

INTER-AMERICAN INSTITUTE OF HUMAN RIGHTS

INTER-AMERICAN REPORT ON HUMAN RIGHTS EDUCATION
A study of 19 Countries.
Part I: Normative Development

San José - December 2002

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FOREWORD

Every effort should be made to prevent violence and to end all forms of discrimination and social exclusion. All appropriate actions must be taken to promote the exercise of freedom and democracy and to ensure inclusion. Education in human rights is the first task of the inter-American system and of the region's democracies in order to achieve these goals. The IIHR was created precisely with this objective: to educate about and for human rights and democracy, working as a means of leverage in support of the mechanisms of promotion, control and administration of the system (the Inter-American Commission on Human Rights and the Inter-American Court of Human Rights) and to assist civil society and governments in this task.

The Institute understands that human rights education constitutes a part of the right to education and at the same time is a right in itself. As such, it implies an obligation on the part of the State and every authority to assure the teaching and learning of the values, rights and responsibilities of citizens, from childhood to adulthood. This right is programmatic, but this does not mean that citizens cannot demand it, because its compliance entails the obligation to adopt the necessary measures to ensure that it will continue to be valid over time.

The development of institutional norms grounded in the **Universal Declaration of Human Rights** and, particularly, the **Additional Protocol to the American Convention on Human Rights in the Area of Economic, Social and Cultural Rights** (Protocol of San Salvador) has clearly proclaimed this right as part of the right to education. In fact, as Article 13 of the Protocol states: *Everyone has the right to education. (This) education should be directed towards the full development of the human personality and human dignity and should strengthen respect for human rights, ideological pluralism, fundamental freedoms, justice and peace. (It should also) enable everyone to participate effectively in a democratic and pluralistic society (and should) foster understanding, tolerance and friendship among all nations and all racial, ethnic and religious groups; and promote activities for the maintenance of peace.*

However, in the not too distant past the task of educating about human rights was frowned upon. In the climate of political turmoil and violence suffered by Latin America and some countries of the Caribbean, several of these educational functions were marginalized and discredited as patronizing due to not being part of the popular struggle, or as subversive ploys due to not being part of official programs. Nevertheless, education did cultivate a dialectic process that promoted the value of individual freedom and affirmed social rights, advocating the integral nature of the rights of the human being. Since 1985, the IIHR has contributed to this process with widely varying audiences, promoting the same universal message of commitment to the international human rights treaties in all of the countries of the Americas.

At the XX Interdisciplinary Course on Human Rights, held in San José in July and August of 2002 and which focused on the theme of human rights education, the IIHR took on the commitment of designing and preparing a report to evaluate the progress of human rights education in the countries of the region, as a means of promoting dialogue and collaborative agreements.

At the Course, one hundred twenty students from more than twenty countries in the region and several specialists provided information and participated in discussions about diverse aspects of HRE in their countries. This effort was part of an active strategy of promotion of human rights education that the IIHR is fostering from 2000 to 2005, which is supported by the design and application of a system of progress indicators in three key fields of human rights: *access to justice, political participation and human rights education*, keeping in permanent focus three cross-cutting perspectives: *gender equity, recognition of ethnic diversity and civil society-State interaction*.

The implementation of the aforementioned strategy, the execution of a research program on the progress of human rights and the validation of results have progressively involved participants in IIHR courses, the Ombudsman offices of several countries and the staff of international cooperation agencies. This interactive methodology facilitates dialogue among the concerned stakeholders in the complex field of HRE: civil society organizations, government entities and the international community.

This Report shows the existence of a positive, but uneven, trend among the different countries towards the establishment of a legal foundation for HRE. There have been greater advances in the adoption of international commitments than in the inclusion of these definitions in national Constitutions. General education laws are being progressively reformed, but this reform is not accompanied consistently by the rest of the legislation. There are indications of public policies that favor HRE in several countries, but these have not been consolidated as State policies, but rather are expressed as a constellation of generally scattered temporary programs and projects. Institutional development is unequal. There are obvious deficiencies and delays and, in the case of some countries and subjects, a lack of systematized information.

The contents of this Report should be considered along with other studies on the state of education in general, and on the right to education in particular, with respect to which this Report is complementary.

The preparation of this Report and of the Human Rights Progress Maps, and the thrust of the IIHR's Active Promotion Strategy for Human Rights Education are made possible by the generous support of the Ford Foundation.

Roberto Cuéllar
Executive Director

December 10, 2002

Section I

Measuring normative progress in human rights education

Introduction

This Report on Human Rights Education (HRE) refers to the 19 countries that have *signed or ratified* the Additional Protocol to the American Convention on Human Rights in the Area of Economic, Social and Cultural Rights (Protocol of San Salvador). Its objective is to identify those trends that constitute progress on HRE being recognized and guaranteed as a human right, as is established in Article 13 of the aforementioned Protocol and other international agreements ratified by the countries indicated.

Protocol of San Salvador		
Country	Date of Signing	Date of Ratification
Argentina	1988	---
Bolivia	1988	---
Brazil		1996
Chile	2001	---
Costa Rica	1988	1999
Colombia		1997
Dominican Republic	1988	---
Ecuador	1988	1999
El Salvador	1988	1995
Guatemala	1988	2000
Haiti	1988	---
México	1988	1996
Nicaragua	1988	---
Panamá	1988	1992
Paraguay	1996	1997
Peru	1988	1995
Suriname		1990
Uruguay	1988	1995
Venezuela	1989	---

Source: www.oas.org/juridico/spanish/firmas/a_52.htm
(See also source in English www.cidh.oas.org/Basicos/basic6.htm)

This Report is part of an investigation that will be developed over four years. At this first stage, it will refer to the legal framework that establishes and characterizes HRE within the domestic laws of these countries and focuses on the different trends that have occurred from 1990 to 2001/2, and indicates to what degree these trends constitute progress, regression or stagnation.

In order to examine the legal framework, it was necessary to verify the existence and scope of the principles and/or contents of HRE that are set forth explicitly in the legislation and in the main instruments that define educational public policy in each country, that is the Constitution, ratification of international instruments, local laws on education and other laws that refer to the field and official documents that set the direction of the educational programs and course plans at the national level.

This period corresponds in general terms with several characteristic phenomena of the times: the reinstatement of democracy in several countries of the region and/or the consolidation of democratic institutions and their relative independence; the adoption of constitutional, legal and administrative reforms; and the mobilization of civil society in favor of the full validity of human rights and the rule of law. It also coincides with the span of the last two census periods, which allows for comparable basic data, and it corresponds with the execution of educational reform programs in most of the countries.

This effort of the IIHR seeks to provide input for the entities that watch over, promote and protect economic, social and cultural rights in the OAS system –as a "friendly independent rapporteur"– for the competent bodies of the public sector, for the civil society organizations working in this field in the different countries and for the international human rights community, in order to promote a debate and evaluation of the advances in human rights education, something that has rarely been studied with sufficient depth.

Even though the IIHR is not an official body of the inter-American system, but rather an autonomous international body,¹ the Organization of American States has repeatedly requested that it cooperate with the Inter-American Commission on Human Rights, which is responsible for this role of promotion and education, but which faces budgetary limitations in addressing its growing commitments in all the areas of its mandate.²

Justification

Article 13(2) of the Protocol of San Salvador sets forth the obligation of the States to provide an education with specific characteristics, among which the following are mentioned explicitly:

- Directed towards the full development of the human personality and human dignity.
- Strengthen respect for human rights, ideological pluralism, fundamental freedoms, justice and peace.
- Enable everyone to participate effectively in a democratic and pluralistic society.
- Foster understanding, tolerance and friendship among all nations and all racial, ethnic and religious groups.
- Promote activities for the maintenance of peace.

Although the legal effects of the Protocol of San Salvador become binding upon the ratification by the State, every country that has either signed or ratified has a commitment to proactively design the legal and logistical grounds for promoting and protecting economic, social and cultural rights in all their dimensions. This includes the commitment to ratify the Protocol and the duty to progressively adapt its domestic laws, prepare public policies and launch activities that will fulfill the Protocol's purpose.

The twelve States that have ratified the Protocol also have the obligations specified in Article 19.2 of the Protocol: to present periodic reports to the OAS General Secretariat for their examination by the Inter-American Economic and Social Council and the Inter-American Council for Education, Science and Culture. A copy of these reports must be sent to the Inter-American Commission on Human Rights.

¹ The IIHR was created by the Inter-American Court of Human Rights on July 30, 1980 and was given international status on November 30 of that year through an agreement between the Court and Costa Rica as the host country.

² CF GA/RES. 1894 (XXXII-O/02), GA/RES. 1850 (XXXII-O/02).

Article 13 of the Protocol of San Salvador Right to Education

1. Everyone has the right to education.

2. The States Parties to this Protocol agree that education should be directed towards the full development of the human personality and human dignity and should strengthen respect for human rights, ideological pluralism, fundamental freedoms, justice and peace. They further agree that education ought to enable everyone to participate effectively in a democratic and pluralistic society and achieve a decent existence and should foster understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups and promote activities for the maintenance of peace.

3. The States Parties to this Protocol recognize that in order to achieve the full exercise of the right to education:

- a. Primary education should be compulsory and accessible to all without cost;
 - b. Secondary education in its different forms, including technical and vocational secondary education, should be made generally available and accessible to all by every appropriate means, and in particular, by the progressive introduction of free education;
 - c. Higher education should be made equally accessible to all, on the basis of individual capacity, by every appropriate means, and in particular, by the progressive introduction of free education;
 - d. Basic education should be encouraged or intensified as far as possible for those persons who have not received or completed the whole cycle of primary instruction;
 - e. Programs of special education should be established for the handicapped, so as to provide special instruction and training to persons with physical disabilities or mental deficiencies.
4. In conformity with the domestic legislation of the States Parties, parents should have the right to select the type of education to be given to their children, provided that it conforms to the principles set forth above.

