COPENHAGEN SYMPOSIUM ON HUMAN RIGHTS EDUCATION:
'Strengthening NHRI Capacity on Human Rights Education'
10th-11th December 2014

SYMPOSIUM COMPILATION OF

SUPPORTING TEXTS

CONTENTS

NHRI HRE MANDATE

The Paris Principles are considered as the international standards to frame and guide the work of National Human Rights Institutions. They were drafted at an international workshop on National Human Rights Institutions for the promotion and protection of human rights, and were adopted by the United Nations General Assembly in 1993[1]. The Paris Principles provides NHRIs with a broad HRE mandate. Furthermore, the WPHRE and UNDHRE as well as international and regional instruments and policies provide NHRIs with a central role in the development, co-ordination and implementation of human rights education programmes at the national level.

NHRI mandate areas acc. to Paris Principles	Ex. Of HRE activities carried out
1. **Monitoring and Reporting**	E.g. HRE national baseline survey, HRE treaty body & UPR reporting
2. **Advise to gov, parliament a.o.**	E.g. on UNDHRE, WPHRE, national HRE action plan, HRE focal point, HRE Reporting, education policies, national curricula, training of PMs, civil servants, local gov., etc
3. **International, Regional and National Cooperation**	E.g. conferences, Networks, Surveys under WPHRE,Influence agenda w. concept and methodology papers
4. **Education & Information**	E.g. develop HRE teaching guidelines, material and e-learning,teach specific target groups
5. **Take complaints**	

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NHRI & HRE EVENTS

1978	Geneva NHRI seminar guidelines on NHRI	Identified two important functions of NHRI: (i) to provide assistance "*in educating public opinion and promoting awareness of and respect for human rights*", and (ii) to "*act as a source of human rights information for the government and people of the country*"	R.V. Pillai: National Human rights Institutions: Their role in Education for Human Rights, in Human Rights Education, Social Change and Human, 1999
1993	Vienna Declaration	*"The important role played by NIs […] in the dissemination of human right information and education in human rights"*	Vienna Declaration
1995 - 2004	HRE Decade	"*NHRIs[..] should play a central role in the development, coordination and implementation of HRE programmes at the national level*"	HRE decade Plan of Action, para 12.
1996	Seminar on Human Rights Education and National Institutions, New Delhi	*February 16-17, 1996.* *Participants:* Canadian Human Rights Fundation, Canadian Human Rights Commission and National Human Rights Commission of India.	*Seminar Report.* Canadian Human Rights Commission, Montreal, 1996.
1997	Workshop on Human Rights Education and National Institutions, Jakarta, Indonesia.	*March 18-21, 1997* *Participants:* The Indonesian National Commission on Human Rights, Canadian Human Rights Foundation, Quebec Commission for Human Rights & Youth Rights and the Canadian Human Rights Commission	*Seminar Report* Indonesian National Commission on Human Rights. Jakarta, 1997.
2004	Workshop on Human Rights Education in National Human Rights Institutions, Berlin, Germany	Organised by the German Institute for Human Rights. Twelve countries were represented. Presentations on HRE in transforming societies , HRE programme country reports , strategies and experiences in NHRI. Common challenges was discussed.	*Documentary Report* German Institute for Human Rights, Berlin 2004
2014	Roundtable discussion on The Role of NHRIs in Advancing HRE	*20 June 2014* Organised by HREA Participants: Representatives of NHRIs, NGOs, academic institutions and OHCHR present and online. Presentations on the mandate of NHRIs to promote HRE, including examples, challenges and future opportunities.	*Executive Summary* HREA, 2014

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NHRIs HRE ROLE ACCORDING TO THE HRE INTERNATIONAL POLICY FRAMEWORK

	HRE DECADE	WPHRE I			WPHRE II		WPHRE III	UNDHRE
Year	1994-2005	2005-2009			2010-2014		2015-2019	2011
HRE Target groups	Wide an audience as possible. [i]	Primary School systems	Secondary School systems	Teachers	Higher Education	Civil servants Law enforcement Military	Media professionals Journalists	All
NHRI role	*NHRIs[..] should play a central role in the development, coordination and implementation of HRE programmes at the national level[ii]*	MoEdu has main responsibility for edu. policy development, prg. planning, research, teacher training, dev. and dissemination of materials. NHRIs should be involved in the a) **implementation** of the Plan of Action [iii] b) **design and organization** of appropriate education and professional development [iv] together with MoEdu and other actors.			Main responsibility in implementation rests with MoEdu/ higher edu, higher edu institutions & training colleges **NHRIs** are considered 'key actor' in **implementation** together with a long list of other actors.[v] **NHRIs** should work in partnerships on **research** w. higher edu inst. which should eg. inform HRE policies & practise[vi].	Main responsibility for implementation rests with min. e.g. public adm., the interior, justice or defence in coop. w. e.g. local gov. **NHRIs** are considered 'key actor' together with a long list of other actors[vii]	Responsibility is shared among multiple actors. **NHRIs** are listed to play a role in: a) Design and delivery of appropriate HRE **strategies**[viii] b) Work closely w. the states national focal point on WPHRE III	*NHRIs can play an important role, including where necessary a coordinating role, in promoting HRE and training, by inter alia, raising awareness and mobilizing relevant public and private actors[ix]* NHRIs should be included in the states conception, implementation and evaluation of and follow-up to HRE strategies, action plans, policies and programmes[x]

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AN OVERVIEW OF THE WORLD PROGRAMME FOR HUMAN RIGHTS EDUCATION

	WPHRE I (2005-2009)[xi]	WPHRE II (2010-2014)[xii]	WPHRE III (2015-2019)[xiii]
Target groups	- The primary and secondary school systems	- Higher education institutions & Civil servants and Law enforcement	- Media professional & journalists
Actors	- Ministries (e.g. ministry of education) - Teachers training institutions - NHRIs - Teachers' associations - Parents' and students' associations - NGOs - Educational research institution - Legislative bodies - National committees for intergovernmental organizations - National commissions for UNESCO	- Ministries - Higher education institutions - Professional training colleges - Teaching personnel & students' unions and associations - Unions and associations of civil servants and law enforcement officials - Parliamentary committees - Human rights training institutions & resource - NHRIs - NGOs	- Undergraduate or graduate institutes or universities - NHRIs - UNESCO - Unions and professional & accrediting organizations of media professionals and journalists - Public and private media enterprises & their leadership, in particular company board members and editors-in-chief - Legislative bodies - Research institutions addressing journalism - NGOs - International and regional intergovernmental organizations
Objectives	a) *To promote the inclusion and practice of human rights in the primary & secondary school systems;* b) *To support the development, adoption and implementation of comprehensive, effective and sustainable national human rights education strategies in school systems, and/or the review and*	a) *To promote the inclusion of human rights education in higher education and in training programmes for civil servants, law enforcement officials and the military;* b) *To support the development, adoption and implementation of relevant sustainable national strategies* c) *To provide guidelines on key components of human rights education in higher*	a) *To highlight their role in the promotion and the protection of human rights;* b) *To provide guidance on effective human rights training programming for media professionals and journalist;* c) *To support the development, adoption and implementation of relevant sustainable training strategies,* d) *To highlight the importance of enabling environments guaranteeing the protection and safety of media professionals and*

	improvement of existing initiatives; c) *To provide guidelines on key components of human rights education in the school system* d) *To facilitate the provision of support to Member States by international, regional, national and local organizations;* e) *To support networking and cooperation among local, national, regional and international institutions*	*education and in training programmes for civil servants, law enforcement officials and the military* d) To facilitate the provision of support to higher education institutions and Member States by international, regional, national and local organizations e) To support networking and cooperation among local, national, regional and international governmental and non-governmental institutions and organizations	*journalist;* e) *To facilitate support for human rights training for media professionals and journalist by local, national, regional and international organizations;* f) *To support networking and cooperation among local, national, regional and international governmental and non-governmental institutions and organizations*
Methodolo-gy	- Rights-based approach: Teaching and learning processes and tools - Democratic and participatory method - Experience and practice-based method - Training materials and textbooks promote human rights values	- Rights-based approach: Teaching and learning processes and tools - Democratic and participatory method - Learner-centred method - Experience and practice-based method - Training materials and textbooks promote human rights values - Training builds on peer learning and professional self-esteem - Audience-specificity	- Rights-based approach: Teaching and learning processes and tools - Democratic and participatory method - Learner-centred method - Experience and practice-based method - Training materials and textbooks promote human rights values - Training builds on peer learning and professional self-esteem - Audience-specificity
Key task[1] (Key components for success)	1. Educational policies 2. Policy Implementation 3. The learning environment 4. Teaching and learning 5. Education and professional development of school personnel	Higher education institutions: 1. Policies & related implementation measures 2. Teaching & learning processes and tools 3. Research 4. The learning environment 5. Education & professional development of higher education teaching	1. Policies and related implementation measures 2. Training processes and tools 3. An enabling environment

[1] In addressing HRE reform, NHRIs should consider and include each of these components.

