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HUMAN RIGHTS COUNCIL  
Advisory Committee  
Second session  
26-30 January 2009  
Agenda item 2 (a)

**REQUESTS ADDRESSED TO THE ADVISORY COMMITTEE STEMMING  
FROM HUMAN RIGHTS COUNCIL RESOLUTIONS: HUMAN RIGHTS  
EDUCATION AND TRAINING**

**Mr. Emmanuel Decaux, Mr. Héctor Felipe Fix Fierro, Mr. Vladimir  
Kartashkin, Ms. Purificación C. Valera Quisumbing, Mr. Dheerujlall  
Seetulsingh, Ms. Halima Embarek Warzazi: draft recommendation**

**2/... Drafting group on human rights education and  
training: progress report**

*Recalling* resolution 6/10 of the Human Rights Council entitled “United Nations declaration on human rights education and training”, adopted without a vote on 28 September 2007,

*Bearing in mind* recommendation 1/1 of the Advisory Committee, entitled “Drafting group on human rights education and training: programme of work”, setting forth elements of the conceptual framework for the continuation of work and consultations, and encouraging the drafting group to “continue its preparatory work, with a view to submit further elements to the Advisory Committee at its next session”,

*Noting with satisfaction* working paper A/HRC/AC/2/CRP.1, prepared by Mr. Emmanuel Decaux, the rapporteur of the drafting group, and the work of the drafting group in public and closed meetings during the second session of the Advisory Committee,

*Welcoming* the contacts established with the United Nations Educational, Scientific and Cultural Organization (UNESCO), especially the rapporteur's participation in the round table on "Putting Human Rights into Practice: Role of Education", held at UNESCO headquarters in Paris on 10 and 11 December 2008 on the occasion of the 60th anniversary of the Universal Declaration of Human Rights,

*Thanking* the secretariat for its efforts to facilitate the activities of the drafting group, in particular for sending out the questionnaires addressed to the various stakeholders, and for making available on the Advisory Committee's extranet site all useful information on the work of the group under way, and hoping that the Office of the United Nations High Commissioner for Human Rights will continue to provide its experience and expertise and to foster the distribution of such information through all its branches,

*Welcoming* the very favourable reception given to the consultations in progress, as seen in the fact that the questionnaires sent to the various stakeholders have so far elicited some 100 responses, and in the quality of the replies, which have often been substantial, providing a wealth of practical information and useful suggestions,

#### The Advisory Committee

I. As regards the consultations currently under way pursuant to paragraph 1 (a) of resolution 6/10:

1. *Considers* it appropriate to allow the various stakeholders, in particular the States and the national institutions, including the National Commissions for UNESCO, that have not yet been able to make a contribution, to do so now, and requests the secretariat to issue a reminder, setting 15 March 2009 as the deadline for submission of the new wave of contributions;

2. *Believes* it necessary to obtain the comments of the treaty bodies and special rapporteurs, in particular the Special Rapporteur on the right to education, about their experience and initiatives in human rights education and training;

3. *Requests* the rapporteur of the drafting group to prepare a summary of the replies received, on the basis of the provisional conclusions reached by members of the group during the

second session of the Advisory Committee, and to submit that summary to the Advisory Committee at its third session;

4. *Considers it highly desirable* to hold informal seminars so as to enrich the collective debate before the next session of the Advisory Committee, and hopes that the main sponsors of Human Rights Council resolution 6/10 will take the initiative and arrange such a seminar in Geneva with the participation of human rights education and training practitioners and specialists;

5. *Hopes* that similar initiatives can be taken in other international organizations, such as UNESCO, the International Organization of la Francophonie (OIF) and the Organization for Security and Co-operation in Europe (OSCE), that have already signalled their interest in the work of the Advisory Committee, and by other stakeholders, in particular non-governmental organizations, teachers' and parents' associations, the academic world and researchers;

