Human rights education lies at the heart of efforts to develop a culture of human rights—toward building societies that embrace dignity, equality, inclusion and respect for diversity, societies where the human rights of all are respected, protected and fulfilled.

Human rights education not only equips learners with the knowledge of human rights, it fosters the development of values, attitudes, skills and behaviors that prompt action to defend and promote human rights, democracy and the rule of law.
WHAT ARE HUMAN RIGHTS?

Human rights are basic entitlements that belong to every one of us. No one can take these rights away from us. They are ours simply because we are human beings.

We are all different. We may differ in our nationality, race, ethnicity, place of origin, sex, religion, age, sexual orientation, disability, economic and social status. Yet, despite these differences, there are things we have in common: needs and wants shared by all people.

To be able to meet the basic needs of ourselves and our families, such as having adequate food and shelter
To feel that we are part of a community
To learn, to grow and develop our potential
To be able to express our ideas freely and share them with others
To live free from violence, harm or abuse
To enjoy life and liberty
To be treated equally before the law
To have and express our own thoughts and ideas
To have access to quality education
To have adequate housing
To own property
To be free from torture
To enjoy free speech and expression
To choose and practice our religion and beliefs
To marry who we want and have a family

Human rights have been codified in international agreements, regional frameworks and national laws.
WHAT HAVE WE LEARNED FROM THE PAST?

The atrocities, violence and devastation of World War II made many realize the importance of ensuring that people’s dignity, human rights and freedoms are always respected and protected.

Universal Declaration of Human Rights (1948) (selected text)

1. All human beings are born free, and equal in dignity and rights.
2. They are entitled to their own opinion, and nothing may be done to them which is not done to everyone else who expresses an opinion.
3. They have the right to be treated as a slave.
4. They have the right to be tortured.
5. They have the right to a fair and public trial by an impartial and independent tribunal.
6. They have the right to be considered innocent until it can be proved that they are guilty.
7. They have the right to marry and have a family. Nobody should force them to marry.
8. They have the right to own property and nobody should take these things from them without a good reason.
9. They have the right to profess and practice their religion freely.
10. They have the right to think what they like, and to say what they like, and nobody should forbid them from doing so.
11. They have the right to organize peaceful meetings or to take part in meetings in a peaceful way.
12. They have the right to take part in their country’s political affairs.
13. They have the right to work. If a man and a woman do the same work, they should get the same pay.
14. They have the right to go to school. Primary schooling should be free.

The United Nations was established in 1945 based on an international consensus that the sad history of war should not be repeated and that respect for people’s dignity must underlie humanity’s efforts to build enduring peace.

In 1948, representatives of the 58 Member States of the United Nations came together to define the fundamental rights and freedoms that should be enjoyed by all people. This became the Universal Declaration of Human Rights, which sets out the ideals, and standards that all states and peoples should strive towards.

The Universal Declaration of Human Rights has served as the basis for numerous international agreements, including those that outlaw genocide, protect the rights of refugees and seek to eliminate all forms of discrimination. Its principles have been incorporated into the constitutions and national laws of many countries.

For the full list of human rights and freedoms contained in the Universal Declaration of Human Rights, see:


Adapted from the simplified version of the UDHR:
www.ohchr.org/Documents/Publications/ABCannexesen.pdf
Today, too many people are denied the chance to realize their worth and develop their potential. Our societies, in turn, are deprived of the contributions they might make. These statistics highlight the gap between our shared ideals and the realities of our world. Women, children and minority or vulnerable groups who suffer from exploitation and oppression are disproportionately affected by human rights violations and abuses.

“...that is the task of human rights education.”
Kate Gilmore, United Nations Deputy High Commissioner for Human Rights

WHY HUMAN RIGHTS EDUCATION NOW?

We live in a world of challenges and conflicts. Many people are denied their human rights and fundamental freedoms because of grotesque inequalities and deprivation, violence and oppression, preventing them from leading a life of dignity.

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OUR WORLD TODAY

Today, too many people are denied the chance to realize their worth and develop their potential. Our societies, in turn, are deprived of the contributions they might make. These statistics highlight the gap between our shared ideals and the realities of our world. Women, children and minority or vulnerable groups who suffer from exploitation and oppression are disproportionately affected by human rights violations and abuses.

Raising awareness of human rights is the first step to counter and prevent human rights violations and abuses. Human rights education fosters values that promote respect, inclusion, nondiscrimination, participation, accountability and equality.

