



General Assembly

Distr.
GENERAL

A/43/796
21 November 1988
ENGLISH
ORIGINAL: FRENCH

Forty-third session
Agenda item 38

FORTIETH ANNIVERSARY OF THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

Note by the Secretary-General

The Secretary-General has the honour to transmit to the General Assembly the report of the Director-General of the United Nations Educational, Scientific and Cultural Organisation (UNESCO), pursuant to resolution 38/57 of 9 December 1983.

ANNEX

Report of the Director-General of the United Nations
Educational, Scientific and Cultural Organization

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I, INTRODUCTION

1. In its resolution 38/57 of 9 December 1983, the General Assembly urged the United Nations Educational, Scientific and Cultural Organisation, in co-operation with Governments, to undertake rigorous efforts to spread the teaching of human rights in all educational institutions, particularly primary and secondary schools, as well as in the training of relevant professional groups and requested the Director-General of that organisation to submit to the General Assembly at its forty-third session, on the occasion of the fortieth anniversary of the Declaration, a report on the efforts made by the United Nations Educational, Scientific and Cultural Organisation to those ends. This report has been prepared in accordance with that request.

2. UNESCO's action to promote human rights is in keeping with the Organisation's Constitution, which states in article I (Purpose and functions) that its 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 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".

3. It will be recalled that in its resolution 11 C adopted at its twenty-seventh session, the United Nations Commission on Human Rights invited UNESCO to consider "the desirability of envisaging the systematic study and the development of an independent scientific discipline of human rights, taking into account the principal legal systems of the world with a view to facilitating the understanding, comprehension, study and teaching of human rights at the university level, and subsequently at other educational levels".

4. At its twenty-second session, the General Conference invited the Director-General to carry out a feasibility study on the "creation of an international clearing-house for the teaching of human rights and for exchange of information on the curricula and on existing courses at all levels as well as on specialized research".

5. At its twenty-fourth session, the General Conference adopted resolution 24 C/13.5 entitled "Follow-up to the recommendations of the International Congress on Human Rights Teaching, Information and Documentation (1987) and transmitted the "Malta Recommendations" to the Executive Board for a complementary study.

II, HUMAN RIGHTS EDUCATION

6. Generally speaking, since 1983 UNESCO's action has developed on the following five lines:

(a) Co-operation with institutions specialising in human rights teaching, including universities;

(b) Preparation of educational and teaching materials;

(c) Development of human rights teaching methods;

(d) Training at the primary, secondary and higher levels, including teacher training; and

(e) Knowledge of the basic texts on the protection and promotion of human rights, notably the International Bill of Human Rights.

7. These five lines of approach are interconnected in many ways and cannot be completely dissociated in practice. They should, however, be distinguished according to the main objective sought by a given activity. The experience of co-operating with bodies specialising in human rights teaching, and with universities, shows that as an agency for international intellectual co-operation, UNESCO has a very important role to play in diversifying educational projects and in promoting exchange of experience, both successful and unsuccessful.

8. UNESCO has taken measures to allow teachers and students to acquire specific knowledge in the field of human rights.

(a) About five fellowships per year have been granted to students under the participation programme for training or refresher courses;

(b) Each year, some 15 trainees have worked for about a month in the field of human rights at UNESCO headquarters. This training has allowed them to acquire substantial experience, in particular in UNESCO's fields of competence.

9. In recent years, UNESCO has encouraged the preparation of educational materials. To this should be added volume V of the Human Rights Teaching series, which is a guide for educators in the widest sense of the term, with an annotated bibliography. This guide describes a number of educational methods and materials (formal and non-formal), illustrated by means of examples taken from different social, economic and political contexts, from various countries.

10. In the same connection, in order to highlight the diversity of human rights teaching methods, volume VII of the bulletin will give an account of experiments conducted in France, India, Nigeria and Belgium. Evaluation of these teaching methods, if possible a comparative evaluation, might provide a range of suggestions for work in other countries. Here reference might also be made to the study conducted by the French National Institute for Pedagogical Research (Paris), in collaboration with UNESCO, on curricula for primary and secondary education. Similar studies examine human rights teaching in various significant disciplines (history, geography, civics, etc.) and its incorporation into the curricula of these disciplines.

