

INTRODUCTION

What is the purpose of this Human Rights Education Indicator Framework?

This resource is a suggested framework of indicators, or measurements, to examine the presence and quality of human rights education policies and practices. It is a tool to support civil society organizations, national human rights institutions and government bodies, as well as United Nations mechanisms (treaty bodies, human rights committees and special procedures) to monitor the implementation of human rights education. The framework aims to support a review of the status of human rights education within national planning, the formal education sector, and the training of professional groups. It is a means of understanding the scale and quality of such practices and identifying gaps and areas for improvement.

What are the relevant international standards on human rights education and training?

There is an increasing body of international human rights law and standards on human rights education and a growing consensus within the international community about the fundamental role of human rights education in the realization of all human rights. International frameworks and standards promote and encourage the development of sustainable national strategies and programmes in human rights education and training and highlight a consensus that human rights education is important to the full and equal enjoyment of all human rights.

The right to a public education that promotes human rights, fundamental freedoms and respect for the content of specific treaties can be found in multiple international conventions and covenants. These include the International Covenant on Economic, Social and Cultural Rights (Article 13), the Convention on the Rights of the Child (Article 29 and the first set of General Recommendations issued by the Committee on the Rights of the Child), the Convention on the Elimination of All Forms of Discrimination Against Women (Article 10), the International Convention on the Elimination of All Forms of Racial Discrimination (Article 7), the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (Article 65) and the Convention on the Rights of Persons with Disabilities (Article 8)¹, as well as regional instruments such as the European Charter on Education for Democratic Citizenship and Human Rights Education.

The concept and importance of human rights education is now firmly established. The United Nations (UN) Declaration on Human Rights Education and Training and the World Programme for Human Rights Education and its accompanying Plans of Action are guiding documents that set out standards for human rights education to encompass principles of peace, non-discrimination, equality, justice and respect for human dignity. States must ensure the implementation of human rights education provisions enshrined in these international human rights instruments and should be held accountable for their commitments.

States must ensure the implementation of human rights education provisions enshrined in these international human rights instruments, and should be held accountable for their commitments. These normative standards and mechanisms for influence are only as strong as the vigor and quality with which they are implemented and monitored.

Why should we monitor human rights education?

Monitoring the implementation of human rights education and training is fundamental to understand if and how governments are meeting their obligations and commitments as enshrined in international frameworks and standards. Systematic monitoring ensures that such commitments do not just remain on paper, but are effectively translated into action and practice.

Review and monitoring at the national level will in many cases be the most important way to ensure that the state is meeting its obligations. At the international level, UN mechanisms review state implementation of human rights education. For example a review of human rights education should be included in state reports to treaty bodies. Additionally, other review mechanisms such as the Universal Periodic Review (UPR) process and the work of the Special Procedures mandate holders (e.g., Special Rapporteurs) also contribute to the promotion of and ensured implementation of human rights education. The international review processes can mutually reinforce the national level initiatives.

¹The Convention on the Rights of Persons with Disabilities, the most recent international human rights treaty to enter into force, has a highly developed section on human rights education, 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.

Civil society organizations can play a key role in monitoring, ensuring that it is comprehensive, accurate and inclusive.

A consultative review process, which involves the participation of different relevant stakeholders with various backgrounds and expertise (including for example, non-governmental organizations and national human rights institutions), not only facilitates the collection of detailed data and information, but also ensures reliability of information.

A consultative review process can serve multiple aims.

First, the review can help shape recommendations to governments for improving their human rights education programming. These recommendations can be quite specific and become the basis of advocacy efforts by civil society in the intervening years between treaty body and UPR reports.

Second, the review process can be an educational opportunity. It can help to inform those who are less familiar with human rights education about its aim and forms. Human rights educators who participate in these reviews will come to know the treaty body mechanisms of the UN and engage in such processes at the grassroots level.

Finally, such a process can provide baseline data that can be built upon and compared against in subsequent data collection efforts. Indicators are designed precisely for this purpose.

What is the structure of this resource?

Consistent with the standards outlined in the UN Declaration on Human Rights Education and Training and the guidelines provided by the World Programme for Human Rights Education, this indicator framework contains key questions related to the presence, scale and quality of human rights education within a range of sectors.

