ROLE OF UNITED NATIONS IN THE
SPREAD OF HUMAN RIGHTS EDUCATION
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EDUCATION

Many wars were fought among the nations in the 19th Century and destructive weapons capable of destroying the whole human civilization were invented.

During the First World War the people all over the world and particularly of Europe faced untold distress. Terrible massacre of human souls, large scale destruction of private and national properties and the horror of the deadly scientific weapons created terror in the hearts of the people. Everywhere they became eager for peace and inter-state co-operation. However, at the same time attempts were made to forge unity among the nations of Europe as well as of the world by renouncing war. Political thinkers of England, Germany, the USA, France etc. had been preaching for the establishment of an international organization for holding discussions on international problems. At the end of the First World War several attempts were made on a liberal level favouring the common man. The Treaty of Versailles tended to promote and universalize human rights though it resulted in no success.

The movements for a world organization grew in volume in England, America and France. In June 1915 an organization called "League to Enforce Peace" was formed in America. In England Philimore and Smuts greatly

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1 Dr. V.K. Anand, Allahabad Law Agency, 16/2/ Mathura Road, Plot no 33, Faridabad, 2001 p 1
supported the idea of a world organization. However, after the conclusion of the war, the European statesmen felt the necessity of an international organization for the settlement of varied problems of the post war world by peaceful means and through international co-operation obverting the possibilities of war in future. The League of Nations was ultimately formed on the basis of the last principle of the US President Woodrow Wilson's fourteen points and it came into force in January 1920.

The signatory States to the League Covenant pledged to maintain world peace and security through international cooperation instead of resorting to war, to regulate relations among nations honourably, but due to the aggressive activities of Japan, Italy and Germany and the indifferent attitude of the other big powers the League of Nations became a defunct body.

The big powers again reverted to the pre-war policy alliances and regional pacts. The Second World War broke out in 1939. For the second time the intensity of war, the use of new types of destructive weapons, the vast scale of casualties and destruction of property had made the people all over the world anxious for peace and security and they felt the necessity of establishing a well organized and most powerful world organization.

Attempts to establish an international organization in the name of United Nations began a few years before the end of the Second World War. In June 1942 representatives of 26 nations signed the United Nations Declaration at Washington. In 1943, the Foreign Ministers of Britain, USA, Russia and China confirmed the necessity of forming a general international organization based on the principle of the sovereign equality of all peace
loving nations for the preservation of international peace and security and the United Nations Charter came into force on 24 October 1945.2

When the United Nations was formed in 1945 there was consensus among the participating member states at the San Francisco conference that the maintenance of international peace and security, one of the primary aims with which the organization was established was not possible without the promotion of human rights and fundamental freedoms. Keeping this view in mind the people of the United Nations recorded their determination to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of man and woman and of nations large and small, to practice tolerance and live together in peace with one another as good neighbours and to employ international machinery for the promotion of economic and social advancement of all people.

One of the purposes of United Nations under Article 1(3) of the Charter is to achieve international cooperation in solving international problems of an economic, social, cultural or humanitarian character and in promoting and encouraging respect for human rights and fundamental freedom for all without distinction as to sex, race, language or religion.3

The scholars4 have pointed out that there are two major weaknesses with respect to the Charter provisions on human rights. First, the Charter of the United Nations does not make any provision for the implementation of human rights. Secondly, human rights and fundamental freedoms are not defined in the Charter. It makes the ascertainment of human rights difficult. For these weaknesses it is argued that the charter of the United Nations does

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3 supra n 1 pp 12-14
not impose obligations upon states, in regard to human rights and fundamental freedoms.

To get over the above weaknesses Kelsen has suggested that the legal obligation of the members in this respect can be established only by an amendment of the United Nations Charter or by a convention negotiated at the initiative of United Nations and ratified by the members. In this connection mention may be made that a large number of international conventions and instruments including the International Bill of Human Rights have been negotiated at the instance of the United Nations and ratified by its members. Further, as regards the weaknesses one may point out that these have a relevance to the determination of the degree of the effectiveness of the obligation only. They cannot destroy the legal character of the obligation.

