

HRE 2020 Newsletter Issue #2, March 2015



One-year anniversary of HRE 2020

HRE 2020 marked its one-year anniversary on 19 December 2014. During its first year, the coalition has built vital foundations to engage effectively with policy makers in order to achieve our goal of strengthening accountability for the implementation of human rights education programmes.

“One of the most exciting aspects of our advocacy activities at the UN level has been the tremendous value added of the work in coalition with other civil society organisations to increase international visibility and achieve greater impact. The work we have done this year with HRE 2020 shows the power of a global coalition speaking with a unified voice for human rights education”, said Sneh Aurora, International Human Rights Education Manager at Amnesty International.

HRE 2020 has engaged with Treaty Bodies and Special Procedures, worked within the UPR process and has actively contributed to international meetings and debates. Says Kazunari Fujii, Director of the Soka Gakkai International UN Liaison Office in Geneva: “HRE 2020 remains strongly committed to these efforts as we aim to bring greater awareness of human rights education commitments within civil society, governments, treaty bodies and other stakeholders”.

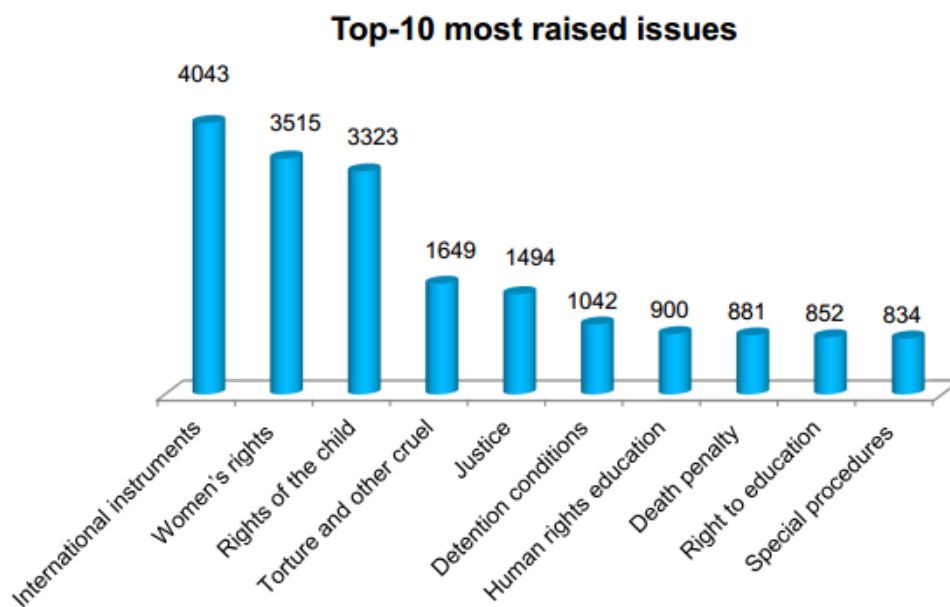
In September 2014, HRE 2020 member Human Rights Educators USA (HRE USA) submitted the first Universal Period Review stakeholder report on human rights education in the United States. HRE USA coordinated several civil society consultations to assess the government’s implementation of recommendations from the first cycle and identify policy recommendations to improve HRE within the school curriculum, teacher training and the school environment.

HRE 2020 aims to make sure human rights education goes beyond empty promises to

developing the skills and attitudes to promote equality, dignity and people's participation in decision-making processes. "We still have a long road ahead of us for making the human right to human rights education a reality for everyone. Progress has been made, but a lot remains to be done", said Adele Poskitt (HREA), Coordinator of the HRE 2020 coalition during its first year.

HRE 2020 Members Meeting: HRE within the UPR process

Human rights education is in the top ten most-raised issues within the Universal Periodic Review (UPR) process, a peer-review of government's human rights records. Since the UPR was established in 2006, there have been over 1,400 recommendations to around 70 different countries on implementing human rights education and training. The most frequent recommendations include: awareness-raising campaigns on violence against women/children's rights/discrimination; adoption of a national plan of action; training for law enforcement officials; human rights education in schools and teacher training.



