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REPORT

drawn up on behalf of the Committee on Youth, Culture,
Education, Information and Sport

on the teaching of human rights in the European Community

Rapporteur: Mr G. ISRAEL

At its sitting of 10 April 1981, the European Parliament referred the motion for a resolution tabled by Mrs VAN DEN HEUVEL and others on the teaching of human rights in the European Community (Doc. 1-127/81) to the Committee on Youth, Culture, Education, Information and Sport.

On 24 September 1981 the Committee on Youth, Culture, Education, Information and Sport appointed Mr ISRAEL rapporteur.

It considered the draft report at its meetings of 25 February 1982, 17 May 1982 and 25 June 1982 and adopted it at the last of these meetings by 11 votes to 3 with 1 abstention.

The following took part in the vote: Mr BEUMER, chairman; Mr HAHN and Mr SCHWENKE, vice-chairmen ; Mr ISRAEL (rapporteur); Mr BEYER DE RYKE, Mr CHANTERIE (deputizing for Mr BROK), Mr FANTI, Mr FORTH (deputizing for Miss BROOKES), Mr HUTTON, Mr MEO (deputizing for Mr GERONIMI), Mr PAPAGEORGIU, Mr PAPAPIETRO (deputizing for Mr BUCCHINI), Mr PATTERSON (deputizing for Mr COTTRELL), Mr PEDINI and Mrs VIEHOFF.

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ANNEX

Motion for a resolution tabled by Mrs VAN DEN HEUVEL and others on the teaching of human rights in the European Community (Doc. 1-127/81)

The Committee on Youth, Culture, Education, Information and Sport hereby submits to the European Parliament the following motion for a resolution, together with explanatory statement:

MOTION FOR A RESOLUTION

on the teaching of human rights in the European Community

The European Parliament,

- having regard to its resolution of 16 November 1977 on the rights of the European citizen (Doc. 346/77),
 - having regard to the motion for a resolution tabled by Mrs VAN DEN HEUVEL and others on the teaching of human rights in the European Community (Doc. 1-127/81),
 - having regard to the report by the Committee on Youth, Culture, Education, Information and Sport (Doc. 1-483/82)
 - having regard to the Universal Declaration of Human Rights adopted by the United Nations General Assembly on 10 December 1948,
- A. whereas the United Nations General Assembly had proclaimed this Declaration as 'a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms',
- B. reaffirming its attachment to the European Convention for the Protection of Human Rights and Fundamental Freedoms, known as the European Convention on Human Rights, signed and ratified by all the Member States of the Community,
- C. whereas it has a duty to hand on to future generations the principles and ideals of human rights and fundamental freedoms forming an integral part of the common intellectual and moral heritage of the nations of Europe,

- D. whereas deeper awareness of and commitment to human rights is vital to the maintenance and furtherance of an understanding of peace in Europe and to the development of harmonious political, economic and social relations with the other peoples of the world,
- 1 Invites the Commission to call on the Member States to act on the recommendation of the International Congress on the teaching of Human Rights organized by UNESCO in Vienna (Austria) in September 1978;
 - 2 Invites the Commission to consider what action it can take to work out the common measures, such as pilot projects, for the teaching of human rights and to propose to the Council, in the context of cooperation on educational matters, a common definition of pedagogic and didactic objectives to be pursued in the teaching of human rights;
 - 3 Proposes the following criteria as a basis for these measures:
 - (a) the following subjects should be considered an integral part of the teaching of human rights: civil and political participation and control, economic responsibility and solidarity and peace.
 - (b) at pre-school level, envisaging measures to introduce children by means of games and creative and recreational activities to the concepts of racial and international fraternity, equality, respect for the right of others to be different, to the interest of different cultures and natural environments and to a knowledge of the life and customs of children in other parts of the world;
 - (c) in schools, ensuring that ample time is set aside in the teaching of such subjects as history, geography, economics and biology for the ideals of human rights, their origins, their development, the role they should play in relationships between individuals and between nations, the single origin of the human race and the scientific impossibility of establishing a hierarchy of the various races and cultures;
 - (d) in schools, promoting, via democratic student participation, optional activities and the acquisition of social, cultural and religious experience outside the school, as a further means of instilling an awareness of human rights;

