



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

GUIDANCE AND QUESTIONNAIRE FOR GOVERNMENTS

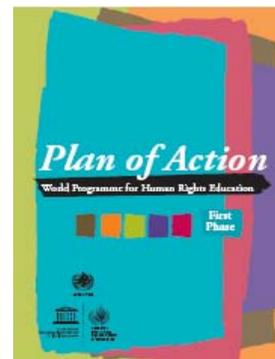
The purpose of this questionnaire is to provide Member States with guidance for the preparation of national evaluation reports on the national implementation of the first phase of the World Programme for Human Rights Education.

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: | 31/03/2010 |
| 2. Institution responsible for completing this questionnaire: | Ministry of Education |
| 3. Responsible department: | Development Coordination Unit |
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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:

The educational policies and procedures (supported with appropriate legislations and regulations) towards the improvement of quality and quantity of education has achieved the following:

Improving the organizational climate at the school and the classroom level since this has positive results on the improvement of the teaching-learning process.

Setting a national plan of pre-school education in order to deal with the quantitative and qualitative aspects of this important stage, and implementing a national plan to increase the percentage of the enrollees in kindergartens up to (70%) by 2013.

Upgrading basic education and promoting the concept of a free obligatory education to all in this cycle to limit the drop out of students especially in rural and poor areas.

Providing equal educational opportunities and educational services for all including the early childhood cycle and promoting the principle of lifelong learning.

Complying with the labor market's developmental needs for trained human resources equipped with the necessary knowledge and skills.

Orienting the educational system towards learner center ness rather than teacher center ness utilizing information and communication technology.

Promoting national learning standards in line with the international learning standards in order to improve the quality of education.

Establishing effective partnership with the related national parties in the public and private sectors in order to support the processes of decision taking and educational policy making.

Promoting the quality and quantity of educational services provided for the students with special needs.

Continuously developing the curricula and textbooks according to the changing needs of the individuals and the community, including the modern educational concepts such as; human rights, health education, population education, environmental education, vocational education and highlighting variance roles of women in the society.

Setting programs that aim to eliminate the disparity between males and females in the fields of enrollment, and to reduce the gender - based discrimination in the educational systems, the school curricula and textbooks.

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.

Promoting the concept of gender, through forming the committee of "The leader role of women" in the Ministry's center, and forming sub committees in the districts. This committee and other sub committees' aim at mainstreaming this concept in the policies and programs and developing institutional culture to empower women, represent them in the middle and high leadership positions at the center, and district level.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ National plans of action against racism, racial discrimination, xenophobia and related intolerance	<input type="checkbox"/>	<input checked="" 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.

Indicators of educational status provide evidence that a number of significant improvements have been made since the mid-nineties and Jordan has achieved, or is very close to achieving, MDG completion goals.

The illiteracy rate is 8.9 percent, (with 90% gender parity), the third lowest illiteracy rate in the Arab World.

The primary gross enrolment ratio has increased from less than 80 percent in 1994 to 98.2 percent in 2006.

The transition rate to secondary school has increased from 63 percent to 97 percent over the same period; and transition rates to higher education have varied between 79 percent and 85 percent of secondary school graduates over the past five years.

Basic education is mandatory and free and is divided into primary (Grades 1-6) and preparatory (Grades 7-10). The net enrolment ratio for basic education (Grades 1-10) was 96.5% in 2004-5 as compared to 85% in 2000-1.

Total enrolment in basic education in 2006-7 was 1,294,075 (up from 1,173,000 in 2000-1), and total secondary enrolment (Grades 11-12) increased in the same period from 177,775 to 184,463, of which 31,432 students were enrolled in the vocational stream (from 43,861 in 2001). The secondary school net enrolment rate is 78%

Jordan is well ahead of MDG goals with respect to the elimination of gender disparities: in 2007 female enrolments percentages were 47% for kindergarten, 49% for basic, 51% for secondary, 68% for community college, and 47% for public university

⁷ Plan of Action, appendix A.5(d).

undergraduates.

