

INFORMAL ENGLISH TRANSLATION

“Preliminary draft” of the United Nations Declaration on Human Rights Education and Training

by the Rapporteur of the Drafting Group of the Human Rights Council Advisory Committee (version 5 of 6/08/2009)

***As contained in Annex 2 of A/HRC/AC/3/CRP./4/Corr.1
(original language: French)***

1. Recalling that the Universal Declaration of Human Rights which sets as 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 by progressive measures, national and international, to secure their universal and effective recognition and observance (...)”¹;
2. Using as foundation article 26 of the Universal Declaration of Human Rights which affirms in its first paragraph that “Everyone has the right to education” and specifies in the second paragraph 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”;
3. Being aware of the importance of their international obligations, in accordance with the various universal and regional treaties related to human rights, and to other international instruments², in particular the Vienna Declaration and Programme of Action of June 1993³ aiming to the implementation of the right to education, both as an inherent right to human dignity, and as a means of promoting and ensuring compliance with all human rights;
4. Taking into consideration the progress made by the Decade for Human Rights Education (1995-2004) and by the World Programme for Human Rights Education⁴ through the Plan of Action for the first phase (2005-2007), adopted in 2005 by the General Assembly⁵ and extended until 2009;

¹ 8th para. of the Preamble.

² In particular article 5 of the Convention Against Discrimination in Education, article 5 e c) and article 7 of the International Convention on the Elimination of All Forms of Racial Discrimination, article 13 of the International Covenant on Economic, Social and Cultural Rights, articles 28 and 29 of the Convention on the Rights of the Child , article 10 of the Convention on the Elimination of All Forms of Discrimination against Women, article 30 of the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families, article 24 of the Convention on the Rights of Persons with Disabilities, article 10 of the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, article 23 of the International Convention for the Protection of All Persons from Enforced Disappearance, etc.

³ Cf. in particular II D, §§.78-82.

⁴ General Assembly, Resolution 59/113 A, 10th December 2004.

⁵ General Assembly, Resolution 59/113 B, 14th July 2005.

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5. 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 Freedoms⁶;
6. Bearing in mind many initiatives taken within the framework of the United Nations, of UNESCO, and other international and regional organizations, as well as at the internal level, by public institutions, and by civil society organs;
7. Willing to underscore the central importance of the right to human rights education and training, as a right to education on human rights, through human rights and for human rights;
8. Mindful to reinforce efforts undertaken in this regard and to encourage the collective awareness of all stakeholders, by providing a consistent and precise overview of the guiding principles that should direct the effective realization of the right to human rights education and training for everyone, without distinction on the grounds of race, sex, language or religion.

⁶ General Assembly, Resolution 53/114, 9th December 1998. Cf. in particular articles 15 and 16.

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[the General Assembly]

DECLARES

First Part: Rights and Obligations

1. The right to human rights education and training is a fundamental right, inherent to human dignity and intimately linked to the effective enjoyment of all human rights, in accordance to the principles of universality, indivisibility, and interdependence of human rights.
2. The right to human rights education and training is an essential component of the right to education for all, and as such, it is consecrated at both the international and regional level, and at national level in different States. It is intrinsically linked to the full realization of the right to education, in particular the effective realization of a free, fundamental, and compulsory education.
3. The right to human rights education and training is the right to a quality education, based on the principles of the Universal Declaration of Human Rights and the other pertinent instruments, for the purpose of ensuring the effectiveness of all rights, civil, cultural, economic, political and social rights, and by establishing human rights as both the vector and the aim of education and training.
4. The right to human rights education and training aims at developing a universal culture of human rights, allowing everyone to be aware of his/her own rights and obligations in relation to the rights of others, and at enabling the development of the individual as a responsible member of a free, plural and tolerant society.
5. The right to human rights education and training is based on the principle of equality, in particular the equality between girls and boys, the equality between women and men; it aims to ensure equal opportunity through access to education for all, without any discrimination, particularly without any distinction as to race, sex, language or religion; it shall lead to the elimination of discriminations and stereotypes.
6. The right to human rights education and training concerns all levels and all forms of education and training be it in the formal, non-formal or informal framework. It includes professional training, in particular training of trainers, life-long education, popular education, public information and awareness-raising in general.
7. The right to human rights education and training is a life-long process, starting at school and pre-school age, which targets all ages of life, all situations, and all walks of society. Every individual is concerned, in the same way as well as society as a whole.
8. The right to human rights education and training must be adaptable to different situations, respect cultural diversity and become a lever for development. It shall be achieved through an appropriation of rights and by using language suitable to the target audience, through a systematic effort of taking into account fully cultural

