

TERMS OF REFERENCE
NHRI NETWORK ON HUMAN RIGHTS EDUCATION

I. NAME OF THE NETWORK

The name of the network is the NHRI Network on Human Rights Education.

II. BACKGROUND

National Human Rights Institutions (NHRIs) have a key role to play in promoting human rights through Human Rights Education (HRE).

A UN resolution on Human Rights Education emphasizes the strategic role of National Human Rights Institutions concerning the promotion of human rights education. The resolution from September 2016 reconfirms and supplements state parties' commitment to national implementation of international standards for human rights education five years after the UN Declaration on Human Rights Education and Training from 2011.

HRE is strongly anchored in international standards and norms, and the international human rights framework provides NHRIs with a broad range of responsibilities to monitor and promote the status of human rights, hereunder in relation to education. However, the framework gives little direction on how NHRIs can plan their work in line with their specific mandates and thereby ensure the highest quality and effect. As a result, many NHRIs face a number of challenges in their HRE work.

Key issues and challenges for NHRIs working with HRE:

- Need to work more on common principles and standards for HRE mandate and activities to ensure higher quality and better impact
- Need for NHRIs to use their full core mandate areas on HRE
- Need to expand the perception of NHRI mandates on HRE beyond training and information activities, in order not to miss the potential structural anchoring of HRE
- Need to systematically measure HRE effect

On top of this, NHRIs could benefit from sharing experiences of their HRE work systematically. Likewise, by improving the strategic skills of NHRIs in applying HRE in a systematic and sustainable way, NHRIs would to a greater extent be able to create sustainable human rights change through HRE. Lastly, by creating a space for developing best practice models, NHRIs could merge their learning with other NHRIs instead of solely gaining its own experiences.

Having identified these issues through dialogue with other NHRIs, the Danish Institute for Human Rights (DIHR) hosted the Copenhagen Symposium on Human Rights Education in December 2014. The Symposium, which aimed at strengthening the capacity of NHRIs on HRE gathered 22 specialists among DIHR partners and contacts from the NHRI and HRE community. Again, in February 2016 DIHR gathered HRE staff from NHRIs from Ukraine, Australia, Philippines, Holland, Germany, Kenya and Denmark. Ecuador participated via Skype.

The need for knowledge sharing and cooperation amongst NHRIs on HRE became very evident at the Symposium. This need has both been stressed in an online survey conducted before the Copenhagen Symposium, at the event itself, during the February Workshop, as well as in follow-up conversations with NHRI HRE experts.

III. OVERALL OBJECTIVE AND SCOPE OF WORK

The overall objective of the Network is to strengthen a systematic and sustainable approach of the global community of NHRIs to increase their overall impact and effectiveness on HRE.

Main pillars of the NHRI Network on HRE

- **Competence development and knowledge-sharing**

The Network will function as a platform where members can share good practices on how NHRIs can work with HRE based on their mandate areas and the Paris Principles in terms of policy, strategies, methods, concepts and tools. The knowledge-sharing and dialogue between members of the Network will enable a common understanding on how NHRIs understand and work with HRE.

Relevant focus areas envisaged are:

- Good practices in anchoring HRE structurally in the formal education sector
- Good practices re. advising Government, Parliament and educational authorities on HRE
- Good practices in data collection on HRE
- Good practices in measuring HRE effect
- Good practices in planning and conducting HRE

- **NHRI Toolbox on HRE**

Based on the good practices of the Network member institutions, the Network will develop tools, concept and methods for NHRIs to be more effective in their HRE work. Possible focus areas will be:

- Guidance material on how to anchor HRE structurally in the formal education sector
- Development of indicators and tools for data collection on HRE (SDG 4.7)
- Guidance note of how to measure HRE effect
- Development of principles for how NHRIs can use the Paris Principles and the mandate areas to focus and strengthen the work on HRE

- **Agenda setting**

The Network will use the unique position of NHRIs in promoting HRE at the national and global level hereby seeking to strengthen the impact and effectiveness of HRE. Key areas envisaged:

- At the international level emphasize the unique role of NHRIs in promoting effective policies for HRE through statements, reports and cooperation with strategic partners
- Strengthening state accountability on their commitments on HRE by providing information about the level and quality of HRE in the formal education sector (SDG 4.7)
- Influencing Government, Parliament and educational authorities in order to anchor HRE in the formal education sector.
- Influencing Governments on development and implementation of National HRE Action Plans

- **Strategic partnerships**

The Network will work closely with key strategic partners in order to strengthen the effectiveness and impact of HRE. Strategic partnerships can include cooperation on joint development of HRE initiatives; coordination of HRE events; and joint agenda setting activities. Key strategic partners are:

- Relevant national stakeholders
- GANHRI
- OHCHR
- Human Rights Friendly states under the HRC

IV. COMPOSITION AND QUALIFICATIONS

The NHRI Network on Human Rights Education is an open network composed of members from NHRIs with professional expertise in HRE who have competencies to qualify the discussions and outputs of the Network.

In order to realize the overall objective of the NHRI HRE Network and to address the Main Pillars of Network, working groups can be established under the Network. Members of the Network drive these groups. Membership of a working group is voluntary and based on interests.

The Network cannot thrive and be a success unless the members are engaged and active – therefore a membership of the NHRI Network on Human Rights Education requires active participation and dialogue. For that reason, each member institution shall, when signing the present ToR, indicate the special focus area which the member institution will focus on through its involvement with the Network.

V. MODALITIES

These Terms of References apply to the end of 2018. The members of the Network shall revise the Terms of References by the end of 2018.

A person from management level in the given NHRI shall sign the Terms of References. This is first and foremost to create ownership and commitment at all levels of the NHRIs, but it is also to acknowledge that HRE staff in the given NHRI spends time and resources on the Network.

DIHR has been facilitating the establishment of the Network and will act as the secretariat for the NHRI Network on Human Rights Education by planning and leading dialogue, e.g. through meetings, webinars, publications or around other HRE activities such as meetings in the regional NHRI Networks and the International Human Rights Education Conference.

Communication in the Network will mainly be through emails, skype-calls and virtual conference-settings.

The membership is voluntary and members will cover their own travel and accommodation expenditures when attending meetings.

Ms/Mr.

Title

Institution

Country

Main pillar and key focus areas which the NHRI will focus on as member of the NHRI HRE Network:

Date & signature