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ADVISORY SERVICES IN THE FIELD OF HUMAN RIGHTS

Report of the United Nations Seminar on
the Teaching of Human Rights

Geneva, 5-9 December 1988

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I. INTRODUCTION

A. Organization of the Seminar

1. At its forty-first session on 4 December 1986, the General Assembly adopted resolution 41/150, entitled "Fortieth anniversary of the Universal Declaration of Human Rights". By its resolution, the General Assembly requested the Secretary General to consider including in his proposed programme budget for the biennium 1988-1989 appropriate activities, such as those indicated in the annex to the resolution, to celebrate the fortieth anniversary of the Declaration. In paragraph 2 (d) of that annex, the General Assembly recommended, inter alia, the organization in 1988, within the framework of the advisory services in the field of human rights, of an international seminar on the teaching of human rights.

2. Pursuant to the above-mentioned General Assembly resolution, the seminar on the Teaching of Human Rights was held at the United Nations Office at Geneva from 5 to 9 December 1988.

3. The arrangements regarding participation in the seminar and preparation of its agenda were undertaken by the United Nations Centre for Human Rights.

B. Participation

4. Invitations to nominate participants were extended, on the basis of equitable geographical distribution, past participation in United Nations human rights seminars and to 43 Governments. Participants and alternates from the following countries attended the seminar in their personal capacity: Argentina, Australia, Belgium, Byelorussian Soviet Socialist Republic, Canada, China, Congo, Cuba, Cyprus, Czechoslovakia, Denmark, Egypt, France, Gambia, German Democratic Republic, Guatemala, Iceland, Indonesia, Japan, Jordan, Kuwait, Malta, Mauritania, Mexico, Nepal, New Zealand, Nigeria, Sudan, Toqo, Tunisia, Uganda, Ukrainian Soviet Socialist Republic, Union of Soviet Socialist Republics, United Kingdom of Great Britain and Northern Ireland, United States of America, Uruguay, Viet Nam and Zimbabwe. (The list of participants appears in annex I)

5. Observers from the Governments of Ethiopia and Hungary were also present.

6. In addition, the following United Nations bodies and specialized agencies were represented at the Seminar: the Centre for Social Development and Humanitarian Affairs; International Labour Organisation (ILO); United Nations Educational, Scientific and Cultural Organization (UNESCO); and World Health Organization (WHO).

7. The Council of Europe was also represented at the Seminar.

Experts

8. Three experts, Mr. Danilo Türk, Mr. Christopher G. Weeramantry and Mr. Karel Vasak, who were invited to prepare background papers, also participated in the seminar. The Chairman of the African Commission on Human and Peoples' Rights, Mr. Isaac Nquema, was present at the Seminar as a special guest.

9. Non-governmental organizations present at the Seminar included:

Category I:

Soroptimist International

Category II:

Amnesty International, Andean Commission of Jurists, Bahá'i International Community, Friends World Committee for Consultation (Quakers), International Association of Judges, International Committee of the Red Cross, International Movement for Fraternal Union Among Races and Peoples.

Roster:

International Centre of Sociological, Penal and Penitentiary Research and Studies, International Human Rights Internship Program, International Union of Police Federations, World Association for the School as an Instrument of Peace (EIP).

10. The following academic and research institutions were also represented at the seminar: Association of International Consultants on Human Rights, International Training Centre on Human Rights and Peace Teaching, (Comité d'appui pour des groupes et mouvements indépendants de jeunes engagés dans des activités de protection et de promotion des droits de l'homme).

C. Agenda

11. The agenda of the seminar was as follows:

1. Teaching of human rights through the training of law enforcement personnel, lawyers, judges etc., and consideration of the question: International standards vs Actual institutional practice.
2. Teaching of human rights to teachers at all levels, including those at police academies, attention to be focused on questions of discipline(s), contents and methods.
3. Non-formal education and methods and its target groups - parents, religious leaders, labour union leaders, professional associations, village councils etc., addressing the questions: Individual and collective rights vs Duties, and inductive teaching (real life situations).

D. Documentation

12. The following background papers were prepared for the seminar at the request of the United Nations Centre for Human Rights:

HR/GENEVA/1988/BP.1 by Mr. Danilo Türk, Professor of International Law, Institute on International Law and International Organization, Ljubljana University, Yugoslavia; Member and Rapporteur of the Sub-Commission on Prevention of Discrimination and Protection of Minorities.

HR/GENEVA/1988/BP.2 by Mr. Christopher G. Weeramantry, Professor of International Law, Monash University, Melbourne, Australia.

HR/GENEVA/1988/BP.3 by Mr. Karel Vasak, Legal Advisor at the World Organization of Tourism, Madrid, Spain; Ex-Director, Division of Human Rights and Peace, UNESCO.

E/CN.4/1988/39/Add.1, the Report of the United Nations Training Course on the Teaching of Human Rights for Asia and the Pacific was available to the participants.

13. The following informal working papers were submitted during the session:

HR/GENEVA/1988/IWP.1 - Mr. Eiji Matsunaga, Japan
HR/GENEVA/1988/IWP.2 - Mr. M. Mohr, German Democratic Republic
HR/GENEVA/1988/IWP.3 - Mr. Douglas Ray, Canada

14. Informal working papers were also submitted by the following non-governmental organizations and institute:

HR/GENEVA/1988/IWP.NGO.1: International Human Rights Internship Program,

HR/GENEVA/1988/IWP.NGO.2: CODAP, Comité d'appui pour des groupes et mouvements indépendants de jeunes engagés dans des activités de protection et de promotion des droits de l'homme,

HR/GENEVA/1988/IWP.NGO.3: International Training Centre on Human Rights and Peace Teaching.

E. Secretariat

15. The Secretary-General of the United Nations was represented by Mr. Jan Martenson, Under-Secretary-General for Human Rights and Mr. Kwadwo F. Nyamekye, Deputy Director, Centre for Human Rights. Mr. Munzer Anabtawi, Co-ordinator of the Advisory Services Section, was the Chairman of the Seminar. Mr. Yo Kubota was Secretary, assisted by Mr. Francois Zaï, Human Rights Officer, Mrs. Giuseppina d'Agostino-Chabbey and Ms. Janet Weiler, staff members of the Centre for Human Rights.

II. OPENING SESSION

16. The Training Course was opened by Mr. Jan Martenson, Under-Secretary-General for Human Rights and Director-General of the United Nations Office at Geneva, who made an introductory statement. In his statement, Mr. Martenson pointed out that the present international seminar had been organized within the framework of the United Nations Advisory Services and Technical Assistance in the Field of Human Rights as one of several measures recommended by the General Assembly for the celebration of the fortieth anniversary of the Universal Declaration of Human Rights.
17. It was underscored that the world organization had achieved some of its most remarkable results in the field of human rights over the past forty years. Two human rights covenants and some 50 international instruments covering basically all aspects of human endeavour had developed out of the Declaration and specific obligations had been added to its primarily moral character.
18. It was stressed that the emphasis now lay firstly upon implementation, whether internationally, through the monitoring and control mechanisms, or at the national level, where the United Nations could provide assistance, and secondly, upon information and education.
19. It was emphasized by Mr. Martenson that in order to ensure the success of the global undertaking for the promotion and protection of human rights, all members of that wider human rights community, consisting of Governments, non-governmental organizations, regional and national human rights institutions, academic and research communities, media, and concerned individuals would have to work closely together.
20. In order to create this co-operation for human rights, there was a need for the widest dissemination of information on human rights and the provision of advisory services and technical assistance for their protection.
21. Mr. Martenson pointed out, in this regard, that the Centre had already begun, through its newly established section on External Relations, Publication and Documentation - within the framework of the fortieth anniversary year - an expanded publications programme, which included the Fact Sheet series on human rights.
22. Attention was also drawn to the fact that a manual for teachers on the teaching of human rights was in the process of being printed by the Centre and widely distributed.
23. Mr. Martenson emphasized that whilst the United Nations could supply the material and launch a world-wide campaign on human rights, the real work would remain the responsibility of Member States and their national institutions. It would be most effective when it was run by dedicated experts and "animateurs" who could reach to the grassroots of society. The starting point in that process was, therefore, education. And this was - indeed - the *raison d'être* of the seminar.
24. The provision of advisory services and technical assistance was a cornerstone of the activities of the Centre for Human Rights. The Advisory Services Programme comprised the provision of advisory services of experts,