11. In the area of training, emphasis was placed on the role of the Associated Schools Project in human rights teaching. Over the years, notably following the adoption of the Plan for the Development of Human Rights Teaching, a number of human rights teaching methods and techniques have been tested and introduced in

Associated Schools throughout the world (2,150 associated schools in 97 countries in 1987). Accounts of human rights activities are often published in the bulletin International understanding at school. In 1986, the Chad National Commission for UNESCO prepared, under contract with UNESCO, a national textbook on human rights teaching. In 1987, the Bolivian National Commission for UNESCO prepared and published a teaching guide on human rights, and in particular on civil rights. Bulgarian teachers at associated schools prepared a textbook entitled Permanent challenges to - - - - , which was published in 1987 by the Bulgarian Ministry of Education,

12. While at the pro-school and primary levels classroom life and relations within the school are vital for human rights teaching, at the level of secondary education equally great importance is given to knowledge of international human rights instruments and the 1974 UNESCO Recommendation on Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms.

13. It is obvious that teacher-training institutions have a particularly vital role to play in human rights education. Admittedly in certain cases this education is part of their curricula. However, many examples attest that it is often on the initiative of a few teachers or a school principal that this subject is included in the curriculum of a teacher-training school. In this connection it should be noted that the International Days proclaimed by the United Nations General Assembly (for example, United Nations Day, Human Rights Day or the International Day of Peace) all provide opportunities for a school to launch educational activities concerning human rights.

14. Generally speaking, while it is recognised that in human rights teaching there is a conceptual aspect of the acquisition of knowledge (definitions, ideas and theories), it is nevertheless a fact that in this field emphasis should be placed on forming the intellectual and moral aptitudes required for observance of human rights. Care should therefore be taken not to overlook the aspect of the transmission of values by teachers. UNESCO has accordingly encouraged exchanges of teachers from different cultures and countries in order to make them aware of the importance of culture in education and to strengthen their vigilance with regard to prejudice, intolerance and racism so that they in turn can communicate their own experience of respect for other peoples. A workshop on teacher training for combating prejudice, intolerance and racism in the field of education was held in Chad in 1985. A practical guide for secondary school teachers, containing suggestions on ways of combating all forms of discrimination, was prepared for publication in 1989. In parallel with these exchanges, UNESCO encourages Member States to revise their textbooks so as to eliminate any references of a discriminatory nature,

15. In 1986-1987, UNESCO initiated in five countries the preparation of practical guides with a view to encouraging the implementation of the 1974 Recommendation by appropriate legislative, administrative and financial means.

16. At the university level, bearing in mind the progress already achieved, emphasis is now being laid on the need for a multidisciplinary approach. For

example, the contributions of political science, sociology, anthropology and history are seen to be of capital importance both in addressing issues concerning respect for and the application of human rights and in analysing the causes and consequences of human rights violations.

17. In addition, in order to provide information on available higher training courses and seminars on human rights, UNESCO, in collaboration with the Canadian Human Rights Foundation, has co-published with Berg Ltd. (London) a World Directory of Higher Education and Research Institutions in Human Rights (trilingual edition English/French/Spanish). This publication also indicates the level required of students and provides information on the content of the education provided.

18. Information for the general public has not been neglected, since UNESCO has undertaken to have the International Bill of Human Rights translated and annotated by specialists. While it is true that the Universal Declaration of Human Rights and the International Covenants on Human Rights have been translated into several languages, it is felt important to have these instruments annotated so as to illustrate their scope in practice and in daily life. Brochures containing translations, with the accompanying comments, have been published in several Amerindian, Asian, African and European languages. They have been disseminated mainly in schools, teacher-training colleges and to educators and trainers in general.

