Annexure VIII

The Asia and Pacific Regional Conference on Education for Human Rights adopted the following recommendations:

Appeals to the States in the Asia and Pacific region:

1. To provide free and compulsory primary education for all children.
2. To strictly observe the provisions of human rights instruments, and to become parties to human rights treaties, if they have not yet done so.
3. To disseminate the Universal Declaration of Human Rights and other human rights standard setting instruments as widely as possible in national and local languages.
4. To establish, if they have not already done so, national human rights institutions, in accordance with the Paris Principles (1991) and to ensure adequate procedural safeguards for their functioning in a truly independent manner.
5. To adopt, if they have not yet done so, national plans in accordance with the aims of the United Nations Decade for Human Rights education (1995-2004) and take urgent measures for their implementation.
6. To allocate sufficient resources to satisfy the needs related to the promotion of education for human rights.
7. To draw up and implement sensitization and educational programmes for public functionaries in order to ensure respect for human rights for all.
8. To draw up training programmes designed for professionals having responsibilities related to the protection and implementation of human rights, in particular the army, security forces, police, prison, immigration and other government personnel at different levels, especially in areas of armed conflicts.
9. To ensure that judicial processes are so organized to make them easily accessible, simple and sensitive to human rights concerns.
10. To ensure that ministries of education and educational authorities at various levels accelerate their efforts to formulate appropriate syllabi for the teaching of human rights. To develop teaching aids for various target groups for an easy understanding of human rights, and to evolve and implement training programmes for teachers.
11. To take measures in order to protect human rights activities and human right defenders in full conformity with Declaration on the Rights and Responsibilities of Individuals, Groups and Organs of Society to Promote and Protect Universally Recognized Human Rights and Fundamental Freedoms, adopted on 10 December 1998, the date of the fiftieth anniversary of the Universal Declaration of Human Rights.
12. To create cells for education for human rights which shall be responsible for promoting and consolidating education for human
rights. They shall plan the introduction of human rights at all stages of school, college and university curricula. They shall also elaborate and implement programmes for non-formal education for large segments of society who are outside the ambit of formal education. They shall prepare teaching and training materials in the form of books, audio-visual aids, etc. covering the entire spectrum of education for human rights. They shall also promote short-term courses, seminars, workshops and various other forms of training activities, including summer and winter schools. Further, fieldwork and experience learning in the field of education for human rights shall be encouraged.

It also requested representative, Parliamentarians and other elected representatives of the people to actively support the promotion and protection of human rights and human rights education through appropriate actions within and outside the legislation.

Urges non-governmental organizations working in the area of human rights to contribute to the effective implementation of human rights education programmes and national plans of action.

Invites the mass media to increase their contribution to the enhancement of awareness of human rights, sensitization of the general public on violations of human rights and threats to human rights, and the formation of public opinion on human rights issues.

Demands national human rights institutions, individually and jointly, through their regional forum in Asia and Pacific, to support the efforts of governments, academic institutions, non-governmental organizations and other players for the implementation of national programmes in line with the aims of the United Nations Decade for Human Rights Education (1995-2004).

Invites the United Nations high Commissioner for Human Rights, UNESCO, other agencies and bodies within the UN system, as well as other interested intergovernmental organizations, to provide technical assistance and support in the development and implementation of national programmes for education for human rights.

The Conference also recommends that in order to have an on-going exchange of experiences in the Asia and Pacific region on education for human rights, a regional network with a focal point be created. It should ensure the development and exchange of curricula, training methodologies, technical support materials, student / faculty exchange programmes, field visits, etc.

The Conference stresses that human rights in their wake cast equally important responsibilities and duties on all individuals, society and the State towards everyone. As Mahatma Gandhi, a great humanitarian, a champion of human rights and a messenger of peace said: "Being with duties of a man and
rights will follow as spring follows winter", rights and responsibilities go together. This also should form part of education for human rights.

This Recommendation represents a milestone in UNESCO's action to promote education on peace and respect for human rights and reflects the experience which the Organisation and its Member States have accumulated over a period of more than a quarter of a century.