the organization of seminars and training courses and the awarding annually of fellowships to officials involved in the implementation of human rights, as nominated by their Governments.

25. Mr. Martenson pointed out that hundreds of government employees, mainly from the third world, had benefited from the fellowships programme so far.

26. It was from the beginning of 1988 that greater efforts, through the Advisory Services Programme, for the implementation of human rights were made possible with the establishment of the Voluntary Fund, which was intended to finance practical activities focused on the implementation of international conventions and other international instruments as outlined in the medium-term plan of activities, over and above those funds allocated to the Advisory Services Programme under the regular budget of the Centre. The Voluntary Fund would, therefore, permit a wider, fuller and more consistent implementation of the Advisory Services Programme.

27. Under the Advisory Services Programme, the endeavours of the Centre for Human Rights for the promotion and protection of human rights were translated into: (a) furthering knowledge and understanding of international human rights standards and their normative contents, with a view to promoting their widest application; (b) facilitating the implementation of international instruments (application of substantive provisions); (c) practical assistance in the creation and development of national infrastructures for the promotion and protection of internationally-recognized human rights norms and assistance to Governments in this respect.

28. With the help of the Voluntary Fund, a record number of activities had been undertaken in this fortieth anniversary year of the Universal Declaration of Human Rights. A number of seminars, workshops and training courses had been organized in 1988 under the Advisory Services Programme, including (from Lomé to Lisbon, from Tunis to Guatemala, from Kigali to Moscow). In addition, staff members of the Centre for Human Rights had given courses all over the world.

29. It was also added that advisory services of experts had been rendered to some countries at their request or in compliance with resolutions adopted by the Commission on Human Rights.

30. It was emphasized that while pursuing the efforts to create and strengthen an effective international mechanism of protection, energy must also go towards strengthening national institutions and attitudes. Without commitment and knowledge of human rights, not much could be achieved in practice.

31. The starting point and intrinsic part of our endeavours remained information and education. In order for such an effort to be successful, it would have to enjoy the full support of Member States, the co-operation of non-governmental organizations and interested individuals and, above all, the dedication and perseverance of educationists, particularly those in key positions in their own countries.

32. Mr. Martenson concluded that educationists constituted the catalyst of human rights and consciousness of mankind. Together, educationists, non-governmental organizations and Governments who commit themselves to international obligations could form the bridge uniting principle and practice.

33. Ms. Savolainen, the representative of UNESCO, also made a statement on behalf of the Director-General of UNESCO, in which she reviewed the work of UNESCO in the field of human rights education.

34. Mr. M. Anabtawi, Chairman of the Seminar, reviewed the programme of the Seminar. The main purpose of the seminar was to enable participants to conduct a fruitful dialogue based on three background papers prepared by highly qualified experts. It was hoped that participants would return to their Governments, organizations, teaching establishments etc. with new ideas and convictions on which to base a more comprehensive approach to human rights education in order to cover all sectors of the population.

III. TEACHING OF HUMAN RIGHTS THROUGH THE TRAINING OF LAW ENFORCEMENT PERSONNEL, LAWYERS AND JUDGES AND CONSIDERATION OF THE QUESTION: INTERNATIONAL STANDARDS VS ACTUAL INSTITUTIONAL PRACTICE

35. Presenting his paper (HR/GENEVA/1988/BP.1) entitled "Teaching of Human Rights through Training of Law Enforcement Personnel, Lawyers and Judges", Mr. Türk emphasized that human rights education was closely linked to the realization of human rights. The concept of the realization of human rights contained two essential aspects: (a) creating awareness of the existence and importance of the relevant standards and (b) their actual implementation. The teaching of human rights involved both aspects since its purpose was to enhance the awareness of people about the existence and importance of human rights and to facilitate the process of implementation of human rights standards. Consequently, to speak of implementation only was not enough - the aspect of broad popular awareness of, and support for, human rights had to be taken into account as well. It was stressed that the human rights of the individual were collateral to the duties of the individual towards the country to which he belonged; restrictions on the enjoyment of human rights should be clearly defined and limited in scope. He stated that problems raised by the inclusion in basic United Nations human rights instruments of the notion of public order (*ordre public*) illustrated the delicate nature of the balance between the fundamental importance of human rights on the one hand and the justified concerns of social stability on the other. It was essential, therefore, that judges, police and other law enforcement officials should respect and adhere to existing international human rights standards when they perform their functions. Hence the need for their awareness of the relevant human rights norms and the relevance of teaching about human rights. In this regard he referred, among other things, to the Code of Conduct for Law Enforcement Officials and its implementation and to relevant instruments prohibiting torture and other forms of cruel, inhuman or degrading treatment or punishment, and also considered the issues of the use of force and firearms and non-discrimination in respect of aliens.

36. Mr. Türk made a number of suggestions for future United Nations action including the organization of a training course for law enforcement officers for the purpose of stimulating national, regional and international exchanges of opinion and experience relating to practical responses to actual situations and the protection of human rights. Despite the fact that international standards against torture constituted one of the most developed areas of international standards protecting human rights, further training could make these standards more effective. Mr. Türk was of the opinion that the question of the duty of law enforcement officials to disobey orders from a superior to carry out torture could be dealt with in training programmes. Regional seminars and courses could be organized by the United Nations through its Advisory Services Programme to help eradicate and prevent torture and other cruel, inhuman or degrading treatment or punishment. Promoting awareness and consideration of the draft body of principles on the use of force and firearms by law enforcement officials were potentially important both for its incorporation in domestic legal systems and for the purpose of training law enforcement officials.

37. Specific plans of action and training programmes for law enforcement officials should also cover the problem of the effective handling of crisis situations whilst ensuring respect for human rights and the rule of law. He also suggested that training programmes for law enforcement officials should

contain sections devoted to non-discrimination in respect of aliens. Among the most sensitive issues affecting aliens were those which related to their expulsion. Therefore, knowledge of relevant international instruments in the field should be included in the training of law enforcement officials.

Mr. Türk further submitted that it might also be appropriate for a code of ethics on the treatment of prisoners in the form of a manual to be made available to all personnel of penal institutions, including law enforcement officials. This manual could also be a teaching aid in the framework of appropriate training programmes for law enforcement officials.

