

HUMAN RIGHTS EDUCATION MILESTONES AT THE UNITED NATIONS

10 DECEMBER 1948

The United Nations General Assembly proclaims the **Universal Declaration of Human Rights**

“Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms” (Article 26.2)



1948

1968

22 APRIL–13 MAY 1968

International Conference on Human Rights (Tehran Conference)

Education of youth in the respect for human rights and fundamental freedoms (Resolution No. XX)

The International Conference *“Calls upon States to ensure that all means of education should be employed so that youth grows up and develops in a spirit of respect for human dignity and for equal rights of all men and all peoples without discrimination as to race, colour, language, sex or faith...” (Paragraph 1)*

19 NOVEMBER 1974

The UNESCO General Conference adopts the **UNESCO Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms**



1974

1993

14–25 JUNE 1993

World Conference on Human Rights

Vienna Declaration and Programme of Action

“The World Conference on Human Rights reaffirms that States are duty-bound, as stipulated in the Universal Declaration of Human Rights and the International Covenant on Economic, Social and Cultural Rights and in other international human rights instruments, to ensure that education is aimed at strengthening the respect of human rights and fundamental freedoms” (Part I.33)

23 DECEMBER 1994

The United Nations General Assembly proclaims the **United Nations Decade for Human Rights Education** to build and strengthen programmes and capacities for human rights education at the international, regional, national and local levels

1995

2000

26–28 APRIL 2000

World Education Forum

Dakar Framework for Action, Education for All: Meeting our Collective Commitments

“Quality is at the heart of education, and what takes place in classrooms and other learning environments is fundamentally important to the future well-being of children, young people and adults. A quality education is one that satisfies basic learning needs, and enriches the lives of learners and their overall experience of living” (Paragraph 42)

10 DECEMBER 2004

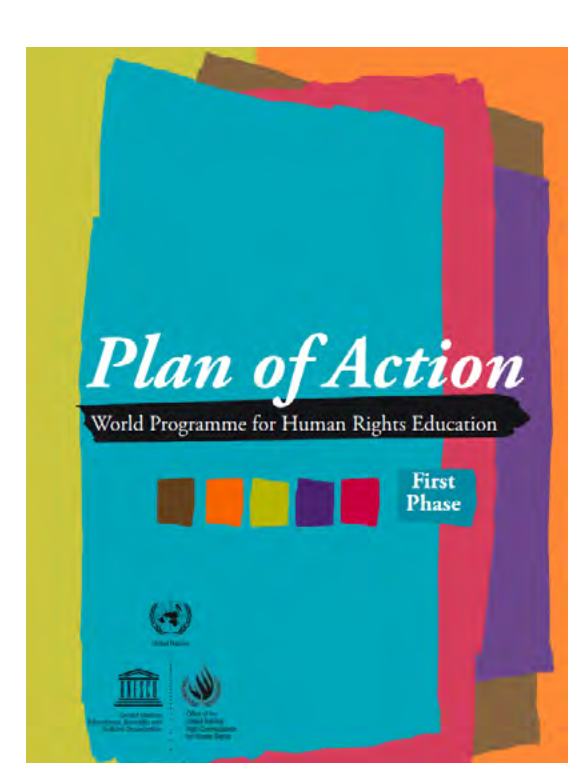
The United Nations General Assembly proclaims the **World Programme for Human Rights Education**, organized in consecutive phases, to advance the implementation of human rights education programmes in all sectors

2005

ONGOING

World Programme for Human Rights Education—First Phase

Human rights education in the primary and secondary school systems



2005

2009

2005

14–16 SEPTEMBER 2005

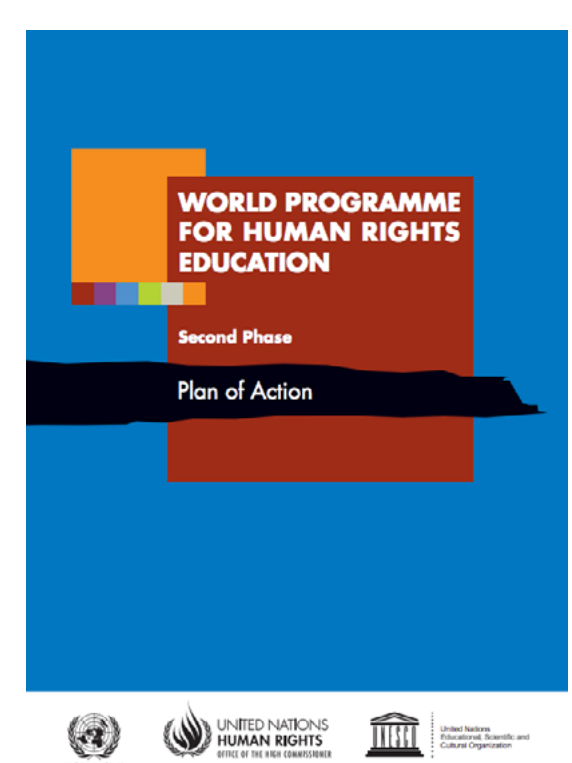
2005 World Summit

World Summit Outcome

“We support the promotion of human rights education and learning at all levels, including through the implementation of the World Programme for Human Rights Education, as appropriate, and encourage all States to develop initiatives in this regard” (Paragraph 131)

World Programme for Human Rights Education—Second Phase

Human rights education in higher education and human rights training for teachers and educators, civil servants, law enforcement officials and military personnel



2010

2014

2009

International Year of Human Rights Learning



2011

19 DECEMBER 2011

The United Nations General Assembly adopts the **United Nations Declaration on Human Rights Education and Training**

“Everyone has the right to know, seek and receive information about all human rights and fundamental freedoms and should have access to human rights education and training” (Article 1)



United Nations Secretary-General’s **Global Education First Initiative**

“The world faces global challenges, which require global solutions. These interconnected global challenges call for far-reaching changes in how we think and act for the dignity of fellow human beings. It is not enough for education to produce individuals who can read, write and count. Education must be transformative and bring shared values to life” (Priority 3)



2012

2016

2015

2019

19–22 MAY 2015

World Education Forum

Incheon Declaration

“It is vital ... to give a central place in SDG4—Education 2030 to strengthening education’s contribution to the fulfilment of human rights, peace and responsible citizenship from local to global levels” (Paragraph 61)



World Programme for Human Rights Education—Third Phase

Strengthening the implementation of the first two phases and promoting human rights training for media professionals and journalists



2015

21 OCTOBER 2015

The United Nations General Assembly adopts the **2030 Agenda for Sustainable Development**

“By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development” (Sustainable Development Goal 4, Target 7)



World Programme for Human Rights Education—Fourth Phase

Human rights education for youth



2020

2024