



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

GUIDANCE AND QUESTIONNAIRE FOR GOVERNMENTS

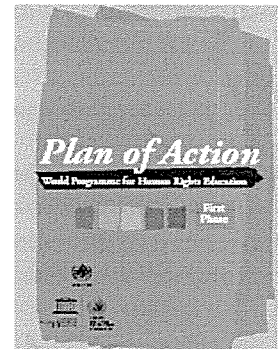
The purpose of this questionnaire is to provide Member States with guidance for the preparation of national evaluation reports on the national implementation of the first phase of the World Programme for Human Rights Education.

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, UNDG, UNDP, UNDPI, UNESCO, UNFPA, UNHCR, UNICEF, UNRWA, and the World Bank. The Council of Europe has participated as an observer.

- (b) *Policy implementation — planning the implementation of the abovementioned educational policies by taking appropriate organizational measures and by facilitating the involvement of all stakeholders;*
- (c) *Learning environment — the school environment itself respects and promotes human rights and fundamental freedoms. It provides the opportunity for all school actors (students, teachers, staff and administrators and parents) to practice human rights through real-life activities. It enables children to express their views freely and to participate in school life;*
- (d) *Teaching and learning — all teaching and learning processes and tools are rights-based (for instance, the content and objectives of the curriculum, participatory and democratic practices and methodologies, appropriate materials including the review and revision of existing textbooks, etc.);*
- (e) *Education and professional development of teachers and other personnel — providing the teaching profession and school leadership, through pre- and in-service training, with the necessary knowledge, understanding, skills and competencies to facilitate the learning and practice of human rights in schools, as well as with appropriate working conditions and status.*

A detailed description of the five components and related courses of action, to serve as a reference tool, is provided in the appendix.

3.2 Minimum action required by States

Paragraph 26 of the Plan of Action on “Stages of the implementation strategy” calls for *analysis of the current situation of human rights education in the school system (stage 1); setting priorities and developing a national implementation strategy (stage 2); implementing and monitoring (stage 3); and evaluating (stage 4).*

Paragraph 27 of the Plan of Action provides that *Member States are encouraged to undertake as minimum action during the first phase (2005-2007) of the World Programme the following:*

- (a) *An analysis of the current situation of human rights education in the school system (stage 1);*
- (b) *Setting of priorities and the development of the national implementation strategy (stage 2);*
- (c) *The initial implementation of planned activities.*

II. QUESTIONNAIRE FOR GOVERNMENTS

The questionnaire below to be completed by Governments contains questions that should be addressed in Member States' national reports. Please mark the specific answers with corresponding numbers of the questions. In addition to the questionnaire, supplementary information may also be provided as additional attachments to your report.⁴ Governments are strongly encouraged to involve National Human Rights Institutions and civil society in the preparation of their reports. Please return the completed questionnaire and any other additional information to the Methodology, Education and Training Section at the Office of the United Nations High Commissioner for Human Rights (by fax: +41 22 917 9008 or by email: registry@ohchr.org ; with copy to wphre@ohchr.org) no later than 31 March 2010. Submissions by email are preferred, but any materials not available electronically may be posted to OHCHR, attn: METS – WPHRE, Palais des Nations, 8-14 Avenue de la Paix, CH-1211 Geneva 10, Switzerland. Replies received by the deadline will be reflected in the evaluation report to be submitted to the UN General Assembly 65th session and may also be uploaded on OHCHR's website for the World Programme.

Part 1: BASIC INFORMATION

- | | |
|---|--|
| 1. Date: | 30-11-2010 |
| 2. Institution responsible for completing this questionnaire: | Ministry of Foreign Affairs in cooperation with Ministry of Education and the Ministry of Interior |
| 3. Responsible department: | Human Rights Department (MFA), Department International Affairs (MoE) |
| 4. Contact person: | Marieke van Renssen (MFA), Peter van Dijk (MoE) |
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| 9. Webpage: | www.rijksoverheid.nl |

⁴ This may include but is not limited to relevant information reported to the United Nations Human Rights Treaty Bodies contained in Common Core Documents and Treaty-specific reports, as well as relevant responses to UNESCO (e.g. Forth Consultation on the Implementation of the 1974 Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms), Council of Europe (EDC/HRE programme "Learning and Living Democracy for All" 2006-2009), and other consultations.

Part 2: COMPONENTS OF HUMAN RIGHTS EDUCATION IN SCHOOLS

A. Educational policies⁵ and policy implementation

10. Do education laws, education policies and education policy objectives exist which explicitly refer to the following?⁶

- | | <i>Yes</i> | <i>No</i> |
|--|-------------------------------------|--------------------------|
| ▪ 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:

Dutch law regarding primary and secondary education as well as the attainment targets for these types of education require schools to pay structural attention to citizenship, which include human rights aspects. There is also an attainment target stipulating that schools explicitly pay attention to human rights. Most regulations refer implicitly to human rights.

11. Is human rights education incorporated in national plans and strategies including those listed below where they exist?⁷

- | | <i>Yes</i> | <i>No</i> | <i>Doesn't exist</i> |
|---|-------------------------------------|--------------------------|-------------------------------------|
| ▪ National human rights plans | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| ▪ National sectoral plans for primary and secondary education | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| ▪ National plans for Education for All (EFA) | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| ▪ National policy frameworks as part of the Decade on Education for Sustainable Development (2005-2014) | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

If yes to any of the above, please elaborate.

There is an National Action Plan on Polarisation and Radicalisation, which refers to the importance of education in promoting respect for the rule of law. In the operationalization of this plan a number of projects have been carried out, like "fight for your rights". Participation in these projects is voluntary.

12. Has a national implementation strategy been developed to implement any human rights education policy objective?⁸

⁵ Education policies according to the Plan of Action include legislation, plans of action, curricula and training policies.

⁶ Plan of Action, appendix A.2-5.

⁷ Plan of Action, appendix A.5(d).

For the education domain the importance of human rights education is recognized. Since 2006 within existing legislation, the law on active citizenship, the importance of human rights education is promoted.

In 2009 a 2-year incentives plan was developed to stimulate schools to implement human rights in their educational programme.

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

no

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

n.a.

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

In several educational standards there is a reference to human rights. This is meant as a minimum and is obliged. Schools are free to pay more attention to human rights in their curriculum. Most human rights education is cross-curricularly and is incorporated in civic education/citizenship.

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

No, due to constitutional freedom of education it's up to, among others, publishers in cooperation with schools to create teaching materials that meet the national educational standards. The Foundation on Educational Policy Development (SLO) will develop an instrument to analyse whether textbooks and other materials pay attention to human rights as part of the core curriculum.

Have textbooks been prepared according to these guidelines?

n.a.

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.¹¹

The 2-year incentives plan as referred to under 12 involves school governance and management. Furthermore, Dutch government supports schools in creating a safe and fair environment for their pupils. Also is democratic governance stimulated in schools, for instance through the Law on Participation in School Governance (Wet

⁸ Plan of Action, appendix B.10.

⁹ Plan of Action, appendix A.5(e)(ii)-(iv).

¹⁰ Plan of Action, appendix A.5(e)(viii).

¹¹ Plan of Action, appendix A.5(e)(ix).

Medezeggenschap op Scholen).

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

n.a.

B. Learning environment

17. Are human rights integrated into the learning environments of schools including school governance and management?¹³ 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 education, multicultural education, global education, education for tolerance or education for sustainable development?¹⁴ If yes, please explain.

Schools pay structural attention to citizenship, including human rights aspects, values education, multicultural education, tolerance, etcetera.

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?¹⁵ 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

¹² Plan of Action, appendix A.5(f).

¹³ Plan of Action, appendix A.4.

¹⁴ Plan of Action, II B.

¹⁵ 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).

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?¹⁶ 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*

Most of the work in the field of human rights education is carried out by ngo's, which develop materials and offer guest lectures. These are optional. Schools are free to - within certain limits - set their educational objectives.

21. Are monitoring systems in place to assess the following?¹⁷ 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 processes¹⁸
- Changes in students' knowledge, skills, values, attitudes and behaviour with regard to understanding of and respect for human rights¹⁹

22. Please outline how schools fund human rights education including sources and the percentage of State budget allocated in this area?²⁰

Citizenship and HRE are part of the lump sum finance. It's up to schools how they implement these aspects. Furthermore NGO's develop HRE materials which schools can use.

C. Teaching and learning processes

23. Do curriculum subjects in primary and secondary schooling include human rights education?²¹ If so, which curriculum subjects include human rights education at primary and secondary levels?

- Part of the curriculum subject "active citizenship and social integration"
- History in secondary education and social science
- Attainment targets.

¹⁶ Plan of Action, appendix C.15(d).

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

¹⁸ Plan of Action, appendix A.5(e)(ix).

¹⁹ Plan of Action, appendix A.5(e)(x).

²⁰ Plan of Action III E.

²¹ Plan of Action, II B.20 and appendix D.19(a).

Schools are free to organize their own teaching as long as it meets the requirements of the attainment targets and examination programmes. A number of attainment targets require schools to pay structural attention to citizenship, under which information about human rights falls (attainment targets for the lower forms of secondary school). The attainment targets for primary schools and the lower forms of secondary schools devote a great deal of attention to curbing racism and intolerance. The relevant targets for secondary schools are:

- Attainment target 47. Pupils learn to relate current world tensions and conflicts to their own background, thus discovering the impact of current events on individuals and society (national, European and global), the great extent to which countries are interdependent, the importance of human rights and the significance of international cooperation.
- Attainment target 34. Pupils learn the basic principles of the structure and function of the human body, to make the connection to the promotion of physical and mental health, and to take responsibility for their own health.
- Attainment target 35. Pupils learn about care. They learn to care for themselves, others and their surroundings, and how they can promote their own safety and that of others in various different situations (home, school, work, leisure, roads).
- Attainment target 36. Pupils learn to ask meaningful questions about social issues and phenomena, to adopt a reasoned stance on them and to defend their arguments, as well as to deal with criticism respectfully.
- Attainment target 38. Pupils learn to use a contemporary understanding of their own environment, the Netherlands, Europe and the world to interpret phenomena and developments in their surroundings.
- Attainment target 43. Pupils learn about similarities, differences and changes regarding cultures and ideologies in the Netherlands, to relate their own way of life and that of others to these concepts, and to appreciate the social significance of mutual respect for different notions and ways of life.

How many hours are taught and at what grade levels?

There are no regulations regarding hours.

24. Do learning methodologies associated with these human rights education activities exist which are child friendly, learner-centred and encourage participation?²² 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*

25. Which institution(s) has/have the authority to develop, approve and change curricula?²³

²² Plan of Action, appendix D.19.

The Minister of Education together with Parliament has the authority to determine curricula (Legislation).

26. Do teacher guides, manuals, textbooks, and other teaching and learning materials in primary and secondary education conform with human rights principles?²⁴ 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*

Are materials not produced by your Government being used in schools? If so, who produced them?

Publishers, ngo's, other institutions.

D. Training of school personnel

27. Is human rights education included in the following?

	<i>Yes</i>	<i>No</i>
▪ Pre-service teacher training	<input type="checkbox"/>	<input type="checkbox"/>
▪ In-service teacher training	<input type="checkbox"/>	<input type="checkbox"/>
▪ Head teacher training ²⁵	<input type="checkbox"/>	<input type="checkbox"/>

Is participation voluntary or mandatory?

How many hours are offered?

28. To what extent is learning, good practice, research and materials collected and made available to educators in human rights education?²⁶

It is part of the 2-years incentives plan referred to under 12.

29. To what extent do recruitment, appraisal and promotion policies for teachers, headmasters and school inspectors reflect human rights principles?²⁷

To a great extent.

30. How are human rights trainings for teachers assessed?²⁸

²³ Plan of Action, III D.28 and appendix D.19(c).

²⁴ Plan of Action, appendix D.19(c).

²⁵ Plan of Action, appendix E.26.

²⁶ Plan of Action appendix D.19(d).

²⁷ Plan of Action, appendix C.15(b)(v).

²⁸ Plan of Action, appendix E.27(f).

Teacher training institutions assess their own activities.

Part 3: CHALLENGES AND GENERAL COMMENTS

31. To what extent has the Plan of Action for the WPHRE 1st Phase contributed to improving the integration of human rights education into schools systems?

It's stimulates the integration of human rights education and stimulates the national debate on this issue.

32. Please indicate the main obstacles to the implementation of the Plan of Action to the 1st Phase of the World Programme in your country on a scale from 1 to 5 (1 = No obstacle, 5 = Major obstacle):

No obstacle 1 2 3 4 5 *Major obstacle*

- Lack of awareness of WPHRE at central government level
- Lack of awareness of WPHRE at local government level
- Lack of interest in WPHRE at central government level
- Lack of interest in WPHRE at local government level
- Teachers do not have sufficient training
- Insufficient tools available to implement the programme
- Insufficient financial resources to implement the programme
- Other (please specify):

The Plan of Action of the World Programme is implemented through the 2-years incentives plan,

Minimum standards as described earlier apply. Due to the freedom of education in the Netherlands it is optional for schools to pay extra attention to human rights.

The Netherlands has chosen for a bottom up approach.

33. Please indicate any actions undertaken by your country to ensure the World Programme is known amongst (1) education officials, (2) teachers and (3) young people.

A conference in December 2009, where the 2-years incentives plan was presented to stimulate the integration of HRE.

34. Please indicate on a scale from 1 to 5 (1 = Used often, 5 = Not used) the usefulness of the following publications and/or tools available at

<http://www.ohchr.org/EN/PublicationsResources/Pages/TrainingEducation.aspx>

- | | <i>Used often</i> | 1 | 2 | 3 | 4 | 5 | <i>Not used</i> |
|--|-------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------|
| ▪ <i>WPHRE Plan of Action for the 1st phase</i> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| ▪ <i>ABC - Teaching Human Rights:</i> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

Practical activities for primary and secondary schools

- *Human Rights Education in the School Systems of Europe, Central Asia and North America: A Compendium of Good Practice* (joint publication of OHCHR, OSCE/ODIHR, CoE and UNESCO)

35. (Optional). Please describe the methodology and process adopted in preparing your national evaluation report:

Co-production between the ministry of Foreign Affairs and of Education and one consultation with the Platform Human Rights Education. The questionnaire does not reflect the opinion of the Platform, which has earlier sent a separate letter on human rights education in the Netherlands.

36. Please make any other comments not provided elsewhere:

n.a.

THANK YOU.