FORMAT			
1. Name of resource	**Human Rights Education Indicator Framework**		
2. Location	http://www.hre2020.org/indicator-framework		
3. Alternative location			
4. Author[s]	Global Coalition for Human Rights Education		
5. Publisher/producer/host	Global Coalition for Human Rights Education		
6. Year	2015		
7. Suggested citation	Global Coalition for Human Rights Education (2015). Human Rights Education Indicator Framework. Global Coalition for Human Rights Education, available at http://www.hre2020.org/indicator-framework		
8. Languages in which available	English, French, Spanish		
9. Geographic area resource relates to	Global		
10. Does the resource relate to a specific time frame?			
11. Type	Report		
	Toolkit/Framework/Roadmap	Yes	
	Sign-post to other resource (database)		
	Case studies		
	Other		
12. If this is part of an initiative, what is the initiative?			
COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS			
13. Explicit links to collections	No		
14. Explicit links to museums/libraries/archives	No		
15. Types of institutions the resource covers	Museums	X	
	Archives	X	
	Libraries	X	
	Other	X	
16. Does the resource relate to specific disciplines?	Arts, humanities and social sciences: philosophy, psychology, religion, social sciences, law, politics, language, arts and recreation, architecture, literature, history, geography and	X	

	ethnology, anthropology, archaeology	
	Science, natural history, technology, medicine, engineering, manufacturing	X
17. If no explicit links to collections, justification for inclusion	The resource can be used by collections-based institutions to evaluate education and training programmes, to embed human rights into them effectively.	

HOW IT CONTRIBUTES TO SUSTAINABLE DEVELOPMENT

18. Collections-related activities the resource relates to (mark all that apply)

Develop collections to protect and safeguard wider cultural and natural heritage more effectively, for example by targeting collecting to threatened forms of heritage in strategic ways	
Use collections to promote learning and educational opportunities that contribute to sustainable development more effectively, for example education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development and/or skills development relating to collections	X
Use collections to promote cultural participation/social inclusion more effectively, for example by reducing barriers to participation, to ensure no-one is 'left behind'	
Use collections to promote sustainable tourism more effectively, for example by developing new products based on local cultural heritage, and/or considering the rights of stakeholder groups in relation to collections	
Use collections to support research that contributes to sustainable development (including all forms of personal and self-directed research at all levels that make use of stored collections) more effectively, for example by providing effective facilities, collections and information to meet researchers' needs	
Make decisions around collections that contribute to sustainable development more effectively	
i. employment (recruiting, staff training, staff safety)	X
ii. energy consumption, greenhouse gas emissions, reduction, monitoring and reporting	
iii. waste management and reduction of waste	
iv. transport (forms of transport, energy use)	
v. commercial activities including copyright and IP	
vi. governance and management	X
vii. security, disaster preparedness and risk reduction	

Direct external leadership, partnerships and collaborations towards sustainable development more effectively, for example by developing impactful partnerships	
19. Does the resource relate clearly to any international conventions (mark all that apply)?	
Culture conventions:	
1952, 71 Protection of Copyright and Neighbouring Rights	X
1954 Protection of Cultural Property in the Event of Armed Conflict	X
1970 Fighting Against the Illicit Trafficking of Cultural Property	X
1972 Protection of the World Cultural and Natural Heritage	X
2001 Protection of the Underwater Cultural Heritage	X
2003 Safeguarding of the Intangible Cultural Heritage	X
2005 Protection and Promotion of the Diversity of Cultural Expressions	X
Rio Conventions:	
Convention on Biological Diversity (CBD), Convention to Combat Desertification (UNCCD), Framework Convention on Climate Change (UNFCCC)	X
AIMS AND CONTENT	
20. What issues does the resource aim to address?	"This resource is a suggested framework of indicators, or measurements, to examine the presence and quality of human rights education policies and practices. It is a tool to support civil society organizations, national human rights institutions and government bodies, as well as United Nations mechanisms (treaty bodies, human rights committees and special procedures) to monitor the implementation of human rights education. The framework aims to support a review of the status of human rights education within national planning, the formal education sector, and the training of professional groups. It is a means of understanding the scale and quality of such practices and identifying gaps and areas for improvement." (p.1)
21. Intended audience of resource	[Governments, local authorities, cultural policy makers, also relevant for institutions]
22. Process of development	"HRE 2020 is indebted to all those who dedicated their time and expertise to developing this resource: Felisa Tibbitts, who drafted and compiled this material with the support of the HRE 2020 Coordination Group, namely Sneh Aurora, Iain Byrne and Matteo Tracchi from Amnesty International; Frank Elbers, Sophie Feintuch and Adele Poskitt from HREA; and Kazunari Fujii from Soka Gakkai International. Members and supporters of the HRE 2020 Global Coalition who contributed to the conceptualization and

		development of this material with invaluable input and feedback. HRE USA, who piloted the Indicator Framework in preparation of the first national civil society report on human rights education in the USA submitted to the Office of the UN High Commissioner for Human Rights under the 22nd session of the UN's Universal Periodic Review in September 2014."
	23. Organisation/structure/contents	**Introduction 1** **Human rights education and training in national planning 4** **Human rights education and training in the formal education sector 16** **Human rights education and training for law enforcement and military personnel 15** **Human rights education and training for civil servants, health workers, social workers, journalists and other professionals 23**
FRAMEWORKS		
	6. Framework structure	The indicators set out as a framework with legal/policy, curricula, training, monitoring and evaluation elements.
	7. Relevant policy considerations	Yes
	8. Resources for implementation identified	Yes
	9. Specific assessment points/indicators/milestones/action plan for monitoring	Yes
10. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)		
People (social sustainability)	X	
Planet (environmental sustainability)		
Prosperity (economic sustainability)	X	
Peace	X	
Partnerships	X	
11. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)		
Gender perspectives	X	
North and South perspectives	X	
HOW THE RESOURCE CONTRIBUTES TO AGENDA 2030 AND THE SDGs		
HOW AGENDA 2030 AND THE SDGs FEATURE IN THE RESOURCE		
	12. SDGs and Agenda 2030 specifically mentioned?	No
	13. SDGs specifically mentioned?	No