5. Nothing in this Protocol shall be interpreted as a restriction of the freedom of individuals and entities to establish and direct educational institutions in accordance with the domestic legislation of the States Parties.

These obligations of the States are complementary to those defined in other international instruments. Among these are the following that establish obligations regarding human rights education: Convention Against Discrimination in Education; International Convention on the Elimination of All Forms of Racial Discrimination; International Covenant on Economic, Social and Cultural Rights; International Convention on the Elimination of All Forms of Discrimination against Women; Inter-American Convention to Prevent and Punish Torture; ILO Covenant 169 on Indigenous and Tribal Peoples in Independent Countries; Convention on the Rights of the Child; Inter-American Convention on the Prevention, Punishment and Eradication of Violence against Women (Convention of Belem do Pará) and Inter-American Convention on the Elimination of All Forms of Discrimination against Persons with Disabilities.

Nature of the Report

It has been an internationally recognized practice by the different human rights bodies that, upon the presentation of periodic official reports, parallel reports –called shadow reports- prepared by civil society organizations be received as well, with the objective of comparing and contrasting the facts and information submitted by the States.

The IIHR does not issue this type of parallel report, but it does have statutory authority to make studies, reports and investigations regarding human rights based on its mission, which is education, research and promotion in the field of human rights with a multidisciplinary approach, taking into account the problems of the Americas.³

Therefore, this Report on the right to human rights education focuses on objectives not examined by other reports that analyze the right to education in general, its level of access and quality. This is not a report on the right to education. It is rather a proposal that falls within the goals and competency of the IIHR, that is, education on human rights, but with a new outlook that transcends mere education and training. It deals with the creation of a permanent methodology that will enable evaluation of the inclusion of human rights as an international obligation as concerns the right to education. Taken as a process, these obligations must be projected on the medium-term future, which will help to measure its progress.

This outlook –of progress- does not replace that of vigilance, denunciation and defense in the face of violations, nor does it intend to conceal the delays in the fulfillment of the desired goals. Its novelty resides in the potential that it has to understand issues of human rights as a process and not only as situations; to identify gaps and opportunities so as to overcome them over the medium- and long-terms; and to establish shared and complementary priorities and work strategies among the different stakeholders.

As a first report, this document shall only broach the thematic domain of the legal framework that establishes and characterizes human rights education over the past decade within the internal norms of the countries studied and interpret the degree to which these trends represent progress.

The scope of this study is limited to an analysis of the legal frameworks –whether domestic or regarding the overall trends in the region- and to only one aspect of the educational reality: that of the political will and intentions that legislators have laid down in laws and regulations. Subsequent reports shall deal with verifying whether these commitments have been put into practice.

³ Statute of the Inter-American Institute of Human Rights. Art 5.

Conceptual Framework

Human rights education is understood, for the purposes of this Report, as a process of acquiring specific knowledge, skills and values in order to grasp, understand, assert and support one's own rights, grounded on norms set forth in the different international instruments in connection with domestic laws.⁴ This means that all persons –regardless of sex, national or ethnic origin and economic, social and cultural conditions- have the real possibility of receiving systematic, broad and quality education that enables them to: understand their human rights and responsibilities; respect and protect the human rights of others; understand the relationship between human rights, the rule of law and democratic government; and exercise in their daily interaction values, attitudes and conducts that are consonant with human rights and democratic principles. We understand this right to human rights education as part of the right to education and as a necessary condition for the effective exercise of all human rights.

It is common for human rights education to be circumscribed as "training" in human rights, but that is merely one facet of it. The IIHR considers education in human rights as a cross-cutting axis of the right to education, which should be present substantively and methodologically in every way in formal and informal education. It should even be present in cultural processes and in the whole dynamic regarding the strengthening and reformulation of cultural patterns. In this manner, the right to human rights education, and the measurement of the degree of achievement of this right, are issues linked to, but different from, the monitoring of the right to education and it becomes separate –as the flip side of the coin- from the assessment of the status of education in general, an issue for which there are numerous and exhaustive studies.

As is the case in the other thematic fields that are part of the IIHR's institutional strategy – access to justice and political participation- in the issue of HRE special heed has been paid to three perspectives that convey the outlook on the interests, the expectations and the aspirations of the social areas particularly concerned with the theme of human rights, whose organizations and platforms have been taken into account at the time of designing the system:

- Gender equity: variation in the norms and contents concerning gender equity in the curricula and textbooks as well as the training activities promoted by civil society organizations.
- Recognition of ethnic diversity: contents related to ethnic diversity in the laws, the school curricula and textbooks, with emphasis on intercultural bilingual education.
- Civil society-State interaction: various forms of collaboration between non-governmental organizations and educational institutions in order to promote HRE.

These perspectives aid in establishing to what extent the efforts of civil society, the State and the international community are accomplishing the common objective of attaining a point of equilibrium among the standards set forth in the international instruments, the norms adopted by the States and their political and institutional practices and the people's aspirations expressed by the movement in favor of human rights and democracy.

⁴ This definition is adapted from the text *Circle of Rights. A tool for activism training in the defense of economic, social and cultural rights*. International Human Rights Internship Program/Forum-Asia 2000 p. 444.

Methodological Aspects

To bridge the distance between the general and abstract character of the norms, and the specific and concrete nature of the practices, and to compare them so as to measure them, the use of a system of indicators –as measurable traces– was proposed that would allow an assessment, with a reasonable degree of objectivity, of the distances between the real situation and the standards or desired goals. In order to find out whether these gaps are being lessened, the system is being applied for different reference dates under equivalent conditions. The result is a measurement of the progress that has been accomplished and an indication of the trends that are present in this process.

Based on the assumption that the right to an education on human rights, such as it is defined by the Protocol of San Salvador and the other international instruments mentioned, is highly dependent on the right to education in general, this Report proposes the following items as indicators that this right is being implemented: (i) that the international and national norms that establish this right and the corresponding obligations have been adopted, and that public policies consistent with this condition are being developed; (ii) that the contents of human rights are effectively integrated into the curricula of the formal education system and in informal education; (iii) that these contents are a part of the training of teachers, judges, armed forces and law enforcement personnel; and (iv) that the textbooks reflect these contents and do not have references that contradict the fundamental values of gender equity or the acceptance and respect for ethnic diversity. For a first exercise undertaken in six countries (Guatemala, Mexico, Nicaragua, Paraguay, Peru and Venezuela), the following system of domains, variables and indicators was used:⁵

⁵ The results are available on the Web site of the Inter-American Institute of Human Rights (www.iidh.ed.cr). Special Sections; Human Rights Maps.

Domains	Variables	N° of indicators
I: In Formal/Public Education	Adoption of norms on human rights education	2
	Curriculum Modification	2
	Modification of contents in the official textbooks	3
II: In Informal / Non-governmental Education	Civil society organizations that deal with human rights education	3
	Organization of activities on human rights education by the social movements	4
	The role of churches in human rights education activities	3

In the system used for the preparation of this first Report on human rights education and taking advantage of the experience gained in the preliminary work on these six countries, the domains shown in Table 1 were rearranged for a more detailed approach to the immediate and longer term obligations that the States must assume in relation to the Protocol of San Salvador and other international instruments that include, directly or indirectly, standards on human rights education.

The matrix to gather information on the variations in the normative context relative to human rights education was the following:

VARIABLE 1 <i>Adoption of norms on HRE</i>	Indicator 1: International instruments
	Indicator 2: National laws.
VARIABLE 2 <i>Public Policies</i>	Indicator 1: Decrees, rulings.
	Indicator 2: Educational course plans and documents.
VARIABLE 3 <i>Institutional Development</i>	Indicator 1: Government departments specialized in HRE.
	Indicator 2: Government programs specialized in HRE.
VARIABLE 4 <i>Right to Education</i>	Indicator 1: Constitutional norms.
	Indicator 2: Percent of the national budget allocated in the Constitution to education
	Indicator 3 Compulsory nature of education
	Indicator 4: Educational enrollment

For the analysis of *international instruments*, ten norms or standards of different international

organizations, including the UN, OAS, ILO and UNESCO, were selected taking into consideration their similar and complementary references for HRE.

With respect to *national laws*, the Constitutions in force both in 1990 and in 2002 in each of the countries of the study were analyzed, as were *National Education Laws* in force during those same two years.

For the purposes of the study of the *cross-cutting perspectives*, eleven laws that involve these themes and HRE were selected, many of which were passed during the last decade.

Regarding *public policies* related to HRE, decrees by the Executive Branch for the creation of institutions, budgets, procedures or curriculum modification were considered. Also, several five-year and ten-year plans with HRE guidelines were pointed out.

Another theme of the study was the *institutional development* of HRE, where it was determined whether the Ministries of Education, Defense and Justice, the Human Rights Ombudsmen, electoral bodies and tribunals, and women's institutes had departments or programs focusing on HRE.

Finally, in a complementary manner, the *right to education* in the Constitutions of each country was analyzed with special attention to aspects related to university autonomy, freedom to teach, freedom of religions education, secular education, the responsibility of the State over education, the compulsory nature of education and the percentage of the budget allocated to education.



Taking into account that the progressive nature of this Report coincides with that with which the States Parties to the Protocol of San Salvador⁶ must present their reports and given the programmatic nature⁷ of the right to human rights education, guidelines were established to follow-up over a sufficient period of time in order to evaluate the ongoing progress based on budget allocation, human resources, training, redesign of textbooks, as well as educational and support materials, etc. that shall be reported in the research matrices of subsequent reports.

In addition, since the hoped for changes in HRE are achieved relatively slowly and, therefore, variations over very short time periods might not be very significant, and considering the magnitude and variety of information required, progressive exercises shall be undertaken, emphasizing each year one of four sets of variables (called in this reporting system a domain) and reinitiating the cycle in the fifth year with a reassessment of the first component. Thus, the scheme of the Report over four years is the following:

1 Year 2002: Variations in terms of the legal framework –international and national- in the adoption of public policies and in the processes of educational reform relative to human rights education.

