



Working paper 13

Activités sur l'éducation aux droits de l'homme

Resumen

OIDEL como miembro facilitador del Grupo de Trabajo de la Conferencia de ONG's (CONGO) sobre la educación a los derechos humanos participa activamente en los debates sobre este tema el Consejo de los Derechos humanos.

Hay que distinguir dos aspectos de la educación en derechos humanos en las actividades que se desarrollan actualmente:

- el proyecto de **Declaración de las Naciones Unidas sobre la educación y la formación en derechos humanos**
- el **Programa Mundial en favor de la educación a los derechos humanos**.

El proceso de la Declaración comenzado en septiembre de 2007 por una resolución del Consejo de los Derechos humanos, finalizó con la redacción de un anteproyecto, que ha sido adoptado por el Comité Asesor del Consejo en su 4ª sesión (enero de 2010). Este texto transmitido al Consejo, prevé que la Asamblea General de las Naciones Unidas declare que el derecho a la educación y a la formación es un derecho humano inherente a la dignidad de la persona humana.

El 2 de marzo tuvo lugar un debate de alto nivel sobre el proyecto de Declaración con el fin de lanzar el proceso intergubernamental en presencia de varios Ministros. La Alta Comisionada para los Derechos Humanos, el Ministro de los Asuntos Exteriores de Suiza, el Ministro de la Justicia de Marruecos y numerosos países intervinieron en el debate. Todos se felicitaron por el trabajo del Comité Asesor y pidieron la adopción de esta Declaración de forma rápida (2011). Sin duda, este proyecto de Declaración sobre la educación en los derechos humanos interesa a un vasto público. Los Estados mismos reclaman un marco jurídico y educativo que les ayude de modo concreto, a promover los derechos humanos y a facilitar su implementación.

Con relación al Programa Mundial, si el plan de acción para la primera fase se focalizó en la integración de esta educación en los sistemas de enseñanza primaria y secundaria, la segunda fase (2010 - 2014) está orientada hacia la enseñanza superior. La Oficina del Alto Comisionado deberá redactar un plan de acción de la segunda fase en el mes de junio y deberá proponerlo al Consejo de los derechos humanos en su sesión de septiembre de 2010.

La concomitancia de ambos proyectos, que puede sin embargo prestarse a confusión, debería poder ayudar a distinguir bien el papel de cada uno de ellos. El Programa mundial que tendría una finalidad práctica a escala nacional mientras que la futura Declaración, reviste un alcance general y filosófico sobre lo que es y debe ser la educación en derechos humanos.

OIDEL, de par sa présence au sein du groupe de travail de la Conférence des ONGs (CONGO) sur la formation et l'éducation aux droits de l'homme, participe activement aux débats et à l'avancement de ce thème au sein du Conseil des Droits de l'Homme. OIDEL y a d'ailleurs été nommé Rapporteur depuis septembre dernier.

Il faut bien distinguer deux volets importants qui ont cours actuellement: d'une part le projet de déclaration des Nations Unies sur l'éducation et la formation dans le domaine des droits de l'homme et d'autre part le Programme mondial en faveur de l'éducation aux droits de l'homme.

I. PROJET DE DECLARATION DES NATIONS-UNIES SUR L'EDUCATION ET LA FORMATION DANS LE DOMAINE DES DROITS DE L'HOMME

Ce processus, entamé en septembre 2007 par une résolution du Conseil des droits de l'homme a abouti à la rédaction d'un avant-projet qui a été adopté par le Comité Consultatif du Conseil au cours de sa 4ème session, soit le 29 janvier 2010. Ce texte, désormais transmis au Conseil, prévoit que l'Assemblée générale des Nations Unies déclare que le droit à l'éducation et à la formation aux droits de l'homme est un droit fondamental, inhérent à la dignité de la personne humaine et intimement liée à la jouissance effective de l'ensemble des droits de l'homme, et dont la mise en oeuvre incombe en premier lieu aux Etats.



(Side event, 25 janvier 2010)

OIDEL a participé aux débats fructueux qui ont eu lieu le 25 janvier lors de la présentation de Mr Decaux, Rapporteur de ce sujet au sein du Comité Consultatif et OIDEL a co-sponsorisé une **table ronde** autour de ce thème **le 27**

janvier au Palais des nations. OIDEL a fait partie des panélistes, aux côtés de membres du Comité consultatif, de membres du "pôle éducation et formation aux droits humains" et d'autres ONGs. Cela a été l'occasion pour OIDEL de ré-insister sur les points dont il avait déjà été fait part au Comité Consultatif (cf. **Déclaration écrite du 21 janvier 2010**), notamment l'affirmation que ce droit existe déjà et qu'il doit être rendu explicite dans cette déclaration. Il a également été rappelé l'impact de l'éducation aux droits de l'homme sur le système éducatif tout entier et l'importance de respecter le principe de participation, toutes les parties prenantes devant être consultées à tous les échelons, y compris les parents. Enfin, le lien avec la diversité culturelle est essentiel afin que l'éducation aux droits de l'homme respecte cette diversité tout en affirmant les valeurs communes aux différentes cultures et traditions.

L'étape suivante fut la rédaction d'une **déclaration écrite conjointe** sur ce projet de déclaration (A/HRC/13/NGO/94), désormais entre les mains des Etats, reprenant les éléments discutés et transmise le 26 février au Conseil pour sa 13^{ème} session. OIDEL a été co-signataire de cette déclaration avec 36 autres ONGs.

Conseil des droits de l'homme (1-26 mars 2010):

Un **débat de haut niveau** sur le projet de déclaration s'est tenu le 2 mars dans le but de lancer le processus intergouvernemental et ce en présence des hauts dignitaires. Il a donné lieu à des échanges riches et ouverts. Mme la Haut-Commissaire aux droits de l'homme, la ministre des affaires étrangères de la Suisse, le Ministre de la Justice du Maroc et de nombreux autres pays sont intervenus. Tous se sont félicités du travail du Comité Consultatif et ont appelé à l'adoption de cette déclaration assez rapidement (2011), celle-ci devant permettre la mise en place d'un cadre juridique et éducatif destiné à renforcer les droits de l'homme. C'est le mandat premier du Conseil de pourvoir à la réalisation de cet objectif.

