UNOHCHR – Consultation on Plan of Action for the Fourth Phase (2020 – 2024) of the World Programme for Human Rights Education

April 10 and 11, 2019 Expert Meeting Feedback

Major, overarching recommendations throughout meeting:

- Youth lead. Ensure youth leadership and participation is central throughout the plan. Education for, by, and with you
- Prioritize marginalized youth.
- What can HRE do for young people? Social inclusion, autonomy
- Plan needs to be more specific to youth with strong language centering youth in the process from planning through evaluation. Connect to youths' lives.
- Be specific with steps where possible
- Need logical flow between and in sections
- Stronger links between formal and non-formal
- There should be a logical flow from skills, knowledge, and attitudes. Logical flow from content to methodology to training to policies that encourage the flow.
- Consider accreditation/certificate/competencies for educators, facilitators, youth leaders in HRE field and for those in other fields who engage in HRE
- Need more robust monitoring and evaluation with specific indicators where possible
- Need an intersectional approach throughout plan, understanding that people have multiple identities for which they face discrimination
- Intergenerational dialogue
- Highlight research/youth voices showing success of HRE
- Emphasize peer to peer learning
- Need a focal point in each country – combination of youth, civil society, and national government representatives. Ensuring youth have equal say.

- Think not only of young people as children in schools, but also in universities. Young people building themselves as professionals need to have this information. In making decisions in business and commerce.
- How do we ensure youth recognize their agency when subject to HRV day by day? Transformative action, agency element is critical. Training of trainers and educators, religious leaders, community leaders need to be on board
- Don't want to generalize young people – they are different types of learners – jargon is inaccessible for a lot of young people.
- Need to design these materials so they are interesting for youth. Infographics etc.
- Use plan as advocacy tool, for funding, to open spaces for programs, partnerships with governments
- Intersect youth, HR, and education. Each sector has its own strength.
- Make HRE mainstream, accessible to all

Scope

Strengths of Youth Which Influence HRE
-#s – there are many (power of #s)

- united and motivated to act

- connected both through and without IT

-more empathic and more accepting of differences and globally

- diversity, speak more languages

-eager to influence decision making and more young people as decision makers themselves

- innovative to make change using new ideas

- responsible and ownership

- better/well informed. Eager to learn. Access to information. Educated (better than previous generations)

- identifiable, organized group of stakeholders who are recognized.

- unparalleled effects of youth work

- resourceful ability to mobilize themselves (and capacity and providing tangible support to others) and others

- sustainability, long term impacts on human rights adherence

- facing the facts and breaking barriers (not getting weighed down by traditional policies and rules)

- ability to advocate to and for youth and lack of credentialing and hierarchy

- peer to peer learning

- disposition to question/challenge authority and tensions and contradictions (disappointed with current state of affairs)

- curiosity

- energy

- speak out/direct language

- concern about the future of things / climate change

- more likely to become engaged adults

- fluid in networking, partnerships and mobility

- fearless

- digital natives/digitally savvy

- increased visibility and power of women and girls

- commitment to inclusion

- less of a colonial (people doing it for themselves) approach to activism and social change and own codes and breaking down power dynamics

Weaknesses of Youth Which Influence HRE

- Lack of "diplomacy"

- Unorganized (not in NGO)

- Mistrust of politicians, institutions, adults in general, each other

- Sense of powerlessness, lack of agency, knowledge/capacity to take action, not recognizing the value of their own experiences, lack of confidence

- Other more pressing priorities (e.g. job, education), self-interested

- Transitioning in life

- Youth think HRE only happens in schools and formal institutions

- Lack of experience

- Youth think HR are abstract

- easy solutions/laziness

- are superficial and don't go deep

- fear of consequences and need for stability, pressing priorities

- cynical

- often commitments are short term

- youth are not often drawn to HRE

- impacts of education system (Education fatigue)

- tokenized internally (youth tokenizing other youth)

- lack of knowledge of HR creates a barrier to HRE and HR action

- lack of institutional memory/lack of credibility in youth organizations/high turnover

- not critical/informed consumers. Influence of external issues

- very influenced and driven by social pressure

- less social traction abilities in person (personal – physical vs social media)

- high mobility

- short attention span

- feeling of entitlement

- negative competition outcome

- image consciousness/self-perception

- lack of critical thinking

- fear of being perceived negatively by adults

External Opportunities to take advantages of HRE/Youth

- UN 2030 strategy (and all related international docs)

- Funds and opportunities aimed at strengthening youth participation

- Enabling political environment (laws to protect human rights activists), galvanizing event

- Easy access to technology platforms and tools/social media

- Access to information and best practices

- Access to physical space to meet, organize, self-teach, learn, plan

- Increasing recognition of HR globally and HRE

- Increased number of informed and trained teachers and educators on HRE

- Transnational connectedness of youth

- Increased gender equality in leadership including language access

- Increased visibility examples of HR/HRE student activism-inspiring related actions

