



HUMAN RIGHTS DAY

JOURNÉE DES DROITS DE L'HOMME

10 December 2015

*“Respect for rights is not an abstract commitment enshrined in a charter, it is a daily fight and every day we must renew the practical means of waging that fight. The adoption by the United Nations of the new 2030 Agenda for Sustainable Development is one of the steps, practical and political, to advancing human rights. UNESCO is mobilized in all its fields of competence to build this future of dignity for all. The full realization of human rights requires access for all to quality education. It requires freedom of expression and press freedom, the protection of journalists and the media. It includes the right of everyone to take part in cultural life and to draw on the cultures of others so as to live better together. It involves the equitable sharing of progress in scientific research. This is UNESCO’s mission, and it has never been more relevant than now, 70 years after its foundation.”**

➡ **A Selection of UNESCO publications on Human Rights and related themes**

* Message from Irina Bokova, Director-General of UNESCO on the occasion of Human Rights Day (2015) - [English](#), [French](#), [Spanish](#), [Russian](#), [Arabic](#), [Chinese](#)

CELEBRATING THE HUMAN RIGHTS DAY

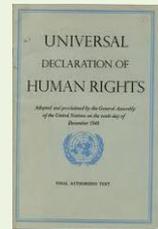
The Universal Declaration of Human Rights

On 10 December 1948, the United Nations General Assembly unanimously adopted the [Universal Declaration of Human Rights](#) (UDHR). Since then, 10 December is celebrated every year worldwide as Human Rights Day, to bring the UDHR to the attention 'of the peoples of the world'.

UNESCO's General Conference already on 11 December 1948 affirmed that the Declaration "has clear implications in every field of UNESCO's activity" and instructed the Director-General "to stimulate the dissemination of information about this Declaration" and "to direct his programme sections to employ the Declaration wherever possible in their programme activities" (*Records of the General Conference, 3rd session, resolution 8.1, 11 December 1948*).

The UDHR became the cornerstone for the development of international human rights law and laid down the basis for the universal and regional systems of human rights protection. It inspired the inclusion of human rights provisions in the constitutions and legislation of a great number of States.

[More on our website](#)



➔ **The Vienna Declaration and Programme of Action**, adopted by the World Conference on 25 June 1993, marked the beginning of a renewed effort in the protection and promotion of human rights and is regarded as one of the most significant human rights documents of the past quarter century - [More on the website of the Office of the High Commissioner for Human Rights](#)



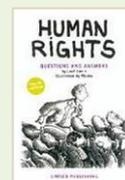
Human Rights issue - The UNESCO Courier, December 1951, no. 12

This very informative special issue on the *Universal Declaration of Human Rights* was published three years after its adoption by the United Nations General Assembly. René Cassin, Jaime Torres Bodet, Arnold J. Toynbee, Albert Einstein contributed to this issue.

Also available in [French](#) [*Les droits de l'homme*] and [Spanish](#) [*Los derechos del hombre*].

Access to 439 different translations of *The Universal Declaration of Human Rights*

Human Rights in Perspective



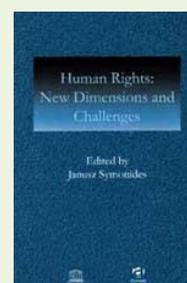
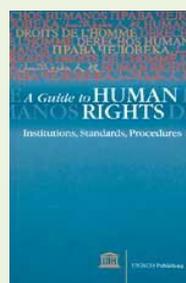
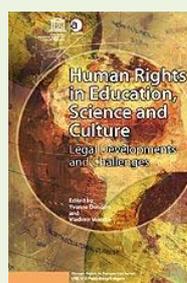
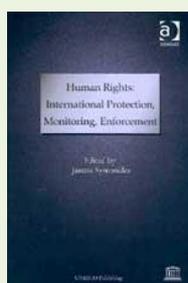
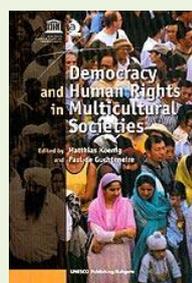
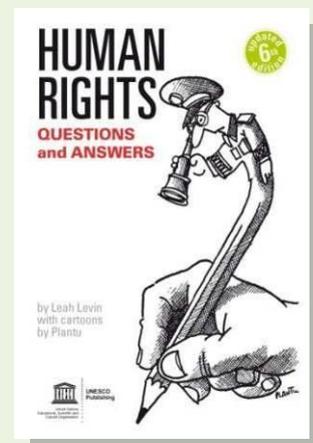
Human rights in perspective series

Human Rights: questions and answers (6th updated edition)

This new updated edition maintains the structure of the previous ones. The first part of the book presents an overview of the scope and content of international human rights law, procedures to monitor its implementation, organizations and institutions working for human rights, major international events, as well as new developments and challenges. The second part offers a brief commentary on the articles of the Universal Declaration of Human Rights explaining their meaning and providing examples on their practical implications.

A permanent feature of this publication, and one of the reasons of its success, are the cartoons of Plantu, a well-known French political cartoonist and a devoted human rights activist. His inspired illustrations add the force of art to the cause of human rights. 2012, 978-92-3-104238-6 (En).

This edition is also available in Greek and Korean. (First published in 1981 and updated several times and translated into over 30 languages. The 5th edition also exists in English, French [Droits de l'homme: questions et réponses] and Arabic.



Democracy and Human Rights in Multicultural Societies

This book examines the political governance of cultural diversity, and more specifically how public policy-making has dealt with the claims for cultural recognition that have increasingly been expressed by ethno-national movements, language groups, religious minorities, indigenous peoples and migrant communities. Its main objective is to understand, explain and assess public-policy responses to ethnic, linguistic and religious diversity. Adopting interdisciplinary perspectives of comparative social sciences, the contributors address the conditions, forms, and consequences of democratic and human-rights-based governance of multi-ethnic, multi-lingual and multi-faith societies. 2007, 978-92-3-104050-4.

Human Rights in Education, Science and Culture. Legal Developments and Challenges

Conceived from an international human rights legal framework, this book combines insights into the content, scope of application and corresponding state obligations of these rights with analyses of issues relating to their implementation. It presents the principles of the indivisibility, interrelatedness and interdependence of all human rights and turns to questions related to economic, social and cultural rights, including their justiciability, their application between private parties and the development of indicators for measuring their implementation. It also addresses the right to education, the right to enjoy the benefits of scientific progress and its applications, and the right to take part in cultural life – the content and scope of application of the latter two rights being in need of further elucidation. This issue is dedicated to the Sixtieth anniversary of the Universal Declaration of Human Rights. 2007, 978-92-3-104073-3.

A Guide to Human Rights. Institutions, Standards, Procedures

Providing brief information on major instruments, procedures and mechanisms to protect human rights, principal events (international conferences, decades, years, days, etc.), and institutions dealing with human rights, this volume has 600 entries and is designed for all those who are concerned about, and interested in, human rights, primarily educators, students, human rights activists and mass media professionals. It provides the reader with a better understanding of the international system of promotion and protection of human rights, based on international human rights law. 2003, 978-92-3-103928-7.

Human Rights: International Protection, Monitoring, Enforcement

This volume takes an institutional approach to the international protection of human rights. It examines the United Nations system and analyses regional systems of protection. It is an indispensable source of information on the protection of human rights and a practical guide to the use of existing procedures in the defence of human rights. 2003, 978-92-3-103883-9.



Cultural Rights and Wrongs

This book reflects a wide range of opinions on the current state and future development of the very complex issue of cultural rights. This collection of essays by authors representing all the five continents is particularly pertinent in view of the precarious situation of many minorities and indigenous peoples in today's world. 1998, 978-92-3-103555-5.

Also available in *French* [*Pour ou contre les droits culturels ?*], *Spanish* [*¿A Favor o en Contra de los Derechos Culturales?*] and *Russian*.



Human Rights: New Dimensions and Challenges

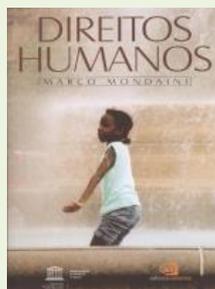
An international teaching aid for institutions of higher education. This volume (the first of three) stresses the interrelation between human rights, peace, democracy, development and the environment. It analyses obstacles and threats to human rights today and suggests means to overcome them. Also discussed is the positive and negative impact of globalization and scientific progress on human rights. 1998, 978-92-3-103582-1.



Human rights. Major International Instruments. Status as at 30 June 2011

Who has signed what? Published annually for more than ten years, the state of ratifications of universal and regional normative instruments relating to human rights is available in English, French and Spanish.

This document chronicles the developments in the ratification process of these instruments. The number of countries having ratified increases significantly each year, even though the recognition of the universality of human rights by all States has not yet been achieved. 2011, 978-92-3-001008-9 (*En/Fr*); 978-92-3-001009-6 (*En/Sp*). [Open Access](#).



Direitos Humanos

A compilation of texts on Human Rights. This book is composed of fifty texts and documents, including the writings of great thinkers such as Martin Luther King or Hannah Arendt, as well as normative instruments such as the Bill of Rights, adopted by England after the revolution of 1866, the Declaration of the Rights of Man and of the Citizen, after the French Revolution, and the Universal Declaration of Human Rights. 2008, 85-7244-342-8.

Direitos Humanos no Brasil

2009, 978-85-7244-422-4.



La Resignificación de la Ética, la Ciudadanía y los Derechos Humanos en el Siglo XXI



This book presents a compilation of papers by nine eminent philosophers seeking to make us rethink ethics, citizenship and human rights from the standpoint of the twenty-first century – after the fall of the Berlin Wall, after semantic displacement in the social and human sciences, after the paradoxes of technological modernization in Latin America, and after the feudal-postmodern cocktail of pre-industrialized societies, migration, multiculturalism and defending the interests of reason in other industrialized societies. Through the discussion of these dense topics the authors push us to question ourselves and our attitudes to society. Who is the *Other*? What is alterity? How do we place human rights in democratic, egalitarian societies? Are we thinking in terms of a universal ethic or are we opening wide the door to multiculturalism? When we think of citizenship, is it as something already socially established or do we see citizenship like a virtual character in a video game who has to be fought and opposed before we can master it? In this publication these questions and others are debated in an effort to help us “think the paradoxical complexity of the present while thinking of the future”. 2004.

The Human Rights Based Approach and the United Nations System. Desk study.

2006, SHS.2006/WS/5. Also available in *French* [*L'approche fondée sur les droits de l'homme et le système des Nations Unies. Étude documentaire*].



Human Rights-Based Approach to Programming. Training CD-ROM. 2006.

More publications and information on Human rights-based approach to programming

Poverty as a Human Rights Violation

*Eradication of poverty is a cornerstone in the fight for human rights and human dignity**

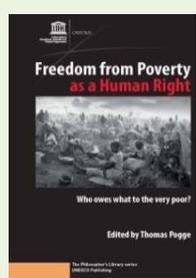
Freedom from Poverty series

No one disputes that one to two billion people – depending on the criteria one chooses to use to define poverty – live today under conditions that are hardly human. For the poorest, food, housing, health, physical safety – not to mention education –, are luxuries beyond reach. No one denies that “something should be done.”

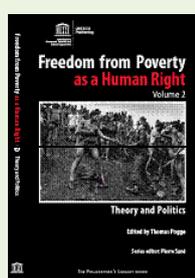
But why is it necessary to act? How far need we go? Who bears the responsibility? What is the most effective way to act?

This collection focuses on the conceptual analysis of poverty within the framework of human rights. It seeks to stimulate a commitment within the international community to assume its moral obligation to take action for the eradication of poverty and to contribute towards the realization of human rights for all peoples without discrimination of any kind.

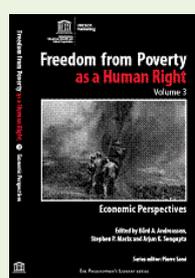
Linking poverty and human rights allows poverty to be addressed in terms of deprivation of capabilities or lack of empowerment, as a denial and even a violation of human rights, rather than in terms of income or charity. People in poverty have no rights. They are placed in a situation of ‘injustice’, of ‘vulnerability’ and deprived of ‘dignity’ – a core element of all human rights. When people are unable to enjoy rights such as adequate food, water, clothing, highest attainable standard of health and adequate housing they are unable to live decent lives. Poverty also places pressure on institutions and civil society to undertake legal courses of action to define effective public policies to fight against this threat.



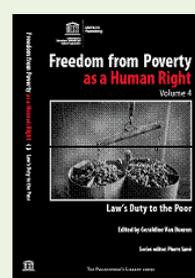
2007, 978-9-23-104033-7



2010, 978-92-3-104143-3



2010, 978-92-3-104144-0



2010, 978-92-3-104145-7

Freedom from Poverty. Who Owes What to the Very Poor? Volume 1

Edited by Professor Thomas Pogge, this first volume derives from a series of seminars organized by UNESCO. It brings together the views of fifteen specialists who endeavour to clarify what poverty means from the perspective of moral philosophy applied to the international system. The conclusion is unambiguous: **extreme poverty violates a fundamental human right**, and those who are able to act against it have a strong moral obligation to do so. For extreme poverty is incompatible with the economic and social rights that have been positively asserted by existing international legal instruments. To deny the existence of a right not to live in extreme poverty is either to reject this legal framework or to claim that nothing at all can be done. In this respect, moral philosophy has profound political implications: it seeks to determine “who owes what to the very poor?” Addressing this question – which is the subtitle of the book –, moral philosophy affirms and justifies economic and social rights while opening the possibility to act. But how can the avoidable nature of extreme poverty create an obligation, given that nobody in particular is responsible for extreme poverty and that nobody can remedy it alone? The issue is necessarily to participate in institutions that are able to ensure that the poorest, like everyone else, have a fair share of the common wealth. These institutions do not really exist... and it is far from certain that the conditions for their creation can be met.

Freedom from Poverty. Theory and Politics. Volume 2

Volume two puts the stress on socioeconomic rights as a central element of human rights. It explores the theoretical foundations for socioeconomic human rights and their practical application. Focusing on the urgency of addressing severe poverty, and the challenges of implementing socioeconomic rights, these essays will be useful to theorists and practitioners alike.

He authors offer a diverse range of ways to achieve the goal of reducing poverty, examining reforms to domestic institutions in developing countries as well as changes that should be made to the structure of the global economy. Coming from diverse backgrounds and perspectives, these leading academics explore the ways in which socioeconomic rights can be conceived, how they can be pursued in different cultural and political contexts, and who is responsible for taking action.

Freedom from Poverty. Economic Perspectives. Volume 3

Volume 3 examines the relationships between poverty eradication and human rights and approaches the question of poverty as a violation of human rights from a range of economic perspectives. It brings together leading economists and social scientists familiar with the relationship between poverty and economics structures, processes and policies. Their particular modes of analysis address the structures of poverty from a global perspective and explore specific issues of women's empowerment, food, health, work and employment, social security and children, drawing attention to individual and collective responsibilities to respond to the claim that poverty is a violation of human rights. It complements the other volumes in this series, which look at poverty in the light of philosophy, political science and law.

Freedom from Poverty. Law's Duty to the Poor. Volume 4

Volume 4 enquires into the potential of socioeconomic rights to contribute to making poverty history. The idea that law owes a duty to the poor rather than being a discretionary function of government is comparatively new. Yet all the different levels of poverty –extreme, moderate and relative- albeit to very different degrees, shorten life expectancy and render choices either impossible or more difficult. The contributors, who are from a wide range of countries in Africa, the Americas, Asia, and Europe, do not claim that socioeconomic rights are the only means of combating poverty, but that access to the courts by the most vulnerable in society can play a significant role. They skilfully analyse new developments in law, arguing that there is now a clear responsibility of law and lawyers to contribute strategically to the eradication of poverty.

* Message from Irina Bokova, Director-General of UNESCO on the occasion of the International Day for the Eradication of Poverty (2015) - Arabic, Chinese, English, French, Russian, Spanish.

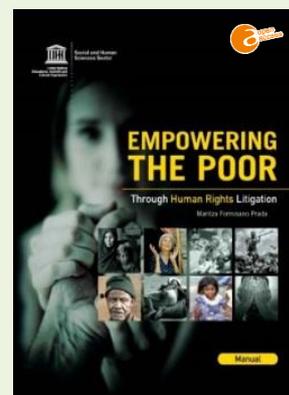
A Manual on Poverty and Human Rights

Empowering the Poor through Human Rights Litigation. Manual

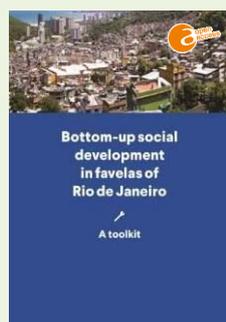
Following the publication of the series *Freedom from poverty*, which provides a multidimensional analysis of poverty, the main challenge was to link these conceptual approaches with policy-oriented action.

For this purpose, establishing standards within legal frameworks on the basis of the reality of poverty was crucial. NGOs are among the main brokers between policy-makers and the poor, and have proposed innovative approaches to eradicating poverty. They occupy a unique position between the poor and marginalized sectors of society and institutions, focusing on development, roots causes of poverty, poverty consequences, social protection, empowerment, etc. NGOs not only participate in the monitoring and following-up on court decisions, but also bring cases to national and international attention with significant potential for the poor. This manual seeks primarily to reach NGOs and guide them in their work to eradicate poverty. It links comparative examples of judicial adjudication with NGO activities aimed at strengthening international commitments to advance human rights. It also addresses the main economic, social and cultural (ESC) rights intimately inseparable from human dignity and at the heart of poverty eradication: the right to: *Adequate food; Adequate housing; Education; Highest attainable health; Social security; Work*. The manual's innovative approach highlights ways to link conceptual clarifications of core content of the above mentioned rights with NGO initiatives and advocacy strategies that promote advances in human rights at both local and international levels. 2011, 978-92-3-001027-0 (En). [Open Access](#). 2012, 978-84-934779-4-3 (Sp).

