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A/TO: All Permanent Missions to the United Nations at Geneva

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OBJET/SUBJECT: **Note Verbale: Evaluation of the second phase of the World Programme for Human Rights Education**

Please see attachment.



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**Subject: Evaluation of the second phase of the World Programme for Human Rights Education**

The Office of the United Nations High Commissioner for Human Rights (OHCHR) presents its compliments to all Permanent Missions to the United Nations at Geneva, and has the honour to refer to Human Rights Council resolution 27/12 on the World Programme for Human Rights Education, adopted on 25 September 2014.

In this resolution, the Human Rights Council reminded States of the need to prepare and submit their national evaluation reports on the second phase (2010-2014) of the World Programme to the Office of the High Commissioner by April 2015 (para. 8). It also requested the Office of the High Commissioner to submit a final evaluation report on the implementation of the second phase of the World Programme, based on national evaluation reports, to the Human Rights Council at its thirtieth session (para. 9).

In accordance with Human Rights Council resolution 27/12, the Office of the High Commissioner for Human Rights would appreciate receiving States' national evaluation reports no later than 3 April 2015. In this regard, the Office is pleased to forward a guidance note, based on the plan of action for the second phase adopted by Human Rights Council resolution 15/11, to facilitate the preparation of those reports.

All reports should be sent to OHCHR – Methodology, Education and Training Section (email: [registry@ohchr.org](mailto:registry@ohchr.org), copy to [wphre@ohchr.org](mailto:wphre@ohchr.org)). Please indicate if you do not wish the Office of the High Commissioner to make available on the OHCHR website the information you submit.

The aforementioned guidance note and other information related to the World Programme are also available on the OHCHR website at:

<http://www.ohchr.org/EN/Issues/Education/Training/Pages/Programme.aspx>.

The Office of the United Nations High Commissioner for Human Rights avails itself of this opportunity to renew to all Permanent Missions to the United Nations at Geneva the assurances of its highest consideration.

2 February 2015

Enclosure: Guidance note for States



**Evaluation of the second phase (2010-2014)  
of the World Programme for Human Rights Education (2005-ongoing)**

**GUIDANCE NOTE FOR STATES**

The purpose of this note is to provide States with guidance for the preparation of their national evaluation reports on the implementation of the second phase (2010-2014) of the World Programme for Human Rights Education.

**1. 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 **plan of action**<sup>1</sup> for the second phase (2010-2014), adopted by Human Rights Council resolution 15/11 (30 September 2010), focuses on the integration of human rights education in higher education and on the human rights training of civil servants, law enforcement officials and the military; it proposes a concrete strategy and key actions for implementing human rights education in these sectors nationally.

The Human Rights Council, in its resolution 15/11, encouraged “*all States and, where appropriate, relevant stakeholders to develop initiatives within the World Programme and, in particular, to implement, within their capabilities, the plan of action*” (para. 3); it also 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 provide technical assistance, when requested, for the national implementation of the plan of action*” (para. 5).

**2. Evaluation of the second phase**

The plan of action for the second phase of the World Programme provides that:

*57. At the conclusion of the second phase (2010-2014), in early 2015, each country will undertake an evaluation of actions implemented under this plan of action, taking as reference in particular sections C, D and E. Member States will be called upon to provide their **final national evaluation report** to OHCHR. OHCHR will prepare a global report based on these **national evaluation reports**, and will submit it to the Human Rights Council in 2015.*

In this regard, at its 27<sup>th</sup> session the Human Rights Council reminded “*States of the need to prepare and submit their **national evaluation reports** on the second phase of the World Programme to the Office of the High Commissioner for Human Rights by April 2015*”; and requested “*the Office of the High Commissioner to submit an evaluation report of the implementation of the second phase of the World Programme, based on national evaluation reports, to the Human Rights Council at its thirtieth session*” (resolution 27/12, paragraphs 8 and 9).

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<sup>1</sup> UN Doc. A/HRC/15/28. For easy reference, the plan of action may be accessed at:  
<http://www.ohchr.org/EN/Issues/Education/Training/WPHRE/SecondPhase/Pages/Secondphaseindex.aspx>.

