



Global Protection Cluster



UNHCR/Eduardo Soteras Jalil

FACILITATORS GUIDE

SESSION – HUMAN RIGHTS EDUCATION IN DISPLACEMENT CONTEXT





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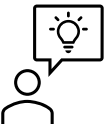
SESSION – HUMAN RIGHTS EDUCATION IN DISPLACEMENT CONTEXT



PREPARATION

- Create three break-out rooms and assign participants to a break-out room



Slide	Notes for Facilitator
Slide 1: Cover slide	Welcome participants while waiting for the other participants to join.
Slide 2: Ground rules	Mention that the ground rules remain the same.
Slide 3: Outline of the session	<p>Key topics of this session:</p> <ul style="list-style-type: none">❖ What is Human Rights Education (HRE)?❖ Main legal framework❖ Why is HRE important in displacement context?❖ Why is HRE key for protection clusters' work?❖ Practical examples❖ How can PCs engage with HRE?❖ Exercises❖ Relevant resources on HRE❖ Online tools
Slide 4: Objectives of the module 	<ul style="list-style-type: none">❖ Introduce Human Rights Education (HRE) as a key tool in the context of displacement.❖ Discuss concrete ways on how HRE is effective for the protection of internally displaced persons (IDPs).❖ Share examples with the Protection Clusters (PC) on how to use HRE in their work.
Slide 5: What is human rights education? 	As stated in the UN Declaration on Human Rights Education and Training (2011), Human Rights Education promotes values, beliefs and attitudes that encourage all individuals to understand and uphold their own rights and those of others. It contributes to ensuring that the rights of all persons are valued, respected and protected.
Slide 6: What does HRE include? 	<p>Human Rights Education includes</p> <ul style="list-style-type: none">❖ Education about human rights, which includes providing knowledge and understanding of human rights norms and principles, the values that underpin them and the mechanisms for their protection;❖ Education through human rights, which includes learning and teaching in a way that respects the rights of both educators and learners;❖ Education for human rights, which includes empowering persons to enjoy and exercise their rights and to respect and uphold the rights of others.¹ (United Nations Declaration on HRET 2011)

¹United Nations Declaration on Human Rights Education and Training (2011).



Slide 7: Main legal framework



- ❖ [Article 26.2 Universal Declaration on Human Rights \(1948\)](#)
- ❖ [UN Covenant on Economic, Social and Cultural Rights \(UN, 1966\)](#) and the [UN Convention on the Rights of the Child \(UN, 1989\)](#) 'education should develop respect for human rights and fundamental freedoms'
- ❖ [UN Decade for Human Rights Education \(1994-2004\)](#)
- ❖ [World Programme on Human Rights Education \(2005 – ongoing\)](#)
- ❖ The Plan of Action of the fourth phase (2020-2024) of the World Programme on HRE which focuses on youth includes as one of its objectives 'expand human rights education for, with and by youth in formal and nonformal education and, indirectly, informal learning, prioritizing young people in situations of exclusion or vulnerability; (...) This includes *asylum seekers, refugees and internally displaced persons, and returnees.*'
- ❖ [United Nations Declaration on Human Rights Education and Training \(2011-2021\)](#)

Slide 8: Why human rights education is important in displacement?

- ❖ It is a key tool to enhance protection of human rights of affected populations
- ❖ It can address and tackle racism and discrimination that can be a cause of displacement and affects IDPs.

Slide 9: Who HRE can empower?



In this context, HRE can empower:

- ❖ Humanitarian actors to adopt a human rights-based approach to their work, protect human rights and encourage duty-bearers to meet their obligations. HRE in this sense includes training programs for humanitarian actors on human rights standards, mechanisms and engagement.
- ❖ Rights-holders, especially populations in situations of vulnerability, to claim and realize their rights and engage in relevant decision-making processes. Everyone has the right to know, seek and receive information about all human rights and

Slide 10: Practical examples






- ❖ **Commission on Human Rights – Republic of the Philippines** - The goal is to empower IDPs by ensuring they have knowledge about their rights. The strategy includes creating community-based networks, coordinating with IDP leaders and integrating different human rights topics. It also includes education on referral pathways for human rights violations.





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CR Webinar - CCCHP


- ❖ **National Human Rights Institution Iraq** - https://www.nih-riq.org/?page_id=660 and <https://www.edu->

