

Code: HRC Resolution 1-1

Committee: United Nations Human Rights Council

Subject: Implementing Human Rights Education in Political Transition

Noting with concern the loss of attentiveness to human rights and education during political transition,

Recognizing human rights violations frequently characterize a political transition,

Acknowledging the correlation between literacy rates and human rights awareness,

Deeply concerned by the lack of community centers and teaching resources at the regional level,

Remembering the successes of the World Programme for Human Rights Education, effective as of 2005 and onward, in educating civil servants, law enforcement officials and military personnel,

Recalling the success of the Cuban Literacy Campaign in empowering the populace through literacy and greater human rights awareness,

The Human Rights Council,

Recommends to the Office of the High Commissioner for Human Rights (OHCHR) the expansion of the World Programme for Human Rights Education on a regional basis to encompass primary through adult education;

Endorses the use of community centers to develop resources through the social forum, where representatives from individual regional groups can collaborate and discuss issues, thereby creating solutions that are adaptable to each unique situation in any country;

Recommends the creation of an adaptable curriculum;

Based on the experts and representative collaborative decisions during the social forum concerning the situation as well as prioritizing the issues at hand;

Submitting a report to the United Nations General Assembly requesting assistance from relevant bodies;

Encourage states to implement a curriculum to domestically further the goals of the World Programme for Human Rights Education to ensure future respect for human rights during political transitions:

When appropriate, endorses state supported independent bodies to implement said curriculum;

Emphasizes the importance of increasing human rights awareness and literacy in countries that have recently undergone a political transition.

Code: HRC Resolution 1-2

Committee: The Human Rights Council

Subject: Implementing Human Rights Education in Political Transitions

Guided by the definition of a political transition as the reorganization of the political structure of a State, in addition to potential instability in the transitional government,

Reaffirming a strong commitment towards individual state sovereignty, as declared in clause 2.1 of the *Charter of the United Nations*, in full awareness that human rights education programs must adapt to local conditions instead of mandating a rigid universal system,

Noting further that the media has an increased presence in the implementation of human rights education,

Encouraging all Member States to work collaboratively toward finding peaceful and concise solutions for ending human rights abuses,

Applauding the joint efforts of the Office of the High Commissioner of Human Rights (OHCHR) and the United Nations Development Program (UNDP) through the Assisting Communities Together (ACT) Project, which provides grants to promote human rights education and training,

Reiterating the principles espoused in the Plan of Action for the second phase of the World Programme on Human Rights Education (A/HRC/15/28), which set the agenda for the council in implementing human rights education and training,

Confident that good governance can be an important factor in contributing to the promotion of human rights and human rights education,

Convinced that human rights education is the basic foundation towards achieving long term progress for international peace and stability in political transitions,

Affirming the universal respect for human rights and fundamental freedoms set forth in the *Universal Declaration of Human Rights* (UDHR), we recognize the imperative for Member States to strive in the education of basic rights and freedoms without distinction of any kind,

Affirming scientific, creative, and educational freedoms, according to the UDHR Articles 26 and 27, to increase the centralized goals of human rights education integration and literacy programs,

Noting with deep concern that the lack of human rights education among citizens, teachers, and government officials is a prevalent issue,

Fully believing that utilizing a multidimensional approach for funding human rights education in political transitions is the key for a balanced development of human rights, *Recalling* the UDHR, the *Vienna Declaration*, the *Programme of Action*, the *World Program for Human Rights Education A/RES/59/113* of February 2005, the *UN Declaration of Human Rights Education, A/HRC/5/1, A/RES/55/113*, and *Assisting Communities Together (ACT)*, as a foundation of implementing innovative solutions regarding human rights and as a baseline standard to build upon,

Fully aware of the influence that media can have in the facilitation of human rights development,

Believing that knowledge endows people with more capabilities to make the logical decisions that shape political transitions; it is paramount particularly in areas of the world where violence bedevils peaceful solutions,

The Human Rights Council,

Calls upon UN and States qualified Non-Governmental Organizations (NGOs) operating in accordance with ECOSOC Resolution 1996/31 titled *Consultive Relationship between the United Nations and Non-governmental Organisations* to be a fundamental tool in guiding transitional governments in terms of the implementation human rights education through:

The use of social media to further spread the education on human rights facilitated by the Public Security Bureau;

The suggestion that literacy programs when applicable become better integrated with the human rights education curriculums to align with cultural participation;

