



North-South Centre
of the Council of Europe



The 2009 Lisbon Forum

Creating a Culture of Human Rights
through Education



AKDN
AGA KHAN DEVELOPMENT NETWORK



**North-South Centre
of the Council of Europe**



The 2009 Lisbon Forum

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Ismaili Centre, Lisbon**

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FOREWORD



Deborah BERGAMINI

Chair of the Executive Council of the North-South Centre



The Lisbon Forum is a place of true exchange and dialogue between different cultures, different continents and different actors, with the objective of highlighting everyone's contribution, experience, expertise and knowledge the achievements of a common goal. The common goal of the 2009 Lisbon Forum is the establishment of a debate on the creation of a culture of human rights through education; to put on the table different initiatives, concerns and suggestions, at the national, regional, and international levels, in order to further discussion and to

elaborate political recommendations to be addressed by the main political stakeholders.

The critical aspect of human rights policies is striving constantly to gain a common field of application. When those of us who are committed to the safeguard and promotion of human rights are criticised for certain human rights rhetoric, for playing with "Utopia", we tend to explain our work as a projection of near future action, a near future that is constantly postponed. This must come to an end now.

Human rights must find a clear, universal and political space. It is necessary to suggest and provide concrete forms of new global governance that are able to boost human rights' political relevance. In this context, let us recall the Declaration by the Council of Europe Committee of Ministers on "Human Rights in Culturally Diverse Societies", issued on 1 July 2009, which calls on opinion leaders to speak and act resolutely to foster a climate of respect through dialogue based on a common understanding of universally recognised human rights. The Declaration calls on member States to adopt practical measures to that effect, such as promoting education as a key to dialogue and mutual understanding and supporting social inclusion notably with respect to participation in decision making processes. Human rights education is the responsibility of the actors, that we at the North-South Centre call the "quadrilogue", mainly governments, parliamentarians, local and regional authorities, and civil society, including the media that play an important role.



Jorge Sampaio

UN High Representative for the Alliance of Civilizations

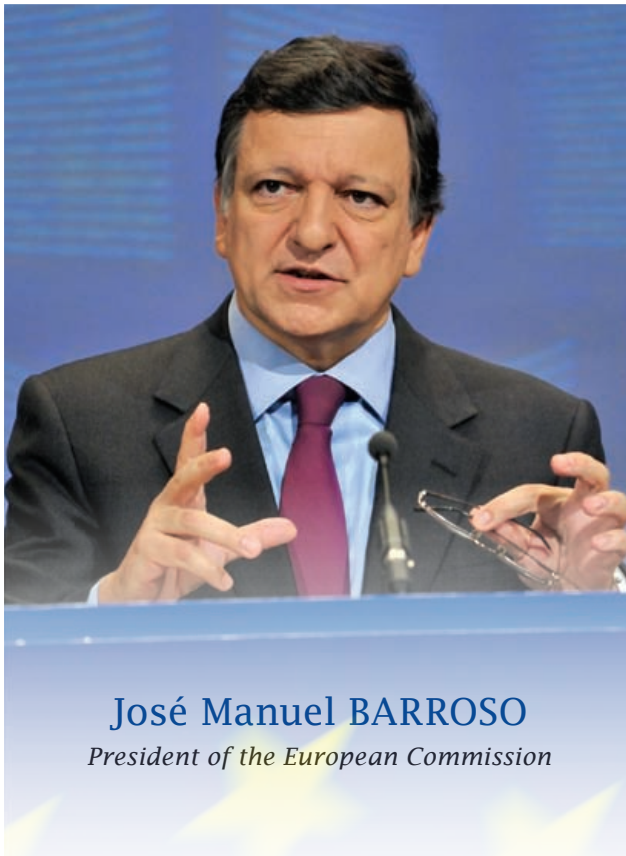
I want to congratulate the North-South Centre for choosing the topical issue of “Creating a Culture of Human Rights through Education” as the main focus of the 2009 Lisbon Forum. When we look at the current world situation, at the various protracted conflicts, be they hot or cold, but also when we see the extent of our common difficulties in living together within our increasingly mixed and open societies, we realise that only a deeply rooted and globally spread culture of human rights will allow to build sustainable peace and human security worldwide.

What is the real source of all these conflicts? In simple terms, the real source is after all the “denial of those human needs that are common to all and whose pursuit is an ontological drive in all” and, I want to stress, needs that are not negotiable, needs such as “security, distinctive identity, social recognition of identity, and effective participation in processes that determine the conditions of security of identity” (E.E. Azar, 1985)

The critical cross-cutting question is: what shall we do to prevent conflicts and to best ensure sustainable conflict resolution? In my view there is only one way: investing in a culture of human rights through education, investing in formal and informal education as a life-long learning process on how to live together.

Only in an environment where a person is guaranteed safety and dignity, equal opportunities and participation, where different views can be voiced openly without fear, where there are shared spaces for exchanges, free communication and dialogue between individuals of all walks of life – an environment where human rights are respected – can peace and security prevail in a sustainable way.

Let me stress that, in my view, a culture of human rights should be at the core of an overall political vision on life-long learning on how to live together and that a much needed strategy to develop intercultural competencies and skills among citizens should also be part of it.



José Manuel BARROSO

President of the European Commission

“All governments, institutions, associations and citizens are concerned and need to be relentlessly reminded of the necessity to promote and protect human rights in all avenues of life”.



Maud de Boer-Buquicchio

Deputy Secretary General of the Council of Europe

"The Universal Declaration of Human Rights calls upon every individual and every organ of society to strive – through teaching and education – to promote respect for human rights and freedoms (...). The complexities of our world make us sometimes forget the basics. Let us come together and put meaning into human rights through education, through dialogue and through culture".

INTRODUCTION



Introduction

The North-South Centre of the Council of Europe

The mission of the European Centre for Global Interdependence and Solidarity of the Council of Europe, also known as the North-South Centre (NSC), is to provide a framework for European co-operation with the purpose of increasing public awareness of global interdependence issues and to promote policies of solidarity in conformity with the aims and principles of the Council of Europe. The North-South Centre is often described as the Council of Europe's window to the world because its purpose is to assert the validity of the values upheld by the Council through dialogue and co-operation beyond the European continent.

The Lisbon Forum

The Lisbon Forum is a platform for dialogue and for sharing experiences, expertise and good practices between Europe and other continents, especially the Middle East, Africa and the countries south of the Mediterranean. The Forum has been organised by the North-South Centre since 1994. It focuses on issues at the heart of the mandate and actions of the Council of Europe: human rights, democracy, and the rule of law. Intercultural dialogue plays a key role in this respect, both within European countries and in the relations between Europe and the rest of the world.

During the 2008 session, a new process was launched, in partnership with the Alliance of Civilizations (AOC), devoted to a particularly topical issue, the principle of the universality of human rights and its implementation at the international and regional levels. On 10-11 November, the participants carried out a general analysis of the situation 60 years after the proclamation of the Universal Declaration of Human Rights by the United Nations General Assembly (UNGA) on 10 December 1948. On the basis of this analysis, a work programme was adopted for the upcoming years, focusing on the promotion, understanding and strengthening of human rights, as well as on present and future challenges in this field. Among the themes selected

was “Creating a Culture of Human Rights through Education”, which was then chosen by the statutory bodies of the North-South Centre as the theme for the 2009 Lisbon Forum.

The 2009 Lisbon Forum – Aims and Objectives

The overall aim of the 2009 Lisbon Forum was to promote the creation of a culture of human rights through “quadrilogue” action, i.e., governments, parliamentarians, local and regional authorities and civil society.

The objectives were as follows:

- To promote dialogue on human rights education and explore different understandings of human rights education;
- To reinforce co-operation between international and regional organisations on the issue of human rights education;
- To share experiences, expertise and good practices between Europe and the other continents, and to identify the challenges facing human rights education and elaborate joint action on how to meet these challenges;
- To explore ways to promote human rights education with young people and through youth organisations and to discuss strategies and approaches to human rights education in youth work;
- To contribute to the ongoing consultation process that should lead to the adoption of a recommendation by the Committee of Ministers supporting global education in the member States of the Council of Europe;
- To support the process leading to the adoption of a declaration on education in human rights within the framework of the United Nations (UN). (“Marrakesh initiative”).

The 2009 Lisbon Forum was organised by the North-South Centre of the Council of Europe and the Alliance of Civilizations, in partnership with the Aga Khan Development Network in Portugal. Keynote speeches, shorter interventions and discussions were held in English and French, with simultaneous interpretation provided during the conference.

In parallel with the Lisbon Forum, a “marketplace” was set up for human rights organisations, education professionals and practitioners to display their work in the field of human rights education. This allowed for an informal exchange of experiences in tools, methods and projects.

The 2009 Lisbon Forum report summarises key points made during the keynote presentations, workshops and panels of the Lisbon Forum. This publication does not provide a comprehensive rendering of the proceedings but includes observations and strategic recommendations that were shared. Additional information about key policies, guidelines and support available for the promotion of human rights education at the international and regional level has also been incorporated. Although this report is not a comprehensive resource, the participation of specialists from governments, parliamentarians, local and regional agencies and civil society from all regions have resulted in a useful overview of Human Rights Education (HRE) practices and strategies that can guide further action in this area.

CONCLUSIONS



Conclusions

These conclusions are based on observations and reflections on the presentations and discussions that took place at the Lisbon Forum on 13-14 November 2009. They identify future potential areas of action for both the North-South Centre of the Council of Europe and the Alliance of the Civilizations of the United Nations as well as other agencies and actors represented at the Forum: governments, parliaments, local and regional authorities (including Inter-governmental Organisations (IGOs)) and civil society (including but not restricted to Non-governmental Organisations (NGOs)).

Areas where there appears to be an underlying consensus:

- There is the prospect that quality human rights education (HRE) can be a tool of prevention in reducing incidences of human rights violations and conflict. If HRE contributes to “real” enjoyment of human rights, as Thomas Hammarberg challenged Lisbon Forum participants to think about, it is possible to consider that there is a relationship between HRE and sustainable peace, as Jorge Sampaio proposed.
- HRE should be integrated meaningfully within the formal schooling sector. Governments have a formal responsibility to promote HRE within their own institutions and professional groups such as law enforcement officials, the judiciary, social and health workers and teachers. Evidence of success will be in the closing of the gap between policy and practice of human rights (including concrete access to justice).
- Youth and other members of the public can at the same time be successfully reached through non-formal and informal learning. HRE should be a lifelong process.
- Dialogue and sharing of experiences and approaches among actors is valuable – within and across national and regional contexts – as was emphasised by both Maud de Boer-Buquicchio and Deborah Bergamini. An important dimension of this sharing, however, is to understand the contexts within which HRE is taking place.

The speakers representing regional initiatives have identified specific contexts for HRE that have influenced opportunities for and choices that have been made in regards to HRE, such as the history of mass violence/systemic human rights violations, current attitudes (government and citizens) in relation to the concept of human rights, pressing problems (such as poverty or inter-cultural tensions.) “Good governance for cultural diversity” might be in part addressed through knowledge and actions promoted through HRE.

- Promoting human development and fundamental freedoms should be considered an intrinsic value of quality education, as the United Nations Educational Scientific and Cultural Organizations (UNESCO) pointed out. Enjoyment of the right to education should not be forgotten and was identified as one of ways in which “modernity” is being brought to some regions, according to Mohamed-El Aziz Ben Achour. At the same time we should be dedicated to a parallel but separate endeavour in promoting HRE. Schools and schooling systems that integrate human rights values into their culture and ways of working are also more successful in achieving elements of their mission related to attendance, achievement and reduced incidences of disciplinary problems. Part of this equation, however, is a balance between rights and responsibilities vis-à-vis the legal and normative frameworks offered by HRE.

Areas of HRE requiring further thought and effort:

- HRE should promote the enjoyment of human rights. This means that each person needs to have a clear understanding and appreciation of what human rights mean in daily life, how such values might regulate our interactions with one another, as Ana Maria Rodino pointed out. What might be concretely different if people internalised the standards and values of human rights? For HRE, this means bringing human rights norms into the public discourse. It can also mean working in areas where human rights themselves are seen as controversial.
- Several presenters emphasised the importance of prioritising human rights education with those groups that are most marginalised and vulnerable, whose human rights have been grossly violated. Specific attention should be given to promoting gender equality in HRE and education for girls and women, as was emphasised by José Manuel Durão Barroso. This may also lead us into acknowledging and deepening HRE work that takes place in communities and involves families.

Conclusions

- HRE is closely related to other educational practices such as education for democratic citizenship and global education. We still do not have clear definitions or concepts that would help others to understand the ways in which these approaches are distinct from one another and at the same time can share similar approaches and goals for learners. In the context of the Lisbon Forum, HRE was discussed in relation to the promotion of respect for cultural diversity inter-cultural understanding and dialogue. Several speakers also presented educational approaches, such as the teaching of religious facts, which might aim for the same goal and therefore promote a culture of human rights. How to present these approaches in ways that demonstrate what is education for human rights, what is human rights education, and so forth, is a task that remains largely undone. This is a matter of language, in part, but also one of clarifying for ourselves conceptually what HRE is and what education for a human rights culture is. We also need to turn to the question of what is quality education, which relates back to the need to establish an evidence base.
- The presenters indicated that there has been progress in relation to HRE policies and operations at all levels: international, regional, sub-regional and national. Yet more progress needs to be made in all regions. The recommendations of this section, as well as strategies shared within specific panels, present some of the suggestions made at the Lisbon Forum. It is important to mention here what many presenters illustrated for us: we cannot forget context. Within each region, within each specific HRE learning environment, educators need to seek local problems and issues that are most pressing from a human rights perspective and use HRE to address these while at the same time validating itself as a legal and normative framework. This means that in some contexts educators will want to look at the issue of religious diversity. In others, educators might need to address problems such as poverty or gender equality, as Margaret Crahan depicted in her presentation on HRE efforts in Latin America for much of this decade. In most environments, a multiplicity of issues will be relevant for learners, and they can themselves identify them.
- In some of our contexts the government is a willing partner in HRE; in other contexts, governments may be uninterested or even hostile. This can be the case of national governments, but also local and municipal authorities, or even traditional authorities.

