



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

GUIDANCE AND QUESTIONNAIRE FOR GOVERNMENTS

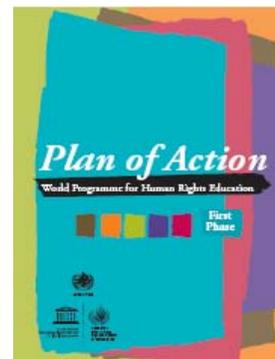
The purpose of this questionnaire is to provide Member States with guidance for the preparation of national evaluation reports on the national implementation of the first phase of the World Programme for Human Rights Education.

I. GUIDANCE

1. Introduction – The World Programme for Human Rights Education

The United Nations General Assembly, in resolution 59/113A of 10 December 2004, proclaimed the World Programme for Human Rights Education (2005-ongoing) as a global initiative structured in consecutive phases, in order to advance the implementation of human rights education programmes in all sectors. The first phase of the World Programme covers the period 2005-2009¹ and focuses on integrating human rights education in primary and secondary school systems.

The General Assembly, in resolution 59/113B of 14 July 2005, adopted the revised draft Plan of Action² for the first phase of the World Programme, which proposes a concrete strategy and practical ideas for implementing human rights education nationally. Resolution 59/113B, inter alia, encouraged “all States to develop initiatives within the World Programme and, in particular, to implement, within their capabilities, the Plan of Action” (para. 2) and appealed to “relevant organs, bodies or agencies of the United Nations system, as well as all other international and regional intergovernmental and non-governmental organizations, within their respective mandates, to promote and technically assist, when requested, the national implementation of the Plan of Action” (para. 4).



2. Background to the evaluation

The evaluation of the first phase of the World Programme for Human Rights Education is mandated both by the General Assembly and by the Human Rights Council as outlined below. The Plan of Action adopted for the first phase of the World Programme by all United Nations Member States through the **General Assembly** provides:

49. At the conclusion of the first phase (2005-2007) of the World Programme, each country will undertake an evaluation of actions implemented under this plan of action. The evaluation will take into consideration progress made in a number of areas, such as legal frameworks and policies, curricula, teaching and learning processes and tools, revision of

¹ Although the first phase was initially launched for three years, until 2007, the Human Rights Council subsequently decided, in its resolution 6/24 (28 September 2007) to extend the first phase of the World Programme by two more years until the end of 2009.

² A/59/525/Rev.1 hereinafter referred to as “Plan of Action”. For easy reference, the Plan of Action may be accessed at <http://www.ohchr.org/Documents/Publications/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.³

3. Content of evaluation

The aforementioned Plan of Action defines human rights education and outlines key actions to be undertaken by ministries of education and other school and civil society actors working in partnership to integrate human rights education effectively in the primary and secondary school systems. The UNIACC evaluation will therefore be based on national reporting on key elements drawn from the Plan of Action, namely the five main components of human rights education in the primary and secondary school systems, in the context of the minimum action which Member States are encouraged to undertake during the first phase of the World Programme.

3.1 Components of human rights education in the primary and secondary school systems

Human rights education promotes a rights-based approach to education. The Plan of Action provides at paragraph 18:

Therefore, human rights education in the primary and secondary school systems includes:

- (a) Policies — developing in a participatory way and adopting coherent educational policies, legislation and strategies that are human rights-based, including curriculum improvement and training policies for teachers and other educational personnel;*

³ UNIACC was established in September 2006, as mandated by the Plan of Action, to facilitate coordinated United Nations support to the national integration of human rights education in national school systems. The Inter-Agency Committee, for which OHCHR provides the Secretariat, is composed of 12 UN system entities and affiliated organizations, namely: ILO, OHCHR, UNAIDS, UNDG, UNDP, UNDP, UNDP, UNESCO, UNFPA, UNHCR, UNICEF, UNRWA, and the World Bank. The Council of Europe has participated as an observer.

