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HUMAN RIGHTS COUNCIL  
Advisory Committee  
First session  
Agenda item 3

**REQUESTS TO THE ADVISORY COMMITTEE STEMMING  
FROM HUMAN RIGHTS COUNCIL RESOLUTIONS**

**Mr. Emmanuel Decaux, Mr. Héctor Felipe Fix Fierro, Mr. Vladimir Kartashkin,  
Ms. Purificacion Valera Quisumbing, Ms. Halima Embarek Warzazi:  
draft proposal**

**1/... Drafting group on human rights education and training**

*The Human Rights Council Advisory Committee,*

*Welcoming* the request by the Human Rights Council in its resolution 6/10, entitled “United Nations declaration on human rights education and training”, in which the Council requested the Advisory Committee to prepare a draft declaration on human rights education and training, to be presented to the Council for its consideration,

*Acknowledging* that, to this end, the Advisory Committee was requested to seek the views and inputs of Member States, relevant international and regional organizations, the Office of the United Nations High Commissioner for Human Rights, national human rights institutions as well as civil society organizations, including non-governmental organizations, on the possible elements of the content of the declaration and to take into account existing relevant instruments,

*Also acknowledging* that the Advisory Committee was requested to present a progress report to the Council at its session in March 2009, containing the elements of the draft declaration on human rights education and training,

1. *Entrusted* a drafting group with the task of undertaking preparatory work for consideration by the Advisory Committee;
2. *Appointed* the following members of the Advisory Committee as members of the drafting group: Emmanuel Decaux, Héctor Felipe Fix Fierro, Vladimir Kartashkin, Purificacion V. Quisumbing and Halima Embarek Warzazi;
3. *Notes* that the drafting group elected Ms. Warzazi as Chairperson and Mr. Decaux as Rapporteur of the drafting group;
4. *Notes also* that the drafting group held five meetings, including an exchange of views with various stakeholders, in particular with interested non-governmental organizations, during the first session of the Advisory Committee;
5. *Welcomes* the paper prepared by the drafting group, annexed to the present recommendation, containing the elements of the conceptual framework for further work and consultations;
6. *Encourages* the drafting group to continue its preparatory work, with a view to submit further elements to the Advisory Committee at its the next session.

**Annex**

**HUMAN RIGHTS COUNCIL ADVISORY COMMITTEE**

**DRAFTING GROUP ON HUMAN RIGHTS  
EDUCATION AND TRAINING**

**Elements of the conceptual framework for further work and consultations  
in implementation of Human Rights Council resolution 6/10**

**12.08.08**

**Article 26 UDHR**

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
3. Parents have a prior right to choose the kind of education that shall be given to their children.

## **I. CONSULTATIONS:**

### **Meeting with UNESCO:**

- To be conducted by the Rapporteur

### **Consultations with:**

- Member States of the United Nations
- Stakeholders (international organizations, regional organizations, NGOs, civil society organizations, ...)
- Special targets:
  - NHRIs
  - UNESCO Chairs, universities, “pedagogical sciences”
  - Trade unions of teachers/educators
  - Inter-Parliamentarian Union (IPU)
  - Networks of jurists

### **Issues:**

- Good practices, difficulties, gaps
- Innovative, creative, practical communication tools
- Effectiveness of the Decades and the World Programme for Human Rights Education

### **Ways:**

- Questionnaire(s)
- Website on the OHCHR Extranet

## II. ELEMENTS: conceptual framework

A declaration which will make a difference

### A. *General guidelines*

1. Legal basis: UN Charter and Universal Declaration, International Covenants on Human Rights, and all the relevant instruments of international and regional organizations.
2. UNESCO declarations<sup>1</sup> (soft law)
3. International obligations (hard law)
  - Education, according to article 26 (1) of the Universal Declaration on Human Rights, and effectiveness: Millennium Development Goals
  - HR education as a human right, according to article 26 (2) of the Universal Declaration on Human Rights
  - Nature of obligations: promote, respect, protect, fulfil
  - Duty-bearers: international organizations, States, Non-State actors: academic institutions, media, enterprises, etc.
  - Objectives: education, training, information, awareness, learning
4. Reinforcement of State obligations
  - Universal obligations (to be further elaborated)
  - Economic, social and cultural situations should be taken into due consideration

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<sup>1</sup> In particular UNESCO recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974).

