

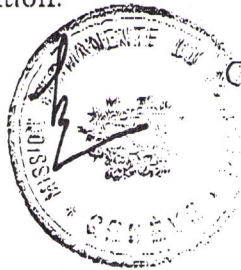


PERMANENT MISSION OF PORTUGAL
GENEVA

No. 126
HR

The Permanent Mission of Portugal to the United Nations Office and other International Organisations presents its compliments to the Office of the United Nations High Commissioner for Human Rights and referring to note GVA 0085, dated 28 January 2010, has the honour to enclose herewith the response by the Portuguese authorities to the questionnaire concerning the evaluation of the first phase of the World Programme for Human Rights Education.

The Permanent Mission of Portugal avails itself of this opportunity to renew to the Office of the United Nations High Commissioner for Human Rights the assurances of its highest consideration.



Geneva, 23rd April 2010

Office of the High Commissioner for
Human Rights
Fax: 0229179008
Geneva

OHCHR REGISTRY

23 APR 2010

Recipients : WPHREA

V. Atabekian

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:
2. Institution responsible for completing this questionnaire:
3. Responsible department:
4. Contact person:
5. Mailing address:
6. Telephone number:
7. Fax number:
8. E-mail address:
9. Webpage:

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. Fourth 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
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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 type="checkbox"/> | <input checked="" 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:

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 checked="" 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?⁸

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

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).

⁸ Plan of Action, appendix B.10.

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?⁹ If yes, please explain its status (e.g. obligatory or optional, subject-based or cross-curricular?).

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

Have textbooks been prepared according to these guidelines?

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

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

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

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).

¹² Plan of Action, appendix A.5(f).

¹³ Plan of Action, appendix A.4.