- Youth as target group are attractive

- Regional and national youth policies, also room for improvement and update

- Social activism to make a difference (their active engagement in movements and uprising)

- Good experiences/best practice on youth participation and HRE to develop youth leadership and activism

- Social media

- Existing diverse methods and toolkits, learning materials to reach young people that are not online. i.e. theater, radio, story telling

- Community based organizations, religious/faith leaders, school based organizations Student associations (YMCA)

- Increase of a "global community" way of thinking - beyond political and other differences

<u>External Threats which impact negatively on HRE/Youth</u>

- Lack of comprehensive approach to HRE

- Prejudice and bias "Tokenism" and hypocrisy against young people – seen as homogenous and not diverse; incapacity to listen to young people

- Doubt disbelief

- Rise of populism/ radicalization/shrinking of civil space/fundamentalism

- Lack of funding – education system; non-formal system

- Growing poverty and inequality

- Lack of trained educators to engage youth, rural vs urban lack of access to education

- Politicization of HR discourse/HR as a danger

- Social and cultural norms which limit participation – difficult to talk about HR

- Adult-centrism

- Physical threat/direct violence

- Governments favoritism and structural discrimination (gender, age, sexual orientation, disability…(intersectionality))

- Corruption, lack of accountability mechanisms, impunity

- Lack of access to institutional spaces

- Speaking over youth – preventing and restricting to youth to act and be heard

- Discrimination within human rights youth groups

- Lack of inclusion accessibility

- Specific national contexts: e.g. post-conflict

- Climate of competition between countries

- Lack of recognition of HR as a priority/foundation

- Mainstreaming in all programming re: youth

- Climate change

- Ageism – young people not rusted and relied upon

- Bureaucracy as a barrier; including impacts of funding and resource sharing culture

- Data: we don't have consistent good youth data and HRE and ability to measure impact

- Regional demographic changes that impact participation i.e. less youth in certain regions

- Technological change/influence

- Delusional "click" activism

- Gaps between formal and non-formal processes

- Fetishizing of youth

- Centralism – weak civil society and lack of perception of youth as future (not recognizing current role as leaders), competition, disempowerment

- Lack of education and skills for 21st century – not HRE infused

- Conflicts and war

- Employment: lack of employment rights/censorship for economic purposes: i.e. job restricts ability to remain active

- Precariousness of youth work

- Signing and recognition of international documents and lack of HR integrated in UN policies and resolutions

Background

Instruments – Rooting our work in existing instruments
Note from Elena- We will infuse what we can in plan and the rest we will been in an accompanying tool/annex to support the Plan of Action

Youth Group

- International Treaty Rights of Youth (OIJ)
- Ibero American Convention on Rights of Young People and Protocol
- Resolution 2250 YPS Progress Study
- UNICEF Children's Rights
- EU Youth Strategy
- UN Indigenous Rights – Know Your Rights Toolkit
- World Youth Report
- UN SG Plan of Action Section on Youth
- Indigenous Youth and Children
- We Believe in Youth Report
- Amnesty International Youth Strategy
- African Charter on Rights and Welfare of Child
- African Youth Plan of Action Youth Empowerment
- CARACOM Youth Development Action Plan
- Global Compact on Migration – Youth Section
- ICPD Plan of Action
- Human Rights Strategies for Africa
- UN Youth Policy Toolkit ASEAN
- Council of Europe Recommendation on Youth
- Resolution 2212-1 Commission Population and Development

Human Rights Education

- UDHR
- UNDRIP
- Disabled Persons
- CERD
- CEDAW
  CESCR
- CCPR
- UN Global Counter terrorism strategy
- CRC
- Declaration on HR Defenders
- Trafficking Women and Children

- UNESCO
  Global Compact for Refugees

To be added:

- C20 Policy pact 2019 education and policy paper
- International Decade for a Culture of Peace and Non-violence for the children of the world
- SDG 16 Access to information
- UN Youth Strategy - Youth 2030
- Paris agreement
- MDGs: Access to education
- SDG – target informal and formal
- G20 Minister declaration
- Regional
  o Arab Charter on HR
  o African Charter on Human and People's Rights ACHPR 1981
  o EU Charter of Fundamental Rights
  o UNSCR 2250
  o ASEAN HR Charter
  o MONVIDEO Consensus
- DIHR mapping
- SDG 17 participate
- World Programme of action for youth (1995) (UNGA)
- Buenos Ares Declaration 2017 (LAC)
- Cochabamba 2018 (LAC)

Education and Sustainable Development
Sustainable Development Goals already mentioned, went into linkages of SDG to the rest of the agenda:

- Paris Agreement
- Education and SD connected to civic space – SDG 17 and 11 (sustainable cities)
- UN SC Resolutions 2250 and 2419
- International Decade for Cultural Peace and Non-violence for Children of the World
- Arab Charter
- African Charter on Human and Peoples Rights
- Asian Regional Documents
- Mapping of SDG targets and HR instruments
- Beijing Declaration
- UNDESA – Situation of Indigenous Children and Youth
- UNDRIP Special focus on youth

Specific objectives
N/A

Components

Policies and related implementation measures
Note that Karen Robinson, who facilitated the group, said she had additional notes that she will send to me on Monday as she did not have her computer with her over the weekend

Policies need to be comprehensive and relevant.

