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COMMISSION ON HUMAN RIGHTS

Thirty-fifth session

Item 11 of the provisional agenda

FURTHER PROTECTION AND ENCOURAGEMENT OF HUMAN RIGHTS  
AND FUNDAMENTAL FREEDOMS, INCLUDING:

- (a) QUESTION OF THE PROGRAMME AND METHODS OF WORK OF THE COMMISSION;  
ALTERNATIVE APPROACHES AND WAYS AND MEANS WITHIN THE UNITED NATIONS  
SYSTEM FOR IMPROVING THE EFFECTIVE ENJOYMENT OF HUMAN RIGHTS AND  
FUNDAMENTAL FREEDOMS

Report submitted by the UNESCO in accordance with paragraphs (b) and (c)  
of resolution 3 (XXXIII) of the Commission on Human Rights.

Note by the Secretary-General

At its thirty-third session the Commission on Human Rights adopted resolution 3 (XXXIII) by which it invited UNESCO to submit to it at its thirty-fourth session a report on the situation with regard to the teaching of human rights throughout the world, accompanied by detailed recommendations. At its thirty-fourth session, the Commission had before it a preliminary report (E/CH.4/1274); the present document supplements and completes the report referred to in Commission resolution 3 (XXXIII) paragraph (b). The present document also constitutes UNESCO's report to the Commission at its thirty-fifth session on efforts made with a view to marking the thirtieth anniversary of the Universal Declaration of Human Rights, in conformity with the request of the Commission addressed to Member States, specialized agencies and all interested organs, as contained in paragraph (c) of the same Commission resolution 3 (XXXIII).

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3/1.5 and 2.3/1, 3/1.5 and 2.3/2.

## Introduction

1. Under its agenda item 9, "Further promotion and encouragement of human rights and fundamental freedoms, including the question of the programme and methods of work of the Commission", the United Nations Commission on Human Rights decided at its thirty-third session to make the thirtieth anniversary of the Declaration an occasion for special efforts to promote international understanding, co-operation and peace and the universal and effective respect for human rights, more particularly by laying stress on the educational approach both within and outside formal school systems. (resolution 3 (XXXIII) adopted on 21 February 1977).
2. This decision was subsequently endorsed by the General Assembly in its resolution 32/123.
3. In resolution 3 (XXXIII) the Commission further requests UNESCO, through the Economic and Social Council, to submit to the Commission for study, at its thirty-fourth session, a report on the situation with regard to the teaching of human rights throughout the world, accompanied by detailed recommendations.
4. UNESCO responded to this request with a preliminary report submitted to the Commission at its thirty-fourth session (document E/CN.4/1274), which outlines the situation of human rights teaching in the world and UNESCO's activities in this area in three main categories: the teaching of human rights in universities, teaching in secondary schools, and out-of-school education. The document also describes the origin and topics of the Vienna International Congress on the Teaching of Human Rights, then in the planning stages.
5. As a major recommendation of the Vienna Congress on the Teaching of Human Rights which took place from 12-16 September 1978, and as further resolved by the General Conference of UNESCO at its twentieth session in 1978, UNESCO is to be engaged in the elaboration of a Six-year Plan for the teaching of human rights. The elaboration of this Six-year Plan constitutes partial compliance with resolution 3 (XXXIII) of the Commission and resolution 32/123 of the General Assembly which encouraged the elaboration of a programme of action designed to develop education on human rights.
6. The background research that went into the Vienna Congress made it possible for UNESCO to obtain more detailed information on the teaching of human rights in the world, and for participants to formulate detailed recommendations: the recommendations of the Congress are contained in the final document which is annexed to this report. A complete publication comprising the information presented to the international congress and the results of its debates is being printed at UNESCO and will be available in French, Spanish and English in early 1979.
7. A report of further initiatives and activities undertaken by UNESCO in this area since the interim report submitted to the Commission at its thirty-fourth session, is also included to update document E/CN.4/1274.
8. In addition, the General Conference of UNESCO, at its twentieth session, adopted several resolutions concerning the teaching of human rights. These are contained in the present report, along with pertinent elements of the UNESCO programme for the biennium 1979-1980.
9. Finally, suggestions for specific areas of co-operation between UNESCO and the Commission are set out in the Conclusion.

I. Activities of UNESCO in celebration of the thirtieth anniversary of the Universal Declaration of Human Rights

A. The International Congress on the Teaching of Human Rights, Vienna, 12-16 September 1978

1. Background

1. UNESCO's activities with a view to marking the thirtieth anniversary of the Universal Declaration of Human Rights centred around the convening of the International Congress on the Teaching of Human Rights.

2. This Congress, which took place as a result of the generous invitation of the Government of Austria and with the endorsement of the Commission on Human Rights in resolution 3 (XXXIII) and the General Assembly in resolution 32/123, was held in Vienna from 12-16 September 1978 and was attended by nearly 300 participants and observers from some 60 Member States and from some 80 governmental and non-governmental organizations.

3. The two main aims of the Vienna Congress, as stated by the Director-General of UNESCO in his opening address, were (a) to take stock of the situation with regard to the teaching of human rights throughout the world by enabling specialists in teaching and research and those responsible for the educational policies of Member States freely to exchange their views and experiences; and (b) to adopt a series of conclusions and recommendations designed to develop human rights teaching at all levels in the context of both school and out-of-school education (see Annex II).

4. To this end, preparatory meetings were held in Caracas (Venezuela), Kingston (Jamaica), and Racine, Wisconsin (United States of America), the reports of which were distributed at the Congress. Other working documents submitted to the Congress included the results of world-wide surveys on the teaching of human rights in faculties of law, economics and political science, and in faculties and schools of medicine, and reports concerning the teaching of human rights in the various regions, and reports from governmental and non-governmental organizations, including the High Commission for Refugees and the Division of Human Rights of the United Nations.

5. Assistance of \$25,000 was given to the University of Simon Bolivar, Caracas, Venezuela, to organize a Colloquium on Regionalism and Universalism in the International Protection of Human Rights, which took place just a few days after the entry into force of the American Convention on Human Rights. It was during this Colloquium, held in July 1978 in Caracas, that the implementation of the American Convention on Human Rights in the Americas was analysed in the light of other international instruments, in particular the United Nations covenants, and a comparison was made. The participants were predominantly scholars and practitioners of international law from various continents and international organizations, both regional and universal.

6. The Vienna International Congress on the Teaching of Human Rights was the occasion for the issuing of the first copies of a university textbook prepared by UNESCO: The International Dimensions of Human Rights. This textbook was prepared by an international team of specialists from all regions. It is intended for the use of students, teachers and research workers, and sets out the standards, principles, institutions and procedures involved in the task of securing the observance of human rights in the contemporary world.

## 2. Programme

7. The Congress consisted of a plenary session which discussed the state of the teaching of human rights in the world:

Formal education (universities, secondary and primary schools, teacher training colleges, international institutes of post-secondary studies, adult education, etc.)

Non-formal education (professional, youth, public interest, educational, cultural and artistic associations, etc.)

### Situation in the various regions of the world

8. There were two major committees:

Committee I: Content of teaching and research in the field of human rights.

1. The concept of human rights teaching: an independent discipline and/or a subject integrated into appropriate established disciplines.
2. Human rights curricular components: content (national and/or international aspects of human rights, human rights and professional ethics, etc.), curriculum preparation, adaptation to national or regional realities.
3. Human rights training: teacher training, specialized training for certain socio-professional categories, etc.
4. Human rights research: identification of priority fields (human rights and development, humanitarian law and peace, etc.), co-ordination of research.

Committee II: Methods and structures of education and research in human rights.

1. Teaching materials: manuals, textbooks, anthologies, reference documents, bibliographies.
2. Teaching methods: traditional methods, pilot projects, audio-visual media, etc.

3. Structural questions at the national level: establishment of national courses, chairs, centres and institutes, etc.
4. International co-operation: establishment of an association of teachers of human rights, drafting of specific recommendations for the development of the specialized teaching of human rights, establishment of regional and international institutes of human rights, human rights programmes within the United Nations.

9. The closing session included the presentation of reports on the work of Committees I and II, the presentation of the general report, adoption of recommendations to the Director-General of UNESCO, and the closing speech by the President of the Congress.

### 3. Recommendations

10. The final document of the Congress consists of two parts and an Annex containing the recommendations drafted by the rapporteurs on the basis of proposals submitted by the participants and observers at the Congress.

11. Part I sets out in ten principles the considerations which should guide the teaching of human rights.

12. Part II puts forward three major proposals regarding further action in this field: (i) a six-year plan for UNESCO's programmes on human rights education and teaching; (ii) the establishment of a Voluntary Fund for the development of knowledge of human rights through teaching and information; and (iii) a study of the possible preparation of a convention on human rights teaching and education to give effect to the principle set out in article 26, paragraph 2 of the Universal Declaration of Human Rights.

13. Lastly, the recommendations reproduced in the Annex to the final document concern the programmes, teaching materials, methods and structures for the teaching of human rights. The text of this final document is annexed to this report (Annex I).

### B. Commemoration of the thirtieth anniversary of the Universal Declaration of Human Rights

14. A special evening programme was organized at UNESCO Headquarters on 27 November 1978 to commemorate the thirtieth anniversary of the Universal Declaration of Human Rights. Many delegates to the twentieth session of the General Conference of UNESCO attended the ceremony, which included a reading of the Universal Declaration and a dramatic presentation of a poem on apartheid by Paul Dakeyo, "Le soleil fusillé". Speeches for this occasion were given by the Director-General of UNESCO and by the President of the General Conference.

15. UNESCO also provided technical and financial contributions to a number of events held in 1978 to commemorate the thirtieth anniversary. Among these are:

(i) A colloquium held in July in Caracas (Venezuela) on universalism and regionalism in the protection of human rights (also commemorating the thirtieth anniversary of the American Declaration on the Rights and Duties of Man) which took place a few days after the entry into force of the American Convention on Human Rights.

(ii) The inauguration and first activities of the Institution for Human Rights Training of the Paris Bar on 10 May.

(iii) A colloquium on the teaching of human rights organized by Zagazig University in Cairo (Arab Republic of Egypt) on 14-16 December.

(iv) A seminar on human rights and peace in Oslo (Norway) from 20-22 December.

(v) A commemorative ceremony and working session on the rights of children organized in Florence (Italy) on 18 December by the UNESCO Centre in Florence.

#### C. Young People's Human Rights Day

16. On 13 December 1978, UNESCO further celebrated the thirtieth anniversary with an educational programme designed for young people at UNESCO Headquarters. Participants included school-children, teachers, leaders of UNESCO Clubs, and youth and adults from a large number of youth organizations. The day was composed of two plenary sessions and meetings of committees to consider four aspects of the general theme: human rights in the instructional programme of the schools; human rights in school life and in the context of UNESCO Clubs; the rights of the child; human rights and the free time of the child.

#### D. The UNESCO prize for the teaching of human rights

17. The Executive Board of UNESCO during its 104th session in May 1978 decided to create, for the first time, on the occasion of the thirtieth anniversary of the Universal Declaration, the UNESCO prize for the teaching of human rights to be conferred in recognition of the activity of an educational institution, organization or individual that has made a particularly effective contribution to the development of human rights teaching. The prize shall be awarded annually for the purpose of encouraging or stimulating new educational initiatives in this field, initiatives in keeping with the spirit of the Charter of the United Nations and the Constitution of UNESCO, and in accord with the principles set forth in the Universal Declaration of Human Rights and the International Covenants on Human Rights. It is intended to highlight and promote efforts to implement the provisions of the UNESCO recommendation on education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms, and to create increased public awareness of the activities in this area throughout the world.

II. Resolutions concerning the teaching of human rights adopted by the General Conference of UNESCO at its twentieth session

18. The General Conference of UNESCO at its twentieth session adopted seven resolutions that are related to resolution 3 (XXXIII) of the Commission on Human Rights and to resolution 32/123 of the General Assembly of the United Nations.

19. In resolution 1/1.5 and 2.3 the General Conference authorized the Director-General to undertake activities contributing to the achievement of the promotion of education and wider information concerning human rights and the development of school and out-of-school programmes as well as of information aimed at furthering peace and international understanding. In the same resolution the General Conference invited the Director-General: (a) to promote in co-operation with Member States the development of education for international understanding, co-operation and peace and respect for human rights and fundamental freedoms in all subjects at all levels and in all forms of education, and to take special account of the role of teachers, school curricula and programmes, textbooks and teaching materials, and of the concerted action by all those engaged in education and training; and (b) to promote international education in institutions of higher education in general and to pay special attention to training of educational personnel.

20. In resolution 3/1.1, the General Conference authorized the Director-General to carry out activities designed to contribute to the promotion of research on measures aimed at assuring human rights and fundamental freedoms both for individuals and groups, on the manifestations, causes and effects of the violation of human rights, with particular reference to racism, colonialism, neo-colonialism and apartheid, as well as on the application of the rights to education, science, culture and information and the development of normative measures to further these rights including the expansion of university courses and research programmes on human rights. This resolution specifies the intensification of collaboration with non-governmental organizations, professional groups and university circles with a view to developing education relating to human rights, both for the university public in general and bearing in mind the specific needs of certain fields or professions and those of the different regions of the world.

21. Resolution 3/1.1/1 of the General Conference recalled recommendations by the International Congress on the Teaching of Human Rights, reaffirmed that the programme of UNESCO within this field should concern human rights education at all levels in the context of both school and out-of-school education, reaffirmed that the programme should give emphasis to both economic, social and cultural and civil and political rights as well as to individual and collective rights and that it should reflect the fact that all these human rights are interrelated and indivisible. Further, the resolution requested the Director-General to develop a six-year plan for intensified UNESCO activities along the lines recommended by the International Congress on the Teaching of Human Rights;



requested the Director-General to take steps for enabling an extension of the UNESCO activities already during 1979-80, as a follow-up to the Vienna Congress; and invited the Member States to consider the possibility of arranging regional, subregional or national conferences for further study and discussion of problems reflected in the "final document" of the Vienna Congress.

22. In resolution 3/1.1/2, the General Conference took into account the recommendations of the International Congress on the Teaching of Human Rights, and requested the Director-General to study the advisability of preparing a convention on education and teaching in the field of human rights and to submit the results of the study to the twenty-first session of the General Conference.

23. In resolution 3/1.5 and 2.3 the General Conference authorized the Director-General to carry out the activities designed to contribute to the promotion of education and wider information concerning human rights, and to implement the recommendations of the Vienna Congress.

24. Resolution 3/1.5 and 2.3/1 recognized that UNESCO possesses specific competence in the field of the teaching of human rights which the Vienna Congress helped to clarify, noted with interest the principles and recommendations set forth in the final document of that Congress and invited the Director-General:

"(i) to develop projects relating to the teaching of human rights on the basis of the recommendations annexed to the Final Document of the Vienna International Congress; and

(ii) to make additional resources available for this purpose, through such savings as can be made and by giving high priority in the Organization's programme to the teaching of human rights, while at the same time inviting Member States to contribute supplementary funds with the purpose of financing an expanded programme on human rights education for 1979-1980 and exploring the possibility of setting up, within the framework of UNESCO, a voluntary fund for the development of knowledge of human rights through teaching and information whose purpose it would be to serve the entire United Nations system, Member States and all governmental and non-governmental institutions concerned."

25. Finally, in resolution 3/1.5 and 2.3/2, the General Conference invited the Executive Board and the Director-General to give a fresh impetus to the development of human rights teaching and education, and to study for this purpose the programme adopted by the Vienna Congress on the Teaching of Human Rights and to explore, with the co-operation of experts, the possibility of carrying it out by preparing a six-year plan.

26. The full texts of these resolutions appear in Annex IV.

### III. Activities foreseen for the biennium 1979-1980

27. Document E/CN.4/1274 contains a description of UNESCO's activities in three categories: teaching of human rights in the universities, teaching in secondary schools, and out-of-school education. The programme and budget for the biennium 1979-1980 provide for the intensification of efforts in all three areas, through a coherent plan for the development of human rights teaching, guided by the recommendations of the Vienna Congress. The conclusions and proposals of the Congress are being printed for wide distribution in French, Spanish and English. As recommended at the Vienna Congress, and in conformity with resolution 3/1.5 and 3.2/2 adopted by the General Conference at its twentieth session, a group of experts will meet to elaborate a six-year plan for the development of teaching and education in this area on a **world-wide basis**.

