

THE DANISH  
INSTITUTE FOR  
HUMAN RIGHTS

SURVEY RESULTS:  
NHRIS WORK WITH  
HUMAN RIGHTS  
EDUCATION

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**DRAFT EDUCATION**

Author: Maria Løkke Rasmussen, The Danish Institute for Human Rights

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The Danish National Human Rights Institution

Wilders Plads 8K  
1403 Copenhagen K  
Telefon 3269 8888  
[www.humanrights.dk](http://www.humanrights.dk)

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## Content

ABBREVIATIONS.....	3
<b>1. MAIN FINDINGS</b> .....	4
2. BACKGROUND TO THE SURVEY .....	4
3. AIM OF SURVEY.....	5
4. SURVEY DESIGN .....	5
5. SURVEY RESULTS.....	5
5.1. PARTICIPANTS BACKGROUND INFORMATION .....	5
5.1.1. Institution or Organisation Respondents Come From.....	5
5.1.2. Experience.....	6
<b>5.1.3. Main role and responsibilities</b> .....	6
5.1.4. National Human Rights Education Roll-out .....	7
5.2. NHRI MANDATE AND ROLE ON HUMAN RIGHTS EDUCATION .....	7
5.2.1. Paris Principles and HRE work .....	7
<b>5.2.2. HRE addressed in NHRI Founding Law</b> .....	8
5.2.3. HRE strategy, policy or similar .....	8
5.3. NHRIs HRE EXPERIENCES AND HRE NEEDS.....	9
5.3.1. Paris Principles and HRE Work.....	9
5.3.2. Types of NHRIs HRE work .....	10
<b>5.3.3. Main HRE Successes &amp; Achievements</b> .....	11
5.3.4. NHRI Challenges to Carry out HRE .....	11
5.4. PARTICIPANT EXPECTATIONS AND INPUT TO SYMPOSIUM.....	12
<b>5.4.1. Main Expectations</b> .....	12
<b>5.4.2. Types of Guidelines and Tools to Develop</b> .....	12
<b>5.4.3. Sharing of Important Guidelines &amp; Tools Being Used</b> .....	13
<b>5.4.4. Suggestions to Type of NHRI HRE Network</b> .....	13
<b>5.4.5. Presentations To Symposium</b> .....	13
<b>5.4.6. Part Take In NHRI HRE Guideline Development</b> .....	13

## ABBREVIATIONS

HRE	Human Rights Education
DIHR	The Danish Institute for Human Rights
NHRI	National Human Rights Institutions
UNDHRE	UN Declaration on Human Rights Education
WPHRE	UN World Programme for Human Rights Education

## 1. MAIN FINDINGS

This is a short overview of the main findings of the survey.

1. Experienced group of participants;
2. National HRE roll out: Police Training in top, Teacher Training in bottom;
3. Most important NHRI HRE mandate area:
  - NHRIs: 1. Advice, 2. Monitoring & Reporting, 3. Education & Information
  - Non-NHRIs: 1. Education. & Information, 2. Monitoring & Reporting, 3. Advise
4. NHRIs actual HRE work: 1. Education & Information, 2. Advise, 3. Monitoring & Reporting;
5. HRE Strategy or Policy: 73% have one, 9 refer to UNDHRE, 8 to WPHRE. All Non-NHRIs recommends HRE strategy;
6. Main NHRI Challenges to carry our HRE: Funding , No. of staff (6 + 3 not at all sufficient)
7. Expectations to Symposium:
  - Clarity of NHRI role in HRE,
  - How to identify priority areas,
  - Develop NHRI tools & guides,
  - Create network,
  - Share experiences incl. on advise & measure impact,

## 2. BACKGROUND TO THE SURVEY

The present survey is conducted to inform The Copenhagen Symposium on Human Rights Education - '*Strengthening the Capacity of NHRIs on Human Rights Education*' that takes place 10<sup>th</sup>-11<sup>th</sup> of December 2014 at The Danish Institute for Human Rights (DIHR). The Symposium brings together specialists among DIHR partners and contacts from the National Human Rights Institution (NHRI) and Human Rights Education (HRE) community for a creative idea development process.