Une **déclaration orale** conjointe sur ce thème, co-signée par 23 ONGs dont OIDEL, a été délivrée le 16 mars par le président du groupe de travail lors de l'examen du point 5 de l'agenda du Conseil (Organismes et mécanismes de protection des droits de l'homme). Ce texte souligne le rôle de la déclaration qui, par ses principes directeurs, va permettre de combler le vide entre les standards internationaux des droits de l'homme et les pratiques actuelles. Ainsi, le droit à l'éducation aux droits de l'homme s'applique tant aux dispensateurs de ce droit qu'à ses bénéficiaires et sa définition doit figurer dans la déclaration. Il y a également été rappelé que le Conseil de l'Europe était sur le point d'adopter la Charte pour l'Éducation à la citoyenneté démocratique et qu'il fallait s'assurer que la définition, comme les principes directeurs, soient en cohérence tant au niveau régional qu'international. Enfin, l'établissement de cette déclaration doit se poursuivre avec la participation de toutes les parties prenantes, notamment la société civile, et ce assez rapidement sans toutefois se hâter trop vite.

Ces échanges ont culminé avec un **panel le 17 mars**, organisé par le *Groupe de travail sur l'éducation et la formation aux droits de l'homme* et co-sponsorisé par le pôle « *Education et formation aux droits humains* » (Costa Rica, Italie, Maroc, Philippines, Slovénie, Sénégal et la Suisse) sur ce projet de déclaration. Cet événement a rassemblé près d'une centaine de personnes, parmi lesquelles des délégués du Haut –Commissariat, 9 Etats membres – dont cinq faisant partie du pôle – autour des panélistes. Alfred Fernandez est intervenu au nom de OIDEI et du Collège universitaire Henry Dunant pour faire part des résultats d'une enquête réalisée en ligne au mois de novembre 2009 auprès d'une population francophone, sur les besoins en formation aux droits de l'homme et l'intérêt que cette éducation suscite. L'autre représentant de la société civile était Amnesty International. Le professeur P. Kirchsclaeger, de l'université de Lucerne, a apporté un éclairage intéressant sur le contenu et les méthodes d'enseignement qu'il faudrait retenir dans le cadre de cette déclaration. Les autres intervenants, l'ambassadeur des Philippines E . Garcia, Mme Lemrini du Comité consultatif des droits de l'homme du Maroc et coordonnatrice des institutions nationales des droits de l'homme ont tous salué le Comité exécutif pour son travail de rédaction et se sont félicités de la bonne collaboration entre toutes les parties prenantes, le dialogue étant ouvert et transparent, comme dans une « grande famille ». Tous ont souhaité que Mr Decaux, rapporteur du groupe de rédaction de la déclaration, continue à faire partie des débats.



(Comité consultatif, session janvier 2010)

Ces échanges de vues très fructueux ont abouti à l'adoption par consensus de la **résolution A/HRC/13/L.22** le 25 mars 2010, co-sponsorisée par **108** Etats, qui décide notamment :

- De créer un groupe de travail intergouvernemental à composition non limitée chargé de négocier, d'établir et de soumettre au Conseil le projet de déclaration, en se fondant sur le projet présenté par le Comité consultatif.
- Décide que le groupe de travail se réunira pendant cinq jours ouvrables au maximum avant sa seizième session.
- Se félicite de la décision prise par la plate-forme de tenir des consultations informelles ouvertes à tous avant la convocation du groupe de travail.
- Prie le Président du Conseil d'inviter le Rapporteur du groupe de rédaction du Comité consultatif (Mr Decaux) à participer aux réunions du groupe de travail.

Conclusion

Il ne fait pas de doute que ce projet de déclaration sur la formation et l'éducation aux droits de l'homme intéresse un large public. Les Etats eux-mêmes sont très demandeurs d'un cadre juridique et éducationnel qui les aide de façon concrète à promouvoir les droits de l'homme et à assurer leur mise en œuvre.

OIDEL va continuer d'apporter sa contribution, notamment lors des consultations informelles qui devraient se dérouler avant la réunion du groupe de travail, prévue de se tenir à partir d'octobre 2010. La déclaration devra être raccourcie si l'on veut qu'elle remplisse sa fonction, à savoir formuler de façon claire et simple ce « droit à l'éducation aux droits de l'homme » qui existe déjà et sa définition. En effet, elle n'est pas le lieu d'autres détails, c'est le propre du Programme mondial dont nous allons parler maintenant.

II. PROGRAMME MONDIAL POUR L'ÉDUCATION AUX DROITS DE L'HOMME

Ce programme, en cours depuis 2005, a pour but de favoriser l'élaboration de stratégies et de programmes nationaux durables d'éducation dans le domaine des droits de l'homme.

Si le plan d'action pour la première phase s'est orienté sur l'intégration de cette éducation dans les systèmes d'enseignement primaire et secondaire, la deuxième phase (2010 – 2014) est axée sur *l'Éducation aux droits de l'homme dans l'enseignement supérieur et les programmes de formation aux droits de l'homme pour les professeurs et les éducateurs, les fonctionnaires, les représentants de la force publique et le personnel militaire à tous les niveaux*. (Résolution adoptée par le Conseil des Droits de l'homme à sa 12^{ème} session en septembre 2009).

Conseil des droits de l'homme (1 -26 Mars 2010)

Une déclaration conjointe orale a été délivrée le 12 mars par OIDEL lors du débat général sur le point 3 de l'agenda du Conseil (Promotion et protection de tous les droits de l'homme, civils, politiques, sociaux et culturels y compris le droit au développement). Cette déclaration se félicite de l'orientation de la seconde phase du plan d'action, rappelant la déclaration écrite qui avait rassemblé 365 signataires lors de la 10^{ème} session du conseil ainsi que la **déclaration conjointe écrite** soumise à la présente session (A/HRC/13/NGO/93), regroupant 38 signataires dont OIDEL. Elle souhaite attirer l'attention des Etats sur les points suivants :

- La transition entre la 1^{ère} et la 2^{ème} phase du plan d'action est vitale pour le programme mondial, en ce qu'elle inaugure une nouvelle orientation tout en faisant le point sur la précédente.
- Les Etats-membres sont invités à répondre au questionnaire que le bureau du Haut-Commissariat leur a adressé au mois de janvier leur demandant leurs rapports au niveau national en ce qui concerne la mise en œuvre de la première phase et ce avant le 31 mars.
- Elle souligne l'importance de la participation de la société civile au niveau national, y compris les ONGs travaillant dans le domaine de l'enseignement supérieur et les organismes de formation.
- Enfin, elle rappelle la mise en ligne sur Internet d'un forum de discussion par l'intermédiaire du groupe de travail et de HREA (Human Rights Education Associates) durant le mois de mars, en vue de prendre en compte les opinions du plus grand nombre.

