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REFERENCE: FOD/HREU/WPHRE/2025/EI

**Subject: National evaluation of the fourth phase (2020-2024) of the World Programme for Human Rights Education**

The Office of the United Nations High Commissioner for Human Rights presents its compliments to all Permanent Missions and Observers to the United Nations at Geneva and has the honour to refer to Human Rights Council resolution 57/10 on the World Programme for Human Rights Education, adopted on 9 October 2024.

In the resolution, the Human Rights Council reminded States of the need to prepare and submit on a voluntary basis their national evaluation reports on the fourth phase (2020-2024) of the World Programme, devoted to youth, to the Office of the High Commissioner by April 2025 (paragraph 10). It also requested the Office of the High Commissioner to submit a final report on the implementation of the fourth phase, based on national evaluation reports, to the Human Rights Council at its sixtieth session (paragraph 11).

Accordingly, the Office of the High Commissioner for Human Rights (OHCHR) would appreciate receiving national evaluation reports on the implementation of the fourth phase of the World Programme **by 15 April 2025**. A brief guidance note to facilitate the preparation of those reports is attached.

National evaluation reports should be sent to the Human Rights Education Unit (email: ohchr-registry@un.org, copy: ohchr-wphre@un.org). Please indicate if you do not wish OHCHR to make available on its website the report submitted.

Further information related to the World Programme is available on the OHCHR website at: http://www.ohchr.org/EN/Issues/Education/Training/Pages/Programme.aspx.

The Office of the United Nations High Commissioner for Human Rights avails itself of this opportunity to renew to all Permanent Missions and Observers to the United Nations at Geneva the assurances of its highest consideration.

09 January 2025

HUMAN RIGHTS UNITED NATIONS

Enclosure: Guidance note

*Evaluation of the fourth phase (2020-2024)*
*of the World Programme for Human Rights Education (2005-ongoing)*

# GUIDANCE NOTE

The purpose of this note is to provide States with guidance for the preparation of their **national evaluation reports** on the implementation of the fourth phase (2020-2024) of the World Programme for Human Rights Education (WPHRE), devoted to **youth**. In preparing the report, cooperation between governments, national human rights institutions and civil society, particularly youth organizations and networks, is strongly encouraged.

## I. Scope of the national evaluation reports

In accordance with the plan of action for the fourth phase of the World Programme, national evaluation reports should cover **action undertaken at the national level between 2020 and 2024 with regard to human rights education (HRE) for youth**, in the following four areas:

1. **Developing/adopting HRE and HRE-related policies and implementation measures**, which includes:
   a. Reviewing educational laws and curricula to include HRE or adopting specific new laws and curricula, as well as relevant plans of action to ensure implementation;
   b. Ensuring coherence, links and synergies among HRE-related policies and strategies (such as on youth; education; human rights; sustainable development; combating discrimination; etc.)
   c. Developing curricula and policies on human rights training for educators and other youth-focused professionals, as well as policies for the selection and appraisal of teachers and other education personnel based on human rights principles;
   d. Developing policies and legislation regarding the governance and management of youth-serving educational establishments that reflect human rights principles;
   e. Developing policies to facilitate the HRE work conducted by civil society by providing, *inter alia*, certification of organizations, financial support, free use of public spaces and capacity building;
2. **Developing/supporting development/using appropriate HRE content, methodologies and materials**, which includes:
   a. Ensuring that context-specific and needs-based content addresses knowledge, skills and attitudes enabling young people to identify, value and uphold their rights and those of others;
   b. Using learner-centred, gender-sensitive, contextualized and varied methodologies that empower youth by soliciting their active participation, as well as experiential approaches which enable them to apply human rights concepts to their lives and experiences; fostering peer learning, in safe spaces;
   c. Ensuring that materials build on the human rights principles embedded in the learners' context and are specific and relevant to youth, particularly youth in situations of exclusion or vulnerability;
   d. Using technology to facilitate access to HRE including through social media; facilitating

access to information technologies for networking, exchange of relevant information and discussion;

e. Creating and strengthening local youth structures that support access to and delivery of HRE; establishing HRE resource centres;

3. **Ensuring/supporting human rights training of youth educators**, which includes:
   a. Ensuring that context-specific and needs-based content addresses knowledge, skills and attitudes enabling educators to advocate for the human rights of youth and to empower young learners to identify, value and uphold their rights and those of others;
   b. Using learner-centred, gender-sensitive, contextualized and varied methodologies that address motivation, self-esteem, emotional development and the role-modelling position of educators;
   c. Focusing on young educators and educators from groups in situations of exclusion or vulnerability – trainers, leaders, representatives of youth centres and organizations, activists and volunteers – to build a pool of skilled young people to train their peers;
4. **Fostering enabling environments**, which includes:
   a. Encouraging organization of and participation in HRE activities, including ensuring youth's access and safety;
   b. Accompanying HRE strategies with measures to increase the protection and realization of young people's human rights.

Information on the **engagement of young people as partners** in the planning, design, implementation and follow up of activities undertaken within the four above-mentioned areas should be highlighted.

## II. Additional information for inclusion in the national evaluation reports

National evaluation reports could also include **overall HRE developments and other related information**, including:

1. The adoption of national policies and/or strategic documents, such as a National Plan of Action for HRE or related laws;
2. Any progress or initiatives in the area of HRE in the country, which do not have a specific youth focus or which address other specific audiences;
3. Main challenges to advancing HRE, both in the areas covered by the plan of action for the fourth phase and beyond, and opportunities for overcoming them;
4. Efforts undertaken to disseminate information on the World Programme in the country;
5. Any relevant supplementary documentation, including already-existing information reported to the United Nations human rights bodies and mechanisms or to other intergovernmental organizations, which could be annexed to the report;
6. Information on the institution/department responsible for preparing the report, including contact details.