

The Human Rights Guide to the Sustainable Development Goals

Linking human rights with all Sustainable Development Goals and targets


Click on goal, target or instrument to expand details.

Use switch to change which column to be first.

Show first:

Targets

instruments

Goal	Target	Instrument	Article / Description
 <p>Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.</p>	4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.	UNDHRD Declaration on Human Rights Defenders	Show all articles 6 Everyone has the right, individually and in association with others: 6.a To know, seek, obtain, receive and hold information about all human rights and fundamental freedoms, including having access to information as to how those rights and freedoms are given effect in domestic legislative, judicial or administrative systems 6.c To study, discuss, form and hold opinions on the observance, both in law and in practice, of all human rights and fundamental freedoms and, through these and other appropriate means, to draw public attention to those matters 14.1 The State has the responsibility to take legislative, judicial, administrative or other appropriate measures to promote the understanding by all persons under its jurisdiction of their civil, political, economic, social and cultural rights 14.2 Such measures shall include, inter alia: 14.2.a The publication and widespread availability of national laws and regulations and of applicable basic international human rights instruments 14.2.b Full and equal access to international documents in the field of human rights, including the periodic reports by the State to the bodies established by the international human rights treaties to which it is a party, as well as the summary records of discussions and the official reports of these bodies. 15 The State has the responsibility to promote and facilitate the teaching of human rights and fundamental freedoms at all levels of education and to ensure that all those responsible for training lawyers, law enforcement officers, the personnel of the armed forces and public officials include appropriate elements of human rights teaching in their training programme 16 Individuals, non-governmental organizations and relevant institutions have an important role to play in contributing to making the public more aware of questions relating to all human rights and fundamental freedoms through activities such as education, training and research in these areas to strengthen further, inter alia, understanding, tolerance, peace and friendly relations among nations and among all racial and religious groups, bearing in mind the various backgrounds of the societies and communities in which they carry out their activities 18.2 Individuals, groups, institutions and non-governmental organizations have an important role to play and a responsibility in safeguarding democracy, promoting human rights and fundamental freedoms and contributing to the promotion and advancement of democratic societies, institutions and processes 18.3 Individuals, groups, institutions and non-governmental organizations also have an important role and a responsibility in contributing, as appropriate, to the promotion of the right of everyone to a social and international order in which the rights and freedoms set forth in the Universal Declaration of Human Rights and other human rights instruments can be fully realized
		UDHR Universal Declaration of Human Rights	Show all articles 26.2 Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

		ICCPR International Covenant on Civil and Political Rights	Show all articles 27 In those States in which ethnic, religious or linguistic minorities exist, persons belonging to such minorities shall not be denied the right, in community with the other members of their group, to enjoy their own culture, to profess and practise their own religion, or to use their own language.
		ICESCR International Covenant on Economic, Social and Cultural Rights	Show all articles 13.1 The States Parties to the present Covenant recognize the right of everyone to education. They agree that education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms. They further agree that education shall enable all persons to participate effectively in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace.
		ICERD International Convention on the Elimination of All Forms of Racial Discrimination	Show all articles 7 States Parties undertake to adopt immediate and effective measures, particularly in the fields of teaching, education, culture and information, with a view to combating prejudices which lead to racial discrimination and to promoting understanding, tolerance and friendship among nations and racial or ethnical groups, as well as to propagating the purposes and principles of the Charter of the United Nations, the Universal Declaration of Human Rights, the United Nations Declaration on the Elimination of All Forms of Racial Discrimination, and this Convention.
		CRC Convention on the Rights of the Child	Show all articles 29.1 States Parties agree that the education of the child shall be directed to: 29.1.a The development of the child's personality, talents and mental and physical abilities to their fullest potential;
			29.1.b The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations
			29.1.c The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;
			29.1.d The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;
			29.1.e The development of respect for the natural environment.
			30 In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practise his or her own religion, or to use his or her own language.
		CEDAW Convention on the Elimination of All Forms of Discrimination Against Women	Show all articles 10 States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education and in particular to ensure, on a basis of equality of men and women: 10.c The elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging coeducation and other types of education which will help to achieve this aim and, in particular, by the revision of textbooks and school programmes and the adaptation of teaching methods;
		CRPD Convention on the Rights of Persons with Disabilities	10.h Access to specific educational information to help to ensure the health and well-being of families, including information and advice on family planning.
			Show all articles 24.3 States Parties shall enable persons with disabilities to learn life and social development skills to facilitate their full and equal participation in education and as members of the community. To this end, States Parties shall take appropriate measures, including: 24.3.a Facilitating the learning of Braille, alternative script, augmentative and alternative modes, means and formats of communication and orientation and mobility skills, and facilitating peer support and mentoring;
			24.3.b Facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community;
			24.3.c Ensuring that the education of persons, and in particular children, who are blind, deaf or deafblind, is delivered in the most appropriate languages and modes and means of communication for the individual, and in environments which maximize academic and social development.

