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**Annual report of the United Nations High Commissioner  
for Human Rights and reports of the Office of the  
High Commissioner and the Secretary-General****Promotion and protection of all human rights, civil,  
political, economic, social and cultural rights,  
including the right to development****Evaluation of the implementation of the fourth phase of the  
World Programme for Human Rights Education****Report of the Office of the United Nations High Commissioner for  
Human Rights***Summary*

Submitted pursuant to Human Rights Council resolution 57/10, the present report contains an overview of action undertaken at the national level during the fourth phase (2020–2024) of the World Programme for Human Rights Education, as reported by 34 States, with regard to human rights education for youth. The action reported concerns the following four areas: policies and related implementation measures; teaching and learning processes and tools; training of educators; and an enabling environment. The report also contains conclusions drawn from the information received and recommendations for furthering human rights education and building on the progress made during the fourth phase of the World Programme.



## I. Introduction

### A. Background

1. In its resolution 59/113 A, the General Assembly proclaimed the World Programme for Human Rights Education, a global initiative to advance the implementation of human rights education programmes in all sectors. The World Programme is structured in consecutive phases, with each phase focusing on specific sectors. The first phase (2005–2009) was dedicated to the integration of human rights education into primary and secondary school systems. The second phase (2010–2014) was focused on human rights education in higher education and human rights training for teachers and educators, civil servants, law enforcement officials and military personnel at all levels. The third phase (2015–2019) was focused on strengthening the implementation of the first two phases and promoting human rights training for media professionals and journalists.

2. In its resolution 39/3, the Human Rights Council decided to make youth the focus of the fourth phase (2020–2024) of the World Programme and requested the Office of the United Nations High Commissioner for Human Rights (OHCHR) to prepare a plan of action for the fourth phase. By its resolution 42/7, the Council adopted the plan of action submitted by OHCHR,<sup>1</sup> which provides guidance on developing a comprehensive human rights education strategy for youth at the national level. In the same resolution, the Council called upon all States to implement the plan of action for the fourth phase and requested OHCHR to prepare a midterm progress report and a final report on the implementation of the fourth phase and submit them to the Human Rights Council.

3. In 2022, OHCHR submitted to the Human Rights Council the midterm progress report<sup>2</sup> on the implementation of the fourth phase, as reported by 17 States.<sup>3</sup>

4. In its resolution 57/10, the Human Rights Council reminded States of the need to prepare and submit, on a voluntary basis, their national evaluation reports, and requested OHCHR to submit a final report on the implementation of the fourth phase, based on those reports, to the Council at its sixtieth session.

### B. Methodology

5. In January 2025, OHCHR sent notes verbales to Member States recalling the Human Rights Council's reminder of the need to submit their national evaluation reports on the implementation of the fourth phase of the World Programme. OHCHR also forwarded a guidance note, based on the plan of action for the fourth phase, to facilitate their preparation.

6. As at 5 June 2025, 25 States (see annex) had responded to the notes verbales. The present report is based on those responses and also takes into account information previously submitted – including by nine additional States – for the midterm progress report.

7. The present report contains an overview of action that States have reported taking, structured around the four components of the plan of action for the fourth phase, namely: policies and policy implementation measures; teaching and learning processes and tools; training of educators; and an enabling environment. The report highlights some examples and contains conclusions and recommendations for further implementation of the World Programme. Due to word-limit constraints, it was not possible to include all the information submitted.

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<sup>1</sup> A/HRC/42/23.

<sup>2</sup> A/HRC/51/8.

<sup>3</sup> Angola, Argentina, Burundi, Chile, Colombia, Ecuador, El Salvador, Italy, Latvia, Lithuania, Mauritius, Mexico, Romania, the Russian Federation, Slovakia, Slovenia and Türkiye.

## II. Action taken at the national level to implement human rights education for youth

### A. Policies and related implementation measures

8. The vast majority of States reported that provisions on human rights education were included in national strategies, plans or laws concerning education. In Argentina, articles 3, 8 and 92 of the National Education Law (No. 26.206) establish the promotion and protection of human rights as a core component of public education policy, guiding the development and implementation of all educational curricula in a cross-cutting manner. In Azerbaijan, section 3.0.1 of the law on education stipulates that the free development of the individual, human rights and respect for the environment and individuals are core principles of education; section 4.0.1 outlines that the primary objective of the education system is the development of independent-thinking citizens who respect human rights. In Cyprus, the Ministry of Education, Sport and Youth has, since 2011, implemented human rights, anti-racism and intercultural education through the health education curriculum, which includes competencies such as taking action for peaceful coexistence, tackling intimidating behaviour and violence, and promoting respect for diversity. In El Salvador, the institutional strategic plan for education (2019–2024) outlines the tools and strategies implemented by the Ministry of Education, Science and Technology to promote human rights through skills development. In Finland, human rights education is integrated into education policy through the national core curricula, including for basic education and general upper secondary education. These curricula emphasize human rights, democracy and global citizenship, and promote respect for human dignity and cultural diversity as core values. In Guatemala, the national core curriculum stipulates that education must involve teaching about respect, justice and solidarity as well as the rights of children and adolescents, and adopts a pedagogical approach that promotes inclusion and respect for cultural, social and gender diversity. In Italy, Law No. 92/2019 introduced mandatory teaching of civic education in schools and provided for the issuance of a ministerial decree to define the relevant implementation guidelines. Civic education, as a curricular discipline, is structured around three key pillars: the Constitution, economic development and sustainability, and digital citizenship; throughout those themes, the cross-cutting principles of individual and collective rights and responsibilities are integrated across all competencies. In Latvia, the education development guidelines for 2021–2027, entitled “Future skills for the society of the future”, stipulate that all forms of education and training are to include content that promotes the understanding of human rights, sustainable development and sustainable lifestyles, gender equality, a culture of peace and non-violence, global citizenship and cultural diversity. In Serbia, the Law on the Fundamentals of the Education System establishes respect for human rights, including children’s rights, as well as equality, democratic culture, social justice, tolerance and interculturalism, as general principles and goals of education (arts. 7 and 8), and sets out human rights-related competencies that students are expected to acquire, such as responsible participation in a democratic society, respect for human rights and civil liberties, tolerance, and non-violent communication (arts. 9 and 11); more specific laws, regulations and strategies support the implementation of those provisions. In Türkiye, pursuant to the National Education Law (No. 1739), the goals of the national curriculum include ensuring that students exercise their rights, fulfil their responsibilities and are prepared for life in accordance with their individuality; human rights and other relevant topics have been integrated into various school subjects.

9. During the period 2020–2024, several reporting States undertook reviews of their education laws and other frameworks, or adopted new ones, with a view to include or strengthen human rights education. In 2021, Armenia approved the new State Standard for General Education, which included, among other things, democratic and civic competencies and self-awareness and social competencies for secondary school students; in 2023 it adopted a new curriculum for social studies, an interdisciplinary subject that covers various human rights topics. In Azerbaijan, the State Standards for General Education were revised in 2020 to incorporate topics related to human rights and freedoms into the content of academic subjects and extracurricular activities at the general education level. Between 2022 and 2024,

nine curricula for general education institutions were developed and nine were improved. Within the framework of those improvements, textbooks in subjects such as literature, history and geography were expanded to include topics, informational texts, tasks and illustrations on human rights. El Salvador undertook a curricular transformation to integrate human rights as a central axis across various academic subjects and their teaching areas, with a strong emphasis on the subject of citizenship and values, which focuses on the rights and duties of individuals in society; the programmes for mathematics, science, health and the environment at all education levels have been revised to reflect this. In Ireland, senior students complete the Leaving Certificate Politics and Society curriculum, which includes human rights and responsibilities as a topic of study. Also in Ireland, the new Leaving Certificate Climate Action and Sustainable Development curriculum, which is to be introduced on a phased basis from September 2025, will allow students to explore the interconnections between climate justice, equality and human rights. In 2020, the Mauritius Institute of Education introduced new curricula for the Social and Modern Studies and Life Skills courses for primary and secondary schools, both of which include human rights education. In 2021, the Ministry initiated a review of the curriculum for the Values and Citizenship Education courses. In Mexico, the 2022 plan of study for preschool, primary and secondary education includes knowledge and skills, including critical thinking, that enable young people to identify, value and defend their human rights and those of others. In the Philippines, the Department of Education, through its Order No. 31 of 2022, adopted a rights-based education framework, to ensure that children's rights are central to the education system and mandating the incorporation of human rights principles across all subjects and levels of education. In 2023, Romania adopted a new legislative framework in the field of education, consisting of the law on pre-university education (No. 198 of 2023) and the law on higher education (No. 199 of 2023); law No. 198 makes environmental and climate change education and education for democratic citizenship, among other topics, compulsory in pre-university education. In Slovakia, a new State educational programme adopted in 2023 largely reflects human rights topics, both within the educational area "Man and society" as well as in the cross-cutting civic literacy programme.

10. During the period 2020–2024, some reporting States also developed or resumed national plans for human rights education and related coordination mechanisms. In 2023, Brazil reactivated the national committee for education on, and a culture of, human rights and resumed the implementation of several relevant policies and measures, building on the extensive experience it had acquired in the context of its National Human Rights Programme and National Human Rights Education Plan. Burkina Faso adopted, in 2020, a plan of action for the implementation of human rights education (2020–2024), following a related assessment undertaken in 2019; and in 2024, the ministry responsible for secondary education and vocational training reinstated the subject of civics education in secondary education. Colombia adopted the National Plan for Human Rights Education (2021–2034), accompanied by an implementation plan (2021–2022) that contains a series of guidelines, strategies and actions for over 30 relevant national entities. In Uzbekistan, pursuant to presidential order No. 5664 of 2021, a national commission for the implementation of the fourth phase of the World Programme was established. The commission, composed of representatives of key governmental institutions, educational bodies and civil society organizations, is responsible for developing and overseeing a national programme for human rights education and a corresponding road map covering seven priority areas, including young people.

11. Some of the reporting States highlighted policies concerning human rights training for teachers and other education personnel. In Brazil, Decree No. 11.342/2023 recreated, within the Ministry of Education, the Secretariat for Continuing Education, Literacy for Youth and Adults, Diversity and Inclusion, which is aimed at developing, in partnership with federal education institutions, human rights training programmes for education professionals. In Mexico, one of the priority strategies under the Education Sector Programme (2020–2024) is to provide comprehensive training for teachers, including on human rights, in order to ensure quality education. In Slovakia, the National Institute of Education and Youth conducts educational programmes for pedagogical and other professional staff at schools, other educational facilities and social assistance facilities, in accordance with Act No. 138/2019 on

pedagogical and other professional employees; in those programmes, human rights themes have been integrated as cross-curricular topics.

12. States have also reported developing policies, legislation and incentives regarding the governance and management of youth-serving educational establishments that reflect human rights principles. In Azerbaijan, the legal framework requires educational institutions to comply with international human rights conventions, including provisions related to freedom of expression, privacy and non-discrimination. Governance and management in education are guided by principles of transparency, stakeholder participation and accountability, with roles for educators, parents and students in decision-making processes. In Chile, pursuant to the General Education Law of 2009 (No. 20.370) and Law No. 20.911, the Civic Education Plan establishes that educational establishments must promote knowledge, understanding and commitment to human rights in their teaching plans and spaces. In Slovakia, the Engaged Schools national service-learning award recognizes the work of educational establishments that promote active citizenship among young people and carry out activities for the benefit of the community.

13. Some of the reporting States highlighted the importance of engaging young people as key partners in planning and designing human rights education policies and programmes. In El Salvador, municipal youth units have been created in order to enable the participation of young people in the formulation of youth policies and their contribution to the development of their respective municipalities. As part of this process, young people are trained in human rights, and especially in youth rights, so that they can contribute effectively to policy formulation efforts. A digital council platform was set up in Finland in 2022 to provide a secure channel for consultations and dialogue between children, young people and decision-makers. In Italy, the fifth national plan of action and interventions for the protection of the rights and development of children and adolescents (2021) – which includes provisions on human rights education – was the result of collaboration and consultation among various stakeholders, including young people; their views and suggestions in relation to the priorities and strategies contained in the national plan were collected through surveys. In Serbia, in 2010, the Protector of Citizens (Ombudsman) established the Youth Advisory Panel, which allows the participation of children and youth in the work of the Protector. Among other things, members of the Panel participate in developing recommendations and reports on relevant issues, deliver human rights education to their peers and develop related materials. In Slovakia, representatives of the secondary school youth council, of the European Union youth dialogue programme and of various youth organizations are participating in the work to amend Law No. 282/2008, on the support of youth work.

14. Some respondents reported that they provided various forms of support, including financial support, to civil society for their human rights education programmes, among other initiatives. In Czechia, the Government supports human rights education work through grant programmes for non-governmental organizations, funded by European Union operational programmes and the State budget. Chile, Lithuania and Slovenia reported facilitating non-formal human rights education by civil society through the provision of funding. In Estonia, between 2020 and 2024, more than 6.5 million euros in grants were allocated by the Estonian national agency for Erasmus+ and the European Solidarity Corps to over 140 youth-focused projects addressing various human rights-related topics. In Slovakia, Law No. 282/2008, on the support of youth work, recognizes the role of non-formal human rights education and mandates the ministry responsible for education, research, development and youth to provide financial support through a subsidy scheme for youth organizations to implement programmes aimed at providing human rights education, fostering democratic values and supporting the active citizenship of young people. In Uzbekistan, pursuant to a resolution issued in 2023 by a parliamentary commission of the Legislative Chamber of the Oliy Majlis, a human rights grant competition supported by a public fund under the Oliy Majlis was established. In 2023, 10 civil society projects were selected, and in 2024, eight projects received a total of 2.215 billion soums in government grant support.

15. Colombia and Slovakia reported measures and projects, including nationwide surveys, to monitor national progress in the area of human rights education in order to strengthen implementation, as mentioned in the midterm progress report on the implementation of the

fourth phase.<sup>4</sup> In Chile, implementation of the National Human Rights Plan (2022–2025), which includes a human rights education section, is assessed regularly and publicized through reports. In Slovenia, the monitoring plan for the implementation of the mandatory content module on active citizenship in secondary schools was implemented during the 2023/24 school year, and the related report was prepared in November 2024.

16. Various States reported the existence or adoption of sectoral policies and initiatives that promoted human rights education efforts, including policies and initiatives concerning human rights in general as well as youth, gender equality, sustainable development, social inclusion and combating hate speech and discrimination. One of the pillars of the National Strategy for Human Rights (2020) in Angola concerns the promotion of human rights education and training; within that framework, a proposal for a national strategy for human rights education has been developed. In Armenia, the Action Plan (2023–2025) for the National Strategy for Human Rights Protection includes the organization of human rights training courses for education professionals. Also in Armenia, the Ministry of Education, Science, Culture and Sports has entered into partnerships with the Armenian branches of international foundations to support relevant curricular reform and teacher training as well as the promotion of youth engagement in public life. In Brazil, in 2023, the working group to combat hate speech, under the Ministry of Human Rights and Citizenship, identified, in its final report, human rights education as one of the key fields of recommended action and called for the expansion of efforts beyond formal education settings to reach civil society organizations. The working group presented a diagnosis of major manifestations of hate and extremism, including acts targeting schools, educational institutions and teachers; violence driven by hate speech; and misogyny against Indigenous women. It also identified young people and older persons as the generational groups most vulnerable to the spread of extremism, and noted the growing intimidation of education professionals as part of that trend. In Chile and Romania, human rights education has been tackled in the context of strategies to prevent discrimination. In Finland, the National Youth Work and Youth Policy Programme (2020–2023) was adopted through a government resolution in December 2019. The purpose of the programme is to improve conditions for young people, prevent marginalization and discrimination and promote participation. It emphasizes strengthening education for democracy and human rights through a whole-school approach, and improving teachers' competencies. In Guatemala, the general directorate of non-formal education is fostering inter-institutional synergy with national agencies, international organizations and non-governmental organizations, coordinating actions within key sectors such as youth, education, human rights and sustainable development. Serbia mentioned several strategies concerning youth, prevention of discrimination, gender equality, minorities, social inclusion of Roma men and women, and persons with disabilities. Switzerland reported that, since 2013, education for sustainable development, which highlighted interdependence among the environment, economy, society and the individual, had included human rights, environmental and global citizenship education.

## B. Teaching and learning processes and tools

17. Human rights courses or subjects have been made available in higher education in Angola, Colombia, Ecuador, El Salvador, Mauritius, Mexico, the Russian Federation and Slovenia, either through specific human rights programmes leading to a degree in human rights or through incorporation into other study programmes. In Azerbaijan, higher education institutions for training law specialists have established law clinics that connect theoretical education with practical experience. Supervised by professors, students handle real cases and provide free legal services to vulnerable groups. Teaching methods and materials are designed to ensure that students develop knowledge of legal principles and foster a positive attitude supportive of social justice and rights protection. In the Philippines, the Commission on Human Rights collaborated with various State universities and colleges to establish the Center for Human Rights Education in institutions such as Talisay City College, the University of the Visayas, the University of Cebu, the University of the Philippines Cebu and

<sup>4</sup> A/HRC/51/8, para. 12.

Bicol University to integrate human rights education into academic institutions and thus inform future professionals.

18. Some respondents highlighted human rights education initiatives tailored to local priorities and realities. In Chile, human rights education initiatives have been developed in relation to the fiftieth anniversary of the 1973 coup, to prompt reflection on how to prevent gross violations of human rights by learning from the past. In Romania, “History of the Jews: the Holocaust”, introduced in the 2023/24 school year as a compulsory high school course, fosters awareness of the life, history, culture and traditions of Jewish people in Romania. By addressing the consequences of prejudice and xenophobia, it encourages students to reflect critically and draw connections with other situations, such as those related to the Roma and Sinti communities. Following the approval of the syllabus for the course, teacher guidelines and textbooks have been developed.

19. Many respondents reported the promotion of participatory and experiential methods. The National Curriculum Framework (2015) in Mauritius specifies the adoption of contextual, problem-based, interactive and participatory methodology; teacher-learner relationship fosters inclusion and respect and empowers learners to voice their views and share their experiences. In Mexico, under the 2022 plan of study for preschool, primary and secondary education and its curricula, a variety of learner-centred methodologies were designed to empower young people through active participation and experiential learning, to understand, apply and defend their rights in daily life. These included project-based learning, where students work on projects that address real problems, allowing them to apply their knowledge in practical and meaningful contexts; collaborative learning, which promotes teamwork and shared knowledge-building; and service learning, where students engage in community projects to apply their skills, promoting social responsibility and a commitment to human rights. In Paraguay, the project “Healthy coexistence among peers in educational institutions” is based on a preventive approach model in which students take the lead in peer training and the creation of reflective spaces, thereby promoting leadership, artistic expression and constructive communication. This has become a key strategy for building emotional resilience and fostering healthy interpersonal relationships in schools. In Serbia, the Institute for the Improvement of Education has developed the online National Education Portal, which includes a collection of educational resources to support pedagogical and psychological competences of teachers to improve educational practices in the field of enhancing the motivation, self-respect and emotional development of students. In Türkiye, the National Education Law stipulates that secondary education institutions are to employ a student-centred methodology that fosters active participation and democratic culture.