Ideas proposed in the Lisbon Forum and areas for further action:

- Human rights educational efforts should make use of treaty obligations in promoting HRE (e.g. in relation to the right to human rights education). These obligations provide a mandate for state actors and other duty bearers to carry out HRE and to facilitate other actors, such as civil society, in assisting them in this obligation. Once the treaties, agreements and recommendations are adopted they need to reach the citizens and measures need to be taken for the latter to become aware of their existence and relevance. The forthcoming second phase of the World Programme for HRE, which will focus on the training of professional groups, at the same time recognising the ongoing need to continue the focus on the schooling sector that was emphasised in the first phase, provides a renewed effort to encourage governments and duty bearers to fulfil their obligations.
- In this regard, HRE stakeholders might actively engage in the context of the “Marrakesh initiative”, giving input into the draft Declaration on Human Rights Education and Training that will be presented to the Human Rights Council in its March 2010 session and will continue to be worked on in 2010. Beyond the co-ordinating role that is already played in Europe by the Council of Europe through the draft charter on Education for Democratic Citizenship and Human Rights, the North-South Centre might help to facilitate information sharing about how such inputs might be provided and to encourage the use of the Declaration in promoting HRE in the future.
- Inter-governmental agencies and regional institutions such as those represented in the Lisbon Forum, have key roles not only in promulgating policy documents and declarations but in actively promoting the practice of HRE. The presentations clearly demonstrated such commitments. IGOs and regional institutions have actively engaged in the development of HRE tools, in research and measurement, and in the promotion of HRE with governments and civil society members through partnerships and resource support. In some cases, these activities have already been carried out collaboratively and this is highly valued. Several ideas proposed in this Forum for enhancing the operational work and support provided by these international and regional agencies were:
 - (1) Enhanced sharing of educational tools, knowledge and practices between regions. Although there are regional characteristics that influence human rights

Conclusions

priorities and areas of common agreement, increasingly there are cross-regional phenomena that challenge human rights.

The sharing of HRE strategies would thus be beneficial within and across regions.

This sharing would be most meaningful if the contexts for the evolution of these regional practices were also understood and the ways in which HRE processes and decisions took place and evolved. The evolution of HRE in Latin America is directly related to the overthrow of dictatorships and, thus, to the political shifts towards democracy that took place at the beginning of the 1980s, to the many years of popular education that took place during the period of dictatorship, and to special concerns such as poverty and discrimination. In contrast, the evolution of HRE in Africa is characterised by a well developed community empowerment approach that has allowed for an elaboration on pedagogical approaches related to individual and community transformation.

(2) Enhanced sharing of policy tools and institutional efforts to promote HRE, such as the Charter on Education for Democratic Citizenship and Human Rights and the recommendation on global interdependence and solidarity (global education) that are under development at the Council of Europe, as well as the establishment of the European Wergeland Centre whose mission is exclusively to cultivate the infusion of Education for Democratic Citizenship and Human Rights (EDC/HRE) within teacher training institutions throughout the continent. An institution such as the North-South Centre could easily play a role in sharing information about such policy tools and key institutions and actors across regions. Again, these policy documents and institutional approaches are particular to one region but illustrate regional mechanisms that have been undertaken and that could be considered in other regions as well. One question that emerged in discussion was whether cross-regional relationships might be more sustainable if there were inter-institutional co-operations established as opposed to project-specific collaborations.

(3) Identifying and facilitating the involvement of non-governmental actors and new approaches for promoting a culture of human rights through education. The active and long-standing role of NGOs in carrying out HRE is already well

established. Explored in the Lisbon Forum was the role of youth and the ways in which their roles as both recipients and multipliers of HRE might be enhanced.

Discussions at the Lisbon Forum also pointed towards the importance of working with education for intercultural understanding and dialogue, education about religion and beliefs, the media and education for media literacy, making better use of ICTs in HRE. Many international, regional and national and sub-national organisations have recognised the value of using both non-formal and formal educational approaches and of making use of the reach and creative prospects of the ICTs. This was specifically highlighted by [Guido Bellatti Ceccoli](#), Permanent Representative of San Marino to the Council of Europe, who referred to the role of media as a facilitator of intercultural dialogue, tolerance and mutual understanding. In these areas one could say that a great deal of work remains to be done and ongoing, concerted efforts would be quite worthwhile.

(4) Co-operation and interaction between inter-governmental institutions (OHCHR, UNESCO, AOC) and regional institutions (Council of Europe, OAS, African Union, ALECSO) is crucial in the process of adopting a UN Declaration on Human Rights Education and Training but also, and perhaps more importantly, in its follow-up and implementation. Other international organisations such as OIC/ISESCO, OIF and CPLP also have an important role to play. The participation of almost all of these organisations has been a unique feature of the Lisbon Forum and they have expressed their commitment to common work.

Quotes

Dr. Margaret E. Crahan

*Vice-President, Junta Directiva,
the Inter-American Institute of Human Rights*



The general hypothesis of these studies is that evolution or progress in the effective exercise of the right to HRE depends upon a range of factors involving legal certainty, institutional development, adoption of relevant policies, how these policies are translated into operational rules and educational instruments, the endowment of human resources and the provision of material resources for education."



Suhas Chakma

Director, Asian Centre for Human Rights in India

HRE is not just another subject but an instrument to fundamentally change societies to accept equality – limiting the powers of the dominant forces. It is not revolutionary but nothing less than revolutionary as it tries to bring silent revolution to change the mindset of every individual human being."

Gabriella Battaini-Dragoni

*Director General for Education, Culture and Heritage,
Youth and Sport, Council of Europe*



A holistic approach is needed. Democratic citizenship and human rights education has to be integrated in the school curriculum, introduced as part of training of all education professionals, included in quality assurance mechanisms and promoted as a whole school approach. It has to be given sufficient resources, and all those concerned, from decision makers to education professionals to pupils and parent associations, need to work together to make it a reality."

BACKGROUND ON HUMAN RIGHTS EDUCATION



Background on Human Rights Education

The foundation of the human rights system is the 1948 Universal Declaration of Human Rights (UDHR), from which all human rights treaties are derived. The UDHR, together with the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights constitute the International Bill of Human Rights.

Human Rights Education (HRE) is an international movement to promote awareness about rights enshrined in the Universal Declaration of Human Rights and related human rights treaties or conventions and the procedures that exist for monitoring implementation of these rights.

The Office of the United Nations High Commissioner for Human Rights (OHCHR) defines human rights education as “training, dissemination and information efforts aimed at the building of a universal culture of human rights through the imparting of knowledge and skills and the moulding of attitudes directed to:

- a. The strengthening of respect for human rights and fundamental freedoms,
- b. The full development of the human personality and the sense of its dignity,
- c. The promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups and
- d. The enabling of all persons to participate effectively in a free society.”¹

A definition commonly used by practitioners is education about, for and through human rights, emphasising the importance of using pedagogical methods that

¹ United Nations, Office of the High Commissioner for Human Rights (1997). International Plan of Action for the Decade of Human Rights Education. Geneva: United Nations

actively engage learners, respect their human dignity, and empower them to apply human rights values.

Human Rights Education is crucial for the realisation of human rights. It is important to know and understand the concept of human rights in order to respect the rights and freedoms of others and to understand our common responsibility for their implementation in every society.

Key Inter-governmental Actors at the International Level

The United Nations (UN) and its specialised agencies formally recognise the rights of citizens to be informed about the rights and freedoms contained in the documents ratified by their countries – the right to human rights education itself (UNGA 2005²). It is a fundamental right, inherent to human dignity and intimately linked to the effective enjoyment of all human rights, in accordance to the principles of universality, indivisibility, and interdependence of human rights. The right to HRE for youth is linked explicitly with the right to education.

The central actor within the UN family for promoting human rights education is the *Office of the United Nations High Commissioner for Human Rights* (OHCHR). Human rights education is central to the mandate of OHCHR to promote and protect the effective enjoyment by all of all human rights. The High Commissioner also coordinates education and public information programmes in the field of human rights (General Assembly Resolution 48/141). Through its Head Office in Geneva and its field offices, the Office of the High Commissioner implements human rights education programmes and provides assistance to governments, institutions and non-governmental organisations in this area. It promotes human rights education by facilitating information-sharing and networking among all actors, in particular through tools such as a database and a resource collection on Human Rights Education and Training; supporting national and local capacities for human rights education through the “Assisting Communities Together” (ACT) Project, which provides financial assistance to grass-roots initiatives; developing human rights education and training materials for various target audiences; disseminating the Universal Declaration of Human Rights; and coordinating the World Programme for Human Rights Education.

² UN World Summit 2005, <http://www.un.org/ga/59/hl60/plenarymeeting.html>

However, *UNESCO* and the United Nations Children's Fund (*UNICEF*) as well as other UN entities continue to carry out programming that promotes education and training in human rights. The Constitution of UNESCO states that the Organisation's principal purpose is to "contribute to peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law and for human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language and religion". In 2003, UNESCO and Human Rights Education was developed and integrated into the overall UNESCO Strategy on Human Rights that was then adopted by the General Conference during its 32nd Session. Framed by the World Programme for Human Rights Education, the Organisation assists Member States in formulating policies, strategies, action plans and programmes which will ensure education for human rights. Its interest in human rights education is further enhanced by its key role in the Education for All (EFA) movement, which, by virtue of its universality and its commitment to quality, is concerned with content and processes in, as well as access to, education.

A key platform that has been promulgated to promote HRE worldwide is *the World Programme for Human Rights Education*. On 10 December 2004, following the conclusion of the United Nations Decade for Human Rights Education (1994-2004), the General Assembly of the United Nations proclaimed the World Programme for Human Rights Education (WPHRE). The WPHRE seeks to promote a common understanding of the basic principles and methodologies of human rights education, to provide a concrete framework for action and to strengthen partnerships and cooperation from the international level down to the grassroots.

WPHRE is structured around an ongoing series of phases, the first of which covered the period 2005-2009 and focused on the primary and secondary school systems. Developed by a broad group of education and human rights practitioners from all continents, the Plan of Action for the First Phase proposes a concrete strategy and practical ideas for implementing human rights education nationally. The Second Phase of the World Programme will go from 2010-2014. A Plan of Action for the Second Phase will be presented to the Human Rights Council in fall 2010.

International and Regional Standards on Human Rights Education

The Office of the UN High Commissioner for Human Rights has compiled UN documents that reinforce the responsibility of duty bearers to provide education

that promotes human rights values and, specifically, to educate citizens about their rights and duty bearers about their responsibilities in relation to treaties that the country has ratified.

The basis for this abiding responsibility of governments can be initially traced back to the Preamble of the *Universal Declaration of Human Rights*, which reminds Member States that they have pledged themselves to achieve “the promotion of universal respect for and observance of human rights and fundamental freedoms” and that a “common understanding of these rights and freedoms is of the greatest importance for the full realisation of this pledge.” Additionally guidelines for the preparation of the initial parts of the State party reports (“Core Documents”) under the various international human rights instruments (HRI/CORE/1) call for information and publicity to take place in relation to treaties that countries have ratified. Efforts that governments make in relation to these human rights education efforts should be incorporated within reports made to treaty bodies.

In addition to this reference to HRE in international standards and mechanisms, regional human rights bodies also refer to HRE. The publication “The United Nation’s decade for Human Rights Education (1995-2004), no 3, Rights to Human Rights Education: a compilation of provisions of international and regional instruments dealing with human rights education” gives a more complete rendering of regional standards pertaining to HRE³.

African Charter on Human and Peoples’ Rights, Article 17 and Article 25

“States parties to the present Charter shall have the duty to promote and ensure through teaching, education and publication, the respect of the rights and freedoms contained in the present Charter and to see to it that these freedoms and rights as well as corresponding obligations and duties are understood.”

American Convention on Human Rights, Article 13

“The States Parties to this Protocol agree that education should be directed towards the full development of the human personality and human dignity and should strengthen respect for human rights, ideological pluralism, fundamental freedoms, justice and

³ <http://www.ohchr.org/Documents/Publications/RightHREducationen.pdf>

peace. They further agree that education ought to enable everyone to participate effectively in a democratic and pluralistic society and achieve a decent existence and should foster understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups and promote activities for the maintenance of peace.”

Arab Charter on Human Rights, Article 41

“The States parties shall guarantee to provide education directed to the full development of the human person and to strengthening respect for human rights and fundamental freedoms” and “(...) shall endeavour to incorporate the principles of human rights and fundamental freedoms into formal and informal education curricula and educational and training programmes.”

Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education

“Member states should include education for democratic citizenship and human rights education in the curricula for formal education at pre-primary, primary and secondary school level as well as in general and vocational education and training. Member states should also continue to support, review and update education for democratic citizenship and human rights education in these curricula in order to ensure their relevance and encourage the sustainability of this area.” “Teaching and learning practices and activities should follow and promote democratic and human rights values and principles; in particular, the governance of educational institutions, including schools, should reflect and promote human rights values and foster the empowerment and active participation of learners, educational staff and stakeholders, including parents”.

International and Regional Standards on the Right to Education

This right to human rights education is an essential component of the right to education for all, and as such, it is consecrated at both international and regional levels as well as at the national level in different states. It is intrinsically linked to the full realisation of the right to education, in particular the effective realisation of a free, fundamental and compulsory education.

The inclusion of human rights education and human rights values, such as non-discrimination within the schooling sectors is essential to building a culture of human rights. Below are some excerpts from a range of international and regional human rights standards that reaffirm the responsibility of governments to provide access

to quality education. Moreover these standards recognise the rights of parents to choose the form of education for their children, thus reinforcing the importance of ensuring that parents are aware that quality education includes HRE and reflects human rights values.

Universal Declaration of Human Rights, Article 26

“Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory.”

“Parents have a prior right to choose the kind of education that shall be given to their children.”

International Covenant on Economic, Social and Cultural Rights, Article 13

“Primary education shall be compulsory and available free for all.”

International Covenant on Civil and Political Rights, Article 18

“The States Parties to the present Covenant undertake to have respect for the liberty of parents (...) to ensure the religious and moral education of their children in conformity with their own convictions.”

Convention on the Rights of the Child, Article 28, 29

“States Parties recognise 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 for all”

“No part of [articles 28 and 29] shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutes.”

UNESCO’s Convention against Discrimination in Education, Article 4

“The State Parties to this Convention undertake furthermore to formulate, develop and apply a national policy which, by methods appropriate to the circumstances and to national usage, will tend to promote equality of opportunity and of treatment in the matter of education.”

European Convention on Human Rights and Fundamental Freedoms, Protocol 1, Article 2

“No person shall be denied the right to education. In the exercise of any functions which it assumes in relation to education and to teaching, the State shall respect

the right of parents to ensure such education and teaching in conformity with their own religious and philosophical convictions.”

European Social Charter (revised), Article 7

“With a view to ensuring the effective exercise of the right of children and young persons to protection, the Parties undertake:

1. to provide that the minimum age of admission to employment shall be 15 years, subject to exceptions for children employed in prescribed light work without harm to their health, morals or education;
3. to provide that persons who are still subject to compulsory education shall not be employed in such work as would deprive them of the full benefit of their education;
4. to provide that the working hours of persons under 18 years of age shall be limited in accordance with the needs of their development, and particularly with their need for vocational training;
6. to provide that the time spent by young persons in vocational training during the normal working hours with the consent of the employer shall be treated as forming part of the working day;”

Charter of Fundamental Rights of the European Union, Article 14

- “1. Everyone has the right to education and to have access to vocational and continuing training.
2. This right includes the possibility to receive free compulsory education.
3. The freedom to found educational establishments with due respect for democratic principles and the right of parents to ensure the education and teaching of their children in conformity with their religious, philosophical and pedagogical convictions shall be respected, in accordance with the national laws governing the exercise of such freedom and right.”

African Charter on Human and Peoples’ Rights, Article 17 and Article 25

“Every individual shall have the right to education”

American Convention on Human Rights, Article 13

“Everyone has the right to education.”

Arab Charter on Human Rights, Article 34

“The eradication of illiteracy is a binding obligation and every citizen has a right to education. Primary education, at the very least, shall be compulsory and free and both secondary and university education shall be made easily accessible to all.”

Key Inter-governmental and Non-Governmental Actors at the Regional Level

Regional inter-governmental organisations have actively promoted human rights education as an essential part of their policies and as part of their mission to foster and sustain human rights.

In **Europe**, the *Council of Europe* has an impressive record in this regard through its Education Directorate's long-standing programme for *Education for Democratic Citizenship and Human Rights Education* (EDC/HRE), which is carried out collaboratively with governments, higher education and civil society. This programme has sponsored a Network of country-level EDC/HRE Co-ordinators who carry out HRE projects and research. Concrete results include the adoption of reference texts, the development of political frameworks and the creation of networks and forums, as well as the sponsorship of trainings and the production of a wealth of materials in the area of democratic citizenship and human rights education, all of which have been negotiated and approved by its 47 member states.

In addition, the Council of Europe's *Youth and Sport Directorate* has been running a specific *Youth Programme on Human Rights Education* since 2000. This programme is carried out through engagement in training of trainer's courses, national and regional training courses, study sessions, resource development, youth policy and European Youth Centres. The Youth Programme is an important instrument to consolidate and to establish education and learning about, for and in human rights by working with youth throughout Europe.

Since its inception in 1990, the Council of Europe's *North-South Centre* has engaged in Global Education, which encompasses the global dimensions of education for Democratic Citizenship and Human Rights education as well as global youth work. Global education is considered to be a holistic "education that opens people's eyes and minds to the realities of the world and awakens them to bring about a world of greater justice, equity and human rights for all"⁴.

In co-operation with the Council of Europe, Norway has established the *European Wergeland Centre*, a European resource centre on education for Intercultural Understanding, Human Rights and Democratic Citizenship. The Centre began its work in early 2009 and it is open for all member countries of the Council of Europe.

4 In Maastricht Global Education Declaration 15th - 17th November 2002.

It carries out research and provides in-service training for teachers and teacher trainers. Furthermore, the Centre disseminates information, serves as a platform and facilitates networking opportunities for relevant stakeholders.

The European Union Agency for Fundamental Rights (FRA) was established in 2007 with the purpose of ensuring that the fundamental rights of people living in the European Union (EU) are protected. In the founding regulation it reads as follows: “A European Union Agency for Fundamental Rights should accordingly be established, building upon the existing European Monitoring Centre on Racism and Xenophobia, to provide the relevant institutions and authorities of the Community and its Member States when implementing Community law with information, assistance and expertise on fundamental rights in order to support them when they take measures or formulate courses of action within their respective spheres of competence to fully respect fundamental rights.” ((7) COUNCIL REGULATION (EC) No 168/2007). A key objective is to raise awareness through networking and communication and one of the thematic areas the Agency focuses on is human rights education. The annual report released in 2009, which covers events, information and developments in the EU for 2008, especially examines the problem of increased racist related crimes. The FRA’s studies and reports have shown that an overwhelming number of people in the EU are not aware of their rights should they be a victim of discrimination. Moreover, in 2008, the European Commission published a Proposal for a Council Directive to close the gaps and extend protection against discrimination currently covering the employment sector to areas of, inter alia, education, social security and health care.

The work of the *Organisation for Security and Cooperation in Europe (OSCE)* in human rights education takes place in the context of the OSCE commitments, beginning with the Helsinki Final Act (1975). Among the more recent key documents is the OSCE Ministerial Council Decision 11/05 on the Promotion of Human Rights Education and Training in the OSCE Area. Within the Office for Democratic Institutions and Human Rights (ODIHR), human rights education is jointly undertaken by the Human Rights Department and the Tolerance and Non-Discrimination Department.

Non-governmental organisations and independent institutions are actively engaged in human rights education in each region. Three NGOs provide human rights education professional development and programming worldwide: Amnesty International (with membership in over 150 countries), EQUITAS (with a summer training program and field offices in each region); Human Rights Education Associates (HREA) (with

online learning, web-based learning resources and a Global HRE listserv). Numerous other private educational organisations, human rights groups and universities are engaged in human rights education and training but space does not allow them to be mentioned.⁵ Some of those civil society agencies represented at the Lisbon Forum 2009 are mentioned in the remainder of this section.

In **Africa**, the *African Union* (AU) was instrumental in adopting the African Charter on Human Rights and Peoples' Rights, which aims at the promotion and protection of human rights and basic freedoms in Africa, obliging all signatories to promote the rights and freedoms in the Charter through education, training and publication, as well as the African Youth Charter.

Member States of the International Conference on the Great Lakes Region, a group of 11 African nations, have taken an historic step forward with the establishment of a regional centre which aims to strengthen good governance, democracy and human rights. The *Regional Center for Democracy, Good Governance, Human Rights and Civic Education* is based in Zambia's capital, Lusaka.

In the **Asia-Pacific**, the Association of Southeast Asian Nations (ASEAN) – reaching out to ten Asian countries – established the new ASEAN Intergovernmental Commission on Human Rights (AICHR) at the end of 2009. Paragraph 1 of the Terms of Reference (TOR) states that the purpose of the AICHR is to “promote and protect human rights and fundamental freedoms of the peoples of ASEAN” and “to uphold the rights of the peoples of ASEAN to live in peace, dignity and prosperity”. Such an initiative could be the beginning of a process of which human rights education is given a central place.⁶

For the **Americas**, the independent *Inter-American Institute of Human Rights* (I/IHR) acts as one of the most important world centres for teaching and academic research on human rights, with an emphasis on the problems of America. Its mission is to promote and strengthen respect for human rights set out in the American

⁵ For databases with NGOs and educators engaged in HRE see “Global Human Rights Education Database” at http://www.hrea.org/index.php?base_id=113

⁶ For In “ASEAN’s new human rights body: A threat to human rights in the region?”-ACHR WEEKLY REVIEW. The Asian Centre for Human Rights is dedicated to the promotion and protection of human rights and fundamental freedoms in the Asian region. (www.achrweb.org)

Convention on Human Rights, giving a particular priority to human rights education in primary and secondary school education, university teaching, continuing education for civil servants and training the employees of human rights civic organisations and public institutions.

Under the auspices of UNESCO, the *International Centre for the Advancement of Human Rights* was established in Buenos Aires, Argentina and will open in 2010. The main objective of the Centre is to enhance and promote education through and for remembrance, considered as an antidote to abuses of human rights and an obvious mechanism for preserving and furthering peace and international security.⁷

In the **Arab Region** the *Arab League Educational, Cultural and Scientific Organisation* (ALECSO) is concerned with enhancing and co-ordinating educational, cultural and educational activities in the Arab world. Its work is guided by the Arab Charter on Human Rights, and declares the importance of incorporating the principles of human rights and fundamental freedoms into formal and non-formal education curricula and educational and training programmes.

Today, over 100 organisations in the Arab region are working in one or more areas of human rights, and hundreds of development and social service organisations are making use of human rights concepts and language and are also including a rights-based approach in their work. Two non-governmental regional actors that have been engaged in human rights education are the *Arab Institute for Human Rights* and the *Cairo Institute for Human Rights Studies*.

In recent years, many states in the **Middle East and North Africa** (MENA) region have taken steps towards legal, economic and social reforms, including holding multi-party legislative and municipal elections, establishing national human rights institutions and improving the status of women. The number and diversity of activities of civil society organisations has increased, with human rights NGOs focusing activities on raising awareness, promoting human rights education, documenting human rights violations and providing legal assistance and research services to right-holders. In addition, new independent media outlets have emerged in many countries.⁸

⁷ For more detailed information: www.unesco.org/shs/agenda.

⁸ In "OHCHR Human Rights Programme for the Middle East and Northern Africa Region (2008-2009)", www.ohchr.org/EN/Countries/MenaRegion/Pages/MenaRegionProgramme0809.aspx

HUMAN RIGHTS EDUCATION:
FIGHTING IGNORANCE,
ENCOURAGING TOLERANCE





Thomas Hammarberg

Council of Europe Commissioner for Human Rights

The best defence for human rights is that we all know what rights we have and how we can complain against injustices. Education about human rights is central to effective implementation of agreed international standards. It is also an important way of combating discrimination, racism and xenophobia.

The Council of Europe has been a key actor in human rights education and has developed numerous practical tools. The most well known is “Compass,” a manual on human rights education with young people. It is currently available in 25 languages, and more versions are being worked on. The Council of Europe has also focused on bringing human rights education into the mainstream of youth work and policy. The United Nations will soon evaluate the first phase of its *World Programme for Human Rights Education* which focused on primary and secondary education. From 2010 onwards, the UN will move out of the school to target higher education, teachers, educators, civil servants, law enforcement officials and military personnel.

The focus on key actors in society is crucial. These professionals – teachers, journalists, police officers, health care workers, judicial sector or armed forces staff – must serve

as role models for young people. When carrying out their daily work, they must live up to the human rights standards communicated, in particular, when facing stressful situations. By their example, they can help to firmly anchor human rights awareness in society.

Despite the progress achieved, much remains to be done not least to inform and educate against discrimination, racism and xenophobia. This is sadly evident in the course of my work. On my most recent country visits, I was confronted with examples of verbal and physical attacks on certain vulnerable groups such as LGBT, Roma and other ethnic minorities. Human rights education is key to the inclusion of vulnerable groups. Thus, it is necessary that teaching methods convey human rights values by encouraging participation and critical analysis and by promoting a learning environment free from discrimination and intolerance. Only when human rights education is integrated into the formal school system at all levels of education, can we begin to replace ignorance with acceptance.

Yes, there have been achievements and I look forward to the outcome of the UN evaluation. Still, too little space is given in the curricula. Methods and materials are not always adapted to convey a real understanding. There should be both, “human rights through education and in education”, creating an atmosphere that enables discussion and reflection and active involvement of children in democratic citizenship. The UN Convention on the Rights of the Child, this year celebrating its 20th anniversary, can inspire teaching methods and materials and which values to spread.

