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**Requests addressed to the Advisory Committee stemming  
from Human Rights Council resolutions:**

**Human rights education and training**

## **Working paper on the draft declaration on human rights education and training\***

**Submitted by Mr. Emmanuel Decaux, rapporteur of the drafting group  
of the Human Rights Council Advisory Committee**

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\* Late submission.

## Contents

	<i>Paragraphs</i>	<i>Page</i>
I. Introduction.....	1–5	3
II. Legal basis for the draft .....	6–12	4
A. Treaty obligations .....	7–8	4
B. International initiatives .....	9–12	5
III. Practical implications of the draft .....	13–28	6
A. Nature of human rights education.....	14–19	7
B. Scope of the right to human rights education .....	20–28	9

## Annex

Proposed draft declaration on human rights education and training, as revised by the rapporteur of the drafting group of the Human Rights Council Advisory Committee (1 December 2009) .....	12
1. Definitions and principles .....	13
2. Implementation and follow-up measures at the country level.....	14
3. Implementation and follow-up measures at the international level.....	16
4. Supplementary provisions.....	17

## I. Introduction

1. The Human Rights Council (“the Council”), in its resolution 6/10 of 28 September 2007, requested the Advisory Committee “to prepare a draft declaration on human rights education and training”. In pursuance of this mandate, the Advisory Committee set up a drafting group on human rights education and training, comprising Mr. Emmanuel Decaux, Mr. Hector Felipe Fix Fierro, Mr. Vladimir Kartashkin, Ms. Purificación Quisumbing and Ms. Halima Embarek Warzazi, who were joined by Mr. Dheerujlall Seetulsingh. The drafting group, chaired by Ms. Warzazi, appointed Mr. Decaux as rapporteur.

2. In the light of the initial work of the drafting group, the Advisory Committee adopted recommendation 1/1 of August 2008 on the programme of work of the drafting group; recommendation 2/1 of January 2009, as a “progress report” to the Council based on an initial working paper prepared by the rapporteur of the drafting group, Mr. Decaux (A/HRC/AC/2/CRP.1); and recommendation 3/3 of August 2009, based on another working paper prepared by the rapporteur of the drafting group (A/HRC/AC/3/CRP.4 and Corr.1). The Human Rights Council, in its resolution 10/28 of 27 March 2009, welcomed the progress report and endorsed the Advisory Committee’s “road map”, requesting it to submit a draft declaration to the Council for consideration at its thirteenth session, in March 2010. On 1 October 2009, the Council adopted decision 12/118, recalling the above-mentioned resolutions, and decided to hold a high-level discussion on the draft declaration during its thirteenth session.

3. In accordance with the conceptual framework endorsed by the Advisory Committee in its recommendation 1/1, the drafting group successfully completed its research, consultation and awareness-raising in a transparent and inclusive manner. The replies to the questionnaires prepared by the group were analysed thoroughly by members of the drafting group and summarized by the rapporteur (A/HRC/AC/3/CRP.4). They will be evaluated by Mr. Fix Fierro, whose findings will be presented in an addendum to this document. The seminar held in Marrakech on 16–17 July 2009 at the initiative of the States members of the Platform for Human Rights Education and Training was an important step in the development of the group’s thinking. The outcome of the seminar should be the subject of a second addendum to this document. Regular consultations continued to be held with the main stakeholders, starting with the relevant departments of the United Nations Educational, Scientific and Cultural Organization (UNESCO), which is doing remarkable work on education for all.<sup>1</sup> In addition, informal contact was made with the Special Rapporteur on the right to education, in line with the wishes of the Advisory Committee as expressed in its recommendation 3/3. The rapporteur of the drafting group had several opportunities to present the work in progress, including at the Franco-Brazilian Congress on Legal Studies held in Brasilia on 17–18 September 2009 and the Seventh Conference of African National Human Rights Institutions held in Rabat from 3 to 5 November 2009.

4. In parallel with the work of the Advisory Committee, several converging initiatives deserve to be highlighted. A number of reference works can be cited, such as *Human Rights Education in the School Systems of Europe, Central Asia and North America: A Compendium of Good Practice*, a joint publication of the Office for Democratic Institutions and Human Rights of the Organization for Security and Cooperation in Europe (OSCE), the

<sup>1</sup> UNESCO, *Education for All – Global Monitoring Report 2009. Overcoming Inequality: Why Governance Matters* (<http://www.unesco.org/en/efareport/reports/2009-governance>). See also UNESCO, *Enhancing Learning: From Access to Success*, report of the first experts’ meeting, “Defining areas of action”, Paris, 2007 (<http://unesdoc.unesco.org/images/0015/001556/155642e.pdf>).

