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THE COPENHAGEN SYMPOSIUM
ON
HUMAN RIGHTS EDUCATION

"STRENGTHENING NHRIS
CAPACITY
ON HUMAN RIGHTS EDUCATION"

10-11TH DECEMBER 2014

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SYMPOSIUM OBJECTIVE

Overall Goal:

To strengthen NHRIs Capacity on
Human Rights Education

*Through bringing together an
HRE EXPERT GROUP to:*

- Move towards a common under-
standing of NHRIs HRE mandate

- Develop recommendations on:
  - NHRI HRE Guidelines to be developed
  - NHRI network on HRE to be created

- Share challenges & best practises

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SYMPOSIUM BACKGROUND: *NHRIS HRE CHALLENGES*

WHY STRENGTHEN NHRIS ON HRE?

ARENT WE STRONG ENOUGH?

HAVEN'T WE WORKED WITH HRE SINCE WE WERE ESTABLISHED?

ARENT WE SPECIALISTS?

- Are we strategic enough?

  All HRE work is contributing to NHRIs mandate 'to educate & inform on HRE'
  +
  WPHRE policy frame contains everything

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  Anything NHRIs do will fulfill NHRIs HRE obligations
  But does it have significant impact?

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SYMPOSIUM BACKGROUND: NHRIS HRE CHALLENGES

DR. LOHRENSCHEIT:

NEED FOR GREATER ATTENTION TO THE NATIONAL LEVEL OF HRE IMPLEMENTATION:

'Firstly, there are currently no common standards relating to the content or the form of human rights education within NHRIs.

Secondly, there is no structure or cooperation for harmonizing HRE between NHRIs

HREA Roundtable on
the role of NHRIs in advancing HRE

Symposium Output:
Report on recommendations to;
a) NHRI Guidelines on HRE, b) NHRI networks on HRE

SURVEY ON
NHRIS WORK WITH HRE

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RESULTS:

15 NHRI RESPONDENTS

5 NON-NHRI RESPONDENTS

- Experienced group of participants;
- *National HRE roll out*: Police Training in top, Teacher Training in bottom;
- *Most important NHRI HRE mandate area*: NHRIs: Advice, Mon & Report., Educate & Info Non-NHRIs: Edu. & Info, Mon & Report, Advice
- *NHRIs actual HRE work* : Education & Info, Advise, Mon & Reporting;
- *HRE Strategy or Policy:* 73% have one, 9 refer to UDHR, 8 to WPHRE. All Non-NHRIs recommends HRE strategy;
- *Main Challenges:* Funding , No. of staff (6 + 3 not at all sufficient)
- *Expectations:* Clarity of NHRI role, how to identify priority areas, develop NHRI tools & guides, create network, share experiences, advise & measure impact,

SYMPOSIUM PROGRAMME

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- Welcome & Introduction
- NHRIs HRE mandate
- *Exercise: Participants Best Practices*
- HRE Best Practise Case 1+2
- *Exercise: Best Practise to model*
- *Exercise: Walk & Talk - Challenges*
- *Exercise: Input to NHRI Guidelines*

- HRE Best Practise Case 3+4
- *Exercise*: Prioriotising Guideline
- *Exercise* : Present Guide Ideas
- Way forward for Guide
- HRE Best Practise Case 5
- *Exercise: Network Idea development*
- Symposium Results & Way Forward

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SYMPOSIUM METHODOLOGY

- Idea development process among experts;
- Participants not repres.for NHRIs world wide
- DIHR partners & contacts;
- No training => Active Particip. => Joint learning;
- Exercise oriented;
- Many people => Coordination needed

- DIHR expectations:
  Outputs: Recommendations to content & form

  a) NHRI Guideline:
  NHRI process tool to analyse context and situation, prioritise and set goals for HRE and measure progress and impact

  b) NHRI HRE network
  Manageable and practical network , easy to administer, has a life without DIHR

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NEEDS ASSESSMENT EXERCISE

- What do you expect from a future NHRI Guideline on HRE?
- What do you expect from a future NHRI network HRE?