Also available in [Spanish](#) [*Empoderando a las Personas Pobres Mediante Litigios en Materia de Derechos Humanos. Manual*].



A Successful Bottom-up Research Approach



Bottom-up Social Development in Rio de Janeiro Favelas. A Toolkit

This toolkit provides information, resources and tools based on the lessons and research findings of the Underground Sociabilities project (*Underground Sociabilities. Identity, Culture and Resistance in Rio de Janeiro's Favelas*, 2013), an international and interinstitutional partnership that studied the identity, culture and resilience of favela communities in Rio de Janeiro. It is directed at policymakers, activists and practitioners. Community leaders, teachers, youth mobilisers and policymakers seeking successful strategies and innovative approaches being developed in Brazil will find here a pool of concepts, facts and strategies for working with grassroots organisations and for designing policy.

The toolkit comprises 2 main sections, and 4 toolboxes.

Section A: Toolbox 1: Understanding the context of communities

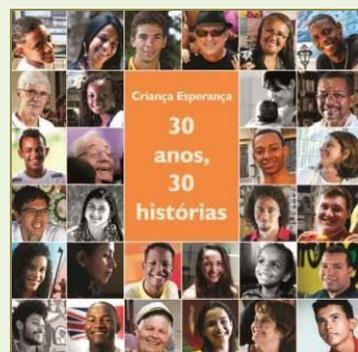
Section B: Toolbox 2 Focusing on individuals and communities; Toolbox 3 Using culture and the imagination;

Toolbox 4 Acting on frontiers. 2015. Publication with UNESCO collaboration/sponsorship. [Open Access](#).

Also available in [Portuguese](#) [*Desenvolvimento Social de Base em Favelas do Rio de Janeiro: Um Guia Prático*].

Criança Esperança. Placing hope in our children

The Criança Esperança Programme, a Globo TV initiative in partnership with UNESCO since 2004, is a social mobilization programme aiming at creating opportunities, empowering people, and transforming the future of vulnerable children and young men and women. Every year, a large campaign mobilizes millions of Brazilians, who donate funds (on average, the campaign raises USD 5 million a year) to support social projects in all five regions of Brazil. Moreover, Criança Esperança is often featured and used as a reference in news, documentaries, interviews and even entertainment shows creating opportunities to keep themes related to education, social inclusion, human rights, and children and youth high in the public agenda.



Criança Esperança: 30 anos, 30 histórias. Há 30 anos ativando a esperança

This book reveals the way that destinies can be rewritten and expectations exceeded. There are 30 testimonials, 25 of them from people who have found a way to break the cycle of poverty and violence in their communities and favelas. The other five are from coordinators of projects sponsored by Criança Esperança, who tell the stories of their work helping and supporting children and young people.

The reader will come across stories like Giacomo's, a paraplegic at the age of 6, who is today a Paralympic basketball champion; or Marcos, who defied the laws imposed by the drug traffickers of the favelas Vigário Geral and Parada de Lucas, in Rio de Janeiro, and crossed from favela to the other in order to learn music; and Elizeu, who brought the Internet to the inhabitants of the small rural town of Tejuçuoca, in Ceará. 2015, 978-85-98273-02-0.

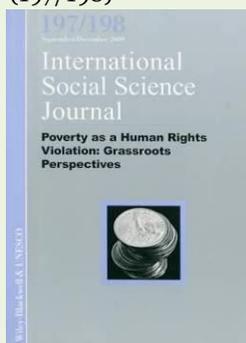
More publications on Poverty and Human Rights (arranged by sub-theme and release date)



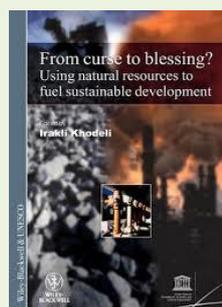
Post-2015 Dialogues on Culture and Development

This report, prepared by UNESCO, UNFPA and UNDP, presents the findings of national and global consultations conducted in Bosnia and Herzegovina, Ecuador, Mali, Morocco and Serbia. Discussions were organized on how exactly culture can contribute to achieving sustainable and equitable development for all, particularly within the framework of six sub-themes: culture and poverty reduction, culture and education, culture, gender equality and women's empowerment, culture, sustainable cities and urbanization, culture, environment and climate change, and culture, inclusion and reconciliations. 2015, 978-92-3-100086-7 (En); 978-92-3-200067-5 (Fr). [Open Access](#). Also available in French [*Dialogues pour l'après-2015 sur la culture et le développement*].

Poverty as a Human Rights Violation: Grassroots Perspectives. International Social Science Journal (197/198)



While poverty continues to be a key social and political issue that elicits scholarly interest, legal and juridical perspectives on poverty and the poor are all too often elided in critical discourse. This issue attempts to fill this lacuna by offering a series of inter-disciplinary perspectives on poverty as an ethical issue which is intrinsically embedded in questions of the law, the social contract, international governance, and human rights. The articles collected here all move from the "ground up" and synthesize ethnographic research with policy analyses against the larger backdrop of economic globalization. Moreover, insofar as poverty is a cross-cutting issue that effects the very tissue of any healthy society, these studies also examine poverty from a series of diverse optics which include inter-alia the study of poverty in Eritrea, the limitations of poverty-reduction policies in Argentina, integrated human rights and poverty eradication strategies with the case of civil registration rights in Zimbabwe, poverty alleviation in Nigeria and the lessons learnt from socioeconomic thoughts of the Yoruba, pro-poor policies in rural Botswana, household welfare in Vietnam, Women's NGOs in Nigeria, and the right to access to science and technology. Understanding poverty as a human rights violation can lead to transformations on the level of local and international policy which can potentially create the ground to eliminate the proliferation of poverty traps across the globe. 2010. p. 315-519. ISSN: 0020-8701. For sale at [Wiley](#).



From Curse to Blessing? Using Natural Resources to Fuel Sustainable Development.

International Social Science Journal Monograph series

In this special issue of the International Social Science Journal, experts from several disciplines (political science, international relations, developmental economics, natural resources management...) analyse a paradoxical phenomenon known as the "resource curse", and examine viable solutions based on better governance. Focussing on 7 countries (Azerbaijan, Botswana, Democratic Republic of Congo, Indonesia, Nigeria, Russia and Venezuela), the authors explain how the abundance of natural resources often goes hand in hand with endemic poverty, commonplace corruption, a lack of institutional control and opacity in the management of resources, when it is not synonymous with the word "war". Thus, despite the high price of raw materials on the world market, 60% of the world's poorest people live in resource-rich countries. The quest for transparency and the obligation for States to be accountable to their citizens may well, according to the authors, reverse this paradoxical phenomenon transforming this "curse" into a "blessing". 2009, 9781405196970. For sale at [Wiley](#).

Poverty is a Denial of Human rights. SHSviews no. 20

Special issue on poverty with an interview of Sylvie Kayitesi Zaïnabo, where she discusses human rights in Africa as well as the situation of refugees and displaced persons, victims of internal conflict which undermines the continent and puts the population at risk, preventing them from living in harmony and peace. She invites everyone to fight against poverty, seen as a denial of human rights, in order to give the most needy access to food, a decent dwelling, education and health facilities. 2008, ISSN 1819-9712. Also available in *French* [*La pauvreté est un déni des droits humains*] and *Russian* [*Нищета - Это отрицание прав человека*].



UNESCO Small Grants Programme on Poverty Eradication

Building national capacities for research and policy analysis. This publication compiles the results of 39 research projects supported by UNESCO within the framework of its [Small Grants Programme on Poverty Eradication](#). It summarizes the main recommendations of each research project conducted on various themes such as, inter alia, culture, tradition and marginalized communities (India, Pakistan), poverty and the rights of indigenous people (Chile, Mexico and Peru), youth rights in urban peripheral areas (Panama), the impact of HIV/AIDS on the elderly poor (South Africa), the challenges of environmental protection policies and the protection of the rights of indigenous peoples (Argentina, Mexico). 2008, 9-789231-040764. Also available in *Russian*.

Como Vencer a Pobreza e a Desigualdade / How to Stop Poverty and Inequality / Comment vaincre la pauvreté et l'inégalité

Inspiring ideas from Brazilian youth. This book displays the 100 best essays written by Brazilian college students in the framework of a national writing contest held by UNESCO-Brazil and Folha Dirigida. They had to work on "How to stop poverty and inequality". The participants pointed out indifference, the lack of a solidary spirit, prejudice, the consumption society values, the absence of state and of effective public policies as the main causes of poverty and inequality. 2007, 978-85-7632-209-2. Multilingual *Portuguese/English/French*.



Poverty, Next Frontier in the Human Rights Struggle?

Is poverty a human rights issue? The world is going in the right direction towards winning rights and freedom of expression and establishing democracies. Yet, with regard to social rights which call for our spirit of solidarity, we see a real regression because these rights have for a long time been relegated to a position of secondary importance. 2005. Also available in *French* [La pauvreté, une question de droits humains ?].

Excellence in Social Science. International Social Science Journal (180)



The second thematic section of this issue deals with **Rethinking poverty**. In the official language of the international community, extreme poverty is now said to be a human rights violation. Is this coherent? And what follows if it is taken seriously? If human rights that are already formally recognized entail a fundamental right not to be confined in extreme poverty, would it be acceptable if those who suffer from it had no enforceable positive right? Conversely, however, if extreme poverty is to be actionable, upon whom is responsibility for its eradication incumbent?

Articles on poverty include: *Poverty, the next frontier in the struggle for human rights*; *Poverty as a violation of human rights: towards a right to non-poverty*; *Poverty and human rights: The issue of systemic economic discrimination and some concrete proposals for reform*; *Poverty and the local contingency of universal rights*; *Overcoming poverty and respecting human rights: ten points for serious consideration*; *The violation of human rights as a determinant of poverty*; *Poverty as a human rights violation*. 2004. p. 189-341, ISSN: 0020-8701.

Also available in Chinese [《社会科学精选》。国际社会科学杂志，编号 180]，Arabic [المجلة الدولية للعلوم الاجتماعية، العدد 180. التميز في العلوم الاجتماعية] and *French* [L'excellence dans les sciences sociales]. For sale at [Wiley](#).



La pauvreté, une fatalité ? Promouvoir l'autonomie et la sécurité humaine des groupes défavorisés - Bénin, Burkina Faso, Mali, Niger. Collection Études en sciences sociales

Is awareness of the ravages of poverty translated into long-term action genuinely likely to reduce poverty in the next ten or twenty years? This book attempts to answer that question, drawing on studies conducted in four African countries. It also includes innovative future-oriented courses of action. 2002, 978-92-3-203878-4.

For sale at [UNESCO Publishing](#)



Rethinking Development: Putting an End to Poverty

Although this book was published more than 10 years ago, the ideas it develops are still relevant.

Poverty is growing, social and economic gaps between countries and individuals increase, AIDS spreads, life expectancy falls, environmental insecurity, armed conflicts and the enslavement to money values grow. The author insists that rethinking development as linked to human rights is crucial, and that there is a need to rethink economics. 2000, 2002. Also available in *French* [Repenser le développement. En finir avec la pauvreté].

The Right to the City

Urban Policies and the Right to the City in India: Rights, Responsibilities and Citizenship

This publication is intended as an advocacy tool to promote a rights-based approach to urbanization in India. A rights-based approach in the context of Indian cities has not yet been extensively documented and researched. 2011, 978-81-89218-42-3.

Urban Policies and the Right to the City: Rights, Responsibilities and Citizenship.

Social Policies series of the MOST Programme

This document reports on the various experiences and normative instruments that have led to a shared vision of the concept of the Right to the city. It identifies and studies the five basic concepts to which the concept of the right of the city appeals: freedom and autonomy of all citizens, participation and democracy, transparency in city administration, celebrating cultural diversity and the fight against poverty. 2008, SHS/SRP/URB/2008/PI/H/3 REV.



Débats publics internationaux : politiques urbaines et le droit à la ville / International Public Debates: Urban Policies and the Right to the City. Human Settlements and Socio-cultural Environment series, no. 57

Cities are engines of economic growth and afford the greatest opportunities for social progress and development. They also have very high rates of inequality and poverty concentration. Current world urbanization and globalization trends involve nothing but the urbanization of poverty and social exclusion. This book, premised on these facts, contains the encouraging results of several initiatives and strategies that have laid the foundations of good governance and participatory urban planning in various cities throughout the world. It reviews a selection of municipal, national, regional and international instruments that contribute to the development of human rights in the city. 2006, SHS/2006/PI/H/4. Bilingual English/French + CD-ROM.

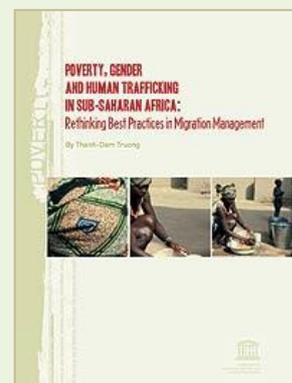
Poverty and Human Trafficking

Trafficking in Human Beings: Human Rights and Transnational Criminal Law, Developments in Law and Practices. UNESCO migration studies 3

Trafficking and smuggling in human beings are widely regarded as a criminal justice issue. They affect territorial integrity because they involve the facilitation of crossing of borders and remaining in a state in violation of national criminal and immigration laws. Trafficking and smuggling also undermine the rule of law and political foundation of states because traffickers and smugglers often resort to violence and corruption as a means to advance their business. The usual response at the national level has been crime control and immigration control in order to prosecute and punish traffickers/smugglers and reduce the flow of trafficked/smuggled people. But trafficking in human beings poses problems outside the scope of criminal law, including the issues of protection of victims and prevention of trafficking, which overlap with many human rights concerns. 2010, 978-92-3-104182-2.

Poverty, Gender and Human Trafficking in Sub-Saharan Africa: Rethinking Best Practices in Migration Management

This publication describes the interconnectedness between human trafficking and poverty in Sub-Saharan Africa, based on a critical analysis of forced migration processes in relation to human rights abuse. Many aspects of human trafficking remain poorly understood even though it is now a priority issue for many governments. Information available about the magnitude of the problem is limited. While the existing body of knowledge about human trafficking serves for raising public consciousness about the issue, it is still not rigorous enough to lend support to comprehensive programmes for action which address the different dimensions of the problem. Knowledge about the intersection between migration and trafficking has not yet brought about any consensus on the underlying forces and their implications for the well-being of women and children. The diversity of forms of human mobility in the contemporary context of global linkages requires an analytical approach which can explain why the needs of the constituents of social structures (gender, class, generation and ethnicity) and human agency have converged to produce what is known as human trafficking. Without adequate explanation, policy tends to shift stance and direction. The book points out how practices of migration management can benefit from a more holistic approach – one which addresses a broad set of overlapping livelihood systems. Preventive measures can benefit from research on migration management that connects issues of human mobility with capital mobility in a sector specific analytical approach. A reorientation of capital mobility towards social ends may possibly contribute to stability and well considered migration policy frameworks. 2006, SHS/CCT/2006/PI/H/1.



Policy paper poverty series on human trafficking

Human Trafficking in Lesotho: Root causes and recommendations. 14.6. 2007, SHS/CCT/2007/PI/H/7.

Human Trafficking in South Africa: Root causes and recommendations. 14.5. 2007, SHS/CCT/2007/PI/H/6.

La traite des personnes au Togo : facteurs et recommandations. 14.4. 2007, SHS/CCT/2007/PI/H/4.

La traite des personnes au Bénin : facteurs et recommandations. 14.3. 2007, SHS/CCT/2007/PI/H/5.

Human Trafficking in Nigeria: Root causes and recommendations. 14.2. 2006, SHS/CCT/2006/PI/H/2.

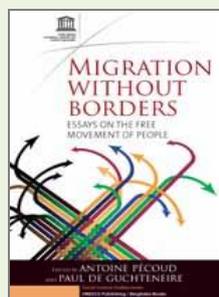
Human Trafficking in Mozambique: Root causes and recommendations. 14.1. 2006, SHS/CCT/2006/PI/H/3. Also available in Portuguese [Tráfico de Pessoas em Moçambique: Causas Principais e Recomendações].

More publications and information on poverty

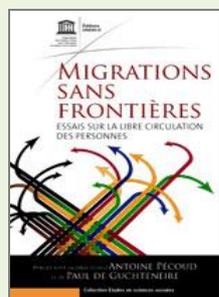
Migration and Human Rights

Is the right to free movement a human right?

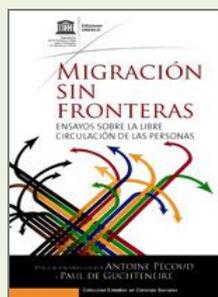
Migration without Borders



2007, 978-92-3-104024-5



2009, 978-92-3-204024-4



2009, 978-92-3-304024-3



2009, 978-5-86103-070-0



2011, 978-7-5447-2287-2

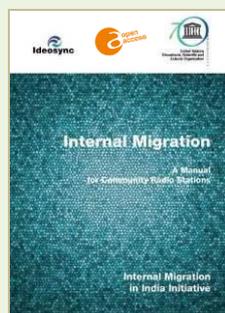
Migration without Borders. Essays on the Free Movement of People

Once upon a time there was a world without borders. International migration is high on the public and political agenda of many countries, as the movement of people raises concerns while often eluding states' attempts at regulation. In this context, the 'Migration Without Borders' scenario challenges conventional views on the need to control and restrict migration flows and brings a fresh perspective to contemporary debates. This book explores the analytical issues raised by 'open borders', in terms of ethics, human rights, economic development, politics, social cohesion and welfare, and provides in-depth empirical investigations of how free movement is addressed and governed in Europe, Africa, the Americas and Asia. By introducing and discussing the possibility of a right to mobility, it calls for an opening, not only of national borders, but also of the eyes and minds of all those interested in the future of international migration in a globalizing world.