Council of Europe, the Office of the United Nations High Commissioner for Human Rights and UNESCO, which is available online.<sup>2</sup> A book entitled *Learning to Live Together: An Intercultural and Interfaith Programme for Ethics Education* has been published under the auspices of UNESCO and the United Nations Children's Fund (UNICEF), and is also available online.<sup>3</sup> UNESCO has also published *Higher Education at a Time of Transformation: New Dynamics for Social Responsibility*, a summary of three reports in the Higher Education in the World series.<sup>4</sup> The Association francophone des commissions nationales des droits de l'homme has published, with the support of the Organisation internationale de la Francophonie, an excellent teachers' guide entitled *L'éducation aux droits de l'homme: Comprendre pour agir ensemble*, also available online.<sup>5</sup> The International Committee of the Red Cross has developed some teaching modules for the Exploring Humanitarian Law (EHL) Virtual Campus aimed at young people between 13 and 18 years of age.<sup>6</sup>

5. The task before the Advisory Committee now is to finalize the draft declaration on the basis of the work and consultations carried out by the drafting group, and to submit it to the Council within the time limit. The first phase in this process was for the drafting group to discuss the revised draft (A/HRC/AC/3/CRP.4/Corr.1) produced following its deliberations in side meetings at the third session of the Advisory Committee, as well as the broad consultations engaged in since then. The next phase will be for the Advisory Committee, in its role as a collegial think tank for the Council, to consider adopting the draft submitted to it at its fourth session by the drafting group. The public debate organized in this context will also be an opportunity for all stakeholders to express their views on the exercise.

## II. Legal basis for the draft

6. Human rights education has been central to the work of the United Nations since the adoption of the Universal Declaration of Human Rights, which refers to teaching and education as a means of promoting respect for human rights. Article 26, paragraph 1, of the Declaration states: "Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory ...". Paragraph 2 goes on to say: "Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace." The close link between human rights education and the right to education is thus apparent from the outset in the Universal Declaration. This logical interaction has been further developed in both treaty obligations and programmes of action.

### A. Treaty obligations

7. Under article 13, paragraph 1, of the International Covenant on Economic, Social and Cultural Rights, States parties "recognize the right of everyone to education. They

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<sup>2</sup> <http://www.hrea.org/pubs/Compendium.pdf>.

<sup>3</sup> <http://www.ethicseducationforchildren.org/ltl/index.html>.

<sup>4</sup> UNESCO, Global University Network for Innovation (GUNI), *Synthesis of the GUNI Higher Education in the World Reports*, Palgrave Macmillan, London, 2009.

<sup>5</sup> Editions Sepia, Saint-Maure-des-Fosses, France, 2009.

<sup>6</sup> <http://www.ehl.icrc.org>.

agree that education shall be directed 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. They further agree that education shall enable all persons to participate effectively in a free society, 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". The Committee on Economic, Social and Cultural Rights has done groundbreaking work in defining the scope of the right to education in its general comment No. 13 (1999), in which it adopts the analytical framework of the Special Rapporteur on the right to education, Ms. Katarina Tomasevski, to emphasize the four essential features — availability, accessibility, acceptability and adaptability — that education should exhibit (para. 6).<sup>7</sup>

8. Other international instruments devote considerable attention to the right to education, including the International Convention on the Elimination of All Forms of Racial Discrimination (art. 5 (e) and, especially, art. 7);<sup>8</sup> the Convention on the Elimination of All Forms of Discrimination against Women (art. 10);<sup>9</sup> the Convention on the Rights of the Child (arts. 28 and 29);<sup>10</sup> the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (art. 30); the Convention on the Rights of Persons with Disabilities (art. 24); the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (art. 10); and the International Convention for the Protection of All Persons from Enforced Disappearance (art. 23). The role of UNESCO instruments should also be acknowledged, especially article 5 of the Convention against Discrimination in Education, as should that of regional instruments which contain provisions of relevance to the right to education.<sup>11</sup>

## B. International initiatives

9. Numerous initiatives have been taken in the area of human rights education within the United Nations and UNESCO, including the world public information campaign on human rights launched in 1988. These initiatives undoubtedly received a boost from the 1993 Vienna Declaration and Programme of Action:<sup>12</sup> "The World Conference on Human Rights reaffirms that States are duty-bound, as stipulated in the Universal Declaration of Human Rights and the International Covenant on Economic, Social and Cultural Rights and in other international human rights instruments, to ensure that education is aimed at strengthening the respect of human rights and fundamental freedoms. The World Conference on Human Rights emphasizes the importance of incorporating the subject of human rights education programmes and calls upon States to do so. Education should promote understanding, tolerance, peace and friendly relations between the nations and all racial or religious groups and encourage the development of United Nations activities in pursuance of these objectives. Therefore, education on human rights and the dissemination

<sup>7</sup> E/CN.4/1999/49, para. 50. See also E/CN.4/2000/6.