		UNDRIP United Nations Declaration on the Rights of Indigenous Peoples	Show all articles 15.1 Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.
		Escazú Agreement Regional Agreement on Access to Information, Public Participation and Justice in Environmental Matters in Latin America and the Caribbean	Show all articles 4.4 With the aim of contributing to the effective application of the present Agreement, each Party shall provide the public with information to facilitate the acquisition of knowledge on access rights. 5.2 The exercise of the right of access to environmental information includes: 5.2.a requesting and receiving information from competent authorities without mentioning any special interest or explaining the reasons for the request; 5.2.b being informed promptly whether the requested information is in possession or not of the competent authority receiving the request; 5.2.c being informed of the right to challenge and appeal when information is not delivered, and of the requirements for exercising this right. 5.3 Each Party shall facilitate access to environmental information for persons or groups in vulnerable situations, establishing procedures for the provision of assistance, from the formulation of requests through to the delivery of the information, taking into account their conditions and specificities, for the purpose of promoting access and participation under equal conditions. 5.4 Each Party shall guarantee that the above-mentioned persons or groups in vulnerable situations, including indigenous peoples and ethnic groups, receive assistance in preparing their requests and obtain a response. 5.11 The competent authorities shall guarantee that the environmental information is provided in the format requested by the applicant, if available. If such a format is not available, the environmental information shall be provided in the available format. 5.12 The competent authorities shall respond to requests for environmental information as quickly as possible and within a period not longer than 30 business days from the date of receipt of the request, or less if so stipulated in domestic legislation. 5.17 Environmental information shall be disclosed at no cost, insofar as its reproduction or delivery is not required. Reproduction and delivery costs shall be applied in accordance with the procedures established by the competent authority. Such costs shall be reasonable and made known in advance, and payment can be waived in the event that the applicant is deemed to be in a vulnerable situation or to have special circumstances warranting such a waiver. 6.1 Each Party shall guarantee, to the extent possible within available resources, that the competent authorities generate, collect, publicize and disseminate environmental information relevant to their functions in a systematic, proactive, timely, regular, accessible and comprehensible manner, and periodically update this information and encourage the disaggregation and decentralization of environmental information at the subnational and local levels. Each Party shall strengthen coordination between the different authorities of the State. 6.2 The competent authorities shall endeavour to ensure, to the extent possible, that environmental information is reusable, processable and available in formats that are accessible, and that no restrictions are placed on its reproduction or use, in accordance with domestic legislation. 6.3 Each Party shall have in place one or more up-to-date environmental information systems, which may include, inter alia: 6.3.a the texts of treaties and international agreements, as well as environmental laws, regulations and administrative acts; 6.3.b reports on the state of the environment; 6.3.c a list of public entities competent in environmental matters and, where possible, their respective areas of operation; 6.3.d a list of polluted areas, by type of pollutant and location; 6.3.e information on the use and conservation of natural resources and ecosystem services;