28. Intensified efforts of UNESCO will include encouragement of the organization of regional and subregional meetings and inter-university meetings devoted to the teaching of human rights, and the study and discussion of proposals contained in the final document of the Vienna International Congress on the Teaching of Human Rights. These meetings will be designed to stimulate the development of human rights education at the university level as well as in out-of-school contexts.

#### A. Teaching of human rights in the universities

29. In 1977-1978 UNESCO sponsored comprehensive surveys of the teaching of human rights in faculties of law and political science, and in faculties and schools of medicine in all parts of the world. The results of these inquiries were submitted to the Vienna Congress to aid in the assessment of the current situation. Further to the inclusion of the questionnaire relating to the latter survey in document E/CN.4/1274 submitted to the Commission at its thirty-fourth session, the results of this survey are reproduced as Annex III to the present report. With a view to the stimulation of interest in human rights teaching in additional faculties of the world's universities, and the development of new programmes, a world-wide survey on the teaching of human rights in faculties of literature, history and social science will now be conducted, as will a survey of human rights education in teacher-training institutions. By identifying successful programmes and also target areas of limited activity, UNESCO can focus its efforts to assist as appropriate the various faculties in developing effective programmes. The results of these surveys will be published and made available to educators.

30. The training of teachers is basic to the establishment of effective educational programmes. This need is stressed in the recommendations of the Vienna Congress:

"UNESCO must develop teacher-training courses for teachers of human rights, as well as courses for the trainers of teachers. Pilot projects should be directed to both in-service and pre-service teacher-training. UNESCO should organize regional training courses in co-operation with teachers' organizations, and regional seminars to develop and assess various teaching methods which can be put into operation at the pre-school, primary and secondary levels of instruction as well as at the university level. These methods should ultimately be subject to an evaluation, the results of which should be widely distributed in schools and educational establishments".

The Congress also recommended that UNESCO should assist in the creation of regional and subregional centres for teaching and research in human rights in order to facilitate the adaptation and development of teaching methods and materials to suit specific regional characteristics.

31. In response to these recommendations, UNESCO is increasing its teacher-training activity. As in the past, assistance will be granted to the International Institute of Human Rights in Strasbourg to continue to expand its teacher-training programme. UNESCO will cover costs of approximately 15 participants, mainly from developing countries, in the seventh session of the International Training Centre for the Teaching of Human Rights (Centre international de formation et de recyclage des enseignants des droits de l'homme - CIFREDH). Its purpose is to provide in-depth training in the international and comparative law of human rights in order that the participants may be prepared to set up specialized courses in international human rights in their respective countries. Each session of CIFREDH is held in Strasbourg for four weeks in July, and is followed by a two-week training period at international organizations dealing with human rights issues. Three of the participants in the 1978 session worked under this programme at the Division of Human Rights and Peace at UNESCO (one from Egypt, one from Poland and one from Turkey). Others were placed at the ILO, United Nations Division of Human Rights, and the Council of Europe. In addition to refining the present format and curriculum, the Centre will prepare specialized training sessions for government officials who are involved with issues of human rights in their daily work, and for members of the legal profession.

32. Two regional teacher-training programmes will be established under contract with UNESCO, drawing on the experience of the International Training Centre and adapting their methods and curricula to regional needs. These programmes, one in Asia and the other in the Arab States, will be developed with the co-operation of specialized institutes and local universities. It is intended that these regional programmes will help UNESCO study the possibilities for the creation of regional institutes of human rights as regional centres of teaching and research in this field.

33. UNESCO will assist in the preparation and dissemination of instructional materials for the teaching of human rights, particularly in the distribution of the aforementioned manual, The International Dimensions of Human Rights.

The availability of a comprehensive textbook on the international protection of human rights should assist teachers in shaping courses at the post-secondary level, and in increasing the educational offerings in this subject at many universities. For this reason, UNESCO will encourage Member States to publish this volume in their national languages, and to make it available to interested teachers and students.

34. The preparation of a teaching manual on international humanitarian law was begun in 1978 in collaboration with the International Committee for the Red Cross and with other competent institutions. It is a principle set out in the final document of the Vienna Congress that the teaching of human rights should be concerned with securing the observance of human rights in cases of armed conflict and that it therefore should include the teaching of international humanitarian law. This principle was specifically endorsed by the twentieth session of the General Conference. The manual will be published in 1979 in English, French and Spanish, and efforts will be made to develop training in this field on a regional basis, in accordance with the recommendations contained in a series of feasibility studies carried out in 1977-1978.

35. As a result of the current survey of the teaching of human rights in the faculties and schools of medicine, it is apparent that there exists a need for the preparation of a teaching manual for use in the training of medical personnel. To this end, UNESCO will undertake to launch a textbook suitable for this purpose with the co-operation of specialists from the various regions and will conduct a preliminary study on the advisability and feasibility of preparing a joint WHO/UNESCO recommendation on the teaching of human rights and professional ethics in faculties and schools of medicine.

36. The Vienna Congress emphasized that the teaching of human rights should be integrated into professional training and that stress should be laid on the human rights aspect as an integral part of professional training and skills. The ethical training of medical and scientific personnel could be one more leverage point for increasing the awareness of doctors who can directly influence the situation of prisoners and detainees, and who must be sensitized to the international law concerning cruel, inhuman or degrading treatment or punishment and the rights of prisoners and detainees. The assistance of the United Nations Commission on Human Rights could be invaluable in furthering the progress of such a recommendation.

37. The teaching of human rights is linked closely with research capability in this area. To draw the attention of its Member States to the importance of increased efforts in university research relative to human rights, a survey in co-operation with National Commissions for UNESCO and with universities will be conducted in 1979-1980 to identify existing research efforts and to stimulate the examination of additional critical aspects. The results of this inquiry will be published.

38. Following the advice of the Vienna Congress and resolution 3/1.1/2 adopted by the General Conference at its twentieth session, UNESCO will undertake a study on the advisability of preparing a convention on education and teaching in the field of human rights, to be submitted to the General Conference at its twenty-first session.

B. Teaching in secondary schools

39. As mentioned in document E/CN.4/1274, the Member States of UNESCO are interested in the teaching of human rights at the secondary level. Their collaboration with UNESCO in this area is described in that document and exists primarily in three ways: through the associated schools, in the implementation of the recommendation concerning education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms, and in the revision of textbooks. The International Congress on the Teaching of Human Rights affirmed this interest; indeed, the teaching of human rights was called for at all levels of education throughout life. The programme foreseen for 1979-1980 retains these three major categories and extends the activities within them.

1. Associated schools

40. The Associated Schools Project is a network which began in 1953 and which now involves over 1,200 primary and secondary schools and teacher-training colleges in 72 countries. To enable the associated schools programme to be more effective in its objective of promoting international understanding and co-operation, peace and respect for human rights, an evaluation of the project including its functioning and achievements will be made in co-operation with the National Commissions. The evaluation will include the formulation of recommendations for future action and ways of extending the programme into certain institutions of higher education.

41. Services to participating schools will be expanded in 1979-1980. The twice-yearly circular "International Understanding at School" which is published by UNESCO and distributed free of charge to the entire network, will describe the results of the project's activities and provide teaching materials on major world issues and assistance in the preparation of additional materials. It will encourage the organization of seminars and workshops, and will be directed at both formal and informal education. The granting of fellowships will be continued to promote communication and exchange among the schools. In addition, these schools will be assisted in the organization of programmes related to the International Year of the Child. Collaboration with appropriate non-governmental organizations will be intensified.

42. UNESCO will assist pilot projects in teacher-training centres and universities to establish programmes with the same objectives as those of the Associated Schools Project and to promote discussions of the effects of mankind's major problems on international understanding in institutions of higher education.

2. Recommendation concerning education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms

43. Towards the fuller implementation of this recommendation, adopted by the General Conference of UNESCO at its eighteenth session in 1974, two regional symposia will be held in co-operation with non-governmental organizations and National Commissions. These meetings will examine curricula, textbooks and teaching materials and the pre-service and in-service training of teachers.

44. Other activities related to the recommendation include the preparation of guidelines for classroom teachers on its content and implementation which will be published in the form of a handbook. Two studies will be conducted in collaboration with National Commissions regarding the application of the recommendation in specific contexts. Communication and exchanges among both teachers and students from different countries will be encouraged.

3. Revision of textbooks

45. In the 1979-1980 biennium, intensified efforts are being made for the improvement of the content of textbooks at all levels of education. As recommended by the Vienna International Congress on the Teaching of Human Rights, textbooks in all disciplines should be critically examined from the point of view of human rights with the conclusions of this work widely distributed. Special emphasis will be on the study and revision of history and geography texts.

46. Guides and materials will be produced by UNESCO and made available to teachers, in particular the "Source Book for the Teaching of Social Studies" and the "New UNESCO Source Book for Geography Teaching". International exchanges of textbooks will be encouraged; an English edition of the "Geografia de América Latina" will be published.

47. A meeting of experts will be held to consider the role of social studies, moral and civic instruction as factors in international understanding and the promotion of respect for human rights.

C. Out-of-school education

48. The principles and recommendations adopted at the Vienna Congress stress the importance of out-of-school human rights education, including in the context of the family, and in continuing education programmes, literacy and post-literacy programmes. National Commissions for UNESCO, UNESCO Clubs, and non-governmental

organizations in consultative status with UNESCO will be encouraged to participate in the implementation of the Vienna recommendations, and to increase their activities in the framework of the final document of the Vienna International Congress on the Teaching of Human Rights and in accordance with the UNESCO Recommendation on the development of adult education (1976) and with the UNESCO Convention and recommendation against Discrimination in Education (1960). The formulation of a six-year plan for teaching and education in human rights will address the development of a more coherent and systematic programme in out-of-school settings, taking into account specific regional characteristics and the nature of the audience addressed.

#### Conclusion

49. As a result of activities during the thirtieth anniversary year of the Universal Declaration of Human Rights, detailed recommendations have been formulated, as requested by the Commission in its resolution 3 (XXXIII) which can serve as the basis of a long-term programme of action for the developing of teaching and education in human rights. These efforts comply also with the request by the General Assembly in its resolution 32/123. In 1979-1980 UNESCO will be involved in the drafting and implementing of a six-year plan. In order for the Vienna International Congress on the Teaching of Human Rights to have maximum impact, the Commission on Human Rights might consider it appropriate to bring the results of the Congress to the attention of Member States and international, intergovernmental and non-governmental organizations so that they might give the greatest attention to its results and take suitable action at both the national and the regional level to implement the principles and recommendations.

50. In addition, as a concerted effort of all interested bodies is necessary to bring into existence the programmes, materials, methods and structures delineated in the Vienna Final Document, the Commission on Human Rights may be interested in taking specific action towards the realization of certain of these goals. For example, the Vienna Congress recommended that the exchange between the various countries of the world of practical information about human rights teaching should be encouraged and facilitated through such means as a data bank to allow an exchange on a continuing basis, and that to this end an international clearing house for information and research should be established. This clearing house would, among other functions, collect and disseminate information on international and national human rights legislation, adjudication and other human rights activities, as well as technical advice on the establishment of academically-prepared national human rights yearbooks. The Commission on Human Rights may be able to assist in this important undertaking.

51. In another area, the Commission on Human Rights could encourage the formulation of a WHO/UNESCO recommendation concerning human rights and ethics, especially in relation to medical doctors and personnel. This could address the training of doctors who could directly affect the situation of prisoners and detainees.

52. Finally, in the final document of the Vienna International Congress on the Teaching of Human Rights, UNESCO is encouraged to organize specialized seminars and workshops for the teaching of human rights in an integrated way to military as well as justice personnel, including policemen, lawyers and judges. It is specifically recommended that special seminars be organized for police forces and for directors of penitentiaries. The collaboration of the Commission on Human Rights would be invaluable in sponsoring these seminars and in preparing to carry them into action.



ANNEX I

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UNITED NATIONS EDUCATIONAL,  
SCIENTIFIC AND CULTURAL ORGANIZATION

INTERNATIONAL CONGRESS ON THE TEACHING OF HUMAN RIGHTS  
(Vienna, 12-16 September 1978)

FINAL DOCUMENT

The International Congress on the Teaching of Human Rights, convened by the Director-General of Unesco and meeting in Vienna from 12 to 16 September 1978 following a suggestion put forward by the Federal Minister for Foreign Affairs of Austria at the 19th session of the General Conference of Unesco.

Taking into account Resolution 3 (XXXIII) adopted by the Commission on Human Rights and Resolution 32/123 adopted by the United Nations General Assembly, as well as Decision 103 EX/6.2 by which the Executive Board of Unesco invited the Director-General to convene this Congress,

Expresses its gratitude to the Federal Government and to the people of the Republic of Austria for their hospitality and their important contribution to the success of the deliberations,

Recalling that the United Nations General Assembly proclaimed the Universal Declaration of Human Rights "as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms....",

Considering that human rights teaching and education should be developed at all levels in the context of both school and out-of-school education, in order that they may become accessible as part of a true system of life-long education to all men and women in all countries, whatever their legal, social and political status,

Considering that such teaching and education can make an essential contribution to the maintenance and promotion of peace, as well as to economic development and social progress throughout the world,

Considering that the teaching of human rights should also be concerned with securing the observance of human rights in cases of armed conflict, and should include the teaching of international humanitarian law,

# I

The International Congress on the Teaching of Human Rights,

Recalling the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms,

Believes that the teaching of human rights should be guided by the following principles and considerations:

1. Human rights education and teaching should be based on the principles which underlie the Charter of the United Nations, the Universal Declaration of Human Rights, the International Covenants on Human Rights, and other international human rights instruments. Consequently, equal emphasis should be placed on economic, social, cultural, civil and political rights as well as individual and collective rights. The indivisibility of all human rights should be recognized.

2. The concept of human rights should not be formulated in traditional or classical terms but should include the historical experience and contributions of all peoples particularly in relation to the major contemporary problems such as self-determination and all forms of discrimination and exploitation.
3. Human rights education and teaching must aim at:
  - (i) Fostering the attitudes of tolerance, respect and solidarity inherent in human rights;
  - (ii) Providing knowledge about human rights, in both their national and international dimensions, and the institutions established for their implementation;
  - (iii) Developing the individual's awareness of the ways and means by which human rights can be translated into social and political reality at both the national and the international levels.
4. While education should make the individual aware of his or her own rights, it should at the same time instill respect for the rights of others.
5. Care should be constantly taken to create awareness about the close relationship between human rights, on the one hand, and development and peace, including inter alia disarmament, on the other hand. Unesco should make it a priority task to promote the analysis and understanding of this relationship.
6. Human rights must be seen as an aspect of professional, ethical and social responsibility in all fields of research, study, teaching and work.
7. Human rights education and teaching should stress that a new international economic, social and cultural order is essential to enable all people to enjoy their human rights and to promote and facilitate education on human rights at all levels in all countries.
8. Human rights must be taught at all levels of the educational system, as well as in out-of-school settings, including the family, and in continuing education programmes, including literacy and post-literacy programmes. States shall strive to improve and broaden human rights education and teaching and co-operate to this end.
9. It is not enough to dispense teaching and education in the spirit of a respect for human rights; human rights should also be taught as a subject integrated in the appropriate disciplines and, in particular fields such as philosophy, political science, law and theology, they should be taught as an independent course.
10. In order for the teacher of human rights to be able to carry out his or her task properly, it is particularly important that his or her personal integrity and freedom of expression be guaranteed.