- (e) in schools, ensuring that the teaching of human rights is completely effective by providing instruction on the decision-making, political, economic and legal systems of our societies as well as on the institutional foundations and mechanisms of the European Community, thus linking the teaching of Community affairs in the schools with the teaching of human rights;
- (f) proposing to the university institutions that they consider appropriate methods for developing suitable multi-disciplinary and interdisciplinary courses of study, involving legal and other subjects, for the teaching of human rights;
- (g) including the teaching of human rights in the Commission's pilot projects for teachers;
- (h) in the non-academic context, using all means including audio-visual, to alert non-governmental organizations, youth movements, sports bodies, socio-professional organizations and trade unions to the need to encourage a policy of knowledge of and respect for human rights;
- (i) encouraging a thorough knowledge of human rights in all teacher training colleges and courses, and in civil service, military and police colleges;
- (j) finally, inviting those in charge of education policy, teachers, leading figures from both sides of industry, youth leaders and all those concerned to do their utmost to make knowledge of human rights an integral part of the intellectual and moral education of all citizens of the European Community;

4 Instructs its President to forward this resolution to the Council and the Commission of the European Communities, to the Ministers of Education of the Member States, to the Secretary General of the Council of Europe and to the Director General of UNESCO.

EXPLANATORY STATEMENT

1 All education is based on the concept of justice. In terms of the development of the intellectual faculties of the individual, the revelation of truth must be seen as a way of bringing to fruition the potential which lies hidden within man. The very basis of the unformed mind consists in an instinctive feeling for what is just, that is, both true and fair. The teaching of human rights must therefore be based on this idea of a sense of justice inherent in the psychology of the individual, combined with the justice of what is being taught.

2 Because of their historical interdependence, the similarity between their cultures, and their comparable level of economic development, the countries of the European Community are faced with similar educational problems despite the differences in language and in the cultural content of individual education programmes. Thus there need be no fear that differences in mentality will make it impossible to create a common plan for teaching fundamental freedoms as an everyday code of conduct and as an ideal to be pursued in relation to humanity as a whole.

3 The teaching of human rights should be based primarily on the idea that each individual has the right to know his rights. The declaration of human rights applicable to all, their practice at all levels of educational development, their ethic, seen as a way of life, and the view of the world implied in them are essential for the intellectual and moral growth of the young people of Europe.

4 The teaching of human rights should not be confused with civic instruction. Each country has the right (of which it takes advantage) to educate its citizens in accordance with its concept of national history. Without removing the freedom of the teacher, the Member States use their education system to show pupils the civic virtues which will ensure national cohesion and the good of all. They explain the citizen's duties and the advantages of fulfilling them. The teaching of human rights is not aimed at

providing people with rules of conduct which will ensure an honourable place for them in society. On the contrary it is designed to inform the individual that, in addition to integration into society, he possesses the inalienable right to respect by the state for his physical and moral integrity and untrammelled development, and for the exercise of essential individual rights and fundamental freedoms.

5 Similarly the teaching of human rights should not be confused with the imposition of a moral order. Whenever a society or state attempts to define and impose, through education, respect for an order which has been established arbitrarily, it slips into totalitarianism. This can be clearly illustrated from both the past, through a study of facism and naziism, and the present, by considering the educational methods used by certain communist countries.

The teaching of human rights pursues aims which are directly opposed to totalitarianism. It is designed to arouse an awareness of and maintain those individual virtues which are considered essential for the freedom of all . It is a celebration of the individual seen as an inviolable absolute, without nevertheless denying the need for some form of social structure.

6 The teaching of human rights is an integrated form of education. Although it is acceptable to give specific training to lawyers specializing in the protection of human rights, the teaching of human rights seen as a way of imparting culture, that is, of promoting social integration in accordance with a specific ideal, must be present at all levels of intellectual development. The resolution attached to this report is therefore intended to lay down guidelines for education beginning at the most elementary level, continuing in secondary and university education and culminating in a form of permanent education within youth organizations, trade unions and political associations and parties.