		<p>6.3.f scientific, technical or technological reports, studies and information on environmental matters produced by academic and research institutions, whether public or private, national or foreign;</p>
		<p>6.3.g climate change sources aimed at building national capacities;</p>
		<p>6.3.h information on environmental impact assessment processes and on other environmental management instruments, where applicable, and environmental licences or permits granted by the public authorities;</p>
		<p>6.3.i an estimated list of waste by type and, when possible, by volume, location and year; and</p>
		<p>6.3.j information on the imposition of administrative sanctions in environmental matters.</p>
		<p>6.3.z Each Party shall guarantee that environmental information systems are duly organized, accessible to all persons and made progressively available through information technology and georeferenced media, where appropriate.</p>
		<p>6.4 Each Party shall take steps to establish a pollutant release and transfer register covering air, water, soil and subsoil pollutants, as well as materials and waste in its jurisdiction. This register will be established progressively and updated periodically.</p>
		<p>6.6 In order to facilitate access by persons or groups in vulnerable situations to information that particularly affects them, each Party shall endeavour, where applicable, to ensure that the competent authorities disseminate environmental information in the various languages used in the country, and prepare alternative formats that are comprehensible to those groups, using suitable channels of communication.</p>
		<p>6.7 Each Party shall use its best endeavours to publish and disseminate at regular intervals, not exceeding five years, a national report on the state of the environment, which may contain:</p>
		<p>6.7.a information on the state of the environment and natural resources, including quantitative data, where possible;</p>
		<p>6.7.b national actions to fulfil environmental legal obligations;</p>
		<p>6.7.c advances in the implementation of the access rights; and</p>
		<p>6.7.d collaboration agreements among public, social and private sectors.</p>
		<p>6.7.z Such reports shall be drafted in an easily comprehensible manner and accessible to the public in different formats and disseminated through appropriate means, taking into account cultural realities. Each Party may invite the public to make contributions to these reports.</p>
		<p>6.10 Each Party shall ensure that consumers and users have official, relevant and clear information on the environmental qualities of goods and services and their effects on health, favouring sustainable production and consumption patterns.</p>
		<p>6.12 Each Party shall take the necessary measures, through legal or administrative frameworks, among others, to promote access to environmental information in the possession of private entities, in particular information on their operations and the possible risks and effects on human health and the environment.</p>
		<p>10.2 Each Party, in line with its capacities, may take, inter alia, the following measures:</p>
		<p>10.2.a train authorities and civil servants on environmental access rights;</p>
		<p>10.2.b develop and strengthen environmental law and access rights awareness-raising and capacity-building programmes for, inter alia, the public, judicial and administrative officials, national human rights institutions and jurists;</p>
		<p>10.2.c provide the competent institutions and entities with adequate equipment and resources;</p>

			<p>10.2.d promote education and training on, and raise public awareness of, environmental matters, through, inter alia, basic educational modules on access rights for students at all levels of education;</p> <p>10.2.e develop specific measures for persons or groups in vulnerable situations, such as providing interpreters or translators in languages other than official languages when necessary;</p> <p>10.2.f acknowledge the importance of associations, organizations or groups that train the public on or raise public awareness of access rights;</p> <p>10.2.g strengthen capabilities to collect, retain and evaluate environmental information.</p>
		ECHR Protocol Protocol to the European Convention for the Protection of Human Rights and Fundamental Freedoms	<p>Show all articles 2 No person shall be denied the right to education. In the exercise of any functions which it assumes in relation to education and to teaching, the State shall respect the right of parents to ensure such education and teaching in conformity with their own religious and philosophical convictions.</p>
		European Framework Convention on Minorities Council of Europe Framework Convention for the Protection of National Minorities	<p>Show all articles 6.1 The Parties shall encourage a spirit of tolerance and intercultural dialogue and take effective measures to promote mutual respect and understanding and co-operation among all persons living on their territory, irrespective of those persons' ethnic, cultural, linguistic or religious identity, in particular in the fields of education, culture and the media.</p> <p>6.2 The Parties undertake to take appropriate measures to protect persons who may be subject to threats or acts of discrimination, hostility or violence as a result of their ethnic, cultural, linguistic or religious identity.</p> <p>12.1 The Parties shall, where appropriate, take measures in the fields of education and research to foster knowledge of the culture, history, language and religion of their national minorities and of the majority.</p>
		Protocol of San Salvador Additional Protocol to the American Convention on Human Rights in the Area of Economic, Social and Cultural rights (Protocol of San Salvador)	<p>Show all articles 13.2 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.</p>
		Inter-American Convention on discrimination against persons with disabilities Inter-American Convention on the Elimination of All Forms of Discrimination against Persons with Disabilities	<p>Show all articles IV To achieve the objectives of this Convention, the states parties undertake to:</p> <p>V.1 To the extent that it is consistent with their respective internal laws, the states parties shall promote participation by representatives of organizations of persons with disabilities, nongovernmental organizations working in this area, or, if such organizations do not exist, persons with disabilities, in the development, execution, and evaluation of measures and policies to implement this Convention</p> <p>IV.2 Collaborate effectively in:</p> <p>III.2 To work on a priority basis in the following areas:</p> <p>V.2 The states parties shall create effective communication channels to disseminate among the public and private organizations working with persons with disabilities the normative and juridical advances that may be achieved in order to eliminate discrimination against persons with disabilities</p> <p>IV.2.b The development of means and resources designed to facilitate or promote the independence, self-sufficiency, and total integration into society of persons with disabilities, under conditions of equality.</p> <p>III.2.c Increasing of public awareness through educational campaigns aimed at eliminating prejudices, stereotypes, and other attitudes that jeopardize the right of persons to live as equals, thus promoting respect for and coexistence with persons with disabilities.</p>
		ACHPR African Charter on Human and Peoples' Rights	<p>Show all articles 17.1 Every individual shall have the right to education.</p>

