



REPUBLIC OF CROATIA
OMBUDSMAN

Class: 911-02/24-00/0014

Reg. no.: 506-02

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OHCHR Methodology, Education and Training Section

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Dear Madam/Sir,

as the National Human Rights Institution in the Republic of Croatia and an institution actively advocating for the strengthening of the provision of the civic education (including human rights and equality education) nationally, we thank you for the opportunity to express our comments and inputs on the Draft plan of action for the Fifth Phase (2025-2029) of the World Programme for Human Rights Education.

Our inputs are as follows.

With regard to Paragraph 31, Item (a) (i), we suggest the first point, “Their rights in digital environments, particularly the right to privacy, the right to protection from recognized and emerging risks of all forms of violence in the digital environments, the right to access information, freedom of expression, freedom of thought, conscience and religion and freedom of association and peaceful assembly” to also include the right not to be discriminated against.

With regard to Paragraph 31, Item (a), (ii), we suggest the skills related to human rights and digital technologies to include being able to recognize harmful online behaviors (such as cyberaggression, minor-baiting, etc.).

With regard to Paragraph 21, Item (b), (i), we suggest the teaching related to the environment and climate change aiming to develop knowledge in children and youth to also include age-appropriate basic knowledge of the international/regional/national policy and legislative frameworks regulating the right to clean, healthy and sustainable environment and civic participation in environment-related procedures (e.g. as regulated by the Aarhus Convention). When it comes to the teaching of the notion that protecting the environment contributes to the fulfilment of human rights, and protecting human rights contributes to safeguarding the environment, we suggest connecting both to the safeguarding against climate change and its consequences.

When it comes to the teaching of the skills related to gender equality, we suggest that the sentence “Challenge patriarchal and heteronormative ideologies and structures that limit girls and women



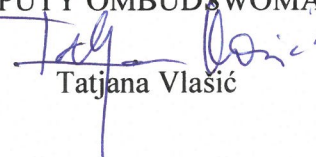
from freely and fully exercising and enjoying their human rights and uphold diversity and inclusion” read “Challenge patriarchal and heteronormative ideologies and structures that limit **girls, women, as well as LGBTIQ+ persons** from freely and fully exercising and enjoying their human rights and uphold diversity and inclusion”.

Additionally, we suggest that the first point under Paragraph 31, Item (c), (iii) also include homo, bi and trans phobia.

With regard to Paragraph 42 and the creation of an educational environment conducive to learning about gender equality, we suggest adding the following: “Positive action measures need to be applied where appropriate to address gender inequalities within the educational systems, such as those related to the unequal employment and promotion patterns in educational institutions (i.e. higher proportion of female staff in lower positions and vice versa) as well as those related to the unequal distribution of girls and boys in certain educational areas (such as less girls in STEM and less boys in the educational paths leading to care professions) leading up to unequal distribution of women and men in specific professions accompanied by unequal pay to the detriment of women.”

Sincerely,

DEPUTY OMBUDSWOMAN



Tatjana Vlašić