

SDG 4.7 HUMAN RIGHTS EDUCATION: DEFINING IT, MONITORING IT AND DEMONSTRATING IMPACT AT NATIONAL LEVEL

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HUMAN RIGHTS



09:05-09:10	<i>Introduction and session overview</i>	Ms. Zainab Soomar, Senior Adviser, The Danish Institute for Human Rights
09:10-09:15	<i>Defining Human Rights Education through OHCHR's UN WPHRE, focus on the current 4th phase</i>	Ms. Paulina Tandiono, Associate Human Rights Officer, OHCHR
09:15-09:20	<i>Demonstration of the SDG 4.7//HRE monitoring tool</i>	Ms. Zainab Soomar, Senior Adviser, The Danish Institute for Human Rights
09:20-09:25	<i>Good practices from the use of the tool, case study I: Ghana</i>	Ms. Nana Amua-Sekyi from the Commission on Human Rights and Administrative Justice
09:25-09:30	<i>Good practices from the use of the tool, case study II: Palestine</i>	Ms. Heba Farid from the Independent Commission for Human Rights, Palestine
09:30-09:35	<i>Wrap-up and Q&A</i>	

Human rights education

*World Programme for Human Rights
Education, 4th phase (2020-2024)*

Paulina Tandiono

Office of the UN High Commissioner for Human Rights



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Structure

1. Human rights education
2. World Programme for Human Rights Education, 4th phase
3. Plan of Action for the 4th phase of World Programme
 - Components
 - National Implementation

Human rights education

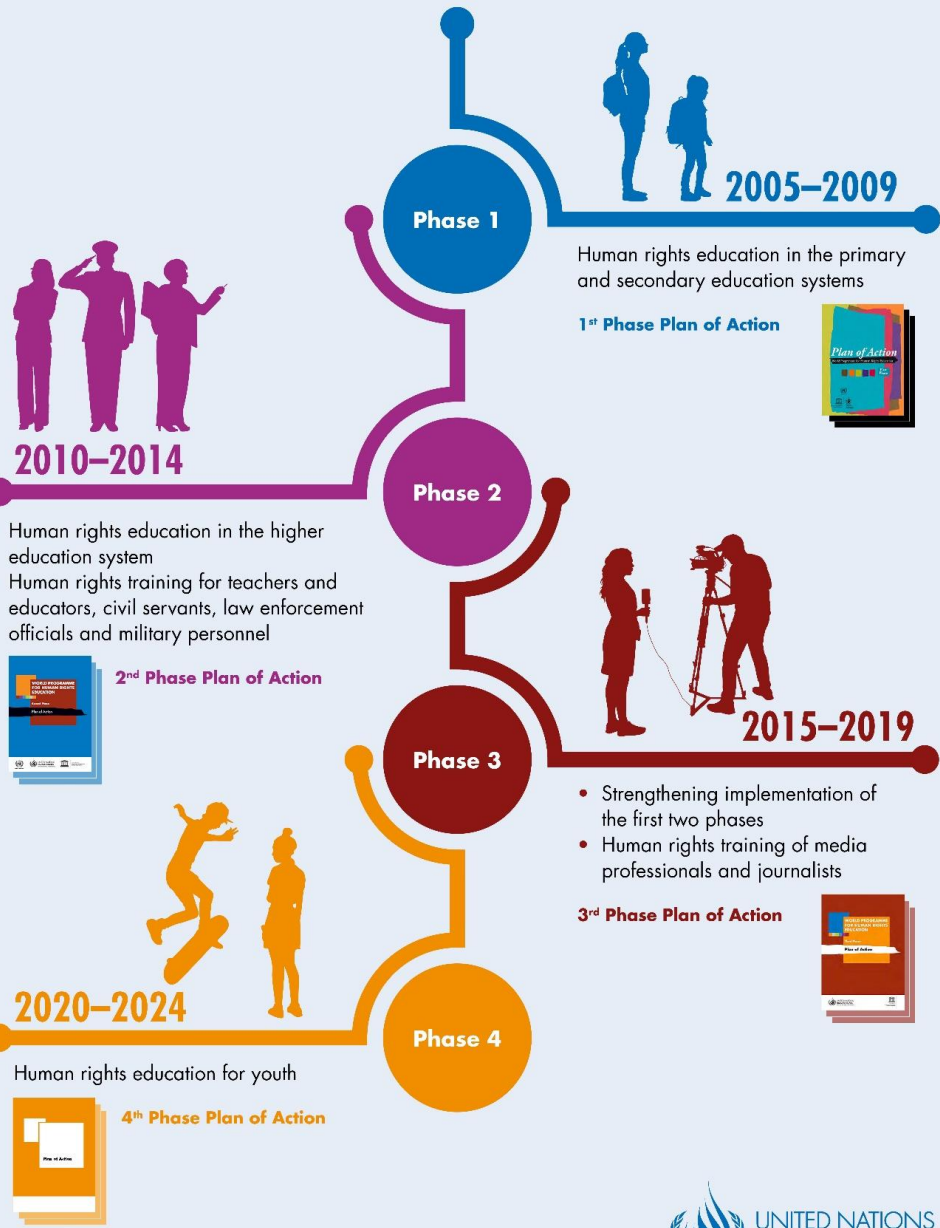


Universal Declaration of Human Rights (1948)

"Education shall be directed to the full development of the human personality and to the strengthening of **respect for human rights and fundamental freedoms**" (art. 26)

UN Declaration on Human Rights Education and Training (2011)

"Human rights education and training provide persons with knowledge, skills and understanding and develop their attitudes and behaviours to empower them to contribute to the **building and promotion of a universal culture of human rights**" (art. 2)



WORLD PROGRAMME FOR HUMAN RIGHTS EDUCATION (2005–ONGOING)

4th phase of the World Programme

HRC Res 39/3:
4th phase to be devoted to **youth** and align 4th phase to target 4.7 of the Sustainable Development Goals



2018

Throughout 2018 & 2019



Consultations with Member States, UN entities and other international and regional organizations, national human rights institutions and civil society, including youth-led organizations and networks

Adoption of the **Plan of Action** for the 4th phase of the World Programme by the UN Human Rights Council



September 2019



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Plan of Action: Components

3. Training of educators	4. An enabling environment

Young people as key partners at all stages



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National implementation

supported by
International cooperation

Reporting to the Human Rights Council

- **2022**: midterm national progress report
- **2025**: final national evaluation report



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Monitoring Progress on Human Rights Education through Rights-Based Data

Collect data on progress in
the human rights education
elements of SDG 4.7 and
the World Programme of
Human Rights Education

Please [use login](#) if you
already have one – if not,
read our Getting Started
Guide.

GETTING STARTED



METHODOLOGY: INTEGRATING THE FRAMEWORKS

HUMAN RIGHTS INSTRUMENTS RELATING TO HRE

- International Covenant on Economic, Social and Cultural Rights
- UN Convention on the Rights of the Child
- UN Convention on the Rights of Persons with Disabilities
- UN Convention on the Elimination of All Forms of Discrimination Against Women
- UN Convention against Discrimination in Education 1960

NON-BINDING UN OPERATIONAL FRAMEWORKS RELATING TO HRE

SDG indicator 4.7.1 Five components of the UN WPHRE

- National education policies
- **Curricula**
- Teacher education
- Student assessment
- Educational policies
- Policy implementation
- The learning environment
- Teaching and learning processes and tools
- School personnel education

Indicator 2.4. Human rights curricula for primary and secondary school systems (ISCED level 1-3) are related to the daily lives and concerns of children and their communities.

Convention on the Rights of the Child

Article 29

1. States Parties agree that the education of the child shall be directed to:

(a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;

(b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;

(c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;

(d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;

(e) The development of respect for the natural environment.

General Comment 1, para. 11

The Committee also wishes to highlight the links between article 29 (1) and the struggle against racism, racial discrimination, xenophobia and related intolerance. Racism and related phenomena thrive where there is ignorance, unfounded fears of racial, ethnic, religious, cultural and linguistic or other forms of difference, the exploitation of prejudices, or the teaching or dissemination of distorted values. A reliable and enduring antidote to all of these failings is the provision of education which promotes an understanding and appreciation of the values reflected in article 29 (1), including respect for differences, and challenges all aspects of discrimination and prejudice. Education should thus be accorded one of the highest priorities in all campaigns against the evils of racism and related phenomena. Emphasis must also be placed upon the importance of teaching about racism as it has been practiced historically, and particularly as it manifests or has manifested itself within particular communities. Racist behaviour is not something engaged in only by "others". It is therefore important to focus on the child's own community when teaching human and children's rights and the principle of non-discrimination. Such teaching can effectively contribute to the prevention and elimination of racism, ethnic discrimination, xenophobia and related intolerance.

From questionnaire to visuals

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1.3 Existence of national education legislation and policy that contain textual reference to human rights standards and mechanisms in the overall aim of education and operations of primary and secondary school systems (ISCED Level 1-3). Please mark responses for 'Primary education', 'Lower secondary education' and 'Upper secondary education' respectively.

	Primary	Lower sec.	Upper sec.
Yes, there is national education legislation and policy with textual references to human rights standards and mechanisms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No, the national education legislation and policies do not include textual references to human rights standards and mechanisms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No data available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Data sources:

Respondent comment:

Review status: Not reviewed

Guidance

This indicator generates data on whether the state has explicitly incorporated within its national educational laws or policies that the overall aim of education is to further the development of respect for human rights and fundamental freedoms, as enshrined in international human rights instruments.

The UN Committee on the Rights of the Child calls on States to formally endorse these principles in national laws or policies for education at all levels to ensure that education is directed to this aim.

The UN Declaration on Human Rights Education and Training stipulates that human rights education and training should be based on the principles of the Universal Declaration of Human Rights and relevant treaties and instruments.

In order to assess this, review national educational laws and policies for textual references to human rights in the overall aim of education and operations of the primary and secondary school systems (ISCED Level 1-3).

This can be done through a word-search in the relevant national laws and policies governing education within the primary and secondary school systems (ISCED level 1-3).

Data sources

Data may be available in education regulations addressing the expected overall aim of education and operations of primary and secondary school systems.

SDG 4.7 / Human Rights Education Monitoring Tool Submissions submissions administrator Operate Technology (Edit) Log out

Print report

SDG 4.7 / Human Rights Education Monitoring Tool

Denmark

Europe | 2020

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The Danish Institute for Human Rights

Respondent
Carol Rask, Cecilia Decara
Reviewer
Carol Rask, Cecilia Decara
Published: Not published yet

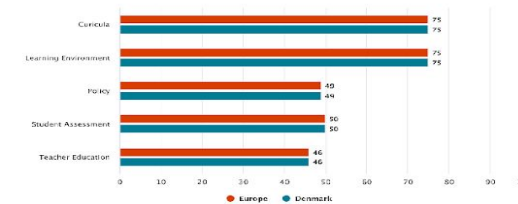
Human Rights Education Assessment

Score: **59%**

This score measures how well supported human rights are in the education system. Indicators for scoring are set by the HRE 4.7 initiative and are fully described at hrsurvey.org.

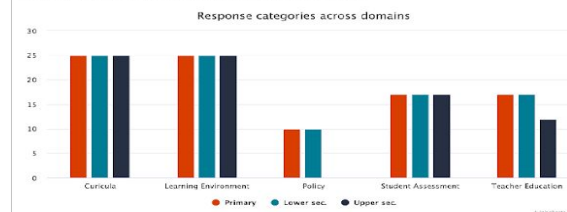
0-33%: No or very little support for Human Rights Education
33-65%: Important elements supported. But major issues.
66-100%: Missing support in some key areas

A: Index score pr. domain compared to region Europe (10/02-2021)



This chart provides an overall overview of your responses. For each of the five areas a total score is calculated. The higher the score the better. The maximum score is 100 and the minimum score is 0. See appendix A for more details.

B: How is the situation between different school levels?



This diagram portrays the level of the integration of human rights education at the different school levels. To find the details behind the numbers, look into the individual answers on the printed survey.

C: Ratification status compared to region Europe (10/02-2021)

Instruments	Ratified	Reported
UNESCO Convention Against Discrimination in Education (1960)	Yes	Yes
International Convention on the Elimination of All Forms of Racial Discrimination (1965)	Yes	Yes
International Covenant on Economic, Social and Cultural Rights (1966)	Yes	Yes
Convention on the Elimination of All Forms of Discrimination Against Women (1979)	Yes	Yes
Convention on the Rights of the Child (1989)	Yes	Yes
Convention on the Rights of Persons with Disabilities (2006)	Yes	No
Other reporting mechanism		
		Reported
UNESCO Recommendation concerning Education for International Understanding, Co-operation and Peace		Yes
The UN World Programme for Human Rights Education (2005-ongoing)		No
Universal Periodic Review (UPR)		Yes

Above table shows how many conventions have been ratified, and to how many mechanisms the country has reported. The number in parentheses shows how many percent in the region that has ratified and reported.