In addition to public schools, there were 2,126 privately-operated schools: 1,259 pre-schools, 592 basic, and 161 secondary in 2007. All private basic and secondary schools are required to follow the nationally proscribed curriculum.

In the tertiary education sector, the gross university level enrolment rate for the population between 18 and 25 years has increased from 18.5 percent in 2001 to 22 percent in 2006, again among the highest in the Arab world.

Transition rates to higher education have varied between 79 percent and 85 percent of secondary school graduates since 2003.

National kindergarten enrolment at the K2 level is reported at 47% (five percent less than the target specified for 2008 at the outset of the ERfKE I investment program in 2003).

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

the Ministry of Education in Jordan elaborated a Human Rights education action plan based on the World Program for Human Rights, and the recommendations of the Regional Conference for Education and Human Rights in school systems in the Arab countries (Tunis from 20-23 March 2006). The Ministry of Education has taken the responsibility for the implementation of the National Plan of Human Rights Education by taking the following measures:

1. Appointing the National Commission for Education, Culture and Science as a liaison between the Ministry of Education and other national organizations.

2. Forming a national committee for Human Rights Education from the following ministries and government agencies:

Ministry of Education (MoE)

Ministry of Scientific Research and Higher Education.

Ministry of Culture.

Ministry of Awqaf and holy affairs

Ministry of political development.

National Centre for Human Rights

So that the task of this committee is to approve the National action plan for Human Rights Education, to follow it up and evaluate its implementation.

3. Forming MoE technical committee led by Development Coordination Unit and the membership of the directorate of :

Curricula and Textbooks Department

⁸ Plan of Action, appendix B.10.

Training, Supervising and Qualification Department.
General Education and Students Affairs Department
Legislation and legal Affairs Department
Information & Media Department

This committee prepared a national action plan for the implementation of human rights education in line with the philosophy of education and the Moe policies and programs.

The following has been achieved in this regard:

National Action Plan for Human Rights Education prepared and approved by the National Committee for Human Rights Education, and launched in 2008.

Concerned ministries and government agencies prepared their own action plans in line with the MOE action plan.

A Memorandum of understanding was signed between the ministry of education and the national center of human rights in Jordan in order to support human rights education at the ministry of education.

A specialized work group was formulated from the ministry's staff in order to start the implementation of Human Rights Education Plan.

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

Yes

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

Ministry of Education
Human Rights Education Program at the ministry of education
Implementation Plan
2009-2014

1- Introduction

Human rights education is a long-term and lifelong process that intends to promote values of tolerance, solidarity and cooperation among human beings in order to create appropriate conditions for a better life for human beings of freedom, justice, dignity and prevent conflicts and violations of human rights and support democratic participation in order to create societies in which all human rights of all people are valued and respected.

Since the education is an effective tool for the dissemination of concepts of human rights among the generations, by means of absorbing its content and practicing its accompanying activities, education is considered as the appropriate space to achieve the desired goals in this area. In this regard, it is essential to develop a new vision of education based on expanding the traditional definition of education to address new challenges such as; the associated needs, universal values of human rights, and decisions taking on the basis of knowledge. This means that human rights education is not related to the provision of knowledge and skills, but also to the strengthening of the trends, attitudes and behaviors, consequently that allow people to participate in the life of the local and national community in a constructive way in which they respect themselves and others. The generations should learn human rights through the implementation of practical standards and principles of human rights in the classroom, at home, and the other social development institutions.

In this frame came the decision of the Ministry of Education in Jordan to elaborate a Human Rights education action plan based on the World Program for Human Rights, and the recommendations of the Regional Conference for Education and Human Rights in school systems in the Arab countries (Tunis from 20-23 March 2006). The Ministry of Education has taken the responsibility for the implementation of the National Plan of Human Rights Education by taking the following measures:

1. Appointing the National Commission for Education, Culture and Science as a liaison between the Ministry of Education and other national organizations.

2. Forming a national committee for Human Rights Education from the following ministries and government agencies:

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Ministry of Culture.

Ministry of Awqaf and holy affairs

Ministry of political development.