Bhavana Udara and Sujatha Ramcharit⁵ stated clearly that the basic aspiration of people of the world for peace based on justice was expressed in the preamble of the United Nations Charter and the basic principle and purpose incorporated in the Article 1. United Nations seems to be the most logical and fruitful basis upon which to base the effort to realize this aspiration. It is the main repository of the world for peace and security.

The prime right and freedoms enumerated in the Universal Declaration of Human Rights 1948 provides that all human beings are born free and equal in dignity and right, particularly equality before law -that everyone has the right to life, liberty and security of person and property and no one shall be held in slavery. It is further provided that no one shall be subjected to torture or to cruel or inhuman treatment or punishment and that no one shall be subjected

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⁵ United Nations Framework and the Rule of Law, Kanishka, New Delhi, 2001 p 3
to arbitrary arrest, detention or exile and shall be entitled to a fair and public hearing in respect of any criminal charge against him. Under this head the Declaration specifies clearly that every one has right to freedom of movement and residence within the borders on each state with the explicit right to leave and return to his country; that every one has the right to freedom of thought, conscience, religion, opinion and expression and that every one has the right to freedom of peaceful assembly and association, and that no one be compelled to belong to any particular association against his will.\(^6\)

From the above it may be realized that United Nations was formed with the aim of establishing an international commitment to protect human rights on a global perspective. On 10\(^{th}\) December 1948 one of its first acts was the adoption of the Universal Declaration of Human Rights This declaration may be considered as a response to governmental abuse of power and atrocities committed during the World War II. It was a bold step in protecting human rights.

This Declaration\(^7\) provided a set of standard model for countries to follow. It served as an ideal for each and every country to establish their own stand on human rights. The United Nations Declaration stated that the dignity and the equal and inalienable rights of all people are the foundation of freedom, justice, and peace in the world. Further the Declaration proclaimed

\(^6\) M. S. Gill, Human Rights Wronged, Sarup and Sons, New Delhi 2004 pp 8-9
\(^7\) Article 26

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

In short, the United Nations Declaration is said to serve as an affirmation of faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women, while promoting the social progress and better standard of life. One of the important mandates of the United Nations is to promote universal respect for and observance of human right and fundamental freedom. The preamble of the Declaration expands upon its rational. It is evident from the above provision that human rights education is essential for people to exercise these rights. But for article 26 of the Universal Declaration of Human Rights that has been discussed the other provisions will be analysed later.

Parallel to the international development regarding human right, important initiatives were taken at the European level. European neighbours sought to institute a more profound recognition of rights and freedoms. In May 1948 the international committee of the movements for European unity organized a congress of Europe in The Hague, an important resolution on the establishment of an inter state regional body with the aim of protection at the congress was adopted that read as follows:

The congress considered that, the resultant union or federation should be open to all European nations democratically governed and which undertake to respect a charter of rights; resolve that a commission should be setup to undertake immediately the double task of drafting such a charter and of laying down standard to which a state must confirm if it is to deserve the name of democracy.

In February 1949 the Council of Europe met at Brussels and advised its legal committee to prepare a preliminary draft of a convention for protection of
human rights. European leaders in this way moved to go beyond recognizing the principles of human rights as provided by United Nations. They instituted a commission and a code of human rights to enforce the European Convention.

The early 1960s saw a spread of awareness of rights and freedoms within the United Kingdom under a labour government of Prime Minister Harold Wilson. In January 1966 the government recognized the jurisdiction of the European court agreeing to allow individual the right of petition in the court regarding alleged violation of their right and freedom enlisted in the Convention. It marked the beginning of a new "rights culture in Britain".

