

OSMTH
(Sovereign Military Order of the Temple of Jerusalem)



**AN UPDATED COMPENDIUM OF
OUR WRITTEN AND ORAL STATEMENTS
AND OSMTH ORGANISED SESSIONS
AT THE UNITED NATIONS
RELATIVE TO HUMAN RIGHTS AND OTHERS
SEPT 2008 – DEC 2015**

Col Marcel de PICCIOTTO,
Grand Commander, OSMTH, Head of delegation UN Geneva

FORWARD

This updated compendium lists the official (published) OSMTH statements at the UN Geneva in the fields of Human Rights, during official sessions of the Human Rights Council. It only lists those contributions having been reported to me. If some are missing, I would be glad to edit and addendum if they are reported.

Also included, are our first contribution in this field, made during the UN/DPI meeting at UNESCO in Paris, France, Sept 2008, on the occasion of the celebration of the 60th anniversary of the declaration of Human Rights and our first oral statement at the United Nations in New York in March 2011, during the session of the Committee on Status of Women.

This document also includes the panels or sessions we organised and/or had a speaker, a panellist or a moderator. It DOES NOT include all the personal contributions made by our talented and numerous delegates in Geneva, New York and Vienna, or elsewhere, if they have not been officially recorded/published by the UN as such.

We have established some time ago, through the good works of our Head of Mission, UN-Vienna, Baron ODELGA, and our Secretary General Simon COMTE de St CLAIR, a partnership with UN-GIFT (Global Initiative to fight Human Trafficking)

Our active membership in NGO committees, at the UN-Geneva:

- Working Group on Human Rights Education and Learning (since 2008)
- NGO Committee on Human Rights (since 2009)
- NGO Committee on Spiritual Values (Since 2010)
- NGO Committee on the Environment (since 2010): Co-founder, and Vice Chair
-

At the UN in New York, We have established the long-sought link between the NGO committees on Spiritual Values Geneva and New York, thanks to one of our Delegates, the Reverend Dr Jean Ford.

Our active membership in NGO Committees at the UN New York:

- NGO Committee on Human Rights (since 2010)
- NGO Committee on the Status of Women (since 2009)
- NGO Committee on Spiritual Values (Since 2011)

In New York, we also participate in D.P.I. (UN Department of Public Information), since 2008 on a weekly basis. Many thanks also to our past heads of Delegation – UN/New York, Col Wayne McGRAPH, Col Tony PISCITELLI and now Col Robert BATEMAN assisted by our Deputy New York Chief of Mission BG John DiGilio.

Thanks to our numerous dedicated delegate with a special mention for Jerry PRICE and Georges PLATISIS

I also wish to specifically recognise the dedication and works of Rev. Dr Jean FORD

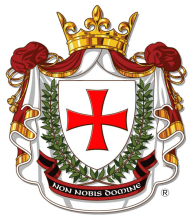
At the UN in Vienna, we work closely with committees on Human trafficking. And a special mention to BG Ron MANGUM and Baron Wolfgang ODELGA.

Our UN involvement and participation are widely recognised and sought after. They are consistent with our Mission as a Christian Chivalric Humanitarian Order.

We all are looking to the challenges forward and to enhancing even more our already meaningful contribution as a think tank and as facilitators for the processes of Peace, Interfaith dialogue, Human Rights and Sustainable Development.

SUMMARY

| | |
|---|----|
| Forward | 2 |
| Summary | 3 |
| Report from UN/DPI Session Paris sept 2008 , | 4 |
| Open letter to the UN Secretary General “Making Senior UN leadership accountable for sexual abuse/exploitation by Personnel in peace operations” | 7 |
| | |
| X th Session, Human Rights Council Feb –March 2009 | |
| Written statement 27 Feb 2009 Agenda Item 5 Human Right Bodies & Mechanisms | 8 |
| Panel: Intercultural and Interfaith education: An imperative for Achieving freedom of religion and Mutual understanding March 13, 2009 | 13 |
| | |
| XI th Session, Human Rights Council, June 2009 | |
| Panel: the Right to Education in Places of Detention: | 16 |
| | |
| XII th Session, Human Rights Council, Sept 2009 | |
| Oral statement 18 Sept 2009 Agenda Items 2&3: world program for Human Rights Education | 19 |
| Oral statement 30 Sept 2009 Agenda item 5: human rights bodies and mechanisms | 21 |
| | |
| XIII th Session, Human Rights Council, Feb-March 2010 | |
| Written statement 26 Feb 2010 Agenda item 3 Promotion of all human Rights, Civil, Political, economic, social and cultural rights, including the Right to Development | 22 |
| Written statement 26 Feb 2010 Agenda item 5 Human Rights Bodies and Mechanisms | 27 |
| | |
| XIV th Session, Human Rights Council, May-June 2010 | |
| Oral statement 1 5 June 2010 Agenda item 3 Promotion of all human Rights, Civil, Political, economic, social and cultural rights, including the Right to development | 33 |
| Oral statement 2 5 June 2010 Agenda item 3 Promotion of all human Rights, Civil, Political, economic, social and cultural rights, including the Right to Development | 35 |
| | |
| XVI th Session, Human Rights Council, Feb-March 2011 | |
| Written statement 6 th Session advisory committee: managing resources to give Peace and humankind a chance | 37 |
| Written statement 28 feb 2011 Agenda item 5 Human rights bodies and Mechanisms | 41 |
| Written statement Implementing the Internationally Agreed Goals and Commitments in regard to Environmental Education | 46 |
| | |
| 55 th Session, Committee on Status of Women, NEW YORK, Feb-March 2011 | |
| Special session: female slavery | 50 |
| Oral statement gender equality, women access to resources | 51 |
| | |
| XVIII th Session, Human Rights Council, Sept 2011 | |
| Oral statement Draft UN declaration on human Rights Education and Training Agenda item 5 / Human Rights Bodies and mechanisms; | 52 |
| Panel/special session : Spirituality, Diplomacy and Human Rights | 54 |
| | |
| XXIth Session, Human Rights Council, Sept 2012 | |
| Written statement Clean Water access, Food cooking, Deforestation & Human Rights | 55 |
| | |
| Press release on the Bombing of school in Nigeria , November 11, 2014 | 57 |
| | |
| Written statement to the United Nations CSW New York January 23,2015 | 58 |
| Statement on the Refugee Situation by the ConGO Board oct 7, 2015 | 59 |



OSMTH United Nations Activity Report

September 2008, UN-DPI MEETING PARIS

Exact name (and/or number) of United Nations event:

61st DPI/NGO ANNUAL CONFERENCE

‘Reaffirming Human Rights for all ; The universal declaration at 60’

Date of UN Event (day-month-year):
03 to 05/09/2008

Location of UN Event (city, nation):
Paris, UNESCO, FRANCE

Names of OSMTH members or delegates present:

_____ Dr Marcel de PICCIOTTO, Head of delegation, Baron Wolfgang ODELGA, Julien MORIN

Topic(s) discussed, presented or debated:

There were Many topics, we could not attend all, running in multiple rooms and in parallel.
We attended the following sessions , and round tables

Opening Plenary: Mrs Simone WEILL was the key note speaker.

We also heard Rama YADE, French Secretary of State for Human Rights – a personal friend of our head of delegation --

We heard also: Kyo AKASAKA, Under Secretary general for communications and Public Information, UN

Ben KI6MOON, (video message) Secretary general, UN

Srgian KERIM ,(video message) President of the 62nd session of the General Assembly, UN

Koichiro MATSUURA, director general, UN Educational, Scientific and Cultural Organization

Bacre NDIAYE, Director, division of human rights council and treaties, (OHCHR)

Shamina de GONZAGA, Chair of the meeting

1. upholding the Universal Declaration of Human Rights

Discussion on the crucial role and opportunities for engagement of civil society actors, particularly NGOs and Human rights defenders, with the UN human rights system. Ways to increase access to diverse constituencies of the global, regional, national and local levels, and the best practices for achieving accountability for human rights violations.

Luis ALFONSO de ALBA, permanent representative of Mexico to the UN

Nassera DUTOUR, Chair, euro Mediterranean federation on forced disappearances

Gunter OVERFELD, Chairman, committee on conventions and recommendations of UNESCO, ambassador and permanent delegate of Germany to UNESCO

Lee SWEPSON, former senior advisor on Human rights, ILO

Karel VASAK, initial contributor to the drafting of the Universal declaration of Human Rights and former legal adviser to UNESCO.

2. Human rights and the UN partnership with Civil Society: representatives from various UN departments, agencies, funds and programs discussed their work in general with NGOs and civil society as well as focus on human rights issues.

Maria Luisa CHAVEZ, Chief, NGO relations, UN DPI,

Hanifa MEZOU, Chief, NGO Section, UN, Department of Economic and Social affairs (DESA)

Marie Ange THEOBALD, Chief, Section for NGO, UNESCO

June RAY, Chief, Civil Society Unit, Office of the High Commissioner for Human Rights (OHCHR)

Elisa PETER, deputy coordinator, UN, NGO Service (NGLS)

Ricardo ESPINOSA, NGO liaison Officer, Office of the Director General, UN Office in Geneva

3. Implementing the right to access to water /

There is the need to work on both ends of the decision process: from the empowerment of local actors to radical changes in the global status of water

This session stated that for instance there is enough water on earth, but it is too much wasted, and acknowledged that having safe and recycled water is still considered to be way too much costly to be implemented on a sufficient scale

4. The Human right to food: Solution elements from multiple sources

The solution to food insecurity and nutrition deficits requires a return to universal human rights. Insights on medical, legal and business issues.

Joyce BRAAK, President; Institute for research on women's health, member NGO/DPI Excom
Oliver DE SCHUTTER, UN special rapporteur on the Human Right to food
Susanna RANCE, professor, post graduate centre for development science universidad mayor de san Andres(CIDES-UMSA),
la Paz, Bolivia
Denise SCOTTO, International federation of women in legal careers
Andree BRONNER, secretary general, International association of special dietary foods industry

5. On wednesday evening, we attended a reception at the town hall in Paris

6. Overcoming discrimination to realize Human rights and Dignity for all

Recognition of the efforts and successes of many discriminated groups in claiming their rights and becoming empowered agents of change, the round table highlighted the actions they have taken through the UN human rights mechanisms, and strategies for fostering global ethics by forming partnerships across sectors.

Gilles SORENSEN, Senior advisor, UN foundation

Lita ANGGRAINI, Coordinator, national network for domestic workers advocacy

Eugen BRAND, director general, International movement ATD Fourth world

Dan PESCOD, European and International campaigns manager, royal national institute of blind people

7. The New International Human Rights architecture in post institution building period: does it function as a coherent system ?

We attended this meeting sponsored by CONGO. It was the occasion to reinforce the personal and friendly links with the other members of CONGO present, including the past CONGO chair, Renate BOEM, and the newly elected chair (last December) Liberato BAUTISTA

After a lengthy and difficult period of institution-building, the new international human rights architecture particularly the Human Rights Council and the Universal Periodic Review mechanism, are in place.

Peter PROVE, Lutheran World Foundation

Willy FAUTRE, Human Rights without frontier

Lukas MAHON, International commission of jurists

Bernard RAMCHARAND, former deputy High Commissioner on Human Rights

8. Mothers, a cohesive force:

Mobilizing mothers to fight discrimination and implement human dignity and rights for everyone.

Our Chief of delegation was delighted to see on 2 occasions on the screen during the speech of the chair, slides of a reception at the town hall of Colombes by the former mayor and himself as then deputy mayor, of the Movement of mothers of the world, with specific references to this event in the text of the presenter.

Isabelle de RAMBUTEAU, Présidente MMM France

Gilles SORENSEN, Conseiller Principal, Fondation pour l'ONU

Marc BONJOUR, conseiller technique, pôle logement, Ministère du Logement et de la Ville, France

Nicole DEIGNA, Vice présidente du Conseil Economique de Côte d'Ivoire

9. Resolutions 1325 and 1820 : a small step for the Security Council, a big step for man

Discussions on sexual abuses and other violations against women were undertaken.

Our delegation has been involved in the writing of an opened letter to the UN secretary general concerning the violations made by UN personal during UN sponsored missions(see attached doc). It has been underlined that we were the only men involved in the process. This opened letter was unanimously approved by the more than 50 NGO present in the room, the next day endorsed by many others, and finally read during the final closing session of the whole meeting.

Joanna WESCHLER, Research director, Security Council report

Sanam NARAGHI-ANDERLINI, co founder, ICAN and researcher, MIT

10. On Thursday evening, on the initiative of our delegation, the members of the Geneva based CONGO working group on Human Rights (of which our Chief of Delegation is a member), we had a very friendly dinner. 20 members attended. We were successful in getting included in the working group a second member of OSMTH in the name of, Julien MORIN. The Working groups meets every month in Geneva.

11. On Friday, the main event was the closing session:

The report back and Follow up was the occasion for the letter to the UN Secretary General (previously mentioned) to be read.

Jeffrey HUFFINES, Chair, NGO/DPI Excom

Eric FALT, Director, outreach research, UN DPI

Then, an interactive panel with the audience included:

François ZIMERAY, Ambassador for Human rights of France

Robert ARSENAULT, President, league for Human rights

Souhayr BELHASSEN, President, International federation for Human rights

Marek HALTER, author and Human rights activist

Genevieve GARRIGOS, President Amnesty International France

We heard on live two way video a -tearing the eyes- intervention of Ingrid BETANCOURT.