19. The following books and periodicals of a didactic nature, which either published by UNESCO, co-published by UNESCO and commercial publishers or published with the support of UNESCO, deserve to be mentioned,

Human Rights: Questions and Answers (in Finnish 1983 in German, first edition in 1984 and second edition in 1988; in Portuguese, 1965 in Arabic, 1986 in Swedish, 1987 and in Japanese, 1988);

Déclaration universelle des droits de l'homme et réalités sud-africaines (Universal Declaration of Human Rights and South-African Realities), Paris, UNESCO, 1983 (French and Spanish)1

Human Rights in Urban Areas, Paris, UNESCO, 1983 (French and English)1

Teaching for International Understanding, Peace and Human Rights, Paris, UNESCO, 1984 (English only)1

Violations of Human Rights: Possible rights of recourse and forms of resistance, Paris, UNESCO, 1984 (English, French and Spanish)1

Le droit d'être un homme (Birthright of Man), Paris, UNESCO/J. C. Lattes, 1984

Becoming Aware: Human Rights and the Family, Paris, UNESCO, 1985 (English only) 1

International Dimensions of Humanitarian Law, Paris/Geneva, UNESCO/Pedone/Institut Henry-Dunant, 1986 (French in 1986, English in 1988);

The Teaching of Contemporary World Issues, Paris, UNESCO, 1986 (English only);

New Religious Movements and Rapid Social Change, London/Paris, Sage/UNESCO, 1986 (English only);

The International Bill of Human Rights: Normative and Institutional -, Utrecht, Netherlands Institute of Human Rights (SIM) (English in 1986, French in 1988);

Sociedad y Derechos Humanos (Society and Human Rights), Caracas, UNESCO, 1987 (Spanish only);

The Treatment of Prisoners under International Law, Paris/Oxford, UNESCO/Clarendon Press, 1987 (English only);

Environnement et droits de l'homme (Environment and Human Rights), Paris, UNESCO, 1987 (French only);

Etats des ratifications des principaux instruments internationaux relatifs aux droits de l'homme (Chart of Ratifications of Major International Human Rights Instruments), Paris, UNESCO, 1 January 1988 (English and French);

Human Rights Teaching (Bulletin), Paris, UNESCO, in English and in French, volume IV, 1985, volume V, 1987 and volume VI, double issue on "Anthropology and Human Rights", 1988,

20. Lastly, the importance of the UNESCO Prism for Human Rights Teaching, created by the Executive Board at its one hundred and fourth session, should be mentioned. Its purpose is to encourage such teaching and to reward achievements in this field. In 1984 it was awarded to Mr. Felix Ermacora (Austria) with an honourable mention to Mr. Kadir Asmal (Ireland); in 1986 to Mr. Hector Fix Zamudio (Mexico) with an honourable mention to Mr. Ralph Pettman (Australia) and in 1988 to the "Asamblea Permanente de los Derechos Humanos" (Bolivia) with honourable mention to Mr. Fred and Mrs. Bonnie Cappucino (Canada), Mrs. Jeanne Hersch (Switzerland) and Mr. Alfredo Bravo (Argentina),

III, TRAINING OF SPECIALIZED GROUPS

21. UNESCO, the only agency of the United Nations system to have been made responsible for developing the social and human sciences and philosophy, has conducted research, in collaboration with the relevant organizations and universities, on the conditions conducive to and obstacles impeding respect for human rights.

22. The specific nature of UNESCO's action therefore lies in the multidisciplinary approach. The fact is that no single one of the social or human sciences can deal with the complexity of the issues and the multifarious factors involved in this field. Whether the aim is to analyse the structural obstacles to the effective exercise of human rights (the social and cultural organisation of a group,

economic, social and cultural mechanisms leading to discrimination, etc.) or to seek a solution which will promote respect for human rights, it is necessary to bring all the social and human sciences into play in order to understand the reality of the situation.

23. The rights, duties and responsibilities of scientists constitute fertile ground for reflection and research by the international community. UNTSCO therefore published a book entitled Science and scientific researchers in modern society (first edition, 1983, second edition, 1986). A career in scientific research implies duties and responsibilities both internationally and nationally. With this in mind, UNESCO encouraged the preparation of an essay on the problem raised by the protection of human rights in view of advances in medicine. Published in the "Mondes en devenir" collection by Berger Levrault (Paris) under the title Le médecin et les droits de l'homme, the essay paved the way for more thorough studies on human rights in the face of recent scientific and technological progress.

24. The conclusions and recommendations of the symposia held on this subject in Barcelona in March 1985 and November 1987 stressed the key role that UNESCO can play in this field in co-operation with professional non-governmental organisations. While the positive contribution of recent scientific and technological progress to improving the effective exercise of human rights was underscored, emphasis was also laid on the dangers that they might represent in certain fields in the event of misuse or negligence.