In 1968 following this movement the General Assembly of the United Nation declared this year as an international human rights year. Thereby United Nations played an important role in contributing to general awareness of individual rights and liberty. It could sensitise people on a global scale to human rights abuses.

During the 1970s and 1980s there was a plethora of articles, texts, commentaries on human rights in general. The literature of human rights indicate that both academies and lawyers are busy analyzing this shift in policy, many contributing directly to the cause of victims question of right and freedoms which became popular throughout Europe in particular. In October 1997 under the Labour party leadership of Prime Minister Tony Blair, the government announced its intention to adopt the European Convention as a Bill of Rights.8

The Universal Declaration of Human Rights specifically provided that education shall be directed to the full development of the human personality

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and to the strengthening of respect for human rights and fundamental freedom. It shall promote understanding, tolerance, and friendship among the nation, racial or religious groups and shall further the activities of the United Nations for the maintenance of peace.

After adoption of the Universal Declaration of Human rights, the United Nations organization adopted two broad international covenants, one is International Covenant on Economic, Social and Cultural Rights which was adopted by the General Assembly of the United Nations on 26 December 1966 and second is International Covenant on Civil and Political Rights adopted on the same day. Within the framework of Universal Declaration on Human Rights these two covenants elaborate economic, social and cultural right and civil and political rights.

Article 13 of the first Covenant provides for recognition of the right of everyone to education by the state parties. All the signatories to the Covenant agreed that education shall be directed to the full development of human personality and the sense of his dignity and shall strengthen the respect for human rights and fundamental freedoms. They further agreed that education should enable all person to participate effectively in a free society, promote understanding, to learn and friendship between all nations and all racial, ethnic or religious groups.

For achieving the full realisation of the right to education the Covenant provided five devices-

a) Primary education shall be compulsory and available free to all.
b) Secondary education in its different forms including technical and vocational education shall be made generally available and accessible to all by every appropriate means and in particular by the progressive introduction of free education.
c) Higher secondary education shall be made equally accessible to all on the basis of capacity, by every appropriate means.

d) Fundamental education shall be encouraged and intensified as far as possible for those persons who have not received or completed the whole period of primary education and

e) The development of a system of school at all level shall be actively pursued and adequate fellowship system shall be established and the material condition of teaching staff shall be continuously improved.⁹

In 1968 the Tehran conference held at Tehran on 13th May 1968 at the instance of the United Nations made its own contribution through several resolution that shed considerable light on the scope, extent of human rights, even though the draft resolution relating to enforceability of its rights could not be processed to see the light of the day and had to be referred back to the United Nations. However the Teheran conference in celebration of the human rights year in 1968 registered a landmark decision in defining the sphere of human rights, pointing to their almost all embracing character.¹⁰ This conference incidentally happens to be the first conference on human rights and provided an occasion to scrutinize the achievements and failures on the human rights front till the time.

The conference invited UNESCO to develop its programmes aimed at making children aware, from the time they start school of the respect for the dignity and the rights of men and at making the principal of the Universal Declaration, prevail at all levels of education, particularly in institution of higher learning where the future cadres are trained.

It recommended that the youth organization should pay special attention to international gathering and exchanges which should lead to better knowledge and better exchange of views among the young in order to arouse

in them an active interest in the cause of human rights and fundamental freedoms.

The Teheran conference also provided for wide publicity for the Universal Declaration of Human Rights. It urges every government to make the Universal Declaration of Human Rights as viable to its citizen, together with the great national document of freedom which bear meaning into own history and present experience. It also invited the Secretary General of United Nations to continue to keep members informed of the manner in which the Universal Declaration is a viable and to provide translation into additional languages if needed.

The UNESCO was called open by the conference to consider the possibility of its programmes for advancing human rights, for publishing a list of official text and relevant materials including radio programmers records, text and other items which are suitable for use by them or available from the United Nations.\(^{11}\)

On 19 November 1974 the UNESCO adopted certain recommendation conserving education for international understand, corporation, peace and education relating to education and fundamental freedom. It made the interpretation of world education. It implies the entire process of social life by means of which individual and social groups learn to develop consciously within and for the benefit of the national and international community, the whole of their personal capacities, attitudes and knowledge. This process is not limited to any specific activities.