Others speakers where:

Stephane HASSEL, Ambassador of France, and one of the redactors of the Human Rights Declaration

Kiyo AKASAKA, under Secretary General for communications and Public Information, UN

Please briefly list the most important points presented and any information OSMTH should be aware of from this event. We have been involved in the redaction of a letter to the UN secretary , a draft copy of witch you will see on an other of my e mails. We also initiated and participated in a dinner with the other members of the Geneva based UN- NGO working group on human rights and could include a second OSMTH representative

The head of Delegation met with Miss Rama YADE, French Secretary of State for Humanitarian Affairs (personal acquaintance), and had very good interaction with the “Mouvement Mondial des Mères”

**OPEN LETTER TO THE UN SECRETARY GENERAL
MAKING SENIOR UN LEADERSHIP ACCOUNTABLE FOR SEXUAL ABUSE/EXPLOITATION BY UN
PERSONNEL IN PEACE OPERATIONS**

Dear Secretary General

We, the undersigned, congratulate the United Nations and the Security Council for recognizing the experiences of women in conflicts and war. UN Security Council resolutions 1325 (2000) and 1820 (2008) articulate the critical role of women in peacemaking and peace building, and that the protection needs of women during conflict and crisis are essential elements of peace and security.

Despite these milestones, we continue to hear details of alarming forms of violence – including sexual violence that women and girls are experiencing in many countries worldwide. It is most disappointing that the UN system is still implicated in the sexual abuse and exploitation of women and girls in conflict areas.

It is time to put words into action. SCR 1820 demands zero tolerance. We know that you have the means to take a historic leadership role in this matter, by taking the following steps:

1. State publicly and strongly that there will be no impunity for UN personnel who engage in any form of exploitation, including sexual abuse.
2. You will personally take leadership and responsibility for this matter.
3. The Special Representatives of the Secretary General (SRSGs), who are your most senior representatives in UN missions will be held personally responsible for any infraction, and that you will seek their resignation in case of any violation.
4. You will take every measure possible to bring any UN personnel involved in SEA to international justice.

We believe that the credibility of the entire UN system is at stake. Thus we trust that you will do what is right and take immediate action regarding the above. We look forward to your response.

We support you wholeheartedly in this endeavour.

Thank you and yours sincerely



General Assembly

Distr.
GENERAL

A/HRC/10/NGO/112
27 February 2009

ENGLISH ONLY

HUMAN RIGHTS COUNCIL
Tenth session
Agenda item 5

HUMAN RIGHTS BODIES AND MECHANISMS

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

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

[18 February 2009]

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

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

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

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

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

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

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

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

1. Draft UN Declaration on Human Rights Education and Training

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

(1) Concept and definition

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

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

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

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

(3) Monitoring system

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

(4) Financial resources

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

(5) The role of civil society and NGOs

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

2. World Programme for Human Rights Education

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

(1) Evaluation process of the first phase

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

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

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

(2) Second phase

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

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

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

3. Special Procedures of Human Rights Council

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

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

PANEL III

***Intercultural and Interfaith Education:
An Imperative for Achieving Freedom of Religion and
Mutual Understanding***



Friday, 13 March, 14:00-16:00 Room XXII



Organised by

Arigatou Foundation and Sovereign Military Order of the Temple of Jerusalem (OSMTH)

Panellists

Ms. Dakmara-Ana Georgescu

UNESCO International Bureau of Education

Ms. Agneta Ucko

Arigatou Foundation

Dr. John Taylor

International Association for Religious Freedom (IARF) /
NGO Committee on Freedom of Religion and Belief

Dr. Charles Graves

Interfaith International

Ms. Ariane Hentsch

Plateforme interreligieuse de Genève / Coexist - Youth interfaith Platform

Mr. Hafid Ouardiri

Interknowing Foundation, Geneva

Moderator

Ms. Maria Lucia Uribe

Arigatou Foundation

and

Dr. Marcel de Picciotto

OSMTH

This meeting aims to look at the main issues concerning the violation of human rights and discrimination on the basis of religion or beliefs, with special emphasis on what has been done in the field of interfaith dialogue and education, current perspectives, challenges and progress. Discussions will be held about the type of educational materials needed to address the issue of religious and cultural discrimination, perspectives on the development of programs and curricula in formal, non formal and informal education settings.

Facilitated by the NGO Working Group on Human Rights Education & Learning (NGO WG on HREL)
Of the Conference of NGOs in Consultative Relationship with the UN (CONGO)

| Panel I | Panel II | Panel III | Panel IV | Panel V |
|---|--|--|---|--|
| <i>The Role of Human Rights Defenders in Human Rights Education</i> | <i>Safe School Environment for the Girl Child through a Human Rights Education Perspective</i> | <i>Intercultural and Interfaith Education: An Imperative for Achieving Freedom of Religion and Mutual Understanding</i> | <i>The UN Framework for Human Rights Education and Civil Society Participation: Draft UN Declaration on HR Education and Training and the WPHRE</i> | <i>The Role of Human Rights Education in Combating Racism and Discrimination</i> |
| Tuesday, 3 March 13:00-15:00 Room XXIII | Thursday 12 March 14:00-16:00 Room XXII | Friday 13 March 14:00-16:00 Room XXII | Monday, 16 March 13:00-15:00 Room XXI | Tuesday, 24 March 14:00-16:00 Room (TBC) |
| Organised by Pax Romana, CIVICUS and Friedrich Ebert Stiftung | Organised by International Federation of University of Women (IFUW) and Women's World Summit Foundation (WWSF) | Organised by Arigatou Foundation and Sovereign Military Order of the Temple of Jerusalem (OSMTH) | Organised by Organisation internationale pour le droit à l'éducation et la liberté d'enseignement (OIDEL) and Soka Gakkai International (SGI) | Organised by Asian Forum for Human Rights and Development (FORUM-ASIA) and International Movement Against all forms of Discrimination and Racism (IMADR) |

**10th Session of the Human Rights Council
United Nations Geneva – 2/27 March, 2009
NGO PANELS
Panel N° III – March 13, 2009**

Ladies and Gentlemen,

I am pleased to welcome you to this panel session on “Intercultural and Interfaith Education: An Imperative for Achieving Freedom of Religion and Mutual Understanding”

My name is Dr Marcel de PICCIOTTO, I am international Chancellor of OSMTH, a faith based Christian non denominational NGO in special consultative status oriented towards building bridges between the great religions, achieving gender equality, human rights education and peace.

Together with my co-chair, Miss Mara Lucia URIBE, from ARIGATOU international, we participate in the NGO working group on education to human rights.

First, I would like to refer to the Millennium development goals, and specifically to goals 2, “and 8 They respectfully call for the achievement of universal primary education, the promotion of gender equality and the empowerment of women, and the development of a global partnership for development

For me, these 3 goals have a significative relevance to the theme of this session; Freedom of expression is essential to creating an environment in which constructive discussions about religious matters can be held , especially during the education process and, as stated by the HCHR,” peace agreements rarely hold if they are not strongly backed by communities involved”. More, article 19 of the international covenant on civil and political rights, while fundamental, is neither an absolute right nor compulsory. This makes it even more difficult to enforce compliance during educational processes.

The role of education, including inter and intra religious education is fundamental and one must not refer to a conflict between the right of freedom of expression and the right to freedom of religion., conflict leading to restriction of information, strong stance on certain issues and the impossibility to listen to one’s interlocutor.

As Bishop Arpad Szabo Our Common Challenge” said at IARF Belfast

Quote
Religious language calls us to act, ... to embrace our lives and the life of our world with gratitude and reverence. If we apply this ...to interfaith work, then our challenge is to create opportunities for religious people to share in talking about and praying for our world, in doing what we can together, and in supporting each other ...”

Unquote

A difficult point is who should decide whether a given statement is defamatory? It is important, during the education process, that nothing refers to “us against them”

There is no doubt in my mind that a better access to education, to knowledge of the other is prerequisite to achieve freedom of religion and mutual understanding.

We have today a very prestigious panel of experts, and I am pleased to introduce our first speaker,

Ms. Dakmara-Ana Georgescu

she is currently working for the International Bureau of Education at UNESCO.

Please welcome Ms Georgescu

;;;

Ms. Agneta Ucko

Director, Arigatou International

Secretary-General, Interfaith Council on Ethics Education for Children

Agneta Ucko, born in Sweden, lives in Switzerland since 20 years. Having pursued her Masters in Theology at the University of Lund, Sweden, she proceeded with postgraduate diplomas in International Relations and Development Studies from the University of Uppsala, Sweden and in Psycho-social Dynamics and Organizational Development from St. Lukasstiftelsen, Stockholm, Sweden. Agneta Ucko has been instrumental in developing a model for the Swedish Red Cross in working with refugees and immigrants and has been teaching ethics in different training programs for social workers for several years. Agneta Ucko was the Deputy General Secretary of the Lutheran World federation before she took up her current position at the Arigatou foundation in 2003. She is currently the Secretary of the NGO Group for the Convention on the Rights of the Child and served as President 2005 – 2007

Dr. **JOHN B TAYLOR**, is former Secretary General of the World Conference Religion and Peace He has an astonishing experience in the field of interfaith relations

Charles Graves, is Doctor. Theol.
Secretary General,
Interfaith International

Mr OUARDIRI Hafid is a French citizen, born in Algeria. he is graduated from the Universities of Mulhouse, Strasbourg and Lyon , in sociology, ethnology, literature and administration.

After working for the French television, he arrives in Geneva in 1976 and creates youth camps in the middle east. He creates “ le flambeau”, editing brochures to present Islam to children. From 1978 to 2007, he is the porte parole of the Islamic cultural foundation and mosk in Geneva, he creates the first cultural and cultural radio in Arabic, English and French languages .

He is a founding member of the Geneva interreligious platform

Observer at the UN of the World Islamic league (NGO)

He is the father of 4 children.

Please welcome Mr OUARDIRI



DEFENSA DE NIÑAS Y NIÑOS INTERNACIONAL DNI
DEFENSE DES ENFANTS INTERNATIONALE DEI
DEFENCE FOR CHILDREN INTERNATIONAL DCI



The Right to Education in Places of Detention

Side-event with Mr. Vernor Muñoz
Special Rapporteur on the Right to Education

Defence for Children International

Quaker UN Office

The NGO Working Group on Human Rights Education and Learning

Bureau International Catholique de l'Enfance

Thursday, June 4th

13.00 – 15.00

Room IX (Palais des Nations)

Speakers:

Mr. Vernor Muñoz, UN Special Rapporteur on the Right to Education

Dr. Marcel De Picciotto, NGO Working Group on Human Rights Education and Learning

Ms. Gabrielle Chaizy, Juvenile Justice Programme Officer, Defence for Children International

Ms. Rachel Brett, Representative (Human Rights & Refugees), UN Quaker Office

Observer at the UN of the World Islamic league (

**THE RIGHT TO EDUCATION IN DETENTION:
A LIGHT TOWARDS A BRIGHTER FUTURE FOR THE DETAINEE.
By Dr Marcel de PICCIOTTO,
OSMTH (Sovereign Military Order of the Temple of Jerusalem),
From the NGO Working Group on Human Rights Education, June 4, 2009**

SUMMARY:

Multiple Issues restrain the proper implementation of the Right to Education in Detention
They are either related to the person deprived of his/her liberty, or related to the system (not the last of them being the lack of
Education on Human Rights during the training process of the personnel),
This presentation highlights some of these major issues concerning the detainee and/or the system and proposes some ideas for
the improvement of the current condition on this subject.

While the right for persons deprived of their liberty to have the same education, (as well as the same health coverage), than those not in detention, is a fundamental Human Right, (as reaffirmed in numerous documents since the Human Rights Declaration in 1948, like the 1955 declaration, the 1966 International Civil and Political Rights Pact, the Kampala Declaration...), we must recognise that this is still, regretfully, not the case.

For the sake of time, I will focus on detainees detained in prisons, (as I many countries, those detained under immigration laws are put in prison). Many of the issues I will address apply also to those seeking asylum, and detained under immigration laws.

The issues are multiple. Amongst those,

Some relate to the detainee himself or herself, such as:

- The problem of the legal age of children to be detained
- The lack of previous education, or a previous failure experiences
- The inability to speak the language of the country of detention
- The lack of vision for his/her future and/or of perseverance
- Drug or alcohol abuse
- Important health issues and concerns conflicting with the ability to be fully “available” for an education program (dialysis, heart, respiratory problems, cancer, HIV...)
- The isolation from one’s country or family (case of those seeking asylum for instance)

- Refusals of sessions due to contrarities such as a bad confrontation with a judge, with a guardian, the non-receipt of a letter from a relative, a problem with a co-detained person, etc... (this refusal is also often seen in cases of medical treatments "I refuse to take my medicine or to go to the doctor- because this and this" is a phrase often heard.

- Ignorance or misunderstanding of the goals/purpose/ agenda/benefits of the Education program,

-A special mention can also be made for the case of refugees in camps. Should the situation be assessed as possibly not a short displacement, maintenance of education should by all means be part of the requisites, as a guarantee both of local peace and of possible solutions for the next generation.