			24 All peoples shall have the right to a general satisfactory environment favourable to their development.
			25 States parties to the present Charter shall have the duty to promote and ensure through teaching, education and publication, the respect of the rights and freedoms contained in the present Charter and to see to it that these freedoms and rights as well as corresponding obligations and duties are understood.
		ACRWC African Charter on the Rights and Welfare of the Child	Show all articles 11.2 The education of the child shall be directed to:
			11.2.b fostering respect for human rights and fundamental freedoms with particular reference to those set out in the provisions of various African instruments on human and peoples' rights and international human rights declarations and conventions;
			11.2.d the preparation of the child for responsible life in a free society, in the spirit of understanding, tolerance, dialogue, mutual respect and friendship among all peoples, ethnic, tribal and religious groups;
			11.2.g the development of respect for the environment and natural resources;
			11.2.h the promotion of the child's understanding of primary health care.
		Maputo Protocol Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa	Show all articles 4.2 States Parties shall take appropriate and effective measures to:
			4.2.d actively promote peace education through curricula and social communication in order to eradicate elements in traditional and cultural beliefs, practices and stereotypes which legitimise and exacerbate the persistence and tolerance of violence against women;
			12.1 States Parties shall take all appropriate measures to:
			12.1.b eliminate all stereotypes in textbooks, syllabuses and the media, that perpetuate such discrimination;
			12.1.e integrate gender sensitisation and human rights education at all levels of education curricula including teacher training.
		UNFCCC United Nations Framework Convention on Climate Change	Show all articles 4.1 All Parties, taking into account their common but differentiated responsibilities and their specific national and regional development priorities, objectives and circumstances, shall:
			4.1.c Promote and cooperate in the development, application and diffusion, including transfer, of technologies, practices and processes that control, reduce or prevent anthropogenic emissions of greenhouse gases not controlled by the Montreal Protocol in all relevant sectors, including the energy, transport, industry, agriculture, forestry and waste management sectors;
			4.1.i Promote and cooperate in education, training and public awareness related to climate change and encourage the widest participation in this process, including that of non-governmental organizations;
			6 In carrying out their commitments under Article 4, paragraph 1(i), the Parties shall:
			6.a Promote and facilitate at the national and, as appropriate, subregional and regional levels, and in accordance with national laws and regulations, and within their respective capacities:
			6.a.i The development and implementation of educational and public awareness programmes on climate change and its effects;
			6.b Cooperate in and promote, at the international level, and, where appropriate, using existing bodies:
			6.b.i The development and exchange of educational and public awareness material on climate change and its effects;