2 Year 2003: Variations in the design and contents of the official curriculum that express new legal and political conditions; modifications in the plans and programs for the educational levels in which HRE is established as compulsory; and modifications in the contents and forms of the textbooks for the selected levels.

3 Year 2004: Variations in the special human rights education programs, particularly: in the curriculum and teacher training programs; in training activities for armed forces and law enforcement officers; in courses for judges and civil servants in general. Furthermore, inclusion of the subject in universities.

4 Year 2005: Variations in the informal activities (not school activities) for education, training and promotion of human rights and in the situation of non-governmental organizations and other human rights education service providers, including their composition, territorial scope, materials production, type and number of beneficiaries.

⁶ Article 19 of the Protocol of San Salvador states that "Pursuant to the provisions of this article and the corresponding rules to be formulated for this purpose by the General Assembly of the Organization of American States, the States Parties to this Protocol undertake to submit periodic reports **on the progressive measures** they have taken to ensure due respect for the rights set forth in this Protocol." (The emphasis is not from the original).

⁷ A right is programmatic when it requires a comprehensive implementation program in order to be real and accessible, such as by law, the allocation of necessary budget and resources, the construction of schools, the purchase of desks and equipment, etc.

Section II

Analysis of Results

Human rights education in the international instruments

The Universal Declaration of Human Rights (1948) proclaims the right to education and states that it shall have as its object the *full development of the human personality and the strengthening of respect for human rights*. Twelve years later, the **Convention against Discrimination in Education**, adopted by the General Conference of UNESCO in 1960, took it on as a binding obligation for the States and the first formulation of the central core of this right, in terms of an *education directed to the strengthening of respect for human rights and fundamental freedoms; and which promotes understanding, tolerance and friendship among all nations, racial and religious groups*. This formula has been restated, with minor modifications, in the **International Convention on the Elimination of All Forms of Racial Discrimination** (1965), the **International Covenant on Economic, Social and Cultural Rights** (1966), in the **Additional Protocol to the American Convention on Human Rights in the Area of Economic, Social and Cultural Rights–Protocol of San Salvador** (1988) and in the **Convention on the Rights of the Child** (1989).

Among these instruments, it is the **Protocol of San Salvador** that characterizes to a greater extent the diverse components of this right: it establishes as the basic objective of education *the full development of the human personality and human dignity*; it associates the strengthening of human rights with *ideological pluralism, fundamental freedoms, justice and peace*; and it assigns to education the central role of enabling persons *to participate effectively in a democratic and pluralistic society*.

This last element is reiterated in the **Inter-American Democratic Charter** (2001), which assigns a key role to quality education accessible to all in *strengthening democratic institutions and promoting good governance, sound administration, democratic values and the strengthening of political institutions and civil society organizations*. (Articles 16 and 27).

The **Convention against Racial Discrimination** adds to this formula the commitment to take action in the sphere of education *to combating prejudices which lead to racial discrimination* and the **Convention on the Elimination of All Forms of Discrimination against Women** (1979) adds the purpose of *eliminating any stereotyped concept of the roles of men and women at all levels and in all forms of education*.

The **ILO Covenant concerning Indigenous and Tribal Peoples in Independent Countries** (N° 169) of 1989 establishes a set of special norms relative to education programs and services destined to the peoples concerned. In accordance with these provisions, these services *shall address their special needs, [...] incorporate their histories, their knowledge and technologies, their value systems and their further social, economic and cultural aspirations [...] to make known to them their rights and duties, especially in regard to [...] their rights deriving from this Covenant*.

Furthermore, it sets forth that education measures shall be adopted in all sectors of the national community, *with the object of eliminating prejudices that they may harbour in respect of these peoples* (Articles 26 to 31). These provisions are certainly consistent with the spirit of Article 5 of the UNESCO Convention (1960), which, in addition, assures the right of national minorities to use and teach their own language.

At the regional level, the **Inter-American Convention on the Prevention, Punishment and Eradication of Violence against Women** (1994) reasserts the right of women *to be valued and educated free of stereotyped patterns of behavior and social and cultural practices based on concepts of inferiority or subordination*; and commits the State to promote education and the training of the judicial and police officials, as well as the general public, *with respect to the problems of and remedies for violence against women*. The **Inter-American Convention on the Elimination of All Forms of Discrimination against Persons with Disabilities** (1999) establishes the obligation of the State to adopt education measures, *to eliminate discrimination against persons with disabilities and to promote their full integration into society*. Finally, the **Inter-American Convention to Prevent and Punish Torture** (1985) obligates the State to take action so that *in the training of police officers and other public officials responsible for the custody of persons temporarily or definitively deprived of their freedom, special emphasis shall be put on the prohibition of the use of torture and other cruel, inhuman or degrading treatment*.

TABLE 3:
International instruments with HRE contents ratified as of 1990

International Instruments.	Argentina	Bolivia	Brazil	Colombia	Costa Rica	Chile	Ecuador	El Salvador	Guatemala	Haiti	Mexico	Nicaragua	Panama	Paraguay	Peru	Dominican Rep.	Suriname	Uruguay	Venezuela
1. Convention against Discrimination in Education	✓	-	✓	-	✓	✓	✓	-	✓	-	-	✓	✓	-	✓	✓	-	✓	✓
2. International Convention on the Elimination of All Forms of Racial Discrimination	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	✓	✓	✓	✓	✓
3. International Covenant on Economic, Social and Cultural Rights	✓	✓	-	✓	✓	✓	✓	✓	-	-	✓	✓	✓	-	✓	✓	✓	✓	✓
4. International Convention on the Elimination of All Forms of Discrimination against Women	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	✓	✓
5. Inter-American Convention to Prevent and Punish Torture	✓	-	✓	-	-	✓	-	-	✓	-	✓	-	-	✓	-	✓	-	-	-
6. Additional Protocol to the American Convention on Human Rights in the Area of Economic, Social and Cultural Rights-“Protocol of San Salvador”	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7. Covenant No. 169 of the ILO concerning Indigenous and Tribal Peoples in Independent Countries	-	-	✓	-	-	-	-	-	-	-	✓	-	-	-	-	-	-	-	-
8. Convention on the Rights of the Child	✓	✓	-	-	✓	✓	✓	✓	✓	-	✓	✓	✓	✓	✓	-	-	✓	✓

Source: Compiled by the IIHR

TABLE 4:
International instruments with HRE contents ratified as of 2002

International Instruments.	Argentina	Bolivia	Brazil	Colombia	Costa Rica	Chile	Ecuador	El Salvador	Guatemala	Haiti	Mexico	Nicaragua	Panama	Paraguay	Peru	Dominican Republic	Suriname	Uruguay	Venezuela
1. Convention against Discrimination in Education	✓	-	✓	-	✓	✓	✓	-	✓	-	-	✓	✓	-	✓	✓	-	✓	✓
2. International Convention on the Elimination of All Forms of Racial Discrimination	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3. International Covenant on Economic, Social and Cultural Rights	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	✓	✓	✓	✓	✓	✓	✓	✓	✓
4. International Convention on the Elimination of All Forms of Discrimination against Women	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5. Inter-American Convention to Prevent and Punish Torture	✓	-	✓	✓	✓	✓	✓	✓	✓	-	✓	-	✓	✓	✓	✓	✓	✓	✓
6. Additional Protocol to the American Convention on Human Rights in the Area of Economic, Social and Cultural Rights-“Protocol of San Salvador”	-	-	✓	✓	✓	-	✓	✓	✓	-	✓	-	✓	✓	✓	-	✓	✓	-
7. Covenant No. 169 of the ILO concerning Indigenous and Tribal Peoples in Independent Countries	✓	✓	✓	✓	✓	-	✓	-	✓	-	✓	-	-	✓	✓	-	-	-	✓
8. Convention on the Rights of the Child	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9. Inter-American Convention on the Prevention, Punishment and Eradication of Violence against Women “Convention of Belem do Para”	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
10. Inter-American Convention on the Elimination of All Forms of Discrimination against Persons with Disabilities	✓	-	✓	-	✓	✓	-	✓	-	-	✓	-	✓	-	✓	-	-	✓	-

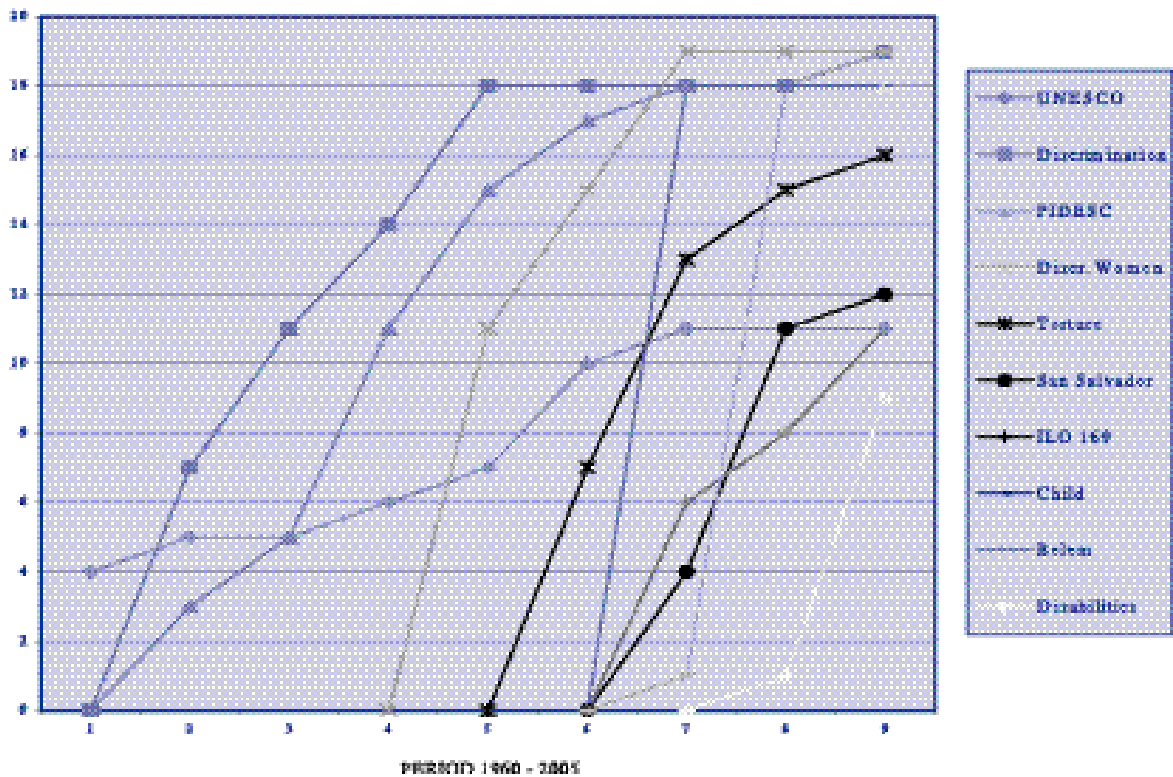
Source: Compiled by the IIHR

NOTE

- ✓ : Ratified.
- : Did not ratify or did not sign.

