



**MISSION PERMANENTE DU BRESIL AUPRES DE L'OFFICE DES NATIONS UNIES  
ET DES AUTRES ORGANISATIONS INTERNATIONALES A GENEVE**  
*Chemin Camille-Vidart 15, 1202 Genève*

Nº 289 / 2024

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 and has the honor to refer to the letter TESPRDD/METS/WPHRE/2024/01, dated 10 May 2024, related to the Human Rights Council resolution 54/7 entitled “World Programme for Human Rights Education”.

2. The Permanent Mission of Brazil in Geneva would like to present the following proposed language to the draft plan of action for the Fifth Phase (2025-2029) of the World Programme for Human Rights Education (new text in capital letters; suppression into brackets):

“Paragraph 29, caput –

COMPETENT STATE AUTHORITIES SHALL DEVELOP, ADOPT, IMPLEMENT AND MONITOR policies fostering human rights education for children and youth, WHICH include the following actions:

Paragraph 31(b)(i) –

(b) With regard to education concerning the environment and climate change:

(i) Knowledge: children and young people are aware of and understand:

~~[The adverse effects of the triple planetary crisis, comprising]~~ THE climate emergency, the collapse of biodiversity and pervasive pollution, and other environmental challenges on the enjoyment of human rights;

(...)

The intersectional and differential effects of environment-related harm on certain groups of children and youth, especially women and girls, PEOPLE OF AFRICAN DESCENT, those belonging to Indigenous Peoples and minority groups, those with disabilities and those living in disaster-prone or climate-vulnerable environments;

Paragraph 31(b)(ii) –

(b) With regard to education concerning the environment and climate change:

(ii) Skills: children and young people are able to:

(...)

Critically reflect upon environmental challenges, CONTRIBUTE TO solve problems, make COSCIENT decisions [~~and assume environmental responsibility~~], such as CHOOSING sustainable lifestyles and consumption as well as circular economy, in accordance with their evolving capacities;

Share ideas, encourage others and take action, individually and collectively, including with Indigenous Peoples, HELP to protect the environment and ASSIST GOVERNMENTS to address the impacts of the climate crisis, CONTRIBUTING TO promote climate justice and environmental sustainability;

Paragraph 40 –

With regard to human rights and digital technologies, States [~~must~~] SHALL address prevailing challenges to bridge the digital divides within and among countries, the gender, disability and age digital divides and the divide between rural and urban areas. Measures [~~must~~] SHOULD be taken to ensure that all children and youth have equal and effective access to the digital environment in ways that are meaningful for them. Developing safe and inclusive digital learning systems and environments contributes to the widening of digital access to education and prevention of digital divides; this includes ensuring proper infrastructure in place in schools and other learning settings, such as public libraries, to enable access for all children and youth to the basic utilities necessary for learning, including access to devices, electricity, connectivity, educational materials and professional support. The risks and opportunities associated with children and youth's engagement in the digital environment change depending on their age and stage of development; measures to protect children and youth in, or facilitate their access to, such environment must be guided by those considerations, in line with the best interests of the child. Specific measures to ensure protection of personal and sensitive data of both the learners and educators, and protection of children and youth from online violence, including cyberbullying and sexual and gender-based violence, are also required. Digital service providers [~~must~~] SHOULD actively engage with children and youth, applying a child- and youth-rights and accessibility approach as well as appropriate safeguards, and give due consideration to their views when developing products and services. States [~~must~~] SHALL also ensure that no restrictions are placed on the exercise by children and youth of their human rights, including to freedom of expression, association and peaceful assembly, in the digital environment, other than those that are lawful, necessary and proportionate.

Paragraph 41 –

With regard to environment and climate change, a safe, healthy and resilient infrastructure is important to effective learning. This SHALL include[~~s-ensuring~~] safe travel and transport to school; that schools and alternative learning facilities [~~are~~] SHOULD BE located at safe distances from sources of pollution, flooding, landslides and other environmental hazards, including contaminated sites; and the construction of buildings and classrooms with adequate heating and cooling and access to sufficient, safe and acceptable drinking water and sanitation facilities. It is also important [~~to ensure~~], through regular inspections, that the educational infrastructure is safe and resilient [~~enough~~] to withstand disasters and that adequate resources are dedicated to the

protection of students and educators from the impacts of climate change and disasters. States should also ensure the right to education in emergencies, including natural disasters and other climate impacts, by putting in place plans and structures for continuity at all levels – from early childhood education through to secondary and tertiary education – and through different phases of an emergency, with particular regard to children and youth in situations of exclusion or vulnerability. Environmentally friendly school facilities, such as those with lighting and heating sourced from renewable energy and edible gardens, can benefit learners.