\(^{11}\) New York, United Nations, Human Rights Education 1999, pp 29-31
Education should be infused with the aim and purposes set forth in the Charter of a United Nations. In order to enable every person to contribute actively to the fulfillment of the aims referred to in United Nations Charter the following objectives should be regarded as major guiding principles on education policy as per UNESCO.

1. International dimension and the global perspective in education at all levels and in all forms,
2. Understanding and respect for all people and cultures of other nations,
3. Awareness of the increasing global interdependence between people and nations,
4. Ability to communicate with other,
5. Awareness not only of right but also the duty of individuals, social groups and nation towards each other,
6. Understanding of a necessity for international solidarity and cooperation,
7. Readiness on part of the individuals 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 responsibility and of solidarity with privileged groups and should lead to observance of the principles of equality in everyday conduct. It should also help to develop equalities, aptitudes and abilities which enable the individual to acquire critical understanding of problems at the national and the international levels, to understand and explain the facts, opinions and ideas; to work in a group; to accept and participate in free discussions; to observe the elementary rules of procedure applicable to any discussion; and to base value judgment 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, of repression, and should
being every person to understand and assume his on her responsibility for the maintenance of peace.\footnote{supra n 11, pp 29-31}

The world conference on human rights was held at Vienna, Austria, from 14\textsuperscript{th} to 25\textsuperscript{th} June 1993. The conference, the largest even gathering of this kind was attended by about 7000 (seven thousand) participant representing 171 states and a large number of national and international bodies and non-governmental organization. The objective of the conference was among others to review and assess progress made in the field of human rights. Since the adoption of the Universal Declaration of Human Rights in 1948, examining the link between development and the enjoyment of economic, social, cultural and civil and political rights, identifying the obstacles and way in which they might be over come were considered as a matter of priority.

It was preceded by three regional conferences, which were held in Tunisia, Costa Rica and Thailand on 25\textsuperscript{th} June 1993. The conference adopted the Vienna Declaration and Programme of Action, which was subsequently endorsed by the General Assembly of the United Nations.

In this world Vienna conference emphasis was given on human rights education, training and public information essential, for the achievement of global and harmonious relation among communities and for developing mutual understanding, tolerance and peace.

The conference stated that the state should strive to eradicate illiteracy and should direct education towards the full development of human personality and to the strengthening of respect for human rights and fundamental freedoms. The world conference on human right called on the
states and institutions to include human rights, humanitarian law, democracy, rule of law as subject in the curricular of learning institutions, in informal and non-formal settings.

Human rights education should include peace, democracy, development and social justice, as set for in international and regional human rights instruments, in order to achieve common understanding and awareness among the nations with a view to strengthening universal commitment to human rights.

Taking into consideration the world plan of action on education for human rights and democracy, adopted in March 1993 by the International Congress on Education for Human Rights and Democracy of the UNESCO and other human rights it recommend that state should develop specific programmes and strategies for ensuing the widest human rights education.

The government with the assistance of inter governmental organization, national institution and non-governmental organization should promote peace and mutual tolerance.

A significant effort towards the development of human rights education adopted by United Nations is the creation of the office of the High Commissioner for Human Rights. During the preparation of Universal Declaration of Human Rights in 1948, Rene Cassin, the French representative first launched the idea of an attorney general who would be responsible to government for the defense of the right of the people. This was a revolutionary personal view to international law and international reaction at that time. Therefore it had no chance of acceptance in the 1950s debates on the celebration of International Covenant on Civil and Political Rights and that of
the Economic, Social and Cultural Rights. Hence there were a revival of the idea during the world conference.