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NEEDS ASSESSMENT EXERCISE

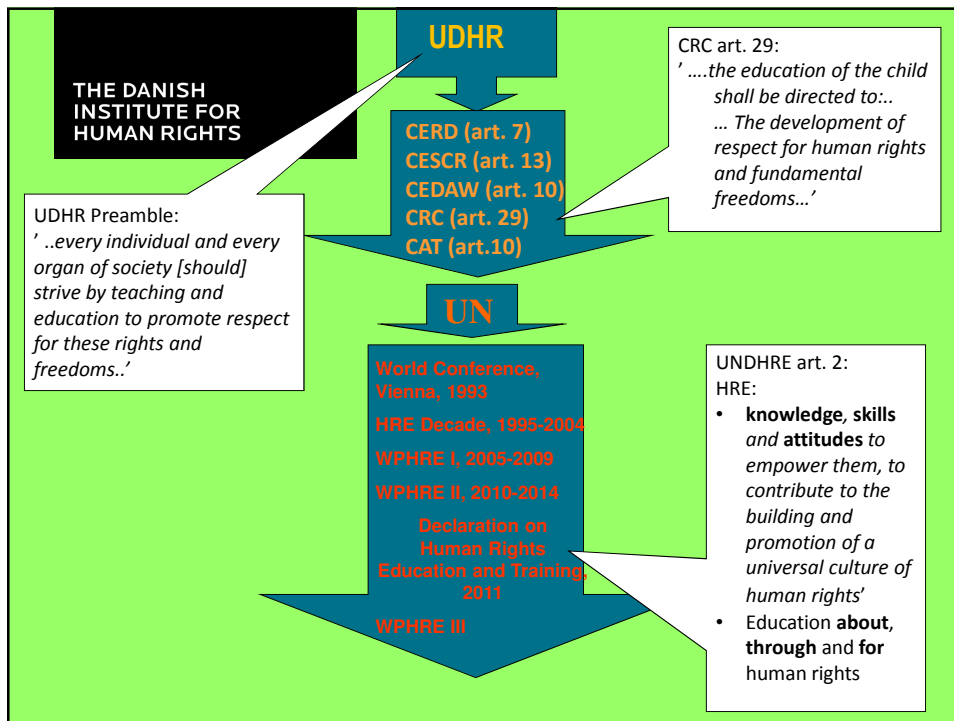- Write a few keywords on 2 post-its with you expectations
- Place post-its on posters

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NHRIS HRE MANDATE

& BEST PRACTICES

Our Mandate

PARIS PRINCIPLES AND HRE

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NHRIs MANDATED TOOLS
ACC. PARIS PRINCIPLES

NATIONAL HRE ACTIVITIES
TO BE CARRIED OUT

HRE END GOAL

1. Monitoring & Reporting
2. Advise to Gov., Parlt.,ao.
3. Int., Reg. Nat, coop.
4. Educate & Inform
5. Take Complaints

HRE national baseline survey
HRE curricula development
Universities
Teacher training
National HRE Action Plan
HRE Treaty body & UPR reporting
Police
Civil Society
HRE teaching guidelines
National HRE Focal Point
Education policies
Teaching material & e-learning
Civil Servants
Secondary School
Primary school

Universal culture of human rights

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UDHR

CRC art. 29:
' ….the education of the child shall be directed to:..
… The development of respect for human rights and fundamental freedoms…'

CERD (art. 7)
CESCR (art. 13)
CEDAW (art. 10)
CRC (art. 29)
CAT (art.10)

UDHR Preamble:
' ..every individual and every organ of society [should] strive by teaching and education to promote respect for these rights and freedoms..'

UN

World Conference, Vienna, 1993
HRE Decade, 1995-2004
WPHRE I, 2005-2009
WPHRE II, 2010-2014
Declaration on Human Rights Education and Training, 2011
WPHRE III

UNDHRE art. 2:
HRE:
- **knowledge**, **skills** and **attitudes** to empower them, to contribute to the building and promotion of a universal culture of human rights'
- Education **about**, **through** and **for** human rights

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EXERCISE

OVERVIEW OF PARTICIPANTS BEST HRE PRACTICES

Each participant take two best practise format sheets,

Fill them in with two of you best practices.