38. As lawyers and judges play a particularly important role in the realization of human rights, their training must be appropriate since the observance of human rights standards still depended on the quality of the administration of justice. Therefore, in every form of training, the independence and impartiality of the judiciary were to be at the centre of teaching endeavours. This, he suggested, could be achieved through the organization of international consultations, perhaps in the framework of the United Nations Advisory Services Programme, and the strengthening of teaching programmes on international human rights standards at law schools.

39. Concerning the area of university education of human rights, it was suggested that it might be appropriate to prepare an international textbook for use at law schools, setting out the fundamentals of the universally accepted human rights standards, under the auspices of the United Nations or the United Nations Educational, Scientific and Cultural Organization, which should then be translated into a number of national languages so as to enable it to be used world-wide in teaching at law schools.

40. The representative of the United Nations Centre for Social Development and Humanitarian Affairs briefly reviewed the work of the United Nations in the field of crime prevention and criminal justice. He also referred to various relevant instruments. He recommended that the Seminar should focus its attention on assessing the achievements recorded as well as the difficulties encountered in ensuring the effective implementation of norms and standards. He emphasized that on many occasions the infringement of human rights within the criminal justice machinery did not result merely from a disregard of internal human rights, but largely because the system was understaffed and fell short of requirements. Problems, therefore, could not be resolved and resort was had to unjustifiable restrictions and repression. The improvement of the functioning of the criminal justice system so that it operated in accordance with the rule of law, was an effective way of protecting human rights. He added that some of the United Nations training courses organized under the Advisory Services Programme should cover the teaching of administration of justice standards and norms.

41. During the discussion that followed, it was emphasized by many speakers that human rights education was a prerequisite for the effective implementation of human rights, especially of international human rights standards. As international human rights law was the fruit of the modern world, many people, including judges, lawyers, policemen and other law enforcement officials might not have the necessary knowledge of this subject. Moreover, the teaching of international human rights law should be introduced not only as a branch of international law, but also as an aspect of other branches of law. With regard to the contents of international human rights law, it was stressed by some participants that it was currently undergoing

significant changes, especially in the field of humanitarian law, refugee studies and the treatment of foreigners. It was also underlined by a participant that international human rights law had now become international common law.

42. Emphasis was placed on the approach that should be taken in the teaching of human rights to such professionals as judges, lawyers and law enforcement officials. As they were generally fully occupied in their day-to-day tasks, they would not have enough time to obtain information on, and widen their knowledge of, developments in the area of international human rights law. International, regional and national seminars, training courses, workshops etc., in the field of human rights, would be most beneficial to them. It was also very important for judges and lawyers to maintain contact with international lawyers and human rights workers. Views were expressed that international human rights provisions were more general in nature than domestic legislation, so that they were often difficult to apply in domestic courts. However, proper human rights teaching to judges would certainly make domestic human rights law more meaningful in terms of international standards. It was also pointed out that human rights teaching was not altogether easy even within the established framework of the Council of Europe's human rights teaching programme.

43. Several speakers referred to the difficulties of human rights teaching in developing countries, not only because of prevailing economic and social conditions, but also because of the political climate. Moreover, despite the necessity of learning international human rights standards, when the majority of people were illiterate, it was difficult for those standards to reach the grass-roots level. In this regard, the role of the United Nations Advisory Services Programme in the Field of Human Rights was emphasized. Some participants thought that the teaching of human rights to policemen and law enforcement officials should receive more attention, as such officials were usually directly involved in the cases in point. They strongly advocated restrictions in the use of force and firearms.

44. With regard to human rights teaching materials and international human rights instruments, many speakers favoured their translation into different languages, although an exact translation was not always easy and was very costly.

45. The idea of issuing a textbook for human rights teaching was endorsed by several participants. Among the guidelines recommended for the preparation of such a book was the concern expressed that facts, illustrations and cases should form the basis of teaching instead of material limited to a reproduction of written texts. This was considered important not only in order to make the teaching interesting, but also because of widespread illiteracy among the populations in some countries. One participant suggested setting up an initiative group during the present seminar to develop those ideas.

46. The discussion illustrated that national efforts had been extensive, especially in countries where restoration of a normal situation - after a period characterized by gross violations of human rights - was taking place. In those countries, it was suggested that it was necessary not only to punish the former human rights violators, but also to create an awareness among the citizens of their protected rights.

47. The ILO submitted a detailed list of its efforts in the field of human rights which related to the areas of mutual concern to the United Nations and the ILO, such as freedom of association, freedom from discrimination, the right to work, the right to social security and protection of children and youth. Any teaching on human rights, therefore, should involve the teaching of ILO standards as well. It was added that the content of human rights teaching was not only a matter of ethics, but also a matter of positive law.

48. In this context, the representative of the ILO mentioned three areas of importance. Teaching should deal with the problems that arose when national law did not necessarily comply with international standards. Secondly, the role of supervisory machinery should be emphasized so as to offer an effective remedy when human rights violations did appear. Thirdly, a good judge or lawyer must inform and advise a citizen about the possibility of bringing his case before an international monitoring body, if national remedies were exhausted or, for some reason, were not sufficient.

49. The International Human Rights Internship Program proposed the exchange of classes of students between 13 and 15 years of age between countries, in order to confront them with their own conception of human rights and develop their respect for different cultures. The representative invited the Advisory Services Programme in the Field of Human Rights, the Division of Equality of Opportunity in the Field of Education and Special Programmes of UNESCO, UNDP and its Information Service and other competent experts to collaborate in the project.

50. Finally, Mr. Türk summarized the debate that had covered a wider area than that presented in his paper.

51. He once more stressed the importance of teaching police forces about human rights standards, and called on judges' associations to arrange international and regional conferences for the purpose of exchanging views and sharing experiences. This was at least one possible way of becoming informed of international standards and developments within the field of human rights. Mr. Türk also encouraged the creation of regional human rights institutes and centres, which offered great educational potential. He was of the opinion that a conclusion on whether human rights should be taught as a separate subject at law schools or as an integrated part of the whole curriculum should not be made at the present time, and called upon the participants to develop their views on this matter for a future debate.

52. Concerning the proposal to prepare a textbook, Mr. Türk found that there were valid reasons for supporting the idea, inter alia, because the existing material seemed to be too voluminous and lacked coherence. This fact constituted a major problem for students, who were not able to obtain an overall view of the subject.

53. Mr. Türk suggested that the book should address itself to all university faculties, not only the law faculty, since students from other fields needed to take a human rights approach to the same extent as did law students. In order to proceed with the project, which had produced mixed reactions among the participants, Mr. Türk proposed to submit an outline of both the advantages and disadvantages of producing a standardized textbook to the Secretary-General, so that the idea might be followed up through the Advisory Services Programme. Mr. Türk summarized the various types of methodology that

seemed appropriate for the purposes that had been outlined during the debate. Firstly, the quasi-legislative technique was useful; secondly, case studies were necessary to help people understand why the standards are formulated; thirdly, the experience and work of non-governmental organizations could be used in preparing teaching material. Furthermore, it seemed important that the international review procedure should be taught so that the entire system would become less abstract for the public. Lastly, international seminars and courses were an essential element of that process.

54. Specific matters that should be taught included the implementation of humanitarian law and the treatment of refugees, and in this context, the education of members of the political parties was essential since they formed part of the legislative structure and influenced the application of international standards in domestic law.