Human rights education empowers children and adults to:

• Claim these rights more effectively and defend them more comprehensively
• Make free, more informed choices
• Accept and appreciate diversity
• Resolve conflict in nonviolent ways
• Contribute responsibly to their communities and society at large

Human rights education is vital for social cohesion. It emphasizes our common humanity above our individual differences and so is fundamental in combating discrimination.

Human rights education also fosters equality and equal opportunities for all.
WHAT IS HUMAN RIGHTS EDUCATION?

Human rights education is not just something to be learned at school. It includes what we experience at home, in our communities, with friends and peers.

Empowerment through human rights education is more than just content; it can only be achieved if the educational process also includes participatory learning methods and is relevant to the daily lives and lived experiences of learners.

This lived knowledge and awareness of human rights principles builds a “culture of human rights”—that is, a society in which each of us is encouraged and empowered to take the initiative to respect, protect and promote the full spectrum of human rights for all.

“Human rights education builds knowledge, skills and attitudes prompting behavior that upholds human rights. It is a process of empowerment which helps identify human rights problems and seek solutions in line with human rights principles. It is based on the understanding of our own responsibility to make human rights a reality in our community and society at large.”

Navi Pillay, former United Nations High Commissioner for Human Rights

Human rights education is learning about, through and for human rights.

**LEARNING ABOUT HUMAN RIGHTS**
Gaining knowledge and understanding of human rights standards, principles and values; and learning about the systems and mechanisms available to protect human rights.

**LEARNING THROUGH HUMAN RIGHTS**
Learning and teaching in a way that respects the rights of both educators and learners.

**LEARNING FOR HUMAN RIGHTS**
Empowering individuals to enjoy and exercise their rights and to respect and uphold the rights of others.

Human rights values of dignity, respect, inclusion and equality must be an integral part of the process of human rights education.
Human rights education not only makes people aware of the rights they have under international and national laws, it also empowers individuals so they can actively participate in the decisions that affect them—including actions to promote and defend human rights.

The following personal stories illustrate how people’s lives have changed through human rights education.
Human rights education not only makes people aware of the rights they have under international and national laws, it also empowers individuals so they can actively participate in the decisions that affect them—including actions to promote and defend human rights.

The following personal stories illustrate how people’s lives have changed through human rights education.
When Evrim Gul was still a child, her family arranged her marriage. She saw her husband for the first time when she became his wife. When the relationship turned abusive, she left him and found refuge at a women’s association, where she joined the Human Rights Education Program for Women. What she learned has empowered Evrim and many women like her to understand and defend their rights, and build better lives for themselves.

Since 1995, over 15,000 women have participated in the Human Rights Education Program for Women in 60 cities across Turkey.

Ninety percent of the women who have completed the program, run by Women for Women’s Human Rights (WWHR) – New Ways, say that they better understand their rights, can use Turkish laws to protect their rights, and are more self-confident and assertive. Many go back to school, improve marriage situations, or start working. Evrim learned that what she knew in her heart to be true: that she is equal to every other human being. She is transformed — no longer a victim but a human rights defender, eager and ready to stand up for her rights and those of others.

Zelal Ayman,
Coordinator of the Human Rights Education Program for Women

"Many women who attend our training program feel stronger and realize ‘I’m not the problem. The problem lies outside of me in society, in the social construction,’ and so women feel empowered.

"If a woman wants to make a change and we are able to support her with these empowering activities and training programs, she can change her life. She becomes more empowered in her communication with her husband and children, and better understands her rights.

On the 8th of March, 2012, Turkey adopted the ‘Law to Protect Family and Prevent Violence against Women.’ This law seeks to protect women, children and family members of victims of domestic violence, and provide services such as shelters, financial aid and psychological and legal guidance services, including programs on violence prevention. However, there is a lack of proper implementation, and violence against women remains very high.

After being forced to marry a man 15 years older than her, Evrim left her family. Her husband was violent and abusive, beating her even while she was pregnant. In desperation, she turned to her parents for help, but they blamed her saying it was her fault.

When the beatings continued, Evrim decided to get a divorce. Her family was opposed: "My family came after me with guns. They were looking for me."

Evrim went to the Van Women’s Association (VAKAD), where she joined the Human Rights Education Program for Women, a program developed by Women for Women’s Human Rights (WWHR) – New Ways.

In the weekly workshops, Evrim learned about her rights, as well as the laws that protect these rights in Turkey. She understood that she had the right to be respected as an individual by her husband and family. Her communication skills improved, and through interaction with other women, she began to realize her own value and potential. She discovered that she could change her life for the better.

