



## HUMAN RIGHTS DAY

### JOURNÉE DES DROITS DE L'HOMME

10 December 2016

*“On 10 December every year, the world commemorates the day in 1948 on which the United Nations General Assembly adopted the **Universal Declaration of Human Rights**, proclaiming its principles as the “common standard of achievement for all peoples and all nations.”*

*Every year, **Human Rights Day** provides an opportunity for all to renew with the spirit of humanity’s long struggle for rights and dignity and to mobilise against old and new challenges, in the shape of poverty and inequality, violence, exclusion and discrimination.*

*Across the world today, millions of women and men are abandoning their homes and risking their own and their families’ lives in search of a better future. Unprecedented movements of people are affecting societies in every region. Everywhere, the poorest and most marginalised continue to suffer the most.*

*This is unacceptable -- responding calls for action by Governments and the international community. **Most of all, it calls for each of us to stand up to defend the rights of others. This is vital to take forward the 2030 Agenda for Sustainable Development, to make true the promise to leave no one behind.***

*UNESCO is working across the board to empower women and men to stand up for their rights and those of others. The full realization of human rights requires access for all to education -- this is our most powerful force for human development, respect and tolerance. This includes our action to defend freedom of expression and information, and to bolster the safety journalists. This is the importance of ensuring the right of every woman and man to take part in cultural life and draw on the cultures of others to learn to live better together. This brings in also our commitment to sharing the progress of scientific research for the benefit of all.*

*In the words of the great Nelson Mandela: “For to be free is not merely to cast off one's chains, but to live in a way that respects and enhances the freedom of others.” Standing up for the rights of others means standing up for the humanity we share. In a world of turbulence, this solidarity has never been so important, to celebrate the diversity that enriches our lives and defend the values that bring us together. This must be nurtured, this must be taught, this must be championed, by each of us in our own lives, through mutual respect, understanding and dialogue. **This is how we will strengthen together the foundations for more inclusive, peaceful and tolerant societies.**”\**

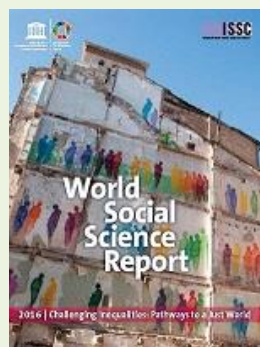
➡ **A Selection of UNESCO publications on Human Rights and related themes**

\* Message from Irina Bokova, Director-General of UNESCO on the occasion of Human Rights Day (2016) - [English](#), [French](#), [Spanish](#), [Russian](#), [Arabic](#), [Chinese](#)

## Just published

UNESCO World Social Science Report 2016

# Challenging Inequalities: Pathways to a Just World



2016. 360 pp.  
978-92-3-100164-2  
UNESCO Publishing

### Challenging Inequalities: Pathways to a Just World. World Social Science Report 2016. Social Sciences Studies series

The issue of rising inequality and what to do about it looms large in the minds of governments, businesses, civil society leaders and citizens around the world. Reducing inequality is first and foremost a question of fairness and social justice. Addressing inequality is key to eradicating extreme poverty, fostering transformations to sustainability, promoting social progress, reducing conflict and violence, and developing inclusive governance. The next few years comprise a key moment in which social science must up its game to address and challenge inequality, in alliance with other actors who are already raising their voices. The time is now.

Co-published by UNESCO and the International Social Science Council (ISSC), in cooperation with UK Institute of Development Studies (IDS). [Open Access](#).

*French and Spanish versions forthcoming.*

*Summary available online ([English](#), [French](#), [Spanish](#)).*

*More on the World Social Science Report 2016 key messages*

## Previous issues of the World Social Science series



2013. 612 pp.  
978-92-3-104254-6 (E)  
978-92-3-200075-0 (F)  
UNESCO Publishing

### Changing Global Environments. World Social Science Report 2013. Social Sciences Studies series

The consequences of global environmental change are happening now and are affecting individuals and communities everywhere. These problems interact with and exacerbate other social, economic and political crises – including persistent poverty, inequality and social discontent - for many people life is a struggle for survival. This report urges the international social science community to engage more directly in societal responses to global environmental change and to work closely with colleagues from the natural, physical, engineering and human sciences to accelerate the delivery of pertinent and credible knowledge to solve the problems we are facing now. Co-publication with the OECD commissioned by UNESCO from the International Social Science Council (ISSC). Also available in [French](#) [*Rapport mondial sur les sciences sociales 2013. Changements environnementaux globaux*]. [Spanish version forthcoming](#) [*Informe Mundial sobre Ciencias Sociales 2013. Cambios Ambientales Globales*]. [Online summary in English, French, and Spanish. Open Access.](#)



2010. 422 pp.  
978-92-3-104131-0 (E)  
978-92-3-204131-9 (F)  
978-607-9217-03-7 (S)

### Knowledge Divides. World Social Science Report 2010. Social Sciences Studies series

This Report provides a comprehensive review of the state of the social sciences in the world. It analyses some of the most critical global problems confronting humanity, as perceived by renowned specialists from different social science disciplines, and highlights the social sciences' potential contribution to their analysis and identification of solutions. Also available in [French](#) [*Rapport mondial sur les sciences sociales, 2010. Divisions dans les savoirs*] and [Spanish](#) [*Informe sobre las ciencias sociales en el mundo, 2010. Las brechas del conocimiento*]. [Online summary in English, French, Spanish and Russian. Open Access.](#)

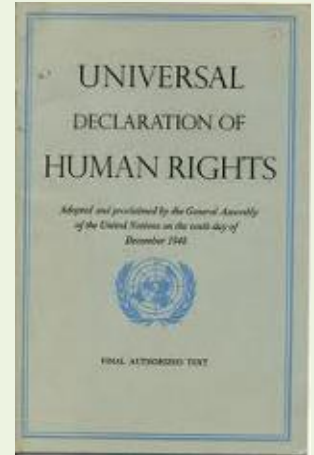
## CELEBRATING THE HUMAN RIGHTS DAY

### 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 Human Rights 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

Published three years after the adoption of the **Universal Declaration of Human Rights** by the United Nations General Assembly, this very informative special issue gathers the contributions of famous human rights defenders, among them, René Cassin, Jaime Torres Bodet, Arnold J. Toynbee and Albert Einstein. Also available in [French](#) [*Les droits de l'homme*] and [Spanish](#) [*Los derechos del hombre*].

[Access to 501 different translations of The Universal Declaration of Human Rights](#)

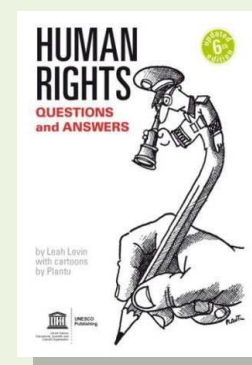
# Human Rights in Perspective



## 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. 222 pp. 978-92-3-104238-6 (En). [UNESCO Publishing](#). This edition is also available in Greek and Korean. (First published in 1981 and updated several times and translated into over 30 languages. The 5<sup>th</sup> edition also exists in [English](#), [French](#) [Droits de l'homme: questions et réponses] and [Arabic](#).)



### 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. 206 pp. 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](#).

### 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. 308 pp. 978-92-3-104050-4.

### 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. 627 pp. 978-92-3-103928-7.

### 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. 320 pp. 978-92-3-104073-3.

### Human Rights: International Protection, Monitoring, Enforcement

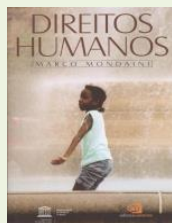
This volume takes an institutional approach to the international protection of human rights. It examines the United Nations system and analyses regional systems of protection. It is an indispensable source of information on the protection of human rights and a practical guide to the use of existing procedures in the defence of human rights. 2003. 421 pp. 978-92-3-103883-9.





## 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. 332 pp. 978-92-3-103582-1.



### Direitos Humanos

This reference book is a compilation of fifty texts and documents on human rights, including writings of great thinkers such as Martin Luther King or Hannah Arendt, and 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. 189 pp.  
85-7244-342-8

Editora Contexto

### Direitos Humanos no Brasil

Based on the same principle as "Direitos Humanos", this book explores the history of human rights in Brazil.



2009. 143 pp.

978-85-7244-422-4

UNESCO Publishing



### The Human Rights Based Approach and the United Nations System. Desk study + Training CD-ROM

This study looks into policies and practices endorsed throughout the UN system and highlights lessons learned and good practices that could provide inspiration for UNESCO's action. Furthermore, it puts forward recommendations that are specific to UNESCO's mandate in education, sciences, culture and communication. *Also available in French [L'approche fondée sur les droits de l'homme et le système des Nations Unies. Étude documentaire].*

2006. 104pp.  
SHS.2006/WS/5



### 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. 462 pp.

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

# Fighting against Discrimination and Exclusion

*Racial discrimination divides and kills. It impedes peace between States and undermines social cohesion within increasingly diverse societies. Sectarian ideologists rely on hatred of the other to carry out large-scale ethnic and cultural cleansing. Racial and religious-based slavery persists and is escalating in too many countries around the world. The historic refugee crisis serves as a pretext to foster prejudices and to foment rejection of others. We need more than ever to redouble efforts at the global level to build the defences against racism and intolerance in the minds of every individual and within common institutions. \**

## Racism, Racial Discrimination, Xenophobia and Related Intolerance



### 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.](#)

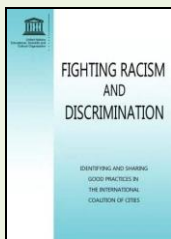


2015. 83 pp.  
978-92-3-100134-5 (E)  
978-92-3-200089-7 (F)  
978-92-3-000024-0 (I)  
UNESCO Publishing

### Colour? What colour? Report on the Fight against Discrimination and Racism in Football

The existence of racism and discrimination in football is not a secret, but it is a shame on the game. Although much is already being done, both observers and experts feel too many problems persist and measures to tackle them have not been effective enough.

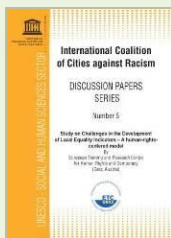
This report, commissioned by UNESCO within the framework of UNESCO's partnership with Juventus, focuses on discrimination and racism in professional football and to some extent the amateur clubs that funnel into the leagues. It provides an overview of the historic and theoretical background and reports on the state of affairs on the ground. It also summarizes what has been done and is being done to mitigate racism and discrimination in domestic and international football, how the effects of these actions may be evaluated, and which new avenues for further, complementary action are promising. Available in [English](#) and [French](#) [*Couleur ? Quelle couleur ? Rapport sur la lutte contre la discrimination et le racisme dans le football*] and [Italian](#) [*Colour? What colour? Relazione sulla lotta contro la discriminazione e il razzismo nel calcio*].



2012. 65 pp.  
978-92-3-001093-5

### 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. [Open Access](#).



2010. 56 pp.  
978-92-3-104171-6

### 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.

#### 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).

\* Message from Ms Irina Bokova, Director-General of UNESCO, on the occasion of International Day for the Elimination of Racial Discrimination (2016) [[English](#), [French](#), [Spanish](#), [Russian](#), [Arabic](#), [Chinese](#)].



2008. 383 pp.  
978-85-7244-367-8

### **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.



2005. pp. 1-183  
For sale at [Wiley](http://www.wiley.com)

### **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. *Also available in French* [*Agir contre le racisme et la discrimination*], *Arabic* [العامل الإيجابي] and *Chinese*. ISSN: 0020-8701.

### **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*].

## **World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance**



### **Main dates**

*10<sup>th</sup> Anniversary of the Durban Declaration and Programme of Action* (September 2011).

*Proclamation of 2004, International Year for the Commemoration of the Struggle against Slavery and its Abolition*

*Durban Declaration and Programme of Action* (2001).

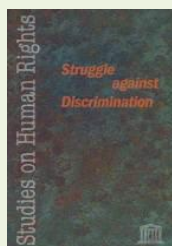
*Durban World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance* (2001)



2009. 91 pp.  
SHS.2009/WS/12

### **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**

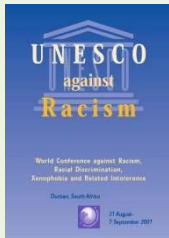
The *Durban Review Conference* provided UNESCO with a first important opportunity to communicate on the results achieved by the Organization in the fight against racism and all forms of discrimination over the last seven years. This document aims to present an overview of the concrete action undertaken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



2004. 240 pp.

### **Struggle against Discrimination.** Studies on Human Rights Series

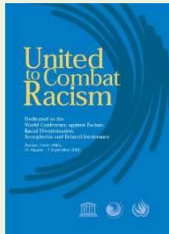
This book explores some of the central themes linked to racism, xenophobia and discrimination. Seven authors from Africa, Asia, the Arab States and North America denounce the different forms of discrimination encountered in certain countries and regions around the world: xenophobia, racism, racial discrimination, 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.



2001. 56 pp.

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



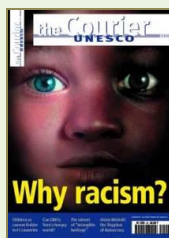
2001. 624 pp.  
SHS.2001/WS/11

### 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".

## Inspiring articles on Racial Discrimination from The UNESCO Courier

ISSN 1993-8616



The UNESCO Courier  
September 2001

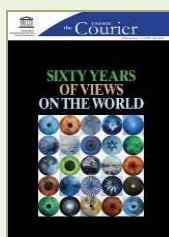
### Why Racism?

