

UNIR-VT in collaboration with FUNCIVA and OIDEL

First report of the Human Rights Observatory (08/23-12/23)

Trimestral review on the state of situation
of human rights discussions in international
organizations, with a special focus on the right to
education, freedom of religion, family rights

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1. Presentation of the first report of the Human Rights Observatory

The world is happening at a fast pace, exhilarating and impossible to absorb in its fullness. The overwhelming number of fast-moving events in the world makes it harder to focus on what we really care about. The political sphere does not escape this reality, with the urgent and the media often overshadowing the important.

In this context, we can identify two points of tension in human rights conversations that cut across political discussions throughout the democracies of our planet. First, we note a growing tension in rights linked to values linked to values associated to belief systems and their transmission. Within this broad category, we could include issues such as: the role of parents, the common values for the survival of democracy, the ability of large companies to obtain personal information or transmit apparently neutral information with an ideological bias, the role of religion and worldviews in the public sphere. Second, the other major tension we identify is the institutional erosion of our democracies.

The global scope of these issues forces us to open our horizons. International discussions and decisions have an increasing impact at the local level. Laws are increasingly justified on the basis of international consensus, and the categories we use to think about our local issues are taken from the major international consensuses.

Aware of this fast-paced and dynamic reality, we have decided to create a Human Rights Observatory with the aim of bringing the state of play of international discussions on the two points of tension identified above to civil society, among other stakeholders, in a quick and easy to understand way: Discussions linked to values and their transmission, and the erosion of democracy. This report provides insight into international and regional discussions on the following issues: the right to education, religious freedom, family, democratic quality and privacy.

This report is grounded in the belief that stakeholder participation in decision-making increa-

ses the likelihood of fairer and more accurate decision-making. The aim of this report is to facilitate access to and understanding of the world of international bodies, and to provide tools to enable local stakeholders to participate in international decisions that may affect them.

This report aims to give an overview of what has been discussed and decided by the main international organizations. The main institutions that will be monitored will be those belonging to the UN system and the main regional organizations, with a special emphasis on the Council of Europe, the European Union, and the Organization of American States. However, this is not a close list, and the report might monitor other decisions that can be relevant to the topics that are introduced.

The report includes at the end a list of upcoming deadlines for discussions and reviews related to the human rights situation that are of special interest to FUNCIVA: Spain, Mexico, Colombia, Ecuador and Peru. The purpose of this list is to facilitate effective participation in these processes by the various stakeholders in these countries.

UNIR-VT publishes, edits, and funds these reports as part of the F24-001 Human Rights Observatory project. UNIR-VT thanks **FUNCIVA** for its collaboration and the Swiss NGO **OIDEL** for drafting the education section. The content of this publication is accessible online for free to reach the biggest possible audience.

To make this tool as useful as possible, we are open to your suggestions.

2. Summary report

Throughout this report, we have tried to synthesize the main references made to our selected themes (education, religious freedom, family, democratic quality and privacy) in the main international Human Rights forums during the last quarter of 2023. Although on future occasions, we hope to provide a more dynamic picture of the evolution of international debates on these issues, on this first occasion, we can only present a static one. Anyway, we think that this first edition may facilitate access to the state of affairs on these international discussions to anyone (institutions, interest groups and individuals) interested in them.

From our topic selection, **education** was the one that received more attention in the documentation we have dealt with. We found mentions of it on more than ten documents, ranging from resolutions and reports produced under the frame of the 54th regular sessions of the UN Human Rights Council and the 2023 UN General Assembly to studies promoted by other agencies such as UNESCO or OECD.

Unsurprisingly, mentions to sexual-education, and gender and climate change issues were common in some of them, albeit usually on a general way. Also, we should include new technology among those main issues. But, in this case, it is possible to detect some underlying discussions about what the place of technology as an education tool should be and about its limitations or threats.

In the case of **freedom of religion**, references usually are either indirect or non-explicit. Nevertheless, a consensus appears to exist about its importance and also about its interrelation with the defence of other fundamental rights such as education, family protection, or cultural preservation.

In general, most of the references to **the family** show a prevailing consensus about its centrality as a basic cell of society in multiple ways. But it must be noted that there exists some debate about the definition of family and the relationship between family as a group and its components as individuals. These discussions are expected to continue in future occasions, taking into account the different visions detected in the documents reviewed here.

From our subject election, **democratic quality** stands out as the widest one. We have found references to it in reports on broad topics such as indigenous peoples' rights or transitional justice, as well as in other documentation that deals with much more specific issues, such as the recent OAS Permanent Council resolutions on Nicaragua and Guatemala. Taken all of them as a whole, it is worth noting a general acceptance of a wide definition of "democracy", not always limited to a specific political system but mainly defined by its linkage with other universal rights or principles (freedom of assembly and expression, social and gender equality, participation, sustainable development...).

References to **privacy** tend to be much more specific. We found mentions of it in only three documents in relation to indigenous rights and academic freedom. On this occasion, it has not been easy to reach general conclusions, apart from the importance given to the protection of interest groups' capacity to make decisions in their legitimate fields of action.



3. Right to Education

3.1. United Nations

3.1.i Human Rights Council¹

3.1.i.i Resolutions

In the **54th regular session of the Human Rights Council**, which took place from the 11th of September to the 13th of October of 2023, three resolutions treated the right to education directly. **The Council adopted all three by unanimity.**

Kazakhstan, in collaboration with four other States, proposed the resolution ***Ensuring quality education for peace and tolerance for every child*** (A/HRC/RES/54/5), which aimed at advancing

education for peace to instill tolerance and respect in school children. In turn, the resolution proposes, that education should be instrumental in preventing all forms of violence, including sexual and gender-based violence. It is worth mentioning the reference in this resolution of all the actors to achieve quality education, including: “parents, legal guardians, schools, civil society, sports associations, youth, women, peacebuilders and, where relevant, the private sector, academia, think tanks, the media, including Internet-based platforms such as social media, and cultural and religious leaders”. In a context of polarization around the figure of the family, this reference it is worth noting.

→ **Reference code:**
[A/HRC/RES/54/5](#)

¹ The Human Rights Council is a United Nations body responsible for promoting and protecting human rights worldwide, addressing violations, and making recommendations for their improvement. It is composed of member states that meet regularly to discuss and address human rights issues globally.

The program through which the international community seek to achieve peace through education is the **World Program for Human Rights Education** (WP HRE)². One **resolution** was dedicated to that program specifically and defined youth as the focus of the 5th phase of the WP HRE (A/HRC/54/7), “with special emphasis on human rights and digital technologies, the environment and climate change, and gender equality.” The previous phases of the WP of HRE have been primary and secondary school systems (2005-2009), higher education and human rights training programs for teachers and educators, civil servants, law enforcement officials and military personnel (2010 – 2014), strengthening the implementation of the first two phases and promoting human rights training for media professionals and journalists (2015 – 2019) and youth empowerment (2020-2024).