20. Some States made targeted efforts to ensure that education – including human rights education – policies, plans, programmes and materials are inclusive of youth in vulnerable situations and accessible to all children and youth without discrimination. In Estonia, a handbook on disability-inclusive practices in European youth projects was developed with Erasmus+ national agencies; it was translated into Estonian and Russian and made freely available online. In Guatemala, the general directorate of non-formal education is developing educational materials focused on serving the incarcerated population, the migrant population and persons in vulnerable situations. For the 2024/25 school year, the Ministry of Public Education in Mexico, through the General Directorate of Indigenous, Intercultural and Bilingual Education, published 180 free textbook titles in 20 national Indigenous languages for basic education. This includes textbooks for secondary education, enabling youth from Indigenous communities to use their languages both at school and in their communities. In Paraguay, the Nahendumi podcasts are educational audio tools that promote intercultural language skills and awareness of Indigenous Peoples’ rights. They were created by the general directorate for Indigenous education during the coronavirus disease (COVID-19) pandemic, in response to the need for alternative educational and learning tools. Saudi Arabia has developed educational plans and curricula for students in special education, including those with learning difficulties, with visual and hearing impairments and with autistic spectrum disorder. New subjects, such as digital skills, social studies, physical education and self-defence, have been introduced in alignment with the specific needs of students with disabilities. In addition, sign language has been incorporated into the family education and life skills curriculum throughout general education. Slovenia developed specific inclusion strategies for Roma children and adapted learning resources accordingly. Efforts have

focused on promoting language learning for Roma children, raising the general educational level of members of the Roma community, and training professionals working with Roma pupils. Following the conclusion of the “Together for knowledge” project in 2021, Slovenia began co-financing the “Multi-purpose Roma centres as innovative learning environments” project, with support through the European Structural and Investment Funds.

21. Technology, including the development of online learning platforms and delivery of online sessions and webinars, and digital tools, including documentaries, podcasts and mobile learning tools, were widely reported as being used increasingly in order to broaden access to human rights education. In Brazil, in 2024, the General Coordination of Educational Policies in Human Rights developed a project, in partnership with the Federal University of Goiás, to produce 54 podcasts, 54 videocasts, and 540 “pills” of one to three minutes in length to support human rights education, for release in 2025. Materials to educate children and adolescents on the risks associated with the use of digital devices and on digital protection have also been developed and disseminated. In Chile, the “Let’s talk about everything” platform provides information and support to young people with a focus on young people’s rights, particularly those in situations of vulnerability. The educational technology department of the Cyprus Pedagogical Institute organizes a number of media literacy programmes on human rights, such as the Recording Memory programme, which supports students in making their own documentaries, the Student Web Radio platform, and the CyberSafety video contest and CyberSafety Youth Panel, which encourage students to use the Internet responsibly and tackle human rights, diversity and tolerance issues. In 2020, the Ministry of Justice of Lithuania implemented a public legal education project entitled “I know my rights”, which included the development of an innovative educational application for smart mobile devices that presents various topics to young people in the format of everyday situations. In the Russian Federation, the interactive educational project for students entitled “The school of human rights defenders: learn and act” involved online awareness-raising and educational activities, including interactive lectures and a game platform entitled “Legal volunteers”. “Madrasti”, an electronic platform promoting human rights education in Saudi Arabia, is a free e-learning platform for general education, accessible to all students regardless of nationality. It supports equal access to quality education and provides comprehensive tools and digital content across various subjects, including those related to human rights education. The platform features guidance manuals on digital conduct, digital citizenship and the responsible use of generative artificial intelligence tools to safeguard human dignity and well-being. In 2024, the Ministry for Digital Transformation of Slovenia commissioned the production of the documentary “On the paths of online violence”, about online violence involving youth, which was viewed by students at 771 primary schools and 179 secondary schools. As part of the film’s screening in schools, a 90-minute webinar on online violence was held for a target group of teachers and other school staff.

22. A few States reported creating and strengthening local youth structures that supported access to and delivery of human rights education. In Armenia, youth centres established through government funding are aimed at offering a safe and supportive environment for the organization and delivery of non-formal human rights education activities. By the end of 2026, 25 youth centres are expected to be operational. According to the relevant guidelines approved by the Ministry of Education, Science, Culture and Sports of Armenia, one of the four key activity areas of those centres includes the implementation of educational programmes and multi-format events on promoting human rights among youth, community engagement and the development of engaged citizenship; related activities include civic education courses, initiatives and meetings aimed at fostering knowledge of human rights, and implementation of community initiatives among young people. In Burkina Faso, efforts to strengthen local youth structures are reflected in the organization of young people under the National Youth Council, which is decentralized through regional, provincial and communal councils. These structures carry out human rights education activities and participate in decision-making bodies, with technical and financial support from the Government. In Burundi, the ministry for human rights and gender conducts training and awareness-raising activities on human rights for young people through youth centres in various municipalities. In Serbia, youth centres have been established in various regions to

support non-formal education and youth development; the first such centres were established in 2023.