Write:
- Type of activity;
- Target group
- Effect/impact

Place them on the prepared coloured posters in accordance with the NHRI mandate area/tool it relates to

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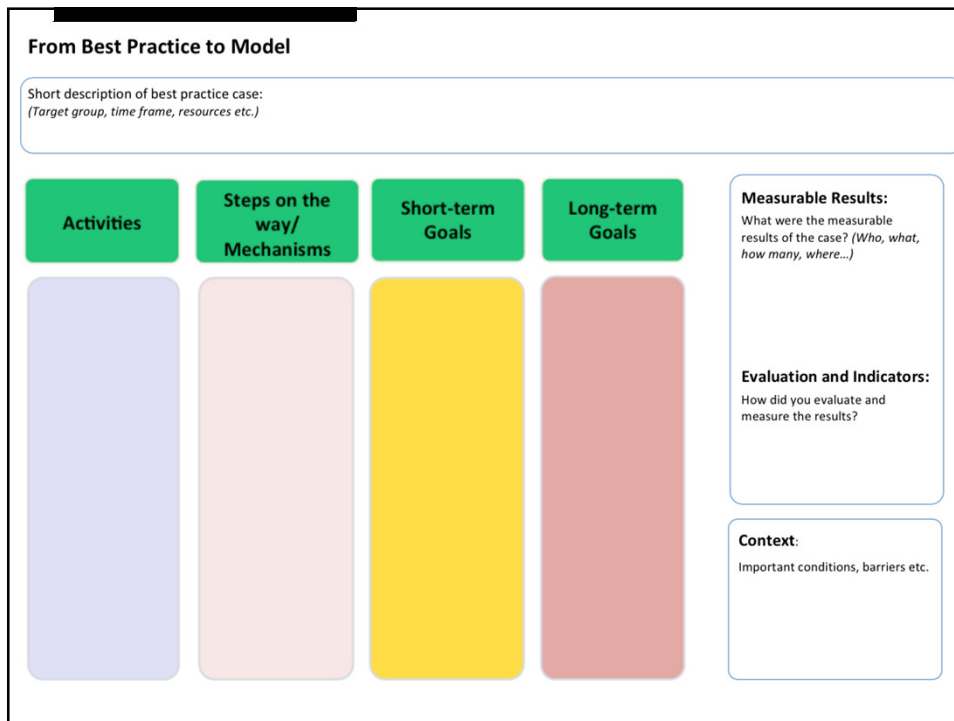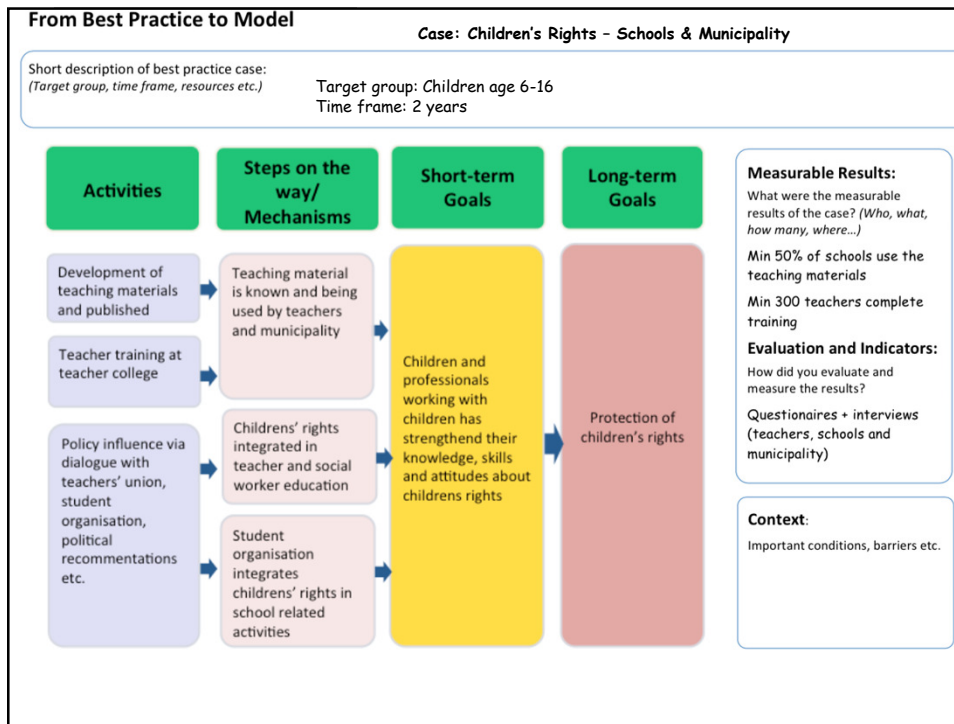
FROM BEST PRACTISE EXAMPLE TO MODEL

From Best Practice to Model

Case: Children's Rights – Schools & Municipality

Short description of best practice case:
(Target group, time frame, resources etc.)