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 [Fausses notes dans la samba brésilienne] and Spanish [Prejuicios en el Paraíso Multiracial].*



The UNESCO Courier  
2008, no. 10

### Racism is Mutant - pp. 9-10

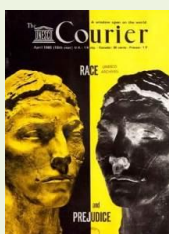
Xenophobia and racism are intellectual constructs that have taken root in the human mind over the centuries. Legal measures are proving inadequate, as they only touch the visible tip of the iceberg. An intellectual strategy is needed, in order to reach into the historical and cultural depths of these 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 [¡Sí! Durban Ha Sido un Éxito].*



The UNESCO Courier  
April 1965

### Race and Prejudice

"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 Georghii F. Debetz). *Also available in French [Les races et le racisme].*





## ➔ The International Coalition of Cities against Racism

**The International Coalition of Inclusive and Sustainable Cities (ICCAR)**, formerly known as the *International Coalition of Cities against Racism*, was launched by UNESCO in 2004 following the call made for a common front in the global fight against racial discrimination during the *World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance* that took place in Durban, South Africa in 2001.

Through ICCAR, UNESCO promotes international cooperation between cities to strengthen advocacy for global solidarity and collaboration, and promote inclusive urban development free from all forms of discrimination, by sharing good practices, knowledge and expertise, and by advancing joint action through the development of participatory city-level policies and initiatives.

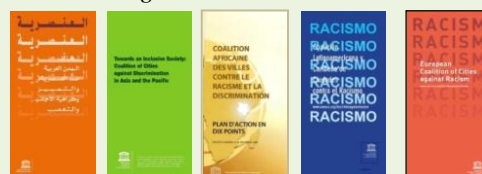
The cities participating in the coalition commit themselves to two principles: adherence to an ethical and political Charter; and adoption and implementation of a **Ten-Point Plan of Action**. In order to respect the specificities and priorities of the different areas of the world, a regional approach has been adopted. So far, networks have been set up in **Africa** (2006), the **Arab region** (2008), **Asia and the Pacific** (2007), **Canada** (2007), **Europe** (2004), **Latin America and the Caribbean** (2006), **United States of America** (2013). ICCAR is currently composed of seven regional and national Coalitions, with each Coalition responding to the specific priorities and challenges set out in its Ten-Point Plan of Action.

*ICCAR interactive map*

### 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 the ten following commitments:

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].

## Inclusive and Sustainable Cities series



2016. 75 pp.  
978-92-3-100186-4

### **Cities Welcoming Refugees and Migrants. Enhancing Effective Urban Governance in an Age of Migration.** Inclusive and Sustainable Cities series, no. 1

*How to integrate refugees and migrants in cities?* Cities are on the frontline of efforts to foster the well-being of refugees and migrants. This publication identifies and analyzes trends and approaches by municipal authorities, with a focus on Europe. Among other important findings, the publication confirms that despite growing literature and the multiplication of converging actions, the gaps in the knowledge base of local authorities, in exchanges and in networking, have only partially been addressed. At the same time, it notes an encouraging convergence towards the promotion of 'welcoming cities' and illustrates the commitment of ICCAR and the broader platform of the International Coalition of Inclusive and Sustainable Cities – ICCAR to promoting human rights and gender equality-based approaches.

*More on the Coalition:* **International Coalition of Inclusive and Sustainable Cities - ICCAR** (Brochure). 2015. 6 pp. SHS2016/PI/H/3.

## Slavery: A Crime against Humanity

We acknowledge that slavery and the slave trade, including the transatlantic slave trade, were appalling tragedies in the history of humanity not only because of their abhorrent barbarism but also in terms of their magnitude, organized nature and especially their negation of the essence of the victims, and further acknowledge that slavery and the slave trade are a crime against humanity. Declaration of the World Conference against Racism (Durban Declaration, 2001, Paragraph 13)

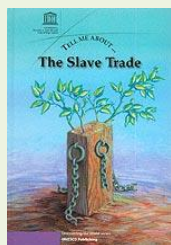
## International Day for the Remembrance of the Slave Trade and its Abolition



## The Slave Route Project: Resistance, Liberty, Heritage

Launched in 1994 in Ouidah, Benin, on a proposal from Haiti, “the Slave Route project: Resistance, Liberty, Heritage” pursues 3 main objectives:

- ✓ Contribute to a better understanding of the causes, forms of operation, stakes and consequences of slavery in the world (Africa, Europe, the Americas, the Caribbean, the Indian Ocean, Middle East and Asia);
- ✓ Highlight the global transformations and cultural interactions that have resulted from this history;
- ✓ Contribute to a culture of peace by promoting reflection on cultural pluralism, intercultural dialogue and the construction of new identities and citizenships.



2006. 226 pp.  
978-92-3-104019-1 (E)  
978-92-3-204019-0 (F)  
UNESCO Publishing

### Tell Me About... the Slave Trade. Discovering the World series

The slave trade shattered the lives of millions of people. Many of those uprooted from their land and then bought and sold were children. Although slavery is today considered a crime against humanity, such exploitation and trafficking persist. An estimated 246 million children between 5 and 18 years of age continue to live in conditions of domestic or industrial slavery.

This book aims to help young people become more aware of the racism behind the tragedy of the slave trade. At the same time, the slave trade brought with it profound cultural interactions that changed the knowledge and belief systems informing the world's civilizations. An appreciation of the abiding influence of African cultures on other civilizations will help readers to defeat the prejudices that fuel racism. *Also available in French [Raconte-moi l'esclavage].*

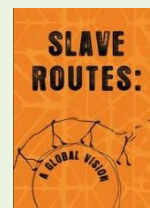
## A tool kit on the Slave Routes

### Slave Routes: A global vision

This toolkit (57 min DVD + booklet) provides an opportunity to place the black slave trade and slavery in a broader context and to shed some light on various important questions that can be raised. What, for example, are the differences and similarities between slave trading in the various regions of the world? How did forms of resistance, measures of abolition and the processes of emancipation of slaves contribute to bring such practices to an end? How did the enslavement of Africans contribute to transforming the modern world? What are the differences and similarities between historical slavery and modern forms of slavery? What is the heritage of slavery? How can new identities and citizen status be built in post-enslavement societies? 2010. 62 pp. CLT/CPD/DIA/2010/153. *Also available in French [Routes de l'esclave: une vision globale] and Spanish [Rutas del esclavo: una visión global]*

+ *A guide for the use of the DVD-Rom by teachers of the UNESCO Associated Schools (ASPnet)*. 2010. 4 pp.

*Also available in French [Routes de l'esclave: une vision globale, guide d'utilisation du DVD-ROM à l'intention des enseignants du Réseau des écoles associées de l'UNESCO (réSEAU)] and Spanish [Rutas del esclavo: una visión global, guía para la utilización del DVD-Rom destinada a los docentes de la redPEA]*



### Enslavement. Knowledge Assessment Fact Sheets

Drafted by the members of the International Scientific Committee of UNESCO's Slave Route Project, the following sheets have been designed as a connecting link between the film and the film booklet. The goal is to provide a compendium of knowledge and questions that give food for thought on the content of the film and booklet. 2010. 59 pp. CLT/CPD/DIA/2010/154. *Also available in French [Asservir: fiches bilans des connaissances] and Spanish [Reducir a la esclavitud: fichas de control de conocimientos]*

+ *A Kind of quiz*. 2010. 5 pp. CLT/CPD/DIA/2010/155. *Also available in French [Une Forme de quiz] and Spanish [Una Forma de quiz].*



### The Slave Route (Brochure)

2006, CLT.2006/WS/8.

*Also available in French [La Route de l'esclave], Spanish [La Ruta del Esclavo], Arabic [طريق الرقيق] and Portuguese [Rota do Escravo].*



### The Slave Route (Poster)

2006, CLT.2006/WS/9.

## Breaking the Silence: The Transatlantic Slave Trade (TST) Education Project



2004. 16 pp.

**Breaking the silence. The Transatlantic Slave Trade Education Project** (*Brochure*) UNESCO's Associated Schools Project Network. This 16 pages' brochure presents a mosaic of experience, knowledge, ideas and suggestions, with opportunities to explore all aspects of the quest for knowledge and insight. It shows how much can be achieved when people at all levels and across all boundaries are determined to establish a new worldwide triangle of dialogue and solidarity. *Also available in French* [*Briser le silence. le Projet éducatif du réseau sur la traite transatlantique*].



2005. 11 pp.  
+ 1 CD-ROM  
+ 1 poster

### **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), tries 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. *Also available in French* [*Tous égaux dans la diversité: mobiliser les écoles contre le racisme, la discrimination et l'exclusion (kit pédagogique)*].



2014. 56 pp.  
978-92-3-100058-4

### **The Mulatto Solitude** (*Comic strip*). UNESCO series on Women in African History

The UNESCO Women in African History Series, and its corresponding website, aims to highlight a selection of key women figures in African history. The little we know about the mulatto Solitude is taken from a few lines in *Histoire de la Guadeloupe* (History of Guadeloupe), a book written by Auguste Lacour in the mid-nineteenth century. The following comic strip is an interpretation of her story. It is inspired by Auguste Lacour's book, André Schwarz-Bart's novel *La Mulâtresse Solitude*, and the historical context of late eighteenth century Guadeloupe. The illustrations are based on historical and iconographic research into Guadeloupe and slavery. *Also available in French* [*La Mulâtresse Solitude*]. *Open Access*.



### **The Slave Route, 1994-2014. The Road Travelled**

Brochure to celebrate the 20<sup>th</sup> Anniversary of UNESCO Slave Route Project. *Also available in French* [*La Route de l'esclave, 1994-2014. Le chemin parcouru*] and *Spanish* [*La Ruta del Esclavo, 1994-2014. El camino recorrido*]. 2014. 12 pp. CLT-2014/WS/6.



### **Huellas e Identidades: Sitios de memoria y culturas vivas de los afrodescendientes en Argentina, Paraguay y Uruguay**

2012. 170 pp. 978-92-9089-182-6.



### **Teaching the Transatlantic Slave Trade. Achievements, Challenges and Perspectives**

Final report of the interregional online consultation of the UNESCO Associated Schools (ASPNET), 30 November to 16 December 2010. As part of the ASPnet Transatlantic Slave Trade (TST) Education Project, the consultation main aim was to map current TST practice in participating schools, share existing resources and advice for effective teaching about the TST, and facilitate new cooperation in this project among schools and countries. *Also available in Spanish* [*La Enseñanza de la trata transatlántica de esclavos: logros, retos y perspectivas*]. 2011. 57 pp. ED.2011/WS/14.



### **Sitios de Memoria de La Ruta del Esclavo en Argentina, Paraguay y Uruguay**

2010. 39 pp. 978-92-9089-153-6.



### **La Traite négrière, l'esclavage et les violences coloniales en République démocratique du Congo.**

Published in collaboration with UNESCO Office in Kinshasa, this book is a study on the slave trade, slavery and colonial violence in the Democratic Republic of Congo. 2010. 115 pp.



### **The Slave Route: Reconciling the duty to remember and historical truth**

8 pages' didactic brochure on UNESCO Slave Route Project.

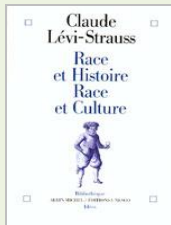
Also available in [French](#) [La Route de l'esclave: réconcilier devoir de mémoire et vérité historique], [Spanish](#) [La Ruta del Esclavo: reconciliar el deber de memoria con la verdad histórica] and [Portuguese](#) [A Rota do Escravo: reconciliar dever de memória e verdade histórica]. 2009. 8pp. CLT.2009/WS/12.



### **Sites liés à la traite négrière et à l'esclavage en Sénégambie. Pour un tourisme de mémoire**

Cette publication a pour objet de répondre au devoir de mémoire et de permettre au public de mieux connaître l'histoire de la traite négrière et de l'esclavage de l'intérieur. Les informations recueillies ici sur les sites et les itinéraires suivis par les caravanes en Sénégambie éclairent divers aspects du trafic négrier : organisation de ce trafic de l'intérieur des terres au littoral, origine des groupes ethniques présents dans les cargaisons des négriers et conditions de leur déportation en Amérique. Si certains des sites à Saint-Louis, à Gorée, à Joal, à Portudal sont connus et conservés, nombreux sont ceux qui, délabrés, risquent de disparaître. Le véritable enjeu du Tourisme de mémoire est donc de sauvegarder ce patrimoine en contribuant à une prise de conscience de la tragédie de la traite à un niveau sous-régional avec la coopération active de tous les États concernés.