This resource is divided into the following sections:

- Human Rights Education and Training in National Planning
- Human Rights Education and Training in the Formal Education Sector
- Human Rights Education and Training for Law Enforcement and Military Personnel
- Human Rights Education and Training for Civil Servants, Health Workers, Social Workers, Journalists and Other Professionals

How should this resource be used?

This indicator framework is intended to be an inspiration and guide for the review of human rights education within a range of policies and practices. Only some portions of the framework may be relevant for a particular context. For example a human rights education review may be carried out only for the formal education sector or for a specific audience, such as journalists. Sections of the framework that are relevant to key sectors can be downloaded individually on the HRE 2020 website: www.hre2020.org.

Using the Indicator Framework Tables

The framework is intended to provide a holistic rendering of a range of categories of investigation that can be explored through the review of documents, interviews, surveys and other forms of data collection. The tables that follow include key monitoring indicators and suggested descriptors/sub-indicators across all relevant categories or sectors. These can be directly converted into questions and used in surveys and interviews. Ideally they will be adapted for use in other questionnaires or data collection processes, as the local context requires. This adaptation may have to do with specific human rights education questions for the environment – such as the availability of human rights education materials in local languages – as well as the specific ways in which data collection will be carried out. Questions can be designed with yes/no answers, multiple choice options, numerical data or open-ended replies.

For example, in Section I, the first key indicator under Domain 1 reads:

Has a national focal point and/or body (council, committee, commission, or work group) been established to develop and implement a plan for human rights education?

This question can be answered with a “yes” or a “no”.

The associated sub-indicators ask for additional detail. The sub-indicator, “the focal point is part of the government,” could elicit both a “yes” and also details on the department or office in which the focal point is located. Another sub-indicator, “activities it has performed,” could elicit quantitative data (the number of activities that have taken place annually over a period of the last three years, perhaps grouped according to type of activity and the number of persons involved directly in each activity) as well as qualitative data (a focus on human rights education planning, implementation, etc.).

Systematic Collection of Data

Local actors are in the best position to decide which indicators to use and how to collect information. It is most important that the data be collected in a way that is systematic and inclusive and brings in the required information. It may be wise to review other human rights education monitoring reports that have been developed in deciding which kinds of information to collect and how.

Examples of human rights education-related surveys that have already been used to collect monitoring information can be found on the HRE 2020 website as additional resources. In addition to using surveys, human rights education monitoring can take place through the review of documents, such as government policies and courses in teacher training institutions, interviews and observations. Decisions on which approach to take may depend on not only methodological preferences but also the availability of human and technical resources required for data collection and analysis.

What happens after a monitoring report has been prepared?

Monitoring reports developed through a consultative review process or otherwise can be submitted as stakeholder reports to the relevant treaty and UPR bodies, and to government bodies who are preparing their own state reports.

The monitoring of human rights education policies and practices is just beginning to be carried out and will undoubtedly improve in the coming years.

Contact us

HRE 2020 has prepared this resource to support national monitoring efforts and is available to offer further advice and support is using this Human Rights Education Indicator Framework.

Please also contact us to share your experiences in using this framework and in conducting consultative review processes to monitor the implementation of human rights education at national level.

We aim to share good practices with others in the global human rights education community.

Email hre2020@hre2020.org

Website www.hre2020.org

HUMAN RIGHTS EDUCATION AND TRAINING IN NATIONAL PLANNING

In this section, we provide a framework to document government commitment to establish and implement a comprehensive and coordinated effort for human rights education and training. This might involve the establishment of a coordinating body, a review of the status of human rights education and the elaboration of a national plan including ways to review its implementation².