Paragrapph 42 –

With regard to gender equality, the creation of an educational environment in which children and youth of all gender identities are treated equally and encouraged to achieve their full potential, contributes to the elimination of gender-based discrimination. Education must be accessible, in both law and practice, to all women, men, girls, boys and people of diverse gender identities. Appropriate conditions shall be created for their right to education to be fully and freely enjoyed and exercised. This includes providing access to educational institutions that is within safe reach for all, particularly girls, women and LGBTI children and youth, either by ensuring that they are accessible at some reasonably convenient geographical location or through technological means. Proximity to schools, in particular in rural areas, is crucial, given the prevalence of gender-based violence in public spaces and the risk that they face when travelling to and from school. ~~[Essential]~~ CONSIDERATION ~~[must]~~ SHOULD be given to providing adequate infrastructure in educational institutions, such as gender-segregated and gender-neutral, where appropriate, water and sanitation and hygiene facilities, appropriate sanitary protection materials and information on puberty and menstrual issues. Ensuring the rights of all children and youth within education extends beyond numerical equality. ~~[It requires that they]~~ IT SHOULD be ensured equal access with the same quality of teachers and amenities, and an environment characterized by opportunities to pursue goals towards their self-determination and self-actualization. States ~~[must]~~ SHALL also take measures to curtail violence against all, particularly girls, women and LGBTI children and youth, including designating a mechanism for preventing, reporting and investigating incidents of violence in educational institutions and providing adequate public funding to address the problem.”

3. We also take this opportunity to forward the attached information provided by the Ministry of Human Rights and Citizenship of Brazil concerning ongoing national policies to strengthen education in human rights in our country.

4. The Permanent Mission of Brazil in Geneva avails itself of this opportunity to renew to the Office of the United Nations High Commissioner for Human Rights the assurances of its highest consideration.

Geneva, 12<sup>th</sup> June, 2024.

*To the Office of the United Nations High Commissioner for Human Rights (OHCHR)*

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## ANNEX

### COMMENTS FROM THE GOVERNMENT OF BRAZIL

#### REGARDING NOTE VERBALE TESPRDD/METS/WPHRE/2024/01 (MAY 10TH, 2024)

##### MINISTRY OF HUMAN RIGHTS AND CITIZENSHIP

Regarding policies and implementation measures of human rights education in Brazil, the National Human Rights Education Plan (PNEDH) was launched in 2003. It is organized into five axes: basic education, higher education, non-formal education, education of professionals in the Justice and security systems, and education and media. Among its general objectives the Plan highlights the strategic role of Human Rights Education (EDH) in building a just, equitable, and democratic society, encouraging the development of EDH actions in joint actions by the public authorities and civil society, and proposing mainstreaming EDH within public policies.

Twenty years after the launch of the PNEDH, the document undergoes a review process, with special attention to the fifth axis - education and media - to encompass the advancements in digital media over the last two decades. To ensure broad participation in the process, the National Committee on Education and Culture in Human Rights was recreated through Decree 11.851/2023, with the participation of members of the federal government, international organizations, representative entities of the education sector, basic and higher education teachers and civil society. A selection process is open for these last two representations for the 2024-2025 biennium through a public call notice.

Additionally, the Plenary Committee of the National Education Council established the National Guidelines for Human Rights Education, set forth through Resolution No. 8/2012 for education systems and their institutions. Among the principles listed for EDH there are the equality of rights, democracy in education, and socio-environmental sustainability (Art. 3). It is also worth mentioning:

The consideration of EDH, in a transversal way, for the construction of Political-Pedagogical Projects (PPP); School Regulations; Institutional Development Plans (PDI); Pedagogical Course Programs (PPC) of Higher Education Institutions; teaching and pedagogical materials; the model of teaching, research, and extension; management, as well as the various evaluation processes (Art. 6);

The suggestion that EDH should guide the initial and continuous training of all education professionals, being a mandatory curricular component in courses intended for these professionals (Art. 8);

The suggestion that EDH should be present in the initial and continuous training of all professionals in different areas of knowledge (Art. 9).