2005. 85 pp.  
CLT.2005/WS/3

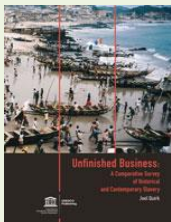


### **Race et Histoire - Race et Culture.** Collection La bibliothèque du philosophe

Twenty years after the release of his book "Race and History", an impressive and revolutionary manifesto on the idea of progress and cultural diversity, Levi-Strauss published a second volume on race and culture. The present book, prefaced by his student Michel Izard, gathers the two texts in one volume. *Also available in Chinese.*

2002. 182 pp.  
978-92-3-203799-2 (F)  
978-92-3-503799-9 (C)  
[UNESCO Publishing](#)

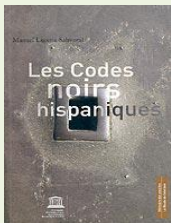
## **Memory of Peoples series / Collection Mémoire des peuples / Colección Memoria de los pueblos**



### **Unfinished Business. A Comparative Survey of Historical and Contemporary Slavery.** Memory of the Peoples series

Interest in contemporary slavery has increased dramatically over the last ten years, but there remains a widespread tendency to view slavery in the past and slavery in current society as independent fields of study. This book moves beyond this unhelpful divide, providing the first ever comparative analysis of historical slave systems and modern forms of human bondage. From this standpoint, recent concerns over human trafficking, debt-bondage, child labour and other related problems are analysed in view of the historical strengths and weaknesses of the legal abolition of slavery. By bringing together a range of studies on different aspects of slavery, both past and present, this book provides an innovative platform for promoting dialogue about ways of addressing both contemporary slavery and the enduring legacies of historical slave systems.

2009. 142 pp.  
978-92-3-104124-2  
[UNESCO Publishing](#)



### **Les codes noirs hispaniques.** Collection Mémoire des peuples

The "Black Codes" were laws concerning slaves enacted by Louis XIV of France in 1687, by Louisiana in 1724 and by Charles III of Spain in 1784.

This book specifically studies the Spanish black codes which were written in the second half of the eighteenth century. These codes gave a legal framework to the slave trade and institutionalized slavery in the Spanish possessions in the Caribbean and in Louisiana. *Also available in [Spanish](#) [Los códigos negros de la América española (1768-1842)].*

2005. 480 pp.  
978-92-3-203344-4  
[UNESCO Publishing](#)



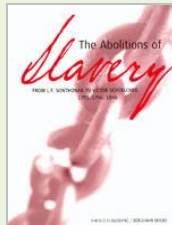


2005. 330 pp.  
978-92-3-203981-1  
[UNESCO Publishing](#)

### **L'Or et les esclaves. Histoire des forts du Ghana du XVIe au XVIIIe siècle.**

Collection Mémoire des peuples

Écrit dans un style limpide mais avec toute la rigueur scientifique d'un des meilleurs historiens de la traite et de l'esclavage, ce livre bouscule bien des idées reçues : sur la valeur des marchandises importées d'Europe qui n'avaient de pacotille que le nom, sur l'exigence des Africains à propos de la qualité de ces marchandises. Il montre aussi que les Africains ne laissèrent jamais les Européens pénétrer à l'intérieur du continent, opposant la plus ferme résistance grâce à la formation de puissants États. Il décrypte le regard porté par les Européens sur les Africains et la manière dont les jugements exprimés glissent vers le racisme. Il analyse les spécificités de l'esclavage en Afrique, le rôle respectif des Africains et des Européens dans la traite, il décrit avec précision le sort des esclaves.



2003. 384 pp.  
978-92-3-103167-0  
[UNESCO Publishing](#)

### **The Abolitions of Slavery.** From L. F. Sonthonax to Victor Schoelcher -1793 ,1794 ,1848. Memory of Peoples series

The anti-slavery movement, which followed in the wake of the European slave trade, has attracted much less attention than the latter. This is particularly true for the abolition movement in the French colonies. This volume commemorates the first abolition of slavery, proclaimed by Léger Félicité Sonthonax in Saint-Domingue in 1793 and ratified by a decree of the National Convention in 1794, vividly portraying the complex developments that led to the decree of 1848, which permanently abolished slavery in the French domains. It also represents the first critical evaluation of the state of research in France into the history of eradication of colonial slavery. Finally, this volume also contains an important comparative element through the addition of papers focusing on the abolitionist movements in America, Britain and Spain. *Also available in French [Les abolitions de l'esclavage. De L. F. Sonthonax à V. Schoelcher 1793 - 1794 - 1848].*



2002. 376 pp.  
978-92-3-203864-7  
[UNESCO Publishing](#)

### **Déraison, esclavage et droit. Les fondements idéologiques et juridiques de la traite négrière et de l'esclavage.** Collection Mémoire des peuples

This book gathers the proceedings of UNESCO's 1998 Conference held under the aegis of its long-standing "Slave Routes" program on slavery and the slave trade as crimes against humanity.

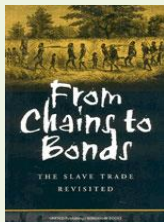
Throughout its pages, nineteen scholars provide a wide variety of high quality and thoughtfully argued papers dealing with legal issues, slavery, the slave trade and its legitimatization in Western eyes.



2002. 272 pp.  
978-92-3-203863-0  
[UNESCO Publishing](#)

### **Montesquieu, Rousseau, Diderot : du genre humain au bois d'ébène. Les silences du droit naturel.** Collection Mémoire des peuples

Le point de vue des philosophes des Lumières sur l'esclavage, une analyse et une réflexion critique. 2002, 978-92-3-203863-0.



2001. 470 pp.  
978-92-3-103439-8 (E)  
978-92-3-203439-7 (F)  
978-92-3-303439-6 (S)  
[UNESCO Publishing](#)

### **From Chains to Bonds. The Slave Trade Revisited.** Memory of Peoples series

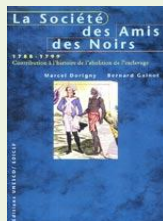
From Chains to Bonds is a collection of essays by experts throughout Africa, the Americas, Europe, and the Caribbean that were first presented at the *UNESCO Slave Routes* conference in Ouidah, Benin in 1994. It highlights the impact that the slave trade has had on the world and lays the foundations for further research in this area. *Also available in French [La chaîne et le lien] and Spanish [De la cadena al vínculo].*



2001. 470 pp.  
978-92-3-203833-3  
UNESCO Publishing

### **La Traite et l'esclavage dans le monde lusophone - Cahiers des anneaux de la mémoire, N° 3.** Collection Mémoire des peuples

L'histoire de la traite portugaise à travers des contributions d'historiens, d'anthropologues, de linguistes et d'autres chercheurs appartenant à différentes régions géographiques concernées par la traite. Ce numéro propose une analyse critique des premières relations commerciales africano-portugaises. Il met l'accent sur la complexité des formes d'esclavage à travers les exemples du royaume du Congo et du nord-ouest du Cameroun. Il invite à une réflexion sur les formes collectives de la mémoire et de l'identité chez les afro-brésiliens et sur la nécessité du travail historique devant l'impossibilité d'accéder à une mémoire unique.



1998. 470 pp.  
978-92-3-203306-2  
UNESCO Publishing

### **La Société des Amis des Noirs (1788-1799). Contribution à l'histoire de l'abolition de l'esclavage.** Collection Mémoire des peuples

Les Cahiers de la Société des Amis des Noirs dont firent partie Mirabeau, La Fayette, l'abbé Grégoire... Une édition remarquablement annotée pour rendre accessible à tous la compréhension des débats qui agitèrent ces précurseurs en ces temps de remise en cause fondamentale que furent les onze années 1788-1799.

## **Del Olvido a la Memoria series**

The main purpose of this series – which is part of UNESCO Slave Route Project and is composed of 4 volumes and a didactical guide, - is to document slavery in the Central American countries. The didactical guide provides special support to teachers, including reading guidelines and student activities.

**Las Voces de los Esclavizados, los Sonidos de la Libertad**, no 4 - 2008. 82 pp.

**África en Tiempos de la Esclavitud**, no 3 – 2008. 65 pp. 978-9968-9656-9-9.

**Esclavitud, Resistencia y Cultura**, no 2 – 2008. 71 pp. 978-9968-9656-7-5.

**Africanos y Afromestizos en la Historia Colonial de Centroamérica**, no 1 – 2008. 102 pp. 978-9968-9656-9-9.

**Del Olvido a la Memoria. Guía didáctica** – 2009. 83 pp. CLT/CPD/DIA/2009/PI/136.

## **Inspiring articles from The UNESCO Courier**

ISSN 1993-8616



The UNESCO Courier  
April-June 2011, 64, 2

### **Crime Without Punishment** - pp. 17-19

In Mauritania, the question of slavery is closely linked to women because, traditionally, slave status was hereditary and passed on by the mother. Since 2007, slavery has been a crime under Mauritanian law. But, in practice, it continues in more or less disguised forms while the perpetrators escape prosecution.

This article is an interview of lawyer Aminetou Mint El Moctar who devoted her life to the rights of women, especially single mothers for whom she founded the *Association des femmes chefs de famille* (AFCF), an organization representing single mothers. *Also available in French [Crime sans châtement], Spanish [Crimen sin castigo], Russian, Arabic, Chinese and Portuguese.*

### **Le Morne, spelled out** - The UNESCO Courier, 2008, vol. 6 - pp. 4-5

Morning, Oppression, Reverie... with these words Mauritian poet Édouard J. Maunick begins to write "Le Morne", a name charged with emotion, a mountain laden with memory, a sacred place in the history of the maroon - runaway slaves - of Mauritius, and now a World Heritage site. *Also available in French [Le Morne, en toutes lettres], Spanish [El Morne, en todas letras].*



The New Courier  
May 2005

### **The Shipwrecked Memory of the Utile Slaves** - pp. 17-19

On July 31, 1761, the French ship L'Utile is shipwrecked on a tiny island in the Indian Ocean. Not long after, the sailors manage to reach Madagascar, but they leave behind the Malgache slaves they had embarked illegally on L'Utile. Only a handful of survivors remain when they are found 15 years later, in 1776. UNESCO reopens this lost chapter in the history of the slave trade. *Also available in French [La Mémoire naufragée des esclaves de L'Utile], Spanish [Náufragos de la memoria].*



The New Courier  
Special issue  
January 2004

**Three continents – one history?** Encounters between civilizations have not always been peaceful, on the contrary. The slave trade, which lasted more than three centuries, is one of the darkest chapters of human history and forged strong and ambivalent bonds between Europe, Africa and the Americas.

**Dialogue Among Civilizations** - pp. 12-20

Also available in *French* [Dialogue entre les civilisations], *Spanish* [Diálogo entre las civilizaciones].

**Retracing the Slave Routes** - pp. 13-15

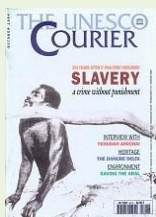
Also available in *French* [Le Voyage sans retour], *Spanish* [Viaje sin retorno].

**Zanzibar: A unique cultural meeting place** - pp. 15-17

Also available in *French* [Zanzibar à la croisée des cultures], *Spanish* [Zanzibar, encrucijada de culturas].

**Haitians and Dominicans: Two peoples, one island** - pp. 18-20

Also available in *French* [Haïtiens et Dominicains: une île en partage], *Spanish* [Haitianos y dominicanos: dos pueblos para una isla].



The UNESCO Courier  
1994, Vol. XLVII, 10

**200 Years After it Was First Abolished, Slavery: A Crime without Punishment**

*Extract* - Two hundred years ago revolutionary France abolished slavery, but then a few years later, as if frightened by its own audacity, re-established it. [...] It took another century marked by revolutions, military expeditions and two world wars before the colonial system finally ended, institutionalized racism was defeated and the socialist gulag was dissolved. Does this mean that today at long last respect for human dignity prevails everywhere? Unfortunately, new inequalities are arising as a result of physical constraints and threats, because of terror imposed by individuals or groups, and the exploitation by some of the weakness of others. [...] What is this dark side of man that has always led him to despise, subjugate and debase his fellows? Why is it that for thousands of years individuals and in some cases entire peoples have been bought, sold and treated like beasts? And how is it that such a crime against humanity has remained unpunished even since the inception of Human Rights? There is probably no simple answer to these terrible questions. We know, however, that we must never cease asking them. Also available in *French* [200 ans après sa première abolition, l'esclavage: un crime sans châtement], *Spanish* [200 años después de su primera abolición, la esclavitud: un crimen sin castigo].



The UNESCO Courier  
1994, Vol. XLV, 10

**Gorée, Island of Slaves** - pp. 48-50

Also available online in *French* [Gorée, l'île aux esclaves] and *Spanish* [Goree, la isla de los esclavos]. Published in 33 languages and in Braille.



The UNESCO Courier  
1998, Vol. XLI, 10

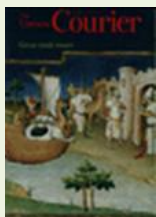
**The Long Struggle for Liberation. Reflections on the Abolition of Slavery in Brazil** -

pp. 36-38

Also available in *French* [Histoire d'une libération: il y a cent ans, l'esclavage était aboli au Brésil], *Spanish* [Historia de una liberación: hace cien años se abolía la esclavitud en Brasil]. Published in 35 languages. Includes a selection in Braille in eng, fre, spa, kor.

**Milestones on the Road to Freedom** - The UNESCO Courier, 1988, Vol. XLI, 10 - p. 38

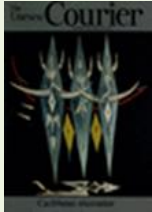
Also available in *French* [Jalons], *Spanish* [Breve cronología]. Published in 35 languages. Includes a selection in Braille in eng, fre, spa, kor.



The UNESCO Courier  
1984, Vol. XXXVII, 6

**The Slave Trade** - p. 30

Also available online in *French* [La Traite des Noirs] and *Spanish* [La Trata de Esclavos y sus Rutas]. Published in 27 languages. Includes a selection in Braille in eng, fre, spa.



The UNESCO Courier  
1981, Vol. XXXIV, 12

**Caribbean Encounter** – The UNESCO Courier, 1981, Vol. XXXIV, 12 - pp. 4-46

Also available online in *French* [*Caraïbe aux voix multiples*] and *Spanish* [*El Caribe: Voces múltiples de un archipiélago mestizo*]. Published in 25 languages. Includes a selection in Braille in eng, fre, spa.

**Slavery and Sugar...the Bitter Aftertaste** - The UNESCO Courier, 1981, Vol. XXXIV, 12 - pp. 10-14

Also available online in *French* [*La Plantation: l'exil et le royaume*] and *Spanish* [*La Plantación, Crisol de la Sociedad Antillana*]. Published in 25 languages. Includes a selection in Braille in eng, fre, spa.

**Toussaint Louverture: Haiti's tragic hero** - The UNESCO Courier, 1981, Vol. XXXIV, 12 - pp. 14-15

Also available online in *French* [*Toussaint Louverture: le précurseur*] and *Spanish* [*Toussaint Louverture: El precursor*]. Published in 25 languages. Includes a selection in Braille in eng, fre, spa.

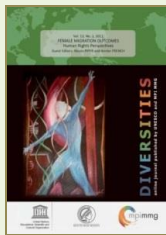


The UNESCO Courier  
1954, Vol. VII, 2

**Haiti: 150 years of independence. Haiti: 1804-1954** - pp. 1-32

Also available online in *French* [*Haïti, 150 ans d'indépendance*] and *Spanish* [*Haiti: Ciento cincuenta años de independencia*].

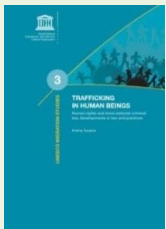
## Modern Forms of Slavery and Human Trafficking



2011. pp. 67-81  
Vol. 13, No. 1  
ISSN 2079-6595

**Shaking up the Grounds for Human Trafficking on Hispaniola.** Female Migration Outcomes: Human Rights Perspectives. Diversities

The migration of Haitian women to the Dominican Republic is part of the so-called “feminization of migrations” caused by changes in labour markets as well as the precarious situation of women and their families in the neighbouring country of origin. The sequel to the earthquake in Haiti in 2010 has aggravated gender violence, in the makeshift camps in which hundreds of thousands of displaced persons are still living. Although the unprecedented urban displacement provoked by the earthquake has not led to a stampede of Haitians attempting to cross the border to the Western side of the island of Hispaniola, it has exposed migrants, particularly women, to new situations of vulnerability which may lead to human trafficking.



2010. 172 p.  
978-92-3-104182-2

**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 criminal justice issue. They affect territorial integrity and 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.

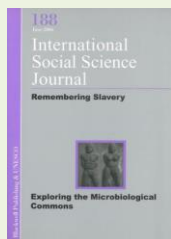


2006. 151 p.  
SHS/CCT/2006/PIVH/1

**Poverty, Gender and Human Trafficking in Sub-Saharan Africa. Rethinking best practices in migration management**

This book 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. The book points out how practices of migration management can benefit from a more holistic approach. Also available in *French* [*Pauvreté, genre et traite des personnes en Afrique Subsaharienne : repenser les meilleures pratiques en matière de gestion des migrations*].



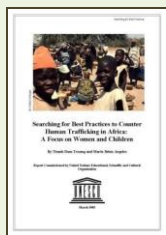


2006. p. 181-383  
For sale at [Wiley](#)

### **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. ISSN 0020-8701.



2005. 77 pp.  
SHS/2005/PI/H/2 REV.

### **Searching for Best practices to Counter Human Trafficking in Africa. A Focus on Women and Children**

This report discusses the concept of best practices as applied in the campaign against human trafficking, with particular emphasis on women and children in Africa. It identifies key actors, including international organizations and bilateral agencies engaged in the struggle against human trafficking, and discusses their roles as channels of ideas and practices. It traces the main areas of relevant expertise – migration, human rights protection and crime control – and shows how beliefs about causative aspects as well as valid intervention are translated into action in the field. The report also highlights the experiences of ten NGOs in Africa engaged in the campaign against the trafficking of women and children and discusses their strengths and weaknesses.

### **Cidadania, Direitos Humanos e Tráfico de Pessoas: Manual para promotoras legais populares**

2012, 978-92-2-826981-9; 978-92-2-826982-6 (ILO/UNESCO).

### **300 Titles ...or more, to know more: bibliographical and documentary orientations / 300 Titres... ou plus, pour en savoir plus : orientations bibliographiques et documentaires / 300 Títulos... o más, para saber más: orientaciones bibliográficas y documentarias**

Selection of books, documents and websites on human trafficking in Africa, the Caribbean and the Americas. 2010, CLT/CPD/DIA/2010/156.

### **Policy Paper 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.*

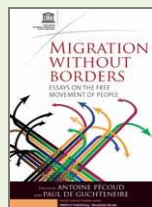
*More on UNESCO Slave Route programme.*

*More information and publications on the Fight Against Discrimination*

# Migration and Human Rights

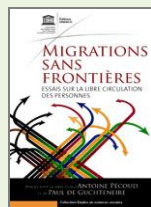
Is the right to free movement a human right?

## Migration without Borders

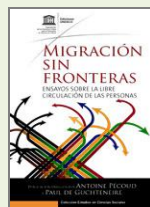


2007. 304 pp.  
978-92-3-104024-5

UNESCO Publishing



2009. 384 pp.  
978-92-3-204024-4



2009. 378 pp.  
978-92-3-304024-3



2009. 291 pp.  
978-5-86103-070-0



2011. 341 pp.  
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.

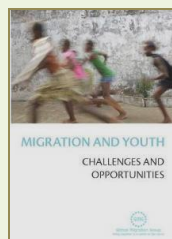
Also available in [French](#) [*Migrations sans frontières. Essais sur la libre circulation des personnes* - 2009. 978-92-3-204024-4], [Spanish](#) [*Migración sin Fronteras. Ensayos sobre la Libre Circulación de las Personas* - 2009. 978-92-3-304024-3], [Russian](#) [*Миграции без границ. эссе о свободном передвижении людей* - 2009. 978-5-86103-070-0] and [Chinese](#) [2011. 978-7-5447-2287-2]. For sale at [UNESCO Publishing](#).



2014. 71 pp.  
JAK/2014/PI/H/8

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

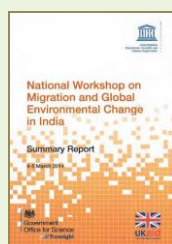
Working together towards a common goal of supporting the development of more inclusive social policies, UNESCO, Trinity College Dublin and University of Melbourne organized in 2014 in Bali a seminar entitled "Support to policy making and planning for social inclusion of disadvantaged groups and communities 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 organisations, disabled people's organisations, private sector and United Nations agencies. The seminar identified "Five Keys to Inclusive Policies" which, together, constitute a platform to promote social inclusion: good practices should be identified as examples that could be scaled-up; good data that is consistent and *fit for purpose* should be made available; good infrastructure to monitor and evaluate social inclusion should be set up; good sharing of knowledge and experience should be observed; and ultimately, new policies should state specific commitment to social inclusion, human rights and gender equality.



2014. 24 pp.  
SHS-2014/WS/4

### 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. Also available in [French](#) [*La Migration et les jeunes: défis et opportunités*].



2014. 63 pp.  
978-81-89218-51-5

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

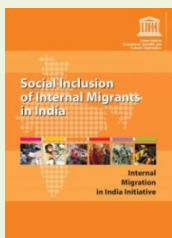
Organized with the support of the Government Office for Science, United Kingdom, and the Department for International Development (DFID), United Kingdom, the workshop intended to explore and examine the current state of knowledge on migration and global environmental change. The issues were examined 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. 36 pp.  
978-81-89218-48-5

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

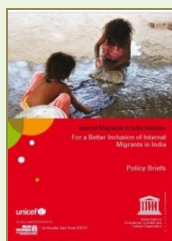
This document takes stock of the latest available data on current trends in internal migration of youth in India, examining both present patterns as well as obstacles for the future. UNESCO has developed a new research in order to stock-take the latest data available and provides a comprehensive overview 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 Arunodhaya 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. 92 pp.  
978-81-89218-49-2

### **Social Inclusion of Internal Migrants in India**

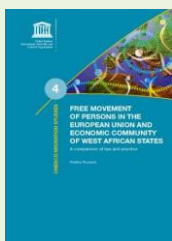
This publication aims to provide an overview of existing innovative practices that increase the inclusion of internal migrants in society and act as a living document that would inspire and assist professionals and government officials in their attempts to facilitate the social inclusion of migrants 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.



2012. 22 pp.  
978-81-89218-46-1

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

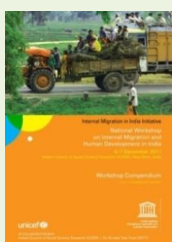
UNESCO and UNICEF, in collaboration with researchers, NGO's, Sir Dorabji Tata Trust (SDTT) and other UN agencies, developed a set of seven policy briefs, which provide in a concise manner key facts and policy recommendations for the central as well as state governments for the elaboration of more inclusive 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. *Also available in Hindi.*



2012. 149 pp.  
978-92-3-001026-3

### **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

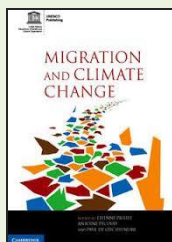
This research analyses the legal framework in the European Union and the Economic Community of West African States relating to the free movement of persons. On that basis, it examines how mobility is facilitated or hindered, together with the major problems in realising effective mobility within regions. 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. 293 pp. (2 vol.)  
978-81-89218-45-4

### **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 1 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.



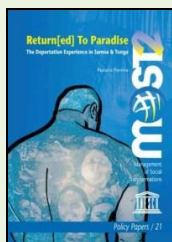
2011. 183 pp.  
978-92-3-104199-0  
UNESCO Publishing

### **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.

## 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.



2011. 58 pp.  
978-92-3-104200-3

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

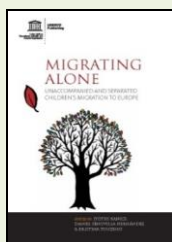
This document, the result of a two years' enquiry and research on the experiences of deportees in Samoa and Tonga, contributes to both the Pacific and the global debate on forced repatriation and provides a series of recommendations for national authorities and community organizations. These include 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 makes an impact at the local, national and 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. [Open Access](#).



2010. 96 pp.  
978-9974-98-088-4

### Estado Actual y Perspectivas de las Políticas Migratorias en el Mercosur

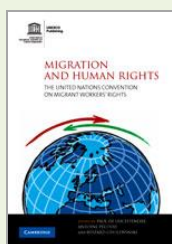
This book is an output of a Seminar jointly organized by FLACSO Uruguay and UNESCO SHS, *Estado Actual y Perspectivas de las Políticas de Migración en el MERCOSUR*. The main objective was to contribute to the design of migration policies in the MERCOSUR and try to devise new approaches to that phenomenon. 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. 187 pp.  
978-92-3-104091-7  
[UNESCO Publishing](#)

### 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.



2009. 472 pp.  
978-92-3-104090-0  
[UNESCO Publishing](#)

### 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. 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.

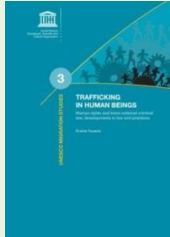


2008. 62 pp.  
No code

### 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!

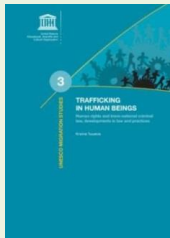




2007. 53 pp.  
SHS.2007/WS/6

### **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. 96 pp.  
SHS.2007/WS/7

### **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

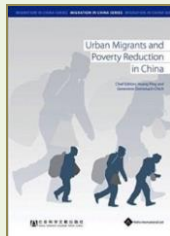
The International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families (ICRMW) entered into force on 1 July 2003, some 13 years after it had been formally opened for ratification in 1990. To date, it has attracted very little support from states: the number 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. 366 pp.

### **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.



2006. 560 pp.  
7-80230-318-4

### **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. 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.



2004. 263 pp.  
92-3-203943-5  
UNESCO Publishing

### **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.

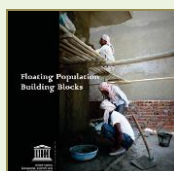
## Videos on Human Rights and Migrations



Video. 8'23"

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

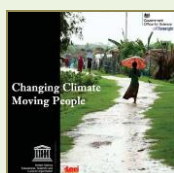
Although official figures state the population of Mullahera village in Gurgaon, Haryana to be 10,000 the actual population estimates are ten times more with 90% of the population being internal migrants. Breaking Silence captures the experiences of women migrants living in this village and showcases 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.

# Journals on Migration

## DIVERSITIES Journal

ISSN: 2079-6595 (2010-2014)



**DIVERSITIES** (ISSN: 2079-6595 / 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**

## 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.

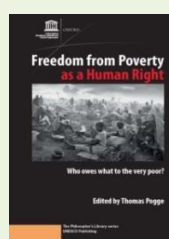
*More publications and information on International Migration and Inclusive Societies*

# Poverty as a Human Rights Violation

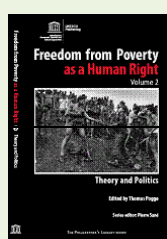
Eradication of poverty is a cornerstone in the fight for human rights and human dignity \*

## Freedom from Poverty series

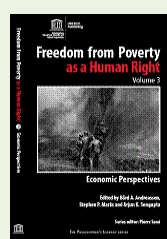
**Extreme poverty violates a fundamental human right.** No one disputes that one to two billion people – depending on the criteria one chooses to use to define poverty – live today under conditions that are hardly human. For the poorest, food, housing, health, physical safety – not to mention education –, 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.