<sup>8</sup> See general recommendation XIII (1993) of the Committee on the Elimination of Racial Discrimination, on the training of law enforcement officials in the protection of human rights.

<sup>9</sup> See general recommendation No. 3 (1987) of the Committee on the Elimination of Discrimination against Women, on education and public information campaigns.

<sup>10</sup> See general comment No. 1 (2001) of the Committee on the Rights of the Child, on the aims of education.

<sup>11</sup> The United Nations Decade for Human Rights Education (1995–2004), No. 3, *The Right to Human Rights Education: A Compilation of Provisions of International and Regional Instruments dealing with Human Rights Education* (HR/PUB/DECADE/1999/2) <http://www.ohchr.org/Documents/Publications/RightHREducationen.pdf>.

<sup>12</sup> Report of the World Conference on Human Rights (A/CONF.157/24 (Part I)), chap. III.

of proper information, both theoretical and practical, play an important role in the promotion and respect of human rights with regard to all individuals without distinction of any kind such as race, sex, language or religion, and this should be integrated in the education policies at the national as well as international levels.”<sup>13</sup>

10. The Vienna Declaration and Programme of Action describes what such commitments would mean in practice: “The World Conference on Human Rights considers human rights education, training and public information essential for the promotion and achievement of stable and harmonious relations among communities and for fostering mutual understanding, tolerance and peace. States should strive to eradicate illiteracy and should direct education towards the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. The World Conference on Human Rights calls 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 in formal and non-formal settings. 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.”<sup>14</sup>

11. The World Conference on Human Rights recommended a number of specific measures, such as the development of national programmes and strategies, taking particular account of the human rights needs of women. It also referred to “special education concerning standards as contained in international human rights instruments and in humanitarian law and their application to special groups such as military forces, law enforcement personnel, police and the health profession”.<sup>15</sup> It recommended the proclamation of a United Nations Decade for Human Rights Education in order to promote, encourage and focus on such activities.

12. The United Nations Decade for Human Rights Education (1995–2004) raised hopes considerably and achieved a good deal,<sup>16</sup> but clearly human rights education is a long-term priority on the international agenda and will require the ongoing mobilization of all interested parties. The World Programme for Human Rights Education produced the first plan of action in the area of primary and secondary education; the plan initially covered the period 2005–2007 but was later extended by two years.<sup>17</sup> The Human Rights Council, in its resolution 12/4 of 1 October 2009, set the focus for the second phase of the World Programme for Human Rights Education as from 1 January 2010.

### **III. Practical implications of the draft**

13. This is the context in which the Council decided to request the Advisory Committee to prepare a draft declaration on human rights education. From the outset, the Advisory Committee has striven to produce a useful, practical text that takes the legal basis set out above as its starting point and that focuses on concrete results. The aim of the Advisory Committee is to develop a “working tool” for all stakeholders that recalls the basic principles and overall priorities related to the right to human rights education and training,

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<sup>13</sup> Ibid., para. 33.

<sup>14</sup> Ibid., paras. 78–80.

<sup>15</sup> Ibid., para. 82.

<sup>16</sup> *The United Nations Decade for Human Rights Education, 1995–2004: Lessons for Life*, United Nations, New York and Geneva. For an assessment of the achievements and shortcomings of the Decade, see E/CN.4/2003/101 and E/CN.4/2004/93.

<sup>17</sup> A/51/506/Add.1.

before turning its attention to implementation measures, evaluation and monitoring at both the domestic and international levels. The idea of a relatively short document accessible to everyone, with a distinction between a framework declaration of general scope and more technical sections on specific issues that could be developed at a later stage, was readily accepted.

## A. Nature of human rights education

14. For the sake of clarity, some terminology needs to be elucidated and a number of definitions recalled. When it established the Human Rights Council, the General Assembly, in paragraph 5 (a) of its resolution 60/251, decided that it should, *inter alia*, “promote human rights education and learning” (*l’éducation et la formation* in the French version). In its resolution 6/10, the Human Rights Council, after reaffirming its own mandate in this respect in the third preambular paragraph, requested the Advisory Committee to prepare a draft declaration on “human rights education and training” (also *l’éducation et la formation* in the French version); this wording is used throughout the English text from the title onwards, except in the preambular paragraph modelled on resolution 60/251, which retains “education and learning”.

