



Subject: Contribution in context of World Programme on Human Rights Education

The Human Rights Council resolution 36/12 entitled "World's Programme for Human Rights Education" was adopted on 28 September 2017. The programme is structured in consecutive phases to advance implementation of human rights education programme in all sectors. The emphasis of the World's Programme's first phase (2005-2009) was on the primary and secondary school systems. The second phase (2010–2014) focused on those who further mentor tomorrow's citizens and leaders, such as higher education institutions, as well as on those who have a major responsibility for respecting, protecting and fulfilling the rights of others – from civil servants and law enforcement officials to the women and men serving in the military. The third phase (2015-19) aims to strengthen implementation of the first two phases and promote human rights training for media professionals and journalists.

Now, the fourth phase of the Programme which is to begin on 1 January 2020 will be focusing on the 2030 Agenda for Sustainable Development. Accordingly, the possible focus for the fourth phase of the World Programme could be on the following:

1. **Target Sectors:** The target groups could be the professionals working in the area of medicine, engineering and law. These target groups are selected as these are major stakeholders in achieving sustainable development goals (SDGs). If these professionals function optimally and keep human rights perspective in their functioning, the process of achieving SDGs will be much easier and realistic.

I. 1. Medicine

- **Medical Students:** As medical students are the future health care professionals, they need to be empowered by enhancing their knowledge on human rights. This could be achieved by incorporating human rights

education in medical curriculum such as right to health, rights of person with disabilities, rights of children.


- **Regulatory body/board of medical education:** As developing ethical guidelines in accordance to medical experience, Regulatory body/board of Medical Education should be encouraged to engage as defenders of ethics and human rights in health. They should develop guidelines and ethics based on core human rights principles.
- **Health policy makers:** As health policy makers are responsible for creating policy that apply in the work of healthcare; these professionals should be made aware of the importance of a patient centred care and the role of medical ethics and human rights in health.

1.2. Scientists and Engineers: Scientists and engineers play an important role in sustainable development by planning and building projects that preserve natural resources, are cost-efficient and support human and natural environments. It is important that scientists and engineers must be made more aware of the important social implications of their work and the ways in which a rights-based approach can increase the impact of their research.

1.3. Lawyers: Lawyers have a primary role in protecting human rights and providing means for their enforcement at the national and international level. This is why human rights education for lawyers is of vital importance and may serve as a means for effective conveyance of human rights knowledge, awareness and skills.

II. Focus areas or thematic human rights issues:

1. Right to the highest attainable standard of health.
2. The right of socially excluded groups to be free from discrimination in the delivery of health care.

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3. Right of everyone to enjoy the benefits of scientific progress and its application
 4. Focus on the most marginalized and vulnerable in the formulation of health law and policy.
 5. International Human Rights Law
 6. Rights of persons with disabilities
 7. Rights of children
 8. Right to life and liberty