Need youth participation–ensure that policy and implementation recognizes this and the youth place is clear, including protections for youth.

Need to eliminate barriers for youth.

Link formal and non-formal.

Recognize budget implications.

Be clear about resources and budget issues.

Clear policies on evaluation.

State licensing for all teachers and in formal and non-formal.

Civil society and NGOs need to be recognized.

How to strengthen accountability of governments?

This needs to flow to regional instruments, to state level.

Teaching and learning processes and tools -

Content

Overall:
Insert introductory text for each section: knowledge, skills, and attitudes that includes: why should governments care, why should youth care, and introduction of contents to follow.
All sections can be collapsed and categorized.
How can sections link together?

All sections need to recognize inclusivity in terms of intersectionality, diversity, and discrimination.

Break down jargon

Knowledge section:

- Critical knowledge of national constitutional provisions for HR

- SOGI

- Basic knowledge of the UDHR

- Connection between HR and climate change

- Need space for key topics for human rights that do not intuitively/ necessarily fit into HRE.

- Examples of human rights in daily lives not just during times of crisis and conflict but during peace (employment, education etc.)

- Identify important HR issues in relation to how they intersect and how to apply the global HR framework in localized settings.

Skills section:

- Skills could be more engaging, including the way they are laid out. Rearrange.

- All skills should be actionable and measurable.

- Media literacy – digital media, cyber hygiene as a skill (how to protect youth)

- Youth participation methods need to be made more explicit. Need concrete steps. How?

- Youth led advocacy is not emphasized enough.

- Include more on organizing and campaigning and uplifting and amplifying marginalized voices.

Attitudes:

- How can students connect their own lives to human rights?

- How to promote universal human rights among so many different cultures? Recognize cultural differences.

- Debate between changing attitudes to values but most people said stick with attitudes.

- Inclusive language and attitudes

- How to create a safe as possible space for youth participation, allowing emotions…

- Attitudes need to be human rights friendly, while being adapted to local cultures

Methodologies

- Young people create and lead the design of methodologies and resources

- Sharing and adapting methodologies and resources across different settings, formal and non-formal etc.

- Not one size fits all. Contextualizing and relating to people's day to day lives – geographic, gender, abilities

- Pay attention to different needs and abilities, visually impaired, deaf.

- Importance of methodologies that relate to marginalized not just privileged

- The language – what is a youth leader? How can a youth leader engage equally with learners.

- Need legal framework and legal back up for government

- Recognize investment through certification, budget, financial incentives, provide resources for scholarships

- Provide formal and informal spaces and unsupervised spaces to allow for connections, dialogue and understanding. Informal spaces must be inclusive and respectful.

- Connect to socio-emotional skills

- Create and empower safe space to challenge and respect and engage in critical analysis

- In addition to sports, include storytelling, human library, drama, art

- Train adults on own bias and prejudice, including when working with young people.

- Methodologies need to address transnational problems and solidarity.

- Focus on research that can show positive impact of HRE

- Include monitoring and evaluation mechanism in document.

- Include conflict resolution

- Speak about freedom of religion and belief

- Ensure safe and respectful dialogue

- Create methodologies based on learning by doing

- Be more specific about formal and non-formal education

- Consider CETs – new paths and social dynamics

- Inclusive learning material

- Collaborative process (group work)

- Peer to peer learning is key – inquiry oriented learning

- Nonviolent communication

- Gender, intercultural, intergenerational and sustainability approaches

- Supporting and creating and strengthening civil society

- Open-ended learning. Not about giving the answers all the time.

- Facilitators engage in an equal and respectful way

- P32. Language: d) sports, including digital spaces. Instead of promotion of sports, have a general supportive sentence
- ensuring that different marginalized youth voices are centered and amplified
- b) apply HR and concepts to their lives and experiences, challenge their own biases perspectives and privileges

- P33 g) prioritize youth particularly marginalized in the development of HRE materials
- h) ensuring materials are accessible and engaging including in language access, disabilities, and visually engaging

-   f) create and integrate access of HRE at local levels. Provide platforms to influence policy making at all levels

-   Scaffolded learning – increasing levels of difficulty

Training of Educators

P 34-37

-   Define, explain concepts – ex appropriate, comprehensive, related resources, youth workers.