National Centre for Human Rights

So that the task of this committee is to approve the National action plan for Human Rights Education, to follow it up and evaluate its implementation.

3. Forming MoE technical committee led by Development Coordination Unit and the membership of the directorate of :

Curricula and Textbooks Department

Training, Supervising and Qualification Department.

General Education and Students Affairs Department

Legislation and legal Affairs Department

Information & Media Department

This committee is assigned to prepare a national action plan for the implementation of human rights education in line with the philosophy of education and the Moe policies and programs.

The following has been achieved in this regard:

National Action Plan for Human Rights Education prepared and approved by the National Committee for Human Rights Education, and launched in 2008.

Concerned ministries and government agencies prepared their own action plans in line with the MOE action plan.

A Memorandum of understanding was signed between the ministry of education and the national center of human rights in Jordan in order to support human rights education at the ministry of education.

A specialized work group was formulated from the ministry's staff in order to start the implementation of Human Rights Education Plan.

2- HUMAN RIGHTS EDUCATION ACTION PLAN

Ministry of Education has prepared an integrated action plan of human rights education for the period of 2009-2014; it includes all concerned educational sectors and at the same time reflects the main elements of the world program for promoting human rights by detailing guiding principles and formulating a global approach.

2.1 Human rights education challenges

The educational system in Jordan is facing a lot of challenges related to human rights education in terms of:

- Reconciliation between the globalization and the localization.
- Integration of human rights culture in school curricula and programs.
- Availability of qualified human elements to undertake human rights education programs.
- Availability of financial resources to implement human rights education programs.
- Contribution of government sectors, national institutions and social organizations in the field of human rights education.
- Contribution of media institution in the field of awareness raising and culture of human rights.

2.2 The future vision

The upgrading of generations that believe in, and practice human rights

2.3 Objectives of Human rights education action plan 2009-2014

2.3.1 Integration of human rights in different school system stages.

This objective is expected to be achieved through carrying out the following activities:

1. Implementing diagnostic survey study on the reality of human rights in learning materials.
2. Building a frame of reference of values, principals and concepts of human rights to be used as tool for textbooks surveys of human rights concepts existence, and for human rights concepts integration in curricula and textbooks.
3. Integrating human rights in the educational system and institutions.
4. Preparing educational teachers guides on human rights education.
5. Setting appropriate methods and tools for monitoring and evaluation.

2.3.2 Capacity building and training of human resources in the area of human rights education

This objective is expected to be achieved through carrying out the following activities:

1. Developing training manuals for human rights education.
2. Setting and implementing training programs for those involved in human rights education (teachers, supervisors, school principals,...etc).
3. Allocating independent human rights courses for future teachers at the universities and teacher training centers.

2.3.3 Creating an appropriate learning environment for human Rights education.

This objective is expected to be achieved through carrying out the following activities:

1. Supporting and encouraging human relationships between different components of the educational institutions.
2. Providing different equipments and learning resources related to human rights education
3. Employing educational activities to promote human rights education.

2.3.4 Expanding the community participation and contribution in promoting a culture of human rights

This objective is expected to be achieved through carrying out the following activities:

1. Encouraging the participation of the civil society on human rights education.
2. Activating of the role of Media in human rights education promotion.
3. Activating the family role on human rights education.
4. Activating other social institutions in the domain of human rights education.

Stages of implementation

The plan covers the period of five years (2009 to 2014) and four stages

First stage

Arrangements

The Plan requires taking a number of pre-effectiveness measures such as:

- Creating mechanisms of communication and coordination between all partners and stakeholders.
- Preparing a specialized team to manage the plan implementation.
- Preparing a national Frame of Reference of values, principals and concepts of human rights.

Outputs

- A strategy of communication and coordination is settled and endorsed by all partners.
- Qualified core team designed to manage the plan implementation.
- Endorsed Frame of Reference of values, principals and concepts of human rights.