- (b) *Policy implementation — planning the implementation of the abovementioned educational policies by taking appropriate organizational measures and by facilitating the involvement of all stakeholders;*
- (c) *Learning environment — the school environment itself respects and promotes human rights and fundamental freedoms. It provides the opportunity for all school actors (students, teachers, staff and administrators and parents) to practice human rights through real-life activities. It enables children to express their views freely and to participate in school life;*
- (d) *Teaching and learning — all teaching and learning processes and tools are rights-based (for instance, the content and objectives of the curriculum, participatory and democratic practices and methodologies, appropriate materials including the review and revision of existing textbooks, etc.);*
- (e) *Education and professional development of teachers and other personnel — providing the teaching profession and school leadership, through pre- and in-service training, with the necessary knowledge, understanding, skills and competencies to facilitate the learning and practice of human rights in schools, as well as with appropriate working conditions and status.*

A detailed description of the five components and related courses of action, to serve as a reference tool, is provided in the appendix.

3.2 Minimum action required by States

Paragraph 26 of the Plan of Action on “Stages of the implementation strategy” calls for *analysis of the current situation of human rights education in the school system (stage 1); setting priorities and developing a national implementation strategy (stage 2); implementing and monitoring (stage 3); and evaluating (stage 4).*

Paragraph 27 of the Plan of Action provides that *Member States are encouraged to undertake as minimum action during the first phase (2005-2007) of the World Programme the following:*

- (a) *An analysis of the current situation of human rights education in the school system (stage 1);*
- (b) *Setting of priorities and the development of the national implementation strategy (stage 2);*
- (c) *The initial implementation of planned activities.*

II. QUESTIONNAIRE FOR GOVERNMENTS

The questionnaire below to be completed by Governments contains questions that should be addressed in Member States' national reports. Please mark the specific answers with corresponding numbers of the questions. In addition to the questionnaire, supplementary information may also be provided as additional attachments to your report.⁴ Governments are strongly encouraged to involve National Human Rights Institutions and civil society in the preparation of their reports. Please return the completed questionnaire and any other additional information to the Methodology, Education and Training Section at the Office of the United Nations High Commissioner for Human Rights (by fax: +41 22 917 9008 or by email: registry@ohchr.org ; with copy to wphre@ohchr.org) no later than 31 March 2010. Submissions by email are preferred, but any materials not available electronically may be posted to OHCHR, attn: METS – WPHRE, Palais des Nations, 8-14 Avenue de la Paix, CH-1211 Geneva 10, Switzerland. Replies received by the deadline will be reflected in the evaluation report to be submitted to the UN General Assembly 65th session and may also be uploaded on OHCHR's website for the World Programme.

Part 1: BASIC INFORMATION

- | | |
|---|--|
| 1. Date: | March 2010 |
| 2. Institution responsible for completing this questionnaire: | The New Zealand Ministry of Education |
| 3. Responsible department: | Strategy and System Performance |
| 4. Contact person: | Jim Matheson |
| 5. Mailing address: | PO Box 1666, Thorndon, Wellington, New Zealand |
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| 9. Webpage: | |

⁴ This may include but is not limited to relevant information reported to the United Nations Human Rights Treaty Bodies contained in Common Core Documents and Treaty-specific reports, as well as relevant responses to UNESCO (e.g. Forth Consultation on the Implementation of the 1974 Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms), Council of Europe (EDC/HRE programme "Learning and Living Democracy for All" 2006-2009), and other consultations.

Part 2: COMPONENTS OF HUMAN RIGHTS EDUCATION IN SCHOOLS

A. Educational policies⁵ and policy implementation

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

	<i>Yes</i>	<i>No</i>
▪ Human rights	<input checked="" type="checkbox"/>	<input type="checkbox"/>
▪ The right to education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
▪ A rights-based approach to education	<input type="checkbox"/>	<input checked="" type="checkbox"/>
▪ Human rights education	<input checked="" type="checkbox"/>	<input type="checkbox"/>

You may elaborate further if you wish:

The Education Act requires education to be provided for all students aged between 5 and 19. The Act also specifically provides that students who have special education needs have the same right to access the education system as those who do not. Schools are also required, in consultation with their communities, to develop policies, plans and targets to improve the achievement of Māori students.