			<p>6.b.ii The development and implementation of education and training programmes, including the strengthening of national institutions and the exchange or secondment of personnel to train experts in this field, in particular for developing countries.</p>
	<p>Paris Agreement Paris Agreement</p>	<p>Show all articles</p> <p>11.1 Capacity-building under this Agreement should enhance the capacity and ability of developing country Parties, in particular countries with the least capacity, such as the least developed countries, and those that are particularly vulnerable to the adverse effects of climate change, such as small island developing States, to take effective climate change action, including, inter alia, to implement adaptation and mitigation actions, and should facilitate technology development, dissemination and deployment, access to climate finance, relevant aspects of education, training and public awareness, and the transparent, timely and accurate communication of information.</p> <p>11.2 Capacity-building should be country-driven, based on and responsive to national needs, and foster country ownership of Parties, in particular, for developing country Parties, including at the national, subnational and local levels. Capacity-building should be guided by lessons learned, including those from capacity-building activities under the Convention, and should be an effective, iterative process that is participatory, cross-cutting and gender-responsive.</p> <p>12 Parties shall cooperate in taking measures, as appropriate, to enhance climate change education, training, public awareness, public participation and public access to information, recognizing the importance of these steps with respect to enhancing actions under this Agreement.</p>	
	<p>CBD Convention on Biological Diversity</p>	<p>Show all articles</p> <p>13 The Contracting Parties shall:</p> <p>13.a Promote and encourage understanding of the importance of, and the measures required for, the conservation of biological diversity, as well as its propagation through media, and the inclusion of these topics in educational programmes;</p> <p>13.b Cooperate, as appropriate, with other States and international organizations in developing educational and public awareness programmes, with respect to conservation and sustainable use of biological diversity.</p>	
	<p>UNCCD UN Convention to Combat Desertification</p>	<p>Show all articles</p> <p>19.1 The Parties recognize the significance of capacity building -- that is to say, institution building, training and development of relevant local and national capacities -- in efforts to combat desertification and mitigate the effects of drought. They shall promote, as appropriate, capacity-building:</p> <p>19.1.a through the full participation at all levels of local people, particularly at the local level, especially women and youth, with the cooperation of non-governmental and local organizations;</p> <p>19.1.b by strengthening training and research capacity at the national level in the field of desertification and drought;</p> <p>19.1.c by establishing and/or strengthening support and extension services to disseminate relevant technology methods and techniques more effectively, and by training field agents and members of rural organizations in participatory approaches for the conservation and sustainable use of natural resources;</p> <p>19.1.d by fostering the use and dissemination of the knowledge, know-how and practices of local people in technical cooperation programmes, wherever possible;</p> <p>19.1.e by adapting, where necessary, relevant environmentally sound technology and traditional methods of agriculture and pastoralism to modern socio-economic conditions;</p> <p>19.1.f by providing appropriate training and technology in the use of alternative energy sources, particularly renewable energy resources, aimed particularly at reducing dependence on wood for fuel;</p> <p>19.1.g through cooperation, as mutually agreed, to strengthen the capacity of affected developing country Parties to develop and implement programmes in the field of collection, analysis and exchange of information pursuant to article 16;</p> <p>19.1.h through innovative ways of promoting alternative livelihoods, including training in new skills;</p>	

			<p>19.1.i by training of decision makers, managers, and personnel who are responsible for the collection and analysis of data for the dissemination and use of early warning information on drought conditions and for food production;</p>
			<p>19.1.j through more effective operation of existing national institutions and legal frameworks and, where necessary, creation of new ones, along with strengthening of strategic planning and management;</p>
			<p>19.1.k by means of exchange visitor programmes to enhance capacity building in affected country Parties through a long-term, interactive process of learning and study.</p>
			<p>19.3 The Parties shall cooperate with each other and through competent intergovernmental organizations, as well as with non-governmental organizations, in undertaking and supporting public awareness and educational programmes in both affected and, where relevant, unaffected country Parties to promote understanding of the causes and effects of desertification and drought and of the importance of meeting the objective of this Convention. To that end, they shall:</p>
			<p>19.3.a organize awareness campaigns for the general public;</p>
			<p>19.3.b promote, on a permanent basis, access by the public to relevant information, and wide public participation in education and awareness activities;</p>
			<p>19.3.c encourage the establishment of associations that contribute to public awareness;</p>
			<p>19.3.d develop and exchange educational and public awareness material, where possible in local languages, exchange and second experts to train personnel of affected developing country Parties in carrying out relevant education and awareness programmes, and fully utilize relevant educational material available in competent international bodies;</p>
			<p>19.3.e assess educational needs in affected areas, elaborate appropriate school curricula and expand, as needed, educational and adult literacy programmes and opportunities for all, in particular for girls and women, on the identification, conservation and sustainable use and management of the natural resources of affected areas;</p>
			<p>19.3.f develop interdisciplinary participatory programmes integrating desertification and drought awareness into educational systems and in non-formal, adult, distance and practical educational programmes.</p>
			<p>19.4 The Conference of the Parties shall establish and/or strengthen networks of regional education and training centres to combat desertification and mitigate the effects of drought. These networks shall be coordinated by an institution created or designated for that purpose, in order to train scientific, technical and management personnel and to strengthen existing institutions responsible for education and training in affected country Parties, where appropriate, with a view to harmonizing programmes and to organizing exchanges of experience among them. These networks shall cooperate closely with relevant intergovernmental and non-governmental organizations to avoid duplication of effort.</p>

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