At the 5th session of Commission on Human Rights in 1950, Australia presented a proposal for the establishment of an international court of human rights that would ensure provision of the Covenant and also for any related general human rights convention. Unfortunately it was a futile effort of Australia.

In the same year Uruguay submitted to the General Assembly a proposal for establishment of a permanent organ of a United Nations namely, a High Commissioner or an Attorney General which would function in the framework of the international covenant of human rights. The proposal was presented at the seventh session of the Commission on Human Rights but finally rejected, after examination at the tenth session.

It was not until 1965 that another Latin America country Costa Rica submitted at the 28th session of the General Assembly a draft resolution entitled "Election of the United Nations High Commissioner for the Human Right". This was the first time that idea of the operation of the post of High Commissioner was proposed in the framework of the Charter of the United Nations. The proposal survived the scrutiny and was approved by the Commission on Human Rights and ECOSOC.

For 20 years no official voice was to break the silence that fell over the movement for the establishment of a High Commissioner for Human Rights. It was not until major political development and a new emphasis on the protection of human rights that changed the international climate in 1990s that idea was revived. Advocates of the proposals used the preparatory process
for the World Conference on Human Rights held at Vienna in June 1993 as a formal framework to that end. The High Commissioner is appointed by the Secretary-General of the United Nations with due regard to geographical location. The procedure mandates that the choice of the Secretary-General must be submitted to the General Assembly for approved. The High Commissioner is appointed for a fixed term of four years with the possibility of one renewal. On 31st January 1994 the Secretary General appointed Jose Aya La Lasso of Ecuador as the first United Nations High Commissioner for Human Right. The rank of the High Commissioner is equivalent to Under Secretary-General.

The report of the High Commissioner brings to light his role in the development of human rights education in the world. The report was submitted to the both session of the commission jointly by the UNESCO and in consultation with the member state.

The reports enable summary recognition that most responding Government have reported on the increased human rights education activates within and outside the decade's framework. Furthermore, most Governments advertised the priority given to human rights education within their countries. The majority government also supported the proclamation of a second Decade for Human Right Education (2005-14) as well as the establishment of a voluntary fund for human rights education. Other initiatives provided by the state are greater facilitation of exchanges of experiences, materials and expertise, in particular at the regional and sub-regional levels, through the creation of regional offices on the higher education system.
Convention on The Rights of The Child

During the initial years or to that extent the first two decades of the United Nations human rights education found place in great measure within the international instruments. Thereafter Conventions came to be adopted dealing with special interests in order to bring about greater implementation of human rights. Accordingly the Conventions were adopted providing for protection and promotion of women and children. Since issues concerning children are of direct bearing on the health and education of children the latter convention is sought to be analysed in the following paragraphs.

On 28th November 1989 a Convention of Rights of the Child was adopted by the UN General Assembly, which came into force on 2nd September 1990. Prior to it a Declaration on the Rights of the Child was also adopted. While giving emphasis on different aspects of the right of the child the Convention underlines education of the child in Articles, 28 and 29.

Article 28 mentions that the State recognizes the Right of the child to education and to achieve that right of the child, the convention indicated the following stages –

1. "make primary education compulsory and available free for all".
2. Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child and take appropriate measures such as introduction of free education and offering financial assistance in case of need. It decided to
   1. "make higher education accessible to all on the basis of capacity by every appropriate means".
   2. "make educational and vocational information and guidance available and accessible to all children".
   3. "take measures to encourage regular attendance at school and the reduction of dropout".
The above measures are considered vital since it enables attendance of children in schools and then provides for imparting value based education to them. The Convention took interest to see that appropriate measures are ensured in administering discipline in a manner consistent with the human dignity of the child and in conformity with the Convention. All the participating States also agreed to promote and encourage international co-operation in eliminating ignorance and illiteracy throughout the world and facilitate access to scientific and technical knowledge and modern teaching method. The States also agreed to take special care to meet the requirement or developing countries.