The next of the Recommendation sets out guiding principles. It stresses the need for education about contemporary world problems such as the maintenance of peace, disarmament, respect for human rights development, etc.

Detailed recommendations are presented on such matters as national policy, planning and administration, particular aspects of learning, training, action in various sectors and levels of education teacher preparation educational equipment and materials, research and experimentation and international co-operation. The implementation of this Recommendation constitutes the main thrust of the Organisation's Programme on education for international understanding as outlined in the Medium-Term Plan for 1977-1982.


Mindful of the responsibility incumbent on States to achieve through education the aims set forth in the Charter of the United Nations, the Constitution of UNESCO, the Universal Declaration of Human Rights and the Geneva conventions for the Protection of Victims of War of 12 August 1949, in order to promote international understanding, co-operation and peace and respect for human rights and fundamental freedoms,

Reaffirming the responsibility which is incumbent on UNESCO to encourage and support in Member States any activity designed to ensure the education of all for the advancement of justice, freedom, human rights and peace,

Nothing nevertheless that the activity of UNESCO and of its Member States sometimes has an impact only on a small minority of the steadily growing numbers of school children, students, young people and adults continuing their education, and educators, and that the curricula and methods of international education are not always attuned to the needs and aspirations of the participating young people and adults,

Nothing moreover that in a number of cases there is still a wide disparity between proclaimed ideals, declared intentions and the actual situation,
Having decided, at its seventeenth session, the this education should be the subject of a recommendation to Member States,
Adopts this nineteenth day of November 1974, the present recommendation,

The General Conference recommends that Member States should apply the following provisions by taking whatever legislative or other steps may be required in conformity with the constitutional practice of each State to give effect within their respective territories to the principles set forth in this recommendation.

The General Conference recommends that Member States bring this recommendation to the attention of the authorities, departments or bodies responsible for school education, higher education and out-of-school education, of the various organizations carrying out educational work among young people and adults such as student and young movements, associations of pupils' parents, teacher' unions and other interested parties.

The General Conference recommends that Member States submit to it, by dates and in the form to be decided upon by the Conference, reports concerning the action taken by them in pursuance of this recommendation

International solidarity and co-operation, which are necessary in solving the world problems affecting the individuals' and communities' life and exercise of fundamental rights and freedoms, the following objectives should be regarded as major guiding principles of educational policy:
(a) an international dimension and a global perspective in education at all levels and in all its forms;
(b) understanding and respect for all peoples, their cultures, civilizations, values and ways of life, including domestic ethnic cultures of other nations;
(c) awareness of the increasing global interdependence between peoples and nations;
(d) abilities to communicate with others;
(e) awareness not only of the rights but also of the duties incumbent upon individuals, social groups and nations towards each other;
(f) understanding of the necessity for international solidarity and cooperation;
(g) readiness on the part of the individual to participate in solving the problems of his community, his country and the world at large.

Combining learning, training, information and action, international education should further the appropriate intellectual and emotional development of the individual. It should develop a sense of social responsibility and of solidarity with less privileged groups and should lead to observance of the principles of equality in everyday conduct. It should also help to develop qualities, aptitudes and abilities which enable the individual to acquire a critical understanding of problems at the national and the
international levels; to understand and explain facts, opinions and ideas; to observe the elementary rules of procedure applicable to any discussion; and to base value-judgments and decisions on a rational analysis of relevant facts and factors.

Education should stress the inadmissibility of recourse to war for purposes of expansion, aggression and domination, or to the use of force and violence for purposes of repression, and should bring every person to understand and assume his or her responsibilities for the maintenance of peace. It should contribute to international understanding and strengthening of world peace and to the activities forms and manifestations, and against all forms and varieties of racialism, fascism, and apartheid as well as other ideologies which breed national and racial hatred and which are contrary to the purposes of this recommendation.

