Annex 1

Universal Declaration of Human Rights (1948)

The plain language version is given only as a guide. For an exact rendering of each principle, refer students to the original. This "simplified" version is based on a French text prepared in 1978 for the World Association for the School as an Instrument of Peace by a Research Group of the University of Geneva under the responsibility of Prof. L. Massarenti. In preparing the French "simplified" version, the Group used a basic vocabulary of 2,500 words in use in the French-speaking part of Switzerland. The English translation of the French version was prepared by the United Nations. Teachers may adopt this methodology when they translate the text of the Universal Declaration into the language in use in their region.

See <http://www.ohchr.org> for the text of the Universal Declaration of Human Rights in more than 300 different languages.
All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Everyone has the right to life, liberty and security of person.

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Everyone has the right to recognition everywhere as a person before the law.

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

No one shall be subjected to arbitrary arrest, detention or exile.

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

You have the right to live, and to live in freedom and safety.

Nobody has the right to treat you as his or her slave and you should not make anyone your slave.

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

You should be considered innocent until it can be proved that you are guilty. Nobody has the right to condemn you and punish you for something you have not done.

You have the right to live, and to live in freedom and safety.

Nobody has the right to torture you.

You should be legally protected in the same way everywhere, and like everyone else.

The law is the same for everyone; it should be applied in the same way to all.

You should be able to ask for legal help when the rights your country grants you are not respected.

Nobody has the right to put you in prison, to keep you there, or to send you away from your country unjustly, or without a good reason.

If you must go on trial this should be done in public. The people who try you should not let themselves be influenced by others.

You should be considered innocent until it can be proved that you are guilty. Nobody has the right to condemn you and punish you for something you have not done.

You have the right to come and go as you wish within your country. You
2. Everyone has the right to leave any country, including his own, and to return to his country.

Article 14
1. Everyone has the right to seek and to enjoy in other countries asylum from persecution.
2. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15
1. Everyone has the right to a nationality.
2. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16
1. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
2. Marriage shall be entered into only with the free and full consent of the intending spouses.
3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17
1. Everyone has the right to own property alone as well as in association with others.
2. No one shall be arbitrarily deprived of his property.

Article 18
Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others, to profess his religion or belief, in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19
Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20
1. Everyone has the right to freedom of peaceful assembly and association.
2. No one may be compelled to belong to an association.

Article 21
1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
2. Everyone has the right of equal access to public service in his country.
3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22
Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23
1. Everyone has the right to work, to free choice of employment, to just and favourable condi-
You have the right to share in your community’s arts and sciences, and in any good they do. Your works as an artist, a writer or a scientist should be protected, and you should be able to benefit from them.

To make sure that your rights will be respected, there must be an “order” that can protect them. This “order” should be local and worldwide.

You have duties towards the community within which your personality can fully develop. The law should guarantee human rights. It should allow everyone to respect others and to be respected.

No society and no human being in any part of the world should act in such a way as to destroy the rights that you have just been reading about.

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**Article 24**

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

**Article 25**

1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

**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 development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. 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.

**Article 27**

1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

**Article 28**

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

**Article 29**

1. Everyone has duties to the community in which alone the free and full development of his personality is possible.
2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.
3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

**Article 30**

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.
Annex 2

Convention on the Rights of the Child

Adopted by the General Assembly of the United Nations on 20 November 1989
PREAMBLE

The States Parties to the present Convention,

Considering that, in accordance with the principles proclaimed in the Charter of the United Nations, recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Bearing in mind that the peoples of the United Nations have, in the Charter, reaffirmed their faith in fundamental human rights and in the dignity and worth of the human person, and have determined to promote social progress and better standards of life in larger freedom,

Recognizing that the United Nations has, in the Universal Declaration of Human Rights and in the International Covenants on Human Rights, proclaimed and agreed that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status,

Recalling that, in the Universal Declaration of Human Rights, the United Nations has proclaimed that childhood is entitled to special care and assistance,

Convinced that the family, as the fundamental group of society and the natural environment for the growth and well-being of all its members and particularly children, should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community,

Recognizing that the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding,

Considering that the child should be fully prepared to live an individual life in society, and brought up in the spirit of the ideals proclaimed in the Charter of the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity.

The preamble recalls the basic principles of the United Nations and specific provisions of certain relevant human rights treaties and proclamations. It reaffirms the fact that children, because of their vulnerability, need special care and protection, and it places special emphasis on the primary responsibility and protectiye responsibility of the family. It also reaffirms the need for legal and other protection of the child before and after birth, the importance of respect for the cultural values of the child’s community, and the vital role of international cooperation in securing children’s rights.

Recognizing that the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding,

Convinced that the family, as the fundamental group of society and the natural environment for the growth and well-being of all its members and particularly children, should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community,

Recognizing that the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding,

Considering that the child should be fully prepared to live an individual life in society, and brought up in the spirit of the ideals proclaimed in the Charter of the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity.

* Source: UNICEF.

Bearing in mind that the need to extend particular care to the child has been stated in the Geneva Declaration of the Rights of the Child of 1924 and in the Declaration of the Rights of the Child adopted by the United Nations on 20 November 1959 and recognized in the Universal Declaration of Human Rights, in the International Covenant on Civil and Political Rights (in particular in articles 23 and 24), in the International Covenant on Economic, Social and Cultural Rights (in particular in article 10) and in the statutes and relevant instruments of specialized agencies and international organizations concerned with the welfare of children,

Bearing in mind that, as indicated in the Declaration of the Rights of the Child, “the child, by reason of his physical and mental immaturity, needs special safeguards and care, including appropriate legal protection, before as well as after birth”.

Recalling the provisions of the Declaration on Social and Legal Principles relating to the Protection and Welfare of Children, with Special Reference to Foster Placement and Adoption Nationally and Internationally; the United Nations Standard Minimum Rules for the Administration of Juvenile Justice (“The Beijing Rules”); and the Declaration on the Protection of Women and Children in Emergency and Armed Conflict,

Recognizing that, in all countries in the world, there are children living in exceptionally difficult conditions, and that such children need special consideration,

Taking due account of the importance of the traditions and cultural values of each people for the protection and harmonious development of the child,

Recognizing the importance of international cooperation for improving the living conditions of children in every country, in particular in the developing countries,

Have agreed as follows:
PART I

Article 1
For the purposes of the present Convention, a child means every human being below the age of 18 years unless, under the law applicable to the child, majority is attained earlier.

Article 2
1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child’s or his or her parent’s or legal guardian’s race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.
2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child’s parents, legal guardians, or family members.

Article 3
1. In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.
2. States Parties undertake to ensure the child such protection and care as is necessary for his or her wellbeing, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures.
3. States Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff, as well as competent supervision.

Article 4
States Parties shall undertake all appropriate legislative, administrative, and other measures for the implementation of the rights recognized in the present Convention. With regard to economic, social and cultural rights, States Parties shall undertake such measures to the maximum extent of their available resources and, where needed, within the framework of international cooperation.

Article 5
States Parties shall respect the responsibilities, rights and duties of parents or, where applicable, the members of the extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognized in the present Convention.

Article 6
1. States Parties recognize that every child has the inherent right to life.
2. States Parties shall ensure to the maximum extent possible the survival and development of the child.

Article 7
1. The child shall be registered immediately after birth and shall have the right to acquire a nationality and, as far as possible, to know his or her parents and be cared for by them.
2. States Parties shall ensure the implementation of these rights in accordance with their national law and their obligations under the relevant international instruments in this field, in particular where the child would otherwise be stateless.

