
'STRENGTHENING NHRIs CAPACITY ON HUMAN RIGHTS EDUCATION'

RECOMMENDATION REPORT

**FROM
THE COPENHAGEN SYMPOSIUM
ON HUMAN RIGHTS EDUCATION, 2014
10-11th DECEMBER 2014**

Drafted March 2015

DRAFTED BY: THE DANISH INSTITUTE FOR HUMAN RIGHTS

CONTACT: MARIA LØKKE RASMUSSEN (MLR@HUMANRIGHTS.DK)

The Danish Institute for Human Rights (DIHR) is Denmark's National Human Rights Institution. It is established in accordance with the Paris principles and carries on the activities from the Danish Centre for Human Rights founded in 1987. In Denmark DIHR has the mandate to give political advice, conduct analysis and research, carry out projects and conduct human rights education (HRE) and information. DIHR also has the mandate to carry out international capacity development on human rights in partnerships with intergovernmental and state institutions, National Human Rights Institutions (NHRIs) and NGOs in other countries.

The Copenhagen Symposium on Human Rights Education, 2014

In December 2014 DIHR hosted the Copenhagen Symposium on Human Rights Education - *Strengthening the Capacity of NHRIs on Human Rights Education*. The Symposium gathered 22 specialists among DIHR partners and contacts from the NHRI and HRE community. The participants represented NHRIs in Australia, Egypt, Denmark, Germany, Kenya, Mongolia, South Africa, Uganda, Ukraine as well as HRE experts from the International Coordinating Committee for NHRIs, the Inter-American Human Rights Institute, Human Rights Education Associates, the Raul Wallenberg Institute and a HRE consultant from Tunisia.

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ABBREVIATIONS

CoE	Council of Europe
DIHR	Danish Institute for Human Rights
FRA	European Union Fundamental Rights Agency
HRE	Human Rights Education
HRBA	Human Rights Based Approach
HREA	Human Rights Education Associates
ICC	International Coordinating Committee of NHRIs
NHRI	National Human Rights Institution
OHCHR	Office of the High Commissioner for Human Rights
UDHR	United Nations Declaration on Human Rights
UN	United Nations
UNDHRE	United Nations Declaration on Human Rights Education
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UPR	Universal Periodic Review
WPHRE	World Programme for Human Rights Education

1. SUMMARY

- 1.1. The aim of this recommendation report is to: a) Contribute towards a common understanding of NHRIs HRE mandate and role; b) Develop recommendations on how to strengthen NHRIs capacity on HRE; c) Share NHRIs challenges on HRE as well as best practices in the field. The Danish Institute for Human Rights will continue to work on the establishment of an international dialogue on these issues in a programme carried out under the institute's international strategy, 2015-2017.
- 1.2. Information for this report was gathered through *The Copenhagen Symposium on Human Rights Education - Strengthening the Capacity of NHRIs on Human Rights Education* that took place in Denmark from 10th–11th of December 2014 with the participation of 22 NHRI and HRE specialists. Prior to the symposium 15 NHRI and 5 HRE experts had completed an online survey that assessed their HRE mandate and work, national progress on HRE and their opinion on how NHRIs should work on HRE. Key findings from the Symposium and the analysis of the online survey are presented in this report.
- 1.3. The recommendations coming out of this report on how NHRIs can strengthen their capacity on HRE are: 1) Formulate Common Standards on HRE, 2) Unfold HRE Across the full NHRI Core Mandate, 3) Develop HRE Strategies with a focus on Long-Term Impact, 4) Develop NHRI Guideline on HRE Strategies, 5) Strengthen NHRI Measurement of HRE Effect and Impact, and 6) Initiate NHRI Networking on HRE.

2. INTERNATIONAL FRAMEWORK FOR NHRIs HRE RESPONSIBILITIES & ROLES

- 2.1. The preamble to the Universal Declaration of Human Rights, reads that “*every individual and every organ of society [...] shall strive by teaching and education to promote respect for these rights and freedoms*”. Article 26 furthermore lists the aim of education to be “*...directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace*”.
- 2.2. The international and regional human rights instruments, also, increasingly encompass human rights education.¹ The instruments describes states obligations on human rights education but also form a framework for NHRIs work with HRE.

¹ International Covenant on Economic, Social and Cultural Rights (Article 13), Convention on the Rights of the Child (Article 29), Convention on the Elimination of All Forms of Discrimination Against Women (Article 10), International Convention on the Elimination of All Forms of Racial Discrimination (Article 7), International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (Article 65), Convention on the Rights of Persons with Disabilities (Article 8). The Convention on the Rights of Persons with Disabilities, the most recent international human rights standard to enter into force, has a highly developed section on HRE, calling for public awareness-raising campaigns and the fostering of respect for the rights of persons with disabilities at all levels of the education system. In September 2014 the OHCHR on behalf of *The International Contact Group on Citizenship and Human Rights Education* launched the web resource *The Right to Human Rights Education* containing a compilation of provisions of international and regional instruments dealing with human rights education:

<http://www.ohchr.org/EN/Issues/Education/Training/Compilation/Pages/Listofcontents.aspx>

- 2.3. A number of international human rights policy framework documents furthermore provide NHRIs with a broad range of responsibilities and roles on HRE.
- 2.4. In the first set of guidelines on NHRIs produced in 1978 by an intergovernmental seminar organized by the then Commission on Human Rights, two important NHRI functions related to HRE were identified: (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*”.²
- 2.5. At the World Conference on Human Rights held in Vienna in June 1993 representatives of 171 States adopted the Vienna Declaration and Programme of Action amongst others reaffirming “*...the important and constructive role played by national institutions for the promotion and protection of human rights, in particular in their advisory capacity to competent authorities, their role in remedying human rights violations, in the dissemination of human right information and education in human rights*”.³
- 2.6. The Paris Principles adopted by the UN General Assembly in 1993 form a set of international standards for the work of NHRIs. HRE is formulated as one of the central NHRI responsibilities: “*(f) To assist in the formulation of programmes for the teaching of, and research into, human rights and to take part in their execution in schools, universities and professional circles*” and “*(g) To publicize human rights and efforts to combat all forms of discrimination, in particular racial discrimination, by increasing public awareness, especially through information and education and by making use of all press organs*”.⁴
- 2.7. The UN Decade for Human Rights Education was proclaimed by the UN General Assembly pursuant to a suggestion of the World Conference on Human Rights. The 10-year period, that began in January 1995, had the objectives to: a) Assess needs and formulate strategies on HRE, b) Build and strengthen HRE programmes, c) Develop education material & strengthen mass media, d) Disseminate UDHR globally. NHRIs were described to “[...] *play a central role in the development and coordination and implementation of human rights education on a national level*”.⁵
- 2.8. The World Programme for Human Rights Education (WPHRE, 2005-ongoing) was initiated by the UN General Assembly in the continuation of the achievements of the Decade for HRE to encourage the implementation of HRE programmes in all sectors. The goal was to promote a common understanding of the basic principles and methodologies of HRE, to provide a framework for action and to strengthen partnerships and cooperation from the international level down to the grass roots. The World Programme is structured in consecutive phases which each focuses on specific sectors and issues.
- 2.9. The First Phase of the World Programme for HRE (WPHRE I, 2005-2009) focused on HRE in the primary and secondary school systems. NHRIs are listed as having a role in relation to the implementation of the Plan of Action regarding “*... educational policy development,*

² R.V. Pillai: *National Human rights Institutions: Their role in Education for Human Rights*, in Human Rights Education, Social Change and Human Rights, 1999

³ *Vienna Declaration and Programme of Action*, para 36

⁴ *The Paris Principles*, Annex to General Assembly 1993,48/134 National Institutions for the Promotion and Protection of Human Rights

⁵ UN General Assembly, resolution 49/184 of 23 December 1994; UN General Assembly 1996, 50/1 Human Rights Questions, Including Alternative Approaches

*programme planning, research, teacher training, development and dissemination of materials”.*⁶

- 2.10. The Second Phase of the World Programme for HRE (WPHRE II, 2010-2014) focused on HRE in higher education and human rights training of teachers & educators, civil servants, law enforcement officials and military personnel. NHRIs are described as one of several ‘key actors’ in the implementation of HRE programmes for the target group. Furthermore, NHRIs are seen as one of the key actors for research partnerships with higher education institutions which are to inform HRE policies & practice, and: *“establishing links, partnerships and networks to facilitate collaboration and information exchanges between researchers of different higher education institutions...”*⁷.
- 2.11. The Third Phase of the World Programme for HRE (WPHRE III, 2015-2019) focuses on strengthening the implementation of the first two phases and promoting human rights training for media professionals and journalists. NHRIs are listed to play a role in *“responsibility for the design and delivery of appropriate human rights education strategies and activities for media professionals and journalists ...”*.⁸ NHRIs are also identified as key actors for national coordination work: *“...governments should identify a relevant department as a focal point for coordinating the development, implementation, monitoring and evaluation of the national strategy, working closely with the relevant ministries and all other national actors, in particular national human rights institutions and civil society”*.⁹
- 2.12. The UN Declaration on Human Rights Education (UNDHRE) adopted by the UN General Assembly in 2011 reaffirms the HRE principles and standards of human rights treaties and acknowledges the fundamental importance of HRE to the realisation of all human rights. The declaration states that NHRIs should be included in the member states’: *“...conception, implementation and evaluation of and follow-up to such strategies, action plans, policies and programmes”*. States should also: *“...promote the establishment, development and strengthening of effective and independent national human rights institutions, in compliance with the paris principles, recognizing that national human rights institutions can play an important role, including, where necessary, a coordinating role, in promoting human rights education and training by, inter alia, raising awareness and mobilizing relevant public and private actors”*.¹⁰

⁶ Plan of Action for WPHRE I (2005-2009) P. 6

⁷ Plan of Action for WPHRE II (2010-2014) P. 24

⁸ Plan of Action for WPHRE III (2015-2019) P. 11

⁹ Plan of Action for WPHRE III (2015-2019) P. 20

¹⁰ UN General Assembly 2011, 16/1 *UN Declaration on Human Rights Education and Training*, art. 8 paragraph 2 & art. 9

3. KEY ISSUES

3.1. NHRI STANDARDS ON HRE MANDATE AND ACTIVITIES

3.1.1. Challenge: NHRIs lack common standards on the form and contents of their HRE mandate and activities. The international human rights framework provides NHRIs with a very broad range of responsibilities and roles with potentially excessive demands. However, it provides no clear standards for NHRIs HRE mandate and activities.¹¹ Thus the framework gives little direction to how NHRIs could best work with HRE to ensure the highest quality and impact. The NHRIs who were gathered at the HRE symposium 2014 agreed that they have too little assistance in planning and prioritising their HRE initiatives. Also there is a demand for a common language to discuss HRE. The consequence hereof is that there are no minimum standards and a NHRI could do very little on HRE and still claim to live up to their HRE responsibility.

3.1.2. Challenge: NHRIs do not use their full core mandate areas on HRE. The Paris Principles description of NHRIs core mandate areas is broad but can be briefly summarised as *Political Advise; Monitoring & Reporting; Cooperation with international and regional organisations; Educate & Inform*, and (for some institutions) *Take Complaints*. However, NHRIs seem to have a tendency to see their HRE mandate as confined to the mandate area specifically mentioning education, instead of seeing HRE as interventions cutting across all mandate areas. Thereby they risk missing the potential structural anchoring of HRE, which can be achieved by for example conducting political advise on HRE, Monitor & Report on HRE, Cooperate with international, regional and national organisations on HRE and inform their HRE by an analysis of complaints.

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3.1.3. Working across Core Mandates Areas on HRE: Although it is not common among NHRIs to work on HRE across their core mandate areas, many NHRIs have experiences of a broader and more systematic approach to HRE nationally. For example the National Human Rights Commission of Korea has systematically engaged in the process of developing recommendations to the incorporation of a Human Rights Education National Action Plan into the Human Rights National Action Plan, through conducting analysis and stakeholder meetings as well as political dialogue as an input to the plan. The plan provides the NHRI with a core role in HRE coordination and policy making and their HRE work targeting a large number of core target groups includes both prior status evaluation, recommendations and cooperation on curriculum development, training models and materials as well as teacher training.¹²

¹¹ This challenge was also pointed out by Prof. Dr. Claudia Lohrenscheit in *The Human Rights Education Mandate of NHRIs* in HREA (2014): *The Role of National Human Rights Institutions in Advancing Human Rights Education*.

¹² Kim, Cheol-Hong: *Human Rights Education: The Experiences and Achievements of the National Human Rights Commission of Korea*, Article shared at the International Conference on HRE and training with the civil and public service, Dublin December 2013.

3.2. ANCHORING HRE IN STRUCTURAL CHANGE

3.2.1. Challenge: NHRIs have a tendency to focus their HRE activities on their own training and information about human rights. The online survey carried out among the participants in the Copenhagen Symposium on HRE 2014 assessed how important they found the different NHRI core mandate areas are to HRE. Interestingly respondents found *Political Advise on HRE* and *Monitoring & Reporting on HRE* to be of top importance, while *Educate & Inform on HRE*, *Coordination with International and regional institutions* and *Complaints on HRE* came in third, fourth and fifth. But when asked what their NHRIs have themselves prioritised, their own *Education & Information* activities come in first, while *Political Advise* come in second, *Monitoring & Reporting* and *Cooperation with international & regional institutions* come in on a shared third, while *Take Complaints* are fourth. Whereas it is relevant and often necessary that the NHRIs conduct their own education and public awareness activities and thereby show models of HRE best practices and maybe reach groups that would not be reached by others, the approach do not in itself aim at structural change. If the NHRIs work on HRE are to have a more far-reaching and long-lasting impact, their HRE work should also aim at promoting HRE in the existing national educational structures and therefore they also need to be strong on HRE *Monitoring & Reporting* and HRE *Advise* to e.g. government, Ministry of Education and teacher training institutions.

3.2.2. Challenge: NHRIs do not take a strategic approach to HRE. Although a majority of the NHRIs has a HRE strategy and a HRE department, their intervention is not necessarily very strategic. In the online survey conducted among the participants at the Copenhagen Symposium on HRE 2014, 73% of the NHRI respondents had a HRE strategy, policy or similar, but it was not necessarily based on a systematic and thorough situation analysis or on a national HRE baseline. In fact only half of the NHRI respondents reported that their NHRI had been involved in conducting a national HRE baseline. Only three of the respondents confirmed that a national baseline study on HRE had been fully conducted in their country. In order for NHRIs to create sustainable human rights change through their HRE, it is needed, that NHRIs become stronger in applying HRE in a systematic and strategic way based on thorough national analysis addressing national HRE structures and central and deep-rooted structural barriers to human rights through systematic political dialogue and advise.

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3.2.3. Using Strategic Methodologies: Several methodologies can assist NHRIs in strengthening their programming with a view to obtain structural changes. The Logical Framework Approach (LFA) has been widespread in the development field since the 1970s. With a background in LFA the Theory of Change methodology is an attempt to focus specifically on the planning towards social change. At the same time it is a methodology for evaluating interventions. It works by defining long-term goals and then maps backward to identify necessary preconditions and the activities to be carried out to obtain that change. For NHRIs working to develop HRE strategies its central contribution are in its focus on requiring program planners to model their desired outcomes before they decide on the forms of intervention to achieve those outcomes. It gives programmers a better overview of their interventions and the role of other stakeholders. Moreover, it helps programmers to make informed decisions about strategy and tactics and opens up for refining the strategy based on the incoming monitoring and evaluation data built-in to the model.¹³

¹³ Taplin, Dana & Clark, Helene (2012): *Theory of Change Basics – A Primer on Theory of Change*

- 3.2.4. HRE reporting to UPR:** In September 2014 *Human Rights Educators USA* and the *US Human Rights Network* in cooperation with *HRE2020*, conducted a submission on the status of HRE to the Universal Periodic Review (UPR) of the United States. Information for the report was gathered through three civil society consultative meetings that took place in Massachusetts, New York, and California. Additionally 120 members of the *HRE USA* network completed an online survey assessing the status of HRE in the policies and practices of their city and state¹⁴. Through the reporting process the authors aims at anchoring HRE into structural change in the USA. This experience can be a model of inspiration to NHRIs.
- 3.2.5. Guides to HRE programming:** There are several good examples of guides on how to plan HRE which can inspire and guide NHRIs. For example *The Human Rights Education Toolbox – A Practitioner’s guide to planning and managing human rights education*, developed by the Danish Institute for Human Rights in 2012, and *Asia Pacific Forum’s: Human Rights Education – A Manual for National Human Rights Institutions* from 2013. Both manuals are valuable assistance to NHRIs in their design, delivery and evaluation of HRE programmes as specific training interventions, manuals, etc. But they cannot assist NHRIs in their prioritisation of which HRE activities to carry out – e.g. what target group to start with? - nor can they assist in NHRIs development of a step by step national HRE strategy encompassing HRE analysis, HRE programme design and HRE monitoring & evaluation.
- 3.2.6. WPHRE input to HRE strategies:** The World Programme for Human Rights Education action plans includes a guide to States on the planning steps for implementing activities for the target groups in each phase, which can be of inspiration to the NHRIs. However, although they mention the role of NHRIs, they are not specifically directed towards the mandate and role of NHRIs. Also they are confined to only address specific target groups. Specific NHRI HRE strategies could nevertheless, find inspiration from the WPHRE action plans, including in the guidelines on national action plans on HRE and HRE baseline studies.¹⁵
- 3.2.7. Policy Advice Experiences:** The German Institute for Human Rights shared a broad range of policy advice experiences at the Copenhagen Symposium on HRE. They have addressed decision makers in educational policy making through meetings, letters and press releases and publications, and members of parliament and ministries through two half day training sessions and a four day human rights academy for the general public. Other decision makers and civil servants were targeted by presenting a survey on how HRE is anchored in law, curriculum, training and material in the Bundesländern.
- 3.2.8. National HRE Baseline Studies:** Several NHRIs have taken upon themselves to conduct national HRE baseline surveys in the absence of a State action on the matter. This have paved the way for both their own strategic planning on HRE as well as political dialogue with policy makers. One example are the Irish Human Rights Commission which published the analysis: *Human Rights Education in Ireland – an Overview* in 2011. The survey maps HRE in Ireland within both primary, post-primary and higher education, the community and voluntary sector as well as professional training of civil, public and legal service. Another

¹⁴ *Human Rights Education, Submission to the UN Universal Periodic Review 22nd Session, United States of America*. Submitted by Human Rights Educators USA and US Human Rights Network.

¹⁵ *Guidelines for National Plans of Action for Human Rights Education* (1997) A/52/469/Add.1 & A/52/469/Add.1/Corr.1; OHCHR (2002): *Handbook on National Human Rights Plans of Action*; OHCHR & UNESCO (2012): *Human Rights Education in Primary and Secondary Schools Systems: A Self-assessment Guide for Governments*

example is the Danish Institute for Human Rights *Mapping Human Rights Education in Danish Schools* from 2013, which surveyed HRE in Danish primary and lower-secondary schools and teacher training.¹⁶

3.2.9. Regional Cross-State HRE Reporting: NHRIs could benefit from existing regional cross-state reporting on HRE both as input to their strategic planning process and their political dialogue. Also they could consider engaging in the regional documentation process. Examples of regional cross-state HRE reporting are found in the Americas and Europe. From 2002-2006 the Inter-American Institute of Human Rights has conducted the Inter-American Report on Human Rights Education addressing the 19 countries that have signed or ratified the *Additional Protocol to the American Convention on Human Rights in the Area of Economic, Social and Cultural Rights*. The vast HRE research across the countries included the topics: Legal Framework for HRE; Curriculum Design; Teacher Training; HRE Plans; and a cross-thematic analysis on factors key to the incorporation, improvement and growth of HRE.¹⁷ In 2012 the Council of Europe (CoE), The European Commission and the European Wergeland Centre held a conference to review the impact of the CoE *Charter on Education for Democratic Citizenship and Human Rights Education* adopted by the 47 member states in 2010. Prior to the conference the first report on the implementation of the charter was prepared based on questionnaires to governments and feedback from NGOs was separately collected. The conference recommendations included inputs to consistent and participatory evaluation methods for the next review cycle to take place in 2017.¹⁸ NHRIs could engage to play an active role in this upcoming review.

3.3. MEASURING EFFECT AND IMPACT OF HRE

3.3.1. Challenge: NHRIs do not systematically measure HRE effect and impact. The participants at the Copenhagen Symposium on HRE 2014 raised a strong need for HRE monitoring and reporting tools in both the online survey and during the Symposium. The participants found effect and impact measurement to be very important, but they did not have systematic experiences with it. Measurement of HRE effect and impact should be seen as part of a needed on-going improvement process that should take place throughout HRE programmes to support decisions on how to improve their effectiveness. NHRIs should be able to measure beyond the participant's immediate course satisfaction and instead measure on participants' ability to use the acquired knowledge, skills and attitudes in their practice, also outside the learning situation. Finally, NHRIs should become stronger in measuring the possible broader impact the HRE interventions have on the relevant organisation/group, or community/society leading to changes in societal structures which ensures a greater respect for human rights. Without proper indicators and HRE effect & impact measuring tools in place NHRIs are working in the dark.

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3.3.2. Theory of Change: There is an on-going discussion on which assessment and evaluation techniques can sufficiently measure the complexities of social change processes driven by

¹⁶ This is a short English summary of the full Danish version: *Menneskerettigheder på skoleskemaet*.

¹⁷ IHR (2009): *Inter-American Report on Human Rights Education – A Study in 19 Countries*. Compilation of five reports, 2002-2006.

¹⁸ CoE (2012): *Human Rights and Democracy in Action – Looking Ahead*. The impact of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education. Proceedings of the Conference

human rights. The concern stems from the understanding that the methods and approaches used are not specifically developed for human rights work or by human rights practitioners, but are rather transplanted from development practise or even business. In this process human rights work is being driven into 'what's measurable' instead of 'what matters'.¹⁹ The Theory of Change seems to meet the concerns by offering an approach that aims at modelling complex change processes and identifying pathways needed to achieve long-term goals in logically compelling short term outcomes that can be measured. Also, it can address many players and their actions. At the Copenhagen Symposium on HRE 2014, the participants applied simple models of Theory of Change to HRE best practice cases. Here the Theory of Change model was found very useful.

3.3.3. HRE Indicator Framework: In 2014 the global NGO coalition *HRE 2020* published the *Indicator Framework: Key indicators to monitor and assess the implementation of human rights education and training on a national level*. This can be used to examine the presence of HRE in policies and practices and thus assess the status of HRE within the schooling sector, the training of professional groups and the non-formal education sector. The framework aims at assisting governments, NHRIs and civil society in providing baseline data that can be built upon and compared against in subsequent HRE data collection efforts; shaping recommendations to governments for improving their HRE programming and, in general, gaining a deeper understanding of the goals and forms of HRE and engaging in political dialogue.

3.3.4. HRE Monitoring & Evaluation Tools: Amnesty Internationals: *Learning from our Experience*, 2010 is a hands-on resource aiming at conceptualising Amnesty's HRE programming and developing plans for their monitoring and evaluation. It is based on Amnesty's 'Dimensions of Change' framework but it also draws upon good practices in M&E in HRE work. It introduces the 'logic of change', outlines steps to include M&E in programming and provides examples of specific HRE activities carried out within Amnesty and suggests evaluation approaches best suited to these.²⁰ Although the toolkit is developed to assist specifically in Amnesty's HRE programmes, there is much inspiration for NHRIs. Similarly, NHRIs can find inspiration in OHCHR & Equitas': *Evaluating Human Rights Training Activities – A Handbook for Human Rights Educators* from 2011. It offers human right educators a practical guide for design, development and implementation of an internal educational evaluation process for human rights training activities with adult learners in non-formal settings. It is also taking steps to situating these activities within the broader context of HRE programmes and other human rights work.²¹

3.4. NETWORKING AMONGST NHRIS ON HRE

3.4.1. Challenge: Lack of networking amongst NHRIs on HRE. The need for knowledge sharing and cooperation amongst NHRIs on HRE were central both in the online survey results before the Copenhagen Symposium on HRE and at the Symposium itself. Several initiatives of exchange between NHRI's on HRE are seen but they remain limited and largely ad hoc, as also pointed

¹⁹ International Council on Human Rights Policy (2012): *No Perfect Measure – Rethinking Evaluation and Assessment of Human Rights Work*.

²⁰ Amnesty International (2010): *Learning From Our Experience – Human Rights Education Monitoring & Evaluation Toolkit*

²¹ OHCHR & Equitas (2011): *Evaluating Human Rights Training Activities – A Handbook for Human Rights Educators*. Professional Training Series No. 18

out by FRA in their 2010 institutional needs assessment for HRE.²² Moreover, the meetings that do take place, do not always give space to the participant's experience sharing and joint development of ideas. With no systematic cooperation amongst NHRIs in place, the institutions do not have a platform to develop a common language for, and standards on, HRE and there is no room for developing best practise models, meaning that each individual NHRI will have to make its own experiences instead of learning from others. Thus, steps are needed to strengthen structure and cooperation between NHRIs on HRE.

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3.4.2. NHRI Networking in Germany: Over the years various NHRIs have gathered and discussed the role of NHRIs in the field of HRE. For example in 2004 the German NHRI organised a workshop on *Human Rights Education in National Human Rights Institution in Europe*, bringing together NHRI participants from twelve countries from Europe and bordering countries to discuss their HRE programme experiences and strategies.²³

3.4.3. HREA Roundtable on NHRIs and HRE: On the 20th June 2014 the Human Rights Education Associates (HREA) held an online roundtable discussion on *the Role of National Human Rights Institutions in Advancing Human Rights Education*. It brought together representatives from NHRIs, civil society, academia and inter-governmental organisations who discussed the mandate of NHRIs to promote HRE, including examples, challenges and future opportunities.²⁴

3.4.4. International Conference on HRE and Training for the Civil and Public Service: This conference held in Dublin on 3-5 December 2013 was jointly organized by the Irish Human Rights Commission and OHCHR, in cooperation CoE, FRA, OAS, OECD and UNESCO with support from the German and the Danish Institute for Human Rights. With a focus on human rights training for the Civil and Public Service in accordance with the WPHRE (2005-ongoing) the objectives of the conference were to showcase and share good practice and encourage and support the design and implementation. 29 of the almost 100 participants represented NHRIs. NHRIs did not have a special forum at the conference, but one of the outputs was a draft compendium on NHRIs human rights training practice in the Civil and Public Sectors.²⁵

3.4.5. The Copenhagen Symposium on Human Rights Education, 2014: The Symposium with the subtheme *Strengthening NHRIs Capacity on Human Rights Education* is the first in what is planned to be an annual symposium. It brings together NHRIs and HRE specialist in interactive workshops to share best practices, develop a common HRE language for NHRIs and jointly develop HRE standards for NHRIs as well as ideas for impact oriented HRE strategies and core HRE interventions.²⁶ The symposium will also form the development and test forum for tools and methods assisting NHRIs in developing long term impact oriented HRE strategies.

²² European Union Agency for Fundamental Rights (2010): *Institutional needs assessment for Human Rights Education*, rec. 5, p. 37; 38; 50 a.o.

²³ German Institute for Human Rights (2004): *Human Rights Education in National Human Rights Institutions in Europe*. Documentary Report

²⁴ HREA (2014): *The Role of National Human Rights Institutions in Advancing Human Rights Education*. The roundtable was recorded and can be viewed in full from www.hrea.org.

²⁵ OHCHR & IHRC (2013): *First Draft NHRI Compendium of Human Rights Training Practices - International Conference Working Paper*, 3-5 Dec 2013

²⁶ DIHR (2014): *Symposium Background and Rationale*.

4. RECOMMENDATIONS

RECOMMENDATIONS RELATING TO NHRI STANDARDS AND MANDATE ON HRE

1. **Formulate Common Standards on HRE:** NHRIs should work towards formulating common standards on HRE. This means that NHRIs should actively discuss and reflect upon their own mandate and role on HRE within the international framework on HRE given in international instruments and policies. Also, they should actively engage in an ongoing systematic dialogue on this matter in joint NHRI fora at the regional level, in the International Coordinating Committee (ICC) and specialised international HRE fora with intergovernmental institutions and INGOs as well as in a specialised NHRI network on HRE to be established.
2. **Unfold HRE Across the full NHRI Core Mandate:** NHRIs should take immediate steps to unfold HRE across their full core mandate defined in the Paris Principles. This means that NHRIs should start to see HRE as a process that encompasses a broad set of intervention areas that goes beyond NHRIs conducting their own training in order to ensure a solid anchoring of HRE in national structures reaching towards a culture of human rights. The overview below presents examples of the HRE interventions that NHRIs can take on within the full core mandate.

Summary of NHRI core mandate areas defined in Paris Principles	Examples of HRE activities unfolded in relation to core mandate areas
1. Monitoring and Reporting	<ul style="list-style-type: none"> • Engage in state HRE national baseline surveys or conduct themselves • Strengthen HRE in the NHRIs Treaty Body & UPR reporting • Strengthen HRE in NHRIs annual status reports.
2. Political Advise to government, parliament, a.o.	<ul style="list-style-type: none"> • On UNDHRE, WPHRE, national HRE action plan, HRE focal point • HRE Reporting • Education policies, national curricula, training of MPs, civil servants, local governments, etc.
3. International, Regional and National Cooperation	<ul style="list-style-type: none"> • Take part in HRE conferences and networks • Contribute to HRE surveys and reporting, e.g. under WPHRE • Influence the international agenda w. concept & methodology papers
4. Education & Information	<ul style="list-style-type: none"> • Develop HRE teaching guidelines, material and e-learning • Teach specific target groups
5. Take complaints	<ul style="list-style-type: none"> • Use complaints statistics to direct the HRE needed in different sectors and regions • Investigate how to take complaints on the right to HRE

RECOMMENDATIONS RELATING TO ANCHORING HRE IN STRUCTURAL CHANGE

3. **Develop HRE Strategies with a focus on Long-Term Impact:** NHRIs need to develop HRE strategies with a view to promote long term social change. NHRIs should do this by developing interventions that move beyond a narrow focus on conducting courses directly to target groups, towards ensuring HRE interventions are also anchored in institutional capacity building as training of trainers and/or at the national policy level in e.g. school laws and curriculum development.
4. **Develop NHRI Guideline on HRE Strategies:** To strengthen NHRIs HRE strategy development a guideline for NHRIs should be developed. The Danish Institute for Human Rights will continue a process to develop a guide with the working title *Developing a Strategy on*

Human Rights Education – A Guideline for National Human Rights Institutions based on NHRIs needs, experiences and input. Based on the input from the Copenhagen Symposium on HRE the guide should include hands on planning tools addressing the following:

A. Developing a HRE strategy

- Theory of Change
 - Identify long-term goals
 - Causal Pathways and Backwards Mapping
 - Assumptions and Rationales
 - Interventions
 - Indicators
- Issues to be addressed
 - HRE context analysis (challenges, political environment & manoeuvre, capacity)
 - Prioritising interventions
 - Programme Development
 - Monitoring & Evaluation of HRE interventions

B. Tools to plan HRE interventions

- Methods to engage in political dialogue
- Methods to HRE reporting
- Etc.

C. Tools to measure HRE effect

- Formulate indicators
- Methods to focus on long term impact
- Methods for evaluation

RECOMMENDATIONS RELATING TO MEASURING EFFECT AND IMPACT OF HRE

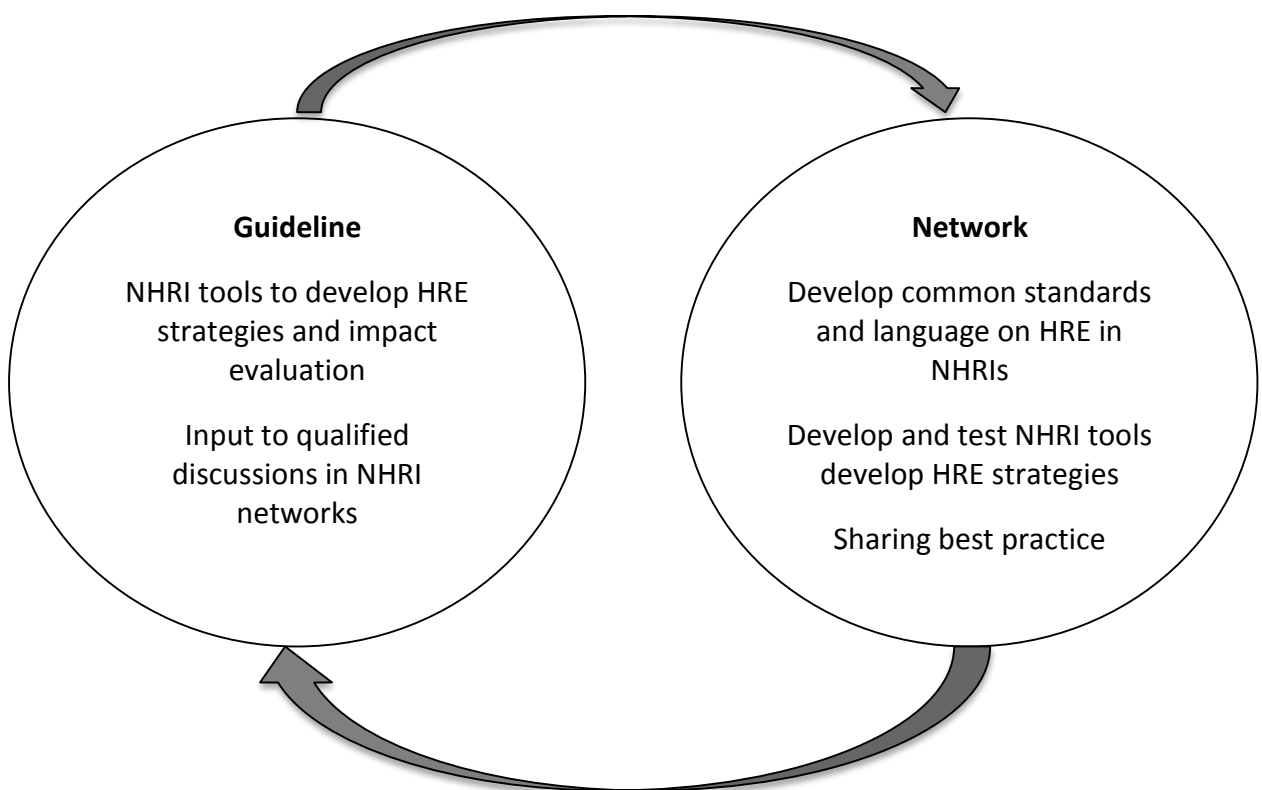
5. **Strengthen NHRI Measurement of HRE Effect and Impact:** NHRIs need to strengthen their capacity on monitoring and evaluation of their HRE programmes and broader HRE interventions. When doing so NHRIs will improve their HRE programmes and increase our understanding of its impact and how it contributes to creating a human rights culture. Only by moving beyond simple course satisfaction evaluation towards trying to measure long-term impact, NHRIs will learn to improve their activities for the next time and increase their accountability towards rights-holders and duty-bearers. NHRIs need to share best practices on central HRE indicators and to find out how to measure effect and impact in the best way possible as a base for developing standards which are effective without being too complex and cumbersome to collect.

