



*Mission Permanente  
de la République Islamique d'Iran  
auprès des Nations Unies  
et des autres Organisations Internationales à Genève*

*In the Name of God, the Compassionate, the Merciful*

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The Permanent Mission of the Islamic Republic of Iran 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 with reference to the latter's communication dated 10 May 2024, concerning the Call for inputs on the "Plan of action for the fifth phase (2025–2029) of the World Programme for Human Rights Education", in implementation of Human Rights Council resolution 54/7 entitled "World Programme for Human Rights Education", adopted on 11 October 2023, has the honor to transmit, herewith, the comments and inputs of the Islamic Republic of Iran to the call.

The Permanent Mission of the Islamic Republic of Iran 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 June 2024



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**Inputs by the Islamic Republic of Iran**  
**to**  
**DRAFT**  
**Plan of action for the fifth phase (2025–2029) of the World Programme for Human Rights Education**

**A) General comments:**

The Islamic Republic of Iran places great importance on the position and status of education as a comprehensive and vast concept, ensuring safe and sustainable access to education for all and eliminating all forms of discrimination in the context of the right to education as a whole. It believes that human rights education is an essential part of this fundamental right, particularly for its role in the transmission of past experiences and lessons to the new generation. Recognizing the critical function of education in gradually shaping the mindset and lifestyle of a society, and each society's right to transfer its own culture and lifestyle to its posterity, the Islamic Republic of Iran refrains from accepting newly raised, controversial, and exotic concepts like SOGI as an integral part of the right to education. It considers such concepts detrimental to some education systems and societies.

While reaffirming that the responsibility for the promotion and protection of human rights, including the right to education, lies with States, the Islamic Republic of Iran believes that the enhancement and promotion of human rights education within societies should be based on the national, cultural, religious, and historical contexts of each society, as enshrined in various international human rights instruments, including the United Nations Declaration on Human Rights Education and Training.

We hold the view that the significant issue of education should not be reduced to sexual or gender-based mentalities. These mentalities not only have the potential to inflict great damage on the entire concept of education but may also prove destructive to well-established and institutionalized education systems that do not necessarily align with such centralization.

In a time when the development gap between the Global North and South is expanding and there is an increasing need for the transfer of technology, sharing of know-how, and the right to equal education, it is regrettable that the main focus of this document is centered on the controversial and non-consensual terms and concepts of sexual orientation and gender identity. This emphasis could diminish the importance of education in societies and disincline families from engaging with the issue of education.

Compared to the previous action plan, which mentioned this issue only twice, the new document addresses it seven times. This increased focus is occurring despite the Office of

the Commissioner's full awareness of the sensitivities and objections of a wide range of countries regarding these concepts. In this regard, the Islamic Republic of Iran expresses its regrets and concerns about the Office's approach, interpreting it as a support of certain perspectives over others, which is neither unbiased nor constructive.

The fundamental problem with the repetitive mention of SOGI in this draft is that it disregards the concerns and reservations surrounding this concept held by many states, including OIC members. These concerns arise from the very foundations of their cultural and educational structures. The draft assumes that such repetition is aimed at normalizing certain concepts and facilitating their gradual penetration into contrasting conceptual contexts, which is neither acceptable nor based on human rights principles.

As a United Nations-affiliated body representing all member states, the Office of the High Commissioner for Human Rights should take into account the concerns of all States in an equal and impartial manner and should not behave in a way that prioritizes some perspectives over other value frameworks.

If the Office of the High Commissioner for Human Rights expects States to present their mid-term and final reports on implementation of this periodic Plan of Action, it should be drafted enough comprehensive and address credible concerns and reservations regarding controversial concepts in this document and reflect them therein.

## **B) Concrete textual proposals:**

1) The term "training" be added to the title to make it aligned with the Universal Declaration on Human Rights Education and Training. Therefore, it could be formulated as: *Plan of Action for the Fifth Phase (2025–2029) of “the World Programme for Human Rights Education and **Training**”* and subsequently, refer to edited title throughout the text.