Metadata

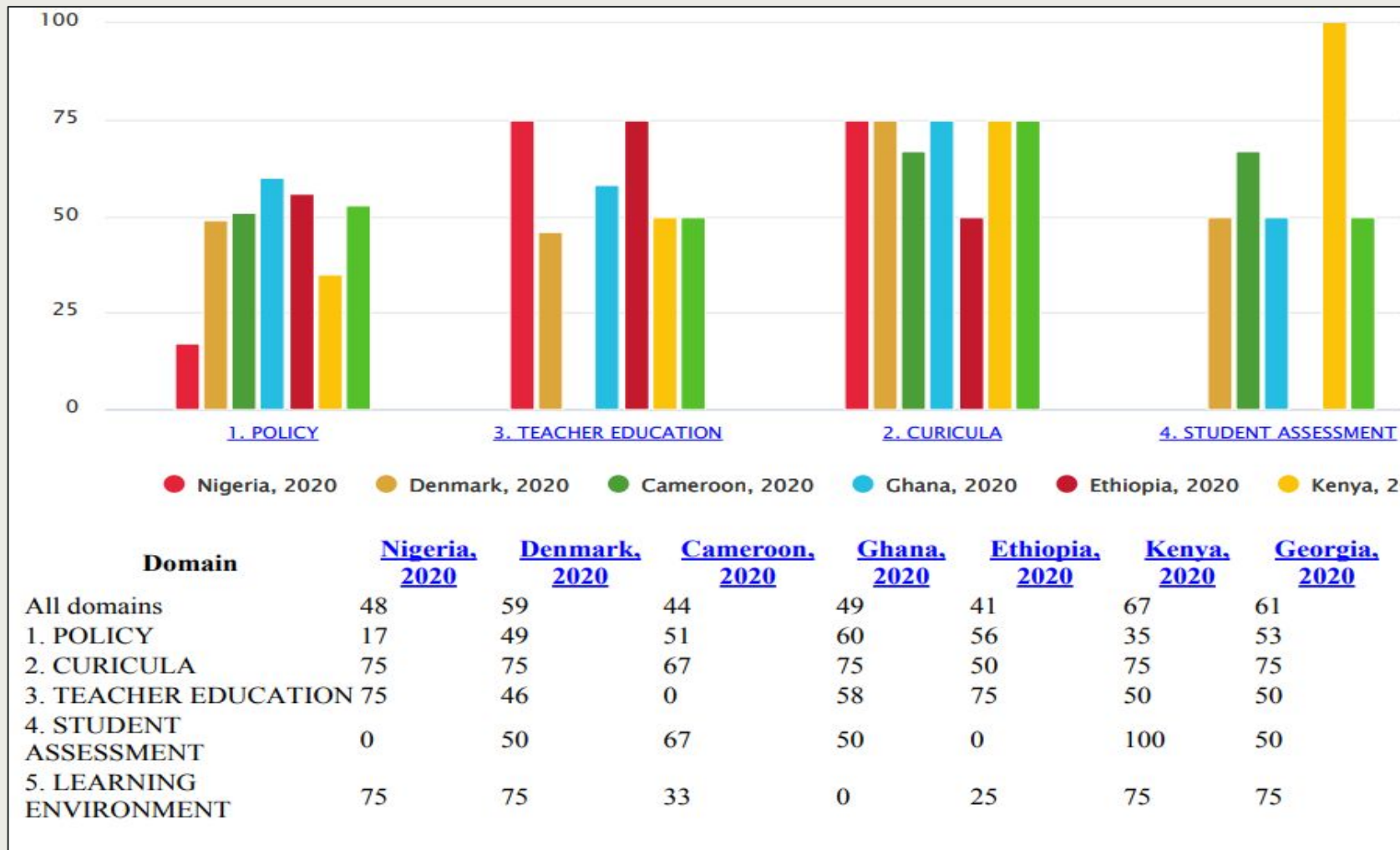
Country population: (Without decimal)	5.803.000
Number of primary and secondary school children:	705.000
Number of out-of-school children of primary and secondary school age:	279.000
Average age of school start:	6
Average years of basic education:	10

Answers entered by (Finalised: 09/02-2021):
Cecilia Decara (cdec@humanrights.dk), Carol Rask (cara@humanrights.dk), Sarah Risbjerg Nørgaard (sano@humanrights.dk)

Review entered by (Finalised: 09/02-2021):
Silke Stidsen (slist@humanrights.dk)