7 At primary school level the sense of justice innate in every child must be exploited. Examples of injustice in the daily life of the children could be incorporated into the lessons so as to show the consequences of unjust behaviour. Children are

naturally antiracist. They should be shown that differences in colour, language or social status should not lead to discrimination. It is important to encourage a sympathetic interest in the different environments in which other children live, to exploit the attraction of the unknown, to describe examples of collective injustice in the recent past and to glorify fraternity and solidarity between young people in a world which is difficult and sometimes hostile. The teaching of human rights at primary school level should be based on the principle of equality and respect for the differences between men.

8 At secondary school level the first specific knowledge of human rights should be introduced. The teaching of history will help to develop this type of knowledge. Emphasis should be placed on the current implications of the serious violations of human rights which have scarred the history of humanity from ancient times to the present day. Nor should current violations of these rights be excluded. However, it must be remembered that teachers are not judges and that great care must be taken when attributing responsibility for the denial of human rights throughout the modern world. In this connection, lessons in secondary schools should always be placed in a historical context. Similarly, matters such as hunger in the world or the plight of refugees should be incorporated into the teaching of economic or sociological studies. Particular attention should be devoted to women's rights and the position of women.

The young European school-leaver should have sufficient knowledge of human rights to be able to understand the ideal they represent and the considerable difficulties encountered in implementing them.

9 At universities, in addition to the specific teaching of human rights in law faculties, the concept of international protection for human rights should be taught as an integral part of all disciplines. In political science the old theory of the 'pater familias', master of the life and death of his children, should no longer be taught and should be replaced by the principle of individual freedom. Likewise the concept of 'non-interference in the internal affairs of other countries', which is frequently used to reject any international action to help those suffering persecution, should be replaced by that of solidarity between

men which transcends frontiers and political regimes. Emphasis should also be placed on the fact that the free movement of persons and ideas constitutes an essential freedom and that it is unacceptable for persecution within a country to be combined with a prohibition on leaving that country.

Anthropology and sociology should isolate and attack the very idea of racism. Attention should be drawn, in a nondiscriminatory, purely scientific manner, to the wealth of ancient civilizations and their spiritual significance in relation to man's destiny, their beliefs, taboos and mysteries.

The teaching of natural and medical sciences should stress the importance of the right to life and of respect for this right. Research in these fields and medical ethics, the difficulties relating to the voluntary termination of pregnancy and to euthanasia should be studied in relation to the protection of the rights of the individual.

The arts should be seen as an illustration of human rights. The thematic importance should be stressed in connection with the celebration of the individual but care should of course be taken not to advocate literature which seeks to edify or art which is partisan. On the contrary, literary and artistic criticism should emphasize the author's freedom not to conform.

10 Adult education on the subject of human rights should respect the political views of each individual while at the same time promoting the idea that fundamental freedoms transcend ideological frontiers. Youth organizations, trade unions and other associations should be provided with audio-visual or written material produced by the government or by the associations themselves, in order to establish study groups and discussions on the subject of human rights.

11 Colleges of education are naturally responsible for teaching teachers. They should impart the techniques to be used in teaching human rights and provide specific courses on the legal and political aspects of human rights.

Civil service colleges will have special responsibility. Since their task is to train the men and women who will be responsible for relations between the citizen and the state, they should teach the need to make everyone aware of the possibilities for redress provided for by law. Since they also train diplomats, students must be made aware of the image presented by the European Community in relation to human rights, particularly in the Third World countries.

Military colleges have a very specific role to play. Since they are responsible for training soldiers and must inculcate a certain war mentality, they cannot be asked to reduce the operational potential of future officers and non-commissioned officers by diverting them from their prime objective, which is to fight. However, a law of war has gradually been established. The first Geneva conventions on prisoners of war should of course be taught, but particular attention should be devoted to the fourth convention (1948) on the protection of civilian persons in time of war. Emphasis should be placed on humanitarian law in general (history of the Red Cross in particular). The teacher should also devote some time to so-called revolutionary or subversive conflicts. In this connection attempts to obtain information, which is essential in this type of conflict, should take the utmost account of the dignity of the prisoners and any inhuman or degrading behaviour such as physical or moral torture should be totally excluded. As far as history is concerned, mention should be made of national armies who have lost their soul in this type of struggle.

