

SGI's comments to the draft Plan of Action for the fifth phase of the World Programme on Human Rights Education

- In the Gender equality section, reference to the [Beijing Platform for Action](#) should be mentioned. This is a foundational document for CSW and gender equality & women's empowerment. It is the best blueprint we have yet. It references "human rights education" specifically 9 times.
- In the knowledge part related to gender equality: including mental health in relation to gender equality and human rights is key. the "implications of social and cultural norms" includes mental well-being/ psychological.
- Feminist emphasize "systems change". Gender equality is not just about recognizing our diverse genders, but the bigger system in place that perpetuates discrimination. This includes financing. We need to be aware of all of this to understand the whole picture/issue of gender equality. Women do not have property rights or inheritance rights in many countries, they are treated like third class citizens, they need to be aware of all of their human rights which require lifelong learning. It doesn't stop after formal education stops and it is intergenerational.
- Overall, we need to recognize and educate/ spread awareness on the fact that the investment in war (and not in peace) is a reflection of the gender inequality and dominance/ power dynamics in the world lead by predominantly heterosexual men.
- 31.(a)With regard to education concerning human rights and digital technologies: (ii) Skills: children and young people are able to: • Take actions in solving problems at community, local, national, regional and global levels through the ethical and responsible use of current and future technologies; **This section should include the ability of youth and children to "perceive human rights issues related to digital technology through a human rights lens and to translate this awareness into actionable legal norms."** (b) With regard to education concerning the environment and climate change: (ii) Skills: children and young people are able to: • Meaningfully engage and influence in climate change and environmental decision- making processes at the local, national, regional and global levels; **This section should also include children and youth being able to "participate in the establishment of legal norms concerning climate justice and environmental sustainability."**

Rationale:

In today's dynamic society, marked by the emergence of complex challenges like AI integration, gender equality, and climate change which will be the specified areas of the fifth phase of the World Programme for Human Rights Education, the evolution of legal norms is paramount. Globalization and technological advancements compound these challenges, emphasizing the need for concerted efforts within established legal frameworks. Essential to this pursuit is inclusive engagement across all societal segments, including children, youth, women, minorities, and vulnerable populations, fostering meticulous discussions at local, national, regional, and global levels. While human rights education focuses on imparting knowledge, skills, and attitudes aligned with established international human rights principles, its scope must adapt to the fluid landscape of emerging human rights issues. As challenges arise more frequently, it's imperative to equip children and youth not just with the ability to perceive these issues through a human rights lens but also to translate this awareness into actionable legal norms.