



ROYAL NORWEGIAN MINISTRY OF
EDUCATION AND RESEARCH

OHCHR – Methodology, Education and Training Division
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UNESCO Evaluation of the 1st phase of the World Programme for Human Rights Education

Please find enclosed Norway's response to the questionnaire on human rights education. More information about human rights education in Norway is to be found in the enclosed copy of the Norwegian report on the follow-up of UNESCO's 1974 Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental. This report was dispatched to UNESCO in June 2009, as a contribution to an analytical report to 182nd session of UNESCO's Executive Board.

Reference is also made to Norway's national report to the UN Human Rights Council for the Universal Periodic Review in Geneva on 2 December 2009. We are pleased to confirm that the study on the status of human rights education in Norway which is announced in paragraph 146 of this report has now been commissioned, and the Ministry will in due time consider any need for coordination and further reinforcement in this area, based on the findings and recommendations of the study.

Yours sincerely,

Stig Helge Pedersen
Deputy Director General

Tomas Øvergaard
Senior Adviser



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

GUIDANCE AND QUESTIONNAIRE FOR GOVERNMENTS

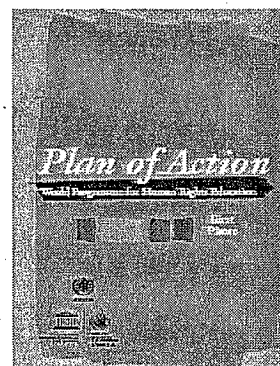
The purpose of this questionnaire is to provide Member States with guidance for the preparation of national evaluation reports on the national implementation of the first phase of the World Programme for Human Rights Education.

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/PAActionEducationen.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: | 24 March 2010 |
| 2. Institution responsible for completing this questionnaire: | Norwegian Ministry of Education and Research |
| 3. Responsible department: | Department of Policy Analysis, Lifelong Learning and International Affairs |
| 4. Contact person: | Tomas Øvergaard |
| 5. Mailing address: | P.O. Box 8119 Dep, NO 0032 Norway |
| 6. Telephone number: | + 47 22 24 74 15 |
| 7. Fax number: | + 47 22 24 27 32 |
| 8. E-mail address: | toe@kd.dep.no |
| 9. Webpage: | http://www.regjeringen.no/en/dep/kd.html?id=586 |

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:

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

The adoption of the Norwegian Human Rights Act in 1999 marked a turning point in Norway's implementation of international law in the field of human rights

The Act was followed up in the year of 2000 when the Government submitted a Plan of Action for Human Rights to the Parliament, entitled Focus on Human Dignity, in which measures to provide information, instruction and education in the field of human rights were given a pivotal role

The Plan of Action was implemented during a 5-year period, and included a number of measures aimed at strengthening human rights education in primary and secondary schools, as well as increasing the expertise of the teaching staff at teacher training institutions and teachers in schools

Generally, the Norwegian Government is of the opinion that the human rights aspect

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).

is in many ways satisfactorily safeguarded in the legislation and regulations in the field of education

However, although human rights education has increasingly been embedded and integrated in the established education system, the visibility of themes and issues related to such education may sometimes seem insufficient by devoted professionals, groups or activists in the same field. Some civil society organizations have thus argued that human rights education in Norway may seem fragmented, and have called for a new national action plan in this field.

The Norwegian Government has taken this view seriously, and has decided to undertake a study on the state of affairs, as indicated in Norway's report to the United Nations Human Rights Council, submitted last year as part of the UPR process.

This decision was highlighted in the address given by the Norwegian Minister of Foreign Affairs, Mr. Jonas Gahr Støre, in the Human Rights Council on 2 December 2009.

As a result of a carefully prepared process a new objects clause in the Education Act was adopted by the Parliament in December 2008. According to the new objects clause the school shall promote common values, such as respect for human dignity and nature, intellectual freedom, charity, forgiveness, equality and solidarity, values that also appear in different religions and are rooted in human rights, cf. [http://www.regjeringen.no/upload/KD/Vedlegg/Grunnskole/The_EducationAct_19_June_2009_\(2\).pdf](http://www.regjeringen.no/upload/KD/Vedlegg/Grunnskole/The_EducationAct_19_June_2009_(2).pdf).

Norway attaches great importance to promoting equality and preventing discrimination, and has intensified its effort combat ethnic discrimination by presenting a new Action plan to promote equality and prevent ethnic discrimination in April 2009.