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references and of translation into local languages.

9. The right to human rights education and training must integrate the perspective of the digital age in order to encourage the development of new teaching space and facilitate digital solidarity towards an effective equality of access to information technologies and communication.
10. The right to human rights education and training corresponds to a holistic, inclusive and transversal vision, aiming at the same time education, its content and methods, the educational framework and the institutional system. A quality education necessitates training of the trainers, and includes the continuing training of teaching staff.
11. The right to human rights education and training involves close links between school, family, grass-root communities and the society as a whole. It can only be fully developed in a favourable environment, while at the same time it must play an essential role to transform this environment, to eradicate violence in the school system, as well as domestic violence, particularly with regards to women and girls, and other forms of social violence.
12. The right to human rights education and training must fully take in account vulnerable groups, by ensuring effective access to fundamental education, as well as to human rights education, so that each one may effectively exercise his/her rights, particularly in situations of hunger, disability, illiteracy, exclusion or marginalization, in particular with regard to nomads, migrants, displaced persons and refugees.
13. The right to human rights education and training must allow indigenous peoples and individuals belonging to national minorities to exercise their individual and collective rights, by incorporating their cultural references.

Second part: Implementation and follow-up

14. The right to human rights education and training is the primary responsibility of the State, which has to respect it, to protect it and to implement it. The State does not only have the obligation to respect the right to human rights education and training, and to respect all human rights, but it also has the duty to implement universal norms and to adopt pro-active policies for direct implementation of the right to human rights education and training and by its institutions and agents, and by setting the framework for action of other public entities or individuals by determining minimal guaranties and by promoting best practices.
15. The State has a specific responsibility for the effective implementation of this right towards the aforementioned vulnerable groups, by mobilizing its means on the basis of the criteria of accessibility, acceptability, adequacy of material and adaptability of education and training.
16. The States also has a specific responsibility in relation to initial and continuing training of its agents, namely, judges, police officers, prison guards, and the entirety of its law enforcement agents. It also has to ensure adequate training to the

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members of its armed forces and uniform officers, integrating international humanitarian law and international criminal law. It also has to consider taking care of private personnel exercising public responsibilities.

17. The right to human rights education and training requires the mobilization of all the sectors of the society, not only the State and the entirety of public authorities, specifically local authorities, but also the private sector. Enterprises, namely, transnational corporations, cultural institutions and industries, the media and the new media technologies should fully assume their responsibility in human rights education and training. The many actors of civil society, such as religious institutions, associations, NGOs, professional associations, teachers and students' parents associations also have an irreplaceable role to play. It is an obligation of the State to reinforce the capacity of NGOs, in particular women's associations both in urban and rural areas.
18. The right to human rights education and training must be supported by a strong political will, clearly demonstrated through a holistic national strategy, the mobilization of human and financial resources, with precise activities and concrete objectives.
19. National human rights institutions can play a very useful role in terms of initiating activities, raising awareness and mobilizing all actors in the public and private sectors, for example in the establishment and implementation of such strategies.
20. The right to human rights education and training needs to be sustained, its effective implementation requires progressive and continuous efforts with long-term objectives; it has to start from the bottom up and aim for the participation of everyone and the reinforcement of his/her capabilities, taking in consideration the diversity of economic, social and cultural situations using, if necessary, the network of traditional authorities, and favouring local initiatives to encourage ownership of the collective project.
21. The United Nations must promote human rights education and training of its civilian and military staff. It has specific responsibility in crisis situations, in order to make human rights education and training a priority in peace-building and State-building programmes, including rule of law and democratization.
22. International and regional organizations must promote human rights education and training of their civilian and military staff. They must, within their sphere of competence, integrate the right to human rights education and training in their activities and cooperation programs.
23. International cooperation, both at the multilateral or at the bilateral level, and in particular decentralized cooperation, should support and strengthen national efforts, through incentive measures and pilot projects.
24. The full realization of the right to human rights education and training needs to be complementing international, regional, national and local efforts, and must be guided by a standing concern for coordination, coherence, synergy and interdependence.