6. *Requests* national institutions for the promotion and protection of human rights to add this item to the agendas of their forthcoming international meetings, in March 2009 in Geneva, at the annual meeting of the International Coordinating Committee, and at their regional meetings;

7. *Thanks* all stakeholders that have contributed to the collective discussion by answering questionnaires or by attending parallel events during its sessions, and intends to continue the work in progress in the same spirit of openness, reactivity and transparency;

II. As regards the elements of the draft, pursuant to resolution 6/10, paragraph 1 (b):

8. *Recalls* the programme of work appearing in the annex to recommendation 1/1 adopted at its first session, which emphasized the importance of drawing up a brief but substantive declaration with a message that would "make a difference", setting out a collection of consistent, systematic principles or guidelines to suit different situations and settings;

9. *Believes* it worthwhile to consider the possibility of distinguishing between two levels of analysis, one consisting of a sort of “framework declaration” with action-orientated guiding principles, the other consisting of more specialized technical documents targeting particular professional categories or specific domains;

10. *Considers* that one of the first elements in the declaration should be a series of “general guidelines” recalling the legal underpinnings of the right to human rights education and training within international organizations such as the United Nations and UNESCO, including the legal obligations which member States are already under, spelling out the related obligations - to respect, to protect and to implement - and those who owe them - States, but also public or private non-state actors - and the intended beneficiaries of that right;

11. *Considers* that upon this legal plinth there should be developed an overall “vision” and a large series of topics to be explored, beginning with the idea that education is a continual process and that human rights education and training for all should occur “throughout life” and apply not only to formal education, including vocational training and continuous learning, but also to informal education;

12. *Emphasizes* the importance of an integrated approach based on the equality of the sexes, non-discrimination, and the promotion and protection of all human rights, including those of women and girls, with particular stress on human rights education and training within the family;

13. *Also emphasizes* the importance of paying particular attention to vulnerable groups, involving persons with disabilities and taking account of the specific situations of illiteracy and extreme poverty, of people belonging to ethnic minorities, and of indigenous peoples;

14. *Believes* it necessary to favour an integrated approach hinging on participation by the individuals concerned, who must be active players in the human rights education and training undertaking, taking specific action in response to needs on the ground;

15. *Considers* that full account should be taken of academic research and practical, including pedagogical, experience;

16. *Believes* it essential to ensure by appropriate means that steps taken to enshrine the right to human rights education and training in law and put it into practice are followed up internationally, regionally, nationally and locally;

17. *Considers* that it might also be helpful to take account of a series of parameters, among them:

(a) As regards the components of education and human rights training, beginning with curriculum definition, combining instruction in law with a multidisciplinary approach, the organization of the school system, but also how trainers are trained, the accent being on quality of education;

(b) The different “phases” or forms of education, taking account of age levels, primary, secondary and higher education and basic vocational training in all domains, “legal occupations”, administrations, forces of law and order, prison staff and military personnel, but also all the related professions, including those in the private sector;

(c) The means to employ, taking account of time-honoured vectors - including publications and translations into national and local languages, training schemes and summer courses, youth movements and so forth - and of the opportunities afforded by new technology, with distance learning, the development of computerized databases and e-learning.

### III. Conclusions

18. The Advisory Committee submits these reflections to the Human Rights Council as a progress report on its current work and consultations, hoping that the Council will give it helpful guidance on the pursuit of this collective undertaking with a view to the drafting of a declaration on human rights education and training at its next session;

19. The Advisory Committee recommends that the Human Rights Council considers adopting the following decision:

*“The Human Rights Council,*

“1. *Takes note* with satisfaction of the reflections submitted by the Advisory Committee as a progress report on its current work and consultations, and encourages the Committee to pursue this collective undertaking with a view to the drafting of a declaration on human rights education and training;

“2. Requests the Office of the United Nations High Commissioner for Human Rights to facilitate the holding of an informal seminar in Geneva, with the participation of human rights education and training practitioners and specialists, in order to enrich the collective debate before the next session of the Advisory Committee”.