55. The right to development, including legal aid to the poor, was also worth noting when discussing human rights teaching, and to this end, Mr. Türk mentioned the important role to be played by the International Human Rights Internship Program and the United Nations Centre for Human Rights in this area. As many speakers had mentioned during the discussion, human rights teachers in many countries were in need of special protection against the potential abuses of authorities. Such protection was necessary because many Governments unfortunately perceived human rights teaching as being subversive and, therefore, the teachers involved were subjected to restrictions of a financial nature or, even more alarming, to direct human rights violations.

IV. TEACHING OF HUMAN RIGHTS TO TEACHERS AT ALL LEVELS, INCLUDING THOSE AT POLICE ACADEMIES WITH ATTENTION FOCUSED ON QUESTIONS OF DISCIPLINE(S), CONTENTS AND METHODS

56. Presenting his background paper (HR/GENEVA/1988/BP.3) entitled "Teaching of human rights to teachers at all levels, including those at police academies, with attention focused on questions of discipline(s), contents and methods" under agenda item 2 of the same title, Mr. Vasak began by placing emphasis on the historic development of the question of the teaching of human rights. The landmarks of its development were: 1948, with the adoption of the Universal Declaration of Human Rights; 1968, International Human Rights Year, marked by the Teheran Conference and the recognition by the international community of the merits of efforts that were being made towards the development of an understanding of human rights through teaching; 1969, which saw the creation of the International Institute for Human Rights in Strasbourg, thereby establishing training and teaching as a means of promoting human rights; and finally 1978, when an International Congress was organized by UNESCO on the teaching of human rights. He mentioned the need to assess the results of this four-phase historical development in the teaching of human rights in order to see more clearly what had been achieved and to determine any shortcomings. He explained the triple meaning of the verb "to teach": "to cause to be learned", "to educate", and "to liberate the spirit". If this triple meaning of teaching was applied to the subject of human rights, it became clear that human rights were essential not only at all academic levels, but also at all moments in life.

57. Mr. Vasak argued that the omnipresence of the State in all sectors of the economy, and other centres of power next to the State could become even more of a threat to human rights. He mentioned, among others, the power of mass communication, the medical power and the power of those who control the data banks.

58. Considering the subject of the teaching of human rights to teachers, Mr. Vasak raised the question whether the teaching of human rights was a human right in itself, and as such should it benefit from international protection. He raised another question: was it the right and duty of a teacher to teach human rights? In this connection Mr. Vasak also mentioned that the idea of drafting a convention on the teaching of human rights had first been put forward in 1978. He went on to show that the proposed convention had not materialized because its principal beneficiaries, i.e. the teachers of human rights, rather than being seen as a separate group tended to be confused with the rest of humanity, with the result that the convention would be no more than a convention for the protection of mankind.

59. He also discussed the different levels in the teaching of human rights and the content which would be appropriate for each level.

60. At the primary level he was of the opinion that it was not so much human rights that should be taught, but that a child's conscience needed to be developed, thereby ensuring that children developed tolerance towards one another, a sense of responsibility for their actions and a critical mind. He noted that the publication "Draw me a human right" deserved wider circulation in this respect, as the teacher could only teach human rights if his training had included a substantial human rights content. He further suggested that perhaps international trade union organizations could establish a systematic development programme of human rights by primary school teaching.

61. Human rights teaching had never been fully established at the secondary level, although the teacher at this level was better prepared to include human rights teaching in a whole range of subjects. However, it was the advanced level that had witnessed a spectacular development of human rights teaching. At the same time, the need to co-ordinate and facilitate access to human rights documentation was highlighted.

62. He suggested that certain particular professional categories should be allowed to benefit from the teaching of human rights. The teaching of human rights as a special field would help the professional groups in question (the press, the police, political parties) to be more sensitive to the existence of human rights and to the need to respect them.

63. For journalists, specialized human rights teaching concerning both freedom of opinion and expression as well as the right to honour and reputation would be appropriate.

64. In the case of the police and law enforcement officials, it was suggested that to prevent the commission of acts contrary to human rights, training in the spirit of human rights was essential, and to aid in this effort, international professional organizations of policemen ought to take the lead in the organization of training courses on human rights for police officers.

65. He thought that political parties should establish secretariats to study human rights and that the United Nations could organize a seminar bringing together interested officers of various political parties to spread human rights teaching to their followers.

66. Participants dealt with relevant aspects of Mr. Vasak's background paper and they questioned, inter alia, whether human rights teaching could or even should be neutral. Several speakers were of the opinion that, especially in developing countries, human rights teaching had to be carried out with conviction. To this end, the discussion also touched upon the problem of how certain Governments viewed human rights teaching. Many Governments perceived the subject as being subversive and banned teaching materials. To try and overcome this difficulty it was considered very important to persuade the authorities to understand that human rights teaching included not only civil and political rights, but also economic, cultural and social rights, and maybe even the right to solidarity.

67. The need for a convention concerning human rights teaching, including provisions for the protection of human rights teachers, was commented upon by several participants. One of the arguments against such an instrument was the great number of existing provisions, which were considered to be sufficient.

68. It was considered to be more appropriate to arrange seminars and prepare textbooks which could be used as sources of information for teachers. A textbook, if compiled, should take appropriate account of regional experiences and differences. It was generally acknowledged, however, that such a project would face difficulties not only because of the financial implications of translating the book, but also because of the necessity of agreeing to a teaching method and an interpretation of the existing human rights instruments. In this context, references were made to similar undertakings, i.e. under the auspices of the Council of Europe, where major problems had arisen. In spite of these considerations, the idea was perceived in a

positive spirit and it was also suggested that the UNESCO publication edited by Mr. Vasak, "International Dimensions of Human Rights", could be re-edited and translated into other languages.

69. Addressing the question of target groups for the teaching of human rights, the importance of educating journalists was emphasized by a number of participants. By sensitizing this group to a human rights approach, it was hoped that journalists would subsequently highlight such aspects in their daily work. Several participants outlined their national experiences in utilizing the mass media to disseminate information on, and facilitate public discussions concerning, the protection of human rights.

70. Developing this trend of thought, participants outlined the experience of their countries and organizations with regard to the method and content of the teaching of human rights. It was accordingly stressed that the teaching of human rights should exist at the primary level, at the secondary level and at the advanced level. Each level of teaching should have a specific programme that aimed at promoting the knowledge of human rights and liberty. At the primary level, teaching should aim at encouraging in the children a sense of tolerance and awareness of their rights and those of others. Specific examples of every-day reality would contribute to an excellent understanding of human rights in the education of a child; at the secondary level, the teaching of human rights could be incorporated into various existing subjects; at higher levels, the teaching of human rights could be emphasized in relation to law, in particular to the international law of human rights. It was also noted that the teaching of human rights in police and journalists schools was important. Such teaching would aim at attempting to make policemen and journalists more aware of both the existence of and therefore the need to respect the rights of all those with whom they came in contact. Finally, other forms of teaching human rights were mentioned including seminars, colloquia, training courses, various manifestations such as exhibitions and publications on human rights.

71. The World Association for the School as an Instrument of Peace gave a brief review of their activities and publications in this field. Also, the International Training Centre on Human Rights and Peace Teaching shared its experiences on the topic with the participants and sketched an outline of their recent seminars and meetings.

72. Stress was placed on the need to promote an awareness of rights in children so that they did not have to commit their elders' errors and many participants favoured a varied approach to human rights teaching in this regard.