Target group: Children age 6-16
Time frame: 2 years

Activities	Steps on the way/ Mechanisms	Short-term Goals	Long-term Goals
Development of teaching materials and published	Teaching material is known and being used by teachers and municipality	Children and professionals working with children has strengthend their knowledge, skills and attitudes about childrens rights	Protection of children's rights
Teacher training at teacher college			
Policy influence via dialogue with teachers' union, student organisation, political recommentations etc.	Childrens' rights integrated in teacher and social worker education		
	Student organisation integrates childrens' rights in school related activities		

Measurable Results:
What were the measurable results of the case? *(Who, what, how many, where…)*

Min 50% of schools use the teaching materials

Min 300 teachers complete training

Evaluation and Indicators:
How did you evaluate and measure the results?

Questionaires + interviews (teachers, schools and municipality)

Context:
Important conditions, barriers etc.

From Best Practice to Model

Short description of best practice case:
(Target group, time frame, resources etc.)

Activities	Steps on the way/ Mechanisms	Short-term Goals	Long-term Goals

Measurable Results:
What were the measurable results of the case? *(Who, what, how many, where…)*

Evaluation and Indicators:
How did you evaluate and measure the results?

Context:
Important conditions, barriers etc.

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FROM BEST PRACTISE EXAMPLE TO MODEL

GROUP EXERCISE:

- Each group picks 1-2 cases from the best practice examples and fills out the model

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FROM BEST PRACTISE EXAMPLE TO MODEL

EVALUATION OF GROUP EXERCISE:

- What were your experiences with the exercise?

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FROM BEST PRACTISE EXAMPLE TO MODEL

EVALUATION OF GROUP EXERCISE:

- How would this kind of model work as a way to get inspired to implement other NHRIs' best practice?

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INPUT TO NHRI GUIDELINE

WEDNESDAY AFTERNOON:
- Group Session: Come up with creative ideas and dream scenarios for Guideline
- Plenary: Poster exhibition of Ideas

THURSDAY MORNING:
- Group Session: Assessment and prioritizing of ideas
- Plenary: Presentation of recommendations to Guidelines + 'voting'

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INPUT TO NHRI GUIDELINE

WORKING METHOD:

- Lateral/parallel Thinking inspired by Edward de Bono's 'Thinking Hats'
- Helps everyone to be focused at the same perspective, and one perspective at a time
- Ground Rules: Everyone is 'under the same hat' at the same time

The Green Hat focuses on creativity; the possibilities, alternatives, and new ideas. It's an opportunity to express new concepts and new perceptions.

The Black Hat is judgment - the devil's advocate or why something may not work. Spot the difficulties and dangers; where things might go wrong. Probably the most powerful and useful of the Hats but a problem if overused.

The Yellow Hat symbolizes brightness and optimism. Under this hat you explore the positives and probe for value and benefit.

The Blue Hat is symbolizes conclusion, overview, prioritizing, summing up, action plans.

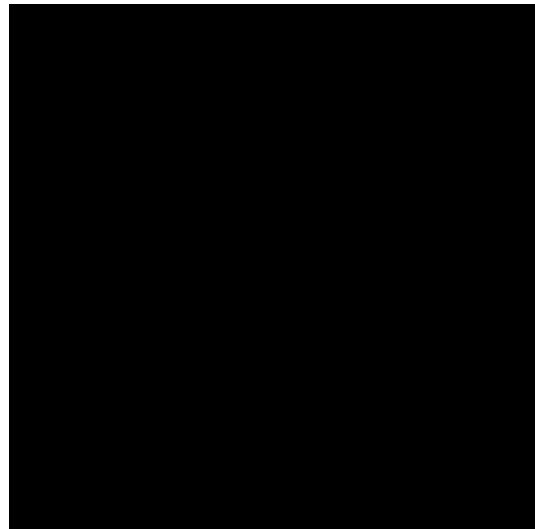**THE DANISH INSTITUTE FOR HUMAN RIGHTS**

POSTER EXHIBITION

- One person from each group 'hosts' the poster with ideas
- Everyone else walks around the exhibition and hear about the other groups' ideas