I will never forget: I was eight months pregnant with my son. My husband kicked me hard in the stomach — I covered my belly to protect my baby. I told my mother and father, but they said it was my fault.

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PORTUGAL TRANSFORMING A SCHOOL THROUGH HUMAN RIGHTS

On July 11, 2008, Portuguese television broadcast shocking video footage of a shootout between rival gangs from Romani and African communities in Apelação, a town on the outskirts of Lisbon. Students at the school in Apelação regularly carried knives, insulted staff and assaulted both teachers and other students.

The headteacher of the school, Félix Bolaños, decided to transform the school into a model of human rights education. The school was transformed into a model of good practice, where students took greater responsibility, antisocial behavior decreased, and learning outcomes improved.

INVOLVING THE WHOLE SCHOOL COMMUNITY

Instead of shutting out the rough and sometimes violent neighborhood, Bolaños threw open the doors, encouraging local participation of the school community. A school became a community of schools, with students, teachers, parents, local businesses and community organizations involved. All participants came together to find ways to improve the school and to incorporate student voices into the school’s activities. The newly established Student Council became a forum where students came together to find ways to improve the school and to contribute to society. Student suspensions and expulsions were rare, and many students went on to college and remained active in the community.

SUCCESS WAITING TO HAPPEN

After 10 years of this new approach, the school emerged from the bottom of the national school rankings. It became a story within the wider municipality. Student suspensions and expulsions were rare, and many students went on to college and remained active in the community. Racial tensions within the school and learning outcomes improved for everyone.

STUDENT-LED PROPOSALS, STUDENT-LED SOLUTIONS

At school and community assemblies, students, teachers, parents, and local businesses worked together to find ways to improve the school and to incorporate student voices into the school’s activities. The newly established Student Council became a forum where students came together to find ways to improve the school and to contribute to society. Student suspensions and expulsions were rare, and many students went on to college and remained active in the community. Racial tensions within the school and learning outcomes improved for everyone.

TEACHING METHODS AND LEARNING PROCESSES

Teachers at the school began to teach human rights education and to incorporate student voices into the school’s activities. The school began to teach critical reflection and thinking. As a result, student suspensions and expulsions were rare, and many students went on to college and remained active in the community.

We began to feel that our voices were being heard and respected—and that teachers and the school staff were listening. We realized we could make a difference.

Wilda Gomes, former student from Apelação, became a community facilitator and new student organizations and journalism in college.

Maria Barbosa, former student from Apelação, became a community worker and a teacher at the school.

The appreciation for each individual’s values in the school made it possible for students to understand their weaknesses and turn them into strengths, transforming their everyday problems into new solutions.
Difficult interactions between the Victoria Police and members of migrant and Indigenous communities, the LGBTI community and young people (particularly those with drug and alcohol problems and those with prior convictions), resulted in tensions, distrust and formal complaints against the Victoria Police.

A disproportionate number of Indigenous young people in detention was another area of tension given the lack of trust between police and the Indigenous communities.

In 2006, the Victoria Police, with support from the government and in collaboration with human rights experts and the university sector, established the Human Rights Project. This focused on increasing police awareness and knowledge of international human rights law and standards relating to investigations, arrest and custody, use of force and firearms, and victim assistance.

Under the Project, all 14,000 employees of the Victoria Police—from administrative workers to the chief commissioner, from forensic scientists to investigators and lawyers—received education and training to enable them to practically apply human rights principles into their everyday policing practices.

The Human Rights Project also focused on increasing awareness of international human rights standards in the context of community interactions, including police interaction with young people, sexual and gender minorities, as well as multicultural and Indigenous communities.

As of 2012, complaints relating to police behavior had declined by 30%.

POLICING FOR THE WHOLE COMMUNITY

Police are now more conscious of the special needs and sensitivities of diverse people in their communities. They view young people, for example, in a far more positive light. They are more aware of the impact of the police on the lives of young people, and they are more conscious of the importance of respecting and respecting the rights and dignity of all people.

As of 2012, complaints relating to police behavior had declined by 30%.

The Human Rights Project emphasizes that human rights are about respecting dignity, and that the only difference between cultures is how dignity and respect are articulated.

Human rights education that directly related to everyday police experience led to better understanding and a change in behaviors, ultimately resulting in less angst when dealing with the community.

Luke Cornelius APM, Assistant Commissioner, Victoria Police

It was obvious from the start that this legislation was going to support the regeneration of policing to focus on the community rather than an ‘us and them’ mentality.