73. It was noted that the teaching of human rights would provide young boys and girls who were finishing compulsory secondary schooling with the opportunity to experience a respect for differences in outlook and to confront their own conception of human rights.

74. The view was shared by the participants that the preparation of a standard handbook on human rights was not essential, even if it would facilitate the task of teachers, as the human rights concept itself should recognize that various views on the understanding of life and society existed and should be tolerated.

75. Mr. Vasak finally summarized the discussion by commenting on some of the views that had been expressed during the day. He stated, *inter alia*, that human rights teaching would need the co-operation of Governments, whilst activists did not always have to wait for Governments to take the initial steps. He also took note of the reservations made concerning the elaboration of a convention on human rights teaching and agreed with the majority of the participants that the convention might not be necessary.

76. Mr. Vasak used the occasion to develop his ideas on the right to humanitarian aid and assistance to people in distress and felt that the time had come to implement those notions.

77. He expressed his views on the status of human rights under International Law and concluded that even though this discussion might be interesting from a theoretical point of view, the essential question was whether the citizen had the ways and means to have his or her case heard. In this context, he also found it appropriate to emphasize that the principle of exhausting national remedies before obtaining admissibility before an international or regional organ should not be applied too strictly in international human rights law. As an example he referred to ILO practice where the principle never constituted an obstacle.

78. As regards human rights teaching, he thought that a consensus seemed to exist among the participants that a global approach in this field would be necessary. Furthermore, all human rights should be taught, including third generation rights and, to some extent, humanitarian law.

79. The requisite condition for the teaching of human rights was mainly based on the points presented by one of the participants, namely, equality and freedom, morals and human rights as compared to duties and responsibilities, the legal dimension of human rights and lastly the practical dimension of the teaching of human rights.

80. Another condition mentioned by Mr. Vasak was the need to encourage an ongoing, permanent and multidisciplinary approach to teaching that would pay due account to regional peculiarities. A further condition was of a legal nature, since the teaching of human rights was a legal right, which was also implicitly recognized in the Final Act of Helsinki.

81. Mr. Vasak also wished to draw attention to two approaches for the training of teachers in the subject of human rights, namely, the methods for both generalists and specialists.

82. As regards teaching police personnel, he preferred to revise existing manuals instead of preparing new books as suggested by some speakers, because the latter might be perceived by the police as a criticism of existing material.

83. Concerning the judiciary he stated that it was worth noting that it was difficult for lawyers to earn money handling cases of human rights violations. Mr. Vasak found it discouraging to see the lack of interest for human rights education of future medical personnel. In connection with journalists, he observed that it was sad to see that the primary interest of the press was all too often the story itself. However, when the press co-operated in the dissemination of international instruments, information concerning human rights was well promoted.

84. As to the ways of promoting the teaching of human rights at the international level, Mr. Vasak returned to the discussion of elaborating a convention on the topic or at least some kind of international instrument. He also emphasized the important role of non-governmental and specialized institutions in the field of human rights and suggested that UNESCO and the United Nations work together even harder at improving co-operation and co-ordination of work. In addition he regarded technical assistance to promote human rights teaching to be of great value. Here, Mr. Vasak mentioned that the existence of fellowships at national and international levels was essential. He was very much in favour of the exchange between countries of human rights teachers and concluded that each country should envisage setting up human rights institutes to promote human rights at all levels.

V. NON-FORMAL EDUCATION AND METHODS AND ITS TARGET GROUPS, PARENTS, RELIGIOUS LEADERS, LABOUR UNION LEADERS, PROFESSIONAL ASSOCIATIONS, VILLAGE COUNCILS, ETC., INDIVIDUAL AND COLLECTIVE RIGHTS VS DUTIES AND INDUCTIVE TEACHING

85. Presenting his paper (HR/GENEVA/1988/BP.2), Mr. Weeramantry began by emphasizing that human rights are very much part of the living fabric of community life. He mentioned that education was the means by which human rights could be preserved and enriched. That explained the vital need for more education on human rights.

86. Mr. Weeramantry noted that a multidisciplinary approach to the teaching of human rights should be followed, and suggested that the teaching of the subject should be approached from various perspectives: historical, philosophical, religious, legal, social, cultural, political and economic. In each of these areas there should be an appropriate combination of the conceptual with the practical.

87. He indicated that different cultures and civilizations accorded dignity and rights to the individual, though they might have arrived at this result by various historical or philosophical routes.

88. Regarding human rights violations, he mentioned that if human rights teaching was to be meaningful and related to practical issues, it should strive to discover at what point the average, well-meaning citizen could be unwittingly a perpetrator of human rights violations through inaction. He held up apartheid as an example of the violation of human rights.

89. Mr. Weeramantry suggested that the themes of international co-operation on the environment must be incorporated in the teaching of human rights. He also emphasized the international aspect of environmental problems and development, which had been receiving increasing attention, and between the arms race and human rights and development.

90. Finally, Mr. Weeramantry mentioned that the European Convention on Human Rights and the European Court of Human Rights offered a model of regional human rights arrangements. Human rights workers of the world would be able to gain much inspiration and guidance from studying regional developments in human rights.

91. With regard to human rights teaching material, Mr. Weeramantry noted the existence in Australia of a programme containing films and other material to utilize during National Law Week in Victoria, Australia. He also highlighted the creation in Japan of Civil Liberties Commissioners and recommended this institution for further examination among the participants.

92. In his background paper, Mr. Weeramantry enumerated several activities that, in his opinion, could be useful and in many ways positive for the future work of human rights teachers. Firstly, when audiences were conditioned to have inquiring minds in relation to human rights, they would communicate that spirit of inquiry and the resulting spark of intellectual enthusiasm to those whom they would in turn teach and influence. They might be teachers of other subjects such as history or science or engineering, but they would tend to infuse into their courses a human rights content, for they would teach their students to be conscious of the human rights issues involved. The same

applied to all who were in positions of leadership or influence, for there would be numerous points of contact between them and the public in which through example and conversation, as well as in the procedures and structures they followed and devised, they would be inducing in the public mind a greater sensitivity to and appreciation of human rights. It was important that the teaching of human rights should be free of dogmatism and indoctrination as such methods tended to provoke an adverse reaction and stifle rather than promote a commitment to human rights. It was also important that the teacher of human rights should teach students to recognize the many institutional sources of denials of human rights. The student should be alerted to the possibility of disharmony between systems and social needs and trained to detect them within legal, educational, religious, communication, corporate, industrial and other systems.

93. Under the Universal Declaration of Human Rights everyone was entitled to a social and economic order in which the rights and freedoms set forth in the Declaration could be fully realized. To implement the terms of the Universal Declaration, human rights workers and students must therefore give attention to the problems of development. The human rights teacher also needed to stress to students that the world of the future would not be a world of mere positive co-existence but of active co-operation, and the concept of international co-operation needed to be taught, especially with regard to the environment. He added that human rights teachers and workers should concern themselves with environmental problems and the delicate balance between the need for development and environmental safeguards.

94. Mr. Weeramantry was of the opinion that it was possible to convert the armaments industry to the purpose of peace. If there was to be more awareness of the possibilities of conversion, it was the responsibility of the teacher of human rights to set the student thinking about such possibilities. He also stated that the human rights teacher should alert both the student to potential sources for human rights denigration including the legal system itself, bureaucracy, military - industrial - technological systems, land tenure systems, religious system and the community to conscious or unconscious acts of discrimination through greater human rights awareness.