15. This terminological problem is compounded in recent General Assembly resolutions, particularly resolution 62/171, entitled “International Year of Human Rights Learning” (where “learning” is translated as *apprentissage* in the French title), adopted on the sixtieth anniversary of the adoption of the Universal Declaration of Human Rights. In paragraph 4 of the draft resolution to be submitted to the Third Committee for consideration at the sixty-fourth session of the General Assembly, the sponsors draw attention to the complementarity of human rights learning and human rights education, recommending that “the Human Rights Council integrate human rights learning into the preparation of the draft United Nations declaration on human rights education and training, bearing in mind the complementarity of this initiative with the World Programme for Human Rights Education and human rights learning”.<sup>18</sup>

16. The rapporteur believes that, fundamentally, the concepts of teaching, training, education, awareness-raising and learning are complementary, and are used according to whether the viewpoint is that of the teacher or learner and whether the methods used are passive or active. In this sense, “learning” may seem rather reductionist, referring to techniques or reflexes, or simply “know-how”, whereas “teaching” aims to transmit knowledge, or a body of knowledge, and “education” more broadly covers attitudes and social values, and leads to a true “culture of human rights”.<sup>19</sup> However, these definitions evolve over time, as illustrated by the classic debate in France on the difference between “public instruction” and “national education”, which has dominated the debate on schools in France for over a century.<sup>20</sup> A fortiori, these definitions vary from country to country, and there is the added difficulty of translating them from one language to another.<sup>21</sup>

<sup>18</sup> The draft is contained in document A/C.3/64/L.33/Rev.1. The definitive text adopted by the General Assembly will be published in General Assembly Official Records, Sixty-fourth Session, Supplement No. 49 (A/63/49).

<sup>19</sup> See UNESCO Guidelines on Intercultural Education, UNESCO, Paris, 2006 (<http://www.unesco.org/en/human-rights-education/frameworks-and-guidelines/>).

<sup>20</sup> Antoine Léon, *Histoire de l’enseignement en France*, Collection *Que sais-je?* (No. 393), Paris, PUF, 1967.

<sup>21</sup> The Special Rapporteur on the right to education, Mr. Vernor Muñoz, devoted part of his latest report to the concept of “lifelong learning and human rights” (A/64/273).

17. More relevant are the distinctions made by UNESCO between formal, non-formal and informal education, referring to schools and vocational training, adult extra-curricular learning, and the activities carried on outside the education system by non-governmental organizations.<sup>22</sup> In other words, “training” leads to “informing” and then “awareness-raising”. In addition, the possibilities opened up by new information technologies need to be taken into account. After a “vertical” view of information and a “horizontal” development of communications networks, we are now witnessing the emergence of amorphous and basically unchecked means of dissemination, which poses an unheard of challenge to human rights.

18. The key points are highlighted in the summary definition offered by the United Nations when it launched the United Nations Decade for Human Rights Education:

“... human rights education shall be defined as training, dissemination and information efforts aimed at the building of a universal culture of human rights through the imparting of knowledge and skills and the moulding of attitudes and directed to:

- (a) The strengthening of respect for human rights and fundamental freedoms;
- (b) The full development of the human personality and the sense of its dignity;
- (c) The promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups;
- (d) The enabling of all persons to participate effectively in a free society;
- (e) The furtherance of the activities of the United Nations for the maintenance of peace.”<sup>23</sup>

19. At the procedural level, the Advisory Committee will have to decide how best to take account of the concerns of the General Assembly, of which it is a subsidiary body. At this stage, there appear to be several possible options:

- Expand the title of the draft declaration to cover “human rights education, training and learning”; unfortunately this appears to list the terms in decreasing order of scope
- Choose the broadest term, “human rights education”, and specify that it encompasses all the others; this would have the advantage of streamlining the draft declaration by avoiding the repetition of strings of words
- Retain the status quo as set out in the Advisory Committee’s mandate, and leave the Council, or the General Assembly, to decide the matter

When all is said and done, however, the problem appears to be the result of a misunderstanding in translation, perpetuated by a lack of communication between those

<sup>22</sup> This definition is based on note c on paragraph 27 of the appendix (“Components of human rights education in the primary and secondary school systems”) to the revised draft plan of action for the first phase (2005–2007) of the World Programme for Human Rights Education (A/59/525/Rev.1).