As can be seen in the preceding tables and in the following charts, these ten instruments are being progressively ratified by the States under consideration in this Report. In the decade of the 1960s there were ten ratifications, which represented 17.5% of the possible ratifications; in the 1970s there were fifteen more ratifications, increasing this percentage to 32.8%; in the 1980s there were forty-two ratifications, bringing the total percentage to 44.0%. In the past twelve years, there have been ninety-nine additional ratifications, which currently represents 87.3% of the total number of possible ratifications.⁸

CHART 1 : RATIFICATION OF INTERNATIONAL INSTRUMENTS



Four instruments have been ratified by all of the States: Racial Discrimination, Discrimination against Women, Rights of the Child and Domestic Violence. Currently pending is one ratification of the International Covenant on Economic, Social and Cultural Rights, three of the Convention on Torture, seven of the Protocol of San Salvador, eight of the UNESCO Convention, eight of the ILO Covenant, and ten of the Convention on Persons with Disabilities.

In general terms, there has been an acceleration of ratifications due to the recovery and strengthening of democratic regimes; to the broadening of the concept of human rights education to the field of political rights; and to the special attention being paid to several social areas.

⁸ The percentages indicated were calculated on the basis of the number of instruments adopted up to each decade, multiplied by 19 countries.

Human rights education in the National Constitutions

The right to an education in human rights is highly dependent on the right to education in general. Understanding this assumption and the constraints derived therefrom, a first indication that this right is being implemented is that constitutional precepts in each country define the functions, characteristics and basic goals of education. Public policies, official curricula, programs and projects then have a sufficient foundation to incorporate the contents of human rights into different types and levels of educational activities. Citizens can then demand, even legally, access to education without any kind of discrimination, and for it to have these qualities.

The right of citizens to receive education, the obligation of the State to provide it as a public service and to be able to regulate it are incorporated into all the Constitutions of the countries in the region, even though in some cases it is not stated in a sufficiently explicit manner. Other rights intimately associated with education, such as the freedom to teach, freedom of religious education and the secular character of education, have been incorporated progressively during the 20th Century, as well as the principle of university autonomy, which is fundamental in the Latin American tradition. The following chart shows the advances, in terms of the number of Constitutions that mention these aspects, over the past decade through a comparison of the status in 1990 and in 2002.

TABLE 5:
Aspects of the Right to Education in the Constitutions

On the texts in force in 1990

Date of the Constitution in force in 1990	1853	1967	1967	1989	1886	1949	1966	1961	1983	1985	1987	1980	1987	1983	1967	1979	1987	1967	1961
National Constitution	Argentina	Bolivia	Brazil	Chile	Colombia	Costa Rica	Dominican Republic	Ecuador	El Salvador	Guatemala	Haiti	Mexico	Nicaragua	Panama	Paraguay	Peru	Suriname	Uruguay	Venezuela
Right to Education Explicitly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Definition of Education Plans and/or State Responsibility over Education	-	✓		✓	-	-	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	✓
University Autonomy	-	✓	-	-	-	✓	-	✓	✓	✓	-	✓	✓	✓	✓	✓	-	✓	-
Freedom of Teaching	-		✓	-	-	✓	-	✓	✓	✓	-	✓	✓	✓	-	✓	-	-	-
Freedom of Religious Education	-	✓	✓	-	*	-	-	-	-	✓	-	-	-	✓	-	-	-	-	-
Secular Education	-	-	-	-	-	-	-	✓	-	-	-	✓	✓	-	-	-	-	-	-

Date of the Constitution in force in 2002	1994	1995	2001	2000	1991	2001	2002	1998	2000	1993	-	2001	1995	1994	1992	1993	1992	1996	1999
On the texts in force in 2002																			
Right to Education Explicitly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Definition of Education Plans and/or State Responsibility over Education	✓	✓	✓	✓	✓	-	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	✓
University Autonomy	-	-	✓	-	✓	✓	-	✓	✓	✓	-	✓	✓	✓	✓	✓	-	-	-
Freedom of Teaching	-	✓	✓	-	✓	-	-	-	-	✓	-	-	-	✓	✓	✓	-	-	-
Freedom of Religious Education	-	-	-	-	-	-	-	✓	-	-	-	✓	✓	-	-	-	-	-	-

Source : Compiled by the IIHR based on each country's Constitution.

NOTE:

- ✓: Mentioned in the Constitution
- : Not mentioned
- (*): Religious education is compulsory.

**TABLE 6:
Compulsory Nature of Education**

Country	In 1990				In 2002			
	Pre-School	Elementary	Secondary	Ages to which it applies	Pre-School	Elementary	Secondary	Ages to which it applies
Argentina		✓		6-12		✓		6-14
Bolivia		✓				✓		6-14
Brazil		✓		7-14		✓		
Chile		✓				✓		6-14
Colombia		✓		Up to 9 th grade	✓	✓		5-15
Costa Rica		✓			✓	✓		
Dom Rep		✓			✓	✓		5-13
Ecuador		✓	Basic Cycle			✓	Basic Cycle	
El Salvador	✓	✓			✓	✓		4-15
Guatemala	✓	✓	Basic Cycle		✓	✓	Basic Cycle	
Haiti		✓				✓		
Mexico		✓				✓	✓	
Nicaragua		✓				✓		
Panama	✓	✓	Pre middle	4-15	✓	✓	Pre middle	4-15
Paraguay		✓				✓		
Peru		✓			✓	✓	✓	
Suriname		✓				✓		
Uruguay		✓	✓			✓	✓	
Venezuela	✓	✓			✓	✓	✓	

Source : Compiled by the IIHR based on the Constitution and the Education Laws.

NOTE:

- ✓ Compulsory on the level indicated.
- * The ages covered by compulsory education are only mentioned in the cases where the Constitution or Law establishes them.

**TABLE 7:
Financing of Education**

	Expenditures in Public Education (a)				Expenditures in Public Education by educational level. As a % of total for all levels. (b)					
	% del GNP		% of Total Public Expenditures		Pre-School and Elementary		Secondary		Tertiary	
	1985/87	1995/97	1985/87	1995/97	1985/87	1995/97	1985/87	1995/97	1985/87	1995/97
Argentina	1.4	3.5	8.9 (i)	12.6	37.7 (g)	45.7	27.4 (g)	34.8	19.2 (g)	19.5
Bolivia	2.1	4.9	20.1 (g)	11.1	-----	50.7	-----	9.8	-----	27.7
Brazil	4.7	5.1	17.7	-----	45.9 (f)	53.5	7.7 (f)	20.3	19.6 (f)	26.2
Chile	3.3	3.6	15.3	15.5	57.0	58.3	19.5	18.8	20.3	16.1
Colombia i	2.6	4.1	22.4	16.6	42	40.5	32.5	31.5	21.2	19.2
Costa Rica	4.5	5.4	21.6	22.8	35.1	40.2	22.3	24.3	41.4	28.3
Dominican Republic	1.3	2.3	10	13.8	47.3	49.5	19.7	12.5	20.8	13
Ecuador	3.5	3.5	21.3	13	45.5	34.4	35.8	36	17.8	21.3
El Salvador	3.1 (g)	2.5	12.5 (g)	16	-----	63.5	-----	6.5	-----	7.2
Guatemala i	1.9	1.7	13.8	15.8	-----	63	-----	12.1	-----	15.2
Haiti	1.9	-----	20.6	-----	51	-----	18.1	-----	10.8	-----
Mexico	3.5	4.9 (d)	-----	23.0 (d)	31.5 (i)	50.3 (e)	26.8 (i)	32.5 (e)	17.6 (i)	17.2 (e)
Nicaragua	5.4	3.9 (i)	12	8.8 (i)	45.6	68.6 (i)	16.7	13.9 (i)	23.2	-----
Panama	4.8	5.1	14.3	16.3	38.3	31.1	25.2	19.8	20.4	26.1
Paraguay	1.1 (i)	4 (i)	14.3 (i)	19.8 (i)	36.6	50.0 (f),(i)	29.7	18.1 (f.) (i)	23.8	19.7 (f.) (i)
Peru	3.6	2.9	15.7	19.2	39.5	35.2	20.5	21.2	2.7	16
Suriname	10.2	3.5 (g)	22.8	-----	63.7	-----	13.5	-----	7.7	-----
Uruguay	3.2	3.3	15	15.5	37.7	32.6	28.4	29	22.4	19.6
Venezuela	5.0	5.2(g)	19.6	22.4 (g)	-----	-----	-----	29.5 (g)(h)	-----	34.7 (g)

Source: UNDP Human Development Report for 2002

NOTE:

(a) The data refer to public expenditure in education, including the general and capital expenses. See the definition of the statistical terms.