2) To include the following paras to the draft:

I. Introduction

A. Definition of human rights education

**3bis.** Human rights education and training should embrace and enrich, as well as draw inspiration from, the diversity of civilizations, religions, cultures and traditions of different countries, as it is reflected in the universality of human rights. (Article 5, the United Nations Declaration on Human Rights Education and Training)

**3ter.** Human rights education and training should take into account different economic, social and cultural circumstances, while promoting local initiatives in order to encourage ownership of the common goal of the fulfilment of all human rights for all. (Article 5, the United Nations Declaration on Human Rights Education and Training)

- 3) ((ii) **Skills: children and young people are able to:**) Deletion of 6<sup>th</sup> bullet: ~~Exercise personal autonomy and make informed decisions and choices, including control over their health and sexual and reproductive decisions;~~
- 4) Deletion of ~~LGBTI children~~ (twice) on para 42
- 5) Deletion of ~~rights~~ on “sexual and reproductive health and ~~rights~~” in P. 17: (c) With regard to education concerning gender equality in second bullet, and in same page in (ii) Skills: children and young people are able to: second bullet, and in p. 21 sub para (p)
- 6) On page 17 (c) With regard to education concerning gender equality: (i) Knowledge: children and young people are aware of and understand: fifth bullet: Deletion of whole bullet
- 7) Deletion of ~~“due to their multiple and intersecting identities”~~ from the end of the sub para (g) para 36 page 20;
- 8) Having references to the Declaration on the Right to Development (1986) (due to the content of the Article 8 of this declaration) and the Declaration on Cultural Diversity (2001) on para 3.
- 9) In the section on **international cooperation**, while the importance of this issue are emphasized, two crucial points are of significance:
  - First, international community assistance in this area should be **upon the requests of the concerned/interested countries**, it should be included into the relevant parts of the draft plan of action;
  - And second, in the context of the international cooperation **obstacles to access of the countries to educational tools, instruments**, and software should be highlighted in this document. Identifying these obstacles, which can impact education in countries overall, is essential. In this regard we suggest the following para for inclusion in the draft:

**Para63. (c)bis.** to enhance the realization of the right to education, including human rights education, at national, regional, and global levels, states shall prioritize fostering international collaboration. This involves removing barriers to the exchange of knowledge and information, particularly those arising from unilateral coercive measures, as well as improving access to educational tools, technologies, platforms, training courses, and scholarly articles.

**c) addressing some other important aspects of the relevant international human rights documents:**

Some aspects of international documents could be reflected in draft plan of action, to make it more balanced, as follows:

1) Universal Declaration on Cultural Diversity

(Adopted by the General Conference of the United Nations Educational, Scientific and Cultural Organization at its thirty-first session on 2 November 2001)

**10)** Affirming that respect for the diversity of cultures, tolerance, dialogue and cooperation, in a climate of mutual trust and understanding are among the best guarantees of international peace and security,

2) 41/128. Declaration on the Right to Development

Article 8

1. States should undertake, at the national level, all necessary measures for the realization of the right to development and shall ensure, inter alia, equality of opportunity for all in their access to basic resources, education, health services, food, housing, employment and the fair distribution of income. Effective measures should be undertaken to ensure that women have an active role in the development process. Appropriate economic and social reforms should be carried out with a view to eradicating all social injustices.

2. States should encourage popular participation in all spheres as an important factor in development and in the full realization of all human rights.

3) The United Nations Declaration on Human Rights Education and Training

Article 5

3. Human rights education and training should embrace and enrich, as well as draw inspiration from, the diversity of civilizations, religions, cultures and traditions of different countries, as it is reflected in the universality of human rights.

4. Human rights education and training should take into account different economic, social and cultural circumstances, while promoting local initiatives in order to encourage ownership of the common goal of the fulfilment of all human rights for all.

Article 7

1. States, and where applicable relevant governmental authorities, have the primary responsibility to promote and ensure human rights education and training, developed and implemented in a spirit of participation, inclusion and responsibility.