25. Furthermore, through studies of a legal, historical and anthropological nature, UNESCO has helped to highlight the effects of the introduction of informatics on the right to privacy and the means of ensuring it in the context of different cultural traditions.

26. UNESCO's research work in the social and human sciences has laid emphasis on the universal character of human rights, while at the same time promoting research programmes that correspond to the particular requirements of different regions. With regard to the effective exercise of human rights, particularly by disadvantaged groups, studies have shown the importance of strategies tailored to the situation of the groups considered, and the need to define these strategies with the people concerned themselves. Lastly, the "mediation" function (mediator, ombudsman, conciliation committee, etc.) is likely in the near future to expand on a large scale at all levels of social life (education, community, administration, etc.).

27. In order to promote the establishment of centres which could ensure human rights teaching and research activities on an ongoing basis, UNESCO has extended its co-operation to several institutions so as to prepare the setting up of institutional networks for the exchange of experience, such as, for example, the Francophone Human Rights Liaison and Documentation Bulletin.

28. Since 1984, UNESCO has co-operated with several regional and national institutions, some of which were established with its assistance. One can mention the International Institute for Human Rights (Strasbourg), the Interdisciplinary

Research Centre for the Promotion of Human Rights in Central America (Kinshasa), the African Institute Of Human Rights (Dakar), the African Institute for Human Rights and Peace (Dakar), the Law Association for Asia and the Western Pacific (Sydney), the Latin American Association for Human Rights (Quito), the International Training Centre for Teaching Human Rights and Peace (Geneva), the Arab Organisation for Human Rights (Cairo), the Guatemala Association for the United Nations (Guatemala City), the National Commission for the Promotion and Protection Of Human Rights (Managua), the Lebanese Association for Human Rights (Beirut), the Human Rights Institute of the Catholic University Of Lyon (Lyon), the Secretariat of the Andean Parliament (Bogota), the Association of International Studies (Tunis), the Union of Arab Lawyers (Cairo), the Haitian Commission for Human Rights (Port-au-Prince), the University of Peace (Namur), the International Institute for the Study Of Human Rights (Trieste), etc.

29. In 1983, a regional seminar for Latin America was organised in San José, Costa Rica, in co-operation with the Inter-American Institute for Human Rights, with a view to promoting multidisciplinary research in the field of human rights and in order to define a better strategy for teaching this subject in that region.

30. Two other meetings of experts are worth mentioning: one on the improvement Of human rights in urban areas, organised in Cairo (Egypt) in 1983, in collaboration with the Arab Centre for Research and Documentation in the Social Sciences, and one on the effective exercise of human rights by disadvantaged groups organised in Quebec (Canada) in 1985.

31. Recently, UNESCO encouraged the Research Committee on Sociology and Education Of the International Sociological Association to conduct a series Of studies on the right to education in different regions of the world. On the occasion of the World Congress of Sociology in New Delhi in August 1966, the author had the opportunity to discuss their papers. In addition, the International Association of Cross-Cultural Communication, in collaboration with the Federal University of Pernambuco and with the support of UNESCO, organised in Recife (Brazil), in 1987 a meeting on cultural and linguistic rights. The International Centre of Sociological, Penal and Penitentiary Research and Studies (Messina) in collaboration with UNESCO, organised in 1967 in Giardini Naxos (Italy) an International Conference on Social and Human Sciences Research Priorities on Human Rights. UNESCO has also co-operated with this Centre in the training Of higher police officers in the field of human rights,

32. Following the precedent set by the studies and bibliography on "Anthropology and Human Rights" which were published in Human Rights Teaching (volume VI, double issue, 1988), a series of analytical studies on "History and Human Rights" were prepared under the auspices Of the International Council Of Philosophy and Humanities. Furthermore, a compilation of international, regional and national texts concerning the human rights problems encountered by health professionals in the exercise of their duties is being prepared by the International Commission Of Health Professionals.

33. Lastly, UNESCO co-operated with the Human Rights Training Institute Of the French Bar Association on 16 June 1988 for a pedagogic session at which training in

human rights in schools for police officers, military academies, training centres for penitentiary staff, and so on was discussed.