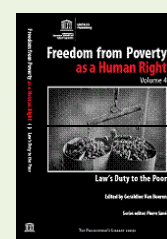
2007, 406 pp.  
978-9-23-104033-7



2010, 362 pp.  
978-92-3-104143-3



2010, 357 pp.  
978-92-3-104144-0



2010, 418 pp.  
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. [UNESCO Publishing.](#)

### 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. The 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 (2016) - [English](#), [French](#), [Spanish](#), [Russian](#), [Arabic](#), [Chinese](#).

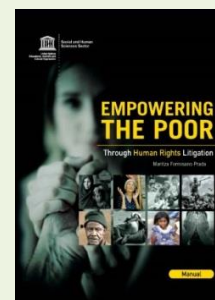


## A Manual on Poverty and Human Rights

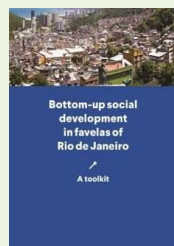
### **Empowering the Poor through Human Rights Litigation. Manual**

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. 114 pp. 978-92-3-001027-0 (En). [Open Access](#). 2012. 114 pp. 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



2015, 98 pp.  
978-1-908890-35-0 (E)  
978-1-908890-34-3 (P)

### **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.

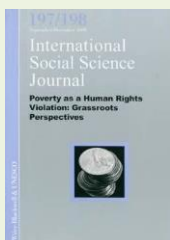
## More publications on Poverty and Human Rights



### Post-2015 Dialogues on Culture and Development

The present 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. Also available in *French* [Dialogues pour l'après-2015 sur la culture et le développement] and *Spanish* [Diálogos Post-2015 sobre la Cultura y el Desarrollo]. [Open Access](#).

2015. 120 pp.  
978-92-3-100086-7 (E)  
978-92-3-200067-5 (F)  
978-92-3-300043-8 (S)



### 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, 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 interdisciplinary 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 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 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. ISSN: 0020-8701.

2010. p. 315-519  
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".

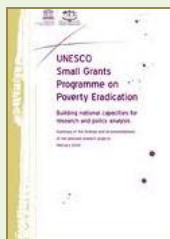
2009. 157 pp.  
978-1-4051-9697-0  
For sale at [Wiley](#)



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

Special issue on poverty with an interview of Sylvie Kayitesi Zainabo, 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 to the most needy access to food, a decent dwelling, education and health facilities. Also available in *French* [La pauvreté est un déni des droits humains] and *Russian* [Нищета - Это отрицание прав человека]. ISSN 1819-9712.

2008. 32 pp.



### UNESCO Small Grants Programme on Poverty Eradication. Building national capacities for research and policy analysis. Summary of the findings and recommendations of the selected research projects.

39 Research projects to fight against poverty. 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). Also available in *Russian*.

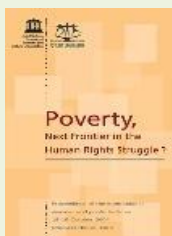
2008. 309 pp.  
9-789231-04076-4



2007. 449 pp.  
978-85-7632-209-2

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

How to stop poverty and inequality? 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 mainly 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. *Multilingual Portuguese/English/French.*



2005. 307 pp.

## Poverty, Next Frontier in the Human Rights Struggle?

Proceedings of the International seminar and public lectures organized by UNESCO for the observance of the International Day for the Eradication of Poverty 2004. Is poverty a human rights issue? Today, the advance and affirmation of civil and political rights are a reality. 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. If we genuinely wish to call poverty into question and make our contribution as an ethical and intellectual Organization, we need to see poverty as a question of human rights and ensure the advance of this new approach. *Also available in French [La pauvreté, une question de droits humains ?].*



2004. p. 189-341  
For sale at Wiley

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

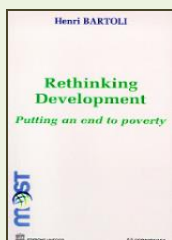
The second thematic section of this issue deals with **Rethinking poverty**. In the official language of the international community, extreme poverty is now said to be a human rights violation. Is this coherent? And what follows if it is taken seriously? If human rights that are already formally recognized 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.*, ISSN: 0020-8701. *Also available in Chinese, Arabic [التميز في العلوم الاجتماعية، العدد 180] and French [L'excellence dans les sciences sociales].* ISSN: 0020-8701.



2002. 283 pp.  
978-92-3-203878-4  
UNESCO Publishing

## 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 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.



2000. 183 pp.  
92-3-103702-1  
92-3-203702-5

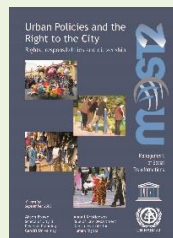
## Rethinking Development. Putting an End to Poverty

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. *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. 180 pp. 978-81-89218-42-3.



2008, 2009. 56 pp.  
SHS/SRP/URB/2008/  
PI/H/3 REV

### Urban Policies and the Right to the City. Rights, Responsibilities and Citizenship. MOST policy papers, new series MOST-2

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.



2006. 236 pp.  
+ CD-ROM  
SHS/2006/PI/H/4

### 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. *Bilingual English/French.*

*More publications and information on Poverty*





# The Right to Education and Human Rights Education

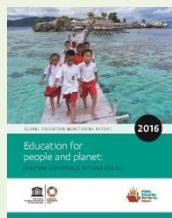
Human rights education is an integral part of the right to education and is increasingly gaining recognition as a human right in itself. Knowledge of rights and freedoms is considered a fundamental tool to guarantee respect for the rights of all. UNESCO's work in human rights education is guided by the **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 Global Monitoring Report series

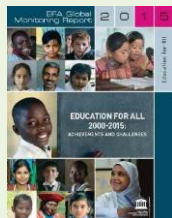


2016. 535 pp.  
978-92-3-100167-3

#### **Education for People and Planet. Creating Sustainable Futures for All.** Education for All Global Monitoring Report, 2016

This Report makes three messages starkly clear. Firstly, the urgent need for new approaches. On current trends only 70% of children in low income countries will complete primary school in 2030, a goal that should have been achieved in 2015. We need the political will, the policies, the innovation and the resources to buck this trend. Secondly, if we are serious about SDG4, we must act with a sense of heightened urgency, and with longterm commitment. Failure to do so will not only adversely affect education but will hamper progress towards each and every development goal: poverty reduction, hunger eradication, improved health, gender equality and women's empowerment, sustainable production and consumption, resilient cities, and more equal and inclusive societies. Lastly, we must fundamentally change the way we think about education and its role in human wellbeing and global development. Now, more than ever, education has a responsibility to foster the right type of skills, attitudes and behavior that will lead to sustainable and inclusive growth. [Open Access](#).

Summary available in [English](#), [French](#), [Spanish](#), [Russian](#), [Arabic](#), [Chinese](#) and [Portuguese](#).



2015. 499 pp.  
UNESCO Publishing

#### **Education for All 2000-2015. Achievements and Challenges.** Education for All 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. Also available in [French](#) [*Education 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*], [Arabic](#) [*التعليم للجميع 2000 - 2015: الإنجازات والتحديات*], [Chinese](#) and [Russian](#) [*Образование для всех 2000-2015 гг.: достижения и вызовы, Всемирный доклад по мониторингу ОДВ, 2015 г.*]. 978-92-3-100085-0 (E); 978-92-3-100097-3 (ePub-En); 978-92-3-200054-5 (F); 978-92-3-300017-9 (S); 978-92-3-604255-8 (A); 978-92-3-400006-2 (R). English, Arabic and Russian in [Open Access](#).

Summary available in [English](#), [Arabic](#), [Chinese](#), [French](#), [Hindi](#), [Japanese](#), [Khmer](#), [Korean](#), [Nepali](#), [Persian](#), [Portuguese](#), [Russian](#), [Spanish](#), [Swahili](#), [Thai](#) and [Urdu](#).

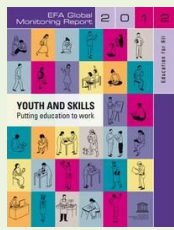


2014. 481 pp.  
UNESCO Publishing

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

The 2013/2014 Education for All Global Monitoring Report shows that a lack of attention to education quality and a failure to reach the marginalized have contributed to a learning crisis that needs urgent attention. Worldwide, 250 million children – many of them from disadvantaged backgrounds – are not learning the basics. The Report describes how policy-makers can support and sustain a quality education system for all children, and documents global progress in achieving Education for All goals by providing lessons for setting a new education agenda post-2015. 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*], [Arabic](#) and [Chinese](#). 978-92-3-104255-3 (E); 978-92-3-204255-2 (F); 978-92-3-3-04255-1 (S); 978-92-3-604255-8 (A); 978-7-5041-9069-7 (C).

Summary available in [English](#), [Arabic](#), [Chinese](#), [French](#), [German](#), [Hindi](#), [Japanese](#), [Khmer](#), [Korean](#), [Lao](#), [Nepali](#), [Portuguese](#), [Russian](#), [Spanish](#) and [Thai](#).

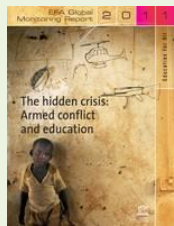


2012. 465 pp.  
UNESCO Publishing

### **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. 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](#), [Chinese](#), [Hindi and Telugu](#). 978-92-3-104240-9 (E); 978-92-3-204240-8 (F); 978-92-3-304240-7 (S); 978-92-3-604240-4 (A); 978-7-5041-7873-2 (C). English and Arabic in [Open Access](#).

Summary available in [English](#), [French](#), [Spanish](#), [Russian](#), [Arabic](#), [Chinese](#), [Persian](#), [Nepali](#), [Telegu](#), [Thai](#), [Japanese](#), [Portuguese](#), [Swahili](#), [Hindi](#), [Lao](#) and [Khmer](#).



2011. 416 pp.  
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. 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](#) and [Chinese](#). 978-92-3-104191-4 (E); 978-92-3-304191-2 (F); 978-92-3-604191-9 (A); 978-92-3-104191-4 (R); 978-92-3-504191-4 (C). English, Arabic and Russian in [Open Access](#).

Summary available in [English](#), [French](#), [Spanish](#), [Russian](#), [Arabic](#), [Chinese](#), [Japanese](#), [Portuguese](#), [Hindi](#), [Nepali](#), [Catalan](#), [Lao](#), [German](#) and [Korean](#).

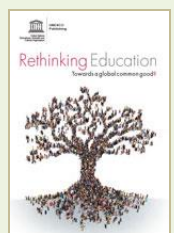
#### **More on EFA and previous Global Reports**



2015. 144 pp.  
978-92-9189-161-0  
UNESCO Publishing

### **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. 84 pp.  
UNESCO Publishing

### **Rethinking Education**

Rethinking the purpose of education and the organization of learning has never been more urgent. This book 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. Also available in [French](#) [*Repenser l'éducation*], [Spanish](#) [*Replantear la Educación*], [Arabic](#) [*إعادة التفكير في التربية والتعليم: نحو صالح عام عالمي؟*], [Russian](#) [*Переосмысливая образование*], [Chinese](#), [Portuguese](#) [*Repensar a Educação*], [Khmer](#), [Basque](#) [*Hezkuntza berraztertzea*], [Catalan](#) [*Repensar l'educació*] and [German](#) [*Bildung überdenken*]. 978-92-3-100088-1 (E); 978-92-3-200057-6 (F); 978-92-3-300018-6 (S); 978-92-3-600034-3 (Ara); 978-92-3-400007-9 (R); 978-92-3-500004-7 (C); 978-3-033-05613-8 (G); 978-84-944046-3-4 (Cat). English, French, Spanish, Arabic, Russian, Chinese, Portuguese and German in [Open Access](#).



2015. 298 pp.  
978-92-3-100113-0  
UNESCO Publishing

### **Investing against Evidence**

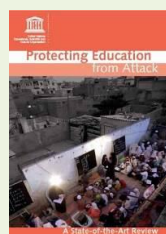
Early childhood care and education (ECCE) has become a key concern for education policy-makers and stakeholders. There is mounting research evidence on its benefits for children's capacities and educational achievements as well as its critical role in realizing equitable, quality education and lifelong 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.

## Education under attack and violence in schools



### Stopping Violence in Schools. A Guide for Teachers

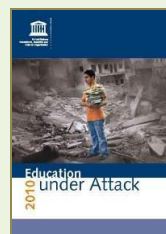
This Guide examines various forms of violence in schools and their consequences for education. It presents ten actions to prevent and stop violence in schools with practical examples that teachers can adapt in the classroom. 2009 & 2014, ED.2009/WS/43; MOS/2014/PI/H/6 (R). Also available in *French* [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*.