The symposium has the objective to:

- Move towards a common understanding of NHRIs mandate on Human Rights Education
- Develop recommendations on:
  - NHRI Guidelines on to be developed on Human Rights Education
  - NHRI network to be created on Human Rights Education
- Share challenges & best practises

The Danish Institute for Human Rights has for more a decade engaged in developing methods and models for human rights education as well as conducted capacity building and education programmes for NHRIs in partnership programmes. With the Symposium on Human Rights Education in 2014 DIHR initiates a new phase of HRE and NHRI work with a multilateral NHRI focus.

The background and rationale to the symposium is that NHRIs have a key role to play in promoting human rights through human rights education (HRE) and in protecting the right to human rights education. The Paris Principles provides NHRIs with a broad HRE mandate and the UN World Programme on Human Rights

Education (WPHRE) and the UN Declaration on Human Rights Education (UNDHRE) as well as regional instruments and policies has described a large number of activities to be carried and specific roles to NHRIs.

This very broad mandate can be a challenge to NHRIs to handle. With so many recommended HRE activities on the list, NHRIs can do anything and still claim they are fulfilling their HRE obligations – but does it have a meaningful effect and impact? Where should NHRIs start, how should they prioritise and what will work? These are the questions driving the symposium. The present survey is aiming at opening up on these questions and gives input to the symposium programme.

The output of the symposium will be a report published on its recommendations vis-à-vis the listed objectives. These will form the background for activities to be carried out in 2015 under the auspices of funding from the Danish Institute for Human Rights in cooperation with interested participants and other stakeholders. And in the general discussions within the NHRI and HRE community.

### **3. AIM OF SURVEY**

The aim of the survey is to contribute to the development and process of the Copenhagen Symposium on Human Rights Education: *'Strengthening NHRI Capacity on Human Rights Education'*, by giving insight to the type of HRE work NHRIs do and prioritise. Also the survey gives an insight to the symposium participants expectations to the symposium and possible contributions.

### **4. SURVEY DESIGN**

The survey is based on two questionnaires: One for symposium participants from NHRIs and one for symposium participants with non-NHRI background.

The questionnaire is divided into four sections:

1. Background information
2. NHRI Mandate and Role in Human Rights Education
3. NHRI HRE experiences and needs
4. Participant expectations and input to Symposium

The survey is internet based developed in google survey to which the symposium participants was send a link though email. It contains both closed and open answers.

15 respondents filled in the questionnaire for NHRIs, while 5 respondents answered to the questionnaire for Non-NHRIs. However, due to a misunderstanding, two Non-NHRI respondents have answered as NHRI. Two respondents have answered from most of the participating NHRIs. The non-NHRI respondents were in most cases asked what they would recommended NHRIs should work with, etc.

### **5. SURVEY RESULTS**

#### **5.1. PARTICIPANTS BACKGROUND INFORMATION**

##### **5.1.1. Institution or Organisation Respondents Come From**

**NHRIs (14 + 1)**

Australian Human Rights Commission (AHRC) – *One respondent*  
 The Danish Institute for Human Rights (DIHR) – *Two respondents*  
 The German Institute for Human Rights (GIHR) – *Two respondents*  
 Kenya National Commission on Human Rights (KNCHR) – *Two respondents*  
 National Council for Human Rights, Egypt – *Two respondents*  
 National Human Rights Commission of Mongolia – *Two respondents*  
 South African Human Rights Commission – *One Respondent*  
 Uganda Human Rights Commission – *One Respondent*  
 Ukrainian Parliament Commissioner for Human Rights – *One Respondent*

Tunesian free-lance HRE consultant (answered as NHRI) – *One Respondent*

**Non-NHRIs Background(6 -1)**

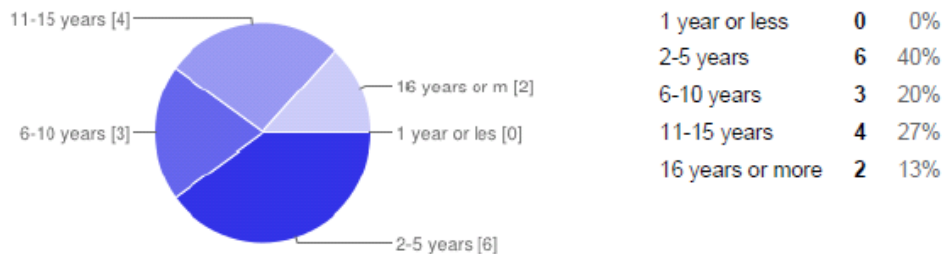
International Coordinating Committee of NHRIs, Geneva, reside in France  
 Human Rights Education Associates and HRE-NGO, reside in USA  
 Raul Wallenberg Institute of Human Rights, reside in Sweden  
 Inter-American Institute for Human Rights, reside in Uruguay