<sup>23</sup> Addendum to the report of the United Nations High Commissioner for Human Rights on the implementation of the Plan of Action for the United Nations Decade for Human Rights Education (A/51/506/Add.1), appendix (“Plan of Action for the United Nations Decade for Human Rights Education, 1995–2004: Human rights education – lessons for life”), para. 2.



involved in the work in Geneva and those in New York, rather than a fundamental question about the nature and scope of human rights education.

## **B. Scope of the right to human rights education**

20. The right to human rights education is not a new right, but one of the components of the right to education, as set forth in international and regional instruments. It is not simply an option a State can choose if it wishes, but a legal obligation derived from the recognition of the right to education as such in many international instruments. This general obligation can be subdivided, in accordance with the well-established concepts set out in the classic studies by Mr. Asbjørn Eide, into the obligations to respect, protect and fulfil the guaranteed right. In other words, the State has not only negative obligations — including to respect the role of parents, who “have a prior right to choose the kind of education that shall be given to their children” under article 26 of the Universal Declaration of Human Rights — but also a number of positive obligations to guarantee the effectiveness of the right to human rights education.

21. The same applies more specifically to humanitarian law, as the States parties to the Geneva Conventions of 1949 undertake “to respect and to ensure respect” for the Conventions “in all circumstances”. Accordingly, “the High Contracting Parties undertake, in time of peace as in time of war, to disseminate” the text of the Conventions “as widely as possible in their respective countries, and, in particular, to include the study thereof in their programmes of military and, if possible, civil instruction, so that the principles thereof may become known to all their armed forces and to the entire population”.<sup>24</sup> Article 83, paragraph 1, of the first Additional Protocol to the Geneva Conventions goes further, in that the High Contracting Parties undertake “to encourage the study thereof by the civilian population, so that those instruments may become known to the armed forces and to the civilian population”. The second paragraph of article 83 sets out an obligation of result: “Any military or civilian authorities who, in time of armed conflict, assume responsibilities in respect of the application of the Conventions and this Protocol shall be fully acquainted with the text thereof.”

22. Similarly, various international instruments stress the obligations of States in respect of vocational training. For example, article 10, paragraph 1, of the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment states: “Each State Party shall ensure that education and information regarding the prohibition against torture are fully included in the training of law enforcement personnel, civil or military, medical personnel, public officials and other persons who may be involved in the custody, interrogation or treatment of any individual subjected to any form of arrest, detention or imprisonment.” The recently adopted International Convention for the Protection of All Persons from Enforced Disappearance states: “Each State Party shall ensure that the training of law enforcement personnel, civil or military, medical personnel, public officials and other persons who may be involved in the custody or treatment of any person deprived of liberty includes the necessary education and information ... .”

23. The obligation under article 7 of the International Convention on the Elimination of All Forms of Racial Discrimination is even broader, requiring States parties to raise awareness in society at large: “States Parties undertake to adopt immediate and effective measures, particularly in the fields of teaching, education, culture and information, with a view to combating prejudices which lead to racial discrimination and to promoting

<sup>24</sup> Article 127 of the third Geneva Convention of 1949. See, *mutatis mutandis*, article 47 of the first Geneva Convention, article 70 of the second and article 144 of the fourth.

understanding, tolerance and friendship among nations and racial or ethnical groups, as well as to propagating the purposes and principles of the Charter of the United Nations, the Universal Declaration of Human Rights ...” Article 8 of the recently adopted Convention on the Rights of Persons with Disabilities goes even further, stipulating that: “States Parties undertake to adopt immediate, effective and appropriate measures: (a) To raise awareness throughout society, including at the family level, regarding persons with disabilities, and to foster respect for the rights and dignity of persons with disabilities.” Various awareness-raising measures are mentioned, including measures “at all levels of the education system” and in the media.

24. The right to human rights education is a fundamental right in the sense that it underlies all human rights, permitting the effective exercise of these rights by every person, with full knowledge of the facts. It is because everyone knows their rights and obligations that they are able to respect and to ensure respect for all internationally recognized human rights. The World Conference on Human Rights, after pointing out that “education on human rights ... [plays] an important role in the promotion and respect of human rights with regard to all individuals without distinction of any kind such as race, sex, language or religion”, notes that “resource constraints and institutional inadequacies may impede the immediate realization of these objectives”.<sup>25</sup> The central role of human rights education should be strengthened by making it a true right and by drawing attention to the primary responsibility of States in its realization, as well as to the contribution of all individuals and organs of society to its effective implementation.

