



**Human Rights Council 33<sup>rd</sup> session (13 to 30 September 2016)**  
**High Level Panel Discussion on the 5<sup>th</sup> Anniversary of the United Nations Declaration on  
Human Rights Education and Training**

**14 September 2016, Geneva**

**GANHRI Statement on the unique role of NHRIs in promoting effective policies for human  
rights education**

Mr President and members of the panel, Excellencies,

The Global Alliance of National Human Rights Institutions (GANHRI) and its 75 member national human rights institutions (NHRIs) accredited with “A” status welcome the opportunity to contribute to today's high level panel to mark the 5th anniversary of the UN Declaration on Human Rights Education and Training from 2011.

Human Rights Council resolution A/HRC/31/21 marks a visionary commitment by States to enhance efficient implementation of the Declaration on Human Rights Education.

GANHRI appreciates the enhanced strategic role of NHRIs recognised in the resolution, which includes working structurally for the advancement of effective policies on human rights education.

This reflects the potential of NHRIs to work across their mandates, including :

- coordination and cooperation among HRE stakeholders,
- giving advice to parliamentarians and responsible education authorities as well as
- monitoring of human rights education.

These mandates imply that NHRIs potentially have an eminent and far more sustainable impact on the integration of human rights education in the formal education sector than is currently the case in many States.

Hence, since the adoption of the Declaration on Human Rights Education and Training, there have been several examples of states benefitting greatly from the expertise and independent and strategic role of NHRIs in implementing international standards for human rights education at the national level. Examples include, inter alia, Denmark, Honduras, Morocco – and we warmly welcome the President of the National Council for Human Rights of Morocco on this panel - and the Philippines.

Looking forward, GANHRI offers the following three suggestions, which will maximise States' ability to draw on the unique position of NHRIs for creating sustainable change for HRE:

Firstly, States are encouraged to invite NHRIs to support the advancement of the implementation of human rights education in the formal education sector. When working across the NHRI mandated areas - including monitoring the status of human rights education, giving advice to parliament, coordinating and consulting in the formulation of training programmes -, NHRIs can leverage the implementation of States' obligations on human rights education.

Secondly, NHRIs have the potential of serving as independent advisers to Parliaments and responsible educational authorities on human rights education, formal, non-formal and informal. States should acknowledge this unique position that allows NHRIs to contribute to the implementation and evaluation of human rights education programmes, and act as qualified advisers at the structural level to influence education reforms, inter alia the adoption of effective policies on human rights education and curricula development.

Finally, NHRIs have the potential to play a key role in monitoring and data collection related to target 4.7 of the Sustainable Development Goals. During 2017 an increasing number of NHRIs will be capacitated through a peer process on data collection and mapping of human rights education in the formal education sector. Drawing upon the expertise of NHRIs can potentially guide the global and national processes for mainstreaming HRE, as envisioned in target 4.7., by defining the specific indicators and related metadata and methodologies for assessing the implementation of HRE.

I thank you for your attention.