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



Cairo, 31st March, 2010

Mr. Qian Tang
The Assistant Director – General for education
UNESCO, Paris

Dear Sir

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

Please accept, sir, the assurances of our highest consideration

ENG. SAFWAT SALEM
Mona Salem
SECRETARY GENERAL

OHCHR REGISTRY
31 MAR 2010
Recipients : HR Education

Part 2: COMPONENTS OF HUMAN RIGHTS EDUCATION IN SCHOOLS

A. Educational policies[4] and policy implementation

10. Do education laws, education policies and education policy objectives exist which explicitly refer to the following?[5]

	Yes	No
• Human rights	☑	☐
• The right to education	☑	☐
• A rights-based approach to education	☑	☐
• Human rights education	☑	☐

You may elaborate further if you wish:
They are integrated in different school subjects.

11. Is human rights education incorporated in national plans and strategies including those listed below where they exist?[6]

	Yes	No	Doesn't exist
• National human rights plans	☑	☐	☐
• National plans of action against racism, racial discrimination, xenophobia and related intolerance	☑	☐	☐
• National poverty reduction strategies and other development plans	☑	☐	☐
• National sectoral plans for primary and secondary education	☑	☐	☐
• National plans for Education for All (EFA)	☑	☐	☐
• National policy frameworks as part of the Decade on Education for Sustainable Development (2005-2014)	☑	☐	☐

If yes to any of the above, please elaborate.

12. Has a national implementation strategy been developed to implement any human rights education policy objective?[7] Yes, it has.

If yes, have young people/learners been involved in both developing the national implementation strategy and in its implementation?
- No young people/learners have been involved but it is expected to have them involved in the future.

[4] Education policies according to the Plan of Action include legislation, plans of action, curricula and training policies
[5] Plan of Action, appendix A.2-5.
[6] Plan of Action, appendix A.5(d).
[7] Plan of Action, appendix B.10.

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

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

yes, it is integrated cross-curricular.

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

- There was an analytical study done by the National Council for human rights on the curricula of the Arabic language and Social studies for the fourth year primary. The study concluded that these curricula take into account human rights and stress their importance for individuals and call for non discrimination between citize

Have textbooks been prepared according to these guidelines?

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]

There are no referrences to legislations and laws of Education in Curricula.

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

yes, there is. It is regarded as one of the important issues that is integrated cross-curricular.

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

[9] Plan of Action, appendix A.5(e)(ii)-(iv).
[10] Plan of Action, appendix A.5(e)(viii).
[11] Plan of Action, appendix A.5(e)(ix)
[12] Plan of Action, appendix A.5(f).
[13] Plan of Action, appendix A.4

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

Yes, all these aforementioned issues are integrated cross-curricular.

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	☑	☐	☐	☐	☐	

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 processes[18]	☑	☐	☐	☐	☐	
Changes in students' knowledge, skills, values, attitudes and behaviour with regard to understanding of and respect for human rights[19]	☑	☐	☐	☐	☐	

[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).

[17] Plan of Action, appendix C.15(d)

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

[19] Plan of Action, appendix A.5(c)(ix).

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

- School budget is comprehensive for teaching all school subjects. There is no allocation for a specific subject.

C. Teaching and learning processes

23. Do curriculum subjects in primary and secondary schooling include human rights education?[21] If so, which curriculum subjects include human rights education at primary and secondary levels?

Yes, it is integrated cross-curricular at primary and secondary levels.

How many hours are taught and at what grade levels?

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]

Ministry 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?

- There are no materials not produced by the government.

D. Training of school personnel

[18] Plan of Action, appendix A.5(e)(x).
[20] Plan of Action III E.
[21] Plan of Action, II B.20 and appendix D.19(a).
[22] Plan of Action, appendix D.19.
[23] Plan of Action, III D.28 and appendix D.19(c).
[24] Plan of Action, appendix D.19(c).

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27. Is human rights education included in the following?

	Yes	No
• Pre-service teacher training	☑	☐
• In-service teacher training	☑	☐
• Head teacher training[25]	☑	☐

Is participation voluntary or mandatory? Mandatory

How many hours are offered?
- They are integrated into routine training courses.

28. To what extent is learning, good practice, research and materials collected and made available to educators in human rights education?[26]
There is a General Guide for all curricula and there are Specialized Guides for each curriculum. in international human law. T are available

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

30. How are human rights trainings for teachers assessed?[28]
By observation and questionaire.

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?
It was affected by a reasonable degree but it is not enough.

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	☐	☐	☑	☐	☐

[25] Plan of Action, appendix E 26
[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).

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- 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). ——

33. Please indicate any actions undertaken by your country to ensure the World Programme is known amongst (1) education officials, (2) teachers and (3) young people.

34. Please indicate on a scale from 1 to 5 (1 = Used often, 5 = Not used) the usefulness of the following publications and/or tools available at http://www.ohchr.org/EN/PublicationsResources/Pages/TrainingEducation.aspx

	Used often 1	2	3	4	5 *Not used*
- *WPHRE Plan of Action for the 1st phase*	☐	☐	☑	☐	☐
- *ABC - Teaching Human Rights* *Practical activities for primary and secondary schools*	☑	☐	☐	☐	☐
- *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:

36. Please make any other comments not provided elsewhere:

THANK YOU