IV. HUMAN RIGHTS INFORMATION AND DOCUMENTATION

34. Over the years, information and documentation have become the hinge on which action to ensure the protection and promotion of human rights has developed. The efficiency of action depends largely on access to information on the subject. Moreover, both research and teaching need the backing of reliable information and a knowledge of the results of studies carried out in other countries. This analysis has led UNESCO to pursue activities along three lines:

(a) The dissemination of knowledge and information on human rights through the mass media;

(b) The strengthening of human rights information and documentation centres;

(c) The possibility of establishing a clearing-house for human rights teaching and exchanges of information on existing human rights curricula and courses at all levels, and on specialized research in this field.

35. It is a complex matter to study the role played by the media in the general public's understanding of problems relating to peace, human rights and the rights of peoples. Messages are placed in a context, and it is through an analysis of their content that their significance can be interpreted. Furthermore, there is not only the spoken message, but also the audiovisual message, particularly on television. There are therefore many and varied levels at which information is apprehended. It was on the basis of studies which highlighted this role that UNESCO carried out experimental projects in Latin America and the Caribbean and in Asia and the Pacific.

36. In order to establish a network of human rights documentation centres, UNESCO carried out a series of regional surveys on existing human rights documentation sources, access to them, the fields covered, languages used, and so on,

37. All the surveys showed that institutions and centres in all regions of the world are on the lookout for documentation on the international and regional protection of human rights, the findings of research in the social and human sciences on various aspects of human rights, and human rights education and teaching. At present this information is unevenly available and often collected at random,

38. The feasibility study was entrusted in 1985 to the Netherlands Institute of Human Rights in Utrecht. The study, based on knowledge of the efforts made in this field by other intergovernmental and non-governmental organizations, was to examine the different possibilities for co-ordinating the dissemination and circulation of human rights information and documentation.

39. The feasibility study, besides considering the budget that could be allocated to such a centre and the human resources that UNESCO could devote to it, raises the question of the limits to be set on such information and documentation. Limiting the field to education and teaching only would seem restrictive, all the more so in that documentation and information on the one hand, and education and research on the other, are interrelated. It would, however, be going too far to extend it to human rights documentation in general. It is therefore suggested that the information and documentation be confined to:

- (a) Human rights education and teaching, including educational research;
- (b) Research into human rights in the legal, social and human sciences, particularly rights in UNESCO's fields of competence and
- (c) Documentation sources, bibliographies, etc.

40. The feasibility study recommended in particular:

(a) The establishment of an international network of institutions which would constitute "focal points" for documentation, in particular by organising regional seminars;

(b) The publication of a newsletter indicating secondary sources of information and documentation, specialized bibliographies, etc., initially using the Human Rights Teaching bulletin published by UNESCO in Paris and the regional bulletin entitled International Law, News and Information from Asia and the Pacific published by UNESCO in Bangkok.

V. INTERNATIONAL CONGRESS ON HUMAN RIGHTS TEACHING, INFORMATION AND DOCUMENTATION

41. The International Congress on Human Rights Teaching, Information and Documentation, was organized by UNESCO in Malta from 30 August to 5 September 1987, nine years after the 1978 International Congress on the Teaching of Human Rights (Vienna).

42. A questionnaire prepared by the secretariat was sent in 1984 to member States of UNESCO, international intergovernmental and non-governmental organisations, the United Nations and the specialized agencies in order to assess the state of progress of the Plan for the Development of Human Rights Teaching adopted by the General Conference in 1979. An informal international consultation was organised by UNESCO from 9 to 12 July 1985 to appraise the progress achieved in the implementation of the Plan,

43. Co-operation with the non-governmental organisations was stepped up as a result of the work of a group on education for the promotion, application and defence of human rights and education against racism and apartheid, which operated on an experimental basis in 1984 and whose mandate has been regularly renewed. With intellectual and financial support from UNESCO, the working group undertook to

co-ordinate the presentation of significant activities recently completed or in progress.

44. Following one of the recommendations of the informal consultation of July 1985, UNESCO also made preparations for the 1987 Congress by means of regional meetings at which the problems of human rights teaching, information and documentation were examined. A synopsis of the main questions addressed is presented in chapter VII of this document.