Article 8
1. States Parties undertake to respect the right of the child to preserve his or her identity, including nationality, name and family relations as recon-

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Family reunification

Children and their parents have the right to leave any country and to enter their own for purposes of reunion or the maintenance of the child-parent relationship.

Illicit transfer and non-return

The State has an obligation to prevent and remedy the kidnapping or retention of children abroad by a parent or third party.

The child’s opinion

The child has the right to express his or her own views freely and to have that opinion taken into account in any matter or procedure affecting the child.
Frederick: 

**Freedom of expression**
1. Children have the right to express their views, obtain information, make ideas or information known, regardless of frontiers.

**Freedom of thought, conscience and religion**
1. The State shall respect the child’s right to freedom of thought, conscience and religion, subject to appropriate parental guidance.

**Freedom of association**
1. Children have a right to meet with others and to join or form associations.

**Protection of privacy**
1. Children have the right to protection from interference with their privacy, including family, home, correspondence, and from unlawful attacks.

**Access to appropriate information**
1. States Parties recognize the important function performed by the mass media and shall ensure that children have access to...
upbringing and development of the child. Parents or, as the case may be, legal guardians, have the primary responsibility for the upbringing and development of the child. The best interests of the child will be their basic concern.

2. For the purpose of guaranteeing and promoting the rights set forth in the present Convention, States Parties shall render appropriate assistance to parents and legal guardians in the performance of their childrearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children.

3. States Parties shall take all appropriate measures to ensure that children of working parents have the right to benefit from child-care services and facilities for which they are eligible.

Article 19

1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

Article 20

1. A child temporarily or permanently deprived of his or her family environment, or in whose own best interests cannot be allowed to remain in that environment, shall be entitled to special protection and assistance provided by the State.

2. States Parties shall in accordance with their national laws ensure alternative care for such a child.

Protection from abuse and neglect

The State shall protect the child from all forms of maltreatment by parents or others responsible for the care of the child and establish appropriate social programmes for the prevention of abuse and the treatment of victims.

Protection of a child without family

The State is obliged to provide special protection for a child deprived of the family environment and to ensure that appropriate alternative family care or institutional placement is available in such cases. Efforts to meet this obligation shall pay due regard to the child’s cultural background.

Article 21

States Parties that recognize and/or permit the system of adoption shall ensure that the best interests of the child shall be the paramount consideration and they shall:

(a) Ensure that the adoption of a child is authorized only by competent authorities who determine, in accordance with applicable law and procedures and on the basis of all pertinent and reliable information, that the adoption is permissible in view of the child’s status concerning parents, relatives and legal guardians and that, if required, the persons concerned have given their informed consent to the adoption on the basis of such counselling as may be necessary.

(b) Recognize that inter-country adoption may be considered as an alternative means of child’s care, if the child cannot be placed in a foster or an adoptive family or cannot in any suitable manner be cared for in the child’s country of origin;

(c) Ensure that the child concerned by intercountry adoption enjoys safeguards and standards equivalent to those existing in the case of national adoption;

(d) Take all appropriate measures to ensure that, in intercountry adoption, the placement does not result in improper financial gain for those involved in it;

(e) Promote, where appropriate, the objectives of the present article by concluding bilateral or multilateral arrangements or agreements, and endeavour, within this framework, to ensure that the placement of the child in another country is carried out by competent authorities or organs.
**Article 22**

1. States Parties shall take appropriate measures to ensure that a child who is seeking refugee status or who is considered a refugee in accordance with applicable international or domestic law and procedures shall, whether unaccompanied or accompanied by his or her parents or by any other person, receive appropriate protection and humanitarian assistance in the enjoyment of applicable rights set forth in the present Convention and in other international human rights or humanitarian instruments to which the said States are Parties.

2. For this purpose, States Parties shall provide, as they consider appropriate, co-operation in any efforts by the United Nations and other competent intergovernmental organizations or non-governmental organizations co-operating with the United Nations to protect and assist such a child and to trace the parents or other members of the family of any refugee child in order to obtain information necessary for reunification with his or her family. In cases where no parents or other members of the family can be found, the child shall be accorded the same protection as any other child permanently or temporarily deprived of his or her family environment for any reason, as set forth in the present Convention.

**Article 23**

1. States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance, and facilitate the child’s active participation in the community.

2. States Parties recognize the right of the disabled child to special care and shall encourage and ensure the extension, subject to available resources, to the eligible child and those responsible for his or her care, of assistance for which application is made and which is appropriate to the child’s condition and to the circumstances of the parents or others caring for the child.

3. Recognizing the special needs of a disabled child, assistance extended in accordance with

**Unofficial summary**

**Refugee children**

Special protection shall be granted to a refugee child or to a child seeking refugee status. It is the State’s obligation to cooperate with competent organizations which provide such protection and assistance.

**Disabled children**

A disabled child has the right to special care, education, and training to help him or her enjoy a full and decent life in dignity and achieve the greatest degree of self-reliance and social integration possible.

**Article 24**

1. States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care services.

2. States Parties shall pursue full implementation of this right and, in particular, shall take appropriate measures:

   a) To diminish infant and child mortality;
   b) To ensure the provision of necessary medical assistance and health care to all children with emphasis on the development of primary health care;
   c) To combat disease and malnutrition including within the framework of primary health care, through inter alia the application of readily available technology and through the provision of health and health services.

   The child has a right to the highest standard of health and medical care attainable. States shall place special emphasis on the provision of primary and preventive health care, public health education, and the reduction of infant mortality. They shall encourage international cooperation in this regard and strive to ensure that no child is deprived of access to effective health services.
of adequate nutritious foods and clean drinking water, taking into consideration the dangers and risks of environmental pollution;
(d) To ensure appropriate pre-natal and post-natal health care for mothers;
(e) To ensure that all segments of society, in particular parents and children, are informed, have access to education and are supported in the use of basic knowledge of child health and nutrition, the advantages of breast-feeding, hygiene and environmental sanitation and the prevention of accidents;
(f) To develop preventive health care, guidance for parents and family planning education and services.

3. States Parties shall take all effective and appropriate measures with a view to abolishing traditional practices prejudicial to the health of children.

4. States Parties undertake to promote and encourage international co-operation with a view to achieving progressively the full realization of the right recognized in the present article. In this regard, particular account shall be taken of the needs of developing countries.

**Article 25**

States Parties recognize the right of a child who has been placed by the competent authorities for the purposes of care, protection or treatment of his or her physical or mental health, to a periodic review of the treatment provided to the child and all other circumstances relevant to his or her placement.

**Article 26**

1. States Parties shall recognize for every child the right to benefit from social security, including social insurance, and shall take the necessary measures to achieve the full realization of this right in accordance with their national law.

2. The benefits should, where appropriate, be granted, taking into account the resources and the circumstances of the child and persons having responsibility for the maintenance of the child, as well as any other consideration relevant to an application for benefits made by or on behalf of the child.

**Article 27**

1. States Parties recognize the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.

2. The parent(s) or others responsible for the child have the primary responsibility to secure, within their abilities and financial capacities, the conditions of living necessary for the child's development.

3. States Parties, in accordance with national conditions and within their means, shall take appropriate measures to assist parents and others responsible for the child to implement this right and shall in case of need provide material assistance and support programmes, particularly with regard to nutrition, clothing and housing.

4. States Parties shall take all appropriate measures to secure the recovery of maintenance for the child from the parents or other persons having financial responsibility for the child, both within the State Party and from abroad. In particular, where the person having financial responsibility for the child lives in a State different from that of the child, States Parties shall promote the accession to international agreements or the conclusion of such agreements, as well as the making of other appropriate arrangements.