National policy, planning and administration

2. Each Member State should formulate and apply national policies aimed at increasing the efficacy of education in all its forms and strengthening its contribution to international understanding and co-operation, to the maintenance and development of a just peace, to the establishment of social justice, to respect for and application of human rights and fundamental freedoms, and to the eradication of the prejudices, misconceptions, inequalities and all forms of injustice which hinder the achievement of these aims.

3. Member States should in collaboration with the National Commissions take steps to ensure co-operation between ministries and departments and co-ordination of their efforts to plan and carry out concerted programmes of action in international education.

4. Member States should provide, consistent with their constitutional provisions, the financial, administrative, material and moral support necessary to implement this recommendation.

V. Parties aspects of learning, training and action

Ethical and civic aspects

5. Member States should take appropriate steps to strengthen and develop in the processes of learning and training, attitudes and behaviour based on recognition of the equality and necessary interdependence of nations and peoples.

6. Member States should take steps to ensure that the principles of the Universal Declaration of Human Rights and of the International Convention on the Elimination of All Forms of Racial Discrimination become an integral part of the developing personality of each child, adolescent, young person or adult by applying these principles in the daily conduct of education at each levels and in all its forms, thus enabling each individual to contribute personally to the regeneration and extension of education in the direction indicates.

7. 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 and to perform their social duties.

8. Member States should promote, at every stages of education, an active civic training which will enable every person to gain a knowledge of the method of operation and the work of public institutions, whether local, national or international, to become acquainted with the procedures for solving fundamental problems; and to participate in the cultural life of the community and in public affairs. Wherever possible, this participation should increasingly link education and action to solve problems at the local, national and international levels.

9. Education should include critical analysis of the historical and contemporary factors of an economic and political nature underlying the contradiction and tensions between countries, together with study of ways of overcoming these contradictions, which are the real impediments to understanding, true international co-operation and the development of world peace.

10. Education should emphasize the true interests of peoples and their incompatibility with the interest of monopolistic groups holding economic and political power, which practice exploitation and foment war.

11. Student participation in the organization of studies and of the educational establishment they are attending should itself be considered a factor in civic education and an important element in international education.

Cultural aspects

12. Member States should promote, at various stages and in various types of education, study of different cultures, their reciprocal influences, their perspectives and ways of life, in order to encourage mutual appreciation of the differences between them. Such study should, among other things. Give due importance to the teaching of foreign languages, civilizations and cultural heritage as a means of promoting international and inter-cultural understanding.

Study of the major problems of mankind

13. Education should be directed both towards the eradication of conditions which perpetuate and aggravate major problems affecting human survival and well-being – inequality, injustice, international relations based on the use of force – and towards measures of international co-operation likely to help solve them. Education which in this respect must necessarily be of an interdisciplinary nature should relate to such problems as:

(a) equality of rights of peoples, and the rights of peoples to self-determination;

(b) the maintenance of peace; different type of war and their causes and effects; disarmament; the inadmissibility of using science and technology for warlike purposes and their use for the purposes of peace and progress; the nature and effect of economic, cultural and political relations between
countries and the importance of international law for these relations, particularly for the maintenance of peace;

(c) action to ensure the exercise and observance of human rights, including those of refugees; racialism and its eradication; the fight against discrimination in its various forms;

(d) economic growth and social development and their relation to social justice; colonialism and decolonization; ways and means of assisting developing countries; the struggle against illiteracy; the campaign against disease and famine; the fight for a better quality of life and the highest attainable standard of health; population growth and related questions;

(e) the use, management and conservation of natural resources, pollution of the environment;

(f) preservation of the cultural heritage of mankind;

(g) the role and methods of action of the United Nations system in efforts to solve such problems and possibilities for strengthening and furthering its action.

14. Steps should be taken to develop the study of those sciences and disciplines, which are directly related to the exercise of the increasingly varied duties and responsibilities involved in international relations.

Other aspects

15. Member States should encourage educational authorities and educators to give education planned in accordance with this recommendation an interdisciplinary, problem-oriented content adapted to the complexity of the issues involved in the application of human rights and in international co-operation, and in itself illustrating the ideas of reciprocal influence, mutual supports and solidarity. Such programmes should be based on adequate research, experimentation and the identification of specific educational objectives.

