# Human Rights Council Social Forum 2019

**THE PROMOTION AND PROTECTION OF THE RIGHTS OF CHILDREN AND YOUTH THROUGH EDUCATION**

**Day 2: Wednesday, 2 October 2019: An Education Fit for the Future**

***Session 10h20 – 11h30: Human rights education for youth and by youth***

**Script:**

**10.20 – 10.30 Introduction to the panel**

**Thank you Madam Chair. Good morning ladies and gentlemen. My name is Paulina Tandiono and I work at OHCHR’s Methodology, Education, and Training Section. Today, I will be moderating this dynamic panel about human rights education for youth and by youth.**

**The topic human rights education for youth and by youth is particularly timely now. As mentioned earlier, just last week, in its 42nd session, the Human Rights Council adopted the Plan of Action for the fourth phase of World Programme for Human Rights Education, which is devoted to youth.**

**(Screening the infographics on WPHRE…)**

**The World Programme is a global initiative proclaimed in 2004 by the General Assembly to advance national implementation of human rights education in all sectors, and OHCHR is mandated to assist in the coordination. The World Programme is structured in 5-year consecutive phases.**

**(Scroll to phase 1…)**

**As you can see on the screen, the first phase focused on HRE in the primary and secondary school systems.**

**(Scroll to phase 2…)**

**The second phase, on higher education, educators, and civil servants, including law enforcement officials and military.**

**(Scroll to phase 3…)**

**The third phase, ending this year , focuses on media professionals and journalists.**

**(Scroll to phase 4…)**

**And finally, the fourth phase, which is set to commence in January next year until 2024, focuses on youth. This infographic, as well as other human rights education materials I will refer to, is available on the desk in the back, by the door.**

**The Plan of Action for the 4th phase provides guidance on objectives, components and process for national implementation for human rights education for youth.**

**To implement the Plan of Action, it is important to build on existing good practices. This panel will focus on the experience of young human rights trainers from three different regions: starting from my left, we have Guillermo Gutierrez from Uruguay, Victoria Ibiwoye from Nigeria and Aunell Angcos from the Philippines. They will share their work in educating their peers on human rights, with a view to empowering them to promote and protect their rights and those of others.**

**Part 1**

**Now, let’s start from Latin America: Guillermo Guterrez. Guillermo has had over 10 years of experience as an educator in Uruguay. Currently, he serves as the Coordinator of Youth and Social Extension at the Maria Auxilliadora High School and Teacher Training Institute in Las Piedras, Uruguay. He is also the Provincial Education Coordinator of Istituto Internazionale Maria Ausiliatrice. Guillermo will share with us his experience in conducting human rights education for youth in the Punta de Rieles Prison, a detention center in Montevideo.**

**10.30 – 10.38 First experience (Guillermo Gutierrez)**

**(Screening Guillermo’s presentation…)**

**Thank you Guillermo. Thank you for sharing that this is a liberating experience not only for the youth in conflict with the law, but also you and the other university students that human rights are really for everyone.**

**Now let’s hear from an experience from Africa. Victoria Ibiwoye is the Director of OneAfricanChild Foundation for Creative Learning, a youth-led NGO based in Nigeria addressing inequality in education. Currently she is also the Youth Representative to the SDG-Education 2030 Steering committee.**

**She will share with us her story from why she chose to be involved in human rights education and also her experience in conducting human rights education at a Junior Secondary School in Lagos, Nigeria.**

**10.38 – 10.46 Second experience (Victoria Ibiwoye)**

**(Screening Victoria’s presentation…)**

**Thank you Victoria. Thank you for sharing the importance of not only consulting youth but also engaging them as partners.**

**We have heard about good practices on human rights education in Latin America and Africa. Let’s hear from Asia. Aunell Ross Angcos is a UNESCO Youth Peace Ambassador and the Chairman of UNESCO Young Professionals of the Philippines. Currently, he also serves as the Spokesperson of Millenials PH, a youth-driven NGO which provides a platform for the Filipino’s youth voices to be heard concerning various issues, particularly human rights, that affect them and the society in general.**

**Aunell will share with us his experience in training youth leaders in different universities across the Philippines to be good human rights educators, employing a methodology which simple, adjustable and replicable. Aunell, the floor is yours.**

**10.46 – 10.54 Third experience (Aunell Ross Angcos)**

**(Screening Aunell’s presentation…)**

**Thank you Aunell. Thank you for sharing stories of the huge impact once youth take ownership of their rights.**

**We have heard three very different yet equally inspiring experiences in conducting human rights education from Uruguay, Nigeria and the Philippines. One interesting takeaway from these experiences is that they all point to the importance of engaging youth not only as a recipient of human rights education, but also key partners at all stages: planning, design, implementation and even follow-up.**

**Now, I would like to open the floor for any questions or impressions on the three experiences that have just been described. I would like to ask speakers to limit their intervention for 2 minutes.**

**10.54 – 11.20 Interactive dialogue**

**11.20 – 11.30 Conversation with the panellists**

**Thank you participants for your interventions. We have been inspired by our panellists’ experiences, now, I would like to give the floor back to the panellist for any responses to the interventions as well as move the conversation towards the way forward for human rights education.**

**Guillermo, because you worked with youth in conflict with the law. Based on your experience, why is human rights education important, particularly for youth in situations of exclusion or vulnerability? And what should be done to ensure that?**

**Thank you Guillermo. So human rights education is important, and even more so for youth in situations of exclusions and vulnerabilities. Considering its importance, what makes human rights education effective then?**

**Aunell, what do you think are important factors to ensure effectiveness of human rights education with youth, in terms of really empowering them to engage in the realization of human rights in their communities and society at large?**

**Thank you Aunell. So youth does not like to be dictated. Instead, they must be supported and engaged.**

**Which leads me to Victoria, as a UN Youth Representative to the SDG-Education 2030 Steering committee, what can the UN do to encourage more young people to get involved in human rights education work?**

**Thank you, with this I conclude the panel on human rights education for youth and by youth. I would just like to announce that the same panel will also speak at a side event on Implementing the Next Plan of Action of the World Programme at Room XXI at 1.30 pm.**

**Thank you for all the panellists. I would now pass the floor back to the chair.**