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Advisory Committee
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Agenda item 3

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

**Information submitted by the International Coordinating Committee of National
Institutions for the Promotion and Protection of Human Rights (ICC)**

Note by the Secretariat

The Secretariat of the Human Rights Council hereby transmits the communication submitted by the International Coordinating Committee of National Institutions for the Promotion and Protection of Human Rights,* reproduced below in accordance with rule 7(b) of the rules of procedures described in the annex to Council resolution 5/1, according to which participation of national human rights institutions is to be based on arrangements and practices agreed upon by the Commission on Human Rights, including resolution 2005/74 of 20 April 2005.

* Reproduced in the annex as received, in the language of submission only.

ANNEX

Draft “United Nations Declaration on Human Rights Education and Training”

Concerted contribution National Human Rights Institutions Presented at the session of the Advisory Committee of the Human Rights Council, to be held in Geneva from 3 to 7 August 2009.

Coordinated by the Advisory Council on Human Rights (CCDH), Morocco

1. Introduction

At its 22nd session held in March 2009, the International Coordinating Committee of National Institutions for the Promotion and Protection of Human Rights (ICC) entrusted the Advisory Council on Human Rights of Morocco (CCDH) with the coordination of a concerted contribution of national human rights institutions (NHRIs) to the draft *UN Declaration on Human Rights Education and Training*.

2. Relevance of the NHRIs’ contribution

According to their mandate, competence and responsibilities as defined by the Paris Principles, NHRIs shall cooperate with the United Nations and be particularly involved in promoting the human rights culture.

Competence and responsibilities of NHRIs (Paris Principles)

e) To cooperate with the United Nations and any other agency in the United Nations system, the regional institutions and the national institutions of other countries which are competent in the areas of the protection and promotion of human rights;

f) To assist in the formulation of programs for the teaching of, and research into, human rights and to take part in their execution in schools, universities and professional circles;

3. Background

In its resolution A/HRC/AC/2/1, adopted in January 2009, the Human Rights Council Advisory Committee (AC) called on the ICC and its regional networks to put the draft Declaration on their agendas of meetings in order to ensure the contribution of NHRIs to the draft Declaration. In response to this invitation, the ICC held a special session on the draft Declaration and entrusted the CCDH, Morocco, to coordinate the process of consultations with NHRIs, the result of which is presented here.

This proposal is based on responses provided directly by NHRIs and enriched by elements from the responses of nearly thirty NHRIs to the questionnaire that was sent to them through the

Office of the High Commissioner for Human Rights (OHCHR)¹.

FOR A STRONG AND PRACTICAL DECLARATION IN FAVOR OF HUMAN RIGHTS EDUCATION AND TRAINING

Process

The ICC and its member institutions are pleased to present to the Human Rights Council Advisory Committee (AC) this concerted contribution of NHRIs to the development of the *United Nations Declaration on Human Rights Education and Training*. This contribution is the fruit of a process marked by the following steps:

- In September 2007, NHRIs were designated stakeholders in resolution 6/10 of the HRC concerning the Declaration;
- In August 2008, NHRIs are requested by the AC to complete an evaluation questionnaire and draft proposals (29 NHRIs helped);
- In January 2009, the AC in its Resolution called on the ICC to place the draft Declaration on its agendas to ensure its contribution;
- In March 2009, at its 22nd session, the ICC devoted a meeting to the Declaration and entrusted the CCDH with facilitating a concerted contribution of NHRIs;
- In May 2009, the CCDH drew up a framework document and launched in June the process of concerted contribution and the idea of organizing a parallel event to the AC meeting in the first week of August in Geneva;
- At the Marrakech seminar, a consultation meeting made it possible for some NHRIs to share information and ideas about proposals to be sent to the AC, and retained the idea to build on the elements of this proposal with the contributions made by NHRIs before July 20 and the completed questionnaires submitted by other NHRIs in response to the request of the OHCHR.

Recommendations

The ICC and its member institutions express their support for the idea of the project that strengthens in a significant manner the efforts made so far by the international community to promote the human rights culture, with a view to:

- Compiling the frame of reference in a single text on the field of human rights education and training (HRET);
- Facilitating the involvement of all stakeholders in the HRET on the basis of a shared global vision.