Mmathapelo Molalepula Sajo, Former Human Rights Unit Manager of the Victoria Police
ENDNG VIOLENCE AGAINST WOMEN ACCUSED OF WITCHCRAFT

In Mossi society, life is ruled by customary law and practices, where the Naabs (traditional leaders) make key decisions affecting the political, social and economic life of the community.

TRADITIONAL BELIEF IN WITCHCRAFT

Despite the notion of regional laws protecting the rights of women, traditional customs often parallel and banishment of women accused of witchcraft is still happening in many communities in central and northern Burkina Faso. It is mainly an elderly woman who is accused of witchcraft who is ostracized from the community when her community members fear that she possesses powers used to cause the death of others. Those accused in the community are then subject to discrimination and violence.

COMMUNITY ENGAGEMENT CHALLENGES TRADITIONAL PRACTICES

In 2006, Burkina Faso ratified the 2003 Protocol to the African Charter on Human and Peoples’ Rights on the Rights of Women. As a result, many women were reunited with their communities.

POSITIVE RESULTS OF HUMAN RIGHTS EDUCATION

The practice of banishing older women on allegations of witchcraft, previously measured in 17 villages in the Boussé Prefecture, has been reduced. Several women accused of witchcraft were ostracized from their homes and were forced to leave their communities because of prohibitions or prohibitions from the community.

In 2011, the government of Burkina Faso adopted a national plan of action to end the banishment of women accused of witchcraft. Despite the existence of regional and national laws, to the work of community-based organizations, traditional leaders and community members.

In 1994, at the age of 74, Habibou Sawadogo was banished from her village after being found ‘guilty’ of using witchcraft to cause the death of a child. In 2011, Amnesty International and local partners began working with community leaders to abolish the tradition of banishment. Through engagement and dialogue, villagers understood such practices violated the dignity and human rights of women. As a result, many women were reunited with their communities.

In 2012, the government of Burkina Faso adopted a national plan of action to end the banishment of women accused of witchcraft. Despite the existence of regional and national laws, to the work of community-based organizations, traditional leaders and community members.

THE KING ADDRESSES THE MOSSI PEOPLE

On June 10, 2011, the Mogho Naaba proclaimed:

“I cannot ignore, on the basis of traditional or cultural beliefs, that human rights and dignity continue to be violated. I accordingly invite all the citizens of Burkina Faso and mainly people living in the villages, districts and regions under my control… to put an end to all forms of violence and social exclusion of women…. Encourage all initiatives for the social integration of all women excluded from their communities and assist them in their return to their communities.”

On the day of my banishment, the “Siongo” came to my house three times… Eventually they decided I was responsible (for the death of the child).

“I had to immediately leave the village or risk losing my life.”

Habibou Sawadogo

Women's Rights in Burkina Faso

“Ending this form of exclusion and violence against women is a process that involves cooperation at all levels—from international, regional and national laws, to the work of community-based organizations, traditional leaders and community members.”

Moussa Ouedraogo, Amnesty International Burkina Faso
It started with a class project by Group 8 students with their teacher, Helga Bazan, which grew into a school-wide initiative. The “Friends of Human Rights” project encouraged students to think about human rights in everyday contexts through hands-on research and interactive workshops.

The entire project was student-driven. The students decided what they wanted to learn and how they wanted to share their learning with others. Thus each topic was very relevant to the students and they exchanged ideas and worked on solutions to the issues with their schoolmates.

Helga Bazan, Teacher at José Antonio Encinas School

The José Antonio Encinas School in Magdalena del Mar, a district of Lima, Peru, has around 250 students from 5-year-old preschoolers to 16-year-old secondary students. Its motto is “aprender a aprender, aprender a convivir en democracia” (Learning to learn, Learning to live together in democracy). In 2013, when the school began to integrate human rights into its educational approach, the students were able to identify, discuss and resolve issues they faced through a human rights ‘lens.’

Above:

A student displays his views on violence against women (Festival of Peru, 2014)

A display by primary school children on rights of pedestrians (Festival of Peru, 2014)

A student ‘judge’ listening to a case on sexual harassment (Festival of Peru, 2014)

A student participates in human rights discussion in the classroom

Above:

A Group 3 student participating in the Festival of Peru (2014)

A poster for a film festival about people with physical disabilities (2014)

A Group 4 student making a presentation on human rights to parents and fellow students (Festival of Peru, 2014)

“Students now see their reality, through the ‘lens’ of human rights, bringing ‘distant’ global issues ‘close’ to their personal experience. For example, when the students studied torture, they saw similarities to bullying within the school. By making this connection, they saw the importance of not disrespecting or harming others.”