## II

The Vienna International Congress on the Teaching of Human Rights,

Considering that in this year of the 30th anniversary of the Universal Declaration of Human Rights a fresh impetus should be given to the development of human rights teaching and

education through the preparation of a Six-Year Plan to be drawn up by a committee of experts set up for that purpose on the basis, in particular, of recommendations proposed at this International Congress in Vienna and annexed to this final document;

Requests the Director-General to include the question of the teaching of human rights in the agenda for the 20th session of the General Conference with a view to conducting a preliminary study of the question of the desirability of preparing a Unesco Convention on human rights teaching and education, in order to give effect to the principle set out in Article 26, paragraph 2 of the Universal Declaration of Human Rights which states that "education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms";

Requests the Director-General to ask the Member States to consider the possibility of establishing, within the framework of Unesco's programme and with the support of the United Nations General Assembly, a Voluntary Fund for the development of knowledge of human rights through education and information, the primary aim of which would be to contribute to the financing of activities conducted under the Six-Year Plan and of other activities conducted by Member States and their competent institutions.

## ANNEX

### RECOMMENDATIONS AS DRAFTED BY THE RAPPORTEURS OF THE INTERNATIONAL CONGRESS ON THE TEACHING OF HUMAN RIGHTS ON THE BASIS OF PROPOSALS SUBMITTED BY THE PARTICIPANTS AND OBSERVERS AT THE CONGRESS (REVISED TEXT)

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#### A. PROGRAMMES

1. Unesco should encourage the preparation of suitable programmes for the teaching of human rights at all levels in accordance with the Six-Year Plan. Such programmes should not only refer to principles of human rights but also expose the major circumstances (war, military occupation, racial discrimination, underdevelopment, etc.) which impede the realisation of human rights.

2. Human rights programmes should take into consideration the fact that attitude formation in regard to human rights begins in infancy and early childhood. Concepts of self-esteem and respect for others, the very foundation of human rights, are first communicated within the family. It is essential, therefore, to provide family life education to help parents develop humane and equitable relationships within the family, between the parents themselves and among all family members. Such family education programmes should be designed in full awareness that human dignity and rights of women within the family are essential components of a family atmosphere which favours positive attitudes towards human rights.

3. Among the topics for consideration in human rights curricula are the following: the history of human rights, the philosophy of human rights, existing deficiencies in the techniques and methods of protecting human rights.

4. Human rights curricula in law and political science programmes should be conceived broadly so as to incorporate civil and political rights; economic, social, cultural rights; humanitarian law, and to include not only domestic law but also comparative law and international norms as expressed in international human rights instruments. These curricula should devote special attention to the procedures and guarantees for the judicial protection of all human rights.

5. The efforts of the International Committee of the Red Cross to develop a programme for the teaching of international humanitarian law should be assisted and materials for teaching of human rights at all levels should include appropriate aspects of international humanitarian law.

6. International human rights curricula should emphasise the "internationalization" of human rights, demonstrating the ever-increasing international concern with human rights on the basis of the principles of the United Nations Charter.

7. Human rights curricula should be adapted to national and regional realities provided, however, that the universality of the rights proclaimed in the principal international human rights instruments, particularly in the Universal Declaration, is acknowledged.

8. The development of curricula for the teaching of human rights should be guided by two principles:

- (a) Since practice is the best learning method, and since practice in the field of human rights depends on a knowledge of the legal means of action which are available, the teaching of human rights must necessarily include courses on law - and it is self-evident that these must be adapted to the educational level of the students;
- (b) Since the best way of making an educational course effective is to ensure that it is rooted in the students' concrete situation, every curriculum should take real-life conditions as its starting point and in particular the objectively-ascertained needs of the individuals concerned - and such needs should naturally include the capacity to do what is required of them to meet the needs of society.

9. As regards workers' education in the field of human rights, such teaching must be given a concrete content by obtaining the co-operation, if not the direct participation, of workers' representatives, as they can provide specific examples of cases arising in daily life.

10. The exchange between the various countries of the world of practical information about human rights teaching should be encouraged and facilitated through such means as a data bank to allow this kind of exchange on a continuing basis.

11. The International Year of the Child (1979) should be used as an occasion to emphasize the teaching of children's rights and the right of children to receive human rights education. In this framework specific education should be undertaken about the rights of the child.

12. Education and training in human rights should be conceived with a view to protecting and promoting the rights of groups particularly exposed to discrimination, such as indigenous populations, national, ethnic, linguistic, religious and other minorities, migrant workers and their families, immigrants and the physically and mentally handicapped. As far as possible, such groups should be educated and informed of their rights in their own language and in conformity with their needs as defined by themselves. Education about the rights and values of such groups should be developed for the population at large - and especially for civil servants and other persons exercising public authority - in order to foster understanding of and respect for such groups.

13. Women's rights and roles in society should be a specific component of university curricula on human rights and steps should be taken to ensure that present curricula, in particular textbooks, are revised when necessary to include appropriate sections and references to women's rights. Moreover, the possibility of organizing meetings on a regional basis to consider approaches and methods for the development of women's studies, as an input to the World Conference for the U.N. Decade for Women, should also be considered.

14. Another subject which should be introduced within different programmes on the teaching of human rights is the fundamental rights of refugees.

15. Research on human rights should be encouraged and developed on a number of themes. Among those for which there is a particular need is the formation of attitudes with respect to the process of human rights and peace education. As a first step in promoting such research, a meeting of experts in developmental psychology and educational research should be convened to help Unesco define the specific needs in this area.

16. The topicality and feasibility of research on the inter-relation between human rights, humanitarian law and peace, including, among others, disarmament, and on ways and means of incorporating these elements into a comprehensive peace-oriented strategy should be emphasized. In the same spirit, a certain number of research projects of particular interest should be undertaken. These include: human rights and development particularly with regard to a new international economic and social order; human rights and the maintenance of peace; the right to self-determination as a basic human right; the interdependence of political, civil, economic, social and cultural rights; and the history of human rights in the context of the universal experience of mankind.

17. University research on human rights should be facilitated by freedom of access to source materials, the free flow of ideas and the protection of research workers against arbitrary action and all forms of pressure.

#### B. TEACHING MATERIALS

1. Adequate development of teaching materials for human rights education will require:

- (a) The preparation and publication of primary and secondary school guide-books and textbooks for human rights education;
- (b) The preparation of textbooks and sourcebooks designed for use in teacher training institutions;
- (c) The formulation of guidelines and criteria for use by teachers to enable them to judge the contents of existing textbooks in order to determine whether or not they are suitable for human rights education;
- (d) The field testing of textbooks and source materials for pre-university levels in different cultural settings;
- (e) the development of special educational materials for and about handicapped persons in the area of human rights.

2. An international clearing house for information and research on human rights should be established. The clearing house should:

- (a) collect and disseminate information on international and national human rights legislation, adjudication and other human rights activities, as well as information, materials, syllabic and instructional guides for all levels and kinds of education, and technical advice on the establishment of academically-prepared national human rights yearbooks, and should also facilitate discussion among scholars toward the setting of priorities for effective human rights research;

- (b) co-ordinate and promote an international system of exchange of teachers and researchers in the field of human rights and of materials, including information between teachers and researchers working in the field of human rights as well as publications and materials concerned with teaching and research in human rights;
- (c) create a curriculum centre for elementary school teaching materials on human rights, including kits, books and teaching manuals, to help make them available to teachers.

3. A commission of experts should consider the methods and materials necessary for the drafting of textbooks for the teaching of human rights appropriate to primary, secondary and university and out-of-school levels of education. Textbooks on human rights should encompass the universal nature of human rights and fundamental freedoms while taking into account legal and social characteristics of different societies.

4. An interdisciplinary multi-linguistic and transcultural encyclopaedia clarifying the vocabulary and basic concepts of human rights should be prepared.

5. Reference books on human rights accessible to the non-specialist should be developed and made available to teachers and students.

6. Unesco should encourage the critical examination by specialised institutes of textbooks in all disciplines from the point of view of human rights and assure that the conclusions of this work are widely distributed.

7. Teaching materials in human rights should take into account the interests and circumstances of students, so that they might determine their own role in relation to the promotion and protection of human rights.

8. Teaching materials should focus on both positive and negative conditions related to human rights, and should open exploration of possibilities for concrete action on behalf of human rights.

9. Teaching materials on human rights should reflect the varying views and divergent emphasises which exist on the subject and should encourage a frank and open discussion of these views and interests.

10. To ensure the free and critical discussion of human rights, students and teachers must have access to all relevant material on human rights and be protected in their capacity as students and teachers from any refusal to allow such access.

11. Governments should be invited to disseminate basic international human rights documents (including the Universal Declaration of Human Rights, the International Covenants on Human Rights, and the U.N. Declaration on the Protection of all Persons from Being Subjected to Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment) to law enforcement personnel as well as military officers.

12. As Unesco National Commissions play an important role in education, they should assume:

- (a) responsibility for disseminating information on basic international documents and existing procedures for the protection of human rights, including the special procedures for examining



4. Unesco should assist the creation of regional and sub-regional centres for teaching and research in human rights to facilitate the adaptation and development of teaching methods and materials to suit specific regional characteristics.
5. Regional and sub-regional conferences to stimulate constructive discussion on human rights education at pre-school, primary, secondary and university level as well as in out-of-school contexts should be initiated.
6. Unesco should encourage the establishment of an association of human rights teachers.
7. Unesco should assist in the human rights-related teaching and research activities of the United Nations University.
8. Unesco should assist the International Institute of Human Rights (Strasbourg) in developing courses on international human rights and training programmes for teachers and other professionals.
9. The National Commissions for Unesco should be invited to set up an interdisciplinary working group on the co-ordination of the teaching of human rights at the national level in their respective countries.
10. There should be increased programmatic co-ordination between the Division of Human Rights and Peace and the Division of Equality of Educational Opportunity and Special Programmes. In particular, the Division of Human Rights and Peace should assist the Division of Equality of Educational Opportunity and Special Programmes in designing programmes related to human rights and peace education at the primary and secondary school level to ensure that the content of such programmes conforms to the relevant international norms and research findings.
11. Efforts should be made to determine how to ensure that the research findings, studies and projects of the Division of Human Rights and Peace will be used to assist the work of the Division of Equality of Educational Opportunity and Special Programmes, and vice versa.
12. When applying the procedure for the implementation of the Unesco-ILO recommendation of 1966, Unesco could ask Member States to take effective action to guarantee the independence of teachers participating in educational programmes concerning human rights, at all levels of the education system. A pre-requisite to the satisfactory operation of a system for the teaching of human rights is the establishment of a statute for teachers of human rights. This statute should specify the duties and rights of such teachers. Unesco should set up a committee of specialists to prepare a statute of this kind.
13. Unesco should invite the Unesco Clubs, the various non-governmental organizations in consultative status with Unesco and the National Commissions for Unesco, as well as the appropriate organs of the United Nations, to participate in the implementation of all the above-mentioned recommendations.

UNITED NATIONS EDUCATIONAL,  
SCIENTIFIC AND CULTURAL ORGANIZATION

Address delivered by  
Mr. Amadou-Mahtar M'Bow

Director-General  
of the United Nations Educational,  
Scientific and Cultural Organization  
(Unesco)

at the opening session of the International Congress  
on the Teaching of Human Rights

(Vienna, 12 September 1978).

Mr. President,  
Mr. Minister,  
Ladies and Gentlemen,

It is an honour for me, as well as a great pleasure, to address you today at this opening session of the first international congress on the teaching of human rights.

First of all, I wish to extend my warm thanks to his Excellency Mr. Rudolf Kirchschlager, President of the Republic of Austria, who has underlined the significance of this inaugural session by honouring us with his presence. This seems to me to be a symbol of the host country's attachment to the cause of human rights, but also a token of Mr. Kirchschlager's personal interest in the specifically educational dimension of this meeting.

Allow me also to express Unesco's gratitude for the hospitality extended to us by the Austrian Government, and in particular by Mr. Willibald Pahr, the Federal Minister for Foreign Affairs, whom I have great pleasure in welcoming to our meeting. Need I mention that it is to Mr. Pahr that we owe the original idea of commemorating the 30th anniversary of the Universal Declaration of Human Rights by discussing the all-important theme of education? When he decided to entrust his close assistant, Mr. Hans Knitel, with the task of maintaining liaison with the Unesco Secretariat for the organization of the congress, he ensured that our meeting would be conducted under the best possible conditions. To both Mr. Pahr and Mr. Knitel I express my warmest thanks, as well as to Mr. Westerhof, Permanent Delegate of Austria to Unesco, and to all the national officials whose wholehearted efforts have helped us so much.

I am happy to extend a warm welcome to the many eminent representatives of the Austrian Government, the other Member States of Unesco and the United Nations, the non-governmental organizations and the educational communities many of which have already played an active part in the preparatory work of this congress; their wide range of experience and their determination to ensure its success have made a most valuable contribution to the preliminary studies.

I would also like to draw special attention to the presence here today of Mr. Michel, Minister for French Education of Belgium, Mr. Calderon-Fournier, Minister for Foreign Affairs of Costa Rica, Mr. Ruiz-Alvarez, Minister for Internal Affairs of Guatemala, and two distinguished members of the Executive Board of Unesco, Mr. Agiobu-Kemmer of Nigeria and Mr. Luis Echevarría, former President of the Republic of Mexico, as well as the representative of the Secretary-General of the United Nations.

Mr. President,  
Mr. Minister,  
Ladies and Gentlemen,

It is almost thirty years ago today that the United Nations proclaimed the Universal Declaration of Human Rights, on 10 December 1948. This is a document of unprecedented historic importance, for it was the first to set out the fundamental liberties which are common to all the peoples of the earth. It is the final expression of innumerable struggles for freedom which were all converging, but by the most varied paths, on one and the same goal - the recognition of the moral and

legal equality of every individual by all his fellow men. Being the fruit of the long and often difficult process of gestation of the notion of universal human rights, the Declaration embodies the principles which form the hard core of our human nature and represent the categorical imperative of our time.

It was appropriate that Unesco should mark an anniversary of such significance by giving a fresh impetus to the efforts which it has been making since its inception to promote the recognition and observance of human rights, within its fields of competence. Your international congress, which I convened in implementation of decision 6.2 adopted by the Executive Board at its 103rd session, in pursuance of the suggestion which you accordingly made, Mr. Minister, at the General Conference held in Nairobi, reflects our intention to strengthen the Organization's action and is one of Unesco's main contributions to the celebration of the 30th anniversary of the Universal Declaration of Human Rights. It should thus be viewed within the wider context of the group of activities which the international community is planning to embark on this year, in response to the recommendation made by the United Nations Commission on Human Rights regarding possible ways of contributing to the more effective protection of human rights. It should be noted in this connection that the decision to hold this congress complies with the general recommendations put forward by the Commission on Human Rights in its Resolution 3 (XXXIII), and that the United Nations General Assembly itself stated, in its Resolution 32/123, that it welcomed Unesco's decision.

By proposing that your deliberations should have a two-fold aim: first, to take stock of the situation with regard to the teaching of human rights throughout the world, and secondly, to suggest ways and means of developing and rendering more effective human rights teaching at all levels in the context of both school and out-of-school education, Unesco is acting in full accordance with the above-mentioned Resolution 32/123 which states that "...for their full observance human rights must be ensured to all human beings and that this aim cannot be attained unless human rights are made known to them, particularly through teaching and education".

This congress therefore offers me an opportunity to reaffirm Unesco's mission in this field.

The very first task is to promote throughout the world the observance of the right to education, which is one of the primary human rights - the one which conditions, as it were all the others; the second task is to contribute to the removal of prejudices and to the promotion of respect for the specific identity of every people and a deeper mutual understanding among all human beings.

At the same time, we must make human rights known to everyone. The full development of every individual's personality, which is the very aim of education, is inconceivable unless freedom exists and unless all the rights which are so precious to men are effectively respected both at the national level and in international relations.

Lastly, Unesco is doing all in its power to contribute to reinstating human rights wherever they have been jeopardized within its spheres of competence. It is with this end in view that the Executive Board has established, in pursuance of the decisions of the General Conference, a special procedure for examining complaints concerning violations of human rights which are received by the Organization. In many cases, the introduction of this procedure, whose efficacy lies in the concerted action which it enables all the parties concerned to take, has already given good results.