To help realise this goal, which might not be seen as deserving a top priority, one should take advantage of the qualifications of some of the refugees themselves: should there be scholars, teachers, doctors, etc amongst them, these should be identified and means should be allowed for them to continue their mission, in cooperation with the NGOs and the supporting country (ies)

Some relate to the system:

- Schedule difficulties , to insert in the detention process (movements, meal time, family visits, judge, advocate,
- Lack of adequate sufficient state funding
- **Lack of trained accredited personnel**
- **Lack of education to Human Rights during the training cursus of the personnel, although it has been reaffirmed in many international official documents such as the World Program for Human Rights Education (2005-), or the UN Decade for Human rights Education (1995-2004), as previously stated, this can be due to- ignorance or misunderstanding of the goals/purpose/ agenda/benefits of Education to Human Rights and/or to the ways to implement them..**
- **Issues seen as "more urgent" by the different authorities or public opinion: it is in fact not easy for the non detained persons to understand the needs of the detainees, if they are themselves in need, or cannot themselves have a correct access to education....Or have no knowledge whatsoever of what are the Human Rights.**
- **Cultural aspects and/or traditions (Role of women, etc.)**
- Multiple transfers from one prison to another one, with generally no prior notice, do reflect very negatively on the possibilities of a personalised and sustained education program.
- Lack of information on the programs available, and too often, no real continuity after liberation.
- **Security imperatives in some cases restrain completely access to internet, as well as the fear to grant contact with non penitentiary personnel. This limits access specifically to higher levels of education, those where experience, interface with academics, and research are customary in the out of the prison walls world.**
- Detention periods are often with intervals of liberty, and/or length of detention varies greatly from one detainee to the other, and even for the same detainee, the real detention time is often not known with certainty at the early stages of detention. This renders the establishment of programs even more difficult.
- Old detention facilities (sometimes dating from the first half of the XXth century) , lacking the equipment and/or the personnel and/or the place to organise specific educational activities...

And I could continue on for the rest of this presentation

I wish to share with you some ideas for the improvement of the current condition on this subject

1. **Develop a nationwide INTRANET education program** which could be followed by the detainee, even when he/she changes prison/residence: INTRANET allows controlled access and would be fully securable:
A nationwide INTRANET Education system would also ease most of the schedule issues due to detention specifics and adapt the process to the capacities, to the level and to the learning progress of the individual detainee, provided a minimal initial period of training on how to use the tool is provided; It might allow some academics interfaces.
For those with almost no knowledge of the language of the country,(often illegal immigrants and/or asylum seekers), (or those illiterate) either a language interface or a pictogram based program could be developed.
Cultural or other specifics if relevant (age, religion, ...) could also be used, not as deterrents, but as adherence tools to the program
2. **Education on Human rights should be made mandatory** during all trainings of detention personnel whether they be civilian or military, public or private employees (at all levels of the process: police forces, civil workers, immigration officers, advocates, prosecutors, judges): all those I would call "law enforcers".
3. **Education goals and post detention employment perspectives should be defined** jointly by the detainee and the local coordinator of the education program at the start of the program, and should be eventually revised according to the progresses.
4. **Preventive detention (if it applies) should in all cases be used at least as an evaluation period** for the education process, and education should start as soon as possible The Education process should be adapted to the level of the personal detainee, and follow up should be provided after the detention period. It is best if the detainee can keep the same coordinator throughout the length of the program (here again, intranet could help). The particular education needs of the detained person (male/female) should be discussed and ascertained individually- and not only gender or age oriented.

Education to Language and reading should be implemented whenever these skills are not mastered, and this in the earliest stages of detention: This is often utmost important as soon as during the pre-trial and/or the trial period.

5. **Participation of recognised academic authorities and delivering of recognised diplomas, need to be developed**
Partial Certificates of completion could be developed, as “intermediate rewards”, enhancing self esteem. These certificates, signed by an official academic authority of the State, could be handed out during some kind of special event, with the family of the detainee represented (if possible). It is important that the family understands and fully supports the education program. Levels of diplomas, up to doctorate’s level should be possible to obtain. Other possible rewards could be a partial remittal of sentence (one month, one year, or if not possible, some other “advantage”...), for each certificate obtained.
6. **Enhance the cooperation of NGOs and all other interested civil actors** in these fields, for a win/win partnership: the detainee gains better access to education, and the state benefits from the dedicated trained (and accredited) personnel of the NGOs. NGOs might also prove useful in the post detention period. NGOs could also- if requested -participate in the training of the personnel in terms of Education to Human Rights., at levels to be defined jointly with the states. Being “Non Governmental” does not mean being in essence “Anti Governmental”. It is now time, more than ever, for a truthful partnership in these issues between civil actors, specially NGOs, and Governments ready to take the challenge.

I thank you for your attention.

18 September 2009

Joint NGO Statement

The World Programme for Human Rights Education From the First to the Second Phase

Addressed to

The UN Human Rights Council 12th session (14 Sep. - 02 Oct. 2009)

Agenda Item 2 & 3: GENERAL DEBATE

Item 2: Annual report of the United Nations High Commissioner for Human Rights and reports of the Office of the High Commissioner and the Secretary-General

Item 3: Promotion and protection of all human rights, civil, political, economic, social and cultural rights, including the right to development

Kazunari Fujii on behalf of:

SOKA GAKKAI INTERNATIONAL (SGI)

INTERNATIONAL ORGANIZATION FOR THE RIGHT TO EDUCATION AND FREEDOM OF EDUCATION (OIDEL)

WORLD FEDERATION OF UN ASSOCIATIONS (WFUNA)

CIVICUS: WORLD ALLIANCE FOR CITIZEN PARTICIPATION

INTERNATIONAL ALLIANCE OF WOMEN (IAW)

WOMEN'S WORLD SUMMIT FOUNDATION (WWSF)

PAN PACIFIC AND SOUTH EAST ASIA WOMEN'S ASSOCIATION (PPSEAWA)

INTERNATIONAL FEDERATION OF UNIVERSITY WOMEN (IFUW)

INTERNATIONAL ORGANIZATION FOR THE ELIMINATION OF ALL FORMS OF RACIAL DISCRIMINATION (EAFORD)

SOVEREIGN MILITARY ORDER OF THE TEMPLE OF JERUSALEM (OSMTH)

HUMAN RIGHTS EDUCATION ASSOCIATES (HREA)

WORLDWIDE ORGANIZATION FOR WOMEN (WOW)

AL-HAKIM FOUNDATION

Thank you Mr. President,

I speak on behalf of 13 organisations.

We welcome the High Commissioner's Report entitled the consultation on the focus of the second phase of the World Programme for Human Rights Education (A/HRC/12/36). We also support the initiative of the Platform for Human Rights Education and Training by its six Member States (Costa Rica, Italy, Morocco, Philippines, Slovenia and Switzerland) of a draft resolution to determine the focus of the second phase.

As the High Commissioner's report clearly indicates, specific rights holders are in need of human rights education to enable them to defend their rights. They include deprived and rural communities and all vulnerable or marginalised populations, not only children and women but also migrant workers, persons with disabilities, indigenous peoples, the elderly, persons in detention, refugees and internally displaced persons as well as minorities.

Human rights education is also a sustainable approach to democracy particularly through training for officers of government, law enforcement and judicial systems, as well as for health and social workers.

Mr. President,

For the effective implementation of the World Programme in all its Phases, we call upon the Member States to ensure the following.

First of all, any activity initiated during each phase must be maintained and developed. The shift from one phase to another should not end the implementation of the previous phase.

Second, each country should prepare a national plan of action in order to determine concrete objectives identify indicators for evaluation, and define duty bearers and rights holders in each Phase.

Third, in all Phases, civil society actors including NGOs must play a vital role. The ultimate purpose of human rights education is the full realisation of human rights for all by building a universal culture of human rights. The national budgetary allocation for human rights education must be ensured as a matter of the utmost importance. Establishing a voluntary fund for human rights education within the UN referred for consideration in several resolutions¹ of the former Commission on Human Rights would substantially assist civil society in this area.

To conclude, Mr. President,

The national evaluation report of the first phase to be prepared by all Member States would indicate the extent to which the respective Member State can be held accountable. We will closely monitor the vital process of the shift from the first to the second Phase.

Thank you, Mr. President.

¹ E.g., Commission on Human Rights Resolution 2003/70 (April 2003) on the UN Decade for Human Rights Education.

30 September 2009

Joint NGO Statement

Draft UN Declaration on Human Rights Education and Training

Addressed to The UN Human Rights Council 12th session (14 Sep. - 02 Oct. 2009)

Agenda 5: Human rights bodies and mechanisms

GENERAL DEBATE

Claudia Neury on behalf of:

INTERNATIONAL ORGANIZATION FOR THE RIGHT TO EDUCATION AND FREEDOM OF EDUCATION (OIDEL)

SOKA GAKKAI INTERNATIONAL (SGI)

INTERNATIONAL FEDERATION OF UNIVERSITY WOMEN (IFUW)

HUMAN RIGHTS EDUCATION ASSOCIATES (HREA)

INTERNATIONAL ORGANIZATION FOR THE ELIMINATION OF ALL FORMS OF RACIAL DISCRIMINATION (EAFORD)

ISTITUTO INTERNAZIONALE MARIA AUSILIATRICE (IIMA)

INTERNATIONAL VOLUNTEERISM ASSOCIATION WOMAN EDUCATION DEVELOPMENT (MDES)

NEW HUMANITY

PAN PACIFIC AND SOUTH EAST ASIA WOMEN'S ASSOCIATION INTERNATIONAL (PPSEAWA)

AL HAKIM FOUNDATION

SERVAS INTERNATIONAL

SOVEREIGN MILITARY ORDER OF THE TEMPLE OF JERUSALEM (OSMTH)

INTERNATIONAL MOVEMENT AGAINST ALL FORMS OF DISCRIMINATION AND RACISM (IMADR)

WORLD FEDERATION OF THE UNITED NATIONS ASSOCIATIONS (WFUNA)

CONGREGATION OF OUR LADY OF CHARITY OF THE GOOD SHEPHERD

Thank you Mr. President,

I speak on behalf of 15 organisations.

We appreciate the current status of the work carried out by the Advisory Committee on preparation of a draft UN declaration on human rights education and training.

Regarding the preliminary draft prepared by the drafting group of the Advisory Committee, we would like to highlight the efforts and interests of many civil society actors who have made valuable contributions through responses to the questionnaire circulated by the Advisory Committee, and presentations at the Seminar in Marrakech for gathering concrete elements for the draft.

It has become clear that the declaration should adopt the rights-based approach to human rights education and training. All marginalised and vulnerable populations are in need of human rights education and training to defend their own rights. The aspect of gender equality and the role of women should also be included in the drafting process.

We appreciate that all stakeholders are invited to submit their comment on the preliminary draft for which the deadline is set to the end of September. Yet, we find it necessary that the following modalities be considered for all stakeholders regarding the drafting process.

First, between the January 2010 session of the Advisory Committee and the March 2010 session of the Council when the first draft is expected to be ready, all stakeholders should be invited for further comment on the first draft.

Second, as proposed in the draft decision prepared by the Platform in the Council, an interactive dialogue on the first draft of the declaration should be held during the High Level Segment of the March 2010 session of the Council.

Mr. President,

In order that the draft declaration be formulated in truly meaningful terms, we will continue monitoring the entire drafting process and contributing suggestions and comments in the process.

Thank you, Mr. President.



General Assembly

Distr.: General
26 February 2010

English only

Human Rights Council

Thirteenth session

Agenda item 3

Promotion and protection of all human rights,
civil, political, economic, social and cultural rights,
including the right to development

Joint written statement* submitted by CIVICUS (World Alliance for Citizen Participation), International Alliance of Women (IAW), Commission of the Churches on International Affairs of the World Council of Churches (CCIA/WCC), International Council of Women (ICW-CIF), Good Neighbors International (GNI) and Women's Federation for World Peace International (WFWPI), non-governmental organizations in general consultative status, Human Rights Education Associates (HREA), International Organization for the Development of Freedom of Education (OIDEL), International Movement Against All Forms of Discrimination and Racism (IMADR), Teresian Association, International Organization for the Elimination of All Forms of Racial Discrimination (EAFORD), Association Points Cœur, Myochikai (Arigatou Foundation), Sovereign Military Order of the Temple of Jerusalem (OSMTH), Al-Hakim Foundation, Pan Pacific and South East Asia Women's Association (PPSEAWA), Universal Peace Federation (UPF/IIFWP), International Federation of University Women (IFUW), World Federation For Mental Health (WFMH), Women's World Summit Foundation (WWSF), David M. Kennedy Center for International Studies, Planetary Association for Clean Energy (PACE), Worldwide Organization for Women (WOW), International Association

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

The World Programme for Human Rights Education: Transition from the First Phase to the Second Phase

1. This statement reflects discussions among non-governmental organizations (NGOs) facilitated by the NGO Working Group on Human Rights Education and Learning of the Conference of NGOs in Consultative Relationship with the United Nations (CoNGO), Geneva, and views of civil society actors on various topics related to human rights education expressed through the global network of Human Rights Education Associates (HREA).

2. We, the co-signed organisations, believe that the World Programme for Human Rights Education (WPHRE) is a vitally important international tool to promote and implement human rights education towards the full realisation of human rights of all through building a culture of human rights in all nations.

3. Human rights education is a sustainable approach to eliminate all forms of discrimination, racism, xenophobia, all other related intolerance and violence.

4. Upholding these views, we would like to draw the attention of Member States to the joint NGO written statement, A/HRC/10/NGO/112, on the United Nations framework for human rights education and civil society participation, submitted to the 10th session of the Human Rights Council in March 2009. The statement with 365 signatories of 56 organisations in consultative status with the United Nations Economic and Social Council and 309 organisations without consultative status including 5 national human rights institutions indicates that NGOs and other civil society actors are committed to human rights education and are important stakeholders in the implementation of human rights education in the United Nations framework.

5. We welcome the launching of the second phase (2010-2014) of the WPHRE, taking note of its focus on “human rights education for higher education and on human rights training programmes for teachers and educators, civil servants, law enforcement officials and military personnel at all levels.” (A/HRC/RES/12/4, op.2).