**Article 28**

1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

(a) Make primary education compulsory and available free to all;

(b) 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 the introduction of free education and offering financial assistance in case of need; 
(c) Make higher education accessible to all on the basis of capacity by every appropriate means; 
(d) Make educational and vocational information and guidance available and accessible to all children;
(e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.
2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.
3. States Parties shall promote and encourage international co-operation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

**Article 29**

1. States Parties agree that the education of the child shall be directed to:
   (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;
   (b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;
   (c) The development of respect for the child's parents, his or her own cultural identity, language and values, and for the cultural background and values of others.

**Aims of education**

Education shall aim at developing the child's personality, talents and mental and physical abilities to the fullest extent. Education shall prepare the child for an adult, useful life in a free society and foster respect for the child's parents, his or her own cultural identity, language and values, and for the cultural background and values of others.

**Article 30**

In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practise his or her own religion, or to use his or her own language.

**Article 31**

1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.

2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.

**Article 32**

1. States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education,
2. States Parties shall take legislative, administrative, social and educational measures to ensure the implementation of the present article. To this end, and having regard to the relevant provisions of other international instruments, States Parties shall in particular:

(a) Provide for a minimum age or minimum ages for admissions to employment;
(b) Provide for appropriate regulation of the hours and conditions of employment;
(c) Provide for appropriate penalties or other sanctions to ensure the effective enforcement of the present article.

**Article 33**

States Parties shall take all appropriate measures, including legislative, administrative, social and educational measures, to protect children from the illicit use of narcotic drugs and psychotropic substances as defined in the relevant international treaties, and to prevent the use of children in the illicit production and trafficking of such substances.

**Article 34**

States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes, States Parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent:

(a) The inducement or coercion of a child to engage in any unlawful sexual activity;
(b) The exploitative use of children in prostitution or other unlawful sexual practices;
(c) The exploitative use of children in pornographic performances and materials.

**Article 35**

States Parties shall take all appropriate national, bilateral and multilateral measures to prevent the abduction of, the sale of or traffic in children for any purpose or in any form.

**Drug abuse**

Children have the right to protection from the use of narcotic and psychotropic drugs, and from being involved in their production or distribution.

**Sexual exploitation**

The State shall protect children from sexual exploitation and abuse, including prostitution and involvement in pornography.

**Sale, trafficking and abduction**

It is the State's obligation to make every effort to prevent the sale, trafficking and abduction of children.

**Article 36**

States Parties shall protect the child against all other forms of exploitation prejudicial to any aspects of the child's welfare.

**Article 37**

States Parties shall ensure that:

(a) No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by persons below 18 years of age;
(b) No child shall be deprived of his or her liberty unlawfully or arbitrarily. The arrest, detention or imprisonment of a child shall be in conformity with the law and shall be used only as a measure of last resort and for the shortest appropriate period of time;
(c) Every child deprived of liberty shall be treated with humanity and respect for the inherent dignity of the human person, and in a manner which takes into account the needs of persons of his or her age. In particular every child deprived of liberty shall be separated from adults unless it is considered in the child's best interest not to do so and shall have the right to maintain contact with his or her family through correspondence and visits, save in exceptional circumstances;
(d) Every child deprived of his or her liberty shall have the right to prompt access to legal and other appropriate assistance, as well as the right to challenge the legality of the deprivation of his or her liberty before a court or other competent, independent and impartial authority, and to a prompt decision on any such action.

**Armed conflicts**

States Parties shall take all feasible measures to ensure that children under 15 years of age have no direct part in hostilities. No child below
2. States Parties shall take all feasible measures to ensure that persons who have not attained the age of 15 years do not take a direct part in hostilities.

3. States Parties shall refrain from recruiting any person who has not attained the age of 15 years into their armed forces. In recruiting among those persons who have attained the age of 15 years but who have not attained the age of 18 years, States Parties shall endeavour to give priority to those who are oldest.

4. In accordance with their obligations under international humanitarian law to protect the civilian population in armed conflicts, States Parties shall take all feasible measures to ensure protection and care of children who are affected by an armed conflict.

Article 39

States Parties shall take all appropriate measures to promote physical and psychological recovery and social reintegration of a child victim of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or armed conflicts. Such recovery and reintegration shall take place in an environment which fosters the health, self-respect and dignity of the child.

Article 40

1. States Parties recognize the right of every child alleged as, accused of, or recognized as having infringed the penal law to be treated in a manner consistent with the promotion of the child’s sense of dignity and worth, which reinforces the child’s respect for the human rights and fundamental freedoms of others and which takes into account the child’s age and the desirability of promoting the child’s reintegration and the child’s assuming a constructive role in society.

2. To this end, and having regard to the relevant provisions of international instruments, States Parties shall, in particular, ensure that:

(a) No child shall be alleged as, be accused of, or recognized as having infringed the penal law by

(b) Every child alleged as or accused of having infringed the penal law has at least the following guarantees:

(i) To be presumed innocent until proven guilty according to law;

(ii) To be informed promptly and directly of the charges against him or her, and, if appropriate, through his or her parents or legal guardians, and to have legal or other appropriate assistance in the preparation and presentation of his or her defence;

(iii) To have the matter determined without delay by a competent, independent and impartial authority or judicial body in a fair hearing according to law, in the particular of the child, in particular, taking into account his or her age or situation, his or her parents or legal guardians;

(iv) Not to be compelled to give testimony or to confess guilt; to examine or have examined adverse witnesses and to obtain the participation and examination of witnesses on his or her behalf under conditions of equality;

(v) If considered to have infringed the penal law, to have this decision and any measures imposed in consequence thereof reviewed by a higher competent, independent and impartial authority or judicial body according to law;

(vi) To have the free assistance of an interpreter if the child cannot understand or speak the language used;

(vii) To have his or her privacy fully respected at all stages of the proceedings.

3. States Parties shall seek to promote the establishment of laws, procedures, authorities and institutions specifically applicable to children alleged as, accused of, or recognized as having infringed the penal law, and, in particular:

(a) the establishment of a minimum age below
which children shall be presumed not to have the
capacity to infringe the penal law;
(b) whenever appropriate and desirable, mea-
sures for dealing with such children without
resorting to judicial proceedings, providing that
human rights and legal safeguards are fully
respected.
4. A variety of dispositions, such as care, guid-
ance and supervision orders; counselling; proba-
tion; foster care; education and vocational train-
ing programmes and other alternatives to insti-
tutional care shall be available to ensure that
children are dealt with in a manner appropriate
to their well-being and proportionate both to
their circumstances and the offence.

Article 41

Nothing in the present Convention shall affect
any provisions which are more conducive to the
realization of the rights of the child and which may
be contained in:
(a) The law of a State Party; or
(b) International law in force for that State.

PART II

Article 42

States Parties undertake to make the principles
and provisions of the Convention widely known,
by appropriate and active means, to adults and
children alike.