45. At the regional meeting in Africa, organised in co-operation with the African Institute of Human Rights and held in Dakar from 8 to 12 December 1986, the following three items were considered: (a) human rights teaching in Africa; (b) human rights information and documentation; and (c) human rights and international co-operation for development.

46. The regional meeting in Latin America and the Caribbean was held in Quito from 26 to 28 January 1987, in co-operation with the Latin American Association for Human Rights. The meeting focused its discussions on the following themes: (a) human rights education in Latin America; (b) human rights and the social sciences in Latin America; (c) culture and human rights; (d) science and technology and human rights; (e) communication and human rights; and (f) human rights documentation and information.

47. The meeting in the Arab States region, held in Cairo from 7 to 9 May 1987 in co-operation with the Arab Organisation for Human Rights and the Arab Lawyers Union, dealt with the following two central themes: (a) the teaching of human rights; and (b) information and documentation in the field of human rights. Nine working documents were prepared for the meeting, covering specific subjects such as human rights teaching at the university level; human rights research and publications, including periodicals and "grey literature" (theses, study papers, etc.); human rights and their dissemination through the mass media; and human rights documentation.

48. The regional meeting for Asia and the Pacific, organised in co-operation with the Australian National Commission for UNESCO and the Human Rights Centre of the University of New South Wales (Sydney), was held in Sydney (Australia) from 9 to 12 May 1987. After a general exchange of views on human rights teaching in Asia and the Pacific, and examination of the 12 documents prepared, the meeting dealt with the following issues: (a) human rights: teaching and learning; (b) human rights: information and documentation; (c) human rights teaching and information: problems of special groups; and (d) human rights teaching and information in Asia and the Pacific.

49. Lastly, the Europe regional meeting (Western Europe, North America and Eastern Europe), organized in co-operation with the International Institute of Human Rights (Strasbourg), was held in Strasbourg/Klingenthal on 12 and 13 May 1987. The discussion focused on: (a) human rights education or teaching, including higher education; (b) the training of teachers specialising in human rights, and lifelong or continuing education; (c) research in the social and human sciences relating to human rights; (d) human rights documentation and information; and (e) culture, communication and human rights.

50. Furthermore, in order to take stock of the progress of work throughout the world in the field of human rights teaching, research, information and documentation, UNESCO requested the relevant regional or national institutions to prepare studies, particularly on human rights educational systems and programmes (their efficiency, the innovations called for, recent experiments, instances of success, trends, etc.).

51. Several national commissions and international non-governmental organizations or associations that deal with human rights have prepared national reports or amplified the study of the subjects addressed by the Congress. Examples are the report entitled "Certaines données sur les activités d'enseignement et de promotion de la compréhension de la problématique des droits de l'homme en Roumanie" communicated to UNESCO by the Romanian authorities; the "Réunion d'information et de consultation entre organisations non gouvernementales intéressées par le développement d'une éducation et d'un enseignement relatifs aux droits de l'homme" held in Geneva on the initiative of the Geneva International Centre for the Teaching of Human Rights and Peace; and the "Colloque sur les droits de l'homme au Liban: enseignement, information, documentation" organized by the Lebanese Human Rights Association, held in Beirut (Lebanon) on 6 and 7 December 1986 and on 5 and 6 December 1987.

52. It should also be pointed out that Commission VI of the Second World Congress on Human Rights, held in Dakar from 8 to 12 December 1986, discussed human rights teaching and formulated recommendations intended for the international community,

53. The final report of the Malta Congress is available at the UNESCO secretariat, in English and in French (document SHS-87/CONF.401/15).

VI. FORTIETH ANNIVERSARY OF THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

54. The Director-General has sent a circular letter to all Ministers of Education of the member States of UNESCO and to the National Commissions, pointing out the organization's specific competence in the field of human rights and drawing the attention of member States to the importance of co-operation with a view to achieving the goals set by the Universal Declaration of Human Rights. The Director-General would wish that Human Rights Day be celebrated in all schools throughout the world. On 2 November 1988, the Director-General launched an appeal to that effect to all Heads of State and Government.

55. The Director-General has also decided that UNESCO should co-operate with the Special Committee of International Non-Governmental Organizations on Human Rights (Geneva) in the holding of a seminar on human rights at UNESCO headquarters and at the Palais de Chaillot (Paris) from 8 to 10 December 1988.