En effet le bureau du Haut-Commissariat doit rédiger le plan d'action de la seconde phase pour le mois de juin et le proposer au Conseil des droits de l'homme à sa 15^{ème} session en septembre 2010.



[Palais Wilson, siège du HC aux droits de l'homme]

A ce jour, 37 contributions ont été reçues, dont celle d'OIDEL. Dans celle-ci, il est souhaité que « l'éducation aux droits de l'homme » fasse partie intégrante du curriculum et soit un sujet en tant que tel à tous les niveaux de l'enseignement supérieur. Il est déploré par exemple que dans certaines facultés de droit, ce cours soit juste une option et non un cours obligatoire. Il est insisté aussi sur la nécessité d'enseigner cette matière avec une optique des droits.

Puis il est proposé que cet enseignement soit lié à celui de la philosophie. En effet, les professeurs doivent être capables de raisonner, de comprendre... On ne peut pas enseigner l'éducation aux droits de l'homme sans une anthropologie, comme il est en effet indiqué dans le préambule de la déclaration universelle: les droits de l'homme ne peuvent exister si les hommes ne sont pas libres. Il faut donc aller au-delà du slogan et enraciner l'éducation aux droits de l'homme en termes de droit. A ce sujet, l'UNESCO a organisé des ateliers d'enseignement de la philosophie dans les cinq régions du monde et a toujours affirmé que cet enseignement était très important.

Enfin, concernant les programmes dans l'enseignement supérieur, les Etats ne semblent pas avoir pris au sérieux cet objectif, comme s'ils ne se sentaient pas concernés. C'est pourtant une tâche qui leur incombe et c'est là aussi un grand défi à relever si l'on veut que les droits de l'homme soient effectivement réalisés dans les mentalités et dans les faits.

Conclusion

L'intérêt pour l'éducation aux droits de l'homme est réel et il semble bien que l'élan donné lors de la décennie des Nations-Unies pour l'éducation aux droits de l'homme (1995-2004) se poursuit sur sa lancée.

Le plan d'action de la seconde phase du Programme mondial va être rédigé très prochainement et le projet de déclaration va lui aussi être finalisé au cours du deuxième semestre de cette année 2010. Le momentum est donc très rapide et la société civile, y compris les ONGs, surtout celles qui s'occupent de près ou de loin de formation aux droits de l'homme, se doivent d'être disponibles pour apporter leur contribution avant l'adoption des textes par le Conseil.

La concomitance des deux projets, qui peut cependant porter à confusion, devrait pouvoir aider à bien distinguer le rôle de chacun d'eux, le programme mondial ayant une visée pratique à l'échelle nationale alors que la future Déclaration, une portée générale, philosophique sur ce qu'est et doit être l'éducation aux droits de l'homme.

III. ANNEXES

Interventions auprès du Conseil des droits de l'homme

Annexe I

Joint NGO Oral Statement. The World Programme for Human Rights Education From the First Phase to the Second Phase

Claire de Lavernette (OIDEI) on behalf of 20 organizations.

This statement reflects views of NGOs expressed in discussions facilitated by the NGO Working Group on Human Rights Education and Learning of the Conference of NGOs in Consultative Relationship with the UN (CoNGO) and through the global network of Human Rights Education Associates (HREA).

We welcome the launch of the second phase (2010-2014) of the World Programme focusing on "human rights education for higher education and on human rights training programmes for teachers and educators, civil servants, law enforcement officials and military personnel at all levels".

In this respect, we would like to draw the attention of Member States to the NGO written statement jointly submitted with 365 signatory organisations to the 10th session of the Council (A/HRC/10/NGO/112), and the NGO written statement No.93 (A/HRC/13/NGO/93) submitted to the current session under this Agenda Item.

Further, we would like to stress the following:

1. The transition from the first to the second phase is the first occasion for shifting the focus and is therefore vital for the World Programme.
2. Member States should respond to the questionnaire circulated to them by OHCHR at the end of January requesting their national reports on the implementation of the first phase by 31 March.
3. At national level, collaboration of civil society actors including NGOs with higher education and training institutions should be ensured.
4. In order to reflect the views of experienced stakeholders in drafting a plan of action for the second phase by the OHCHR, a Global Online Consultation is ongoing from 1 to 21 of March conducted by HREA and the NGO Working Group. The detailed information is available on the table outside the room, and upon request.

Annexe II

Joint NGO Oral Statement. The Draft UN Declaration on Human Rights Education and Training

Kazunari Fujii on behalf of 20 organisations.

This statement reflects views of NGOs expressed in discussions facilitated by the NGO Working Group on Human Rights Education and Learning of the Conference of NGOs in Consultative Relationship with the UN (CoNGO) and through the global network of Human Rights Education Associates (HREA).

We appreciate the views of Members States, especially of the Platform, expressed at the High Level Discussion on the draft UN declaration on Human Rights Education and Training.

Building upon those commitments and views, the implementation of human rights education requires each Member State to proactively take concrete steps in collaboration and partnership with civil society actors that are vital stakeholders of the draft declaration.

In this respect, we would like to draw the attention of Member States to the NGO written statement jointly submitted with 365 signatory organisations to the 10th session of the Council (A/HRC/10/NGO/112), and the NGO written statement No.94 (A/HRC/13/NGO/94) submitted to the current session under this Agenda Item.

We consider the current draft declaration not establishing a new right but rather reconfirming the already existing right which was described already in 1999 in the OHCHR publication entitled "The Right to Human Rights Education".

As Member States have pointed out, the declaration will provide the guiding principles that fill the gap between international human rights standards and actual practice. Therefore, the right to human rights education, both to receive and provide human rights education, should be part of the definition contained in the declaration.

Mr. President,

In the regional context, the Council of Europe is about to adopt the Charter on Education for Democratic Citizenship and Human Rights Education. The definition and principles should be consistent at regional and international levels.

