



# WORKING PAPER 23

Assessment of the second phase of the world  
programme for human rights education



OIDEL

## ACKNOWLEDGEMENTS

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## INTRODUCTION

The Second Phase of the World Programme for Human Rights Education was concluded in 2014. Within April the 3<sup>rd</sup> 2015, States were required to submit a Report in which the concerned institutions had to answer to the 32 questions form the questionnaire given by the OHCHR on 2 February 2015.

In the Education 2030 Framework for Action, Civil Society Organizations *play essential roles. They need to be engaged and involved at all stages, from planning through to monitoring and evaluation, with their participation institutionalized and guaranteed.*

*CSOs can:*

*·(...)*

- *document and share evidence from practice, from citizens' assessments and from research to inform structured policy dialogue, holding governments accountable for delivery, tracking progress, undertaking evidence-based advocacy, scrutinizing spending and ensuring transparency in education governance and budgeting ( par. 80)<sup>1</sup>*

It is on the basis of this mandate that OIDEI decided to address and engage in the mechanism of assessment.

From the clear and feasible questionnaire that the Office provided, Virginie Pasche and Flavio Leoni created an assessment grid that is possible to find attached to this document. This grid followed the division of the questionnaire and provides a final score out of 100 points based on availability, verifiability and transparency of the information contained in the report.

The process of reading and verifying the information contained in the different Reports was responsibility of Beatrice Bilotti who used the online resources to determine the transparency of the information submitted in the Reports and subsequently redacted a summary and constructed graphs of the results. In this part of the document it will be possible to find a general outline of the Report and more specific comments on the single sections, if present. Furthermore, when possible, examples of good practice and transparency, have been reported.

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<sup>1</sup> <http://www.uis.unesco.org/Education/Documents/incheon-framework-for-action-en.pdf>

The purpose of the analysis of the national reports of the Second Phase of the World Programme was, in fact, to focus on the quality of the Reports and not on the content. More points, as it can be confirmed by the attached grid, are attributed for the submission of the Report and the accessibility to the information, the methodical answering and completeness of the answers.

Furthermore, the accent was put on verifiability and transparency of the examples of innovation. The reason behind this division is because, once more, the aim of this analysis is to evaluate States' Reports based on completeness and transparency. Importance was given to verifiable examples and cases of good practice that could be found online, more than the actual application or results of the same.

In conclusion, graphs will be consultable at the end of the document with collected and compared data on the Evaluations and Reports of the First and Second Phase of the World Programme for Human Rights Education followed by a general conclusion.

Finally, beyond the assessment of the national evaluation reports, it should be noted that the States which submitted their report on the Second Phase represent only the 15% of the UN Member States. We would like to express appreciation for their effort to fulfill their obligations towards the World Programme for Human Rights Education.

**Alfred Fernandez**

Director General, OIDEL

## QUESTIONNAIRE

### Guidance for the preparation of the national evaluation reports

The Office of the High Commissioner for Human Rights is circulating this guidance note — which is based on the plan of action for the second phase — to support States in preparing their national evaluation reports. In such undertaking, cooperation between governments, national human rights institutions and civil society is strongly encouraged.

The national evaluation report should cover action undertaken nationally between 2010 and 2014 and should highlight and document good practices, as exhaustively as possible and with specific examples, in human rights education in higher education and in human rights training for civil servants, law enforcement officials and the military. Specific guidance for each sector is provided below.

A. Human rights education in higher education
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While acknowledging that the enjoyment of academic freedom requires the autonomy of higher education institutions, higher education, as a public good, remains a matter of responsibility and economic support of all governments. Have steps been taken in your country in the following areas:

1. Policies and related implementation measures
  - a. Have relevant legislation, plans of action, curricula, training policies been adopted?
  - b. Have adequate resources been allocated, and coordination mechanisms that ensure coherence, monitoring and accountability been set up?
2. Teaching and learning processes and tools
  - a. Have human rights been infused as a cross-cutting issue into academic disciplines?
  - b. Have specific human rights courses and programmes been introduced?
  - c. Are participatory methodologies used in human rights education?
  - d. Have relevant materials and textbooks been developed or revised?
  - e. Have relevant support and resources been established?

### 3. Research

- a. Have innovative methodologies and tools for human rights education been developed, based on assessment of existing practices?
- b. Have lesson-learning and evaluation exercises been undertaken?
- c. Have good practices and comparative studies been disseminated and supported?
- d. Have exchanges, scholarships and fellowships been organized?

### 4. Learning environment

- a. Have explicit and shared policy statements protecting the human rights of all higher education actors been endorsed?
- b. Do teaching personnel have a mandate to pursue human rights education?
- c. Can students express their views freely, participate in academic life and do they have extensive opportunities for interacting with the wider community?

### 5. Education and professional development of higher education teaching personnel

- a. Have pre-service and in-service human rights training been developed, including both human rights content and appropriate learner-centered and participatory education methodologies?
- b. Have relevant training materials and resources been developed?

B. Human rights training for civil servants, law enforcement officials and the military
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With regard to civil servants, law enforcement officials and the military, have steps been taken in your country in the following areas:

### 6. Training policies and other related policies

- a. Has human rights training been institutionalized in pre-service and in-service training, and is it delivered by specialized staff?
- b. Is it mandatory for professional qualification and promotion?
- c. Is specialized human rights training available for officials dealing with specific groups in vulnerable situations?
- d. Have policies and regulations concerning the profession been reviewed to make sure that they are not inconsistent with human rights standards?

### 7. Training processes and tools

- a. Is training content relevant to the audience, and does it reflect its role and responsibilities, institutional and organizational culture and specific applicable standards?

- b. Are learner-centered, participatory and sensitizing training methodologies used, and does training build on peer learning and professional self-esteem?
- c. Do training materials and textbooks promote human rights principles?

8. Learning and working environment

- a. Have policy statements, such as codes of conduct and professional ethics, been adopted to promote the profession's contribution to human rights?
- b. Have good practices been promoted, recognized and rewarded?
- c. Has interaction and collaboration with the wider community been enhanced?

C. Overall human rights education national efforts
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During 2010-2014, i.e. the second phase of the World Programme:

- 9. Has a National Plan for Human Rights Education or a similar strategic document been developed? Please provide details.
- 10. How have you disseminated information on the World Programme for Human Rights Education in your country? Please provide details.
- 11. Please indicate the main challenges to advancing human rights education in your country, both in the areas covered by the plan of action for the second phase and beyond, and opportunities for overcoming them.
- 12. Please provide any relevant supplementary documentation you wish to share, including already-existing information reported to the United Nations human rights bodies and mechanisms or to other intergovernmental organizations, can be annexed to the report.
- 13. Any other comments not provided elsewhere.
- 14. Information on the institution/department responsible for preparing this report, including contact details.

## ASSESSMENT GRID

This grid was created to assess the Action Plan of the different States in the Second Phase of the World Programme for Human Rights Education. It is based on the Report submitted by the States and attributes points based on transparency and innovations.

The highest score is 100 that correspond to an ideal Report.

### **General Section:**

1. Did the State submit a Report?  
Yes = 10 points      No = 0 point
2. Can the Report be consulted online?  
Yes = 5 points      No = 0 point
3. Did the State submit the Report in time (April 2015)?  
Yes = 5 points      No = 0 point
4. Did the State respect the questions and their order (rewrote the questions in a clear and exact way)?  
Yes = 15 points      No = 0 point

### **Section A:**

5. In Section A, on a total of 16 question, did the State answer to all the questions?  
Yes = 5 points      No = 0 point
6. Between the 16 question, how many answers with verifiable examples were given by the State (according to the criteria of the UN)?  
None = 0 point  
Between 1 et 5 = 1 point  
Between 6 et 10 = 5 points  
Between 11 et 16 = 10 points
7. How many answers did the State justify, where the justification allows transparency?  
None=0 point  
Between 1 et 5 = 1 point  
Between 6 et 10 = 5 points  
Between 11 et 16 = 10 points

### **Section B:**

8. In Section B, on a total of 10 questions, did the State answer to all the questions?  
Yes = 5 points      No = 0 point



9. Between the 10 questions, how many answers with verifiable examples did the State submit (according to the criteria of the UN)?

None = 0 point

Between 1 et 3 = 1 point

Between 4 et 6 = 5 points

Between 7 et 10 = 10 points

10. How many answers did the State justify, where the justification allows transparency?

None = 0 point

Between 1 et 3 = 1 points

Between 4 et 6 = 5 points

Between 7 et 10 = 10 points

### **Section C:**

11. In Section C, on a total of 6 questions, did the State answer to all the questions?

Yes = 5 points

No = 0 points

12. Between the 6 questions, how many answers with verifiable examples did the State submit (according to the criteria of the UN)?

None = 0 point

Between 1 et 3 = 2 points

Between 4 et 6 = 5 points

13. How many answers did the State justify, where the justification allows transparency?

None = 0 point

Between 1 et 3 = 2 points

Between 4 et 6 = 5 points

## ASSESSMENT OF NATIONAL EVALUATION REPORTS

## BOSNIA AND HERZEGOVINA

*15/ 32 Questions have been answered; the majority of the given examples were not reliable or too general.*

The Report submitted was incomplete and unbalanced. Great space was left to Section A in which the questions weren't answered neither with order nor with complete information. In many cases, there is a general lack of coordination between districts and the absence of examples of good practice may justify the choice to remain general.

In Section A, a serie of implementation were presented that, in most of the cases, weren't verifiable due to the lack of specific information, to the absence of the translation or the impossibility to find it. The verifiable cases weren't completely consistent with the question answered or didn't provide any information on the adoption and relative control mechanisms.

A positive and verifiable example was the “*Civitas Educational Center for Democracy and Human Rights*”, a program promoting democracy and human rights education from pre-primary school to high school, with a more recent implementation in universities. Other projects developed in the context of the Center for Interdisciplinary Postgraduate Studies (CIPS) of the University of Sarajevo implemented the collaboration between experts in the development of a stable democratic society and the protection of human rights.

In the Section B some examples were given, mentioning the names of the programs. The other answers enumerated the principles of international values, but no specific provision was adopted.

Only a paragraph was devoted to Section C and a single reference to the “Action Plan on Human Rights Education in BiH” was made, with a brief explanation of the contents. The absence of practical guidelines is justified by BiH by the lack of support of UNDP and other UN agencies in the phase of preparation.

In conclusion, BiH ask for the consideration of the Office of the High Commissioner for Human Rights and help in the development of the Guidelines and the implementation of the Third Phase of the World Programme (2015-2019).

Report generally incomplete, not very well organized nor balanced in the answers given. Potentialities are shown and so the effort made to give practical examples even though the majority of them wasn't verifiable or sufficiently implemented.

## BURUNDI

*2/32 Questions have been answered; general and not verifiable answers.*

The Report was incomplete and unbalanced, the grid presented contained a mixture of the answers of the different Sections and left the great majority of the questions unanswered. The few examples given do not allow transparency and verifiability. A lack of budget in the appliance of the project was mentioned, showing a partial, critical analysis of the situation.

**Report widely incomplete and general.**

## CHILE

*16/32 Questions have been answered; the examples given were clear, detailed and verifiable. The work of research and statistical comparison was effective and exhaustive.*

The Report presented an evident attention and effort of the State. The Sections weren't sufficiently balanced and a great number of researches, statistics and examples made the work verifiable and transparent. Numerous are the examples of good practice implemented and reported in the document and a comparison with the precedent situation was made possible by the grids and annexes.

Section A contained few information on the implementation of the Programme and focused more on the increased enrolment and finances of the Universities.

In Section B were given examples of the tools used to address different issues. The "Manual de Inducción para Detectivos Públicos", the creation of observatories as the "Observatorio de Participación Ciudadana y No Discriminación" and the "Patrullas de Atención a Comunidades Indígena" were few of the many examples of good practice promoted by the Ministries in Chile.