GLOBAL, REGIONAL & NATIONAL PERSPECTIVES

THE DANISH INSTITUTE FOR HUMAN RIGHTS



GLOBAL COVERAGE

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Europe

1. Denmark
2. Slovenia
3. Georgia

Africa

1. South Africa
2. Sudan
3. Zimbabwe
4. Sierra Leone
5. Malawi
6. Kenya
7. Nigeria
8. Ghana
9. Ethiopia
10. Cameroon

MENA

1. Jordan
2. Palestine

LAC

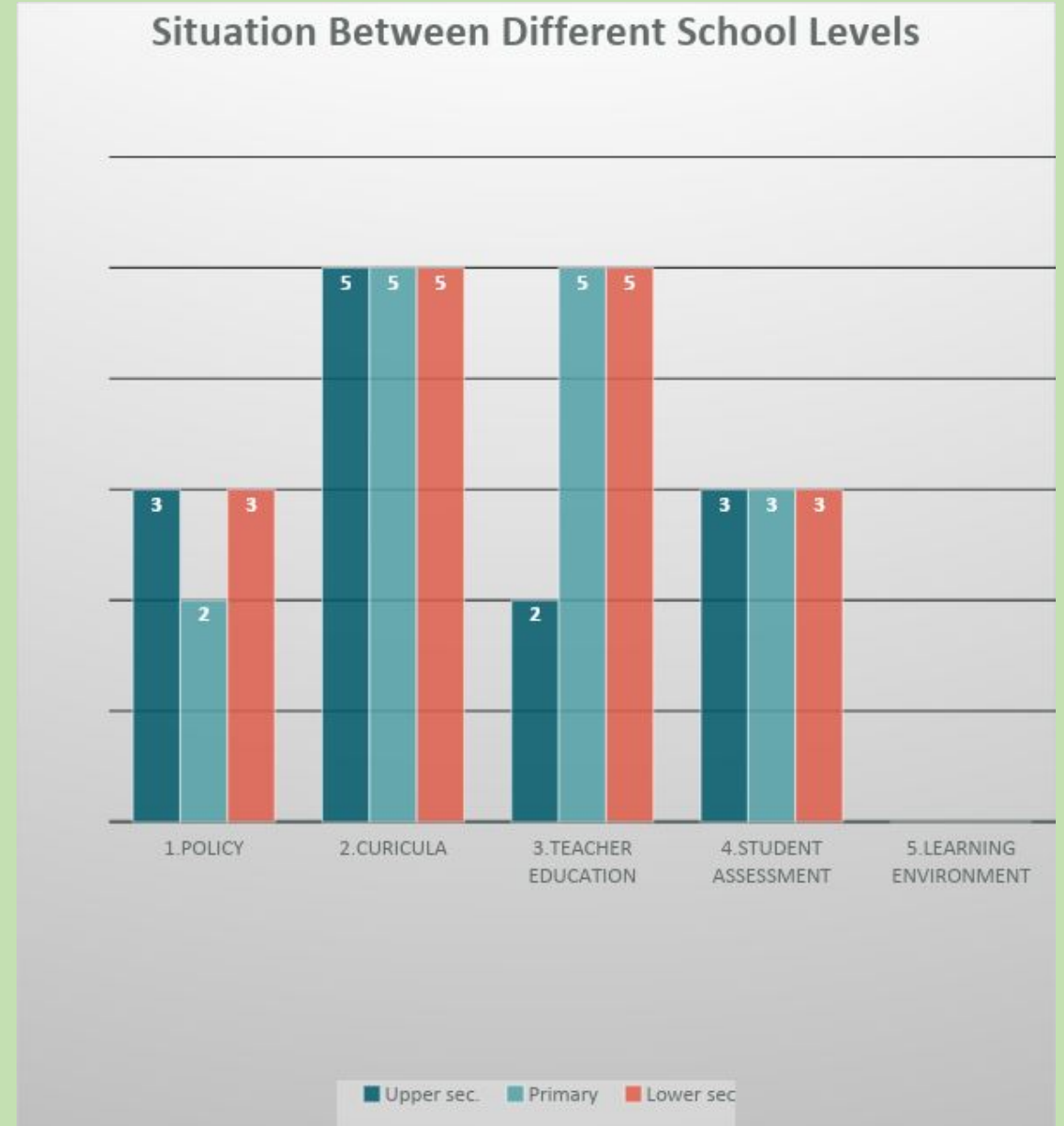
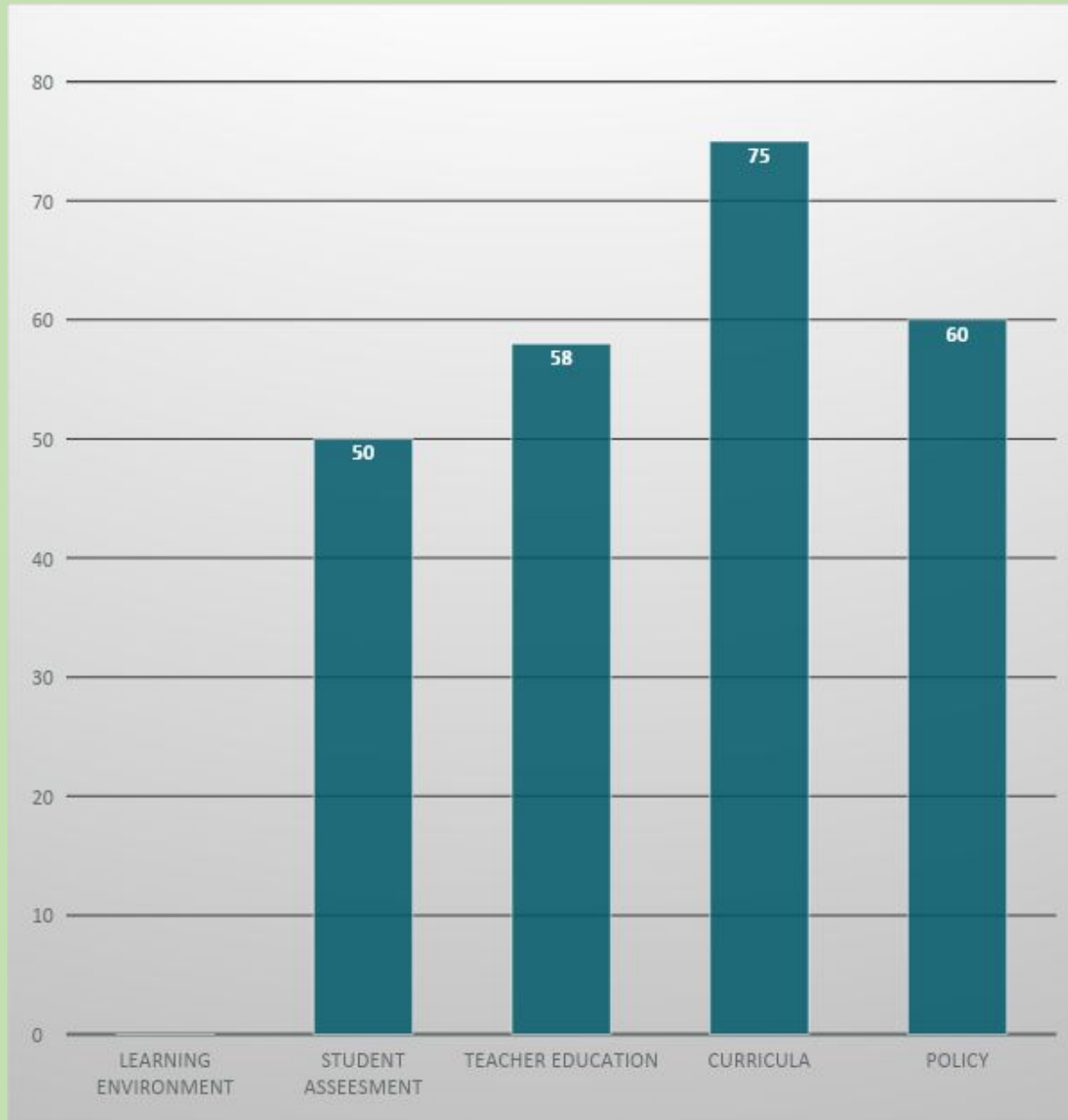
1. Ecuador