Within the sector of education the Government has submitted a strategic plan entitled Equal Education in Practice, covering the five-year period 2004-2009, and with the view to promoting a coherent approach to efforts targeting children and young people from minority backgrounds in educational institutions ranging from day care centres to colleges and universities.

Several measures are also being implemented within the sector of education to combat racism and to give increased attention to enhanced knowledge of issues related to racism and xenophobia, such as anti-bullying campaigns.

In its policy platform adopted in 2005 and renewed in 2009 the Government has expressed its intention to combat and reduce poverty in society. In combatting poverty and reducing social inequalities education has certainly a role to play. With this in mind the Government in 2006 submitted a White Paper to the Parliament on early intervention for lifelong learning. In this White Paper the Government presented its policy for how the education system can make a greater contribution to diminish class distinctions, reduce economic inequity and combat poverty and other forms of marginalization.

As a follow-up of the Decade on Education for Sustainable Development (2005-2014) Norway has developed a national strategy for Education for Sustainable development (ESD), cf. http://sustain.no/about/UDIR_Sustainable_development_jan07.pdf.

Sustain.no is an educational tool for sustainable development, cf <http://sustain.no/>.

The European Wergeland Centre is a European resource centre on education for intercultural understanding, human rights and democratic citizenship, located in Oslo,

Norway. It was established in 2008 in cooperation between Norway and the Council of Europe. The Centre is open to all member states of the Council of Europe, and the main target groups are teachers, teacher trainers, decision makers and multipliers within education for intercultural understanding, human rights and democratic citizenship.

The European Wergeland Centre is organized as an independent legal entity according to Norwegian law. The core program is financed by a yearly sum from the Government of Norway. The Centre may also receive contributions from other member states, institutions, organizations or donors who wish to cooperate with the Centre and contribute to its work.

For more information about human rights education in Norway reference is made to the enclosed report on Norway's follow-up of UNESCO's Recommendation of 1974 on Education for International Understanding, Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedom, which was submitted to UNESCO by this Ministry in June 2009. A comprehensive survey of relevant resources and websites is given in the annex to this report.

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

Reference is made to the information provided under point 11 above. Although no specific national strategy has been adopted to implement the first phase of the World Programme for Human Rights Education, the intentions and substance of the Plan of Action are well integrated in legislation, mission statements and educational programmes.

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

No

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

Reference is made to point 11 above, and the list of relevant websites given in the annex to Norway's report on UNESCO's 1974 Recommendation

13. Is human rights education present in the national curriculum and educational standards?⁹ If yes, please explain its status (e.g. obligatory or optional, subject-based or cross-curricular?).

Yes

⁸ Plan of Action, appendix B.10.

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

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

There are no national guidelines for the production of textbooks. In Norway, all textbooks are produced by commercial publishers, it being understood that they have to comply with objectives laid down in the Education Act and the National Curriculum.

Have textbooks been prepared according to these guidelines?

Does not apply.

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

Comprehensive information on this point cannot be provided in a short text. However, a human rights-based approach is certainly reflected in the Education Act and in the daily life of schools and training establishments. According to the Education Act education and training shall i.a. "promote democracy, equality and scientific thinking. The pupils and apprentices shall develop knowledge, skills and attitudes so that they can master their lives and can take part in working life and society. They shall have the opportunity to be creative, committed and inquisitive. The pupils and apprentices shall learn to think critically and act ethically and with environmental awareness. They shall have joint responsibility and the right to participate. Schools and training establishments shall meet the pupils and apprentices with trust, respect and demands, and give them challenges that promote formation and the desire to learn. All forms of discrimination shall be combated".

Moreover, also according to the Education Act, section 9, all pupils attending primary and secondary schools are entitled to a good physical and psycho-social learning environment conducive to health, well-being and learning. The pupils shall be involved in planning and performance of the systematic work on health, environment and safety at the school. The school shall adapt tasks to the pupils according to that which is natural for the individual grades.

The pupils' council may appoint school environment representatives to safeguard the interests of the pupils in relation to the school and the public authorities in matters concerning the school environment.

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

Academic freedom and institutional autonomy are important principles in the governance of higher education in Norway. The 2005 Act on higher education states that the higher education institutions may not be instructed regarding the content of teaching and research. For certain studies, however, the Act provides that the Government may set national curricula. This concerns programmes leading to

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).

professions for which national standards are considered necessary, due to national legislation and/or international conventions. This includes teacher education and training for many of the professions in the health and social service sector.