Children learn by example and through active involvement. They benefit from seeing diversity in schools. This is why including all children – regardless of disability, origin and background – into the regular education system, benefits society at large. Inclusive education gives everybody the possibility to understand each other and this way best fights intolerance.

Furthermore, basic materials also need to be available in relevant languages, teachers and educators should be recruited from minority and disadvantaged groups and attention should be paid that pedagogic methods are culturally adapted. Human rights education must not fall short due to budgetary cuts in times of economic crisis. I am convinced that the long term costs of such cuts will offset any short-term savings.

In this context, I would like to thank all such governments who despite fighting the economic crisis through huge investments have, nevertheless, refrained from cuts in their “human rights budgets”. In spring 2009, I visited the newly opened Wergeland Centre in Norway. Such centres can play a major role in promoting human rights education, not only in Europe, but beyond. Another example is the North-South Centre, which engages in global education and youth work. It is encouraging that the importance of a broad teaching of human rights is acknowledged across different cultures as, for example, in the Arab Charter on Human Rights. I believe that soon human rights education will also find its place within the new ASEAN human rights body. The current work on the UN Declaration on human rights education and training (“Marrakech initiative”) again underlines the importance of the topic and the need to work together. One example of good co-operation is the Compendium of Good Practice, published jointly by the OSCE/ODIHR, the Office of the UN High Commissioner for Human Rights, UNESCO and the Council of Europe. This comprehensive tool for teachers and policymakers alike looks at human rights education in the school systems of Europe, Central Asia and North America and presents 101 exemplary practices.

The Council of Europe is working on a European Charter on Education for Democratic Citizenship and Human Rights Education. I hope that this core instrument will be speedily adopted and that it will be used as a basis to develop human rights education action plans both in Europe and beyond. The involvement of NGOs is key to the development of effective action plans in every society. Civil society will also need to serve as a monitoring system as the new Charter currently foresees none. I believe that human rights education is a catalyst to achieve real and sustainable change.



Angela Melo

*Director, Division of Human Rights, Human Security
and Philosophy, UNESCO*

I find the decision to consider first the issue of creating a culture of human rights through education very commendable, and this for two reasons.

First, for referring specifically to a culture of human rights. Indeed, the full enjoyment of human rights does not depend solely on the attainment of knowledge. The practice of human rights is above all a mindset; it is a way of life rooted in the intimate characteristic of the human being; in public and private linguistic expression; in the image of the other and in the equal treatment of each individual. The practice of human rights comes from the harmonious blend of spirit and soul. This connection can only be defined by the word “culture”.

Second, because this choice emphasises, and rightly so, the vital role of education in promoting respect, participation, equality and non-discrimination in our societies. Education enables individuals to claim, enforce and exercise their rights. Education empowers the individual to become, on the one hand, a potential living force, active within the economic, political, social and cultural levels of society, and on the other hand, to assume their responsibilities in their family, community and society at large.”

WORKING SESSION I



Building Global Citizenship through Human Rights – Global Strategies for Strengthening Human Rights Education

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General Observations on Human Rights Education

- Human rights education can contribute to the fight against all forms of discrimination, the promotion of peace and non-violence, and “learning to live together”.
- Human rights education should be a key part of the action in favour of quality education and education for all, and an integral part of education for sustainable development.
- Human rights education is often embedded within other curricular or school practices, such as citizenship education, peace education and education for tolerance. HRE needs to be conceptually defined and understood concretely so as to reduce conceptual confusion on the part of governments.

Key Strategies

International and regional inter-governmental agencies have individually developed a range of support mechanisms for promoting human rights education among states. These support mechanisms include policies, guidelines, publications and tools, direct capacity-building technical assistance and, in some cases, direct grants. (The end of this section provides examples of these supports.)

Inter-governmental agencies are actively co-operating in the field of HRE, which is resulting in synergies and efficiencies in terms of promoting human rights education and distilling and disseminating good practices in the field. One structural example is the UN Inter-Agency Coordinating Committee for Human Rights Education in the School System. Another example is the publication “Human Rights Education in the School Systems of Europe, Central Asia and North America: A Compendium of Good Practice”, which was jointly produced by ODIHR/OSCE, the Office of the UN High Commissioner for Human Rights, the Council of Europe and UNESCO.

These inter-governmental agencies are already co-operating with each other, as well as with state actors, civil society actors and those in the academic community. New alliances might be forged with municipalities and local authorities, as more than 50% of the world’s population live in urban areas.

There have been achievements in regard to the increased recognition of HRE within the work of the United Nations. This is illustrated by the 2005 World Summit Outcome. In the 2005 World Summit Outcome all Heads of State stated: “We support the promotion of human rights education and learning at all levels, including through the implementation of the World Programme for Human Rights Education, as appropriate, and encourage all States to develop initiatives in this regard”.⁹ The mandate of the Human Rights Council now generally includes to “promote human rights education and learning as well as advisory services, technical assistance and capacity-building” (see paragraph 5(a), General Assembly Resolution 60/251). Illustrations of this commitment are reflected in the passage of the World Programme for Human Rights Education; the International Year of Human Rights Learning (2008-9) passed by the General Assembly; and the Human Rights Council’s mandate for a UN Declaration on Human Rights Education and Training. Another UN contribution to human rights education efforts is the Culture of Peace Programme carried out by the United Nations Educational, Scientific and Cultural Organization.

Despite the clear international mandate for HRE at the UN level, the uneven national responses to the First Phase of the World Programme for Human Rights Education

⁹ World Summit Outcome 2005, paragraph 131

suggest that most countries have not completed the minimum action required by the Plan of Action. The minimum action called for an analysis of the situation of HRE in the school system, a setting of priorities, the development of the national implementation strategy and the initial implementation of planned activities. As the WPHRE is a permanent one, the invitation for governments to undertake such activities is an open one.

A human rights-based approach to schooling calls for the infusion of human rights values within the entire operation of the school, not just in curriculum and teaching. Rights-centred schooling results in programming that promotes equality and non-discrimination for vulnerable populations such as females and indigenous persons. University programmes can also reflect human rights values, for example by enhancing access to education by females through new policies, research centres, financial assistance, satellite campuses and the promotion of a culture of interaction and tolerance.

A high priority to address is the strengthening of the capacities of human rights education facilitators and teachers in both formal and non-formal settings. It is unreasonable to expect that HRE can take place without facilitators who are familiar with and committed to its implementation. The professional development of human rights educators requires systematic focus.

Supports Offered by Inter-Governmental Actors (referred to in the 2009 Lisbon Forum)

Policies

UN Decade for Human Rights Education (1995-2004) (OHCHR)

World Programme for Human Rights Education (Phase One: 2005-9, Phase Two: 2010-2014) (OHCHR/General Assembly)

International Year of Human Rights Learning (2008-8) (General Assembly)

(Forthcoming) UN Declaration on Human Rights Education and Training (OHCHR/ Human Rights Council)

Guidelines

Plan of Action, World Programme for Human Rights Education (Phase One) (OHCHR/ UNESCO)

1974 Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (UNESCO).

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Toledo Guiding Principles on Teaching about Religions and Beliefs in Public Schools (TGP) (ODIHR/OSCE)

Guidelines on How and Why to Address Anti-Semitism (ODIHR/OSCE with Yad Vashem)

Select Publications and Tools

“Human Rights Education in the School Systems of Europe, Central Asia and North-America: A Compendium of Good Practice”, published jointly by the Office for Democratic Institutions and Human Rights of the Organization for Security and Cooperation in Europe (OSCE/ODIHR), the Council of Europe, the Office of the United Nations High Commissioner for Human Rights (OHCHR) and UNESCO.

Database on Human Rights Education and Training; Resource Collection on Human Rights Education and Training; a web section on the Universal Declaration of Human Rights, OHCHR.

Human Rights Education in Primary and Secondary Schools: a self assessment tool for Governments, and Evaluating Human Rights Education Activities: a Handbook for Human Rights Educators, forthcoming OHCHR tools.

Networking and Community Building

Network of Associated Schools (UNESCO)

Regional HRE Forum for the countries of Central and Eastern Europe (Vilnius, 2009) (ODIHR/OSCE)

Fellowships and Grants

Indigenous Fellowship Programme (OHCHR)

Assisting Communities Together (ACT) Project – small grants to civil society to carry out HRE

Quotes



Kirsten Mlačak

*Head of the Human Rights Department
of the OSCE/ODIHR*

“For it is only when individuals have the knowledge, skills and commitment; when learning involves not only information, informed reflection and action; then education for human rights will bring about the positive change in all our communities towards a culture of human rights.”



Abdollah Jassbi

President of Azad University, Tehran

“The consequence of 350 university branches, in a developing country, on the development of human resources, cultural growth, and promotion of human asset, is easy for you to imagine. Specially so when these educational services, are the needs of our young people, and human communities in today’s world.”

... “Contacts with world universities, which are members of the UN, in order to establish scientific and cultural exchanges. Consequently, this shall lead to helping to understand one another, and peaceful coexistence, among all, and sustainable security in the international community.”

WORKING SESSION II



Regional Approaches to Human Rights Education – Challenges and Best Practices

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Plenary Discussion – Regional Approaches to Human Rights and Education for Intercultural Understanding and Dialogue – How to Foster a Culture for Peace

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Challenges and Best Practices for Human Rights Education

- Inequalities of economic and social conditions, varying access to the spectrum of rights, histories of conflict, and local beliefs/traditions that are inconsistent with human rights standards and values all intersect to create quite varied needs and

conditions for human rights education and education for intercultural understanding. The thematic emphasis and approaches for human rights education within each context – whether local, national or regional – will naturally vary according to local needs and beliefs, human rights conditions and educational traditions. For example, in certain contexts, there might be an increased emphasis placed on cultural plurality and non-discrimination, community development, the rule of law or conflict resolution. This is a dynamic process and human rights education programming needs to adapt continuously in relation to changing needs and opportunities.

- Global factors influencing regional, national and sub-national conditions must also be taken into account, and include the global recession and its impact on state budgets, religious intolerance, the Far Right and nationalist elements and the continued rapid movements of peoples and the pressures this brings on social and community cohesion. Global factors are influencing many regions simultaneously.
- Regional specificities are sometimes used as an argument against the universality and relevance of the human rights framework, which can be viewed as “Western” in origin and outlook. Although one can point to regional specificities, in fact there remains considerable diversity within regions. These economic, political and cultural diversities challenge us to present the universality of the human rights framework that is meaningful and linked with local realities.
- Regardless of thematic emphasis, human rights educators should understand and present the universality, indivisibility and inter-relatedness of all human rights. It is important to have a shared understanding across regions about the learner outcomes associated with human rights education and its role in strengthening a human rights culture and preventing human rights violations.
- A clear, shared and readily understandable definition of HRE needs to be agreed upon, and its relationship established with related educational areas such as education for democratic citizenship, global education/global citizenship, intercultural education, sustainable development, environmental education and peace and values education. Underlying conceptions of human rights, the rule of law and democracy might also be further developed and agreed upon in order to help ensure treatment and consistency in educational programming. Broader, less

nationalistic, more universal and pluralistic notions of citizenship, such as “global citizenship”, should be emphasised. Education for intercultural understanding and dialogue can be used to promote the principle that diversity is enriching, not divisive.

- In order to promote human rights and responsibilities among all learners, a distinction can be made between the legal framework for human rights (which recognises the legal responsibilities of states to realise human rights) and the normative framework (which calls on each individual to uphold the rights of others).
- Human rights education in the schooling sector should be integrated in the school curriculum, introduced as part of the training of all educational personnel, included in quality assurance mechanisms and promoted as a whole school approach. Human rights education within the schooling system can be carried out as both a transversal theme as well as a separate area of study.
- Human rights education learning processes should focus on the experiences lived by the person; make use of participatory methodologies rather than passive learning; relate to the real needs of people; and allow for discussions related to rights in conflict and in relation to local traditions and beliefs while asserting the universality of human rights norms.
- Human rights education incorporates both formal and non-formal learning programs. Moreover, a human rights-based approach, centred on human dignity and human rights values, can be applied to institutional environments, personal relations, decision-making processes, policies and cultures affecting all members, and should be encouraged.
- The evidence base for human rights education needs to be developed so that policymakers and educators appreciate its “value added.” Moreover, an evidence based system is needed to develop HRE programming that, in fact, promotes a human rights culture.
- Teacher training institutions should be targeted so that pre-service and in-service programming adequately prepare and motivate educators to carry out education fostering human rights and peace.

Key Strategies at the Regional Level

A range of human rights-oriented actors are engaged in human rights education at the regional level, including global inter-governmental agencies with a regional focus, regional inter-governmental human rights institutions, independent regional institutions with a human rights mandate, private foundations with a regional focus, and civil society organisations with a regional focus. These actors bring intersecting and mutually supportive capacities in relation to the promotion of human rights education and education for intercultural understanding and dialogue.

Regional inter-governmental agencies can play a unique role in promoting HRE among its constituent governments and in fostering knowledge and information exchanges and co-operation between actors. Regional inter-governmental agencies can work with a range of partners, including ministries, Human Rights Ombudsmen, universities and civil society members. Regional institutions may be positioned to identify conditions and opportunities for promoting progress and for facilitating synergies among different institutions.

Regional reports on the status of human rights education can be used to promote political and pedagogical actions by states.