This book was nominated by the Association of Borderland Studies (ABS) for their 2009 Book Award.

Also available in [French](#) [*Migrations sans frontières. Essais sur la libre circulation des personnes*], [Spanish](#) [*Migración sin Fronteras. Ensayos sobre la Libre Circulación de las Personas*], [Russian](#) [*Миграции без границ. эссе о свободном передвижении людей*] and [Chinese](#).

For sale at [UNESCO Publishing](#).



Internal Migration. A Manual for Community Radio Stations

This manual is a training tool proposed by UNESCO and Ideosync to support community radio stations in their capacity and potential to broadcast migrant-sensitive programming.

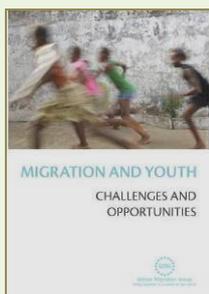
Its main aim is to highlight the main challenges faced by internal migrants across the country, stress their rights and entitlements and showcase existing audio-programming that is friendly to migrants.

As an open access manual, this tool can spread to community radio stations in countries that face similar internal migration challenges and become a plurilinguistic tool for realizing a truly socially inclusive human society. 2015, 978-81-89218-53-9. [Open Access](#).



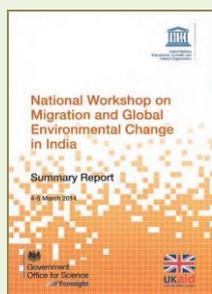
Policies and Processes for Social Inclusion. Volume 1: Possibilities from South-East Asia

Working together towards a common goal of supporting the development of more inclusive social policies, UNESCO, Trinity College Dublin and University of Melbourne organized in 2014 in Bali a seminar entitled *Support to policy making and planning for social inclusion of disadvantaged groups and communities in South-East Asia*. The seminar brought together 50 regional female and male experts and stakeholders in the South-East Asia region, including academics, governments' representatives, development partners and international organizations, disabled people's organizations, private sector and United Nations agencies. The seminar complemented the Post-2015 Development Agenda by focusing on strengthening national capacity to assess, compare and reform national policy and regulatory frameworks with regard to social inclusion of the most vulnerable groups in South-East Asia. It identified *Five Keys to Inclusive Policies* which, together, constitute a platform to promote social inclusion. 2014, JAK/2014/PI/H/8.



Migration and Youth: Challenges and Opportunities

This report presents a comprehensive picture of the situation that millions of young people face as migrants, potential migrants, or as sons and daughters of migrant parents. Overall, the report shows that international youth migration presents opportunities, risks and challenges. With the right policies in place, migration can become an empowering experience that helps young people to develop the assets and skills they need to succeed. Thus enabled, young migrants will contribute significantly to economic and social development and well-being in their countries of origin, destination and transit. 2014. SHS-2014/WS/4. Also available in *French* [*La Migration et les jeunes: défis et opportunités*]



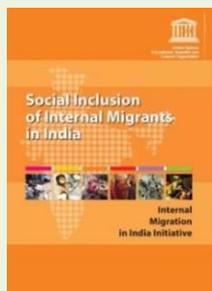
National Workshop on Migration and Global Environmental Change in India. Summary Report

Organized with the support of the Government Office for Science, United Kingdom, and the Department for International Development (DFID), United Kingdom, the workshop intended to explore and examine the current state of knowledge on migration and global environmental change. The issues were examined in the light of the international study on migration and global environmental change titled "Foresight: Migration and Global Environmental Change (MGEC), Final Project Report", published by the Government Office for Science, London (2011). 2013, 978-81-89218-51-5.



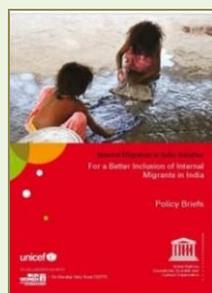
Internal Migration and Youth in India. Main Features, Trends and Emerging Challenges. Discussion paper

This document takes stock of the latest available data on current trends in internal migration of youth in India, examining both present patterns as well as obstacles for the future. UNESCO has developed a new research in order to stock-take the latest data available and provides a comprehensive overview on the main features and current trends of internal migration of youth in India. To that end, this is a comprehensive research paper which has been prepared in collaboration with the Centre for Development Studies (CDS), Kerala, India and presented for discussion at the National Conference on "Youth Migration and Development", organized by the School of Youth Studies and Extension (SYSE), Rajiv Gandhi National Institute of Youth Development (RGNIYD) and the Arunodaya Migrants Initiatives (AMI), from 8 to 9 February 2013 in Chennai, India, with the support of UNESCO New Delhi. A Migrants Resource Centre was inaugurated on 9 February 2013. 2013, 978-81-89218-48-5.



Social Inclusion of Internal Migrants in India

This publication aims to provide an overview of existing innovative practices that increase the inclusion of internal migrants in society and act as a living document that would inspire and assist professionals and government officials in their attempts to facilitate the social inclusion of migrants in India. Through this publication, UNESCO wishes to increase visibility and recognition of the internal migration phenomenon in India, disseminate inclusive evidence based experiences and practices and provoke a paradigm shift in the perception and portrayal of migrants by addressing myths and misconceptions and creating awareness on the benefits of migrants inclusion in society. Co-publication UNESCO/UNICEF, with the collaboration of UNWOMEN. 2013, 978-81-89218-49-2.



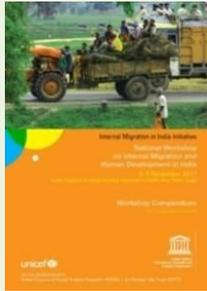
For a Better Inclusion of Internal Migrants in India. Internal Migration in India Initiative. Policy Briefs

UNESCO and UNICEF, in collaboration with researchers, NGO's, Sir Dorabji Tata Trust (SDTT) and other UN agencies, developed a set of seven policy briefs, which provide in a concise manner key facts and policy recommendations for the central as well as state governments for the elaboration of more inclusive social policies and practices: Overview of Internal Migration in India Internal Migration and Human Development; Internal Migration and Social Protection: The Missing Link; Internal Migration and the Right to the City Internal Migration and Gender; Internal Migration and Children; Internal Migration and the Right to Education. 2012, 978-81-89218-46-1. Also available in *Hindi*.



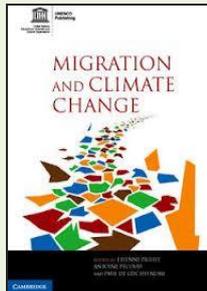
Free Movement of Persons in the European Union and Economic Community of West African States. A Comparison of Law and Practice. UNESCO Migration Studies, 4

This research analyses the legal framework in the European Union and the Economic Community of West African States relating to the free movement of persons. On that basis, it examines how mobility is facilitated or hindered, together with the major problems in realising effective mobility within regions. Part 1 focuses on the European Union, where legislation on the free movement of citizens is very detailed and the principle of free movement is considered to be one of the key policies of the EU. Part 2 of the report focuses on the Economic Community of West African States, starting with an analysis of current legislation and moving on to an evaluation of actual mobility and the constraints and facilitation of such mobility within the system. Part 3 compares the EU and ECOWAS systems in terms of regulations and obstacles to mobility. 2012, 978-92-3-001026-3.



National Workshop on Internal Migration and Human Development in India. Workshop Compendium. Vol. 1 and 2

With the increasing demand to focus attention on the growing importance of internal migration in India, a two-day workshop was held in which experts on the subject came together to discuss pressing issues including migrant health and migration of women, among many others. Co-publication UNESCO New Delhi/UNICEF India. Volume I captures the complexity of the internal migration phenomenon in India, outlining key concepts and major trends and providing key policy recommendations to protect and promote migrants access to social services and to enable migrants to become socially and politically active citizens. Volume 2: eight research papers presented at the workshop, which reflect several critical aspects of the internal migration phenomenon. 2012, 978-81-89218-45-4.



Migration and Climate Change. Social Science Studies series

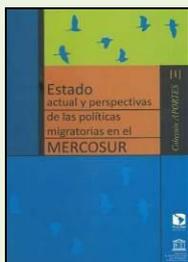
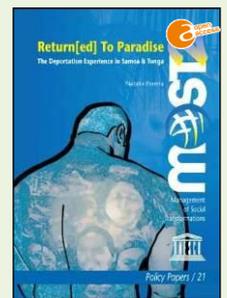
This book provides the first authoritative overview of the relationship between climate change and migration, bringing together both case studies and syntheses from different parts of the world. It discusses policy responses, normative issues and critical perspectives from the point of view of human rights, international law, political science, and ethics, and addresses the concepts, notions and methods most suited to confronting this complex issue. The book constitutes a unique and thorough introduction to one of the most discussed but least understood consequences of climate change and brings together experts from a multitude of disciplines such as geography, anthropology and law, providing a valuable synthesis of research and debate. 2011, 978-92-3-104199-0.

Migrant Workers in Asia. Policies and Practices in Social Sciences

Proceedings and research papers of the Regional Conference on Migrant Workers in Asia: Policies and Practices in Social Sciences held in Jakarta in July 2011. 2011. 193 pp. JAK/2011/PI/H/10 REV.

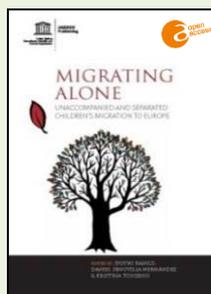
Return[ed] to Paradise: the Deportation Experience in Samoa & Tonga. MOST policy papers, new series MOST-2, no. 21

This book is the result of a two years' enquiry and research carried out by UNESCO SHS Apia programme on the experiences of deportees in Samoa and Tonga. It contributes to both the Pacific and the global debate on forced repatriation and provides a series of recommendations for national authorities and community organizations. These include the establishment of a cooperation agreement to facilitate information sharing amongst countries; development of a plan to provide support programs servicing deportees' needs; establishment of a support organization in Samoa; provision of technical advice/support for organizations that assist deportees in Tonga; and a program of activities addressing employment and educational needs of deportees. The research concludes that the decision to deport non-citizens from the USA, New Zealand and Australia has far reaching implications that not only affect the individual but entire families/communities. The deportation experience makes an impact at the local, national and the international level demonstrating that deportation is not the end of a 'problem', but the start of a new and on-going dilemma for individuals, families and the wider community. 2011, 978-92-3-104200-3. [Open Access.](#)



Estado Actual y Perspectivas de las Políticas Migratorias en el Mercosur

This book is an output of a Seminar jointly organized by FLACSO Uruguay and UNESCO SHS, *Estado Actual y Perspectivas de las Políticas de Migración en el MERCOSUR*. The main objective was to contribute to the design of migration policies in the MERCOSUR and try to devise new approaches to that phenomenon. The seminar promoted debate among academics, experts, decision-makers, and grassroots groups and tested various integrated responses to migration with a view to find new ways of managing complex migration public policies. 2010, 978-9974-98-088-4.

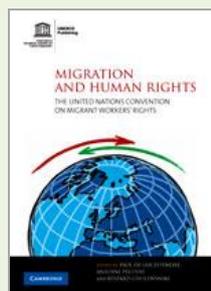


Migrating Alone. Unaccompanied and Separated Children's Migration to Europe.

Social Science Studies series

What kind of Europe for migrant children? The planned, forced or spontaneous decision to abandon home and country of origin takes on a new dimension when the persons involved in the migration adventure are sometimes just in their early teens.

The essays that make up this book tackle the question of child migration from legal, sociological and anthropological angles, examining the situation in both countries of origin and receiving countries. 2010, 978-92-3-104091-7. [Open Access](#).

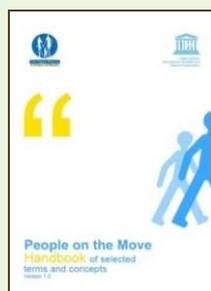


Migration and Human Rights. The United Nations Convention on Migrant Workers' Rights.

Social Science Studies series

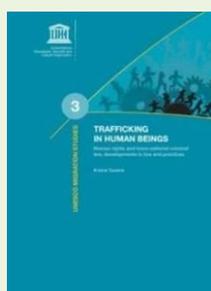
The International Convention on Migrant Workers' Rights is one of the UN's main human rights treaties. It sets a standard in terms of access to human rights for migrant workers and their families. Yet hardly more than 40 states have ratified it and no major developed country has done so. Although migrant labour is essential in the world economy, the human aspect of migration - and especially migrants' rights - remains a neglected dimension of globalization. This book provides in-depth information on the Convention, highlighting the opportunities and challenges it presents for states to develop new policies on migration and the treatment of migrants. It also explores the reasons behind many states' reluctance towards its ratification and brings together researchers, international civil servants and NGO members, adopting an interdisciplinary perspective that includes not only law, but also sociology and political science. 2009, 978-92-3-104090-0.

[For sale at UNESCO Publishing.](#)



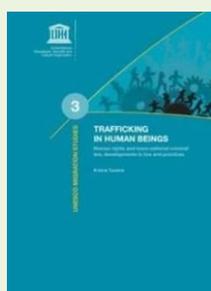
People on the Move. Handbook of Selected Terms and Concepts

How should we talk about migration? Although a sensitive subject, migration has become a much talked about topic. Among the subjects brought to the fore: the situation of internally "displaced" persons, the dynamics migration-development nexus, or even the consequences of environmental change on human displacement. Faced with an extensive terminology that continues to grow, how can one be sure to use the right word? In order to facilitate access by the general public and of all actors concerned by this major challenge of the 21st century, UNESCO has just published a glossary of the most frequently-used terms to help understand and act in this area. From "assimilation" to "brain drain" and "expulsion", this book helps to clarify certain aspects within a certain context or reality, and therefore the words used evolve rapidly. Prepared in cooperation with the Dutch NGO "The Hague Process Foundation", this guide also indicates the terms which should not be used. Words do matter! 2008.



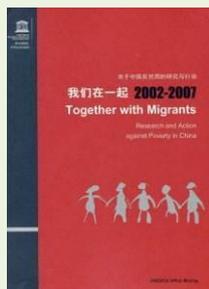
Migration de travail et protection des droits humains en Afrique. Les obstacles à la Convention internationale pour la protection des droits de tous les travailleurs migrants et des membres de leur famille en Afrique subsaharienne. UNESCO Migration Studies 2

L'objectif fixé dans le cadre de ce rapport est d'examiner les conditions nécessaires à la ratification de la Convention internationale pour la protection des travailleurs migrants et de leur famille, au regard des violations dont ces derniers font l'objet dans les pays d'accueil. Le choix s'est porté sur quatre pays - le Gabon, le Niger, le Cameroun et le Bénin - pour analyser de près les politiques migratoires en œuvre et leur articulation éventuelle avec ladite Convention. Ces pays avaient alors en commun le fait de n'avoir pas encore ratifié la Convention. Le Niger a depuis ratifié la Convention (en 2009). 2007, SHS.2007/WS/6.



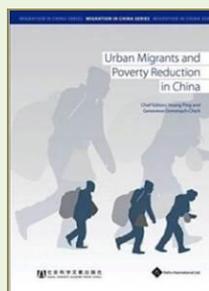
The Migrant Workers Convention in Europe. Obstacles to the Ratification of the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families: EU/EEA perspectives. UNESCO migration studies 1

The International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families (ICRMW) entered into force on 1 July 2003, some 13 years after it had been formally opened for ratification in 1990. To date, it has attracted very little support from states: the number of States Parties only 47 – a figure that is low for an instrument viewed by the Office of the High Commissioner for Human Rights as a "core" human rights treaty. This lack of success becomes all the more apparent upon consideration of the fact that not one major migrant receiving state is among the parties to the Convention. This study proposes an analysis of the reasons for this situation based on a survey carried out in seven countries: Germany, Spain, France, Italy, Norway, Poland and the United Kingdom. The main focus is the initiatives taken by various actors (political parties, civil society, and unions) to promote the Convention, along with the arguments used by governments to justify their refusal to ratify it as well as the role of European institutions. 2007, SHS.2007/WS/7.



Together with Migrants, 2002-2007. Research and Action against Poverty in China

This publication is the final result of the 6-year project “Urban poverty alleviation among young female migrants in East Asia” implemented by UNESCO Office Beijing and the Chinese Academy of Social Sciences. It was conducted in 8 pilot sites located throughout China. The book deals with the integration of migrant workers in the urban social and economic fabric through services including training in life and basic skills, vocational training, career counselling, family planning, and health and rights awareness. In conclusion, the book offers recommendations and reflection on the problems encountered in the implementation of the project, the aim of which was to reduce poverty among young migrant women by familiarizing them on their health, education and labour rights. 2007.



Urban Poverty Reduction Among Migrants. Problems and Policy Orientation in China

Written by experts from the Chinese Academy of Social Sciences (CASS), working in partnership with UNESCO, this publication is the result of a large-scale research project conducted across China from 2002 to 2010. Packed full of original material, academic analysis, expert knowledge and practical policy suggestions, it paints a detailed picture of one of the consequences of China's startling economic transformation. Since reform and opening up, China has witnessed increasingly large scale rural labor population mobility between town and country. According to statistics from the agricultural department and labor and social security department, in 2004 the number of rural peasant workers in urban areas reached about 120 million. Since the beginning of the 1990s, research circles have devoted much attention to this sociological group. Much of this research stresses the disadvantageous position of the migrant workers compared to the urban residents (Hukou). Through the angle of poverty analysis, this book attempts to deal with China's problem of large-scale population mobility and its creation of an impoverished urban peasant worker population. 2006, 7-80230-318-4.



