



**INTERNATIONAL TRAINING CENTRE ON HUMAN RIGHTS AND
PEACE TEACHING (CIFEDHOP)**

EIP-INDIA and INDIAN INSTITUTE FOR PEACE, DISARMAMENT &
ENVIRONMENTAL PROTECTION (IIPDEP)

REGIONAL TRAINING SESSION ON HUMAN RIGHTS, PEACE
EDUCATION & UPR (Universal Periodic Review of the UN)

JANUARY 29-30 2011, PUNE (INDIA)

Organized by CIFEDHOP, Geneva, EIP-India and IIPDEP

CONCISE REPORT

CIFEDHOP, with the help of EIP India and IIPDEP, organized a Regional Training Session on Human Rights, Peace Education and UPR (Universal Periodic Review of UN) from 29-30 January 2011 at Pune (India). 86 participants mostly teachers and some NGOs from all parts of India attended the seminar.

On behalf of CIFEDHOP and EIP India, welcome address was delivered by Dr. Nalini Kurvey, President of EIP-India, and former participant in a CIFEDHOP training in Geneva.

She recalled that EIP India started working since 1995 and has conducted, with the support of CIFEDHOP, five National trainings and seven regional trainings, seminars and workshops for teachers, NGOs and Government officials in many cities in India. Trained participants from such training sessions are organizing seminars and short training sessions in their respective areas of activity.

She explained the role of CIFEDHOP, which was created in 1987 by the [World Association for School as an Instrument of Peace](#) (EIP), a non-governmental organisation which has acquired

consultative status with ECOSOC, UNESCO, ILO, Council of Europe, African Commission on Human and Peoples' Rights and the International Organisation of the Francophonie.

CIFEDHOP is a semi-academic, multidisciplinary research and training centre whose projects are intended for teachers, trainers, researchers and other professionals in the fields of formal and informal education as well as activists from all areas of civil society.

CIFEDHOP's aims at the following objectives:

- the development of socio-legal basic knowledge base and instructional skills for teaching professionals specialized in human rights education;
- support to the development of educational circles in building awareness of the Universal Periodic Review (UPR) process and training professionals to participate in its implementation, ensuring that it is enforced in all nations.

Dr. Nalini said to the participants that if you are planning for the future, you must educate your children. This is the reason why CIFEDHOP is targeting teachers, who will inculcate Human Rights values in their pupils. If we wish to create a lasting peace we must begin with children. India has one of the largest educational systems of the world with the largest number of primary and secondary schools.

She stressed the necessity for such training sessions which are to introduce Human Rights ideas and the necessity of interactive learning to introduce different modes of action, participation and respect of students' rights as well as the opportunity of sharing experiences with each other.

Professor Subhash Ware, President of Akhil Bhartiya Seva Dal (All India Service Organization) in his key note stressed that Human Rights are a pre-requisite for peace, sustainable development and human security. He cited many examples in India regarding ignorance of Human rights granted to citizen by the Indian Constitution as well as by several acts and laws. However, people are not aware of their rights, which play a very important constructive role in the life of individuals, communities and nations as well as internationally.

Human Rights education is a new subject and still awaits recognition by various bodies of government. Due to lack of human rights education many times the custodian of human rights trampled the rights of citizens. Human rights education must be spread in nook and concern in India, and schools are the proper tool for this. In India, in every nook and corner, a school exists: from cities to remote villages. If teachers will be informed on human rights and peace, which is essential for development, they will educate their students who are going to be future citizens. Similarly, committed NGOs and concerned officials can also play an important role in disseminating information among people. Rightly informed and educated government officials will also observe the norms of Human rights in their day-to-day work.

Dr. Balkrishna Kurvey, President of the Indian Institute for Peace, Disarmament & Environmental Protection (IIPDEP), asked the participants the following question: “Why do we require such type of training?” India is moving towards development very fast and it is going to become one of the major powers in the world. But until and unless Human Rights are observed, India cannot become a major power. He said that he has seen and observed that countries where Human Rights are not observed and violated, peace is not in the society and in the communities.

Human Rights are a pre-requisite for peace and development. Peace and Human Rights are two sides of one coin. Our main aim is to arrange such types of training, which are very relevant for our sustainable development and a timely requirement for India.