Regional human rights institutions can develop region-wide policy documents, guidelines, resources and evaluation instruments in order to promote the principle and practice of human rights education among member states. These policies and instruments might be more specific than those developed at the UN level and oriented towards special conditions within a region.

Regional institutions engaged in fostering human rights education may benefit from sharing successful strategies for promoting HRE at a regional level.

Inter-institutional co-operation within a region, including informal networks of universities and schools, can foster efficiencies and effectiveness in HRE programming. Private foundations can play a role in fostering conversations within and across the governmental and non-governmental sectors, including common initiatives for countries with conflictual relations.

Cross-regional programming and networking can foster coexistence and inter-cultural dialogue.

Key Strategies at the National Level

The mandate for States to carry out human rights education can be linked with national instruments, such as Constitutions and educational legislation, as well as international human rights treaties that governments have signed and ratified, each of which include a clause calling states to educate their citizens and relevant duty bearers about the rights and obligations associated with the treaty.

Human rights education goals and activities have been incorporated within National Plans of Action for Human Rights. Countries may also opt to develop a National Plan of Action for Human Rights Education. National human rights actors, such as human rights commissions, often incorporate human rights education, awareness raising and training within their responsibilities. The media can be targeted as a medium for fostering human rights knowledge and promoting principles of tolerance and co-existence.

States can also fulfil their responsibility to carry out human rights education in partnership with non-state actors such as non-governmental organisations.

The mandate to carry out human rights education has been linked with the right to education, and associated HRE activities can be carried out in conjunction with states' responsibilities to respect, protect and fulfil the right to education.

Learnings from and improvements in HRE practice should be fostered within and between institutional actors, drawing from "bottom up" activities at the community level as well as "top down" models from higher level governance.

Community-driven HRE, especially those focused on the poor, oppressed and marginalised, developed through a process of dialogue and participation with rights-holders should be promoted. Such approaches would reflect human rights values and methods and promote social mobilisation.

Support Offered by Regional Actors (referred to in the 2009 Lisbon Forum)

Policies

European Charter on Education for Democratic Citizenship and Human Rights Education (EDC/HRE), Council of Europe

White Paper on Inter-Cultural Dialogue, Council of Europe

National Plan of Action for Human Rights and Citizenship, Cape Verde

Working Session II

Publications and Tools

“How to manage cultural and religious diversity in schools,” Anna Lindh Foundation
“On a common path”, Anna Lindh Foundation with UNESCO, ISESCO, the Arab League, the Al Azhar University of Cairo and the Council of Europe
“Global Education Guidelines”, North-South Centre of the Council of Europe

Studies and Measurement Indexes

“Inter-American Report on Human Rights Education”, Inter-American Institute for Human Rights
“Barometer of behaviours and attitudes,” Anna Lindh Foundation
International Civic and Citizenship Education Study (ICCS), International Association for the Evaluation of Educational Achievement (IEA)
Citizenship Education Longitudinal Study (CELS), National Foundation for Educational Research (NFER) England

Inter-Institutional Co-operation for Teacher Training

European Wergeland Centre (Norway) and Council of Europe
The Pestalozzi Programme of the Council of Europe for Teacher

Networking and Community Building

Network of EDC/HRE Co-ordinators, Council of Europe
“Hub of Expertise” network in the Arab Region, launched by the Foundation for Future In collaboration with the Arab Institute for Human Rights (AIHR).¹⁰
Network of global education co-ordinators of the North-South Centre of the Council of Europe

Technical assistance

Fourth Phase, EDC/HRE Project, Council of Europe. Activities will include capacity building within and across sectors, more systematic training for teachers and educators, assessment tools, quality assurance procedures.

¹⁰ The Arab Institute for Human Rights was established in 1989. In addition to its role as an organisation entrusted with human rights, the Institute is represented in all Arab countries. Its inception came as a response to an initiative taken by three Arab organisations: the Arab Human Rights Organization, the Union of Arab Lawyers and the Tunisian League for the Protection of Human Rights. For further information: www.iadh-aihr.org/en

Pestalozzi Programme

Council of Europe

Online training course “Human Rights Education: Addressing Global Challenges” offered by the North-South Centre and The Network University, launched on the occasion of the 10th University on Development and Youth in Mollina.

The Asian Human Rights Commission¹¹ has a pioneering programme called the *Human Rights Correspondence School*, which aims, through multimedia lessons, to explicate and make accessible the participatory and action-oriented methodology developed through AHRC programmes for teaching and learning human rights.

The Office of the High Commissioner for Human Rights programme for the 2008-2009 biennium in Africa included helping to build the capacity of *the African Union*, *the African Commission on Human and Peoples’ Rights* (ACHPR) and other relevant sub regional organisations to promote and protect human rights. At the national level, OHCHR continued to strengthen relevant national institutions and to collaborate with UN Country Teams to promote a human rights-based approach to development in their programming.

The Arab Human Rights Fund (AHRF) was conceived as a long-term project aimed at meeting the challenges described above and is based on a commitment to the universality of humanity and the efficacy of the human rights paradigm.¹²

¹¹ For more detailed information: www.ahrchk.net

¹² For further information see <http://www.ahrfund.org/>

Quotes



Vera Duarte

Minister of Education, Cape Verde

"School must be a significant channel for the training of conscious and critical citizens with respect to their role as subjects of rights and duties and in the permanent affirmation of their engagement as agents of social change."

"I would like to say that human rights education is above all an education about human rights, but also for human rights, and it must allow us to surmount the existing gap between knowledge and action."

Mohamed El-Aziz Ben Achour

*Director-General of the Arab League
Educational Cultural
and Scientific Organization (ALECSO)*

"Aware of it all, ALECSO has recently implemented an ambitious programme for the development of education throughout the Arab world, more specifically in 22 countries. The implementation of this programme will be spread over a ten-year period (2009-2018). We will focus on assisting governments to implement an upgrade based on the technical, technological and educational aspects but also (...) on a set of values and principles, in particular on the moral, intellectual and social importance of critical reasoning for knowledge and progress, the defense of cultural diversity and respect for others."



WORKING SESSION III



Youth as Agents of Change in Human Rights Education

Contributors

African Institute of South Africa (AISA), South Africa

Human Rights Education Youth Programme, Directorate of Youth and Sport of the Council of Europe, France

Latin American Youth Forum (Foro Latinoamericano de Juventud – FLAJ), Latin American

International Islamic Conference Youth Forum for Dialogue and Cooperation (ICYF-DC), Azerbaijan

European Law Students' Association (ELSA), Belgium

General Observations on Youth and Human Rights Education

- Human rights education youth programming see youth in many roles: as co-educators, as an audience, as actors in human rights and as actors in human rights education.
- Human rights education may have a special role to play in addressing the situation of vulnerable youth, including minority young people, refugees and young migrants.
- Cross-national youth activities can foster inter-cultural learning, sensitivity and acceptance of the differences others.
- When integrating human rights education within multi-national and multi-cultural youth organisations, it is important to show the complementary links between the human rights framework and local history, belief systems and cultural practices.
- Youth-directed human rights education can facilitate education, learning and action on human rights themes of special interest to youth.

- Human rights education has a role to play in youth work and youth policy.
- Youth and adults facilitating human rights learning for young people require professional development.
- Youth organisations and institutions responsible for youth affairs have developed a number of high quality educational tools and to work, train and teach in human rights education, within non-formal and formal educational settings, targeting both youth and children.
- Key challenges for human rights education and youth are the absence of national governmental counterparts for HRE, a lack of funding, sustaining the networks created and bringing together the formal and non-formal sectors.
- The value and efficiency of peer-to-peer education carried out by youth organisations and youth movements is a very favourable context for setting up values-based education and human rights education.

Key Strategies

Youth programming in human rights education can be multifaceted, including training courses, shorter-term study sessions, study visits, e-learning, actions and networking. Non-formal as well as formal education approaches can be successfully used with youth.

Youth organisations, such as national youth councils, regional youth platforms and law student associations, are a way for youth to be introduced to and have experience in human rights. These associations can build the capacities of youth members to carry out peer education of others in human rights and to participate in actions that promote a human rights culture.

Youth organisations that are cross-national and cross-regional in scope enable young people to experience equality and respect for others coming from different backgrounds. Human rights education programming offers a co-operative programme for co-operation, for example, by sponsoring co-ordinated anti-xenophobia and anti-islamophobia awareness raising events and other special events. Youth can also co-operate in cross-national monitoring of human rights.

Improving the recognition and visibility of non-formal education, and in particular, on human rights education developed by youth organisations and youth groups in their local, national and International activities. The networking capacity of youth organisations and their conscious strategy of working as a community of practices and knowledge constitute a powerful resource for HRE strategies at national and global level. Spaces such as the International Coordination Meeting of Youth Organisations can be a key in the development and strengthening of this strategy.

Further develop and increase the regional, global as well as inter-regional capacity building activities for youth, in partnership with youth platforms, youth movements and regional institutions such as the Directorate of Youth and Sports of the Council of Europe and its North-South Centre. These programmes provide solid components of HRE and can be used as beneficial platforms for synergies and improved strategies for HRE.

Support Offered by Regional Youth Actors

Policies

Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education

African Youth Charter of the African Union

Southern African Development Community Protocol on Gender and Development

African Charter on the Rights and Welfare of the Child

African Charter on Human and Peoples' Rights

Ibero-American Convention on the Rights of Youth

Select Publications and Tools

COMPASS: a Manual on Human Rights Education with Young People, Council of Europe

COMPASITO: a Manual on Human Rights Education for Children, Council of Europe

Inter-Institutional Co-operation for Youth Leader Training

Africa-Europe Youth Co-operation Programme

Technical assistance

Council of Europe's HRE Youth Resources Portal: <http://www.eycb.coe.int/compass/>

North-South Centre's University on Youth and Development Portal: <http://universityonyouthanddevelopment.org/>

African Leadership Institute: <http://www.alinstitute.org>

Organisation of African Youth: <http://oayouth.org/>

Quotes



Sofia Kallio

*Vice President of Seminars and
Conferences, European Law Students'
Association (ELSA)*

"When working with students from different backgrounds it is unavoidable to run into different points of view. For the sake of the project or task at hand, it is necessary to step over the hurdle of cultural barriers and reach mutual understanding. The first hand information and experiences one gains through the personal connections with students from various countries makes the individuals more sensitive to the human rights protection – or the lack of it – in different countries. Through personal contacts and co-operation the human rights protection is no longer a statistic or a lesson of legal history, but the background of a person, the background of a family, the background of a friend."

Elshad Iskandarov

*Secretary General, International Islamic
Conference, Youth Forum for Dialogue
and Co-operation (ICYF-DC)*

"Human rights education is integrated within the programme based on education in major documents on human rights but also linked to the philosophy of Islamic Koran, the civilisation and culture attaching a great importance to the rights of human beings."



APPENDIX I



Programme

FRIDAY 13 NOVEMBER 2009

08h30 Registration

09h00 Welcoming Words

Nazim AHMAD,
Representative of the Aga Khan Development Network

António COSTA,
Mayor of the City of Lisbon

09h15 Opening Session

Jorge SAMPAIO,
*President of the Lisbon Forum and
High Representative of the United Nations for the Alliance of Civilizations*

Deborah BERGAMINI,
Chair of the Executive Council of the North-South Centre

José Manuel BARROSO,
President of the European Commission (video message)

Maud de BOER-BUQUICCHIO,
Deputy Secretary General of the Council of Europe

10h00 Introductory Session

Thomas HAMMARBERG,
Council of Europe Commissioner for Human Rights

*Message from Ekmeleddin IHSANOGLU,
Secretary General of the Organization of the Islamic Conference,
read by Ambassador HEMAYETUDDIN*

10h30 Coffee break

11h00 Working Session I – Building Global Citizenship through Human Rights – Global Strategy for Strengthening Human Rights Education

Moderator: Denis HUBER,
Executive Director of the North-South Centre of the Council of Europe

Keynote Speakers:

Marcia KRAN,
Director of the Research and Right to Development Division, UN High Commissioner on Human Rights

Angela MELO,
Director, Division of Human Rights, Human Security and Philosophy, UNESCO

Kirsten MLAČAK,
Head of the ODIHR/OSCE Human Rights Department

Abdollah JASSBI,
President of Azad University, Tehran

Discussion

13h00 Lunch and Exhibition

14h30 Working Session II – Regional Approaches to Human Rights Education – Challenges and Best Practices

Moderator: Sandra MONTEIRO,
Director of “Le Monde Diplomatique” in Portugal

Keynote Speakers:

Vera DUARTE,
Minister of Education, Cape Verde

Mohamed El-Aziz BEN ACHOUR,
Director-General of the Arab League Educational, Cultural and Scientific Organization (ALECSO)

Gabriella BATTAINI-DRAGONI,
Director General for Education, Culture and Heritage, Youth and Sport of the Council of Europe

Margaret CRAHAN,
Vice-President of the Inter-American Institute of Human Rights General Assembly (Costa Rica)

Discussion among the panelists led by the session moderator

16h00 Coffee break and Exhibition

16h30 Plenary discussion: Regional Approaches to Human Rights and Education for Intercultural Understanding and Dialogue – How to Foster a Culture for Peace

Moderator: Ana PERONA-FJELDSTAD,
Executive Director of the European Wergeland Centre (Norway)

Inputs by:

Fanny DURVILLE,
Co-ordinator of the Advisory Council, Anna Lindh Foundation

David KERR,
Principal Research Officer, National Foundation for Educational Research (NFER)