### C. Training of educators

23. Most respondents reported that human rights training efforts targeting professionals working in the formal education system had been implemented, with a view to enabling them to advocate for the human rights of youth and to empower young learners to identify, value, and uphold their rights and those of others. Angola reported that teacher training had been addressed as part of the integration of human rights content into primary and secondary education. Since 2011, the Ministry of Education, in collaboration with the Ministry of Justice and Human Rights, has collaborated with OHCHR to include human rights content in pedagogical materials. In the first phase, staff of the National Institute for Education Research and Development were trained on the main international human rights instruments, cultural values and education, curriculum revision and evaluation techniques, the development of pedagogical texts and basic strategies for the integration of human rights into the school curriculum. Subsequently, human rights textbooks for primary and secondary levels were developed, and teacher-training programmes on using the textbooks were delivered at the national level, aimed at providing teachers with a series of methodological guidelines to enable them to teach human rights in various subjects. In Armenia, training courses for teachers covering the topics of democracy, the rule of law and justice are held regularly, supported by updated materials such as manuals and standards, to ensure the continued advancement of human rights education among students. The National Centre for Vocational Education and Training Development also organizes training courses and seminars for administrative and pedagogical staff of vocational education and training institutions. In Azerbaijan, within higher education teacher training, the “Introduction to multiculturalism” course is aimed at enhancing teachers’ understanding of cultural diversity and ensuring that future educators are professionally prepared to protect human rights. In addition, “Creating a healthy social-emotional environment in schools”, a professional development programme, is designed to raise awareness of aggressive behaviour and bullying in educational settings, and is aimed at equipping teachers with the knowledge, skills and attitudes to defend youth rights and raise students’ awareness of those rights.

24. El Salvador, through the department of teacher training and educational counselling, promotes comprehensive teacher development by offering courses on social risk prevention and psychological first aid. As part of education-system innovation, teachers are certified in flexible modalities, with a focus on training young teachers who can apply new skills to support students’ academic development in line with modern demands and technologies. In Finland, the Ministry of Education and Culture launched the national Teacher Education Development Programme (2022–2026), in collaboration with the Teacher Education Forum, which includes all relevant teacher education institutions and covers all levels of teacher education, from initial training to continuous development. The Programme addresses evolving societal challenges, including climate change and polarization, and emphasizes the role of teacher education in promoting inclusion and well-being in society. In Romania, the national offer of accredited programmes for the continuous professional development of pre-university teachers covers key areas of human rights education and related fields, including children’s rights, inclusive education, democratic citizenship and gender. For the 2022–2024 period, 69 such programmes were offered. In parallel, complementary in-service training programmes have been offered to strengthen teachers’ expertise in these areas. In this context, eight programmes specifically related to human rights education were approved and delivered during 2023–2024.

25. Several States highlighted multi-stakeholder partnerships in delivering or supporting human rights training for teachers and youth educators. In Chile, the Ministry of Education, in collaboration with the National Institute of Human Rights, has developed the initiative entitled “School in the context of human rights”, a blended learning course for teachers and school administrators, aimed at integrating a human rights approach into pedagogical practices and school management, with the objective of strengthening a culture of respect for and promotion of fundamental rights in education. In the Philippines, the Department of

Labor and Employment has conducted training-of-trainers programmes for labour inspectors, human resources officers and trainers to enhance their capacity in educating young workers about their rights and responsibilities. These initiatives are supported through partnerships with private organizations, labour associations and international organizations such as the International Labour Organization. In Romania, in the context of introducing the compulsory “History of the Jews: the Holocaust” course and implementing the National Strategy for Preventing and Combating Antisemitism, Xenophobia, Radicalization and Hate Speech, teacher-training measures have been intensified. In 2024, two training workshops for history teachers were held in partnership with Yad Vashem and the Shoah Memorial, led by experts from those institutions, focusing on new pedagogical methods for teaching the new subject. Training has also targeted other education professionals, including policymakers, school inspectors, curriculum developers and textbook authors, to support teacher preparation and ensure the sustainability of quality teaching resources. In the Bolivarian Republic of Venezuela, the Ministry of People’s Power for Education, in line with teachers’ requests and national priorities, launched and is implementing a specialized programme on the rights of children and adolescents, supportive coexistence and peace under the national plan of advanced training in education, through a national experimental university.