95. Mr. Weeramantry emphasized that the legal fraternity needed much more awareness of the human rights dimension. It was important, therefore, that every association of lawyers should have a human rights committee of the bar that concerned itself with: (a) propagating knowledge about human rights in the community, possibly through the young lawyers' section; (b) scrutinizing legislation from the human rights standpoint; (c) helping to provide a free human rights service; (d) educating members of the bar on current developments in human rights; (e) incorporating in their ethical code a duty to protect fundamental human freedoms; (f) incorporating the subject of human rights in law school curricula; and (g) assisting and encouraging foreign lawyers in their struggles for the assertion of human rights.

96. Judges should also be taught about human rights, as they especially were engaged in the process of developing law. Judges should make decisions not only in terms of statutes and precedents, but also in terms of human rights norms and declarations. Other means of educating the judiciary were quoted from the Report of the Judicial Colloquium on the Domestic Application of International Human Rights Norms, held in Bangalore, India in February 1988.

97. It was suggested that a manual for the teaching of human rights should be produced, with information significant and intelligible to each grade of student on principal subjects - as whatever the subject - be it literature, science or geography, it had always a point of contact with human rights. Teacher training courses should also have a compulsory subject concerning human rights. Appropriate textbooks for this purpose could be produced under the aegis of the Commission on Human Rights.

98. Mr. Weeramantry also stated that human rights should be a compulsory subject for trainee police officers. Lectures should be delivered by experts with an appropriate manual of human rights especially applicable to the police. Every community needed to have a human rights centre, where citizens could come to discuss their human rights problems.

99. He also emphasized that all professional organizations could benefit by organizing more exposure of their membership to human rights norms and information. Moreover there were many areas which border on or actively involve human rights matters, including some relating to the maintenance of life support systems, in vitro fertilization, and neuro-surgery and it was important that the professional organizations addressed those matters and issue guidelines and ethical codes to its membership. Another important target audience for human rights teaching at all levels was the personnel of local governments. Teaching programmes for those in local government should place special emphasis on the local government traditions of the country in question.

100. In conclusion, it was suggested that there were many causes today where international trade unionism could lend a hand. It was important that trade unionists should know both their own human rights and the human rights of others if their powers were to be most usefully exercised.

101. In the ensuing debate, Amnesty International expressed its satisfaction with the seminar and the discussions, but added that no reference had been made to the question of teaching human rights to the military.

102. Many participants, inspired by Mr. Weeramantry's paper, showed their interest in the teaching of human rights in primary and secondary schools, not as an additional subject, but as an integral part of geography, history, science, etc. It was suggested that the possibility of organizing an exchange programme of classes of young students with their teachers, between countries of different cultures, to encourage a realization and consciousness of human rights, should be studied. Such exchanges could also promote the learning of languages of countries or regions whose languages were closely related to each other.

103. It was noted that the protection of human rights had become a central element of States' action. It was not possible to protect human rights if a global vision of such rights did not exist. The teaching of human rights was therefore, the essential means of bringing about change in human behaviour. It was also said that it was important to explain to students why human rights were part of international relations. The relationship between peace and human rights should be stressed as well as the danger of fascism and nazism.

104. As to the contents of the teaching of human rights, many participants underlined the importance of referring to the universal and international concept of human rights, explaining that international human rights law

existed as positive law. In this regard, it was stressed that information and knowledge about various international measures of implementation in the field of human rights, such as reporting procedures, individual complaint procedures, ILO procedures and regional experiences should be taught to students.

105. Some participants said that not only human rights law but also humanitarian law should be taught to students, as they were related to each other, though they had different mechanisms for implementation.

106. As to national efforts to promote human rights standards, several participants felt that the appointment of Civil Liberties Commissioners as in Japan was a unique and worthwhile challenge. As a parallel, mention was made of Chinese endeavours through the Standing Committee of the National Congress to teach a basic knowledge of law to lay people. It was stressed that people should know how to protect their own rights, respect the rights of others and, more specifically, carry out their responsibilities toward the community to which they belonged.

107. The Japanese and Chinese participants gave further details concerning the non-formal education experiences in their respective countries referred to above.

108. Subsequently, several participants described various national human rights programmes and projects for the promotion, protection and education of human rights and fundamental freedoms. In this connection, it was stressed by the participants that special efforts were needed in the countries of the third world to safeguard their people's basic rights, such as the right to food and the right to education. The right to self-determination would constitute the core of those rights.

109. It was felt by many speakers that human rights teaching was indispensable for scientists, engineers, technicians, doctors, etc. as they were involved in scientific and technological work potentially dangerous to human beings.

110. Teaching human rights, in particular the existing international standards, to legislators, legal advisors to Governments, political parties and non-governmental organizations was extremely important. It was also stated that the role of local authorities in human rights teaching should be emphasized as they very often initiated actual human rights policies.

111. It was pointed out that the human rights of the next generation should be recognized. It was also the general view that young people should be the principal target for human rights teaching, as they would form the different sectors of society in the future. In order to give them an international perspective in education, international exchange programmes of young students between different countries would be most advantageous.

112. Concerning international education in human rights, attention was drawn to the relevant recommendations adopted by UNESCO, for they defined the legal obligation of the State to carry out international human rights education. It was underlined that the recommendations recognized that peace and human rights were indivisible and interdependent.

113. With regard to the origins of human rights, it was stressed that different civilizations had made their contributions, so that it was essential to refer to different sources and materials.

114. Many members thought it necessary to teach the dynamic nature of the framework of international human rights. Due to the developments in science and technology, the world was becoming smaller and people were gradually becoming aware that they belonged to the same international community.

115. It was emphasized that all teachers should undergo human rights training as well as being familiar with various ways of teaching, pedagogical tools, exercises and games in order to promote and understand human rights thoroughly. It was pointed out, however, that to prepare and produce a standardized manual was difficult as teachers were drawn from different regions, sectors, subjects, etc.

116. Participants from Congo and Togo reported on the form of teaching and training activities that had been undertaken with regard to human rights in their respective countries. The participant from Togo informed participants of the recently established national human rights commission in Togo, as the first of its kind in Africa, and outlined its current activities.

117. In his conclusions Mr. Weeramantry emphasized the importance of the right to self-determination in human rights teaching. He reiterated that the present human rights concepts were the amalgamation of different ideas from various civilizations of the world and their universal character and diversity should not be forgotten. In referring to his recent book on Islamic Jurisprudence and Human Rights, he emphasized that it was very clear that many of the Western European concepts of law, including many of the international legal principles advocated, had actually been constructed upon Islamic and other ideas from various parts of the world.

118. Considering the point that was raised by Amnesty International concerning the human rights teaching of military personnel, Mr. Weeramantry commented that military personnel should study humanitarian law and international law and stressed the need for military personnel to also study human rights law.

119. With regard to the duties and responsibilities of the individual to promote and protect human rights, to eradicate apartheid, to seek alternatives to arms, etc., he emphasized that everyone should act in appropriate ways to stop the continuation of gross violations of human rights. Concerning the present serious economic and social situation in the developing regions of the world, Mr. Weeramantry stated that it might be possible to claim that underdevelopment itself was a violation of human rights. In closing, Mr. Weeramantry suggested the establishment of an international global trusteeship of limited resources in order to conserve the rights of future generations of mankind.