Second stage

Preliminary stage

The national, sector and institutional planning requires the following administrative procedures:

- Implementing diagnostic survey studies.
- Reviewing of school textbooks and curricula based on the Frame of Reference of values, principals and concepts of human rights.
- Affording educational aids needed to implement the plan.
- Training educational teams to implement the plan.
- Making available the required budget to implement the plan.

Outputs

- Results of the national study of human rights education publicized.
- School textbooks and curricula reviewed based on the Frame of Reference of values, principals and concepts of human rights.
- Qualified educational teams ready to implement the plan

5,000 JD 2009/2010 The national center for human rights/ curricula and textbooks Directorate

- Reviewing the general framework of curricula and textbooks in the light of human rights framework of reference 2,000 JD 2010 curricula and textbooks Directorate

- Implementing a survey on general and special outcomes of school subjects according to human rights framework of reference in order to find out The strengths and weaknesses in curricula and textbooks 2,000 JD 2010 curricula and textbooks Directorate

- Prepare an action plan to Integrate the concepts of Human Rights according to the results of the previous Survey ----- 2010/2011 curricula and textbooks Directorate

- Prepare activities related to human rights education to be integrated in curricula and textbooks for all stages

5,000 JD 2011 curricula and textbooks Directorate

- Get approval on these activities from the board of education in order to be included in school textbooks ----- 2011 curricula and textbooks Directorate

Awareness and Capacity building of human rights education - Preparing training guide for human rights education 1.000 JD 2010 Training Directorate/ the MOE human rights work team

- Preparing a training material specialized in the integrating the concepts of Human Rights into Curricula and school textbooks 1.000 JD 2010 MOE human rights work team

- Capacity building for 20 TOT (supervisors) on two stages 20.000 JD 2010 MOE human rights work team/National Human rights center

- Workshops for Human rights trainers in the three regions (north, middle, south) 20.000 JD 2010 MOE human rights work team

- Implementing awareness workshops on human rights concepts, and on preparing learning activities for curricula specialists and textbooks writers 6,000 JD 2010 curricula and textbooks Directorate/

The national center for human rights

- Implementing awareness workshops for students, teachers, supervisors, school principals ... , etc to support and encourage human relationships between different components of the educational institutions. 15.000 JD 2010/2011 Training Directorate/ the MOE human rights work team

- Build a system of monitoring and evaluation.

1.000 JD 2010 Consultant/ MOE human rights work team

Creating an appropriate learning environment for human Rights education. - Establishing media clubs supported with internet 20.000 JD

(covered by the MOE budget) 2010-2014 Directorate of Educational Activities

- Establishing environment clubs, so that students practice their right to live in a safe environment and learn how to protect it. 10.000 JD

(covered by the MOE budget) 2010-14 Directorate of Educational Activities
- Establishing human rights clubs at the ministry schools in order to collect human rights documents and introduce them to their colleagues as well as holding seminars and lectures ... etc. 15.000 JD

(covered by the MOE budget) 2010-14 Directorate of Educational Activities
- Holding a Camp for disabled students 25,000 JD

(covered by the MOE budget) 2010-14 Directorate of Educational Activities
- Holding students Conference 15,000 JD 2010 Directorate of Educational Activities

Expanding the community participation and contribution in promoting a culture of human rights Activating of the role of Media in human rights education promotion.

10.000 JD 2010-14 MOE human rights work team/ Directorate of Educational media

Encouraging the participation of the civil society on human rights education.

10.000 JD 2010-2014 MOE human rights work team/ Directorate of Educational media

Activating the family role on human rights education.

10.000 JD 2010-2014 MOE human rights work team/ Directorate of Educational media

Total cost is : 198.000 JD

The Jordanian government contribution is : 70.000 JD

The financial gap is : 128.000 JD

Technical and Administrative requirements

To ensure proper implementation of the proposed implantation plan the following services need to be provided:

I) Supporting Committees

1) Steering Committee

Higher technical committee, formulated to endorse and approve the implementation plan, and implementation mechanisms, in addition to conducting meetings on program awareness to field directors and educational supervisors, this committee is composed from:

a) Secretary General of Educational and Technical Affairs

b) Managing Director of Curriculum and textbooks

c) Managing Director of General Educational affairs

c) Managing Director of Educational Training and Supervision

d) Managing director of Legal affairs

d) Director of Educational Media

e) MOE Human rights education coordinator

2) Human Rights Education Technical committee

Formulated to ensure proper preparation, implementation and management of the program, this committee is also responsible for modifications on the program in light of progress and results obtained to ensure better implementation in addition to the provision of monthly progress reports on the overall implementation on the program:

- a) Representative of training department
- b) Representative of curriculum department.
- c) Representative of cultural affairs department
- d) Representative of national commission of education, culture and science
- e) Representative from educational activities department
- f) MOE Human rights education coordinator

3) Awareness Raising Committee

a) Responsible for raising awareness on the importance and necessity of the program, this is to be accomplished through conducting regional meetings at each educational field directorate, and through round tables for all concerned people from the local communities.

II) Resource Requirements

- a) Location (Program Implementation Venue)
- b) Allocation for librarian equipment and stationary (notebooks, pens, hard carton paper, color chalk, drawing pencils ... etc.)
- c) Allocation for incentives for trainers, implementers, (Awards, Refreshments, Certificates...etc.

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?).

MoE followed the Cross-curricular approach in integrating human right education in Curricula and Textbooks

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

A Matrix of Human Rights, Culture of Peace and Common Universal Values was prepared by Jordanian experts of human rights, this matrix has become a reference for curriculum planners and textbooks writers. This Matrix has provided definitions of Human Rights and used as a tool of data collection method to identify the existing concepts as :

⁹ Plan of Action, appendix A.5(e)(ii)-(iv).

¹⁰ Plan of Action, appendix A.5(e)(viii).

Existent sufficiently, or
Existent but not sufficient,
Existent but need to be strengthened, or
Non-existent and need to be included.

A team of curriculum specialists prepared enrichment learning activities to educate the students in grades (1-10) in Human rights concepts by integrating these concepts in school subjects such as: Arabic, English, Islamic education and Social Sciences.

Have textbooks been prepared according to these guidelines?

Yes

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

Within Dakar Conference which defined the goals of “Education for All”, and demanded that all countries disseminate these goals within their current and future national plans of education in coordination with all stakeholders and with support from the world community. Through the follow – up mechanisms, Jordan has achieved tangible progress in the education sector and despite the humble resources it could establish a comprehensive educational system of high quality, with the aim of developing human resources. Thanks to the wise vision of its leadership, Jordan has shown clear commitment to ensure providing basic education for all Jordanians. Regarding this , the tenth chapter of the National Agenda, which was endorsed by all of the concerned parties in Jordan , focused on the expansion of the enrollment in kindergartens , especially in the poor and remote areas, providing safe school environment , improving the effectiveness of expenditure on education, improving basic and secondary education. This is implemented through the development of curricula, teachers’ training, , employment of information technology in education and learning and enhancing the participation of the private sector in vocational education by developing its programs to meet the labor market needs.

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

MoE has a prepared a plan for for teachers and administrators training on Human Rights to be implented in cooperation with National Human Rights Center

B. Learning environment

¹¹ Plan of Action, appendix A.5(e)(ix).

¹² Plan of Action, appendix A.5(f).

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*

Physical environment and equipments afford an appropriate learning environment by providing high-quality buildings, facilities and equipments to support appropriate learning and ensure equitable access for students to the international standards of security and safety.

Promotion and integration of cultural and social values in the school environment, by guaranteeing a clear understanding from all schools members (students, teachers and administrators) of the society and cultural influences that affect it, as well as the values of the society and beliefs that contribute in the enrichment of learning.

Schools work to clarify all the concepts of democracy and human rights and promoting these concepts to be a daily behavior of school members and stakeholders through the following activities:

- Activating the role of the school press, radio school to spread out concepts of democracy and human rights.
- Hold regular meetings and open dialogue between the students themselves and between students, teachers and school administration on issues of interest to students.
- Deepening the dialogue approach between students, and the acceptance of differences between opinions, and finding appropriate solutions in case of disagreement
- We hope through the Parliament of students to create opportunities for developing leadership, and practicing the democratic experience by through the nomination, election , expressing own thoughts and exchanging of ideas , holding seminars or debates periodically were students participate in preparation and management.