(b) The data refer to the actual public expenditure in education

(c) It is possible that the expenses per level do not add up to 100% since the figures have been rounded and the categories "other" and "not distributed" have been omitted.

(d) It is possible that the data cannot be strictly compared with the corresponding previous years due to the changes introduced in the methodology.

(e) The expenditures that were previously classified as "other" have been distributed among the different educational levels.

(f) The data include capital expenditures.

(g) The data refer to a year or a period different to the one indicated.

Source: Columns 1 to 4: UNESCO 2000; Columns 5 to 10: UNESCO 1999b.

In 1990, the reference to principles and/or contents of human rights education appeared in thirteen Constitutions of the 19 countries that are the scope of this Report. Of these, only two mentioned explicitly a goal of education related to human rights, while eleven implicitly mentioned HRE principles. It is worth noting that of the 13 Constitutions that, as of this date, had any reference to principles and/or contents of HRE, whether implicitly or explicitly, eight had been amended in the preceding ten years (1979 - 1989).

In 2002, Constitutions in eighteen countries have principles and/or contents of HRE. Of these, seven make explicit reference to one of the goals of national education being *to train in the knowledge and respect of human rights*. Eleven others, although not mentioning the concept of human rights, state as the goals of national education different principles and contents that the international doctrine and specialized literature acknowledge as part of HRE, for example: *educating for democracy, in the values of solidarity, social justice, tolerance, peace, etc.*

TABLE 8:
Characterization of HRE in the Constitutions

Constitutions in force in 1990																			
Date of the Constitution in force in 1990	1853	1967	1967	1949	1949	1949	1966	1984	1983	1985	1987	1980	1987	1983	1967	1987	1967		
National Constitution	Argentina	Bolivia	Brazil	Chile	Colombia	Costa Rica	Dominican Republic	Ecuador	El Salvador	Guatemala	Haiti	Mexico	Nicaragua	Panama	Paraguay	Peru	Suriname	Venezuela	
Civic Education	-	-	-	-	-	-	-	✓	✓	-	✓	-	-	✓	✓	✓	✓	-	
Democratic education and/or education for citizenship	-	-	✓	-	-	-	-	✓	✓	-	-	✓	-	✓	-	-	✓	✓	
Moral education and/or education in values	-	-	✓	-	-	-	-	✓	✓	-	✓	✓	-	✓	-	✓	✓	✓	
Education in human rights	-	-	-	-	-	-	-	✓	✓	✓	-	✓	-	-	-	✓	-	-	
Date of the Constitution in force in 2002	1994	1995	2001	2000	1991	2001	2002	1998	2000	1993	-	2001	1995	1994	1992	1993	1992	1996	1999
Constitutions in force in 2002																			
Civic Education	-	-	-	-	✓	-	-	✓	✓	-	✓	-	-	✓	✓	✓	✓	✓	-
Democratic education and/or education for citizenship	✓	-	✓	-	✓	-	-	✓	✓	-	-	✓	✓	✓	✓	-	✓	-	✓
Moral education and/or education in values	-	-	✓	-	✓	-	-	✓	✓	-	✓	✓	✓	✓	✓	✓	✓	✓	✓
Education in human rights	-	-	-	-	✓	-	-	✓	✓	✓	-	✓	-	-	✓	✓	-	-	✓

Source : Compiled by the IIHR based on the National Constitutions

NOTE

- ✓: Mentioned in the Constitution.
- : Not mentioned.

Concurrently with this increase in explicit or implicit references to human rights education through the decade of the 1990s, the characterization of the concept of education in the texts of the Constitutions was also enriched, as well as its social purpose. There is a trend towards defining education in a more multidimensional manner and stating explicitly more complementary themes and goals. As can be seen in Table 8, the Constitutional phrasing in effect in 2002 refers more frequently and more broadly to education, and more diverse goals and complementary features are assigned to it –cumulatively- such as *civic education + democratic + ethics/value driven + in rights*; whether by using all these terms together, or a combination thereof.

Criteria used to analyze the characterization of education in the legal documents

Civic and/or National Education:

The legal text sets forth as the purpose of education the *teaching of the political system of the country* (Constitution, branches of government, laws and institutions) *and/or the bases and principles of nationality*. In this case, considering only the articles that refer to education, it does not explicitly characterize this political regime as democratic.

Democratic education or education for citizenship:

The legal text sets forth as the purpose of education *the teaching of the democratic regime and/or the preparation for living in democracy or to exercise democratic citizenship*.

Moral education or education in values:

The legal text sets forth as the purpose of education *the training in morals, ethics and/or values*—considering as such explicit references to tolerance, peace, justice, equality, solidarity, etc.

Education in human rights:

The legal text sets forth explicitly as the purpose of education *the training in human rights and/or in respect for human rights*.

One especially noteworthy aspect is the incorporation into Constitutions of the right of indigenous peoples to a special educational regime, based on their mother tongue. The establishment of this right in constitutional norms, starting in the eighties and increasing twofold over the past twelve years, is accompanied in general by the recognition of their own languages and cultural values, of a specific identity of indigenous peoples within the overall nation, of the protection and promotion of their traditional modes of organization, and, more recently in the case of several countries, of the recognition of their specific rights in relation to territory, justice and political participation. The constitutional mention *to a bilingual and intercultural education* –in Table 9- is therefore an important indicator of a trend towards assuring not only education in human rights, but also

education for the exercise of the specific rights of indigenous peoples. Regrettably, this does not occur in the case of the recognition of the rights of communities of African descent, which in several ways share the situation and aspirations of indigenous peoples, but whose constitutional and legal recognition is only beginning in the region, due in great measure to the strength of their demands and to the emerging influence of the agreements that came out of the World Conference against Racism, Xenophobia and All Related Forms of Intolerance (Durban, 2001).

TABLE 9:

Intercultural Bilingual Education in the Constitutions

Constitutions in force in 1990																			
National Constitution	Argentina	Bolivia	Brazil	Chile	Colombian	Costa Rica	Dominican Republic	Ecuador	El Salvador	Guatemala	Haiti	Mexico	Nicaragua	Panama	Paraguay	Peru	Suriname	Uruguay	Venezuela
Bilingual and/or intercultural education	-	-	-	-	-	-	-	✓	✓	✓	-	-	✓	✓	✓	✓	-	-	-
Constitutions in force in 2002																			
Bilingual and/or intercultural education	✓	✓	✓	-	✓	✓	-	✓	✓	✓	-	✓	✓	✓	✓	✓	-	-	✓

Source : Compiled by the IIHR based on the National Constitutions

NOTE

- ✓: Mentioned in the Constitution.
- : Not mentioned

Human rights education in the general education laws

As in the case of constitutional texts, in the decade of the 1990s the general education laws of the countries included in this Report show a significant increase in the incorporation of the principles and contents of HRE, which in almost every case are very explicit.

TABLE 10:

Incorporation of HRE principles and contents in the National Education Laws

Country	In 1990		In 2002	
	Date of the Law	HRE in the text	Date of the Law	HRE in the text
Argentina	1884	-	1993	✓✓
Bolivia	1955	✓	1994	✓✓
Brazil	1971	✓	1996	✓
Chile	1990	✓✓	1990	✓✓
Colombia	nd	nd	1994	✓✓
Costa Rica	1957	✓✓	1957	✓✓
Dominican Republic	1951	-	1997	✓✓
Ecuador	1983	✓✓	1983	✓✓
El Salvador	1990	✓✓	1996	✓✓
Guatemala	1979	✓✓	1991	✓✓
Haiti	nd	nd	nd	nd
Mexico	1973	✓✓	1993	✓✓
Nicaragua	1990	✓✓	1997	✓✓
Panama	1946	✓	1995	✓✓
Paraguay	nd	nd	1998	✓✓
Peru	1982	✓✓	1982	✓✓
Suriname	nd	nd	nd	nd
Uruguay	1985	✓✓	1985	✓✓
Venezuela	1980	✓	1980	✓

Source: Compiled by the IIHR based on the National Education Laws.

NOTE:

- : No reference is made.
- ✓: Implicit incorporation: principles and/or contents of HRE are mentioned without explicitly mentioning education in human rights.
- ✓✓: Explicit incorporation: principles and/or contents of HRE are mentioned and education in human rights is referred to explicitly.
- nd: No available data.

Here again, the trend continues and expands a movement that began in previous decades within the framework of what was known as *educational reform*. Some countries started their educational reform around the 1970s; others joined in during the 1980s and most commenced after 1990. Some countries that started their educational law reforms in the 70s take them up again in the 90s in order to expand them and several have new reforms before Congress. It is in the context of this educational reform that the principles and contents of HRE – which have been set forth as international agreements in the human rights instruments since the post-war era – start to be incorporated into the national laws of our continent.

The main principles of HRE are contained in the education laws of practically every country in this study. Although there are differences in the terms and depth in which some of the concepts are set forth, all of the education laws recognize *education as a fundamental human right whose coverage must reach all of the population with equality of opportunities; they incorporate the knowledge of human rights and the principles of democracy as a content of the formal education programs, and they state that the education system must be geared towards the values of tolerance, justice, peace, equality and solidarity.*

If not all, at least a large number of the national laws, generally those recently amended, advance further and proclaim the principles of *non-discrimination, valuing and defending ethnic and cultural diversity* of the country and the *participation of the stakeholders of the education process in policy formulation and decision making concerning education.* In the subsequent incorporation of these principles, there have been different degrees of elaboration in the laws and regulations. Many laws set forth the principle in general, but some are more specific, setting operational guidelines and creating programs and/or specific means for bringing these principles to bear.

TABLE 11:
Guiding principles of HRE in the National Education Laws

In the texts in force in 2002

Guiding principles of HRE mentioned explicitly in the National Education Laws	Argentina	Bolivia	Brazil	Chile	Colombia	Costa Rica	Dominican Republic	Ecuador	El Salvador	Guatemala	Haiti	Mexico	Nicaragua	Panamá	Paraguay	Peru	Suriname	Uruguay	Venezuela
Civic instruction	✓	✓	✓	✓	✓	✓	-	✓	✓	✓	nd	✓	✓	✓	✓	✓	nd	✓	✓
Democratic instruction and/or instruction for citizenship	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	nd	✓	✓	✓	✓	✓	nd	✓	✓
Moral instruction and/or instruction in values	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	nd	✓	✓	✓	✓	✓	nd	✓	✓
Instruction in human rights	✓	✓	-	✓	✓	✓	✓	✓	✓	✓	nd	✓	✓	✓	✓	✓	nd	✓	-
Bilingual and/or intercultural	✓	✓	✓	-	-	✓	-	-	-	✓	nd	✓	✓	✓	✓	✓	nd	-	-
Non-discrimination	✓	✓	✓	-	-	-	✓	✓	-	✓	nd	✓	-	nd	✓	✓	nd	✓	✓
Gender equity	✓	✓	-	-	-	-	✓	-	-	-	nd	✓	-	nd	✓	-	nd	-	-
Participation by educators	✓	✓	✓	-	-	✓	-	✓	-	✓	nd	-	✓	nd	✓	✓	nd	-	-
Participation by parents	✓	✓	-	✓	-	✓	✓	-	✓	✓	nd	✓	✓	nd	✓	✓	nd	-	✓
Participation by students	✓	✓	-	-	-	✓	-	-	✓	✓	nd	✓	✓	nd	✓	-	nd	-	-
Participation by civil society	✓	✓	✓	-	-	✓	✓	✓	-	-	nd	✓	✓	nd	✓	✓	nd	-	✓
Respect for the environment	✓	✓	-	-	✓	✓	✓	-	-	✓	nd	✓	✓	nd	✓	-	nd	-	✓

Source: Compiled by the IIHR based on the Education Laws.

NOTE:

- : This principle is not stated in an explicit manner.
- ✓ : This principle is stated explicitly.
- nd: No available data

The main normative developments undoubtedly take place in terms of the valuing and defense of ethnic diversity. From the perspective of HRE, it is very auspicious that more than half of the countries studied have passed laws that establish intercultural and bilingual education programs in the predominant indigenous language or languages of the country. However, without intending to diminish this accomplishment, it is also important to notice that the educational laws

still do not reflect the same sensitivity towards the languages and cultures of other ethnic populations, for example, the peoples of African descent.

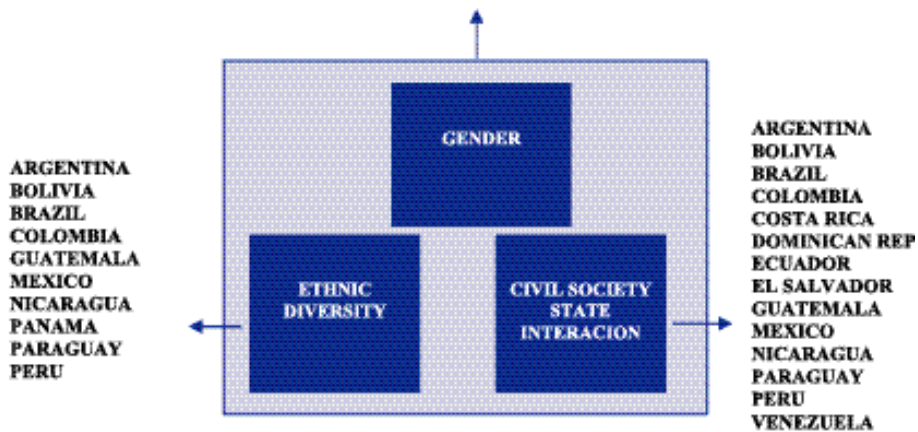
Coupled with this, it is important to highlight the progress in legislation concerning the issue of participation of other social actors in educational policy formulation and decision making –aside from the role that evidently corresponds to education officials at the national, local and school levels. In this regard, the majority of laws makes reference to the participation of parents and more than half of them also refer to other stakeholders from civil society, some of which include community organizations, or even labor and business entities. To a somewhat lesser degree, there is legal recognition of the participation by the educators themselves (sometimes as members of the so-called "educational community," or "school community" or even "the institutional education project," other times as collective actors through their teachers' union or organization) and the participation of the students themselves. With regard to the latter, some laws create student government structures and establish their functions.

In some cases, general education laws are not alone in developing standards for the valuation of diversity, bilingual and intercultural education and participation of different stakeholders in educational policy. In some countries, these themes seem to appear in Ministry regulations and guidelines, or in very recent specific laws, or in draft legislation. Without failing to recognize the importance of having these issues present on any scale of the national body of laws, regardless of the level, we believe that these principles that are so relevant to HRE are recognized more integrally and are better guaranteed when they are incorporated into the national legislation on education.

Some laws are truly in the forefront of the doctrine because they explicitly recognize gender equity in the teaching-learning practices, even using, if only in very few cases, non-sexist language. It is important to underscore that some of these are at the leading edge: establishing gender equity not only as the egalitarian respect for men and women educators, but also as a direct teaching theme, incorporated into course plans, programs and textbooks in a cross-cutting fashion.

Chart 2: Crosscutting contents of the education laws as of 2002

ARGENTINA, BOLIVIA, DOMINICAN REPUBLIC, PARAGUAY



NOTE:
 Gender: The law expressly refers to gender equity in education.
 Ethnic Diversity: The law refers to intercultural and/or bilingual education.
 Civil Society – State Interaction: The law refers to participation by students and/or parents and/or civil society in education.

Human rights education in other national laws

In order to establish the level of incorporation of the provisions concerning human rights education into the body of laws, other than the Constitution and the general education law, eleven types of national laws that might contain references or indications in this regard were reviewed. Of these, five are laws that have existed in the countries studied since before 1990, although some of them have been amended. These laws deal with political parties, electoral regime, minors or childhood and those that establish schools for training the police and armed forces.

Six other types of laws, reviewed for this purpose, correspond to developments that took place over the past decade: the creation of the Ombudsman, of judicial schools and women's institutes, those dealing with domestic violence and equal opportunity and those that create entities or programs that serve indigenous peoples.

TABLE 12:
Other Laws with possible mention of HRE as of 2002

Other Laws (*)	Argentina	Bolivia	Brazil	Chile	Colombia	Costa Rica	Dominican Republic	Ecuador	El Salvador	Guatemala	Haiti	Mexico	Nicaragua	Panama	Paraguay	Peru	Suriname	Uruguay	Venezuela
1. Ombudsman Law	-	✓	o	-	✓	✓	✓	✓	✓	✓	o	✓	✓	✓	✓	-	o	o	✓
2. Police School Law	-	-	o	nd	✓	-	nd	o	-	o	o	-	o	o	o	✓	o	o	✓
3. Military School Law	-	-	-	nd	✓	o	-	o	-	o	o	-	✓	-	✓	o	o	o	-
4. Judicial School Law	-	-	-	-	-	-	-	o	-	-	o	-	-	-	✓	-	o	o	-
5. Women's Institute Law	-	-	✓	✓	✓	✓	✓	✓	✓	✓	o	✓	✓	o	✓	✓	o	✓	✓
6. Domestic Violence Law	-	✓	-	-	✓	✓	-	✓	✓	✓	o	✓	-	✓	-	✓	o	✓	✓
7. Equal Opportunity Law	o	o	o	o	o	✓	o	o	o	o	o	o	o	✓	o	o	o	o	✓
8. Law relating to Childhood	-	✓	-	-	✓	✓	✓	o	-	o	o	✓	✓	o	✓	✓	o	-	✓
9. Electoral Bodies Law	-	✓	-	-	-	-	-	-	✓	✓	o	✓	-	✓	✓	✓	o	-	-
10. Political Parties Law	-	-	-	-	-	-	-	✓	-	✓	o	-	✓	✓	-	-	o	-	-
11. Indigenous Law	✓	✓	o	✓	o	✓	o	✓	o	✓	o	✓	✓	✓	✓	✓	o	o	o

Compiled by the IIHR based on the aforementioned laws.

NOTE:

- ✓ : Mention of HRE.
- : No mention of HRE.
- nd : No available data.
- o : This law does not exist

(*) Generic names are used for the laws selected.

Table 12 shows the results of this inquiry. References were found to human rights education, education for democracy, civic education, education in values, or specifically to education for

gender equity, combating of discrimination and bilingual and intercultural education in 75 legal documents, as the Table indicates. In some cases, the legal texts were not available and, in others, there was only second-hand information provided by the Institute's collaborators in the different countries. Therefore, this review cannot be considered exhaustive.

Most of the explicit references to human rights education correspond in general to the laws creating the Ombudsman, in which education, dissemination and training in human rights appear as one of the main institutional functions. Some of the texts reviewed associate these functions with that of research and design of education policies on the subject, and at least two establish a responsibility for the promotion and oversight of the regular course programs to ensure that they include the subject matter of human rights.

Similarly, the laws that create women's institutes, those dealing with domestic violence issues and those promoting equal opportunity between men and women –following closely the recommendations of the Declaration and Action Plan of the Beijing World Summit and the text of the Convention of Belem do Pará – assign special importance to formal and informal education, directed at promoting the recognition of women's rights and gender equity, to combating stereotypical attitudes and discriminatory practices and to develop the values of tolerance and respect between the sexes. Several of the laws emphasize the need to incorporate these contents into school curricula and to train judges, police officers and other officials who deal with issues related to domestic violence. Several national women's offices, institutes or councils have the authority and the legal obligation to propose public policies in the sphere of education.

With few exceptions, the legislation that regulates electoral processes establishes the electoral bodies and regulates the creation and activities of political parties has been issued or amended during the 1990s. In most countries, it is a single legal document (Electoral Code) and, in a few, there are two different laws (on elections or electoral bodies, and on political parties). Eleven of these laws, corresponding to nine countries, make explicit reference to the obligation of the electoral bodies and/or the political parties to promote actions for civic and electoral education for the citizens. Three associate explicitly this type of education with the strengthening of respect for human rights and democracy and two propose that the civic-electoral promotion and training must result in agreements with public educational institutions and universities.

Eleven laws related to the establishment of a judicial career, the creation of schools for judges, the composition of Judiciary Councils or the reform of the Statutes of the Judicial Branch. All of these norms have been adopted or amended in the past decade, in several cases in the context of sector reform. Only one of these laws mentions explicitly that the pedagogical aim of the Judicial School shall be to promote notions and values that strengthen *the defense of the rule of law, of human rights and the democratic system*.

During the 1990s, at least seven countries adopted new laws on childhood and adolescence, which replaced the former Codes on Minors and, to a great extent, incorporated the concepts and commitments of the Convention on the Rights of the Child (1989). These laws generally place emphasis on the promotion of the rights of children and adolescents, rather than on a guardianship

or protection regime by the State, and they assign a very important role to the right to education and education in human rights. Two of these laws underscore that the education offered to children should prepare them for the exercise of citizenship; three mention explicitly that such education must teach respect for human rights and fundamental freedoms; one refers also to the promotion of understanding, peace and tolerance; and three contain special sections regarding the education of indigenous children and adolescents. One law establishes the right to participate in educational processes.

The laws concerning the organization of the armed forces and law enforcement bodies, in particular those, by which professional training institutions or programs are established, do not contain any explicit reference to human rights education. Only three laws on armed forces and five on law enforcement, of the total reviewed, establish as a fundamental principle *the observance of international treaties and/or human rights standards*.

Eleven of the nineteen countries included in this Report have special laws with regard to indigenous peoples. All of these were adopted or amended in the past 25 years and only four were promulgated after the adoption of ILO Covenant N° 169 (1989) and the recent constitutional reforms on the matter. In total, there are 17 special laws, one Statute of Regional Autonomy, and one Peace Agreement with the status of law. In most cases, these laws contain general declarations recognizing the existence of indigenous peoples and communities and of the commitment of the State to guarantee the maintenance of their cultures, languages and identities. Seven laws set forth or legalize traditional modes of organization and six create specialized public agencies. To a varying degree, these laws pay special attention to the issue of indigenous education, both in terms of access to education as well as to the need to adapt it to their values and traditions. Particularly noteworthy is the growing acceptance and promotion of education in their mother tongue and/or bilingual education. Other more recent laws, such as those reforming judicial procedures or the agricultural regime, have provisions that recognize specific rights of indigenous peoples.

Human rights education in public policies and institutional development

The progressive incorporation of the principles and contents of HRE in general education laws, which was summarized in the previous section, contributed effectively to set in motion a similar, parallel, phenomenon regarding the development of public policies and educational institutions in the 19 countries being studied. In examining official norms not reaching the level of law (executive decrees, ministry guidelines and resolutions, educational reform documents, national education plans and programs), it is evident that during the 1990s public policies and educational institutions were gradually reaffirming the principles of HRE and that these principles are being implemented. Although it was not possible to locate all of the documents and norms of the type mentioned, the body of regulations that was gathered is sufficiently representative to leave no doubt as to the general trend.

As of 1990, there were, in almost every country, educational resolutions that included some of the contents and actions of HRE –particularly executive decrees and resolutions by the Ministry of Education. However, only relatively few of these lay down a clear mandate or make explicit reference to HRE. In general terms, what is found are partial components of HRE, not very articulated to one another, without any linkages with other government institutions and with no projection to other spaces in the national context outside the school system.

Subsequently, the overall situation became entirely different. With regard to public policies related to HRE, it can be clearly seen that over the past decade there has been a very significant growth, in both quantitative and qualitative terms. From the regional outlook, this growth showcases several noteworthy achievements of interest to this Report.

For one thing, there has been an increase in the *norms, directives, guidelines and specific agreements* that have been established into bring to practice in the schools the broad principles and contents of HRE already proclaimed in the new Constitutions and general education laws. Furthermore, *national medium term plans* have been formulated that set strategies for education for the succeeding years, within a philosophy of an ongoing educational reform movement. For the specific countries, these plans tend to span a period of three to five years or, in a few cases, ten years. The majority of the national plans deals with education or educational development in general, but the plans always incorporate many aspects, for the most part very explicitly, of human rights education. In addition to this, at least five countries have formulated specific national plans to promote human rights education, while others are in the process of drafting and/or adopting them.

Besides national plans, many *special programs* are emerging and HRE appears in these with curricular specifications, methodological guidelines, provisions for teacher training and, in some cases, even provisions regarding the content and form of the educational materials. In terms of the formal education system, a great many of these national plans and special programs deal with human rights and democracy in two ways: either as *basic contents, common to the different cycles or levels of teaching, or as cross-cutting objectives and/or contents and/or competencies* over the

whole school system. Beyond these nominal differences (that is, referring to HRE as "objectives," or "contents," or "competencies," or proposing it as "common" or "cross-cutting" at the level of the formal system), what is truly important is that there is not a tendency to circumscribe HRE to a single school subject, but rather it is being projected in one way or another over the whole curriculum of formal education. In addition, many special programs and national plans also contemplate HRE in non-formal education –often understood as dissemination to, or raising the awareness of, the population – and, in some cases, they promote the role of civil society entities and the mass media in this sense.

In addition to the special programs of the formal education system, which is dependent on the Ministry of Education, this study has identified, in most countries, other programs formulated in the context of other public areas (Judicial Branch, police and armed forces, different ministries and specialized institutes –such as those for women-, among others).

Another relevant characteristic of national plans, as well as of many special programs, is that they contemplate coordinated actions at the inter-institutional level, or even across different sectors. There is a definite concern for the promotion of mutual cooperation and complementarity among the different public institutions and, in many cases, including the participation of stakeholders and entities from civil society. Frequently, the plans and programs include financial and technical cooperation agreements, with international organizations working on the field of education, especially HRE or international humanitarian law, such as the United Nations Development Programme (UNDP), UNICEF, UNESCO, the UN High Commissioner for Human Rights, the International Red Cross Committee (CICR) and the Inter-American Institute of Human Rights.

TABLE 13:**Documents consulted to identify public policies in HRE****ARGENTINA**

1992: Childhood and Youth Rights Program.
 1993: Federal Education Pact.
 2002/03: Federal Education Plan

BOLIVIA

2001/2: Plan Bolivia.
 2002/03: National Human Rights Strategy (Bill).

BRAZIL

2001/02: National Education Plan.

CHILE

Several Plans and Programs of the Ministry of Education by Education Level

COLOMBIA

1994-1998: National Development Plan.
 1996-2005: National Education Plan.
 2000-2002: Strategic Education Plan.
 The educational establishment of elementary and secondary education must prepare an Institutional Education Project, PEI; each municipality must prepare its own Municipal Education Plan, PEM; and each department its own Departmental Education Plan, PED.

COSTA RICA

1990-1994: Curricula Reform.
 -National Plan for Care and Prevention of Domestic Violence.
 -Document discussing Cross-Cutting Issues.
 1995-2000: Education Policy for the 21st Century

DOMINICAN REPUBLIC

1992-2002: Ten-year Education Plan.
 2002-2012: Educational Development Plan.

ECUADOR

2002-2005: National Plan on Education for Human Rights.

EL SALVADOR

1994-1999 Guidelines for the qualitative change of the middle level of education. MINED
 1994-1999 Curricular foundations of national education. MINED
 2002-2005: Challenges of Education in the New Millennium.

GUATEMALA

1997: Parity Commission for Education Reform- COPARE
 1998: Education Reform.
 2002-2004: Education Plan in the Framework of the Social Policy Matrix.

MEXICO

1993: Education Plan.
 1995-2000: Educational Development Program.
 2000: Collaborative agreement between the National Human Rights Commission and the Mexican Youth Institute.
 Technical agreement between the Mexican Government and the United Nations High Commissioner for Human Rights.
 National Agreement for Basic Education.
 2001-2006: National Education Program.

NICARAGUA

1999: National Education Strategy.
 2000: National Education Plan.

PANAMA

National integral action plan for human rights education in schools.
 2000-2004: Educational Agenda.

PARAGUAY

1983-1994: Educational Development Plan.

PERU

1990: National Plan for the Dissemination and Education of the Political Constitution of Peru.
 2001: Agenda of the National Consultation on Education.
 2001: Proposal for a National Education Agreement.
 2002: National Plan for the Dissemination and Education of Human Rights.
 2001-2006: Guidelines for an Education Policy.

URUGUAY

1990-1995: Fundamental Principles for Educational Renewal.

VENEZUELA

2001: National Education Project.

Source : Compiled by the IIHR

The development of public policies on human rights is reflected over the last years in the establishment of administrative units or specialized agencies within the governments of most of the countries in the region.⁹

The Ministries of Education of half the countries studied have high-level divisions (directorates, departments, or units) specialized in the areas of education in values, civic education or education for democracy. Human rights education appears in some ministries to be handled by lower-level working commissions or temporary programs. In three of the countries, these commissions have multi-sector participation that includes civil society organizations. Over the past years, units are being created in these ministries in charge of special programs concerning women's rights and/or domestic violence and children's rights. In at least two countries there are administrative units in charge of implementing cross-cutting perspectives to education, which include human rights and related themes. In five countries bilingual and intercultural and/or indigenous education is under the care of high-level divisions within the public education ministry, with rank of deputy secretaries and national directors.

In ten countries the existence of high-level divisions (including two at the level of deputy secretary) has been identified in other ministries, having under their care the issue of human rights in general, including training and promotion functions. Among these other divisions are those existing in Ministries of Foreign Affairs, frequently in charge of the relationship with international organizations; in Ministries of Government, of Interior and of Justice, in charge of dealing with issues of human rights violations and with the operation of law enforcement agencies; in Ministries of Defense, which are progressively integrating training and oversight actions regarding human rights, broadening an older tradition of dealing with the issues of international humanitarian law, and in some Ministries of Public Health, in relation to rights to health, reproductive rights and the treatment of persons with disabilities.

The most important novelty of the decade in the national human rights scene, with an important impact on education and promotion at all levels, is undoubtedly the establishment of Ombudsman offices, existing under different names in fourteen of the nineteen countries. Other divisions in charge of training and promotion, primarily in the field of political rights and the strengthening of democracy, are found in the electoral bodies, with varying levels of importance and of breadth in their functions.

In the judicial bodies and in the parliaments of several countries there are human rights commissions and others that address specifically indigenous, women and children's rights.

⁹ Detailed information about these institutions is available in the Human Rights Progress Maps on the Web site of the Inter-American Institute of Human Rights (www.iidh.ed.cr)

Section III

Conclusions

Regarding conceptual and contextual aspects:

The concept of human rights education should be understood as a cross-cutting perspective of the right to education and ought to be present in all forms of formal and informal education, so that it can be an inclusive element of a human rights culture. Its definition and contents have undergone a constant process of evolution and progress since they were incorporated in the Universal Declaration of Human Rights and later developed by international instruments and implemented by the Constitutions and internal laws, accompanied by programs and plans in the countries under study.

Regarding the adoption of international norms:

The international instruments that have been mentioned in this Report set forth progressively –over a span of forty years- the right of all persons and the obligation of the State in favor of the establishment of human rights education, understood in an increasingly broad fashion, and which touches on civil freedoms, the exercise of democracy and the fulfillment of economic, social and cultural rights.

This development also progressively broadens and specializes the right to education in human rights in favor of sectors of society that, due to their specific characteristics, require affirmative actions in order to promote, recover and protect more directly their specific rights, which are a precondition for the enjoyment of fundamental rights and freedoms. These groups include women, children, indigenous peoples and persons with some type of disability or in the custody of the corrections system.

The earlier instruments set generic commitments regarding the formulation of educational policies. The more recent ones set down commitments for the establishment of permanent programs, campaigns and services; the review and correction of textbooks and other educational materials; publication of translations into indigenous languages; education and training of judicial and law enforcement agents, and other officials responsible for watching over the exercise of human rights.

The status of ratification of the international instruments reveals that the 19 countries under study have taken on the commitment of directing their education policies towards strengthening human rights and fundamental freedoms, as well as combating racial discrimination and discrimination against women. They have all ratified the Convention on the Rights of the Child. More than half have ratified the conventions that –as in the case of the Protocol of San Salvador- significantly broaden the definition of education for democracy and peace, and require the setting in motion of specific actions and measures. At least five countries that have indigenous peoples have still not ratified ILO Covenant N° 169. All of the pending ratifications are important, but the delay in the ratification of the Protocol of San Salvador is a particular cause for concern.

Regarding Constitutions:

In the decade spanned by this study, the incorporation of principles and/or contents of HRE into the national constitutions increased considerably, whether explicitly or implicitly.

This trend seems to continue and expand a movement that began in the previous decade –that of the 1980s- since several countries that already had in 1990 fairly broad characterizations of education introduced it through recent reforms (among these, for example, Ecuador, El Salvador, Guatemala, Mexico, Panama and Peru).

There is also a macro-tendency towards enriching the characterization of education. This can be interpreted as progress in terms of education, which can be linked to a normative progress of HRE in the region. When the vision of education is enriched, the principles of HRE are incorporated explicitly in constitutional precepts, such as instruction for life in democracy, in ethical values, in the knowledge and respect of human rights and diversity –for example, to the extent that the laws provide for the teaching of the languages and cultures of the different ethnic groups that make up the country’s population.

Regarding the Education Laws:

Through the decade of this study, there was also an increase in the incorporation of HRE principles and/or contents into the national laws that regulate education.

In summary, the educational reform during the last two decades of the 20th Century in the countries under study has influenced gradually but consistently the general education laws with the introduction of many of the principles and contents of HRE. It is interesting to observe that some of the most extensive reform processes (those that modify at a stroke a wide range of aspects of education) and that feature a great emphasis on HRE principles, knowledge, values and attitudes, took place after the countries made the transition from dictatorial to democratic regimes (for example, in Argentina and Paraguay), or after the signing of peace accords that ended internal armed conflicts (for example, in Nicaragua and Guatemala). These cases clearly reflect the political intent of education reform, since, more than the objective of modernizing the school system, it recognizes the central role of education in constituting more just, inclusive and participative societies; in short, more humane and democratic ones.

There are, however, cases in which it is not the general education laws that develop norms on the valuation of diversity, bilingual and intercultural education and the participation of diverse stakeholders in education policy. In several countries these issues are dealt with by Ministry regulations and guidelines, or in very recent specific laws, or in draft laws. Without discounting the importance of discussing these themes in any national body of laws, regardless of its level, we believe that these principles, which are so relevant to HRE, are recognized in more integrally and better guaranteed when they are incorporated into national education laws.

Regarding other laws:

Shortly before the start of the decade being studied, there was a proliferation of special laws leading

to strengthening new democracies and their institutions, the rule of law and human rights (laws on elections and political parties, on law enforcement and armed forces training and instruction, in favor of children and women, and on the creation of institutions with some mandate in human rights education such as the Ombudsman offices, judicial schools, women institutes and indigenous peoples offices and programs). During this period, these laws and institutions were reformed. The study confirmed that this legislation includes references to and objectives of HRE and other associated themes, such as education for democracy, civic education, education in values, etc.

The inclusion of HRE in the internal norms of the countries under consideration coincides with several characteristic phenomena of the period, such as the restoration of democracy in several of the countries, the consolidation of democratic institutions, the adoption of constitutional, legal and administrative reforms, and the mobilization of civil society in favor of the full validity of human rights and the rule of law.

Regarding public policies and institutional development:

The adoption of constitutional reforms, education laws and other related components of HRE has set in motion numerous programs that develop the principles and contents of this matter and the establishment of commissions, committees and other channels for promoting it. However, not all of these initiatives establish a clear mandate or explicit references for the establishment of State policies in favor of HRE. In part, this situation is related to –and in a sense is derived from– the relative weakness of human rights policies in general, even if in this field the creation of entities such as the Ombudsman offices have been consolidated, both legally and institutionally.

There is a characteristic of public policies that it is worth mentioning in order to avoid it: its dispersion. Although numerous programs and projects concerned with HRE issues have in fact been identified, it is not evident that these constitute, on the whole, a single strategy. The same can be said of the numerous permanent and temporary agencies that have been mentioned before: they do not make up a well-articulated network.

In some countries there have been efforts to establish the institutional means, with the participation of the civil society, for preparing and furthering national human rights plans. Certainly, these efforts are explicitly involved in matters concerning education. However, these are still proposals that, even if they respond to the recommendations of different international events, such as the Vienna, Beijing and Durban Conferences, are highly dependent on the influx of initiatives and resources from international cooperation and have still not achieved the strength that would come from an integral legal framework for supporting human rights education as a permanent State policy, duly financed and institutionalized, such as has been demanded by non-governmental organizations and social movements.

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Section IV

Recommendations

The processes of strengthening democratic institutions and the rule of law in the region have been accompanied by a positive trend in favor of the right to education in human rights, with high points in the adoption of legal norms and more modest ones in the consolidation of public policies. These processes and this trend set the stage for sustained progress in this field, so that along with the recent participation by civil society in the promotion and defense of human rights, HRE can be promoted as a cross-cutting perspective to these dynamic developments.

The IIHR offers, in concluding this Report, several recommendations to accelerate and deepen this process:

- Urge the States that have not already done so to ratify the specific international instruments and to meet the minimum standards for HRE that are set forth therein. Thus, the States can fully orient their educational and related policies towards the strengthening of human rights in an integral manner, without any form of racial, gender or any other mode of discrimination and towards fostering affirmative actions in favor of indigenous peoples, people of African descent, women, children, adolescents and other vulnerable and excluded groups.

–Continue the progressive enhancement of HRE through constitutional reforms that promote the conforming of domestic legislation to the pertinent international instruments. This is especially important with regard to the incorporation of the norms related to affirmative actions that favor the sectors of the population addressed in the cross-cutting perspectives of this Report.

-Progressively increase the incorporation of the obligations and principles that inform HRE into special laws on education and other related laws, allowing them to be implemented through the design or reformulation of public policies, national plans and budget allocations in order to make these measures pragmatic, instead of merely declarative. Along with these laws, other norms, regulations and administrative guidelines need to be formulated in order to develop and broaden the recognition and respect for diversity, bilingual and intercultural education, gender perspective and the participation of all stakeholders connected to education policy. All of these measures need to be pursued with an integral vision that reinforces the promotion and protection of all human rights in their indivisible essence.

-In the case of the States that have still not passed laws addressing some of these issues, proceed to debate initiatives of this nature with broad participation by civil society and the institutions involved. In relation to the laws already adopted, to review the contents and obligations to expand the level of proactive actions in the promotion and protection of human rights through integral education and training activities, as well as the allocation of necessary resources so that these processes may have continuity and constant upgrading.

–Reformulate public policies, programs and plans with HRE content so that there are greater linkages between them and the different implementing institutions so as to avoid duplication and to improve the coordination of activities, outcomes and common objectives. Fundamentally, the contents of the special programs that are part of the formal and informal education initiatives should be improved for a more integral and integrated view of HRE. It is important to follow up and gradually consolidate the international consensus on this issue, through public policies and other types of directives concerning the international obligations of States in amending their internal legislation through administrative or other types of measures.

–Promote awareness raising and dissemination campaigns regarding the concept and contents of HRE in order to strengthen the cultural and educational processes, both formal and informal, thus strengthening and reformulating cultural patterns.

These objectives can be enriched by joint efforts at the inter-American level, promotion of the exchange of experiences and a collective will to conceive and bring about a regional strategy, develop the methodological tools and outline common principles for educational policies on human rights and democracy.

The IIHR is willing to make available its technical and institutional facilities in order to move forward so important an idea.