Recommends that Member States undergoing major shifts in power structure establish human rights initiatives on national and international levels consistent with the *Vienna Declaration and Programme of Action* adopted June 25, 1993, and The Office of the High Commissioner for Human Rights Report A/RES/65/207 through incentive programs to be established with the cooperation of the Security Council, Economic and Social Council, as well as the General Assembly;

Calls for the establishment of a panel of experts on Human Rights Education in Political Transitions within the Human Rights Council to create a basic education program for human rights in the spirit of the UDHR and the *UN Declaration of Human Rights Education* with the intent to:

Take due consideration of gender balance and geographic distribution, and consist of a panel of 15 members nominated by The Office of the High Commissioner for Human Rights with at least one member from each Regional group

nominated by that group and no more than four from a single regional group with a term lasting throughout the duration of the panel's existence;

Present the Human Rights Council with a report establishing curriculum guidelines within a year of its formation and at the end of that year, if further time is deemed necessary, to vote on an extension of the mandate of the panel to complete its mission;

Establish all procedural mechanisms, such as the number of meetings, meeting times and other means;

Ultimately dissolve as a working group at the end of its one year term or the end of the extensions voted upon and relinquish its expertise and authority to the HRC;

Grants the Working Group on Situations the ability to declare a State in a Political Transition in order to be able to implement the education curriculum provided by the panel of experts and present a report to the HRC on the specific course to take, if it meets the aforementioned definition;

Calls upon the HRC to organize a special session to discuss human rights education targeted specifically towards:

Member States that are currently in political transition as defined above;

Member States that have yet to fully implement or show significant progress in regards to the Millennium Development Goals (MDGs) of universal primary education concurrent with the first phase of *The World Programme for Human Rights Education*;

The promotion of collaboration between NGOs and Member States in the process of political transition in order to facilitate interparty dialogue and achieve greater transparency;

Urges the HRC to work in conjunction with any States undergoing political transition, as well as UN and State recognized CSOs and NGOs, in order to tailor the aforementioned program to the specific needs of the people by:

Relevant CSOs taking on the task of educating the populace through the use of HRC overseen teaching programs founded in the UDHR while a true educational system is being developed in places where there is little or no preexisting educational system with regards to human rights;

Relevant CSOs submitting reports to the HRC biannually for the purpose of transparency and accountability;

Further requests that CSOs conduct research in Member States to document human rights abuses by government officials for inclusion in reports to be compiled in regional periodicals such as those published by Human Rights Watch;

Recommends the establishment of an online database dedicated to promoting effective nongovernmental human rights education programs to be supplied voluntarily by NGOs and Member States with information to be deemed acceptable for presentation facilitated through the *United Nations Transparency and Accountability Initiative*;

Encourages states to continue to work constructively to expand human rights education available for our educators, civil servants, law enforcement officials, and military personnel concurrent with the second phase of *The World Programme* drafted by the High Commissioner for Human Rights;

Requests that funding be granted towards human rights education for Member States that have recently undergone shifts of power structure (through aid initiatives including but not limited to programs like) the Republic of Korea through the Korea International Cooperation Agency (KOICA), the Assisting Communities Together (ACT) project, and the Hungarian Association of NGOs for Foreign Aid and Humanitarian Development (HAND);

Utilizes specific funding programs that have been established such as ACT to fund CSOs that collaborate with governments undergoing political transitions in their effort to implement human rights education in order to:

Promote coordination with the Office of the High Commissioner for Human Rights' plan for utilizing their programs to facilitate this process;

Request that Member States introduce a plan of action that will further help fund this program for future endeavors;

Encourage a stable economic and political environment;

Promote private, nongovernmental and intergovernmental donors to fund human rights education projects;

Emphasizes the importance of the aforementioned social media programs in order to launch fundraising campaigns and regional initiatives focused on human rights education;

Encourages revision and improvement of the administration and orientation of education services with the purpose to inculcate a culture of cooperation in order to protect human rights in every Member State.

Code: HRC Resolution 1-3

Committee: The Human Rights Council

Subject: *Implementing Human Rights Education in Political Transitions*

Recognizing the impact of people's knowledge about the *Universal Declaration of Human Rights* in their active participation in their states in terms of advocacy of those rights,

Further recognizing concerns of infringement upon national sovereignty from the States of the Russian Federation, The Peoples Republic of China, and Libya,

Reaffirming the importance of Millennium Development Goal (MDG) 2 in prompting universal primary education, and the positive effect this has on human rights for all peoples,

Realizing the importance of regional organizations of Member States, due to the global nature of the world economically and socially, concerned with global humanitarian initiative,

Recognizing the contributions of Non-governmental Organizations (NGOs), such as Amnesty International, in implementing adult education,

Acknowledging the importance of grassroots organizations to respect cultural differences,

Emphasizing the importance of drawing upon the knowledge of nations with successful political transitions,

Acknowledging the success of legislation, such as the European Union (EU) Strategic Framework and Action Plan on Human Rights and democracy in training EU staff members on Human Rights,

Recognizing that primary education is not the only means for raising human rights awareness, as exemplified through the use of media in Egypt's political transition,

The Human Rights Council,

Urges Member States to recognize the importance of women and children in the implementation of human rights education during political transitions to ensure their rights are protected;

Calls upon Member States to reaffirm MDG 2, and to institute vitally important universal primary education through:

Suggests the incorporation of human rights education especially in primary education;

- Focusing on sovereignty and allowing people to develop their own programs as long as they are in agreement with the Universal Declaration of Human Rights;
- Allowing Member States to be eligible for funding per Clause 4 until they have reached sixty percent primary education enrollment;
- Offers incentives of increases in aid dollars, allocated by the International Monetary Fund (IMF) and the United Nations Development Fund (UNDF), equal to marginal increase of five percent;
- Institution of benchmarks of a five percent increase in Member States primary education enrollment, with a temporary cap;

Calls upon the United Nation General Assembly to revise MDG 2 to emphasize human rights education, especially in states dealing with political transitions;

Reminds Member States that informal adult education, such as programs outside of school, the workspace, and other formal sectors, is as important as primary education in political transition:

- Calls for implementation of adult education programs, such as the Organization for Economic Co-operation and Development (OECDs), whose educational ministers promote a goal of life-long learning for all; calls for promoting the Universal Declaration of Human Rights in education for men and women in order to advance gender equality;
- Urges Member States to develop individual curriculums tailored to the country's individual needs and are in accordance with the Universal Declaration of Human Rights;
 - Reaffirming national sovereignty;
- Calls upon NGOs to partner with developing nations in establishing adult education initiatives in developing nations;
 - Including programs such as Childfund International that trains adults and teachers on effective teaching methods for children, particularly developing policies that foster human rights in areas of conflict and instability;
 - Recognizing United Nations Educational, Scientific, and Cultural Organizations' (UNESCO) collaboration with organizations, such as the International Council for Adult Education;
 - Recognizing Amnesty International's success on human rights education among teachers and activists;
- Calls upon Member States and NGOs to support and incorporate the arts, such as murals and media, through the use of social networking sites, to strengthen informal educational channels;

Reaffirms the right of states to accept or deny aid from NGOs and IGOs;

Recognizes the right of the UN and other IGOs to fund or not fund NGOs based on recognition by the UN and Member States in the context of the situation;

Urges the World Bank to continue its interest in human rights funding in recent years, to allocate funds and loans to Member States in order to raise educational access in both primary and adult education in all Member States;

Encouraging adequate time for transitioning Member States to pay back those funds;

Specifies that Member States must show adequate progress of five percent growth in primary education enrollment within three years of initial funding to continue to be eligible for funds;

Nations that fail to reach 5% progress within three years of initial loans will be re-eligible for World Bank funding two years later or the year after they reach 5% enrollment growth, whichever occurs first;

Utilizing Universal Periodic Review to oversee the implementation of these funds in the success of the Political Transition;

Instructs the Human Rights Council to work specifically with Intergovernmental Organizations (IGOs) and NGOs involved in distributing humanitarian aid and encouraging these programs to incorporate human rights education as part of their aid program:

This will be a voluntary cooperation between states, IGOs and NGOs, with all educational content distributed being under the auspices and authority of the state receiving the aid;

The program will be implemented with these following suggestions:

States, NGOs and IGOs work to enable transparency on all efforts involved with education so to avoid any misconceptions that could hinder political transitions;

Provide human rights educational opportunities at refugee camps and aid centers;

Encourages IGOs and NGOs to use both literature and workshops, in their capacity to do so, to spread human rights education in transitioning areas;

Encourages suggestions from states receiving the aid as to ways to successfully implement human rights education using humanitarian aid;

Encourages transitional governments, who are currently involved in significant shifts in political structure, to require staff participation in human rights educational programs, such as those utilized by the European Union (EU);

Calling upon nations to model these education programs after EU Strategic Framework on Human Rights;

Citing the Universal Declaration of Human Rights as the foundation for this curriculum;

Encourages multipliers to remain active participants in advocating for human rights in political transition;

Urging Member States to diminish infringement of human rights through education of human rights in political transitions.