

**Evaluation of the First Phase (2005-2009) of  
The World Programme for Human Rights Education (WPHRE), 2005-2009**

**Prepared by the State of Qatar in accordance with the requirements of  
the Human Rights Council Resolution 12/4**

**1. Introduction**

The State of Qatar is pleased to present this report, outlining progress made in relation to the set of objectives identified in the WPHRE Plan of Action, which was adopted by all Member States of the United Nations General Assembly on July 14<sup>th</sup>, 2005.

The WPHRE Plan of Action (First Phase) defined human rights education and outlined key actions to be taken by ministries of education, schools and other agencies, working in partnership to integrate human rights education effectively in the primary and secondary school systems. The Action Plan identified five components of human rights education in such educational establishments: policies, policy implementation, the learning environment, teaching and learning and professional development.

As part of its commitment to this initiative, the State of Qatar conducted an analysis of the current situation of human rights education in the school system, agreed priorities and developed a national implementation policy, as well as strategies for measuring progress in achieving objectives. There has been an initial implementation of the planned activities.

**2. Policies**

The State of Qatar is committed to the principles and practices of Human Rights and has enshrined this commitment in national legislation and policies. There is a universal right to education and all students of primary and secondary age are entitled to access a wide and varied range of educational opportunities.

Human Rights issues have been considered when developing strategic and implementation plans in relation to the reform of the educational system in the State of Qatar, curriculum improvement, the provision of professional opportunities for teachers and school leaders and other educational personnel. The development of a nationally applicable set of curriculum standards for most areas of the curriculum has ensured that the content and delivery of the curriculum promotes not only the acquisition of knowledge but also the skills and qualities that enable students to analyze, reflect on, interpret and evaluate information.

In addition, the development of National Professional Standards for Teachers and School Leaders (NPSTSL) has enshrined the State of Qatar's commitment to meeting the professional development needs of all teachers and school leaders.

All curriculum related policies have been developed in the light of human rights issues and some, such as the Standards for Social Sciences and the guidelines for Values Education and Family Culture, actively address human rights issues.

The State of Qatar has developed a comprehensive set of policies and guidelines in relation to the education of students with additional educational support needs (AESN). The approach to meeting the needs of students with AESN (learning difficulties and disabilities) is fully consistent with the principles of inclusive education practices, as defined in the Salamanca Declaration and Framework for Action arising from the United Nations Educational, Scientific and Cultural Organization (UNESCO) (1994) World Conference on Special Educational Needs.

Qatar was a signatory to the Convention on the Rights of the Child in 1993, and this was ratified in 1995. This led to Qatar's involvement in the World Fit for Children (2002) document, where promises regarding Students with Disabilities were undertaken.

One of the most significant developments within Qatar regarding the education of Students with Disabilities has been the signing of the United Nations Convention on the Rights of Persons with Disabilities (CRPD) on 30<sup>th</sup> March 2007. The Convention was ratified on 13<sup>th</sup> May 2008.

This Convention marks a 'paradigm shift' in attitudes and approaches to persons with disabilities. Those with disabilities are not viewed as "objects" of charity, medical treatment and social protection; but rather as "subjects" with rights, who are capable of claiming those rights and making decisions for their lives based on their free and informed consent as well as being active members of society. The Convention gives universal recognition to the dignity of persons with disabilities.

Although the focus of this policy statement is in relation to students with disabilities, inclusive education has wider implications and seeks to address issues in relation to the rejection of segregation or exclusion of learners for whatever reason – ability, gender, language, care status, family income, disability, sexuality, colour, religion or ethnic origin.

Policies have been put in place to meet the needs of those young people and adults who have entered the workforce without formal educational qualifications, or who have been unable to secure employment because of a lack of qualifications or because they failed to complete their time in school. The development of community colleges, vocational colleges and alternative arrangements for achieving basic education objectives are all strategies aimed at providing life-long learning opportunities for all.

### **3. Policy implementation**

The State of Qatar is fully committed to ensuring that policies and frameworks are translated into practice, that the practice has an impact on outcomes and that the achievement of desired objectives is facilitated.



Strategic and implementation plans have been designed and activated and systems are in place for monitoring and evaluating performance. Where appropriate, personnel have received specialized training and external contractors have been employed to assist in the delivery of objectives and the training of local staff.