→ **Reference code:**
A/HRC/54/7

The drive for gender equality was also evident in the resolution **proposed by the UK and the UAE** on the **Realization of the equal enjoyment of the right to education by every girl** (A/HRC/54/19) which this time looked at climate change and noted that “girls in vulnerable situations affected by the negative effects of climate change and environmental degradation face higher barriers to the enjoyment of their right to education”. The text recognizes the right to education as a “multiplier right”, meaning the right to education is granted to girls, they are empowered to claim other human rights. One issue that was a source of controversy among Permanent Missions was the inclusion in the resolution of the following language: “To ensure that all girls, (...) can continue and complete their education (...) providing them with access to sexual and reproductive health-care services”, which was finally accepted.

→ **Reference code:**
A/HRC/54/19

3.I.i.ii Reports – Thematic³

The idea of education as a “multiplier right” also resurfaced in different debates and reports that took place during the **HRC**.

During the **Panel Discussion on Digital, Media and Information Literacy** different critical actors highlighted that digital literacy is important for people to exercise their human rights in today’s digital age. In other words, digitally educated people have a greater capacity to claim their own and others’ human rights. There was a consensus on the importance of digital literacy to achieve a full realization of the right to education, among other rights. However, there was also mention of risks of digitalization such as violations against our own privacy, intellectual property, or the enhancement of bullying.

→ **Access to the report on Panel Discussion on Digital, Media and Information Literacy (A/HRC/54/49):**
<https://www.ohchr.org/en/documents/reports/ahrc5449-summary-report-panel-discussion-digital-media-and-information-literacy>

The **Office of the United Nations High Commissioner for Human Rights** (OHCHR)⁴ drafted a report to feed the discussion for the next phase of the 5th phase of the WP HRE. In this report, stakeholders can observe the different contributions proposed by Permanent Missions, some civil society organizations and UN agencies. The report stresses that many actors suggested that the new phase should contribute to implementing the 2030 Agenda for Sustainable Development, in particular Sustainable Development Goal 16 on peace, justice, and strong insti-

² For more information on the WP HRE:

<https://www.ohchr.org/en/resources/educators/human-rights-educationtraining/world-programme-human-rights-education>

³ The Human Rights Council (HRC) produces thematic reports on various human rights issues as part of its mandate to promote and protect human rights around the world. These reports are prepared by independent experts, special rapporteurs, working groups, and other mechanisms established by the HRC. Some thematic reports cover specific human rights topics or issues, while others may focus on country-specific situations or regions. Although not juridically binding, these reports have relevance in shaping international discussions on human rights.

⁴ The Office of the United Nations High Commissioner for Human Rights (OHCHR) is a UN agency responsible for promoting and protecting human rights globally. It works to ensure the implementation of international human rights standards and assists governments and civil society in addressing human rights issues.

tutions as well as target 4.7 on quality education. Another topic that different actors raised is the relevance of HRE in the digital space. Finally, it is worth noting that some actors in link with gender equality mentioned the importance of focusing on comprehensive sexuality education to “promote human rights, gender equality, the empowerment of women and girls, healthy and respectful relationships, well-being, empathy, respect, autonomy, consent and diversity”.

→ **This is an ongoing process, click here to know more:**

<https://www.ohchr.org/en/resources/educators/human-rights-education-training>

3.I.i.iii Reports – Universal Periodic Review (UPR)

During this **Human Rights Council**, there was the presentation of **the UPR reports of France and Israel**. The UPR is a mechanism of the United Nations Human Rights Council, that periodically examines the human rights situation in the different member states of the UN.

On their references to education both UPR reports⁵ of France and Israel focus on the equality aspect of the right to education.

The **national report of Israel** presented its different initiatives for reducing inequalities in education. To increase the equality of access to higher education, the country now offers gender-separated study tracks for ultra-orthodox Jews and they opened PET (Psychometric Entrance Test) preparation centers in Arab localities. Furthermore, Israel's MOE published tools for teachers to provide LGBTIQ+ sensitive and respectful education for gender equality in education. This report and previous debate took place before the war between Israel and Gaza started.

→ **Access to the UPR documentation related to Israel:**

<https://www.ohchr.org/en/hr-bodies/upr/il-index>

In their **report on France**, the UPR Working Group noted the country's commitment to im-

proving the education of students with disabilities. France is also working on reducing the educational inequalities between the metropolitan area and its overseas territories. Moreover, the French delegation presented their program to combat bullying and cyberbullying and to grant a safe, educational environment for children.

→ **Access to the UPR documentation related to France:**

<https://www.ohchr.org/en/hr-bodies/upr/fr-index>

3.I.ii UNESCO ⁶

3.I.ii.i Recommendations

Between the 7th and the 22nd of November of 2023, the **42nd General Conference Session of UNESCO** took place. The Conference is held every two years and is responsible for outlining programs and budgets, electing Executive Board Members, and appointing the UNESCO's Director-General. Member and Associated States, non-member State observers, International Organizations and NGOs gather to shape UNESCO's policies and core strategies. The main highlight concerning education was the discussions around the revised 1974 Recommendations about Education for International Understanding, Cooperation and Peace and Education relating Human Rights and Fundamental Freedoms. The purpose of the revision of the 1974 Recommendations was to take into account global and educational transformations, specifically the alignment with the 2030 Agenda and Sustainable Development Goal 4 on education. Although commending the overall efforts of modernization, civil society has expressed concern about the many new concepts, such as transformative education, education to health and well-being, and comprehensive sexual education, to name a few. These new concepts are not agreed language and detour the text from its primary goal, which is education for peace and international cooperation. Furthermore, the report mentions parents but in no place refers to parental rights. The new version was adopted by unanimity during the **UNESCO General Conference in November 2023**.

⁵ For more information on the UPR: <https://www.ohchr.org/en/hr-bodies/upr/basic-facts>

⁶ UNESCO, the United Nations Educational, Scientific and Cultural Organization, is a specialized agency dedicated to promoting international collaboration in the fields of education, science, culture, and communication. Its mission includes fostering intellectual exchange, protecting cultural heritage, and advancing access to quality education worldwide.

→ **Access to the revised 1974 Recommendations:**

<https://www.unesco.org/en/node/82093>

3.I.ii.ii Report

The **UNESCO Global Education Monitoring Report** (GEM Report) is an annual publication by the **United Nations Educational, Scientific and Cultural Organization** (UNESCO). It focuses on education at the global level and monitors progress towards the Sustainable Development Goals. The report highlights policy recommendations and best practices for improving education systems and promoting lifelong learning opportunities. It thus is a valuable resource for policymakers, educators, researchers, and anyone interested in global education issues. Each year's report typically has a specific theme or focus, and it provides a wealth of data, analysis, and insights related to that theme. For 2023, the focus was on technology and was titled "Technology in education: a tool on whose terms?".