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THURSDAY

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PRIORITIZING NHRI GUIDELINE IDEAS

- Group Session: Assessment and prioritizing of ideas
- Plenary: Presentation of recommendations to Guidelines + 'voting'

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PRIORITIZING NHRI GUIDELINE IDEAS

BEFORE GROUP SESSION:

- Find one idea you like from one of the other groups
- Write the idea on a post-it note at bring it back to you group

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PRESENTATION OF IDEAS

- Each participant gets 5 balls to vote (you can not vote for your own ideas)

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WAY FORWARD FOR NHRI GUIDELINE

DIHR expectations:

a) NHRI guideline:
NHRI process tool to analyse context and situation, prioritise and set goals for HRE and measure progress and impact

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THE HUMAN RIGHTS
EDUCATION TOOLBOX

WHY?

WHAT?

WHOM?

HOW?

WHERE?

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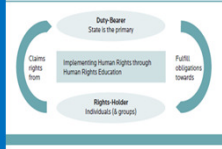
THE HUMAN
RIGHTS
EDUCATION
TOOLBOX

A PRACTITIONER'S GUIDE TO
PLANNING AND MANAGING
HUMAN RIGHTS EDUCATION

WHAT IS HUMAN RIGHTS EDUCATION?

PLANNING HUMAN RIGHTS EDUCATION

MANAGING HUMAN RIGHTS EDUCATION

HUMAN RIGHTS EDUCATION ACTIVITIES

ANNEXES

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3 MAIN ELEMENTS OF HRBA
– and how they contribute to human rights education

WHO — Focus on **RIGHTS -HOLDERS & DUTY-BEARERS**

WHAT — Relate **GOALS** to human rights

HOW — The **PROCESS** is guided by the human rights approach **PRINCIPLES**

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WHO — Focus on **RIGHTS -HOLDERS & DUTY-BEARERS**

Duty-Bearer
State is the primary

Claims rights from

Implementing Human Rights through Human Rights Education

Fulfill obligations towards

Rights-Holder
Individuals (& groups)

- *Identify learners &their rights/obligations => what should they learn?*
- *From objects to subjects => learner centred learning*
- *Children have rights => also within the classroom*

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WHAT

Relate goals to
the human rights framework
What should learners learn?

Education about HR

KNOWLEDGE

Learning Environment & Learning Methods

Education through HR

VALUES/
ATTITUDES

SKILLS

ACTION

Education for HR

p. 12 in HRE Toolbox

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HOW

THE **PROCESS** IS GUIDED BY THE HUMAN RIGHTS **PRINCIPLES**

- How should learners learn?

PANEL – THE HUMAN RIGHTS-BASED APPROACH PRINCIPLES:

Participation
Accountability and the Rule of Law
Non-discrimination, equality & vulnerable groups
Empowerment
Linkages to the human rights framework – system and standards

Amparo Tomas def. of principles

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Human Rights Education
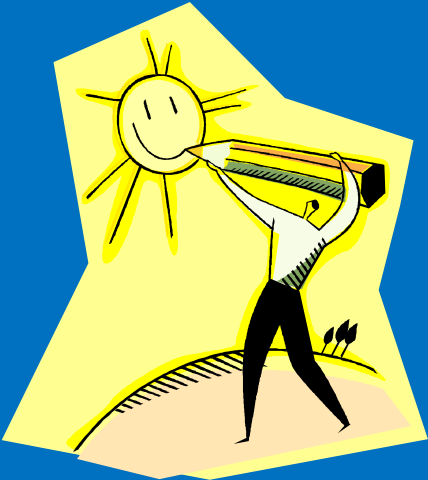# and Learning Methods

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http://www.humanrightscourses.dk/index.php?id=284

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*Exercise***:**

Draw a
Human Rights Educator

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NETWORK IDEA DEVELOPMENT

BUILD A LEGO MODEL ANSWERING THE FOLLOWING QUESTIONS:

- What are the main goals for an NHRI network on HRE?
- Who are the participants?
- What is the working form? Meetings, online etc.
- Frequency of meetings? Meeting form (agenda, moderator etc.)
- What is the output of the network?

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NETWORK IDEA DEVELOPMENT

PRESENTATION AND VOTING:

- 3 votes (post-its) per person
- Place votes on an entire network model or a part of a model
- Comments to the vote can be written on the post-it