25. Over and above affirmations of principle regarding the scope of the right to education and its corollary, human rights education, the crucial issue is to ensure the effectiveness of this right by mobilizing all stakeholders. Suffice it to say that the realization of this right involves its bearers becoming aware and taking “ownership” of it, through the strengthening of each person’s “capabilities” by enhancing enjoyment of all their rights. In this respect, the link established in the Universal Declaration of Human Rights between “the full development of the human personality” and “the strengthening of respect for human rights” (art. 26, para. 2) is particularly strong. This is not simply a juxtaposition of words, but a dialectic at the heart of the right to education.

26. In conclusion, the rapporteur would like to thank all those who, through their replies to the questionnaires or subsequent comments, have helped to enrich the drafting group’s deliberations. It is to be hoped that the draft declaration annexed hereto, once finalized by the Advisory Committee, will continue to be the subject of wide-ranging consultations so that all stakeholders can take ownership of it.

27. In the view of the drafting group, the task of the Advisory Committee, as a collegial body of competent and independent experts, is not only to seek consensus in a long-term collective effort by members from all walks of life, with all the demands, coherence and continuity that the Committee’s composition implies, but also to interact widely with all players in the field of human rights education, from public authorities and international organizations to national institutions and non-governmental organizations. It is by pursuing this overall vision and taking a long-term view that the Advisory Committee can add value and go beyond selective, compartmentalized initiatives to help promote the effectiveness of a true “right to human rights education” in accordance with the two pillars of article 26 of the Universal Declaration of Human Rights.

28. It is vital that the draft adopted by the Advisory Committee, together with its explanatory report, be translated into all the working languages of the United Nations for

<sup>25</sup> A/CONF.157/24 (Part I), chap. III, para. 33.

broad dissemination before the thirteenth session of the Council, with a view to holding wide-ranging consultations with all stakeholders. It would also be a good idea for the Advisory Committee to be closely associated, in any way deemed suitable by the Council, with the next steps in the exercise and for it to continue its work of reflection, consultation and awareness-raising. Further useful initiatives like the Marrakech seminar could be organized alongside the thirteenth session of the Council, as the Council itself suggests in its decision 12/118 of 1 October 2009 when it welcomes “the various initiatives aiming at furthering the discussions on the draft United Nations declaration on human rights education and training”. The work of developing a collective view should be seen as a long-term ongoing process.

## Annex

### **Proposed draft declaration on human rights education and training, as revised by the rapporteur of the drafting group of the Human Rights Council Advisory Committee (1 December 2009)**

[*The General Assembly*]

*Bearing in mind* Article 13 of the Charter of the United Nations, which charges the General Assembly with “promoting international co-operation in the ... cultural, [and] educational ... fields, and assisting in the realization of human rights and fundamental freedoms for all without distinction as to race, sex, language, or religion”,

*Recalling* the Universal Declaration of Human Rights, which sets “a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance”,

*Drawing on* article 26 of the Universal Declaration of Human Rights, which affirms in paragraph 1 that “everyone has the right to education”, stipulating in paragraph 2 that “education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms”,

*Reaffirming* that, as set out in the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights and other human rights instruments, States are required to ensure that education is directed to the strengthening of respect for human rights and fundamental freedoms,

*Aware* of their international commitments under the various universal and regional human rights treaties and various international instruments,

*Aware*, in particular, of the Vienna Declaration and Programme of Action adopted on 25 June 1993 by the World Conference on Human Rights, which addresses the implementation of the right to education both as a right inherent in the dignity of the human person and as a means of promoting and ensuring respect for all human rights,

*Stressing* that the World Conference on Human Rights called 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”, 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”<sup>a</sup>

*Taking into account* the progress made in the United Nations Decade for Human Rights Education (1995–2004) and the World Programme for Human Rights Education through the implementation of the draft plan of action for the first phase (2005–2007),<sup>b</sup> which was extended to 2009, and the launch of a new phase of the World Programme for the period 2010–2014,

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<sup>a</sup> A/CONF.157/24 (Part I).

<sup>b</sup> A/59/525/Rev.1.