Lastly, the drafting of the declaration should continue with civil society participation, swiftly but without haste.

Annexe III

Joint written statement . The first draft of United Nations declaration on human rights education and training

1. This statement reflects discussions among non-governmental organizations (NGOs) facilitated by the NGO Working Group on Human Rights Education and Learning of the Conference of NGOs in Consultative Relationship with the United Nations (CoNGO), Geneva, and views of civil society actors on various topics related to human rights education expressed through the global network of Human Rights Education Associates (HREA).
2. We, the co-signed organisations, believe that human rights education is a fundamental and sustainable approach to human rights issues. It is vital for the prevention of human rights violations and violence and for addressing their root causes. Human rights education is a lifelong process for all persons in all nations.
3. The ultimate purpose of human rights education should be the full realisation of human rights of all through building a culture of human rights in all nations.
4. Human rights education contributes to the promotion of gender equality, the rights of the child, religious and cultural understanding, the rights of all vulnerable and marginalised groups of people and elimination of racism and all forms of discrimination including xenophobia.
5. Upholding these views, we would like to draw the attention of Member States to the joint NGO written statement, A/HRC/10/NGO/112, on the United Nations framework for human rights education and civil society participation, submitted to the 10th session of the Human Rights Council in March 2009. The statement with 365 signatories of 56 organisations in consultative status with the United Nations Economic and Social Council and 309 organisations without consultative status including 5 national human rights institutions indicates that NGOs and other civil society actors are committed to human rights education and are important stakeholders in the implementation of human rights education in the United Nations framework.
6. We take note with appreciation that the Platform for Human Rights Education and Training in the Council is now comprised by 7 Member

States with Senegal having joined in September 2009 (Costa Rica, Italy, Morocco, Philippines, Senegal, Slovenia, and Switzerland).

7. We appreciate the progress made in the drafting process of a United Nations declaration on human rights education and training submitted by the Advisory Committee. We recognise a substantive improvement of the draft since its preliminary draft.
8. We also recognise that the first draft prepared by the drafting group of the Advisory Committee contains qualitative input by a wide range of stakeholders.
9. We appreciate the consultation process with civil society including NGOs during the preparation of the preliminary draft and the first draft.
10. Views of civil society including NGOs and grassroots organisations, particularly those engaging in implementation programmes of human rights education and training in many parts of the world are of utmost importance to be further incorporated in the drafting 1 Democracy and Human Rights Education in Europe (DARE) Network (without consultative status) also shares the views expressed in this statement. process in order to have a truly meaningful United Nations declaration on human rights education and training.
11. The first draft referred to in the following part of this statement is the amended version of the first draft annexed to Advisory Committee recommendation 4/2 adopted at its fourth session.
12. In order to refine the first draft, we would like to draw the attention of the Member States to the following aspects that we believe necessary to reflect in the draft declaration.
13. In the first draft, various paragraphs are redundant that should be more properly formulated. Further, more inspirational and encouraging expressions should be included in the declaration for all stakeholders engaging in the implementation of human rights education with or without challenges and obstacles.
14. We believe that education encompasses training and learning, whether formal or informal, and concerns all ages in all situations and all parts of society. Therefore, the term "education" should be used in a global manner in order to avoid confusion between the terms of education, training, and learning.

The First Draft

Definition and Principles

15. We appreciate that the first draft specifies the right to human rights education. This approach should be retained consistently until the declaration is adopted by the United Nations General Assembly.
16. The declaration should clearly indicate the aim of human rights education (para.1) at “promoting the realisation of human rights” through building a universal culture of human rights. In addition, the definition should include the concept of human rights education as “education in” and “education for” human rights as well as “education through” respect for human rights.
17. The right to human rights education and training signifies both the right to receive and the right to provide human rights education and training. This should be included in the definition provided by the declaration. Civil society actors are often not only the recipient but also the provider of human rights education and training. Such programmes include training trainers for human rights. As the provider, civil society actors often confront difficulties due to a lack of political support and financial resources.
18. The implementation of human rights education outside school is also effective and important. The declaration should place a more equal emphasis on formal education on one hand and non-formal and informal education on the other, rather than prioritising formal education in schooling sector.
19. Many forms of human rights education do not require school education or a school. Dissemination of information on human rights or capacity building activity in a rural community by human rights defenders is one of such examples. Human rights education is also a “life long” process, and human rights training includes also “in-service training” in the process of occupational pursuit. In this respect, paragraph 9 stating “Human rights education and training (...) begins at school” needs to be rephrased. Furthermore, if it really is “an ongoing process” “that concerns all ages” (para.9), this paragraph is a contradiction in itself.
20. In this respect, the whole section on definition and principles should include subsections on “formal education” and “informal and non-formal education”.

21. Whereas education systems are concerned, the delivery of human rights education should be participatory and inclusive without any form of discrimination.
22. In the context of the right to education and school education, the rights of parents should also be considered.
23. As for “quality education” in paragraph 5(d), at least minimum criteria of such quality should be indicated.
24. The cultural diversity and the continuity of cultures and traditions as well as their common values should be respected in consistency with international human rights standards and efforts to build a universal culture of human rights. In this respect, for example, paragraph 11 should read: “Human rights education and training should use language (or native language) and reflect relevant conditions to the target groups (...).”
25. As for the context of the implementation of the right to information, “equal access” should be ensured. For this, the second line of paragraph 12 should read “[...] It should promote equal access for all to, [...]”.

Implementation Measures at the Country Level

26. The declaration should clearly provide that States have the responsibility of acknowledging, facilitating and supporting the human rights education work carried out by NGOs and civil society bodies and institutions, especially those whose expertise and field of activity are focused on human rights education.
27. The important role of NGOs should be more clearly indicated. Paragraph 20 listing all members of the educational community as having “an important role to play” should also include “non-governmental organisations” and paragraphs 24 should state “[...] including non-governmental organisations and other civil society actors [...]”.
28. Within the national framework, civil society actors including grassroots organisations and local authorities at the community level, especially from remote and deprived areas, should be supported by the central national authority for participatory process of the implementation of human rights education as their views contribute to reflect the local needs and conditions relating to human rights.
29. The role of youth should be emphasized in the declaration as a substantial contributor to building a culture of human rights in all

nations. In the first draft, only “youth workers” is referred to in paragraph 25 as one of the listed civil society actors. The declaration should indicate measures to ensure political support and financial resources for youth programmes and initiatives promoting human rights education.

Implementation Measures at the International Level

30. The declaration should incorporate the follow-up mechanism as concrete as possible. In this respect, the current first draft should be further elaborated.
31. We appreciate that the World Programme for Human Rights Education (para.36) and the United Nations human rights mechanisms are referred to such as the treaty monitoring bodies and the Universal Periodic Review (paras.28-40). This approach should be retained in the declaration.
32. Further, the Special Procedures of the Human Rights Council should also be added to ensure inclusion of national policies on human rights education in the report of mandate holders within their respective mandate.
33. In paragraph 41, it should read “An international centre for human rights education and training should (...)” rather than “(...) could (...)”.
34. We appreciate that the first draft refers in paragraph 42 to the need for an international voluntary fund for human rights education. We emphasise that this paragraph should be retained and that once the declaration is adopted, its implementation should be closely followed up including particularly the establishment of such a fund.

Drafting Process

35. Being aware that the draft declaration is now the matter of the intergovernmental negotiation among the Member States of the Human Rights Council as from its 13th session, we stress that the current first draft needs further elaboration.
36. In the drafting process to follow at the level of the Council, we urge Member States to ensure that views and suggestions of all stakeholders including NGOs and other civil society actors continue to be incorporated and reflected. Should a small group such as a working group within the Council be set up for finalising the draft declaration, it is imperative to make proper arrangements of modalities for NGO participation in the process of the finalisation of the draft.

37. Last but not least, the UN declaration on human rights education and training is to be added to international human rights standards. In this regard, the drafting process should continue to proceed with careful elaboration and thorough consultations with all stakeholders swiftly but without haste in order to make it a truly meaningful new international human rights instrument for the effective implementation of human rights education worldwide.

Annexe IV

Joint written statement submitted by The World Programme for Human Rights Education: Transition from the First Phase to the Second Phase¹.

1. This statement reflects discussions among non-governmental organizations (NGOs) facilitated by the NGO Working Group on Human Rights Education and Learning of the Conference of NGOs in Consultative Relationship with the United Nations (CoNGO), Geneva, and views of civil society actors on various topics related to human rights education expressed through the global network of Human Rights Education Associates (HREA).
2. We, the co-signed organisations, believe that the World Programme for Human Rights Education (WPHRE) is a vitally important international tool to promote and implement human rights education towards the full realisation of human rights of all through building a culture of human rights in all nations.
3. Human rights education is a sustainable approach to eliminate all forms of discrimination, racism, xenophobia, all other related intolerance and violence.

¹ CIVICUS (World Alliance for Citizen Participation), International Alliance of Women (IAW), Commission of the Churches on International Affairs of the World Council of Churches (CCIA/WCC), International Council of Women (ICW-CIF), Good Neighbors International (GNI) and Women's Federation for World Peace International (WFWPI), nongovernmental organizations in general consultative status, Human Rights Education Associates (HREA), International Organization for the Development of Freedom of Education (OIDEL), International Movement Against All Forms of Discrimination and Racism (IMADR), Teresian Association, International Organization for the Elimination of All Forms of Racial Discrimination (EAFORD), Association Points Coeur, Myochikai (Arigatou Foundation), Sovereign Military Order of the Temple of Jerusalem (OSMTH), Al-Hakim Foundation, Pan Pacific and South East Asia Women's Association (PPSEAWA), Universal Peace Federation (UPF/IIFWP), International Federation of University Women (IFUW), World Federation For Mental Health (WFMH), Women's World Summit Foundation (WWSF), David M. Kennedy Center for International Studies, Planetary Association for Clean Energy (PACE), Worldwide Organization for Women (WOW), International Association

4. Upholding these views, we would like to draw the attention of Member States to the joint NGO written statement, A/HRC/10/NGO/112, on the United Nations framework for human rights education and civil society participation, submitted to the 10th session of the Human Rights Council in March 2009. The statement with 365 signatories of 56 organisations in consultative status with the United Nations Economic and Social Council and 309 organisations without consultative status including 5 national human rights institutions indicates that NGOs and other civil society actors are committed to human rights education and are important stakeholders in the implementation of human rights education in the United Nations framework.
5. We welcome the launching of the second phase (2010-2014) of the WPHRE, taking note of its focus on “human rights education for higher education and on human rights training programmes for teachers and educators, civil servants, law enforcement officials and military personnel at all levels.” (A/HRC/RES/12/4, op.2).
6. With regard to the transition from the first phase (2005-2009) to the second phase of the WPHRE, we would like to draw the attention of all Member States to the two facets in 2010. One is evaluation of the first phase and the other is drafting a plan of action for the second phase.

1. Evaluation of the First Phase

7. Evaluation of the first phase is a critical step to continue effectively the implementation of human rights education within the framework of the WPHRE.
8. Achievements and shortcomings as well as identified challenges and specific needs during the first phase that focused on primary and secondary school systems should be analysed for continuation, expansion and improvement of the efforts.
9. In carrying out the evaluation of the first phase, outcome and impact indicators must be identified. This set of indicators should include core indicators that might apply in any learning or country context, in order to facilitate comparisons. At the same time, additional indicators might be developed that reflect unique and specific characteristics of the learning program and context.
10. These actions should be taken in the evaluation process with the steps provided in the Plan of Action for the first phase, paragraphs 49-511 according to which the Member States are called upon to provide their final national evaluation report that will be eventually submitted to the

General Assembly in 2010 through the United Nations Inter-Agency Coordinating Committee (UNIACC) of the WPHRE.