VI. CONCLUDING SESSION

120. At its last meeting, on 9 December 1988, the Seminar heard the presentation of three rapporteurs of the conclusions and recommendations relating to the topics of the Seminar, adopted by the participants during informal discussions. These conclusions and recommendations are as follows:

Human rights teaching at the primary school level:

(a) The group agreed that in order to teach human rights to primary or elementary school pupils, it was necessary to use indirect methods. Teachers must start with the pupils' reality and thus allow them to develop principles;

(b) The group confirmed that even very young children already knew basic concepts such as fairness, and that it was relatively easy to move from such ideas to rights and responsibilities, from classroom rules to school rules and to universal rules;

(c) The group agreed that one of the basic aims of this exercise was to convey the significance of the concept of non-discrimination using very simple and practical methods;

(d) The group recognized that there were many different methods available to aid children in the understanding of such basic principles of human rights;

(e) The group recognized the importance of involving parents in any programme of human rights teaching;

(f) The group thought it possible at the secondary school level to introduce the existence of the Universal Declaration of Human Rights, whilst it was still very important to ensure that any human rights education started from the reality of the student's lives;

(g) The group considered it unfortunate that people had not been invited to bring living examples of teaching materials from different countries;

(h) The group recommended that teaching material should be shared at least at the regional level; it was suggested that a first step to ensure such dissemination would be through the establishment of regional desks at the Centre for Human Rights, and such desks could link up with regional offices or regional commissions where these existed;

(i) The group supported the suggestion of the International Human Rights Internship Programme that there should be student exchanges between different nations.

Human rights teaching at universities:

(a) The group recognized the need to teach the legalistic concept of human rights, whilst human rights teaching should take a multidisciplinary approach in all sorts of fields, such as political science, sociology, psychology, history, medical studies, etc.;

(b) The group recognized the importance of exchanging existing teaching and study material between different countries;

(c) The group recognized the need to organize regional seminars for students as well as professors and professionals to teach regional arrangements for the protection of human rights;

(d) The group recognized the need to establish or increase the number of scholarships for studying human rights.

Informal human rights teaching:

(a) The group recommended that more attention might be directed in future to the equality of the sexes, to be reflected in the choice of speakers, presiding officials, and to the choice of topics or agenda items;

(b) The group recommended that the links between United Nations agencies could be strengthened perhaps by identifying areas of responsibility for collaboration;

(c) The group recognized the need to emphasize the aspect of self-reliance in order to protect his or her own human rights;

(d) The group recognized the significance of the role which the media could play in the protection and promotion of human rights;

(e) The group believed that the suggestions contained in the report of the group were important for the effective functioning of the United Nations and its agencies, and would also serve as guidelines for efforts by national, non-governmental organizations and personal projects.

121. At the same meeting, the Chairman of the Seminar summed up the major results of the Seminar discussion as follows:

(a) Why education? Education was the means by which human rights could be preserved and enriched. The Universal Declaration made it clear that education should be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. That would naturally explain the vital need for more education on human rights. The teaching of human rights should of course be a continuing process.

(b) What to teach? Human rights teaching should generally take a multidisciplinary approach in order to introduce different dimensions and perspectives of human life: historical, philosophical, religious, legal, social, cultural, political and economical. The main aim was to make known the basic facts about the universally accepted international human rights standards, including their intercultural background. The interrelationship between human rights and peace, development, environment and other international issues should also be emphasized in the process of human rights teaching.

(c) Whom to teach? It was very important to confirm that everyone was aware of his or her own rights, as human rights and fundamental freedoms should be guaranteed to everyone. Human rights teaching should thus be directed to every quarter. First of all, those in a position to directly

affect the basic human rights of the individual, such as law enforcement personnel, lawyers and judges, as well as the military when at war or when called upon to maintain security in times of emergency internal situations, should be well taught as regards human rights. It was also vital that legislators who are in charge of drafting laws should be educated about international human rights standards so that their legislation would be in conformity with their country's international obligations. Persons, be they in medicine, engineering, technology, media, data processing, political parties, civil service, municipalities and other centres of power, such as village councils, trade unions, etc., also needed to be aware of human rights. Teaching and training of professionals should consist of not only the basic rules of the organization of their perspective profession, but also an ethical and legal code of conduct taking into account the impact of their activities on the basic human rights of others. School children and students at all institutions, be they civil, police or military, should also be the target of this process.

(d) How to teach? A multidisciplinary, global approach and differing methodology should be adopted depending on the target group. Emphasis should be placed on the fact that knowledge of those rights was in the best interests of all. Means of imparting knowledge could range from seminars, training courses, art and media, classrooms, non-governmental organizations, to national and regional courts or committees; manuals containing information about national experiences, such as those described during the discussion, namely those of Japan, Australia, Belgium, Canada, China, etc., could be very useful, as would a digest of case law in the field of human rights emanating from international and regional courts or committees, in conveying the message to certain targets of the educational process.

(e) In order to achieve various purposes of teaching of human rights, obviously the political will of those in power was indispensable. Neither the international legislative process, which was almost completed, nor ratification of the international instruments, however important and essential, could automatically guarantee the realization of human rights. Human rights standards had to be effectively implemented and realized. Therefore, it was indispensable that the human rights message reach all concerned, wherever they may be, in this work. In this regard, special attention should be focused on the basic needs of everyone, particularly in developing countries, and appropriate human rights actions would follow.

122. At the same meeting, Mr. Isaac Nguema, Chairman of the African Commission on Human and People's Rights, made a statement which emphasized the significance of commemorating the fortieth anniversary of the adoption of the Universal Declaration of Human Rights and of organizing the present Seminar on that occasion.

123. At the same meeting, statements in commemoration of the fortieth anniversary of the Universal Declaration were made by Mr. K. Nyamekye, Deputy Director of the Centre for Human Rights, and other participants, after which the Seminar was declared closed.

ANNEX

ATTENDANCE

A. Participants and alternates nominated by Governments

Argentina

Ms. María Teresa Flores, Dirección de Derechos Humanos, Ministerio de Relaciones Exteriores y Culto, Profesora de Derechos Humanos

Australia

Mr. Ralph Pettman, University Lecturer
Mr. Bill Barker, Counsellor, Permanent Mission, Geneva */

Belgium

Mr. Paul Morren, Inspecteur de l'Enseignement

Byelorussian Soviet Socialist Republic

Mr. Nikolai Rojine, Holder of the Chair of Social Sciences of the V.I. Lenin Byelorussian State University

Canada

Mr. Douglas Ray, Associate of the Canadian Human Rights Foundation, Director of the Foundation's Education Section

China

Mr. Qun Guo, Researcher, Supreme People's Court of China
Mr. Yishan Zhang, First Secretary, Permanent Mission, Geneva */

Congo

Mr. Armel Sébastien Oyo-Pubieley, Chef de la Section Programmation, Direction des Etudes et de la Planification, Ministère des affaires étrangères

Cuba

Mr. Eduardo de la Cruz López, Funcionario del Ministerio de Relaciones Exteriores, Especialista en derechos humanos
Ms. Marianela Ferriol Echevarría, Deuxième Secrétaire, Mission permanente, Genève

Cyprus

Ms. Rea Yiordamlis, Counsellor, Ministry of Foreign Affairs

*/ Alternates.