*Encouraging* the effective implementation of the goals set for 2015 in the Millennium Declaration, including equal access for girls and boys to all levels of education,

*Recalling* the Declaration on the Right and Responsibility of Individuals, Groups and Organs of Society to Promote and Protect Universally Recognized Human Rights and Fundamental Freedoms,<sup>c</sup>

*Bearing in mind* the numerous initiatives undertaken within the framework of the United Nations, the United Nations Educational, Scientific and Cultural Organization (UNESCO) and other international and regional organizations, as well as at the domestic level by public authorities and civil society organizations,

*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”,<sup>d</sup>

*Recalling* General Assembly resolution 60/251 establishing the Human Rights Council, in particular paragraph 5 (a), on the importance of human rights education and learning,

*Recalling* General Assembly resolution 62/171 and Human Rights Council resolution 12/4 relating to human rights education and training,

*Desiring* to strengthen the efforts undertaken and to encourage awareness and a collective commitment by all stakeholders, by providing a coherent and practical overview of the guiding principles that should govern the effective provision of human rights education and training for all, without distinction,

*United in the desire* to send a strong message to the international community about the fundamental importance of human rights education and training in the promotion and protection of human rights,

*Hereby declares:*

## **1. Definitions and principles**

1. Human rights education and training is defined as all educational, training, information and learning activities aimed at inculcating a universal culture of human rights.
2. The right to human rights education and training is a fundamental right inherent in the dignity of the human person and is intimately related to the effective enjoyment of all human rights, in accordance with the principles of universality, indivisibility and interdependence of human rights.
3. Human rights education and training is an essential component of the right to education for all, as recognized in both the international and regional framework and the domestic law of different States. It is indissociable from the full implementation of the right to education, particularly free compulsory primary education, and the widespread provision of basic education for all, including for illiterate persons.
4. Human rights education and training requires a high-quality education based on the principles of the Universal Declaration of Human Rights and other relevant instruments, with a view to:

<sup>c</sup> General Assembly resolution 53/144.

<sup>d</sup> General Assembly resolution 60/1, para. 131.

(a) Ensuring the effectiveness of all civil, cultural, economic, political and social rights, by making human rights the vehicle for and objective of education and training;

(b) Developing a universal culture of human rights, permitting everyone to be aware of their own rights and obligations in respect of the rights of others and promoting the development of the individual as a responsible member of a free, pluralist and tolerant society;

(c) Ensuring equal opportunities, through access to education for all, without any discrimination.

5. Human rights education and training is based on the principle of equality, particularly equality between girls and boys and between women and men.

6. Human rights education and training should take full account of vulnerable groups, by ensuring effective access to basic education, as well as to human rights education, in order to eliminate the causes of exclusion or marginalization and to enable everyone to exercise all their rights effectively.

7. Human rights education and training should also take into consideration the specific needs of indigenous peoples, as well as those of persons from national, ethnic and linguistic minorities.

8. Human rights education and training concerns all levels — preschool, primary, secondary and university — and all forms of education, training and learning, whether in a public or private, formal, informal or non-formal setting. It includes vocational training, including training of trainers, continuing education, popular education, and public information and awareness activities.

9. Human rights education and training is an ongoing process that begins at school or preschool age and that concerns all ages, all situations and all parts of society.

10. Human rights education and training should enrich the diversity of civilizations, cultures and traditions, which contribute to the universality of human rights.

11. Human rights education and training should use language adapted to the target groups and take account of the basic needs of the population, stressing the interdependence of all human rights so as to become a development tool.

12. Human rights education and training is closely related to the implementation of the right to information. It should promote access for all to, and the participation of everyone in the development of, the media, including the press, radio and television, and the strengthening of the educational function of these different media.

13. Human rights education and training should embrace the possibilities of the digital age so as to encourage the development of new educational forums and to promote digital solidarity with a view to achieving true equality in access to information and communications technologies.

14. Human rights education and training involves close links between schools, families, local communities and society as a whole, so as to create a favourable environment for the promotion and protection of human rights and to eradicate domestic violence, particularly against women and girls, and other forms of social violence such as violence in schools.

## **2. Implementation and follow-up measures at the country level**

15. Human rights education and training is primarily the responsibility of the State, which must respect, protect and implement it. The State not only has an obligation to respect the right to human rights education and training, and to respect, protect and implement all human rights, but also to incorporate universal standards in its legislation; to

pursue actively policies to fulfil its commitments in the area of human rights education and training, through its institutions and officials; and to provide a framework for the action of other public bodies or private individuals by establishing minimum guarantees and promoting best practices.

16. The State has primary responsibility for ensuring the effective enjoyment of this right by vulnerable groups, through the mobilization of its resources according to the criteria of accessibility, acceptability, adequate funding and suitability of the education and training.