The Ministry is aware of the 4A Right to Education Framework used internationally to assess the right to education. The Ministry uses parallel indicators such as participation, achievement, effective teaching, labour market outcomes and resourcing in its reporting on the New Zealand education system.

Te Whariki, the early childhood education curriculum, and the newly introduced New Zealand Curriculum and Te Marautanga o Aotearoa (together forming the National Curriculum) in schools are the vehicles for human rights education in New Zealand. These curricula are described in a human rights context in the appendix.

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

	<i>Yes</i>	<i>No</i>	<i>Doesn't exist</i>
▪ National human rights plans	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ National plans of action against racism, racial discrimination, xenophobia and related intolerance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
▪ National poverty reduction strategies and other development plans	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
▪ National sectoral plans for primary and secondary education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ National plans for Education for All (EFA)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

⁶ Plan of Action, appendix A.2-5.

⁷ Plan of Action, appendix A.5(d).

- National policy frameworks as part of the Decade on Education for Sustainable Development (2005-2014)

If yes to any of the above, please elaborate.

The Education Act and supporting regulations and guidelines provide a framework for an equitable and just education system. The National Curriculum of New Zealand is the guiding policy for teaching and learning in New Zealand schools. It requires schools to develop their own curriculum using either The New Zealand Curriculum for English medium schools or Te Marautanga o Aotearoa for Māori medium schools. It provides a strong framework for human rights education. Of particular importance in this context is the fact that Te Marautanga o Aotearoa is a national curriculum document for teaching in New Zealand's indigenous language, (and one of our official languages), Te Reo Māori. Te Marautanga o Aotearoa was written entirely in Te Reo Māori, from a Māori perspective. It is a parallel document to The New Zealand Curriculum for English medium, not a translation.

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

A national strategy has been implemented to help schools use the national curriculum to develop their own school curricula. These curricula need to include the full use of the curriculum's vision, principles, values, competencies and learning areas. These elements, and their relation to human rights education are appended at the end of this questionnaire.

The New Zealand Curriculum (NZC) was launched in November 2007 for implementation in 2010. The NZC consists of two partner documents: The New Zealand Curriculum for English-medium teaching and learning (implemented in 2010), and Te Marautanga o Aotearoa (to be implemented in 2011) for Māori-medium teaching and learning. There has not been time to assess the effect the NZC may have on the realisation of human rights, but in a commentary on the NZC the New Zealand Human Right Commission observed that it was encouraging that the curriculum documentation,

- strengthens the identity and belonging of all New Zealanders and includes references to the Treaty of Waitangi throughout the document
- encourages students to “respect themselves, others, and human rights” in its values statement
- recognises te reo Māori, NZ Sign Language and English as official languages for the delivery of the curriculum, and as taught subjects
- recognises the special place of Pacific languages
- recognises cultural diversity and inclusion, and
- acknowledges that a curriculum that reflects and values te ao Māori strengthens the identity and belonging of all New Zealanders.

⁸ Plan of Action, appendix B.10.

The Commission recognises that some school communities may require robust support in order to realise the intent of the Curriculum in its implementation.

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

Yes. The curriculum was developed in a long programme of co-construction involving many thousands of interested parties, including young people and children and parents.

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

Yes

The strategy is described on <http://nzcurriculum.tki.org.nz/>

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

Yes. Human rights is an obligatory part of the NZC. How human rights is included throughout the NZC is described in the appendix. Schools give effect to human rights education in a variety of ways as they develop their own school curricula.

The centrepiece of Te Marautanga o Aotearoa is founded on the aspiration to develop successful learners who will grow as competent and confident learners, effective communicators in the Māori world, healthy of mind, body and soul and secure in their identity, and sense of belonging. They will have the skills and knowledge to participate in and contribute to Māori society and the wider world. As with the NZC schools give effect to human rights education in a variety of ways as they develop their own school curricula.

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

Yes.

Have textbooks been prepared according to these guidelines?

The Ministry develops very few traditional textbooks. Independent writers and publishers use the curriculum to develop resources that will help schools implement their curriculum using the national curriculum documents.

