



**Représentation permanente de la Belgique
auprès des Nations Unies et auprès
des institutions spécialisées à Genève**

OHCHR REGISTRY

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Annexe(s) : 16

La Représentation Permanente de la Belgique auprès de l'Office des Nations Unies et des Institutions Spécialisées à Genève présente ses compliments au Haut Commissariat des droits de l'homme et a l'honneur de lui faire parvenir en annexe les réponses de la Belgique au questionnaire « Evaluation de la première phase du Programme mondial d'éducation dans le domaine des droits de l'homme ».

La Représentation Permanente de la Belgique auprès de l'Office des Nations Unies et des Institutions Spécialisées à Genève saisit cette occasion pour renouveler au Haut Commissariat des droits de l'homme l'assurance de sa plus haute considération.

Genève, le 23 avril 2010

Haut Commissariat aux droits de l'homme
Section de Méthodologie, Education et Formation





**Evaluation of the first phase (2005 - 2009)
of the World Programme for Human Rights Education (WPHRE)**

GUIDANCE AND QUESTIONNAIRE FOR GOVERNMENTS

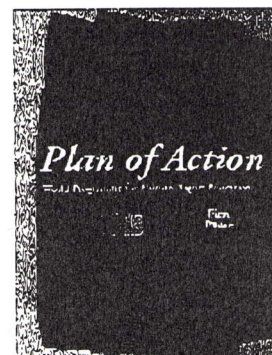
The purpose of this questionnaire is to provide Member States with guidance for the preparation of national evaluation reports on the national implementation of the first phase of the World Programme for Human Rights Education.

I. GUIDANCE

1. Introduction – The World Programme for Human Rights Education

The United Nations General Assembly, in resolution 59/113A of 10 December 2004, proclaimed the World Programme for Human Rights Education (2005-ongoing) as a global initiative structured in consecutive phases, in order to advance the implementation of human rights education programmes in all sectors. The first phase of the World Programme covers the period 2005-2009¹ and focuses on integrating human rights education in primary and secondary school systems.

The General Assembly, in resolution 59/113B of 14 July 2005, adopted the revised draft Plan of Action² for the first phase of the World Programme, which proposes a concrete strategy and practical ideas for implementing human rights education nationally. Resolution 59/113B, *inter alia*, encouraged “all States to develop initiatives within the World Programme and, in particular, to implement, within their capabilities, the Plan of Action” (para. 2) and appealed to “relevant organs, bodies or agencies of the United Nations system, as well as all other international and regional intergovernmental and non-governmental organizations, within their respective mandates, to promote and technically assist, when requested, the national implementation of the Plan of Action” (para. 4).



2. Background to the evaluation

The evaluation of the first phase of the World Programme for Human Rights Education is mandated both by the General Assembly and by the Human Rights Council as outlined below. The Plan of Action adopted for the first phase of the World Programme by all United Nations Member States through the General Assembly provides:

49. At the conclusion of the first phase (2005-2007) of the World Programme, each country will undertake an evaluation of actions implemented under this plan of action. The evaluation will take into consideration progress made in a number of areas, such as legal frameworks and policies, curricula, teaching and learning processes and tools, revision of

¹ Although the first phase was initially launched for three years, until 2007, the Human Rights Council subsequently decided, in its resolution 6/24 (28 September 2007) to extend the first phase of the World Programme by two more years until the end of 2009.

² A/59/525/Rev.1 hereinafter referred to as “Plan of Action”. For easy reference, the Plan of Action may be accessed at <http://www.ohchr.org/Documents/Publications/PActionEducationen.pdf>

textbooks, teacher training, improvement of the school environment, etc. The Member States will be called upon to provide their final national evaluation report to the United Nations inter-agency coordinating committee.

51. The inter-agency coordinating committee will prepare a final evaluation report based on national evaluation reports, in cooperation with relevant international, regional and non-governmental organizations. The report will be submitted to the General Assembly at its sixty-third session (2008).

The Human Rights Council in resolution 12/4 of 1 October 2009:

6. Reminds Member States of the need to prepare and submit their national evaluation reports on the first phase of the World Programme to the United Nations Inter-Agency Coordinating Committee on Human Rights Education in the School System by early 2010; and

7. Requests the Coordinating Committee to submit a final evaluation report of the implementation of the first phase of the World Programme, based on national evaluation reports, in cooperation with relevant international, regional and non-governmental organizations, to the General Assembly at its sixty-fifth session (autumn 2010).

This evaluation will be carried out by the United Nations Inter-Agency Coordinating Committee on Human Rights Education in the School System (UNIACC), for which the Office of the High Commissioner for Human Rights (OHCHR) provides the secretariat.³

3. Content of evaluation

The aforementioned Plan of Action defines human rights education and outlines key actions to be undertaken by ministries of education and other school and civil society actors working in partnership to integrate human rights education effectively in the primary and secondary school systems. The UNIACC evaluation will therefore be based on national reporting on key elements drawn from the Plan of Action, namely the five main components of human rights education in the primary and secondary school systems, in the context of the minimum action which Member States are encouraged to undertake during the first phase of the World Programme.

3.1 Components of human rights education in the primary and secondary school systems

Human rights education promotes a rights-based approach to education. The Plan of Action provides at paragraph 18:

Therefore, human rights education in the primary and secondary school systems includes:

- (a) *Policies — developing in a participatory way and adopting coherent educational policies, legislation and strategies that are human rights-based, including curriculum improvement and training policies for teachers and other educational personnel;*

³ UNIACC was established in September 2006, as mandated by the Plan of Action, to facilitate coordinated United Nations support to the national integration of human rights education in national school systems. The Inter-Agency Committee, for which OHCHR provides the Secretariat, is composed of 12 UN system entities and affiliated organizations, namely: ILO, OHCHR, UNAIDS, UNGF, UNDP, UNDPI, UNESCO, UNFPA, UNHCR, UNICEF, UNRWA, and the World Bank. The Council of Europe has participated as an observer.