



Organization for Security and Co-operation in Europe

Supplementary Human Dimension Meeting

HUMAN RIGHTS AND EDUCATION: PROMOTING HUMAN RIGHTS, PEACEFUL COEXISTENCE AND SECURITY IN THE OSCE REGION THROUGH EDUCATION

8-9 OCTOBER 2018
Hofburg, Vienna

ANNOTATED AGENDA

Human rights education (HRE) has been internationally recognized as a crucial process for the realization of human rights and fundamental freedoms. By its nature, human rights education holds the key to the enjoyment of all human rights, such as the right to work, to access quality healthcare, to secure adequate housing and the meaningful exercise of civil and political rights. In the “OSCE Strategy to address threats to security and stability in the twenty-first century”, the participating States decided that “efforts will in particular be targeted at the younger generation in order to build up their understanding of the need for tolerance and the importance of reconciliation and peaceful coexistence”, and also that “where appropriate, the OSCE will therefore take on a stronger role in the field of education. An area such as human rights education would deserve particular attention”.

In the 1989 Vienna Concluding Document, OSCE participating States committed to “ensure human rights and fundamental freedoms to everyone within their territory and subject to their jurisdiction, without distinction of any kind such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status” while affirming that “human rights education is fundamental and that it is therefore essential that their citizens are educated on human rights and fundamental freedoms” (Moscow 1991).

Human rights education has the potential to significantly contribute to preventing human rights abuses, enhancing democratic participation, curbing racism and xenophobia, tackling security challenges and promoting a culture of peace. It also entails developing the capacity of duty-bearers to meet their obligation to respect, protect and fulfil the human rights of those under their jurisdiction. In spite of the recognized potential of human rights education,¹ policy making efforts to mainstream human rights in general education systems appear to lack the necessary dynamism and full political commitment.² Challenges also persist when it comes to ensuring full access to education, free of discrimination based on race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.³

¹ Resolution 59/113 World Programme for Human Rights Education adopted by the UN General Assembly on 10 December 2004, at: https://digitallibrary.un.org/record/537134/files/A_RES_59_113A-EN.pdf

² This assessment takes into account that only 10 OSCE participating States actively contributed to the Midterm progress report on the implementation of the third phase of the World Programme for Human Rights Education run by the United Nations OHCHR, set at: <https://documents-dds-ny.un.org/doc/UNDOC/GEN/G17/178/13/PDF/G1717813.pdf?OpenElement>

³ 1989 OSCE Vienna Concluding Document

Future policy making in this area should take into account the new information technology advancements that have permeated all spheres of society. These offer new opportunities and solutions but may pose new challenges. Today younger audiences are quick to adapt to new information technology developments, especially social media, and grow up to become 'digital natives'. According to a report issued by UNICEF in 2017, children and adolescents under 18 account for one in three Internet users globally, and the age at which children first access the Internet continues to decrease.⁴ Youth aged 15-24 is the most connected age group in the OSCE region, with around 90% online in comparison to 70% in the rest of the population.⁵ The number of users of social networks went beyond 2 billion users in 2016. Globally, users spent around 135 minutes per day on social media, increasingly using mobile devices.⁶ This level of connectivity offers opportunities for the digital space to be creatively tapped to educate and inform younger generations and to stimulate attitudes and behaviours in the spirit of the Universal Declaration of Human Rights.

This Supplementary Human Dimension Meeting will offer a platform to a variety of actors, including OSCE participating States, OSCE institutions and executive structures, international organizations, civil society organizations and academic experts, to discuss the current state of play when it comes to advancing human rights education and access to education. It will explore initiatives and programs meant to facilitate and support policy making as well as opportunities to leverage new information technologies for advancing human rights education and promoting the right to education.

DAY 1, 8 OCTOBER 2018

13:00 -14:45 Side Events

15:00 – 16:00	<u>OPENING SESSION</u>
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Opening remarks

Keynote speech

Technical Information

16:00 – 18:00	<u>SESSION I: Policy Making For Mainstreaming Human Rights Education in the OSCE Region</u>
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Several intergovernmental processes provide support and guidance to OSCE participating States with the aim of mainstreaming human rights education into national education systems. These include the UN-led World Program on Human Rights Education launched in 2004, currently in its third stage, and the Council of Europe-led Education for Democratic Citizenship and Human Rights Education (EDC/HRE) programme underpinned by the Charter on Education for Democratic Citizenship and Human Rights Education adopted in 2010.⁷ To complement these initiatives, OSCE/ODIHR and partner organizations, including UN and Council of Europe, have developed tools and processes that support participating States in meeting commitments on human rights

⁴ UNICEF, Children in a Digital World, 2017 https://www.unicef.org/publications/files/SOWC_2017_ENG_WEB.pdf

⁵ ITU, ICT Facts and Figures 2017, <https://www.itu.int/en/ITU-D/Statistics/Documents/facts/ICTFactsFigures2017.pdf>

⁶ <https://www.statista.com/statistics/433871/daily-social-media-usage-worldwide/>

⁷ Charter on Education for Democratic Citizenship and Human Rights Education <https://www.coe.int/en/web/edc/home>

education.⁸ These tools⁹ enable policy makers to put in place the necessary policy mechanisms to make human rights education available in education systems.