6. With regard to the transition from the first phase (2005-2009) to the second phase of the WPHRE, we would like to draw the attention of all Member States to the two facets in 2010. One is evaluation of the first phase and the other is drafting a plan of action for the second phase.

1. Evaluation of the First Phase

7. Evaluation of the first phase is a critical step to continue effectively the implementation of human rights education within the framework of the WPHRE. Achievements and shortcomings as well as identified challenges and specific needs during the first phase that focused on primary and secondary school systems should be analysed for continuation, expansion and improvement of the efforts.

8. In carrying out the evaluation of the first phase, outcome and impact indicators must be identified. This set of indicators should include core indicators that might apply in any learning or country context, in order to facilitate comparisons. At the same time, additional indicators might be developed that reflect unique and specific characteristics of the learning program and context.

9. These actions should be taken in the evaluation process with the steps provided in the Plan of Action for the first phase, paragraphs 49-51¹ according to which the Member States are called upon to provide their final national evaluation report that will be eventually submitted to the General Assembly in 2010 through the United Nations Inter-Agency Coordinating Committee (UNIACC) of the WPHRE.

10. We are aware that for this purpose, in the end of January 2010, the UNIACC Secretariat, provided by the Office of the United Nations High Commissioner for Human Rights (OHCHR), circulated to all Permanent Missions to the United Nations at Geneva a "note verbale" dated 28 January and a questionnaire for Governments, requesting them to prepare and submit their national reports on the implementation of the first phase.

11. We urge all Member States to make necessary arrangements using available means for involving national human rights institutions, NGOs and other civil society bodies to prepare the response to the questionnaire for submission to the OHCHR by the deadline "no later than 31 March, 2010" as indicated in the questionnaire.

12. We are also aware that the questionnaire is to facilitate the Member States to prepare their final national evaluation report on the first phase for which the same deadline is drawn.

13. Therefore, we urge all Member States to comply with the steps provided in the Plan of Action to prepare the final national evaluation report, ensuring the following actions:

(i) To further assist and collaborate with all stakeholders, particularly NGOs and other civil society actors, and set up a focal point if not yet done so, for gathering information relevant to human rights education at the national level, making transparently accessible for NGOs and other civil society actors the evaluation process at the national level.

(ii) To maintain, expand and improve efforts for the implementation of human rights education in primary and secondary school systems.

2. Second Phase

Focus of the Second Phase

14. We take note of the Report of the High Commissioner, A/HRC/12/36, on consultations with United Nations Member States, national human rights institutions, intergovernmental organisations and NGOs that was the basis for determining the focus of the second phase.

15. The second phase encompasses a wide range of sectors focusing on human rights education for higher education and human rights training for persons engaged in specific occupations from law enforcement officers to military personnel. In order to implement the second phase in such a wide range, the plan of action should be carefully elaborated to be effective in practice with indication of actions and evaluation process to follow.

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

Plan of Action

16. According to HRC resolution A/HRC/RES/12/4 (op.8), the plan of action for the second phase must be prepared by OHCHR for submission to the Human Rights Council at its fifteenth session in September.

17. We call upon all Member States to ensure, when they are consulted on preparation of the plan of action (A/HRC/RES/12/4, op.4), that the plan of action provides practical components regarding NGOs and other civil society actors as well as national human rights institutions:

- (i) To link with higher education institutions and other training institutions to implement effective human rights education; and
- (ii) To participate in formulating national programmes of human rights training for the target sectors of the second phase.

18. For drafting a plan of action or finalising it, a meeting of experts mainly from civil society, organised by OHCHR, would contribute to it as was the case for the first phase. However, to our knowledge, such an expert meeting to formulate or finalise a plan of action for the second phase is not feasible to be organised by OHCHR “within the existing financial resources (A/HRC/RES/12/4, op.4)”.

19. As it is our concern, and recalling the question on financial implications discussed during the intergovernmental consultation on Human Rights Council resolution A/HRC/RES/12/4 prior to its adoption during the 12th session of the Council, we remind all Member States and stakeholders of the need for a voluntary fund for human rights education at the international level which can also assist the WPHRE. Alternatively and at least, in the advance planning of the OHCHR annual budget a sufficient proportion should be allotted for the WPHRE and relevant human rights education activities within the United Nations framework.

20. The second phase of the WPHRE is the first transition of the focus from one phase to another in its structure of consecutive phases. In this regard, it is a vital step to evaluate the effectiveness of the WPHRE itself. Therefore, we will continue to closely monitor its process and are determined to contribute to it in order to maintain and further develop the effective implementation of human rights education in all nations through the United Nations global framework.



General Assembly

Distr.: General
26 February 2010

English only

Human Rights Council

Thirteenth session

Agenda item 5

Human rights bodies and mechanisms

Joint written statement* submitted by CIVICUS (World Alliance for Citizen Participation), International Alliance of Women (IAW), Commission of the Churches on International Affairs of the World Council of Churches (CCIA/WCC), International Council of Women (ICW-CIF), Good Neighbors International (GNI) and Women's Federation for World Peace International (WFWPI), non-governmental organizations in general consultative status, Human Rights Education Associates (HREA), International Organization for the Development of Freedom of Education (OIDEL), International Movement Against All Forms of Discrimination and Racism (IMADR), Teresian Association, International Organization for the Elimination of All Forms of Racial Discrimination (EAFORD), Association Points Cœur, Myochikai (Arigatou Foundation), Sovereign Military Order of the Temple of Jerusalem (OSMTH), Al-Hakim Foundation, Pan Pacific and South East Asia Women's Association (PPSEAWA), Universal Peace Federation (UPF/IIFWP), International Federation of University Women (IFUW), World Federation For Mental Health (WFMH), Women's World Summit Foundation (WWSF), David M. Kennedy Center for International Studies, Planetary Association for Clean Energy (PACE), Worldwide Organization for Women (WOW), International Association of Schools of Social Work (IASSW), Cairo Institute for Human Rights Studies (CIHRS), Helsinki Foundation for

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

Human Rights, International Volunteerism Organization for Women, Education and Development-VIDES, SOS-Kinderdorf International (SOS-KDI), Istituto Internazionale Maria Ausiliatrice (IIMA), International Bureau for Children's Rights and Equitas International Centre for Human Rights Education, non-governmental organizations in special consultative status, Soka Gakkai International (SGI), Servas International, Association for World Education (AWE), Association of World Citizens (AWC) and United Methodist Church General Board of Church and Society (UMC-GBCS), non-governmental organizations on the Roster

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

[15 February 2010]

The first draft of United Nations declaration on human rights education and training¹

1. This statement reflects discussions among non-governmental organizations (NGOs) facilitated by the NGO Working Group on Human Rights Education and Learning of the Conference of NGOs in Consultative Relationship with the United Nations (CoNGO), Geneva, and views of civil society actors on various topics related to human rights education expressed through the global network of Human Rights Education Associates (HREA).
2. We, the co-signed organisations, believe that human rights education is a fundamental and sustainable approach to human rights issues. It is vital for the prevention of human rights violations and violence and for addressing their root causes. Human rights education is a lifelong process for all persons in all nations.
3. The ultimate purpose of human rights education should be the full realisation of human rights of all through building a culture of human rights in all nations.
4. Human rights education contributes to the promotion of gender equality, the rights of the child, religious and cultural understanding, the rights of all vulnerable and marginalised groups of people and elimination of racism and all forms of discrimination including xenophobia.
5. Upholding these views, we would like to draw the attention of Member States to the joint NGO written statement, A/HRC/10/NGO/112, on the United Nations framework for human rights education and civil society participation, submitted to the 10th session of the Human Rights Council in March 2009. The statement with 365 signatories of 56 organisations in consultative status with the United Nations Economic and Social Council and 309 organisations without consultative status including 5 national human rights institutions indicates that NGOs and other civil society actors are committed to human rights education and are important stakeholders in the implementation of human rights education in the United Nations framework.
6. We take note with appreciation that the Platform for Human Rights Education and Training in the Council is now comprised by 7 Member States with Senegal having joined in September 2009 (Costa Rica, Italy, Morocco, Philippines, Senegal, Slovenia, and Switzerland).
7. We appreciate the progress made in the drafting process of a United Nations declaration on human rights education and training submitted by the Advisory Committee. We recognise a substantive improvement of the draft since its preliminary draft.
8. We also recognise that the first draft prepared by the drafting group of the Advisory Committee contains qualitative input by a wide range of stakeholders.
9. We appreciate the consultation process with civil society including NGOs during the preparation of the preliminary draft and the first draft.
10. Views of civil society including NGOs and grassroots organisations, particularly those engaging in implementation programmes of human rights education and training in many parts of the world are of utmost importance to be further incorporated in the drafting

¹ Democracy and Human Rights Education in Europe (DARE) Network (without consultative status) also shares the views expressed in this statement.

process in order to have a truly meaningful United Nations declaration on human rights education and training.

11. The first draft referred to in the following part of this statement is the amended version of the first draft annexed to Advisory Committee recommendation 4/2 adopted at its fourth session.

12. In order to refine the first draft, we would like to draw the attention of the Member States to the following aspects that we believe necessary to reflect in the draft declaration.

13. In the first draft, various paragraphs are redundant that should be more properly formulated. Further, more inspirational and encouraging expressions should be included in the declaration for all stakeholders engaging in the implementation of human rights education with or without challenges and obstacles.

14. We believe that education encompasses training and learning, whether formal or informal, and concerns all ages in all situations and all parts of society. Therefore, the term “education” should be used in a global manner in order to avoid confusion between the terms of education, training, and learning.

I. The First Draft

Definition and Principles

15. We appreciate that the first draft specifies the right to human rights education. This approach should be retained consistently until the declaration is adopted by the United Nations General Assembly.

16. The declaration should clearly indicate the aim of human rights education (para.1) at “promoting the realisation of human rights” through building a universal culture of human rights. In addition, the definition should include the concept of human rights education as “education in” and “education for” human rights as well as “education through” respect for human rights.

17. The right to human rights education and training signifies both the right to receive and the right to provide human rights education and training. This should be included in the definition provided by the declaration. Civil society actors are often not only the recipient but also the provider of human rights education and training. Such programmes include training trainers for human rights. As the provider, civil society actors often confront difficulties due to a lack of political support and financial resources.

18. The implementation of human rights education outside school is also effective and important. The declaration should place a more equal emphasis on formal education on one hand and non-formal and informal education on the other, rather than prioritising formal education in schooling sector.

19. Many forms of human rights education do not require school education or a school. Dissemination of information on human rights or capacity building activity in a rural community by human rights defenders is one of such examples. Human rights education is also a “life long” process, and human rights training includes also “in-service training” in the process of occupational pursuit. In this respect, paragraph 9 stating “Human rights education and training (...) begins at school” needs to be rephrased. Furthermore, if it really is “an ongoing process” “that concerns all ages” (para.9), this paragraph is a contradiction in itself.

20. In this respect, the whole section on definition and principles should include sub-sections on “formal education” and “informal and non-formal education”.

21. Whereas education systems are concerned, the delivery of human rights education should be participatory and inclusive without any form of discrimination.

22. In the context of the right to education and school education, the rights of parents should also be considered.

23. As for “quality education” in paragraph 5(d), at least minimum criteria of such quality should be indicated.

24. The cultural diversity and the continuity of cultures and traditions as well as their common values should be respected in consistency with international human rights standards and efforts to build a universal culture of human rights. In this respect, for example, paragraph 11 should read: “Human rights education and training should use language (or native language) and reflect relevant conditions to the target groups (...)”.

25. As for the context of the implementation of the right to information, “equal access” should be ensured. For this, the second line of paragraph 12 should read “(...) It should promote equal access for all to, (...)”.

Implementation Measures at the Country Level

26. The declaration should clearly provide that States have the responsibility of acknowledging, facilitating and supporting the human rights education work carried out by NGOs and civil society bodies and institutions, especially those whose expertise and field of activity are focused on human rights education.

27. The important role of NGOs should be more clearly indicated. Paragraph 20 listing all members of the educational community as having “an important role to play” should also include “non-governmental organisations” and paragraphs 24 should state “(...) including non-governmental organisations and other civil society actors (...)”.

28. Within the national framework, civil society actors including grassroots organisations and local authorities at the community level, especially from remote and deprived areas, should be supported by the central national authority for participatory process of the implementation of human rights education as their views contribute to reflect the local needs and conditions relating to human rights.

29. The role of youth should be emphasized in the declaration as a substantial contributor to building a culture of human rights in all nations. In the first draft, only “youth workers” is referred to in paragraph 25 as one of the listed civil society actors. The declaration should indicate measures to ensure political support and financial resources for youth programmes and initiatives promoting human rights education.

Implementation Measures at the International Level

30. The declaration should incorporate the follow-up mechanism as concrete as possible. In this respect, the current first draft should be further elaborated.

31. We appreciate that the World Programme for Human Rights Education (para.36) and the United Nations human rights mechanisms are referred to such as the treaty monitoring bodies and the Universal Periodic Review (paras.28-40). This approach should be retained in the declaration.

32. Further, the Special Procedures of the Human Rights Council should also be added to ensure inclusion of national policies on human rights education in the report of mandate holders within their respective mandate.

33. In paragraph 41, it should read “An international centre for human rights education and training should (...)” rather than “(...) could (...)”.

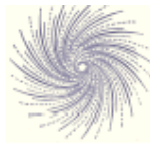
34. We appreciate that the first draft refers in paragraph 42 to the need for an international voluntary fund for human rights education. We emphasise that this paragraph should be retained and that once the declaration is adopted, its implementation should be closely followed up including particularly the establishment of such a fund.

