



اللجنة الوطنية المصرية لليونسكو  
Egyptian Commission for UNESCO  
Commission Egyptienne pour L' UNESCO



*Cairo, 31<sup>st</sup> March, 2010*

*Mr. Bian Tang  
The Assistant Director - General for education  
UNESCO, Paris*

**Dear Sir**

**In reference to your letter dated 28 January 2010  
concerning the Evaluation of the first phase of the world program  
for human rights, please find attached the questionnaire completed  
by the concerned authorities in Egypt**

**Please accept, sir, the assurances of our highest consideration**

ENG. SAFWAT SALEM

SECRETARY GENERAL

**OHCHR REGISTRY**

**31 MAR 2010**

Recipients : *HR Education*

UNO Geneva 4022 9170123 2010/02/01 11:19:12 6 /11

**Part 2: COMPONENTS OF HUMAN RIGHTS EDUCATION IN SCHOOLS**

**A. Educational policies' and policy implementation**

10. Do education laws, education policies and education policy objectives exist which explicitly refer to the following?<sup>1</sup>

- |  | Yes                                 | No                       |
|--|-------------------------------------|--------------------------|
| • Human rights                         | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • The right to education               | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • A rights-based approach to education | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • Human rights education               | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

You may elaborate further if you wish:

They are integrated in different school subjects.

11. Is human rights education incorporated in national plans and strategies including those listed below where they exist?<sup>2</sup>

- |   | Yes                                 | No                       | Doesn't exist            |
|---|-------------------------------------|--------------------------|--------------------------|
| • National human rights plans   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • National plans of action against racism, racial discrimination, xenophobia and related intolerance    | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • National poverty reduction strategies and other development plans                                     | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • National sectoral plans for primary and secondary education   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • National plans for Education for All (EFA)  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • National policy frameworks as part of the Decade on Education for Sustainable Development (2005-2014) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If yes to any of the above, please elaborate.

12. Has a national implementation strategy been developed to implement any human rights education policy objective?<sup>3</sup> Yes, it has.

If yes, have young people/learners been involved in both developing the national implementation strategy and in its implementation?

No young people/learners have been involved but it is expected to have them involved in the future.

<sup>1</sup> Education policies according to the Plan of Action include legislation, plans of action, curricula and training policies

<sup>2</sup> Plan of Action, appendix A.2.5.

<sup>3</sup> Plan of Action, appendix A.5(d).

<sup>4</sup> Plan of Action, appendix B.10.

198  
6

01 0985

UNO Geneva 4122 9170123 2010/02/01 11:19:12 7 /11

Has the strategy been published and disseminated? If yes, please share a copy or refer to a website address if available online.

13. Is human rights education present in the national curriculum and educational standards?<sup>9</sup> If yes, please explain its status (e.g. obligatory or optional, subject-based or cross-curricular?).

yes, it is integrated cross-curricular.

14. Please state whether guidelines exist for writing or revising textbooks that reflect human rights principles?<sup>10</sup>

human rights - There was an analytical study done by the National Council for on the curricula of the Arabic language and social studies for the fourth year primary. The study concluded that these curricula take into account human rights and stress their importance for individuals and call for nondiscrimination between citizens.

15. Please refer to any national or sub-national policies that promote a human rights-based approach to school governance, management, discipline procedures, inclusion policies and other regulations and practices affecting the school culture and access to education.<sup>11</sup>

There are no references to legislations and laws of Education in Curricula.

16. Is there a comprehensive training policy on human rights education for teachers and other educational personnel in schools?<sup>12</sup>

yes, there is. It is regarded as one of the important issues that is integrated cross-curricular.

B. Learning environment

17. Are human rights integrated into the learning environments of schools including school governance and management?<sup>13</sup> Please mark on a scale from 1 to 5 (1 = Yes, comprehensively, 5 = Not at all):

Yes, comprehensively 1 2 3 4 5 Not at all

18. Do practices not defined as human rights education exist in your country which reflect the principles of the rights-based approach to education, such as peace education, citizenship and values

<sup>9</sup> Plan of Action, appendix A.5(c)(ii)-(iv).

<sup>10</sup> Plan of Action, appendix A.5(c)(viii).

<sup>11</sup> Plan of Action, appendix A.5(c)(ix).

<sup>12</sup> Plan of Action, appendix A.5(f).

<sup>13</sup> Plan of Action, appendix A.4.

197  
7

61 0385

UNO Geneva 4122 9170123 2010/07/01 11:19:12 8 /11

education, multicultural education, global education, education for tolerance or education for sustainable development?<sup>14</sup> If yes, please explain.

Yes, all these afore-mentioned issues are integrated cross-curricular.

19. Do opportunities exist in schools for students to express themselves freely, to have responsibility, to participate in decision making (in accordance with their age and evolving capacity) and to organize for their own interests?<sup>15</sup> Please mark on a scale from 1 to 5 (1 = Comprehensive opportunities exist, 5 = Not at all):

Comprehensive opportunities exist 1 2 3 4 5 Not at all

- \* To express themselves
- \* To have responsibility
- \* To participate in decision making
- \* To organize for their own interests

20. Are there interactions between schools, local government, civil society and the wider community facilitating awareness of children's rights and the key principles of human rights education?<sup>16</sup> Please mark on a scale from 1 to 5 (1 = Comprehensive interactions take place, 5 = Not at all):

Comprehensive interactions take place 1 2 3 4 5 Not at all

21. Are monitoring systems in place to assess the following?<sup>17</sup> Please mark on a scale from 1 to 5 (1 = Comprehensive monitoring systems, 5 = Not at all):

Comprehensive monitoring systems 1 2 3 4 5 Not at all

- \* Respect for human rights principles in teaching practice
- \* Teaching quality with regard to human rights education
- \* Respect for human rights principles in school management and governance processes<sup>18</sup>
- \* Changes in students' knowledge, skills, values, attitudes and behaviour with regard to understanding of and respect for human rights<sup>19</sup>

<sup>14</sup> Plan of Action, II B.

<sup>15</sup> Plan of Action, appendix C.15(c). See also General comment No. 1, United Nations Committee on the Rights of the Child, which states that "The participation of children in school life, the creation of school communities and student councils, peer education and peer counselling, and the involvement of children in school disciplinary proceedings should be promoted as part of the process of learning and experiencing the realization of rights" (para. 8).

<sup>16</sup> Plan of Action, appendix C.15(d).

<sup>17</sup> Plan of Action, appendix D.19(f) and B.10(b)(x).

<sup>18</sup> Plan of Action, appendix A.5(c)(ix).

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