5. Vision

- HR education for all, education during the whole life (life-long process)
- Specificity of HR education, using law as a tool
- Education on HR, HR in education
- Substance and approach: not only matter, but also manner
- Inclusiveness, gender perspective, non-discrimination
- Active participation
- Empowerment
- Cooperation, international dimension
- Evaluation

6. Context, pre-conditions

- Vulnerable groups, persons with disabilities, persons with literacy limitations
- Democratic society, pluralism, tolerance and openness, respect for all human rights
- Academic freedoms, teachers and human rights defenders

7. Follow-up to the Declaration

**B. Parameters**

1. Components

- Programme: HR education as compulsory subject
- Organization of school system

- Violence in schools
- Duty-bearers
- Beneficiaries
- Training the trainers (education and training at all levels of teaching)
- Multidisciplinary approach

2. Stages

- Primary education
- Secondary education
- Higher education/University education: lawyers, non-lawyers, physicians, scientists, etc.
- Professional education
  - Judiciary, administration, law enforcement personnel, military, etc
  - Enterprises, private sector
- Continuing education (including adult education)
- Informal education and other forms of education (“*education populaire*”)
- Media

3. Contents

- Substantive rights, protection mechanisms
- Programmes depending on ages and target audiences
- International human rights, core instruments (for example: Convention on the Rights of the Child)

- International humanitarian law and international criminal law
- International labour conventions
- UNESCO and other international and regional instruments
- Peace and international solidarity, future generations

4. Tools

- Lectures, books and other publications
- Translation of the most important human rights materials
- Summer programmes and other courses
- E-learning, new technologies
- Other pedagogical methods (drama, cartoons, movies) or other forms of cultural presentation (cf. indigenous peoples)
- Media, radio, advertising campaigns (“know your rights”) ...
- Exhibitions, museums

**III. DOCUMENTATION:**

(a) **United Nations**

**Resolutions by the Human Rights Council and other bodies**

- Human Rights Council resolution 6/10 entitled “United Nations declaration on human rights education and training”
- Human Rights Council resolution 6/24 entitled “World Programme for Human Rights Education”



- Human Rights Council resolution 6/9 entitled “Development of public information activities in the field of human rights, including the World Public Information Campaign on Human Rights”
- General Assembly resolution 62/171 entitled “International Year for Human Rights Learning”
- Sub-Commission resolution 2006/19 entitled “World Programme for Human Rights Education”

### **Other UN resolutions and instruments relevant to human rights education**

#### **World Programme for Human Rights Education**

- World Programme for Human Rights Education: introduction (OHCHR website)
- Plan of Action (OHCHR publication)
- 2008 Report of the UN High Commissioner for Human Rights (A/HRC/9/4)
- 2007 Report of the UN High Commissioner for Human Rights (A/HRC/4/85)
- Summary of national initiatives undertaken within the World Programme for Human Rights Education (OHCHR website)

#### **UN Decade for Human Rights Education**

- UN Decade for Human Rights Education: introduction (OHCHR web page)
- Plan of Action (A/51/506/Add.1)
- Summary of national initiatives undertaken within the Decade for Human Rights Education (OHCHR website)
- Study on the follow-up to the UN Decade for Human Rights Education (E/CN.4/2003/101)

- Report on the achievements and shortcomings of the Decade and on future United Nations activities in the area (E/CN.4/2004/93)
- Mid-term global evaluation of the progress made towards the achievement of the objectives of the Decade, 2000
  1. Questionnaire for Governments (mid-term evaluation, 2000)
  2. Questionnaire for NGOs (mid-term evaluation, 2000)
  3. Questionnaire for IGOs (mid-term evaluation, 2000)

**The right to Human Rights Education (OHCHR publication)**

- (b) **UNESCO** - *to be completed with documentation received*
- (c) **ILO** - *to be completed with documentation received*
- (d) **UNICEF and other concerned agencies** - *to be completed with documentation received.*

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