This session will attempt to take stock of the progress made in terms of policy making for the advancement of human rights education within the OSCE area, including through the use of tools and guidelines made available by international organizations. The session will also present straightforward and impactful policy solutions that can accelerate the mainstreaming of human rights education into national systems, whether through curriculum development or human rights compliant school management approaches that foster an open and inclusive environment.

Questions for discussion:

- What is the state of play in the OSCE region when it comes to policy making in support of human rights education? Has sufficient progress been made?
- What are straightforward solutions that can enable more effective policy making in this area?
- How can inclusive and open school environments be promoted through human rights based approaches to education management?

18:00	Reception hosted by the Italian OSCE Chairmanship
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DAY 2, 9 OCTOBER 2018

10:30 – 12:30	<u>SESSION II: Leveraging New Information Technologies for Advancing Human Rights Education</u>
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New information technology offers new opportunities for the promotion of human rights, many of which have not yet been explored. New digital learning strategies have evolved alongside research in cognitive sciences, which can lead to a better understanding of how to facilitate human learning behaviour. Recognizing the need for a renewed approach to human rights education and new technological opportunities, OSCE/ODIHR organised an Expert Meeting on ‘Human Rights Education in the Digital Age’ at the Massachusetts Institute of Technology (MIT) in 2016, bringing together a diverse range of experts from the public as well as private sectors from the fields of ICT, communications, human rights education, and academia.

The experts convened by ODIHR concluded that digital learning approaches have an unprecedented potential to promote human rights education in an inclusive, collaborative and innovative manner. Furthermore, digital learning can improve and diversify instructional techniques, using diverse formats such as Massive Open Online Courses (MOOCS), digital teaching tools complementing traditional teaching, gamified learning content, and online resources for teachers and students. Interactive and collaborative online learning approaches can also enable more sustainable learning

⁸ OSCE Commitments Relating to Human Rights Education and Training, see at: <https://www.osce.org/odihr/26332>

⁹ Guidelines on Human Rights Education for Secondary School Systems, Curriculum Development and Review for Democratic Citizenship and Human Rights Education, Human Rights Education in the School Systems of Europe, Central Asia and North America: A Compendium of Good Practice

behaviour by facilitating long-lasting knowledge, skills, and attitudes, as well as individual and group behaviour conducive to awareness of and respect for human rights and fundamental freedoms. Exploring opportunities to effectively use new technologies to promote human rights education can enable OSCE participating States and civil society to overcome some of the traditional obstacles to mainstreaming and accessing human rights education and in promoting the right to education.

Questions for discussion:

- How can modern technology be leveraged to advance human rights education?
- How does technology facilitate the promotion of the right to education?
- What role can OSCE participating States play in promoting human rights education and the right to education in the digital age?
- How can technological gaps (e.g. access to wide band internet) within or between States be addressed and mitigated?
- How can technology driven approaches to human rights and education be advanced?

12:30 – 14:30 Lunch break

13:00 – 14:30 Side Events

<p>14:30 – 16:30 <u>SESSION III</u>: Effective Enjoyment of the Right to Education as a Tool to Foster Peace and Security</p>
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Access to education without discrimination is a prerequisite to enabling children’s full development and meaningful participation. Education is also the means by which children learn about universal human rights and fundamental freedoms and are able to develop their linguistic, cultural and religious identity. Participating States have committed to improve “children’s access to educational and vocational opportunities” and increase “the level of school attendance, in particular by girls and minority groups” (2003 Maastricht Document) without discrimination. Contemporary pluralistic societies require development of comprehensive educational measures that promote mutual respect and understanding. Efforts to promote dialogue among diverse individuals, and campaigns to raise awareness about the positive contributions made possible by cultural, religious and ethnic diversity, can help to enhance and maintain social cohesion and foster peace and security. This is particularly true in the light of current challenges in addressing intolerance and xenophobia, hate speech, hate crimes and acts of terror. Tolerance education and awareness raising efforts are useful tools in tackling these phenomena and help to strengthen mutual understanding and respect. Educational programmes promoting human rights youth education through formal curricula, textbooks and complementary materials, extra-curricular activities, school policies and teacher training programmes play a crucial role to promote respect for diversity.

Questions for discussion:

- How can OSCE participating States provide an open, inclusive space which ensures non-discriminatory implementation of the right to human rights education for all?
 - How does education for all impact the enjoyment of the right to human rights education?
 - What measures can participating States take to foster the implementation of the right to education at national level?
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16:30-17:30 CLOSING SESSION

Report by the Rapporteur from the Working Sessions:

Comments from the floor

Closing remarks

17:30 Closing of the meeting