Beyond Promises. UPR Info (2014)

On 24 November 2014, HRE 2020 hosted a meeting with coalition members and other stakeholders to discuss how to use the UPR process to hold governments more accountable. During the meeting, HRE 2020 members took stock of recommendations that have been made so far in the first and second cycle of the UPR and discussed national initiatives to monitor and report existing recommendations.

To learn more about human rights education in the UPR, see the [meeting notes](#) of the recent HRE 2020 Members Meeting.

HRE USA submits first report on HRE to the UPR

HRE 2020 member, Human Rights Educators USA, together with the US Human Rights Network,

successfully submitted the first national civil society report on human rights education to the Office of the UN High Commissioner for Human Rights on 12 September 2014. [This document](#) is a status report on policies and practices in human rights education in US schools, based on information the network collected from an online survey and stakeholder meetings that took place in San Francisco, New York City and Boston during the summer of 2014.



This 10-page report, was prepared for the 22nd session of the UN's Universal Periodic Review (UPR). The UPR takes place every 4½ years and is an opportunity to review the status of implementation of human rights education and training at the national level. This is the [second review cycle](#) for the United States, who received three recommendations specifically focused on HRE in the first cycle.

The HRE USA stakeholder report contained [15 recommendations](#) in the areas of curriculum, teacher training, school environments and engagement with international human rights standards.

Recent HRE 2020 Activities

This section contains information about HRE 2020 international advocacy activities and HRE 2020 national initiatives by members.



World Programme for Human Rights Education: Outcomes of the Second Phase

Side-event at the Human Rights Council 28th Session, 17 March 2015, Palais des Nations, Geneva

“The right to human rights education is an established right enshrined in international and regional instruments and documents. States must make good on their human rights education commitments”, according to Sneh Aurora

(HRE 2020) at the side event 'World Programme for Human Rights Education: Outcomes of the Second Phase'. The event, organized by the NGO Working Group on Human Rights Education and Learning and co-sponsored by the governmental Platform for Human Rights Education and Training, brought together some 50 participants, mostly from civil society in addition to delegates of several governments and the United Nations to discuss the achievements and shortcomings of the second phase of the World Programme for Human Rights Education (WPHRE).

States were encouraged to submit a [national evaluation report on the second phase of the WPHRE](#) so that a comprehensive global report which identifies gaps, good practices and future possible strategies for human rights education can be prepared by the Office of the High Commissioner for Human Rights.

HRE 2020 called on UN mechanisms to ensure the WPHRE continues to promote a common understanding of basic principles and methodologies of human rights education by providing

a concrete framework for reporting and monitoring. UN mechanisms must make greater reference to the UN Declaration on Human Rights Education and Training, the WPHRE and other relevant international treaties and include references to human rights education and training in concluding observations, general comments and recommendations. Read HRE 2020's [full presentation](#).

Member Profile: IPEDEHP

Each edition of the HRE 2020 newsletter includes a profile of a coalition member.

The Peruvian Institute for Education in Human Rights and Peace is a non-profit, non-governmental organisation based in Lima, Peru.

Celebrating its 30th anniversary this year, the Instituto Peruano de Educación en Derechos Humanos y la Paz (IPEDEHP) promotes the development of attitudes and capabilities for the exercise of citizenship practices and public policy that strengthen democracy and the guarantee of human rights. IPEDEHP works in primary and secondary public schools and in teacher training institutes and also conducts advocacy work to influence education policy. IPEDEHP trains social actors to contribute positively to the socioeconomic, political, cultural and environmental dynamics in Peru, with a focus on ending abuse, discrimination, and rights violations.



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HRE 2020 is a global civil society coalition that promotes human rights education through advocacy. It works with civil society, governments and international organizations to support and strengthen the monitoring and implementation of international standards on and commitments to human rights education.

HRE 2020 welcomes suggestions and contributions for our newsletter. Please contact us at HRE2020@HRE2020.org