Article 29 mentions high dissemination of education of child through

1. The development of the child’s personality, talents and mental and physical abilities to their fullest potential.
2. The development of respect for human rights and fundamental freedom.
3. The development of respect of the child’s parents, his or her own cultural identity, language and values, for the national values of a country in which child is living, the country from which he or she may originate and for the civilization different from his or her own.
4. The preparation of the child for a responsible life in free society, in the spirit of understanding, peace, tolerance, equality of sexes and friendship among the people, ethnic national and religious group and persons of indigenous origin.
5. The development of respect for natural environment.

Convention on Discrimination against Women
Article 10 states that

States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal right with men in the field of education and in particular to ensure, on a basis of equality of men and women:

(a) The same conditions for career and vocational guidance, for access to studies and for the achievement of diplomas in educational establishments of all categories in rural as well as urban areas; this equality shall be ensured in pre-school, general, technical, professional and higher technical education, as well as in all types of vocational training;

(b) Access to the same curricula, the same examinations, teaching staff with qualifications of the same standard and school premises and equipment of the same quality;

(c) The elimination of any stereotype concept of the roles of men and women at all levels and in all forms of education by encouraging co-education and other types of education which will help to achieve this aim and, in particular, by the revision of textbooks and school programmes and adaptation of teaching methods;

(d) The same opportunities to benefit from scholarships and other study grants;

(e) The same opportunities for access to programme of continuing education, including adult and functional literacy programmes, particularly those aimed at reducing, at the earliest possible time, any gap in education existing between men and women;

(f) The reduction of female student drop-out rates and the organization of programmes for girls and women who have left school prematurely;

(g) The same opportunities to participate actively in sports and physical education;

(h) Access to specific educational information to help to ensure the health and well being of families, including information and advice on family planning.

Section 10 of the Convention is of great significance. It provides for vocational education both in rural and urban areas highlighting the need for equality of sexes in all spheres of education and training. Besides it emphasizes upon the need to address the stereotype roles that men and women have been performing so as to make equality meaningful and purposeful. It further provides for co-educational activities in order to encourage women to be at par with men by going to the extent of adopting necessary changes in the curriculum content. All these measures are required to be provided through continuing education as well as physical and scientific education. The Convention also seeks to address one of the most
problematic area, that of female student dropouts and it is for the Member States to initiate corrective measures on this count.

International Convention on the Elimination of Racial Discrimination

Article 5\textsuperscript{14} of the Convention provides that in compliance with the fundamental obligations laid down in Article 2 of the Convention on the Elimination of Racial Discrimination States parties are to prohibit and eliminate racial discrimination in all its forms and to guarantee the rights of everyone, without distinction as to race, colour, or national or ethnic origin, to equality before the law, notably in the enjoyment of the following rights.

It emphasizes on the economic, social and cultural rights, in particular, by providing for the right to public health, medical care, social security and social services.

Under Article 7 States parties are required to undertake immediate and effective measures, in the field of teaching, education, culture and information, with a view to combating prejudices that lead to racial discrimination and to promoting understanding, tolerance and friendship among nations and racial or ethnic groups. These measures should also extend to propagating the purposes and principles of the Charter of the United Nations and the Universal Declaration of Human Rights.

Furthermore, the International Trusteeship System provided for the establishment of an International Trusteeship System for the administration and supervision of such territories as may be placed there under by subsequent individual agreements. \textsuperscript{15}

\textsuperscript{14} 'United Nations on human rights' by V.P.Srivastava & R.S.Narayan, Vol:II, 1\textsuperscript{st} Publication 2002 pp 627,628
\textsuperscript{15} Article 75
Article 76 provides for the basic objectives of the trusteeship system, in accordance with the Purposes of the United Nations is to provide for the promotion of the political, economic, social and educational advancement of the inhabitants of the trust territories, and their progressive development towards self-government or independence as may be appropriate to the particular circumstances of each territory and its people and facilitate the free expression of wishes of the peoples concerned, and as may be provided by the terms of each trusteeship agreement.