It is also worth noting Law 9.394/1996, which establishes the guidelines and bases of national education in Brazil. According to Art. 26 of this regulation, the curricula of early childhood education, elementary education, and high school must include content related to human rights and the prevention of all forms of violence against children, adolescents, and women as cross-cutting themes, in accordance with the corresponding legislation guidelines and the production and distribution of appropriate didactic material for each level of education.

Among projects and programs aligned with the work plan of the 5<sup>th</sup> phase of the WPEHR is the National Program for Continuing Education in Human Rights (PNEC-DH), an initiative of the Ministry of Human Rights and Citizenship (MDHC) in partnership with the National School of Public Administration (Enap) to offer Human Rights training, in the distance education modality, with national reach, and with the aim of strengthening education and culture in Human Rights in the country. It is a public policy that seeks to produce, promote, update, and disseminate free and certified courses on Human Rights topics for a diverse audience, aiming to train and qualify professionals who work directly or indirectly with this theme. Additionally, the program aims to improve the execution of services and public policies through training in Human Rights. The target audiences of the initiative are professionals who work with vulnerable groups, public servants, educators, counselors, community leaders, members of civil society organizations, and others interested in knowledge on the subject.

The courses are offered nationally (covering federal, state, municipal levels, and the Federal District), in partnership with the National School of Public Administration (Enap), through the Virtual Government School (EV.G). Some courses are under development: (i) environment and human rights, well-being - paths to citizenship and the future of the planet, and (ii) promotion and defense of women's rights. With over 30 courses available, the PNEC-DH has had more than 1.2 million enrollments since its launch in 2018 and has reached a predominantly young audience.

Since 2023, working groups have been established to address the agenda of digital technologies and their various interfaces. The first one was the Working Group of the Ministry of Human Rights and Citizenship, which included the federal government and civil society. The WG presented strategies to combat hate speech and extremism and proposed public policies on human rights on

the topic. Among the manifestations of hate and extremism identified and to be addressed there are (i) misogyny and violence against women, (ii) youth as the generational group most vulnerable to extremism contagion, (iii) extremist acts against schools, educational institutions, and teachers. Human Rights Education is one of the recommended strategies to confront hate speech and extremism, as well as safe internet, media education, and popular and community communication.

Also in 2023, a booklet was launched through an inter-ministerial effort in a working group coordinated by the Ministry of Education (MEC) with the participation of the MDHC, for the development of preventive and immediate actions to protect the school environment. The material presents content directed to mothers, fathers, or guardians of children, to educators and managers of educational establishments, and to students. The material is public and available at [https://www.gov.br/mec/pt-br/centrais-de-conteudo/publicacoes/cartilha\\_escola\\_segura.pdf](https://www.gov.br/mec/pt-br/centrais-de-conteudo/publicacoes/cartilha_escola_segura.pdf). The MDHC also supports the implementation of the National System for Monitoring and Combating Violence in Schools (Snave), established by Law 14.643/2023.

There is also a Working Group established by the Secretariat of Communication of the Presidency of the Republic aimed at developing a Guide for the Conscious Use of Screens and Digital Devices by Children and Adolescents. The WG advises the National Secretariat for Children and Adolescents on issues involving the protection of children and adolescents in digital environments.

Finally, an observatory on violence against teachers was launched through a partnership between the MDHC, the MEC, and the Fluminense Federal University. Among the planned actions there are (a) the national research in 2024 to produce data that allows a comprehensive understanding of the phenomena of persecution and violence against educators in Brazil and (b) the development of protocols for welcoming and providing legal and psychological support to persecuted education professionals, in partnership with the Ombudsman of the Ministry of Human Rights and Citizenship.

In conclusion, it can be observed that the actions and current strategic projects in the field of human rights education are aligned with the emphases of the 5<sup>th</sup> phase (human rights and digital technologies, environment and climate change, and gender equality), with their components and the recommendation for the national implementation process, with actions that already cover the stages of diagnosis and implementation.