There was no Section C but it was possible to extract from the data the challenges and implementation at the National level enacted.

**The Report submitted was very exhaustive on the general presentation and the numerous examples were verifiable. This very accurate research was made in a spirit of transparency and cooperation. Space wasn't divided with equity between the sections leaving some questions unanswered.**

## COLOMBIA

*20/32 Questions have been answered; the examples, exhaustively listed, have been verifiable and showed transparency.*

The Report submitted was comprehensive of many examples, presented with attention and specific information. Sections B and C were addressed profusely while Section A was briefly presented.

Section A reported the examples of law and National Plan on Education as good practice. Even though the section wasn't sufficiently complete in answering the questions, all materials were verifiable and showed transparency.

Section B exhaustively addressed the many innovations made to the curricula of public, police and military personnel. With a very methodical system of answer, numerous examples of good practice were listed; for example, the "Plan Institucional de Formacion y Capacitación", the "Plan Estrategico 2007-2009, Sistema Educativo de las Fuerzas Armadas" and the variety of resolutions "por la cual se crea el consejo asesor de Derechos Humanos y el Consejo Tàctico Asesor de Derechos Humanos en la Policia Nacional".

Democracy and human rights education were also listed in Art. 222 of the Political Constitution of Colombia, showing the wide commitment of the government also in addressing minorities' rights and vulnerable situations.

In addition, training material and codes of conduct are adopted and revised, as the "Manual Derechos Humanos en la Policia Nacional" and the "Declaracion Conjunta hacia una Politica Integral de Derechos Humanos y DIH" in collaboration with civil society and international organizations.

Section C outlined the scope and objectives of the National Plan for Human Rights Education (PLANEDH) in compliance with the requests made for the Second Phase of the World Programme. Furthermore, the obstacles and difficulties to overcome were presented with transparency.

**The Report was lacking information in Section A but verifiable and transparent in Sections B and C. The State presented the actions implemented with clarity and exhaustiveness.**

## ESTONIA

*2 / 32 Questions have been answered; verifiable answers even if the information given was limited and not fully explanatory.*

The Report submitted was very short and incomplete. There was no methodical answer to the questions that were combined in two paragraphs: the first enounced two sections of the University Act in which the students are given the right to elect their representatives; the second reported a grid of the Estonian Education Information System (EHIS) with a list of “courses names that contain the phrase “human rights””, 2014/15.

**The Report was extremely incomplete and brief.**



## GEORGIA

*19/32 Questions have been answered; between the many examples, only 8 were verifiable.*

The Report submitted wasn't balanced, when a page was dedicated to the first two Sections, three were reserved to Section C.

In Section A the University Degrees held at Ilia State University were listed as an example of the courses on human rights. No curricula were found on the site of the University; no clear information was given on the number of hours or the effective courses within the Degrees. In general, this section contained information not sufficiently complete nor verifiable.

Section B ordinally addressed all the questions posed and answered them one by one. Nonetheless, the information given wasn't sufficiently specific to be verified and in certain cases the site didn't provide a translation. The effort put in the amelioration of the human rights education emerged from the introduction of some courses for civil servants, a training on civic and minorities' rights.

Section C gave additional information on the Ministry of Education and Science's work in partnership with other stakeholders. In general, the examples given were numerous but also not verifiable.

Some examples of good practice though were present: the "National Objectives of General Education of Georgia" establishing the guidelines for education and the "Summer School/Camps" organized to address the issue of language and minorities. Furthermore, Georgia actively participated to the Council of Europe's pilot project on "Human Rights and Democracy" and other EU-funded projects as the "Civic Education for Democracy".

The "Legal Educational Programme in Georgia" launched in 2008 by the MoES in collaboration with PH International and the 2012 Vocational Education program for the "Implementation of Inclusive Education in Vocational Education and Training System" were brought as examples of the effort put by the government to comply with the innovations required.

**Report in general incomplete, few questions were answered, with no methodology and they difficult to verify. The Report though showed numerous initiatives of good practice in the implementation.**

## REPUBLIC OF GERMANY

*8/32 Questions have been answered; 15 projects were presented as example of compliance but only 5 were verifiable.*

The Report submitted didn't address section A, the examples given weren't always verifiable and didn't show transparency. Different parts were too general or were already present before the beginning of the Second Phase of the Programme (see Vocational education and training Act).

Section A was not presented.

In Section B, numerous were the examples listed, the majority of which are not verifiable nor found in the mentioned sites. An example of good implementation was shown with the example of the human rights education curricula of Universities. There were references to civil servants or federal public employees, with no information on the other levels of education and civic action.

In Section C, the Report referred to the Federal Agency for Civic Education (BpB) as source of publications and online dossiers of good practice and action plans. The information was general but verifiable.

**The Report was extremely poor of information and short; questions were addressed with general and often unverifiable information. A whole Section was skipped and the general focus was on practices already in place before the Second Phase of the Programme.**

## GREECE

*15/32 Questions have been answered; on the numerous examples for more than 40 macro-areas, only a third could be found directly in the site of the Ministries, others could be found in the EU site or official documents, while the rest couldn't be verified.*

The Report submitted was long and detailed, the sections though were unbalanced and the information given was too general to be verified in most of the cases. The examples of good practice focused, in particular, on the issue of immigration and the training of the Coast Guard and the European Projects. In general, the Report showed numerous projects of collaboration between the government and the EU, UNESCO and NGOs in addressing the issues of minorities, immigration and refugees.

In Section A the Report listed the values on which the government is focusing on without indicating, in most of the cases, if and how these principles are implemented. Many of the examples were found in EU documents but couldn't be verified directly on the website of the Ministry.

An example of good practice was reported: after the assessment of the existing regulations, the Ministry of Education made some changes adopting laws 4009/2011 and 4076/2012. This showed the effort of the government to ameliorate the situation under the recommendations.