Burkina Faso. Migration et droits des travailleurs (1897-2003). Collection Études en sciences sociales

This very soundly documented book rests on four main planks, namely an appraisal of migration in Burkina Faso set in a historical perspective, a snapshot of rules and regulations based on Burkina Faso's legislation and bilateral, regional and international agreements that it has ratified, a study of migrant workers' real-life experience that contrasts the letter of the law to hard facts and highlights the drama of mass expulsions and proposals and strategies for the future. This reference book, designed for a readership of researchers, teachers and human rights defence movements, contains a full bibliography and a highly varied corpus of statistical annexes and legislative texts of great use to anyone interested in Burkina Faso or in migration issues generally. 2004, 92-3-203943-5.

For sale at UNESCO Publishing.

Journals on Migration

DIVERSITIES Journal

ISSN: 2079-6595 (2010-2014)



DIVERSITIES (2010-2014; formerly the *International Journal on Multicultural Societies*) is an online scholarly and professional journal that provides a platform for international, interdisciplinary and policy-related social science research in the fields of migration, multicultural policies, and human rights. ISSN 2079-6595 (Co-published with Max Planck Institute for the Study of Religious and Ethnic Diversity - Germany).

Vol. 15, No. 2, 2013: **Diversity and Small Town Spaces: Twenty Years into Post-Apartheid South African Democracy**

Vol. 15, No. 1, 2013: **Female Migration Outcomes II**

Vol. 14, No. 2, 2012: **Language and Superdiversities II**

Vol. 14, No. 1, 2012: **Skilled Migration and the Brain Drain**

Vol. 13, No. 2, 2011: **Language and Superdiversities**

Vol. 13, No. 1, 2011: **Female Migration Outcomes: Human Rights Perspectives**

Vol. 12, No. 1, 2010: **Depicting Diversities**

Latest issues of DIVERSITIES



Diversity and Small Town Spaces: Twenty Years into Post-Apartheid South African Democracy. Diversities, Vol. 15, No. 2

South Africa represents an international site of interest on issues of reconciliation and transformation within a historical context of ethnic hostility, racial segregation and dire mismanagement of diversity. Since 1994, the old apartheid political structures including national government, provincial government and local government have been reformed and numerous laws have been enacted to redress past injustices and to facilitate greater economic and social equity. With the 20 years of democracy being celebrated in 2014, this special edition of Diversities is pertinent to the many questions that will be raised in taking stock of how far South Africa has come in changing the dynamics of segregation, exclusion and oppression that characterized the old dispensation. In particular, the articles collected in this volume speak to spatiality in small town life as a specific dimension of sociality. 2014, ISSN: 2079-6595. [Open Access.](#)



Female Migration Outcomes II. Diversities, Vol. 15, No. 1

This special issue addresses some important questions on female migration and its impact on women and their households. It shows how this affects the economy of sending countries and the households and institutions where the migrant women work in the destination countries. The articles, written by specialists in migration, gender, and development issues, set out to answer the following crucial questions: What do we do to ensure that women do benefit from migration, whether in terms of enjoyment of rights or successful integration?; What are the difficulties or challenges that one faces in ensuring that women do benefit from migration on an equal footing?; What enabled women to benefit from migration in certain contexts? And what can be learnt from this?

The papers highlight examples of 'best practice' in policy-making which can be adopted and modified in other contexts in years to come. The key message of this issue is the need to consider migrant women and men as drivers of their own development, not mere beneficiaries, who require specific knowledge and skills to unlock the full potential of migration. 2014, ISSN: 2079-6595. [Open Access.](#)

The International Journal on Multicultural Societies (IJMS)

ISSN: 1817-4574 (1999-2009)

- **Turks Abroad: Settlers, Citizens, Transnationals**, Vol. 11-2, 2009.
- **The Human Rights of Migrants**, Vol. 11-1, 2009.
- **The Conditions of Modern Return Migrants** Vol. 10-2, 2008.
- **Citizenship Tests in a Post-national Era**, Vol. 10-1, 2008.
- **Migration and Integration in the Asia-Pacific Region**, Vol. 9-2, 2007.
- **Migrant Integration in Rural Areas. Evidence from New Countries of Immigration**, Vol. 9-1, 2007.
- **Democracy and Power-sharing in Multi-national states**, Vol. 8-2, 2006.
- **Transnational Knowledge through Diaspora Networks**, Vol. 8-1, 2006.
- **National Identity and Attitudes Towards Migrants – Findings From the ISSP**, Vol. 7-2, 2005.
- **The Links between Academic Research and Public Policies in the Field of Migration and Ethnic Relations: Selected National Case Studies**, Vol. 7-1, 2005.
- **Managing Migration and Diversity in the Asia Pacific Region and Europe**, Vol. 6-2, 2004.
- **Multilingualism on the Internet - Multilinguisme sur l'Internet**, Vol. 6-1, 2004.
- **Multiculturalism and Political Integration in Modern Nation-states**, Vol. 5-1, 2003.
- **Pluralism and Multiculturalism in Colonial and Post-colonial Societies**, Vol. 5-2, 2003.
- **Protecting Endangered Minority Languages: Sociolinguistic Perspectives**, Vol. 4-2, 2002.
- **The Impact of Government Policies on Territorially Based Ethnic or Nationalist Movements**, Vol. 4-1, 2002.
- **The Human Rights of Linguistic Minorities and Language Policies**, Vol. 3-2, 2001.
- **Lesser Used Languages and the Law in Europe**, Vol. 3-1, 2001.
- **Religious Diversity in Russian Federation**, Vol. 2-2, 2000.
- **Managing Religious Diversity in a Global Context. Debate Continued**, Vol. 2-1, 2000.
- **The Public Management of Religious Diversity**, Vol. 1- 2, 1999.
- **Exploring Religious Pluralism**, Vol. 1-1, 1999.

More publications and information on international migration

Videos on Human Rights and Migrations

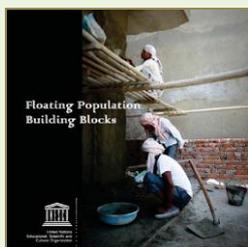


Video. 8'23"

Breaking Silence - A Short Documentary on Internal Migrants and the Impact of Community Radio

Although official figures state the population of Mullahera village in Gurgaon, Haryana to be 10,000 the actual population estimates are ten times more with 90% of the population being internal migrants. Breaking Silence captures the experiences of women migrants living in this village and showcases how community radio Gurgaon Ki Awaaz is making a difference in their lives.

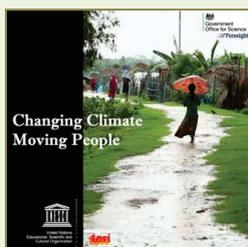
It reflects their true experience as internal migrants and shows the numerous constraints they face; due to lack of identity proof, inadequate housing, low-paid and insecure work, exclusion from state provided services such as health and education among others; as well as the benefits of living the life of a migrant.



Video. 14'20"

Floating Population Building Blocks

"Floating Population Building Blocks" reveals the dire reality of migrant workers in Rajasthan in the construction industry. While migrants provide a low cost and flexible workforce for the urban informal economy, their contribution is still largely ignored. As electricians, carpenters, plumbers, masons or painters, they often work in poor conditions devoid of social security and legal protection, lack access to decent housing, drinking water and sanitation, and are excluded from state-provided services such as health and education for their children.



Video. 35'

Changing Climate Moving People

Sugandh from The Energy and Resource Institute (TERI)'s Film and TV Unit, in the aftermath of the National Workshop on Migration and Global Environmental Change held in Delhi in 2014 with the support of the Government Office for Sciences (GOS), Foresight, United Kingdom. The film looks at disaster or climate stress related migration from three different regions in the country – Uttarakhand, Bundelkhand and Odisha. These three states are already amongst the leading sources for internal migration and have been hit by extreme weather events like floods (Uttarakhand), drought (Bundelkhand region) and cyclones (Odisha), which are likely to become more recurrent and stronger as a result of climate change.



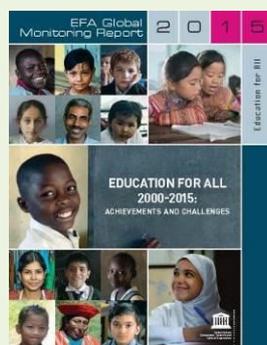
The Right to Education and Human Rights Education

Human rights education is an integral part of the right to education and is increasingly gaining recognition as a human right in itself. Knowledge of rights and freedoms is considered a fundamental tool to guarantee respect for the rights of all. UNESCO's work in human rights education is guided by the **World Programme for Human Rights Education**. [Read more...](#)

The Right to Education

Education for All [EFA]

In terms of Education, the *Universal Declaration of Human Rights* is clear: its **Article 26** states that everyone has a right to education, that education shall be free and that it shall be compulsory. But not only does the Declaration touch upon the access to education, it also pinpoints the very significance education should have, shedding important light in terms of the desired quality. It says: **“Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms”**.



Education for All 2000-2015: Achievements and Challenges. EFA Global Monitoring Report, 2015

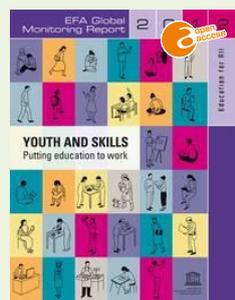
The 2015 EFA Global Monitoring Report provides a complete assessment of progress towards the Education for All goals established in 2000 at the World Education Forum in Dakar, Senegal. The report takes stock of whether the world achieved the EFA goals and whether EFA partners upheld their commitments. It also explains possible determinants of the pace of progress and identifies key lessons for shaping a post-2015 global education agenda. 2015, 978-92-3-100085-0; 978-92-3-100097-3 (ePub) (En); 978-92-3-604255-8 (Ar); 978-92-3-200054-5 (Fr); 978-92-3-300017-9 (Sp); 978-92-3-400006-2 (Ru).

Also available in **French** [*Éducation pour tous 2000-2015: progrès et enjeux. Rapport mondial de suivi sur l'EPT, 2015*], **Spanish** [*La Educación para Todos, 2000-2015: Logros y Desafíos. Informe de seguimiento de la EPT en el mundo*] and **Russian** [*Образование для всех 2000-2015 гг.: достижения и вызовы, Всемирный доклад по мониторингу ОДВ, 2015 г.г.*]. [For sale at UNESCO Publishing.](#)



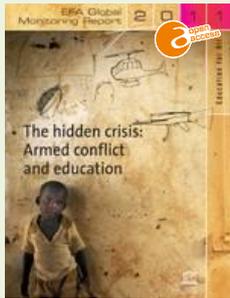
Teaching and Learning: Achieving Quality For All. Education for All Global Monitoring Report, 2013-2014

The 2013/4 Education for All Global Monitoring Report shows why education is pivotal for development in a rapidly changing world. It explains how investing wisely in teachers, and other reforms aimed at strengthening equitable learning, transform the long-term prospects of people and societies. 2014, 978-92-3-104255-3 (En); 978-92-3-604255-8 (Ar); 978-92-3-204255-2 (Fr); 978-92-33-04255-1 (Sp). Also available in **French** [*Enseigner et apprendre: atteindre la qualité pour tous. Rapport mondial de suivi sur l'EPT, 2013-2014*], **Spanish** [*Enseñanza y Aprendizaje: Lograr la Calidad para Todos. Informe de seguimiento de la EPT en el mundo, 2013-2014*], **Chinese** [*教学与学习：实现高质量全民教育*] and **Arabic**. [For sale at UNESCO Publishing.](#)



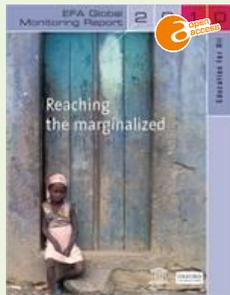
Youth and Skills: Putting Education to Work. Education for All Global Monitoring Report, 2012

Many young people around the world — especially the disadvantaged — are leaving school without the skills they need to thrive in society and find decent jobs. As well as thwarting young people's hopes, these education failures are jeopardizing equitable economic growth and social cohesion, and preventing many countries from reaping the potential benefits of their growing youth populations. This Report examines how skills development programmes can be improved to boost young people's opportunities for decent jobs and better lives. 2012, 978-92-3-104240-9 (En); 978-92-3-204240-8 (Fr); 978-92-3-304240-7 (Sp); 978-92-3-604240-4 (Ar); 978-7-5041-7873-2 (Ch). Also available in **French** [*Jeunes et compétences: l'éducation au travail. Rapport mondial de suivi sur l'EPT, 2012*], **Spanish** [*Los Jóvenes y las Competencias: Trabajar con la Educación. Informe de seguimiento de la EPT en el mundo, 2012*], **Arabic** ([Open access](#)), **Chinese** [*青年与技能：拉近教育和就业的距离*], **Hindi** and **Telugu**. [For sale at UNESCO Publishing.](#)



The Hidden Crisis: Armed Conflict and Education. Education for All Global Monitoring Report, 2011

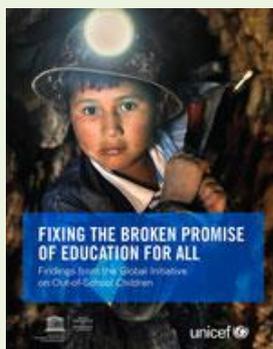
The 2011 Global Monitoring Report examines the damaging consequences of conflict for the Education for All goals. It sets out an agenda for protecting the right to education during conflict, strengthening provision for children, youth and adults affected by conflict, and rebuilding education systems in countries emerging from conflict. The Report also explores the role of inappropriate education policies in creating conditions for violent conflict. Drawing on experience from a range of countries, it identifies problems and sets out solutions that can help make education a force for peace, social cohesion and human dignity. 978-92-3-104191-4 (En); 978-92-3-304191-2 (Fr); 978-92-3-604191-9 (Ar); 978-92-3-104191-4 (Ru); 978-92-3-504191-4 (Ch). Also available in [French](#) [*La crise cachée: les conflits armés et l'éducation. Rapport mondial de suivi sur l'EPT, 2011*], [Spanish](#) [*Una Crisis Encubierta: Conflictos Armados y Educación. Informe de seguimiento de la EPT en el mundo, 2011*], [Arabic](#), [Russian](#) (Open access) and [Chinese](#). For sale at [UNESCO Publishing](#).



Reaching the Marginalized. Education for All Global Monitoring Report, 2010

Education systems in many of the world's poorest countries are now experiencing the aftermath of the global economic downturn. The 2010 Education for All Global Monitoring Report, argues that the crisis could create a lost generation of children whose life chances will have been irreparably damaged by a failure to protect their right to education. The Report examines who these children are and why they are being left behind, and looks at concrete solutions for making sure that no children are excluded from schooling. 2015, 978-92-3-104129-7 (En); 978-0-19-958498-7 (En); 978-92-3-504129-3 (Ch); 978-92-3-404129-4 (Ru); 978-92-3-604129-2 (Ar). Also available in [French](#) [*Atteindre les marginalisés. Rapport mondial de suivi sur l'EPT, 2010*], [Spanish](#) [*Llegar a los Marginados. Informe de seguimiento de la EPT en el mundo, 2010*] (Open access), [Arabic](#), [Russian](#), and [Chinese](#). For sale at [UNESCO Publishing](#).

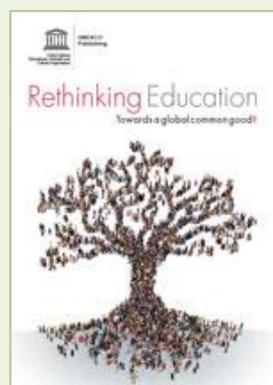
More on EFA and previous global reports



Fixing the Broken Promise of Education for All

Fixing the Broken Promise of Education for All, published by the UNESCO Institute for Statistics and UNICEF, presents the latest statistical evidence from administrative records and household surveys to better identify children who are out of school and the reasons for their exclusion from education. It aims to inform the policies needed to reach these children and finally deliver the promise of Education for All.

Based on a series of national and regional studies and policy analysis by leading experts, the report explains why better data and cross-sector collaboration are fundamental to the design of effective interventions to overcome the barriers facing out-of-school children and adolescents. While highlighting the way forward for system-wide policies to improve educational quality and affordability, the report also presents the information needed for targeted approaches to address the compounding effects of disadvantage faced by children caught up in armed conflict, girls, working children, children with disabilities, or members of ethnic or linguistic minorities. This report presents a roadmap to improve the data, research and policies needed to catalyse action for out-of-school children as the world embarks on a new development agenda for education. 2015, 978-92-9189-161-0. For sale at [UNESCO Publishing](#).



Rethinking Education

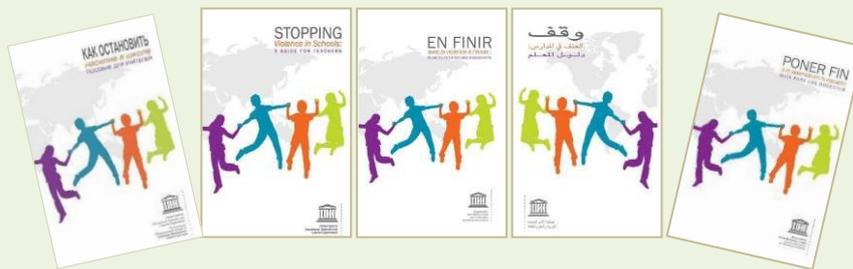
We are living in a world characterized by change, complexity and paradox. Economic growth and the creation of wealth have cut global poverty rates, yet vulnerability, inequality, exclusion and violence have escalated within and across societies throughout the world. Unsustainable patterns of economic production and consumption promote global warming, environmental degradation and an upsurge in natural disasters. Moreover, while we have strengthened international human rights frameworks over the past several decades, implementing and protecting these norms remains a challenge. And while technological progress leads to greater interconnectedness and offers new avenues for exchange, cooperation and solidarity, we also see proliferation of cultural and religious intolerance, identity-based political mobilization and conflict. These changes signal the emergence of a new global context for learning that has vital implications for education. Rethinking the purpose of education and the organization of learning has never been more urgent. This book is intended as a call for dialogue. It is inspired by a humanistic vision of education and development, based on respect for life and human dignity, equal rights, social justice, cultural diversity, international solidarity and shared responsibility for a sustainable future. It proposes that we consider education and knowledge as global common goods, in order to reconcile the purpose and organization of education as a collective societal endeavour in a complex world. 2015, 978-92-3-100088-1 (En), 978-92-3-200057-6 [Repenser l'éducation]; 978-92-3-300018-6 [Replantear la Educación]. For sale at [UNESCO Publishing](#).



