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Subject: Midterm progress report on the implementation of the fourth phase of the World Programme for Human Rights Education

The Office of the United Nations High Commissioner for Human Rights (OHCHR) presents its compliments to all Permanent Missions and Observers to the United Nations at Geneva and has the honour to refer to Human Rights Council resolution 42/7 on the World Programme for Human Rights Education, adopted on 26 September 2019.

In the resolution, the Human Rights Council requests “*all States and other relevant stakeholders to develop initiatives in accordance with the World Programme and, in particular, to implement, within their capabilities, the plan of action for the fourth phase*” of the World Programme for Human Rights Education. The plan of action¹ focuses on youth empowerment through human rights education.

The Human Rights Council also encourages “*States to submit their midterm progress reports and final national evaluation reports on the implementation of the fourth phase to the Office of the High Commissioner*” (para. 3). Accordingly, Member States are invited to submit to OHCHR information on national progress since January 2020 in the implementation of the fourth phase of the World Programme, for inclusion in the global midterm report that OHCHR is submitting to the Council at its fifty-first session (September 2022). In assessing progress, cooperation between governments, national human rights institutions and civil society, including youth groups and youth-led organizations, is strongly encouraged.

National submissions should cover action undertaken in any of the following four components for effective human rights education for youth:

1. Policies and related implementation measures

This includes legislation and policies that have been developed and implemented to ensure the inclusion of human rights and human rights education in formal education for young people (secondary, higher education and vocational training) and to facilitate and support the work of civil society – including youth groups and youth-led organizations – in conducting human rights education in non-formal settings.

2. Teaching and learning processes and tools

This includes programmes and activities to develop young people’s competencies (in the areas of knowledge, skills and attitudes) that empower them to exercise, respect and uphold human rights through learner-centred,

¹ UN Doc. A/HRC/42/23. For ease of reference, the plan of action can be accessed at:
<https://www.ohchr.org/EN/Issues/Education/Training/WPHRE/Fourthphase/Pages/FourthPhaseIndex.aspx>

gender-sensitive and participatory methodologies fostering peer learning. It also includes the development of teaching and learning materials and other resources that are specific and relevant to youth and their contexts.

3. Training of educators

This includes measures to ensure adequate training in human rights and human rights education methodologies of educators working both in formal education (teachers, higher education teaching personnel and other education staff) and in non-formal settings, particularly young trainers, leaders, and activists.

4. An enabling environment

This includes measures to encourage the organization of and participation in human rights education activities for young people and to ensure the protection and realization of young people's human rights.

All submissions should be sent to OHCHR – Methodology, Education and Training Section (email: ohchr-registry@un.org, copy to ohchr-wphre@un.org) no later than 29 April 2022. Please indicate if you do not wish OHCHR to make available on the OHCHR website your submissions.

Information related to the World Programme is also available on the OHCHR website at:

<http://www.ohchr.org/EN/Issues/Education/Training/Pages/Programme.aspx>.

The Office of the United Nations High Commissioner for Human Rights avails itself of this opportunity to renew to all Permanent Missions and Observers to the United Nations at Geneva the assurances of its highest consideration.

2 February 2022



WORLD PROGRAMME FOR HUMAN RIGHTS EDUCATION, 4TH PHASE (2020-2024)

Midterm Checklist

This checklist, based on the plan of action for the fourth phase (2020-2024) of the World Programme for Human Rights Education, aims to support States to:

- ✓ **assess progress** in the implementation of human rights education for youth, and
- ✓ **prepare their midterm reports** on the fourth phase, in accordance with UN Human Rights Council resolution 42/7. The midterm progress report should cover action undertaken nationally since January 2020, highlighting and documenting good practices.

HUMAN RIGHTS EDUCATION FOR YOUTH

- Has the assessment of progress and preparation of the midterm report taken place as a **cooperative effort** between governments, national human rights institutions and civil society, including youth groups and youth-led organizations?
- Have steps been taken in your country in the following areas:

1. Policies and related implementation measures	<i>Paragraph in the Plan of Action</i>
a. Have policies, curricula and legislation been developed to ensure the inclusion of human rights and human rights education in formal education for young people (secondary, higher education and vocational training)?	<i>para. 25a</i>
b. Have policies and related measures been developed to facilitate and support the work of civil society – including youth groups and youth-led organizations – in conducting human rights education outside the formal education system (non-formal education)?	<i>para. 25b</i>
c. Have those policies, legislation and related measures been developed in collaboration with youth as key partners?	<i>para. 24</i>
d. Are those policies and legislation accompanied by implementation and monitoring measures (coordination mechanisms, allocation of responsibilities and resources, etc.)?	<i>para. 25d</i>
e. Have other relevant national initiatives been undertaken – including on youth, education, human rights, including gender equality, rights of indigenous peoples, global citizenship, sustainable development, peace, security, crime prevention, criminal justice, preventing violent extremism, fighting corruption and combating racism, racial discrimination, xenophobia and related intolerance?	<i>para. 25c</i>
f. If so, were such other relevant initiatives developed taking into account those specific to human rights education for youth, to ensure coherence and synergy ?	<i>para. 25c</i>
g. Have any efforts been undertaken to engage with United Nations and other processes and mechanisms in relation to human rights education for youth?	<i>para. 25e</i>

2. Teaching and learning processes and tools	
a. Have programmes focussed on developing young people’s competencies (in the areas of knowledge, skills and attitudes) to exercise their rights and respect and uphold the rights of others, particularly for youth in situations of exclusion or vulnerability?	<i>para. 27</i>
b. Have learner-centred, gender-sensitive and participatory methodologies been applied in human rights education for youth? Is peer-to-peer learning fostered?	<i>para. 28</i>
c. Have human rights teaching and learning materials , specific and relevant to youth and their contexts, been developed? Are they accessible and engaging for young people, particularly youth in situations of exclusion or vulnerability?	<i>paras. 29a and 29g</i>
d. Are there any training or resource centres or other facilities that promote and implement sustainable human rights training programmes for youth?	<i>para. 29b</i>
e. Has technology been used to increase access to human rights education for youth?	<i>paras. 29c and 29d</i>
3. Training of teachers and other educators	
a. Have policies and legislation regarding training in human rights and human rights education methodologies for teachers and other educators, in both formal and non-formal education, been adopted?	<i>para. 34</i>
b. Have any other measures or strategies been adopted to ensure adequate training in human rights and human rights education methodologies for teachers and educators working in formal and non-formal education?	<i>para. 33</i>
c. Have human rights training curricula for teachers and other educators working in both formal and non-formal education been developed? What are the learning objectives?	<i>para. 35</i>
d. Have learner-centred, participatory, experiential and action-oriented methodologies been applied in human rights training for teachers and other educators?	<i>para. 36</i>
e. Have human rights training materials for teachers and other educators been developed?	<i>para. 33</i>
f. Has particular attention been given to young educators and educators from groups in situations of exclusion or vulnerability ?	<i>para. 33</i>
g. Have any efforts been undertaken to ensure youth participation in designing, implementing and evaluating training of youth educators?	<i>para. 32</i>
4. An enabling environment	
a. Have measures been put in place to encourage the organization of human rights education activities for young people, and to facilitate their participation?	<i>para. 38</i>
b. Have measures been taken to increase the protection and realization of young people’s human rights ?	<i>para. 39</i>

- Has any other important progress taken place in the area of human rights education in your country, which **does not have a specific youth focus** or which addresses other specific audiences?