**5.1.2. Experience**

The respondents are an experienced group. Many of them have more than five years and even 15 years of experience in the field.

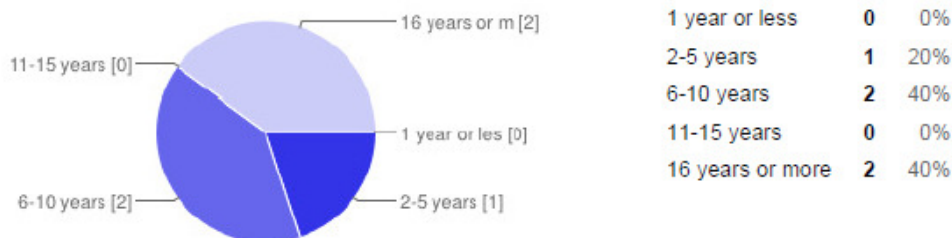
NHRI respondents:

**How long have you worked with human rights education?**



Non-NHRI respondents:

**How long have you worked with human rights education?**



**5.1.3. Main role and responsibilities**

### 5.1.4. National Human Rights Education Roll-out

The respondents were asked to what degree they found a list of HRE actions had been implemented in their countries. The results from the NHRI respondents was the following list in descending order:

Top	HRE substantively addr. in the training of police	3 high degree	8 some, 2 limited, 2 I do not knw
	National Baseline Study/Studies on HRE Conducted	3 high degree	6 some, 5 limited, 1 I do not knw
	National Focal Point on HRE Established	3 high degree	5 some, 2 lim., 4 not at all, 1 ldnk
	National Action Plan on HRE Developed	3 high degree	4 some, 2 lim., 5 not at all, 1 ldnk
	HRE subst. addr. in the training of journalist & media	2 high degree	5 some, 3 limited, 5 I do not knw
	HRE subst. addr. in University Education Curriculum	2 high degree	4 some, 7 lim., 1 not at all, 1 ldnk
	HRE subst. addr. in Primary Education Curriculum	1 high degree	7 some, 6 lim., 1 not at all
	HRE subst. addr. in Secondary Education Curriculum	1 high degree	6 some, 8 limited
	HRE subst. addr. in the Training of Military personnel	1 high degree	6 some, 3 limited, 5 I do not knw
	HRE subst. addr. in the Training of Civil Servants	1 high degree	3 some, 6 limited, 4 I do not knw
Bottom	HRE subst. addr. in the Teacher Training Curriculum		4 some, 7 limited, 3 not at all, 1 I do not know

Interestingly the training of police is placed in top, even above national baseline, national focal point and national action plan, while the rest of the direct training of and curriculum development for key target groups are placed in the bottom of the list. This might be because police is identified as the biggest potential human rights harm doer, and there traditionally have been a do no harm thinking. Sadly teacher training is placed in the bottom of the list, which seems to be a major challenge to teaching children human rights and create a human rights learning environment in classrooms.

Non-NHRI respondents were also asked to answer to the national roll out of the listed HRE activities in the countries they are residing. But as most of them have asked they do not know, mainly because their work is not targeting the country they live in, their answers are not included here.

## 5.2. NHRI MANDATE AND ROLE ON HUMAN RIGHTS EDUCATION

The Paris Principles provides NHRIs with a broad HRE mandate. Furthermore, the WPHRE and UNDHRE as well as international and regional instruments and policies provides NHRIs with a central role in the development, co-ordination and implementation of human rights education programmes at the national level.