To know one's rights is a step towards obtaining their recognition. For the men and women who are aware, at this moment, that they still have to struggle, sometimes at the risk of their lives, to try to exercise their basic rights, could not do so with any hope of success unless they could draw comfort and moral and intellectual inspiration from the certainty that the principles underlying these rights are now adopted by the whole international community.

This shows how important it is to ensure that the teaching of human rights is no longer conditional upon circumstances and can be pursued permanently and systematically through all the means available to the educational and training institutions of every country. Furthermore, it must cease to be confined to the consideration of abstract ideas reflecting generous attitudes, and must be adapted to meet the specific needs of individual men and women by providing them with norms and criteria to which they can refer in their daily lives.

As it aims to awaken awareness and train the character just as much as to inculcate a knowledge of specific subjects, an education of this kind cannot be content to be purely theoretical, particularly in the early years of life. It is necessarily rooted in the living relationship between the teacher and the taught - the parent and the child, the educator and the pupil. As soon as the child is out of the cradle he starts to learn how to perform his future duties as a citizen and exercise his human rights under the guidance of the adults responsible for his welfare in his home or in a day-nursery, then in a kindergarten or a nursery school. The powers of initiative which children later develop are profoundly influenced by the quality of these relationships, and the same is true of the practically instinctive attitude which they will adopt towards the human rights of their fellow-men.

It is the sensitivity developed in the first years of life which often determines the adult's behaviour towards other people.

This fact is central to Unesco's thinking on education. In particular, it is the consideration which is reflected in paragraph 12 of the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms adopted by the General Conference at its eighteenth session in November 1974.

In that paragraph, it is proposed that Member States "should urge educators, in collaboration with pupils, parents, the organizations concerned and the community, to use methods which appeal to the creative imagination of children and adolescents and to their social activities and thereby to prepare them to exercise their rights and freedoms while recognizing and respecting the rights of others..."

Since the General Conference adopted this Recommendation, several meetings have been held to study the practical measures to be taken for its implementation and certain Member States have already reported to Unesco on the steps they have taken, at national level, with a view to its application.

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The Organization had of course started long before that year to promote a wider knowledge of human rights through the improvement of school curricula and teacher-training programmes. For example, since 1953 it has developed the Associated Schools system under which about a thousand institutions distributed throughout all the world regions apply active teaching methods and exchange their experience, particularly through the distribution of a quarterly newsletter entitled "International Understanding at School".

Unesco is at present directing its main efforts towards the training of teachers and the development of specialized teaching aids. It has thus participated in the financing of the International Training Centre for University Teachers of Human Rights (CIFREDH) and has contributed to its work since it started to operate in 1973. About thirty young teachers, approximately half of whom come from developing countries, are provided every year, at the cost of the Organization, with a training designed to enable them to develop specialized courses on this question in their respective countries.

I may add that Unesco has also prepared a university textbook on the "International Dimensions of Human Rights", and it gives me great pleasure to be able to provide you today with the very first copies to be published. This textbook, which was prepared by an international team composed of specialists from all regions, is intended to be used by students, teachers and research workers. It sets out the standards, principles, institutions and procedures involved in the task of securing the observance of human rights in the contemporary world.

Furthermore, there has recently been established under Unesco auspices and at the proposal of Bâtonnier Pettiti, whom I am happy to welcome among us today, a human rights training institute attached to the Paris Bar. This institute, which is the first of its kind, has aroused so much interest that other Bars are considering the possibility of setting up similar institutes, in particular those of Tehran and Dakar.

If Unesco's efforts in this field aim in the first place to awaken the interest of jurists, it is because the first step to take with a view to protecting the fundamental freedoms is to embody them in a set of laws to be built into legal and political institutions. If human rights are to have a wider significance than that of abstract ideas they must be an integral part of the constitutional, legislative and judicial structure of every State. But it goes without saying that they must also penetrate all the other academic disciplines through avenues of approach specifically adapted to each discipline.

Similarly, the content and methods of the teaching must be adapted to each type of student, to each socio-cultural context. There is no one system for teaching human rights. And this is the very reason why Unesco was in favour of the principle of pursuing the preparatory work for this congress on a regional basis.

In the case of Latin America, for example, Unesco, working in co-operation with the Government of Venezuela and the Organization of American States, organized in Caracas a seminar whose discussions were all the more significant for having been preceded a few days earlier by the entry into force of the American convention on human rights. For the Caribbean sub-region, the Jamaica National Commission convened a conference in Kingston with the aid of Unesco. In North America, the United States National Commission held a seminar at Wingspread in conjunction with other National Commissions. Surveys were also conducted on the situation as regards the teaching of human rights in Africa, thanks to the Association of African Universities, in the Arab countries, under the auspices of ALECSO, and in Asia with the assistance of the Sri Lanka Foundation.

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However, we must face the fact that we have only just set out on a very long march. Despite all the efforts made so far, human rights as such are still absent from the school curricula of most of the countries of the world. For this reason it seems to me desirable that your conclusions and suggestions should help to promote

a true long-term programme for developing the teaching of human rights at university level. For my part, I am prepared to include the initial activities of such a programme in the Draft Programme and Budget for 1979-1980 which I am to submit to the General Conference of Unesco at its twentieth session scheduled to be held in October and November of this year.

As indicated in the documentation annexed to the circular letter which I sent to the ministers of Member States to inform them that this congress would be held and to request them to facilitate its preparation, the long-term programme in this field which would be strengthened by your conclusions and suggestions could be designed to encourage three kinds of training: basic training in human rights, specialized training, and training in human rights adapted to regional characteristics. Basic training would deal with all the international aspects of human rights, which would henceforth be an integral part of every general education programme. Specialized training would be adapted to the needs and characteristics of the different disciplines, other than the legal ones, which have so far often failed to give their proper place to human rights; I am referring in particular to the scientific, medical and para-medical disciplines as well as the literature and history disciplines. This kind of training should also be designed to meet the special needs of the members of all those professions which have a special call to defend human rights, for example, lawyers, judges, trade unionists. The training and refresher training of university teachers of human rights would be brought into line with this type of training. Lastly, training in human rights adapted to regional characteristics could be disseminated by centres especially established for this purpose.

In this way it would be possible gradually to undertake a whole series of training activities planned in such a way as to encourage Member States to adopt an effective system for the teaching of human rights which will reach the widest possible social strata. By giving the initial impetus to a programme of this kind your congress would undoubtedly be opening an important phase in the history of the struggle that Unesco has been waging for the past thirty years, in conjunction with the other agencies of the United Nations system, to further universal respect for the dignity of man.

Mr. President,  
Mr. Minister,  
Ladies and Gentlemen,

At this moment, when you are about to embark on your deliberations, it seems to me right that our thoughts should turn with emotion to all the men and women whose dignity is callously disregarded in every part of the world today because of the existence of political, economic or social conditions which deny them the right to education, to equality of opportunity and sometimes the most elementary standard of well-being or, in even more tragic circumstances, is trampled on by forces of oppression which do not hesitate to resort to violence, torture and murder in order to perpetuate an unjust social order.

As you know, there are innumerable men and women in this situation to whom we are bound by a profound feeling of solidarity. Future generations will find nothing to excuse the appalling scale on which violations of human rights have occurred in these last decades of the twentieth century which, in other respects, are so rich in promise for the future of the human race; the scientific achievements of our time, in particular, seem to be opening up limitless prospects for material progress, provided only that we seize these opportunities wisely and are firmly resolved to see justice prevail over short-sighted egoism when it comes to distributing the benefits of progress.

There are so many different forms and causes of violations of human rights that I could not hope to mention them all here. Many are patently obvious, either because of the cynicism displayed by the perpetrators or because these are unsuccessful in their attempt to hide behind a mask of distorted principles; I am thinking, in particular, of the violations committed every day in Southern Africa in the name of the iniquitous system of apartheid which is pursuing the scandalous aim of writing the notion of the inequality of men into the legislation and even the constitutional law of a State. Other violations are more insidiously or indirectly committed because of the structures and workings of societies which, even behind the appearances of formal democracy, exercise a form of oppression or exploitation that imposes a particularly heavy handicap on disadvantaged groups or certain categories of individuals. To these we should add all restrictions on freedom of thought, conscience or religion, and all forms of discrimination which may be directed against individuals or groups because of their ethnic origin or their minority status in a given society.

These violations are intolerable and should fill the heart of everyone who witnesses them or hears about them with so much indignation and compassion that he should leap to action. But it is sad to see that, in the contemporary world, the practically permanent spectacle of other people's suffering projected by the press and the media is all too often received with nothing but indifference - an indifference which seems to grow by a kind of process of gradual anaesthetization, of familiarization with what was once unthinkable. Whereas everyone should feel an urge to assume, in a reaction of moral indignation, his share of responsibility in shaping the destiny of the community, there are many who are tempted instead to evade their share, on the pretext that they do not have a very clear idea of what they can do nor of the ultimate result of any personal efforts, and soon sink from passivity into a completely self-centred state of mind so as not to feel the pangs of conscience.

To teach everyone to respect, and ensure that others respect, one's own human rights and those of other people, and to be prepared, when necessary, to find the courage to defend them in all circumstances, even the most difficult - such is the most imperative moral duty of our generation.

In saying this, I hope to have adequately conveyed to you how much importance I attach, for the sake of our common future, to the deliberations of your congress, and how profoundly I hope that your efforts will be crowned with success.



ANNEX III

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The teaching of human rights and professional ethics in  
faculties or schools of medicine: world survey carried  
out by the International Institute of Human Rights.

Report prepared under the auspices of the International  
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The views expressed in this document do not necessarily reflect those of the  
Secretariat.

(SS-78/CONF.401/COL.10)

## INTRODUCTION

1. Background

The world survey on the teaching of human rights and professional ethics in faculties or schools of medicine and medical sciences was carried out, at Unesco's request, by the International Institute of Human Rights in 1977-1978. This survey constitutes a new stage in Unesco's programme to develop the teaching of human rights in universities which corresponds, together with the training of teachers, to one of the major concerns of the International Institute of Human Rights since its creation in 1969.

An earlier survey, carried out by the Institute - likewise at Unesco's request - in 1971-1972, had been concerned with the teaching and study of human rights in the comparatively "privileged" context of university law and political science faculties. This survey, whose findings and conclusions as well as detailed recommendations were published in 1973,<sup>(1)</sup> revealed a fairly general "underdevelopment" of such teaching.

Without slackening the attention paid to law and political science,<sup>(2)</sup> efforts are now being made to discover the importance attached to this question in the framework of the teaching of medicine and medical sciences in order that it may be possible to evaluate what needs to be done and what resources are required to develop the teaching both of human rights and of the disciplines related to medical ethics in the faculties or schools concerned.

The field of inquiry of the present study was not chosen at random. The choice results not only from the very real ethical problems posed by contemporary developments in science and medicine but also from the increasing importance given to human rights in the study of these questions, particularly at the international level. Thus, for some years now the United Nations Commission on Human Rights has been regularly considering the topic of "Human rights and scientific and technological developments", and it will also be recalled that a Round Table was organized in Geneva in 1973 by the CIOMS, with the assistance of Unesco, on the subject "Protection of human rights in the light of scientific and technological progress in biology and medicine".<sup>(3)</sup>

But it is undoubtedly both the number and the serious tone of the replies returned by 145 faculties or schools of medicine from all over the world which best illustrate the interest aroused by the study of human rights and medical ethics and the importance which should be given to them in education. Without anticipating the detailed account of the results of this inquiry which is given below, it may be useful to identify their main thrust.

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(1) Human Rights Journal, No. 1, 1973, 222 pages.

(2) A new inquiry has just been completed in this field by the International Institute of Human Rights in 1977-1978, the results of which are also the subject of a report.

(3) cf. the two special issues of Unesco Features devoted to this Round Table and entitled "Biology, Medicine and Human Rights".

2. Principal features of the teaching of human rights and professional ethics in faculties and schools of medicine

(a) This teaching exists but more often than not in embryonic form, especially as regards human rights; this is true irrespective of the countries or regions of the world involved. While the teaching of medical ethics appears to be more widespread and better provided for, it is still limited and often defective.

Whether human rights or medical ethics are concerned, dispersion characterizes their teaching, which is provided in the framework of a wide variety of lectures with no real provision for continuity or a specific approach. It is mainly in a normative context, either relating to legal norms (as in the course on forensic medicine) or professional norms (as in the course on medical ethics) that such training is to be found, although it also tends to be included in a relational context (as in the course on medical psychology).

When a special course exists, that is to say in a minority of cases, it is mainly devoted to matters relating to medical ethics, whereas human rights are only touched upon incidentally and marginally.

The fairly generalized underdevelopment of the teaching of human rights and medical ethics is linked with a dearth of teachers who are often considered to be insufficient in number and inadequately trained and equipped to provide such teaching. It is all the more remarkable, in view of these shortages, that a considerable number of written works and symposia, seminars and other meetings organized in faculties or schools of medicine should have dealt with human rights and medical ethics. And it is noteworthy that the topic of several of these studies or meetings was precisely that of the problems raised by the teaching of these subjects and the urgent needs apparent in this field.

(b) The need to develop such teaching appears obvious to most of the faculties or schools of medicine which expressed their views in the course of the survey.

It is envisaged that this teaching should be continuous, in other words that it should be followed through during the whole course of study, running parallel both to the student's acquisition of theoretical knowledge and to his practical training and preparation for the eventual assumption of his responsibilities as a doctor.

Many replies stress that a constant link must be established between medical practice and the teaching of human rights and medical ethics, although this should not of course entail neglecting the presentation of theoretical factors and basic issues for all that. Because they are training doctors who are primarily practitioners, teachers favour an approach based on case studies and clinical experience.

This doubtless helps to explain a certain lack of enthusiasm for the idea that human rights and medical ethics should be taught mainly or exclusively in a special course. Many respondents felt that these questions should also be dealt with in the course of teaching the entire range of disciplines, and especially in the framework of clinical teaching. And for developing the specialized teaching of human rights and medical ethics, preference is given to special seminars rather than to special courses of an academic type.

This approach immediately raises the question of teacher training, not only for instructors specializing in these subjects but for all those members of the teaching staff (especially clinicians) who may be called upon to deal with this or that aspect of human rights and medical ethics. The most urgent needs are undoubtedly to be found in this area.

(c) Underlying the whole survey there remains the problem of the specificity of the teaching of human rights and medical ethics in a faculty or school of medicine. First of all, can human rights be separated from ethics in the teaching of medicine, or do not medical ethics already correspond to the transposition of human rights into medical practice?

Without attempting to reply to a question which ought really to be the subject of a symposium attended by specialists in ethics and specialists in human rights, it may simply be indicated that human rights are probably not confined to matters of professional ethics. For while it is true that professional secrecy, for example, is an expression of the right to privacy, it would be foolhardy to assert that the right to health or the rights of patients only raise questions of medical ethics. A society's health needs and the "health benefits" which its members have a right to expect exceed the framework of the exercise of a profession, however closely it may be involved in the development and implementation of solutions in this field.

Research on the identification of human rights and medical ethics, which naturally takes on a pluridisciplinary dimension, has already been started with a view to developing specific teaching on these subjects, as is shown by the creation of "ethical-human rights committees" in certain faculties or schools of medicine or in a inter-university framework, and as is illustrated especially by a publication intended for medical students entitled: "Is there a system of human rights?".

But this is no more than a first step in response to the expectations of the students who, as the survey reveals, show an increasing and continuous interest in the questions raised by the exercise of their future profession and the assumption of their responsibilities in the light of the promotion of and respect for human rights as universally defined by the international community.

In this connection, attention and efforts should be particularly focused on the desire repeatedly expressed by faculties and schools of medicine for co-operation to enable them to develop the teaching of human rights and medical ethics. The organization of co-operation in whatever framework appears to be most appropriate should undoubtedly make an urgently needed contribution to the training of teachers, the establishment of programmes, the preparation of teaching material and the exchange of experience.

#### RESULTS AND ANALYSIS OF THE SURVEY

The survey on the teaching of human rights and medical ethics in faculties or schools of medicine and medical sciences was carried out by means of a questionnaire drawn up under the auspices of the International Institute of Human Rights following a preliminary consultation of experts in medical sciences and the teaching of medicine on the one hand and specialists in human rights on the other. Opinions on the matter were gathered in particular from teachers of medicine and from the international organizations concerned, Unesco, WHO, CIOMS.