15. Please refer to any national or sub-national policies that promote a human rights-based approach to school governance, management, discipline procedures, inclusion policies and other regulations and practices affecting the school culture and access to education.¹¹

The National Administration Guidelines require each school board, through the principal

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

¹⁰ Plan of Action, appendix A.5(e)(viii).

¹¹ Plan of Action, appendix A.5(e)(ix).

and staff, to develop and implement programmes to provide all students in Years 1 - 10 with opportunities to achieve for success in all areas of the National Curriculum. Particular sub groups which might be at risk of not achieving are further provided for with a requirement to develop, on the basis of sound assessment information, teaching and learning strategies to address their particular needs. Schools are further required, in consultation with their Māori community, to develop policies, plans and targets for improving the achievement of Māori students.

In 2007 an electronic enrolment management system (ENROL) was piloted in schools to replace the paper-based student enrolment forms with a web application and online registry. The system has aimed to more effectively monitor students moving between schools and those not enrolled.

At the same time the Ministry of Education strengthened its early leaving application and approval process in order to reduce the number of early leaving exemptions. The evidence so far suggests that these approaches have been successful in part.

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

Initial teacher education is managed by independent tertiary institutions which are required to ensure that graduates are equipped to develop and implement classroom programmes aligned to the National Curriculum.

B. Learning environment

17. Are human rights integrated into the learning environments of schools including school governance and management?¹³ Please mark on a scale from 1 to 5 (1 = Yes, comprehensively, 5 = Not at all):

Yes, comprehensively 1 2 3 4 5 *Not at all*

The National Curriculum is clearly described as impacting on all aspects of school decision making. The curriculum that students experience includes all classroom learning as well as the policies and practices impacting on them beyond the classroom. In the NZC respect for human rights is expected to be encouraged, modelled and explored. As the curriculum is still new, its operational impact across all aspects of a school has not yet been assessed

18. Do practices not defined as human rights education exist in your country which reflect the principles of the rights-based approach to education, such as peace education, citizenship and values education, multicultural education, global education, education for tolerance or education for sustainable development?¹⁴ If yes, please explain.

Many schools choose to develop programmes in these areas. In some instances schools may build their whole school focus and identity on approaches such as

¹² Plan of Action, appendix A.5(f).

¹³ Plan of Action, appendix A.4.

¹⁴ Plan of Action, II B.

education for sustainability. All these foci will be evident to some degree in most schools as they are clearly supported by the National Curriculum.

The Positive Behaviour for Learning School-Wide programme introduced in 2009 is being targeted at 400 schools, with priority given to secondary and intermediate schools in low decile communities who identify student behaviour as a major challenge. The Government has supported specific 'positive behaviour' programmes initiated by schools such as restorative justice and bullying and harassment programmes. Many schools have been involved with formal and informal programmes in their student management systems.

In 2006 the Ministry of Education launched an information and communication technology strategy Enabling the 21st Century Learner - e-Learning Action Plan for Schools 2006-2010. The strategy has aimed at improving access and connectivity, sharing resources, and building ICT confidence and capability within the school community.

Ka Hikitia - Managing for Success: The Māori Education Strategy 2008 – 2012 is Ministry of Education's approach to improve the performance of the education system for and with Māori. Te Kotahitanga: Improving the Educational Achievement of Māori Students in Mainstream Education is a collaborative government / Waikato University initiative that developed in response to rising underachievement among Māori students in mainstream schools. He Kākano (2010 - 2012) is a professional learning programme for secondary and area schools focusing on building leadership to result in achievement success for Māori. The Student Engagement Initiative was introduced to help reduce the disproportionately high rates of truancy, suspensions and early leaving exemptions amongst Māori students.

The Ministry of Education's Professional Leadership Plan (2009 – 2010) including a specific Educational Leaders programme, has been developed in partnership with the education sector and the MoE to provide "strong professional leadership in every school".

A number of programmes have been initiated to support students' transition from school to work or further education. Gateway (Tertiary Education Commission, 2003) supports senior secondary students undertaking structured workplace learning while continuing to study at school. Youth Transition (Work and Income, 2007) is a service to assist young people into further education, training, work or other activities. The Youth Apprenticeship Scheme (Ministry of Education 2007) gives students a chance to gain the qualifications and work experience they need to make a valuable head start in an industry-related career, while still at school.