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.

- Integration of international humanitarian law in Curricula and textbooks
- Issuing messages for students about good citizenship, respect of others, respect of international laws and charters, call for tolerance and coexistence, to renounce violence

¹³ Plan of Action, appendix A.4.

¹⁴ Plan of Action, II B.

and extremism, to balance between rights and duties, respect for the dignity of others despite differences with him/her on religion, language or color or race

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

Students' councils give the opportunity for all students to participate in:

- school administration in issues related to them
- developing the educational process by attending and participating in local, regional and international educational conferences, seminars and workshops
- taking into consideration students needs and mechanisms of communication with students
- giving feed back about school development plans
- Improving cultural, health and achievement of students' level by holding awareness workshops for students

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

By implementing the School development program which started as initiative in 2005 in 594 schools and rolled out in 2010, which aims to engage critical stakeholders in the process of school improvement including the staff, students, parents, school councils and the larger community as well as the Field Directorates and Ministry in circumstances appropriate to each.

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).

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Teaching quality with regard to human rights education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Respect for human rights principles in school management and governance processes ¹⁸	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

mentioned above

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

Government budget, fund raised by international agencies and NGOs

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?

Human Rights concepts are integrated in textbooks of grades (1-10) in school subjects like: Arabic, English, Islamic education and Social Sciences.

In addition to that Human rights were included as one of the major axes of the general framework and general and specific outcomes of social studies curriculum, these outcomes have been translated in to units, lessons and activities, during the processes of curriculum development and textbooks authoring, by building a conceptual map of the human rights concepts according to students' developmental and mental levels. This mechanism led to full human rights units, as well as lessons and activities related to human rights in textbooks of history, national and civic education, Arabic and foreign languages, Islamic education, and Health and vocational Education. All these procedures went through the educational legislations and approvals.

Examples

Book Title: National and civil education, Grade 8, Published in 2005

the book contains a unit under the topic "The state and its institutions", composed of five lessons. The first lesson came under the title of "Human rights" it contains the definition of human rights and the historical development of these rights.

The second lesson came under the title of "International reference of human rights" which include the Universal Declaration of Human Rights 1948, the international

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).

²⁰ Plan of Action III E.

²¹ Plan of Action, II B.20 and appendix D.19(a).

covenants of political, economic, social and cultural rights in 1966, and the relationship of human rights with democracy.

The third lesson, under the title of “The Jordanian citizen's rights and freedoms”, including the texts of the Jordanian Constitution concerning the rights and duties of the citizen, the most important institutions working in the field of human rights in Jordan.

The fourth lesson came under the title of “The Jordanian system and democracy and the relationship of democracy to human rights ...

The fifth lesson was on the basic principles of governance and the role of the state in providing services to citizens. In addition to that the book contains lessons, such as “The family and its functions, socialization of young people, and world peace and, just peace and the role of Jordan in the international peacekeeping forces.

Book Title: National Education, grade: 10, Published in 2005

The book contains a number of lessons on human rights concepts such as democracy and human rights in Islam, and the fundamental rights of women and children and the experience of democracy in Jordan, the Democratic areas and applications.

The book also contains lessons concerning the meaning of citizenship and its components, and citizenship and its objectives, duties and rights, and lessons about public opinion and freedom of expression, the fight against discrimination and intolerance, the necessity for coexistence and tolerance, and the establishment of political parties as well. There are lessons that address the issue of national security and world peace, and the importance of providing security as a citizen right.

Book Title: General culture /secondary stage, Published in 2007

Note: The book is basic for all secondary stage students of all disciplines.