Article 43

1. For the purpose of examining the progress
made by States Parties in achieving the realization
of the obligations undertaken in the present
Convention, there shall be established a
Committee on the Rights of the Child, which shall
carry out the functions hereinafter provided.
2. The Committee shall consist of ten experts of
high moral standing and recognized competence
in the field covered by this Convention. The mem-
bers of the Committee shall be elected by States
Parties from among their nationals and shall serve
in their personal capacity, consideration being
given to equitable geographical distribution, as
well as to the principal legal systems.
3. The members of the Committee shall be elect-
ed by secret ballot from a list of persons nominat-
ed by States Parties. Each State Party may nomi-
nate one person from among its own nationals.
4. The initial election to the Committee shall be
held no later than six months after the date of
the entry into force of the present Convention
and thereafter every second year. At least four
months before the date of each election, the
Secretary-General of the United Nations shall
address a letter to States Parties inviting them to
submit their nominations within two months.
The Secretary-General shall subsequently pre-
pare a list in alphabetical order of all persons
thus nominated, indicating States Parties which
have nominated them, and shall submit it to the
States Parties to the present Convention.
5. The elections shall be held at meetings of
States Parties convened by the Secretary-General
at United Nations Headquarters. At those meet-
ings, for which two thirds of the representatives
of States Parties present and voting shall form a
quorum, the persons elected to the
Committee shall be those who obtain the largest
number of votes and an absolute majority of the
votes of the representatives of States Parties pre-
sent and voting.
6. The members of the Committee shall be elect-
ed for a term of four years. They shall be eligible
for reelection if renominated. The term of five of
the members elected at the first election shall expire
at the end of two years immediately after the
first election, the names of these five mem-
bers shall be chosen by lot by the Chairman of
the meeting.
7. If a member of the Committee dies or resigns
or declares that for any other cause he or she can
no longer perform the duties of the Committee,
the State Party which nominated the member
shall appoint another expert from among its
nationals to serve for the remainder of the term,
subject to the approval of the Committee.
8. The Committee shall establish its own rules of
procedure.

Respect for higher
standards

Wherever standards set in applica-
table national and international law
relevant to the rights of the child
are higher than those in this
Convention, the higher standard
shall always apply.

Implementation and
entry into force

The provisions of articles 42-54
notably foresee:
(i) The States obligation to make the
rights contained in this Convention
widely known to both adults and
children.
(ii) The setting up of a Committee on
the Rights of the Child composed of
ten experts, which will consider
reports that States Parties to the
Convention are to submit two years
after ratification and every five years
thereafter. The Convention enters
into force – and the Committee
would therefore be set up – once
20 countries have ratified it.
(iii) States Parties are to make their
reports widely available to the
general public.

Unofficial summary

(iv) The Committee may propose
that special studies be undertaken
on specific issues relating to the
rights of the child, and may make its
evaluations known to each State
Party concerned as well as to the
UN General Assembly.
(v) In order to “foster the effective
implementation of the Convention
and to encourage international coop-
eration”, the specialized agencies
of the UN – such as the Interna-
tional Labour Organization (ILO), World
Health Organization (WHO) and
United Nations Educational,
Scientific and Cultural Organiza-
tion (UNESCO) – and UNICEF
would be able to attend the meetings
of the Committee. Together with any
other body recognized as ‘competent’,
including non-governmental organi-
sations (NGOs) in consultative
status with the UN and UN indo-
organs such as the Office of the
United Nations High Commissioner for
Refugees (UNHCR), they can sub-
mit pertinent information to the
Committee and be asked to advise on
the optimal implementation of the
Convention.
4. The Committee may request from States Parties further information relevant to the implementation of the Convention.

5. The Committee shall submit to the General Assembly, through the Economic and Social Council, every two years, reports on its activities.

6. States Parties shall make their reports widely available to the public in their own countries.

Article 45

In order to foster the effective implementation of the Convention and to encourage international co-operation in the field covered by the Convention:

(a) The specialized agencies, the United Nations Children’s Fund and other United Nations organs shall be entitled to be represented at the consideration of the implementation of such provisions of the present Convention as fall within the scope of their mandate. The Committee may invite the specialized agencies, the United Nations Children’s Fund and other competent bodies as it may consider appropriate to provide expert advice on the implementation of the Convention in areas falling within the scope of their respective mandates. The Committee may invite the specialized agencies, the United Nations Children’s Fund and other United Nations organs to submit reports on the implementation of the Convention in areas falling within the scope of their activities;

(b) The Committee shall transmit, as it may consider appropriate, any reports from States Parties that contain a request, or indicate a need, for technical advice or assistance, along with the Committee’s observations and suggestions, if any, on these requests or indications;

(c) The Committee may recommend to the General Assembly to request the Secretary-General to undertake on its behalf studies on specific issues relating to the rights of the child;

(d) The Committee may make suggestions and general recommendations based on information.
indicate whether they favour a conference of States Parties for the purpose of considering and voting upon the proposals. In the event that, within four months from the date of such communication, at least one third of the States Parties favour such a conference, the Secretary-General shall convene the conference under the auspices of the United Nations. Any amendment adopted by a majority of States Parties present and voting at the conference shall be submitted to the General Assembly for approval.

2. An amendment adopted in accordance with paragraph 1 of the present article shall enter into force when it has been approved by the General Assembly of the United Nations and accepted by a two-thirds majority of States Parties.

3. When an amendment enters into force, it shall be binding on those States Parties which have accepted it, other States Parties still being bound by the provisions of the present Convention and any earlier amendments which they have accepted.

Article 51

1. The Secretary-General of the United Nations shall receive and circulate to all States the text of reservations made by States at the time of ratification or accession.

2. A reservation incompatible with the object and purpose of the present Convention shall not be permitted.

3. Reservations may be withdrawn at any time by notification to that effect addressed to the Secretary-General of the United Nations, who shall then inform all States. Such notification shall take effect on the date on which it is received by the Secretary-General.

Article 52

A State Party may denounce the present Convention by written notification to the Secretary-General of the United Nations. Denunciation becomes effective one year after the date of receipt of the notification by the Secretary-General.
**Article 53**

The Secretary-General of the United Nations is designated as the depositary of the present Convention.

**Article 54**

The original of the present Convention, of which the Arabic, Chinese, English, French, Russian and Spanish texts are equally authentic, shall be deposited with the Secretary-General of the United Nations.

In witness thereof the undersigned plenipotentiaries, being duly authorized thereto by their respective Governments, have signed the present Convention.
Annex 3

A brief introduction to international human rights law terminology

Excerpt from: Human Rights: A Basic Handbook for UN Staff, pp. 2-5
A brief introduction to international human rights terminology

What are human rights?

Human rights are commonly understood as being those rights which are inherent to the human being. The concept of human rights acknowledges that every single human being is entitled to enjoy his or her human rights without distinction as to race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Human rights are legally guaranteed by human rights law, protecting individuals and groups against actions that interfere with fundamental freedoms and human dignity. They are expressed in treaties, customary international law, bodies of principles and other sources of law. Human rights law places an obligation on States to act in a particular way and prohibits States from engaging in specified activities. However, the law does not establish human rights. Human rights are inherent entitlements which come to every person as a consequence of being human. Treaties and other sources of law generally serve to protect formally the rights of individuals and groups against actions or abandonment of actions by Governments which interfere with the enjoyment of their human rights.

The following are some of the most important characteristics of human rights:

• Human rights are founded on respect for the dignity and worth of each person;
• Human rights are universal, meaning that they are applied equally and without discrimination to all people;
• Human rights are inalienable, in that no one can have his or her human rights taken away; they can be limited in specific situations (for example, the right to liberty can be restricted if a person is found guilty of a crime by a court of law);
• Human rights are indivisible, interrelated and interdependent, for the reason that it is insufficient to respect some human rights and not others. In practice, the violation of one right will often affect respect for several other rights. All human rights should therefore be seen as having equal importance and of being equally essential to respect for the dignity and worth of every person.

International human rights law

The formal expression of inherent human rights is through international human rights law. A series of international human rights treaties and other instruments have emerged since 1945 conferring legal form on inherent human rights. The creation of the United Nations provided an ideal forum for the development and adoption of international human rights instruments. Other instruments have been adopted at a regional level reflecting the particular human rights concerns of the region. Most States have also adopted constitutions and other laws which formally protect basic human rights. Often the language used by States is drawn directly from the international human rights instruments.