17. The State also has responsibility for the initial and continuing training of its own officials, including judges, police officers, prison guards and all law enforcement officers. It should also ensure adequate training for members of its armed forces and uniformed services, including in international humanitarian law and international criminal law. It should also concern itself with private personnel acting on behalf of the State.

18. Human rights education and training, which is an important factor in democratization and knowledge-sharing, must be supported by a strong political will, as clearly demonstrated by an overall national strategy and the mobilization of human and financial resources, with specific commitments and goals.

19. The full implementation of such a national strategy, drawn up on the basis of the country's needs and priorities, implies effective inter-ministerial coordination, as well as the strengthening of national human rights institutions, which can play a particularly useful lead role in raising awareness and mobilizing all public and private actors.

20. The conception, implementation and monitoring of this strategy should involve all stakeholders, including civil society bodies, by promoting, where appropriate, multi-stakeholder coalitions.

21. Human rights education and training requires the mobilization of the public authorities, particularly local authorities, and all organs of society, civil society and the private sector. The various actors of civil society, religious institutions, community associations, non-governmental organizations, trade unions, professional associations, youth workers and pupils' parents also have a vital role to play. Companies, especially multinational companies, cultural institutions and industries, the media and new media should assume their full responsibility in the area of human rights education and training.

22. Human rights education and training must be seen as a long-term exercise; its effective implementation will require progressive and continuous efforts aimed at achieving long-term goals. It should start at the grass-roots level and aim for the participation of every person and the strengthening of capabilities, taking into account the diversity of economic, social and cultural circumstances, while promoting local initiatives in order to encourage ownership of the collective project.

23. An ongoing assessment of action taken at the national level is vital to the effectiveness of human rights education and training, and requires the establishment of performance indicators, specific goals and quantitative and qualitative indicators.

24. Progress in human rights education and training is nurtured by theoretical and practical research in the fields of education and teaching methods, as well as international human rights law, thanks to cooperation and networking among specialized institutes and research centres, with a view to producing a definition of common concepts and teaching methods. Future developments, especially in information and communications technologies, should receive all due attention in the multidisciplinary research.

25. Particular care must be taken to guarantee the academic freedoms and protect the human rights of those responsible for human rights education and training, as human rights defenders, whether in the formal, informal or non-formal sector.

26. Human rights education and training should draw on the cultural and traditional riches of different countries. The arts, including the theatre, music, the graphic arts and audio-visual works, should be encouraged as a means of training and raising awareness in the field of human rights.

27. Human rights education and training is a matter of communication. As such, it should feature prominently in the field of new technologies, through awareness campaigns suited to a networked world, in order to combat stereotypes and hate speech.

### **3. Implementation and follow-up measures at the international level**

28. The United Nations should promote human rights education and training for its civil and military personnel. It has a special responsibility in crisis situations to make human rights education and training a priority in its peacebuilding and State reconstruction programmes, including in respect of the rule of law and a democratic culture.

29. International and regional organizations should promote human rights education and training for their civil and military personnel. They should, in their sphere of responsibility, include human rights education and training in their activities and cooperation programmes.

30. International cooperation at the multilateral and bilateral levels, and decentralized cooperation in particular, should support and reinforce national efforts through incentives and pilot schemes.

31. The full implementation of human rights education and training requires complementary international, regional, national and local efforts, with a constant focus on coordination, coherence, synergies and interdependence.

32. The establishment of a voluntary international fund for human rights education and training should help finance initiatives and innovative projects on the ground.

33. An international monitoring centre for human rights education and training could also be set up to facilitate the implementation and monitoring of the present Declaration.

34. International monitoring of the full implementation of human rights education and training needs to address the universal ratification of the international human rights instruments and the implementation of a true mainstreaming process by the competent bodies and mechanisms.

35. The treaty-monitoring bodies should, inter alia, adopt general comments on human rights education and training, if they have not already done so, and systematically highlight human rights education and training in the list of issues submitted to States parties and in their concluding observations.

36. Human rights education and training should also feature in the universal periodic review of the Human Rights Council, as well as in the guidelines on the information required and in the commitments and recommendations made. The process could be strengthened by involving experts in progress assessments.

37. International or national goodwill ambassadors, celebrities, artists and sports men and women may also be useful in promoting a culture of human rights among very different groups.



**4. Supplementary provisions**

38. The present Declaration, which aims to define a common framework for the mobilization of the efforts of States and all stakeholders, should be followed by further elaboration of specific themes covering either particular sectors (the media, information and communications technology), target groups (health workers, the police and the armed forces) or vulnerable groups.

39. This framework declaration shall be reviewed periodically to ensure it remains relevant and up to date.

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