The book contains a full unit entitled “the Amman Message; launched by His Majesty king Abdullah II in 2004 in order to explain the real tolerant message of Islam and present it to the world, stop the attacks against the Islamic religion, and also aims to highlight the rules of human behavior on the basis of the unity of the human race regardless of gender, religion, color, race or creed, equal rights and obligations, peace, justice and the achievement of comprehensive security and social solidarity and good neighborliness, the preservation of money, respect for international treaties and covenants and prohibition of attacks on civilians and their property And denounce of terrorism, extremism, intolerance and to respect the rights of others.

Unit seven came under the title “The history of the world” and contains the social aspect of the human rights and freedoms in the modern societies according to the Convention of the protection of human rights and fundamental freedoms in Rome in 1950, in addition to that a title that includes the most prominent of those rights, as well as the rights of workers, women, and children, moreover the historical development of these rights and issues of family violence in Jordan. The book also includes topics related to the modern state and the roles of the individual and the group, and the texts of the Constitution related to the Jordanian citizen's rights and duties.

Book Title: Islamic Culture/ secondary stage, level III, Published in 2008

Note: The book is a core subject for all secondary stage students of all disciplines.

This book contains many lessons within the sixth unit titled “Islamic regimes”, the most important lesson is “Human rights in Islam, and the foundations of these rights”, the lesson recalls to the rights of life and dignity, and the right to safe and stable living, citizenship, religious, education, freedom of opinion and thought, political and economic rights as the right to own property and to work elsewhere.

The book contains a lesson on women's rights and duties in Islam as the right of the husband's alimony, to choose a spouse, the right to take into account her special rights, the custody of her child and inheritance. The book also includes the women duties as religious and family duties and obligations of home, family and children care and education. The book speaks of the rights of non-Muslims in the community; the most important are belief and freedom of worship, the right to regulate the conditions of citizenship and the right of personal security for themselves and their wealth, social justice and decent living.....

Book Title: Islamic Education/ basic stage grade 8, Published in 2005

This book contains many lessons talking about certain human rights which examined the foundations of the Muslim community in Medina after the Prophet's migration, which included a Document with which the Prophet Mohammed organized the community, and it contain a number of rights such as; all members of the community are equal in rights and duties, and the Prophet recognized non-Muslims rights of citizenship, freedom of religion and the duty to defend the community and preserve its security. The book also contains lessons on the rights of the wife to her husband and the husband to his wife to regulate the relationship between them on the basis of rights and duties for the building of the family.

Book Title: Arabic Language (communication skills), grade 8, Published in 2004

The book contains a unit under the rubric of human rights in Jordan, where it includes the text of the Royal letter addresses to the Government on 23 / March, 2000, where the unit refers to the letter carried by the noble Hashemite family in Jordan, especially in the field of human rights and freedoms, and building society based on justice, equality and the rule of law and human dignity, protection of public freedoms and the rights of citizens, and preserve the rights of women and enable them to express themselves and to exercise an effective role in various areas, the unit includes the interest of children and protect their rights and prevent abuse and to provide medical and educational care, to ensure integrated natural growth. As well as the attention to youth their right of care and provision of employment opportunities and release their energies and creativity.

Book Title: Social and National Education Part I, grade 3 basic stage, Published on 2007

The book contains a collection of concepts of human rights such as: the rights duties of children in the school, to recognize the rights of candidates for membership of student councils in schools and the rights of the selection of candidates from school, the right of students to see the instructions for school discipline, the right to participate in school clubs and student councils.

Book Title: The reference book for the art project in the protection of children from abuse kindergarten stage, Published in 2008

It is one of the pilot projects for early childhood care, a part of this project is the use of arts in child protection, which was an attempt to understand the child as a single human target of physical and emotional growth through the use of arts in children learning The project included a series of visual and touch arts as means of the process of child protection; in order to prepare children to know himself first, and second to deal positively with his feelings.

How many hours are taught and at what grade levels?

All grade levels, taught as cross curricular subject difficult to determine no. of hours.

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*

Institutionalized a series of assessment strategies in all schools in order to assess students' knowledge, skills and attitudes to develop qualitative and quantitative assessment of performance, and to adopt the principles of self-assessment in alignment with expected outcomes to be achieved, and to highlight a series of thinking skills, and problem-solving as part of the education program with students' participation in the development of goals and the future of their learning.