¹ The contributions are available at:

http://www2.ohchr.org/english/bodies/hrcouncil/advisorycommittee/HR_education_training.htm
(User Name: ac_user Password: 123ohchr).

To do this, the ICC and its member organizations recommend the following:

1 – In terms of principles:

Ensure that the Declaration:

- Is sufficiently strong and comprehensive to form a mobilizing lever;
- Is based on the universality and indivisibility of human rights;
- Draws lessons from the United Nations Decade and the program following it;
- Is a basic guide for action.

2 – In terms of definition:

Reiterate that the Declaration is derived from the founding texts such as the Universal Declaration of Human Rights (art 26), the International Covenant on Economic, Social and Cultural Rights (art 13), the Convention on the Rights of the Child (art 29), the Convention on the Elimination of All Forms of Discrimination against Women (art 5 and 10), the Convention on the Elimination of All Forms of Racial Discrimination (art 7), The Vienna Declaration and Program of Action (paras 78-82), and the United Nations Decade for Human Rights Education (1995-2004).

Adopt a definition that:

- Links human rights education to the protection of these rights and the prevention against all forms of violations;
- Expresses the relation between the right to the HRET and the right to education itself;
- Encompasses both the activities of (formal and non formal) education and training of professionals (including those with special responsibilities for the protection of human rights) and the broad public awareness;
- Ensures that HRET in schools is the center of disciplines.

3 - In terms of vectors, mediums, methods and approaches:

Mention:

- The diversity of vectors: the school (from preschool education to university), the centers of initial and in-service training, media;
- The diversity of mediums: cultural and artistic production, modern technologies;
- The need for HRET to adopt methods that promote active participation, mobilization of personal experience, reflective thinking and critical thinking;

- The need for HRET to be built on a multidisciplinary and interdisciplinary approach and to be involved in a process where evaluation is a formative element;
- The importance of didactic and pedagogic research regarding HRET to develop creativity in these areas.

4 - In terms of objective and approach

Emphasize the fact that:

- HRET is not limited to the transmission of knowledge and cannot be an indoctrination object;
- HRET implies human rights learning, making it possible for all persons to acquire the tools to realize their full human dignity;
- HRET is associated with a continuous process of personal development and empowerment so that everyone can know their rights, to enjoy and use them, and to claim them and respect the rights of others.

5 – In terms of obligations of States and other partners

- Include HRET as a crosscutting component of public policies at all levels, adopt, through participatory and inclusive processes, strategies and national action plans, and ensure that they are implemented;
- Put emphasis particularly on the state responsibility in promoting the culture of gender equality, capacity building of vulnerable groups (women, children, the disabled, ethnic, religious or linguistic minorities, indigenous peoples, refugees, migrants...);
- Emphasize that HRET, which targets all of these groups, must include their own respective rights as defined in relevant international conventions;
- Encourage regular public consultations including the government, NHRIs, NGOs, the youth associations, the media, and the political, economic and social stakeholders, to assess the implementation of strategies;
- Allocate the necessary resources in a sustainable manner to ensure maximum efficiency and effectiveness and to achieve the effects and impacts expected.

6 – In terms of implementation and monitoring mechanisms

Although it is a non-binding text, the Declaration, whose cultural scope is sustainable, must have a moral and political force urging States and other partners, according to their respective responsibilities, through mechanisms such as:

- Developing periodic reports by States on the progress, difficulties and the means used to overcome them;
- Establishing indicators that help measure the progress and ensure monitoring;

- Establishing an international observatory to identify and disseminate the best practices, and share experiences;
- Strengthening cooperation between the partners and the various stakeholders at all levels (national, regional and international);

7 – In terms of the role of NHRIs

- Reaffirm the role of NHRIs in promoting the human rights culture, given their mandate, status and prerogatives;
- Encourage NHRIs as a “3rd type” actor to stimulate and facilitate the pooling of efforts and development of synergies as regards the HRET (government, parliament, NGOs...) at all levels (planning, implementation, monitoring...);
- To encourage NHRIs to provide expertise to governments and other stakeholders and set up their own programs in the field of HRET;
- Emphasize the need for NHRIs to have sufficient resources and means to enable them to play this role in the best conditions.