MAINSTREAMING HUMAN RIGHTS EDUCATION IN PRIMARY AND SECONDARY SCHOOL SYSTEMS IN GHANA

PRESENTED BY: NANA YAMFOAH AMUA-SEKYI (MRS.)

SCORE PER DOMAIN



NATIONAL ACTION PLAN

- Develop HRE curriculum framework
- Develop guidelines for HRE clubs
- Develop HRE manual for parents & guardians
- Develop supplementary readers on HRE

CURRICULUM REFORM

- The content of HRE encompasses;

Definition, Meaning, Nature, Characteristics and Scope of specific rights.

Extract of Basic Level Content

Right to;

Life, Survival and Development

Name and nationality

Adequate housing/shelter

Health

Clothing

Extract of Secondary School Level Content

- Principles of human rights – inalienability, universality, indivisibility, interrelatedness, and interdependence
- ‘Duty-bearer’ and ‘Rights-holder’
- United Nations Human Rights (UNHR) System
- African Charter on Human and Peoples Rights and the African Commission on Human and Peoples’ Rights
- Human Rights and Corruption: Linkages between Human Rights and Corruption

CURRENT STATUS

- HRE curriculum framework

The curriculum has been completed and validated. It is awaiting the national curriculum review for incorporation.

- Ministerial Engagement

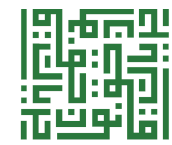
Engagement with the Minister and Director general of education to advocate for human rights education to be a stand-alone subject instead of selected topics being taught in social studies.

- Develop guidelines for HRE clubs

Questionnaires have been developed for a baseline study of human rights and integrity clubs to identify and amend gaps. Thereafter, guidelines will be developed for establishing or revamping clubs across the country.