26. Some States reported a focus on training young educators in order to build a pool of skilled young people to train their peers. In Estonia, the Education and Youth Board has organized or funded numerous seminars and training courses for youth workers, educators and youth leaders, focusing on youth rights, the inclusion of young people with disabilities, and the participation of refugees and migrants in local and international education and youth work activities. In Romania, the “Youth Worker – TineRETEA” projects (2020 and 2024) supported 128 young beneficiaries who completed the “Youth Worker” vocational training course, implemented by the former Ministry of Family, Youth and Equal Opportunities. The projects were aimed at developing a national network of youth workers (TineRETEA), a non-formal structure working with youth and consulting them to develop related public policies. The general directorate of non-formal education in Guatemala has launched initiatives aimed at strengthening the capacities of young educators and those working with groups in situations of exclusion or vulnerability, in order to develop a pool of young educators and community leaders able to promote and implement human rights education.

27. Some respondents reported developing human rights and gender-sensitive training programmes and materials for educators, which were often available online. In Argentina, the Undersecretary for Human Rights manages the learning platform CampusDH, which offers, among other things, human rights courses for educators. In Armenia, the National Centre for Education Development and Innovation, in cooperation with the Council of Europe, has developed an online course entitled “Gender-responsive education in schools.” In 2024 alone, 50 trainers of trainers and 500 teachers completed the course. Since 2021, a course on gender-responsive pedagogy has been implemented under the programme entitled “Ensuring the development of teaching skills for teachers and their assistants”. Participation in that programme included 120 schools and 2,861 teachers in 2021; 122 schools and 2,464 teachers in 2022; 132 schools and 2,266 teachers in 2023; and 127 schools and 2,207 teachers in 2024. In Brazil, the educator training component of the 2023 and 2024 editions of an exhibition of human rights films was aimed at enabling young educators to use audiovisuals as a tool for the promotion and defence of human rights. In Estonia, the national youth information service, through the youth information portal – Teeviit – developed a youth information workshop guide on human rights. Designed for specialists working with young people, Teeviit facilitates the exploration and discussion of human rights, encouraging youth to understand their relevance in everyday life. Freely available online, it offers a wide range of high-quality guidance and support materials, serving as a resource for both youth workers and young people. Lastly, a number of European countries mentioned the use or adaptation of *Compass: Manual for Human Rights Education with Young People*, an activity-based resource for educators published by the Council of Europe.

#### D. Enabling environment

28. Some States reported that they had adopted measures specifically aimed at building safe learning environments in educational establishments. In Ecuador, with a view to mainstreaming gender perspectives, promoting gender equality and eliminating gender violence in the higher education system, the Ministry of Higher Education, Science, Technology and Innovation established the Higher Education and Gender Network in 2015 to provide a space for coordination and cooperation in human rights and gender issues between higher education institutions and the governing bodies of public policy in higher education. In Italy, the renewal of the memorandum of understanding between the Ministry of Education and Merit and the United Nations Children's Fund (UNICEF) Italy is aimed at reinforcing initiatives that enhance students' awareness of their rights and promote behaviours consistent with the principles of inclusion, non-discrimination, respect and non-violence. In Saudi Arabia, a range of preventive measures have been implemented to ensure student safety and support participation in educational activities. These include anti-bullying training programmes in public schools, training for early detection and intervention for children at risk, and student guidance programmes aimed at preventing violence, abuse and neglect, such as the "Rifq" programme for reducing violence. Reporting mechanisms are integrated into the "Rifq" programme, with referrals made to relevant authorities, including the Child Helpline under the National Family Safety Programme and the domestic violence reporting centre operated by the Ministry of Human Resources and Social Development. Schools also follow established procedures for managing high-risk cases.

29. Some of the reporting States have put in place or strengthened avenues for students to exercise governance and defend their rights. In El Salvador, there are various mechanisms to that end: student councils, which operationalize student-led strategies in educational establishments; student governments, which represent all students in all matters of interest to them; committees on the prevention of gender-based violence, which collaborate with educational institutions in the promotion of gender equality; student mediators, who are responsible for supporting teachers and school authorities in mediation or negotiation in the case of conflicts among students; and student ombudspersons for the protection of rights – a mechanism for guaranteeing the rights of children and young people in the educational system. In the Bolivarian Republic of Venezuela, various forms of voluntary student brigades have been established in educational establishments. Human rights student brigades focus on promoting human rights through educational projects and workshops, experience-sharing with peers from other institutions and awareness-raising events such as exhibitions, as well as identifying students in situations of vulnerability to facilitate support. The school mediator brigades focus on promoting conflict resolution, mentoring students in difficult situations and in general facilitating group coexistence.

30. Respondents also reported undertaking efforts and initiatives to advance the protection and realization of young people's human rights. In Finland, the National Youth Work and Youth Policy Programme (2020–2023) (see also para. 16 above) was recently revised for the 2024–2027 period; youth were consulted extensively during the revision process. The National Democracy Programme, coordinated by the Ministry of Justice of Finland, complements this work by promoting good practices in human rights education and fostering a culture of constructive public debate. In Guatemala, the Ministry of Education has strengthened its human rights education efforts by introducing complementary initiatives aimed at supporting youth rights and participation, including updated content and methodologies in teacher training and educational materials. Under the national strategy for citizenship education, meetings of youth leaders have engaged students in peer-led discussions on historical memory, democracy, human rights, global digital citizenship and education for peace. Youth participation in the planning, design, implementation and monitoring of those activities is a central feature of that approach. In Paraguay, educational institutions have access to resources that outline prevention strategies to reduce student vulnerability and provide guidance on responding to suicide attempts and/or suicides within the school environment. In the Philippines, the National Youth Commission has advanced human rights education through initiatives such as the National Youth Week, the Youth Leadership Summit and leadership training programmes, among others. The Commission

introduced the Philippine Youth Development Plan (2023–2028), which provides a comprehensive road map to encourage young people to take ownership and lead change in their local communities.