II. Drafting Process

35. Being aware that the draft declaration is now the matter of the intergovernmental negotiation among the Member States of the Human Rights Council as from its 13th session, we stress that the current first draft needs further elaboration.

36. In the drafting process to follow at the level of the Council, we urge Member States to ensure that views and suggestions of all stakeholders including NGOs and other civil society actors continue to be incorporated and reflected. Should a small group such as a working group within the Council be set up for finalising the draft declaration, it is imperative to make proper arrangements of modalities for NGO participation in the process of the finalisation of the draft.

37. Last but not least, the UN declaration on human rights education and training is to be added to international human rights standards. In this regard, the drafting process should continue to proceed with careful elaboration and thorough consultations with all stakeholders swiftly but without haste in order to make it a truly meaningful new international human rights instrument for the effective implementation of human rights education worldwide.



Planetary Association for Clean Energy, Inc.

100 Bronson Avenue # 1001
OTTAWA, Ontario K1R 6G8, Canada

An international collaborative network of advanced scientific thinking

NGO in Special Consultative status with the Economic and Social Council of the United Nations

Joint NGO Statement

14th Session of the Human Rights Council (Geneva) 31 May-18 June, 2010

Agenda Item 3

Promotion and Protection of all Human Rights, Civil, Political, Economic, Social and Cultural Rights, including the Right to Development

Thank you Mr. President,

Your Excellencies, Ladies and Gentlemen,

I speak on behalf of 10 organizations representing over 10 million citizen in over 147 countries.

We would like to thank the High Commissioner, Madame Pilay, and her Office for their tireless work on behalf of human rights and we welcome the Independent Expert, Ms Shaheed, in her new role while we look forwarding to collaborating with her

We are facing an unprecedented crisis threatening human survival and the ecosystem balance upon which all rely.¹⁾ Since it was opened for signature in 1993 only 83 countries have ratified the *Convention of Biological Diversity (CBD)*¹⁾

The 17 countries that contain two-thirds of the Earth's biological and cultural diversity are also those that host most of the world's indigenous peoples' traditional territories. From a traditional and spiritual approach to life, the health of all people is deeply intertwined with the health of their environment. Stewardship and biodiversity lie at the heart of many cultural values as they support essential ecosystem functions.

We stress the need for a *cultural perspective*, culture being the set of distinctive spiritual, ethical, material, intellectual and emotional lifestyles, value systems, traditions and beliefs⁴⁾

2010 has been designated the *International Year of Biodiversity*²⁾ - marked to save the world's ecosystems. The Louisiana coast oil spill has again highlighted issues related to ecosystems and climate. We underline the need for corporations to • adopt an ethical code of conduct • to have a policy of transparency and integrity • to respect the biological and cultural concerns and livelihoods of people in all areas where they operate and • to provide just remediation treating all affected equally. A number of Conventions and Treaties exist in this regard³⁾.

We call for stricter regulations for the oil industry to address safety and outsourcing issues. The company's offer to pay for clean-up and damages stands in contrast to the oil spill in the Amazon 16 years ago when the livelihoods and health of many indigenous communities were imperilled and 1000s of acres of once pristine rainforests devastated. Ecuador is still awaiting remediation from that oil company, and Indonesia and Nigeria are similarly dealing with the consequences from oil-spills.

We urge the Council and the Independent Expert to increase attention to the impact of corporate conduct on cultural rights with reference to human rights law and other relevant legal instruments that help protect these rights. The link should also be noted between poverty and environmental degradation and human rights such as the rights to a healthy environment, to food, to water and to housing.

Thank you Mr President.

¹⁾ Convention on Biological Diversity entered into force on 29 December 1993 - <http://www.cbd.int/>
Related: Global Biodiversity Outlook 3 – <http://gbo3.cbd.int/>

²⁾ SG/SM/12695 – ENV/DEV/1105 – OBV/848 : <http://www.un.org/News/Press/docs/2010/sgsm12695.doc.htm>

³⁾ Article 10(1) of the *Convention on Persistent Organic Pollutants* (Stockholm, May 22, 2001) [12] aims at "protecting human health and the environment from persistent organic pollutants." The treaty provides that each Party shall, within its capabilities, promote and facilitate provision to the public of all available information on persistent organic pollutants and ensure that the public has access to public information and that the information is kept up-to-date (Art.10 (1)(b) and (2)). Educational and public awareness programs are to be developed especially for women, children and the least educated. Parties are to make accessible to the public on a timely and regular basis the results of their research, development and monitoring activities pertaining to persistent organic pollutants. (Art. 11). Parties that exchange information pursuant to the Convention shall protect any confidential information, but information on health and safety of humans and the environment shall not be regarded as confidential (Art.9 (5))

³⁾ Drafted under the auspices of the UNECE and adopted in the months prior to Rio, the *Convention on Transboundary Effects of Industrial Accidents* (Helsinki, March 17, 1992), [18] was the first international treaty to contain the three procedural environmental rights: information, participation and access to remedies (Art.9).

³⁾ Convention on Civil Liability for Damage Resulting from Activities Dangerous to the Environment.

³⁾ Energy Charter Treaty (Lisbon, December 17, 1994), Art. 19(1)(i) and 20, EMuT, 994:93. Article 19(1)(f) calls on parties to promote public awareness of the Environmental Impacts of energy systems, of the scope for the prevention or abatement of their adverse Environmental Impacts, and of the costs associated with various prevention or abatement measures ; while paragraph "i" calls for promoting the transparent assessment at an early stage and prior to decision, and subsequent monitoring, of Environmental Impacts of environmentally significant energy investment projects.

³⁾ Aarhus Convention: This requires that each state party establish mandatory systems to obtain information on proposed and existing activities that could significantly affect the environment. This provision is clearly aimed at the private sector and is supplemented by Article 5(6) which requires states parties to encourage operators whose activities have a significant impact on the environment to inform the public regularly of the environmental impact of their activities and products, through eco-labeling, eco-auditing or similar means.

³⁾ ILO Convention No. 169 concerning Indigenous and Tribal Peoples in Independent Countries (Geneva, June 27, 1989) contains numerous references to the lands, resources, and environment of indigenous peoples. Article 2 provides that actions respecting indigenous peoples shall be developed with the participation of the peoples concerned. Special measures are to be adopted for safeguarding the environment of such peoples consistent with their freely-expressed wishes (Art. 4). States parties must consult indigenous peoples (Art. 6) and provide for their participation in formulating national and regional development plans that may affect them (Art. 7). Environmental impact assessment must be done of planned development activities with the cooperation of the peoples concerned (Art. 7(3)) and "Governments shall take measures, in cooperation with the peoples concerned, to protect and preserve the environment of the territories they inhabit." (Art. 7(4)). Rights to remedies are provided in Article 12. Part II of the Convention addresses land issues, including the rights of the peoples concerned to the natural resources pertaining to their lands. The rights include "the right to participate in the use, management and conservation of these resources." (Art. 15). Article 30 requires the governments to make known to the peoples concerned their rights and duties.

⁴⁾ Universal Declaration on Cultural Diversity adopted by UNESCO on 2 November 2001
http://www.unesco.org/confgen/press_rel/021101_cit_diversity.shtml

This statement reflects discussions among non-governmental organizations (NGOs) facilitated by the NGO Committee on the Environment (COE), a substantive Committee of the Conference of NGOs (CoNGO), made up of NGOs in Consultative Relationship with the United Nations Geneva.

Signatories:

- 1) Planetary Association for Clean Energy (PACE)
- 2) Institute for Planetary Synthesis (IPS)
- 3) Sovereign Military Order of the Temple of Jerusalem (OSMTH)
- 4) North South XXI
- 5) Fundación Intervida
- 6) Centro de Derechos Humanos y Ambiente (CEDHA)
- 7) Worldwide Organization for Women (WOW)
- 8) World Association of Girl Guides and Girls Scouts (WAGGS)
- 9) Susila Dharma International Association (SDIA)
- 10) Al-Hakim Foundation

Joint NGO Statement

The 14th Session of the UN Human Rights Council (31 May-18 June 2010)

Agenda Item 3

Promotion and Protection of all Human Rights, Civil, Political, Economic, Social and Cultural Rights, including the Right to Development

This statement reflects discussions among non-governmental organizations (NGOs) facilitated by the NGO Committee on Spirituality, Values and Global Concerns of the Conference of NGOs in Consultative Relationship with the United Nations (CoNGO), Geneva.

Signatories:

- 1) Planetary Association for Clean Energy (PACE)
- 2) Institute for Planetary Synthesis (IPS)
- 3) Sovereign Military Order of the Temple of Jerusalem (OSMTH)
- 4) North South XXI
- 5) Fundación Intervida

Thank you Mr. President, Your Excellencies, Ladies and Gentlemen,
I speak on behalf of 5 organizations.

The human family and natural world are facing an unprecedented crisis threatening human survival and the ecosystem balance upon which we rely. Since 1993, after the *Convention of Biological Diversity* (CBD) ¹⁾ was opened for signature, only 83 countries have ratified it.

More than two-thirds of the Earth's biological diversity is located within 17 countries containing most of the world's indigenous peoples' traditional territories. From a traditional and spiritual approach to life, the health of all people is deeply intertwined with the health of their environment. Stewardship and biodiversity lies at the heart of many cultural values as it supports essential ecosystem functions. The link should also be noted between poverty and environmental degradation and human rights such as the rights to a healthy environment, to food and water, and to housing.

By reaffirming the *cultural perspective*, culture being the set of distinctive spiritual, ethical, material, intellectual and emotional features of society encompasses in addition to art and literature, lifestyles, value systems, traditions and beliefs²⁾

2010: *International Year of Biodiversity*³⁾ is marked to save the world's ecosystems. The Louisiana coast oil spill has again highlighted issues related to ecosystems and climate. We call for stricter regulations for the oil industry to address safety and outsourcing issues. The company's offer to pay partly for clean-up and damages stands in contrast to the oil spill in the Amazon 16 years ago when the livelihoods and health of over 30 indigenous communities were imperilled and 1000s of acres of once pristine rainforests devastated. This surpassed the Exxon Valdez spill by millions of gallons and damaged an area with high biodiversity. Ecuador is still awaiting remediation from that oil company.

We underline the need for corporations to adopt an ethical code of conduct, to have a policy of transparency, and integrity, to respect the biological and cultural concerns and livelihoods of people in areas where they operate, to provide just remediation treating all affected equally. A number of Conventions and Treaties exist in this regard⁴⁾. We urge the Council to increase attention to the impact of corporate conduct on cultural rights with reference to human rights law and other relevant legal instruments that help protect these rights.

Thank you Mr President.

¹⁾ Convention on Biological Diversity entered into force on 29 December 1993 - <http://www.cbd.int/>
Related: Global Biodiversity Outlook 3 - <http://gbo3.cbd.int/>

²⁾ Universal Declaration on Cultural Diversity adopted by UNESCO on 2 November 2001

³⁾ SG/SM/12695 - ENV/DEV/1105 - OBV/848 : <http://www.un.org/News/Press/docs/2010/sgsm12695.doc.htm>

4) Article 10(1) of the *Convention on Persistent Organic Pollutants* (Stockholm, May 22, 2001) [12] aims at "protecting human health and the environment from persistent organic pollutants." The treaty provides that each Party shall, within its capabilities, promote and facilitate provision to the public of all available information on persistent organic pollutants and ensure that the public has access to public information and that the information is kept up-to-date (Art.10 (1)(b) and (2)). Educational and public awareness programs are to be developed especially for women, children and the least educated. Parties are to make accessible to the public on a timely and regular basis the results of their research, development and monitoring activities pertaining to persistent organic pollutants. (Art. 11). Parties that exchange information pursuant to the Convention shall protect any confidential information, but information on health and safety of humans and the environment shall not be regarded as confidential (Art.9 (5))

4) Drafted under the auspices of the UNECE and adopted in the months prior to Rio, the *Convention on Transboundary Effects of Industrial Accidents* (Helsinki, March 17, 1992), [18] was the first international treaty to contain the three procedural environmental rights: information, participation and access to remedies (Art.9).

4) Convention on Civil Liability for Damage Resulting from Activities Dangerous to the Environment.

4) Energy Charter Treaty (Lisbon, December 17, 1994), Art. 19(1)(i) and 20, EMuT, 994:93. Article 19(1)(f) calls on parties to promote public awareness of the Environmental Impacts of energy systems, of the scope for the prevention or abatement of their adverse Environmental Impacts, and of the costs associated with various prevention or abatement measures ; while paragraph "i" calls for promoting the transparent assessment at an early stage and prior to decision, and subsequent monitoring, of Environmental Impacts of environmentally significant energy investment projects.

4) Aarhus Convention: This requires that each state party establish mandatory systems to obtain information on proposed and existing activities that could significantly affect the environment. This provision is clearly aimed at the private sector and is supplemented by Article 5(6) which requires states parties to encourage operators whose activities have a significant impact on the environment to inform the public regularly of the environmental impact of their activities and products, through eco-labeling, eco-auditing or similar means.