Palestine

Asia | 2021



The Independent Commission for Human Rights

ICHR

High Level Political Forum Side Event:

*Human rights education,
global citizenship and
transformative methods to
accelerate sustainable
development and resilient
recovery:
ICHR Experience*

Heba Farid

**MEL & Data Bases
Officer**

23

Human Rights Education Assessment

Score: 68%

This score illustrates how well human rights education is integrated in the primary and secondary education systems, measured against international human rights standards. Indicator values and the calculations behind the scoring are described in the [methodology and metadata document](#). The score is meant to inspire dialogue to address gaps.

0-33%: No or weak alignment with standards for Human Rights Education

33-65%: Important elements integrated, but also significant gaps.

66-100%: Significant alignment with standards, but also gaps (if below 100)

“Collecting data on human rights education target 4.7”

The launch

- Late Sept. 2021, DIHR contacted ICHR to investigate its interest to adopt the 4.7 new developed tool.
- ICHR showed interest and started internal discussion about the process. ICHR planned to sign [an MoU](#) with the MoE as the best cooperation method based on ICHR previous experiences.
- In the 15th of October, ICHR sent an official mail to the Minister of Education asking for an appointment to preview the method and the benefits of using the tool. We conducted the meeting with MoE senior management.
- ICHR developed the MoU and signed it with MoE in the 30th of Nov. mentioning [the point persons](#) from both sides.
- In the 4th of December, ICHR conducted the start up meeting to discuss the [formation of the 4.7 team, his function & the time frame.](#)

“Collecting data on human rights education target 4.7”

The process

- MoE has shown [full cooperation](#) with ICHR in the implementation process, believing in the importance of measuring and examining the level of education and human rights education in the Palestinian public education system.
- An expanded workshop was conducted on the 8th of Dec. [led by the Assistant Undersecretary for Educational Affairs in the Ministry](#), to discuss in-depth the 23 indicators, its availability at the national level, the mechanisms for verifying the value of the indicator, and finally appointing the administration and unit concerned with providing data, and determining the time frame for data delivery.
- MoE created a [WhatsApp group for the 4.7 national team](#) to activate data collection and to respond to team questions immediately.
- The whole process was supported and supervised by DIHR.

“Collecting data on human rights education target 4.7”

Data entry, data analysis and final report

- ICHR received the first draft in the 15th of Dec., review it and send it back to the MoE point person . They responded to all ICHR comments.
- Both parties agreed that ICHR will enter all information on the DB and review it. Both [ICHR MEL & DBs Officer and MG reviewed and validate the data.](#)
- The report was extracted from the DB and discussed with MoE based on the MoU.
- The dissemination workshop was conducted on the 29th of Dec. and was covered by major news channels and newspapers in Palestine.
- ICHR & MoE conducted a meeting to discuss their future plan to promote the HR education in Palestine.

“Collecting data on human rights education target 4.7”

Main outcomes & Future plans

- ICHR will [include the findings of 4.7 report](#) within its HR situation in Palestine annual report. Meanwhile, ICHR will send [policy recommendations](#) to the government related to HR education.
 - ICHR department of Training, awareness raising and advocacy in coordination with MoE will launch a [series of training and awareness raising workshops](#) during 2022 that target senior management, schools counselors, schools principles and students. Plans are being discussed for future cooperation.
 - The head of Palestine SDGs National Teams contacted ICHR to know more about the tool and the findings and discussion is initiated on the [state adaptation of the indicator value](#).
- As the MoE mentioned, the tool [opened internal discussion](#) about HR education in Palestine especially those related to data availability and data collection.
 - The exercise boosted the [trust](#) between the MoE and ICHR.
 - The exercise boosted [cooperation](#) between MoE & ICHR as MoE used one of ICHR surveys on children knowledge and awareness of the HR and public freedoms.

“Collecting data on human rights education target 4.7”

Lesson learnt and key elements of smooth implementation

- How to present the tool to the MoE based on the context .
- The engagement and enthusiastic of senior management.
- The appointment of point persons from both sides.
- The WhatsApp group facilitates the data collection process.
- NHRI as the data validator.