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**Annex**

**Replies received, as at 28 January 2009,  
to questionnaire prepared by the Advisory Committee**

<i>Governments and Federal Entities</i>		
	<i>Name</i>	<i>Date of receipt</i>
1.	Albania	08.12.2008
2.	Algeria	22.01.2009
3.	Argentina	30.12.2008
4.	Austria	20.01.2009
5.	Belarus	29.12.2008
6.	Belgium (Flemish Department of Education and Training)	18.12.2008
7.	Belgium (Ministère de la région Wallonne)	22.12.2008
8.	Bulgaria	13.01.2009
9.	Colombia	05.12.2008
10.	Cyprus	26.01.2009
11.	Czech Republic	23.01.2009
12.	Ecuador	17.12.2008
13.	Finland	08.01.2009
14.	Greece	26.01.2009
15.	Honduras	31.12.2008
16.	Hungary	18.12.2008
17.	Indonesia	28.01.2009
18.	Italy	29.12.2008
19.	Japan	19.12.2008
20.	Jordan	16.01.2009
21.	Kazakhstan	13.01.2009
22.	Latvia	30.12.2008
23.	Mexico	26.01.2009
24.	Montenegro	30.12.2008
25.	Morocco	12.01.2009
26.	Republic of Korea	07.01.2009
27.	Romania	20.01.2009
28.	Slovenia	09.01.2009
29.	Spain	16.01.2009
30.	Switzerland	09.01.2009
31.	Thailand	24.11.2008
32.	The former Yugoslav Republic of Macedonia	20.01.2009
33.	Turkey	29.12.2008
34.	Venezuela (Bolivarian Republic of)	21.01.2009

<i>International organizations</i>		
	<i>Name</i>	<i>Date of receipt</i>
1.	OSCE	23.01.2009
2.	Secretariat of the Permanent Forum on Indigenous Issues	18.12.2008
3.	UNESCO	18.12.2008
4.	UNFPA	22.12.2008
5.	UNHCR	02.01.2009
6.	UNICEF	06.01.2009
7.	United Nations Interregional Crime and Justice Research Institute	18.12.2008
8.	Department of Public Information	27.12.2008
9.	World Food Programme	15.12.2008

<b><i>National Human Rights Institutions and other relevant institutions(* National Human Rights Institutions accredited by the International Coordinating Committee of National Institutions)</i></b>		
	<i>Name</i>	<i>Date of receipt</i>
1.	Australian Human Rights Commission*	24.12.2008
2.	Canadian Human Rights Commission*	31.12.2008
3.	Commission nationale des droits de l'homme et des libertés fondamentales du Niger *	31.12.2008
4.	Conseil Consultatif des Droits de l'Homme (Maroc)*	02.12.2008
5.	Fiji Human Rights Commission	26.11.2008
6.	German Institute for Human Rights*	26.01.2009
7.	Human Rights Commission of Malaysia*	31.12.2008
8.	Human Rights Commission of New Zealand*	22.12.2008
9.	Malawi Human Rights Commission*	19.12.2008
10.	National Human Rights Commission of Mauritius*	19.01.2009
11.	National Human Rights Commission of Mongolia*	31.12.2008
12.	National Human Rights Commission of Nepal*	29.12.2008
13.	Norwegian Centre for Human Rights*	18.12.2008
14.	Office of the Spanish Ombudsman*	19.01.2009
15.	Procuraduría para la Defensa de los Derechos Humanos de El Salvador*	23.12.2008
16.	Procuraduría para la Defensa de los Derechos Humanos de Nicaragua	03.12.2008
17.	German Commission for UNESCO	19.11.2008
18.	Maltese Parliamentary Ombudsman	24.12.2008
19.	People's Advocate Institution Romania	23.12.2008