Career services changes were introduced in 2007 through National Administration Guideline 1(f) to ensure provision of career education and guidance for students in year seven and above. NAG 1(f) legislates for specific career guidance for those at risk of leaving school unprepared for work or further education.

19. Do opportunities exist in schools for students to express themselves freely, to have responsibility, to participate in decision making (in accordance with their age and evolving capacity) and to organize

for their own interests?¹⁵ Please mark on a scale from 1 to 5 (1 = Comprehensive opportunities exist, 5 = Not at all):

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

The National Curriculum aims to deeply engage young people in taking responsibility for their own learning and managing their own learning environment. This is expressed in a variety of ways in different schools. While broadly valued in schools it has been identified in curriculum monitoring as particularly challenging for some schools. It is mandatory for all secondary schools to have elected student representatives on their governance boards.

20. Are there interactions between schools, local government, civil society and the wider community facilitating awareness of children’s rights and the key principles of human rights education?¹⁶ Please mark on a scale from 1 to 5 (1 = Comprehensive interactions take place, 5 = Not at all):

- | <i>Comprehensive interactions take place</i> | 1 | 2 | 3 | 4 | 5 | <i>Not at all</i> |
|--|--------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|-------------------|
| | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

Community engagement is a required principle of all school decision making under The New Zealand Curriculum. How this is expressed varies across the system. It is a further area that curriculum monitoring has identified as valuable but challenging. Te Marautanga o Aotearoa emphasises the socio-cultural aspects of teaching and learning. The home, the community, the culture and hapū of the learner all contribute to the education provided by schools. For learners to succeed, the school, the home, hapū, iwi and community must work together effectively and consistently.

21. Are monitoring systems in place to assess the following?¹⁷ Please mark on a scale from 1 to 5 (1 = Comprehensive monitoring systems, 5 = Not at all):

- | <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 type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| ▪ Teaching quality with regard to human rights education | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

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

¹⁶ Plan of Action, appendix C.15(d).

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

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

Curriculum monitoring is ongoing and involves independent research organisations and the Education Review Office, the Government agency charged with school evaluation. All aspects of the curriculum can be the subject of monitoring and evaluation. In practice a strong focus is placed on management and governance. Classroom practice is also monitored.

The Status of Education in NZ was initiated in 2006 and provides an annual system-wide assessment of the education sector by ethnicity, gender (sex), and where appropriate school community socio-economic status. Ngā Haeata Mātauranga-The Annual Report on Māori Education has been produced annually since 2002, and the Children and Young People: Indicators of Wellbeing in 2007 by the Ministry of Social Development.

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

New Zealand's self managing schools are allocated an operations grant based on school role and other factors. They budget from this funding to implement the curriculum they, with their communities, have developed using the National Curriculum.

C. Teaching and learning processes

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

The appendix describes the potential contribution to human rights education learning in the eight learning areas (English, the arts, health and physical education, learning languages, mathematics and statistics, science, social sciences, technology) might make. A school's curriculum is much greater than just the teaching and learning in these areas and schools are expected to integrate a focus on the vision, values and key competencies guided by the principles across work in the learning areas and in all aspects of school life.

How many hours are taught and at what grade levels?

Not applicable. Each schools designs its own curriculum.

24. Do learning methodologies associated with these human rights education activities exist which are child friendly, learner-centred and encourage participation?²² Please mark on a scale from 1 to 5 (1 = Yes, comprehensively, 5 = Not at all):

¹⁸ Plan of Action, appendix A.5(e)(ix).

¹⁹ Plan of Action, appendix A.5(e)(x).

²⁰ Plan of Action III E.

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

Yes, comprehensively 1 2 3 4 5 *Not at all*

The curriculum mandates such approaches. This is an area for continuing professional learning and support. It is common practice.

25. Which institution(s) has/have the authority to develop, approve and change curricula?²³

The government approves the curriculum. Other institutions can develop programmes and resources which schools can choose to use to give effect to their school curricula, designed using the National Curriculum.