56. As of 5 December 1988, UNESCO intends to organize several activities to commemorate the fortieth anniversary of the Universal Declaration of Human Rights. An important international meeting on human rights will be held from 5 to 7 December 1988, in which some 50 eminent specialists from all over the world will participate with a view to making their contribution to fresh thinking on UNESCO's

human rights programme, Furthermore, UNESCO will organise at headquarters, on 7 December 1988, a Young People's Human Rights Day, in co-operation with the World Federation of UNESCO Clubs, Centres and Associations and the French Federation of UNESCO Clubs. On the same day, an exhibition of photographs will be inaugurated illustrating the activities of the *haaociated Schools*. Publications, documentation and teaching materials in the field of human rights disseminated by UNESCO will also be presented at that exhibition.

57. An issue of the bulletin International Understanding at School will be devoted to the fortieth anniversary of the Universal Declaration of Human Rights. The Journal Inter-Clubs Unesco, published by the organisation in English, French and Spanish, will contain a section dealing with human rights activities. Lastly, in order to help to improve knowledge of human rights among the general public, UNESCO has distributed to the National Commissions copies of the 1982 poster on the Universal Declaration of Human Rights. A poster on the Universal Declaration by the artist Zagorski is being reprinted so that it can be distributed to member States that may wish to have exhibition material. Three other posters are available, two by the artist Bonn entitled "Peace and Justice" and "Peace and Human Rights" and a third on the Declaration of the Rights of the Child.

58. In addition, specific activities concerning the fortieth anniversary are planned in order to examine the official role of the Universal Declaration of Human Rights. Such is the case with regard to the second session of the Consultative Committee on steps to promote the full and comprehensive implementation of the 1974 Recommendation (21-25 November 1988) and the international consultation on an interregional project to ensure that the achievements of the *haaociated Schools Project* have the necessary multiplier effect, to be held in Bangkok from 12 to 16 December 1988.

VII. CONCLUSIONS

59. The International Conference on Human Rights Education, Information and Documentation, nine years after the International Congress on Human Rights Teaching (Vienna, 1978), assessed the progress achieved in that field, particularly in the context of the implementation of UNESCO's Plan for the Development of Human Rights Teaching.

60. It should be pointed out that education and teaching, research, information and documentation are closely linked. In the absence of constantly renewed and updated research to take account of changing economic, social, cultural and political realities, education and teaching may wither away into abstract discourse without any real hold on reality. Mutatis mutandis, research is only possible if institutions and researchers have access to updated information and documentation.

61. The study of all the recommendations made at the five regional preparatory meetings for the Congress brought out convergences which are summed up below:

Universality of human rights

62. The universality of the human rights proclaimed by the Universal Declaration of Human Rights and recognised by the International Covenant of 1966 is reiterated, UNESCO's action should be placed within this framework. However, as regards international co-operation, the methodological approach to human rights education and teaching and the priorities given to research, information and documentation may vary from one region to another.

63. All of UNESCO's programme activities in the field of human rights should continue to draw on the guiding principles affirmed in resolution 34/46 of 23 November 1979, in which the United Nations General Assembly reaffirmed its conviction that all human rights are indivisible and interdependent, and that equal attention should be given to the implementation, promotion and protection of both civil and political, and economic, social and cultural rights.

Human rights education

64. Instruction in human rights should be given at all levels and in all forms of education, integrated into the different disciplines and reflected in the curricula.

65. For such education to be effective, the very atmosphere of social and cultural institutions must reflect respect for human rights; such education should be founded on a basis of reciprocity, solidarity and justice.

66. Educational action should take into account cultural diversity throughout the world, and be based on the cultural identity, social values, language, socialisation and communication systems, etc. specific to each country.

67. The training of trainers is essential in the field of human rights. A particular effort should be made to encourage innovations and pilot projects in teacher-training colleges.

68. Teaching methods in human rights education should be active, with the maximum possible recourse to discovery and creative work by pupils or students. Data collection, interviews, exhibitions, etc. promote an in-depth understanding of human rights problems.

69. At present, there is a dearth of teaching materials in this area. It is therefore necessary to encourage the production and distribution of materials which have been tested and evaluated in practice. Particular attention should be paid to audiovisual aids, a teaching medium that has been little exploited so far.