International human rights law consists mainly of treaties and custom as well as, inter alia, declarations, guidelines and principles.

Treaty

A treaty is an agreement by States to be bound by particular rules. International treaties have different designations such as covenants, charters, protocols, conventions, accords and agreements. A treaty is legally binding on those States which have consented to be bound by the provisions of the treaty - in other words are party to the treaty.

A State can become a party to a treaty by ratification, accession or succession. Ratification is a State’s formal expression of consent to be bound by a treaty. Only a State that has previously signed the treaty (during the period when the treaty was open for signature) can ratify it. Ratification consists of two procedural acts: on the domestic level, it requires approval by the appropriate constitutional organ (usually the head of State or parliament). On the international level, pursuant to the relevant provision of the treaty in question, the instrument of ratification shall be formally transmitted to the depository which may be a State or an international organization such as the United Nations.

Accession entails consent to be bound by a State that has not previously signed the instrument. States ratify treaties both
A brief introduction to international human rights terminology

States in their conduct of international relations. The value of such instruments rests on their recognition and acceptance by a large number of States, and, even without binding legal effect, they may be seen as declaratory of broadly accepted principles within the international community.

A State may also become party to a treaty by succession, which takes place by virtue of a specific treaty provision or by declaration.

Most treaties are not self-executing. In some States treaties are superior to domestic law, whereas in other States treaties are given constitutional status, and in yet others only certain provisions of a treaty are incorporated in domestic law.

A State may, in ratifying a treaty, enter reservations to that treaty, indicating that, while it consents to be bound by most of the provisions, it does not agree to be bound by certain specific provisions. However, a reservation may not defeat the object and purpose of the treaty. Further, even if a State is not a party to a treaty or if it has entered reservations thereto, that State may still be bound by those treaty provisions which have become part of customary international law or constitute peremptory rules of international law, such as the prohibition against torture.

Custom

Customary international law (or simply “custom”) is the term used to describe a general and consistent practice followed by States deriving from a sense of legal obligation. Thus, for example, while the Universal Declaration of Human Rights is not in itself a binding treaty, some of its provisions have the character of customary international law.

Declarations, resolutions etc. adopted by United Nations organs

General norms of international law - principles and practices that most States would agree on - are often stated in declarations, proclamations, standard rules, guidelines, recommendations and principles. While no binding legal effect on States ensues, they nevertheless represent a broad consensus on the part of the international community and, therefore, have a strong and undeniable moral force in terms of the practice of
Annex 4

Selected organizations
United Nations organizations

Organizations within the United Nations system can provide materials and other forms of support for human rights education programmes. The addresses of the Headquarters of a selected list of United Nations organizations follow; they will be able to provide details regarding their national presences/counterparts.

Office of the United Nations High Commissioner for Human Rights (OHCHR)
Palais des Nations
1211 Geneva 10
SWITZERLAND
Tel.: +41 22 917 92 69
Fax: +41 22 917 90 03
E-mail: hredatabase@ohchr.org
Web site: http://www.ohchr.org

United Nations Department of Public Information (DPI)
United Nations Cyberschoolbus c/o Global Teaching and Learning Project
United Nations Headquarters
New York, NY 10017
USA
Tel.: +1 212 963 8589
Fax: +1 212 963 0071
E-mail: cyberschoolbus@un.org
Web site: http://www.un.org/cyberschoolbus

United Nations Development Programme (UNDP)
1, United Nations Plaza
New York, N.Y. 10017
USA
Tel.: +1 212 966 5558
Fax: +1 212 962 5364
E-mail: enquirer@undp.org
Web site: http://www.undp.org

Food and Agriculture Organization of the United Nations (FAO)
Viale delle Terme di Caracalla
00100 Rome
ITALY
Tel.: +39 06 5705 1
Fax: +39 06 5705 3152
E-mail: FAO-HQ@fao.org
Web site: http://www.fao.org

International Labour Organization (ILO)
4, route des Morillons
1211 Geneva 22
SWITZERLAND
Tel.: +41 22 799 61 11
Fax: +41 22 798 86 85
E-mail: ilo@ilo.org
Web site: http://www.ilo.org

United Nations Environment Programme (UNEP)
United Nations Avenue, Gigiri
P.O. Box 30552
Nairobi KENYA
Tel.: +254 2 621234
Fax: +254 2 624489/90
E-mail: eisinfo@unep.org
Web site: http://www.unep.org

Office of the United Nations High Commissioner for Refugees (UNHCR)
P.O. Box 2500
1211 Genève 2 Dépôt
SWITZERLAND
Tel.: +41 22 739 81 11
Fax +41 22 739 73 77
E-mail: webmaster@unhcr.ch
Web site: http://www.unhcr.ch

United Nations Children's Fund (UNICEF)
UNICEF House
3, United Nations Plaza
New York, N.Y. 10017
USA
Tel.: +1 212 326 7000
Fax: +1 212 887 7465 / 887 7454
E-mail: info@unicef.org
Web site: http://www.unicef.org

UNICEF Innocenti Research Centre
Piazza SS. Annunziata 12
50122 Florence, ITALY
Tel.: +39 055 20 33 0
Fax: +39 055 24 48 17
E-mail: florence@unicef.org
Web site: http://www.unicef-icdc.org

United Nations Educational, Scientific, and Cultural Organization (UNESCO)
Education Sector
7, place de Fontenoy
75352 Paris 07 9P
FRANCE
Tel.: +33 1 45 68 10 00
Fax: +33 1 45 67 16 90
E-mail: webmaster@unesco.org
Web site: http://www.unesco.org

UNESCO International Bureau of Education
15, route des Morillons
1218 Grand-Saconnex
Geneva
SWITZERLAND
Tel.: +41 22 916 78 00
Fax: +41 22 916 78 01
E-mail: doc.centre@be.unesco.org
Web site: http://www.ibbe.unesco.org

UNICEF

UNICEF Children's Fund (UNICEF)
3, United Nations Plaza
New York, N.Y. 10017
USA
Tel.: +1 212 326 7000
Fax: +1 212 887 7465 / 887 7454
E-mail: info@unicef.org
Web site: http://www.unicef.org

UNICEF Innocenti Research Centre
Piazza SS. Annunziata 12
50122 Florence, ITALY
Tel.: +39 055 20 33 0
Fax: +39 055 24 48 17
E-mail: florence@unicef.org
Web site: http://www.unicef-icdc.org

UNICEF

Office of the United Nations High Commissioner for Refugees (UNHCR)
P.O. Box 2500
1211 Genève 2 Dépôt
SWITZERLAND
Tel.: +41 22 739 81 11
Fax: +41 22 739 73 77
E-mail: webmaster@unhcr.ch
Web site: http://www.unhcr.ch

United Nations Environment Programme (UNEP)
United Nations Avenue, Gigiri
P.O. Box 30552
Nairobi KENYA
Tel.: +254 2 621234
Fax: +254 2 624489/90
E-mail: eisinfo@unep.org
Web site: http://www.unep.org

Office of the United Nations High Commissioner for Refugees (UNHCR)
P.O. Box 2500
1211 Genève 2 Dépôt
SWITZERLAND
Tel.: +41 22 739 81 11
Fax: +41 22 739 73 77
E-mail: webmaster@unhcr.ch
Web site: http://www.unhcr.ch

United Nations Development Programme (UNDP)
1, United Nations Plaza
New York, N.Y. 10017
USA
Tel.: +1 212 906 5558
Fax: +1 212 906 5364
E-mail: enquiries@undp.org
Web site: http://www.undp.org

Food and Agriculture Organization of the United Nations (FAO)
Viale delle Terme di Caracalla
00100 Rome
ITALY
Tel.: +39 06 5705 1
Fax: +39 06 5705 3152
E-mail: FAO-HQ@fao.org
Web site: http://www.fao.org

International Labour Organization (ILO)
4, route des Morillons
1211 Geneva 22
SWITZERLAND
Tel.: +41 22 799 61 11
Fax: +41 22 798 86 85
E-mail: ilo@ilo.org
Web site: http://www.ilo.org

Other organizations

The following organizations provide primary, middle and secondary school educators with information, conference facilities, training and materials about human rights education. For complete and current information on their activities and resources, contact these organizations or visit their web sites on the Internet.