Implemented programs that takes in to account the social emotional development of students in a way equivalent to the academic level, so as to develop in these programs intellectual and physical skills, as well as their professional and personal sides, following are examples of these programs:

- a) Fine arts and life skills: Enabling all students access to education, which includes; fine arts, sports, cultural activities and life skills, which are concerned with health, food, personal and professional guidance, and takes into account gender.
- b) Special education: Empowering students with special needs (gifted, slow

²² Plan of Action, appendix D.19.

learners, blind, deaf,... etc) to have access to qualitative and sustainable education within the international standards and quality control system based on special programs and curricula that take into account their needs in coordination with relevant institutions to ensure the development of intellectual, physical, professional and personal skills.

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

Board of Education which includes representative of concerned entities in Education of Jordan and headed by the minister of education

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?

Only in private schools, they are produced by international publisher

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

Some training program was implemented for in service teachers and head teachers training, but still it is not an official training program

How many hours are offered?

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

The MOE conducted several educational researches in the field of human rights such as : School violence in public schools: "Its forms and causes" , Evaluation of the implementation of the regional project: "Exploration of International Humanitarian Law"

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).

that has been implemented in the MOE schools in Jordan, Survey and analysis of the content of textbooks in a dozen of Arab countries in terms of control on the principles and concepts of human rights.

All these researches are available at the MOE for interested educators

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

Currently there is limited recruitment policies within the civil service bureau, and some MOE regulations , in general equity is not applied within these regulation. Now the MOE is developing a policy for teachers reruitment and appraisal in order to institutionalize the process with firm conditions that takes into consideration equity for all MOE employee levels and categories.

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 plan of Action for the WPHRE has motivated the MOE to create national team for human rights education, and to prepare national Human Rights Education Plan which has been endorsed by the government. All members are started the implementation of their own plans.

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):

	<i>No obstacle</i>	1	2	3	4	5	<i>Major obstacle</i>
▪ Lack of awareness of WPHRE at central government level	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Lack of awareness of WPHRE at local government level	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Lack of interest in WPHRE at central government level	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Lack of interest in WPHRE at local government level	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Teachers do not have sufficient training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Insufficient tools available to implement the programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Insufficient financial resources to implement the programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
▪ Other (please specify):							

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

²⁸ Plan of Action, appendix E.27(f).

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.

A National Commission for Human Rights Education was formulated as an MoE initiative from representatives from the following Ministries:

- 1) Ministry of Higher Education
- 2) Ministry of Political Development
- 3) Ministry of Culture
- 4) Ministry of Islamic Affairs
- 5) Higher Council for Youth
- 6) National Center for Human Rights.

The Commission gave the issue of human rights education the bulk of its attention; to follow up the implementation of the National human rights education, through the continued implementation of national efforts in this area for covering formal and informal education.

Accordingly, activities were concentrated in the following areas:

- 1) Promote a culture of human rights and the associated practices.
- 2) Integration of Human Rights Education into the university education system.
- 3) Building the capacity of workers in Ministries, Institutions, Political Parties, non-governmental organizations, municipalities and cultural institutions in the field of human rights,
- 4) As well as acquiring the preachers of mosques and journalists necessary knowledge and skills.
- 5) Deepening the research on the relationship of international standards of human rights and Islamic law,
- 6) Implement awareness programs on Human Rights Education through various media.

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>
<ul style="list-style-type: none"> ▪ <i>WPHRE Plan of Action for the 1st phase</i> 		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<ul style="list-style-type: none"> ▪ <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 checked="" type="checkbox"/>	

- *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)

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

Follow up and progress reports

36. Please make any other comments not provided elsewhere:

To cover all Human Rights Education areas, there is a need of budget, that might be covered by:

- 1) International donor organizations,
- 2) local budgets of ministries and institutions members of the Commission
- 3) United Nations agencies and international non-governmental organizations,
- 4) Donor partners which will contribute in providing financing and provision of technical and consulting experts, trainers and researchers.

THANK YOU.