



CONTRIBUTION OF PORTUGAL TO THE OHCHR'S REQUEST OF STATE'S VIEWS ON THE TARGET SECTORS, FOCUS AREAS OR THEMATIC HUMAN RIGHTS ISSUES FOR THE THIRD PHASE OF THE WORLD PROGRAMME FOR HUMAN RIGHTS EDUCATION PURSUANT TO HRC RESOLUTION 21/14 OF SEPTEMBER 27th.

2012

I. Portugal is of the view that the third phase of the World Programme for Human Rights Education should focus on economic, social and cultural rights.

We believe that, in order to make these rights a reality at country level, it is crucial that professionals whose work is directly or indirectly related with these rights receive more information on their content, their legal value, their justiciability and other related matters. According to the information we have gathered at the national level, including training materials in the area of human rights for civil servants but also NGOs, and also after having analyzed national jurisprudence that touches upon human rights, we identified a lack of knowledge and information about economic, social and cultural rights. Having also carefully studied Concluding Observations from treaty bodies as well as recommendations from Special Procedures, we easily concluded that these difficulties and gaps are experienced not only in Portugal, but also in the vast majority of countries in the world.

Regarding sectors that should be targeted in the Third phase of the World Programme, we are of the view that it would be crucial to aim at National Human Rights Institutions, as well as public prosecutors, judges and lawyers and members of NGOs since all of these could have a very positive impact in achieving a better understanding of these rights, as well as in promoting their justiciability. Targeting civil servants would also be relevant in order to make sure that public policies and laws are embedded with a greater human rights focus.



II. Furthermore, we believe that existing efforts to integrate Human Rights Education in education systems, namely in primary and secondary education (as covered by the 1st stage of the Programme) should continue. Extending these efforts to pre-school education on the one hand, and stimulating the awareness for the promotion of economic, social and cultural rights in school curricula (particularly to the fight against poverty and to social inclusion), on the other hand, are both desirable.

Similarly, Human Rights Education should also be a part of teacher's, trainers', educators' and other education professionals' training programmes (with an emphasis on initial training), namely achievable through the development of educational resources, including textbooks.

Extending Human Rights Education to contexts of non-formal and informal education, including through training programmes directed at policy makers, legislators, media professionals, NGOs and local communities' institutions should also be considered.

III. Within the abovementioned wider framework, the following thematic areas could also be considered:

- a) Human Rights Education and the fight against discrimination and social inequalities;
- b) Human Rights Education and the promotion of safe learning environments (without violence or discrimination);
- c) Human Rights Education and the Social Responsibility of the Media.