-   Who are the educators? Youth. Not all are professional educators

34- 36
-   Youth as educators can be strengthened – not just as learners

-   Freedom and protection of educators (content, approach, personhood)

-   HRE as political act. Ensure safety and security of educators

-   Greater emphasis and support to traditionally marginalized groups, rural communities, indigenous groups

35 and 36

-   Bridge formal and non-formal. More emphasis on non-formal educators. Add youth workers (36) youth centers youth, organizations youth worker competencies, youth activists, volunteers

-   Teachers as advocates for youth rights. Teachers working in non-formal youth/ non-formal informing formal education, collaboration between spheres

-   Benefits of collaborating with NGOs Bring civil society to non-formal and formal education

-   Who are the main actors? For advocacy and coalition building.

-   Competencies for youth workers – there can be lessons learned from that for competencies for HRE for teachers

-   Some policies need to be more specific to focus on youth. What makes it specific to youth?

- How to engage and keep educators in field of HR.

- Importance of ongoing learning and support for educators.

- What should educators be learning?

- Connect HR to other fields – in practice and the subjects they are teaching.

- Digital media, social media skills for educators.

- For educators: How to empower youth participation? How to dismantle discrimination? Facilitation skills - How to not re-traumatize youth

- Accreditation and competencies –for health workers etc. within HRE and non-formal education?

- Articulate youth specific competencies, and what is the change we are trying to see?

38
- Supporting NGOs – more specifics, enabling learning –working environments

- Online learning for educators and self-paced

- Digital platforms for shared learning, challenging contexts, digital provision of curriculum

- Encouraging, supporting trained educators to stay educators, refresher courses, ongoing learning

- Youth participation in design, implementation, evaluation

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- facilitation skills (non formal learning with /in formal learning) educators as facilitators, not just teachers.

- how to localize international frameworks, intersectionality of human rights. Relationship between human rights accountability and civic participation

- Help connect HRE activities to HRE when not using/labeling it as HRE or not focusing on international instruments.

- Add paragraph – recognize various entry points to HRE through HR balance, remembering that HRE can't be everything.

- Digital literacy and info, knowledge of other actors for purposes of advocacy and coalition building

- Show educators how they can incorporate HR into what they already teach.

- Educators need to ensure youth participation - equipping them to act by not just integrating into systems but change/dismantle discriminatory systems, institutions, foster youth participation and enable young people to promote/defend human rights

- Educators need to learn:
- Skills in dealing with trauma
- How to avoid re-traumatization
- How to incorporate and center voices of affected communities

- HRE methods need to be taught to educators
- -accessibility: how to create rights-based environments.
- training on how to incorporate what's learned from needs assessment/m and e/with youth input

- mainstream HRE into other sectors/professionals

- guidance on accreditation standards for HRE in non-formal – risks of this? Discouraging HRE?

- Accreditation for HRE in other professional spaces (social work, medicine/ health workers. Criminal justice system, media

- Competencies of HRE and accrediting system
- Could do harm if not done well
- Incorporate HRE into formal teacher training

- Methodology of training educators should be bottom up

- Educators need to embody what they teach - role-modeling
- Engage educators in practice of social-emotional learning

- Competencies tied to other fields
- Education on human rights that's not exclusively law focused
- HR not limited by conventions

Other/general:
- Need curriculum for non-formal including youth workers
- HRE as part of other certifications /for youth workers

- Dialogue between education community – role as trainer, collaborative projects
- Importance of peer to peer learning, emphasize expertise of educators, elevate and respect educators
- NGO is not just non-formal
- Normalize frameworks that support human rights. For example gender, sustainability, dignity
- Recognize relationship between human rights and other. For example - They talk about genders are told its not human rights
- Competencies less restrictive than accreditation, risks of formal accreditation in authoritarian context – what make this different for youth
- Youth focused impact, objectives. Youth-informed. What do we want to see achieved?
- Competencies of youth educators – need new section. Something like this exists for youth workers.
- Take advantage of pre-existing youth training/ programming to incorporate HRE
- Mainstream HRE in all spheres. Areas of education

An enabling environment

- All education provided in all systems must be inclusive to all sectors of society, taking an intersectional approach

- Defined – Add a sentence or paragraph to say HRE needs to be accessible for and by all. Can happen in a number of settings including online. Accessible to disabled, minorities, based on language. For all populations settings and actors. Take an intersectional approach. People can belong to different categories and vulnerabilities.

- Disabling factors – we need to tackle these. Everything that leads to youth not being able to participate. Creates a climate of fear. Those places need to be free from fear so all can participate. Has to be broadly defined so anything can lead youth to self-censor themselves. Take into account psycho-social element. Look at everything connected to HRE. Need feedback mechanisms. Best practice from Lebanon – school system has monthly feedback where students share grievances to parents, teacher and get resolution

- Infrastructure needs to guarantee safety, inclusivity and dignity and respect for HR principles and values.

- Institutional safe spaces/platforms need to be set up to enable and promote the participation of youth – together with all other key (social) actors in decision-making to practice their rights
- Participation needs to be mainstream across all regions/denominations and non-tokenistic participation

- Youth face challenges and have different/unequal access to their rights due to different conditions. These obstacles to access need to be addressed and removed to provide an enabling environment.