Investing against Evidence

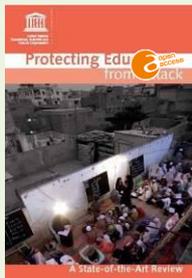
Early childhood care and education (ECCE) has become a key concern for education policy-makers and stakeholders. There is mounting research evidence on its benefits for children's capacities and educational achievements as well as its critical role in realizing equitable, quality education and lifelong learning. Addressing the themes of investment rationales, equity and quality, this book features various lessons from research and experience from different continents. It argues for reversing the trend of 'investing against evidence' so that children – and especially the disadvantaged ones – and societies can reap the proven benefits of quality ECCE. 2015, 978-92-3-100113-0. [For sale at UNESCO Publishing.](#)

Education under attack and violence in schools



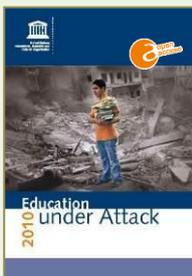
Stopping Violence in Schools. A Guide for Teachers

This Guide examines various forms of violence in schools and their consequences for education. It offers ten actions to prevent and stop violence in schools with practical examples that teachers can adapt in the classroom. 2009 & 2014, ED.2009/WS/43; MOS/2014/PI/H/6 (Ru). Also available in [French](#) [*En finir avec la violence à l'école. Guide à l'intention des enseignants*], [Spanish](#) [*Poner Fin a la Violencia en la Escuela. Guía para los docentes*], [Russian](#) [*Как остановить насилие в школе. Пособие для учителей*] and [Arabic](#).



Protecting Education from Attack. A State-of-the-Art Review.

In view of the gaps in knowledge and information about attacks on education and about how education can be protected from attack, UNESCO has commissioned a series of publications to research and analyse these issues. Its aim is to enhance global understanding of the nature, scope, motives and impact of attacks on education and of the work that is being done by communities, organizations and governments to prevent and respond to such violence. When appropriate, the publications also provide recommendations for action by a variety of stakeholders at local, national and international levels. 2010, 978-92-3-104152-5. [Open Access.](#)



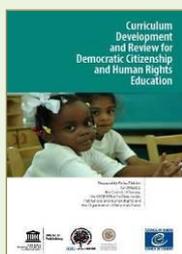
Education under Attack, 2010. A global study on targeted political and military violence against education staff, students, teachers, union and government officials, and institutions

In order to protect and promote the right to education whenever learners, education personnel and educational facilities come under violent attack, greater knowledge and deeper understanding are required. Precise and detailed information about the extent of attacks, both current and over time, is needed but by itself is insufficient. More research must be conducted in order to generate better analysis and understanding of the causes, means and impacts of attacks on education. Moreover, there is a need for more investigation not only of possible mechanisms to undertake rigorous monitoring and reporting in this area but also of prevention and response strategies and their effectiveness. 2010, 978-92-3-104155-6; 978-92-3-001013-3 (Ar). Also available in [Arabic](#). [Open Access.](#)

More publications and information on Education

Human Rights Education

What is human rights education? Human rights education can be defined as education, training and information aimed at building a universal culture of human rights. Effective human rights education not only provides knowledge about human rights and the mechanisms that protect them, but also develops the skills needed to promote, defend and apply human rights in daily life. Human rights education also fosters the attitudes and behaviours needed to uphold human rights for all members of society. (World Programme for Human Rights Education. Second phase. Plan of action, 2012)



Curriculum Development and Review for Democratic Citizenship and Human Rights Education.

Education for democratic citizenship and human rights education are vital for the achievement of peaceful, sustainable and inclusive societies based on respect for the human rights of every person. The strengthening of education policies in the fields of education for democratic citizenship and human rights lies at the very heart of the work of the Council of Europe, the United Nations Educational, Scientific and Cultural Organization, the Office for Democratic Institutions and Human Rights of the Organization for Security and Co-operation in Europe, and the Organization of American States. These organisations have jointly produced this publication in order to support their member and participating states' commitment to fostering citizenship and human rights education and improving access to quality education for all. 2015, 978-92-3-100121-5; 978-92-871-9918-8; 978-92-9234-918-9; 978-0-8270-6455-3.



The International Status of Education about the Holocaust. A Global Mapping of Textbooks and Curricula

How do schools worldwide treat the Holocaust as a subject? In which countries does the Holocaust form part of classroom teaching? Are representations of the Holocaust always accurate, balanced and unprejudiced in curricula and textbooks? This study compares for the first time representations of the Holocaust in school textbooks and national curricula. The book highlights evolving practices worldwide and thus provides education stakeholders with comprehensive documentation about current trends in curricula directives and textbook representations of the Holocaust. It further formulates recommendations to help policy-makers provide the educational means by which pupils may develop Holocaust literacy. 2015, 978-92-3-100033-1.

Teaching Respect for All. Implementation Guide

Teaching Respect for All is a joint UNESCO-United States of America-Brazil project launched in January 2012 to counteract discrimination both in and through education. Acknowledging that discrimination is on the rise worldwide, Teaching Respect for All promotes an educational response to counter discrimination and violence through strengthening the foundations of mutual tolerance and cultivating respect for all people, regardless of colour, gender, class, sexual orientation, national, ethnic, or religious orientation/identity. Teaching Respect for All has chosen to focus efforts on the formal and informal classroom, targeting learners of 8-16 years old, and aims to build curiosity, openness, critical thinking and understanding among youth learners, thus equipping them with the awareness, knowledge, and skills to cultivate respect and stop discrimination on all levels. 2014, 978-92-3-100025-6 (En), 978-92-3-200032-3 (Fr), [Open Access](#). Also available in French [*Enseigner le respect pour tous. Guide de mise en oeuvre*].



Human rights education in the school systems of Europe, Central Asia and North America. A compendium of good practice

Co-published with the OSCE, the ODIHR, the EC and the OHCHR. 2009, 978-92-9234-765-9. Also available in [French](#) (2011, HR/PUB/09/3)



Contemporary Issues in Human Rights Education

This publication addresses current issues and challenges faced when incorporating a culture for human rights and illustrates the collective importance of human rights education as a fundamental base for a peaceful and just society. Every four years, UNESCO monitors the implementation of the 1974 Recommendation Concerning Education for International Understanding, Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedoms. The objective is to monitor Member States' progress in incorporating human rights materials, teaching tools and principles into the legal, administrative and educational policies which guide the daily practice of education. On the basis of national reports prepared by Member States, UNESCO prepares a synthesis which identifies general trends, including obstacles, opportunities and policy developments in education for peace, human rights and democracy within national education systems and non-formal settings. 2011, 978-92-3-104213-3

A Human Rights-based Approach to Education for All. A framework for the realization of children's right to education and rights within education

This document aims to provide readers with a conceptual analysis of the meaning and scope of a rights-based approach to education. It also offers a comprehensive framework of strategies and actions necessary to translate those human rights into legislation, policies and programmes for the attainment of Education for All. Together, the conceptual analysis and the framework can be used as a resource for advocacy and social mobilization. They provide the tools with which to conduct a critical review of the current state of education in any country from a human rights perspective and to engage in political dialogue with governments and other partners with a view to adopting a rights-based approach. 2008, 978-92-806-4188-2 (En); 978-92-806-4189-9 (Fr). Also available in [French](#) and [Spanish](#)



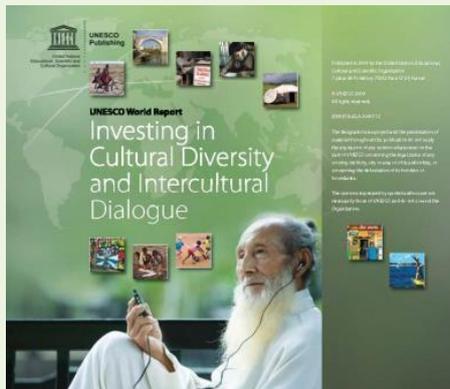
Education for Human Rights...Young People Talking (DVD). 2011 (Multilingual French/English)

More publications and information on human rights education

Cultural diversity and Human rights

➔ The Universal Declaration on Cultural Diversity

Adopted by the 31st Session of the General Conference of UNESCO on 2 November 2001, this Declaration states that the defence of cultural diversity is an ethical imperative, inseparable from respect for human dignity and fundamental freedoms. This means also that no one may invoke cultural diversity to infringe upon human rights, nor to limit their scope. In times of uncertainty, all must reaffirm their commitment to tolerance and dialogue on the basis of respect and understanding. Available in *English, French, Spanish, Russian, Chinese and Arabic*



Investing in Cultural Diversity and Intercultural Dialogue: UNESCO World Report

At the crossroads of intellectual, scientific and political thinking, this 2nd UNESCO World Report aims to take stock of all that is being said, thought and done in the name of cultural diversity, and tease out the necessary conditions for diversity to become an asset and not a threat, a source of renewal for public policies in service to development, social cohesion and peace.

No longer limited to the cultural domain strictly speaking – and more complex than often assumed – cultural diversity needs today to be addressed in terms of dialogue, dynamics, and the new specific challenges it may pose for languages, educational systems, news and entertainment media and the business world. 2009, 978-92-3-104077-1

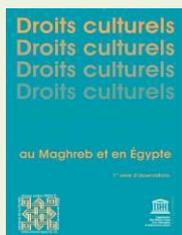
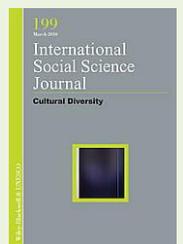
Also available in *French* [Investir dans la diversité culturelle et le dialogue interculturel. Rapport mondial de l'UNESCO], *Spanish* [Invertir en la Diversidad Cultural y el Diálogo Intercultural. Informe mundial de la UNESCO], *Chinese, Arabic and Russian*.



An Assault on Diversity. World heritage review, Special issue *Iraq's Heritage. A Treasure under Threat* [Le patrimoine de l'Iraq, un trésor menacé], June 2015
Also available in *French* [La diversité attaquée]

Cultural Diversity. International Social Science Journal (199)

Do cultural diversity and human rights make a good match? This volume attempts to explore the horizon of cultural diversity and examines it in relation to questions of cultural rights, multilingualism, post and anti-multiculturalism, media representations of otherness, climate change and biodiversity. Whether reduced to a buzzword or elevated to the basis of new forms of global governance to come, cultural diversity is a social fact and one which still merits interdisciplinary critical attention. 2010, p. 1-197. ISSN: 0020-8701.



Les droits culturels au Maghreb et en Égypte

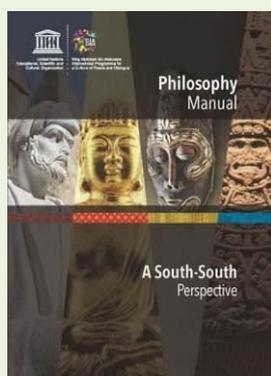
This book is the result of a fruitful cooperation with the *Observatory of Diversity and Cultural Rights* (Fribourg University, Switzerland).

It contributes to clarifying the nature and scope of cultural rights and provides a good overview on how cultural rights are dealt with in 6 countries of the Arab region. It identifies the laws, policies and practices attached to these rights and highlights the obstacles that impede their implementation. 2010, 978-92-3-204177-7.

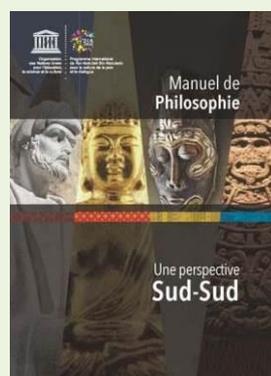
Teaching philosophy to promote cultural diversity



2015, 978-92-3-600001-5



2015, 978-92-3-101006-4



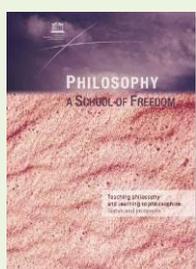
2015, 978-92-3-201018-6

Philosophy Manual. A South-South Perspective

Through the promotion of South-South intellectual and philosophical dialogue, UNESCO seeks to encourage the development of diverse views by supporting and promoting the philosophical traditions of the metaphorical “South”, traditions which are still little known. What better way to do this than by providing sound educational resources aimed at teaching young people about the diversity of philosophical thought? This manual, produced with the support of Saudi Arabia, is an innovative and high quality tool for young people in secondary and higher education and in non-formal education. The manual not only allows the discovery of philosophical texts from Africa, the Arab region, Asia and the Pacific and Latin America and the Caribbean, but also promotes their full understanding through a critical apparatus which enables easily adapted educational use.

As well as being informative, the manual provides a comparative reading of texts with a view to broad and diverse reflection on the key questions which span world philosophy. Published with the support of King Abdullah bin Abdulaziz International Programme for the Culture of Dialogue and Peace. Available in [English](#), [French](#) [*Manuel de philosophie. Une perspective Sud-Sud*] and [Arabic](#) [*دليل الفلسفة. منظور بلدان الجنوب*].

[Partially in Open Access](#)



2007, 978-92-3-104070-2



2007, 978-92-3-204070-1



2009, SHS/PH/2009/PI/1



2011, 978-92-3-304070-0

Philosophy: A School of Freedom. Teaching philosophy and learning to philosophize: Status and prospects

This innovative publication is based on the results of a worldwide survey and provides ground-breaking recommendations and proposals for the teaching of philosophy and learning how to philosophize at all levels of education, namely pre-school, primary, secondary and higher level, but also outside the framework of formal educational systems. Readers will discover the full significance of giving children and young students both the opportunity and the space to tackle questions of a philosophical nature. This urges us to reflect more profoundly on education and learning, as well as on the role of teachers in these tasks.

Also available in [French](#) [*La Philosophie, une école de la liberté. Enseignement de la philosophie et apprentissage du philosophe: état des lieux et regards pour l'avenir*], [Spanish](#) [*La Filosofía, una Escuela de la Libertad. Enseñanza de la filosofía y aprendizaje del filosofar: la situación actual y las perspectivas para el futuro*] and [Arabic](#) [*الفلسفة، مدرسة للحرية*].

Teaching Philosophy series: a UNESCO collection to understand regional challenges



L'enseignement de la philosophie en Afrique. Pays francophones

Réunion régionale de haut niveau sur l'enseignement de la philosophie dans les pays francophones d'Afrique, Bamako, 2009 - 2009. SHS/PH/2009/PI/AFR

Enseñanza de la Filosofía en América Latina y el Caribe

High-level Regional Meeting on the Teaching of Philosophy in Latin America and the Caribbean, Santo Domingo, 2009. 2009. SHS/PH/2009/PI/LAC. Also available in [English](#) [Teaching philosophy in Latin America and the Caribbean]

Teaching Philosophy in Africa. Anglophone countries

High-level Regional Meeting on the Teaching of Philosophy in Anglophone African countries, Port Louis, 2009. 2009. SHS/PH/2009/PI/AFR

Teaching Philosophy in Asia and the Pacific

High-Level Regional Meeting on the Teaching of Philosophy in the Asia and the Pacific, Manila, 2009. 2009. SHS/PH/2009/PI/APA

Teaching Philosophy in Europe and North America

2011. 978-92-3-001011-9 (En); 978-92-3-001012-6 (Fr). [Open Access](#). Also available in [French](#) [L'enseignement de la philosophie en Europe et Amérique du Nord]

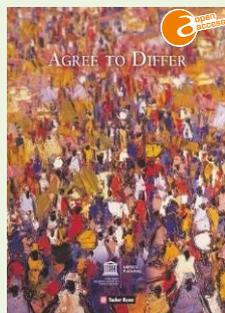
Teaching Philosophy in the Arab region

High-level Regional Meeting on the Teaching of Philosophy in the Arab Region, Tunis, 2009. 2009. SHS/PH/2009/PI/ARB. Also available in [Arabic](#) [تدريس الفلسفة في العالم العربي] and [French](#) [L'enseignement de la philosophie dans la région arabe].

Intercultural dialogue



International Decade for the Rapprochement of Cultures (2013-2022)

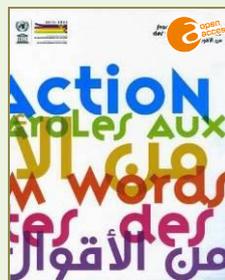


Agree to Differ

A co-publication with Tudor Rose to celebrate the International Decade for the Rapprochement of Cultures (2013-2022).

The International Decade for the Rapprochement of Cultures embodies a commitment to explore new articulations between cultural diversity and universal values. The rapprochement of cultures calls for a commitment to the principles of human dignity and solidarity as the corner stones of living together within and between societies, making the most of all sources of diversity.

This publication bears testimony to the urgency of addressing contemporary challenges through intercultural and interreligious dialogue in order to deepen understanding and cooperation for peace. Through concrete examples, including experiences at the community level from across the world, the publication showcases why cultural diversity, intercultural dialogue and responsive democratic governance are vital for the enhancement of mutual understanding, the growth of tolerance, and the building of bridges of mutual respect and dignity. 2015, 978-92-3-100090-4. [Open Access](#). [Flipbook](#) - [For sale at UNESCO Publishing](#).

