

## **Human Rights Education and Training: Achievements and Perspectives**

**A side-event in parallel with the Human Rights Council 30th Session (14 September-2 October 2015)  
Friday, 25 September 2015, 13:00-15:00, Room XXI, Palais des Nations, Geneva**

**Presentation by Sneha Aurora, HRE 2020,  
International Human Rights Education Manager at Amnesty International**

Your Excellences, Ladies and Gentlemen, Colleagues and Friends,

It is a pleasure to be with you today representing HRE 2020, the global civil society coalition which aims to promote the right to human rights education internationally through advocacy, awareness raising, capacity building and resource development.

At the outset, let me thank the distinguished members of the permanent delegations from Costa Rica, Italy, Morocco, Philippines, Senegal, Slovenia, Switzerland and Thailand for sponsoring this important event today. The Platform for Human Rights Education and Training has played a key role in the development and adoption of the UN Declaration on Human Rights Education and Training, and we welcome its members' long standing commitment to human rights education.

There is an increasing body of international human rights law and standards on human rights education and a growing consensus within the international community on the fundamental role of human rights education in the realization of all human rights. International frameworks and standards promote and encourage the development of sustainable national strategies and programmes in human rights education and training.

The right to an education that promotes human rights, fundamental freedoms and respect for the content of specific treaties can be found in multiple international conventions and covenants. These include Article 13 of the International Covenant on Economic, Social and Cultural Rights and Article 29 of the Convention on the Rights of the Child. Indeed the Committee on the Rights of the Child developed the concept in its very first set of General Recommendations. Other standards can be found in:

- the Convention on the Elimination of All Forms of Discrimination Against Women,
- the International Convention on the Elimination of All Forms of Racial Discrimination,
- the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families, and
- the Convention on the Rights of Persons with Disabilities.

There is a growing consensus within the international community on the fundamental role of human rights education in the realization of all human rights. The UN Declaration on Human Rights Education and Training and the World Programme for Human Rights Education and its accompanying Plans of Action are guiding documents that set out standards for human rights education to encompass principles of peace, non-discrimination, equality, justice and respect for human dignity.

These international and regional standards are set out in The Right to Human Rights Education web resource, launched by the Office of the High Commissioner for Human Rights in September last year. Such normative standards are only as strong as the vigor and quality with which they are implemented and monitored. We call on States to ensure the implementation of human rights education provisions enshrined in these international human rights instruments; we call on States to uphold their commitments.

Systematic monitoring of the implementation of human rights education ensures that government obligations and commitments do not just remain on paper, but are effectively translated into action and practice. We therefore need to support and build on initiatives like the one presented by the Deputy High Commissioner for Human Rights for the evaluation of the implementation of the second phase of the World Programme for Human Rights Education .

Review and monitoring at the national level will in many cases be the most important way to ensure that the state is meeting its obligations. However, it remains imperative that UN mechanisms also review state implementation of human rights education. For example a review of human rights education should be included in state reports to treaty bodies. Additionally, mechanisms such as the Universal Periodic Review process and the work of the Special Rapporteurs contribute to the promotion and implementation of human rights education. The international review processes can mutually reinforce the national level initiatives.

In the context of the post-2015 agenda and the new Sustainable Development Goals the international community is more than ever focusing on accountability, monitoring, and review. Heads of State and Government and High Representatives at the United Nations are committed to engage in systematic follow-up and review of the implementation of the 2030 Agenda for Sustainable Development. The 2030 Agenda includes implementation of the right to quality education.

So I come now to **HRE 2020**. We are a global civil society coalition comprised of 14 like-minded international, regional and national organizations from all regions of the world with experience in raising awareness, delivering human rights education and capacity building programmes, and advocating for government implementation of human rights education. HRE 2020 works with civil society, governments and international organizations to support and strengthen the monitoring and implementation of international standards and commitments on human rights education. HRE 2020 also encourages UN mechanisms to integrate and mainstream human rights education in their work, keeping a strict focus on the monitoring and implementation of human rights education commitments.

HRE 2020 is pleased to launch today an indicator framework to monitor and assess the implementation of human rights education and training at national level. The Framework is a set of key indicators, or measurements, to examine the presence and quality of human rights education policies and practices. It is a tool to support civil society organizations, national human rights institutions and government bodies, as well as United Nations mechanisms to review and assess the status of human rights education implementation within national planning, the formal education sector, and the training of professional groups. It is a means to understand the scale and quality of such practices and identify gaps and areas for improvement.

The HRE 2020 Indicator Framework has a clear, user-friendly structure of key questions, indicators and sub-indicators to provide a comprehensive picture of the status of implementation of human rights education at national level. HRE 2020 can also provide expertise and technical assistance to those who wish to engage in a consultative review process to assess national implementation of human rights education and training.

We hope this resource will be used by a variety of actors. There are some hard copies of the Indicator Framework available at the entrance and you can also download the digital version on the HRE 2020 website [www.hre2020.org](http://www.hre2020.org). HRE 2020 looks forward to future continued cooperation with all of you to advance the implementation, follow-up and review of the right to human rights education and training.

Thank you for your kind attention.



For more information: [www.HRE2020.org](http://www.HRE2020.org) or contact [HRE2020@HRE2020.org](mailto:HRE2020@HRE2020.org)