### III. Conclusions and recommendations

31. The submissions reflected in the present report, from 34 States, reveal significant progress in human rights education for youth, particularly during the five-year period (2020–2024) of the fourth phase of the World Programme for Human Rights Education. Reporting States have intensified action across all components of the plan of action for the fourth phase, indicating that human rights education has come to be widely understood as a complex undertaking involving not only teaching processes and tools but also policies and legislation, training of educators and an enabling learning environment, in line with the guidance provided in the plan of action. The assessment of country-specific needs and the monitoring and evaluation of action undertaken have allowed some States to tailor their strategies to the evolving realities of youth in their territory.

32. A trend observed in national submissions is the integration of human rights education not only into education legislative and policy frameworks but also within sectorial policies and strategies related to youth, sustainable development, non-discrimination and social inclusion, underlining that human rights education can bring about multiple benefits to communities and societies, enabling young people to lead positive action in many fields. Engaging young people in such policymaking, as some States reported, ensures policy relevance and implementation.

33. With regard to human rights education methodologies, including for educators, contributions highlighted the use of learner-centred and experiential methods, gender-sensitive approaches and targeted efforts to reach out to young people in vulnerable situations. To enhance accessibility, increased use of technology – for instance, through digital learning platforms and online initiatives, as well as the development of podcasts, audiovisual materials and mobile learning tools – was widely reported. The strengthening of local youth structures has also expanded opportunities for human rights education in non-formal settings, providing safe spaces for peer learning.

34. Human rights training for educators in formal education, mainly teachers, was widely reported, with respondents highlighting partnerships among various stakeholders. Fewer respondents referred to human rights training for youth workers and educators working in the non-formal education sector, in particular young educators and multipliers who can foster human rights learning among their peers. National reports underscored some measures that have accompanied human rights education strategies, aimed at fostering enabling learning environments and the broader protection and realization of young people's rights.

35. The above conclusions, based on the information received, provide some ground for reflection on the way forward, as the international community moves into the fifth phase (2025–2029) of the World Programme, which continues to be dedicated to young people while also promoting human rights education for children. Areas for further attention may include:

(a) Ensuring the integration of human rights education programming into education and into youth development, anti-discrimination and sustainable development and other sectoral efforts, while also ensuring the coherence of such programming so as to maximize resources and allow for a strategic and sustainable approach;

(b) Expanding efforts to ensure the inclusive and meaningful involvement of youth, as key partners and decision makers, in developing, implementing and monitoring human rights education policies and programmes, so that human rights education “for” youth is also “with” and “by” youth;

(c) Increasing support, in particular sustainable financing, for non-formal human rights education efforts – including within youth-led organizations and for young activists and youth workers – and scaling up successful initiatives, including those undertaken in formal education and those reaching underserved youth populations;

(d) Strengthening human rights education monitoring and evaluation frameworks, which should entail, among other elements, the systematic collection of data disaggregated by, *inter alia*, gender, ethnicity, geographical location and socioeconomic status, which is essential to identifying gaps, informing targeted strategies and assessing impact effectively;

(e) Capitalizing on the tremendous potential of new technologies to increase accessibility, while exercising caution and putting in place measures to bridge the digital divide, ensuring that all youth have the opportunity to learn, including about human rights, and thereby leaving no young people behind, and addressing other risks associated with the use of technology, such as the isolation of young people, divisive discourses and disinformation, and violations of the right to privacy.

36. In a time marked by violent conflict, widespread inequality, climate emergencies, and democratic backsliding, the contribution of young people, as powerful agents of change, could revolutionize the world's trajectory. Human rights education, and its promotion of the principles of solidarity, equality and belonging to a common humanity, is vital to building inclusive, cohesive and resilient societies, and represents an extraordinary beacon of hope, for young people and beyond.

A/HRC/60/56

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## Annex

### List of respondents

Argentina  
Armenia  
Azerbaijan  
Brazil  
Burkina Faso  
Chile  
Cyprus  
Czechia  
El Salvador  
Estonia  
Finland  
Guatemala  
Ireland  
Italy  
Mexico  
Paraguay  
Philippines  
Romania  
Saudi Arabia  
Serbia  
Slovakia  
Slovenia  
Switzerland  
Uzbekistan  
Venezuela (Bolivarian Republic of)

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