Helga Bazan, teacher at José Antonio Encinas School

FESTIVAL OF PERU

The students of José Antonio Encinas School organize an annual school-wide campaign each July called the Fiesta del Peru (Festival of Peru). The Festival is held in a public plaza or park, and the whole community is invited to actively participate.

Since the first human rights workshops in 2013, the Festival has focused on a different human rights topic each year. Human rights issues are brought to life through short plays, workshops, games and quizzes, art projects, discussions and debates, and other awareness-raising activities.

2014 “Así no es, no te acostumbres” “It’s not like that, so don’t get used to it!”

Students identified common acceptable behaviors that were nevertheless violations of human rights, such as corporal punishment of children, violence against women (molesting women in the streets), or corruption.

2015 “The Street Is Ours”

Awareness-raising through art

Human rights are learned through engagement with art and dialogue with artists. We are spectators of art, we reflect critically on the quality and variety of art we are offered, we ask questions about it, and we are investigators of its legal framework. We are engaged as spectators or creators, and we investigate the legal framework of art, to see what citizens enjoy in the participation of cultural life of our community.

2016 “Eyes of the community”

Civil surveillance and community monitoring

Students on the lookout for violations of human rights, and community monitoring of human rights and corruption. The event culminated with a presidential and congressional election in Peru, and included engaged engagement with government authorities.
GLOBAL INITIATIVES FOR HUMAN RIGHTS EDUCATION

Universal Declaration of Human Rights (UDHR)
- 1948
- Individual and collective rights to promote respect for human rights through teaching and education. It sets out the education and training directed to the full development of the human personality and to strengthening of respect for human rights and fundamental freedoms.

World Conference on Human Rights
- 1993
- Representatives of 171 states at the World Conference on Human Rights in Vienna reaffirmed the UDHR and invited States to take all appropriate measures to implement its principles and provide guidance on developing national human rights education policies and programmes. The conference was marked by an unprecedented degree of participation by government delegates and the active engagement of more than 800 NGOs gathered around 7,000 participants, including academics, treaty bodies, national human rights institutions and representatives of more than 200 NGOs related to human rights.

World Programme for Human Rights Education
- 2005
- Building on the achievements of the UN Decade for Human Rights Education (1995–2004), the ongoing World Programme on Human Rights Education provides guidance on developing and implementing human rights education and training, dissemination of information, education for human rights, and other related activities in primary, secondary, and higher education. It promotes a common understanding of the basic principles and methodologies of human rights education and training and provides a concrete framework for action for specific sectors or issues including teachers and educators, trainers, education in primary, secondary and higher education, human rights training programs for law enforcement officials and military personnel, human rights training for police, judicial officials and journalists.

UN Global Education First Initiative
- 2012
- Among the three priority areas of the initiative was the need for better human rights education.

UN Declaration on Human Rights Education and Training
- 2011
- Proposing the idea that an education for human rights education and training should be provided to all persons, including teachers and educators, trainers, law enforcement officials and military personnel.

UN Sustainable Development Goals
- 2015
- The recently adopted Sustainable Development Goals (SDGs) include a target (Goal 4.7) of promoting quality education to promote sustainable development.

UNESCO Recommendation
- 1974

UN Declaration on Human Rights Education and Training
- 2011
- Advocating the idea that human rights education and training should be provided and facilitated by international organizations, governments, NGOs, and other educational institutions.

- 1994
- Aiming at promoting the education of all for the full and equal enjoyment of all human rights and fundamental freedoms.

International and regional frameworks and standards affirm that human rights education is central to the full and equal enjoyment of all human rights. These standards encourage the development and implementation of human rights education strategies and programs at the national level.

- UN Declaration on Human Rights Education and Training
- UNESCO Recommendation
- UN Declaration on Human Rights Education and Training
- UN Sustainable Development Goals
- Universal Declaration of Human Rights (UDHR)
UN Member States have committed to implementing the provisions of international and regional laws, including those related to the promotion and implementation of human rights education and training.

Governments can fulfill these obligations by:

1. **Enacting national laws and policies**
   - Including national plans of action that guarantee the implementation of human rights education and training.

2. **Training civil servants about, through and for human rights**
   - Including the police, law enforcement officials, judges, prison officials, teachers, health care and social workers.

3. **Allocating adequate resources**
   - To provide human rights education and training.