11. We are aware that for this purpose, in the end of January 2010, the UNIACC Secretariat, provided by the Office of the United Nations High Commissioner for Human Rights (OHCHR), circulated to all Permanent Missions to the United Nations at Geneva a “note verbale” dated 28 January and a questionnaire for Governments, requesting them to prepare and submit their national reports on the implementation of the first phase.
12. We urge all Member States to make necessary arrangements using available means for involving national human rights institutions, NGOs and other civil society bodies to prepare the response to the questionnaire for submission to the OHCHR by the deadline “no later than 31 March, 2010” as indicated in the questionnaire.
13. We are also aware that the questionnaire is to facilitate the Member States to prepare their final national evaluation report on the first phase for which the same deadline is drawn.
14. Therefore, we urge all Member States to comply with the steps provided in the Plan of Action to prepare the final national evaluation report, ensuring the following actions:
 - (i) To further assist and collaborate with all stakeholders, particularly NGOs and other civil society actors, and set up a focal point if not yet done so, for gathering information relevant to human rights education at the national level, making transparently accessible for NGOs and other civil society actors the evaluation process at the national level.
 - (ii) To maintain, expand and improve efforts for the implementation of human rights education in primary and secondary school systems.

2. Focus of the Second Phase

15. We take note of the Report of the High Commissioner, A/HRC/12/36, on consultations with United Nations Member States, national human rights institutions, intergovernmental organisations and NGOs that was the basis for determining the focus of the second phase.
16. The second phase encompasses a wide range of sectors focusing on human rights education for higher education and human rights training for persons engaged in specific occupations from law enforcement

officers to military personnel. In order to implement the second phase in such a wide range, the plan of action should be carefully elaborated to be effective in practice with indication of actions and evaluation process to follow. A/59/525 Rev.1, para.49 “At the conclusion of the first phase [2005-200[9]] of the World Programme, each country will undertake an evaluation of actions implemented under this plan of action. The evaluation will take into consideration progress made in a number of areas, such as legal frameworks and policies, curricula, teaching and learning processes and tools, revision of textbooks, teacher training, improvement of the school environment, etc. The Member States will be called upon to provide their final national evaluation report to the United Nations inter-agency coordinating committee” and para.51 “The report will be submitted to the General Assembly[...]” in 2010.

3. Plan of Action

17. According to HRC resolution A/HRC/RES/12/4 (op.8), the plan of action for the second phase must be prepared by OHCHR for submission to the Human Rights Council at its fifteenth session in September.
18. We call upon all Member States to ensure, when they are consulted on preparation of the plan of action (A/HRC/RES/12/4, op.4), that the plan of action provides practical components regarding NGOs and other civil society actors as well as national human rights institutions:
 - (i) To link with higher education institutions and other training institutions to implement effective human rights education; and
 - (ii) To participate in formulating national programmes of human rights training for the target sectors of the second phase.
19. For drafting a plan of action or finalising it, a meeting of experts mainly from civil society, organised by OHCHR, would contribute to it as was the case for the first phase however, to our knowledge, such an expert meeting to formulate or finalise a plan of action for the second phase is not feasible to be organised by OHCHR “within the existing financial resources (A/HRC/RES/12/4, op.4)”
20. As it is our concern, and recalling the question on financial implications discussed during the intergovernmental consultation on Human Rights Council resolution A/HRC/RES/12/4 prior to its adoption during the 12th session of the Council, we remind all Member States and stakeholders of the need for a voluntary fund for human rights education at the international level which can also assist the WPHRE. Alternatively and at least, in the advance planning of the OHCHR annual budget a sufficient

proportion should be allotted for the WPHRE and relevant human rights education activities within the United Nations framework.

21. The second phase of the WPHRE is the first transition of the focus from one phase to another in its structure of consecutive phases. In this regard, it is a vital step to evaluate the effectiveness of the WPHRE itself. Therefore, we will continue to closely monitor its process and are determined to contribute to it in order to maintain and further develop the effective implementation of human rights education in all nations through the United Nations global framework.

Interventions auprès du Comité Consultatif du Conseil des droits de l'homme

Annexe V

Joint NGO Statement. The First Draft of the UN Declaration on Human Rights Education and Training

Kazunari Fujii

I speak on behalf of Soka Gakkai International (SGI) and OIDEI.

This statement also reflects the discussions facilitated by the NGO Working Group on Human Rights Education and Learning of the Conference of NGOs in Consultative Relationship with the UN (CoNGO) in Geneva.

We are grateful that the first draft of the UN declaration on human rights education and training incorporated quantitative input from various actors.

Although the English version of the first draft was made available only last Friday, three days before today, we have examined the draft and recognised a substantive improvement since its preliminary draft.

In order to refine the current draft, we would like to express our concerns which we could come up with in the last three days based on the English version of the draft.

In section 1, Definition and Principles, which is no doubt uneasy to formulate, paragraphs can be placed in a more orderly manner. For example, paragraph 8 emphasising all forms of human rights education and training can be placed right after paragraph 1.

The paragraphs on definition and principles should better be placed in clusters based on whether they concern school education or non-school education, and of those concerning the aim of human rights education and training and those concerning considerations of specific groups of persons.

Some paragraphs can be merged without undermining their meanings.

In the process of improvement of the current draft, the following aspects regarding the definition and principles should more appropriately be reflected.

School education and non-school education

Human rights education and training can be carried out in a wide range of various forms and many of them do not require a school. Paragraph 9 which indicates that human rights education and training begins at school should be reconsidered of its appropriate context within the declaration. The line of this paragraph, for example, can be rephrased by "human rights education and

training is an ongoing process in life of all persons in all situations and all parts of society.” Other paragraphs could be examined for the same reason.

Paragraph 4 stipulates that human rights education and training requires a high-quality education. According to the original French version, “a high-quality education” in this line should be “quality education”. Furthermore, in light of the reality, this paragraph can be relevant only if it is concerned particularly with “school education” whether formal or informal, because many forms of human rights education and training do not always require “quality education”. However we fully agree with the other way around that “quality education” requires human rights education and training for the full realisation of the right to education.

Especially in this respect, the distinction between paragraphs concerning school education and those concerning non-school education should be drawn or indicated within the paragraphs concerned.

The right based approach

Paragraphs 5, 6, 7 and 14 emphasize specific groups of persons and the intended effect of human rights education and training such as elimination of discrimination. Some lines of these paragraphs could be merged.

With regard to the right based approach, the definition should stipulate that this right signifies both the right to receive and the right to provide human rights education and training. Many civil society actors are often both the recipient and the provider of human rights education and training. As the provider, challenges are more eminent in terms of political support and financial resources.

Youth

Regarding special consideration of a group of persons, the role of youth should be added. Young people hold in their hands the key to humanizing society and this relates to all human rights issues.