Section B was the most consistent, a great number of examples were made, lists of courses held for Police officers, National Security and Seminars, including the list of the modules. Unfortunately, these courses and syllabi couldn't be found nor verified. The great collaboration with international organizations was shown in this section and found in EU documents.

Other examples of good practice were listed within the area of migration policy and training for Coast Guard and civil servants. In the case of training for HCG strains, direct weblinks were found allowing the verifiability and showing transparency.

No Section C was attached.

**Report with numerous examples and information, though not always verifiable or transparent. Numerous examples of good practice were made and effort of the government for implementation was clearly shown. There was no balance between the sections.**

## REPUBLIC OF GUINEA

*21/32 Questions have been answered; between the many examples only few were verifiable.*

The Report submitted showed effort and work from the Republic of Guinea thought the information given and the examples used to justify the situation were too general and unverifiable. The structure was well balanced and the questions were reported and answered methodically.

Section A showed attempts of innovation and good practice but it wasn't possible to verify them since the courses couldn't be found on the websites. Therefore, the very exhaustive information given on the courses held on human rights and the Universities adhering couldn't be confirmed.

In Section B, the information was very specific and detailed. The Report indicated numerous programs and courses held for civil servants and police but only some projects cosponsored or held by international organizations, as ICRC, could be verified. Even though the existence could be confirmed, the affirmation made by the State couldn't be verified.

As for the Reform of the Defense Sector, it was confirmed by the information found but it wasn't possible to fully read it and verify the improvements claimed.

Section C presented similar difficulties in the matter of verifiable information. The State though, in full transparency, listed a series of limits and challenges addressed by the government.

**Report in general complete but with unverifiable information. Transparency was shown in the introduction and in the conclusion.**

## HONDURAS

*17/32 Questions have been answered; between the numerous examples, the majority were verifiable and showed examples of good practice.*

The Report submitted was sufficiently methodical, it didn't include all the questions and some answers were skipped. Sections A, B and C weren't sufficiently balanced, but the information given were in general exhaustive and verifiable.

Section A reported a great number of courses dealing with human rights, showing numerous examples of good practice and innovations as the "Diplomado en derechos humanos de niñez, adolescencia y juventud, políticas públicas de desarrollo local".

Section B reported a grid with the Institutions that underwent formation on human rights between 2011 and 2014. Thought it wasn't always possible to verify, the grid showed good results and effort. The interest in transparency was shown in the second part of the section in which were listed the Programs held for public and military personnel, including also formation for other civil participants to education. One of the examples of good practice was the "formación para Oficiales de la Fuerza àrea y de la naval, de la policia military del orden público (PMOP)" in coordination with the "Dirección de Derechos Humanos y Derecho Humanitatio Internacional de las Fuerzas Armadas".

In addition, the formation of the penitentiary police on the protection and respect of human rights and the prevention of torture was presented as a project implemented in Honduras.

In Section C, the National Program for Education in Justice, Human Rights and Culture of Peace of 2012 was included, with a Model of human rights as addendum, even if not much diffused in the country. In conclusion, the challenges listed were diverse and enumerated a series of real problems, even if they were not much descriptive.

**The Report wasn't sufficiently balanced but the examples made were verifiable in most of the cases and showed various cases of good practice and implementation.**

## HUNGARY

*14/32 Questions have been answered; 2/3 of the examples were verifiable.*

The Report submitted was very methodical, all the questions were rewritten clearly but Section B wasn't included, as some questions of the other two Sections.

Section A presented a short list of answers with very general examples, mostly verifiable. The improvements made were mostly due to the compliance with European projects as Horizon2020 on research and innovation.

Section B was not addressed in the report.

Section C contained the general presentation of the National Public Education Act and the National Core Curriculum. In this context, the Report referred to a work still in progress to address the inefficiencies that are not explained nor listed in this occasion.

A Report in general very methodical though lacking of several answers and widely general. The effort was shown in the context of the collaboration with the EU.

## ITALY

*32/32 Questions have been answered; 7 precise examples between the 15 verifiable, numerous examples were too general or incomplete.*

The Report submitted was methodical in listing all the questions and answers. In general, the information was verifiable; in some cases the answers were general or lacunose not allowing full transparency.

In Section A a list of good practices enacted by the government to implement human rights education in different areas was presented. The respect of legality and citizenship was promoted through a project “Educational Path for Legality” and “LE(g)ALI al Sud” showing compliance and transparency. Nonetheless, Law No. 169 of 2008 included as a National Action of Reform -introducing human rights, intercultural education and environmental, legality courses - mentions only the lectures on “Cittadinanza e Costituzione” without defining or mentioning human rights.

Section B listed the programs for the *Carabinieri* and Police Corps. The “Prevention and Investigation of Sexual and Gender Related Violence Course” (CoESPU) and “S.A.R.A.- Spousal Assault Risk Assessment”, were good examples between a number of cases not sufficiently specific or verifiable.

Section C didn’t add any substantial information to the Report, apart from the challenges, even though they remained general.

**Report in general balanced, showed different examples of good practice but left numerous interventions general and not verifiable.**

## JAPAN

*12/32 Questions have been answered; no example made was verifiable except from one.*

The Report submitted was unbalanced and lacunose, no example was verifiable nor showed transparency due to its generality.

Section A was brief and incomplete. The example of Art. 4 of the Basic Act on Education, in the matter of legislation adopted, showed transparency and was verifiable even if human rights weren't mentioned.

Section B presented a series of general and not verifiable examples. When the examples weren't general they couldn't be verified as for the case of Art. 52 of Self Defense Forces Law.

Section C included a link and a reference to the Basic Plan for promotion of Human Rights Education and Encouragement of 2002 that weren't verifiable.

**Report widely incomplete and lacunose, the examples made weren't verifiable and didn't show transparency.**



## THE HASHEMITE KINGDOM OF JORDAN

*11/32 Questions have been answered; the examples listed weren't verifiable.*

The Report submitted was incomplete and Section A was indirectly and incompletely answered by Section C, while Section B wasn't addressed at all. The examples of Section C weren't verifiable even if comprehensive of particulars.

Section A wasn't included in this Report.

Section B wasn't included in this Report.

Section C presented the description of the Human Rights Education Action Plan for 2009-2014 with a great quantity of information on the budget and development that wasn't verifiable.

The challenges listed in the answer 11 showed a sufficiently transparent auto-analysis.

**Report incomplete and not verifiable.**

## LITHUANIA

*16 / 32 Questions have been answered; 3 examples over the 17 presented were verifiable and showed good practice.*

The Report was in general organized, the sections were separated though the answers to the questions were united under paragraphs, with no effective separation and clear indication.

Section A briefly presented two examples. Only one was verifiable. The exchange programs mentioned showed a case of good practice and collaboration with the European Inter-University project (E.MA).

Section B referred to different projects and courses for civil servants and military personnel though only one was verifiable: pre-service and in-service human rights trainings held by the Lithuanian Police School. These courses were structured to offer the tools to deal with specific groups in vulnerable situations and protect the basic rights when fulfilling the duty.

The other training processes and tools were not verifiable or sufficiently clear; the information given didn't allow a full or transparent research.

Section C was the most complete, the State answered to almost every question and gave the necessary information on the institutions and departments responsible for the preparation of the Report, including contact details. As for the examples, only one was verifiable: the project "I know my rights" promoted in 2014 by the Ministry of Justice, "aiming at introducing young people to human rights and freedoms issues as well as Lithuanian legal system".

The other examples mentioned were too general to be verified or the information was insufficient.

**The Report was overall general and unverifiable, few examples of good practice were verified and transparent, while numerous questions weren't answered.**

## MEXICO

*24/32 Questions answered; half of the examples weren't verifiable.*

The Report submitted was very methodical, the questions and answers were written with accuracy. Sections A and B were balanced while Section C wasn't answered, with the only exception of question 9.

Section A presented a list of numerous implementations as the "Programa Nacional de Derechos Humanos 2014-2018 (PNDH)" with different objectives and provisions. Many examples listed couldn't be verified because of their generality.

Section B showed different examples, some of compliance and good practice and others not verifiable. One example was the "Programa de Promoción y Fortalecimiento de Derechos Humanos y D.I.H., S.D.N. 2014-2018" and the capacitation of the armed forces with the "Diplomado "Los Derechos Humanos y la fuerzas armadas"".

Furthermore, the "Manual del Uso de la Fuerzas" as a code of conduct was shared as a good practice.

In Section C was answered the question 9 recalling briefly the PNDH.

**Report in general complete, some answers weren't sufficiently detailed to be verified and transparency wasn't always promoted. Numerous examples of implementation, innovation and good practice could be found in the document.**

## KINGDOM of MOROCCO

*13/32 Questions answered; between the different examples made only 5 were verifiable and required the support of other institutions to be confirmed.*

The Report submitted was sufficiently organized, even if the space dedicated to sections was unbalanced. The examples listed were many, but they weren't verifiable either because of the generality of the description or the absence of the names of the projects.

Section A presented a long list of courses in different Universities of the country with human rights' teaching, but only few of them could be verified.

In Section B were listed different examples of provisions for the authorities, royal gendarmerie and other forces but it wasn't possible to verify the information due to general references.

Section C addressed the issue of the challenges in the process of implementation. Sufficient attention and transparency was reserved to this section, explaining the obstacles justifying the situation.

**The Report was incomplete in different areas and the examples weren't verifiable. Some cases of good practice are presented but in general the obstacles listed are numerous.**

## ROMANIA

*13/32 Questions have been answered; the majority of the examples were verifiable, in some cases the problem was the translation of the information.*

The Report submitted was sufficiently methodical, the Sections weren't balanced and some questions weren't answered. In general, though, the examples made were numerous and verifiable.

Section A addressed the issue of the laws implemented showing examples of good practice as the Law of National Education no. 1/2011, stipulating the right to education for all citizens and mentioning social and civic competences. In addition a wide cooperation with the European Union and various NGOs in the promotion of research and educational projects was reported.

Section B was the most consistent and provided numerous verifiable examples demonstrating transparency and the effort to comply. Furthermore, a "Code of Ethics and Deontology of Police Officers", approved with the Government Decision no. 991/2005 was presented as an example of good practice in the context of civil servants, police and military service's formation.

Section C underlined the absence of a National Plan for Human Rights Education. The State justified this delay reassuring that the National Education Plan and National legislation currently existing are in accordance with UN and EU standards.

**The Report was sufficiently methodical, numerous examples were made but some, for issue related mainly to the language, couldn't be verified. A general effort in transparency was visible.**

## SLOVENIA

*12/32 Question have been answered; no clear and verifiable example was listed.*

The Report lacked of a methodical order, few questions were answered and between the examples proposed only 2 were verifiable. Either for problems of translation or for unavailability of the information there was no transparent answer. A paragraph was dedicated to good practices that were not verifiable.

Section A listed a series of curricula that weren't verifiable.

Section B addressed the training of police men, the Ministry of Interior and teacher personnel with no example sufficiently detailed or verifiable.

Section C was limited to a conclusive declaration in which the State acknowledged the number of gaps present and the promise of future compliance.

**Report significantly incomplete and unverifiable.**

## SWISS CONFEDERATION

*16/32 Questions have been answered; 20 examples showed transparency, 4 were too general to be verified.*

The Report submitted was methodical, the answers given were mostly verifiable and showed transparency. The Sections weren't sufficiently balanced but a part on the First Phase implementation was included.

Section A illustrated several platforms and examples for the implementation of human rights education and their protection in all the territory, comprehensive of issues of racism and minorities language. Examples of good practice were listed as the "Service de lutte contre le racism" and "Fondation Education 21".

Section B listed numerous occasions of human rights formation and education for functionaries, police men, penitentiary and military personnel and border guards. In the cases of the judiciary personnel and border guards the information is too general to be used even though in theory shows good practice.

Section C wasn't addressed, even though some additional information was given in the matter of the First Phase of the World Programme and the brochure of the CAS Human Rights Education of the University of Lucerne was attached.

**Report in general complete and verifiable, some questions weren't answered and some examples weren't completely verifiable. The information given showed transparency and compliance.**

## REPUBLIC OF TOGO

*30/32 Questions have been answered; no innovations or actions have been enacted and few precise examples of intervention were listed.*

The Report submitted was methodical and included all questions. Only 2 were effectively answered while for the others they declared no innovation, plan of action or legislation was adopted. The examples contained weren't verifiable because too general but there was great transparency in the answers given.

Section A highlighted with transparency the inaction of the government in the matter of human rights education in higher education.

Section B reported more examples but, in most of the cases, general and not verifiable.

Section C listed the actions taken by different actors in absence of a National Plan for Human Rights Education, too general to be verified.

**Report well organized but with no substantial answers nor examples of good practice. Transparency in the matter of issues not addressed.**



## REPUBLIC OF TURKEY

*8/32 Questions have been answered; the information given was general and mostly not verifiable.*

The Report submitted was not sufficiently methodical, the questions were answered in general paragraphs and with short, incomplete information.

Section A listed several Human Rights Departments of Turkish Universities not always verifiable. It showed a general attention to the implementation of the courses but no information on the materials and lessons was given.

Section B briefly included the program of Turkish National Police Academy and Gendarmerie schools regarding human rights. No space was dedicated to the explanation of the courses, materials and modalities.

Section C showed a brief list of the Ministries involved in the implementation of the Second Phase of the World Programme.

**The report was overall lacunose, not balanced and with very general, brief answers that made difficult to verify the information.**

## URUGUAY

*3/32 Questions have been answered; the examples proposed were general and not transparent.*

The Report submitted was brief and widely incomplete; the answering wasn't methodical and most of the questions weren't answered. The examples given, made exception for two cases, were general and inconsistent with the questions posed. There were no verifiable and transparent answers in general.

Section A referred in general to the "Universidad de la República Oriental del Uruguay" as regulator of the higher education that do not concern the Secretariat.

Section B included Law on the Education of Police and Military No. 19.188 in general terms.

Section C presented two links to the National Plan on Human Rights Education and the Law previously mentioned. The information wasn't found.

**Report significantly incomplete.**

## IRELAND

The Report wasn't authorized due to late submission. This made impossible the assessment.

## KUWAIT

The Permanent Mission of the State of Kuwait uploaded a Report in Arabic. Therefore, it wasn't sufficiently accessible for an assessment.

## LAO PEOPLE'S DEMOCRATIC REPUBLIC

The Report wasn't authorized due to late submission. This made impossible the assessment.

## LEBANON

The Permanent Mission of Lebanon uploaded a Report in Arabic. Therefore, it wasn't sufficiently accessible for an assessment.

## MADAGASCAR

The Report wasn't authorized due to late submission. This made impossible the assessment.

## STATE OF QATAR

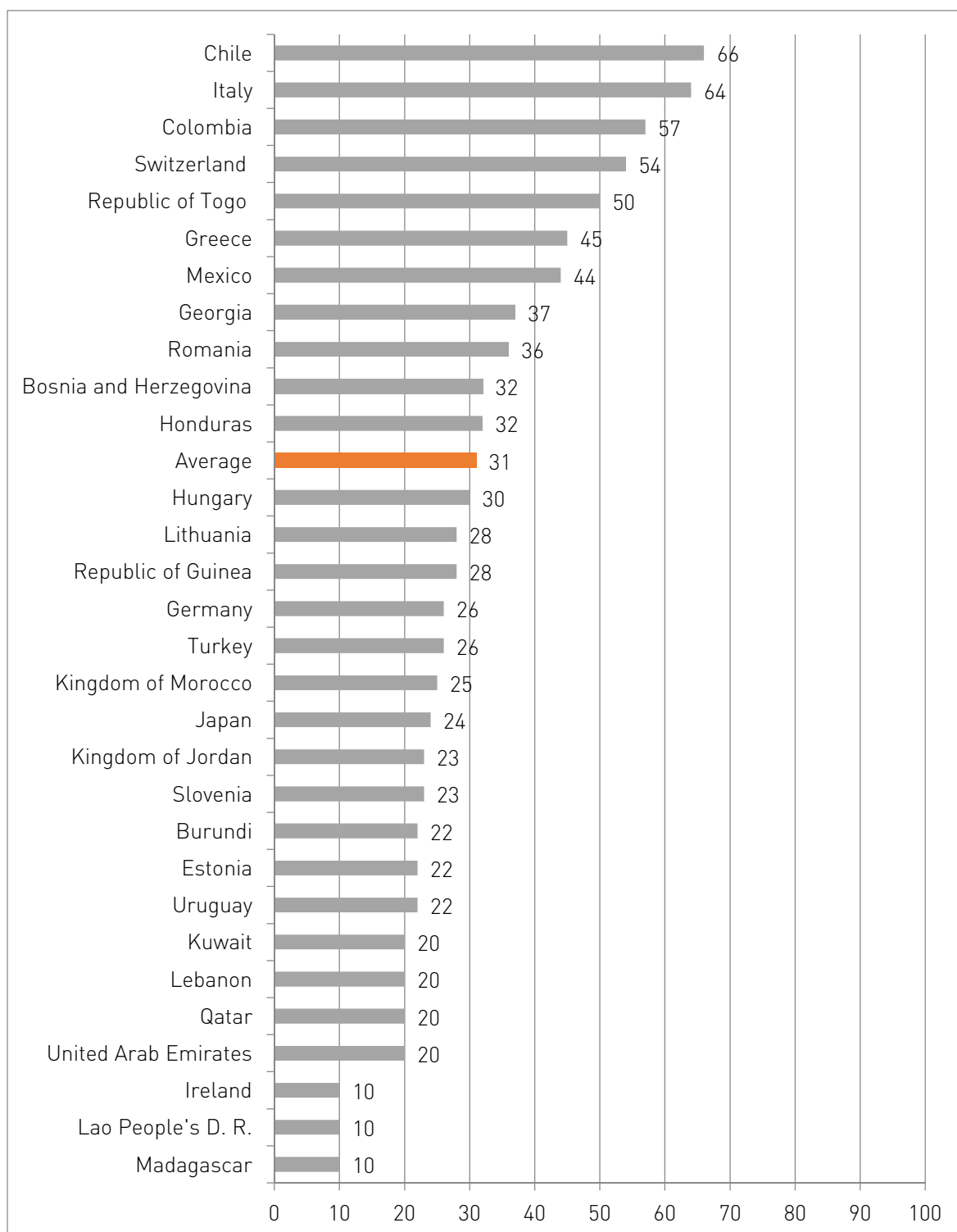
The Permanent Mission of the State of Qatar uploaded a Report in Arabic. Therefore, it wasn't sufficiently accessible for an assessment.

## UNITED ARAB EMIRATES

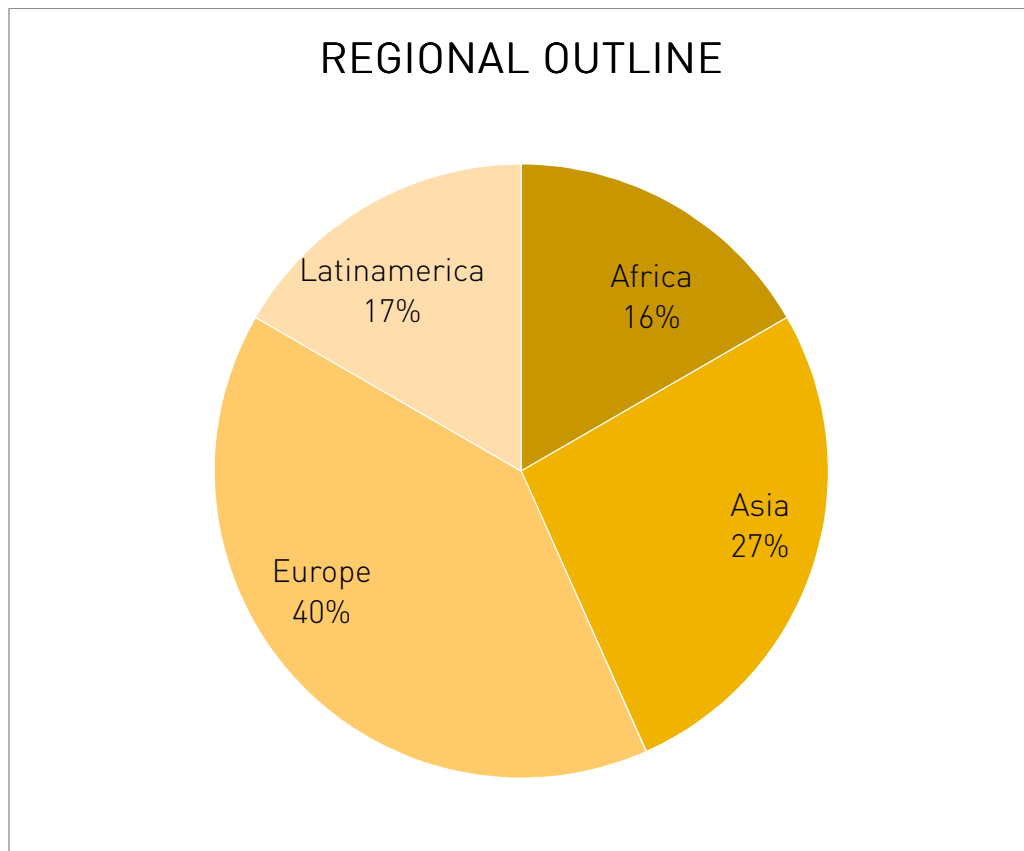
The Permanent Mission of the United Arab Emirates uploaded a Report in Arabic. Therefore, it wasn't sufficiently accessible for an assessment.

## GRAPHICS

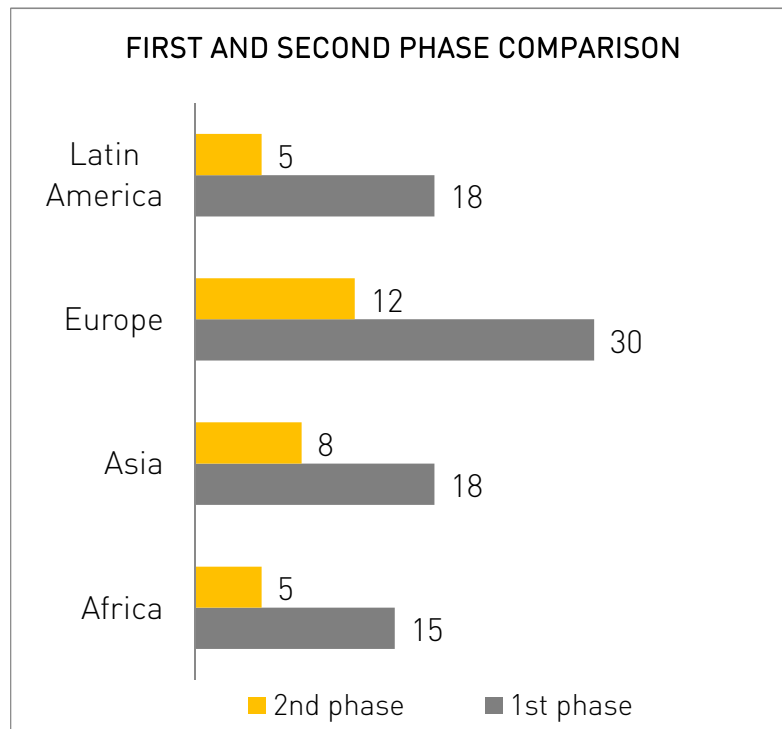
A. This graph is based on the score obtained under the grid of assessment. It is possible to see the average in orange (31) and the single scores of each State.