2010. 308 pp.  
978-92-3-104152-5

### 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. *Open Access*.



2010. 243 pp.  
978-92-3-104155-6 (E)  
978-92-3-001013-3 (A)

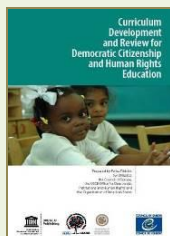
### Education Under Attack, 2010. A Global Study on Targeted Political and Military Violence against Education Staff, Students, Teachers, Union and Government Officials, and Institutions

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. 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. *Also available in French* [Élaboration et révision des programmes d'enseignement pour l'éducation à la citoyenneté démocratique et aux droits de l'homme] and *Russian* [Разработка и пересмотр учебных программ по воспитанию демократической гражданственности и образованию в области прав человека]. [Open Access](#).

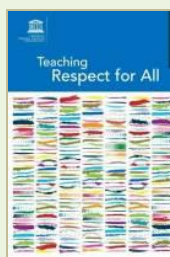
2015. 102 pp.  
978-92-3-100121-5 (E)  
978-92-3-200088-0 (F)  
978-92-3-400010-9 (R)



### 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. [Open Access](#).

2015. 238 pp.  
978-92-3-100033-1  
[UNESCO Publishing](#)



### Teaching Respect for All. Implementation Guide

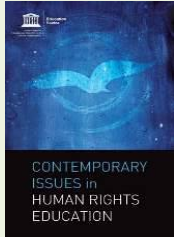
Teaching Respect for All is a joint UNESCO-United States of America-Brazil project launched in January 2012 to counteract discrimination both in and through education. Acknowledging that discrimination is on the rise worldwide, Teaching Respect for All promotes an educational response to counter discrimination 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. *Also available in French* [Enseigner le respect pour tous. Guide de mise en oeuvre]. [Open Access](#).

2014. 301 pp.  
978-92-3-100025-6 (E)  
978-92-3-200032-3 (F)

### 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).





2011. 117pp.  
978-92-3-104213-3

### **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. [Open Access](#).

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



2007. 146 pp.  
978-92-806-4188-2 (E)  
978-92-806-4189-9 (F)  
978-92-806-4190-5 (S)

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

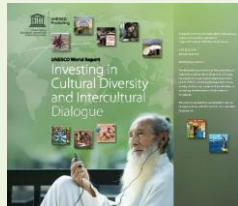
This joint UNESCO and UNICEF framework for the realization of children's right to education and rights within education brings together the current thinking and practice on human rights-based approaches in the education sector. It presents key issues and challenges in rights-based approaches and provides a framework for policy and programme development from school level up to the national and international levels. This document provides 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. *Also available in French [Une Approche de l'Education pour tous fondée sur les droits de l'homme: cadre pour la réalisation du droit des enfants à l'éducation et de leurs droits au sein de l'éducation] and Spanish [Un Enfoque de la Educación para Todos basado en los derechos humanos: marco para hacer realidad el derecho de los niños a la educación y los derechos en la educación].*

*More publications and information on human rights education*

# Cultural diversity, Intercultural Dialogue 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*



2009. 308 pp.  
978-92-3-104077-1 (E)  
978-92-3-204077-0 (F)  
978-92-3-304077-9 (S)  
[UNESCO Publishing](#)

### Investing in Cultural Diversity and Intercultural Dialogue: UNESCO World Report. UNESCO reference works series

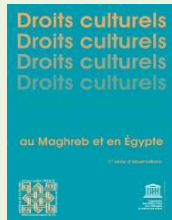
At the crossroads of intellectual, scientific and political thinking, this 2nd UNESCO World Report aims to take stock of all that is being said, thought and done in the name of cultural diversity, and tease out the necessary conditions for diversity to become an asset and not a threat, a source of renewal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



2010. p. 1-197  
For sale at [Wiley](#)

### Cultural Diversity. International Social Science Journal (199)

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. Read in particular *Cultural diversity and anti-poverty policy*, p. 169-180. ISSN: 0020-8701.



2010. 387 pp.  
978-92-3-204177-7

### 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.

## Heritage at Risk



2016. 12 pp.

### UNESCO's Response to Protect Culture in Crises. #Unite4Heritage (Brochure)

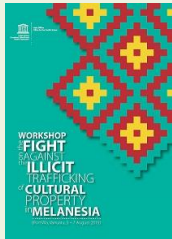
Enshrined in the Universal Declaration of Human Rights, respect for cultural rights, including the safeguarding of culture, must be integrated within the humanitarian response to crisis situations. Beyond the physical destruction of cultural heritage there is also the tremendous human impact of human rights violations, including the right to culture, the right to enjoy, develop, and have access to cultural life and identity, the right to education, the right to assemble and freedom of expression. *Also available in French [L'Action de l'UNESCO pour la protection de la culture en temps de crises].*



June 2015. 36 pp.

### **An Assault on Diversity.** World heritage review, Special issue *Iraq's Heritage. A Treasure under Threat*

Also available in *French* [La diversité attaquée] in [Revue du patrimoine mondial. Numéro spécial. Le patrimoine de l'Iraq, un trésor menacé].



2016. 69 pp.

TH/DOC/APIA/15/044

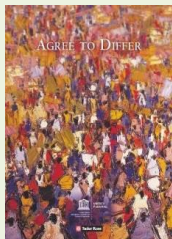
### **Workshop on the Fight against the Illicit Trafficking of Cultural Property in Melanesia, Port Vila, Vanuatu, 5-7 August 2015**

The participants to the Workshop emphasized the importance of documentation and inventorying of cultural heritage with community participation, and encouraged ratification of the UNESCO Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property (1970) and the preparation of specific national legislation regarding cultural property or the alignment of existing legislation with the provisions of the 1970 convention.



## **Intercultural dialogue**

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



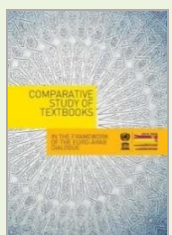
2015. 176 pp.

978-92-3-100090-4

UNESCO Publishing

### **Agree to Differ**

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. Dialogue is key when it comes to effective policies to harness the power of diversity, the design of new educational curricula or the crafting of new forms of cultural literacy and cultural diplomacy, between societies and within them. Co-published with Tudor Rose. *Flipbook. Open Access.*



2015. 57 pp.

SHS-2015/WS/7

### **Comparative Study of Textbooks. Working Document in the Framework of the Euro-Arab Dialogue. Summary Report**

Pursuant to the *Charter of the United Nations* and the *Constitution of UNESCO*, calling for peace between peoples and respect for cultural diversity, several National Commissions for UNESCO have taken the initiative to create the conditions for a Euro-Arab dialogue in the field of education. They launched several studies to highlight stereotypes, misunderstandings and subliminal bias about Arab countries in European textbooks and about European countries in textbooks in the Arab world. This document is the result of this fruitful collaboration. Also available in *Arabic* [دراسة مقارنة للكتب المدرسية في إطار الحوار الأوروبي - العربي] and *French* [Étude comparative de manuels scolaires. Document de travail dans le cadre du dialogue Euro-Arabe].

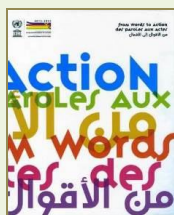


2015. 107 pp.

SHS-2014/WS/7

### **التسامح في كلمات (Defining Tolerance)**

Tolerance does not have a constant meaning, either in space or in time. The present, linguistically based project – which is both lexicographical and discourse-oriented, and invites further investigations of the same kind – fulfils an ethical purpose: to disseminate the sort of knowledge that will promote mutual respect and understanding. Above all, it is a response to questions about culture. There are particular moments in times of peace, or, on the contrary, in times of crisis, when tolerance and its antonyms, intolerance and the intolerable, appear, in every language, to acquire a special meaning, overlaid with ethnic, religious, social and sexual connotations, which eventually exercises a strong influence on how the concept, which has not quite come of age still, is handled. Also available in *English* [Defining Tolerance] and *French* [Dire la tolerance].



2014/2015. 1 boxed set  
978-92-3-000013-4

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

This port-folio on intercultural competences based on human rights 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. *Plurilingual English/French/Arabic. Open Access.*

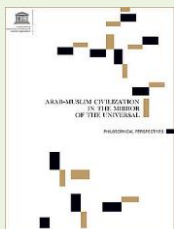


2013. 122 pp.  
BSP.2013/WS/11

### **Writing Peace / Ecrire la paix / كتابة حروف السلام**

Catalogue of the exhibition "Writing Peace" that took place in 2012 in the framework of UNESCO Programme of Action for a culture of Peace and Non-Violence. The objective of the exhibition was to raise awareness on the various forms of transmission of culture and heritage down the ages, and the convergence of values conducive to peace, through a number of alphabets and other writing systems used in a various parts of the world that transcend time and space. This project was funded through the Abdullah bin Abdulaziz International Programme for a Culture of Peace and Dialogue. *Multilingual English/French/Arabic.*

*Forthcoming: based on this exhibition, UNESCO plans to publish a Manual to familiarize young people with the main writing systems used throughout the world.*



2010. 396 pp.  
978-92-3-204180-7 (E)  
978-92-3-104180-8 (F)

### **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. *Also available in French [La civilisation arabo-musulmane au miroir de l'universel. Perspectives philosophiques]. Open Access.*

**Pertinencia de las acciones afirmativas y las competencias interculturales para el efectivo ejercicio de los derechos humanos en Centroamérica.** Memoria del encuentro. Junio 2016. 2016. 55 pp. CR/2016/SHS/RP/1. *Open Access.*

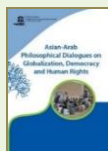
## **The Asian-Arab philosophical dialogues series**



2011. 119 pp.

### **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. 978-92-9223-377-8; 978-92-9223-378-5.



2010. 129 pp.

### **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. 978-92-9223-314-3; 978-92-9223-313-6.

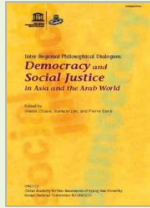


2010. 119 pp.

### **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. 978-92-9223-316-7; 978-92-9223-315-0.





2006. 212 pp.  
SHS/2007/PIV/1

### Inter-regional Philosophical Dialogues. Democracy and Social Justice in Asia and the Arab World

The first three articles of this volume explore the topic of Philosophical Traditions and Critical Reconstructions in Asia and the Arab World. The next four focus more on Social Justice and Human Rights as Challenges of Globalization. One common observation was that these two regions have an ancient history of cultural exchange along the Silk Road, although globalization has afforded few opportunities for dialogue in recent years. The next topic addressed was that of Comparative Models of Democracy. The final series of papers returns to a consideration of individuals within societies, under the theme Preserving Identity and Preventing Exclusion.



2009. 501 pp.  
AFR.2009/WS/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

Dialogue among Endogenous Religions, Christianity and Islam in the Service of the Culture of Peace in Africa. Proceedings of the international symposium, Cotonou, 20-21 August 2007. Bilingual French/English.



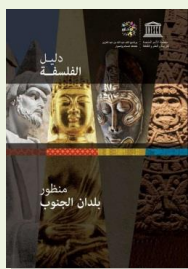
2011. 64 pp.  
978-92-9234-816-8 (E)  
978-92-9234-820-5 (R)  
978-92-9234-821-2 (S)  
978-92-9234-822-9 (G)

### Guidelines for Educators on Countering Intolerance and Discrimination against Muslims. Addressing islamophobia through education

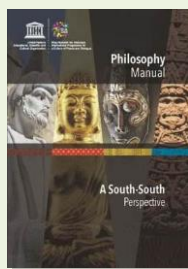
Promoting mutual understanding and respect for diversity, along with countering all forms of intolerance and discrimination, must today, more than ever, be absolute priorities for the international community, in order to maintain peace and stability at both the global and regional levels. The attitudes 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. Published in collaboration with the OSCE, the ODIHR, and the Council of Europe. Also available in *French* [*Principes directeurs à l'attention des éducateurs pour combattre l'intolérance et la discrimination à l'encontre des musulmans: aborder l'islamophobie à travers l'éducation*], *Russian* [*Противодействие нетерпимости и дискриминации в отношении мусульман: руководящие принципы. Борьба с исламофобией через образование для преподавателей*], *Spanish* [*Directrices para educadores sobre la manera de combatir la intolerancia y la discriminación contra los musulmanes: afrontar la islamofobia mediante la educación*] and *German* [*Pädagogischer Leitfaden zur Bekämpfung von Diskriminierung und Intoleranz gegenüber Muslimen: Mit Bildungsarbeit gegen Islamophobie*].

## Teaching Philosophy to Promote Cultural Diversity and Intercultural Dialogue

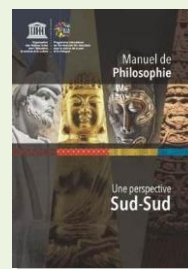
Many conflicts are partially fuelled by a search for identity that takes the form of a retreat into a particular religion or spiritual tradition to the exclusion of all others. Beyond any individual political factors, these antagonistic forms of retreat result from an ignorance of the long history that binds different peoples, their cultures, their religions and their spiritual traditions, together. One of the objectives of philosophical dialogue is to highlight the dynamic interplay between spiritual traditions and their specific cultures by underlining the contributions they have made to each other's development, through the discovery of common heritage and shared values. (*Philosophy, a School of Freedom, see below*)



2014. 243 pp.  
978-92-3-600001-5



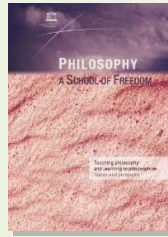
2014. 243 pp.  
978-92-3-101006-4



2014. 237 pp.  
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. It 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* [*تلليل الفلسفة. منظور بلدان الجنوب*]. *Partially in Open Access.*



2007. 303 pp.  
978-92-3-104070-2



2007. 277 pp.  
978-92-3-204070-1



2009. 267 pp.  
SHS/PH/2009/PI/1



2011. 277 pp.  
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 (E); 978-92-3-001012-6 (F). *Also available in French* [L'enseignement de la philosophie en Europe et Amérique du Nord]. *Open Access*.