Police colleges train officials in authority who are as a rule in direct contact with terrorism. The administrative and judicial police are responsible for ensuring that law and order is respected and for helping to bring the truth to light. In the vast majority of cases their professional ethic is sufficient to prevent the excessive use of authority, blackmail and violence. The teaching of this police ethic should be based on the idea that the individual has the right to know his rights and that under

the law he is protected by judges. The teaching of human rights to police officers is thus of a very specific nature and should be considered as the most essential aspect. It should emphasize the rights of suspects and detainees who, in addition to the legal protection provided by legislation, are entitled to respect for their dignity.

Criminals are protected by humanitarian considerations which should under no circumstances be violated. In this connection the abolition of the death penalty in all the Community countries should cast light in particular on relations between police officers and the most dangerous criminals. This education will strengthen the general tendency among the European police forces to carry out their dangerous job in a humane manner.

12 To conclude, young men and women in the European Community are eager for new knowledge and for ideals. School, which represents an initiation into democracy, can strengthen their natural yearning for more justice and more freedom. With the help of an integrated system of education, each young European could become a campaigner for human rights.

MOTION FOR A RESOLUTION (Doc. 1-127/81)

tabled by Mrs van den HEUVEL, Mr PENDERS, Lord BETHELL,
Mrs BADUEL GLORIOSO, Mr BETTIZA and Mr ISRAEL

pursuant to Rule 25 of the Rules of Procedure

on the teaching of human rights in the European
Community

The European Parliament,

- having regard to the Universal Declaration of Human Rights adopted by the United Nations General Assembly on 10 December 1948,
 - recalling that the United Nations General Assembly had proclaimed this Declaration 'as a common standard for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms',
 - reaffirming its attachment to the European Convention on Human Rights and Fundamental Freedoms signed in Rome on 4 November 1950,
 - deeply convinced of its solemn duty to hand on to future generations the principles and ideals of human rights and fundamental freedoms forming an integral part of the common intellectual and moral heritage of the nations of Europe,
 - being aware of the need, if human rights are to be better observed, for them to be better known and therefore better taught,
 - considering that better knowledge of human rights is vital to the maintenance and furtherance of an understanding and peace in Europe and to the development of harmonious political, economic and social relations with the other peoples of the world,
1. Invites the Member States of the European Community to take appropriate action to introduce or extend the teaching of human rights in schools and universities and outside the education system;
 2. Suggests to the Member States that they:
 - at pre-school level, consider measures to introduce children by means of games and creative and recreational activities to the concepts of racial and international fraternity, equality, respect for the right of others to be different, to the fascination of different cultures and natural environments, and a knowledge of the life and customs of children in other parts of the world;

- in schools, ensure that ample time is set aside in the teaching of subjects such as history, geography, economics, and biology to inculcate the ideals of human rights, their origins, their history, the role they should play in relationships between the individual and the State, the single origin of the human race and the scientific impracticability of attempts to establish any hierarchy of the various races and cultures;
 - in the universities, extend the teaching of human rights in faculties other than the law, especially politics, sociology, anthropology, science, medicine and the Arts,
 - in the non-academic context, use all means, including audio-visual, to alert non-governmental organizations, youth movements, sports bodies, socio-vocational organizations and unions to the need to encourage a policy of knowledge of and respect for human rights;
3. Regards it as a fundamental duty to encourage a thorough knowledge of human rights in all teacher training colleges and courses, and in civil service, military and police colleges;
 4. Believes that the governments of the Ten should act on the recommendations of the international Congress on the teaching of human rights organized by UNESCO in Vienna (Austria) in September 1978;
 5. Invites the governments of the Member States, those in charge of education policy, teaching staff, prominent persons in industry, youth leaders and all those concerned to do their utmost to make knowledge of human rights an integral part of the intellectual and moral education of all citizens of the European Community;
 6. Instructs its President to forward this resolution to the Council and the Commission, to the Ministers of Education of the Member States, to the Secretary-General of the Council of Europe and to the Director-General of UNESCO.

