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HUMAN RIGHTS COUNCIL

Tenth session
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**PROMOTION AND PROTECTION OF ALL HUMAN RIGHTS, CIVIL,
POLITICAL, ECONOMIC, SOCIAL AND CULTURAL RIGHTS,
INCLUDING THE RIGHT TO DEVELOPMENT**

**Report of the independent expert on minority issues,
Gay McDougall***

Addendum

**RECOMMENDATIONS OF THE FORUM ON MINORITY ISSUES
(15 and 16 December 2008)**

* Late submission.

I. EDUCATION

1. Education is an inalienable human right, and is more than a mere commodity or a service. Furthermore, education is a human right that is crucial to the realization of a wide array of other human rights, and an indispensable agency for the expansion of human capabilities and the enhancement of human dignity. Education plays a formative role in socialization for democratic citizenship and represents an essential support for community identity. It is also a primary means by which individuals and communities can sustainably lift themselves out of poverty and a means of helping minorities to overcome the legacies of historical injustice or discrimination committed against them.

2. The right to education is 001 T0 TwSsoctionc(tion ic(tion7(ri)-7(ri)nt toj0.6(9)10.5(f75.2(g)3)5.equ7(tionll

criteria to justify such distinctions, including criteria set out in specific instruments on minority rights. National and local contexts are important in the detailed application of educational responsibilities and Governments enjoy a margin of appreciation in applying the principles to particular contexts.

12. Principles of equality and non-discrimination permit the taking of special temporary measures. Such measures are mandatory when the conditions for their application are satisfied. Special measures or affirmative action should be used, for instan

34. In order to ensure effective access to education for members of minority communities, authorities should take immediate and positive steps to remove impediments resulting from poverty and child labour, homelessness, low nutrition levels, poor health and sanitation among the communities, as well as impediments that result from a policy of historical discrimination or injustice in realizing the right to education.
35. Difficulties in school enrolment and retention for displaced persons, members of nomadic

44. Human rights education for all should be made an integral part of the national educational experience.
45. Teaching staff should be provided with initial and ongoing training preparing them to respond to the needs of pupils from a variety of backgrounds.
46. Teacher training, including training of teachers from minority communities, should include anti-discrimination, gender sensitive and intercultural training.
47. States should strive to ensure that the school learning environment for members of minorities is welcoming and receptive to their needs and concerns.

64. State education authorities should ensure that the general compulsory curriculum for all in the State includes teaching of the history, culture and traditions of the minorities from the perspective of the minorities themselves. States should take measures to teach the community narratives of minorities to other groups.

65. The promotion of the cultural rights of minorities is necessary to further the fulfilment of their educational rights. These rights include access to written, audio and visual media materials in their own language in order to enrich the cultural lives of minorities. There must also be the free exchange of books and other educational materials and access to universities run by members of their national group in other States.³

66. Educational curricula should not include materials that stereotype or demean minorities, including compounded stereotyping of minority girls and women on the basis of both their national or ethnic belonging and their sex. Teachers and other education personnel should avoid the use of offensive names for an individual or a community or names not freely chosen by the individual or community concerned. Educational curricula taught to non-minority groups within the State should include materials designed to reduce stereotypes and racist attitudes towards minorities.

67. Members of the general population should have the opportunity to learn minority languages and thereby contribute to the strengthening of tolerance and cultural interchange within the State.

³ This provision is in accordance with article 2, paragraph 5, of the Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities.