



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

GUIDANCE AND QUESTIONNAIRE FOR GOVERNMENTS

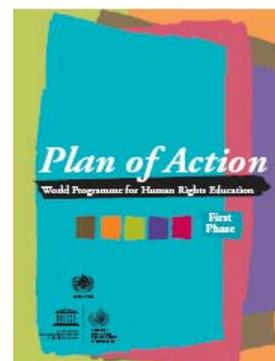
The purpose of this questionnaire is to provide Member States with guidance for the preparation of national evaluation reports on the national implementation of the first phase of the World Programme for Human Rights Education.

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, UNDPI, 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: | 30/03/2010 |
| 2. Institution responsible for completing this questionnaire: | Standing Conference of the Ministers of Education and Cultural Affairs of the Lander in the Federal Republic of Germany |
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10117 Berlin |
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| 9. Webpage: | www.kmk.org |

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 checked="" type="checkbox"/>	<input type="checkbox"/>
▪ Human rights education	<input checked="" type="checkbox"/>	<input type="checkbox"/>

You may elaborate further if you wish:

Human rights education is overall principle and objective of all subjects taught at school and school education respectively. Due to the federal system in Germany the Lander are responsible for school education. The curricula of the individual Lander ensure human rights education.

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 checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
▪ National sectoral plans for primary and secondary education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
▪ National plans for Education for All (EFA)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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

No, because human rights education is anchored in the curricula of the individual Lander. The 'Recommendation of the Standing Conference of the Ministers of Education and Cultural Affairs on the Promotion of Human Rights in Schools' of 4

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.

December 1980 in the version of 14 December 2000 constitutes the common framework of the Lander.

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

No, see above.

Has the strategy been published and disseminated? If yes, please share a copy or refer to a website address if available online.

An overview is available at

<http://www.institut-fuer-menschenrechte.de/de/menschenrechtsbildung.html>

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?).

Human rights education is compulsory educational content. It is anchored in the curricula for the relevant subjects of the Lander and the overall objectives of school education.

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

Textbooks are only approved by the authorities if they are not in contradiction with the general principles of the constitution and statutory regulations.

Have textbooks been prepared according to these guidelines?

Educational publishers abide to these guidelines because otherwise they would take the chance that their textbooks are not approved by the state authorities.

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

The school laws of the Lander as binding principles ensure that human rights significantly impact the overall school culture.

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

Teachers are bound to the Basic Law (constitution) and its essential constituent, the fundamental rights. This is obvious and therefore does not require specific training measures. In the 'Standards for Teacher Training: Educational Sciences' (Resolution of

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).

the Standing Conference of 12/16/2004) and the requirements for the relevant subjects 'Common Content-related Requirements of the Lander for Sciences and Subject-related Didactics in Initial Teacher Training' (resolution of the Standing Conference of 10/16/2008 in the version of 12/08/2008) elements of human rights education are established as standards, in particular in history, philosophy, ethics, religion, social studies/civics/politics.

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 education, multicultural education, global education, education for tolerance or education for sustainable development?¹⁴ If yes, please explain.

Yes. For almost all afore mentioned areas the Standing Conference of the Ministers of Education and Cultural Affairs of the Lander in the Federal Republic of Germany (abbr. Standing Conference) passed recommendations which were subsequently transformed into Land law, e.g.:

Strengthening Education for Democratic Citizenship (Resolution of the Standing Conference of 03/06/2009)

Europe in the Classroom - Recommendation of the Standing Conference (Resolution of the Standing Conference of 06/08/1978 in the version of 05/05/2008)

Joint Recommendation of the Standing Conference and the German Commission for UNESCO of 06/15/2007 on 'Education for Sustainable Development in Schools'

Policy Guidelines for the Subject Area 'Global Development' (2007)

Recommendation on Intercultural Education (Resolution of the Standing Conference/ of 10/25/1996)

Saarbrücken Declaration of the Standing Conference on Solidarity and Tolerance (Resolution by the Standing Conference of 10/09/1992)

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

¹³ Plan of Action, appendix A.4.

¹⁴ Plan of Action, II B.

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 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| ▪ To have responsibility | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| ▪ To participate in decision making | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| ▪ To organize for their own interests | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

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):

Comprehensive interactions take place 1 2 3 4 5 *Not at all*

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):

- | <i>Comprehensive monitoring systems</i> | 1 | 2 | 3 | 4 | 5 | <i>Not at all</i> |
|--|--------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|-------------------|
| ▪ Respect for human rights principles in teaching practice | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| ▪ Teaching quality with regard to human rights education | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| ▪ Respect for human rights principles in school management and governance processes ¹⁸ | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| ▪ Changes in students’ knowledge, skills, values, attitudes and behaviour with regard to understanding of and respect for human rights ¹⁹ | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

A comprehensive common monitoring system of the Lander does not exist. However, evaluation and monitoring instruments are in place at several levels. This is due to the fact that the a.m. elements are already integral part of the German education system..

The existing monitoring, participation and supervision systems imply compliance with human rights.

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).

¹⁸ Plan of Action, appendix A.5(e)(ix).

¹⁹ Plan of Action, appendix A.5(e)(x).

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

The public-sector school system is financed on the basis of a division of responsibilities between the Lander and the local authorities. While the latter bear the costs of the non-teaching staff and the material costs, the Lander ministries of education are responsible for the teaching staff payroll. Attendance of public-sector schools is free of charge. As outlined in answer to question 13, human rights education is compulsory content of school education. There are no statistics available as to which amount or which percentage of state budget is allocated to particular subjects or subject areas taught at school, including human rights education.

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?

Yes. In primary school Sachkunde (= subject taught at primary school familiarizing students with scientific and technical phenomena and with social, economic and historical aspects of their own area) and religion are of particular importance. As for the secondary school levels refer to the subjects listed in answer to question 22.

How many hours are taught and at what grade levels?

There is no precise answer to this question due to the diversity and scope of the theme and the lack of a clear definition (e.g. also a sports lesson which is about fairness, respect for the opponent, cooperation with members of the own team could be included). Moreover, curricula rarely specify an exact number of hours allocated to individual themes since teachers are given a certain level of freedom to organize the lessons. In addition, schools (subject-specific school conferences and teaching staff) may set their own priorities.

An overview as to how human rights education is incorporated in the curricula of the individual Lander is available at <http://www.kmk.org/bildung-schule/allgemeine-bildung/faecher-und-unterrichtsinhalte/weitere-unterrichtsinhalte/menschenrechtsbildung.html>.

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*

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

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.

The ministries of education of the 16 Lander

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?

Apart from hand-outs by the school administrations, textbooks and teaching materials are not produced by government authorities but the relevant educational publishers. As for textbooks they are subject to approval by the relevant state authorities. In addition, other governmental bodies and NGOs are offering teaching materials that may be used by the teaching staff.

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 checked="" type="checkbox"/> | <input type="checkbox"/> |

Is participation voluntary or mandatory?

Mandatory for initial training, optional for in-service training and further education.

How many hours are offered?

There is no reliable answer to this question since human rights education is integrated as an overarching principle and because circumstances and conditions are highly diverse. Finally, it also depends on the specific priorities.

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

There is a great wealth of materials available which are easily accessible (via bookshops, relevant institutions, internet).

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

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

²⁴ Plan of Action, appendix D.19(c).

²⁵ Plan of Action, appendix E.26.

²⁶ Plan of Action appendix D.19(d).

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

Compliance with the principles of human rights has been a matter of course.

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

As a rule, feedback is given by the participants in such training measures.

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?

For several decades already, human rights education has been integrated to a very high degree in the school system. For this reason the Plan of Action has not provided a new stimulus in this respect.

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

There is a consensus in the Federal Republic of Germany on the importance of human rights education. Consequently, obstacles to human rights education at schools do not exist.

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.

Dissemination by the Länder (for example circular letters to schools), German Institute for Human Rights, Federal Office for Political Education and Länder Offices (announcements, publications, presentations, advanced training).

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>

²⁸ Plan of Action, appendix E.27(f).

- | | <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 checked="" 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 checked="" 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 checked="" 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.