14. SDG targets specifically mentioned?	No
15. SDG indicators specifically mentioned?	No
SDGs AND SDG TARGETS AND LINKAGES	
16. Comments on SDG linkages	The resource is most closely related to SDGs around education and training, including SDGs 4.4 (staff skills), 4.7 (Education for Sustainable Development), 4.A (effective learning environments), 9.1 (resilient infrastructure), 12.6 (sustainable practices and reporting), 16.6 (effective, accountable and transparent institutions), 16.10 (fundamental freedoms), 16.B (policies and laws for sustainable development), 17.14 (policy coherence) and 17.19 (monitoring beyond GDP).
17. SDGs and SDG targets the resource helps advance	
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship	Number of young people and adults in skills-development activities and programmes drawing on collections, for employment, decent jobs and entrepreneurship Increase in number of young people and adults in such programmes Number and proportion of staff who have received training in the last year, to better support their contribution to the SDGs. Programs and processes in place to ensure the availability of a skilled workforce.
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's	Numbers of people in each type of programme drawing on collections from different demographic groups. Increases in numbers of people in each type of programme from different demographic groups. Proportion of people involved in such programmes in relation to overall audience size. Evidence that learners have acquired knowledge and skills to promote sustainable development.

contribution to sustainable development	
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.A Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all	Number and proportion of education facilities that are child, disability and gender sensitive. Proportion of education facilities that provide safe, non-violent, inclusive and effective learning environments for all. Number and type of initiatives to improve effectiveness of learning environments. Support given to other education facilities to make them more inclusive and effective.
SDG 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation 9.1 Develop quality, reliable, sustainable and resilient infrastructure, including regional and transborder infrastructure, to support economic development and human well-being, with a focus on affordable and equitable access for all	Development of research-useful collections to support reliable, sustainable and resilient use by researchers and others. Number and proportion of collections facilities and stores that support economic development and human well-being. Number and proportion of collections facilities and stores that provide affordable and equitable access for all. Investment in collections facilities. Inclusion of collections information in regional and transborder initiatives, notably via digital access for discoverability.
SDG 12 Ensure sustainable consumption and production patterns 12.6 Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle	Clear visions, strategies and plans in place for all aspects of sustainability – environmental, social and economic (people, planet, prosperity)- across all areas of activity. Visions, strategies and plans relating to sustainability to be publicly available and incorporated into planning documents. Commitments to be in line with local, regional, national and/or international targets and ambitions. Incorporation of sustainability into reporting for funders and other stakeholders, including the public.

	Reporting to include commitments and progress towards targets.
SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. 16.6 Develop effective, accountable and transparent institutions at all levels	***16.6.2 Proportion of the population [audience/users/non-users] satisfied with their last experience of public services*** Access to information, and accountability policies and mechanisms, in place. Effective institutional arrangements, both for own working and for working in partnership with other sectors, in place. Plans and arrangements in place for extraordinary circumstances such as natural and human-caused disasters. Effective arrangements in place to fulfil legal and social obligations and responsibilities. Effective arrangements in place for transparent communication and reporting of institutional performance. Effective arrangements in place for transparent decision-making and accountability.
SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. 16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements	Adopt and implement constitutional, statutory and/or policy guarantees for public access to information. Plans in place, and plans implemented to enhance public access to information relating to collections. Plans in place, and plans implemented to support fundamental freedoms, in line with human rights, national and international agreements and legislation. Plans and procedures in place for public access to information relating to the operation and management of collections-based institutions. Complaint mechanism in place for public to use where public access to information and fundamental freedoms not supported or fulfilled.
SDG 16. Promote peaceful and inclusive societies for sustainable	***16.B.1 Proportion of population [audience/users/non-users] reporting having personally felt discriminated***

development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. 16.B Promote and enforce non-discriminatory laws and policies for sustainable development	*against or harassed in the previous 12 months on the basis of a ground of discrimination prohibited under international human rights law* Number and proportion of policies that incorporate sustainable development considerations, in the full sense of recognizing all three of social, economic and environmental considerations.
SDG 17. Partnerships for the goals 17.14 Enhance policy coherence for sustainable development	Proportion of policies that incorporate sustainable development considerations, linking to SDGs and targets. Incorporation of policy considerations from outside the collections sector into policies of collections-based institutions, to facilitate partnerships and effectiveness.
SDG 17. Partnerships for the goals 17.19 By 2030, build on existing initiatives to develop measurements of progress on sustainable development that complement gross domestic product, and support statistical capacity-building in developing countries	Identification and implementation of measures for sustainable development incorporating social and environmental considerations. Identification and implementation of both quantitative and qualitative measures of sustainable development.

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