While the first drafts of the questionnaire envisaged the possibility of referring to the codes of medical ethics drawn up by the World Medical Association (Geneva Oath, (1) International Code of Medical Ethics, (2) Helsinki Declaration on

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(1) Declaration of Geneva. Medical Vow (1948)

(2) International Code of Medical Ethics

Clinical Research, (1) Sydney Declaration on Determining the Time of Death, (2) Oslo Declaration on Therapeutic Abortion, (3) Tokyo Declaration on Torture (4)), it finally appeared preferable, for the purposes of the questionnaire, only to mention the Universal Declaration of Human Rights and the International Covenants on Human Rights, with particular reference to the rights most specifically related to the practice of medicine (the right to life, the right to privacy, freedom of conscience, the right to health, the right to work).

The text of the questionnaire, in the final version in which it was communicated to the various faculties or schools, appears as Annex I.

The questionnaire contains four sections:

the first section is aimed at gathering information on the place allotted to human rights and medical ethics in the teaching syllabus of the faculty or school concerned;

the second section is aimed at obtaining information on the practical organization of the teaching of human rights and medical ethics;

the third section is aimed at obtaining information on the research work and training activities undertaken by the faculty or school with respect to human rights and medical ethics;

the fourth section is aimed at obtaining the respondent's opinion on the need for and objectives of the teaching of human rights and medical ethics from the point of view of future development.

It will be noted that while the first three sections are aimed at gathering factual information, making it possible to take stock of the current position of the teaching of human rights and medical ethics, the last section calling for opinions is aimed at determining trends and needs with a view to developing teaching, research and training in the field of human rights and medical ethics in faculties or schools of medicine and medical sciences.

The questionnaire contains closed and open questions, as well as combined questions. It should be noted - and this, if it were necessary, shows the interest aroused by the questionnaire - that a considerable number of respondents made a point of supplying further particulars, and sometimes very detailed comments, even in response to what are known as closed questions.

The questionnaire was **brought out** in four languages, English, French, Spanish, Russian, and forwarded according to the usual language distribution to all the 955 faculties or schools of medicine and medical sciences in 107 countries throughout the world listed in the "World Directory of Medical Schools" published by WHO in 1973.

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- (1) Declaration of Helsinki. Recommendations guiding medical doctors in bio-medical research involving human subjects (1975 amended version). The previous (1964) version referred to "clinical" research.
  - (2) Declaration of Sydney. Statement on Death (1968).
  - (3) Declaration of Oslo. Statement on Therapeutic Abortion.
  - (4) Declaration of Tokyo. Guidelines for medical doctors concerning torture and other cruel, inhuman, degrading treatment or punishment in relation to detention and imprisonment.

Following the dispatch of the questionnaires by post at the end of November 1977, replies from 145 institutions in 43 countries representing the various geographical regions had been received as at 31 May 1978. Annex II contains the list by region and by country of the 145 faculties or schools which replied to the questionnaire.

We shall proceed below to analyse the replies received to the various questions in the order in which they were put, and we shall endeavour, within the limits of the present report, to single out what seem to be the most significant points.

## I. TEACHING SYLLABUS

### 1. Does your faculty or school syllabus include teaching concerning human rights and medical ethics?

When the questionnaire was drawn up, it seemed desirable to deal separately with the teaching of human rights and the teaching of medical ethics.

The replies received appear to justify this distinction since they differ markedly with respect to the two subjects. As may be seen below, the teaching of medical ethics appears more frequently in the syllabus than does the teaching of human rights.

Out of a total of 145 institutions which replied to **all or part** of the questionnaire:

69 faculties or schools (47.5 per cent) replied "YES the syllabus includes teaching concerning human rights" and 48 replied "NO" (33 per cent);

126 faculties or schools (87 per cent) replied "YES the syllabus includes teaching concerning medical ethics" and 13 replied "NO" (9 per cent).

The tables below give these global results and their distribution by region.

Table 1

Does your syllabus include teaching concerning human rights?

Region	Number of replies	YES	%	NO	%	No reply
Africa	12	4	33	6	50	2
America	53	25	47	18	34	10
Asia and Oceania	36	17	47	14	39	5
Europe	44	23	52	10	22	11
TOTAL	145	69	47.5	48	33	28

Table 2Does your syllabus include teaching concerning medical ethics?

Region	Number of replies	YES	%	NO	%	No reply
Africa	12	12	100	0	-	-
America	53	45	85	6	11	2
Asia and Oceania	36	28	78	6	14	3
Europe	44	41	93	2	4.5	1
TOTAL	145	126	87	14	9	6

Analysis of the replies shows that where teaching on human rights is given, teaching on medical ethics is always given as well, whereas the opposite cannot apply in view of the relative frequency with which the two subjects are taught.

While it can be no surprise that medical ethics should be taught in most of the faculties or schools of medicine, it may on the other hand be surprising to note the comparatively large number of institutions - almost half of them - which state that their syllabus includes teaching on human rights.

This number should probably be weighted, taking into account the information gathered from the next questions, especially from the replies to question 3 where it will be seen that only about one quarter of the faculties or schools indicate one or more subjects relating to human rights and medical ethics dealt with in their courses.

It appears in fact that a much more limited number of faculties or schools teach human rights as such and give them their true dimension, to the extent that they are distinguished from medical ethics and questions concerning professional responsibility.

It might therefore be considered that, in the framework of their syllabus, faculties or schools of medicine tend to deal with questions which, in one way or another, have a bearing on human rights rather than to provide specific teaching on human rights.

2. In which courses - if any - is teaching on human rights and medical ethics given?

(a) Teaching distribution

An initial examination of the replies received shows that the teaching of human rights and medical ethics is distributed, in any given faculty or school, among a comparatively large and diversified number of courses (an average of three to five different courses in each institution).

Whether this is regarded as a positive or as a negative element naturally depends on whether it is considered that questions concerning human rights and medical ethics should be integrated into the teaching of other disciplines or, on the contrary, that by being thus dispersed the teaching of human rights and medical ethics becomes watered down and loses its specificity, if not its very substance.

The teaching of human rights and medical ethics is most often (i.e. in 48 per cent of cases) given in forensic medicine courses.

Medical psychology courses are a close second with 43 per cent, followed by medical law courses with 36 per cent and social legislation courses with 28 per cent.

These are followed, in almost equal proportions, by deontology courses (18.5 per cent), medical ethics courses (18 per cent) and finally health economics courses (17 per cent).

The following table sets out global results distributed by regions.

Table 3

The teaching of human rights and medical ethics is given in courses on:

	Africa	America	Asia and Oceania	Europe	Total	% (*)
1. Forensic medicine	10	14	19	27	70	48
2. Medical psychology	7	26	13	16	62	43
3. Medical law	4	22	13	13	52	36
4. Social legislation	3	14	8	16	41	28
5. Deontology	1	10	4	12	27	18.5
6. Medical ethics	2	11	7	6	26	18
7. Health economics	-	11	4	10	25	17

<u>Total number of replies:</u>	Africa	12
	America	53
	Asia and Oceania	36
	Europe	44
		<u>145</u>

In view of the common factors characterizing the deontology courses and the medical ethics courses proper, the results obtained regarding each of these disciplines may be grouped together.

It can then be seen that in 36.5 per cent of the institutions which replied, the teaching of human rights and medical ethics is principally given in the framework of the deontology or medical ethics course.

In addition, it should be noted that even when a deontology course or a medical ethics course is provided, the replies indicate that the teaching of human rights and medical ethics is not confined to these courses but is also provided in other courses.



Generally speaking, it may be noted that the teaching of human rights and medical ethics is principally to be found in courses dealing with the forensic, psychological and ethical aspects of medical practice and patient-doctor relations.

A number of other courses mentioned on several occasions in the replies should be added to the list of courses appearing in the table above.

Some ten faculties and schools in different regions state that the teaching of human rights and medical ethics is also given in social or community medicine courses. Several institutions, mainly in North America, also mention that such teaching is provided in introductory courses to medicine and the history of medicine. Likewise, in North America, several faculties also refer to a "medical humanities" or "humanistic medicine" course.

Finally, there are isolated references to courses in such subjects as public health, industrial medicine, family medicine, human sexuality, psychosomatic medicine and psychiatry, or again obstetrics/gynaecology, pediatrics, epidemiology and geriatrics.

Two courses should probably be mentioned separately: one on "citizenship and development" in Africa, and the other on the national Constitution in Asia.

- (b) Characteristics of the courses in which the teaching of human rights and medical ethics is given

The stage of study at which these courses are given and their scope vary widely according to regions, countries and institutions within a given country.

In attempting to identify the main features, the following points may be observed:

forensic medicine is usually taught towards the end of the programme of studies, during the last three years; in most cases it comprises 20 to 30 hours' teaching a year and is compulsory;

medical psychology on the other hand is usually taught at the beginning of the programme, during the first three years; the number of hours' teaching varies widely, from a few hours to about one hundred hours a year. Generally speaking, it is in America that schools and faculties devote the highest number of hours to this subject. The medical psychology course is usually compulsory;

medical law is taught at the end of the programme of studies in the majority of cases; however, some faculties and schools teach this subject between the beginning and the middle of the programme. The number of hours' teaching is on an average from 10 to 20 and the subject is usually compulsory;

deontology and medical ethics are taught at different stages of study without any clearly defined trend appearing, deontology more frequently being dealt with towards the end of the programme. The number of hours' teaching is sometimes very low (less than 10 hours a year), but is usually from 15 to 30 hours a year. While deontology is usually compulsory, medical ethics is optional in nearly half the cases mentioned in the replies.

3. What are the main subjects relating to human rights and medical ethics dealt with in the course of courses mentioned?

Generally speaking, it is the subjects relating to the right to life which are taught as a matter of priority and the most frequently. They include abortion, the various forms of fertilization (artificial insemination, embryo implantation, in vitro fertilization) and contraception. Eugenics and genetic engineering are also dealt with, but in a more sporadic manner.

An extremely important place is also given to the corollary to the right to life, the right to death or the right to die. The subject is most often dealt with in connection with euthanasia. Death in dignified and decent condition, the choice of one's own death, and the truth concerning the approach of death are dealt with in relation to excessively prolonged treatment, the limits to artificial reanimation and the definition of the time at which death occurs.

The doctor-patient relationship is then dealt with fairly regularly, especially in the framework of the psychology course. Of the two parties involved in this relationship, greater importance is attached to the rights of the patient than to those of the doctor. The enlightened consent of the patient, the right to the truth, respect for privacy and professional secrecy and the responsibility of the doctor are the topics most frequently mentioned.

The problems arising in connection with medical or surgical experiments on human beings are also usually given some prominence and the question of the enlightened consent of the patient is again raised.

There follows a series of subjects which are dealt with more or less regularly; they include the right to health or to medical treatment and to social security, the right to physical integrity and transplants, the use of drugs, the right to work and industrial medicine. Some original subjects mentioned by one faculty or another such as "women in medicine" or "the right to rest and leisure" should also be noted.

Finally, special mention should perhaps be made of two subjects each of which is referred to by a single faculty, since they relate very specifically to the subject of human rights as a whole: the first, mentioned by a faculty of medicine in Indonesia, is entitled: "General principles of human rights"; while the second, mentioned by a faculty of medicine in India, is entitled "International law of human rights" and forms part of the social legislation course.

4. Is there in your faculty or school a special course devoted to the teaching of human rights and medical ethics?

Table 4

Region	Number of replies	YES	%	NO	%	No reply
Africa	12	6	50	5	42	1
America	53	29	55	17	32	7
Asia and Oceania	36	13	36	16	44	7
Europe	44	13	30	26	59	5
TOTAL	145	61	42	64	44	20

As appears from the above table, 42 per cent of the institutions indicate that there is a special course devoted to the teaching of human rights and medical ethics, whereas 44 per cent indicate that they have no such special course.

A comparatively large number of respondents mentioned that this special course, where it existed, dealt solely with the teaching of medical ethics, and indeed it can be deduced from the replies to the preceding questions that it is altogether exceptional for there to be a special course devoted to the teaching of human rights, this subject usually being dealt with tangentially.

It may be noted from the table that the existence of a special course varies widely from one region to another, the percentage of institutions in which such a course exists ranging from 55 in America to 30 in Europe.

## II. PRACTICAL ORGANIZATION OF TEACHING

The second half of this questionnaire was designed to obtain information on the "resources", in the form of both teaching staff and documentation, belonging to each faculty, and to find out whether there was co-operation between the various educational institutions to develop the teaching of human rights and medical ethics.

5. For the purpose of providing instruction on human rights and medical ethics, is the teaching staff of faculties or schools of medicine:
- sufficient in number?
  - sufficiently trained?

Table 5

Region	Number of replies	<u>Teaching staff sufficient in number</u>					<u>Teaching staff sufficiently trained</u>				
		YES	%	NO	%	No reply	YES	%	NO	%	No reply
Africa	12	7	58	4	33	1	8	67	3	25	1
America	53	25	47	21	40	7	33	62	12	23	8
Asia and Oceania	36	14	39	14	39	8	15	42	12	33	9
Europe	44	25	57	10	23	9	26	59	5	11	13
TOTAL	145	71	49	49	34	25	82	56.5	32	22	31

This table shows that for 49 per cent of the institutions which answered the questionnaire, the teaching staff is sufficient in number, whereas 34 per cent indicate that the number of teachers is insufficient.

Next, it is apparent that for 56.5 per cent of institutions, the teaching staff is sufficiently trained, whereas 22 per cent state that it is insufficiently trained.

It should be noted that a relatively large number of institutions (approximately one-fifth) express no opinion on whether the teaching staff is sufficient in number or sufficiently trained, and this silence may be interpreted as expressing a doubt which would increase the number of negative replies.

Several faculties or schools said that they were not certain that the training was sufficient, and others that training was in progress. Still others specified that their reply concerned only instruction on medical ethics.

These results provide a pointer to the future development of instruction in human rights and medical ethics, which seems to be desired by a large majority of the institutions, as is apparent from the replies to question 12. If, at the present stage of development of such teaching, as many as 34 per cent of institutions indicate that teachers are not sufficient in number and 22 per cent state that they are not sufficiently trained, we can predict that the inadequacies will steadily increase as instruction in human rights and medical ethics becomes more widespread.

6. Are the libraries of faculties or schools of medicine able to provide reference works and documents: - on human rights?  
- on medical ethics?

Table 6

		Documentation on human rights					Documentation on medical ethics				
Region	Number of replies	YES	%	NO	%	No reply	YES	%	NO	%	No reply
Africa	12	5	42	5	42	2	9	75	1	8	2
America	53	35	66	12	23	6	45	85	5	9	3
Asia and Oceania	36	23	64	8	22	5	26	72	7	19	3
Europe	44	28	64	6	14	10	35	80	3	7	6
TOTAL	145	91	63	31	21	23	115	79	16	11	14

This table shows that a relatively high proportion of libraries have documents and reference works on medical ethics, since 79 per cent of them have documentation on the subject and only 11 per cent state that they cannot provide any.

The number of libraries possessing documentation on human rights is smaller, since it amounts to only 63 per cent, and 22 per cent of respondents indicate that such documentation does not exist in the library of their faculty. Some of the 15 per cent of institutions which do not answer the question should also presumably be regarded as doubtful cases.

Lastly, we should note the comments in the margin of a number of affirmative replies, which state that documentation is very incomplete, or minimal, and could be much fuller.

So the figures obtained should probably be regarded as highly relative, since we find that although certain documents and reference works on human rights and particularly on medical ethics exist in the libraries, the scope of the documentation appears on the whole to be somewhat restricted, especially where human rights in particular are concerned.

7. With a view to developing the teaching of human rights and medical ethics, do faculties or schools of medicine co-operate with other institutions or teaching units?

The replies obtained show that 36 per cent of the institutions co-operate with other faculties or schools of medicine or medical sciences, while 55 per cent co-operate with certain other educational institutions.