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25. The establishment of an international voluntary Fund for human rights education and training should contribute to finance new initiatives and projects at the field level.
26. An international Observatory for human rights education and training could also be established to facilitate the implementation and the follow-up of the present Declaration.
27. A standing assessment of actions undertaken is essential for the effectiveness of the right to human rights education and training, through the implementation of road-maps, concrete targets and quantitative and qualitative indicators.
28. The domestic monitoring of the full realization of the right to human rights education and training, by means of a national strategy elaborated according to the requires and priorities of the country, requires effective inter-ministerial coordination, and the strengthening of the role of National Human Rights Institutions. The follow-up must also include all stakeholders, namely civil society actors, encouraging if necessary coalitions between different actors.
29. The follow-up to the full realization of the right to human rights education and training at the national level requires the universal ratification of human rights international instruments and the implementation of an effective mainstreaming by the different competent organs and mechanisms.
30. The treaty-bodies should adopt general comments on the issue of human rights education and training, if they have not yet done so, and systematically emphasize human rights education and training in the questions addressed to States as well as in their final observations⁷.
31. The right to human rights education and training should also be an integral part of the Universal Periodic Review of the Human Rights Council, in the guidelines on documentation, as well as in pledges and recommendations formulated by States. The process could be reinforced by involving experts in the evaluation of progress made.
32. Particular attention is required with regard to the guarantee of academic freedom and the protection of the human rights of persons responsible for human rights education and training, as human rights defenders both in the formal and in the informal sectors.
33. The advancement of the right to human rights education and training stems from theoretical and practical research, mainly through the educational and teaching sciences, as well as, through international human rights law, by means of cooperation and establishment of networks of specialized institutes and research centres, with a view to encouraging the definition of common concepts and teaching methods in the intercultural dialogue. This perspective, in particular the

⁷ General Comment n°13 on the right to education, Committee on Economic, Social and Cultural Rights; Recommendation n°3 on education and information programs, CEDAW; General Comment n°1 on aims of the education, Committee on the Rights of the Child, etc...

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consideration of information and communication technology, should find its place in multidisciplinary research.

34. The right to human rights education and training does not only depend on the “know-how” but also on making others aware of this “know how”. It is a communication challenge. To this regard, the right to human rights education and training should be emphasized in the field of new technologies, through awareness campaigns adapted to the networks, in order to fight against stereotypes and hate speeches.
35. It should also draw on the cultural and traditional wealth of the different countries. Artistic forms, such as theatre, music, graphic arts and audio-visual creation should become new vectors of training and awareness-raising on human rights.
36. « Goodwill ambassadors » at the international or national level, such as personalities, artists, athletes could equally make a useful contribution to human rights education and training by advocating a human rights culture to various audiences.

Third Part: Additional provisions

37. The present framework-declaration, which aims to define a core program in order to mobilize efforts by States and other stakeholders, should be implemented through specific activities, involving particular sectors (media ICT), or target groups (health professions, police, and armed forces), or vulnerable groups...