Sarah TOBHI MOTHIA,
Co-ordinator at the Human Rights Education Centre in South Africa

Suhas CHAKMA,
Director of the Asian Centre for Human Rights in India

Ana Maria RODINO,
Member of the MERCOSUR Commission on Human Rights Education

General Discussion

18h00 End of Session

19h00 Reception offered by António COSTA, Mayor of the City of Lisbon

SATURDAY 14 NOVEMBER 2009

09h00 Working Session III – Youth as Agent of Change in Human Rights Education

Moderator: Matlotleng Patrick MATLOU,
Chief Executive Officer of the African Institute of South Africa (AISA)

Keynote Speakers:

Rui GOMES,
*Co-ordinator of the Human Rights Education Youth Programme,
Directorate of Youth and Sport of the Council of Europe*

Ana Maria Almario DRESZER,
*Secretary of the Latin American Youth Forum
(Foro Latinoamericano de Juventud – FLAJ)*

Elshad ISKANDAROV,
*Secretary General of the International Islamic Conference Youth Forum for
Dialogue and Cooperation (ICYF-DC)*

Sofia KALLIO,
*Vice-president for Seminars and Conferences of the International Board of
the European Law Students' Association (ELSA)*

General Discussion

10h30 Coffee break and Working Session on Displaying Good Practices, Networking and Identifying Joint Commitments for Human Rights Education – Led by the Portuguese Platform for NGO's 'Plataforma'

11h30 Conclusions by the General Rapporteur of the Lisbon Forum, Felisa TIBBITTS, Executive Director of the Human Rights Education Associates (HREA)

11h45 Closing Session

Chair: Deborah BERGAMINI,

Chair of the Executive Council of the North-South Centre

Peter Andrej BEKEŠ,

Ambassador of Slovenia to Portugal, Representative of the outgoing Presidency of the Committee of Ministers of the Council of Europe

Rudolf SCHALLER,

Ambassador of Switzerland to Portugal, Representative of the incoming Presidency of the Committee of Ministers of the Council of Europe

Bengt LUNDBORG,

Ambassador of Sweden to Portugal, Representative of the Swedish Presidency of the European Union

Pedro LOURTIE,

Secretary of State of European Affairs of Portugal

13h00 Closing remarks by the President of the Lisbon Forum, Jorge SAMPAIO

13h15 Lunch

Afternoon Human Rights Fair (optional)

APPENDIX II



List of Participants

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APPENDIX III
Biographies of
Keynote Speakers



AHMAD, Nazim



Nazim Ahmad is the Aga Khan Development Network Representative in Portugal and in Mozambique. He was born in Maputo, Mozambique, on 7 March 1945. He attended the Diplomatic Programme for AKDN Representatives, at the University of Birmingham. From 1979-84, he was a member of the Economic Welfare Department, Ismaili National Council for Portugal. From 1984-87, he was Honorary Secretary for the Ismaili National Council for Portugal and from 1990-97, he was its President. From 1992-96, Mr Ahmad was responsible for the negotiation process with the Portuguese Government for the legal recognition of Aga Khan Foundation (AKF) Portugal as a Portuguese Foundation and a Private Institution for Social Solidarity, created by Decree Law and voted by the Council of Ministers in 1996. From 1995-99, Mr Ahmad participated as a Committee Member in the negotiation

process with the Portuguese Government (Ministry of Justice) for the elaboration of the new Religious Freedom Law, approved by Decree Law in 2001. From 1996, he was involved in the negotiation process with the Portuguese Government for the Agreement of Co-operation between the Government of the Portuguese Republic and the Ismaili Imam, which was signed in December 2005 and the Protocol of Co-operation between the Portuguese Foreign Ministry and the Ismaili Imam, in July 2008. From 1997-2006, he was Chairman of AKF Portugal National Committee. Since 1998, he has been the AKDN Representative for Mozambique and since 2004 he has been a Member of the Commission for Religious Freedom. In November 2006, he was appointed AKDN Representative by His Highness the Aga Khan to the Co-ordination Committee between the Government of Portugal and AKDN. On 10 June 2004, the National Day of Portugal, he was awarded with the Comendador da Ordem do Mérito (Commander of the Order of Merit).

For more information on the AKDN see www.akdn.org

BARROSO, José Manuel



José Manuel Barroso was born in Lisbon on 23 March 1956. After graduating in law from the University of Lisbon, he moved to Geneva where he completed a Diploma in European Studies at the European University Institute, University of Geneva, and a Master's degree in Political Science from the Department of Political Science, Faculty of Economics and Social Sciences, University of Geneva, earning honours in both. He embarked on an academic career, working successively as a teaching assistant at the Law Faculty of the University of Lisbon, in the Department of Political Science, University of Geneva, and as a visiting professor at the Department of Government and School of Foreign Service, Georgetown University (Washington, D.C.). In 1995, he became Head of the International Relations Department of Lusíada University, Lisbon. In 1979, he founded the University Association for European Studies. His political career began in 1980 when he joined the Social Democratic Party

(PSD). He was named President of the party in 1999 and re-elected three times. During the same period, he served as Vice President of the European People's Party. In April 2002, he was elected Prime Minister of Portugal. He remained in office until July 2004 when he became President of the European Commission. In September 2009, he was re-elected as President of the European Commission for a five-year term.

For more information on the European Commission see <http://ec.europa.eu/>

BATTAINI-DRAGONI, Gabriella



Gabriella Battaini-Dragoni is the Council of Europe's Director General of Education, Culture and Heritage, Youth and Sport. Since 2005, Mrs Battaini-Dragoni is the Council of Europe's Co-ordinator for Intercultural Dialogue. In this capacity, she has been responsible

for the preparation of the Council of Europe “White Paper on Intercultural Dialogue”, adopted on 7 May 2008 at ministerial level, the first document of its kind at international level, and the Council of Europe “Speak out against Discrimination” Campaign. Mrs Battaini-Dragoni is a frequently invited guest speaker at UN, OECD, OSCE and EU meetings.

For more information on the Directorate General of Education, Culture and Heritage, Youth and Sport see www.coe.int/T/E/Cultural_Co-operation/

BEKEŠ, Peter Andrej



Ambassador Peter Andrej Bekeš has been the Ambassador of the Republic of Slovenia in Portugal since 2006. He has also been Ambassador of the Republic of Slovenia in Italy and in the Republic of Croatia. Ambassador Bekeš has held the position of Adviser in the

Constitutional Court of the Republic of Slovenia, Secretary of the Commission for constitutional issues and member of the Executive Board for the Republic Committee of the Association of Socialist Working People of Slovenia and Deputy Secretary for the Republic Secretariat for Justice, Administration and Budget. From 1990 to 1995, he was Senior Lecturer at the College of Public Administration at the University of Ljubljana. He was also a member of the Slovenian delegation at the UN General Assembly 56th Session and Head of the Slovenian delegation at negotiations for the conclusion of the Protocol on the International Treaties Succession between the Republic of Slovenia and Ukraine. He has participated in many seminars, round tables, workshops and scientific and expert consultations in the fields of constitutional law, administrative law, comparative constitutional law and international law both in Europe and the United States. He is the author of papers and discussions on the above legal fields, as well as on transition, inter-ethnic relations and the crisis and war in the former Yugoslavia.

BEN ACHOUR, Mohamed El-Aziz



Mohamed El-Aziz Ben Achour was elected Director-General of the Arab League Educational, Cultural and Scientific Organization (ALECSO) in December 2008. He was born on 5 January 1951 in la Marsa, Tunisia. A historian with a specialisation in researching the Muslim civilization in Tunisia and the Arab World, Professor Ben Achour holds a doctorate d'Etat ès-Lettres et sciences humaines and a doctorate in the history of Islamic civilisation from the University of Paris Sorbonne. From 2004 to 2008, Prof. Ben Achour was Minister of Culture and Heritage Preservation. He has also been Director of the Higher National Movement History Institute (University of Tunis), Research Director at the National Heritage Institute, Head Researcher for the project of the Museum of Tunisian Contemporary and Modern History (Ksar Said Castle), Conservator at the Centre of arts and popular culture (National Heritage Institute), and Keeper of the Sidi Bou Said historic site. Prof. Ben Achour prides himself as the conservator

of his grandfather's, the late Cheikh el-Islam Mohamed Tahar Ben Achour, library which is widely used by different researchers from Tunisia and abroad.

For more information on ALECSO see www.alecso.org.tn/

Bergamini, Deborah



Deborah Bergamini started her career as a journalist, in 1993 when she started work at two Tuscan television stations and as crime correspondent and law courts correspondent for the newspaper "La Nazione". She then moved to Paris to become chief publisher of "Analyses et Synthèses", a post she held until 1997, when she went to London as a journalist for the American broadcaster Bloomberg. It was while working there that she met Silvio Berlusconi during an interview in 1999 and became his adviser for communication, following him to the Palazzo Chigi, the Prime Minister's official residence. In 2002,

she returned to working in television and became RAI's Deputy Director of Strategic Marketing with responsibility for business development and international marketing. In 2003, she was appointed to the Board of "Radio Televisione Italiana" (RAI) international and later to the Board of RAI trading. Also in 2003, she was appointed to the Advisory Committee to the Minister for Arts and Cultural Activities. In 2004, she became Director of Marketing at RAI, a role she occupied until January 2008. On 14 April 2008, she was elected to the Italian Parliament and she serves on the Italian Parliamentary Committee for Transport, Posts and Telecommunications. Since 25 September 2008, she has been Secretary of the Italian Parliamentary Delegation at the Parliamentary Assembly of the Council of Europe. She has been Chair of the Executive Council of the North-South Centre of the Council of Europe, since 1 April 2009.

BOER-BUQUICCHIO, Maud de

Maud de Boer-Buquicchio is Deputy Secretary General of the Council of Europe. In June 2002, Maud de Boer-Buquicchio was the first woman to be elected Deputy Secretary General of the Council of Europe by the Organisation's Parliamentary Assembly. In 2007, she was re-elected for a second five-year mandate.

She has focused her attention on the cause of vulnerable groups in society. She spearheaded the Organisation's engagement in the promotion of children's rights. She is a steady and determined advocate of equal opportunities and was involved, from the outset, in promoting the Council of Europe Conventions on action against trafficking in human beings and against sexual exploitation and abuse of children, as well as the Council of Europe's action to combat violence against women, including domestic violence, focusing in particular on prevention, prosecution and protection of victims. To advocate respect for human rights, both on and



off-line, she actively promotes the Council of Europe Convention on Cybercrime and relevant work in the field of information society. Maud de Boer-Buquicchio is a lawyer and has worked at the Council of Europe since 1969. Prior to her election as Deputy Secretary General she was Deputy Registrar of the European Court of Human Rights.

For more information on the Council of Europe see www.coe.int

CHAKMA, Suhas



Suhas Chakma is the founder and Director of the Asian Centre for Human Rights. He is a well-known human rights defender in Asia and founded many organisations including Asian Indigenous and Tribal Peoples Network. He serves as an Advisory Board Member of International Work Group for Indigenous Affairs (IWGIA) and Executive Committee member of the Geneva for Human Rights - Global Training. He is occasionally hired as a consultant by the OHCHR. He is also a freelance writer and has written for mainstream English dailies in South Asia.

For more information on the Asian Centre for Human Rights see www.achrweb.org

COSTA, António Luís Santos da

António Luís Santos da Costa was born on 17 July 1961. He has a degree in Judicial Political Science from the Universidade Clássica of Lisboa and

a post-graduate degree in European Studies from the Universidade Católica of Lisboa. From 1982 to 1993, he was a member of the Municipal Assembly of Lisboa. He was also Director of the magazine A.A.F.D.L. from 1986 to 1987, Co-ordinating Secretary of FAUL from 1990 to 1992, and a member of the PS National Secretariat since 1994. The many functions Mr Costa has held include Secretary of State for Parliamentary Affairs of the XIII Constitutional Government, from 1995 to 1997, Minister of Parliamentary Affairs in 1997, Minister of Justice, from October 1999 to April 2002, and member of the European Parliament from June 2004 to March 2005. Since 1 August 2007, Antonio Costa has been the Mayor of the Municipality of Lisbon.



For more information on the Municipality of Lisbon see www.cm-lisboa.pt/

CRAHAN, Margaret



Margaret Crahan is Vice President of the Interamerican Institute of Human Rights (IIHR), as well as Senior Fellow at the Center for the Study of Democracy, Toleration and Religion and Senior Research Scholar at the Institute of Latin American Studies both at the School of International and Public Affairs, Columbia University. She received her doctorate from Columbia University. From 1982-1994, she was the Henry R. Luce Professor of Religion, Power and Political Process at Occidental College, from 1994-2008, the Dorothy Epstein Professor at Hunter College of the City University of New York and, in 2008-2009, she was Director of the Kozmetsky Center of Excellence in Global Finance at St. Edward's University. She is also a member of the Executive Committee of the Board of the Washington Office of Latin America and of the Council on Foreign Relations Task Force on Latin America (2006-08). She has participated in international missions to Bolivia, Chile, Dominican Republic, El

Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru and Uruguay. Crahan has also published over one hundred articles and books including *Human Rights and Basic Needs in the Americas* and *The Wars on Terrorism and Iraq: Human Rights, Unilateralism, and US Foreign Policy* (with Thomas G. Weiss and John Goering).

