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HUMAN RIGHTS BODIES AND MECHANISMS

Joint written statement* submitted by CIVICUS (World Alliance for Citizen Participation), International Alliance of Women (IAW), International Association for Religious Freedom (IARF), International Council of Women (ICW-CIF), Soroptimist International (SI), World Federation of United Nations Associations (WFUNA) & Asian Legal Resource Centre (ALRC), non-governmental organizations in general consultative status, Pax Romana, International Organization for the Development of Freedom of Education (OIDEL), International Organization for the Elimination of All Forms of Racial Discrimination (EAFORD), International Federation of Social Workers (IFSW), International Network for the Prevention of Elder Abuse (INPEA), Anti-Racism Information Service (ARIS), Equitas-International Centre for Human Rights Education, Pax Christi International, International Federation of University Women (IFUW), World Federation For Mental Health (WFMH), Association Points Cœur, Institut arabe des droits de l'homme, Myochikai (Arigatou Foundation), International Catholic Child Bureau (ICCB), Lutheran World Federation (LWF), Village Suisse ONG, Sovereign Military Order of the Temple of Jerusalem (OSMTH), Planetary Association for Clean Energy, Inc. (PACE), International Council of Jewish Women (ICJW), Al-Hakim Foundation, Women's World Summit Foundation (WWSF), Ius Primi Viri International Association (IPV), Worldwide Organization for Women (WOW), World Student Christian Federation (WSCF), Disabled People's International (DPI), International Indian Treaty Council (IITC), International Volunteerism Organization for Women, Education & Development-VIDES, Istituto Internazionale Maria Ausiliatrice (IIMA), Netherlands Centre for Indigenous Peoples (NCIV), Organization for Defending Victims of Violence (ODVV), Advocates for Human Rights, Latin American Committee for the Defence of Women's Rights (CLADEM), Amman Center for Human Rights Studies (ACHRS), Cairo Institute for Human Rights Studies (CIHRS), Centre for Organization Research & Education (CORE), Dignity International, Helsinki Foundation for Human Rights, International Bureau for Children's Rights, SOS-Kinderdorf International (SOS-KDI), Aldet Centre-Saint Lucia & International Association of Schools of Social Work (IASSW), non-governmental organizations in special consultative status, Soka Gakkai International (SGI), Servas International, UNESCO Centre Basque Country (UNESCO Etxea), Association of World Citizens (AWC), Association for World Education (AWE), Institute for Planetary Synthesis (IPS), Asia Pacific Forum on Women, Law & Development (APWLD), International Movement Against All Forms of Discrimination & Racism (IMADR), non-governmental organizations on the Roster

The Secretary-General has received the following written statement which is circulated in accordance with Economic and Social Council resolution 1996/31.

[18 February 2009]

* This written statement is issued, unedited, in the language(s) received from the submitting non-governmental organization(s).

The UN framework for human rights education and civil society participation:

Draft UN declaration on human rights education and training, the World Programme for Human Rights Education, and Special Procedures¹

This statement reflects discussions among non-governmental organizations (NGOs) facilitated by the NGO Working Group on Human Rights Education and Learning of the Conference of NGOs in Consultative Relationship with the United Nations (CONGO), Geneva, and Human Rights Education Associates (HREA). The 365 signatories, 56 organisations in consultative status with the United Nations Economic and Social Council and 309 organisations without consultative status including 5 national human rights institutions, are from 88 countries representing every continent sharing the views expressed in this statement.

We, the co-signed organisations, support human rights education as a vital strategy for addressing the root causes of human rights violations and conflict. Human rights education contributes to the prevention of human rights abuses, the promotion of equality and sustainable development and the enhancement of people's participation in decision-making processes within a democratic system, as stated in Commission on Human Rights resolution 2004/71. Human rights education is a lifelong process for all and a common agenda for all nations. It contributes also to the promotion of gender equality, the rights of the child, religious tolerance, elimination of racial discrimination and xenophobia, minority rights, and the rights of other vulnerable groups.

Particularly since the UN Decade for Human Rights Education (1994-2005), awareness of the importance of human rights education has been raised. The United Nations launched the World Programme for Human Rights Education (WPHRE) on 1 January 2005. Promotion of "*human rights education and learning as well as advisory services, technical assistance and capacity building (...)*" is defined as one of the central concerns of the Human Rights Council (General Assembly resolution 60/251, o.p.5 (a)). Further the Council adopted by consensus resolution A/HRC/RES/6/10 (28 September 2007) on the United Nations declaration on human rights education and training. With this resolution, the Council's Advisory Committee was entrusted with the task of preparing a draft UN declaration on human rights education and training, including submission of a progress report to the Council's main session of March 2009.

It is also noteworthy that during the seventh session of the Council in March 2008, Costa Rica, Italy, Switzerland and Morocco, jointly formed the Informal Platform for Human Rights Education and Training in the Council in order "to keep human rights education and training on the Agenda of the Council."

Focusing on both the United Nations framework for human rights education and civil society participation, we would like to draw the attention of the Member States to the following necessary actions and considerations in order to maintain and develop international strategies and policies for effective implementation of human rights education.

1. Draft UN Declaration on Human Rights Education and Training

We call upon the Human Rights Council to ensure that when the draft UN declaration is prepared, the following views be fully reflected in the text.

(1) Concept and definition

The declaration, as a new international human rights standard, should provide a clear definition of human rights education. As human rights education encompasses all human rights, such definition should remain broad so that as specific human rights develop conceptually and new human rights are recognised, they also are comprehended within the definition of human rights education set forth in the declaration. The definition can build upon the provisions of many human rights instruments that are compiled in the OHCHR publication “The Right to Human Rights Education”² and in the section “Context and definition of human rights education” of the Plan of Action³ for the first phase of the WPHRE (paras.1-6).

(2) Accountability / Duty-bearers and rights-holders

Over the course of the UN Decade for Human Rights Education and the WPHRE, the question of accountability has often been raised. The declaration should clarify the concept of duty-bearers and rights-holders regarding implementation of human rights education and training. In this context, it is also important to consider that the duty-bearer in a certain area of human rights may become the rights-holder in another area of human rights education or training. For example, members of the judiciary can be the duty-bearer in implementing the right to human rights education, but they themselves can also be the beneficiary of human rights education.

To date much emphasis has been placed on human rights education in formal education, especially primary and secondary education, in both practice and theory. This tendency is derived from States' obligations to provide for the right to education. Fewer efforts have been undertaken in the training of professional groups such as members of the judiciary, the continuing education of health professionals, and non-formal/informal education in communities and for the general public. At the same time human rights education has historically addressed rights-holders with the aim to educate them about their rights in order to empower them. However, duty-bearers with responsibilities to guarantee or protect human rights, for example law enforcement officials and public servants, often are not beneficiaries of human rights education programmes. The declaration therefore should also include references to international obligations that States have to train government personnel adequately in human rights, including the most recent human rights treaties and the protection of the most vulnerable groups. A human rights-based framework should be part of all human rights education, schooling, learning and training.

(3) Monitoring system

To the maximum degree feasible, the declaration should provide for monitoring to ensure implementation by duty-bearers. Although there have been a number of commitments expressed by governments to human rights education as well as plans of action, the lack of an effective monitoring system has created difficulties for evaluating the implementation of human rights education. In this respect, it is vitally important to explore linkages between the declaration and existing UN mechanisms for monitoring human rights (treaty bodies, special procedures and the UPR). This would also be an opportunity to set and develop benchmarks and indicators.

(4) Financial resources

The perennial inadequacy of financial resources has been a major obstacle for civil society in its efforts to promote and implement human rights education. The declaration should contain a provision for financial resources. It could, for example, stipulate the responsibility of governments to include human rights education and training in annual national budgetary planning. The declaration could also stipulate such a requisite responsibility within the UN system as a condition of international cooperation and assistance for implementation of the right to human rights education at the global level.

