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INPUT TO DRAFT PLAN OF ACTION FOR THE THIRD PHASE (2015-2019) OF THE WORLD PROGRAMME FOR HUMAN RIGHTS EDUCATION

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1. INTRODUCTION

The Third Phase of the World Programme for Human Rights Education (WPHRE) 2015-2019 seeks to strengthen both the promotion and implementation of its first two phases and also and particularly, human rights education (HRE) for journalists and media professionals.

In general, DIHR finds it positive, that the Draft Plan of Action for the third phase has a stronger focus than the prior action plans on implementation of the future progress in member states on WPHRE. Particularly, regarding monitoring mechanisms for HRE. DIHR also finds it positive, that the Draft Action Plan includes stated learning objectives for journalists and media professionals.

DIHR also welcomes the fact that WPHRE for the first time explicitly places a main responsibility for advancing implementation of human rights education in primary and secondary schools on Ministries of Education. And for higher education and for civil servants, law enforcement officials and the military depending on arrangements in specific countries, on Ministries of Education or Higher education. As well as on higher education institutions and training colleges with varying levels of responsibility depending upon the degree of institutional autonomy.

However, The Danish Institute for Human Rights (DIHR) has three major concerns to the Draft Action Plan. Above all, DIHR is concerned that there is a lack of follow up on the first and second phases of WPHRE. DIHR also questions whether it is optimal for the overall world programme that the phases are divided into target groups rather than is focused on steps and how to make a stronger commitment from the part of governments and educational institutions. DIHR's comments to the draft plan concerns the following components to the Draft Action Plan:

- National focal point and monitoring
- Learning objectives
- UN Declaration on HRE

2. NATIONAL FOCAL POINT

DIHR finds it positive, that the Draft Plan of Action suggests that at national focal point for coordination of the development, implementation, monitoring and evaluation of the national strategy, is established. Also, it is positive that the focal point shall work closely with national agencies responsible for drawing up country reports for the UN monitoring mechanisms and to other international or regional inter-governmental bodies to ensure progress on HRE as well as ensuring that progress is evaluated and included in the reports. DIHR reads this as an important further development of the Plan of Actions for the first and second Phases of WPHRE.

In addition, emphasis should be placed on what is different today after the adoption of the Declaration on Human Rights Education and Training (2011), as opposed to the time periods of the earlier phases and action plans. Particularly with regard to the development, implementation, monitoring and evaluation of a national strategy or, if not existing, progress in the ad hoc development, implementation, monitoring and evaluation of HRE nationally.

3. LEARNING OBJECTIVES

DIHR finds it essential for the realization and creation of a common understanding of what knowledge, skills and attitudes that HRE encompass, that generic learning objectives adjustable to context is formulated in the Action Plan. This should be done for the different specific target groups, as to some extent is the case for the target group for phase III. Even though adjustability to context is extremely important for effective HRE, there is a inappropriate lack of generic UN agreed learning objectives for the different groups at stake. For instance for teacher education at teacher training institutions as well as for in-service training for teachers. Examples of such learning objectives proposed by the UN would allow for more effective argumentation with regard to policy and curriculum development in national contexts.

DIHR is currently working in this area and has formulated learning objectives for a national module on teacher's training. This module has three dimensions with each 3-5 learning objectives which could inspire to the development of such learning objectives. The dimensions cover "What is HRE in a school context?" "The background, status and interpretation of human rights" and

“Learning environment and human rights as a compass in the pedagogical work.”

Moreover, it is suggested that the Plan of Action set minimum standards for a curricula on HRE adjustable to level and groups of subject for primary and secondary schools. Again, this would allow for a more effective argumentation with regard to policy and curriculum development in national contexts.

4. RELATING TO UN DECLARATION ON HRE

DIHR finds it less suitable that the phases of the WPHRE is divided into target groups rather than focusing on the different steps of realizing the WPHRE and the Declaration on Human Rights Education and Training. Furthermore, the Action Plan for this third phase should relate more explicitly to the Declaration on Human Rights Education and Training. For instance, what is different today with the UN Declaration in force compared to the time of the two first phases of the WPHRE? The Action Plan should also have a stronger focus on securing commitment from the part of the governments for formulating a national action plan on HRE and realizing it. This should be emphasized in the Action Plan in relation to the adoption of the Declaration on Human Rights Education and Training.

In general, it could be interesting to have a WPHRE phase and plan of action on HRE for implementing the Declaration on Human Rights Education and Training. This would include all target groups and would allow for process oriented discussions rather than target group oriented discussions.

DIHR’s participation in various international foras (the December 2014 Conference in Dublin on HRE and the E-mail list Global HRE List) underpins that it can be a rather artificial division to discuss progress for target groups rather than e.g. HRE methodology, learning environment, curriculum development, policy and lobby, mapping on HRE etc.

Kind regards,

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