4. **Working with civil society and other actors**
   - To ensure that human rights education is available and accessible to all.
THE ROLE OF OTHER NATIONAL ACTORS

The active involvement of other national actors including civil society is important to both promote and provide human rights education and training.

Non-governmental organizations
Can lobby the government to meet its obligations to respect, protect and fulfill the right to human rights education and assist in implementing human rights education programs.

Educational theorists and curriculum developers
Can ensure formal education policies and national curricula integrate quality human rights education.

Schools, universities and other educational institutions
Can offer human rights education as a learning subject and integrate a rights-based approach in teaching methodologies.

Trade unions
Can promote the inclusion of human rights education in professional training programs, including teacher training.

National human rights institutions and ombudsman offices
Can raise awareness about the impact and benefits of human rights education and contribute to the development of policies and laws on human rights education and training.

Professional associations
Can recommend human rights education and offer guidance on how human rights education can be included in professional training.

Media, including news media, film and the arts

Private sector and corporations
Can ensure staff have access to human rights education and training and encourage a culture of human rights within their own internal structure and processes.

Families and communities
Can re-envision daily life/work in human rights terms.
EACH OF US CAN MAKE A DIFFERENCE.

WHAT CAN WE DO?

Respecting, promoting and protecting human rights begins with developing our own understanding and skills, taking small steps in our immediate environment.

1. Respecting and accepting differences
2. Developing empathy
3. Sharing this newfound awareness with others
4. Speaking out against injustice
5. Resolving conflict through dialogue and mutual understanding

WHERE, AFTER ALL, DO HUMAN RIGHTS BEGIN?

“Where, after all, do human rights begin? In small places, close to home—so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighborhood he lives in; the school or college he attends; the factory, farm or office where he works. Such are the places where every man, woman and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere.”

Eleanor Roosevelt, diplomat, humanitarian and human rights activist

TAKING ACTION

We can act both as activists and role models in creating a culture of human rights by:

- Start a Human Rights Club in your school or community.
- Start a petition to have human rights education taught in schools and send this to the Ministry of Education or local government authority.
- If you see violations and abuses of human rights in your school, workplace or community, contact an individual (teacher or supervisor) or an organization (trade union, local NGO) for help.
- Commemorate Human Rights Day (Dec. 10), International Women’s Day (Mar. 8) or another significant day with a special event.
- Organize art and writing competitions on human rights in your school.
- Organize conferences, debates, lectures, dialogues, seminars on human rights.
- Join a local or community organization to work on human rights issues.

LEARN!

- Find human rights education resources online and share these with your teachers, or use them in a workshop you organize with your friends.
- Tell your teacher you want to learn and discuss issues relating to human rights in your school.
- Train a group of young people to teach the contents of the Universal Declaration of Human Rights to younger children in schools, youth organizations and to the general public.
- Use local festivals and events (multicultural, arts, film, music) to promote human rights and human rights education.
- Write and publish a blog or newspaper article on a human rights theme or issue.
- Start a Human Rights Club in your school or community.
- Organize art and writing competitions on human rights in your school.
- Find human rights education resources online and share these with your teachers, or use them in a workshop you organize with your friends.
- Decorate a public access, walkway, garden, school hallway with posters and other visuals depicting the human rights contained in the Universal Declaration of Human Rights.
- Create a human rights award to honor national human rights heroes/defenders.
- Designate a human rights space (bulletin board, meeting hall, public garden) in your neighborhood, school, village to illustrate or share the experience of human rights.

CREATE!

- Organize conferences, debates, lectures, dialogues, seminars on human rights.
It is time to arm ourselves with human rights education that underscores we are indeed born equal in rights and in dignity, as we strive to fulfill a shared commitment to promote human rights for all.

In commemoration of the fifth anniversary of the United Nations Declaration on Human Rights Education and Training, the following organizations have created this exhibition to raise awareness of the vital role of human rights education in the promotion of dignity, equality and peace, and in the prevention of human rights violations and abuses.

**WHO WE ARE**

_“Education is the most powerful weapon which you can use to change the world”_ Nelson Mandela

*It is time to arm ourselves with human rights education that underscores we are indeed born equal in rights and in dignity, as we strive to fulfill a shared commitment to promote human rights for all.*

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In commemoration of the fifth anniversary of the United Nations Declaration on Human Rights Education and Training, the following organizations have created this exhibition to raise awareness of the vital role of human rights education in the promotion of dignity, equality and peace, and in the prevention of human rights violations and abuses.

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