4) ILO Convention No. 169 concerning Indigenous and Tribal Peoples in Independent Countries (Geneva, June 27, 1989) contains numerous references to the lands, resources, and environment of indigenous peoples. Article 2 provides that actions respecting indigenous peoples shall be developed with the participation of the peoples concerned. Special measures are to be adopted for safeguarding the environment of such peoples consistent with their freely-expressed wishes (Art. 4). States parties must consult indigenous peoples (Art. 6) and provide for their participation in formulating national and regional development plans that may affect them (Art. 7). Environmental impact assessment must be done of planned development activities with the cooperation of the peoples concerned (Art. 7(3)) and "Governments shall take measures, in cooperation with the peoples concerned, to protect and preserve the environment of the territories they inhabit." (Art. 7(4)). Rights to remedies are provided in Article 12. Part II of the Convention addresses land issues, including the rights of the peoples concerned to the natural resources pertaining to their lands. The rights include "the right to participate in the use, management and conservation of these resources." (Art. 15). Article 30 requires the governments to make known to the peoples concerned their rights and duties.

This statement reflects discussions among non-governmental organizations (NGOs) facilitated by the NGO Committee on Spirituality, Values and Global Concerns of the Conference of NGOs in Consultative Relationship with the United Nations (CoNGO), Geneva.

Signatories:

- 6) Planetary Association for Clean Energy (PACE)
- 7) Institute for Planetary Synthesis (IPS)
- 8) Sovereign Military Order of the Temple of Jerusalem (OSMTH)
- 9) North South XXI
- 10) Fundación Intervida



General Assembly

Distr.: General

6 January 2011

English only

Human Rights Council

Advisory Committee

Sixth session

17 – 21 January 2011

Item 2 (a) (i) of the provisional agenda

Requests addressed to the Advisory Committee

stemming from Human Rights Council resolutions:

Reports currently under consideration by the

Advisory Committee: right to food

Joint written statement* submitted by the International Alliance of Women (IAW), the International Council of Jewish Women (ICJW) non-governmental organizations in general consultative status, the Sovereign Military Order of the Temple of Jerusalem (OSMTH), the Inter-African Committee on Traditional Practices Affecting the Health of Women and Children (IAC), the Worldwide Organization for Women (WOW), non-governmental organizations in special consultative status

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

[4 January 2011]

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

Managing Resources to give Peace and Humankind a chance

We support the Millennium Development Goals as stated by the General Assembly, and witness the non-unlimited resources of this single home planet of Human kind.

We fully support the Human Rights Declaration.

We also fully support the UN Convention on International watercourses.

We also witness the following factors:

- A rise in population numbers
- A developing economy, source of growing expectations from the populations in non-developed countries as well as in developing countries. These expectations concern not only consumer goods, but also an increase in consumption of animal proteins, water and energy.
- Climate and environmental issues have a significant impact on the availability of some of these resources.
- A very significant land price “explosion” since 2008 all over the world (sometimes having more than doubled in the last 9 months)

These factors already have impacted, and in the future might impact even more the relations between communities and states, as securing access to resources for one’s community and/or one’s nation will become more and more crucial, therefore stability and Peace in many regions of the world may well be at risk.

The main issues

1. **A growing population of more than 6.8 billion, soon to be 9 billion by 2050, who all deserve a decent and safe life. Earth’s population rises roughly by 83 million each year;**

This growing population in itself is creating a greater stress on the available resources, in all 3 basic categories (water, food energy).

2. **The stress on water.**

2.1 limited resources:

The overall world’s fresh water supplies (roughly 3% of earth’s waters represent 9.25 million trillion gallons, of which 2/3 are in frozen mode (permafrost, glaciers, permanent snow and ice sheets). Only 30.1% (2.78 million trillion gallons) are “ground waters” readily available underground and reserves replenished by surface seepage. Another 0.3% is contained in rivers, plants, animals, atmosphere, lakes and wetlands.

Water is the first requirement (with breathable air) for life support. Our own body is composed of some 80% of water.

Home water pipes cover only 45% of the world’s population

2.2 rising consumption

Consumption of water is rising and the average American uses at home some 100 gallons each day, while millions elsewhere have less than 5 gallons a day for all purposes.

When their country develops, and hopefully the standard of living of the population increases, the demand for water will likely explode.

Water is not only useful for washing and drinking. It is also critical to grow cattle (1857 gallons¹ per pound of beef-, or 756 gallons per pound of pork- to include water used to grow cattle feeding, cleaning the wastes, and water they drink). Meat demand and consumption is likely to rise exponentially with the betterment of the standard of living of the population in developing countries. Already, we see a change in habits in China, in Brazil and many other countries.

Mass consumption goods demand is also likely to grow fast. Most of these goods require much more water (called “virtual water”) than their own weight: A pair of blue jeans requires 2900 gallons of water¹ to produce, one cotton t-shirt, 766 gallons, one hamburger, 634 gallons, one cup of coffee: 37 gallons!

3. The stress on energy and food

At the same time the population grows and the level of life improves, energy demand rises; and food shifts occur.

From the basic needs, with very low energy consumption in rural undeveloped countries for self-feeding and self-washing, to the very high levels required in the most developed countries (factories, transportation, public and private -including cars, lighting, washers of all kinds, television and medias, leisure activities,).

At the same time, the shift in food expectations explodes, and from local self based food producing to mass food producing (transformation/conservation) and growing of cattle, together with transportation of food –vegetables or meat- require the use of more and more energy. All these issues have very important economic impacts.

Food security (Including - but not limited to - traceability throughout the production/distribution chain) is not only a public health issue, it may also well become – at it already has become - a worldwide and a national security issue.

4. The Political and Diplomatic sides- what should be considered?

While in some nations, access to water, and to clean water, might not yet seem to be a major issue, in some other nations and parts of the world, no betterment of life can be achieved for the population if a secured access to clean water is not provided.

At present, some countries with limited water resources rely on cattle (and corn/wheat) imports to feed their populations, therefore, although saving their local resources, put a greater stress on the water resources of their “providers” (1857 gallons per pound of beef), on top of which must be added the energy consumption to transport the food from its area of production to the area of consumption.

In the not far future, water, land, food and energy will be the under roots of potential conflicts between nations.

Therefore, it is our view that it should be one of the top priorities of all responsible governments, leaders of opinion and decision makers to seriously consider the ways of peacefully addressing these issues on an international consensual basis in order to:

- (a) Secure access to clean water to all human kind

¹ Reference: 1: Arien HOEKSTRA and All, UNESCO

(b) Find ways to better use the accessible water supplies and optimize the consumption of water by industry

(c) Develop where and when possible all clean and renewable sources of energy

(d) Reconcile economic, environmental and health issues as partners. A better environment favors a healthier world, bringing healthier consumers who in turn will eventually have more economic power. Environment-friendly energies and industries should be considered.

(e) Secure bilateral and multi-national agreements to better share water, land and energy resources, on an equitable basis, all these in the interest of our Human brotherhood and of our children.

(f) Achieve a better congruence at national levels between energy policy and food policy.

In this process, Civil Society stakeholders, (including NGO's) are assets not to be overlooked.



General Assembly

Distr.: General
28 February 2011

English only

Human Rights Council

Sixteenth session

Agenda item 5

Human rights bodies and mechanisms

Joint written statement* submitted by CIVICUS - World Alliance for Citizen Participation, the International Alliance of Women (IAW), the International Council of Women (ICW), the International Association for Religious Freedom (IARF), Soroptimist International (SI), New Humanity, the Women's Federation for World Peace International (WFWPI), non-governmental organizations in general consultative status, the Human Rights Education Associates (HREA), the International Organization for the Right to Education and Freedom of Education (OIDE), the International Network for the Prevention of Elder Abuse (INPEA), the Teresian Association, the Association Points-Coeur, Myochikai (Arigatou Foundation), the Asian Forum for Human Rights and Development (FORUM-ASIA), the International Movement against All Forms of Discrimination and Racism (IMADR), the Al-Hakim Foundation, the International Catholic Child Bureau (ICCB), the Planetary Association for Clean Energy, Inc., the International Organization for the Elimination of All Forms of Racial Discrimination (EAFORD), the World Federation for Mental Health (WFMH), the Sovereign Military Order of the Temple of Jerusalem (OSMTH), the Worldwide Organization for Women (WOW), the International Federation of University Women (IFUW), the Equitas International Centre for Human Rights Education, the Cairo Institute for Human Rights Studies (CIHRS), the Association of Peace Messenger

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

Cities (IAPMC), the Association Apprentissage sans Frontieres (ASF), the Rencontre Africaine pour la defense des droits de l'homme (RADDHO), the United Network of Young Peacebuilders (UNOY Peacebuilders), the Institute of Global Education (IGE), non-governmental organizations in special consultative status, Soka Gakkai International (SGI), Servas International, the Association for World Education (AWE), the Association of World Citizens (AWC), the Institute for Planetary Synthesis, non-governmental organizations on the roster

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

[14 February 2011]

NGO assessment of the draft United Nations Declaration on human rights education and training**

This statement, jointly submitted by 39 organisations, reflects discussions facilitated by the NGO Working Group on Human Rights Education and Learning of the Conference of NGOs in Consultative Relationship with the UN (CoNGO) and Human Rights Education Associates (HREA).

We recall the views of Member States expressed in the three meetings (on 24 June, 3 September and 14 December 2010) of the Human Rights Council informal consultation on the draft UN declaration on human rights education and training, facilitated by the Platform Member States: Costa Rica, Italy, Morocco, Philippines, Senegal, Slovenia and Switzerland.

We also recall the intensive process of finalising the draft text of the declaration and the outcome of the meeting of the Human Rights Council working group on the declaration, held from 10-14 January 2011.

The views of NGOs expressed in this statement refer to the draft UN declaration on human rights education and training as of 14 January 2011 contained in document A/HRC/WG.9/1/2 (26 January 2011), which is the outcome of the aforementioned meeting of the Human Rights Council working group.

We appreciate constructive and devoted efforts of Member States in the intergovernmental negotiation in preparing the final draft text, and we particularly thank the Platform Member States for proactively advocating human rights education and training among Member States and for their best effort not to undermine the language of the draft declaration in achieving a consensus of Member States, after having come so far.

We also appreciate that NGOs were given opportunities to make frequent interventions during the meeting of the working group.

While we agree with and welcome the present draft text, we would like to draw the attention of Member States to our assessment of the draft declaration with reference to specific articles, for the effective implementation of human rights education and training.

1. Principles of human rights education and training

We consider human rights education and training a fundamental and sustainable endeavour for dealing with the root causes of human rights violations and abuses. We believe that the ultimate goal of human rights education and training is the full realisation of all human rights, civil, political, economic, social and cultural, for all persons in all countries through building a universal culture of human rights.

In this regard, we support in particular Article 1, paragraph 2, which refers to “universal respect for and observance of all human rights and fundamental freedoms for all” and “the principles of universality, indivisibility and interdependence of human rights” and Article 5, paragraph 1, which stipulates the principles of equality, human dignity, inclusion and non-discrimination.

** Operation Peace Through Unity (OPTU), Global Alliance for Ministries and Departments of Peace, and Marist International Solidarity Foundation ONLUS (FMSI), NGOs without consultative status, also share the views expressed in this statement.

Human rights education and training concerns all persons including women, men, children, indigenous peoples, persons with disabilities, elders, migrants, and all minorities and vulnerable groups of people, as Article 5, paragraph 2 refers to “all persons” and “the particular challenges and barriers” and “the needs and expectations” that human rights education and training “should take into account”.

Human rights education and training contributes to the prevention of human rights violations and abuses as provided in Articles 2, paragraph 1 and Article 4, sub-paragraph (e) of the draft declaration.

We uphold human rights education and training as “a lifelong process that concerns all ages”, “in all forms of education, training and learning, whether in a public or private, formal, informal or non-formal setting” that “should use languages and methods suited to target groups, taking into account their specific needs and conditions” (Article 3, paragraphs 1, 2 and 3).

2. The rights-based approach to human rights education and training and State responsibilities

To ensure the effective realisation of all human rights and the prevention of human rights violations and abuses, the implementation of human rights education and training requires the rights-based approach, which recognises the duty-bearers and rights-holders and incorporates the principles of non-discrimination and equality, participation and inclusion, accountability and the rule of law.

Many human rights education and training activities carried out at both national and international levels already integrate a rights-based approach as they refer to various international human rights instruments, norms and standards, reflect the rights-based principles of implementation and recognise the duty-bearers and rights-holders.

The World Programme for Human Rights Education clearly specifies the duty-bearer with the primary responsibility and the specific sectors that are considered to be relevant actors in the perspective of both the rights-holders and other duty-bearers, provided in the Plan of Action for its first phase and second phase respectively.

3. Access to human rights education and training

Article 1, paragraph 1 of the draft declaration reads: “Everyone has the right to know, seek and receive information about all human rights and fundamental freedoms and should have access to human rights education and training”.

We support the formulation of this article and call upon all Member States to ensure that everyone in their territory has access to human rights education and training.

In this regard, we appreciate the recognition provided in Article 10 that “various actors within society” including “NGOs, human rights defenders and the private sector have an important role to play in promoting and providing human rights education and training”.

Taking this into account, we urge all Member States to ensure necessary support available for human rights education and training as necessary, politically and financially, by the State government or, where applicable, relevant governmental authorities. We believe that such action will be part of the implementation of Article 7 paragraphs 1, 2, 3 and 4 regarding the responsibility of States and relevant governmental authorities and of Article 14 which also refers to the necessary resources that “States should ... make available for the effective implementation of and follow-up to” this declaration.

We believe that this declaration, with particular significances enshrined in Article 1 and Article 7, furthers cooperative and constructive relations between civil society actors and States and relevant governmental authorities of all countries in implementing human rights education and training.

4. International and regional human rights mechanisms

At the both international and regional level, various human rights mechanisms exist and are available to be used for the promotion and implementation of human rights education and training. In turn, human rights education and training promotes the application of human rights mechanisms by States, relevant government authorities and civil society actors.