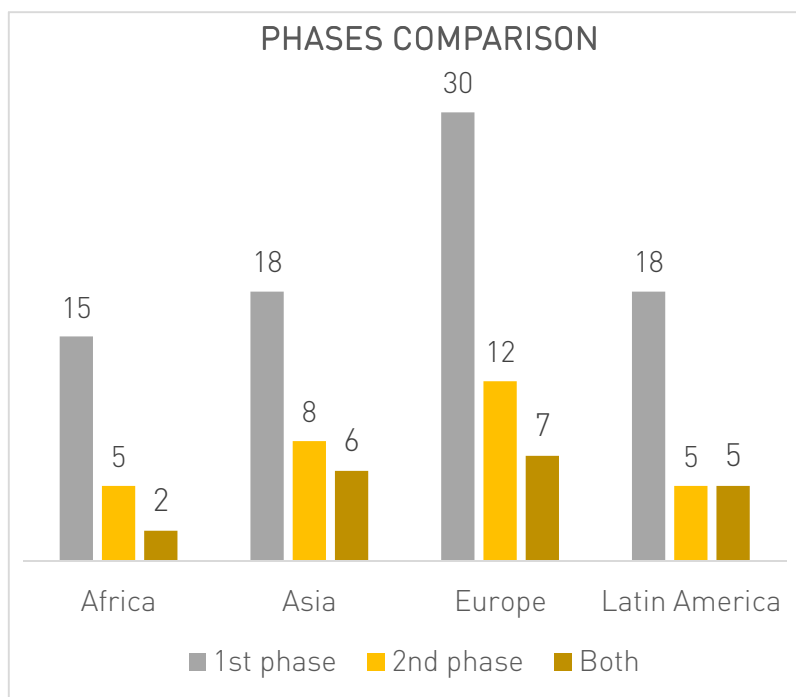
B. This Graph presents the Regional outline of the number of Reports submitted.



C. This graph compares the number of regional Report submission in the First and Second Phase.



D. This graph compares the number of regional Report submissions in the First and Second Phase and finally identifies, regionally, the number of States that submitted a Report both to the First and in the Second Phase



## CONCLUSIONS

The World Programme for Human Rights Education is comprehensive of Three Phases with a consequent assessment for States to submit. In the case of the First assessment the States sending the Reports on innovations and implementations were 81. From this important number, the submissions for the Second Phase assessment were only 30, showing a certain difference mostly in the case of European and Latin America States as it is possible to see in graph C. Some documents were late or the language wasn't one of the most used between the languages of the United Nations (English, French and Spanish), nonetheless, these Reports were considered in the comparison.

In the case of the Second Phase, 7 Reports out of 30 were either uploaded after the deadline or were in Arabic. The Report of Ireland, LAO's People's Democratic Republic and Madagascar were lately submitted and not uploaded on the platform by the Office of the High Commissioner of Human Rights. The 10 points for the submission were attributed but no others could be given due to the nature of the obstacles for the assessment. The Reports of Kuwait, Lebanon, Qatar and United Arab Emirates were in Arabic. The result of the assessment was of non-transparency based on the fact that other Arabic-speaking countries, as the Kingdom of Morocco and the Hashemite Kingdom of Jordan, submitted a Report in English in a spirit of transparency and cooperation and legitimizing the expectation of an English Report.

The questionnaire given to the States and the guidelines on the methodology to adopt in the Report was extremely clear and feasible, as possible to see at the beginning of this document; the questions were well divided and the indications were unmistakable. Nonetheless, many questions weren't addressed and the majority of the examples resulted too general or not verifiable. In some cases, the issue was with the language of the online sites as for example for Georgia and Romania; in others, it depended on the non-transparency of the answers that made them impossible to find online, as in the case of Japan, Bosnia and Herzegovina and the Republic of Guinea.

In some Reports, few lines were reserved to answer the questions and describe the projects. This is the case of the Republic of Germany, Burundi, Estonia and many other States that gave information too general to be found and to be exhaustive.

The documents were mostly general and divided in paragraphs in which a series of different answers, from different questions or sections, were mixed. In any case,



these answers, even if not methodical or clear, were considered in the final total as for the case of Lithuania, Turkey and Uruguay. Despite the wide system of assessment used, the majority of the States did not overcome the threshold of 50% nor the average.

The average that resulted from the analysis, as can be observed in graph A, was 30/100; 12 States scored more than the average: Chile, Italy, Colombia, Switzerland, the Republic of Togo, Greece, Mexico, Georgia, Romania, Honduras, Bosnia and Herzegovina and Hungary. 18 States ranked under the low average obtained.

The score, as already stated, depended on the transparency and availability of the information. For example, the Republic of Togo, in full disclosure, repeatedly answered by declaring that no improvements were made in the area of Human Rights Education. This is the type of information that is valued in this analysis, as it is on the choice of States to open to monitoring and cooperate. A similar case is the one of Bosnia and Herzegovina that stressed the importance of support for an effective implementation. In addition to that, the presence of innovations and their verifiability is highly rewarded under the system of the grill of assessment. This is clear in the cases of Chile, Italy, Colombia and Switzerland that obtained the highest score due to their methodical and verifiable answers and transparency.

In conclusion, the ranking shows there is much work to do on transparency and verifiability. The documents submitted were widely lacunose and showed poor effort. The interest in doing this analysis, even if it remained at the superficial status of a transparency and verifiability assessment, was to comply with the 2030 Educational Agenda mandate for NGOs to follow and participate in the monitoring of the implementations, but most of all the intention was to raise awareness on the exponential fall in the submissions. The purpose of this document is to highlight the difficulties still present and the good practices shared to promote transparency and encourage compliance for the Third Phase of the World Programme for Human Rights Education.