Regarding the latter, the information supplied by a number of respondents shows that co-operation is most often established with faculties of law and faculties of arts and humanities, particularly departments of philosophy. A smaller number of respondents mention co-operation with faculties of theology.

Worthy of separate mention is the experiment described by a school of medicine in the United States, which recently set up an "Intercampus Committee for the Humanities and the Professions", on which the various university departments concerned, including the school of medicine, are represented.

### III. RESEARCH AND TRAINING

Data regarding works written by teachers or students and symposia, seminars or conferences organized by faculties or schools were the main sources from which the questionnaire attempted to derive information on research and training in human rights and medical ethics.

8. Have studies, monographs, etc. on human rights or problems of professional ethics been written within the context of faculties or schools of medicine?

As shown in the table below, which breaks down the replies according to region, in nearly half the institutions (48 per cent), written studies on human rights or medical ethics have been written by teachers.

In nearly one-quarter of the institutions (24 per cent), studies have been written by students, in which case they are usually surveys or reports.

Table 7

Region	Number of replies	Works written by teachers		Works written by students	
		Affirmative replies	%	Affirmative replies	%
Africa	12	2	17	2	17
America	53	31	58	12	23
Asia and Oceania	36	15	42	6	17
Europe	44	22	50	15	34
TOTAL	145	70	48	35	24

9. What are the subjects of the most recent works mentioned by the faculties or schools of medicine?

Initial consideration of the replies reveals that most of the written works, whether theses, dissertations or reference works, articles or handbooks, deal primarily with subjects of medical ethics, and that only much more rarely do they deal specifically with questions of human rights.

Quite a considerable number of publications deal with general questions of professional ethics or subjects such as the history of medicine, the philosophy of medicine, or basic problems such as relations between science and values, or respect for the patient as a human being.

The specific subjects of the works most often mentioned include: abortion, contraception, artificial insemination, euthanasia and the definition of death. Medical experiments on human beings, organ transplants and the choice of recipients are also the subject of various studies, as are, in particular, doctor-patient relations, enlightened consent and professional secrecy. Other studies again deal with psychiatry from the point of view of medical ethics (brain surgery, for example).

In the context of this survey, it may be particularly worthy of note that a number of written works deal specifically with the problems surrounding the teaching of medical ethics. This concern is strongest in North America, especially in the United States, but also in Canada where, in a faculty in Quebec, studies have been written on the "Pitfalls of ethics teaching in a faculty of medicine".

Lastly, it is not unimportant to note the few publications which deal specifically with human rights in relation to the practice of medicine, such as:

"Is there a system of human rights?", published in the United States;

"Human Rights and Principles of Medicine", published by a faculty of medicine in Japan; and

"Human Rights", published in Ireland.

10. Have questions bearing on human rights and medical ethics been discussed at symposia, seminars, round tables, conferences, refresher courses, meetings, etc. organized within the framework of faculties or schools of medicine?

On the strength of the replies obtained, we may note that 57 per cent of the faculties or schools of medicine have organized such meetings on the subject of medical ethics and human rights, while 34 per cent state that none has taken place. We find that initiatives in this field have been most frequent in America, followed by Europe.

The data supplied by a number of respondents reveal such meetings to be widely divergent in kind. They may be symposia of a more or less academic nature (sometimes organized in co-operation with another faculty, of law or theology, for example), or regular (e.g. monthly) conferences or seminars held as follow-ups to courses or in the context of a clinical approach.

We also find that, in a number of cases, the meetings in question take the form of fairly informal seminars organized by the students themselves or by a students' association, and aimed specifically at the students and teachers of the faculty or school of medicine, or at the campus as a whole, or, alternatively, at the general public.

11. What are the themes of such symposia, seminars, conferences, refresher courses, etc.?

The themes chosen for these various types of meeting usually cover the subjects discussed in lectures (cf. item 3 above) or in written studies (cf. item 9 above).

Although a problem of medical ethics nearly always provides the focal point of these meetings, the themes are nevertheless approached from a "human rights angle" in a number of cases, especially at teach-ins, open to students and to the general public; thus we encounter such subjects as "the right to die", "the right to medical treatment", "the right to know the truth", etc.

The subjects also reveal the same interest in questions concerning the teaching of professional ethics in faculties or schools of medicine which was apparent in the written studies examined above. Several symposia on the problems raised by "medical education" and educational approaches to medical ethics have been attended by teachers and specialists in various disciplines and from various faculties or schools.

Special mention should be made of a symposium organized jointly by a faculty of medicine and a faculty of law in France, which dealt specifically with "human rights in relation to life and death" (the right to life and the various forms of fertilization; human rights and the individual as a set of components; the right to die; the right to the body; the rights of the sick person faced with new therapeutic procedures).

#### IV. NEED FOR AND OBJECTIVES OF TEACHING

This last part of the questionnaire is particularly important, since its purpose is to collect opinions (and information) on the need to develop the teaching of human rights and medical ethics, the conditions of its organization, priority subjects for teaching, the interest encountered among students and, lastly, the organization of co-operation with a view to the development of teaching.

12. Is it desirable to develop the teaching of human rights and medical ethics in faculties or schools of medicine?

This question elicited very broadly affirmative replies, since almost three-quarters of the respondents (72 per cent) stated that it was desirable to develop such teaching, whereas only 20 per cent considered that it was not necessary to develop it because it was already sufficiently developed. A very small number of respondents (2 per cent) took the view that it was not necessary to develop such teaching because it was not indispensable. The table below shows the breakdown of replies according to region.

Table 8

Region	Total number of replies	YES	%	NO because such teaching is sufficiently developed	%	NO because such teaching is not indispensable	No reply
Africa	12	8	66	4	33	0	0
America	53	45	85	5	9	0	3
Asia and Oceania	36	28	78	6	17	0	2
Europe	44	23	52	14	32	3	4
TOTAL	145	104	72	29	20	3 (■ 2%)	9

If we refer to the replies given by each faculty or school to the earlier questions, which provide information on the present state of teaching, we find that, to some extent, the faculties or schools that already provide a minimum of teaching on human rights or medical ethics are those that wish to develop such teaching further.

Conversely, in a number of cases, where the teaching of human rights in particular has scarcely begun, the need for development seems less obvious and the desire for it is not strongly felt.

There are, of course, exceptions, particularly "young" faculties or schools which have not yet had an opportunity to develop such teaching, but which are all the more anxious to do so.

With a view to possible follow-up action on this survey, it should be noted, chiefly, that a very significant number of institutions (nearly three-quarters of the respondents) wish to do more with regard to the teaching of human rights and medical ethics.

The needs expressed in this connection are altogether in keeping with the keen and very widespread interest aroused by questions of human rights and medical ethics among students, as may be seen below from the replies to question 16.

13. Is it preferable that such teaching should be given  
 - as part of other already existing courses?  
 - in the form of a special course on human rights and  
questions of medical ethics?

Approximately 47 per cent of respondents said that they were in favour of the teaching of human rights and medical ethics as part of other, already existing courses, whereas approximately 18.5 per cent think that such teaching should be given in the form of a special course.

It should be stated immediately that a considerable number of respondents, viz. 18 per cent, indicated that they thought such teaching should be given both as part of existing courses and in a special course on human rights and medical ethics. It appears that preference for such "combined" teaching is most common in America (in 32 per cent of cases), whereas in Europe that was the choice least favoured (in 4 per cent of cases only).

Certain respondents enlarged on their choice, observing that although subjects related to human rights and medical ethics should be "concentrated" in one or more special courses, such questions should also "permeate" all medical teaching and particularly clinical teaching. Others again said that a special course might be developed on an optional basis, or alternatively that such a special course should concern only medical ethics. Altogether, we find that 36.5 per cent of respondents are in favour of a special course on human rights and medical ethics, while, for half that number, such a course would not exclude teaching on these subjects as part of other, existing courses.

14. Should teaching of human rights and of the disciplines related to  
medical ethics be provided: - at the beginning of the syllabus?  
 - at the end of the syllabus?  
 - at the beginning and end of the syllabus?  
 - throughout the syllabus?



A strong majority emerges: 61 per cent of respondents consider that such teaching should be provided throughout the syllabus, whereas 20 per cent think that it should be provided both at the beginning and at the end. A very small number of replies place such teaching either at the beginning of the syllabus (5 per cent), or at the end (7 per cent).

These replies clearly bring out the importance that is attached to the teaching of human rights and of medical ethics, since they indicate that it should be provided continuously, or at least at the most crucial points of the syllabus, namely, both at the beginning and at the end.

The various comments put forward on this question tend to stress the period of clinical teaching, in which practice and specific cases lead to the most satisfactory development of the study of questions relating to human rights and medical ethics and their real implications. It is stated more than once that the fundamental principles of medical ethics should be tackled right at the beginning of the syllabus and gradually developed thereafter, taking account of the student's own growth to maturity and personal experience.

In short, at the very beginning of the syllabus, the student should be initiated in, and made aware of, the principles and general problems of human rights and medical ethics, and should be led gradually and continuously to confront more specific questions, directly connected with medical practice, which prepare him to take up his responsibilities.

15. Which are the subjects relating to human rights and medical ethics that should be taught in a faculty or school of medicine?

This question, which gives a check-list of eleven subjects (by no means an exhaustive list) was designed both to clarify priorities and to identify the specific human rights that are most directly involved in teaching and research for a faculty or school of medicine.

On initial examination, the replies indicate that all the subjects listed should be taught, since, as some respondents state, all are important. However, priority is given to subjects falling under six of the headings, in as much as approximately three-quarters of the respondents select them. These are, firstly, the rights of the sick person (82 per cent of replies), followed by: medical experiments (78 per cent), the right to life (76 per cent), the right to health (73 per cent), the relations between health and society (69 per cent) and the right to privacy (67 per cent).

Thereafter, approximately half the replies select: freedom of conscience (57 per cent), physical integrity (53 per cent) and the right to work (47 per cent).

Finally, protection against torture (38 per cent) and medicine in wartime (32 per cent) are the subjects least frequently chosen.

If we examine the explanatory comments and additional information supplied by a number of respondents, we find that the rights of the dying person attract the keenest concern: a dignified death, euthanasia and whether or not a terminally sick person should be kept alive by artificial means.

Then come the rights of the "ordinary" sick person: the right to be properly informed (diagnosis, treatment, risks, etc.), the right to participate in decision-making or to refuse treatment or an operation, freedom of conscience, the right to expect the doctor to abide by the terms of the treatment contract, confidentiality, etc.

There are also the human rights of the human being as an experimental subject (for therapeutic or other purposes) and the rights of the individual to medical treatment, to free and equal access to treatment, to equality in the choice of treatment, and to the benefits of scientific advances in the field of health.

Finally, we come to such social dimensions as the right to a medical benefits scheme, family planning, the health needs of society, advertising about medicines, the right to a healthy environment, and the right to leisure and participation in sports activities.

By and large, it may be noted that little attention is paid to the role and responsibility of the doctor and medical staff in exceptional situations such as those giving rise to the practice of torture and other forms of inhuman or degrading punishment or cruel treatment, or situations occurring in wartime. In this connection, specific mention should be made of two subjects listed by two faculties of medicine: "Medicine during disasters" and "Psychocrats and Healthocrats: Obedience to Illegitimate Authority".

16. Speaking generally, what interest do students take in these questions?

The great majority of replies indicate that students take a keen and sustained interest in questions connected with human rights and medical ethics. Some replies speak for themselves and need no comment: "highly interested", "great interest", "keen interest", "active participation and enthusiastic response", "students are interested and would welcome such teaching", "increasingly, enthusiastic and informed interest", "considerable interest", "hay mucho interés", "intérêt très grand", "intérêt très élevé", "intérêt vif et réel", etc.

A fairly significant number of respondents state that this interest is most often apparent outside the confines of theoretical lectures, and is expressed when a study is made of situations and specific cases are cited, based on clinical practice.

This interest may find expression both in the organization of symposia, conferences and meetings and in publications (periodicals, for example) on which students collaborate and which concern problems involving human rights and medical ethics.

Interest may be greater when a question deals with a topical subject, particularly to do with legislation, e.g. when a bill on abortion is brought before the legislature. But in general terms a good many students are concerned to know "what to do and what not to do" in their work as doctors.

In the light of the replies, it seems that the questions most "in favour" among students are: the rights of the sick person, the relations between health and society, medical experiments on human beings, the right to health, the right to life and the right to privacy.

It may be of interest to note that one faculty of medicine sent out a questionnaire to all its students in an attempt to find out which subjects of medical ethics were of most interest to them, with a view to organizing a series of seminars in that field.

17. Do faculties or schools of medicine think it desirable to organize co-operation in order to develop education, research and training in the field of human rights and medical ethics?

Here again, the great majority of replies are in the affirmative, whether or not the institutions concerned already have connections with other institutions or organizations.

The quantitative variations in the preferences expressed for co-operation with one type of institution or organization rather than another are not sufficiently marked to warrant an interpretation. We can say that, in general, faculties or schools of medicine think it desirable to organize co-operation both with other faculties or schools of medicine and with other foreign university-level institutions (to a much more limited extent, however), international organizations such as WHO and Unesco and "academic" non-governmental organizations such as the International Organization for Medical Physics and the International Institute of Human Rights.

Apart from the "partners" that are contemplated, it should be noted in particular that there is a wide measure of agreement regarding the need to co-operate in order to develop teaching, research and training in human rights and professional ethics in faculties or schools of medicine.

ANNEX I

INTERNATIONAL INSTITUTE OF HUMAN RIGHTS

INQUIRY CONCERNING THE TEACHING OF HUMAN RIGHTS  
AND PROFESSIONAL ETHICS IN FACULTIES OR  
SCHOOLS OF MEDICINE AND MEDICAL SCIENCES

For the purpose of this questionnaire, human rights include the subject matter covered by:

- the Universal Declaration of Human Rights of 1948, and
- the International Covenants on Human Rights which came into force in 1976, in particular the rights more specifically concerned with the exercise of medicine: the right to life, the right to privacy, freedom of conscience, the right to health, the right to employment. (For more details, see question 15).

NAME AND ADDRESS OF FACULTY OR SCHOOL: \_\_\_\_\_

I. TEACHING SYLLABUS

1. Does your Faculty or School syllabus include teaching concerning:

- 1.1 - Human Rights? ☐ Yes ☐ No
- 1.2 - Medical Ethics? ☐ Yes ☐ No

(If no, please go straight on to question 6).

2. If so, is such teaching given in courses on:

	year or stage of syllabus	no. of hours per year	is this course		
			compulsory	optional	optional alternative
2.1 <input type="checkbox"/> FORENSIC MEDICINE					
2.2 <input type="checkbox"/> MEDICAL LAW					
2.3 <input type="checkbox"/> SOCIAL LEGISLATION					
2.4 <input type="checkbox"/> HEALTH ECONOMICS					
2.5 <input type="checkbox"/> MEDICAL PSYCHOLOGY					
2.6 <input type="checkbox"/> DEONTOLOGY					
2.7 <input type="checkbox"/> OTHER COURSES Which ones?					

3. What are the main subjects relating to human rights and medical ethics dealt with in the course of courses mentioned?

(You are requested, in so far as this is possible, to send the syllabus of the course and the name (or names) of the teacher (or teachers)).

4. Is there in your Faculty or School a special course devoted to the teaching of human rights and medical ethics?

☐ Yes

☐ No

## II. PRACTICAL ORGANIZATION OF TEACHING

5. For the purpose of providing instruction on human rights and medical ethics, is the teaching staff of your Faculty or School

- 5.1 - sufficient in number

☐ Yes

☐ No

- 5.2 - sufficiently trained

☐ Yes

☐ No

6. Is the library of your Faculty or School able to provide reference works and documents

- 6.1 - on human rights?

☐ Yes

☐ No

- 6.2 - on medical ethics?

☐ Yes

☐ No

7. With a view to developing the teaching of human rights and medical ethics, does your Faculty or School co-operate with

- 7.1 ☐ other Faculties or Schools of Medicine or Medical Sciences?

- 7.2 ☐ other institutions or teaching units (Law, Humanistic Sciences, Arts, Science, etc.)?

