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Declaration on Human Rights Education and Training
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Discussion on the draft United Nations declaration
on human rights education and training

**Proposed draft declaration on human rights education and
training as prepared by the Platform for Human Rights
Education and Training**

A/HRC/WG.9/1/CRP.1/REV.1 as of 11 January 2011

[The General Assembly]

PP1 *Reaffirming* the purposes and principles of the Charter of the United Nations for the promotion and ~~protection~~ **encouraging respect for** all human rights and fundamental freedoms for all without distinction as to race, sex, language, or religion,

PP2 *Reaffirming* that every individual and every organ of society shall strive by teaching and education to promote respect for human rights and fundamental freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance,

PP3 *Reaffirming* that everyone has the right to education, and that education shall **be directed to the full development of the human personality and the sense of its dignity, and** enable all persons to participate effectively in a free society and promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace, **security, and the promotion of development,**

PP4 *Reaffirming* that States are duty-bound, as ~~set out~~ **stipulated** in the Universal Declaration of Human Rights, ~~and the International Covenant on Economic, Social and Cultural Rights, the Convention on the Rights of the Child, the Vienna Declaration and Programme of Action~~ and **in** other human rights instruments, to ensure that education ~~shall be directed~~ **is aimed at strengthening** to the full development of the human personality and the sense of its dignity, and shall ~~strengthen~~ **the** respect for human rights and fundamental freedoms,

PP5 *Acknowledging* the fundamental importance of human rights education and training in contributing to the **promotion, protection and** effective realization of all human rights,

PP6 *Reaffirming* the call of the World Conference on Human Rights on all States and institutions to include human rights, humanitarian law, democracy and rule of law as subjects in the curricula of all learning institutions, and stating that human rights education should include peace, democracy, development and social justice, as set forth in international and regional human rights instruments, in order to achieve common understanding and awareness with a view to strengthening universal commitment to human rights,

PP7 *Recalling* the 2005 World Summit Outcome, in which Heads of State and Government supported the promotion of human rights education and learning at all levels, including through the implementation of the World Programme for Human Rights Education, and encouraged all States to develop initiatives in this regard,

PP8 *Motivated by* the desire to send a strong signal to the international community ~~about the fundamental importance of human rights education and training in the promotion and protection of human rights and the need~~ to strengthen all efforts in ~~this regard~~ **human rights education and training** through a collective commitment by all stakeholders,

Declares:

ARTICLE 1

- (1) Everyone has the right to human rights education and training.
- (2) Human rights education and training is ~~important~~ **essential** for the promotion of universal respect for and observance of **all** human rights and fundamental freedoms for all, in accordance with the principles of universality, indivisibility and interdependence of human rights.

(3) The effective enjoyment of all human rights, in particular the right to education, **and** access to information, ~~as well as freedoms of expression, peaceful assembly and association,~~ enables access to human rights education and training.

ARTICLE 2

(1) Human rights education and training comprises all educational, training, **information,** awareness-raising and learning activities aimed at promoting respect for and universal commitment to **all** human rights and fundamental freedoms **by equipping learners with knowledge, skills and understanding and developing their attitudes and behaviours, to empower learners to contribute to the building and defence of a universal culture of human rights in society.**

(2) Human rights education and training includes education ~~about, through and for human rights, encompassing:~~

(a) ~~Learning about human rights and mechanisms for their protection, as well as acquiring skills to apply them in daily life;~~ **about human rights, which includes knowing and understanding human rights standards and laws and concepts;**

(b) ~~Developing values and reinforcing attitudes and behaviour which uphold human rights;~~ **through human rights, which includes learning and teaching in a way that is respectful of the rights of both educators and learners;**

(c) ~~Taking action to defend and promote human rights.~~ **for human rights, which includes building the capacity of people to achieve these rights and empowering them to take action to claim their rights or the rights of others.**

ARTICLE 3

(1) Human rights education and training is a lifelong process that concerns all ages.

(2) Human rights education and training concerns all parts of society, all levels, including preschool, primary, secondary and higher education, and all forms of education, training and learning, whether in a public or private, formal, informal or non-formal setting. It includes inter alia vocational training, particularly the training of trainers, teachers and State officials, continuing education, popular education, and public information and awareness activities.

(3) **Human rights education and training should use languages and methods suited to the target groups, taking into account their specific needs and conditions.** (former article 6.1., UNCHANGED)

(4) **The promotion and implementation of human rights education and training should be consistent with institutional autonomy and academic freedom, and sharing of rights and responsibilities in accordance with each State's educational system** (based on para 24 of 2nd phase of WPHRE).