	<p>links.org/sites/default/files/media/file/Topic-Guide-on-Education-for-Refugees-and-IDPs-in-Low-and-Middle-Income-Countries.pdf</p>
<p>Slide 11: Why is HRE key for the protection cluster?</p>	<ul style="list-style-type: none"> ❖ To share key messages about human rights with affected populations so that they can claim their rights. ❖ To include the affected population in processes of engagement with the human rights mechanisms. ❖ To enhance accountability to ultimately ensure human rights protection of affected population.
<p>Slide 12: How can the PC engage with HRE?</p>	<ul style="list-style-type: none"> ❖ Needs analysis and developing a HRE strategy which is context specific. ❖ Sensitization and raising awareness activities with the communities ❖ Engage with different stakeholders including with National Human Rights Institutions (NHRIs) and civil society.
<p>Slide 13: Possible exercises</p> 	<p>In this section some possible exercises are provided taken from different resources²</p> <ul style="list-style-type: none"> ❖ Council of Europe Compass ‘Manual For Human Rights Education with Young People section ‘3 things’ Pg. 78 – 80: https://rm.coe.int/compass-eng-rev-2020-web/1680a08e40 ❖ Session on ‘Engaging with affected population’ – practical example that can be applied with a group of IDPs.  <p>Session 4_ Engaging with affected populati</p>
<p>Slide 14: Relevant resources</p> 	<ul style="list-style-type: none"> ❖ Abu Moghli, M. (2020). Re-conceptualising human rights education: from the global to the occupied. International Journal of Human Rights Education, 4(1) https://repository.usfca.edu/ijhre/vol4/iss1/5. ❖ Adolescent well-being in Jordan: exploring gendered capabilities, context and change strategies. A synthesis report on GAGE Jordan baseline findings. ❖ Bajaj M. ‘Human Rights Education: Theory, Research, Praxis’ PENN, ❖ Asia-Pacific Forum of National Human Rights Institution, Human Rights Education - https://www.asiapacificforum.net/resources/human-rights-education-manual/ ❖ Bajaj, M., Canlas, M., & Argenal, A. (2017). Between rights and realities: Human rights education for immigrant and refugee youth in an urban public high school. Anthropology & Education Quarterly, 48(2), 124–140. https://doi.org/10.1111/aeq.12189 ❖ Council of Europe Compass – https://rm.coe.int/compass-eng-rev-2020-web/1680a08e40.

² Exercises can be adapted replacing refugees with IDPs



	<ul style="list-style-type: none"> ❖ Empowering adolescents through an integrated programming approach: exploring the effects of UNICEF’s Makani programme on Dom adolescents’ well-being in Jordan: https://www.gage.odi.org/wp-content/uploads/2021/03/Empowering-adolescents-through-an-integrated-programming-approach.pdf ❖ ‘Human Rights Education in humanitarian settings: opportunities and challenges http://doi.org/10.7577/hrer.3986’ ❖ Human rights and refugee protection : self-study module 5. Vol. 2 Geneva: UNHCR, 2006 HRE/HRP/5R/9https://searchlibrary.ohchr.org/rec-ord/25122/files/25122.pdf
<p>Slide 15: Relevant resources</p> 	<ul style="list-style-type: none"> ❖ Human Security Network. (2003). Graz Declaration on Principles of Human Rights Education and Human Security. https://www.human-rights.ch/cms/upload/pdf/030513_graz_declaration.pdf. ❖ Inter-agency network for education in emergencies: https://inee.org/eie-glossary/human-rights-education. ❖ Osler, A. & Yahya, C. (2013). Challenges and complexity in human rights education. Education Inquiry, 4(1), 189–210. https://doi.org/10.3402/edui.v4i1.22068 ❖ Reimers, F., & Chung, C. (2010). Education for human rights in times of peace and conflict. Development, 53(4), 504–510. https://doi.org/10.1057/dev.2010.82 ❖ UNDHRET (2011 United Nations Declaration on Human Rights Education and Training https://www.ohchr.org/EN/Issues/Education/Training/Compilation/Pages/UnitedNationsDeclarationonHumanRightsEducationandTraining(2011).aspx ❖ Webinar Human Rights Education in Humanitarian context GPC. ❖ World Programme for Human Rights Education https://www.ohchr.org/EN/Issues/Education/Training/Pages/Programme.aspx
<p>Slide 16: Relevant resources</p> 	<ul style="list-style-type: none"> ❖ Tibbitts, F. (2017). Evolution of human rights education models. In M. Bajaj (Eds.), ❖ Human rights education: Theory, research, praxis, (pp.69–95). Philadelphia: University of Pennsylvania Press. ❖ Training module 4: Human Rights in Practice: Engaging with affected population. Guidance for Field Protections Clusters on Engagement with National Human Rights Institutions, June 2021. ❖ Video message from Aya Abdullah: https://intranet.unhcr.org/content/dam/unhcr/intranet/protection-operations/human-rights/videos/Aya%20Abdullah%20-%20Transforming%20Lives%20Exhibition%20Video.mp4 ❖ Human Rights Education and Training centre https://hrea.org/home/about-us/

	<ul style="list-style-type: none"> ❖ OHCHR website and HRE training resources https://www.ohchr.org/EN/Issues/Education/Training/Pages/UNDHREducationTraining.aspx. ❖ United Nations. (1948). Universal Declaration of Human Rights. (A/RES/217(III)). ❖ https://www.un.org/en/universal-declaration-human-rights/ ❖ United Nations. (1966). International Covenant on Economic, Social and Cultural Rights. https://www.ohchr.org/en/professionalinterest/pages/cescr.aspx. ❖ UNRWA and Human Rights Education https://www.unrwa.org/what-we-do/human-rights-education. ❖ Women's Commission for Refugee Women and Children 'Right to education during displacement: a resource for organizations working with refugees and internally displaced persons New York: the Commission, 2006 HRE/CHILD/5/3. ❖ Education for peace conflict resolution and human rights : papers from a UNHCR Design Workshop 3-7 February 1997 Geneva: UNHCR, 1997 HRE/HRP/7aS/6 https://searchlibrary.ohchr.org/record/5828/files/5828.pdf
<p>Slide 17: Online tools</p> 	<ul style="list-style-type: none"> ❖ Human Rights, the rights of refugees (Amnesty International). ❖ Seeking safety, educational course for children (Amnesty International). ❖ Open resource website on human rights education: 'Transforming Lives the Power of Human Rights Education'. ❖ Human Rights Education Associate resource centre https://hrea.org/. ❖ Compass https://www.coe.int/en/web/youth/compass1 by Council of Europe.



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