- Measures need to be developed in order to identify and address disabling factors to guarantee free from retribution across all countries and settings and actors (Family faith-community based orgs, and educational stake holders etc.)

- Youth require an environment that allows them to claim/exercise their rights free from any barriers (Psycho-social)

- HRE must be independent of political influence and interference.

- Oversight and redress/remedy mechanisms need to be in place to allow for accountability (formal and informal, bottom up)

- Tailored to all dimensions/specific populations

- Peer to peer support networks should be set up and facilitated

- Address shrinking civic space

- Physical spaces, financial/material resources, means support and opportunities need to be guaranteed to create an enabling environment

- Youth know where to get the support they need

- HRE needs to be accessible for / by all, acknowledging educational settings. Potentially include digital spaces and broader surroundings

- Ensure duty bearers (formal and informal) know youth rights. Advocate for them, support them in participating equally in HRE process.

- Ensure freedom in the learning environment

- Situations of violence need to be addressed in a non-violent/constructive/HR respectful way.

- Youth-led initiatives need to be supported.

- 42. promote respect. Promote the leadership and voices of marginalized groups or groups affected by relevant HRV as well as inclusion.

Actors

Overall:
- Introduce section with "Recognizing the responsibility of states for implementing..., governments should also facilitate, create opportunities" "actors should reflect diversity of gender, language, abilities, age, region, ethnical background"
- Should be youth led – add "by/with/for youth"
- Replace "perspective benefit" with "contribute"
- Roles need to be clarified
- Add "evaluate existing policies"
- Cross-sectional and intersectional approach at policy-making (every step)
- Replace "experts" with "practitioners"
- Include "relevant and interested" actors should be
- There should be 1 coordinating body with both civil society and government key stake holders

Issue about accountability/responsibility: The MUST list:
- young people and youth led organizations/networks
- civil society
- state – ministry of education, multisector representation
- NHRI – or another entity selected by the state as focal point
- UN Country Teams

Other missing actors:
- inclusive actors (Disability)
- regional authorities
- youth councils
- young people including youth in vulnerable situations
- research institutes/academia
- youth workers
- health and mental health experts
- NGOs and CSOs
- Add "other relevant actors"
- Human rights defenders
- Victims of HR violations
- Media and social influencers
- Goodwill ambassadors
- Parliamentarians
- Vocational and housing service providers
- Teachers unions

National coordination mechanisms
Hire youth, youth part of formal process, plan driven by youth, ensure a quota for marginalized people

Diverse: Rural/Urban; geography, marginalized voices, ages, SOGI, inter-professional

Toolkit created by youth for how to work with youth; intergenerational dialogue.

Training on how to use toolkit and work with youth. Don't just give book.

Internal and external advocacy – awareness-raising about P of A

Paragraph 49 take out duplication of efforts. Not 1 institution.
National focal point – coordinate across sectors and ministries. Plan to improve coordination – policies, resources.

Sharing across countries – regions, learn from success stories

Independent youth body – monitoring NCT

National Coordinating Team (NCT) – youth, government, CSO (or network of CSOs)

Youth as equal partners

Youth working groups as central on NCT and consult with their local areas

National commitment backed by $, resources. Formal responsibility of someone. Clear mandate – 5 years someone who can navigate among sectors and ministries

Stronger language in this section on youth role: "must include youth."

Indicators to ensure quality, active youth participation

P. 48 "provided responses" sounds like a burden. Empower. Take out "reg. counterparts'
p. 47 move down. Less important.

Social media polls are unreliable

Social media good outlet for telling personal experiences, advocacy tool, share without government censorship

Government Youth and CSO should identify relevant govervnment focal point.

How to implement NCT needs to create practical, actionable plan. Guidelines in place.

Mid-term and Final Evaluation - rephrase to overall evaluation including mid-term and final reporting.

Process for national implementation

National Implementation

<u>Baseline/Step 1:</u>
<u>Overall</u>
Identify indicators we want to use and how that follows into the strategy and evaluation.
Who should do it? Governments can be involved but hr body or university or coalition and suggested process is overseen by s.o. with certification to guarantee the quality of the process.

Look at desegregation/dis-aggregate of data. Needs assessments – what are their needs? What is their knowledge now? how do they want to be engaged and learn?

Who?
- Human rights bodies, universities, independent bodies
- Civil society organizations (NGOs, foundations, youth orgs)
- Private sector
- Youth-led
- Ensuring quality (Certificate, other proven ability)
- Government support including financial

What?
- Indicators for baseline which correspond to evaluation
- Disaggregate data (regions, accountability etc.)
- Actions and aspects
- Challenges and threats on HR
- Contents that are being implemented in current HRE programs.
- Ensure a needs assessment of young people that include their knowledge, interest, on HR, how they want to be engaged, learn etc.

    Talk to stakeholders
- Young people
- Religious leaders, refugees, and displaced populations, incarcerated youth
- People working with young people (teachers, NGOs, etc.)
- Academics
- Public officials (ministries of youth/education) which work with youth, education, human rights

<u>Step 2</u>

- Youth-led, quality youth participation (co-management)
- integral view with all the components (comprehensive)
- participation of youth and HR civil society in the development of objectives

- articulate and integrate other policies and programs from government that can contribute to the plan strategy
- Identify existing laws and policies that need to be revised (enabling environment)
- More specific about what is meant by impactful intervention at different levels – school, family, community, formal, non-formal, informal
- Youth should drive, not only participate, in developing strategy
- Results with indicators and evaluation framework
- Actions – be more specific about which results and outputs
- Ensure sustainability of the plan.

Step 3
- Achievement of results – by not just this by challenges, lessons- learned
- Need to identify indicators
- Identify failures and barriers
- Use results to improve national strategy

Dissemination: video, newsletter, online platforms

Overall
- Formalize youth-led involvement in all three steps
- The avenues of engagement of youth actors need to be defined for all the steps: development, implementation, monitoring and evaluation of a national strategy
- Modes of engagement are concrete or are at least set a minimal standard so in case not followed, young people can bring governments into account.
- Needs to be youth led. How is youth participation going to be? Be accountable. Needs to be stated exactly how.
- What is missing? Need to talk to all stakeholders.
- Who is responsible? It is important to maintain accountability remains with the governments who should contract an independent institution to do the job. The responsibility of government authorities but implementing partners could be others. Government could have a bidding process for such study to take place in the country.

Evaluation
Feeds into previous section.
What would be measured? - Youth knowledge of HR and HRE. Ongoing.
Educators and non-formal educators need the knowledge to capture learner outcomes.
Eventually recommend some minimal indicators that might be included in every national p of a.
Every plan should include evaluation. And qualitative evaluation. Indicators related to learner outcomes and policies (quantitative). Learner outcomes have to do with taking action.
Youth as central in m and e – measure inclusion of youth accounting for youth involvement.
HRE is not just responsibility of education sector but also cross sector responsibility. Evidence of cross sector collaboration (health, employment, culture, education).
Straightforward forms of monitoring.

Accessibility of resources in languages and for people with disabilities.
Formal and non-formal actors included.

Independent body to support, monitor, and evaluate (government or not, probably not) that young people have a very important role in.

Evaluation methods should be participatory, inclusive, empowering and transparent. Reflecting HR values.

Implicit in plan – m and e done regularly to improve the quality and scale (how many people reached) of HRE.

Quant and qualitative methods.

M and E as explicit part of plan with clear indicators of results. Sustained and maintained attn. to results.

National plan of action – recognize there will be other opportunities for nations to report out on ed. Integrate with other national and international reporting systems such as sustainable development etc.

Ministries of education should collect and make available HRE data. These reports should be made available publically to parliament, stakeholders etc.

Higher education faculty and students engage in HRE studies including report to HR mechanisms.

Baseline studies should involve sources that are varied. Youth, NGOs, victims of HRV, religious and cultural leaders, government sector reps.

Offer training so quality m and e can be guaranteed by gov.

Core indicators – which should be included? Cross-national may be superficial but can we include some? Reflecting international guidelines or principals. Related to HR results for learners.

Baseline study can give indicators but also baseline to measure such as HR knowledge, youth engagement. Ongoing study…

Perhaps results every year. Impact at end of phase. Basic indicator could be - is there a baseline study available and disseminated with the participation of young people? Yes or no, and with text. Make product available to UN etc.

Language for baseline study could include that certain pieces be repeated annually.

Maybe initial assessment. Situational analysis.

International Coordination and Support
What is in the doc is good. It makes sense.
Suggestions:
- Organize the section according to types of partners or organizations so it is more thorough and clearer to understand.
- Language – words used are too soft (may include etc.). Use Should and Must.
- Anything about innovation? Can international coordination support innovation?
- Two basic types of inputs: Partners and institutions involved and what cooperation could entail or mean.
- Add international platforms. Include international orgs in international coordination.
- Include among partners and stakeholders business/corporate responsibility programs. Including multinational corporations and programs. Not those who want to clean their image. But authentic interest.
- Bilateral cooperation between states and support each other in implementing their national strategies and plans. South-South coordination should be emphasized.
- There should be provisions for funding and support. Support should equal funding.
- Add regional orgs in addition to UN orgs so they feel they are a concern. Possibly list them and suggest where they can be active or contribute.
- Partners: universities and trade unions as well. Federations

    What could partners do?
- Encourage, support in fostering cooperation within governments. If UN pushes for it, it might be easier.
- Facilitate quality youth participation in the action plan. Provide mechanisms or tools to support accountability.
- International (including regional) can provide training and learning resources
- Provide financial support and resources. Including support to youth orgs. Higher education is referred to often but should not be the only one concerned.
- Share experiences and encourage cooperation.
- At relevant youth events always have a section on WP for HRE for visibility, to engage, and inform.
- Hope this is an opportunity to brand better HRE as an area of learning
- Int'l orgs should push governments to include the right to HRE as one of the rights to be reported on when preparing reports on HR or shadow reports.
- Perpetrators of HRV should be more consistently held accountable. Need consistency of narrative. Helps particularly how young people see this. Credibility.
- Identify where we can showcase this plan to governments/decision makers and why it is important such as general assembly in Sept. have a side event with the missions.
- Youth accountability not top-down.
- Stronger language about UPR (Don't use may. Say should or must)

Dissemination
Part 1
Question: How to make sure this is widely disseminated? What can you do to help us?