(5) The role of civil society and NGOs

Through all experiences and surveys of the UN Decade and the first phase of the WPHRE, it is evident that civil society actors and NGOs, irrespective of their consultative status with the UN, are the main contributors to the promotion and implementation of human rights education. This significant role must be clearly recognised in the declaration, and for drafting a truly meaningful United Nations declaration, their views and suggestions are indispensable in the drafting process. In this context, it is imperative that the importance of supporting their involvement and efforts toward the implementation of human rights education and training be clearly stated in the declaration.

2. World Programme for Human Rights Education

The currently ongoing first phase of the WPHRE will conclude at the end of 2009. There are two actions urgently necessary to consider. One is the evaluation process of the first phase. The other is the second phase.

(1) Evaluation process of the first phase

According to the Plan of Action, paras.49-51⁴ on the evaluation process of the first phase, *the Member States will be called upon to provide their final national evaluation report* that will be eventually submitted to the General Assembly in 2010 through the UN Inter-Agency Coordinating Committee (UNIACC) of the WPHRE.

In order to comply with the steps in preparing for *the final national evaluation report*, we would like to call upon the Human Rights Council to ensure that all Member States commit to the following actions:

- (i) To further assist and collaborate with all stakeholders, particularly NGOs and other civil society actors, for gathering information relevant to the first phase, making transparently accessible for NGOs and other civil society actors the evaluation process at the national level, and provide feedback at the international level.
- (ii) To maintain efforts for implementation of human rights education in primary and secondary school systems even after the conclusion of the first phase. While each phase of the WPHRE focuses on a specific sector/area, the end of the phase means a shift of focus to the next sector/area. It does not mean the end of the implementation of human rights education in the previous sector/ area.

(2) Second phase

The WPHRE is structured in consecutive phases. Although conclusion of the first phase is approaching in less than 9 months, the process of determining the parameters of the second phase has not yet begun. By Human Rights Council resolution 6/24 (28 September 2007) on the World Programme for Human Rights Education (WPHRE), sponsored by Costa Rica, the first phase was extended until the end of 2009. The same resolution states in para.10 that the Council "Decides to consider this issue at its last 2008 session under the same agenda item." However, the resolution doesn't mention the process for initiating the second phase and since then no resolution has been adopted yet on this matter.

We urge the Human Rights Council to take action as soon as possible to determine a sector/area to be focused upon as well as drafting a plan of action for the second phase. We also expect an initiative of the above-mentioned Informal Platform of the four Members States for this action by the Council. Necessary technical assistance by OHCHR should be sought.

Regarding the focus of the second phase, views and suggestions of NGOs and other civil society actors in a wide range must be taken into consideration.

3. Special Procedures of Human Rights Council

Taking into account the role of human rights education in dealing with the root causes of violations and the prevention of further human rights violations, increasing monitoring and advocacy in the area of human rights education by the Special Procedures of the Human Rights Council must be considered. At the workshop on this subject organised by the NGO Working Group in September 2006 in close collaboration with the Special Rapporteur on the Right to Education, this approach was unanimously reckoned to create positive effects on the work of mandate holders. Several mandate holders expressed their support and willingness to explore this approach.

We call upon the Member States to consider expanding the mandate of the Special Rapporteur on the Right to Education to formally include human rights education as well as to establish a Special Rapporteur on (the Right to) Human Rights Education.