### 3. Guidance for the preparation of the national evaluation reports

The Office of the High Commissioner for Human Rights is circulating this **guidance note** – which is based on the plan of action for the second phase – to support States in preparing their national evaluation reports. In such undertaking, cooperation between governments, national human rights institutions and civil society is strongly encouraged.

The national evaluation report should cover **action undertaken nationally between 2010 and 2014** and should highlight and document **good practices, as exhaustively as possible and with specific examples**, in human rights education in higher education and in human rights training for civil servants, law enforcement officials and the military. Specific guidance for each sector is provided below.

#### A. Human rights education in higher education

While acknowledging that the enjoyment of academic freedom requires the autonomy of higher education institutions, higher education, as a public good, remains a matter of responsibility and economic support of all governments. Have steps been taken in your country in the following areas:

1. Policies and related implementation measures
  - a. Have relevant legislation, plans of action, curricula, training policies been adopted?
  - b. Have adequate resources been allocated, and coordination mechanisms that ensure coherence, monitoring and accountability been set up?
2. Teaching and learning processes and tools
  - a. Have human rights been infused as a cross-cutting issue into academic disciplines?
  - b. Have specific human rights courses and programmes been introduced?
  - c. Are participatory methodologies used in human rights education?
  - d. Have relevant materials and textbooks been developed or revised?
  - e. Have relevant support and resources been established?
3. Research
  - a. Have innovative methodologies and tools for human rights education been developed, based on assessment of existing practices?
  - b. Have lesson-learning and evaluation exercises been undertaken?
  - c. Have good practices and comparative studies been disseminated and supported?
  - d. Have exchanges, scholarships and fellowships been organized?
4. Learning environment
  - a. Have explicit and shared policy statements protecting the human rights of all higher education actors been endorsed?
  - b. Do teaching personnel have a mandate to pursue human rights education?
  - c. Can students express their views freely, participate in academic life and do they have extensive opportunities for interacting with the wider community?
5. Education and professional development of higher education teaching personnel
  - a. Have pre-service and in-service human rights training been developed, including both human rights content and appropriate learner-centered and participatory education methodologies?
  - b. Have relevant training materials and resources been developed?



## **B. Human rights training for civil servants, law enforcement officials and the military**

With regard to civil servants, law enforcement officials and the military, have steps been taken in your country in the following areas:

6. Training policies and other related policies
  - a. Has human rights training been institutionalized in pre-service and in-service training, and is it delivered by specialized staff?
  - b. Is it mandatory for professional qualification and promotion?
  - c. Is specialized human rights training available for officials dealing with specific groups in vulnerable situations?
  - d. Have policies and regulations concerning the profession been reviewed to make sure that they are not inconsistent with human rights standards?
7. Training processes and tools
  - a. Is training content relevant to the audience, and does it reflect its role and responsibilities, institutional and organizational culture and specific applicable standards?
  - b. Are learner-centered, participatory and sensitizing training methodologies used, and does training build on peer learning and professional self-esteem?
  - c. Do training materials and textbooks promote human rights principles?
8. Learning and working environment
  - a. Have policy statements, such as codes of conduct and professional ethics, been adopted to promote the profession's contribution to human rights?
  - b. Have good practices been promoted, recognized and rewarded?
  - c. Has interaction and collaboration with the wider community been enhanced?

## **C. Overall human rights education national efforts**

During 2010-2014, i.e. the second phase of the World Programme:

9. Has a National Plan for Human Rights Education or a similar strategic document been developed? Please provide details.
10. How have you disseminated information on the World Programme for Human Rights Education in your country? Please provide details.
11. Please indicate the main challenges to advancing human rights education in your country, both in the areas covered by the plan of action for the second phase and beyond, and opportunities for overcoming them.
12. Please provide any relevant supplementary documentation you wish to share, including already-existing information reported to the United Nations human rights bodies and mechanisms or to other intergovernmental organizations, can be annexed to the report.
13. Any other comments not provided elsewhere.
14. Information on the institution/department responsible for preparing this report, including contact details.