Through the national youth councils.

Young people active in different countries in the region. Share and use for activities. Share in different languages and share through different national and local networks.

We can disseminate with our networks. Will there be another version for our youth groups and activists and members to use as an advocacy tool that is easier and more accessible?

Ilya responded: – we can explore this. Youth-friendly language and design. Graphics. We have limited capacity. Infographics are important (Elena emphasized)

We could collaborate with NGOs to create these materials. Translate into other languages?

Elena responded: – UN will translate into official UN languages. Other languages will not be done by the UN. Can be done by others. You can translate.

Recognizing capacity and time constraints, a one-pager that has agreed upon language that we can use to disseminate to our networks would be helpful. So our networks know this can be used for advocacy. Written in language that the UN is comfortable with.

Ilya responded: We were thinking of doing a 2-pager. But a one pager is great.

Even a shorter summary. One paragraph. Even a short video explaining what it is, what is new about it and how it can be used.

Others supported a one pager or advocacy manual for young people. Helpful to get something for young people. Social media content through Instagram such as 2 or 3 pictures that we disseminate.

Any launching ceremony in Geneva?

Elena responded: We will be in touch about a virtual event by skype.

Participants also offered to initiate through zoon.

Perhaps a side event in Geneva.

Equitas can commit to disseminate to HRET participants. To youth website. Likes the video idea. Equitas can integrate parts of this into our training session.

There is a lasting offer for all of us with a desire to help to create the simplified tools and host webinars. Others around here would be happy to help. Youth could be involved in creating a video – collaborate across countries/cultures.

How do we create activities and discussion to help engage dialogue around this? Experiential activities to get young people to explore this?

Elena – The Capstone Program at Columbia University – We rely on young people to do this. Hope to do another project with Columbia.

After creating shorter version, why not launch an international youth graphic challenge where they convert the message into visual images? The prize is having their product disseminated.

Youth advocacy groups could create youth graphics.

We can create toolkits. Youth can sign up and we create a toolkit. They take it to the schools and share it with teachers, other students, NGOs. Online campaigns can work. Like the 70th anniversary of the UDHR. Reach out to academia. Academia has an important role. If they have the right proposal, they can ask them to link this human rights.

Students in university HR classes can create materials. We can share with our peace, conflict, and human rights Special Interest Groups and the Comparative and International Education Society Conference Peace. We can write something about this and disseminate this in the HRE journal by Monisha Bajaj to spread the voice.

Database of HR NGOs? I don't have access to it.

Elena – yes. Those with consultative status. And we send it to the HR NGO database

Once this is adopted, who are the government partners that our partners should get in touch with? It's important we advocate with each other and young people but we should also engage public authorities whether in youth, education, or HR. Even within the Council of Europe system, it is not always the same person at the UN.

We can use a top down and bottom up approach.

Ilya – OHCHR has field presences and country presences and regional orgs and we can help you get in touch with those to follow up.

Consider Education International. How to loop the unions in?

Can other UN orgs get involved with advocating on this?

Ilya – Yes.

Need to hold governments accountable. Evaluation. Yes. A focal pt from government and from civil society. Maybe UN. Maybe independent civil society group. A coalition to support the implementation. If acceptable within the decision of the HR Council.

Elena – We can embed that in a strategy and ask Slovenia if they can have it in resolution.

Model UN can be used – it's for youth. Online platform has a "What's your story?" Video section. If you have platform to use video where youth are telling their success stories implementing this into their daily lives.

Remember displaced peoples – refugees etc. how do we intend to reach out to them? UN agencies such as UNHCR can maybe come to disseminate. So many young people in those camps. UNDP for IDPs. African Union wants to reach up to one million youth in the African continent.

Disseminating the Plan of Action: How do we push implementation of this plan?
Part 2
Ministries of Ed and Formal Ed – driver is SDG and GCE and Ed2030. Whoever is managing or looking at that, they would be the natural allies for this.

Elena – What I take practically from this point is we should formulate well the letter that accompanies the plan.

Concern that HRE disappears within the SDGs. This promotes that but it is not a standalone. It would be unusual for HRE to be a standalone agenda independent of GCE etc. Put this in language of the plan – HRE helps to realize SDG 4.7 etc. A wider agenda.