In light of Article 12 and particularly Article 13, we consider that the Universal Periodic Review process and the monitoring system of human rights treaties, as well as the Special Procedures of the Human Rights Council are of the utmost importance for such international mechanisms within the UN system.

In this regard, we call upon all Member States, once the declaration is adopted, to demonstrate in practice their commitment to human rights education and training by including “information on the measures that they have adopted in the field of human rights education and training in their reports” to relevant bodies of such mechanisms.

As for the monitoring bodies of human rights treaties and the Special Procedures mandate holders, we would like to expect them to incorporate human rights education and training in the activities within their respective mandates, with appropriate cooperation with and support from Member States by, *inter alia*, making recommendations to the Member State concerned, regarding its national policies on human rights education and training or on specific thematic issues, respectively.

5. Toward adoption and proclamation of the declaration

Based on the assessment and the views with an emphasis expressed in this statement, we support the draft declaration that should be adopted by the Human Rights Council without vote.

We are aware that in some cases human rights education has been implemented effectively, and in some other cases, it has faced very difficult challenges. Once this declaration is adopted, we believe that its implementation, particularly Article 1, will contribute to the reduction of difficult challenges in effective and mutually cooperative manners by all relevant stakeholders including the government, relevant governmental authorities, NGOs and other civil society actors.

We would like to stress the significance and impact of the eventual proclamation of the declaration by the General Assembly, whereby international standards for human rights education will be officially proclaimed by the UN for the first time, and we hope that it will be an opportunity for all stakeholders to work together to encourage a more conscious and robust culture of human rights in all countries.

Submission for NGO Joint Statement
on

**"Implementing the Internationally Agreed Goals and Commitments in regard to
Environmental Education"**

This statement is jointly submitted by 20 Organizations (listed hereafter) in ECOSOC consultative status and reflects discussions facilitated by the NGO Committee on the Environment and the Conference of NGOs in Consultative Relationship with the UN (CoNGO).

- World Movement of Mothers
- Planetary Association for Clean Energy (PACE)
- African Commission on Health Promoters and Human Rights (CAPSDHR)
- Al-Hakim Foundation
- Fundación Intervida
- GAIA MATER
- North South XXI
- Institute for Global Education (IGE)
- Institute for Planetary Synthesis (IPS)
- International Association of Peace Messenger Cities (IAPMC)
- International Alliance of Women (IAW)
- International Federation of University Women (IFUW)
- International Islamic Relief Organization-Saudi Arabia (IIROSA)
- International Network for the Prevention of Elder Abuse (INPEA)
- OCAPROCE International
- OSMTH (Sovereign Military Order of the Temple of Jerusalem)
- PAX ROMANA
- Women's World Summit Foundation (WWSF)
- World Federation for Mental Health
- Worldwide organization for Women

We appreciate the constructive work by Member States and the efforts in the various intergovernmental negotiations relating to the urgent problems posed by environmental degradation. We also value the recognition by many member states of the need to engage all of civil society to strengthen the work in partnership to deliver further progress. However, much work still lies ahead.

There has been a concerted effort related to environmental matters with the 2010 COP10 on the Convention on Biodiversity in Nagoya – Japan, the 2010 International Year on Biodiversity, preparatory meetings being convened for the forthcoming UN Framework Convention on Climate Change (UNFCCC) in Durban - South Africa, and the 2011 International Year of Forests.

With such emphasis on the environment, we consider that Environmental Education and human rights education related to environmental issues are an important part of the overall environmental agenda, and we call upon all Member States to demonstrate in practice their commitment to education by including Environmental Education as a means to understand and reconnect to the natural world, our environment, our home upon which we all rely for our physical, spiritual and cultural well-being.

As recalled in the Annex of this Statement, the need for Environmental Education has been highlighted in many international conferences and declarations since it first gained international recognition at the 1972 Stockholm Conference on the Human Environment. In recent years however, the focus has somehow shifted.

Environmental education concerns every individual, irrespective of their sex, age, race, religion or economic and social status, as well as every human group at every level from families to communities, from villages to regions and nations, from small local businesses to large transnational corporations.

Recalling the 2010 Gulf of Mexico oil spill and the recent Fukushima nuclear reactor accidents we also call for environmental education at the corporate level in order to prevent such ecological disasters and the ensuing human rights violations and abuses, and ensure the effective realization of a human rights-based approach related to a development agenda that takes into account environmental issues and recognition of duty-bearers and rights-holders.

Environmental Education should also include the principles of human dignity, inclusion, non-discrimination and equality, as well as economic, social, cultural human rights and most notably the Right to Life, Right to Food, the Right to clean drinking water and sanitation, the Right to Health, the Right to Peace...

Women form the most vulnerable group and have the most to lose as the Environment suffers, and yet women are also the main potential positive actors: caring is one of their core values, e.g. for each others, for future generations and for the larger environment. Girls and women should be the main target group for education in general and Environmental Education in particular.

The important role of families in informal Environmental Education should also be recognized and supported: families can be powerful actors in raising children awareness on the beauty and importance of Nature and the need to protect it; and it is mostly within the Family that Values can be transmitted, most notably Respect for other human beings and for Nature.

We therefore call on all Member States to make Environmental Education a reality and focus within the United Nations Decade of Education for Sustainable Development and their national sustainable development strategies.

We also call on all Member States from the UNECE region to recognise and implement Environmental Education in their Education for Sustainable Development program at their seventh UNECE Ministerial Conference "Environment for Europe" which will take place this year in Kazakhstan. We believe that a healthy and sustainable environment is a prerequisite for sustainable development.

Annex: International declarations and agreements on Environmental Education

The need for Environmental Education first gained international recognition at the Stockholm 1972 UN Conference on the Human Environment¹⁾ wherein Principle 19 of the corresponding Declaration states: "Education in environmental matters, for the younger generation as well as adults [...] is essential in order to broaden the basis for an enlightened opinion and responsible conduct by individuals, enterprises and communities in protecting and improving the environment in its full human dimension".

This was followed in 1975, with an international workshop in Environmental Education held in Belgrade and which resulted in a framework of understanding on Environmental Education, later referred to as "the Belgrade Charter"²⁾, with goals, objectives and guiding principals for Environmental Education programmes.

According to the Belgrade Charter, the goal of Environmental Education is "to develop a world population that is aware of and concerned about the environment and its associated problems, and which has the knowledge, skills, attitudes, motivations and commitment to individually and collectively work toward solutions of current problems and the prevention of new ones"; the objectives of Environmental Education are: awareness, knowledge, attitude, skills, evaluation ability and participation. The principal audience for Environmental Education

is the general public, in both the formal education sector (from schools to Universities), but also in the non-formal education sector (family, workplace, decision makers...)

In 1977, 66 Member States participated in the first Intergovernmental Conference on Environmental Education that was jointly organized by UNESCO and UNEP in Tbilisi in 1977. The Tbilisi Declaration³⁾ recommended the adoption of 10 criteria to develop Environmental Education at the national, regional and global levels. It also endorsed goals, objectives and guiding principles for Environmental Education.

This first Tbilisi Intergovernmental Conference on Environmental Education was followed by 3 anniversary conferences, held every 10 years. The last one, Tbilisi+30⁴⁾ was held in 2007 in Ahmedabad, India, and drew "attention to a new sense of urgency and the need for a new, broader approach to Environmental Education in a very different social, economic and political climate, and knowledge environment to that of 1977 when the Tbilisi Declaration was formulated".

Indeed, at the 1992 Rio Earth Summit, Environmental Education became part of Agenda 21⁵⁾, Chapter 36: promoting education, public awareness and training. Agenda 21 built on the achievement of the Tbilisi Declaration that notably highlights the interdependence between social, cultural, economic and political aspects of human behaviour, and the way we treat the environment and each other. Environmental education is not only about nature: environmental problems are social problems, caused by the behaviour of people.

More recently, the United Nations Decade of Education for Sustainable Development⁶⁾ (2005-2014) was launched, with UNESCO as the lead agency. The idea is to "integrate the principles, values, and practices of sustainable development into all aspects of education and learning, in order to address the social, economic, cultural and environmental problems we face in the 21st century". Education for Sustainable Development broadens the concept of Environmental Education.

In 2000 UNESCO had already endorsed the Earth Charter⁷⁾, whose 14th principle is to "Integrate into formal education and lifelong learning the knowledge, values and skills needed for a sustainable way of life", and whose 11th principle "affirm gender equality and equity as prerequisites to sustainable development and ensure universal access to education, health care and economic opportunity". The first 3 recommendations (out of 10) of an Earth Charter +10 Conference in India in November 2010 relate to formal and non-formal education.

At the regional level, the UNECE strategy for Education for Sustainable Development⁸⁾ was adopted in Vilnius in 2005 "to encourage UNECE member States to develop and incorporate education for sustainable development into their formal education systems, in all relevant subjects, and in non- formal and informal education. This will equip people with knowledge of and skills in sustainable development, making them more competent and confident and increasing their opportunities for acting for a healthy and productive life in harmony with nature and with concern for social values, gender equity and cultural diversity".

In 2007 the sixth Ministerial Conference "Environment for Europe" was held in Belgrade, Serbia. It was the first time in the history of this process that a Joint Session of Environment and Education Ministers took place and Ministers and Heads of delegation from 51 countries from the UNECE region adopted a joint Declaration "Building Bridges to the Future⁹⁾".

References

¹⁾ Declaration of the United Nations Conference on the Human Environment - Stockholm - 1972:

<http://www.unep.org/Documents.Multilingual/Default.asp?documentid=97&articleid=1503>

2) The Belgrade Charter – 1975:

<http://www.envir.ee/orb.aw/class=file/action=preview/id=1011467/The%2BBelgrade%2BCharter.pdf>

3) The Tbilisi declaration - 1977: <http://www.gdrc.org/uem/ee/tbilisi.html>

4) The Tbilisi +30 Declaration - 2007: <http://tbilisiplus30.org>

5) Agenda 21, Chapter 36: Promoting education, Public awareness and training: http://www.un.org/esa/dsd/agenda21/res_agenda21_36.shtml

6) UN decade of Education for Sustainable Development (2005-2014): <http://www.desd.org/>

7) Earth Charter - 2000:

<http://www.earthcharterinaction.org/content/pages/Read-the-Charter.html>

8) ESD in the UNECE region - Strategy for ESD - Vilnius 2005:

<http://www.unece.org/env/documents/2005/cep/ac.13/cep.ac.13.2005.3.rev.1.e.pdf>

9) DECLARATION "Building Bridges to the Future", SIXTH MINISTERIAL CONFERENCE "ENVIRONMENT FOR EUROPE" BELGRADE, SERBIA - October 2007 :

<http://www.unece.org/env/documents/2007/ece/ece.belgrade.conf.2007.8.e.pdf>



OSMTH (Sovereign Military Order of the Temple of Jerusalem)

OSMTHORAL STATEMENT

PRESENTED DURING PANEL 5 AT THE CSW55
UNITED NATIONS NEW YORK, MARCH 2, 2011

CO- SPONSORED BY THE FOLLOWING ECOSOC ACCREDITED NGOs:

IAW(International Alliance of Women) (General Consultative Status)

IIROSA(International Islamic relief organization- Saudi Arabia) (General Consultative Status)

ICJW(International Council of Jewish Women) (General Consultative Status)

OSMTH(Sovereign Military Order of the Temple of Jerusalem) (Special Consultative Status)

INPEA(International network for the Prevention of Elder Abuse) (Special Consultative Status)

WFMH (World federation for Mental health) (Special Consultative Status)

David M. Kennedy Canter (Special Consultative Status)

ICW(International Council of Women) (Special Consultative Status)

3 HO Foundation (Roster Status)

Thank you Mr President,

I speak in the name of 9 NGOs

We support the UN Millennium Development Goals and the Convention on the Elimination of All Forms of Discrimination against Women, the work of the Commission on the Status of Women, and we welcome the new UN Women entity for gender equality and the empowerment of women.

Mr President, the empowerment of women and gender equality are at risk in many areas of the world. We take note of four threats in the immediate future to women's security and economic empowerment; land price increases, energy cost increases, unavailability of clean water and food price increases. These threats to the status of women can be reduced by forward-looking and equitable governments which work to improve the lot of women. In the light of a fast ageing population in all regions of the world, older women and especially widows are often faced with tragic circumstances, rejected by society and without resources.

A population growing to 7 billion by 2015 is creating a greater stress on the available resources in three basic categories; water, food, and energy. We must ensure that the less favored of Humankind (and this refers primarily to women in many places), can have easy and equal access to those basic requirements of life.

Having the political right and the economic means to buy, own, or inherit land is, in many cases, a necessity to attain self-sustainability. Growing ones own food supplies (or at least some of them), is one way out of hunger and dependence. Having easy access to sufficient clean and safe water for consumption and sanitation, to low-priced food, and to affordable renewable energy should be a top priority of governments. These are often denied to women because of their gender, economic or education level.

We call upon the United Nations, its constituent bodies, and all member states to work in a spirit of peace and cooperation, with respect and appreciation to the different cultures of the world, to develop and implement policies to eradicate hunger and thirst. This will assure availability of these fundamental resources. These resources must be made accessible, without sex-based limitation to all. We believe strongly that civil society stake holders, and specifically, NGOs can help United Nations Member States in this very noble endeavour and welcome the opportunity to do so.

The Millennium Development Goals and Women's Rights are inseparably linked.