Dr. Kurvey informed the participants about the deliberations and topics discussed in Geneva during the 5th International Training Session on UPR for the Actors in Civil Society and Education which was organized by CIFEDHOP from October 25th to November 3rd 2010. As part of a CIFEDHOP delegation, he has attended the United Nations’ 9th UPR Session in Geneva. He met and contacted many diplomats and interacted with them regarding the role of State in spreading Human Rights and peace Education through CIFEDHOP as well as through teachers and NGOs in their respective countries. He insisted on the responses by India to the recommendations received at the UPR on 10 April 2006 and adopted in the UN by the Plenary on 10 June 2008. He provided the list of recommendationd contained in Section II of the Report of the UPR Working Group A/HRC/8/26 by India. He also urged the participants to insist to get a response by India, and to encourage the State to agree that this information should percolate to the ground level. India is bound by the points agreed during the UN UPR session.

He explained the goal of CIFEDHOP’s Monitoring Platform on the follow-up of UPR and invited participants to share their own experiences on Human Rights Education. It is said at the UN that “As war started in the minds of men, peace also must start in the minds of men”. The role of teachers is very important to teach human rights and peace to students who are future citizens. When we teach a teacher, we teach a generation.

Mr. Rambhau Tupe, Vice-Chairman, Rayat Shishan Sansthya (People’s Education Society) informed the delegates that the Educational Society runs 700 schools in the province of Maharashtra, Gujarat, Madhya Pradesh and Karnataka. A total staff of 22,000 people works there, and more than 1 million students from nursery to graduate level are studying in the various schools.

In the Pune (Maharashtra) branch, at the Sadhana Vidyalaya & Junior College more than 17,500 students are studying from primary to graduate level.

Mr. Tupe promised that he will direct the Head master/Principals in his Education Institute to include Human Rights in teaching.

Session: UN Convention on human Rights & Fundamental Rights

Dr. Balkrishna Kurvey, addressed the delegates on the UN Convention of Human Rights and Fundamental Rights. The Universal Declaration of Human Rights was adopted by the United Nations General Assembly on 10 December 1948 at [Palais de Chaillot](#), Paris. The Declaration arose directly from the experience of the [Second World War](#) and represents the first global expression of rights to which all human beings are inherently entitled. It consists of 30 articles which have been elaborated in subsequent international treaties, regional human rights instruments, national constitutions and laws. The [International Bill of Human Rights](#) consists of the Universal Declaration of Human Rights, the [International Covenant on Economic, Social and Cultural Rights](#), and the [International Covenant on Civil and Political Rights](#) and its two Optional Protocols. In 1966 the General Assembly adopted the two detailed Covenants, which complete the International Bill of Human Rights; and in 1976, after the Covenants had been ratified by a sufficient number of individual nations, the Bill took on the force of international law.

The Fundamental Rights embodied in the Indian constitution, act as a guarantee that all Indian citizens can and will lead their lives in peace as long as they live under the Indian democracy. These civil liberties take precedence over any other law of the land. They include individual rights common to most liberal democracies, such as equality before the law, freedom of speech and expression, freedom of association and peaceful assembly, freedom of religion, and the right to constitutional remedies for the protection of civil rights such as habeas corpus. India is a party to the UN convention, signed and ratified it and is bound by all relevant treaties and their obligations.

Session: Children's Rights

Dr. Nalini Kurvey mentioned that the United Nations Convention on the Rights of the Child is an international human rights treaty that grants all children and young people (aged 18 and under) a comprehensive set of rights. India signed and ratified the treaty. When a country ratifies the convention, it agrees to do everything it can to implement it. The convention gives children and young people more than 40 substantive rights. These include the right to:

- 1) Special protection measures and assistance;
- 2) Access to services such as education and health care;
- 3) Develop their personalities, abilities and talents to the fullest potential;
- 4) Grow up in an environment of happiness, love and understanding;
- 5) Be informed about and participate in achieving their rights in an accessible and active manner.

All of the rights in the convention apply to all children and young people without discrimination. When States ratify the convention, they have an obligation to report to the Committee on the Rights of the Child.

WORKSHOP : Child Rights

Facilitator: Fadatare and Prashnt Kakade

WORKSHOP: Human Rights Methodology

Facilitator: Pradip Lande and Sanjay Raut.

The teachers were divided into small groups and were asked to discuss and come with examples about the rights which are followed in their schools and those which are violated. They had to search for the article number which relating to the corresponding statements and explain it in their language. This enabled all the participants to know the rights of the children. They were also encouraged to think about the rights which are violated and how. Also, they were asked to brainstorm on how they can rectify the situations and make their schools student friendly.

Some new ideas were shared by the participants, about equal participation and equal dignity to each child regardless of the gender, caste, economic status. The teachers were convinced that they have to respect the rights of children. Teacher will act as facilitators to the children.

They also discussed about the Human Rights Methodology as well as the follow-up of UPR India.

After the thanksgiving, the Seminar ended with a positive note from the delegates. They will arrange such seminars for their fellow teachers, NGOs, committed persons and teach their students.

Pune, India, February 12, 2011

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