



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

GUIDANCE AND QUESTIONNAIRE FOR GOVERNMENTS

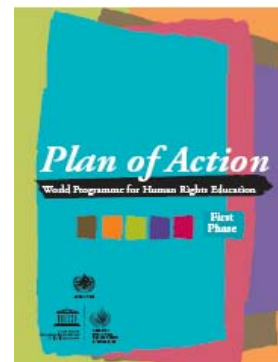
The purpose of this questionnaire is to provide Member States with guidance for the preparation of national evaluation reports on the national implementation of the first phase of the World Programme for Human Rights Education.

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, UNDP, UNDP, 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: | 30/03/10 |
| 2. Institution responsible for completing this questionnaire: | Department for Children Schools and Families |
| 3. Responsible department: | As above - DCSF has responsibility in the UK for England only |
| 4. Contact person: | Chris Carraro |
| 5. Mailing address: | 2 nd Floor Sanctuary Buildings Great Smith Street SW1P 3BT |
| 6. Telephone number: | +44 (0)20 7340 8132 |
| 7. Fax number: | |
| 8. E-mail address: | chris.carraro@dcsf.gsi.gov.uk |
| 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. 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 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 type="checkbox"/> | <input type="checkbox"/> |
| ▪ National plans of action against racism, racial discrimination, xenophobia and related intolerance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ▪ National poverty reduction strategies and other development plans | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ▪ National sectoral plans for primary and secondary education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ▪ National plans for Education for All (EFA) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ▪ National policy frameworks as part of the Decade on Education for Sustainable Development (2005-2014) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If yes to any of the above, please elaborate.

In 2006 the Education and Inspections Act laid a duty on schools governing bodies to promote the wellbeing of pupils. The duty came into effect in 2007 and directly relates to the five outcomes of Every Child Matters that children should be healthy, stay safe, enjoy and achieve, make a positive contribution and enjoy economic well being.

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

Human rights is a statutory part of the national curriculum which is an entitlement for all children in maintained schools.

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.

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

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?).

yes - see response to Q12

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

No, schools are free to choose their own materials, exercising their professional judgement.

Have textbooks been prepared according to these guidelines?

See response to Q14

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

Guidance for school governors on the application of human rights is available on Governonet - the Department for Children Schools and Families website for school governors..

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*

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.

□□□□□

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.

The citizenship curriculum includes these topics, and RE, history and Personal Social and Health Education also cover some of these elements as well.

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):

<i>Comprehensive opportunities exist</i>	1	2	3	4	5	<i>Not at all</i>
▪ To express themselves	□	□	□	□	□	
▪ To have responsibility	□	□	□	□	□	
▪ To participate in decision making	□	□	□	□	□	
▪ To organize for their own interests	□	□	□	□	□	

N/A Schools have to have regard to statutory guidance to consider pupils views on matters that affect them, but how schools do this in practice is left to their discretion. The Ofsted (national school inspection agency) inspection looks at how well schools perform in this area.

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):

<i>Comprehensive interactions take place</i>	1	2	3	4	5	<i>Not at all</i>
	□	□	□	□	□	

N/A it is a matter for schools as to how they teach human rights.

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):

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).

¹⁶ Plan of Action, appendix C.15(d).

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

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

In respect of the 1st bullet, schools must have an annual self-evaluation. Ofsted school inspections evaluate the school delivery of the curriculum and its overall effectiveness.

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

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?

For both primary and secondary the school curriculum teaches young people about human rights through particular subjects including, Citizenship, Geography, History, Religious Education Social Health and Economic (PSHE) education.

How many hours are taught and at what grade levels?

There is no time allocation specified for any curriculum subject or topic. The National Curriculum spans levels 1-8 of attainment.

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*

This is a pedagogical question. All teachers are trained and professionally qualified.

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

The Government.

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).

²² Plan of Action, appendix D.19.

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

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?

There are a range of materials available to schools, some produced by government Department's such as the Ministry of Justice.

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 checked="" type="checkbox"/>	<input type="checkbox"/>
▪ In-service teacher training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
▪ Head teacher training ²⁵	<input type="checkbox"/>	<input type="checkbox"/>

Is participation voluntary or mandatory?

Mandatory as they have to successfully achieve each of the standards in order to gain Qualified Teacher Status

IN-SERVICE TRAINING OR CPD

There are two important things to note about in-service (or CPD) training for the school workforce. Firstly, we now include funding for CPD within schools' delegated budget. School leaders are in the best position to balance CPD needs of their staff in accordance with their overall priorities. Secondly, we recognise that there is no one-size fits all approach and that school workforce development needs will vary from school to school.