The **2023 GEM Report** addressed the importance of integrating digital technologies within education while highlighting the challenges and inequalities associated with it. In summary, "some education technology can improve some types of learning in some contexts." (p. 3). The big takeaway for policymakers is the four guidelines to look out for when technology is implemented in education. First, educational technologies should strengthen the local education systems and be aligned with defined goals. Second, no one can be left behind. Third, the benefits of a certain tool should be measurable and measured. And finally, implementing digital technologies must not be viewed as a short-term project but as support for a "sustainable education future."

→ **Access to the report:**

<https://gem-report-2023.unesco.org/>

3.I.iii United Nations General Assembly (UNGA)⁷

The 2023 UNGA took place between September and October. During this, two reports echoed on the right to education.

The **Special Rapporteur (SR) on the Right to Education**, Farida Shaheed, presented at the UN General Assembly⁸ in October 2023 her report on **The Role and Rights of Teachers** (A/78/364). The report emphasizes the need for quality teacher training, both as preparation before professional engagement and as continuous development. With the digitalization of education, for instance, come challenges around the "digital divide", the status of the teachers, the right to privacy, and all threats to the right to education and other human rights. Those challenges require the State to put into place "platforms and tools designed to support rather than replace teachers." (par. 93) Teachers must further be equipped to respond to the increased cultural diversity in schools (par. 19, 31).

→ **Access to the report:**

<https://www.ohchr.org/en/documents/thematic-reports/a78364-role-and-rights-teachers>

The report of the **SR on Cultural Rights**, Alexandra Xanthaki, on **Development and cultural rights: the international governance** was presented in October. Xanthaki highlights that international development and trade organizations too often implement "one-size-fits-all economic policies" that disregard cultural rights. For instance, the International Monetary Fund (IMF) pushed for a change in social service industries in sub-Saharan Africa, which led to an increase in school fees, even for the most vulnerable populations. (par. 60)

→ **Reference code:**

A/78/213

⁷ The General Assembly of the United Nations is the main body of the United Nations Organization

⁸ For more information on UNGA: <https://www.un.org/en/ga/>

3.II. Others –OECD⁹

3.II.i PISA 2022

On December 5, the **OECD** published a new **PISA report**. This report provides an analysis of the state of education worldwide, with a focus on the performance and competencies of 15-year-old students in reading, mathematics, and science subjects.

The report is divided into two parts. Volume I (The State of Learning and Equity in Education) offers a general insight into the main trends detected in education around the world. Volume II (Learning During -and From- disruption) pays special attention to the consequences of the COVID-19 pandemic and to the results of different strategies implemented by states to cope with it in the field of education.

The first volume's main remark is the general deterioration in students' performance in the PISA test since the COVID-19 pandemic: the OECD average dropped 15 points in mathematics and almost 10 points in reading compared to PISA's previous study, dating 2018. Although since 2012, there has been a general trend of descent in these test results, this drop is the most acute one since the first report was published in 2000.

Apart from presenting and analyzing the general results of the study, the first volume also

deals with equity in education (paying attention to social, economic, gender and migrant status as main issues) and its evolution since the 2018 report.

Volume II is structured around five main topics, all of them analyzed through the lens of the impact of the COVID-19 pandemic on educational systems: resilience of schooling systems, how learning continued during strict lockdown periods, life at school and support from home, selecting and grouping of students within educational systems, resources for education, and school governance.

Among its main conclusions, there could be listed the relative scarcity of educational systems that can be fully labelled as "resilient" the negative impact of digital devices on the capacity of students to pay attention in class (30% of students on average in OECD countries reported so), the correlation that exists between family support and general well-being and good school performance, the positive impact of peer-to-peer tutoring in strengthening bonds between the students and their schools, the importance of investing on teacher's mentoring and formation, and the mixing of people from different socio-economic backgrounds or regardless of specific abilities as one of the characteristics of high-performing education systems.

→ Access to the report:

<https://www.oecd.org/pisa/>

⁹ The Organisation for Economic Co-operation and Development (OECD) is an international organization comprising 38 member countries that collaborate on economic and social policy issues. It aims to promote policies that improve the economic and social well-being of people around the world by providing a platform for governments to discuss, share, and coordinate efforts to address global challenges.





4. Freedom of religion

4.1. United Nations

4.1.i Human Rights Council

4.1.i.i Resolutions

In the **54th regular session of the Human Rights Council**, which took place from the 11th of September to the 13th of October, one **resolution** on ***Human Rights and Indigenous People*** treated indirectly the issue of freedom of religion. It was approved by unanimity on 11 October 2023.

In relation to freedom of religion, this resolution states in paragraph 31 the importance of respecting and protecting the “traditional and ancestral knowledge” of indigenous women. Thus, although indirectly, this document recognizes the importance of religion as an asset to be respected and protected.

→ **Reference code:**
[A/HRC/RES/54/12](#)

4.1.i.ii Reports – Thematic

For the **54th regular session of the Human Rights Council**, which took place from the 11th of September to the 13th of October, the **United Nations High Commissioner for Human Rights (OHCHR)** prepared two thematic reports that included some references to freedom of religion rights.

In the report ***Vision of the Office of the United Nations High Commissioner for Human Rights for reinforcing its work in promoting and protecting economic, social and cultural rights within the context of addressing inequalities in the recovery from the COVID-19 pandemic***, the OHCHR highlighted the importance of taking religion into account (among other factors such as science, arts, heritage...) when promoting a better understanding of culture, and its role as a public good (par. 34). Hence, the OHCHR assertion implies recognition of religion as a good that deserves attention, respect, and protection. All these points are linkable to freedom of religion.

→ **Reference code:**
[A/HRC/54/35](#)

Also, in the report ***Rights of the child and inclusive social protection***, the OHCHR enlisted “religion” as a factor (among others such as “migration status”, “nationality”, “ethnicity”, or “socioeconomic level”) that, in some cases, can explain inequality in children’s access to healthcare (par. 51). Hence, this reference constitutes a reminder of how the protection of freedom of religion is related to the protection of other human rights.

→ **Access to the report:**

<https://www.ohchr.org/sites/default/files/2023-09/a-hrc-54-36-aev.pdf>

4.I.i.iii Reports – Universal Periodic Review (UPR)

Every four years, each Member of the United Nations is evaluated by other members of the organization on its human rights performance. This process is known as the **Universal Periodic Review** (UPR). One of the main steps in the UPR assessment process is the publication of the **Report of the UPR Working Group**, through which other States can make statements and recommendations on human rights issues to the State under review. Both published in 2023, the Working Group reports on France and Israel included some references related to freedom of religion.

