



REPUBLIQUE MALAGASIE  
Madagascar - Tantara - Fandriambana

Ambassade de Madagascar  
en Suisse

Représentation Permanente auprès de l'Office des Nations  
Unies et des Institutions Spécialisées à Genève et à Vienne

N° 609-14/RP/GNV/HCDH

### NOTE VERBALE

La Mission Permanente de la République de Madagascar auprès de l'Office des Nations Unies et des Institutions Spécialisées à Genève présente ses compliments au Bureau du Haut-Commissariat aux Droits de l'Homme et se référant à sa Note en date du 21 mai 2014 relative au Plan d'Action pour la troisième phase (2015-2019) du Programme mondial d'éducation dans le domaine des droits de l'homme, a l'honneur de Lui faire parvenir ci-joint les commentaires sur ledit Plan d'action émanant du Ministère de l'Education Nationale.

La Mission Permanente de la République de Madagascar auprès de l'Office des Nations Unies et des Institutions Spécialisées à Genève saisit cette occasion pour renouveler au Bureau du Haut-Commissariat des Nations Unies aux Droits de l'Homme les assurances de sa haute considération.



Genève le, 03 JUIN 2014

**BUREAU DU HAUT-COMMISSARIAT AUX DROITS DE L'HOMME**

**GENEVE**

**Section de Méthodologie, Education et Formation**

**Mail : [registry@ohchr.org](mailto:registry@ohchr.org)**

**Copie à : [wphre@ohchr.org](mailto:wphre@ohchr.org)**



## **Comments on the Draft Plan of Action for the Third Phase (2015-2019) of the World Programme for Human Rights Education**

### **Overview of the draft plan of action**

The Draft Plan of Action is on the whole the result of a thorough work. It presents the necessary information allowing readers to understand and be well located owing to a clear presentation of contexts. The Draft is well structured and relatively complete as far as its contents are concerned. However a few comments have been recorded. There are also points that deserve consideration as well as suggestions for improving the draft.

### **Overall comments**

After study of the Draft Plan of Action for the Third Phase (2015-2019) of the World Programme for Human Rights Education, its objectives (IB8), the principles for human rights education activities (IC9) and the presentation of the Third Phase (2015-2019) of the World Programme; it has been remarked that children and young people outside the formal and non-formal systems are not practically concerned by the Programme. The same remark applies to educators though the concept is clearly explained (II.C.1.20). Thus a question deserves to be raised: the responsibility of parents; knowing that education is the responsibility of parents and Human Rights Education given by parents on the one hand and that of the school system (formal and non formal) on the other hand need to be orientated to the same directions. In other words, when strengthening implementation of HRE in the primary and secondary school systems is needed, an effort targeting the parents of the beneficiary children and youth is a must. To go further, if we need results, we must act on all participants who work in the "education" of children. We must educate the society in which our children in primary and secondary are. The society with its culture and traditions, its ways of living, can hinder efforts that will be undertaken.

### **Specific comments**

#### **Paragraph I.5**

As the World Public Information Campaign on Human Rights is the only one campaign that is presently ongoing, it could be worth necessary to organize an International Year or Decade so as to reinforcing actions related to the future implementation of the Third Phase of the World Programme for Human Rights Education. We suggest that this campaign strengthens its actions in developing countries and especially in those where custom and traditions prevail which is often detrimental to Human Rights Education.

#### Paragraph I.7

We recognize the initiative undertaken by the General Assembly in adopting the United Nations Declaration on Human Rights Education and Training. This Declaration is crucial as it will promote changes in society's point of view towards people, women and children

#### Paragraph I.C.(c)

Apart from the proposed subjects of analysis, we encourage the study of issues such as custom and traditions, problems related to the persistence of caste system, ethnic discrimination, and prejudice against the descendants of slaves.

#### Paragraph II.A.13

As previously mentioned above, the stated strategies seem to exclude children and youth who are out of the school system (formal and non formal). However according to UNICEF figures, as far as Madagascar is concerned, there exists 1.5 million out-of-school children who deserve to be educated and to learn about their rights, to acquire behavior upholding human rights and to become defenders and promoters of human rights.

#### Paragraph II.A.13

As it has been stated previously at the overall comments, "educators" need to include parents. Hence among the strategies, "providing Human Rights Education and training for parents of children in formal and non-formal education and training", may be included.

#### Paragraph II.C.1.16

The Draft has clearly explained that the targeted sectors include those at the first and second phases of the World Programme. However, we propose that the private sector is also incorporated in the same way as civil servants.

#### Paragraph II.C.1.(a).17

This paragraph deals with the assessment of the World Programme in its two phases. It could be necessary to evaluate the Human Rights Education itself: how far teaching and training are effective, to what extent HRE has impacts on teachers and children's attitudes and actions and above all the impacts and changes on society.

#### Paragraph II.C.1.(a).18

Apart from the stated strategies the following points are proposed:

- Law enforcement
- Holding regional, national human rights councils to discuss human rights issues, needs, and find local solutions

- Carrying out awareness-raising campaigns to target those out the school system

Paragraph III.A.58.(a).(i)

Learning good practices from previous actions is important. However, it is also necessary to identify and explore failure, to share good as well as bad experience so as to find solutions.

Recommendations

For the implementation of the Plan of Action for the Third Phase (2015-2019) of the World Programme for Human Rights Education, we recommend that out-of school children are integrated in the Programme as they represent a third of children in Madagascar.

In the same way, we suggest parental Human Rights Education teaching and training in the primary and secondary education so as to promote parents' involvement and reinforce implementation of the Third Phase.