Taken in conjunction the Paris Principles could contain the following HRE work:

1. Monitoring & Reporting on HRE (e.g. HRE national baseline surveys, HRE Treaty body & UPR reporting)
2. Advise to Government, Parliament a.o. on HRE (e.g. on UNDHRE & WPHRE, HRE reporting, education policies, curricula, training)
3. Relate to International & Regional Organisations on HRE (e.g. conferences, surveys under WPHRE, influence agenda w concept and methodology papers, HRE networks)
4. Educate & Inform on HRE (e.g. develop HRE teaching guidelines, material and e-learning, teach target groups)
5. Take Complaints on HRE

### 5.2.1. Paris Principles and HRE work

The respondents were asked to assess how important they find the different NHRI areas of work within HRE are derived from the Paris Principles. The results from the 15 NHRI respondents gave the following hits in descending order:

Top	Advise to Government, Parliament a.o on HRE	14 very important	1 important
	Monitoring & Reporting on HRE	13 very important	2 important
	Educate & Inform on HRE	11 very important	3 important
	Relate to Int. & Reg. organisations on HRE	6 very important	8 important, 1 less import.
Bottom	Complaints on HRE	4 very important	4 imp, 2 less, 5 not import.

The results from the 5 Non-NHRI respondents on what they found NHRIs should prioritise their HRE work, were a bit different as they clearly prioritised NHRIs own Education & Information:

Top	Educate & Inform on HRE	5 very important	
	Advise to Government, Parliament a.o on HRE	3 very important	2 important
	Monitoring & Reporting on HRE, Take complaints	3 very important	1 important, 1 less import
Bottom	Relate to Int. & Reg. organisations on HRE	2 very important	2 important, 1 less import.

### 5.2.2. HRE addressed in NHRI Founding Law

#### Australian Human Rights Commission (AHRC):

Education is one of the AHRCs

#### The Danish Institute for Human Rights (DIHR):

*DIHRs general duty is to promote and protect human rights in times of peace and during armed conflicts in particular by: [...] 5. Implementing and promoting education in human rights (no. 5 out of 8 aims)*

#### The German Institute for Human Rights (GIHR):

HRE is one of six main points

#### Kenya National Commission on Human Rights (KNCHR):

#### National Council for Human Rights, Egypt:

#### National Human Rights Commission of Mongolia:

#### South African Human Rights Commission:

It is especially provided for in the Constitution, the South African Human Rights commission Act founding legislation which was recently - in 2013 – been amended to provide clarity on certain provisions and also specifically mentioned in other enabling legislation.

#### Uganda Human Rights Commission:

The Uganda Human Rights commission is established

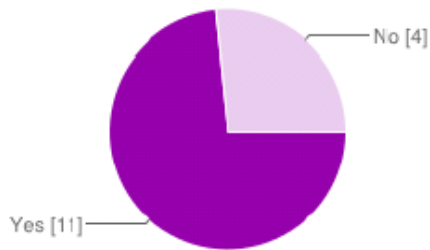
#### Ukrainian Parliament Commissioner for Human Rights:

### 5.2.3. HRE strategy, policy or similar

The majority of the NHRI respondents have a HRE strategy, policy or similar:



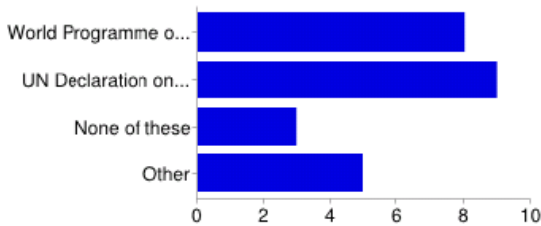
**Do you have a HRE strategy, policy or similar?**



Yes 11 73%  
No 4 27%

All Non-NHRI recommends NHRIs to have a HRE strategy, policy or similar.

**Does your HRE strategy, policy or similar refer or relate to any of the following documents?**



World Programme on Human Rights Education (WPHRE I-III)	8	53%
UN Declaration on Human Rights Education	9	60%
None of these	3	20%
Other	5	33%

Under 'other documents NHRIs HRE strategy, policy or similar relate to', respondents have written:  
Xxxx  
xxx

**5.3. NHRIs HRE EXPERIENCES AND HRE NEEDS**

**5.3.1. Paris Principles and HRE Work**

To what degree have your NHRI been engaged in the following types of NHRI work?