¹ Human Rights Education Associates (HREA), Action for Agro-Pastoral and Rural Development, Action Professionals' Association for the People (APAP), Africa in Democracy and Good Governance (ADG), Alliance for Civic Education, Hong Kong (ACEHK), Alliance for Sustainable Peace and Development (ASPAD), Alliance of Health Workers (AHW), All-Ukrainian Non- Governmental Organization "Women's Consortium of Ukraine", ALTERO-Association for Personal Training, Education, Development and Empowerment, Amnesty International Mauritius Section, Amnesty International Sierra Leone Section, Andes Chinchasuyo del Ecuador, Angikar Bangladesh Foundation, Arab Bureau for Human Rights (ABHR), Arab Foundation for Development and Citizenship (AFDC), Arbeitskreis deutscher Bildungsstätten (AdB)–Association of German Educational Centers, Armenian Constitutional Right-Protective Centre (ACRPC), Asia Indigenous Peoples Pact Foundation (AIPP), Asociacion Euroaccion, Asociatia ACCEPT, Asociatia Ambasadorii Prieteniei/The "Friendship Ambassadors" Association, Asociatia Lectura si Scrierea Pentru Dezvoltarea Gandirii Critice Romania (ALSDGC), Association Burkinabe pour la Survie de l'Enfance (ABSE), Association des Amis de Doumelong, Association des Facilitatrices Africaines, Association of Global Humanists & Ethics Pakistan (AGHE), Association pour le Developpement Social/Comite National AIFF (ADES/AIFF), Australian National Committee on Human Rights Education (NCHRE), Azerbaijan Tafakkur Youth Association, Bahrain Human Rights Watch Society (BHRWS), Bahujan