<b><i>Civil Society actors, including non-governmental organizations (* Ecosoc status) and academia</i></b>		
	<i>Name</i>	<i>Date of receipt</i>
1.	Armenian Constitutional Right-Protective Centre*	30.12.2008
2.	Association Droits Partagés	31.12.2008
3.	Association ESTER	13.12.2008
4.	Association Points-Cœur*	23.12.2008
5.	Buraku Liberation and Human Rights Research Institute	29.12.2008
6.	Center for the Protection of Children's Rights Foundation	01.12.2008
7.	Centre de Documentation, de Recherche et d'Information des Peuples Autochtones (DOCIP)*	23.12.2008
8.	Centre International de formation à l'enseignement des droits de l'homme et de la paix	22.12.2008
9.	Centre on Human Rights for People with Disabilities, Disability Action, Belfast, Northern Ireland	12.12.2008
10.	Children's Rights Alliance for England	23.12.2008
11.	Commission Programmatique Mixte ONG-UNESCO (on behalf of 30 NGOs)	23.12.2008
12.	Confédération Française des Travailleurs Chrétiens (CFTC)	05.01.2009
13.	Diaspora Bridge Center Project	22.01.2009
14.	Educational Center for Research and Development (Lebanon)	26.01.2009
15.	Espace & Vie	29.12.2008
16.	European Union of Public Relations*	04.12.2008
17.	Europe-Third World Centre*	18.12.2008
18.	Good Shepherd Sisters – Germany	12.01.2008
19.	Groupe Tsara Manasoa	28.12.2008
20.	Hotline Human Rights Bangladesh	06.11.2008
21.	Human Rights Office IIMA	03.12.2008
22.	HURIGHTS Osaka	26.12.2008
23.	Indian Institute for Human Rights	20.11.2008
24.	Ingénieurs du monde*	11.11.2008
25.	International Catholic Child Bureau (ICCB)* for questions 1-3	26.12.2008

<b><i>Civil Society actors, including non-governmental organizations (* Ecosoc status) and academia</i></b>		
	<i>Name</i>	<i>Date of receipt</i>
26.	International Catholic Child Bureau (ICCB)* also on behalf of 7 other NGOs and 3 academics in response to question 4	26.12.2008
27.	International Federation of Rural Adult Catholic Movements (FIMARC)*	29.12.2008
28.	International Union of Latin Notariat*	14.12.2008
29.	Lawyer's Rights Watch Canada	31.12.2008
30.	Ligue Internationale Contre Le Racisme et L'Antisémitisme (LICRA)*	31.12.2008
31.	Mouvement pour la Défense de l'Humanité et l'Abolition de la Torture	16.12.2008
32.	New Humanity*	30.12.2008
33.	Nord-Sud XXI*	20.12.2008
34.	Pax Christi International, International Catholic Peace Movement*	12.12.2008
35.	People's Movement for Human Rights Learning	24.11.2008
36.	Reseau des Citoyens Haitiens pour la Promotion des Droits de l'Homme	25.12.2008
37.	Sœurs du Bon Pasteur (Budapest)	27.12.2008
38.	Soka Gakkai International*	31.12.2008
39.	Norway Helsinki Committee / Udruga Legalis	26.12.2008
40.	UHD Prijateljice	05.12.2008
41.	VORMEN	23.12.2008
<b><i>Academia and individuals</i></b>		
1	Interdepartmental Centre on Human Rights and the Rights of Peoples, University of Padua	30.12.2008
2	Department of Education, Gothenburg University, Sweden	19.12.2008
3	Mr. Ge Mingzhen, Associate Professor, Law School, Shandong University, China	05.11.2008
4	Mr. Joseph Sergo Louis-Charles, Teacher-Researcher (Haiti)	31.12.2008
5	Mr. Patrick Taylor, MA Understanding and Securing Human Rights	15.08.2008 (dissertation)

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