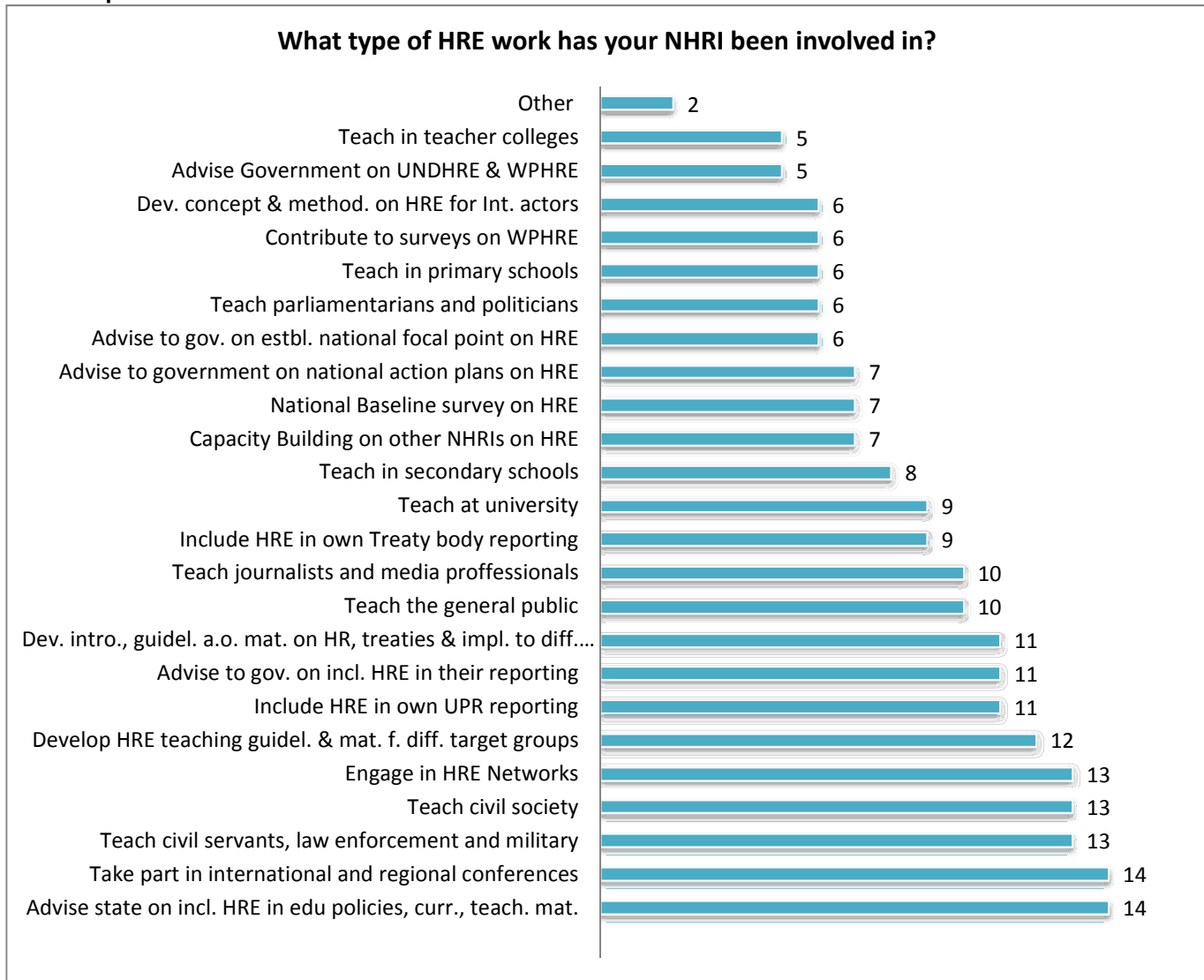
NHRI responses:

Top	Educate & Inform on HRE	10 high degree	2 some, 1 less, 1 not, 1 idnk
	Advise to Government, Parliament a.o on HRE	7 high degree	7 some, 1 less degree
	Monitoring & Reporting on HRE + Relate to Int. & Reg. organisations on HRE	6 high degree	6 some, 2 less degree
Bottom	Complaints on HRE	3 high degree	2 some, 3 less, 6 not, 1 idnk

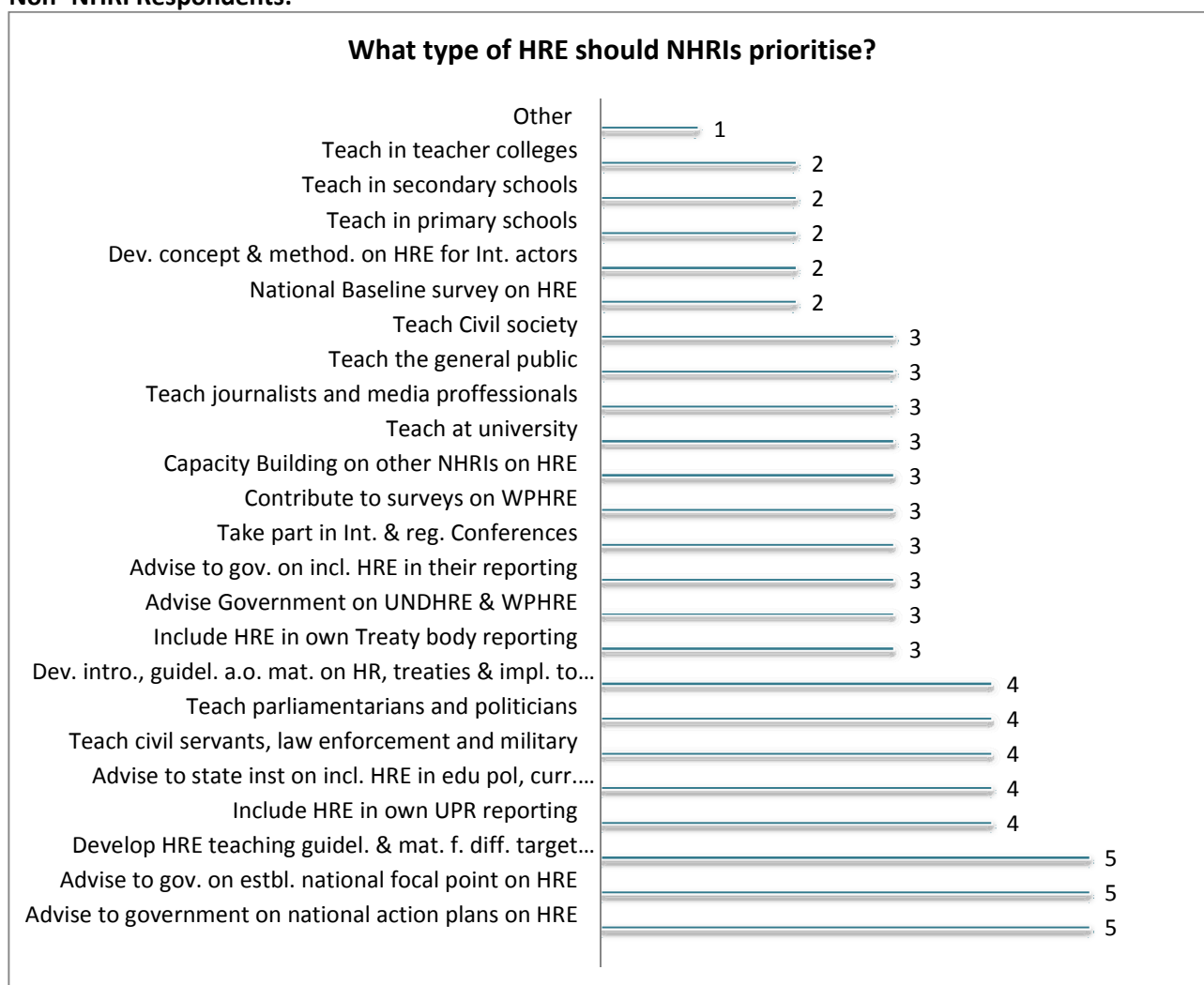
Non- NHRIs were not asked this question.

### 5.3.2. Types of NHRIs HRE work

NHRI Respondents:



**Non- NHRI Respondents:**



**5.3.3. Main HRE Successes & Achievements**

**5.3.4. NHRI Challenges to Carry out HRE**

NHRI responses to what are their main challenges to carry out HRE:

Top	Funding	7 not at all	7 limited degree, 1 high, 1 idnk
	No. of staff sufficient	3 not at all	7 lim, 2 some, 2 high
	Know how of staff	0 not at all	2 lim, 3 some, 9 less degree
Bottom	NHRI funding law & strategy sufficient framework	0 not at all	0 lim, 5 some, 9 high, 1 idnk

## 5.4. PARTICIPANT EXPECTATIONS AND INPUT TO SYMPOSIUM

### 5.4.1. Main Expectations

- Clarity of NHRI role in HRE,
- How to identify priority areas,
- Develop NHRI tools & guides,
- Create network,
- Share experiences incl. on advise & measure impact,
- Xxc
- xx

### 5.4.2. Types of Guidelines and Tools to Develop

- Toolbox to raise awareness on of rural people
  
- Monitoring & Evaluation tools
- Monitoring and Evaluation
- Evaluation tools
- Monitoring and evaluation tools that are practical and easy to implement
  
- Curriculum development
- HRE curriculums for various institutional actors
- Best practices on curricula development
  
- Training guidelines
- Training content design
- Training manuals and other EIC materil
- Training on Thematic Sector
  
- Paying more attention to vulnerable categories specially children, women and disabled.
- Guidelines or tools for Human Rights Education for Civil Servants
- Guidelines or tools for Human Rights Education for Women
- Training Tools for army & civil servants
- Teaching children human rights using arts and games.
  
- Higher level of elearning on Internet and social media.
- Human Rights Educators' Tool Box for Online Training (including Instructional Design, Content Development and Learning Technology)
  
- Comprehensive implementation of participatory approach and HRBA in HRE
  
- Tools for reporting to UN bodies and regional Hr bodies
- Annually Review on HRE
- Reporting on treaty body systems and how to get influence in the UPR process on HRE
  
- Tools on HR Violations monitoring
- Human Rights Indicators

- Guidelines to make strategic analysis to base NHRIs choice on what HRE focus to take in their specific political environment, with their countries specific challenges, etc
- Quality criteria for HRE, possibly for specific target groups and/or topics. This would increase the legitimization of such quality criteria and make sure that HRE is embedded in a way we approve (definition of HRE, participative, explicit HRE)
- Common definition/understanding of HRE among NHRI

- Xx
- xxx

### 5.4.3. Sharing of Important Guidelines & Tools Being Used

### 5.4.4. Suggestions to Type of NHRI HRE Network

- Permanent exchange of information concerning HRE, participation in conferences, trainings and seminars of invited NHRIs staff
- Networking with Public institutions including oversight bodies. Networking with international & local CSOs. Networking with Education sector institutions like ministry of education, primary, secondary, training colleges, Universities etc.
- Networks to share best practices in order to enhance human rights education delivery by NHRIs
- Symposiums and Exchange Programs Using The Networks for African National Human Rights Institution as a Basis for Networking. Colloquiums. Regional FORUMS
- Regular discussions and experience sharing through: Regular meetings Facebook groups
- formal and informal opportunities to share our experiences and learn from one another.
- Getting to know & exchange strategy, if possible material amongst those NHRI who actually work specifically and explicitly on HRE. For policy advice, it would make sense to network amongst NHRIs with similar challenges.
- Arab Network for Human Rights, African Network for Human Rights
- I would suggest to establish a HRE working group( limited number ) to follow the HRE component of HRE activities within NHRIs AND a organising yearly / each 2 years meeting to exchange experiences .
- Regional network
- networking and exchange with regard to contents of HRE work, strategies, best practises
- Working group on HRE reporting to international and regional systems.
- I would like to be a part of networking on HRE which based on online platform (without border) like HREA's Global HRE Network or Equitas Alumni Network.
- Due to a landlocked country in Asia, it would be effective if based on cyber space.
- An informal network of practitioners that meets regularly e.g. quarterly and share info in between on online services

### 5.4.5. Presentations To Symposium

### 5.4.6. Part Take In NHRI HRE Guideline Development