### 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].

## ↳ 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***

***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 2016 - [English](#), [French](#), [Spanish](#), [Russian](#), [Arabic](#), [Chinese](#)

## Tolerance and Non-Violence

### 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.

**Laureate of the 2016 edition:** *Federal Research and Methodological Center for Tolerance Psychology and Education (Tolerance Center; Russian Federation.*  
[Statutes/Statuts.](#)

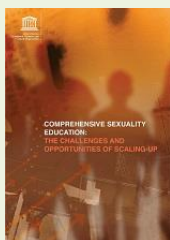


2005. 223 pp.  
92-3-103992-x (E)  
92-3-203992-3 (F)  
92-3-303992-7 (S)

#### The Sasia Story

The Sasia Story, published in cooperation with the European Commission, recounts Madanjeet Singh's lifelong search for common cultural and economic denominators to foster and strengthen cooperative initiatives. Sasia is the name he has coined for South Asia's common currency in the hope that, like the Euro, it will become the anchor of economic stability. He strongly believes that in today's fast-moving and ultra-competitive world, regional cooperation is indispensable and no country can safeguard its security and economic well-being unilaterally. His teenage experiences of poverty have led him to establish two foundations devoted to helping marginalized and disadvantaged communities in South Asia. *Also available in French [L'histoire du Sasia] and Spanish [La historia del Sasia].*

## HIV and AIDS: Tackling HIV-related Stigma



2015. 92 pp.  
978-92-3-001195-6

#### Comprehensive Sexuality Education. The Challenges and Opportunities for Scaling-up

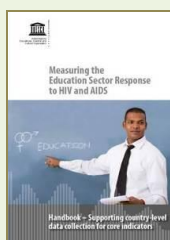
The perspective taken in this report is a national and long-term one. Rather than focusing on what individual governments or organizations can do to contribute to scaling-up, the question being addressed is what can be done at a national level, with multiple players working together, to promote scaling-up of sexuality education that is sustainable over the long term, and is not limited by donor timeframes or funding. The report main conclusion is that a lack of planning (including budgeting) for coordination across players has been the main obstacle to scaling-up. Governments with a pro-active scaling-up strategy that are committed to institutionalizing sexuality education and ensuring it is delivered appropriately at scale should be in the driving seat, rather than being subject to the diverse agendas of different interest groups (including funders). This would ensure that all players conform to national priorities developed through partnership with key stakeholders, including young people themselves. *Open Access.*



2015. 50 pp.  
978-92-3-100139-0

#### Emerging Evidence, Lessons and Practice in Comprehensive Sexuality Education. A Global Review, 2015

This report demonstrates that a majority of countries are now embracing the concept of CSE, informed by evidence and international guidance, and are engaged in strengthening its implementation at a national level. This includes specifically ongoing attention to curricula revision, integration of CSE into the national curriculum, investment in monitoring systems, the engagement of communities and the scale-up of effective teacher training. In concert with national governments and civil society, development partners – including the UNAIDS Joint Programme – are supporting countries in their efforts to develop age-appropriate, evidence-informed curricula that reflect the country context and that will have a direct, beneficial impact on the HIV response and more widely on adolescent and young people's health. *Summary: Comprehensive Sexuality Education. A Global Review, 2015. Also available in French [L'Education sexuelle complète. Une étude mondiale, 2015]. Open Access.*

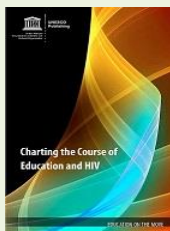


2015. 78 pp.  
978-92-3-100112-3 (E)  
978-92-3-200064-4 (F)

#### Measuring the Education Sector Response to HIV and AIDS. Handbook – Supporting Country-level Data Collection for Core Indicators

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. *Also available in French [Mesurer la réponse du secteur de l'éducation au VIH et au SIDA. Manuel].*





2014. 188 pp.  
978-92-3-001226-7 (E)  
978-92-3-002226-6 (F)  
UNESCO Publishing

**Charting the Course of Education and HIV.** Education on the Move series  
More than three decades after the identification of the virus, HIV continues to affect millions of people worldwide. Much progress has been made and infection rates are down in a number of countries. From the beginning the education sector has played a central role in responding to HIV, though its role and the contribution of school-based HIV education has been the subject of much debate. This book explores the major debates and provides an overview of how the role of the education sector and approaches to HIV education have evolved, what has been learned, emerging challenges and opportunities, and proposes a way forward for the education sector to contribute to the prevention of new infections, treatment and care, and reduce stigma and discrimination. *Also available in French* [Éducation et VIH - Évolution et perspectives. Collection L'éducation en devenir] and *Portuguese* [Educação e HIV: evolução e perspectivas].



2013. 92 pp.  
978-92-3-001197-0 (E)  
978-92-3-200040-8 (F)

### **Measuring the Education Sector Response to HIV and AIDS. Guidelines for the Construction and Use of Core Indicators**

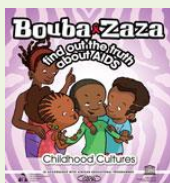
This publication provides Ministries of Education and other education stakeholders involved in country responses to HIV and AIDS with clear guidelines on the construction and use of 15 core indicators to measure the education sector response to HIV and AIDS. The guidelines were endorsed by the UNAIDS Inter-Agency Task Team (IATT) on Education in 2013 after extensive national, regional and international consultations and a rigorous field test of the new indicators through 2009-2012. Readers will find detailed information about reasons for using each of the indicators; methods for collecting the data and measuring it; and guidance for interpreting the data, including how to analyse data from various indicators and draw conclusions in terms of potential changes in policies and programmes in the education sector. *Also available in French* [Mesurer la réponse du secteur de l'éducation au VIH et au SIDA. Directives pour l'élaboration et l'utilisation d'indicateurs de base].



2012. 55 pp.  
978-92-3-001060-7 (E)  
978-92-3-200049-1 (F)

### **Positive Learning. Meeting the Needs of Young People Living with HIV (YPLHIV) in the Education Sector**

It is a fact that young people living with HIV experience stigma, discrimination and challenges in balancing their health and treatment needs with their education attendance. This report - published in collaboration with the GNP+ (Global Network of People Living with HIV) - identifies and documents the needs of learners living with HIV, and develops a set of recommendations for action. The recommendations are simple, practical and feasible, and are intended to give guidance to educators, policy- and decision-makers as well as activists and professionals working with young people to enable YPLHIV to realise their personal, social and educational potential. *Also available in French* [Apprentissage positif. Répondre aux besoins des jeunes vivant avec le VIH dans le Secteur de l'éducation].



2011. 16 pp.  
978-92-3-104216-4 (E)  
978-92-3-204216-3 (F)  
UNESCO Publishing

### **Bouba and Zaza Find out the Truth about AIDS**

*Also available in French* [Bouba et Zaza découvrent la vérité sur le SIDA].

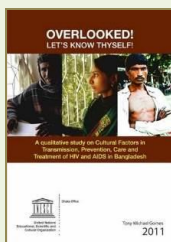


2011. 87 pp.  
978-92-9223-361-7  
978-92-9223-360-0

### **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. Published by UNESCO Bangkok Office.

**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.



### Overlooked! Let's Know Thysel!

Qualitative study on cultural factors in transmission, prevention, care and treatment of HIV and AIDS in Bangladesh. The study revealed with strong evidence that the people of Bangladesh value their traditional practices but increasingly yield to significant pressure of mixed western culture, and many of these traditions and practices have a bearing on sexual relations, and therefore HIV transmission. Published by UNESCO Dhaka Office.

2011. 59 pp.  
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. 105 pp.  
ED/EC/2012/PVH/1

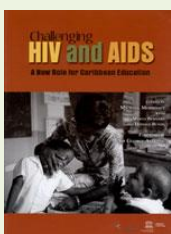
## Sistematización del Proyecto: Educación de Pares en Jóvenes para Reducir el Estigma y la Discriminación Asociados al VIH/SIDA en Perú, Bolivia y Ecuador. 2011. 39 pp. 978-9972-841-18-7



### UNESCO's strategy for HIV and AIDS

The result of an extensive consultative process, this Strategy reflects UNESCO's united and targeted vision of how UNESCO can contribute most to prevent the further spread of HIV, to protect individuals, families and societies from the impact of AIDS, and to advance human rights and dignity for all. Also available in *French* [Stratégie de l'UNESCO en matière de VIH et SIDA], *Spanish* [Estrategia de la UNESCO sobre el VIH y el SIDA], *Russian* [Стратегия ЮНЕСКО. По борьбе с вич и спидом], *Arabic* [استراتيجية اليونسكو بشأن فيروس ومرض الإيدز], *Chinese* [联合国教科文组织应对艾滋病毒和艾滋病问题的战略] and *Portuguese* [A Estratégia da UNESCO para o VIH/SIDA].

2011. 36 pp.  
ED.2011/WS/15  
ED.2012/WS/2



### Challenging HIV and AIDS

There are an estimated 42 million people worldwide living with HIV and AIDS. In the Caribbean, the statistics are alarming. After sub-Saharan Africa, the Caribbean has a higher HIV prevalence than any other area of the world. The need to control the spread of HIV is critical. Though medical advances have been successful in slowing the progress of the disease, there remains no cure for HIV and AIDS. In Challenging HIV and AIDS, the contributors, players at various levels in the education sector across the Caribbean, weigh in on the value of education as a means to halt the spread of HIV and AIDS. The contributions are unique to the Caribbean experience and culture and address the root causes of the spread of the epidemic. Reducing ignorance and the accompanying stigma and discrimination as well as addressing issues of sexuality through Health and Family Life Education in schools are identified as effective programmes in addressing the epidemic.

2010. 380 pp.  
978-92-3-104151-8  
UNESCO Publishing

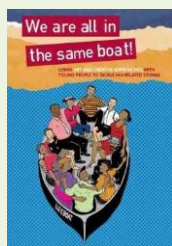
## La Discrimination envers les personnes vivant avec le VIH en Algérie: contribution à une réponse du système éducatif. UNAIDS; AIDS Algérie, 2010. Also available in Arabic [التمييز ضد الأشخاص المتعايشين مع فيروس السيدا في الجزائر].



### 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. 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*.

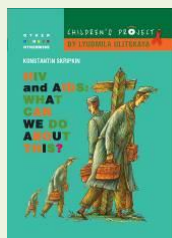
2010. 71 pp.  
ED.2010/WS/11



2010. 88 pp.  
CLT-2010/WS/11

### 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. Also available in Portuguese [*Estamos todos no mesmo barco!*].



2009. 105 pp.  
978-5-904460-02-0

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

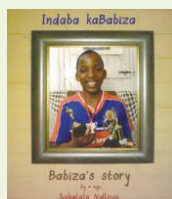
Published in English and Russian, with the support of the UNESCO Office in Moscow, the charity foundation "Tolerance Institute" and the Rudomino All-Russia State Library for Foreign Literature, this illustrated work main aim is to help children from 10 to 13 years old to become more aware about HIV/AIDS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



2005. p. 591-755  
For sale at Wiley

### Social Science Perspectives on HIV/AIDS. International Social Science Journal (186)

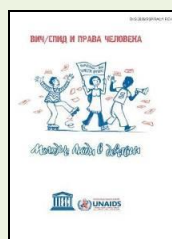
Viruses too are social phenomena. That may sound like a joke or a paradox, but it simply reflects the fact that relating to illness is a constitutive part of the human condition. Because the ways in which HIV/AIDS is transmitted are heavily fraught with symbolism, the pandemic underlines with special 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. ISSN: 0020-8701.



2004. 33 pp.  
0-620-33140-2

### 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. *Bilingual English/Zulu.*



2001. 68 pp.  
SHS-2006/RSP/RAC/1

### 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. 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*].

### Stop AIDS Discrimination. Youth Initiative on HIV/AIDS and Human Rights

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*]. 2001. 11 pp. SHS.2005/WS/47; PE/2008/SS/PI/1.

See also UNESCO *Good Policy and Practice in HIV & AIDS and Education. Booklet series*

*More information on UNESCO's response to HIV and AIDS*

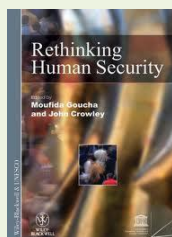
## Human Security and Peace



2015. 144 pp.  
978-92-3-000021-9  
Unesco Publishing

### 70 Quotes for Peace / 70 Citations pour la paix

This book, created to mark the 70th anniversary of the United Nations Educational Scientific and Cultural Organization (UNESCO), features 70 quotes from artists, intellectuals, activists, politicians and statesmen. The quotes all testify to a strong conviction that peace, in order to be sustainable, must be built upon a mutual understanding between people and the intellectual solidarity of humankind. But they also demonstrate that each person bears within himself a huge capacity for tolerance and dignity that he can choose to use to achieve this ideal. Co-published with the Éditions Gallimard. *Bilingual English/French.*



2008. 148 pp.  
978-1-4051-9263-7  
For sale at Wiley

### Rethinking Human Security. International Social Science Journal monograph series

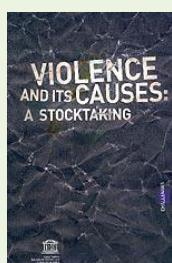
This special issue of the International Social Science Journal presents 7 studies addressing major issues in their inter-linkages with human security such as the human rights and human security nexus, gender aspects of human security, ethical and environmental challenges, the human security Agenda developed by the Human Security Network or even the debates on this concept within the United Nations. Throughout the diversity of themes, which reveal the complexity of a concept and its wide scope, this publication proposes to refresh and enrich the discussion on the concept of human security.



