

Hovedpunkter i et felles innspill fra en rekke frivillige organisasjoner verden over, i forbindelse med FNs Menneskerettighetsråd tiende sesjonsmøte 2.-27. mars 2009 og arbeidet med å utarbeide et utkast til en Erklæring om menneskerettighetsundervisning.

The UN framework for human rights education and civil society participation:

Draft UN declaration on human rights education and training, the World Programme for Human Rights Education, and Special Procedures

We, the co-signed organisations, support human rights education as a vital strategy for addressing the root causes of human rights violations and conflict.

Focusing on both the United Nations framework for human rights education and civil society participation, we would like to draw the attention of the Member States to the following necessary actions and considerations in order to maintain and develop international strategies and policies for effective implementation of human rights education.

1. Draft UN Declaration on Human Rights Education and Training

We call upon the Human Rights Council to ensure that when the draft UN declaration is prepared, the following views be fully reflected in the text.

(1) Concept and Definition

The declaration, as a new international human rights standard, should provide a clear definition of human rights education. As human rights education encompasses all human rights, such definition should remain broad.

(2) Accountability / Duty-bearers and rights-holders

Over the course of the UN Decade for Human Rights Education and the WPHRE, the question of accountability has often been raised. The declaration should clarify the concept of duty-bearers and rights-holders regarding implementation of human rights education and training.

The declaration should also include references to international obligations that States have to train government personnel adequately in human rights. A human rights-based framework should be part of all human rights education, schooling, learning and training.

(3) Monitoring system

To the maximum degree feasible, the declaration should provide for monitoring to ensure implementation by duty-bearers.

(4) Financial resources

The declaration should contain a provision for financial resources. It could, for example, stipulate the responsibility of governments to include human rights education and training in annual national budgetary planning.

(5) The role of civil society and NGOs

Through all experiences and surveys of the UN Decade and the first phase of the WPHRE, it is evident that civil society actors and NGOs, irrespective of their consultative status with the UN, are the main contributors. It is imperative that the importance of supporting their involvement and efforts toward the implementation of human rights education and training be clearly stated in the declaration.

2. World Programme for Human Rights Education

(1) Evaluation Process of the First Phase

In preparing for *the final national evaluation report*, we would like to call upon the Human Rights Council to ensure that all Member States commit to the following actions:

- (i) To further assist and collaborate with all stakeholders, particularly NGOs and other civil society actors, for gathering information relevant to the first phase.
- (ii) To maintain efforts for implementation of human rights education in primary and secondary school systems even after the conclusion of the first phase.

(2) Second Phase

We urge the Human Rights Council to take action as soon as possible to determine a sector/area to be focused upon as well as drafting a plan of action for the second phase.

3. Special Procedures of Human Rights Council

We call upon the Member States to consider expanding the mandate of the Special Rapporteur on the Right to Education to formally include human rights education as well as to establish a Special Rapporteur on (the Right to) Human Rights Education.