



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

### **GUIDANCE AND QUESTIONNAIRE FOR GOVERNMENTS**

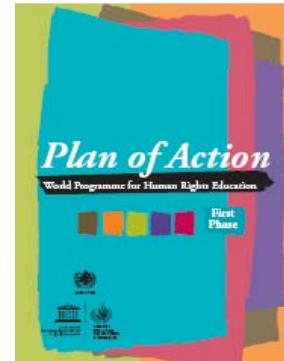
The purpose of this questionnaire is to provide Member States with guidance for the preparation of national evaluation reports on the national implementation of the first phase of the World Programme for Human Rights Education.

#### **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 2005-2009<sup>1</sup> 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 Action<sup>2</sup> 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*

<sup>1</sup> 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.

<sup>2</sup> 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.<sup>3</sup>

### **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;*

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<sup>3</sup> 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.<sup>4</sup> 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](mailto:registry@ohchr.org) ; with copy to [wphre@ohchr.org](mailto: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 65<sup>th</sup> session and may also be uploaded on OHCHR's website for the World Programme.

### **Part 1: BASIC INFORMATION**

1. Date:
2. Institution responsible for completing this questionnaire: Ministry of Education
3. Responsible department: The Directorate General of Curricula Development/National Commission for Education Culture and Science
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9. Webpage: [www.moe.gov.om/onc](http://www.moe.gov.om/onc)

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<sup>4</sup> 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 policies<sup>5</sup> and policy implementation

10. Do education laws, education policies and education policy objectives exist which explicitly refer to the following?<sup>6</sup>

	<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:

Oman adopted the Convention on the Rights of the child in 1996, and there is a national committee to observe the implementation of the articles of the convention. In addition the philosophy of education promotes values of human rights. The government ensures the right to education through the Basic Statute of the State, which was issued by Royal Decree No. 101/1996. Furthermore the royal speeches of HM the Sultan, which are considered national directives have given the utmost priority to the provision of education since 1970.

11. Is human rights education incorporated in national plans and strategies including those listed below where they exist?<sup>7</sup>

	<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 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.

Sultanate of Oman made great efforts to emphasize the principles of human rights. A Royal Decree No 101/96 issuing of the State Basic Statute that illustrates in details all the rights covered by the State. Other regulations are found in Labour Laws, commitments to international charters & conventions etc. Those efforts culminated in the issuance of Royal Decree No 124/2008 on the establishment of a National Commission for Human Rights. A Ministerial Decision No 335/2009 was issued in

<sup>5</sup> Education policies according to the Plan of Action include legislation, plans of action, curricula and training policies.

<sup>6</sup> Plan of Action, appendix A.2-5.

<sup>7</sup> Plan of Action, appendix A.5(d).

28/12/2009 forming a

National Team for following up the Arab Plan for Education on Human Rights for the period (2009-2014). The team is headed by Assistance Secretary General of the Oman NatCom and includes representatives from the following ministries: Education, Foreign Affairs, Interior, Higher Education, Justice, Awqaf & Religion Affairs, Social Development, Labour Force, Information, Sultan Qaboos Centre for Islamic Education. The team is currently working on a number of issues related to education on human rights.

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

The National Commission for Human Rights was recently established. The Commission is currently working on a number of issues. The National Strategy is under development to include issues & ideas, programmes & topics of Human Rights and the right to education for all social classes without discrimination. The concepts of human rights and the right to education are integrated clearly in all school subjects. A number of activities have been designed to encourage both girls and boys to work together and to learn from each other.

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

Several workshops have been conducted on the subjects of human and child rights with the cooperation of Unicef and Aspnet schools.

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

The strategy has been disseminated among schools, curriculum developers, trainers, teachers and supervisors with the aim of implementation and evaluation for further development

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

Yes, it is cross curricular.

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

The whole document has been distributed to every department to introduce the Human Rights Concepts while they are rewriting the text books.

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<sup>8</sup> Plan of Action, appendix B.10.

<sup>9</sup> Plan of Action, appendix A.5(e)(ii)-(iv).

<sup>10</sup> Plan of Action, appendix A.5(e)(viii).

Have textbooks been prepared according to these guidelines?

This document is being used in the revision and development of textbooks

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.<sup>11</sup>

The philosophy of education and the national objectives for the Sultanate of Oman in addition to the Royal and ministerial decrees

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

For all teachers, inspectors and curriculum members. Training is considered to be important. It has been done through educational workshops.

## **B. Learning environment**

17. Are human rights integrated into the learning environments of schools including school governance and management?<sup>13</sup> 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*

Yes.

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?<sup>14</sup> If yes, please explain.

Yes, these practices exist in the curricula as units or topics in the various subjects. In addition these practices are addressed through extra curricular activities and other initiatives such as the Connecting Cultures Initiative, Outbound Oman, the Youth Summit

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?<sup>15</sup> Please mark on a scale from 1 to 5 (1 = Comprehensive opportunities exist, 5 = Not at all):

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<sup>11</sup> Plan of Action, appendix A.5(e)(ix).

<sup>12</sup> Plan of Action, appendix A.5(f).

<sup>13</sup> Plan of Action, appendix A.4.

<sup>14</sup> Plan of Action, II B.

<sup>15</sup> 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

*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

The educational system in Oman is based on a learner/child centered philosophy, that encourages, team work, collaboration, expression of ideas and mutual respect for the views of others

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?<sup>16</sup> 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*

Parent teacher councils, Women's associations, Ministry of Religious Affairs, and local dignitaries have a significant role in disseminating the concept and a successful example of this is the learning villages that use a community based approach to eradicate illiteracy

21. Are monitoring systems in place to assess the following?<sup>17</sup> 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<sup>18</sup>
- Changes in students' knowledge, skills, values, attitudes and behaviour with regard to understanding of and respect for human rights<sup>19</sup>

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

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of rights" (para. 8).

<sup>16</sup> Plan of Action, appendix C.15(d).

<sup>17</sup> Plan of Action, appendix D.19(f) and B.10(b)(x).

<sup>18</sup> Plan of Action, appendix A.5(e)(ix).

<sup>19</sup> Plan of Action, appendix A.5(e)(x).

<sup>20</sup> Plan of Action III E.

Within the allocated budget of the Ministry of Education.

### **C. Teaching and learning processes**

23. Do curriculum subjects in primary and secondary schooling include human rights education?<sup>21</sup> If so, which curriculum subjects include human rights education at primary and secondary levels?

Life skills, social studies, English, Arabic, Islamic Education, Science, Math.

How many hours are taught and at what grade levels?

Unspecified because the concepts are integrated in the curricula

24. Do learning methodologies associated with these human rights education activities exist which are child friendly, learner-centred and encourage participation?<sup>22</sup> 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?<sup>23</sup>

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?<sup>24</sup> 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?

the ministry purchases educational books, and audiovisual material for school libraries and resource centers from international publishers

### **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"/>

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

<sup>22</sup> Plan of Action, appendix D.19.

<sup>23</sup> Plan of Action, III D.28 and appendix D.19(c).

<sup>24</sup> Plan of Action, appendix D.19(c).

- Head teacher training<sup>25</sup>

Is participation voluntary or mandatory?

It is mandatory.

How many hours are offered?

Human rights concepts are currently integrated in preservice and inservice teacher training programs. In the pedagogical aspect of training, teachers are trained to be facilitators of learning and to promote a child friendly environment by encouraging cooperative learning approaches. In the specialized subject training, the human rights concepts are found in all subjects as follows:

- Social Studies: The social studies curriculum of basic education deals with the idea of human rights and the right to education to all social classes without discrimination.
- Islamic Education & Studies: The educational topics introduced in the Islamic curriculum in different levels of education are directed to discrimination and that Islam is against discrimination between male and female. From this point of view we notice that girls rights to education appears side by side with boys.
- Life Skills: The topics are prepared to suit both male and female characteristics. They include skills required by both gender. But there are some special skills that are limited to either boys or girls.
- Arabic: The idea of human rights and the right to education appears generally in the topics of the Arabic Language curriculum.
- English: A number of activities have been designed to encourage both girls and boys to work together and learn from each other (classes 1-4).
- Individual Skills:
  - (d) Fine Arts: Some contents of the curriculum are designed to meet the needs of girls with special needs in order to acquire techniques that suit their abilities.
  - (e) Music Skills: the curriculum has been designed to consider individual differences and students with special needs.
  - (f) Physical Education: Girls and boys have the right to practice all sorts of sports except those pertaining to girls' physique. Girls with special needs are taking part in activities according to their abilities such as referees, supervisors, administrators etc.

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

The Ministry of Education has made great efforts to provide services to a large number of teachers, students and other stakeholders through its Educational Portal and relevant teacher forums. The Educational Portal is an easy way of communication with different personnel in the ministry. All studies, researches, publications are made available to the all audiences.

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<sup>25</sup> Plan of Action, appendix E.26.

<sup>26</sup> Plan of Action appendix D.19(d).

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

There is equal pay, and promotion opportunities for male and female teachers. The appraisal criteria is standard for all teachers. Teacher's Day: a number of teachers are appraised in this day. Teachers are generally involved in the various aspects of educational reforms, for example they participate in writing the school syllabus . Parents Council are platforms that provide opportunities to promote dialogue.

30. How are human rights trainings for teachers assessed?<sup>28</sup>

Educational supervisors assess teacher performance through classroom observation and mentoring. The assessment involves the implementation of various aspects of the curricula as well the teaching practices.

### 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 has enhanced our understanding on integration of human rights education into the school system.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Lack of awareness of WPHRE at local government level	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Lack of interest in WPHRE at central government level	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Insufficient tools available to implement the programme		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Insufficient financial resources to implement the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ 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.

Through workshops for teachers and through local media.

<sup>27</sup> Plan of Action, appendix C.15(b)(v).

<sup>28</sup> Plan of Action, appendix E.27(f).

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 1<sup>st</sup> phase</i>		<input checked="" type="checkbox"/>	<input type="checkbox"/>				
▪ <i>ABC - Teaching Human Rights: Practical activities for primary and secondary schools</i>		<input checked="" type="checkbox"/>	<input type="checkbox"/>				
▪ <i>Human Rights Education in the School Systems of Europe, Central Asia and North America: A Compendium of Good Practice</i> (joint publication of OHCHR, OSCE/ODIHR, CoE and UNESCO)		<input checked="" type="checkbox"/>	<input type="checkbox"/>				

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

36. Please make any other comments not provided elsewhere:

The Ministry of Education has paid a great attention to the education since the beginning of the Modern Renaissance in Oman in 1970. Girls enjoy equal opportunities in the field of education. Worth mentioning that for the school-year 2004-2005 the percentage enrolment of boys was 52% and of girls was 48%. This reflect an absence of gender discrimination.

The idea of integrating human rights in the Omani curriculum was introduced long ago. Oman is committed towards paying more attention to addressing this topic. The answers in this report highlight (in brief) the efforts made by Ministry of Education and other ministries in introducing human rights concepts in the Omani curriculum.

THANK YOU.