Domain 1: Development of a National Human Rights Education and Training Plan

Key Monitoring Questions/Indicators ³	Descriptors/Sub-Indicators ⁴	Sources of Information
Has a national focal point and/or body (council, committee, commission, or working group) been established to develop and implement a plan for human rights education? (Y/N)	<ul style="list-style-type: none"> The focal point and/or implementation body is a part of the government/independent The government manages and financially supports this focal and/or implementation body When established and operational Mandate and functions Membership Activities it has performed (meetings, workshops, etc.) 	<ul style="list-style-type: none"> Information about a human rights education-related focal point and/or body (or a human rights-related entity eligible to incorporate human rights education and training) might be found with the Ministry of Foreign Affairs as well as other ministries or departments related to the content of the work (e.g., Ministry of Education, Ministry of Justice). A multi-sector effort might involve the Prime Minister's office or another central executive-level office. References would include the policy or regulation establishing the focal point or body; minutes of meetings; press releases; reports issued by the entity; and media coverage.
Has a study been carried out on the status of human rights education in the country? (Y/N)	<ul style="list-style-type: none"> One or more studies were performed on the state of human rights education The study is of high quality and sufficient for the formulation of the plan The process for conducting the study was independent and objective Existing studies on the state of human rights education were taken into consideration The committee requested technical assistance for preparing the plan (consultancies, expert meetings, etc.) from international or national organizations 	
Have priorities for a National Human Rights Education Plan been set? (Y/N)	<ul style="list-style-type: none"> Priorities have been set on particular human rights, and these human rights are national priorities Priorities have been set on the rights of particular social groups or individuals, including those who are excluded, vulnerable or marginalized Priorities have been set on the educational levels which human rights education will be incorporated Priorities have been set for trainings of professional groups in which human rights education will be incorporated Priorities have been set for non-formal human rights education and training Priorities have been set for public awareness raising 	
Has the National Human Rights Education Plan been completed? (Y/N)	<ul style="list-style-type: none"> Activities performed to develop the plan Current state of preparation of the plan Actions pending to complete the preparation of the Plan 	

²The World Programme for Human Rights Education calls for each state to establish a focal point for human rights education and to develop a National Plan of Action for human rights education in consultation with stakeholders. (Note that National Plans of Action for human rights, children's rights and other human rights-specific target groups or themes should also contain a human rights education and training component and are eligible to be reviewed and referenced in monitoring human rights education and training.)

³These monitoring questions/indicators can be adapted for human rights education and training within other national human rights-related plans.

⁴This column contains sub-indicators to further explore the key monitoring questions. Local actors may find it useful to develop questions based on these indicators.

Domain 2: Contents of the Plan

Key Monitoring Questions/Indicators	Sources of Information
<p>Does the plan include the following information?</p> <ul style="list-style-type: none"> The focal point and/or implementation body is a part of the government/independent The government manages and financially supports this focal and/or implementation body When established and operational Mandate and functions Membership Activities it has performed (meetings, workshops, etc.) 	<ul style="list-style-type: none"> The Plan itself.
<p>Does the plan reflect all of the priorities established at the planning stage? If not, why not?</p> <p>Describe. Such priorities might include:</p> <ul style="list-style-type: none"> The target groups (e.g. those who will receive human rights education and training) General human rights content or thematic areas (e.g., non-discrimination) The rights of particular social groups or individuals (e.g., persons with disabilities, indigenous persons, sexual minorities, refugees and asylum seekers) 	
<p>Does the plan contain cross-cutting values not reflected in the indicator above? Describe.</p> <p>Some examples:</p> <ul style="list-style-type: none"> Non-discrimination Gender equality Recognition of ethnic, religious and cultural diversity Fundamental freedoms and peace Rule of law and good governance 	

Domain 3: Implementation of the Plan

Key Monitoring Questions/Indicators	Descriptors/Sub-Indicators	Sources of Information
<p>Is the plan being implemented according to schedule? (Y/N)</p>	<ul style="list-style-type: none"> An institutional structure in place to oversee and support the implementation of the plan The budget allocated for implementation is being used State bodies and other partners involved in implementation monitor their activities 	<ul style="list-style-type: none"> If an institutional structure is in place (central, regional and/or local), status reports may be available. Individual government agencies and partner organizations should be integrating human rights education and training within relevant policy, curriculum and training reports.
<p>What is the status of overall implementation?</p> <p>Describe.</p>	<p>Reports and other documentation are available on the status of implementation</p>	<ul style="list-style-type: none"> Parliamentary committees may be monitoring and reporting on implementation of human rights education. Any other reports submitted to international and/or regional bodies.