General teacher education is at present undergoing a reform. According to the new regulation on national curricula for teachers in primary and secondary schools applicable from autumn 2010, future graduates are required to know about the importance of the children's background, about equity and about children's rights both in a national and international perspective, cf.

http://www.regjeringen.no/upload/KD/Vedlegg/stortingsmeldinger/Teacher_Education_FactSheet.pdf.

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.

Reference is made to Norway's report on UNESCO's 1974 Recommendation

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):

Comprehensive opportunities exist 1 2 3 4 5 *Not at all*

- To express themselves
- To have responsibility
- To participate in decision making
- To organize for their own interests

¹³ Plan of Action, appendix A.4.

¹⁴ Plan of Action, II B.

¹⁵ Plan of Action, appendix C.15(c). See also General comment No. 1, United Nations Committee on the Rights of the Child, which states that "The participation of children in school life, the creation of school communities and student councils, peer education and peer counselling, and the involvement of children in school disciplinary proceedings should be promoted as part of the process of learning and experiencing the realization of rights" (para. 8).

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):

Comprehensive monitoring systems 1 2 3 4 5 *Not at all*

- Respect for human rights principles in teaching practice
- Teaching quality with regard to human rights education
- Respect for human rights principles in school management and governance processes¹⁸
- Changes in students' knowledge, skills, values, attitudes and behaviour with regard to understanding of and respect for human rights¹⁹

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

There is specific funding of human rights education, as this is included in the general funding system, and in the overall allocation of budgetary resources from the State to regional and local authorities.

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?

Reference is made to Norway's report on UNESCO's 1974 Recommendation

How many hours are taught and at what grade levels?

No data available

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).

²⁰ Plan of Action III E.

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

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

Legislation and regulations, including the National Curriculum, are adopted by the Parliament/Ministry of Education, and form a binding framework, but within this framework the municipal and county authorities, schools and teachers can influence the implementation of the education and training.

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?

Numerous educational resources, both written and online, are provided both by the Norwegian Directorate for Education and Training and other agencies/NGOs, such as the UN Association of Norway, Amnesty International, Save the Children, the Norwegian Red Cross etc..

D. Training of school personnel

27. Is human rights education included in the following?

- | | <i>Yes</i> | <i>No</i> |
|---------------------------------------|-------------------------------------|--------------------------|
| ▪ Pre-service teacher training | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| ▪ In-service teacher training | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| ▪ Head teacher training ²⁵ | <input type="checkbox"/> | <input type="checkbox"/> |

Is participation voluntary or mandatory?

Yes

²² Plan of Action, appendix D.19.

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.

How many hours are offered?

No data available

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

To a large extent

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

To a large extent

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

A study is now being undertaken, due to be submitted in Spring 2010.

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?

Not significantly

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):

The Plan of Action for the WPHRE has not been largely distributed and made known in the education sector. The importance of human rights education has, however, been

²⁶ Plan of Action appendix D.19(d).

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

²⁸ Plan of Action, appendix E.27(f).

clearly expressed and formulated in many ways, both in the Education Act, the National Curriculum as well as within the framework of relevant national plans of action. Numerous educational resources in this field are also made available to schools and training establishment both by government agencies and civil society organizations.

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.

No specific actions have been undertaken

34. Please indicate on a scale from 1 to 5 (1 = Used often, 5 = Not used) the usefulness of the following publications and/or tools available at

<http://www.ohchr.org/EN/PublicationsResources/Pages/TrainingEducation.aspx>

	<i>Used often</i>	1	2	3	4	5	<i>Not used</i>
▪ <i>WPHRE Plan of Action for the 1st phase</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
▪ <i>ABC - Teaching Human Rights: Practical activities for primary and secondary schools</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
▪ <i>Human Rights Education in the School Systems of Europe, Central Asia and North America: A Compendium of Good Practice (joint publication of OHCHR, OSCE/ODIHR, CoE and UNESCO)</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

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

This report has been prepared drawing on information from various governmental and ministerial reports and documents in the field of human rights, such as Norway's recent report on UNESCO's 1974 Recommendation, Norway's background report to the UPR hearing in the UN Human Rights Council in December 2009, as well as recent or upcoming periodic reports from Norway on the follow-up of International human rights conventions (International Covenant on economic, social and cultural rights, International Covenant on civil and political rights and the International Convention on the Elimination of All Forms of Racial Discrimination).

36. Please make any other comments not provided elsewhere:

THANK YOU.