## III. RESEARCH AND TRAINING

8. Have studies, monographs, etc., on human rights or problems of professional ethics been written within the context of your Faculty or School

- 8.1 - by members of the teaching staff

☐ Yes

☐ No

- 8.2 - by students (dissertation, thesis)?

☐ Yes

☐ No

9. If so, can you mention the most recent such works, indicating also those that have been published? (Append additional sheets, as necessary).

10. Have questions bearing on human rights and medical ethics been discussed at symposia, seminars, round tables, conferences, refresher courses, meetings, etc. organized within the framework of your Faculty or School?

☐ Yes ☐ No

11. If so, can you specify the title, theme and date of such symposia, etc.? (Append additional sheets, as necessary.)

IV. NEED FOR AND OBJECTIVES OF TEACHING

12. Do you consider it desirable to develop the teaching of human rights and medical ethics in your Faculty or School?

☐ Yes ☐ No, because such teaching is already sufficiently developed  
☐ No, because such teaching is not indispensable

13. Do you think it preferable that such teaching should be given

13.1 ☐ as part of other already existing courses?

13.2 ☐ in the form of a special course on human rights and questions of medical ethics?

14. Do you think that teaching of human rights and of the disciplines relating to medical ethics should be provided:

14.1 ☐ at the beginning of the syllabus?

14.2 ☐ at the end of the syllabus?

14.3 ☐ at the beginning and end of the syllabus?

14.4 ☐ throughout the syllabus?

14.5 ☐ other opinions (specify)?

15. Which are the subjects relating to human rights and medical ethics that, in your opinion and according to your experience, should be taught in a Faculty or School of Medicine or Medical Sciences? (The list of human rights given below is by no means exhaustive.)  
Specify these subjects:
- 15.1 - the right to life
  - 15.2 - medical experiments on human beings
  - 15.3 - physical integrity
  - 15.4 - protection against torture
  - 15.5 - freedom of conscience
  - 15.6 - right to privacy
  - 15.7 - rights of the sick person
  - 15.8 - right to health
  - 15.9 - right to work
  - 15.10 - health and society
  - 15.11 - medicine in wartime
  - 15.12 - additional questions; what are they?
16. Speaking generally, what interests do students take, either individually or as members of associations or groups, in all these questions or some of them?
17. In order to develop education, research and training in the field of human rights and medical ethics, do you think it would be desirable to organize co-operation between your Faculty or School and:
- 17.1 ☐ the other Faculties or Schools of Medicine in your country?
  - 17.2 ☐ other university institutions in your country?
  - 17.3 ☐ foreign university institutions?
  - 17.4 ☐ international organizations such as WHO and UNESCO?
  - 17.5 ☐ "academic non-governmental organizations such as the Council for International Organizations of Medical Sciences (CIOMS) or the International Institute of Human Rights?

Date \_\_\_\_\_

Name and position of the person who has filled up this questionnaire:

\_\_\_\_\_

\_\_\_\_\_

ANNEX II

LIST BY REGION AND COUNTRY  
OF THE FACULTIES AND SCHOOLS OF MEDICINE AND MEDICAL SCIENCES  
WHICH ANSWERED THE QUESTIONNAIRE

AFRICA: 12 replies

South Africa

Faculty of Medicine, University of Orange Free State, Bloemfontein.  
Faculty of Medicine, University of Natal, Congella.  
Faculty of Medicine, University of the Witwatersrand, Johannesburg.

Egypt

Faculty of Medicine, University of Assiut, Assiut.

Ghana

University of Ghana, Medical School, Accra.

Kenya

Faculty of Medicine, University of Nairobi, Nairobi.

Socialist People's Libyan Arab Jamahiriya

Faculty of Medicine, University of Garyonnis, Benghazi.

Nigeria

Faculty of Medicine, University of Ibadan, Ibadan.  
College of Medicine, University of Lagos, Lagos.

Senegal

Faculté de Médecine et de Pharmacie, Université de Dakar, Dakar.

Zaire

Faculté de Médecine, Université nationale du Zaïre, Kinshasa.  
Faculté de Médecine, Campus de Kisangani, Kisangani.

AMERICA: 53 replies

Brazil

School of Medical Sciences of Volta Redonda, Atterado, Volta Redonda.  
Faculty of Medical Sciences of Minas Gerais, Belo Horizonte, Minas Gerais.  
Faculty of Medicine, University of Campinas, Campinas, São Paulo.  
Faculty of Medicine, Federal University of Goiás, Goiânia, Goiás.  
Faculty of Medicine, Federal University of Pelotas, Pelotas, R.S.  
School of Medicine and Public Health, Catholic University of Salvador, Bahia.  
School of Medicine and Surgery, University of Uberlândia, Uberlândia, Minas Gerais.



Canada

Faculty of Health Sciences, McMaster University, Hamilton, Ontario.  
Faculty of Medicine, McGill University, Montreal, Quebec.  
Faculté de Médecine, Université Laval, Québec, Québec.  
Faculté de Médecine, Université de Sherbrooke, Sherbrooke, Québec.  
Faculty of Medicine, Memorial University of Newfoundland, St. John's, Newfoundland.  
Faculty of Medicine, University of Toronto, Toronto, Ontario.  
Faculty of Medicine, University of Manitoba, Winnipeg, Manitoba.

Chile

Facultad de Ciencias de la Salud, Universidad de Chile, Valparaíso.

Colombia

Facultad de Medicina, Universidad de Valle, Cali.

Nicaragua

Facultad de Medicina, Universidad Nacional Autónoma de Nicaragua, León.

United States of America

School of Medicine, University of New Mexico, Albuquerque, New Mexico.  
Medical College of Georgia, School of Medicine, Augusta, Georgia.  
School of Medicine, University of Maryland, Baltimore, Maryland.  
School of Medicine, Boston University, Boston, Massachusetts.  
School of Medicine, State University of New York at Buffalo, Buffalo, New York.  
Chicago College of Osteopathic Medicine, Chicago, Illinois.  
University of Illinois Medical Center, Chicago, Illinois.  
School of Medicine, Case Western Reserve University, Cleveland, Ohio.  
School of Medicine, University of Colorado, Denver, Colorado.  
Duke University Medical Center, Durham, North Carolina.  
University of Texas Medical Branch, Galveston, Texas.  
School of Medicine, University of Hawaii, Honolulu, Hawaii.  
College of Medicine, University of California, Irvine, California.  
School of Medicine, University of California at San Diego, La Jolla, California.  
School of Medicine, University of Southern California, Los Angeles, California.  
School of Medicine, University of Wisconsin, Madison, Wisconsin.  
University of Tennessee Center for the Health Sciences, Memphis, Tennessee.  
College of Osteopathic Medicine, Michigan State University, Michigan, Michigan.  
Medical School, University of Minnesota, Minneapolis, Minnesota.  
School of Medicine, West Virginia University, Morgantown, Virginia.  
Cornell University Medical College, New York, New York.  
Mount Sinai School of Medicine, New York, New York.  
Creighton University, School of Medicine, Omaha, Nebraska.  
College of Medicine, University of Nebraska, Omaha, Nebraska.  
The Medical College of Pennsylvania, Philadelphia, Pennsylvania.  
School of Medicine, University of Pittsburgh, Pittsburgh, Pennsylvania.  
School of Medicine, Medical College of Virginia, Richmond, Virginia.  
College of Medicine, University of Utah, Salt Lake City, Utah.  
University of Texas Health Science Center, San Antonio, Texas.  
School of Medicine, University of Puerto Rico, San Juan, Puerto Rico.  
School of Medicine, Stanford University, Stanford, California.  
College of Medicine, University of Arizona, Tucson, Arizona.  
Howard University, College of Medicine, Washington, D.C.  
The Bowman Gray School of Medicine, Winston-Salem, North Carolina.  
University of Massachusetts Medical Center, Worcester, Massachusetts.

Venezuela

Facultad de Medicina, Universidad Central de Venezuela, Caracas.

ASIA AND OCEANIA: 36 replies

Afghanistan

Faculty of Medicine, Nangrahar University, Jalalabad.

Australia

Faculty of Medicine, University of Queensland, Herston.  
Faculty of Medicine, University of Tasmania, Hobart.  
Faculty of Medicine, University of Melbourne, Parkville.

Hong-Kong

Faculty of Medicine, University of Hong-Kong, Hong-Kong.

India

St. John's Medical College, Bangalore University, Bangalore.  
Medical College, Uktal University, Berhampur.  
Lady Hardinge Medical College, Delhi University, New Delhi.

Indonesia

Faculty of Medicine, Sriwijaya University, Palembang.  
Faculty of Medicine, University of Airlangga, Surabaya.  
Faculty of Medicine, Gadjah Mada University, Yogyakarta.

Iran

Faculty of Medicine, University of Tehran, Tehran.

Iraq

Baghdad Medical College, University of Baghdad, Baghdad.  
Mosul Medical College, University of Mosul, Mosul.

Japan

School of Medicine, Hiroshima University, Hiroshima.  
School of Medicine, Niigata University, Niigata.  
Kawasaki Medical School, Okayama.  
Medical School, Osaka University, Osaka.  
School of Medicine, Hokkaido University, Sapporo.  
Faculty of Medicine, Tokio Medical and Dental University, Tokio.  
School of Medicine, Jutendo University, Tokyo.  
School of Medicine, Nihon University, Tokyo.  
The Tokyo Women's Medical College, Tokio.  
Tokyo Medical College, Tokyo.  
Wakayama Kenritsu Ikadaigaku, Wakayama-shi.

Republic of Korea

Medical School, Chon-Nam University, Kwangju.

Laos

Ecole de Médecine, Vientiane.

Lebanon

Faculté de Médecine, Université St. Joseph, Beyrouth.

New Zealand

School of Medicine, University of Auckland, Auckland.  
Medical School, University of Otago, Dunedin.

Papua-New Guinea

Faculty of Medicine, University of Papua-New Guinea, Boroko.

Philippines

College of Medicine, University of the Philippines, Manila.

Taiwan

Medical Faculty of China Medical College, Taichung.  
College of Medicine, National Taiwan University, Taipei.

Thailand

Faculty of Medicine, Chulalongkorn University, Bangkok.  
Faculty of Medicine, Chiang May University, Chiang May.

EUROPE: 44 replies

Belgium

Faculté de Médecine et de Pharmacie, Université Libre de Bruxelles, Bruxelles.  
Faculté de Médecine et de Pharmacie, Vrije Universiteit Brussel, Bruxelles.  
Faculté de Médecine, Université catholique de Louvain, Louvain.  
Faculté de Médecine, Facultés universitaires Notre-Dame de la Paix, Namur.

Denmark

Faculty of Medicine, Kobenhavns University, Kobenhavns.  
Faculty of Medicine, Odense University, Odense.

Finland

Faculty of Medicine, University of Turku, Turku.

France

Faculté de Médecine, Université de Besançon, Besançon.  
Faculté de Médecine, Université de Grenoble, Grenoble.  
Faculté de Médecine et de Pharmacie, Université de Limoges, Limoges.  
Faculté de Médecine, Université de Montpellier, Montpellier.  
Faculté des Sciences pharmaceutiques et biologiques, Université de Nancy, Nancy.  
Faculté de Médecine et de Pharmacie, Université de Rouen, Rouen.

Germany, Federal Republic of

Medical Faculty, University of Köln, Köln.  
Faculty of Medicine, Johannes-Gutenberg University, Mainz.

Ireland

Faculty of Medicine, University College, Cork.  
Faculty of Medicine, Royal College of Surgeons in Ireland, Dublin.  
Medical School, University College, Dublin.

Italy

Faculty of Medicine and Surgery, University of Pisa, Pisa.  
Faculty of Medicine and Surgery, University of Trieste, Trieste.

Netherlands

Faculty of Medicine, Vrije University, Amsterdam.  
Medical Faculty, Erasmus University, Rotterdam.

Norway

Faculty of Medicine, University of Oslo, Oslo.

Poland

Academy of Medicine, Wroclaw.

Romania

Institute of Medicine and Pharmacy, Bucharest.  
Institute of Medicine and Pharmacy, Cluj.  
Institute of Medicine and Pharmacy, Tirgu-Mures.

Spain

Facultad de Medicina, Universidad de Valladolid, Valladolid.

Sweden

Faculty of Medicine, Linköping University, Linköping.  
Faculty of Medicine, Umeå University, Umeå.

Switzerland

Faculté de Médecine, Université de Bâle, Bâle.  
Faculté de Médecine, Université de Berne, Berne.  
Faculté de Médecine, Université de Lausanne, Lausanne.

United Kingdom of Great Britain and Northern Ireland

Faculty of Medicine, University of Aberdeen, Aberdeen.  
Faculty of Medicine, Queen's University of Belfast, Belfast.  
The Medical School, the University of Birmingham, Birmingham.  
Faculty of Medicine, University of Bristol, Bristol.  
School of Clinical Medicine, University of Cambridge, Cambridge.  
Welsh National School of Medicine, Cardiff.  
Faculty of Medicine, University of Edinburgh, Edinburgh.  
Faculty of Medicine, University of Glasgow, Glasgow.  
School of Medicine, University of Leeds, Leeds.  
St. Thomas' Hospital, Medical School, University of London, London.  
Medical School, University of Oxford, Oxford.

ANNEX IV

*Objectives*

1.5 & 2.3 **Education and information concerning human rights, peace and international understanding**

1/1.5 & 2.3/1 *The General Conference:*

1. *Authorizes* the Director-General to undertake activities contributing to the achievement of Objectives 1.5 (Promotion of education and wider information concerning human rights) and 2.3 (Development of school and out-of-school programmes as well as of information aimed at furthering peace and international understanding) under the following themes:
  - 'Implementation of the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms'
  - 'Improvement of school curricula and teaching materials'
  - 'Renewal of the Associated Schools Project';
2. *Invites* the Director-General, in carrying out the above-mentioned activities:
  - (a) to promote, in co-operation with Member States, the development of education for international understanding, co-operation and peace and respect for human rights and fundamental freedoms in all subjects at all levels and in all forms of education and to take special account of the role of teachers, school curricula and programmes, textbooks and teaching materials, and of the need for concerted action by all those engaged in education and training;
  - (b) to promote in education the implementation of the aims identified in the final document of the Special Session of the United Nations General Assembly devoted to Disarmament within Unesco's fields of competence;
  - (c) to support concrete innovative projects on the local and national level in Member States and to disseminate the results of these projects;
  - (d) to prepare a plan showing how to develop analytical methods of reporting on measures taken by Member States concerning the implementation of the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms;
  - (e) to promote international education in institutions of higher education in general, paying special attention to the training of educational personnel;
  - (f) to evaluate the working methods and educational content of the Associated Schools Project by external evaluators, on the basis of the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms;
  - (g) to undertake, within the framework of existing resources, the evaluation of Unesco's educational programme and other relevant programmes from the point of view of the implementation of the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms and to present a report on this evaluation to the twenty-second session of the General Conference;
  - (h) to encourage the full accomplishment of these tasks, which should be a main concern of Unesco and an important part of the preparation and holding of the International Year of the Child, 1979.

*Objective 1.1*    **Respect for human rights**

*3/1.1/1*    *The General Conference*

*Authorizes* the Director-General to carry out activities designed to contribute to the attainment of Objective 1.1 (Promotion of research on measures aimed at assuring human rights and fundamental freedoms both for individuals and groups, on the manifestations, causes and effects of the violation of human rights, with particular reference to racialism, colonialism, neo-colonialism and apartheid, as well as on the application of the rights to education, science, culture and information and the development of normative measures to further these rights) under the following themes:

‘Better understanding of the main socio-economic processes and juridical and ideological concepts at work in situations of violation of human rights coming within Unesco’s field of competence, in particular situations of apartheid, racial discrimination, colonialism and neo-colonialism’

‘Improved understanding of the functioning of the principal types of multi-ethnic societies and the ideological and cultural aspects of ethnic awareness’

‘Clarification of the relationships between certain socio-economic and cultural phenomena, including juridical and political concepts, and the exercise of human rights’

‘Expansion of university courses and research programmes on human rights’

‘Standard-setting activity in matters of human rights in particular to facilitate the framing of legislation by each country guaranteeing minimum legal security to every individual’,

in such a way that the activities carried out in these different areas help to:

- (a) strengthen Unesco’s role as the Organization which has major responsibilities within the United Nations system in the field of studies and research, particularly in regard to the philosophical significance of human rights and the study of new fields in which new human rights might possibly be identified, if awareness of the need for them were established at the international level;
- (b) promote philosophical and interdisciplinary research aimed at elucidating the ethnical foundations and the socio-historical and intellectual bases of human rights;
- (c) strengthen co-operation with other organs of the United Nations system in the implementation of instruments and procedures concerning the assurance of human rights;
- (d) intensify collaboration with non-governmental organizations, professional groups and university circles with a view to developing education relating to human rights, both for the university public in general and in order to meet the specific needs of certain fields or professions and those of the different regions of the world;
- (e) apply the procedure laid down by the Executive Board at its 104th session for handling communications addressed to Unesco on cases and questions involving human rights in Unesco’s fields of competence.

