

9th session of IGWG  
Second draft of conclusions and recommendations as of 28 October 2011  
Item 6: Thematic discussion on the role of education in combating racism, racial  
discrimination, xenophobia and related intolerance

A. (AG): The WG reiterates the necessity of taking concrete actions for the effective implementation of [relevant] provisions of the DDPA relevant [in relation] to the role of education in combating racism, racial discrimination, xenophobia and related intolerance.

1. [The Working Group emphasizes the importance of the DDPA as an indispensable [valuable] source for education and encourages Member States and other relevant stakeholders to include information about DDPA and its basic content and theme in educational plans and programmes [materials] and to disseminate them widely.] EU, AG.

1.1. Argentina: The WG encourages States to consider the DDPA and the OD of the Durban Review Conference in the elaboration of educational programmes and plans

1.2. The Working Group recognizes the important role of education in combating racism, racial discrimination, xenophobia and related intolerance, in particular in promoting the principles of tolerance and respect to ethnic, religious and cultural diversity and preventing the proliferation of extremist racist and xenophobic movements and propaganda, especially among the youth (Russian Federation, AG)

Brazil: encourages the distribution of the DDPA in schools

EU: Production of age-appropriate materials based on the DDPA  
EU: to include paras. 121-124 from the DDPA

1.3. Further encourages OHCHR to collaborate with UNESCO and other relevant stakeholders to design and issue age-appropriate educational materials aimed at increasing awareness of the DDPA and the OD of the Durban Review Conference for the use of children and young people and also to make the aforementioned materials available online (Brazil, Russian Federation).

1.4. The WG commends the important role played by UNESCO in relation to education against racism and in particular the role of its slave route project which will contribute to the breaking of silence on the role of trans-Atlantic slave trade in the emergence of the modern world. AG  
EU: this para should reflect correctly para. 119 of the DDPA

1.5. The WG urges States to introduce and, as applicable, to reinforce anti-discrimination and anti-racism components in HR programmes in school: curricula to develop and improve relevant educational materials, including history and other text books, and to ensure that the teachers are effectively trained and adequately motivated to shape attitudes and behavioral patterns, based on the principles of non-discrimination, mutual respect and tolerance. AG

1.6. The WG recommends that States introduce, or reinforce HR education, with a view to combating prejudices which relate to racial discrimination and to promoting understanding, tolerance and friendship between different racial or ethnic groups, in schools and in institutions of higher education, and support public formal and non-formal education programmes designed to promote respect for cultural diversity and self-esteem of victims. AG

1.7. The Working Group encourages States and relevant stakeholders to ensure that women and girls can fully exercise their human rights in all spheres of public life in line with the DDPA and the Outcome Document of the Durban Review Conference and thereby promote their access to education and training at all levels (EU)

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2. The Working Group calls on States to ensure equality and non-discrimination with regard to access to education and training [career development] in the educational sector. EU

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2.1. The WG urges States to take all appropriate measures to eliminate obstacles limiting access to good quality education [of a good quality]. It further urges States to commit resources to eliminate, where they exist (Japan), inequalities in all educational outcomes (AG)

2.3. The Working Group encourages national, regional and local authorities to develop programmes for the promotion of tolerance and respect for diversity, with special emphasis on children.

3-4. [The Working Group notes [welcomes] the positive contribution made by the new information and communications technologies, including the Internet, in combating racism through rapid and wide-reaching communication and encourages all stakeholders, including Governments and OHCHR to use these technologies to combat manifestations of racism, racial discrimination, and xenophobia and related intolerance (AG) in cyber space.] EU.

4.5. The Working Group invites stakeholders, in particular Governments, to ensure cross-cultural interactions and genuine dialogue within educational initiatives as promoted by the Alliance of Civilizations launched by the SG of the UN in 2006. The Working Group encourages Governments to develop creative educational tools, [including through the usage of Internet], to promote appreciation of diversity among youth. EU

5-6. The Working Group emphasizes the important role of formal and non-formal education for deconstruction of prejudices, positive change of negative perceptions, enhanced understanding and social cohesion. To this end, the Working Group encourages States to implement educational activities and measures including human rights training (AG) at various levels and sectors to prevent and combat effectively racism, racial discrimination, xenophobia and related intolerance.

6.1. The Working Group underlines that misusing the education in politicized purposes, in particular, through unilateral revision, manipulation, falsification or concealment of historical facts, teaching stereotypes, contribute to the increase of racism and xenophobia (Russian Federation)

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7. The Working Group notes the complex linkages between education, identity-building and outburst outbreak of conflicts (AG). In this regard, the Working Group encourages Governments to ensure that textbooks and other educational materials reflect accurately historical facts, [in particular with regard to the trans-Atlantic, Mediterranean and Indian Ocean slave trades, apartheid, colonialism, Holocaust and genocide (EU, AU).

[trans-Atlantic] slavery, slave trade, transatlantic slave trade, apartheid, colonialism and genocide (Algeria, para 99Decl, add 98) [the Holocaust and other crimes committed by Nazis (RF), fascism,

Stalinism (EU) racially motivated crimes committed by colonial powers (RF) and genocide, indigenous peoples and minorities] and do not incite to hatred]. EU]

SA: (para. 119 of the DDPA) slavery and the trans-Atlantic, Mediterranean and Indian Ocean slave trades (AG, EU)

AU: para. 68 of the OD

6-8. The Working Group [invites] encourages the Office of the United Nations High Commissioner for Human Rights to assist stakeholders to provide human rights education or training with a strong anti-discrimination component for students in schools and universities, [but also for journalists, judges, lawyers, police, border control, humanitarian workers, staff involved in peacekeeping and peace-building operations.] and also for state officials, civil servants, judges, law enforcement officials and military personnel, staff involved in peacekeeping and peace-building operations, as well as for teachers, trainers and other educators and private personnel acting on behalf of the States (AG, Morocco). The Working Group notes the importance of focusing on effective prevention of racism, racial discrimination, xenophobia and related intolerance during such trainings, in accordance with the provisions of ICERD and DDPA.

Proposals received from the Russian Federation:

The Working Group recognizes the important role of education in combating racism, racial discrimination, xenophobia and related intolerance, in particular in promoting the principles of tolerance and respect to ethnic, religious and cultural diversity and preventing the proliferation of extremist racist and xenophobic movements and propaganda, especially among the youth (Russian Federation):

The Working Group underlines that misusing the education in politicized purposes, in particular, through unilateral revision, manipulation, falsification or concealment of historical facts, teaching stereotypes, contribute to the increase of racism and xenophobia (Russian Federation):