For more information on the IIHR see www.iidh.ed.cr

DRESZER, Ana María Almario



Ana María Almario Dreszer has a law degree from the Universidad del Rosario in Bogotá, Colombia, and a specialisation in International Affairs and International Business from the Universidad Externado de Colombia. She holds a Graduate Degree in International Business and International Affairs from Columbia University.

She is the Secretary General of the Latin American Youth Forum-FLAJ (2008-2010)

and founder of the NGO “Colectivo de Mujeres Jóvenes” (Young Women Action Group). She has experience in gender and youth issues. Currently, she is working at the Mayor’s Office of Usaquen, Bogota, co-ordinating security issues, and in charge of gender issues. She is working with young people who are at risk or in danger of committing crime.

For more information on the Latin American Youth Forum see www.flaj.org

DUARTE, Vera



Vera Duarte is the Minister of Education and Higher Education of Cape Verde. From 2004-2008, she served as President of the National Commission for Human Rights and Citizenship (CNDHC) and from 2001-2004, she was co-ordinator of the National Committee of Human Rights. A former judge of the Supreme Court of Justice of Cape Verde from 1990 to 1998, Vera Duarte was previously

member of the Superior Council of Magistrature from 1989 to 1990, and General Director of the Department of Studies, Legislation and Documentation at the Ministry of Justice of Cape Verde from 1982 to 1985. She was also a member of the African Commission on Human and People’s Rights from 1993 to 1999, and a member of the Executive Council of the North-South Centre of the Council of Europe from 1995 until 1997. Ms Duarte received her LLB from the University of Lisbon, and completed her Judicial Magistrate Training at the Centre of Judiciary Studies, both in Portugal. She has published five books and participated in several collective works of national and international writers and collaborated in several national and foreign newspapers and magazines.

Her work for the promotion and protection of human rights was recognised in 1995, when she received the first North-South Prize of the Council of Europe, awarded by the North-South Centre.

For more information on the Ministry of Education and Higher Education of Cape Verde see www.minedu.gov.cv/index.php

DURVILLE, Fanny



Fanny Durville is co-ordinator of the Anna Lindh Foundation's Advisory Council, Assistant to the President André Azoulay and in charge of the Education thematic field. She graduated in economics and sociology and holds a Master degree in Political Science, with a mention in Development and Arab World studies. Passionate about the Mediterranean, she has worked within the UNESCO Mediterranean Programme based in Cairo and has been posted since early 2007 in Alexandria, working for the Anna Lindh Euro-Mediterranean Foundation. As Programme Specialist for Education within the general programme of the Foundation, she was responsible during 2008 for the mobilisation initiative '1001 actions for dialogue' for co-ordinating and following up on civil society organizations actions and for institutional partnerships in Algeria, Austria, Germany, Belgium, France, Luxembourg, Morocco and Tunisia.

Since the creation within the Anna Lindh Foundation of the post of President and the full inclusion of the Foundation's programme in the Union for the Mediterranean process, Fanny Durville co-ordinates the Advisory Council of the Foundation composed of 18 personalities of the Euro-Mediterranean area and assists or represents President André Azoulay in his functions.

For more information on the Anna Lindh Foundation see www.euromedalex.org

GOMES, Rui



Rui Gomes is Head of Division for education and training at the Directorate of Youth and Sport of the Council of Europe. He is the co-ordinator the Human Rights Education Youth Programme, launched in 2000, with the aim of mainstreaming human rights education in youth policy and youth work practice. In these functions, Rui has co-ordinated

the production of Compass, a manual on human rights education with young people, now available in 27 languages, as well as the development of a training programme for trainers and youth workers for the development of human rights education through non-formal learning approaches and processes. Rui Gomes co-ordinates a team of educational advisors based at the European Youth Centres in Strasbourg and Budapest where many of the activities are held and new standards in non-formal learning are tested. He also co-ordinates the Euro-Mediterranean activities of the Partnership between the European Commission and the Council of Europe, within which a programme of training of multipliers and trainers in human rights education in Arabic language has been implemented, involving, so far, more than 200 multipliers.

For more information on the Directorate of Youth and Sport of the Council of Europe see www.coe.int/youth

HAMMARBERG, Thomas

Thomas Hammarberg is the Commissioner for Human Rights of the Council of Europe. He began his six-year term of office in April 2006. Formerly, he was Secretary General of the Olof Palme International Center, Sweden. His other



positions have included those of Regional Advisor for Europe, Central Asia and the Caucasus at the Office of the UN High Commissioner for Human Rights and Swedish Representative for the multilateral Middle East peace process. He was also the Personal Representative of the Swedish Prime Minister to the Special Session on Children of the UN General Assembly and Chairman of the International Council on Human Rights Policy. Previously, he was Special Representative of the UN Secretary-General for Human Rights in Cambodia, Secretary-General of Amnesty International, and Secretary General of Swedish Save the Children. He has also worked as the Foreign Editor of the daily newspaper Expressen, diplomatic correspondent for the Swedish Radio and as a teacher.

For more information on the CoE Office of the Commissioner for Human Rights see www.coe.int/t/commissioner

Huber, Denis



Executive Director of the Council of Europe's North-South Centre, in Lisbon. Denis Huber is the author of the book "A decade which made History : the Council of Europe 1989-1999", published in 1999 by the Council of Europe Publishing.

For more information on the North-South Centre of the Council of Europe see www.nscentre.org

After embarking on a diplomatic career in the French Ministry for Foreign Affairs, Denis Huber joined the Secretariat of the Council of Europe in 1993. He gained ten years experience in the Secretariat of the Committee of Ministers, acting as adviser to the (rotating) Presidency of the Committee. In this role, he worked with eighteen successive chairs of the Council of Europe, from France in 1997 to the Russian Federation in 2006. He was directly involved in the preparation and follow up of two Summits of Heads of State and Government – the Strasbourg Summit (in October 1997) and the Warsaw Summit (in May 2005) – and of the 50th Anniversary of the Council of Europe.

In 2006/2007, Denis Huber was posted to Belgrade, as Special Representative of the Secretary General of the Council of Europe in Serbia. This period coincided with the Serbian Chairmanship of the Council of Europe (May-November 2007). Since December 2007, he has been the

IHSANOGLU, Ekmeleddin



Professor Ekmeleddin Ihsanoglu of Turkey is the first by-vote-elected Secretary General of the Organization of the Islamic Conference (OIC). Since taking office as the ninth Secretary General in January 2005, he has taken serious steps to make the 57 member state organization an effective organization. Since his association with the OIC in 1980, as founding Director General of the Research Centre for Islamic History,

Culture and Arts (IRCICA) in Istanbul, Prof. Ihsanoglu has pioneered activities towards creating awareness about Islamic culture across the world through research, publishing, and organizing congresses in various fields, including history of arts and sciences, and intercultural relations. Furthermore, he has initiated and supervised programmes for the protection and promotion of the written and the architectural heritage of Islamic civilization in various countries. With his institutional and personal initiatives, he has earned recognition in intellectual circles as a leading contributor to the rapprochement between cultures, particularly between the Muslim and Western worlds. Prof. Ihsanoglu became the first professor and founding Head of the Department of History of Science of Istanbul University. He is also the founding Chairman of Turkish Society for History of Science (TBTK) and ISAR Foundation. He further served as the President of International Union of History and Philosophy of Science (IUHPS) between 2001 and 2005.

He has written numerous books, articles and papers in Turkish, English and Arabic on science, history of science, Islamic culture, Turkish culture, relations between the Muslim world and the Western world and Turkish-Arab relations. He has been honoured with medals by kings and presidents as well as with honorary doctorates

by a number of universities around the world.

For more information on the Organization of the Islamic Conference see www.oic-oci.org

ISKANDAROV, Elshad



Elshad Iskandarov (originally from Azerbaijan) is the Secretary General of the Islamic Conference Youth Forum for Dialogue and Cooperation. The goal of the Islamic Conference Youth Forum for Dialogue and Cooperation is to address issues of pressing concern for Muslim youth and explore ways for future cooperation, coordination and networking.

For more information on the ICYF-DC see www.icyf.com

JASSBI, Abdollah J.



Abdollah J. Jassbi has been President of the Islamic Azad University, since 1982, and is also Chairman of the Executive Board of the Federation of the Universities of World of Islam. In 1992, he was a Member of Supreme Programming Council of the Ministry of Culture and Higher Education and in 1993, a Member of the Expansion Committee of the Ministry of Culture and Higher Education.

He holds a Bachelor of Science in Industrial Engineering from Tehran college of Science and Technology, a Master of Science in Industrial Management from the University of Aston in Birmingham, England and a Ph.D. in Management of Production and Technology from the University of Aston.

He has published several books, as well as scientific and research papers.

KALLIO, Sofia

Sofia Kallio is a law student at the University of Helsinki in Finland specializing in constitutional law. She has attended exchange programmes at the University of Stockholm in Sweden and at the University of Strasbourg in France. Currently she holds the position of Vice President in charge of Seminars and Conferences in the European Law Students' Association (ELSA).

ELSA is the world's largest independent law students' association. It comprises a



membership close to 30.000 law students and recent graduates to whom ELSA offers possibilities for legal and cultural exchange through various activities. ELSA operates primarily through its local groups, which are located at nearly 200 universities in 40 countries in Europe. The members of the International Board of ELSA work full-time at the international Headquarters in Brussels on a voluntary basis.

For more information on ELSA see www.elsa.org

KERR, David



David Kerr is Principal Research Officer at the National Foundation for Educational Research (NFER) in England and Wales), based in Slough, England, and Visiting Professor in Citizenship at Birkbeck College, University of London. At NFER he leads on citizenship and human rights education. He is currently the Director of the nine-year Citizenship Education Longitudinal Study (CELS) in England and Associate Director of the new IEA International Civic and Citizenship Education Study (ICCS). In ICCS, he has particular responsibility for co-ordinating the new European Regional Module. He has worked closely with the Council of Europe (CoE) on its Education for Democratic Citizenship and Human Rights Education Project (EDC/HRE) since 1999. He is a member of the Project Steering Group and EDC/HRE Co-ordinator for the UK. He was seconded as Professional Officer to the Citizenship Advisory Group whose report (Crick Report) led to the introduction of statutory citizenship in schools in England in 2002. He has been

a citizenship advisor to the Department for Education and Skills (now DCSF). He has carried out consultancies in Europe and internationally, for the CoE, EU, British Council, among others, and spoken and published widely in the field.

For more information on Citizenship and Human Rights see www.nfer.ac.uk/citizenship/

KRAN, Marcia V. J.



Marcia V. J. Kran is the Director of the Research and Right to Development Division at the Office of the High Commissioner for Human Rights. She was formerly Head of Policy and Programmes, UNDP Regional Centre for Asia and the Pacific (Bangkok); Democratic Governance Practice Leader, UNDP Regional Centre for Europe and the CIS (Bratislava); Director, Criminal Justice Programme, Open Society Justice Initiative (Budapest); Senior Legal Advisor, Cambodian Minister of Women's and

Veterans' Affairs (Phnom Penh); Adjunct Professor, Faculty of Law, University of British Columbia (Vancouver); Criminal Justice Officer, UN Office on Drugs and Crime (Vienna); Legal Policy Counsel, Canadian Department of Justice (Ottawa); Crown Attorney, Attorney General of Manitoba (Winnipeg).

In 2005 she was awarded the Walter S. Tarnopolsky Prize by the International Commission of Jurists (Canada) in recognition of her outstanding contributions to international human rights.

For more information on the Office of the High Commissioner for Human Rights see www.ohchr.org

LOURTIE, Pedro



Pedro Manuel Carqueijeiro Lourtie was born on 15 January 1971 in Lisbon. He has a degree in Economics from the Instituto Superior de Economia e Gestão (ISEG) and a Masters in European Studies

from the College of Europe in Bruges, Belgium. He has been in the Diplomatic Service since February 1995. From 1995 to 1999, he was Assistant Secretary of State for European Affairs, and from 1999 to 2004, he was the Permanent Representative of Portugal to the European Union in Brussels. During the last five years, Mr Lourtie has been Political Advisor at the European Commission Delegation in Washington DC, Deputy Diplomat of the Prime Minister and Head of Office of the Prime Minister. In October 2009, he became the Portuguese Secretary of State of European Affairs of the 18th Constitutional Government.

LUNDBORG, Bengt



Ambassador Bengt Lundborg has been the Ambassador of Sweden in Portugal since 2008. Mr Lundborg joined the Ministry for Foreign Affairs of Sweden in 1970, and was initially posted to Pakistan and the Netherlands.

From 1977 to 1983, in the Ministry for Foreign Affairs, he handled multilateral development issues and participated in meetings with the Second (Economic) Committee of the UN General Assembly and represented Sweden on the Working Group for Transnational Corporations. Between 1983-1988, he served as *Chargé d’Affaires e.p.* of the Swedish Embassy in Abu Dhabi, the United Arab Emirates and from 1988 to 1995 he served as Minister/Deputy Chief of Mission at the Swedish Embassy in Bonn. As Deputy Head of the Division for Bilateral Trade in the Ministry for Foreign Affairs from 1995 to 1996, he was particularly involved with deepening trade relations with the Baltic States and issues concerning EU enlargement. In 1996/1997, in the Division for European Integration, he was entirely involved in the formulation of the EU -enlargement policy of Sweden. In 1997, Mr Lundborg was seconded as Director to the Prime Minister’s office to deal with Baltic Sea Region issues and was also Director of the Swedish Baltic Sea Development Fund. In 1998, he was appointed Ambassador/Special Envoy to act as Government Co-ordinator of Swedish defence material exports. He was Ambassador to Hungary from 2003-2007 and Consul General in Hamburg in 2007 and 2008.