Thank you Mr. President

55th Session of the Committee on status of Women

FEMALE SLAVERY

A Panel and Video Presentation on the status of Women and Girls forced into slavery in both developed and underdeveloped world, Organised and sponsored by OSMTH (Sovereign Military Order of the Temple of Jerusalem)

MONDAY FEBRUARY 28th 10 AM

CHURCH STREET CENTER

HARDIN ROOM 11TH FLOOR

PRESENTATION BY

**ROB MARCARELLI,
An AWARD WINNING DOCUMENTARY FILM MAKER**

March 2011

Joint NGO Statement

The UN Human Rights Council 16th session (28 February-25 March, 2011)
Agenda Item 5: Human rights bodies and mechanisms

The Draft UN Declaration on Human Rights Education and Training

HUMAN RIGHTS EDUCATION ASSOCIATES (HREA)
INTERNATIONAL ORGANIZATION FOR THE RIGHT TO EDUCATION AND FREEDOM OF EDUCATION (OIDEL)
ASSOCIATION POINTS-CŒUR (APC)
INTERNATIONAL NETWORK FOR THE PREVENTION OF ELDER ABUSE (INPEA)
UNITED NETWORK OF YOUNG PEACEBUILDERS (UNOY PEACEBUILDERS)
MYOCHIKAI (ARIGATOU FOUNDATION)
INTERNATIONAL MOVEMENT AGAINST ALL FORMS OF DISCRIMINATION AND RACISM (IMADR)
INTERNATIONAL ASSOCIATION FOR RELIGIOUS FREEDOM (IARF)
SOVEREIGN MILITARY ORDER OF THE TEMPLE OF JERUSALEM (OSMTH)
INTERNATIONAL CATHOLIC CHILD BUREAU (ICCB)
WORLD WIDE ORGANIZATION OF WOMEN (WOW)
SOROPTIMIST INTERNATIONAL
SERVAS INTERNATIONAL
ASIAN FORUM FOR HUMAN RIGHTS AND DEVELOPMENT (FORUM-ASIA)
INTERNATIONAL ORGANIZATION FOR THE ELIMINATION OF ALL FORMS OF RACIAL DISCRIMINATION (EAFORD)
AL-HAKIM FOUNDATION
INTERNATIONAL ASSOCIATION OF PEACE MESSENGER CITIES (IAPMC)
PLANETARY ASSOCIATION FOR CLEAN ENERGY (PACE)

Thank you Mr. President.

I speak on behalf of 19 organisations.

This statement reflects views of NGOs expressed in discussions facilitated by the NGO Working Group on Human Rights Education and Learning of the Conference of NGOs (CoNGO) and through an international network, Human Rights Education Associates (HREA).

We support the draft text of the UN declaration on human rights education and training.

Many NGOs made substantial contributions to the drafting process since its very beginning.

We stress the following.

Human rights education is a sustainable endeavour for dealing with the root causes of human rights violations and abuses, contributing to the prevention of such violations and abuses.

Human rights education is a lifelong process for all persons, regardless of age, and including women, men, children, indigenous peoples, persons with disabilities, elders, migrants, and all minorities and vulnerable groups of people.

The effective implementation of human rights education requires the rights-based approach.

As article 1 of the draft declaration stipulates, we call upon all Member States to make efforts to ensure that everyone has access to human rights education and training.

Such efforts should take into account various settings, whether public or private, formal, informal or non-formal.

Languages and methods suited to the local specific needs and conditions should be utilised.

At the international level, the Council's Special Procedures and UPR should be recognised as contributory mechanisms for the effective implementation of human rights education.

Mr. President,

The declaration will be a significant momentum for the UN to officially proclaim international standards for human rights education.

We hope that it will be an opportunity for all stakeholders, including civil society and all governmental authorities, to work together to encourage a more conscious and robust culture of human rights in all countries.

Thank you Mr. President.

Facilitated by



**An invitation to
A Side Event**
In parallel with the 18th Session of the Human Rights Council

Diplomacy and Human Rights

Tuesday, 13th September, 2011

12h00 – 15h00, Room XXVII

Palais des Nations, Geneva

| |
|-----------------|
| Speakers |
|-----------------|

Dr Douglas Johnston

President, International Center for Religion & Diplomacy/ICRD

Scott Sheeran

Co-Director of the LLM in International Human Rights and Humanitarian Law -
University of Essex

Fawzia Al Ashmawi

International Islamic Relief Organisation, Saudi Arabia/IIROSA

Oliver Rizzi Carlton

United Network of Young Peace-builders; Chair of WG on Culture of Peace

Moderator: Dr Marcel de Picciotto

Deputy Grand Commander, Ordo Supremus Militaris Templi Hierosolymitani

Questions and Answers will be welcomed

(Not yet available on the UN website at the time of the editing of this document)

This written statement, initiated by OSMTH (Sovereign Military Order of the Temple of Jerusalem) is jointly submitted by 2 NGOs in consultative status with ECOSOC.

- OSMTH (Sovereign Military Order of the Temple of Jerusalem)
- Al HAKIM foundation

Clean Water access, Food cooking, Deforestation and Human Rights

We fully endorse and support the United Nations Millennium Goals, and especially Millennium Goal N°1 on eradication of hunger and extreme poverty, Millennium goal 3 on promotion of gender equality and empowerment of women, and Millennium goal 7 on environmental sustainability, and appreciate the constructive work by Member States and the efforts in the various intergovernmental negotiations relating to the urgent problems posed by environmental issues, with notably the 2010 COP10 on the Convention on Biodiversity in Nagoya, Japan, the 2010 International Year on Biodiversity, preparatory meetings being convened for the forthcoming UN Framework Convention on Climate Change in Durban, South-Africa, and the 2011 International Year of Forests. We refer to Resolution 7/14 on the right to food of the Human Rights Council on March 27, 2008.

We refer also to Kofi Annan, Secretary General of the United Nations, stating that, “access to safe water is a fundamental human need and therefore a basic human right”.

We also fully acknowledge that the present lack of availability of safe clean water and of energy in many areas of this world are major challenges to human rights and especially to the right to food, the right to clean water, the right to health and to the empowerment of women through its consequences.

Making the need to access to safe clean water at an affordable price for all a reality and a world emergency

We urge member states to support and to make a reality the access to safe clean water at an affordable price for the populations concerned in every parts of the world.

The concept of providing access at an affordable price to safe clean water encompasses the costs of providing the water, yet also is a fair measure as more wealthy populations would pay a little more than those less wealthy.

We recognize with hope the recent discovery of huge reserves of water underneath the African continent. Water issues are and will become more and more crucial and strategic in the future. If they are not solved, we will see many uprisings and conflicts devastating already fragile economies and threatening.

We recommend to the Human Rights Council Member States that they recognize that “the need to access to safe clean water at an affordable price for all is a world emergency”.

Cooking one's food without the requirement to harvest wood

As deforestation is a major threat for our planet, and the collection of wood to cook food has been recognized as one causes, especially in desert threatened areas, We urge and to fully support and develop the concept of the “solar cookers” as an energy friendly way to cook one's food.

Therefore, we strongly encourage the usage of Solar cookers for cooking food as a reusable and very inexpensive solution (-less than one euro/dollar per household) to deforestation especially in desert threatened regions, as well as a very energy friendly solution to liberating women (-and children) from having to walk miles and miles to harvest wood to cook their food.

We urge to consider the Human Rights Council to consider closely this concept, and support its development and implementation wherever possible thought the United Nations related agencies.

Enhancing Human Rights to Education and health

As women (and children) are often in those areas most targeted by these two measures, the ones who spend hours and hours a day to collect wood and water, Both these measures would allow these women to free some time for personal use, for their own education as well as that of their children: We deeply think that it is not compatible with Human Rights that some people have to spend multiple hours a day just to collect basic supplies to support their life.

Health issues are closely related to access to clean water. As states have less and less resources, they should look closely at measures that will give them sustainable returns: providing access to clean water at an affordable price and preventing deforestation will lower the cost of disease prevention and treatment, will enhance local food productivity, not only by the new availability of water, but also by the supplement of time freed to cultivate land and grow food not just to sustain one's family.



ORDO SUPREMUS MILITARIS TEMPLI HIEROSOLYMITANI (OSMTH)
Sovereign Military Order of the Temple of Jerusalem

JANUARY 23, 2015

WRITTEN STATEMENT TO THE NGOCSW-NY

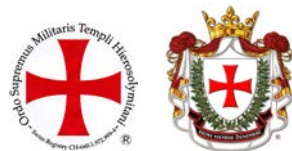
OSMTH supports the UN Millennium Development Goals and the Convention on the Elimination of All Forms of Discrimination against Women, the work of the Commission on the Status of Women, and we welcome the new UN Women entity for gender equality and the empowerment of women

Empowerment of women and gender equality are at risk in many areas of the world. We take note of five threats in the immediate future to women's security and economic empowerment; land price increases, energy cost increases, unavailability of clean water, food price increases, and religious intolerance. These threats to the status of women can be reduced by forward-looking and equitable governments which work to improve the lot of women. In the light of a fast ageing population in all regions of the world, older women and especially widows are often faced with tragic circumstances, rejected by society and without resources

A population growing to 7 billion by this year is creating a greater stress on the available resources in three basic categories; water, food, and energy. We must ensure that the less favored of Humankind (and this refers primarily to women in many places), can have easy and equal access to those basic requirements of life. Having the political right to earn a decent living and therefore have the economic means to buy, own, or inherit land is, in many cases, a necessity to attain self-sustainability. Growing one's own food supplies (or at least some of them), is one way out of hunger and dependence. Having easy access to sufficient clean and safe water for consumption and sanitation, to low-priced food, and to affordable renewable energy should be a top priority of governments. These are often denied to women because of their gender, economic or education level

We call upon the United Nations, its constituent bodies, and all member states to work in a spirit of peace and cooperation, with respect and appreciation to the different cultures of the world, to develop and implement policies to eradicate hunger and thirst. This will assure availability of these fundamental resources. These resources must be made accessible, without sex-based limitation, to all. We believe strongly that civil society stakeholders, and specifically, NGOs can help United Nations Member States in this very noble endeavor and welcome the opportunity to do so. The Millennium Development Goals and Women's Rights are inseparably linked

Col. Dr. Marcel de Picciotto International Grand Commander



ORDO SUPREMUS MILITARIS TEMPLI HIEROSOLYMITANI (OSMTH)
Sovereign Military Order of the Temple of Jerusalem

New York, United States of America and Geneva, Switzerland, November 11, 2014

Statement from the Sovereign Military Order of the Temple of Jerusalem (O.S.M.T.H.) on the bombing of school in Potiskum Nigeria.

Brigadier General Patrick Rea, the Grand Master of O.S.M.T.H., speaking on behalf of O.S.M.T.H.'s 23 member nations has expressed condemnation of the November 10th bombing attack against innocent school children in the north-eastern Nigerian town of Potiskum.

Col Dr Marcel de Picciotto, Grand Commander of O.S.M.T.H and chief of Mission at the United Nations in Geneva, indicated that the world's leaders and humanitarian organizations must heighten their attention and support towards ending this violence directed against Nigeria's most vulnerable. He further emphasized that targeting children never serves any cause and is a direct violation both of human rights and of the word of God .

O.S.M.T.H. works with and through other Chivalric Orders, the senior leadership of different nations, and with other Non-Governmental Organizations [NGO] in order to provide humanitarian aid and other involvement in resolution of serious humanitarian needs or conflict.



Statement on the refugee situation

by the Conference of NGOs in Consultative Relationship with the United Nations „CoNGO“
70 Years United Nations and Cooperation with NGOs
„Shared Ideals, Shared Values, Shared Futures“

War and civil war in the Near East as in Afghanistan has forced countries and to seek refuge part, the refugees are staying that one day they can return have been dashed, while day. Families have abandoned all hope. In desperation, they seek security and peace in which they and their children can live.



East, Syria, and Iraq as well millions to flee their elsewhere. For the most in the region in the hope to their homes. Their hopes conditions worsen by the

Every day for the past few months thousands have been pouring into Europe under extremely dangerous and exacerbating conditions. National governments are reacting reluctantly and ambiguously. Communities, NGOs and civil society are trying to take care of the refugees and find ways of offering them a fresh start and some prospects for the future.

Living as we do in a globalized world, everybody, including those in the 'rich' and developed countries, are witnessing anew the consequences of war and conflict, violations of human rights and gross economic inequalities. The plight of the refugees puts in question our credibility on our basic principles.

NGOs and civil society have assumed a leading role in organizing relief and care for refugees. Were it not for the commitment and support of NGOs and thousands of volunteers on a daily basis, the past few weeks would have seen an even more disastrous humanitarian crisis. We know that NGOs will continue and not slacken in this task.

The ultimate goal is to help find durable solutions that will allow the refugees to rebuild their lives in dignity and peace. Successful inclusion means providing full heartedly every kind of professional support, securing chances for development, well-being and self-sustaining livelihoods in receiving countries and their home regions alike.

We urge the international community to bring pressure to bear on the countries involved in conflicts to undertake every effort to start peace talks or, at least, enter into negotiations for a ceasefire.

The Conference of NGOs in Consultative Relationship with the United Nations (CoNGO) and many civil society groups in compliance with United Nations Development Goals, Human Rights and the aims of UNHCR, appeal to governments in Europe and worldwide to make special and sustainable efforts to deal with the crisis, while acknowledging and drawing on the experience of

NGOs in creating humane and sustainable solutions for the people, families and children who have fled violence, inhumane conditions and death.

Statement by the members of the CoNGO Board meeting Vienna, Austria October 7, 2015