“Collecting data on human rights education target 4.7”

Recommendation / The state level

Develop a comprehensive [HRE national plan](#) with the participation of official -1
.institutions and civil society institutions

.Allocate specific and [clear budgets lines](#) for HR education programs -2

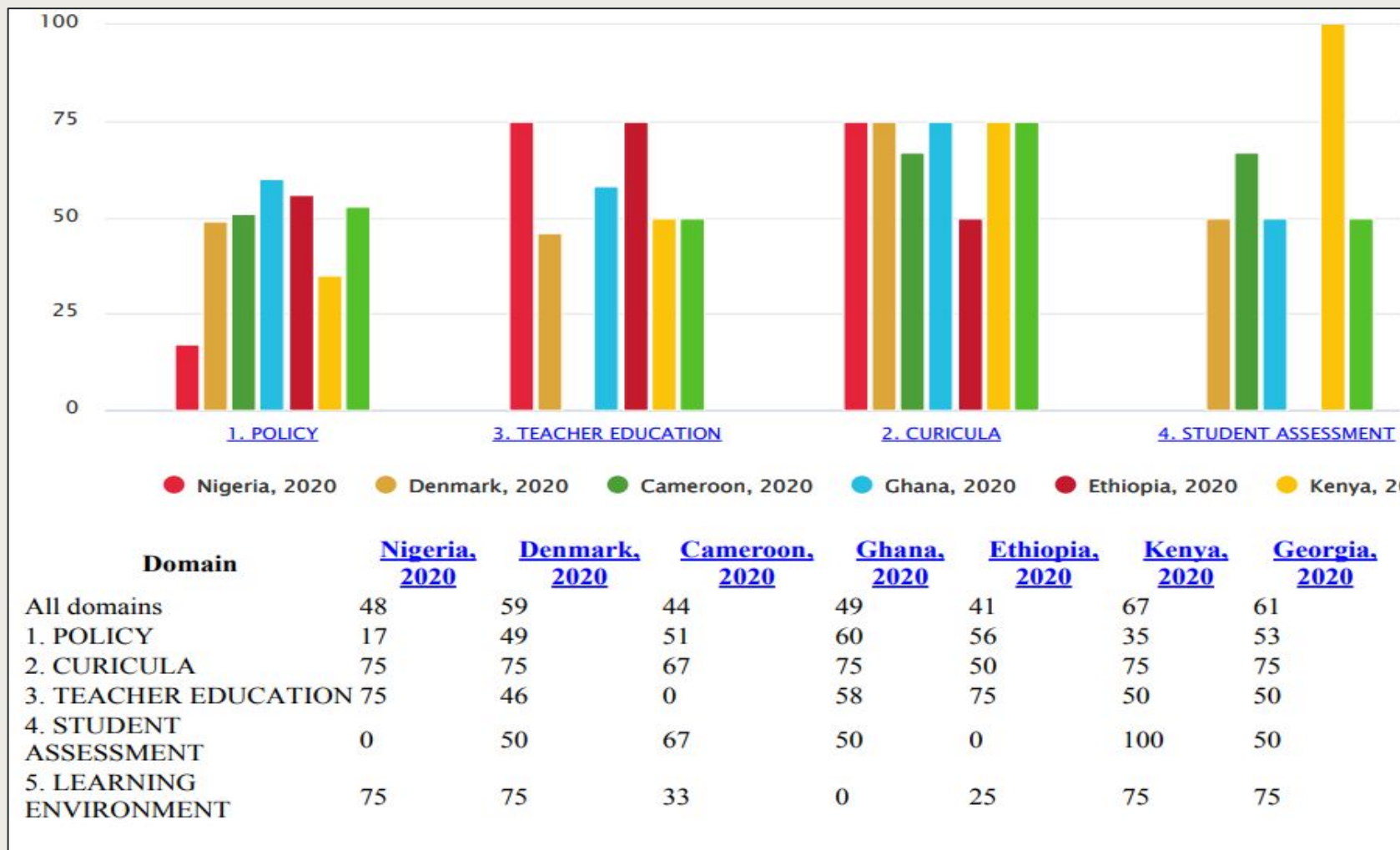
3- Request to [include](#) the MoE in drafting the State [Periodic International Obligations reports](#), especially those related to human rights education.

4- Request the State of Palestine to [ratify](#) following conventions: the UNESCO Convention against Discrimination in Education 1960, the UNESCO Recommendation concerning Education for International Understanding, Cooperation and Peace (1974), and the United Nations World Program for Human Rights Education (2005-present) & UPR reporting.

“Collecting data on human rights education target 4.7”

Recommendation / MoE level

1. Conduct a [research study](#) measure MoE staff (especially teachers, principals and schools counselors) knowledge with the following concepts (education on human rights, education on citizenship, and cosmic citizenship...).
2. Conduct [research studies](#) on students’ knowledge of HR concepts.
3. Include the concepts of HR education within the [national tests guidelines](#).
4. Establish an [electronic HR library](#) for education materials on human rights
5. [Disseminate the findings](#) of the monitoring tool at the national, regional and international levels; To respond to the false accusations and allegations to the Palestinian education system.



A Rights-Based Approach to SDG Monitoring

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THANK
YOU!