		personnel Civil servants & Law enforcement: 1. Training policies and other related policies. 2. Training processes & tools. 3. The learning & working environment	
Implementation strategy	Step 1: *Analysis of the current situation of human rights education in the school system.* Step 2: *Setting priorities and developing a national implementation strategy* Step 3: *Implementing and monitoring* Step 4: *Evaluating*	Step 1: *Analysis of the current situation of human rights education in the above-mentioned areas.* Step2: *Setting priorities and developing a national implementation* strategy. Step 3: Implementing & monitoring Step 4: *Evaluation*	Step 1: *Undertake an assessment study on progress made on during the first and second phases of WPHRE and a national baseline study on human rights training for media professionals and journalists* Step 2: *Develop a national strategy to enhance the implementation of the first and second phases of WPHRE and to promote human rights training for media professionals and journalists* Step 3: *Implement, monitor and evaluate the national strategy*

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TEXT EXAMPLES REGARDING NHRIS & HRE

Andre Keet & Nazir Carrim (2006): **Human Rights Education and Curricular Reform in South Africa**

Asia Pacific Forum (2013): **Human Rights Education – A Manual for National Human Rights Institutions**

Asia Pacific Human Rights Education Centre (2000): **Human Rights Education in Asian Schools, Vol III**

Bolorsaikhan Badamsambu (2014): **National Human Rights Commission of Mongolia: Building Positive Attitude to Human Rights**

Camilla Goldbeck-Löwe (2009): **National Action Plans For Human Rights: Achievements and Challenges – The Swedish Experience**, in: Global Standards- Local Action, 15 years Vienna World Conference on HR

Canadian Human Rights Foundation (2005): **Human Rights Education & Promotion – Building the Capacity of the National Human Rights Commission, Nepal**.

Danish Institute for Human Rights, The (2013): **Mapping Human Rights Education in Danish Schools**

Danish Institute for Human Rights (2012): **The Human Rights Education Toolbox**

European Union Agency for Fundamental Rights (2010): **Institutional Needs Assessment for Human Rights Education**

Geta Kassa (2009): **Human Rights Education in Ethiopia – Role of the National Commission on Human Rights**, in: Global Standards – Local Action, 15 years Vienna World Conference on Human Rights:

German Institute for Human Rights (2004): **Human Rights Education in National Human Rights Institutions in Europe**. Documentary Report

Human Rights Education Associates (2014): **The Role of NHRIs in Advancing Human Rights Education.** Executive summary

Irish Human Rights Commission & OHCHR (2013) **DRAFT: NHRIs Compendium of Human Rights Training Practices**, working document Int. Conference on HRE & Training

International Council on Human Rights Policy (2005): **Assessing the Effectiveness of Human Rights Institutions** (on HRE role)

International Council on Human Rights Policy (2004): **Performance and Legitimacy: National Human Rights Institutions** (on HRE role)

Irish Human Rights Commission (2011): **Human Rights Education in Ireland, An Overview**

Kyon-Whan AHN (2009): **The Role of the National Human Rights Commission of Korea in Promoting Human Rights Education**, in: Global Standards – Local Action, 15 years Vienna World Conference on HR

OHCHR (2010): **National Human Rights Institutions- History, Principles, Roles and Responsibilities**

R.V.Pillai (1999): **National Human Rights Institutions - Their Role in Education for Human Rights**, In: Human Rights Education, Social Change and Human Values:

Roberts, Kirsten (2009): **The Role of NHRIs in Promoting and Supporting a Human Rights Education Reform**, in DIHR: The role of NHRIs in countries in Transition in the Arab World

Shirani Rajapaksa (2009): **Human Rights Commission of Sri Lanka – Human Rights Education in Schools Mandate**

Sisay Alemahu Yeshanew (2007): **Utilising the Promotional Mandate of the African Commission on Human and Peoples' Rights to Promote HRE in Africa,** in: African Human Rights Law Journal

Sonia Cardenas (2005): **Constructing Rights? Human Rights Education and the State**

[i] Including formal + nonformal; Vulnerable groups including women, elderly, children, HIV patients; Police, army, civil servants, curriculum developers, etc

[ii] HRE decade Plan of Action, para 12.

[iii] Plan of Action for The First Phase (2005 -2009) of WPHRE. P.7:

"As ministries of education have the main responsibility for primary and secondary education, the implementation strategy proposed in the Plan of Action addresses their functions, such as educational policy development, programme planning, research, teacher training, development and dissemination of materials. However, others should be involved in the implementation of the Plan of Action, namely teachers training institutions, national human rights institutions, teachers' associations, non-governmental organizations, parents' and students' associations, and so on

[iv] Plan of Action for The First Phase (2005-2009) of WPHRE.P.49:

"The design and organization of appropriate education and professional developments shared among multiple actors owing to the complex training systems and to the different contexts: the Ministry of Education; universities through their faculties of education and other departments, including human rights institutes and United Nations Educational, Scientific and Cultural Organization (UNESCO) Chairs for human rights education; teacher training institutions; unions and professional organizations of teachers and other personnel; national human rights institutions; non-governmental organizations; and international and regional intergovernmental organizations"

[v] Plan of Action for The Second Phase (2010 – 2014) of WPHRE.P.7:

"With regard to human rights education in higher education, the main responsibility for implementation rests with ministries of education or of higher education, working in cooperation with other parts of the Government, as well as higher education institutions and relevant training colleges. Other key actors are teaching personnel and students' unions and associations, education and human rights research and training institutions and resource centres, relevant parliamentary committees, national human rights institutions, non-governmental organizations, and so on."

[vi] Plan of Action for The Second Phase (2010-2014) of WPHRE.P.25:

"Research: *The role of higher education in developing new knowledge and advancing critical reflection in the area of human rights is fundamental. Higher education should inform, by means of research, human rights education policies and practice, through inter alia the following strategies:*
(a) Encouraging and investing in research contributing to the development of innovative and effective methodologies and tools for human rights education based also on the analysis and assessment of existing practices, lesson-learning and evaluation exercises, and widely disseminate research results;
(b) Encouraging and investing in research on ways of translating human rights principles and specific human rights instruments into concrete forms (e.g. government policy and programmes, business practices, community initiatives, socio-cultural norms) as a general research agenda;
(c) Assessing, collecting and disseminating examples of good practices in human rights education at the higher education and other levels;
*(d) Establishing links, partnerships and networks to facilitate collaboration and information exchanges between researchers of different higher education institutions, non-governmental and other civil society organizations, **national human rights institutions** and international organizations,*

and the collaborative development of human rights education research projects;
(e) Establishing and developing human rights resource centres and libraries which play a capacity-building role, providing facilities for human rights studies and research and ascertain how these can be better supported;
(f) Encouraging scholarships and fellowships as a means to promote human-rights related research;
(g) Participating in international surveys and comparative studies"

[vii] Plan of Action for The Second Phase (2010 – 2014) of WPHRE.P.7:
*"With regard to human rights training for civil servants, law enforcement officials and the military, the main responsibility for implementation rests with ministries concerned by the functions covered by those professional groups—for instance, depending on the country, these may be the ministry of public administration, of the interior, of justice or defence— working in cooperation with other parts of the Government, as well as local government. Other key actors are professional training colleges, unions and associations of civil servants and law enforcement officials, relevant parliamentary committees, municipalities, human rights training institutions and resource centres, **national human rights institution**s, non-governmental organizations, and so on*

[viii] Plan of Action for The Third Phase (2010 – 2014) of WPHRE.P.17:
"Responsibility for the design and delivery of appropriate human rights education strategies and activities for media professionals and journalists is shared among multiple actors, owing to the complex training systems and to the different contexts, including:
(a) Undergraduate or graduate institutes or universities, as well as human rights institutes and UNESCO Chairs for human rights education;
(b) Unions and professional and accrediting organizations of media professionals and journalists;
(c) Public and private media enterprises and their leadership, in particular company board members and editors-in-chief;
(d) Relevant legislative bodies, including human rights and other parliamentary committees and advisory groups;
*(e) **National human rights institutions**, such as ombudspersons and human rights commissions;*
(f) National, regional and international media networks;
(g) Research institutions addressing journalism;
(h) National and local human rights resource and training centres;
(i) Non-governmental organizations and other civil society actors;
(j) International and regional intergovernmental organizations.

[ix] UNDHRE (2011) art. 9
[x] UNDHRE (2011): art. 8:
l. States should develop, or promote the development of, at the appropriate level, strategies and policies and, where appropriate, action plans and programmes to implement human rights education and training, such as through its integration into school and training curricula. In so doing, they should take into account the World
Programme for Human Rights Education and specific national and local needs and priorities.

2. The conception, implementation and evaluation of and follow-up to such strategies, action plans, policies and programmes should involve all relevant stakeholders, including the private sector, civil society and national human rights institutions, by promoting, where appropriate, multi-stakeholder initiatives.

[xi] Plan of Action for WPHRE I: http://www.ohchr.org/documents/publications/pactionEducationen.pdf
[xii] Plan of Action for WPHRE II: http://www.ohchr.org/Documents/Publications/WPHRE_Phase_2_en.pdf
[xiii] Plan of Action for WPHRE III:
http://www.ohchr.org/EN/Issues/Education/Training/WPHRE/ThirdPhase/Pages/ThirdPhaseIndex.aspx