*3.1.1.2*    **DECLARATION ON RACE AND RACIAL PREJUDICE**

*Preamble*

The General Conference of the United Nations Educational, Scientific and Cultural Organization, meeting at Paris at its twentieth session, from 24 October to 28 November 1978,

*Whereas* it is stated in the Preamble to the Constitution of Unesco, adopted on 16 November 1945, that ‘the great and terrible war which has now ended was a war made possible by the denial of the democratic principles of the dignity, equality and mutual respect of men, and by the propagation, in their place, through ignorance and prejudice, of the doctrine of the inequality of men and races’, and *whereas*, according to Article I of the said Constitution, the purpose of Unesco ‘is to contribute to peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law

and for the human rights and fundamental freedoms . . . which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations’,

*Recognizing* that, more than three decades after the founding of Unesco, these principles are just as significant as they were when they were embodied in its Constitution,

*Mindful* of the process of decolonization and other historical changes which have led most of the peoples formerly under foreign rule to recover their sovereignty, making the international community a universal and diversified whole and creating new opportunities of eradicating the scourge of racism and of putting an end to its odious manifestations in all aspects of social and political life, both nationally and internationally,

*Convinced* that the essential unity of the human race and consequently the fundamental equality of all human beings and all peoples, recognized in the loftiest expressions of philosophy, morality and religion, reflect an ideal towards which ethics and science are converging today,

*Convinced* that all peoples and all human groups, whatever their composition or ethnic origin, contribute according to their own genius to the progress of the civilizations and cultures which, in their plurality and as a result of their interpenetration, constitute the common heritage of mankind,

*Confirming* its attachment to the principles proclaimed in the United Nations Charter and the Universal Declaration of Human Rights and its determination to promote the implementation of the International Covenants on Human Rights as well as the Declaration on the Establishment of a New International Economic Order,

*Determined also* to promote the implementation of the United Nations Declaration and the International Convention on the Elimination of all Forms of Racial Discrimination,

*Noting* the International Convention on the Prevention and Punishment of the Crime of Genocide, the International Convention on the Suppression and Punishment of the Crime of Apartheid and the Convention on the Non-Applicability of Statutory Limitations to War Crimes and Crimes against Humanity,

*Recalling also* the international instruments already adopted by Unesco, including in particular the Convention and Recommendation against Discrimination in Education, the Recommendation concerning the Status of Teachers, the Declaration of the Principles of International Cultural Co-operation, the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms, the Recommendation on the Status of Scientific Researchers, and the Recommendation on participation by the people at large in cultural life and their contribution to it,

*Bearing in mind* the four statements on the race question adopted by experts meeting at Unesco,

*Reaffirming* its desire to play a vigorous and constructive part in the implementation of the programme of the Decade for Action to Combat Racism and Racial Discrimination, as defined by the General Assembly of the United Nations at its twenty-eighth session,

*Noting* with the gravest concern that racism, racial discrimination, colonialism and apartheid continue to afflict the world in ever-changing forms, as a result both of the continuation of legislative provisions and government and administrative practices contrary to the principles of human rights and also of the continued existence of political and social structures, and of relationships and attitudes, characterized by injustice and contempt for human beings and leading to the exclusion, humiliation and exploitation, or to the forced assimilation, of the members of disadvantaged groups,

*Expressing its indignation* at these offences against human dignity, *deploring* the obstacles they place in the way of mutual understanding between peoples and *alarmed* at the danger of their seriously disturbing international peace and security,

*Adopts and solemnly proclaims* this Declaration on Race and Racial Prejudice:



#### *Article 1*

1. All human beings belong to a single species and are descended from a common stock. They are born equal in dignity and rights and all form an integral part of humanity.
2. All individuals and groups have the right to be different, to consider themselves as different and to be regarded as such. However, the diversity of life styles and the right to be different may not, in any circumstances, serve as a pretext for racial prejudice; they may not justify either in law or in fact any discriminatory practice whatsoever, nor provide a ground for the policy of apartheid, which is the extreme form of racism.
3. Identity of origin in no way affects the fact that human beings can and may live differently, nor does it preclude the existence of differences based on cultural, environmental and historical diversity nor the right to maintain cultural identity.
4. All peoples of the world possess equal faculties for attaining the highest level in intellectual, technical, social, economic, cultural and political development.
5. The differences between the achievements of the different peoples are entirely attributable to geographical, historical, political, economic, social and cultural factors. Such differences can in no case serve as a pretext for any rank-ordered classification of nations or peoples.

#### *Article 2*

1. Any theory which involves the claim that racial or ethnic groups are inherently superior or inferior, thus implying that some would be entitled to dominate or eliminate others, presumed to be inferior, or which bases value judgements on racial differentiation, has no scientific foundation and is contrary to the moral and ethical principles of humanity.
2. Racism includes racist ideologies, prejudiced attitudes, discriminatory behaviour, structural arrangements and institutionalized practices resulting in racial inequality as well as the fallacious notion that discriminatory relations between groups are morally and scientifically justifiable; it is reflected in discriminatory provisions in legislation or regulations and discriminatory practices as well as in anti-social beliefs and acts; it hinders the development of its victims, perverts those who practise it, divides nations internally, impedes international co-operation and gives rise to political tensions between peoples; it is contrary to the fundamental principles of international law and, consequently, seriously disturbs international peace and security.
3. Racial prejudice, historically linked with inequalities in power, reinforced by economic and social differences between individuals and groups, and still seeking today to justify such inequalities, is totally without justification.

#### *Article 3*

Any distinction, exclusion, restriction or preference based on race, colour, ethnic or national origin or religious intolerance motivated by racist considerations, which destroys or compromises the sovereign equality of States and the right of peoples to self-determination, or which limits in an arbitrary or discriminatory manner the right of every human being and group to full development is incompatible with the requirements of an international order which is just and guarantees respect for human rights; the right to full development implies equal access to the means of personal and collective advancement and fulfilment in a climate of respect for the values of civilizations and cultures, both national and world-wide.

#### *Article 4*

1. Any restriction on the complete self-fulfilment of human beings and free communication between them which is based on racial or ethnic considerations is contrary to the principle of equality in dignity and rights; it cannot be admitted.

2. One of the most serious violations of this principle is represented by apartheid, which, like genocide, is a crime against humanity, and gravely disturbs international peace and security.
3. Other policies and practices of racial segregation and discrimination constitute crimes against the conscience and dignity of mankind and may lead to political tensions and gravely endanger international peace and security.

#### Article 5

1. Culture, as a product of all human beings and a common heritage of mankind, and education in its broadest sense, offer men and women increasingly effective means of adaptation, enabling them not only to affirm that they are born equal in dignity and rights, but also to recognize that they should respect the right of all groups to their own cultural identity and the development of their distinctive cultural life within the national and international context, it being understood that it rests with each group to decide in complete freedom on the maintenance and, if appropriate, the adaptation or enrichment of the values which it regards as essential to its identity.
2. States, in accordance with their constitutional principles and procedures, as well as all other competent authorities and the entire teaching profession, have a responsibility to see that the educational resources of all countries are used to combat racism, more especially by ensuring that curricula and textbooks include scientific and ethical considerations concerning human unity and diversity and that no invidious distinctions are made with regard to any people; by training teachers to achieve these ends; by making the resources of the educational system available to all groups of the population without racial restriction or discrimination; and by taking appropriate steps to remedy the handicaps from which certain racial or ethnic groups suffer with regard to their level of education and standard of living and in particular to prevent such handicaps from being passed on to children.
3. The mass media and those who control or serve them, as well as all organized groups within national communities, are urged—with due regard to the principles embodied in the Universal Declaration of Human Rights, particularly the principle of freedom of expression—to promote understanding, tolerance and friendship among individuals and groups and to contribute to the eradication of racism, racial discrimination and racial prejudice, in particular by refraining from presenting a stereotyped, partial, unilateral or tendentious picture of individuals and of various human groups. Communication between racial and ethnic groups must be a reciprocal process, enabling them to express themselves and to be fully heard without let or hindrance. The mass media should therefore be freely receptive to ideas of individuals and groups which facilitate such communication.

#### Article 6

1. The State has prime responsibility for ensuring human rights and fundamental freedoms on an entirely equal footing in dignity and rights for all individuals and all groups.
2. So far as its competence extends and in accordance with its constitutional principles and procedures, the State should take all appropriate steps, *inter alia* by legislation, particularly in the spheres of education, culture and communication, to prevent, prohibit and eradicate racism, racist propaganda, racial segregation and apartheid and to encourage the dissemination of knowledge and the findings of appropriate research in natural and social sciences on the causes and prevention of racial prejudice and racist attitudes, with due regard to the principles embodied in the Universal Declaration of Human Rights and in the International Covenant on Civil and Political Rights.
3. Since laws proscribing racial discrimination are not in themselves sufficient, it is also incumbent on States to supplement them by administrative machinery for the systematic investigation of instances of racial discrimination, by a comprehensive framework of legal remedies against acts of racial discrimination, by broadly based education and research programmes designed to

combat racial prejudice and racial discrimination and by programmes of positive political, social, educational and cultural measures calculated to promote genuine mutual respect among groups. Where circumstances warrant, special programmes should be undertaken to promote the advancement of disadvantaged groups and, in the case of nationals, to ensure their effective participation in the decision-making processes of the community.

#### *Article 7*

In addition to political, economic and social measures, law is one of the principal means of ensuring equality in dignity and rights among individuals, and of curbing any propaganda, any form of organization or any practice which is based on ideas or theories referring to the alleged superiority of racial or ethnic groups or which seeks to justify or encourage racial hatred and discrimination in any form. States should adopt such legislation as is appropriate to this end and see that it is given effect and applied by all their services, with due regard to the principles embodied in the Universal Declaration of Human Rights. Such legislation should form part of a political, economic and social framework conducive to its implementation. Individuals and other legal entities, both public and private, must conform with such legislation and use all appropriate means to help the population as a whole to understand and apply it.

#### *Article 8*

1. Individuals, being entitled to an economic, social, cultural and legal order, on the national and international planes, such as to allow them to exercise all their capabilities on a basis of entire equality of rights and opportunities, have corresponding duties towards their fellows, towards the society in which they live and towards the international community. They are accordingly under an obligation to promote harmony among the peoples, to combat racism and racial prejudice and to assist by every means available to them in eradicating racial discrimination in all its forms.
2. In the field of racial prejudice and racist attitudes and practices, specialists in natural and social sciences and cultural studies, as well as scientific organizations and associations, are called upon to undertake objective research on a wide interdisciplinary basis; all States should encourage them to this end.
3. It is, in particular, incumbent upon such specialists to ensure, by all means available to them, that their research findings are not misinterpreted, and also that they assist the public in understanding such findings.

#### *Article 9*

1. The principle of the equality in dignity and rights of all human beings and all peoples, irrespective of race, colour and origin, is a generally accepted and recognized principle of international law. Consequently any form of racial discrimination practised by a State constitutes a violation of international law giving rise to its international responsibility.
2. Special measures must be taken to ensure equality in dignity and rights for individuals and groups wherever necessary, while ensuring that they are not such as to appear racially discriminatory. In this respect, particular attention should be paid to racial or ethnic groups which are socially or economically disadvantaged, so as to afford them, on a completely equal footing and without discrimination or restriction, the protection of the laws and regulations and the advantages of the social measures in force, in particular in regard to housing, employment and health; to respect the authenticity of their culture and values; and to facilitate their social and occupational advancement, especially through education.

3. Population groups of foreign origin, particularly migrant workers and their families who contribute to the development of the host country, should benefit from appropriate measures designed to afford them security and respect for their dignity and cultural values and to facilitate their adaptation to the host environment and their professional advancement with a view to their subsequent reintegration in their country of origin and their contribution to its development; steps should be taken to make it possible for their children to be taught their mother tongue.
4. Existing disequilibria in international economic relations contribute to the exacerbation of racism and racial prejudice; all States should consequently endeavour to contribute to the restructuring of the international economy on a more equitable basis.

*Article 10*

International organizations, whether universal or regional, governmental or non-governmental, are called upon to co-operate and assist, so far as their respective fields of competence and means allow, in the full and complete implementation of the principles set out in this Declaration, thus contributing to the legitimate struggle of all men, born equal in dignity and rights, against the tyranny and oppression of racism, racial segregation, apartheid and genocide, so that all the peoples of the world may be forever delivered from these scourges.

*Objectives*

**1.5 & 2.3    Education and information concerning human rights, peace and international understanding**

**3/1.5 & 2.3/1    *The General Conference***

*Authorizes* the Director-General to carry out activities designed to contribute, at the level of the social sciences, to the attainment of Objectives 1.5 (Promotion of education and wider information concerning human rights) and 2.3 (Development of school and out-of-school programmes as well as of information aimed at furthering peace and international understanding), under the following themes:

‘Implementation of the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms’

‘Improvement of school curricula and teaching materials and elaboration within the national framework, as far as necessary, on the basis of relevant research and studies, of teaching programmes, taking into account the cultural context of the various countries’

‘Intensification of information activities for the promotion of human rights, peace and international understanding’,

in such a way that the activities are co-ordinated with those set out in Chapter 1 (Education) and that they also implement the recommendations of the International Congress on the Teaching of Human Rights, held in Vienna (Austria) in September 1978, and the Final Document of the Special Session of the United Nations General Assembly on Disarmament in the whole context of the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms.

**3/1.5 & 2.3/2    *The General Conference,***

*Bearing in mind* Article I of Unesco’s Constitution, which stipulates that the Organization’s purpose is ‘to contribute to peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law and for human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations’,

*Considering* that education concerning human rights and the teaching thereof should be developed at all levels of both formal and non-formal education, so as to constitute genuine lifelong education for all men and women of all countries, regardless of their legal, social or political status,

*Considering* that such education and such teaching are capable of making an essential contribution to the maintenance and promotion of peace as well as to economic development and social progress in the world,

*Noting* that account should be taken in the teaching of human rights of the fact that massive, flagrant and systematic violations of human rights constitute a threat to the peace and security of peoples,

*Recognizing* that Unesco possesses in this field a specific competence which the Vienna International Congress on the Teaching of Human Rights (12-16 September 1978) helped to clarify,

*Noting* with interest the principles which should underlie the teaching of human rights and recommendations aimed at developing such teaching, as set forth in the Final Document of the Vienna International Congress,

1. *Congratulates* the Director-General on the concrete, efficacious contribution thus made towards the commemoration of the thirtieth anniversary of the Universal Declaration of Human Rights;

2. *Invites* the Director-General:

- (a) to develop projects relating to the teaching of human rights on the basis of the recommendations annexed to the Final Document of the Vienna International Congress;
- (b) to make additional resources available for this purpose, through such savings as can be made and by giving high priority in the Organization's Programme to the teaching of human rights, while at the same time inviting Member States to contribute supplementary funds with the purpose of financing an expanded programme on human rights education for 1979-1980 and exploring the possibility of setting up, within the framework of Unesco, a voluntary fund for the development of knowledge of human rights through teaching and information whose purpose it would be to serve the entire United Nations system, Member States and all governmental and non-governmental institutions concerned.