The Training and Development Agency (TDA) has developed a (non-statutory) Professional Standards Framework (Nov 09) to help schools, the school workforce and local authorities improve professional standards in the classroom. The Framework contains a number of standards to assist schools in identifying the continuing professional development needs of their staff as part of professional dialogue in the performance management process.

[to include in here reference to the appropriate standards for CPD]

FACILITATE THE LEARNING OF HUMAN RIGHTS IN SCHOOLS

Teachers most often facilitate the learning of human rights in schools through

²⁴ Plan of Action, appendix D.19(c).

²⁵ Plan of Action, appendix E.26.

contextualised discussion arising in subject lessons, such as a History teacher discussing concentration camps. Providers of initial teacher training (ITT) will ensure that all trainees preparing to teach Citizenship in particular know and understand the non-statutory curriculum. For example, Primary trainees will be aware of the non-statutory national framework and agreed syllabus arrangements for religious education (RE), where pupils may be encouraged to share their views on human rights. Similarly, all trainees are expected to be familiar with the National Curriculum guidance on personal, social, health and economic education (PSHEE) relevant to the age ranges they are training to teach, and should be able to support pupils in being aware of and respecting the rights of others. These expectations are laid out in the guidance accompanying the 'subjects and curriculum' standards, Standards Q14 and Q15.

FACILITATE THE PRACTICE OF HUMAN RIGHTS IN SCHOOLS

Teachers will facilitate the practice of human rights in schools in a number of ways, by example and in practice. For example, trainees must demonstrate the positive values, attitudes and behaviour they expect from children and young people, demonstrate that they implement national and school policies on equality, discipline, bullying and harassment, and demonstrate an understanding of the needs of minority groups (standard Q2). They must also promote equality and inclusion in their teaching (standard Q19), and establish purposeful and safe learning environments conducive to learning (standard Q30).

How many hours are offered?

Providers of Initial Teacher Training (ITT) design and deliver ITT courses to enable trainees to meet all of the standards. There is no centrally prescribed curriculum with hours attached, there is a set of standards that must be met by all trainees.

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

Human rights education is included within Citizenship and Education for Sustainable Development. The Training and Development Agency for Schools (TDA) funds web based networks to develop web based support and guidance which can be accessed by all professionals involved in initial teacher education free of charge. Previously these networks have been delivered by CitizED (www.citized.info) and Education for Sustainable Development/ Global Citizenship (ESD/GC). (www1.lsbu.ac.uk/ccci/uk/shtml).

The CitizED website contains materials relating to effective pedagogy and diversity, citizenship and political literacy, and promoting positive values. There are 416 resources on the CitizEd website relating to Human Rights Education including a briefing paper on the Human Rights Act for mentors, a framework for teachers who want to develop Human Rights concepts through appropriate activities with the youngest age range and an article which addresses the relationship between citizenship and human rights education.

²⁶ Plan of Action appendix D.19(d).

The UK ITE network for ESD/GC is funded and supported by ESCalate, WWF, Oxfam and the TDA and managed by the Centre for Cross Curricular Initiatives (CCCI), London South Bank University. The site includes policy documents on ESD/GC in Initial Teacher Education and Training.

TDA is currently retendering to continue provision such as this through the curriculum resource network programme of work.

In addition to this the TDA also funds several other web based provisions such as the Teacher Training Resource Bank (www.ttrb.ac.uk) which currently has over sixty available resources on Human Rights as well as Multiverse (www.multiverse.ac.uk) which has over twenty available resources.

CPD leaders and members of the school workforce are also able to access a wide variety of information on Teacher Training Resource Bank and are able to identify suitable CPD opportunities on the TDA's new CPD database (<http://www.tda.gov.uk/partners/cpd/cpdzone.aspx?keywords=CPD+database>)

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

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

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?

The WPHRE has not influenced our approach to human rights education in schools.

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

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

²⁸ Plan of Action, appendix E.27(f).

- Teachers do not have sufficient training
- Insufficient tools available to implement the programme
- Insufficient financial resources to implement the programme
- Other (please specify):

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.

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:
Practical activities for primary and secondary schools</i> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| ▪ <i>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)</i> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

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

36. Please make any other comments not provided elsewhere:

THANK YOU.