**33rd session of the Human Rights Council**

**High-level panel discussion on the implementation of the United Nations Declaration on Human Rights Education and Training: good practices and challenges**

**14 September 2016, 15:00-18:00**, Palais des Nations, Room XX, Geneva

***Keynote speech by Mr Jordan Naidoo, Director of the Division for Education 2030 Support and Coordination, UNESCO Headquarters, Education Sector***

Mr. President of the Human Rights Council,

Ms. Deputy High Commissioner for Human Rights,

Excellencies,

Distinguished experts,

On behalf of the Director-General, I would like to thank you very much for inviting UNESCO to this high-level discussion on the occasion of the fifth anniversary of the United Nations Declaration on Human Rights Education and Training (HRE). Ms. Bokova sends her sincere apologies for not being able to attend herself.

The fifth anniversary of the UN Declaration on Human Rights Education and Training, could not be at a more momentous time as we close in on the first anniversary of the adoption of the 2030 Agenda for Sustainable Development - a plan of action for people, planet and prosperity. Noting the fundamental importance of education to all SDGs, the agenda fully recognises human rights education as an integral part of the bold and transformative steps urgently needed to shift the world onto a sustainable and resilient path.

SDG 4 (Education) target 4.7 refers explicitly to human rights together with education for sustainable development, gender equality, a culture of peace and non-violence, global citizenship and cultural diversity.Thus The 2030 Agenda, reaffirms the central importance of the Declaration on Human Rights Education and Training Declaration and the World Programme for Human Rights Education, and the indisputable necessity to ensure the right of every one of the planet’s seven billion people to access to human rights education. The United Nations Declaration on Human Rights Education and Training is a truly a milestone, encompassing all aspects related to HRE in a single document. Most importantly, both SDG4-Education 2030 and HRE Declaration demonstrate a strong international commitment to advancing HRE.

Today we live in a world of enormous opportunities, interconnectedness and innovations. Some remarkable scientific discoveries and breakthroughs have been made during the last decades. Many countries have emerged from underdevelopment, and standards of living have continued to rise, albeit at rates differing considerably from country to country. Despite this, the prevailing mood is one of disenchantment – we are also witness to a world where many individuals and groups are left behind, where human rights are constantly violated, where cycles of conflict including violent extremism, war, poverty and hunger, climate change and disease impede our efforts to achieve progress and sustainable development.

Today more than ever, we need Human Rights Education, a process of lifelong learning involving all ages, all parts of society, and every kind of education, formal and informal that builds knowledge and skills, as well as attitudes and behaviours, to promote and uphold human rights - to help people understand and claim their rights, to allow them to have the same opportunities, participate in decision-making processes that affect their lives and to contribute to the prevention of human rights violations, violence and conflict.

Since its creation 70 years ago, UNESCO has constantly sought to mobilize the political will of the international community for advancing education and human rights in and through education in all major human rights instruments starting with the Universal Declaration of Human Rights. UNESCO promotes HRE as an element of the human right to education within the conceptual framework of Global Citizenship Education, in support of the Global Education First Initiative launched by the UN Secretary-General in September 2012 and now as an integral part of SDG4 Education 2030.

Together with the HRC and OHCHR in setting standards and building capacity, UNESCO has been developing and monitoring education norms and standards in order to foster the implementation of the right to education at country level, providing technical advice and assistance to Member States in reviewing or developing their legal and policy frameworks, and enhancing capacities, partnerships and awareness on key challenges.

The UNESCO 1960 Convention against Discrimination in Education, which celebrated its 55th anniversary last year, expresses the fundamental principle of equality of opportunities, is the first legally binding international instrument which lays down core elements of the right to education. In 1974, the UNESCO General Conference adopted the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms which has enabled regularly gathering information on progress achieved in the field of HRE.

This year, UNESCO launched consultations on both normative instruments, the results of which will be submitted to UNESCO’s governing bodies in 2017. Member States are invited to submit reports and contribute to this monitoring process. This is important for them and for us. For them to report on the measures taken to advance human rights in and through education. And for us to assess the progress made.

Over the past years, UNESCO has collected a number of good practices on human rights education, the teaching of genocides, the prevention of violent extremism through education, which have been disseminated through various publications, networks such as the Associated School Project Network and more recently through the UNESCO Clearinghouse on Global Citizenship Education.

I look forward to learning more about good practices implemented in the field of HRE and challenges encountered during today’s panel.

Let me reiterate UNESCO’s commitment to working together with the Office of the High Commissioner for Human Rights and its Member States to advance the human rights education agenda.

Thank you.