Article 76 further encourages respect for human rights and for fundamental freedom for all without destination as to race, sex, language, or religion, and to encourage recognition of the interdependence of the people of the world.¹⁶

The trusteeship council emphasized the role of education in the administration of these territories enabling the promotion of the fundamental freedoms.

Convention on Discrimination Against Education

The general conference of the UNESCO held in Paris from 9th November to 12th December 1962 at its 12th session considered the need of a conciliation and good offices commission to be responsible for seeking amicable settlement, which may arise between the participatory States in the Convention. The Convention accordingly resolved on 10th December 1962 to establish a Commission under auspices of UNESCO. The 11 member

Commission comprising persons of high moral standing and acknowledged impartiality are to be elected by the General Conference of UNESCO.

As regards the procedure of election the Convention specifically states that the members of the Commission shall be elected from the list of persons nominated for the purpose by the State. Every State in required, after consulting its nation commission for UNESCO nominate not more them four persons who should be the nationals of State.

At least four month before the state of election to the Commission the Director General of the UNESCO invites the States to send their nomination within two month. He prepares a list at last one month before the election and submits it to the executive board of UNESCO.

The members of the Commission are elected for a terms of six years. They are eligible for re-election if re-nominated by the respective States. The terms of four members elected at the first election expires at the end of two years and the terms of three other members at end of four years. This is provided for to ensure continuity with a mix of old and new members. It has also been provided that like that of reelection of the members the office bearers too may be reelected.

The Commission is required to submit to the general conference at each regular session a report on it activities, which has to be forwarded to the general conference by the executive board. UNESCO has made quite a few significant recommendations and adopted some Convention of education. Since these have been discussed elsewhere the same are not analyses again.
Role of Economic and Social Council

Under Article 62 of the Charter the Economic and Social Council may make and initiate studies and report with respect to international economic, social, cultural, educational, health and related matters and may make recommendations with respect to any such matters to General Assembly, to the members of the United Nations and to the Specialized Agencies concerned. It may make recommendation for the purpose of promoting respect for and observance of human rights and fundamental freedom for all. Besides, it may prepare draft Convention for submission to the General Assembly with respect to matters falling within its competence. It may call according to the prescribed rules international conferences on matters falling within its competence. Though education has been clubbed with other matters it is significant that the Charter has recognized the significance of education in promoting the essential values.

Under Article 64, the Economic and Social Council may take appropriate steps to obtain regular report from the Specialised Agencies. It may make arrangement with the members of the United Nations and with the Specialised Agencies to obtain reports on the steps taken to give effect to its own recommendation and to recommendations on matters falling within its competence made by the General Assembly under Article 68 of the Charter. The Economic and Social Council has been mandated to set up Commission in economic and social fields and for the promotion of human rights and such other Commissions as may be required for the performance of its functions.

The above instruments of the United Nations and its ancillary agencies have emphasized the significant role of education in the
implementation of the various provisions of these instruments. Article 26 of the Universal Declaration of Human Rights in particular is very important since it is very comprehensive in nature. Facilitating the implementation of the Declaration depends largely on the awareness of the people. Going a step ahead the United Nations has given special emphasis on education of human right through the International Convention on Economic, Social and Cultural Rights among others.

The UNESCO has made a lot of efforts in promoting human rights education through several of its instruments. It has approached the issue of education in a comprehensive manner by providing for the measures to be undertaken by teachers and others involved in education so to make it meaningful. It is essential that member countries as well as the comity of nations should act in properly giving effect to the various instruments so as to enable people to exercise and assert their rights. Specific efforts have also been made to provide for education of different segments of the society through the Conventions, particularly those relating to racial discrimination, women and children. Though some measures have been undertaken, much remains to be done. It is however essential to implement the existing provisions in letter and spirit if people are to be provided with the means to be educated, particularly with regard to human rights.