16. Member States should endeavor to ensure that international educational activity is granted special attention and resources when it is carried out in situations involving particularly delicate or explosive social problems in relations, for example, where there are obvious inequalities in opportunities for access to education.

17. Increased efforts should be made to develop and infuse an international and inter-cultural dimension at all stages and in all forms of education.

18. Member States should take advantage of the experience of the Associated School which carry out, with UNESCO's help, programmes of international education. Those concerned with Associated School in Member States should strengthen and renew their efforts to extend the programme to other educational institutions and work towards the general application of its results. In other Member States, similar action should be undertaken as soon as possible. The experience of other educational institutions
which have carried out successful programmes of international education should also be studied and disseminated.

19. As pre-school education develops, Member States should encourage in it activities which correspond to the purposes of the recommendation because fundamental attitudes, such as, for example, attitudes on race, are often formed in the pre-school years. In this respect, the attitude of parents should be deemed to be an essential factor for the education of children, and the adult education referred to in paragraph 30 should pay special attention to the preparation of parents for their role in pre-school education. The first school should be designed and organized as a social environment having its own character and value, in which various situations, including games, will enable children to become aware of their rights, to assert themselves freely while accepting their responsibilities, and to improve and extend through direct experience their sense of belonging to larger and larger communities – the family, the school then the local, national and world communities.

20. Member States should urge the authorities concerned, as well as teachers and students, to re-examine periodically how post-secondary and university education should be improved so that it may contribute more fully to the attainment of the objectives of this recommendation.

21. Higher education should comprise civic training and learning activities for all students that will sharpen their knowledge of the major problems which they should help to solve, provide them with possibilities for direct and continuous action aimed at the solution of those problems, and improve their sense of international co-operation.

22. As post-secondary educational establishments, particularly universities, serve growing numbers of people, they should carry out programmes of international education as part of their broad-ended function in lifelong education and should in all teaching adopt a global approach. Using all means of communication available to them, they should provide opportunities, facilities for learning and activities adapted to people’s real interests, problems and aspirations.

23. In order to develop the study and practice of international co-operation, post-secondary educational establishments should systematically take advantage of the forms of international action inherent in their role, such as visits from foreign professors and students and professional co-operation between professors and research teams in different countries. In particular, studies and experimental work should be carried out on the linguistic, social, emotional and cultural obstacles, tensions, attitudes and actions which affect both foreign students and host establishments.

24. Every stage of specialized vocational training should include training to enable students to understand their role and the role of their professions in developing their society, furthering international
co-operation, maintaining and developing peace, and to assume their role actively as early as possible.

25. Whatever the aims and forms of out-of-school education, including adult education, they should be based on the following considerations:

(a) as far as possible a global approach should be applied in all out-of-school education programmes, which should comprise the appropriate moral, civic, cultural, scientific and technical elements of international education;

(b) all the parties concerned should combine efforts to adapt and use the mass media of communication, self-education, and inter-active learning, and such institutions as museums and public libraries to convey relevant knowledge to the individual, to foster in him or her favorable attitudes and a willingness to take positive action, and to spread knowledge and understanding of the educational campaigns and programmes planned in accordance with the objectives of this recommendation;

(c) the parties concerned, whether public or private, should endeavour to take advantage of favorable situations and opportunities, such as the social and cultural activities of youth centres and clubs, cultural centres, community centres or trade unions, youth gatherings and festivals, sporting events, contacts with foreign visitors, students or immigrants and exchanges of persons in general.

26. Steps should be taken to assist the establishment and development of such organizations as students and teacher associations for the United Nations, international relations clubs and UNESCO Clubs, which should be associated with the preparation and implementation of co-ordinated programmes of international education.

27. Member States should endeavor to ensure that, at each stage of school and out-of-school education, activities directed towards the objectives of this recommendation be co-ordinated and form a coherent whole within the curricula for the different levels and types of education, learning and training. The principles of co-operation and association which are inherent in this recommendation should be applied in all educational activities.

