SDG 4.7 HUMAN RIGHTS EDUCATION: DEFINING IT, MONITORING IT AND DEMONSTRATING IMPACT AT NATIONAL LEVEL
<table>
<thead>
<tr>
<th>Time</th>
<th>Session Description</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>09:05-09:10</td>
<td><strong>Introduction and session overview</strong></td>
<td>Ms. Zainab Soomar, Senior Adviser, The Danish Institute for Human Rights</td>
</tr>
<tr>
<td>09:10-09:15</td>
<td><em>Defining Human Rights Education through OHCHR’s UN WPHRE, focus on the current 4th phase</em></td>
<td>Ms. Paulina Tandiono, Associate Human Rights Officer, OHCHR</td>
</tr>
<tr>
<td>09:15-09:20</td>
<td><strong>Demonstration of the SDG 4.7/HRE monitoring tool</strong></td>
<td>Ms. Zainab Soomar, Senior Adviser, The Danish Institute for Human Rights</td>
</tr>
<tr>
<td>09:20-09:25</td>
<td><strong>Good practices from the use of the tool, case study I: Ghana</strong></td>
<td>Ms. Nana Amua-Sekyi from the Commission on Human Rights and Administrative Justice</td>
</tr>
<tr>
<td>09:25-09:30</td>
<td><strong>Good practices from the use of the tool, case study II: Palestine</strong></td>
<td>Ms. Heba Farid from the Independent Commission for Human Rights, Palestine</td>
</tr>
<tr>
<td>09:30-09:35</td>
<td><strong>Wrap-up and Q&amp;A</strong></td>
<td></td>
</tr>
</tbody>
</table>
Human rights education

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

Paulina Tandiono
Office of the UN High Commissioner for Human Rights
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)

2005–2009
Human rights education in the primary and secondary education systems

1st Phase Plan of Action

2010–2014
- Human rights education in the higher education system
- Human rights training for teachers and educators, civil servants, law enforcement officials and military personnel

2nd Phase Plan of Action

2015–2019
- Strengthening implementation of the first two phases
- Human rights training of media professionals and journalists

3rd Phase Plan of Action

2020–2024
- Human rights education for youth

4th Phase Plan of Action
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
- Adoption of the Plan of Action for the 4th phase of the World Programme by the UN Human Rights Council
- 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
- September 2019
Plan of Action: Components

| 3. Training of educators | 4. An enabling environment |

Young people as key partners at all stages
National implementation

supported by

International cooperation

Reporting to the Human Rights Council

• **2022**: midterm national progress report
• **2025**: final national evaluation report
For further information, contact:
OHCHR-wphre@un.org
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
- National education policies
- **Curricula**
- Teacher education
- Student assessment

#### Five components of the UN WPHRE
- 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
GLOBAL, REGIONAL & NATIONAL PERSPECTIVES

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All domains</td>
<td>48</td>
<td>59</td>
<td>44</td>
<td>49</td>
<td>41</td>
<td>67</td>
<td>61</td>
</tr>
<tr>
<td>1. POLICY</td>
<td>17</td>
<td>49</td>
<td>51</td>
<td>60</td>
<td>56</td>
<td>35</td>
<td>53</td>
</tr>
<tr>
<td>2. CURRICULA</td>
<td>75</td>
<td>75</td>
<td>67</td>
<td>75</td>
<td>50</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>3. TEACHER EDUCATION 75</td>
<td>46</td>
<td>46</td>
<td>0</td>
<td>58</td>
<td>75</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>4. STUDENT ASSESSMENT</td>
<td>0</td>
<td>50</td>
<td>67</td>
<td>50</td>
<td>0</td>
<td>100</td>
<td>50</td>
</tr>
<tr>
<td>5. LEARNING ENVIRONMENT</td>
<td>75</td>
<td>75</td>
<td>33</td>
<td>0</td>
<td>25</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>Europe</td>
<td>Africa</td>
<td>MENA</td>
<td>LAC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>---------------</td>
<td>--------------</td>
<td>----------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Slovenia</td>
<td>2. Sudan</td>
<td>2. Palestine</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Georgia</td>
<td>3. Zimbabwe</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Sierra Leone</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Malawi</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Kenya</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. Nigeria</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. Ghana</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9. Ethiopia</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10. Cameroon</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MAINSTREAMING HUMAN RIGHTS EDUCATION IN PRIMARY AND SECONDARY SCHOOL SYSTEMS IN GHANA

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

Situation Between Different School Levels

<table>
<thead>
<tr>
<th>Domain</th>
<th>Upper sec</th>
<th>Primary</th>
<th>Lower sec</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Policy</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2. Curricula</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>3. Teacher Education</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>4. Student Assessment</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>5. Learning Environment</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
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
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.
High Level Political Forum
Side Event:
Human rights education, global citizenship and transformative methods to accelerate sustainable development and resilient recovery:
ICHHR Experience

Heba Farid
MEL & Data Bases Officer
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.
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.
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.
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.
Recommendation / The state level

1. Develop a comprehensive HRE national plan with the participation of official institutions and civil society institutions.

2. Allocate specific and clear budgets lines for HR education programs.

3. Request to include the MoE in drafting the State Periodic International Obligations reports, especially those related to human rights education.


“Collecting data on human rights education target 4.7”
“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**.


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