Human rights education (HRE) is an emerging area of practice in many formal education sectors. There is a significant gap in research regarding the evaluation of HRE programming in higher education. Many articles and current studies restate the need for further research within the area of human rights education in order to measure the effectiveness and need for such programs within the scholarly fields. The World Programme for Human Rights Education (WPHRE), set forth by the United Nations Office of the High Commissioner for Human Rights, seeks to promote a common understanding of basic principles and methodologies of human rights education and to provide a concrete framework for action to strengthen HRE programs (United Nations Human Rights Council, 2010).

My present research focuses on the second phase of the WPHRE and examines the evolution of human rights education within higher education. Results of my research will provide a comparative analysis based on the findings of HRE programs that are currently in the development/implementation stages at institutes of higher education throughout, both, North America and Europe. I am hopeful that the study will also inform the necessity of collective learning opportunities and partnerships in order to develop
valuable concepts and teaching methodologies among scholars, who support the progression of HRE within higher learning.

This study will examine the intersections of the HRE programs that are offered by the research participants/sites. The program criteria that will be explored will examine the following: content, pedagogical approach, social change framework and HRE models. The significance of research in HRE is necessary to promote the development of recognized programs of study in an area that remains quite desolate in higher education, yet is vastly integral to creating a sustainable and peaceful society that celebrates and respects the rights of all.