

## RECOMMENDATIONS PRESENTED BY THE PARTICIPATING COUNTRIES

### SUDAN

**First :** The Sudanese group believes that human rights in general, and women's rights in particular should be part of the curriculum of Law schools in all Sudanese Universities.

**Second :** The group underlines the necessity to incorporate CEDAW as part of the International Law course at the University of Khartoum.

**Third :** The group highlights the importance of calling upon all professors in the various branches of the Faculty of Law to emphasize this convention in any course related to human rights.

**Fourth :** The group focuses on introducing and developing further the course on human rights into the Diploma and Masters Degree in the Faculty of Law - University of Khartoum.

**Fifth :** The group highlights the necessity for special training on human rights and CEDAW for magistrates, lawyers, judicial, police officers and prison personnel, as well as those working in voluntary organizations, and in particular decision makers and policy makers.

**Sixth :** The group underlines the importance of training and improving the skills of human rights professors through allocating the necessary funds to attend short courses on women's and children's rights at national, regional and international levels.

**Seventh :** The group highlights the importance of allocating the funds necessary for supporting research by professors and students in the field of human rights.

**Eighth :** The group sees the necessity of organizing workshops to develop the curricula of Law schools in order to formulate a syllabus on human rights.

**Ninth :** The group focuses on the necessity to ask specialists to prepare studies on human rights, especially CEDAW and compare them with Islamic *Shari'a*.

**Tenth :** The group emphasizes the need to encourage the teaching of CEDAW in courses on women, development and political sciences, at the Faculty of Political Sciences, and the Faculty of Education at the University of Khartoum.

**Eleventh :** The group highlights the importance of preparing a special course on the child rights and incorporating it into the psychology curricula at Khartoum and Ahfad Universities.

**Twelfth :** The group emphasizes the importance of supporting the Institute of Development Studies at Khartoum University to continue teaching the courses on women, law and development studies.

**Thirteenth :** The group focuses on the importance of joining efforts at various local , regional and international levels to

provide the research material required for all sectors interested in human rights by providing references, bulletins, and studies.

**Fourteenth :** A series of conferences and seminars should be organized by universities and NGOs to discuss issues related to the two conventions and issues related to the situation of Sudanese women and children in the light of the two conventions .

### JORDAN

**First :** The group considers that the role of Faculties of Law goes beyond the teaching of international treaties. Indeed, it includes an analysis of these treaties to see their degree of conformity with the national laws. Therefore, the natural place for teaching these treaties are Law schools.

**Second :** With respect to the two conventions , the group considers that these represent an objective answer to the international societal look at women and children . Indeed, they form the mechanisms that could contribute to improving the situation of women and children and reaching the status of equality . This spirit is in compliance with the vision and the mission of the Faculties of Law.

**Third :** The group considers that Faculties of Law should formulate detailed curricula with the assistance of professors in the fields of Law, Philosophy, Social Sciences, and Education, guided by Human Civilization Studies.

**Fourth :** The subject of human rights should be addressed at the three levels: 1. A required course in any university education , thereby covering all university students with the aim of increasing their awareness of human rights . 2. A required course in all Faculties of Law since human rights is part of any professional training for law studies. 3. Within the higher studies syllabi, along with a discussion of the philosophical origin of these conventions, their implementation problems and related research topics.

**Fifth:** The courses on human rights should be taught by professors who have special training . Also , the group encourages the concept of sharing the teaching of one course among different professors to be able to cover the philosophical, sociological, legal and educational sides of the problem.

**Sixth:** The Faculty should encourage professors and students to join civic society associations, participate in awareness raising campaigns and acquire more knowledge on human rights.

**Seventh:** Students of higher studies in law and the humanities disciplines should be encouraged to conduct research and studies on the conditions of women and children and society's attitudes towards them.

**Eighth:** Faculties of law should ensure the circulation of all

information, educational material, training modules and activities addressing the two conventions in coordination with international organizations.

**Ninth:** University professors at the Faculties of Law should be in charge of making comparative studies between the national legislation and the two conventions. They are required to identify the areas of concordance and contradiction, and the constraints, reservations and obstacles for implementation of these conventions, as well as the means of overcoming them.

**Tenth:** Faculties should take on the responsibility of raising the interest of all national bodies and justice systems to monitor and follow up on any violation of the rights stipulated.

**Eleventh:** The faculties should try to train and develop the capacities of professors and provide them with opportunities to meet, interact, and improve their knowledge in this area .

## EGYPT

1. Allocation of separate study programs within universities for human rights in general and women's and children's rights in particular. These programs should be at the level of all faculties in general and the faculties of Law, Sociology and Humanities in particular. Faculties of Law shall be responsible for the development of the required syllabi.

2. Faculties of Law shall be in charge of strengthening human rights studies at the upper levels; they shall offer a separate human rights degree (diploma) in higher studies.

3. The course on human rights, especially women's and children's rights, should be a requirement for training programmes in all legal and judicial faculties and in related faculties.

4. Faculties of Law shall take on the responsibility of organizing seminars conferences, workshops and study groups in the area of human rights with a particular or special focus on women's and children's rights. They shall enlist the participation of all those concerned among university professors , professionals and specialists.

These activities shall be organized in all universities on a rotational basis and in collaboration with governmental and non-governmental agencies, local scientific associations, and related regional and international associations.

5. Work towards allocating an adequate space within the cultural activities of students for defining and raising awareness on women's and children's rights in particular and human rights in general.

6. Encourage media and information agencies to cooperate with Faculties of Law for the purpose of organizing awareness campaigns and setting up programs on women's and children's rights .

## LEBANON

General recommendation : Incorporate CEDAW into the educational system in general

### Goals :

1. Teach human rights, and in particular women's and children's rights in all faculties and university institutions, taking into

consideration the peculiarities of each university/institution.