MATLOU, Matlotleng Patrick



Dr Matlotleng Patrick Matlou studied in various southern, eastern and west African countries and England. Following the completion of his doctoral studies on Human Migration with specialization in Refugee Studies in 1992, he worked for the United Nations High Commissioner for Refugees in Kenya from 1993-1994. Prior to that, he worked in academia in Ghana and Liberia. He returned to South Africa in 1994 and since 1995, worked in the public sector, first at the provincial level and now in national government.

In 2004/05 he served on the Steering Committee which developed the BBBEE Tourism Charter and Scorecard. From February to August 2007, he served on the steering committee comprising the various Africa countries, UN World Tourism Organisation, FIFA and LOC which implemented an action plan to ensure that Africa as a whole benefited from the organization of the 2010 Football World Cup in South Africa. He led the government team driving work on tourism, which covers

skills development transport safety and security information management marketing product development and BEE; in the Accelerated and Shared Growth Initiative of South Africa.

Since September 2007, he has been the Chief Executive Officer of the Africa Institute of South Africa (AISA), a science council of the Department of Science and Technology, South Africa.

For more information on the Africa institute of South Africa (AISA) see www.ai.org.za

MELO, Angela

Angela Melo has held the position of



Director for the Division of Human Rights and Philosophy in the Social and Human Sciences Sector at UNESCO since March 2009. She was Commissioner and Vice President of the African Commission for Human Rights from 2001 to 2009, Special Rapporteur on Women's Rights in

Africa from 2001 to 2007, and President of the Working Group on Economic, Social, and Cultural Rights. Ms Melo has held several management positions with the Ministry of Justice of Mozambique. She was Senior Legal Advisor to the Minister of Justice in International Public and Private Law, and dealt with issues on international human rights law and international criminal law. She has led and represented her country in negotiations on protocols on international criminal law for the Southern African Development Community (SADC). In 1994, she directed the Office of the President of the National Electoral Commission in Mozambique for the first multiparty elections in the country. She has also been appointed as Representative of the Ministry of Justice of Mozambique at the World Bank for negotiations on the legal and judicial reform of Mozambique.

For more information about the Social and Human Sciences Sector at UNESCO see www.unesco.org/shs

MLAČAK, Kirsten

As Head of Human Rights at the OSCE Office for Democratic Institutions and Human Rights (ODIHR) since April 2006, Ms Mlačak is responsible for ODIHR's human rights activities which include: monitoring and reporting on



the implementation of OSCE Human Dimension commitments; supporting the implementation of commitments through the provision of expertise and technical assistance; and addressing key human rights issues in the OSCE region, such as human rights and countering terrorism, human rights defenders, trafficking in human beings, human rights education and women's human rights and security.

Before taking up the position at ODIHR, Ms Mlačák worked for over ten years with the Government of Canada in the area of international human rights and gender equality at i.a. the Department of Foreign Affairs and International Trade and the Canadian International Development Agency.

For more information on ODIHR see www.osce.org/odihr/

M_{ONTEIRO}, Sandra



Sandra Monteiro is the Director of the "Le Monde Diplomatique – Portuguese edition". She has represented the "Le Monde Diplomatique – Portuguese edition" at international meetings of the publication since 2000. She has given, on behalf of Le Monde diplomatique and/or its Portuguese edition, many conferences and participated in discussions and debates on international issues, the media in universities and with other organizations and institutions such as UNESCO and the Institute for International Strategic Studies. She has worked on the editorial co-ordination, translation, proofreading and computer graphics of several published works.

Since 2006, she is a board member of Outro Modo, Cooperativa Cultural, CRL. She is also a member of the Association of Friends of "Le Monde Diplomatique – Portuguese edition", a member of the Association of Former Teachers, Students and Staff of the D. Pedro V High School. She participated in the World Social

Forum in Porto Alegre, Brazil in 2001 and 2002. From 1989 to 1992, she was a member of the Association of Students of FCSH-UNL and was also a member of several department and university social bodies.

For more information on “Le Monde Diplomatique –Portuguese edition” see <http://pt.mondediplo.com/>

PERONA-FJELDSTAD, Ana M.



Born in Argentina, **Ana Perona-Fjeldstad** is an Argentinean-Italian citizen living in Norway. She is a lawyer with a MA in International Relations with a particular focus on Latin American studies. She started her career as an adviser at the Argentinean Parliament in 1988. Later, she became a researcher at the Latin American Graduate School of Social Sciences (FLACSO) where she was engaged in research on the Integration and Co-operation Process between

Argentina and Brazil (later on called MERCOSUR). From 1994-2009 she worked at the International Council for Open and Distance Education (ICDE), a global NGO in the field of open and distance learning in close relations with UNESCO, situated in Norway. Perona-Fjeldstad held several positions at that organization until she became ICDEs' Acting Secretary General in 2007. During her period in ICDE, she was engaged in several projects on capacity building in Africa, Asia and Europe. Since 2009, she is the Executive Director of the European Wergeland Centre (EWC). Situated in Oslo, the EWC is a European resource centre on Education for Intercultural Understanding, Human Rights and Democratic Citizenship, which is the result of a co-operation initiative between Norway and the Council of Europe.

For more information on the EWC see www.theewc.org

RODINO, Ana María Ed D

Ana Maria Rodino is Argentinean - Costa Rican. She holds a degree in Literature and Linguistics from the University of Rosario, Argentina a Masters in Linguistics from the University of Costa Rica, Costa Rica and an Educational Doctorate from Harvard University, USA. She has specialized in studies and experience in



the production of radio and TV educational materials. Rodino is an educator, researcher and author of numerous scientific and didactic publications in the fields of Sociolinguistics, Pragmatics and Applied Linguistics; Semiotics and mass media communication; production of educational materials (printed, audio-visual and electronic) and human rights and democratic citizenship education. She currently works as a senior professor and researcher at the National Distance University-UNED, Costa Rica, and as main educational consultant for the Inter-American Institute of Human Rights-IIDH in San José, Costa Rica. She has been associated with the latter since 1992, and from 2000 to 2009, directed its Educational Unit; she is also a long-standing Pedagogical Co-ordinator of the Interdisciplinary Course on Human Rights and twice its Academic Director (2002, 2006) and conducts the research of the Inter-American Report on Human Rights Education. She is often a guest teacher and lecturer in Education and Human Rights at universities from the

Americas and Europe. She is member of the Advisory Board of the Inter-American Programme on Democratic Values and Practices of the Organisation of American States-OAS, and of the Report on the State of Costa Rican Education, produced by Costa Rican National Council of Rectors, the Ombudsman Office and UNDP.

SAMPAIO, Jorge

(President of the Lisbon Forum)



Jorge Fernando Branco de Sampaio is a Portuguese lawyer, politician, and former President of the Republic of Portugal. He started his political career as college student of the Law School of the University of Lisbon: in that period he was involved in the student contestation against the fascist regime and, between 1960 and 1961, was leader of the Lisbon students union. Following his graduation in 1961, he started a notable career as a lawyer, often involved in the defence of many political prisoners. After the

Carnation Revolution of 1974, Sampaio became one of the driving forces behind the creation the MES (Portuguese acronym for Social Left Movement), but abandoned this political project soon after. In 1978, he joined the Socialist Party, where he remains to the present day. His first election to the Portuguese National Parliament was in 1979. Between this year and 1984, he was a member of the European Commission for Human Rights, where he carried out important work on these topics. In 1996, Jorge Sampaio won the elections and became President of the Republic, he was re-elected for a position in which he was confirmed for a second term in 2001 (until March 2006). In May 2006 he was appointed by the United Nations Secretary-General as his Special Envoy to Stop Tuberculosis. His task was to work to reach the Millennium Development Goal of beginning to reverse the incidence of the disease by 2015. In April 2007, he was appointed as the High Representative for the Alliance of Civilizations, a UN initiative aimed at crossing cultural and religion divides between communities. Since 2009, he is the President of the Lisbon Forum.

For more information on the Alliance of Civilizations see www.unaoc.org/

SCHALLER, Rudolf

Ambassador Rudolf Schaller has been Ambassador of Switzerland to Portugal



since 8 February 2008. He was born in 1947 in Basel, Switzerland. Ambassador Schaller studied law in Basel and Geneva and holds a PhD in law. He joined the Federal Department of Foreign Affairs in 1973 and was assigned to Berne and Lima before being transferred to Guatemala as Deputy Head of Mission for a period of four years. Following this, he was in charge of Political, Legal and Press Matters at the Embassy of Switzerland in Bonn. After his return to headquarters in Bern in 1983, he was appointed to the Directorate for Political Affairs where he performed special tasks for the Secretary of State. In 1988, the Swiss Government nominated him Secretary General of the Ministry of Foreign Affairs. In 1993, Mr Schaller became Ambassador to Spain, accredited in Andorra too. Between 2000 and 2004, he was Ambassador to South Africa, accredited as well in Botswana, Lesotho, Namibia, Swaziland and Mauritius, with residences in Pretoria and Cape Town. Between 2004 and 2007, Mr Schaller was Ambassador to Vienna as Permanent Representative of Switzerland to the OSCE, the United Nations and the International Organisations.

TIBBITTS, Felisa



Felisa Tibbitts is co-founder and director of Human Rights Education Associates (HREA), an international non governmental organisation dedicated to education and learning about human rights. She has supported national curricular reform efforts in human rights, law-related and civic education programming in Romania, Albania, Estonia, Ukraine, Croatia, Morocco and China, and has been involved in teacher training in 20 countries. Ms Tibbitts also works as a writer and researcher and has published extensively on the topic of human rights education. She serves as a consultative expert for numerous organizations including the ODIHR/OSCE, the Council of Europe, Office of the UN High Commissioner for Human Rights, Amnesty International and the Organization of American States (OAS). In addition to her responsibilities with HREA, Ms Tibbitts is Adjunct Faculty at the United Nations' University for Peace and the Harvard Graduate School of Education.

For more information on the HREA see www.hrea.org

TOBHI MOTHA, Sarah



Sarah Tobhi Motha is the Co-ordinator at the Human Rights Education Centre in South Africa. Her working experience ranges from being a school teacher at Imbuzini village in the border of Mozambique and South Africa, Community Educator to a Research Co-ordinator on Youth Cooperatives. She is a former HRE Co-ordinator for Amnesty International South Africa under a REAP funded project and founder of Umphakatsi. Her recent assignments include being a National Director for the Harold Wolpe Memorial Trust and Refugee Research Co-ordinator for the Education Rights Project at Wits University for a project on education rights for migrants in Johannesburg South Africa. Sarah Tobhi Motha holds a Master of Arts in Forced Migration Studies from Wits University in South Africa.

For more information on the Community Human Rights Education Centre see www.humanrightseducationcentre.org.za

APPENDIX IV

Acronyms



ACRONYMS

ACHPR	– African Union, the African Commission on Human and Peoples' Rights
ACT	– Assisting Communities Together
AHRF	– Arab Human Rights Fund
AICHR	– Inter-governmental Commission on Human Rights
AIHR	– Arab Institute for Human Rights
AISA	– African Institute of South Africa
AKDN	– Aga Khan Development Network
ALECSO	– Arab League Educational, Cultural and Scientific Organisation
AOC	– Alliance of Civilizations
ASEAN	– Association of southeast Asian Nations
AU	– African Union
CELS	– Citizenship Education Longitudinal Study
CPLP	– Community of Countries Speaking Portuguese (Comunidade de Países de Língua Portuguesa)
DCSF	– Department for Education and Skills
EC	– European Commission
EDC/HRE	– Education for Democratic Citizenship and Human Rights
EFA	– Education for All
ELSA	– European Law Students' Association
EU	– European Union
FLAJ	– Latin American Youth Forum (Foro Latinoamericano de Juventud)
FRA	– European Union Agency for Fundamental Rights
HRE	– Human Rights Education
HREA	– Human Rights Education Associates
ICCS	– International Civic and Citizenship Education Study
ICDE	– International Council for Open and Distance Education
ICTS	– Information and Communication Technologies
ICYF-DC	– International Islamic Conference Youth Forum for Dialogue and Cooperation
IEA	– International Association for the Evaluation of Educational Achievement
IGOs	– Inter-governmental Organisations
IIHR	– Inter-American Institute of Human Rights
MENA	– Middle East and North Africa
NFER	– National Foundation for Educational Research
NGOs	– Non-governmental Organisations
NSC	– North-South Centre
OAS	– Organization of American States
ODIHR	– Office for Democratic Institutions and Human Rights

OHCHR – Office of the United Nations High Commissioner for Human Rights
OIC/ISESCO – Organization of the Islamic Conference / Islamic Educational, Scientific and Cultural Organization
OIF – International Organisation of La Francophonie
OSCE – Organisation for Security and Co-operation in Europe
TGPs – Toledo Guiding Principles
TOR – Terms of Reference
UDHR – Universal Declaration of Human Rights
UN – United Nations
UNESCO – United Nations Educational Scientific and Cultural Organizations
UNGA – United Nations General Assembly
UNICEF – United Nations Children’s Fund
WPHRE – World Programme for Human Rights Education

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