International level

Most of these organizations have national chapters or counterparts, which carry out human rights education programmes and develop related materials. Information on national contacts can be obtained at the following addresses.

Amnesty International
Human Rights Education Team
International Secretariat
1 Easton Street
London WC1X 0DW
UNITED KINGDOM
Tel.: +44 207 413 5513
Fax: +44 207 956 1157
E-mail: hreteam@amnesty.org
Web site: http://www.amnesty.org

Annex 4

Selected organizations

International Helsinki Federation for Human Rights (IHHR)
Wickenburgg. 14/71080 Vienna, AUSTRIA
Tel: +43 1 408 8822
Fax: +43 1 408 882250
E-mail: office@ihf-hr.org
Web site: http://www.ihf-hr.org
> Provides materials and training on indigenous rights worldwide.

Education International
5 bd du Roi Albert II
1210 Brussels
BELGIUM
Tel: +32 2 224 0611
Fax: +32 2 224 0606
E-mail: headoffice@ei-ie.org
Web site: http://www.ei-ie.org
> A worldwide trade union organization of educational personnel working in all sectors of education from pre-school to university.

Human Rights Education Associates (HREA)
HREA - USA Office
P.O. Box 382396
Cambridge, MA 02238, USA
Tel: +1 617 6250278
Fax: +1 617 2490278
E-mail: info@hrea.org
Web site: http://www.hrea.org
> Provides extensive resources to educators, including consultation in curriculum and materials development, programme evaluation, an online Resource Centre for Human Rights Education and an international list-serve for human rights educators.

International Committee of the Red Cross (ICRC)
19, avenue de la Paix
1202 Geneva, SWITZERLAND
Tel: +41 22 734 6001
Fax: +41 22 733 2057
E-mail: webmaster.gva@icrc.org
Web site: http://www.icrc.org
> Its mandate includes the dissemination of international law of armed conflict and human rights law through education, training and public awareness.

International Helsinki Federation for Human Rights (IHHR)
Wickenburgg. 14/71080 Vienna, AUSTRIA
Tel: +43 1 408 8822
Fax: +43 1 408 882250
E-mail: office@ihf-hr.org
Web site: http://www.ihf-hr.org
> Provides materials and training on indigenous rights worldwide.

Education International
5 bd du Roi Albert II
1210 Brussels
BELGIUM
Tel: +32 2 224 0611
Fax: +32 2 224 0606
E-mail: headoffice@ei-ie.org
Web site: http://www.ei-ie.org
> A worldwide trade union organization of educational personnel working in all sectors of education from pre-school to university.

Human Rights Education Associates (HREA)
HREA - USA Office
P.O. Box 382396
Cambridge, MA 02238, USA
Tel: +1 617 6250278
Fax: +1 617 2490278
E-mail: info@hrea.org
Web site: http://www.hrea.org
> Provides extensive resources to educators, including consultation in curriculum and materials development, programme evaluation, an online Resource Centre for Human Rights Education and an international list-serve for human rights educators.

International Committee of the Red Cross (ICRC)
19, avenue de la Paix
1202 Geneva, SWITZERLAND
Tel: +41 22 734 6001
Fax: +41 22 733 2057
E-mail: webmaster.gva@icrc.org
Web site: http://www.icrc.org
> Its mandate includes the dissemination of international law of armed conflict and human rights law through education, training and public awareness.

People’s Movement for Human Rights Education (PDHRE)
526 W. 111th Street
New York, NY 10025
USA
Tel: +1 212 749 3156
Fax: +1 212 666 6325
E-mail: pdhre@igc.apc.org
Web site: http://www.pdhre.org
> A resource centre for research and development of educational materials with online resources.

World Federation of United Nations Associations (WFUNA/FMANU)
Olo Palais des Nations
1211 Geneva 10
SWITZERLAND
Tel: +44 22 917 3213/3239
Fax: +44 22 917 0185
E-mail: wfuna@unog.ch
Web site: http://www.wfuna.org
> Many United Nations Associations develop training programmes and materials about human rights for use in formal education, including model United Nations programmes.

World Organization of the Scout Movement (World Scout Bureau)
P.O. Box 241
1211 Geneva 4
SWITZERLAND
Tel: +41 22 705 1010
Fax: +41 22 705 1020
E-mail: worldbureau@world.scout.org
Web site: http://www.scout.org
> Includes educational programmes and materials on development and children rights.
African Centre for Democracy and Human Rights Studies (ACDHRs)
Zoe Tembo Building,
Kerr Sereign K. S. M. D.
P. O. Box: 2728
Serrekunda, GAMBIA
Tel: +220 462340 / 462341/ 462342
Fax: +220 462338 / 462339
E-mail: achr@achdhrs.org or info@achdhrs.org
Web site: http://www.achdhrs.org
Main activities include training, information and documentation in the field of human rights. Produces material for human rights education in schools.

Cairo Institute for Human Rights Studies (CIHRS)
P.O. Box 117
Maglis el-Shaab
11516 Cairo, EGYPT
Tel: +020 7346065
Fax: +020 7921913
E-mail: chrs@africa.com.eg
Web site: http://www.chrs.org
Provides human rights training and publications for students and educators.

Centre for Socio-Legal Studies (CSLS)
University of Natal
Durban 4014 SOUTH AFRICA
Tel: +27 31 260 1291
Fax: +27 31 260 1540
E-mail: degrandprie@nu.ac.za
Web site: http://www.csls.org.za
Coordinates the Street Law and Democracy for All programmes. Offers teacher training and curriculum materials.

Institut Arabe des Droits de l’Homme (IADH) / Arab Institute for Human Rights (AIHR)
14 Rue Al-Jahidh, Menzah1
1004 Tunis, TUNISIA
Tel: +216 1 767 003/ 767 889
Fax: +216 1 750 911
E-mail: ahr.infocenter@gnet.tn
Web site: http://www.aihr.org.tn
Develops training programmes and materials for teachers, students and children.

Institute for Democracy in South Africa (IDASA)
357 Visagie Street (corner Prinsloo)
PO Box 56950, Arcadia Pretoria 0007
SOUTH AFRICA
Tel: +27 12 392 0500
Fax: +27 12 320 2414/5
E-mail: marie@idasa.org.za
Web site: http://www.idasa.org.za
Develops materials and provides teacher training at the secondary school level.

Union Interafriecaine des Droits de l’Homme (UIDH)
01 BP 1346 - Ouagadougou
BURKINA FASO
Tel: +226 36 61 45
Fax: +226 36 61 44
E-mail: uidh@a2net.bf
Web site: http://www.uidh.org
Conducts human rights education programmes at the regional level.