Youth increasingly have a sense of global identity, in comparison with the vast majority of “less young” people. Each individual young person, upholding human rights and connecting with one another both online and face-to-face will form a web of networks supporting and promoting human rights. That will eventually permeate the entire globe. This is a necessity for building a culture of human rights in all nations. In this respect, the role of youth should be specified in the declaration as a substantial factor contributing to human rights education and training. Indeed, there are various youth programmes on human rights education and training carried out in many parts of the world.

Drafting process

Mme Chair,

According to Human Rights Council decision 118 of the 12th session, the Council will hold “a high-level discussion” on the draft declaration during the 13th session (A/HRC/DEC/12/118, op.3). In order to have the views of civil society be taken into account to a high extent in the high-level discussion in addition to the substantive session of the Council, we would like to call upon the Advisory Committee to make a public announcement for submission of comments on the first draft to be addressed through the secretariat, using also the website of the Advisory Committee, and ensure that a summary of submissions be available and included in the list of relevant documents at the commencement of the Council’s 13th session.

Once again, we are pleased with the progress made in the drafting process. In addition to the content of this statement, we are determined to further examine the current first draft and continue to assist the Advisory Committee and the Council in the drafting process in order to have a truly meaningful UN declaration on human rights education and training.

Annexe VI

Déclaration conjointe sur le projet de Déclaration sur l’éducation aux droits de l’homme

Alfred Fernandez

Je m’adresse à vous au nom de dix organisations: BICE, Dominicans for Justice and Peace, IIMA, IFFD, New Humanity, OIDEL, Pro Dignitate, Sokka Gakkai International, VIDES et Womens Board.

Nous voudrions remercier le groupe de rédaction du Comité Consultatif pour son travail. Le nouveau projet est très complet et on remarque qu’un gros travail de réécriture a été fait entre la session du mois d’août et maintenant.

Nous apprécions particulièrement que l’éducation aux droits de l’homme apparaisse comme un droit de la personne humaine à part entière (par 2). Nous remarquons avec satisfaction que l’interdépendance et l’indivisibilité des droits sont réaffirmées de façon répétée dans le projet ainsi que l’universalité des droits (par. 2 et 4a).

Nous saluons aussi le fait que le texte mette en évidence la participation des parties prenantes et particulièrement de la société civile dans la mise en œuvre de l’éducation et la formation aux droits de l’homme. Nous sommes en effet convaincus que l’éducation et la formation aux droits de l’homme n’ont pas

encore fait l'objet d'une volonté politique forte dans ce domaine. Nous remarquons enfin que le groupe a eu le souci d'intégrer le plus grand nombre possible des suggestions qui lui ont été adressées.

Ceci étant dit, nous pensons que quelques aspects du projet pourraient être mieux développés sans que cela suppose pour autant un allongement du texte qui doit rester bref. Dans ce sens, quelques paragraphes pourraient être raccourcis pour en faciliter la lecture.

Trois points en particulier nous paraissent de la plus haute importance :

1. L'insertion de l'éducation aux droits de l'homme dans le droit à l'éducation.
2. Le lien entre l'éducation et la formation aux droits de l'homme d'une part et la diversité culturelle et religieuse d'autre part.
3. L'impact de l'éducation aux droits de l'homme sur le système éducatif tout entier.

1. L'insertion de l'éducation aux droits de l'homme dans le droit à l'éducation. Deux thèmes devraient être pris davantage en considération :

1.a.) **La formation des enseignants** sans laquelle tout effort serait vain comme le démontrent l'expérience et l'expertise que nos organisations ont accumulées depuis plusieurs années grâce à leur travail de terrain. Rappelons à ce propos que l'Assemblée Parlementaire du Conseil de l'Europe dans sa Recommandation 1849 (2008) souligne que « *les compétences requises pour promouvoir en classe la culture de la démocratie et des droits de l'homme doivent être introduites dans le programme d'éducation des enseignants de toutes les matières* [5.2] ».

1. b.) **Le rôle des parents** qui, selon les normes internationales, sont les premiers responsables de l'éducation des enfants. M. Decaux dans son rapport au paragraphe 20 a rappelé que l'Etat doit respecter ce rôle qui leur est dévolu. Ainsi, il est important que dans le cadre de l'éducation et la formation aux droits de l'homme, les droits des parents, notamment leurs options éthiques, religieuses ou pédagogiques soient respectées. Des exemples récents dans plusieurs pays ont mis en évidence la difficulté de concilier l'éducation aux droits de l'homme et à la citoyenneté avec le respect du pluralisme. Les sentences de la Cour européenne des droits de l'homme *Folgero c/ Norvège* et *Zengin c/ Turquie* en sont un bon exemple.

2. Le lien entre l'éducation aux droits de l'homme et la diversité culturelle et religieuse. Ce lien qui figure bien au paragraphe 10 du texte, mais la formulation est trop peu exigeante. Les droits de l'homme, en tant que patrimoine culturel de l'humanité, rassemblent les valeurs communes à toutes

les cultures, religions et philosophies. *«Ils émanent du tissu même des cultures»* en paroles du Rapport mondial sur la diversité culturelle. Leur enseignement doit être dispensé de manière à bien mettre en lumière cette appartenance. Cela demande un effort nettement plus soutenu de la part des cultures et religions d'une part et des Etats d'autre part.

C'est une heureuse coïncidence que le Comité consultatif doit présenter son projet en cette année 2010 déclarée par l'Assemblée Générale *«Année du rapprochement des cultures»*. Lors de sa dernière session, la Conférence générale de l'UNESCO insistait sur le fait qu' *«un vaste sentiment de communauté de valeurs s'est fait jour à l'échelle internationale sur les éléments qui composent ce cadre général de dialogue. Ce sont des valeurs comme la liberté, l'égalité, la solidarité, la tolérance, le respect de la nature et le partage des responsabilités - dont la Déclaration du Millénaire a réaffirmé la valeur « éternelle et universelle »*.

Ces valeurs fondamentales sont attachées à l'idéal de tolérance, qui comprend le respect de l'autre, quelles que soient ses croyances, sa culture ou sa langue. D'autres valeurs universelles importantes sont le respect et la défense de la diversité culturelle, l'attachement à la paix, à la non-violence et à des pratiques pacifiques, le respect de la dignité humaine et le respect des droits de l'homme» La Déclaration doit contribuer à rendre pleinement effective cette communauté de valeurs en permettant son apprentissage raisonné.

3. L'impact de l'éducation aux droits de l'homme sur le système éducatif tout entier.

Le Plan d'action de la première phase du Programme mondial en faveur de l'éducation aux droits de l'homme l'a mis en relief. L'éducation aux droits de l'homme exige une nouvelle démocratisation du système scolaire, une nouvelle gouvernance. Elle implique l'adoption d'une approche fondée sur les droits de l'homme des politiques éducatives afin que ceux qui ont des obligations puissent mieux s'en acquitter et que les bénéficiaires des droits puissent mieux les faire valoir. (Cf. UNESCO, *Stratégie relative aux droits de l'homme*, 2003 p. 5)

La nouvelle gouvernance du système éducatif, une gouvernance démocratique, impose une approche participative dans l'élaboration et l'exécution des politiques. Ce principe de participation est mentionné notamment dans les articles 20 et 21 de l'avant-projet mais nous souhaitons voir préciser qu'il implique une véritable autonomie des établissements d'enseignement permettant aux écoles de prendre en compte la diversité d'une part, et les besoins spécifiques des élèves, d'autre part.

**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**

[*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” and stipulates 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 the international commitments of States 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”,

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 plan of action for the first phase (2005–

2007), which was extended to 2009, and the launch of a new phase of the World Programme for the period 2010–2014,

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,

Bearing in mind the numerous initiatives undertaken within the framework of the United Nations, the United Nations Educational, Scientific and Cultural Organization 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”,

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,

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,

Hereby declares:

I Definitions and principles

1. Human rights education and training comprises all educational, training, information and learning activities aimed at promoting 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 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, particularly the training of trainers, continuing education, popular education, and public information and awareness activities.
4. 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 related to 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, as well as to the development of secondary education, including technical and vocational education, and higher education.

5. Human rights education and training should be based on the principles of the Universal Declaration of Human Rights and other relevant instruments, with the aim of:

(a) Raising awareness of human rights, including international, regional and national standards, principles, legislation and applicable guarantees;

(b) Pursuing the realization of all human rights;

(c) Developing a universal culture of human rights, in which everyone is aware of their own rights and duties in respect of the rights of others, and promoting the development of the individual as a responsible member of a free, peaceful, pluralist and tolerant society;

(d) Ensuring equal opportunities, through access for all to a quality education, without any discrimination; and

(e) Ensuring that education is developed in a spirit of participation, inclusion and responsibility that addresses both the content and the methods.

6. Human rights education and training is based on the principle of equality, particularly equality between girls and boys and between women and men, including in access to school, in accordance with the Millennium Development Goals.

7. Human rights education and training should take full account of vulnerable groups, including persons with disabilities, persons living in poverty, foreigners and migrants, 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.

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

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 embrace and enrich the diversity of civilizations, religions, cultures and traditions, which contribute to the universality of human rights.

11. Human rights education and training should use languages and methods suited to the target groups and should take into account 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 freedom of expression and 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, 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.

15. Human rights education and training contributes to the prevention of human rights violations and aims to eradicate domestic violence, particularly against women and girls, and other forms of social violence such as violence in schools, as well as discrimination, stereotyping and hate speech.

II. Implementation measures at the country level

16. The State has primary responsibility in respect of the right to human rights education and training. The State has not only an obligation to respect the right to human rights education and training, but also an obligation to achieve progressively the full realization of this right by all appropriate means, including particularly the adoption of legislative measures. It has an obligation to incorporate universal standards in its legislation and to pursue actively policies to fulfil its commitments in the area of human rights education and training, through its institutions and officials.

17. The State also has an obligation to protect and implement human rights education and training, by setting out the legal framework for the action of other public or private entities, including schools and universities, ensuring the professional training of trainers, establishing minimum guarantees and promoting best practices, particularly in the areas of non-discrimination and true equality.

18. The State has a particular responsibility for ensuring the effective enjoyment of the right to human rights education and training by vulnerable groups, by mobilizing its resources according to the criteria of accessibility, acceptability, adequate funding and suitability of the education and training.

19. The State also has responsibility for the initial and continuing professional 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.

20. All members of the educational community, including educational institutions and teachers, pupils and students, as well as their families, have an important role to play in helping to better realize the right to human rights education and training through their own initiatives or through joint projects with the public authorities.

21. 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 implementation strategy and the mobilization of human and financial resources, with specific commitments and goals.

22. The full implementation of such a strategy, drawn up on the basis of the country's needs and priorities, implies effective inter-ministerial coordination and the establishment of specialized administrative bodies.

23. The development and strengthening of national human rights institutions should enable them to play a particularly useful leading role in raising awareness and mobilizing all public and private actors, as well as, where necessary, a coordinating and evaluation role.

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

25. 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.

26. 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.

27. Human rights education and training should aim for the participation of every person and the strengthening of their capabilities, taking into account different economic, social and cultural circumstances, while promoting local initiatives in order to encourage ownership of the common goal of the fulfilment of all human rights for all.

28. 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 specific goals and quantitative and qualitative indicators.

29. Progress in human rights education and training is nurtured by the initial and in-service training of teachers at all educational levels and 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.

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

31. 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.

32. 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.

III. Implementation measures at the international level

33. 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.

34. 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.

35. International non-governmental organizations also have an important role to play in human rights education and training, both internally, with regard to their membership, and in their programmes in the field.

36. International cooperation at the multilateral and bilateral levels, including decentralized cooperation, should support and reinforce national efforts through incentives and pilot schemes, as an extension of the World Programme for Human Rights Education.

37. The full implementation of human rights education and training, as well as of the right to education itself, requires complementary international, regional, national and local efforts, with a constant focus on coordination, coherence, synergies and interdependence.

38. International follow-up to the full implementation of human rights education and training entails the universal ratification of the international human rights instruments and the implementation of a true mainstreaming process by the competent bodies and mechanisms.

39. 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.

40. Human rights education and training should also be given due prominence 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.

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

42. The establishment of a voluntary international fund for human rights education and training should help finance initiatives and innovative projects in the field.

43. International or national goodwill ambassadors, celebrities, artists and sports men and women can also make a useful contribution to the promotion of a culture of human rights among very different audiences.