2. Make the subject of human rights a requirement at the university level,

3. Make human rights a subject of specialization in higher studies,

4. Establish a Chair for human rights in all universities and institutions

5. Work towards strengthening cooperation among universities, institutions entrusted with security, judicial institutions, civic society groups, and regional and international associations concerned.

6. Introduce the two conventions into the classroom, taking into consideration the specificities of each societal unit.

7. Teach the two conventions from all perspectives.

## MACHINERIES

1. Work towards organizing training sessions for professors of human rights at universities and higher education institutions, especially those who plan to introduce this topic in the near future.

2. Work towards providing the necessary documents and publications related to the two conventions.

3. Exchange publications and periodicals related to human rights in general and to the two conventions in particular at all universities and higher education institutions.

4. Organize training sessions that address specific issues related to the teaching of this topic in Arab universities and in collaboration with international associations and organizations.

5. In addition to lectures and theoretical training, work towards conducting field work and empirical research on the subject.

6. Disseminate to all universities and higher education institutions information related to the present workshop.

## MOROCCO

The incorporation of CEDAW into the curriculum of law schools and institutions dealing with legal and judicial issues requires an evaluation of the present situation and identification of goals for the future, as well as the setting of a time table to reach this goal.

With respect to the present situation,

The training programs in the various universities and colleges do not deal with issues related to women's and children's rights in a systematic way; in most cases, training programs rarely include the teaching of human rights in a separate course. Therefore, this is an issue that should be addressed.

In as much as this plan is comprehensive, it should try to establish a link between legal topics, on the one hand, and the remaining social sciences on the other, from both the theoretical and practical viewpoints.

Faculties of Law are requested to make a special effort to disseminate information and expertise on human rights in

general and the two conventions in particular to the remaining faculties and fields of specialization. This is particularly important in the humanities, social sciences and media departments.

Based on the present administrative constraints in the short run and on the educational plan, it is possible to put together a two-phase plan:

**FIRST PHASE**

This is considered a continuation of the currently exerted efforts. It focuses especially on encouraging teachers and researchers to attach more importance to human rights in university curricula and sensitize all parties concerned with human rights. Special emphasis should be put on: developing models for integration of human rights in all subjects of study, encouraging scientific research and documentation, establishing specialized libraries, publishing an interdisciplinary magazine on human rights, developing educational instruments and training of trainers and convincing all parties of the necessity of coordination in the various stages of student training through addressing the problem comprehensively.

There are a number of alternatives that aim at widening the scope of knowledge with respect to the teaching of human rights. The most important are:

1. Incorporation of teaching of human rights as a subject in the Higher Institute for Judicial Studies and in the Police academies.
2. Establishing of a UNESCO Chair for human rights.
3. Giving priority to teaching various subjects related to human rights to be undertaken by professors in different disciplines.
4. Providing an atmosphere that facilitates interaction and exchange of information on human rights. This can be achieved through the organization of seminars, panel discussions and training sessions at the university or around it.

There is a general will among academicians to incorporate human rights into the curricula of law schools. In order to reach this goal, coordination is going on at present among the various universities and higher education institutions and with the Chair of human rights. We think that this is a step that has to be consolidated.

**SECOND PHASE**

It will start in the year 2007 and will include the incorporation of human rights in an organized and comprehensive way in all legal teaching institutions. It will take place at all stages of training and will make use of the expertise of institutions working in the civic society framework to raise awareness on these rights.

Among the educational instruments that the group deems important, the following are the most urgent:

- Development of specialized national kits.
- Continuation of work with the periodical Marwan.
- Encouragement of parallel action.

- Organization of a follow up committee.

**TUNISIA**

The Tunisian delegation formulated the recommendations of the Workshop in the form of answers to three basic questions, namely the reasons for teaching CRC and CEDAW, the level at which this teaching will take place, and the means of teaching it.

**THE REASONS FOR TEACHING CRC AND CEDAW**

The main reason for teaching CRC and CEDAW is to disseminate a culture of rights, notably the child and women's rights. A number of ministries are involved in this process, notably the Ministries of Youth and Childhood, Women and Information.

The levels at which the teaching of CRC and CEDAW will take place in a number of universities and faculties, are as follows:

- Tunis University III: Faculty of Law and Political Science, Faculty of Legal, Political and Social Science.
- Wasat University: Faculty of Law and Economics.
- South University : Faculty of Law and the University Center for Publications and Research.
- Institute of Higher Judicial Studies
- Center of Legal and Judicial Studies
- National School of Management
- Center for Research, Studies, Documentation and Information on Women.

**THE MEANS OF TEACHING CRC AND CEDAW**

The decision to incorporate CRC and CEDAW is that of the Minister of Higher Education. Nevertheless, in order for this to take place, the idea has to be initiated by the Faculty, and more specifically the Curriculum Committee.

Thereafter, the proposal will be sent to the University Board and then to the Universities' Global Board. Courses taught at the universities could be divided into two categories: common requirement courses (about 80% of courses required for graduation.) and specialized courses. The former are under the direct authority of the Ministry of Higher Education, i.e. their syllabi are set by the concerned Faculties.

There are two alternatives for introducing CRC and CEDAW: the first is through incorporating them into specialized courses on human rights, which are taught at all universities. Another issue that has to be considered is the professors who will be in charge of incorporating these two conventions into their syllabi and teaching them. This will have to be preceded by acquiring of documents and materials related to these two conventions. To address all the above, a coordination and follow-up committee will be established and a national workshop whereby members of the Curriculum committee of the universities are directly involved. The objective of the workshop is to formulate a national plan of action for 1998 towards the achievement of the above set objectives.