Foundation, Banglar Manabdhikar Suraksha Mancha (MASUM), Bangsa Adat Alifuru of Maluku (Moluccas), Belarusian Roma Lawyers Group (BRLG), Bosco Reach Out, Bosco Seva Kendra (BSK), Buraku Liberation and Human Rights Research Institute (BLHRI), Campaign Against Crime, Immoralities and Social Vices Initiative, Cape Breton University Children's Rights Centre, Center "Children Today", Center for Gender Rights Protection (CGRP), Center for Research and Global Communication (CRGC), Central Educational Service, Centre for Action in Relief and Development (CARD), Centre for Architecture and Human Rights (CAHR), Centre for Citizens' Alliance/ former CEDAW Watch Network Center, Centre for Conflict Resolution (CCR), Centre for Healthworks-Development and Research (CHEDRES), Centre for Human Rights-Development & Human Security (CHRDHS), Centre for Human Rights of University of Pretoria, Centre for Information and Action on People's Alternatives (CIAPA), Centre for Peace and Human Rights Culture (CEPAHRC), Centre for Protection of Constitutional Rights (CPCR), Centre for Social Justice, Centre for Socio-Legal Studies, University of KwaZulu-Natal, Centro de Estudios de Derecho Justicia y Sociedad (DeJusticia), Centro Diocesano para los Derechos Humanos Fray Juan de Larios AC, Centro Jurídico para los Derechos Humanos (CJDH), Centro studi per l'Evoluzione Umana (CEU), CERDH (Centre d'Etudes et de Recherche des Droits de l'Homme, Démocratie et Justice Transitionnelle), Change Makers, Chaplain's Office of Salem College, Chemchemi Ya Ukweli (CYU), Child Rights and You, Children's Museum for Peace and Human Rights, Civic Education Center-Bacau, Civil Resource Development and Documentation Centre (CIRDDOC), Coimbatore Human Rights Forum, Comité de Orientación y Derechos Humanos Miguel Hidalgo AC, Community Initiative Action Group-Kenya(CIAG-K), Conscious Media Forum (CMF), Culture of Afroindigenous Solidarity, De Campagnewinkel (The Campaign Store), Development and Documentation Centre (CIRDDOC) Nigeria, Development Education and Information Centre Berlin, Diakonia-Egypt, Doctrine of Discovery Study Group, Don Bosco Mission, Bonn, Dwa Fanm/Women's Rights, Earth Charter Communities/Nigeria (ECC/N), East-Ukrainian Center for Civic Initiatives "Total Action for the Support of Human Rights and Democracy" (EUCCI), Economic & Social Rights Centre, Economic, Social and Cultural Rights-Asia Inc. (ESCR-Asia), Educación y Capacitación en Derechos Humanos (EDHUCA), Education for Democracy and Human Rights Center (CIVITAS), EIP ITALIA-Associazione Scuola Strumento di Pace, Ekta Parishad, Emory University Institute of Human Rights, Enfants Solidaires d'Afrique et du Monde (ESAM), Engineers Without Borders Cameroon (EWB-C), Equalinrights (EiR), Equitable Quality Upliftment through Integration and Participation (EQUIP), Escuela de Ciencias de la Educación, Universidad Nacional de Rosario, Ethiopian Association for Human Rights (EAHUR), Ethnic Community Development Organization (ECDO), EUROCLIO- European Association of History Educators, EUROGEO: the European Association of Geographers, Euro-Mediterranean Human Rights Network (EMHRN), European Network of Animation (ENOA), European Roma Grassroots Organisation, European Training and Research Centre for Human Rights and Democracy (ETC) Graz, Euroregional Foundation for Public Initiatives, Fahamu - Networks for Social Justice, Federation of Progressive Thinkers, FGI Finders Group Initiative (FGII), First Peoples Human Rights Coalition, Fond Centar za demokratiju / Center for Democracy Foundation, Fondation Monseigneur Kataliko (FMK), Forum of Voluntary Organisations in Goa, Foundation for Gaia (UK), Foundation for Released Prisoners (FRP), Frontier Law College-University of Peshawar, FUNDACION IDEAS, Georg-Eckert-Institut für Internationale Schulbuchforschung, Global Education and Environment Development (GEED) Foundation, Global Human Rights Defence (GHRD), GOPIO Trinidad & Tobago, Greek Helsinki Monitor (GHM), Grodna Association of Young Intellectuals VIT, Groupe d'étude sur l'éducation en Afrique (GRETAFA), Guyana Human Rights Association (GHRA), Habitat Pro Association, HealthNet TPO, HELP OUT, Hong Kong Informal Education Research Centre, Hope for the Disabled Uganda, Hope-Aid Organisation (HAO), Hotline Human Rights Bangladesh (HHRB), Human Rights Agenda Association (HRAA), Human Rights Centre of the University of Prishtina (HRCUP), Human Rights Education and Information Centre, Human Rights Education Institute of Burma (HREIB), Human Rights Education Youth Network (HREYN), Human Rights First Society (HRFS), Human Rights in Democracy Centre (HRDC), Human Rights in Education Mana Tika Tangata, Human Rights Law Resource Centre Ltd, Human Values for Transformative Action (HVTA), Humanist Association of Hong Kong, HumanRightsConsulting Vienna (HRCV), Indian Confederation of Indigenous and Tribal Peoples North East Zone (ICITP-NEZ), Indigenous Fisher Peoples Network (IFP), Informational Centre LEGEBITRA, Initiative for the Restoration of Youths Values (IRYV), Insgenar Instituto De Genero-Derecho Y Desarrollo, Institute for Human Rights of the Catholic University of Leuven, Institute of Human Rights Education, Instituto de Estudios Democráticos de Lima, International Association for Intercultural Education (IAIE), International Centre for Education for Democratic Citizenship (ICEDC), International Commission of Catholic Prison Pastoral Care, International Debate Education Association (IDEA), International Human Rights Network (IHRN), International Human Rights Observer (IHRO), International Prisons Watch-Ghana Section, International Youth Human Rights Movement (YHRM), Iraqi Centre for Human Rights and Democracy Studies (ICHRDS), Itsekiri Rights Group,