ARTICLE 4

Human rights education and training should be based on the principles of the Universal Declaration of Human Rights and other relevant instruments, with a view to:

(a) Raising awareness, understanding and acceptance of human rights standards and principles, as well as guarantees at the international, regional and national levels;

(b) Developing a universal culture of human rights, in which everyone is aware of their own rights and ~~obligations~~ **responsibilities** in respect of the rights of others, and promoting the development of the individual as a responsible member of a free, peaceful, pluralist and inclusive society;

- (c) Pursuing the effective realization of all human rights and promoting tolerance, non-discrimination and gender equality;
- (d) Ensuring equal opportunities for all, through access to quality human rights education and training, without any discrimination;
- (e) Contributing to the prevention of human rights violations and to the combating and eradication of all forms of **national, racial or religious hatred that constitutes violence, discrimination, racism, stereotyping, incitement to discrimination, hostility or violence, hatred, and the harmful attitudes and prejudices that underlie them.**

ARTICLE 5

- (1) Human rights education and training, **whether provided by public or private actors, should be** is based on the principles of equality, **human dignity**, inclusion and non-discrimination, particularly equality between girls and boys and between women and men.
- (2) Human rights education and training should be accessible and made available to all persons, and should take into account the particular challenges and barriers faced by, and the needs and expectations of, individuals belonging to vulnerable and disadvantaged groups, including persons with disabilities, in order to promote empowerment and human development and to contribute to the elimination of the causes of exclusion or marginalization, as well as enable everyone to exercise all their rights.
- (3) Human rights education and training should embrace and enrich, as well as draw inspiration from, the diversity of civilizations, religions, cultures and traditions of different countries, as it is reflected in the universality of human rights.
- (4) Human rights education and training should take into account different economic, social and cultural circumstances, while promoting local initiatives in order to encourage ownership of the common goal of the fulfillment of all human rights for all.

ARTICLE 6

- ~~(1) Human rights education and training should use languages and methods suited to the target groups, taking into account their specific needs and conditions.~~
- (2)** Human rights education and training should capitalize on, ~~promote access to,~~ and make use of new information and communication technologies, as well as the media, to promote all human rights and fundamental freedoms.
- ~~(3)~~ **(2)** The arts should be encouraged as a means of training and raising awareness in the field of human rights.

ARTICLE 7

- (1) States have ~~the primary~~ **responsibilities** to promote and ensure human rights education and training, developed and implemented in a spirit of participation, inclusion and responsibility;
(1 bis) States should also, and to create an a safe and enabling environment for the engagement of civil society, the private sector, and other relevant stakeholders, in which the human rights and fundamental freedoms of all, including of those engaged or active in human rights education and training, are fully protected.
- (2) States should take steps, individually and through international assistance and co-operation, to **ensure the implementation** ~~to the maximum of their available resources, to achieve progressively the full realization of the right to~~ human rights education and training by appropriate means, including particularly the adoption of legislative and administrative measures and policies.

(3) States and relevant government authorities should ensure adequate training in human rights and, where appropriate, international humanitarian law and international criminal law, of state officials, civil servants, judges, law enforcement officials, military personnel ~~and private personnel acting on their behalf~~, as well as teachers, trainers, and other educators **and private personnel acting on their behalf**.

ARTICLE 8 7 BIS (FORMER 10.1 AND 10.2)

(1) States should develop **or promote the development at the appropriate level of strategies and policies, and, where appropriate**, action plans, ~~policies~~ and programs to implement human rights education and training, including *inter alia* through its integration in school and training curricula. In so doing, they should take into account the World Programme for Human Rights Education and specific national and local needs and priorities.

(2) The conception, implementation, **evaluation** and follow-up ~~of to~~ such strategies, action plans, policies and programs should involve all relevant stakeholders, including **national human rights institutions**, civil society and **the private sector**, by promoting, where appropriate, multi-stakeholder initiatives.

ARTICLE 8 9

States should promote the establishment, development and strengthening of effective and independent national human rights institutions, according to the Paris Principles, recognizing that **national human rights institutions** ~~they can~~ play an important role, **including, where necessary, a coordinating role**, in promoting human rights education and training by, *inter alia*, raising awareness and mobilizing relevant public and private actors, ~~as well as, where necessary, a coordinating role~~.

ARTICLE 9 10

(1) Various actors of society, *inter alia*, educational institutions, **the media**, families, local communities, **civil society institutions, including** non-governmental organizations, human rights defenders, the private sector, ~~the media~~, and other non-state actors have an important role to play in promoting and providing human rights education and training.

(2) ~~These actors~~ **Civil society, the private sector and other relevant stakeholders** should ensure adequate human rights education and training for their staff and personnel. (Former 10 (3) modified)

~~ARTICLE 11~~ [Moved to 7 (1 bis)]

~~Particular care must be taken to protect the human rights and fundamental freedoms of those engaged or active in human rights education and training must be protected.~~

ARTICLE 12

The United Nations, international and regional organizations should ~~promote~~ **provide** human rights education and training for their **civilian** personnel, and military and police personnel serving under their mandates, ~~including in respect of the rule of law and a democratic culture~~.

ARTICLE 13

(1) International cooperation at ~~the multilateral and bilateral~~ **all** levels should support and reinforce national and local efforts to implement human rights education and training.

(2) **Complementary and coordinated efforts at the international, regional, national and local levels strengthen the effective implementation of** human rights education and training ~~requires complementary and coordinated efforts on the international, regional, national and local levels.~~

ARTICLE 14

(1) International and regional human rights mechanisms ~~and treaty bodies~~ should, within their respective mandates, **take into account** ~~mainstream~~ human rights education and training in their work; ~~including by encouraging States to report on the measures they have adopted for the implementation of human rights education and training.~~

(2) **States should include information on the measures that they have adopted for the implementation of human rights education and training in their reports to relevant treaty bodies and other human rights mechanisms.**

ARTICLE 15

States should take appropriate measures to ensure the effective implementation of and follow-up to this Declaration and make the necessary resources available in this regard, ~~including, *inter alia*, by establishing a voluntary international funds for human rights education and training to help finance initiatives and innovative projects in the field.~~