Czechoslovakia

Mr. JUDr. Otto Kunz, Director, Institute for International Relations and International Law attached to the Faculty of Law, Charles University, Prague

Denmark

Ms. Marianne Levy, Former Chairman of the Council of Europe's Expert Committee on "Promotion of Information and Education in the Field of Human Rights", at present High Court Judge

Egypt

Mr. Salah El Din Amer, Professeur de Droit international, Faculté de Droit, Université du Caire

France

M. François Audigier, Directeur de recherche à l'Institut national de recherches pédagogiques

Gambia

Ms. Mariam Denton, Principal State Counsel, Ministry of Justice

German Democratic Republic

Mr. Manfred Mohr, Professor of International Law, Academy of Sciences of the German Democratic Republic, Institute for Theory of State and Law

Guatemala

Ms. Delia Quinonez Castillo de Tock, Escritora, Promotora cultural, Docente, Directora de Divulgación de la Secretaría de Relaciones Públicas de la Presidencia de la República

Iceland

Mr. Sigthór Magnússon, Director of Studies, Ministry of Education

Indonesia

Mr. Mardjono Reksodiputro, Dean, Faculty of Law, University of Indonesia, Department of Education and Culture

Japan

Mr. Eiji Matsunaga, Chief Researcher, Research and Training Institute, Ministry of Justice
Mr. Shozo Fujita, First Secretary, Permanent Mission of Japan, Geneva */

Jordan

Mr. Mohammad Ahmed Hamdan, President of the University of Yarmouk, Irbed, Jordan

Kuwait

Ms. Muna Khalid Al-Ghonaim, Adviser, Human Rights Section, Department of International Organizations, Ministry of Foreign Affairs

Malta

Mr. Giovanni Bonello, Human Rights Adviser and Lecturer

Mauritania

Mr. Mohamed Saleck Ould Mohamed Lemine, Chef de la Division de l'Organisation des Nations Unies, Ministère des affaires étrangères et de la Coopération

Mexico

Mr. Luis Angel Domínguez Brito, Asesor de la Dirección en Jefe para Asuntos Multilaterales, Secretaría de Relaciones Exteriores, Tlatelolco, México

Nepal

Mr. Iswar Bahadur Shrestha, Secretary, Ministry of Law and Justice
Mr. Keshab Raj Jha, Under-Secretary, Ministry of Foreign Affairs */
Mr. Gopendra Bahadur Pandey, Under-Secretary, Home Ministry */

New Zealand

Ms. Rae Julian, Commissioner of the New Zealand Human Rights Commission
Mr. Robert Ludbrook, Lawyer specialized in family law and law relating to children */

Nigeria

Mr. Simon Ikechukwu Okonji, Senior Counsellor, Ministry of External Affairs
Ms. Christy Ezim Mbonu, Second Secretary in charge of human rights, Permanent Mission, Geneva */

Sudan

Mr. Mohd Izzat Babiker El Deeb, Ambassador, Director General Technical Co-operation, Ministry of Foreign Affairs

Togo

Mr. Nolana Ta-Ama, Conseiller, Mission permanente auprès des Nations Unies, New York, chargé des questions juridiques et sociales

Tunisia

Mr. Mohamed Charfi, Président de la Ligue Tunisienne des Droits de l'Homme, Professeur de Droit à l'Université de Tunis
Mr. Sadok Chaabane, Professeur de Droit, Université de Tunis

Uganda

Mr. Francis J. Ayume, Solicitor General, Ministry of Justice

Ukrainian Soviet Socialist Republic

Mr. Vladimir Boutkevitch, Doctor of Juridical Sciences, Director of the Institute of International Relations and International Law of Kiev State University

Union of Soviet Socialist Republics

Mr. Yury Kolossov, Head, Chair of International Law, Institute of International Relations, Moscow

United Kingdom of Great Britain and Northern Ireland

Mr. Henry Steel, CMG, OBE, Leader of UK Delegation to Commission on Human Rights, Lawyer

United States of America

Ms. Charlotte M. Ponticelli, Director of the Policy and Planning Staff, Bureau of International Organization Affairs of the Department of State
Mr. Stuart H. Lippe, Counsellor, Political and Legal Affairs, Permanent Mission, Geneva */
Mr. Thomas A. Johnson, Counsellor, Political and Legal Affairs, Permanent Mission, Geneva */

Uruguay

Mr. Washington Fredy Baliero, Lawyer, Professor of International Law at the University of Montevideo, Member of the Ministry of Foreign Relations

Viet Nam

Ms. Dinh Thi Minh Huyen, Deputy Director, Department for General Political Affairs

Zimbabwe

Mr. David Makhumbini Zamchiya, Permanent Secretary for Justice, Legal and Parliamentary Affairs

B. Member States represented by observers

Ethiopia

Ms. Worku Nardos, Second Secretary, Permanent Mission, Geneva

Hungary

Mr. Péter Góndör, Counsellor, Permanent Mission, Geneva
Mr. Andras Gyuris, Second Secretary, Permanent Mission, Geneva

C. Representatives from United Nations organs and bodies

Centre for Social Development and Humanitarian Affairs

Mr. Kurt Neudek, Social Affairs Officer, Crime Prevention and Criminal Justice Branch

D. Representatives from specialized agencies

International Labour Organisation

Mr. Huu Tuong Dao, Co-ordinator for Human Rights Questions

United Nations Educational, Scientific and Cultural Organization

Ms. Kaisa Savolainen, Director, Division of Equality of Educational Opportunity and Special Programmes

World Health Organization

Mr. Dominich Devlin, Senior Legal Officer
Mr. Claude-Henri Vignes, Legal Counsel

E. Representatives of intergovernmental organizations

Mr. Andrew Drzemczewski, Legal Administrator, Directorate of Human Rights, Council of Europe

F. Experts

Mr. Danilo Türk, Professor of International Law, Institute on International Law and International Organizations, Ljubljana University, Yugoslavia

Mr. Karel Vasak, Legal Adviser, World Organization of Tourism, Madrid, Spain

Mr. Christopher G. Weeramantry, Professor of Law, Monash University, Melbourne, Australia

G. Special Guest

Mr. Isaac Nguema, President, African Commission on Human and Peoples' Rights, Libreville, Gabon

H. Observers from non-governmental organizations in consultative status with the Economic and Social Council

Category I

Soroptimist International

Ms. Sonia Heptonstall

Category II

Amnesty International	Mr. Otmar Rütger
Andean Commission of Jurists	Mr. Luis Méndez
Bahá'í International Community	Mr. Wytze Bos
Friends World Committee for Consultation (Quakers)	Mr. Martin Macpherson
International Association of Judges	Mr. Jacques Droin
International Committee of the Red Cross	Mr. André Tschiffeli
International Movement for Fraternal Union Among Races and Peoples	Mr. C.M. Eya-Nchama

Roster

International Centre of Sociological, Penal and Penitentiary Research and Studies	Mr. Jiri Toman
International Human Rights Internship Program	Mr. Jean-Claude Lüthi
International Union of Police Federations	Mr. Manfred Bienert
World Association for the School as an Instrument of Peace (EIP)	Ms. Monique Prindeviz

I. Academic and Research Institutions

Association of International Consultants on Human Rights (CID)	Mr. Daniel Devaud Professeur en Droit, Avocat
International Training Centre on Human Rights and Peace Teaching	Ms. Mireille Barbier Enseignante
Comité d'appui pour des groupes et mouvements indépendants de jeunes engagés dans des activités de protection et de promotion des droits de l'homme (CODAP)	Mr. Yves Lador Président