Asian Regional Resource Center for Human Rights Education (ARRC)
3-1-2-1500, Bento, Minato-ku
Osaka-shi, Osaka 552-0007
JAPAN
Tel: +81 6 6577 3578
Fax: +81 6 6577 3583
E-mail: webmail@arrc.or.jp
Web site: http://www.hurights.or.jp
A resource and documentation centre with programmes in both formal and non-formal education.

South Asian Human Rights Documentation Center
B-66, Safdarjang Enclave Extension
New Delhi 110029, INDIA
Tel: +91 11 619 1210/ 619 2717
Fax: +91 11 619 1120
E-mail: hrdc_online@hotmail.com
Web site: http://hri.ca/partners/ahrc
Develops curricula for the teaching of human rights in schools.

Human Rights Center
University of Minnesota
Mondale Hall, N-120229-19th Avenue South
Minneapolis, MN 55455, USA
Tel: +1 612 626 0041
Fax: +1 612 625 2011
E-mail: humanrts@umn.edu
Web sites: http://www.hrusa.org
Develops curricula for the teaching of human rights education throughout Asia.

Asian-Pacific Human Rights Information Center (HURIGHTS OSAKA)
1-1-2-1500, Bento, Minato-ku
Osaka-shi, Osaka 552-0007
JAPAN
Tel: +81 6 6577 3578
Fax: +81 6 6577 3583
E-mail: webmail@hurights.or.jp
Web site: http://www.hurights.or.jp
A comprehensive centre providing materials and training for both formal and non-formal human rights education throughout Asia.

Philippines Normal University - Gender, Peace and Human Rights Education
Taft Avenue
1001 Manila
PHILIPPINES
Tel: +63 2 5244032
Fax: +63 2 5270372
E-mail: yeban@compass.com.ph
Trains teachers in pedagogy and curriculum development for human rights education.

South Asian Human Rights Documentation Center
B-66, Safdarjang Enclave Extension
New Delhi 110029, INDIA
Tel: +91 11 619 1210/ 619 2717
Fax: +91 11 619 1120
E-mail: hrdc_online@hotmail.com
Web site: http://hri.ca/partners/ahrc
Develops curricula for the teaching of human rights in schools.
Selected organizations

Network of Educators on the Americas (NECA)
P.O. Box 73038
Washington, DC 20056
USA
Tel: +1 202 588 7204 (toll free: +1 800 763 9131)
Fax: +1 202 238 0109
E-mail: necad@aoel.com
Web site: http://www.teachingfordchange.org
> Provides teacher training and an extensive catalogue of materials on social justice issues in English and Spanish.

Red Latinoamericana de Educación para la Paz y los Derechos Humanos
c/o Red de Apoyo por la Justicia y la Paz
Parque Central, Edificio Caroata
Nivel Oficina 2, Oficina n. 220
Caracas 1015-A
VENEZUELA
Tel/Fax: +58 212 5741949/5748005
E-mail: redapoyo@cantv.net
> A coalition of more than 30 organizations in Latin America and the Caribbean dealing with human rights education.
Servicio Paz y Justicia (SERPAJ)

Joaquin Requena 1642
CP 11 200
Montevideo
URUGUAY
Tel: +598 2 408 5301
Fax: +598 2 408 5701
E-mail: serpajuy@serpaj.org.uy
Web site: http://www.serpaj.org.uy
> Provides teacher training and materials for formal education.

Southern Poverty Law Centre
400 Washington Avenue
Montgomery, Alabama 36104
USA
Tel: +1 334 956 8200
Fax: +1 334 956 8488
Web site: http://www.splicenter.org
> Provides educational materials online for teachers, parents and students to combat hate, discrimination and intolerance.

Street Law, Inc.
1600 K Street NW., Suite 602
Washington, DC 20006
USA
Tel: +1 202 293 0088
Fax: +1 202 293 0089
E-mail: dearishinghouse@streetlaw.org
Web site: http://www.streetlaw.org
> Provides curriculum materials and training for teachers and secondary students for use in educating the community about law, human rights, democracy and conflict resolution.

Web site: http://www.splcenter.org
> Provides educational materials online for teachers, parents and students to combat hate, discrimination and intolerance.

Street Law, Inc.
1600 K Street NW., Suite 602
Washington, DC 20006
USA
Tel: +1 202 293 0088
Fax: +1 202 293 0089
E-mail: dearishinghouse@streetlaw.org
Web site: http://www.streetlaw.org
> Provides curriculum materials and training for teachers and secondary students for use in educating the community about law, human rights, democracy and conflict resolution.

North-South Centre - European Centre for Global Interdependence and Solidarity
Avenida da Libertade 229/40
1250-142 Lisbon
PORTUGAL
Tel: +351 21 358 40 58
Fax: +351 21 352 49 66/21 358 40 37
E-mail: nsinfo@coe.int
Web site: http://www.nscentre.org
> Develops materials and publishes a monthly newsletter.

Center for Citizenship Education/Centrum Edukacji Obywatelskiej
Ul. Willowa 9/3
00-790 Warszawa, POLAND
Tel/Fax: +48 22 646 2025
E-mail: ceo@ceo.org.pl
Web site: http://www.ceo.org.pl
> Provides teaching materials and training for secondary school students, teachers and administrators.

Centre for Citizenship Studies in Education
School of Education
University of Leicester
21 University Road
Leicester, LE1 7RF
UNITED KINGDOM
Tel: +44 116 252 3681
Fax: +44 116 252 3653
E-mail: cce@le.ac.uk
Web site: http://www.le.ac.uk/education/centre/citizenship
> Works in partnership with schools to promote research and education for citizenship, human rights and the teaching of democracy in schools; has a distance learning programme in human rights education.

Centre for Global Education
York St. John College
Lord Mayor’s Walk
York Y031 7EX
UNITED KINGDOM
Tel: +44 1904 716839/716825
Fax: +44 1904 612512
E-mail: global.ed@dial.pipex.com
Web site: http://www.yorksj.ac.uk (search under “About us” ?”Centres”)
> Offers materials and training, including an annual summer school; publishes the Human Rights Education Newsletter.

Citizenship Foundation
Ferroners House
Shaftesbury Place, Aldersgate Street
London EC2Y 8AA
UNITED KINGDOM
Tel:  +44 020 7367 0500
Fax: +44 020 7367 0501
E-mail: info@citfou.org.uk
Web site: http://www.citfou.org.uk/
> Provides materials, curriculum development and teacher training in the UK and Central and Eastern Europe.

Council of Europe
67075 Strasbourg Cedex, FRANCE
Tel: +33 388 412 033
Fax: +33 388 412 745
E-mail: info@coe.int
Web site: http://www.coe.int
> Publishes extensive resources for human rights education in French and English, especially relating to tolerance and the European Convention on Human Rights.
Annex 5

Other selected classroom resources

The materials referred to in this section may also be available in languages other than those indicated. Also, the Internet addresses of the online versions and reference pages relate to February 2003 and may have changed subsequently.
Tolerance: the threshold of peace by Betty A. Reardon (UNESCO, Education Sector, 1997)
Languages: Albanian, English, French, Spanish.
Online version (English): http://www.un.org/cyberschoolbus/bookstore/kit/english
Online version (French): http://www.un.org/cyberschoolbus/bookstore/kit/french
Online version (Spanish): http://www.un.org/cyberschoolbus/bookstore/kit/spanish

> Published on the fiftieth anniversary of the United Nations, these kits offer teachers and students of every subject a way to explore global issues by linking their lives to the vast but connected world around them. Valuable curriculum enrichment packages cover topics ranging from pollution to peacekeeping, from decolonization to development. Science and mathematics teachers as well as history and social science teachers will find units that fit easily into their curricula. Each unit includes a main text that reviews the topics, a UN factfile that presents specific examples of United Nations involvement, and activities that encourage critical and creative thinking, participation and reflection on one’s own attitude and behaviour. In addition to being sources of information, the units also demonstrate how an international organization can improve life for citizens of all countries.