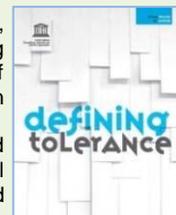


From Words to Action / Des paroles aux actes / من الأقوال إلى الأفعال

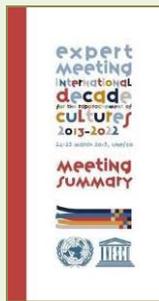
Port-foilo on intercultural competences based on human rights. UNESCO project *Building competences to develop policies and programmes for intercultural dialogue respectful of human rights*.

This portfolio proposes a basic tool for capacity building in support of exchange, communication and cooperation beyond cultural, religious and national borders, allowing the emergence of a global citizenship in a safer world for all. In this perspective, this set of key resources consists of papers by international experts exploring the linkage between respect for cultural diversity and human rights, with all that that implies.

Symbolically released on 10 December 2014, Human Rights Day, this multilingual and evolving publication is designed primarily to be a flagship project of the International Decade for the Rapprochement of Cultures (2013-2022). Its content will be enriched and developed in an e-learning format, throughout the Decade. 2014/2015. 1 boxed set. 978-92-3-000013-4. [Open Access](#). Plurilingual English/French/Arabic.



Defining Tolerance (2015, 107 pp. SHS-2014/WS/7. Also available in [French](#) [Dire la tolérance. Des paroles aux actes] and [Arabic](#).



Expert Meeting on the International Decade for the Rapprochement of Cultures (2013-2022), 24-25 March 2015. Expert Papers
93 pp. SHS/TSD/ME/2015/1

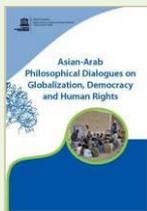
Expert Meeting on the International Decade for the Rapprochement of Cultures (2013-2022), 24-25 March 2015. Meeting Summary
44 p. SHS/TSD/ME/2015/2; SHS.2015/WS/5



Arab-Muslim Civilization in the Mirror of the Universal. Philosophical Perspectives

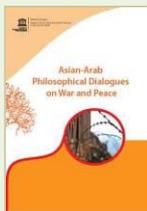
The 34 pedagogical cards assembled in this publication elucidate in a detailed way the large intellectual, spiritual, artistic and political foundations on which the Arab-Muslim civilization is based. The cards are of philosophical nature while they also delineate the intellectual figures and key inventions that have marked this civilization. The content has been elaborated by a team of philosophers working in various domains, including philosophy of history, philosophy of religion, philosophy of sciences, philosophy of art, etc., thus ensuring a pluralistic approach. The work also benefited from the collaboration of specialists in didactics and philosophy teaching, and experts in intercultural education, who developed pedagogical guidelines for the ease of use of the cards. 2010, 978-92-3-204180-7 (Fr); 2010, 978-92-3-104180-8 (En). Also available in [French](#) [La civilisation arabo-musulmane au miroir de l'universel. Perspectives philosophiques]. [Open Access](#).

The Asian-Arab philosophical dialogues series



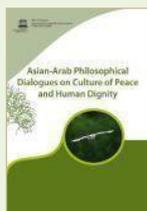
Asian-Arab Philosophical Dialogues on Globalization, Democracy and Human Rights

In this volume, philosophers from across the Arab and Asia-Pacific world consider such themes as justice and recognition; philosophy education for democracy; the Universal Declaration of Human Rights; bioethics and human rights; philosophy, dialogue and difference; globalization, localization and hybridization. 2010, 978-92-9223-314-3; 978-92-9223-313-6 (print).



Asian-Arab Philosophical Dialogues on War and Peace

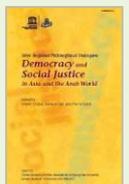
In this volume, philosophers from across the Arab and Asia-Pacific world consider such themes as cultural diversity; tolerance; philosophy and the reduction of violence; non-violence; peace-building in conflict and post-conflict situations; human security. 2010, 978-92-9223-316-7; 978-92-9223-315-0 (print).



Asian-Arab Philosophical Dialogues on Culture of Peace and Human Dignity

This volume aims to strengthen the role of philosophy in public policy, to promote the teaching of non-Western philosophies and to broaden intercultural communication and exchange on the burning issue of human dignity and on achieving a culture of peace. 2011, 978-92-9223-377-8; 978-92-9223-378-5 (print).

Inter-regional Philosophical Dialogues: Democracy and Social Justice in Asia and the Arab World. 2006, SHS/2007/PI/H/1





Le Dialogue entre les religions endogènes, le christianisme et l'islam au service de la culture de la paix en Afrique. Actes du colloque international, Cotonou, 20-21 août 2007
2009, AFR.2009/WS/1. *Bilingual French/English.*

Guidelines for Educators on Countering Intolerance and Discrimination against Muslims: Addressing Islamophobia through Education

The attitudes and tensions that lead to inter-communal conflict are often deeply rooted in stereotypes and misconceptions, and one of the most pressing contemporary challenges is to promote knowledge about, and understanding of, different cultures. Educators play a fundamental role in meeting this challenge. 2011, 978-92-9234-816-8; 978-92-9234-820-5 (Ru). *Also available in Russian*

United Nations Declaration on the Rights of Indigenous Peoples*

The **United Nations Declaration on the Rights of Indigenous Peoples** was adopted by the General Assembly on 13 September 2007, *as a triumph for justice and human dignity following more than two decades of negotiations between governments and indigenous peoples' representatives.*

Other languages: French, Spanish, Arabic, Russian, Chinese, Portuguese.

Find more on the Declaration on the OHCHR website

Declaração das Nações Unidas sobre os Direitos dos Povos Indígenas. Edição especial com perguntas e respostas. 2009

Declaração das Nações Unidas sobre os Direitos dos Povos Indígenas. Perguntas e respostas. 2008, BR/2008/PI/H/32

Los Pueblos Indígenas y sus Derechos. Informes temáticos del Relator Especial sobre la Situación de los Derechos Humanos y las Libertades Fundamentales de los Pueblos Indígenas del Consejo de Derechos Humanos de la Organización de las Naciones Unidas. 2008, 978-92-95068-00-1

Community Development through World Heritage. World Heritage Papers. No. 31
2012, 978-92-3-001024-9

World Heritage and Indigenous Peoples. World heritage review, no. 62 (2012)

Also available in French and Spanish

Our Common Dignity: Rights-based Approaches to Heritage Management, pp. 56-58

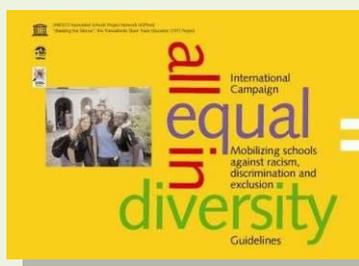


More on Indigenous Peoples and UNESCO's actions

More information and publications on intercultural dialogue and cultural diversity

* Message from Irina Bokova, Director-General of UNESCO, on the occasion of the International Day of the World's Indigenous People, 9 August 2015 - *English, French, Spanish, Russian, Arabic, Chinese*

Fighting against Racism, Discrimination and Exclusion



All Equal in Diversity: Mobilizing Schools against Racism, Discrimination and Exclusion (Campaign kit)

Despite countless efforts, racism, discrimination, intolerance and exclusion still prevail in most societies. *Breaking the Silence: the Transatlantic Slave Trade (TST) Education Project*, carried out since 1998 by the UNESCO Associated Schools Project Network (ASPnet), tried to provide an answer. Some 100 schools in Africa, the Americas/Caribbean and Europe participate in the TST Education project. Their opinions and commitment have formed the basis of the "All Equal in Diversity" International Campaign. By deepening their understanding of the past, these schools work towards a better understanding of the present so as to build a brighter future based on mutual respect and unity in diversity, thus contributing substantially to the quality of education in the twenty-first century. 2005, + 1 CD-ROM and 1 poster. Also available in *French* [*Tous égaux dans la diversité: mobiliser les écoles contre le racisme, la discrimination et l'exclusion (kit pédagogique)*].

UNESCO-Madanjeet Singh Prize for the Promotion of Tolerance and Non-Violence

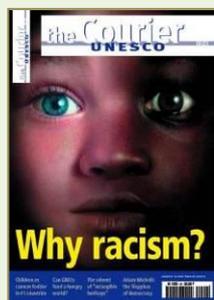
The UNESCO-Madanjeet Singh Prize for the Promotion of Tolerance and Non-Violence rewards significant activities in the scientific, artistic, cultural or communication fields aimed at the promotion of a spirit of tolerance and non-violence. Tolerance recognizes the universal human rights and fundamental freedoms of others. People are naturally diverse; only tolerance can ensure the survival of mixed communities in every region of the globe. In recognition of a lifelong devotion to communal harmony and peace, the Prize bears the name of its benefactor Madanjeet Singh, who was a UNESCO Goodwill Ambassador, Indian artist, writer and diplomat. Awarded every two years, on the occasion of the International Day for Tolerance (16 November), the Prize is marked by a ceremony and the winner is presented with the sum of US\$ 100,000. *Laureates of the 2014 edition: Ibrahim Ag Idbaltanat (Mali) and Francisco Javier Estevez Valencia (Chile) - Statutes/Statuts.*

International Day for the Elimination of Racial Discrimination

Why 21 March? In 1966, the date of 21 March was proclaimed International Day for the Elimination of Racial Discrimination by the United Nations General Assembly in commemoration of that day in 1960 when, during a peaceful demonstration against the Apartheid pass laws, 69 people were killed in Sharpeville, South Africa.

[Visit our webpage on the International day for the Elimination of Racial Discrimination](#)

Inspiring articles from *The UNESCO Courier*



Why Racism? The UNESCO Courier; September 2001.

Once founded on the traditional notion of "race", racial discrimination today comes in many guises, whether based on one's colour, nation (xenophobia), ethnic belonging or caste. This dossier looks at its roots and impact on indigenous groups and black communities in Latin America, the lowest castes in Asia, and foreigners in Africa and Western Europe. Echoing the World Conference against Racism (Durban, South Africa, August 31-September 7), we strive to give a voice to the hundreds of millions of victims around the world.

A Return to Nature - pp. 36-37. Also available in *French* [*Le racisme mondialisé*] and *Spanish* [*El Racismo Mundializado*].

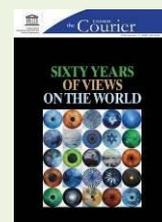
The Rise and Fall of the Laboratory Racist - pp. 21-23. Also available in *French* [*Fortune et décadence du racisme scientifique*] and *Spanish* [*Auge y Caída de las Teorías Racistas*].

Stuck at the Gate of Paradise - pp. 24-26. Also available in *French* [*Fausse notes dans la samba brésilienne*] and *Spanish* [*Prejuicios en el Paraíso Multiracial*].

Racism is Mutant - The UNESCO Courier, 2008, no. 10 - pp. 9-10.

Xenophobia and racism are intellectual constructs that have taken root in the human mind over the centuries. Legal measures are proving inadequate, as they only touch the visible tip of the iceberg. An intellectual strategy is needed, in order to reach into the historical and cultural depths of these plagues, and to eliminate them from the minds of humans.

Also available in *French* [*Le racisme est un mutant*] and *Spanish* [*El Racismo es un Mutante*].





The Ubiquitous Shadow of Racism - The UNESCO Courier, 2008, no. 10 - pp. 11-14.

Also available in *French* [Le racism sous le masque] and *Spanish* [El Racismo Enmascarado].

Human Dignity in Question - The UNESCO Courier, 2008, no. 10 - pp. 19-20.

Scientific progress can sometimes catch ethicists unawares. This was the case with the cloning of Dolly the sheep in 1997 and, today, with cybrids and nanotechnologies. The philosopher and anthropologist Georges Kutukdjian, author of the article "UNESCO and Bioethics", published in our magazine in 1994, takes a look at the latest challenges for bioethics.

Also available in *French* [La dignité humaine en question] and *Spanish* [La Dignidad Humana en Cuestión].

In Defence of Durban: Racism is Back on the Agenda - The UNESCO Courier, 2001, pp. 10-12.

Also available in *French* [Si ! la conférence de Durban a été un succès...] and *Spanish* [¡Si! Durban Ha Sido un Éxito].

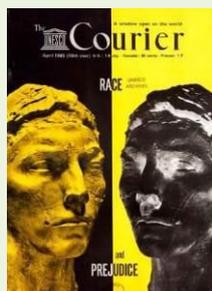
Race, Science and Society. The Race Question in Modern Science

1975, 92-3-101155-3; 92-3-101079-4 (paperback); 0-04-301073-3; 0-04-301000-0 (paperback); 0-231-03908-5; 0-231-03910-7 (paperback).

Four Statements on the Race Question

1969, COM.69/II.27/A.

Also available in *French* [Quatre déclarations sur la question raciale] and *Spanish* [Cuatro Declaraciones sobre la Cuestión Racial].

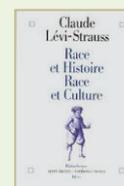


Race and Prejudice. The UNESCO Courier, April 1965

"Racism is the expression of a system of thought which is fundamentally anti-rational. Hate and racial strife feed on scientifically false ideas, and live on ignorance? They can also derive from scientifically sound ideas which have been distorted or taken out of context, leading to false implications. To demonstrate these errors of fact and reasoning, and to spread knowledge of the conclusions reached by different scientific disciplines; UNESCO convened in 1946 a meeting of scientists from different countries to draw up a declaration on the nature and significance of racial differences. The text prepared by these experts and published by UNESCO in 1950 was well received by the public, but drew some criticism from anthropologists and geneticists who considered that it caused confusion between race as a biological fact and the idea of race as a social phenomenon" (by Georghi F. Debetz). Also available in *French* [Les races et le racisme].

Race et Histoire - Race et Culture. Collection La bibliothèque du philosophe

Le légendaire essai de Claude Lévi-Strauss Race et histoire constitue un manifeste impressionnant et révolutionnaire sur la dialectique des idées de progrès et sur la diversité culturelle. Vingt ans après la sortie du livre, Lévi-Strauss complétait et nuancait sa perspective avec Race et culture. Le présent volume réunit les deux textes, préfacés par son élève Michel Izard. 2001, 92-3-203799-8 (Fr); 2005, 7-300-06998-3 (Ch). Également disponible en *Chinois*.



Racismo e discurso na América Latina

The main theme of the book is the racist speech inlaid and disguised in Brazilian social practice and in other countries of the American Continent. Camouflaged by tenuous euphemisms, the term "racism" is considered inappropriate by those who try to hide it under the social inequality phenomenon. What can be observed today is that racism exists and many of its subjacent prejudices and ideologies are acquired, confirmed and exercised through speeches. In a time of discussion of integration of important parts of marginalized populations through education, it turns essential to identify the barriers that hamper this inclusion. 2008, 978-85-7244-367-8.

Remembering Slavery. International Social Science Journal (188)

Everyone is in some sense the heir, however indirect, to the *Atlantic slave trade*, which played a major role in structuring the modern world economic system and had effects far beyond those who directly suffered or profited from it. What does this legacy entail today? This issue sketches some connections between understanding the past and making sense of the contemporary politics of memory. It thereby helps to open a space for debate on a future in which the memory of slavery can be an aspect of self-understanding. 2006.

Affirmative Action. International Social Science Journal (183)

Action against racism and discrimination is central to contemporary perspectives on human rights and social justice. Yet while policy makes extensive use of vocabulary and even of concepts derived from social science, considerable uncertainty remains among specialists about the basis, implications and practical effects of policy measures that have become routine. From this perspective, affirmative action is of central significance. It appears to be a matter of straightforward common sense that specific remedial measures should be targeted at the victims of discrimination. In fact, a comparative analytical perspective shows how complex are the issues at stake and how simplistic or even misleading common sense can be. 2005.





➔ The International Coalition of Cities against Racism

The **International Coalition of Cities against Racism** is an initiative launched by UNESCO in 2004 to establish a network of cities interested in sharing experiences in order to improve their policies to fight racism, discrimination, exclusion and intolerance in all their forms. The cities participating in the coalition commit themselves to two principles: adherence to an ethical and political Charter; and adoption and implementation of a **Ten-Point Plan of Action**. In order to respect the specificities and priorities of the different areas of the world, a regional approach has been adopted. Networks have been set up in Europe, Asia and the Pacific, North America and Africa, Latin America and the Caribbean.

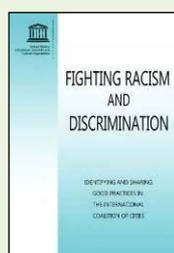


The Ten-Point Plan of Action. A showpiece

The Ten-Point Plan of Action is at the heart of the Coalition principles. It consists of ten commitments to strengthen vigilance against racism, to encourage programmes of equality with regard to employment, to provide better support to victims of racism, and for policy evaluation. When they join the coalition, cities agree to integrate this Plan of Action into their municipal strategies and policies. They also agree to devote human, budgetary and material resources to the execution of the Plan of Action, as well as involving civil society actors in its implementation.

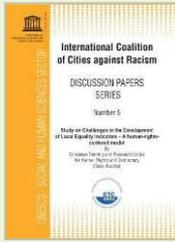
1. Greater vigilance against racism
2. Assessing racism and discrimination and monitoring municipal policies
3. Better support for the victims of racism and discrimination
4. More participation and better informed city dwellers
5. The city as an active supporter of equal opportunity practice
6. The city as an equal opportunities employer and service provider
7. Fair access to housing
8. Challenging racism and discrimination through education
9. Promoting cultural diversity
10. Hate crimes and conflict management.

- **European Coalition of Cities against Racism** [2011. SHS/2008/WS/6 REV.]. Also available in *French* [Coalition européenne des villes contre le racisme].
- **تحالف اليونسكو للمدن العربية ضد العنصرية والتمييز وكراهية الأجانب والتعصب** [2009, SHS/2009/PI/H/1]. Also available in *French* [Coalition des villes arabes contre le racisme, la discrimination, la xénophobie et l'intolérance].
- **Coalition of Latin American and Caribbean Cities against Racism, Discrimination and Xenophobia** [2008. SHS/2008/PI/H/3].
- **Towards an Inclusive Society: Coalition of Cities against Discrimination in Asia and the Pacific** [2006. TH/2006/PI/H/8 REV.].
- **Coalition africaine des villes contre le racisme et la discrimination** [2006].
- **Plan d'action en dix points de la Coalition africaine des villes contre le racisme et la discrimination, adopté à Nairobi, le 20 septembre 2006** [2008. SHS/2008/PI/H/5].



Fighting Racism and Discrimination: Identifying and Sharing Good Practices in the International Coalition of Cities

This report features more than 50 good practices more than 38 cities of the Coalition have adopted to prevent and combat racism and discrimination. The purpose of this good practices report is two-fold. First, it draws together a collection of good practices in anti-discrimination of Member Cities so that they can inspire and inform the policies and practices of other cities. Second, it uses major themes related to the different roles and domains of cities to inform and, indeed, encourage critical reflection on anti-discrimination work in these areas. By reflecting on the reasons why each practice works, the report shows the applicability of the initiatives and the potential for their transferability to another jurisdiction. 2012, 978-92-3-001093-5.



Study on Challenges in the Development of Local Equality Indicators: A Human-rights-centered Model. Commitment 2 of the Ten-Point Plan of Action. International coalition of cities against racism. Discussion papers series, no. 5
 The *International Coalition of Cities against Racism* is an initiative launched by UNESCO in order to network cities committed to counteract discrimination and exclusion.
 A series of studies have been carried out to collect and analyse practices and cases. The *Discussion Paper Series* presents the results of these studies and aims at assisting municipalities in better formulating policies and stimulating the debate in this area. 2010, 978-92-3-104171-6.

Previous titles in this series

- [Un lexique du racisme: étude sur les définitions opérationnelles relatives au racisme et aux phénomènes connexes](#) (1, 2006).
- [Study on measures taken by municipalities and recommendations for further action to challenge racism through education](#) (2, 2006).
- [Indicators for evaluating municipal policies aimed at fighting racism and discrimination](#) (3, 2005).
- [Study on measures taken by municipalities and recommendations for further action to achieve greater vigilance against racism: Commitment 1 of the Ten-Point Plan of Action](#) (4, 2006).

Durban World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance

31 August-South Africa 7 September 2001



Strengthening the Fight against Racism and Discrimination. UNESCO's achievements from the 2001 World Conference Against Racism, Racial Discrimination, Xenophobia and Related Intolerance to the 2009 Durban Review Conference

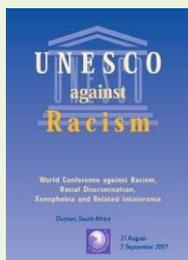
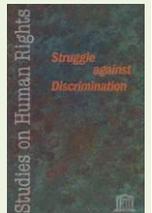
The *Durban Review Conference* provided UNESCO with a first important opportunity to communicate on the results achieved by the Organization in the fight against racism and all forms of discrimination over the last seven years. This document aims to present an overview of the concrete action undertaken by the Organization in all its fields of competence since 2001, including information on specific responses to the Durban Programme of Action. 2009, SHS.2009/WS/12.

Also available in *French* [*Renforcer la lutte contre le racisme et la discrimination: les réalisations de l'UNESCO de la Conférence mondiale de 2001 contre le racisme, la discrimination raciale, la xénophobie et l'intolérance qui y est associée à la Conférence d'examen de Durban de 2009*].

Struggle against Discrimination. Studies on human rights Series

This book explores some of the central themes linked to racism, xenophobia and discrimination.

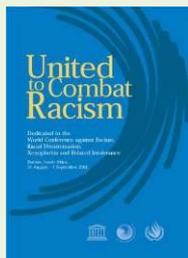
Seven authors from Africa, Asia, the Arab States and North America denounce the different forms of discrimination encountered in certain countries and regions around the world: xenophobia, racism, racial discrimination, anti-Semitism and Islamophobia. Three years after the *Durban World Conference on Racism* (2001), in which UNESCO played an active part, these phenomena remain at the centre not only of current affairs but also of the overall Human Rights debate. 2004.



UNESCO against Racism

Because racism, racial discrimination, xenophobia and related intolerance are so often the causes of war in the minds of men, UNESCO has always placed the struggle against racism at the heart of its action. Over the years, we have set standards, encouraged dialogue and mutual understanding, and conducted research in the social and human sciences; above all, we have endeavoured to inculcate the values of human rights, non-discrimination, peace, democracy, tolerance and international understanding through education. 2001.

Also available in *French* [*L'UNESCO contre le racisme*].



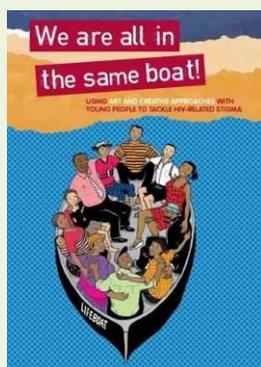
United to Combat Racism: Selected Articles and Standard-setting Instruments

The struggle for the elimination of all forms of discrimination conducted by the United Nations system from the moment of its creation is a very important element in the efforts of the international community to assure full implementation and observance of human rights. Racial discrimination, violation of rights of persons belonging to vulnerable groups, minorities, indigenous people, immigrant workers or aliens should be also seen as the cause for serious conflicts and danger for international peace and stability.

As the Preamble of the Universal Declaration of Human Rights states so convincingly: "...recognition of the inherent dignity and of equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world". 2001. SHS.2001/WS/11.

More information and publications on the fight against discrimination

HIV and AIDS: Tackling HIV-related Stigma



We Are All in the Same Boat!

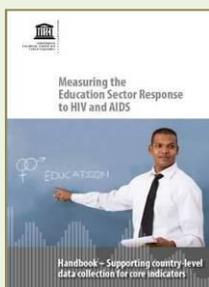
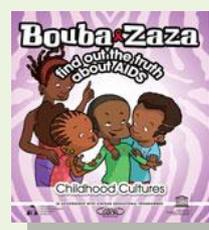
Using art and creative approaches with young people to tackle HIV-related stigma. Stigma is a daily reality and a major cause of suffering for people living with HIV. They face many forms of stigma, such as: being blamed and shamed at home and in some cases forced to leave home; losing friends and being forced to drop out of social groups and activities; finding it difficult to keep jobs and rent accommodations; being mistreated at clinics and having difficulty accessing health services. Children in HIV affected households also face stigma – they may be badly treated by their extended family or the family that decides to take them in, they may face verbal and physical abuse and may be forced to drop out of school.

Stigma stops people living with HIV from disclosing their HIV status to their families and close friends, from getting tested and from getting care and treatment. Stigma particularly affects women, the poor and young people, who have fewer resources for coping with stigma.

This **toolkit** main aim is to educate young people about HIV stigma and discrimination and build their skills, confidence and commitment to act against stigma. 2010, UNESCO/CLT/CPD/CPO/2010/PI/157; CLT-2010/WS/11
Also available in Portuguese [*Estamos todos no mesmo barco!*]

Bouba and Zaza Find out the Truth about AIDS

2011, 978-92-3-104216-4 (En); 978-92-3-204216-3 (Fr).
Also available in French [*Bouba et Zaza découvrent la vérité sur le SIDA*].
For sale at UNESCO Publishing.



Measuring the Education Sector Response to HIV and AIDS. Handbook

Supporting country-level data collection for core indicators. Education contributes to knowledge and personal skills that are essential for HIV prevention. In countries with a generalized HIV epidemic, the education sector also contributes to mitigating the impact of AIDS on students, education personnel, their families and communities. Monitoring and evaluating the role of education in the response to the HIV epidemic is important for countries to improve their policies and school-based programmes. 2015, ED.2014/WS/28. Also available in French [*Mesurer la réponse du secteur de l'éducation au VIH et au SIDA. Manuel*].



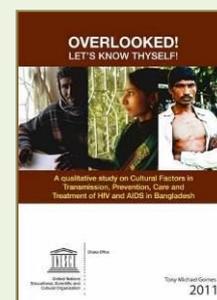
HIV/AIDS and Human Rights: Young People in Action. A kit of ideas for youth organizations

This kit presents ideas for youth action on human rights and HIV/AIDS. It was prepared in close consultation with young people from various youth organizations, in particular with students from the International Federation of Medical Students' Association and from the International Pharmaceutical Students' Federation. 2001, SHS-2006/RSP/RAC/1.

Also available in French [*Le VIH/SIDA et les droits de l'homme: les jeunes se mobilisent. Kit à l'intention des organisations de jeunesse*], Spanish [*El VIH/SIDA y los Derechos Humanos: Jóvenes en Acción. Una carpeta con ideas para organizaciones juveniles*] and Russian [*ВИЧ/СПИД и права человека молодежь в действии*].

Overlooked! Let's Know Thyself!

A qualitative study on cultural factors in transmission, prevention, care and treatment of HIV and AIDS in Bangladesh. 2011, 978-984-33-3551-7.





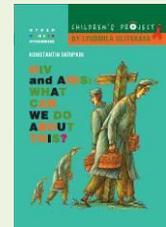
Poner Fin al Estigma y a la Discriminación Relacionados con el VIH-Sida.

Cuaderno metodológico para sensibilización y capacitación. Esta publicación es uno de los resultados de un Proyecto desarrollado por la UNESCO en Bolivia, Ecuador y Perú sobre el tema del estigma y de la discriminación relacionados con el VIH-Sida. Constituye un recurso educativo que fue validado en los diferentes talleres realizados en los países participantes en el Proyecto. 2011, ED/EC/2012/PI/H/1.

HIV and AIDS: What Can We Do About This? Other, Others, Otherwise Series

Published in English and Russian, with the support of the UNESCO Office in Moscow, the charity foundation "Tolerance Institute" and the Rudomino All-Russia State Library for Foreign Literature, this illustrated work main aim is to help children from 10 to 13 years old to become more aware about HIV/AIDS and to help prevent the discrimination that can affect persons living with HIV/AIDS. 2009, 978-5-904460-02-0.

Also available in Russian.



Social Science Perspectives on HIV/AIDS.

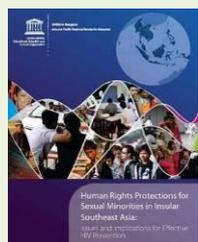
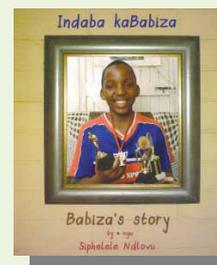
International Social Science Journal (186)
Viruses too are social phenomena. That may sound like a joke or a paradox, but it simply reflects the fact that relating to illness is a constitutive part of the human condition. Because the ways in which HIV/AIDS is transmitted are heavily fraught with symbolism, the pandemic underlines with special force the essential nature of epidemiology as a social science. This issue offers three main angles on HIV/AIDS: the beliefs, attitudes and behaviour that shape, promote or hinder the epidemic; the political, ethical and economic issues raised by prevention and treatment; policy responses and the necessary role within them of the human rights of people living with HIV and AIDS. It includes case studies covering a wide range of countries, from Vietnam to Albania and from China to Angola. 2005.

Babiza's Story. Indaba kaBabiza. By children for children series, No. 1

Babiza is a nine-year-old boy in a peri-urban area of KwaZulu-Natal, South Africa, whose mother is HIV positive. He tells his family's story forthrightly, sharing his hopes and fears and the strength he has gained by reaching out to his family, friends and a support group organized by the local hospital.

The text is in English and Zulu, with photographs of Babiza and his community and colour drawings by the young author himself. 2004. 0-620-33140-2.

Bilingual English/Zulu.



Human Rights Protections for Sexual Minorities in Insular SOUTHEAST Asia. Issues and Implications for Effective HIV Prevention

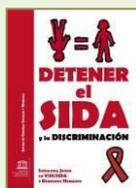
This desk review examines the human rights situation for sexual minorities in six countries in insular Southeast Asia, namely Brunei Darussalam, Indonesia, Malaysia, Philippines, Singapore and Timor-Leste. It considers domestic laws and practices, as well as the international human rights instruments and obligations that each country is signatory. It concludes with recommendations to improve the rights framework in the sub-region so that HIV prevention and health programmes can be more accessible and responsive to the needs of sexual minorities. 2011, 978-92-9223-361-7; 978-92-9223-360-0 (print).

Literature Review on HIV and AIDS, Education and Marginalization

Background paper for the Education for all global monitoring report 2010: Reaching the marginalized. 2009, 2010/ED/EFA/MRT/PI/31.

Manual para Jóvenes VIH y SIDA: Derechos Humanos y Género. 2007.

Reducing HIV/AIDS Vulnerability among Students in the School Setting. A Teacher Training Manual. 2005, 92-9223-044-1. Also available in Vietnamese and in Lao.



Stop AIDS Discrimination: Youth Initiative on HIV/AIDS and Human Rights

2001 (En); 2006, SHS.2005/WS/47 (Fr); 2008, PE/2008/SS/PI/1 (brochure). Also available in *French* [SIDA discrimination stop: Initiative sur le VIH/SIDA et les droits de l'homme destinée à la jeunesse] and *Spanish* [Detener el SIDA y la Discriminación: Iniciativa Joven en VIH/SIDA y Derechos Humanos].



Sistematización del Proyecto: Educación de Pares en Jóvenes para Reducir el Estigma y la Discriminación Asociados al VIH/SIDA en Perú, Bolivia y Ecuador.

2011, 978-9972-841-18-7.



Módulo en Temas de Estigma y Discriminación: Asociados al VIH y SIDA y Diversidad Sexual para Jóvenes Educadores de Pares.

2011, 978-9972-841-14-9.



La Discrimination envers les personnes vivant avec le VIH en Algérie: contribution à une réponse du système éducatif.

UNAIDS; AIDS Algérie, 2010. Also available in *Arabic* [التمييز ضد الأشخاص المتعايشين مع فيروس السيدا في الجزائر].



UNESCO's Short Guide to the Essential Characteristics of Effective HIV Prevention

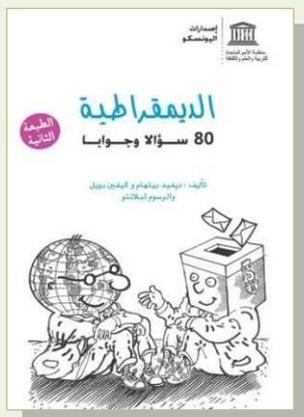
This booklet aims to increase understanding of the characteristics of efficient and effective HIV and AIDS responses. It is designed to explain in a user-friendly and accessible format what these characteristics mean in practice, and how they can be applied, integrated and institutionalized into HIV and AIDS planning and programme processes.

It targets programme implementers and project managers developing and implementing activities (largely in the area of HIV prevention) within UNESCO. However, it will also be useful to other stakeholders undertaking similar work, including technical staff, programme implementers and managers in ministries involved in the AIDS response, UN and other development partners, and civil society. 2010, ED.2010/WS/11

Also available in *French* [Petit guide UNESCO: des caractéristiques essentielles d'une prévention efficace du VIH], *Spanish* [Breve Guía de la UNESCO: Características Esenciales de una Prevención Eficaz del VIH], *Arabic* [دليل اليونسكو المختصر للخصائص الأساسية للوقاية الفعالة من فيروس نقص المناعة البشرية], *Russian* [Краткое руководство, разработанное ЮНЕСКО в целях определения основных характеристик эффективной ВИЧ-профилактики], *Portuguese* and *Chinese*.

More information on UNESCO's response to HIV and AIDS

Democracy and Human Rights



الديمقراطية: أسئلة وأجوبة / Introducing Democracy: 80 Questions and Answers

Humorously illustrated by Plantu, the famous cartoonist of the French newspaper Le Monde, this book is a valuable tool for all those who want to know more about democracy and human rights, whether it be students, activists, civil servants, or simply as interested citizens.

What is democracy? What is the relation between democracy and individual rights? Is majority rule always democratic? How can democracy be maintained and improved? What can be said on identity tensions and fatal interethnic and interreligious conflicts, or further still on the manner in which corruption and endemic poverty have become part of everyday life? All of these questions are addressed in this issue that features a clear and thorough presentation of democratic theory and its practice, divided into six chapters: basic concepts and principles, free and fair elections, open and accountable government, individual rights and their defence, democratic or civil society and the future of democracy. This updated version insists on the importance of civil and political freedom, without which humankind would be deprived of not only the right to express themselves but also, and above all, of the fundamental aspect of social and economic rights without which every other right would be meaningless.

Published for the first time in English in 1995, this important book has now been translated into over thirty languages. Revised 2nd edition: **Arabic**, 978-92-3-604087-5, 2011; **English**, 978-92-3-104087-0, 2009 / 1st edition: **French** [Démocratie: questions et réponses]; **English**, 0-7456-1520-1; 92-3-103081-7; **Spanish** [Democracia: Preguntas y Respuestas] 92-3-303081-4; 84-8198-176-1; **Russian**, 1996, 954-90108-1-3; 92-3-403060-5.

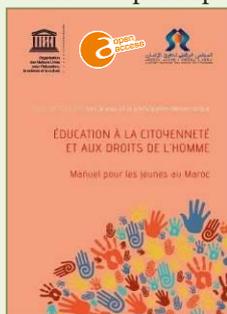
Youth as agents of change, social transformations, peace and sustainable development

new Youth and Democratic Participation series [Série SHS Jeunesse et participation démocratique; الشباب والمشاركة الديمقراطية]

In January 2015, SHS created a new series based on an SHS publication released in 2011 as a stand-alone manual: **Manuel d'apprentissage de la démocratie pour les jeunes en Tunisie**. [Available in **French** and **Arabic** (ليل لشباب تونس في تعلم الديمقراطية)].

This new series main aim is to publish pedagogical tools to strengthen youth civic engagement and democratic participation and encourage them to play an active role in democratic processes.