Curriculum policies are compulsory and delivered in a cross-curricular fashion, as well as through the organization of discrete educational experiences. Teachers and curriculum coordinators have received extensive training in order to deliver the curriculum in an effective and professional manner. Focus has been placed on the use of teaching and learning strategies that best meet the needs of students and create an enquiry based learning environment where students are encouraged to discuss and debate the subject matter. The development of original research techniques with students is seen as an effective tool in the realization of the objective to create a generation of students who are critically aware of what they read, see and hear.

The principles that have influenced the development of the curriculum have also been applied in the recommendations made to schools regarding the choice and use of textbooks.

Access to the widest possible range of educational experiences for all students has been effected through the application of the national policies aimed at meeting the needs of students with learning difficulties and the needs of students with disabilities. Schools have been provided with policies, guidelines and extensive professional development opportunities. All schools have been provided with funding so that additional, specialist, staff can be employed (one coordinator for AESN, two teachers for inclusion and three teaching assistants). Additional funding has also been provided for specialist resources and for modifications to buildings in order to facilitate access and create safe learning environments.

The National Professional Standards for Teachers and School Leaders underpins all professional development programmes and extensive workshops and in-service training activities have been provided to all teachers, leaders and other staff members in order to ensure that they are familiar with policies and guidelines.

#### **4. Learning environment**

All schools, as part of their contractual agreement with the Supreme Education Council, are directed to provide learning environments which are safe and which provides and promotes human rights and fundamental freedoms.

The provision of professional development opportunities, linked to NPSTSL, has further developed both the awareness and skill levels of educators in relation to human rights issues.

Guidelines in relation to teaching and learning approaches emphasize the importance of encouraging all students to participate in lessons and discussions and express their opinions and listen to and respect the opinions of others. Students are actively encouraged to have the confidence to present their ideas and to make informed and critical judgments about the opinions expressed by others.

Students are encouraged to recognize the universality of the human experience and that all humans have common needs and common aspirations. Global education is an integral part of the curriculum and many schools have been involved in establishing links with other countries and responding to international crises, such as in Darfur, Gaza and countries affected by Tsunamis or earthquakes. Many schools are in the process of developing projects linked to the nationally supported and funded Reach out to Asia initiative.

Students are actively encouraged to express themselves, take responsibility for their actions, participate in decision making and organize for their own interests. These activities are best exemplified in the movement in schools to develop after-school clubs and student councils. In addition, part of the secondary school curriculum requires all students to take part in community service initiatives.

Monitoring systems to measure the impact of these developments are largely in place. Mostly, these operate at a local, i.e. school-based level because of their independent status viz a vis the Supreme Education Council.

State schools within the State of Qatar operate on an independent basis and are provided with funds by the government on a standardized per capita basis. Schools are responsible for managing their own budgets and it is expected that a percentage of the budget should be used in the promotion of human rights issues.

## **5. Teaching and learning**

All subjects in primary and secondary schools (KG-12) address the issue of human rights as part of their curriculum and its delivery. In particular, the issues are addressed through the teaching of Social Sciences, Values Education, Family Culture and science. Approximately 30 hours per year are allocated to the discrete teaching of the issues involved, as opposed to the integration of the themes in subject areas.

Learning methodologies linked to the teaching of human rights issues are appropriate for the age of the child, for example themes which are to be addressed with younger children are introduced through the media of play and practical activities.

The Education Institute, within the Supreme Education Council framework, is responsible for developing areas of the curriculum. The Education Institute provides Curriculum Standards (learning objectives linked to specific subjects and grades) to all schools and they are required to design an individual curriculum plan which enables students to acquire the skills and knowledge associated with the Standards. Additional guidelines and support materials are provided. Schools are at liberty to choose their own approach to the delivery of the curriculum and the teaching and learning strategies to be employed.

The Education Institute does not provide schools with textbooks or recommend specific textbooks. Schools are provided with criteria and guidelines in relation to selecting resources, including textbooks, and these have been designed with human rights issues in mind. On this basis, schools opt to use a wide range of materials from the UK, the USA, Australia and New

Zealand, as well as items developed and produced in the State of Qatar and the wider Arab World.

## **6. Education and professional development**

Issues relating to human rights education are addressed within pre-service teacher training programmes, in-service teacher-training programmes and in school leadership training programmes. These programmes are voluntary but it is essential for teachers and school leaders to demonstrate their professional development progress as part of the teacher licensing requirements and within their professional portfolio, linked to the requirements of the NPSTSL.

Recruitment, appraisal and promotion policies are all based on the standards outlined in the NPSTSL and these are in line with human rights legislation. The NPSTSL provide the basic framework for evaluating teacher and school leader performance and identifying their professional development needs.

## **7. Future priorities**

The State of Qatar has made substantial progress in addressing human rights issues within the context of education.

Future priorities are linked with ensuring that best practice is embedded in all aspects of the education system and that the impact of developments is monitored effectively and that results of the monitoring process feed back into future action planning and strategic thinking.

In particular, the following areas will be addressed:

- The identification of key constraining factors and strategies for reducing their impact.
- The need to encourage all schools to identify human rights issues within their school development plans
- The need to encourage all schools to consider human rights issues when preparing their professional development plan
- The need to ensure that policies are fully translated into practice in the classroom
- The need to further identify and develop resources and teaching materials which promote human rights issues.
- The need to further develop strategies for introducing human rights issues to younger children
- The need to ensure that human rights issues are addressed in a coherent and comprehensive way by all agencies involved in the field of education

- The need to improve the quality of initial teacher training in relation to strategies for teaching human rights issues in the classroom



## **Appendix**

Human rights Issues addressed in the Curriculum Standards for Social Sciences

## 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:  | 29-03-10   |
| 2. Institution responsible for completing this questionnaire: | The Supreme Education Council                                    |
| 3. Responsible department:                                    | The Education Institute  |
| 4. Contact person:  | Ms Afrah Alreashy  |
| 5. Mailing address:   | PO Box 35111, Doha, The State of Qatar                           |
| 6. Telephone number:  | 00974 4560163  |
| 7. Fax number:  | 00974 4270658  |
| 8. E-mail address:  | <a href="mailto:a.alreashy@sec.gov.qa">a.alreashy@sec.gov.qa</a> |
| 9. Webpage:   | <a href="http://www.education.gov.qa">www.education.gov.qa</a>   |

<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:

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.

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

Yes

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

Yes

<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).

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

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

yes

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?).

Obligatory. Delivered through the standards for Social Sciences, Islamic Studies, Values Education and Family Culture programmes.

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

Not directly. Guided by the criteria for selecting resources and the Curriculum Standards learning objectives

Have textbooks been prepared according to these guidelines?

No

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>

Schools cover human rights issues through a variety of activities, including field trips, activities and local guidelines. Policies for supporting the needs of students with learning difficulties and students with disabilities are followed by all schools and schools are governed by a contract, which addresses human rights issues.

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

Yes

## 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*

☒ ☐ ☐ ☐ ☐

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

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

<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.

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. Student awareness is raised by involvement in project initiatives such as Reach Out to Asia. In addition, schools are encouraged to develop links with other countries and to actively respond to world crises e.g. earthquakes, tsunamis, Gaza and Darfur..

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):

<i>Comprehensive opportunities exist</i>	1	2	3	4	5	<i>Not at all</i>
▪ To express themselves	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ To have responsibility	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ To participate in decision making	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ To organize for their own interests	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

20. Are there interactions between schools, local government, civil society and the wider community facilitating awareness of children's rights and the key principles of human rights education?<sup>16</sup> 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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):

<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"/>	

<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 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).

- 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>

Schools are independent and are provided with an annual per capita budget. They are required to manage these resources in an appropriate way and this includes addressing human rights issues. Additional funds are provided to support the needs of students with disabilities and students with learning difficulties.

### 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?

Yes. Social Sciences, Islamic Studies, Family Culture, Values Education.

How many hours are taught and at what grade levels?

approximately 30 hours per year

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>

The Education Institute

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):

<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.

<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).



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?

Commercial producers from UK, USA, Australia and New Zealand. Other Arab countries, as well.

#### D. Training of school personnel

27. Is human rights education included in the following?

	Yes	No
▪ 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 <sup>25</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Is participation voluntary or mandatory?

Voluntary but linked to mandatory requirements for licensing and promotion.

How many hours are offered?

10 per year

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

To some extent

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

To a great extent, 80%

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

Through the school based appraisal system and through activities and tasks linked to workshop sessions.

### Part 3: CHALLENGES AND GENERAL COMMENTS

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

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

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

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

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

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?

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

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

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

Key personnel completed the questionnaire independently and then met to discuss their responses and finalise decisions

36. Please make any other comments not provided elsewhere:

THANK YOU.