In the case of **France**, the **Working Group report** evaluated positively this country’s efforts to promote freedom of religion alongside all other fundamental freedoms, in combination with the exercise of freedom of expression (with respect for the limits imposed on them under international law) and the prosecution of hate speech (par. 30). Hence, this report constitutes a reminder of the importance of protecting this human right.

→ **Access to the UPR documentation related to France:**

<https://www.ohchr.org/en/hr-bodies/upr/fr-index>

The **Report of the Working Group on the Universal Periodic Review** on **Israel** mentioned this country’s recent policies aimed at facilitating the integration of Arab teachers into Jewish schools (par. 23). These policies, although indi-

rectly, could be evaluated as a positive measure for the strengthening of freedom of religion in that country.

→ **Access to the UPR documentation related to Israel:**

<https://www.ohchr.org/en/hr-bodies/upr/il-index>

During the **UPR evaluation process**, the countries under review are entitled to present a report on their human rights protection record. **Israel submitted a report** that explained its policy of guaranteeing access to peoples of different religions to their Holy Places, but also mentioned its attitude of non-intervention over disputes between Christian communities about the control of some of those sites, although recognized that those clashes may constitute a limitation to the exercise of freedom of religion (pars. 110-111). Also, Israel pointed out how its labour legislation intends to protect freedom of religion: it guarantees the right of employees to observe the holidays and days of weekly rest prescribed by their faith while forbidding employers to refuse to hire an employee due to the observance of its religious duties related to resting days, or to oblige them to work on their religious rests-days (par. 113).

→ **Access to the report:**

https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.ohchr.org%2Fsites%2Fdefault%2Ffiles%2Fdocuments%2Fhrbodies%2Fupr%2Fsessions%2Fsession43%2Ffil%2FA_HRC_WG.6_43_ISR_1_AV_Israel_E.docx&wdOrigin=BROWSELINK

4.I.ii Treaty Bodies¹⁰ – Committee on Enforced Disappearances

During a **regular meeting** on 28 September of 2023 in Geneva, the **chair of the United Nations Committee on Enforced Disappearances** presented a **General Comment on Enforced Disappearance in the context of migration** (CED/C/GC/1). This report addresses the exposure of migrants to the threat of disappearance. It offers some suggestions about how States should deal with this issue according to the principles of In-

¹⁰ A treaty body, in the context of international human rights, refers to a committee or expert body established by an international human rights treaty to monitor and promote the implementation of that treaty.

ternational and Humanitarian Law.

In relation to freedom of religion, this General Comment alerted in paragraph 8 about the discrimination migrants may face during the migration process based on personal characteristics such as religion, race, age, sex... making them even more vulnerable to enforced disappearance. As it calls upon States to stick to the International Convention for the Protection of All Persons from Enforced Disappearance when dealing with migration issues, the General Comment stresses the importance of taking into account the principle of freedom of (and respect for) religion as a central point.

→ **Access to the General Comment:**

tbinternet.ohchr.org/_layouts/15/TreatyBodyExternal/TBSearch.aspx?Lang=en&TreatyID=2&DocTypeID=11

4.I.iii United Nations General Assembly (UNGA)

The **Special Rapporteur (SR) on the Right to Education**, Farida Shaheed, presented at the UN General Assembly ¹¹ in October 2023 her report

on **The Role and Rights of Teachers** (A/78/364). In paragraph 76, when dealing with the issue of the crucial role of teachers working in forced displacement contexts and with refugees or internally displaced persons, the Special Rapporteur mentioned the importance they should give to respecting and valuing different cultural practices of their students. The category “different cultural practices” might also imply “religious practices”, so this statement could be interpreted as a recognition of the importance of freedom of religion in educational contexts.

→ **Access to the report:**

<https://www.ohchr.org/en/documents/thematic-reports/a78364-role-and-rights-teachers>

The **report** of the **SR on Cultural Rights**, Alexandra Xanthaki, on **Development and cultural rights: the international governance** (A/78/213) highlights that international development and trade organizations too often implement “one-size-fits-all economic policies” that disregard cultural rights. Thus, she calls upon States to ensure that those cultural rights are protected.

The Special Rapporteur includes in this report

¹¹ For more information on UNGA: <https://www.un.org/en/ga/>





“values”, “beliefs” and “convictions” among the central elements that constitute community and individual world views that should be protected by cultural rights (par. 8). Thus, this implies the recognition of freedom of religion as a centerpiece of these universal rights.

→ **Access to the report:**

<https://www.ohchr.org/en/documents/thematic-reports/a78213-develop-ment-and-cultural-rights-international-governance>

4.II. Regional Human Rights Instruments – Organization of American States (OAS)¹²

On 12th October 2023, the **Organization of American States Permanent Council** (the organization’s main political body, together with the General Assembly) approved a **resolution condemning the repressive measures taken by the Nicaraguan Government** against educational institutions and the Catholic Church in that country.

In relation to the topics of education and freedom of religion, in paragraph 1, the resolution urges the Nicaraguan Government to respect basic human rights such as “freedom of thought and expression, freedom of conscience, religion or belief, freedom of association, the right to peaceful assembly, the right to education”. Paragraph 2 openly rejects the repressive measures taken by that government against educational institutions and the Catholic Church and highlights that such actions violate Nicaragua’s international commitments. Afterwards, paragraphs 3 and 4 call for the restoration of those fundamental rights in that country (especially the protection of education) and invites OAS member States to give support by any possible means to professors and educational institutions affected by the Nicaraguan government’s repressive actions.

→ **Reference code:**

https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fscm.oas.org%2Fdoc_public%2Fenglish%2Fhist_23%2Fc-p48585e03.docx&wdOrigin=BROWSELINK

¹² The Organization of American States (OAS) is a regional intergovernmental organization consisting of 35 member countries from the Americas, dedicated to promoting democracy, peace, and security in the region. It serves as a forum for political dialogue and cooperation, addressing issues such as human rights, development, and conflict resolution in the Americas.

5. Family Rights

5.1 United Nations

5.1.i Human Rights Council

The **54th regular session of the Human Rights Council**, which took place from September 11 to October 13, included discussions, reports, and resolutions on family rights. We summarize the most relevant content below.