Highest level. Heads of state. When going from president to ministry, it has to happen no matter how busy ministries are. If it comes from the presidential office, better chance of ministries taking a look at it.

Need top down, bottom up, middle strategy to have these conversations in the ministries. Targeting lifelong bureaucrats is powerful because they are committed to the public mission as opposed to contract workers. And human rights activists can exert pressure. Need a leader who can mobilize a lot of people.

Other say targeting long-term employees in government is not a good idea. They slow and stop these procedures. But missionary religious and in Francophone countries are active members of EU and they would be ready to promote this plan. They care about HRE. Universities. HRE can become a course. These institutions and HR defenders and change makers will put to the pressure on governments.

Importance of civil society. If civil society is intentionally called upon to engage with this plan, they are more likely to be motivated to support it and push governments to take action.

Lobbying efforts from local grassroots orgs who have lobbying skills. Lobby the ministry of education.

Give capacity to CSOs who can advocate for HRE. Is the policy window open in the country? CSOs have to have the capacity to advocate for the change on the policy level. Also, train the individuals or mandate individuals from government who are there for a longer period of time. Good target group.

Synergies to coordinate advocacy of the plan? Start with networks of states for example?

How do we use this to support organizations and individuals who have been involved in HRE for a while in each country? We want to have the big picture but the dissemination is also to the people who are converted. Do we try to convince the president? Or do we use this to help Amnesty? Etc. Considering governments are overturned. How can the plan help us too in getting money or legitimacy?

Also country specific. It looks clearer in smaller states to advocate and lobby. More receptivity in some smaller countries

Opportunity for teachers who are given more obstacles. Teachers can use the plan to remove obstacles. We need to use the plan to get into spaces that have been taken away. Share more to upscale the work we are doing. How can we do that with this program?

Is this something to work with teacher unions? Is this something we can push?

Elena – High commissioner has been invited to global education congress in July. Education International. There is HRE.

It is the largest union in the world except in China. Lots of HRE. Great ally.

In discussing actors, we could mention what is their role and this could feed into this discussion. What could those doing this HR work that are doing this actually do?

Consider a day of action for youth to disseminate this plan.

This is phase 4. I don't believe in reinventing the wheel. National youth councils are the main decision makers for young people. Why is this not an update rather than a new plan?

Elena –Youth is a good synergy. Important area for office, for the UN, UN Youth Envoy is coming. It's a perfect synergy right now. This was not happening in previous phase.

Best advocates are the national youth councils and then young people. In most of the countries except for Europe national youth councils are the ministries of youth. But National Youth Councils from a lot of countries are detached from youth.

Broaden the youth council – Independent youth led councils or platforms. National youth councils are sometimes closely tied and sometimes independent.

Record a video. Challenge that is engaging youth in how they would implement this. Publicity/ Campaign

Share cases of violations of young people brought to human rights councils. HRIs aware and brought in. They have an amazing ability to change policy. If we put effort into them learning about this, we can hold governments legally accountable

Legal professions and bar associations as allies.

Talk about this plan with leaders at other mtgs. In global education campaigns we can bring this plan. Not all governments are bad and all orgs are good. We could recommend partners to be focal points to guarantee to go to good partners.

Formalize the obligation to do it. Within a ministry of education. Or it won't happen. I would like to see it clearly that the ministry acknowledges someone will be responsible for mobilizing actors.

Elena – There is no signing. This is not a treaty. It is a resolution. Instead of saying encourage member states within their capacities we could try to say "with support from civil society..." We can put stronger language. But sometimes stronger language doesn't work. But there are things we can do around the Sept session of the HRC. For instance, come up with a social media campaign that makes known that this plan of action has been adopted. Around the adoption of the resolution supporting the phase we could build up.

Share what is in it for each actor. There is this naiveté that people care. Not true. So how do I bring people on board? What's in it for you? How to create the need? A demand?

Target HR actors. They're not even bought into HRE.

What is the content? For the youth. How do we make sure the youth take it as their own? Who is always interacting with these youth? Teachers, sports, etc. People who interact with youth all the time. They will own it. Ownership.

We need a HRE hashtag.

Target gatherings of youth. ECOSOC youth forum, One Young World

We must get on the agenda of youth.

The main target is the gov.

Moral duty bearers and legal duty bearers.

World Programme representatives? Formalizing this role and acknowledging it. Like Ambassadors

We are disseminating the idea of the plan. Promoting a national strategic plan. That's not the same as dropping into a forum and promoting HRE.

NGOs as partner and collaborators with state to implement the plan. Can ask government to partner. Validates NGO work.

Brilliant to have it as part of a campaign. This relates to dissemination and strategy.

Empowering to know concrete obligations that states have made. Specific obligations and rights of youth to know their rights. Goodwill ambassadors could help.

Helpful to say there is a state mandate to do this. If states agreed to the plan of action, there is that practical application to HRE.

Elena – and agreed to principals and what is and what is not HRE.