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Open-Ended Working Group on the draft United Nations
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**

As of 17 December 2010

[The General Assembly]

PP1 *Reaffirming* the purposes and principles of the Charter of the United Nations for the promotion and protection of 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* ~~Recalling~~ that everyone has the right to education, and that education shall 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,**

PP4 *Reaffirming* that States are duty-bound, as set out in the Universal Declaration of Human Rights, 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 other human rights instruments, to ensure that education shall be directed to the full development of the human personality **and the sense of its dignity, and shall strengthen** ~~to the strengthening of the~~ respect for human rights and fundamental freedoms,

PP5 *Acknowledging* the fundamental importance of human rights education **and training in contributing to** ~~in ensuring~~ the 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 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 intimately related to the effective enjoyment of all human rights, in accordance with the principles of universality, indivisibility and interdependence of human rights.~~ **Human rights education and training is important for the promotion of universal respect for and observance of human rights and fundamental freedoms for all, in accordance with the principles of universality, indivisibility and interdependence of human rights.**

(3) ~~The implementation of human rights education is closely related to the full enjoyment of the right to education.~~ **The effective enjoyment of all human rights, in particular the right to education, 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, awareness-raising and learning activities aimed at promoting respect for and universal commitment to human rights and fundamental freedoms.

(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;**
- (b) **Developing values and reinforcing attitudes and behaviour which uphold human rights;**
- (c) **Taking action to defend and promote human rights.**

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, ~~and~~ **teachers and State officials**, continuing education, popular education, and public information and awareness activities.

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,** ~~including international, regional and national levels standards, principles, legislation and applicable guarantees;~~

(b) **Developing** a universal culture of human rights, in which everyone is 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, peaceful, pluralist and inclusive society;

(c) **Pursuing** the effective realization of all human rights and promote tolerance, non-discrimination and gender equality ~~by making human rights the vehicle for and an objective of education and training;~~

(d) **Ensuring** equal opportunities for **all**, through access ~~for all~~ 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 violence, discrimination, racism, stereotyping, incitement to hatred, and the harmful attitudes and prejudices that underlie them.

ARTICLE 5

- (1) Human rights education and training is based on the principles of equality, 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) 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 responsibility to promote and ensure human rights education and training, developed and implemented in a spirit of participation, inclusion and responsibility, and to create an enabling environment for the ~~action~~ **engagement** of civil society, the private sector, and other relevant stakeholders.
- (2) States should take steps, individually and through international assistance and co-operation, to the maximum of their available resources, to achieve progressively the full realization of the right to human rights education and training by ~~all~~ 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.

ARTICLE 7 BIS (FORMER 10.1 AND 10.2)

- (1) States should develop ~~national~~ strategies, action plans, policies and programs to implement human rights education and training, including *inter alia* through ~~its~~ **the** integration of ~~human rights education~~ in the 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 and follow-up of such ~~national~~ strategies, action plans, policies and programs should involve all relevant stakeholders, including civil

society and private sector, by promoting, where appropriate, multi-stakeholder ~~coalitions~~ **initiatives**.

ARTICLE 8

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

ARTICLE 9

~~Educational institutions, families, local communities, youth organizations, non-State actors, human rights defenders, private sector, media and society as a whole have an important role to play in human rights education and training.~~

(1) Various actors of society, inter alia, educational institutions, families, local communities, 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 10

~~(1) — States should develop national strategies, action plans, policies and programs to implement human rights education and training, including *inter alia* through the integration of human rights education in the school 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 and follow up of such national strategies, action plans, policies and programs should involve all relevant stakeholders, including civil society and private sector, by promoting where appropriate, multi stakeholder coalitions.~~

~~(3) — Civil society, the private sector and other relevant stakeholders should ensure adequate human rights education and training for their staff and personnel.~~

ARTICLE 11

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

ARTICLE 12

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

ARTICLE 13

(1) Effective human rights education and training requires complementary and coordinated efforts on the international, regional, national and local levels.

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

ARTICLE 14

International and regional human rights mechanisms and treaty bodies should, **within their respective mandates**, 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**.

ARTICLE 15

State's 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.