5.1.i.i Resolutions

At the end of the **Human Rights Council**, it was approved the **resolution *Contribution of the implementation of the objectives of the International Year of the Family and its follow-up processes in the promotion and protection of human rights*** (A/HRC/RES/54/17). The approval of this resolution with consensus is an important step in the acknowledgment of the family as a cornerstone of the realization of human rights. The resolution reaffirms that the family is the natural and fundamental group unit of society and is entitled to protection by society and the States (cf. Art.16 UDHR), so the States have the responsibility to promote, protect and fulfil the human rights and fundamental freedoms of all family members (especially those related with health and ending poverty). Nevertheless, it must be noted that the informal negotiations of this document were heated. The resolution has decided to celebrate a panel discussion during the HRC on the implementation of States' obligations under relevant provisions of international human rights law on the role of the family in supporting the protection and promotion of human rights of its members by the end of 2024. Also, the organization of an expert workshop within the following years within a Human Rights Council before the end of 2025 on the role of the family and family-oriented approaches, policies and programs in the promotion and protection of human rights and in sustainable development.

→ Access to the resolution:

<https://undocs.org/Home/Mobile?FinalSymbol=A%2FHRC%2FRES%2F54%2FI7&Language=E&DeviceType=Desktop&LangRequested=False>



5.1.i.ii Reports – Thematic:

Some reports referred to family in a matter that it is worth mentioning.

The **Special Rapporteur on the Promotion of Truth, Justice, Reparation and Guarantees of non-recurrence**, Fabián Salvioli, presented a report titled ***International legal standards underpinning the pillars of transitional justice*** (A/HRC/54/24). This report reminds Protocol Additional to the Geneva Conventions of 12 August 1949 in order to the right of families to know the truth about the fate of their relatives and the obligation to return the dead person's body to the family as soon as it has been identified (in a conflict, war, etc.).

→ Reference code:

[A/HRC/54/24](#)

The **Special Rapporteur on Contemporary Forms of Slavery**, including its causes and consequences, Tomoya Obokata, presented a report titled: ***Homelessness as a cause and consequence of contemporary forms of slavery*** (A/HRC/54/30). The report mentions the abandonment of children from their families for different

reasons as a cause for homelessness (handicapped, LGBTQ+) and recommends ensuring that parents and families are socially and economically supported to prevent their children from being pushed into street situations.

→ **Reference code:**
[A/HRC/54/30](#)

The **Independent Expert on the Promotion of a Democratic and Equitable International Order**, Livingstone Sewanyana, presented a report titled ***Youth participation and engagement in intergovernmental bodies: challenges and opportunities*** (A/HRC/54/28). This report echoes the work of the Working Group on discrimination against women and girls in its report on girls and young women's activism, which mentions that parental authority and overprotective approaches are often exercised to limit the freedom of children and young people and that in the case of girls and young women, predominant gender stereotypes and patriarchal social norms dramatically compounded those barriers.

→ **Reference code:**
[A/HRC/54/28](#)

The **Office of the United Nations High Commissioner for Human Rights** (OHCHR) presented a report on ***Human rights challenges in addressing and countering all aspects of the world drug problem*** (A/HRC/54/53). The report refers to the International Guidelines on Human Rights and Drug Policy which recommends developing effective drug policies grounded in human rights. One of those policies is to adopt gender-sensitive drug policies that respond to the specific needs of women and remove legislation that makes drug use a justification for removing children from their parent's custody, or that aims to punish women for using drugs during pregnancy.

→ **Reference code:**
[A/HRC/54/53](#)

5.1.ii Treaty Bodies – Committee on Enforced Disappearances

On the 28th of September, in Geneva, the United Nations Committee on Enforced Disappearances presented a **General Comment on Enforced Disappearance in the context of migration**. This General Comment was published at the end of October 2023; it addresses the exposure of mi-

grants to the threat of disappearance and offers some suggestions about how States should deal with this issue according to the principles of International and Humanitarian Law.

The General Comment pays special attention to **family** as a centerpiece on this subject. It does so from the very beginning, as it assumes in paragraph 4 the definition of “missing persons” given by the International Committee of the Red Cross, which describes it as “a person about whom their family has no news and/or who, on the basis of reliable information, has been reported missing as a result of an international or non-international armed conflict, other situations of violence, disasters or any other situation that may require the intervention of a competent State authority, including in the context of migration”. Throughout this document, we can also find references to the obligation of State parties to assist relatives in search of their loved ones (paragraph 14) to prevent enforced disappearances by guaranteeing migrants the right to communicate with their relatives (pars. 16-17), to provide family members with any information about migrants who have been deprived of liberty (par. 21), to avoid separation of children of their parents (par. 29), to facilitate access to information on missing migrants for family members (pars. 42-47), and to offer as much support as possible to relatives of disappeared persons, including access to compensation or reparation (pars. 45-46). All these considerations imply a recognition of the family as the basic cell of society and as an important reference for individuals in situations of emergency.

→ **Access to the General Comment:**
tbinternet.ohchr.org/_layouts/15/TreatyBodyExternal/TBSearch.aspx?Lang=en&TreatyID=2&DocTypeID=11

5.1.iii. UNESCO

5.1.iii.i UNESCO Global Education Monitoring Report

The UNESCO Global Education Monitoring Report (GEM Report) is an annual publication by the United Nations Educational, Scientific and Cultural Organization (UNESCO). It focuses on education at the global level and monitors progress towards the Sustainable Development Goals. In such a relevant document concerning education, it surprises the little references concerning family.



6. Democratic Quality

6.1. United Nations

6.1.i Human Rights Council

6.1.i.i Resolutions

On 11 October 2023, at its **54th session**, the **Human Rights Council** adopted a **resolution** to renew the ***Mandate of Independent Expert on the Promotion of a Democratic and Equitable International Order*** (A/HRC/RES/54/4). Besides the renovation of the mandate, we must highlight the consensus around the notion that everyone has the right to a social and international order in which the rights and freedoms set out in the Universal Declaration of Human Rights are fully realised.

The resolution also reaffirms that everyone has the right to a social and international order in which the rights and freedoms set forth in the Universal Declaration of Human Rights can be fully realised and reiterates the importance of working urgently for the establishment of an international economic order based on equity, sovereign equality, and sovereignty, interde-

pendence, common interest and cooperation among all States.

It also reaffirms that the realization of this right implies the promotion of all human rights, including the right to development. It further calls upon the Office of the High Commissioner to focus on the promotion of this issue..

→ **Reference code:**
[A/HRC/RES/54/4](#)

On the same day, the Council also adopted a ***Resolution on Human Rights and Indigenous Peoples*** (A/HRC/RES/54/12). It encourages all governments to cooperate fully with the Special Rapporteur in the performance of the tasks and duties mandated. It also encourages all relevant stakeholders, including States and Indigenous Peoples, to attend and participate actively in the sessions of the Expert Mechanism, to submit contributions to its studies and reports and to engage in dialogue with it. The Expert Mechanism provides the Human Rights Council with expertise and advice on the rights of Indigenous Peoples. It assists Member States in achieving the goals of the United Nations Declaration on

the Rights of Indigenous Peoples.