VII. Teacher preparation

28. Member States should constantly improve the ways and means of preparing and certifying teachers and other educational personnel for their role in pursuing the objectives of this recommendation and should, to this end:

(a) provide teachers with motivations for their subsequent work: commitment to the ethics of human rights and to the aim of changing society, so that human rights are applied in practice; a grasp of the fundamental unity of mankind; ability to instill appreciation of the riches which the diversity of cultures can bestow on every individual, group or nation:
(b) provide basic interdisciplinary knowledge of world problems and the problems of international co-operation, through, among other means, work to solve these problems;

(c) prepare teachers themselves to take an active part in devising programmes of international education and educational equipment and materials, taking into account the aspirations of pupils and working in close collaboration with them;

(d) comprise experiments in the use of active methods of education and training in at least elementary techniques of evaluation, particularly those applicable to the social behaviour and attitudes of children, adolescents and adults;

(e) develop aptitudes and skill such as a desire and ability to make educational innovations and to continue his or her training; experience in teamwork and in interdisciplinary studies, knowledge of group dynamics and the ability to create favourable opportunities and take advantage of them;

(f) include the study of experiments in international education, especially innovative experiments carried out in other countries, and provide those concerned to the fullest possible extent, with opportunities for making direct contact with foreign teachers.

29. Member States should provide those concerned with direction, supervision or guidance – for instance, inspector, educational advisers, principals of teacher training colleges and organizers of educational activities for young people and adults – with training, information and advice enabling them to help teachers work towards the objectives of this recommendation, taking into account the aspirations of young people with regard to international problems and new educational methods that are likely to improve prospects for fulfilling these aspirations. For these purposes, seminars or refresher courses relating to international and intercultural education should be organized to bring together authorities and teachers; other seminars or courses might permit supervisory personnel and teachers to meet with other groups concerned such as parents, students and teachers' associations. Since there must be a gradual but profound change in the role of education, the results of experiments for the remodeling of structures and hierarchical relation in educational establishments should be reflected in training, information and advice.

30. Member States should endeavour to ensure that any programme of further training for teachers in service or for personnel responsible for direction includes components of international education and opportunities to compare the result of their experiences in international education.

31. Member States should encourage and facilitate educational study and refresher course abroad, particularly by warding fellowships and should encourage recognition of such course as part of the
regular process of initial training, appointment, refresher training and promotion of teachers.

32. Member states should organise of assist bilateral exchanges of teachers at all levels of education.

VIII. Educational equipment and materials

Member States should increase their efforts to facilitate the renewal, production, dissemination and exchange of equipment and materials for international education.

Every individual and every organ of a society must strive by teaching and education to promote respect for these rights and freedom, mentioned in the Preamble to the universal Declaration of human Rights. Human rights education is also a human responsibility - not just that of governments but also, as the Preamble to the Declaration exhorts, of every individual and every organ of society. Therefore, attempt has to be made to make information about human rights at home along with the child-care. Because most deeply held values begin in the family. Knowledge of human rights must be a requirement for the licensing of new teachers and the re-certification of experienced teachers. Senior teachers may face a particular challenge because human rights education involves not only new information, about, but also what may be new attitudes and classroom practices. The in-service training programme linked to re-certification or promotion can achieve a basic knowledge of human rights for all teachers.

Human rights education must be made available to all vulnerable groups. Many people do not ever attend school. Many live in interior places. Further refugees, minorities, migrant workers, indigenous people, the disabled and the poor, are often among the most powerless and vulnerable to abuse.

Only by working with these people can human rights educators develop programmes that accommodate their needs and situations. The techniques of popular education – music, street play, comic books, alternative media- can help to connect human rights to people.

Human rights must be a part of professional preparation of doctors and nurses, lawyers and judges, social workers, journalists, police and military personnel.

The commitment to human rights from every candidate who registers for an election and include human rights education in the orientation of all new office-holders. In a democracy no on can serve the interests of the people who does not understand and support human rights. People should require all election candidates from the head of the state to the local council member, to make such a public commitment.