2008. 200 pp.  
978-92-3-104081-8 (E)  
978-92-3-204081-7 (F)

### Human Security: Approaches and Challenges

This book highlights the interconnections and interdependences between human security and UNESCO's fields of expertise. What are the benefits of promoting a 'human security' approach to education and endangered cultural heritage? What are the implications of the fight against poverty and the early warning systems for natural disasters that are focused on human security? What forms of participation are most effective for civil society? These are among the questions raised in this book. *Also available in French [La sécurité humaine : approches et défis].*



2005. 144 pp.  
978-92-3-103989-8 (E)  
978-92-3-203989-7 (F)  
UNESCO Publishing

### Violence and its Causes: A stocktaking. Challenges series

Prepared jointly by UNESCO and the French *Institut des Hautes Études de Défense Nationale* (IHEDN), this publication collects all the presentations made at the International Symposium on 'Violence and its Causes: A Stocktaking', which took place in November 2003. By drawing on the contributions of specialists in philosophy, economics, theology, psychology, history, strategic studies, geopolitics and so on, this work explores the connections between globalization and violence, violence and national sovereignty, and violence and non-state actors. *Also available in French [La Violence et ses causes: où en sommes-nous?].*

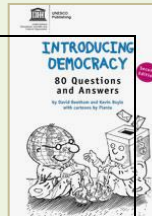
## Human Security series - Promoting human security



Set of 8 regional publications covering **Arab States** (in Arabic), **Africa**, **Southeast Asia**, **Central Asia**, **East Asia**, **Eastern Europe** and **Western Europe**, and **Latin America and the Caribbean**.

This series was published with a view to opening new perspectives for focused research, adequate training and preparation of pilot projects, and to further consolidate public policy and awareness on human security issues. It emphasizes several important elements to translate the concept of human security into action, namely the need to have a solid ethical foundation, placing existing and new normative instruments at the service of human security, and reinforcing the education and training component. (2002-2008). *Available in English, French, Spanish and Arabic.*





## 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. 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 1995, this book has now been translated into over 30 languages. Revised 2nd ed.: **Arabic**, 2011. 978-92-3-604087-5; **English**, 2009. 978-92-3-104087-0. The **French** [Démocratie: questions et réponses] and **Spanish** [Democracia: Preguntas y Respuestas] versions of the 1<sup>st</sup> edition are also available online.

## Youth as Agents of Change

### Youth and Democratic Participation series | الشباب والمشاركة الديمقراطية | Série SHS Jeunesse et participation démocratique



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

Prepared by UNESCO, in collaboration with the Moroccan National Human Rights Council (CNDH) and the support of the Spanish Agency for International Development Cooperation (AECID), this manual aims to sensitize young Moroccan to the fundamental concepts of citizenship and human rights. This educational tool, which consists of 20 didactic cards that describe and explain Morocco national legislation on human rights, documents the human rights international conventions and instruments and puts them in perspective in the Moroccan legislative context. The manual also includes practical exercises adapted to a young audience. Available in **French** and **Arabic** [تعليم المواطنة - دليل لشباب المغرب]. **Open Access.**

2015. 208 pp.  
978-92-3-200069-9 (F)  
978-92-3-600038-1 (A)



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

Prepared by UNESCO in cooperation with the Mauritanian Ministry of Culture and Crafts, and with the support of the Spanish Agency for International Development Cooperation (AECID), this manual aims to - with the active help of trainers and facilitators - sensitize young Mauritians to the fundamental concepts of citizenship and human rights. This educational tool, which includes practical exercises adapted to a young audience, consists of 20 didactic cards that describe and explain Mauritania national legislation on human rights. Available in **French** and **Arabic** [تعليم المواطنة - دليل لشباب موريتانيا]. **Open Access.**

2015. 185 pp.  
978-92-3-200070-5 (F)  
978-92-3-600039-8 (A)



### **Manuel d'apprentissage de la démocratie pour les jeunes en Tunisie.** Série SHS Jeunesse et participation démocratique

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. Also available in **Arabic** [دليل شباب تونس في تعلم الديمقراطية].

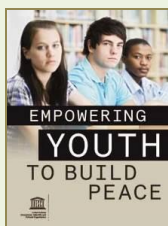
### **Guide d'utilisation du Manuel d'apprentissage de la démocratie pour les jeunes en Tunisie.** Série SHS Jeunesse et participation démocratique

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. Also available in **Arabic** [الغائدة المكونين و الوسطاء لإستعمال " دليل شباب تونس في تعلم الديمقراطية].

2011. 176 pp.  
978-92-3-001025-6 (F)  
978-92-3-001179-6 (A)



2013. 121 pp.  
978-92-3-001177-2 (F)  
9789230 0118-02 (A)



### 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*].

2013. 121 pp.  
978-92-3-001177-2 (F)  
978-92-3-001180-2 (A)

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

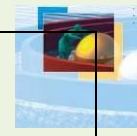


### الربيع العربي، ربيع دائم؟ المجلة الدورية للنساء الفلاسفة؛ العدد ٢-٣ (Printemps arabes, printemps durables ? Revue des femmes philosophes, no. 2-3)

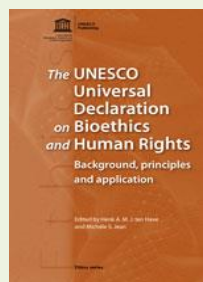
What do women philosophers think about the Arab Spring? On the occasion of the launching of issue no. 2-3 of the *Women Philosophers' Journal*, the International Network of Women Philosophers sponsored by UNESCO organized in 2013 a conference on 'Arab Spring as seen by Women Philosophers'. The conference 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 Paris École Normale Supérieure participated in the event. Also available in [French](#) [*Printemps arabes, printemps durables ?*]. 2225-3351 (E) - 2220-7724 (F).

2013. 252 pp.  
SHS2013PIH7 (A)

*More information and publications on democracy and global citizenship*



# The Universal Declaration on Bioethics and Human Rights



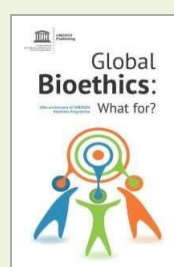
## The UNESCO Universal Declaration on Bioethics and Human Rights - Background, Principles and Application. Ethics series

In October 2005, UNESCO Member States adopted by acclamation the Universal Declaration on Bioethics and Human Rights. For the first time in the history of bioethics, some 190 countries committed themselves and the international community to respect and apply fundamental ethical principles related to medicine, the life sciences and associated technologies.

This publication provides a new impetus to the dissemination of the Declaration, and is part of the Organization's continuous effort to contribute to the understanding of its principles worldwide. The authors, who were almost all involved in the elaboration of the text of the Declaration, were asked to respond on each article: 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. They 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 in French [UNESCO : la Déclaration universelle sur la bioéthique et les droits de l'homme. Histoire, principes et application].*

2009. 244 pp.  
978-92-3-104088-7 (E)  
978-92-3-204088-6 (F)  
UNESCO Publishing



## Global Bioethics: What for? Twentieth Anniversary of UNESCO's Bioethics Programme. Ethics series

Within the framework of the 20th anniversary of UNESCO's Bioethics programme, this book aims at presenting the salient achievements of bioethics at UNESCO as well as discussing the most urgent challenges that could be addressed in the future. This publication presents critical and creative ideas for UNESCO's work in this field written by 30 international experts as a first step in launching a discussion around future actions and in view of informing a new programme rationale to be developed in the coming years. *Available in English, 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.*

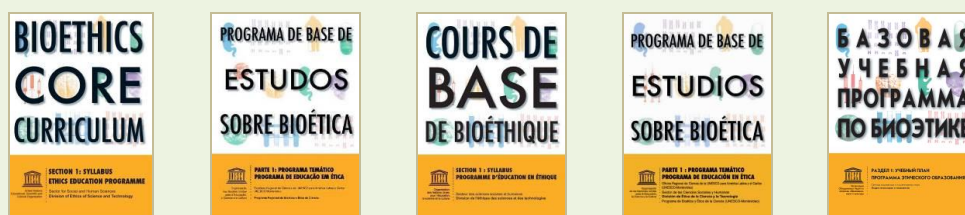
2015. 152 pp.  
978-92-3-100061-4 (E)  
978-92-3-200048-4 (F)  
978-92-3-300014-8 (S)  
UNESCO Publishing

## UNESCO and Bioethics: Make Bioethics Everyone's Business (Brochure)

2015. 6 p. SHS/2015/PI/H/9. *Also available in French [La bioéthique à l'UNESCO : faire de la bioéthique l'affaire de tous] and Spanish [La Bioética en la UNESCO: que la Bioética Sea un Asunto de Todos].*

## Ethics Education Programme (EEP)

### The Core Curriculum series



### Bioethics Core Curriculum. Section 1: Syllabus. Ethics Education Programme

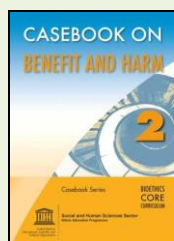
**A global reference for teaching bioethics.** Officially launched in 2008 in the framework of the *Ethics Education Programme (EEP)*, the UNESCO Bioethics Core Curriculum is intended to provide an incentive to initiate bioethics teaching in areas where such teaching is absent, as well as to strengthen bioethics teaching in general. Its contents are based on the principles of the *Universal Declaration on Bioethics and Human Rights* (2005). As a consequence, 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 [المنهاج العام لتعليم أخلاقيات البيولوجيا], Japanese (2010, 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

This 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. *Also available in Spanish [Programa de base de estudios sobre bioética. Parte 2: Materiales de estudio. Programa de Educación en Ética] and Portuguese [Programa de base de estudos sobre bioética. Parte 2: materiais de estudo, Programa de Educação em Ética].*

## The Casebook series

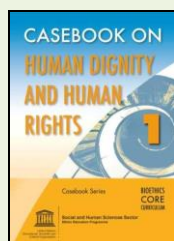
This series was launched in 2011, and is designed to be used with the Core curriculum series books, or as stand-alone study material for one of the bioethical principles in the Declaration. It is intended to reinforce the introduction of ethics teaching, especially in developing countries. Every case 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.



2011. 130 pp.  
978-92-3-104203-4 (E)  
978-92-3-200065-1 (F)

### **Casebook on Benefit and Harm.** Bioethics core curriculum casebook series, no. 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 analyses the principle of maximizing benefit and minimizing harm for patients or research participants via the presentation of 33 detailed case studies. *Also available in French, 2015 [Recueil de cas sur les effets bénéfiques et les effets nocifs. Programme de base de bioéthique. Série d'études de cas 2]. [Open Access](#).*



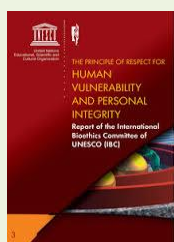
2011. 131 pp.  
978-92-3-104202-7 (E)  
978-92-3-204202-6 (F)

### **Casebook on Human Dignity and Human Rights.** Bioethics core curriculum casebook series, no. 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. *Also available in French, 2015 [Recueil de cas sur la dignité humaine et les droits de l'homme. Série Programme de base de bioéthique, No. 1]. [Open Access](#).*

## The International Bioethics Committee (IBC) Reports series.

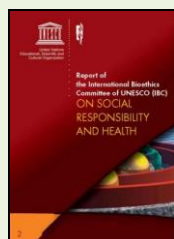
This series of IBC reports intends to effectively and broadly disseminate IBC's reflection and deliberations on specific principles of the *Universal Declaration on Bioethics and Human Rights*, to foster reflection and to facilitate action of stakeholders concerned.



2013. 56 pp.  
978-92-3-001111-6 (E)  
978-92-3-200053-8 (F)

### **The Principle of Respect for Human Vulnerability and Personal Integrity. Report of the International Bioethics Committee of UNESCO (IBC)**

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. Also available in [French](#) (2015) [Le Principe du respect de la vulnérabilité humaine et de l'intégrité personnelle] and [Turkish](#) [Insanın Savunmasızlığı Ve Kişisel Bütünlüğüne Saygı İlkesi. UNESCO Uluslararası Biyoetik Komitesi (IBC) Raporu]. [Open Access](#).



2010. 69 pp.  
978-92-3-104170-9 (E)  
978-92-3-204170-8 (F)

### **Report of the International Bioethics Committee of UNESCO (IBC) on 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. Also available in [French](#) [Rapport du Comité international de bioéthique de l'UNESCO (CIB) sur la responsabilité sociale et la santé]. [Open Access](#).





2008. 57 pp.  
SHS/EST/CIB08-09/1

## **Report of the International Bioethics Committee of UNESCO (IBC) 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. *Also available in French* [*Rapport du Comité international de bioéthique de l'UNESCO (CIB) sur le consentement*]. [Open Access](#).

## **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*].

*More information and publications on bioethics*