RECOMMENDATIONS RELATING TO NETWORKING AMONGST NHRIS ON HRE

6. **Initiate NHRI Networking on HRE:** NHRIs need to strengthen their knowledge sharing and cooperation on HRE in order to build a common language and standards on HRE as well as to build on each other's competences. The networks should allow experiences on HRE to be tapped, lessons learned to be made accessible and also to make room for NHRIs joint development of ideas on new interventions on HRE. A continued series of workshops under the auspices of the Copenhagen Symposium on HRE is one way to address this issue, but others should be explored, e.g. an ICC working group or address HRE during ICC meetings, or to address HRE systematically in the regional NHRI networks. Finally, it should be further explored how to utilise web-based networks and material sharing platforms for example similar to that of the HRBA portal e.g. under the auspices of for example OHCHR or possibly of the HREA platform.

5. THE INTERPLAY BETWEEN NHRI GUIDELINE AND NETWORK ON HRE

As described in this recommendation report the Danish Institute for Human Rights international programme 2015-2017 will include activities addressing the further strengthening of NHRIs capacity on human rights education. The activities will encompass both the development of a guideline with the working title *Developing a Strategy on Human Rights Education – A Guideline for National Human Rights Institutions* and the facilitation of a NHRI Network on HRE including the annual Copenhagen Symposium on Human Rights Education. The inter-play between the two is envisaged to be that the guideline tools is based on idea development, input and tests from the network and the network activities are structured and qualified by the findings and needs for the guideline, see the illustration underneath.



6. DIALOGUE ACTIVITIES FOR NHRIS REFLECTION ON HRE

This chapter contains a collection of dialogue activities that you can use in your NHRIs HRE team or department to initiate a dialogue on the main themes raised in this report. The activities are also a sample of the methodology that will be applied in the NHRI guideline on HRE strategy development of which the Danish Institute for Human Rights will facilitate the development, see recommendations above.


6.4. ACTIVITY A: HRE CHALLENGES IN NHRIS

Aim: To discuss the challenges you are experiencing as and NHRI in relation to HRE and what you want to focus on when developing HRE interventions.


How: Copy the statement sheet underneath to all participants. Cut out the statements and place them in a pile on the table. Each of you selects the 3 most important statements.

Take a round where everyone tells what he or she has chosen. Discuss and prioritize the 3 focus areas that you want to address in the future in your team.

STATEMENTS:


..... 
NHRIs lack common standards on the form and contents of their HRE
mandate and activities

..... 
NHRIs do not use their full core mandate areas on HRE


..... 
NHRIs have a tendency to focus their HRE activities on their own training and
information about human rights

..... 
NHRIs do not take a strategic approach to HRE

..... 
NHRIs do not systematically measure HRE effect and impact

..... 
NHRIs lack methods on how to measure HRE effect and impact

..... 
Lack of networking amongst NHRIs on HRE

..... 
NHRIs lack a forum to share best practice and develop common
understanding about HRE



6.5. ACTIVITY B: TAKING A BROAD HRE APPROACH

Aim: To discuss how you can work with HRE across your NHRI mandate areas and how you can develop a broad approach to HRE.

How: Everybody writes, in silence, 3 post-it's with ideas for future HRE interventions that work across two or more of the five mandate areas from the Paris Principles (see below). Take turns placing your post-it's on the mandate areas that you find is the most central in your intervention while explaining the idea.

Monitoring and Reporting	<ul style="list-style-type: none">Engage in State HRE national baseline surveys or conduct yourselvesStrengthen HRE in the NHRIs Treaty Body & UPR reportingStrengthen HRE in NHRIs annual status report.
Political Advise to government, parliament, a.o.	<ul style="list-style-type: none">On UNDHRE, WPHRE, national HRE action plan, HRE focal pointHRE ReportingEducation policies, national curricula, training of MPs, civil servants, local governments, etc.
International, Regional and National Cooperation	<ul style="list-style-type: none">Take part HRE conferences and networksContribute to HRE surveys and reporting, e.g. under WPHREInfluence the international agenda w. concept & methodology papers
Education & Information	<ul style="list-style-type: none">Develop HRE teaching guidelines, material and e-learningTeach specific target groups
Take complaints	<ul style="list-style-type: none">Use complaints statistics to direct the HRE needed in different sectors and regionsInvestigate how to take complaints on the right to HRE

Summing up & reflection:

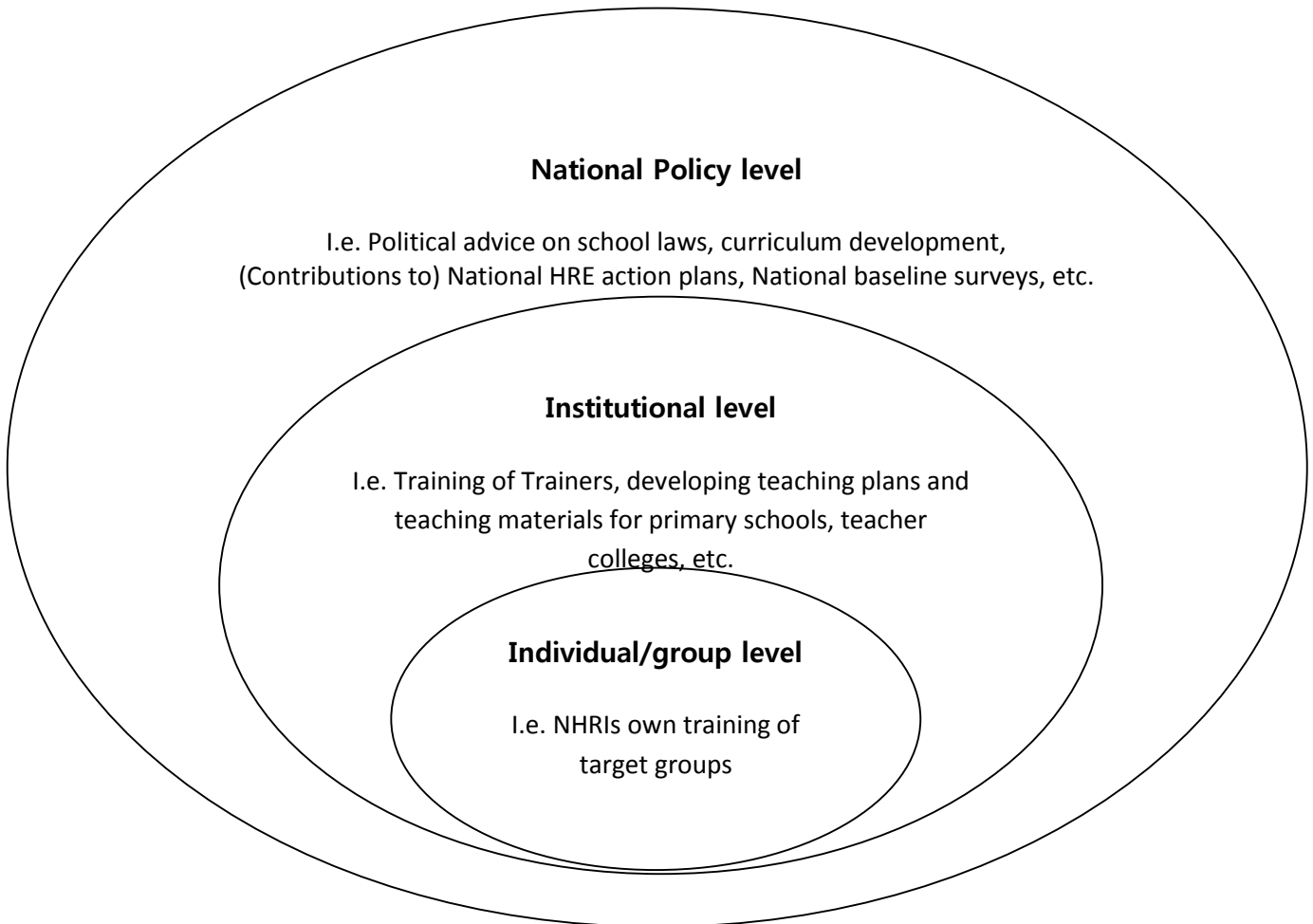
- Which ideas would we like to focus on in the future?
- Could any of the ideas be incorporated in our NHRI strategy/HRE strategy?

6.6. ACTIVITY C: STRUCTURAL ANCHORING OF HRE

Aim: To discuss how you can anchor your HRE activities in structural changes and on an institutional level.

How:

1. Place your HRE interventions in the last 3-5 years in the three circles below.
2. Discuss which interventions have had the largest long-term impact?
3. Discuss which interventions you would like to focus on in the future?



6.7. ACTIVITY D: MEASURING EFFECT AND IMPACT

Aim: Discuss how a focus on long-term impact can be used as a planning and reflection tool, with inspiration from the Theory of Change methodology.

How: Fill out the form below by answering the questions underneath

(Fill in “backwards” from right to left):

1. Select a long term goal or target group that you find is central to your HRE effort.
2. What is the desired long term change?
3. What short-term goals are necessary to achieve the desired impact? Which mandate area(s) can be activated to achieve the desired impact?
4. What mechanisms or tools within the mandate areas can be used to obtain the impact?
5. What activities should be initiated?

Questions for reflection:

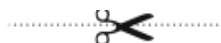
- What indicators can be used to measure the desired impact?
- How can systematic impact measurement improve our work with HRE?
- How can we work systematically with impact measurements without drowning in complex evaluations, documentation, etc.?


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

6.8. ACTIVITY E: NHRI NETWORKS ON HRE

Aim: Discuss what the aim of networks among NHRIs on HRE should be and which fora are relevant for which themes or tasks.

How: Cut out the themes/tasks, discuss which network is most suited for them and place them in the network bobbles underneath



Best practice sharing	 Developing methods	Developing tools to measure HRE effect	Developing common standards for HRE
Sharing HRE planning tools	Coordinate influence on international agenda	Sharing strategic tools	HRE Monitoring and reporting
Political dialogue			

Network bobbles – draw on a board or flip over and place the notes above:

