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The Permanent Mission of Brazil to the United Nations Office and other International Organizations in Geneva presents its compliments to the Office of the United Nations High Commissioner for Human Rights – Methodology, Education and Training Section – and, taking into account the Human Rights Council Resolution 42/7 on the World Programme for Human Rights Education, has the honor to submit herewith a copy of the national evaluation report on the third phase (2015-2019) of the World Programme.

The Permanent Mission of Brazil in Geneva avails itself of this opportunity to renew to the Human Rights Council Special Procedures and Human Rights Treaty-based Bodies the assurances of its highest consideration

Geneva, May 11, 2020



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**Final National Report on the  
Implementation of the Third Phase of the  
World Programme for Human Rights  
Education (2015-2019)**

Federative Republic of Brazil

**Brazil  
2020**

## Summary

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1. Strengthening the implementation of human rights education for primary, secondary and higher education, as well as human rights training for civil servants, law enforcement officials and military (first and second phases of World Programme for Human Rights Education)

Between 2015 and 2019, Brazil continued to implementing human rights education actions in formal basic and higher education, and in the training of teachers and educators, as well as actions aimed at civil servants, including those of the legal system, and law enforcement officials, as provided for the National Plan for Human Rights Education. The legal and institutional framework of human rights education in Brazil is guided by the World Programme for Human Rights Education and its Plan of Action, such as the National Plan for Human Rights Education, which receives institutional support by the Ministry of Women, Family and Human Rights (MWFHR), the Ministry of Justice and Public Security and the Ministry of Education. The main actions implemented during this period will be detailed below.

### 1.1 National Common Curricular Base

The National Common Curricular Base (NCCB) is a document of a normative nature that establishes a comprehensive and progressive set of essential learning skills that every student must develop throughout the stages and methods of basic education.

In this regard, the “Common Good Path” initiative, a project from the Common Good School Program, should be highlighted. It aims at encouraging primary education students to act as transforming agents, seeing themselves in a critical, responsible and constructive way in different social situations, in accordance with NCCB’s contemporary topics.

The connection between the project and NCCB’s topics is illustrated by one of the modules of the “Common Good Path” - the “Ethics of Fraternity” -, which is directly related to three of the six great areas of NCCB’s Cross-Sectional Contemporary Themes: (1) the Environment, (2) Multiculturalism and (3) Public-Spiritedness and Citizenship. With regards to the last area, the NCCB addresses topics such as Social and Family Life, Human Rights Education, the Rights of the Child and Adolescent, the Ageing Process, and Respecting and Valuing the Elderly, all of which are approached by the “Common Good Path”.

### 1.2 The National Pact of Universities for the Promotion of Respect for Diversity, of a Culture of Peace and of Human Rights

The Pact sought to introduce and implement a Human Rights Education at higher education institutions through the formulation, implementation, monitoring and dissemination of actions aimed at the promotion and protection of human rights within the scope of teaching, research, extension, administration and coexistence in both the university and the community.

The Pact was established on November 24<sup>th</sup>, 2016, through the formalization of the Cooperation Agreement between what was then the Special Secretariat for Human Rights of the Ministry of Justice and Citizenship (currently carried out by the MWFHR) and the Ministry of Education, which share the responsibility for its implementation and monitoring.

The Pact could be joined by public, private and community higher education Institutions, as well as institutions, entities, associations, civil society organizations, agencies and bodies of the Public Administration at the federal, state, district and municipal levels, national and international foundations and companies. By 2019, more than 300 educational institutions and 30 other entities had joined the Pact.

### 1.3 Scientific Journal on Human Rights

The Scientific Journal on Human Rights is a biannual publication, organized by the Ministry of Women, Family and Human Rights, *“with the purpose of encouraging the elaboration and dissemination of high quality national and international scientific papers on the subject, strengthening a culture of peace and promoting the values of solidarity and respect for diversity”*.

In order to reach this goal, the Journal receives scientific publications by postgraduate students. Since it is made available electronically and free of charge, it is accessible to students, educators, teachers, civil servants, professionals who work with this theme and all others interested in it.

Its first edition was finished in 2018, to commemorate the 70<sup>th</sup> Anniversary of the Universal Declaration of Human Rights. It included eight articles and it is available on the website <https://revistadh.mdh.gov.br/index.php/RCDH/issue/view/1>. The public call for papers for the second edition was released in the second half of 2019.

### 1.4 National Program for Continuing Education in Human Rights (NPCE\_HR)

The development of the NPCE\_HR started in 2016 with the overall goal of promoting human rights training nationally, through distance learning, focusing on non-formal

education. The program specific goals are to promote knowledge of human rights aiming at social transformation; expand the reach of and give an identity to the Brazilian public policies on human rights education; optimize the use of public resources and integrate the human rights education actions taken by the Ministry of Women, Family and Human Rights.

In 2017, the then Ministry of Human Rights (currently MWFHR) formed a partnership with the National School of Public Administration (NSPA) to provide short and medium term courses to popular educators, legal counsellors, community leaders, vulnerable communities, civil servants, media professionals, law professionals, among other groups that require training and awareness-raising regarding human rights within non-formal education.

In the following table, there are the topics approached by each course and the number of enrolled students, as well as the number of those who finished the course and received certification.

| Course   | 2018              |                                     | 2019              |                                     |
|--|-------------------|-------------------------------------|-------------------|-------------------------------------|
|  | Students Enrolled | Students who received certification | Students Enrolled | Students who received certification |
| Human Rights: a Universal Declaration                          | 10.119            | 4.162                               | 12.170            | 6.964                               |
| Human Rights Education   | 16.485            | 6.509                               | 21.393            | 12.666                              |
| Promotion and Protection of LGBT Rights                        | 18.335            | 6.602                               | 2.220             | 1.155                               |
| Promotion of the Rights of People living in a Street Situation | 1.559             | 399                                 | 7.214             | 3.181                               |
| From Policies to Actions: Rights of the Elderly in Brazil      | 390               | 175                                 | 12.550            | 6.535                               |
| Citizenship and Human Rights                                   | 2.019             | 644                                 | 7.970             | 3.872                               |
| Councils for the Promotion                                     | 979               | 212                                 | 3.722             | 1.624                               |

|   |        |        |         |        |
|---|--------|--------|---------|--------|
| of Racial Equality                                  |        |        |         |        |
| Councils for Persons with Disabilities              | 957    | 274    | 7.692   | 3.634  |
| Training of Counsellors: Guardianship Councils      | 782    | 246    | 4.526   | 1.913  |
| Councils for the Rights of Children and Adolescents | 629    | 170    | 3.169   | 1.585  |
| Administration of Human Rights Councils             | 330    | 75     | 4.143   | 1.750  |
| Child and Adolescents' Human Rights                 | 560    | 182    | 10.727  | 4.921  |
| Councils for the Rights of the Elderly              | 142    | 29     | 2.884   | 736    |
| TOTAL   | 53.286 | 19.679 | 100.380 | 50.536 |

Source: <https://emnumeros.escolavirtual.gov.br/>. Accessed on March 24<sup>th</sup>, 2020.

### 1.5 Training of Law enforcement officials

In this matter, the Guiding Axis IV of the 3<sup>rd</sup> National Human Rights Program (NHRP-3) should be noted, which is focused on public security, access to justice and the fight against violence. In Guideline 11, which addresses the democratization and modernization of the public security system, Strategic Goal III is aimed at promoting the human rights of law enforcement officials', ensuring them continuing training compatible with the activities they perform.

### 1.6 Partnerships with federated units and civil society organizations

Between 2015 and 2019, the MWFHR concluded 17 agreements for resource transfers with states, municipalities and civil society organizations to provide human rights' formation and training to municipal legal counsellors, guardianship counsellors, agents of the Unified Social Assistance System (USAS), educators, among others, amounting to an investment of R\$ 6,3 million (around US\$ 1,1 million).

## 2. Promoting human rights training for media professionals and journalists (third phase of the World Programme for Human Rights)

The 3<sup>rd</sup> National Human Rights Program acknowledges the strategic role played by mass media in the making of a culture of respect and protection to human rights. Therefore, involving media professionals in human rights education is necessary for shaping and consolidating a collective mindset centered on solidarity, respect for diversity and tolerance.

Article 9 of the National Guidelines for Human Rights Education indicates that Human Rights Education must be present in the basic and continuing training of professionals from different fields of study, including media and journalism.

Furthermore, all of the courses designed within the NPCE\_HR can be accessed by media professionals and journalists free of charge, even though they are not targeted exclusively to this group.

### 2.1 Publishing of the Aristeu Guida da Silva Handbook – Protection of the Human Rights of Journalist’s and other media professionals

The work of these professionals reflects society’s right to seek and receive all kinds of information and ideas in a free and peaceful way. Therefore, a commitment to preventing, protecting and providing justice regarding cases of violence against journalists arising from the exercise of their right to free speech is needed.

Thereby, in compliance with the Inter-American Commission on Human Rights (IACHR)’ recommendations on the case Aristeu Guida da Silva, Brazil published, in 2018, a handbook in recognition of the relevance of international and Inter-American standards regarding the protection of the human rights of journalists and other media professionals, which is a key element in building a democratic society. The handbook is available at <<https://www.gov.br/mdh/pt-br/assuntos/noticias/2020-2/marco/mmfdh-apresenta-cartilha-governamental-sobre-a-protecao-de-jornalistas-e-outros-comunicadores-e-comunicadoras/cartilha-aristeu-guida-da-silva-mmfdh.pdf>>.

Through the Aristeu Guida da Silva Handbook, Brazil intends to publicize Inter-American and international human rights standards for journalists and other media professionals, present the obligations undertaken regarding the prevention of crimes against people who were exercising their right to freedom of speech and thought, and disseminate channels of assistance to threatened individuals.



### 3. General developments on Human Rights Education and other related information

Taking into account the Guidance Note issued to the States for the preparation of their national reports, the main legal and institutional frameworks for Human Rights Education in Brazil are listed below.

#### 3.1 The National Human Rights Program (NHRP)

The first version of the National Human Rights Program (NHRP-1) was published in 1996, establishing guidelines to direct the actions of public authorities regarding human rights. In 2002, its first revision was concluded, leading to the inclusion of economic, social and cultural rights, resulting in NHRP-2. In 2009, its third and current version was published – NHRP-3, with cross-sectional and interministerial guidelines and a revision of strategic goals and programmed actions from a perspective of the universality, indivisibility and interdependence of rights.

The Guiding Axis V of the NHRP-3, which is dedicated to Human Rights Education and Culture, is structured in the following guidelines:

- Guideline 18: Accomplishment of the guidelines and principles of the national policy on human rights education to strengthen a culture of rights.
- Guideline 19: Strengthening of democracy and human rights principles in basic education systems, higher education institutions and educational institutions.
- Guideline 20: Acknowledgment of non-formal education as a space for the promotion and protection of human rights.
- Guideline 21: Promotion of Human Rights Education in public service.
- Guideline 22: Ensuring the right to democratic media and to the access to information in order to consolidate a human rights culture.

#### 3.2 National Human Rights Education Committee

The National Committee on Human Rights Education (NCHRE) was formed in 2003 by the Ministerial Ordinance n. 98/2003 from the then Special Secretariat for Human Rights of the Presidency of the Republic (SHR-PR). The Committee operated until 2019, when it ceased to exist owing to the Presidential Decree n. 9759, of April 11<sup>th</sup>, 2019.

In 2015, the Ministerial Ordinance n. 371, of August 25<sup>th</sup>, 2015, restructured the composition and of the NHREC and revised its competences, leading to a selection process by public call to increase social participation in the national policy on human rights education. That new participants came from public bodies, international organizations, higher education institutions and civil society, in addition to experts.

The NCHRE competences were also updated to the following:

I- contribute to the implementation, monitoring, assessment and revision of the national policy on human rights education, through the proposition of guidelines and strategies for action;

II – contribute to the implementation, dissemination, monitoring, assessment and revision of the National Plan for Human Rights Education – NPHRE, through the proposition of guidelines and strategies for action;

III – contribute to the implementation, dissemination, monitoring and assessment of the National Guidelines for Human Rights Education, through the proposition of guidelines and strategies for action;

IV – provide elements for the assessment and monitoring of the implementation of the Guiding Axis V – Human Rights Education and Culture of the National Human Rights Program 3 – NHRP-3;

V – stimulate within the Executive Branch of states, the Federal District and municipalities, through joint actions, the creation and strengthening of agencies responsible for formulating and implementing human rights education policies, such as human rights education coordination offices, as well as the development of human rights education programs, plans, projects and actions;

VI – stimulate states, the Federal District and municipalities, through joint actions, the creation and strengthening of collegiate mechanisms with participation from civil society aiming at guaranteeing social participation in the formulation, monitoring and assessment of human rights education policies, such as state, district and municipal committees on human rights education;

VII – propose measures and actions to promote and strengthen a popular education on human rights, comprising those carried out by civil society organization and grassroots movements;

VIII – promote dialogue and the exchange of experience with other committees and councils, for the establishment of common strategies for action;

IX – propose studies, researches and whatever else may be necessary to the development and promotion of human rights education; and

X- contribute to the implementation of further human rights education initiatives required by the then SHR/PR, currently the Ministry of Women, Family and Human Rights.

The NCHRE was a collegiate mechanism of an advisory nature, linked to the Federal governmental body responsible for this subject. It played an important role to the General Coordination Office for Human Rights Education in the consolidation of the national policy on human rights education. The NCHRE submitted a draft text for the National Plan for Human Rights Education (NPHRE), assisted in the elaboration of the National Guidelines for Human Rights Education, which were approved by the National Council for Education, and held the 1<sup>st</sup> International Human Rights Education Conference in 2018. The last regular meeting of the NCHRE took place in 2018.

### 3.3 National Plan for Human Rights Education

The process of elaborating the National Plan for Human Right Education (NPHRE) in Brazil began in 2003, together with the institution of the National Committee on Human Rights Education.

This process was based on national and international documents, determining Brazil's participation in the history of human rights' protection and in the Decade for Human Rights Education, provided for in the World Programme for Human Rights Education (WPHRE) and its Plan of Action. It also counted on society's participation, through meetings, seminars and forums held internationally, nationally, regionally and at state level. In 2005, state meetings were held with the purpose of disseminating the NPHRE, which had as results contributions from representatives from civil society and government to improve and expand the document.

The overall goals of the NPHRE are the following:

- a) Highlight the strategic role played by human rights education in the strengthening of rule of law;
- b) Emphasize the role played by human rights in the building of a fair, equitable and democratic society;
- c) Encourage the development of human rights education initiatives by public authorities and civil society through joint actions;
- d) Contribute to the realization of international and national commitments regarding human rights education;

- e) Encourage national and international cooperation in the implementation of human rights education actions;
- f) Propose that human rights education be included in public policies in a cross-cutting way, stimulating the institutional and interinstitutional development of the actions provided for by the NPHRE in various areas (education, health, media, culture, security and justice, sports and leisure, among others);
- g) Advance on the National Human Rights Program actions and proposals in relation to human rights education;
- h) Guide educational policies aimed at fostering a human rights culture;
- i) Set goals, guidelines and courses of action for the elaboration of programs and projects on human rights education;
- j) Stimulate reflection, study and research on human rights education;
- k) Encourage the creation and the strengthening of national, state and municipal human rights education institutions and organizations;
- l) Support the preparation, implementation, monitoring, assessment and updating of state and municipal human rights education plans;
- m) Encourage the access of persons with disabilities to human rights education;

The NHREP defines human rights education as a systematic and multidimensional process that guides the development of the person as a subject of rights, combining the following dimensions:

- Understanding of historically constructed knowledge about human rights and its relation to international, national and local contexts;
- Assertion of values, attitudes and social practices which express a culture of human rights in all areas of society;
- Fostering of a conscience of citizenship in the cognitive, social, ethical and political levels;
- Development of inclusive methodological processes built collectively, using contextualized language and teaching material;
- Strengthening of individual and social practices that lead to actions to promote, protection and defend human rights, as well as to the reparations for victims.

The NHREP is divided in five axes: basic education, higher education, non-formal education, education of law enforcement and justice officials, and education and media. Each axis has a concept, principles and programmatic actions.

### 3.4 National Guidelines for Human Rights Education

The National Guidelines for Human Rights Education were laid down by the Plenary of the National Council for Education in 2012, through Resolution n. 1, of May 30<sup>th</sup>, 2012.

The Guidelines, which must be observed by the educational systems and their institutions, recognize Human Rights Education (HRE) as an essential axis of the right to education, by defining it as the use of educational concepts and practices based on human rights and in its promotion, protection, defense and application on the daily life of subjects of rights who bear individual and collective responsibilities.

Moreover, in accordance with Articles 8 and 9, Human Rights Education must guide initial and continuing training of all education professionals, being mandatory in the curriculum of the courses for these professionals. It must also be present in the initial and continuing training of professionals from different fields of study.

### 3.5 Main challenges for the development of Human Rights Education

Taking into account the advancements between 2015 to 2019, three main challenges to the development of Human Rights Education were identified, regarding the third phase of the World Programme for Human Rights Education, but also in a broader sense:

- a) Make a progress on Basic Education, due to the range of this education level in the country and to the number of partners involved, arising from the Brazilian federative pact. The Common Good School Program, initiated in 2019, is one of the responses to this challenge, in addition to the continuation of the implementation of the National Guidelines for Human Rights Education and National Common Curricular Base (NCCB). In order to reach the goal of improving the development of Human Rights Education on Basic Education, the Program will follow two axes of the National Secretariat of Global Protection: “Students with Attitude Project” and “Common Good Path”. In order to foster a spirit of fraternity, one of the main principles of the 1948 Universal Declaration of Human Rights, the Program, based on the view that the best way to bring attitudes that value human rights is through experience, uses the social technology of the Students with Attitude Project. This technology seeks, through interactivity, pro-sociality and team effort, to foster social capital, a sense of belonging and care for the school environment. The second axis, the Common Good Path, seeks to stimulate students to develop competences (knowledges) and skills, so that they

can really understand the issue of human rights. This process will be guided by the contemporary topics of the National Common Curricular Base (NCCB).

- b) Remaining and succeeding in distance learning, because even though enrollment in the National Program of Continuing Education in Human Rights is significant, there is still room for expanding the number of certified participants.
- c) Storage and systematization of consolidated and updated information on the progress made by the Brazilian federal government regarding the promotion of a human rights culture and education, due to the diversity of activities and partners involved. In this regard, the General Coordination Office for Human Rights Education is committed to increasing the number of servants working with this theme.

## ANNEX I – Results of the Public Consultation

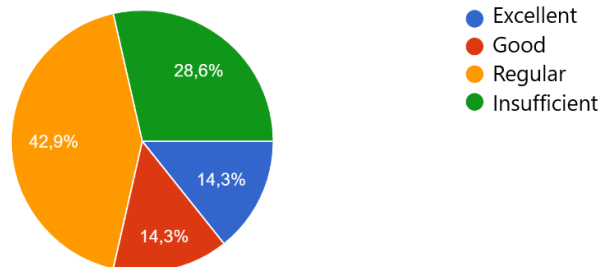
The present report was submitted to public consultation on the Ministry of Women, Family and Human Rights' website between April 18<sup>th</sup> and 27<sup>th</sup>, 2020, through an electronic form. Civil society's engagement with the consultation was mobilized through its dissemination on the Ministry's social networks, as well as the conveying of information about it to the UN Office in Brazil and to the National Council for Human Rights. The public consultation was conducted with a semi-structured survey comprising five questions. Their results will be presented below.

The questions available were related to the sufficiency of the information contained in each of the report's sections. There was also a blank space citizens' general assessment of the report. For the most part of the evaluations, the report was considered "regular", among the criteria "excellent", "good", "regular" and "insufficient". With regards to the first question, about the first section of the report, 42.9% of the respondents checked the option "regular"; on the second question, about the second section of the report, 28.6% checked "regular"; on the third question, about the third section of the report, 57.1% of the respondents checked "regular"; and on the four question, about the overall progress of Human Rights Education, 42,9% checked "regular". The other criteria chosen by the respondents followed the following order: "insufficient", "good", "excellent".

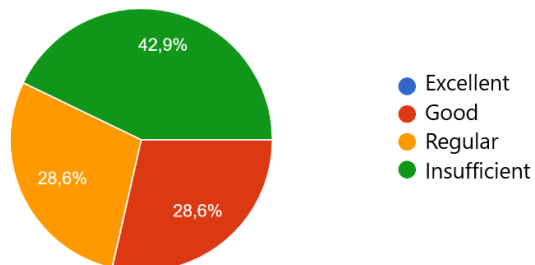
The last question consisted of a blank space for respondents to answer with their general assessment of the report. No answer effectively related to the stated question was registered. There were only general remarks on the country's social situation, focused on issues related to health, education and vulnerable communities.

The charts generated by the online forms are available below.

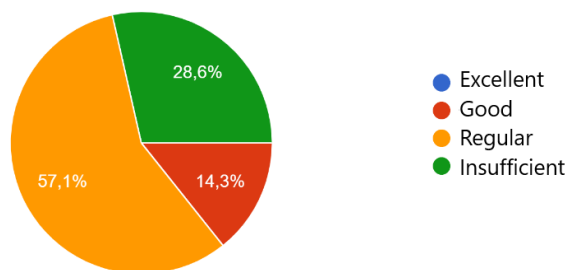
First Section  
7 answers



Second Section  
7 answers



Third Section  
7 answers



Fourth Section  
7 answers

