**Which target sector - e.g., a group of rights holders, a professional group - should be prioritized in the fifth phase? (Note that in the next question you can present your rationale for this recommendation)**

Teacher training institutions, and primary and secondary teachers

**Why do you think this sector should be prioritized?**

Even if the World Programme’s second phase focused - in part - on teachers and educators, there is still a need to increase human rights culture in most primary and secondary schools. For this, having well-trained teachers is crucial, so they can deal not only with all the internal complexities of human rights education, but also with the external resistance they may find in families, communities, and even in their own schools. In order to have well-trained teachers, teacher training institutions play a fundamental role. However, in many places, these institutions are not entirely aware of the importance of human rights education and do not transmit the basic principles and the best ways to do it. Consequently, if teachers do not *live* human rights education during their degree or career, if they are not sensitized and exposed to human rights there, it will be very hard to imagine they will be able to become every-day replicators of the human rights-based approach during their classes. Primary and secondary schools are still one of the most important places where people are raised, and they offer some of the best chances of implementing HRE. What is more, the fourth phase focused on youth, but there were many challenges because of the Covid-19 pandemic; thus, this new focus group would also promote that children and young people are more embedded in human rights issues through education. That is why teacher training institutions and primary and secondary teachers should be the prioritized sector.

**Which specific right, group of rights or global issue of particular importance to human rights should be prioritized in the fifth phase? (Note that in the next question you can present your rationale for this recommendation)**

Environmental education, education for sustainable development, and its interactions and synergies with human rights education

**Why do you think this human right or issue should be prioritized?**

The world today has many initiatives related to human rights education: education for peace, global citizenship education, education for sustainable development, education in values, education for tolerance, environmental education, etc. Even if each of them might have their own focus, all of them share similar objectives, purposes and pedagogic approaches. One of the risks of having so many different branches is that teachers might distrust the “new” streams and be afraid or frustrated because they think they need to learn and understand something new; this situation might lead to them being demotivated and don’t wanting to embrace it.

While taking advantage of the environmental momentum, the Fifth Phase should not only focus on issues of climate change, biodiversity and pollution, among others, but also on the relationship and the connection between education for sustainable development and human rights education. We need to make everyone (and particularly teachers and teacher training institutions) aware that this is not something completely new and isolated, but something related to other initiatives and even necessary to implement them. If they acknowledge that perhaps they would only need to change the focus or some priorities, that will give us a better chance for them to adopt both agendas at once.