Jinishian Memorial Foundation (JMF), JUNCTION, Journalist Organization of Pakistan (JOP), Justice Development and Peace/Caritas (JDPC), Kaicombey Foundation For Sustainable Development (KAFF), Karimojong Community Child Welfare Initiatives (KACOIC), Kenya Association for Maternal and Neonatal Health (KAMANEH), Khartoum Centre for Human Rights and Environmental Development (KCHRED), Kildare Network of People with Disabilities, Kiran Vidya Kala Association, KITUO CHA SHERIA (The Legal Empowerment Centre), Laboratorio Politiche Pubbliche (Public Policies Workshop), Labour, Health and Human Rights Development Centre (LHAHRDEV), Lawyers Center for Legal Assistance & Human Rights Defense, Inc. (LAWCLAHD), Layari Development Organization (LDO), Legal Information Centre for Human Rights, Lembaga Bantuan Hukum (LBH)/Community Legal Aid Institute, Lietuvos žmogaus teisių centras (LZTC)/Lithuanian Centre for Human Rights (LCHR), Limerick Citizen Advocacy Project, Loreto Day School Sealdah, Love Africa, Ludwig Boltzmann Institut für Menschenrechte, Mali korak Centre for Culture of Peace and Non-violence, Manna Sudan (MS), Media Centre for Human Rights, Meghalaya Human Rights Organization (MHRO), Meghalaya Peoples Human Rights Council (MPHRC), Menneskerettighetsakademiet (MRA), Menneskerettighetsakademiet/Human Rights Academy, Milan Simecka Foundation, Millennium Solidarity (MSGG), Minority Rights Group-Greece (MRG-G), Moldovan Institute for Human Rights (IDOM), Montagnard Foundation Inc. (MFI), Moroccan Association of Teachers of English (MATE), Moscow School of Human Rights, Muslim Aid UK Field Office Pakistan, Nado association, National Adult Education Association of Uganda (NAEAU), National Centre for Education (CNE), National Foundation for Educational Research in England and Wales (NFER), National Organisation for Legal Assistance (NOLA), National Organization for the Prevention of Child Abuse and Neglect (NOPCAN), Ndugu Zangu Christian Community Charitable Trust, NGO Groupement Tsara Manasoa (GTM), NGO M'ART (Molodizhna Alternatyva), Northern Ireland Council for Integrated Education (NICIE), Organisation de Femmes Pour le Developpement de Thomonde (OFAT), Organization Africaine des Droits de l'Homme (OADH), Organization for Women's Development in Bangladesh (OWDEB), Palestinian Human Rights Organization (PHRO), Partners Bulgaria Foundation, Peace Tree Network (PTN), Peace Youth Association (PYA), People's Action For Rural Awakening (PARA), People's Watch, Persatuan Kesedaran Komuniti Selangor, Philippine Human Rights Information Center (PHILRIGHTS), Ping Pu Lowland Indigenous Peoples of Taiwan, Plantation Community Welfare Trust c/o Council of Human Rights of Deprived Communities of Sri Lanka, Policing & Human Rights, Prijateljice Tuzla Bosnia and Herzegovina, PRIME (Pakistan Rural Institutional Organization for Socio Economic Growth & Education), Programme for Helpless and Lagged Societies (PHALS), Promo-LEX Association, Public Committee Against Torture in Israel (PCATI), PUSAT KOMAS/Malaysian Human Rights Popular Communications Center, Rad law firm, Research Academy for Rural Enrichment (RARE), RIGHTS, Rural Human Rights Activists Programme (RHRAP), Rural Mother & Child Health Care Society (RMCHCS), SASVIKA SANGATAN (Organization for community based health and development), Saving With Instruments Samples and Soundz (SWISS), School 205 Bucharest, School of Education, University of Leicester, Shikaya, SIQA-Georgian Association of Educational Initiatives, Sisterhood is Global Institute (SIGI/J), Social Development Network (SODNET), Social Empowerment & Economic development Society (SEEDS), Social Reform Centre (SOREC), Society Development and Research Centre-Centre for Peacebuilding and Reconciliation Promotion (SODARC-CPRP), Society for Community Organisation Trust (SOCO Trust), Society for Development & Community Empowerment (SDCE), Society for Psychological Assistance (SPA), Sociologists Without Borders/Sociologos Sin Fronteras (SSF), Solidarity for Social Equality-Human Rights Centre (SSE), South India Cell for Human Rights Education and Monitoring-SICHREM, Stars of Hope Society - SHS /Palestine, Stichting ThirdWay/ThirdWay Human Rights & Development, Strategic Initiative for Women in the Horn of Africa (SIHA Network), Street Law South Africa, Street Law Inc., Study Center for Human Rights at the State University of Medan, Sudan Social Development Organization (SUDO), Tallinn Centre for Human Rights Information, Tanzania Poverty Reduction Society (TPRS), TARIH VAKFI (The History Foundation of Turkey), Teacher Creativity Center (TCC), Tewa Women United (TWU), the Advocacy Lab (adLab), the Department of International & Multicultural Education of the University of San Francisco, the Department of Law of the Gauhati University, the Independent Society for Education and Human Rights (SIEDO), the International Association of Young Diplomats, the National Economic and Social Rights Initiative (NESRI), the Union "21 Century", the University of Iowa Center for Human Rights (UICHR), the Way To Happiness Rwanda (TWH- Rwanda), Tolerance Foundation, Tomorrow's Child Initiative (TCI), TOplum Gönüllüleri - Community Volunteers, Udruženje mladih Monnet Centar Bosanski Petrovac, Uganda Society for Disabled Children (USDC), UNESCO Chair on Education for Human Rights, Democracy and Peace (Aristotle University of Thessaloniki), UNESCO-Lehrstuhl fuer Menschenrechtserziehung (Universitaet Magdeburg), UNIQUE - United Network for Innovation and Quality in Education, United Nations Association of Georgia (UNAG), United Nations Association of the Netherlands, United Nations Association-USA East Bay Chapter, Universal Peace Federation (UPF), Ustanova za zaštitu ljudskih prava 'Independent' (Independent-Zenica),

Victorian Aboriginal Legal Service Co-operative Limited (VALS), Vigil India Movement, Vimukti Trust, VOICES for Change, VORMEN vzw - expertisecentrum mensenrechten- en kinderrechteneducatie Vlaanderen, Western Kenya Human Rights Watch, Women in Alternative Action, Youth Against War and Fascism, Youth Agency of Civil Education, Youth Agenda Trust Zimbabwe, Youth Ambassadors of Peace, Youth Development Foundation, Youth Education Support (YES), Youth Human Rights Group (YHRG), Youth Net and Counselling (YONECO), Zambia Civic Education Association (ZCEA), Zimbabwe National Council for the Welfare of Children (ZNCWC), Zo Reunification Organization (ZORO), Zomi Human Rights Foundation (ZHRF), We For Civil Equality, Young Europe International Network, Youth Center for Democratic Initiatives, and National Human Rights Institutions - Afghanistan Independent Human Rights Commission (AIHRC), Commission on Human Rights and Administrative Justice (CHRAJ) Ghana, Commission on Human Rights of the Republic of the Philippines (CHR), Danish Institute for Human Rights and Human Rights Commission of the Maldives (without consultative status) also share the views expressed in this statement.

² See, The UN Decade for Human Rights Education (1995-2004) No.3 - The Right to Human Rights Education, OHCHR, 1999.

³ A/59/525 Rev.1 (2 March 2005) *Revised draft Plan of action for the first phase of the world programme for human rights education* and A/59/113B (5 August 2005) on the World Programme for Human Rights Education.

⁴ *Supra*, n.3, A/59/525 Rev.1, para.49 “At the conclusion of the first phase (2005-200[9]) of the World Programme, each country will undertake an evaluation of actions implemented under this plan of action. The evaluation will take into consideration progress made in a number of areas, such as legal frameworks and policies, curricula, teaching and learning processes and tools, revision of textbooks, teacher training, improvement of the school environment, etc. The Member States will be called upon to provide their final national evaluation report to the United Nations inter-agency coordinating committee” and para.51 “The report will be submitted to the General Assembly(…)” in 2010.