The Council encourages States to give due consideration to the rights of Indigenous Peoples and all forms of violence and discrimination, including multiple and intersecting forms of discrimination, faced by Indigenous Peoples and proposes to implement measures, including national action plans, legislation or other frameworks.

→ **Reference code:**
[A/HRC/RES/54/12](#)

Finally, the Council adopted, without a vote, The **5th World Programme for Human Rights Education** (A/HRC/54/7), which calls upon States, relevant governmental authorities and other stakeholders to increase their efforts to implement, disseminate and promote universal respect for and understanding of the United Nations Declaration on Human Rights Education and Training. More content on this resolution has been further developed in the chapter concerning education.

→ **Reference code:**
[A/HRC/54/7](#)

6.I.i.ii Reports – Thematic

The **Special Rapporteur on the Promotion of Truth, Justice, Reparation and Guarantees of non-recurrence** devoted his **report** (A/HRC/54/24), submitted on 10 July 2023, to analysing the international legal standards underpinning the five pillars of transitional justice: truth, justice, reparation, memorialisation and guarantees of non-recurrence. These legal obligations derive from the general duty to respect and guarantee human rights, which apply to all States and are contained in treaty provisions and other secondary sources of law.

The report concludes that respect for and compliance with international human rights law and international humanitarian law, and the obligations established in those normative regimes, are the parameters by which the legitimacy of a transitional justice process must be measured.

→ **Reference code:**
[A/HRC/54/24](#)

On 28 July 2023, the **Report of the United Nations High Commissioner for Human Rights on**

his Vision to strengthen his work to promote and protect economic, social and cultural rights in the context of tackling inequalities in the recovery from the COVID-19 pandemic (A/HRC/54/35) was published.

It reaffirms that the realisation of economic, social and cultural rights, reducing inequalities and achieving the 2030 Agenda requires the promotion and protection of the participation of affected individuals, groups and communities who are often left out of discussions. Participation strengthens outcomes, increasing gains for development, peace and security, as well as social cohesion and trust.

→ **Reference code:**
[A/HRC/54/35](#)

The **Independent Expert on the Promotion of a Democratic and Equitable International Order** published his **report** (A/HRC/54/28) on August 30, 2023. He remembered the right to participate in public affairs for youth that constitutes a reflection of the exercise of the rights to equality and non-discrimination, to freedom of opinion and expression and peaceful assembly and association and should be fully respected and enjoyed by all individuals; on the other hand, States should respect, protect and facilitate the rights to freedom of expression and to freedom of peaceful assembly and of association in connection with the exercise of the right to participate at the international and regional levels.

→ **Reference code:**
[A/HRC/54/28](#)

The report of the **Special Rapporteur on the Rights of Indigenous Peoples**, José Francisco Calí Tzay, titled **Green financing – a just transition to protect the rights of Indigenous Peoples**, was presented on 21st July 2023.

The present report reflects on the obligations of States and the duty of their public and private financial partners to respect Indigenous Peoples' right to self-determination in any green project occurring on or near their lands and territories.

Furthermore, the author reminds us that efforts are still needed to ensure greater participation of indigenous peoples in the design of policies and projects in order to assure that the frameworks

are well understood and implemented effectively, especially by the staff of International development finance institutions.

The Special Rapporteur recommends that States respect all human rights instruments, including the United Nations Declaration on the Rights of Indigenous Peoples. This includes the right to self-determination, lands, territories, and resources, as well as the right to free, prior, and informed consent in green finance decision-making processes.

→ **Reference code:**
A/HRC/54/31

On 15th August 2023, the **Office of the United Nations High Commissioner for Human Rights** (OCHR) presented the report titled ***Human rights challenges in addressing and countering all aspects of the world drug problem*** (A/HRC/54/53) warns States about punitive policies on drug users and warns of the effects on human rights, especially regarding the right to freedom, privacy, health and well-being and other economic and social rights. The report warns that these policies can involve rapid escalation in the use of lethal force and continue to facilitate the commission of multiple and serious human rights violations, from unnecessary and disproportionate use of force to extrajudicial killings, with related impunity.

→ **Reference code:**
A/HRC/54/53

The ***Report of the United Nations High Commissioner for Human Rights*** (A/HRC/54/49), dated 4 August 2023, is the result of the **Panel discussion on digital, media, and information literacy**.

It points to threats to freedom of expression in the digital age posed by online disinformation, misinformation, hate speech and gender-based violence, noting that these had serious consequences for human rights, democracy and sustainable development, as well as for public trust in the integrity of information.

→ **Reference code:**
A/HRC/54/49

The ***Report on Israel of the Working Group on the Universal Periodic Review*** highlights the importance of defending the rights to freedom

of opinion and expression and to peaceful assembly and association. It must be noted that this report was produced before the conflict in Gaza started.

→ **Access to the UPR documentation related to Israel:**
<https://www.ohchr.org/en/hr-bodies/upr/il-index>

6.II. Regional Human Rights Instruments – Organization of American States (OAS)

On 12th October 2023, the **Organization of American States Permanent Council** (the organization's main political body, together with the General Assembly) approved a **resolution condemning the repressive measures taken by the Nicaraguan Government** against educational institutions and the Catholic Church in that country. Among the main facts quoted in the resolution was the closure of the Central American University of Nicaragua (UCA), the Central American Institute for Business Administration (INCAE), and other educational institutions in the country; the arbitrary detention of Bishop Roland Álvarez and other priests; and the expulsion or prohibition of entry into the country of dozens of clergies, nuns and Catholic laypersons both Nicaraguan and foreign. All these actions are directly related to the issue of Democratic Quality.

In paragraph 5, the resolution also indirectly refers to the topic of Democratic Quality, as it reiterates previous calls for OAS member States to encourage Nicaraguan authorities to engage in high-level dialogue.

→ **Reference code:**
https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fscm.oas.org%2Fdoc_public%2Fenglish%2Fhist_23%2Fc-p48585e03.docx&wdOrigin=BROWSELINK

Also, one month later, the **OAS Permanent Council** approved a **resolution** that addresses the worrisome **post-electoral developments of the Guatemalan presidential and congressional elections**. It pays special attention to the ongoing efforts by the Public Prosecutor's Office to intimidate election authorities and members of Movimiento Semilla (the most voted party in the last electoral process, whose presidential candidate

Bernardo Arévalo received a 60,90% vote share).

Thus, its main points deal with the topic of Democratic Quality. Paragraph 1 urges all State powers (Executive, Legislative and Judicial branches) to stop and prevent any action that could be interpreted as intimidation against Movimiento Semilla party members or electoral officials, and to protect and respect the integrity of electoral materials. Secondly, paragraph 2 reiterates its support for any actions, institutions, and previous agreements aimed at strengthening the government transition process. In paragraph 3, the resolution denounces and rejects the efforts made by the Public Prosecutor's Office to prevent a democratic transition of power and remarks that it clashes with the principles of the Inter-American Democratic Charter, of which Guatemala is a signatory member State. The resolution's last points insist on the OAS compromise to monitor and assist a democratic and peaceful power transition in Guatemala (pars. 4-7).

On 15th December 2023, the Permanent Council addressed these same points again in a new resolution, which was motivated by reiterated attempts of the Prosecutor's Office to block Movimiento Semilla candidates' access to their elected posts.

→ **Access to the November resolution:**

https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fscm.oas.org%2Fdoc_public%2Fenglish%2Fhist_23%2Fcp48799e03.docx&wdOrigin=BROWSELINK

→ **Access to the December resolution:**

https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fscm.oas.org%2Fdoc_public%2Fenglish%2Fhist_23%2Fcp48944e03.docx&wdOrigin=BROWSELINK

7. Privacy rights

7.I United Nations

7.I.i Human Rights Council

7.I.i.i Reports – Thematic

Two reports mentioned privacy rights in the **54th regular session of the Human Rights Council**, which took place from September 11 to October 13. Both were in the context of the rights of Indigenous peoples.

Violations of the privacy rights of indigenous people can occur in the name of green financing projects. The report ***Green financing – a just transition to protect the rights of Indigenous Peoples*** (A/HRC/54/31) by the **Special Rapporteur on the Rights of Indigenous Peoples**, José Francisco Calí Tzay, indicates that potential investors might surveil indigenous territory via satellite without prior consultation and dialogue with the indigenous people affected. The report urges States to grant indigenous peoples the relevant information they need to decide whether to allow companies involved in the collection and monetization of environmental data access to information about their territories. (par. 61, 77, 78)

→ Access to the report:

<https://www.ohchr.org/en/documents/thematic-reports/ahrc5431-green-financing-just-transition-protect-rights-indigenous>

Similarly, privacy rights of indigenous peoples are subject of the **OHCHR Report on the Rights of Indigenous Peoples**. The report recalls the UN Declaration on the Rights of Indigenous Peoples¹³, which calls upon States to cooperate with Indigenous peoples in good faith when discussing "implementing legislative or administrative measures that may affect them". (art. 19).

→ Access to the report:

https://www.ohchr.org/sites/default/files/documents/hrbodies/hrcouncil/sessions-regular/session54/advance-versions/A_HRC_54_39_AdvanceEditedVersion.docx

7.I.ii United Nations General Assembly (UNGA)

The Report on the ***Role and Rights of Teachers***, coordinated by the **Special Rapporteur on the Right to Education** (A/78/364), Farida Shaheed, also mentioned the academic freedom of teachers, meaning that they have the right "to teach in accordance with their pedagogical convictions and to participate in the development of new courses, textbooks and teaching aids. (par. 63).

Academic freedom of teachers and students, especially in higher education, is essential for the realization of the right to education as it allows teachers to transmit knowledge "without discrimination or fear of repression by the State or any other actor". (par. 62) The report was presented during the UN General Assembly in October 2023. It is worth mentioning that Ms. Shaheed's next report will be dedicated to academic freedom.

→ Reference code:
[A/78/364](#)

¹³ https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf

Annex

A.I Abbreviations

- CED: Committee on Enforced Disappearances.
- GC: General Comment.
- GEM Report: UNESCO Global Education Monitoring Report.
- HRC: Human Rights Council.
- IMF: International Monetary Fund.
- MOE: Ministry of Education.
- OAS: Organization of American States.
- OECD: Organisation for Economic Co-operation and Development.
- OHCHR: Office of the United Nations High Commissioner for Human Rights.
- PET: Psychometric Entrance Test.
- PISA: Programme for International Student Assessment.
- RES: Resolution.
- SR: Special Rapporteur.
- UDHR: Universal Declaration of Human Rights.
- UN: United Nations.
- UNESCO: United Nations Educational, Scientific and Cultural Organization.
- UNGA: United Nations General Assembly.
- UPR: Universal Periodic Review.
- WP HRE: World Program for Human Rights Education.

A.II Deadline calendar for Civil Society (Spain, Ecuador, Peru, Colombia, Mexico)										
Country	UPR Working Group	Review Phase	Adoption Outcome Report	Follow Up Phase	National Consultations and Drafting Phase	Stakeholders Report Deadline	Advocacy Phase	National Report Deadline	Pre Session	UPR Working Group
		(4-6 mths)		(3 yrs)	(1 yr before next grouping)		(7 mths)			
SPAIN	20-ene-20	from 20 January 2020 to July 2020	jul-20	from July 2020 to July 2023	from July 2023 to 26 September 2024	26-sept-24	from 25 September 2024 to 1 February 2025	1-feb-25	1-abr-25	1-may-25
ECUADOR	7-nov-22	from 7 November 2022 to March 2023	mar-23	from March 2023 to March 2023	from March 2026 to 1 March 2027	1-mar-27	from 1 March 2027 to 1 November 2027	1-ago-27	1-sept-27	1-nov-27
MEXICO	5-nov-18	from 5 November 2018 to May 2019	may-19	from May 2019 to May 2022	from May 2022 to 18 July 2023	18-jul-23	from 18 July 2023 to 1 January 2024	9-oct-23	27-nov-23	1-ene-24
PERÚ	23-ene-23	from 23 January 2023 to June 2023	jun-23	from June 2023 to June 2026	from June 2026 to July 2027	1-jul-27	from 1 July 2027 to 1 January 2028	1-oct-27	1-dic-27	1-ene-28
COLOMBIA	7-may-18	from 7 May 2018 to November 2018	nov-18	from November 2018 to November 2021	from November 2021 to 5 April 2023	5-abr-23	from 5 April 2023 to 6 November 2023	7-ago-23	28-ago-23	6-nov-23

A.II.ii Committee on the Elimination of Racial Discrimination										
Country	Recognition of competence of CERD	State Party Reports	Before State Reports		During CERD Session			Follow- up observations	Early Warning and Urgent Action Procedure	Individual Communi-cations Procedure
			List fo Themes	Alternative Reports	Informal Briefing to Members					
SPAIN	Yes	Future sessions	Given to the State 6 weeks before Sessions	Latest 2 weeks before the relevant session (between the submission of the relevant state report and its consideration by the CERD)	Informal meetings start of each week of sessions= contact CERD Secretariat beforehand	Lobby in Geneva	Observe Sessions	Post-report	During the States re- porting Cycle	Within 6 months of all availa- ble domestic remedies being exhausted after violation
ECUADOR	Yes	from 25 November 2024 to 13 December 2024								
MEXICO	Yes	from 8 April 2024 to 29 April 2024								
PERÚ	Yes	MISSING			Informal briefings lunch greaks sessions= request possibility CERD secretariat beforehand					
COLOMBIA	No	Future sessions								

A.II.iii Committee on Economic, Social and Cultural Rights						
Country	Pre-Sessional Working Group	Submissions by Civil Society PSWG	Sessions	Submissions by Civil Society Sessions	During Sessions	
		preferably 10 weeks and latest 8 weeks before the beginning of the PSWG		preferably 6 weeks and latest 4 weeks before the beginning of the session	Public Briefings	Informal Lunchtime meetings
SPAIN	MISSING		MISSING		Inform the CDESCR Secretariat at the time of submission of the reports	
ECUADOR	MISSING		MISSING			
MEXICO	from 4 March 2024 to 8 March 2024	Before 4 January 2024	Futue Sessions			
PERÚ	MISSING		Futue Sessions			
COLOMBIA	from 16 October 2023 to 20 October 2023	Before 16 September	Futue Sessions			

A.II.iv Human Rights Committee		
	Simplified Reporting Procedure (Predictable)	Standard Reporting Procedure
Yr 1	List of Issues Prior to Reporting	Periodic Report
Yr 2	Replies to the list of Issues Prior to Reporting	List of Issues and Replies to List of Issues
Yr 3	Periodic Review (if absence to reply)	Periodic Review (if absence of re- port or replu to list of issues)
Yr 4		
Yr 5	Follow-up on concluding observations	Follow-up on concluding observations

Country	Predictable Review Calendar	List of Issues Prior Reporting	State Party Reports	During sessions	List of Issues	Follow up report	Individual Communications
			Submission of alternative reports/ Comments on States reports	Attendance as obser- vers / Oral presenta- tins during sessions	Comments on the LOI	Submit information on implemen- tation before the follow up report is due (1 year after he adoption of the concluding observaations) or when the follow up report is made public	Assistance to alleged victims of human rights violations by submit- ting individual communications
SPAIN	2022 (7th)						
ECUADOR	2023 (7th)		Future Sesssions				
MEXICO	2027 (7th)			Formal enclosed mee- tings preceeding the examination of a report			
PERÚ	2020 (6th)						
COLOMBIA	2024 (8th)						

A.II.v Committee on the Elimination of Discrimination against Women								
Country	Use of the simplified reporting procedure	Presessional Working Group	List of Issues prior to reporting	Replies to List of Issues	State Reports	Sessions	Evaluation of Implementation	Assistance and advice for individual communications
		Meets after the plenary session= NGOs are invited to provide State information (inforamtion submitted in advanced)		(when lists of issues are due) + Meetings with Committee prior to the adoption of the LOI	Provide Alternative Reports/ Comments on reports	Contributionsduring constructive dialogue , Informal private meetings, Opening statements during foraml dialogue	submit when the follow-up report of the State party is due / within the deadline after the report is made public	
SPAIN	Yes							
ECUADOR	Yes							
MEXICO	Yes	PWG 88	from 30 October to 3 November 2023					
PERÚ	Yes							
COLOMBIA	No answer						1-jul-21	

A.II.vi Committee Against Torture						
Country	Optional Reporting Prcedure	List of issues	List of Issues Prior to reporting	State's report	NGO briefings prior dialogue with State parties	Follow-up considerations
		adopted at least 1 session before the report session		Information for consideration during examination of State ar-ty's report= no later than 4 weeks before the opening session		
SPAIN	Yes			from 10 July to 28 July 2023 (session 77)		
ECUADOR	Yes			Fututre Sessions		
MEXICO	Yes					
PERÚ	Yes					
COLOMBIA	Yes					

A.II.vii Committee on the Rights of the Children								
Country	Accepted Simplified Reporting Procedure	List of Issues prior to reporting	Due Date Civil society pre-session	Due Date Request PWG	Replies of LIPR by State (State report)	Dialogue State-Committee	Due Date Civil Society session	Concluding observations & recommendations
SPAIN	-	from 6 February to 10 February 2023 (PWG 94th)	1-nov-23	Only possible if report submitted by NGO. When submitting the report or 2 months prior the PWG start		September 2024 (97th Session)	15-ago-24	
ECUADOR	Yes					January 2024 (95th Session)	15-dic-23	
MEXICO	-	from 5 February to 9 February 2024	1-nov-23		presessional working group 97			
PERÚ	Yes	may-23				January 2024 (95th Session)	15-dic-23	
COLOMBIA	-				15-jun-24			

A.II.viii Committee on Migrant Workers						
Country	Accepted Simplified Reporting Procedure	List of Issues Prior to Reporting (LOIPR)	List of Issues	States reports	Implementation	Assistance in individual petitions
				informal meetings + alternative reports + oral presentations on session	Informal meetings during reviewing process	
SPAIN	-					
ECUADOR	Yes					
MEXICO	Yes	from 27 November to 8 December 2023 (Session 37)				
PERÚ	Yes					
COLOMBIA	-					

A.II.ix Committee on Rights of Persons with Disabilities							
Country	Accepted Simplified Reporting Procedure	List of Issues Prior to Reporting (LOIPR)	Replies to LOIPR	List of Issues	States reports	Implementation	Assistance in individual petitions
					informal meetings + alternative reports + oral presentations on session	Informal meetings during reviewing process	
SPAIN	Yes	August 2025 *					
ECUADOR	Yes	April 2025*	5/3/2026*		3/1/2029*		
MEXICO	Yes	from 27 November to 8 December 2023 (Session 37)			1/17/2028*		
PERÚ	Yes	1/28/2029*			2/28/2030*		
COLOMBIA	-	9 September - 13 September 2023 (PWG 20) *					

A.II.x Committee on Enforced Disappearances						
Country	List of Issues	State report	Session	Follow up report	Additional reports (requestd by committee)	Assistance to urgentaction procedue
	submit information prior to the adaptation of the list of issues	submit information prior to the interactive dialogue for the examination fo he initial report	can attend as observers public meetings + can have formal meetings with committee members at the beginning of the session + informal meetings on the day prior to the examination of the State report= contact Secretariat at least 1 month prior the session	(within 1 year of committee recommendations) -submit information prior to its examination	submit information prior to the examination of the report on additional information	
SPAIN					27-sept-24	
ECUADOR					Future sessions	
MEXICO					from 11 September to 29 September 2023	
PERÚ					16-Nov-24 & 18-Apr-2025	
COLOMBIA					7-may-24	



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