70. Human rights education should be the basis of non-formal or mass education programmes, particularly in adult education. Innovative experiments carried out in many regions, particularly in rural areas, deserve support and encouragement. Education should take into account the situation of disadvantaged groups such as refugees, ethnic, linguistic and religious minorities, and so on. It should also be noted that non-formal education is one of the responsibilities of, for example, trade unions, professional associations and learned societies,

71, *In the context of lifelong or continuing education, specific teaching should be designed for the professionals most directly concerned with human rights, such as magistrates, lawyers, civil servants, policemen, members of the armed forces, journalists, trade unionists, social workers, health personnel, etc., with due regard for the type of problems with which they have to deal.*

72, *Human rights education and teaching should be provided in the language(s) used by those concerned, and be accessible to them in that/those language(s).*

Research in the social and human sciences

73, *Since the rapid development of human rights education and teaching depends to a large extent on pedagogical research, such research should be encouraged, particularly from a comparative viewpoint and with a view to valuating the results of this education.*

74. *The introduction of human rights curricula should be encouraged, not only in law faculties but in faculties of literature, human sciences, social and economic sciences and also in faculties of science, medicine, pharmacy, etc., adopting the approach specific to each discipline.*

75, *The establishment of specialised human rights training, research and documentation centres or institutes, and their strengthening in countries where they already exist, should be promoted on multidisciplinary lines.*

76, *Interregional and regional research and researcher-training programmes should be encouraged, particularly with a view to co-operation among developing countries, together with exchanges of experience and of teachers and researchers.*

77, *Publications should be used to disseminate research findings and to contribute to a knowledge of the institutions specialising in training, research and documentation in the field of human rights.*

78. *The relationship between ethics, human rights and recent progress in the biological sciences and technology should be studied more deeply. For example, a study should be made of the links between professional ethics and human rights, especially with a view to training the professionals most directly concerned with human rights.*

79. *Human rights research should help to bring out the connection with the highly topical problems facing different societies and the international community as a whole (development, peace, discrimination, intolerance, etc.). Research should also take into account the radical changes at work in society and the emergence of new social movements, new patterns of social organization, etc.*

Human rights information and documentation

80. *The mass media play a predominant role in disseminating knowledge about human rights to the general public. Experiments and innovations in this field, particularly in information programmes, deserve to be encouraged.*

81. It is possible *that* insufficient recourse has been had to non-conventional communication media in disseminating knowledge of human rights. Here also greater use should be made of the theatre, *painting*, the cinema, songs or even educational or social games.
82. Documentation centres should be ● established or strengthened *in* order to support educational work and research. A network of documentation centres should gradually be ● established with a view to improved dissemination at the international level.
83. Special attention should be paid to educational documentation, with a view not only to production but also to improved dissemination.
84. Training should be provided in documentation (collection, processing, storage, circulation) which will take account of the specific nature of the human rights field.
85. The possibility of preparing a human rights thesaurus should be studied in collaboration with the relevant international and regional organisations.
86. Whenever possible and wherever the need is most *keenly* felt, ● encouragement and support should be given to the creation of a liaison or information newsletters and their circulation to universities, teachers and organisations concerned with human rights in different geographical, linguistic or cultural regions.

Role of non-governmental organisations

87. Co-operation with non-governmental organisations at the national, regional and international levels is equally vital. The leading role that they play in the fields of education and training, research, information and documentation deserves to be emphasised.

Dissemination by Member States of basic human rights texts

88. Resolution 217 (III) D, adopted by the United Nations General Assembly on 10 December 1948, appealed to all Member States to give due publicity to the text of the Universal Declaration of Human Rights and to "cause it to be disseminated, displayed, read and expounded principally in schools and other educational institutions". The dissemination of basic human rights texts is thus a long-standing commitment for all Governments.
89. It is therefore necessary to seek funds and request the co-operation of Member States in order to ensure the dissemination of basic human rights texts such as the Universal Declaration of *Human Rights*, the International Covenant of 1966, international conventions and other standards and procedures approved at the international level. It is recognised that Member States will not be in a position to meet their international commitments as long as there is no access to the basic texts in the languages required for the teaching and training activities which are carried out, in either a formal or a non-formal context,