



اللجنة الوطنية المصرية لليونسكو
 Egyptian Commission for UNESCO
 Commission Egyptienne pour L' UNESCO



Cairo, 31st March, 2010

Mr. Bian Tang

The Assistant Director - General for education

UNESCO, Paris

Dear Sir

In reference to your letter dated 28 January 2010 concerning the Evaluation of the first phase of the world program for human rights, please find attached the questionnaire completed by the concerned authorities in Egypt

Please accept, sir, the assurances of our highest consideration

ENG. SAFWAT SALEM

Safwat Salem

SECRETARY GENERAL

OHCHR REGISTRY

31 MAR 2010

Recipients: *HR Education*

UNO Geneva 4022 9170123 2010/02/01 11:19:12 6 /11

Part 2: COMPONENTS OF HUMAN RIGHTS EDUCATION IN SCHOOLS

A. Educational policies' and policy implementation

10. Do education laws, education policies and education policy objectives exist which explicitly refer to the following?¹

- | | Yes | No |
|--|-------------------------------------|--------------------------|
| • 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:

They are integrated in different school subjects.

11. Is human rights education incorporated in national plans and strategies including those listed below where they exist?²

- | | Yes | No | Doesn't exist |
|---|-------------------------------------|--------------------------|--------------------------|
| • National human rights plans | <input checked="" type="checkbox"/> | <input 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?³ Yes, it has.

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

No young people/learners have been involved but it is expected to have them involved in the future.

¹ Education policies according to the Plan of Action include legislation, plans of action, curricula and training policies

² Plan of Action, appendix A.2.5.

³ Plan of Action, appendix A.5(d).

⁴ Plan of Action, appendix B.10.

198
6

01 0985