Éducation à la Citoyenneté et aux droits de l'homme. Manuel pour les jeunes au Maroc. Série SHS Jeunesse et participation démocratique



Versions en ligne fin décembre 2015.

Dans un effort soutenu de consolider son expérience démocratique, le Maroc s'est lancé, depuis plus de deux décennies, dans d'importantes réformes juridiques, institutionnelles, politiques et sociales, qui ont culminées avec la promulgation de la nouvelle Constitution de 2011 qui consacre pleinement les droits et les libertés fondamentales des citoyens. L'appropriation de ces nouveaux paradigmes par la jeunesse est cruciale. C'est ce formidable défi que l'UNESCO et le Conseil national des droits de l'homme veulent contribuer à relever à travers cet outil pédagogique inédit réalisé avec le soutien de l'Agence espagnole pour la coopération internationale pour le développement (AECID). Sous forme de fiches didactiques spécialement destinées à un public jeune, ce Manuel documente les conventions et standards internationaux en matière de droits de l'homme, et les met en perspective dans le contexte normatif marocain. **Open Access**. Disponible en français (2015, 978-92-3-200069-9 (Fr)) et en arabe (2015, 978-92-3-600038-1 (Ar)) [ليل لشباب المغرب]. دليل المواطنة وحقوق الإنسان.

Éducation à la Citoyenneté et aux droits de l'homme. Manuel pour les jeunes en Mauritanie. Série SHS Jeunesse et participation démocratique



Versions en ligne fin décembre 2015.

Préparé par l'UNESCO, en collaboration avec le Ministère mauritanien de la culture et de l'artisanat et avec le soutien de l'Agence espagnole pour la coopération internationale pour le développement (AECID), ce manuel a pour but de sensibiliser les jeunes mauritaniens aux concepts fondamentaux de citoyenneté et de démocratie.

Cet outil pédagogique, qui tient compte du contexte social et politique de la Mauritanie, se présente sous forme de fiches didactiques couvrant l'ensemble des dispositions nationales en matière de droit de l'homme. Celles-ci sont accompagnées de nombreux exercices pratiques adaptés à un public jeune.

L'objectif est de permettre aux jeunes, avec l'aide de formateurs et d'animateurs, d'approfondir et de mettre en perspective leurs connaissances relatives aux valeurs de citoyenneté et aux principes de droits de l'homme, à travers un va et vient constant entre l'idéal universel et le contexte politique, social, culturel et environnemental dans lequel ils se trouvent. **Open Access**. Disponible en français (2015, 978-92-3-200070-5 (Fr)) et en arabe (2015, 978-92-3-600039-8 (Ar)) [ليل لشباب موريتانيا]. دليل المواطنة وحقوق الإنسان.



دليل شباب تونس في تعلم الديمقراطية

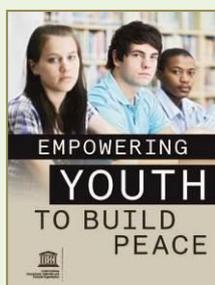
Manuel d'apprentissage de la démocratie pour les jeunes en Tunisie

The main aim of this manual is to raise awareness among Tunisian youth about the values of democracy, human rights and responsible citizenship, and empower youth to make their voice heard during this critical period in the Tunisian democratic transition. 2011, 978-92-3-001025-6 (Fr). Available in *French and Arabic*.

لغائدة المكونين و الوسطاء لإستعمال " دليل شباب تونس في تعلم الديمقراطية

Guide d'utilisation du Manuel d'apprentissage de la démocratie pour les jeunes en Tunisie

This guide is an educational tool to help trainers use UNESCO Manual for youth in Tunisia (Manuel d'apprentissage de la démocratie pour les jeunes en Tunisie), Published in cooperation with the UNDP, its aim is to help trainers use the guide on democracy published in 2011. 2013, 978-92-3-001177-2 (Fr); 9 789230 011802 (Ar). Available in *French and Arabic*.



Empowering Youth to Build Peace

Building Skills, Bolstering Peace. Drawing on existing activities and new proposals, UNESCO launched in 2015, on the occasion of its international conference *Youth and the Internet, Fighting radicalization and extremism*, a broad new integrated framework of action that is guided by a common objective: to equip young women and men with knowledge, skills and values that empower them to live peaceful, constructive and productive lives, to engage as responsible global citizens and to be resilient to any form of abuse or manipulation, including radicalization and violent extremism. In the context of this new integrated framework, UNESCO has recently launched the #Unite4Heritage campaign. 2015. Also available in *French* [Engager la jeunesse pour une paix durable].

Education and Democratisation: Tolerance of Diversity, Political Engagement, and Understanding of democracy . 2013, 2014/ED/EFA/MRT/PI/03



Printemps arabes, printemps durables?

What do women philosophers think about the Arab Spring? On the occasion of the launching of issue No. 2-3 of the *Women Philosophers' Journal*, the International Network of Women Philosophers sponsored by UNESCO organized in May the conference 'Arab Spring as seen by Women Philosophers'. The conference gathered participants to reflect on how the Arab Spring not only changed the political system in the region, but also affected the rights and status of women. Women philosophers from the Arab world as well as representatives from the International Network of Women Philosophers and the École Normale Supérieure de la rue d'Ulm participated in the event. 2013, No. 2-3. Also available in *Arabic*.

Education à la culture de la paix, aux droits humains, à la citoyenneté, à la démocratie et à l'intégration régionale

Manuel de référence de la CEDEAO, à l'usage de la formatrice/du formateur de formateurs/formatrices. 2013, SN/2013/SHS/PI/H/1. Also available in *English* [Education for a Culture of Peace, Human Rights, Citizenship, Democracy and Regional Integration] and *Portuguese* [Educação para a Cultura da Paz, os Direitos Humanos, a Cidadania, a Democracia e a Integração Regional].



Permanent Forum of Arab-African Dialogue on Democracy and Human Rights

2009, SHS.2009/WS/17

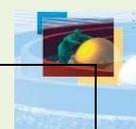
Also available in *French* [Forum permanent de dialogue arabo-africain sur la démocratie et les droits humains] and *Arabic*.

Road Map. Democracy and Renewal in the Arab world: UNESCO Supports the Transitions to Democracy

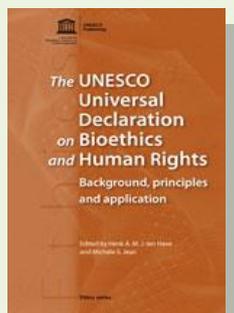
Document drawn up in preparation for the high-level round table held by UNESCO on 21 June 2011 in support of transition to democracy in the Arab region. 2011; SHS/2011/PI/H/2.

Also available in *French* [Feuille de route. Démocratie et renouveau dans le monde arabe: l'UNESCO accompagne les transitions démocratiques], *Spanish* [Hoja de Ruta. Democracia y Renovación en el Mundo Árabe: la UNESCO Apoya las Transiciones Democráticas] and *Arabic*.

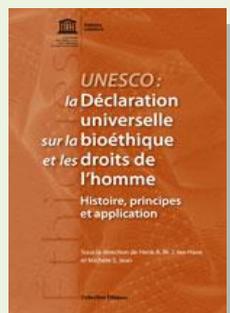
More information and publications on democracy and global citizenship



The Universal Declaration on Bioethics and Human Rights



2009, 978-92-3-104088-7



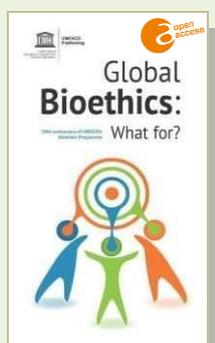
2009, 978-92-3-204088-6

The UNESCO Universal Declaration on Bioethics and Human Rights - Background, Principles and Application. Ethics series

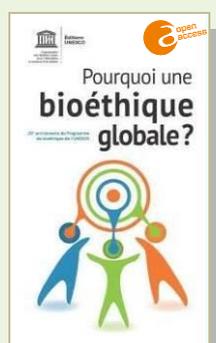
This publication on the *Universal Declaration on Bioethics and Human Rights (UDBHR)* is part of UNESCO's continuous effort to contribute to the understanding of the principles of the *Declaration* worldwide. The authors, who were almost all involved in the elaboration of the text of the *Declaration*, were asked to respond on each of its 28 articles: Why was it included? What does it mean? How can it be applied?

Their responses shed light on the historical background of the text and its evolution throughout the drafting process. The contributors also provide a reflection on its relevance to previous declarations and bioethical literature, and its potential interpretation and application in challenging and complex bioethical debates.

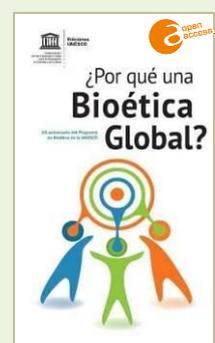
Also available [French](#) [*UNESCO : la Déclaration universelle sur la bioéthique et les droits de l'homme. Histoire, principes et application*].
For sale at [UNESCO Publishing](#).



2015, 978-92-3-100061-4



2015, 978-92-3-200048-4



2015, 978-92-3-300014-8

Global Bioethics: What For? Twentieth Anniversary of UNESCO's Bioethics Programme

Through the experiences of each of the authors, specialists from all over the world, men and women who have contributed to the Bioethics Programme of UNESCO, here are thirty articles of four pages each providing us with many accessible definitions of bioethics and its use. This book is just one of the ways in which the Programme is celebrating its twenty years of existence.

The reader will find thought-provoking ideas with regard to philosophical concepts and attributes of bioethics, its normative interest and fields of application, and the challenges it.

Also available in [French](#) [*Pourquoi une bioéthique globale ? 20e anniversaire du Programme de bioéthique de l'UNESCO*] and [Spanish](#) [*¿Por Qué una Bioética Global? Vigésimo Aniversario del Programa de Bioética de la UNESCO*]. [Open Access](#).

For sale at [UNESCO publishing](#).

Ethics Education Programme (EEP)

The Core Curriculum series

A global reference for teaching bioethics. Within the framework of the *Ethics Education Programme* (EEP), the UNESCO Bioethics Core Curriculum is intended to provide an incentive to initiate bioethics teaching in areas where such teaching is absent, as well as to strengthen bioethics teaching in general. The UNESCO Bioethics Core Curriculum sets out to introduce the bioethical principles of the *Universal Declaration on Bioethics and Human Rights* (2005) to university students, and as such, its contents are based on these principles. As a consequence of this design, the Core Curriculum does not impose a particular model or specific view of bioethics, but articulates ethical principles that are shared by scientific experts, policy-makers and health professionals from various countries with different cultural, historical and religious backgrounds.



Bioethics Core Curriculum. Section 1: Syllabus. Ethics Education programme

Within the framework of the *Ethics Education Programme* (EEP), the UNESCO Bioethics Core Curriculum was officially launched on 30 October 2008, and is intended to provide an incentive to initiate bioethics teaching in areas where such teaching is absent, as well as to strengthen bioethics teaching in general. The UNESCO Bioethics Core Curriculum sets out to introduce the bioethical principles of the *Universal Declaration on Bioethics and Human Rights* (2005) to university students, and as such, its contents are based on these principles. As a consequence of this design, the Core Curriculum does not impose a particular model or specific view of bioethics, but articulates ethical principles that are shared by scientific experts, policy-makers and health professionals from various countries with different cultural, historical and religious backgrounds.

Also available in **French** (2008, SHS/EST/EEP/2008/PI/1 REV) [*Cours de base de bioéthique, Section 1: Syllabus. Programme d'éducation en éthique*], **Spanish** [*Programa de Base de Estudios sobre Bioética. Parte 1: Programa Temático. Programa de Educación en Ética*], **Russian** [*Программа этического образования. Раздел 1: учебный план*], **Arabic** [*البرنامج العام لتعليم أخلاقيات البيولوجيا*], **Japanese** (2010, ISBN: 978-4-901402-51-4) and **Portuguese** (2015) [*Programa de Base de Estudos sobre Bioética. Parte 1: Programa Temático, Programa de Educação em Ética*].

Bioethics Core Curriculum. Section 2: Study materials. Ethics Education Programme

The second volume provides a wide range of teaching materials that can be adapted by teachers to respond to different contexts and cultural settings. 2011, SHS/EST/EEP/2011/PI/3.

The Casebook series

This series was launched in 2011, and is designed to be used with the Core curriculum series books, or as stand-alone study material for one of the bioethical principles in the Declaration. It is intended to reinforce the introduction of ethics teaching, especially in developing countries. Every case presented in the casebooks has been dealt with by a high judicial instance and offers a description of the type of ethical problems involved. Each case is followed by general guidelines for the edification of students who must themselves, under the guidance of their lecturer, study the case, discuss the possible solutions and reject what they consider unsuitable before reaching their own decision. The main aim is to produce a tool and a platform for active participation of the students in the decision-making process.



Recueil de cas sur les effets bénéfiques et les effets nocifs. Programme de base de bioéthique. Série d'études de cas 2

This casebook is the translation of the English version of a publication issued in 2011. It is part of UNESCO Bioethics Core Curriculum Casebook Series, launched in 2011. This series is designed to be used with the **core curriculum**, or as stand-alone study material on the bioethical principles of **UNESCO Universal Declaration on Bioethics and Human Rights** (2005). This series is also intended to reinforce the introduction of ethics teaching, especially in developing countries. This issue examines Article 4 of the Declaration on *Benefit and Harm* and analyzes the principle of maximizing benefit and minimizing harm for patients or research participants via the presentation of 33 detailed case studies. 2015, 978-92-3-200065-1. [Open Access](#)

Also available in **English** (2011, 978-92-3-104203-4 - SHS/EST/EEP/2011/PI/2) [*Casebook on Benefit and Harm*].



Recueil de cas sur la dignité humaine et les droits de l'homme. Programme de base de bioéthique. Série d'études de cas 1

This casebook is the translation of the English version of a publication released in 2011. It is part of UNESCO Bioethics Core Curriculum Casebook Series, launched in 2011. This series is designed to be used with the [core curriculum](#), or as stand-alone study material on the bioethical principles of [UNESCO Universal Declaration on Bioethics and Human Rights](#) (2005). This series is also intended to reinforce the introduction of ethics teaching, especially in developing countries. This particular issue examines Article 3 of the Declaration and analyzes the concepts of human dignity and human rights via the presentation of 30 detailed case studies. 2015, 978-92-3-204202-6. [Open Access](#).

Also available in [English](#) (2011) [*Casebook on Human Dignity and Human Rights*].

The International Bioethics Committee (IBC) Reports series.

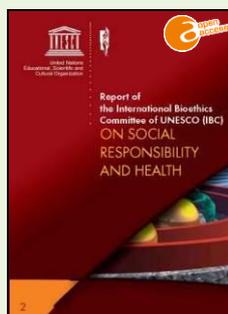
This series of IBC reports intends to effectively and broadly disseminate IBC's reflection and deliberations on specific principles of the *Universal Declaration on Bioethics and Human Rights*, to foster reflection and to facilitate action of stakeholders concerned.



Le Principe du respect de la vulnérabilité humaine et de l'intégrité personnelle

This Report on article 8 of the Universal Declaration on Bioethics and Human Rights investigates the scope and content of the principle of respect for human vulnerability and personal integrity, focusing on special vulnerabilities and taking into account conditions that, more or less directly, impinge upon the capacity to live as a free, autonomous individual and the right to live in a world where significant inequalities in the capacity to meet everyone's basic needs are adequately addressed. 2015, 978-92-3-200053-8. [Open Access](#).

Also available in [English](#) (2013, 978-92-3-001111-6) [*The Principle of Respect for Human Vulnerability and Personal Integrity. Report of the International Bioethics Committee of UNESCO (IBC)*] and [Turkish](#) [*İnsanın Savunmasızlığı Ve Kişisel Bütünlüğüne Saygı İlkesi. UNESCO Uluslararası Biyoetik Komitesi (IBC) Raporu*].



Social Responsibility and Health

Article 14 of the Declaration. This Report is the result of a long and fruitful reflection within UNESCO's *International Bioethics Committee (IBC)* which began immediately after the adoption of the *Universal Declaration on Bioethics and Human Rights*.

It attempts to address public health policy questions from a bioethical standpoint by developing the ethical and legal dimensions of the principle of responsibility and its relations to health, thus enriching the reflection on the principle of social responsibility and health as stated in the *Declaration* and documenting its practical application. 2010, SHS/EST/CIB10-11/1, 978-92-3-104170-9 (En); 978-92-3-204170-8 (Fr). [Open Access](#).

Also available in [French](#) [*La responsabilité sociale et la santé*].



On consent

Article 6 of the Declaration. The doctrine of informed consent is one of the most well-known elements of medical ethics and bioethics today and is a pivotal principle that guides contemporary healthcare and research practices. While the Report does not claim to be exhaustive nor prescriptive, its aim is to enrich reflection with a new multicultural perspective on the principle of consent and its real-life application, and to serve as a useful resource for Member States, organizations and individuals dealing with the issue of consent. 2008, 2009 SHS/EST/CIB08-09/2008/1; SHS/EST/CIB08-09/1.

Also available in [French](#) [*Le consentement*].

Report of the IBC on Updating its Reflection on the Human Genome and Human Rights

SHS/YES/IBC-22/15/2 REV.2.

Also available in [French](#) [*Rapport du CIB sur la mise à jour de sa réflexion sur le génome humain et les droits de l'homme*].

Draft Report of the IBC on the Principle of the Sharing of Benefits

SHS/YES/IBC-22/15/3 REV.2.

Also available in [French](#) [*Projet de rapport du CIB sur le principe du partage des bienfaits*].

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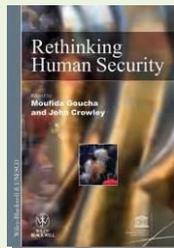
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