UN Cyberschoolbus (web site)
Address: http://www.un.org/cyberschoolbus

This publication is composed of 3 units:
- Teacher-training resource unit
- Primary-school resource unit
- Secondary-school resource unit

> How can tolerance be a key word in the educational process? How can educators be helped to identify problems related to intolerance as soon as they are witnessed and formulate objectives adapted to their community and to their students? How can students be taught to accept human diversity, to manage conflicts and to act responsibly? The three units of this book, respectively aimed at teachers/educators, elementary schools and secondary schools, attempt to answer these questions with selected study materials. Tolerance is placed in the framework of education for peace, human rights and democracy through many sample activities and themes for study and reflection. These books are addressed to teachers, as well as teacher trainers, community adors, parents and social workers – in sum, to all those whose educational mission can contribute to opening a door onto peace.

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Other selected classroom resources

online and print educational resources for an increasingly globalized world.

UNICEF Teachers Talking about Learning (web site)
Address: http://www.unicef.org/teachers
Language: English.
>“Teachers Talking about Learning” has been designed to support the professional development of teachers and educators, and to assist them with practical advice related to resources, classroom activities and other information to develop child-friendly learning environments. The site is structured around three main sections:
• Explore ideas by reading and reflection;
• Discuss issues by talking with peers; and
• Take action by doing activities.

UNICEF Voices of Youth (web site)
Address: http://www.unicef.org/voy
Languages: English, French, Spanish.
> This site invites young visitors to discuss ways in which the world can become a place where the rights of every child are protected, that is, the right to live in peace, to have decent shelter, to be healthy and well-nourished, to have clean water, to play, to go to school, and to be protected from violence, abuse and exploitation. Provides an opportunity to think about and give views on current global issues, a series of interactive global learning projects and a forum for teachers, trainers and educational planners.

Other resources

Carpeta Latinoamericana de Materiales Didácticos para Educación en Derechos Humanos (Instituto Interamericano de Derechos Humanos/ Centro de Recursos Educativos – Amnistía Internacional, 1995)
Language: Spanish.
> The general objective of the three pedagogical units (freedom, equality, solidarity and participation) is to provide support for educators and propose a methodology for human rights education in order to reinforce the learning process through practical activities for educators as well as students.

Educating for Human Dignity - Learning about Rights and Responsibilities by Betty A. Reardon (University of Pennsylvania Press, 1995)
Language: English.
> This book is written for both teachers and teacher educators. It is a resource offering both guidance and support materials for human rights education programmes from kindergarten through high school. It opens possibilities for a holistic approach to human rights education that directly confronts the values issues raised by human rights problems in a context of global interrelationships. The conceptual development approach used throughout the book makes it suitable for a full human rights curriculum; the grade-level discussions and sample lesson plans can be used in individual classes or to enrich ongoing programmes.

Languages: Albanian, Arabic, Dutch, English, Hungarian, Polish, Portuguese, Russian, Slovak, Slovenian, Ukrainian.
Online version (English and other languages): http://web.amnesty.org/web/web.nsf/pages/hre_first
> This manual is for teachers and others who work with young people and who want to introduce human rights into their educational practices. It is designed to be a basic introduction, with age-specific activities for younger and older children. There is also advice on methodology and help for those who want to go further into this subject. The approach stresses the practical rather than the theoretical. The intention is that educators can take this material and adapt it to suit their own circumstances and context.

Online version: http://web.amnesty.org/web/web.nsf/pages/hre_res

Human Rights for All by Edward L. O’Brien, Eleanor Greene and David McQuoidMason (National Institute for Citizen Education in the Law, 1996)
Languages: English, Hungarian, Romanian, Russian, Spanish.
Online reference page: http://www.streetlaw.org/pubs.html
> This book is meant for use in middle and secondary schools. Adults interested in learning the basics of human rights as part of a course or just through informal education or reading can also use it. The text of the book does not make reference to any specific country by name, as the authors believe that human rights are universal and apply to the lives of everyone in every country. However, those familiar with human rights will recognize that many of the scenarios were taken from events which occurred in various parts of the world.

Human Rights Here and Now: Celebrating the Universal Declaration of Human Rights edited by Nancy Flowers (Human Rights Resource Center, University of Minnesota, 1998)
Languages: English, Spanish.
> This book is intended for use by both community groups and teachers in elementary and secondary schools, and constitutes a “starter kit” for human rights education, with background information on human rights history, principles and issues, activities for a wide variety of age groups, from kindergarten through adult groups; and essential human rights documents.

Our World, Our Rights - Teaching about Rights and Responsibilities in Primary School edited by Margaret Brown (Amnesty International United Kingdom, 1996)
Languages: English, Mongolian.
Online reference page: http://www.amnesty.org.uk/action/tab/resources.shtml#bur
> This book is designed to introduce primary-age children to the Universal Declaration of Human Rights. It offers children a simple way of understanding the rights embodied in the Declaration and what they look like in their lives;
Other selected classroom resources

Other selected classroom resources

and also helps them to identify what a right is - and the responsibilities that accompany it, as well as what action they might take to defend their rights and those of others.

**Popular Education for Human Rights**
Languages: English, Chinese, Indonesian, Spanish.
Online version (English): http://www.hrea.org/pubs
Popular_Education
Earlier version: The Bells of Freedom, in Amharic, English, French.
Online version (English): http://www1.umn.edu/humanrts/education/belfry.pdf

> This book is a trainer's guide for human rights activists. It is deliberately not copyrighted in solidarity with those involved in popular education and community organizing; any non-governmental organization or educator may copy and adapt it to local settings and culture simply by acknowledging the author and source. Designed for non-formal education, the manual gives teachers options that are appropriate for participants with minimal literacy skills. The emphasis is on the concerns of marginalized groups including the rural poor, women and children. The participatory exercises can also be used in formal education.

**Stand up NOW for Human Rights!**
(video and support pack), (Council of Europe, 1997)
Languages: English and various other European languages.

> This video aims at raising human rights awareness among young people, primarily in the age group 13 to 18, by explaining the historical development of human rights and showing how young people can be involved in activities to protect and promote human rights through Europe. The video is accompanied by a support pack, explaining how the video can be used for educational purposes.

**The European Convention on Human Rights: Starting Points for Teachers**
(Council of Europe, 2000)
Languages: English, French, German.
Online version (English): http://www.coe.int/portalT.asp
Online version (French): http://www.coe.int/portalT.asp
(> go to General Information -> Information Material -> Human Rights Fact Sheet)

> This teaching kit is composed of two series of teaching materials: one on the elaboration of the European Convention for the Protection of Human Rights and Fundamental Freedoms, the other one on the content of the Convention. This last part consists of sheets presenting activities which can be organized in the classroom and which address various subjects such as the content and meaning of human rights, national human rights protection systems, human rights at school, etc. Teachers will find a list of activities and studies to be conducted with students: research on the Internet, interviews, viewing of films addressing human rights issues, etc.

**Stand up for your rights – A book about human rights written, illustrated and edited by young people of the world**
(Peace Child International, 1998)
Language: English.
Online reference page: http://www.peacechild.org/acatalog

> This book is a commentary written by children and young people on the Universal Declaration on Human Rights. Stories, poems, personal recollections and illustrations help to bring each article of the Declaration to life. There are also details on organizations to join and things to do to help make the world a better place. A teacher's guide is also available.