26. Do teacher guides, manuals, textbooks, and other teaching and learning materials in primary and secondary education conform with human rights principles?²⁴ Please mark on a scale from 1 to 5 (1 = Yes, comprehensively, 5 = Not at all):

Yes, comprehensively 1 2 3 4 5 *Not at all*

Are materials not produced by your Government being used in schools? If so, who produced them?

The National Curriculum, and its principles are the policy documents guiding school selection of all resources. Such resources are expected to conform with the guidance contained in these documents. A wide range of government agencies, commercial providers and non-government organisations produce resources schools may choose to use.

D. Training of school personnel

27. Is human rights education included in the following?

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

Is participation voluntary or mandatory?

Initial teacher education is required to ensure graduates can develop and implement a classroom programme that aligns with the National Curriculum. Human rights is both implicit and explicit in The New Zealand Curriculum. Ongoing professional learning for teachers and principals also includes a strong focus on curriculum, and curriculum leadership.

How many hours are offered?

²² Plan of Action, appendix D.19.

²³ Plan of Action, III D.28 and appendix D.19(c).

²⁴ Plan of Action, appendix D.19(c).

²⁵ Plan of Action, appendix E.26.

Not applicable. Provision varies

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

As part of curriculum support generally. NGOs play a role in this.

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

Boards of trustees select candidates to assist them to design and implement their school curriculum. Their recruitment practices will reflect their own curriculum needs, but human resources policies generally are guided by human rights provision in New Zealand law.

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

For initial teacher educator independent tertiary education institutions have their own assessment procedures although the Teachers Council has developed graduating teacher standards that institutions must comply with.

(ref:<http://www.teacherscouncil.govt.nz/education/gts/gts-poster.rtf>)

These include an understanding of the complex influences that personal, social, and cultural factors may have on teachers and learners, a knowledge of tikanga and te reo Māori to work effectively within the bicultural contexts of Aotearoa New Zealand, and an understanding of education within the bicultural, multicultural, social, political, economic and historical contexts of Aotearoa New Zealand. Graduates are expected to be able to implement programmes addressing these factors.

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?

The principles of human rights have had a significant impact on the development of the National Curriculum. The draft New Zealand Curriculum was reviewed by the NZ Human Rights Commission and the final document clearly reflects their feedback. The World Programme is not likely to be well known at the local level, nor in some government departments.

New Zealand's ratification of the Convention on the Rights of Persons with Disabilities in September 2008 has accelerated the Government's attention to disabled children and young people.

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):

²⁶ Plan of Action appendix D.19(d).

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

²⁸ Plan of Action, appendix E.27(f).

No obstacle 1 2 3 4 5 *Major obstacle*

- Lack of awareness of WPHRE at central government level
- Lack of awareness of WPHRE at local government level
- Lack of interest in WPHRE at central government level
- Lack of interest in WPHRE at local government level
- Teachers do not have sufficient training
- Insufficient tools available to implement the programme
- Insufficient financial resources to implement the programme
- Other (please specify):

The Ministry of education does not mandate or explicitly promote any particular programmes. It does however provide a framework where these programmes might be selected and used by individual schools.

Because of the enabling nature of the NZC and the emphasis on schools developing their own curricula a narrow programme approach does not fit well in the New Zealand education context.

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.

The programme itself is not being promoted by the Ministry of Education. Human rights itself though is a clear and mandatory part of the National Curriculum and this is well known amongst all participants in the education system.

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

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

- | | <i>Used often</i> | 1 | 2 | 3 | 4 | 5 | <i>Not used</i> |
|--|-------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------|
| ▪ <i>WPHRE Plan of Action for the 1st phase</i> | | <input type="checkbox"/> | |
| ▪ <i>ABC - Teaching Human Rights:
Practical activities for primary and secondary schools</i> | | <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 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:

Education provision in New Zealand is underpinned by three complementary curricula.

Te Whariki is the curriculum for the early childhood education system and in the school sector it is the New Zealand Curriculum and Te Marautanga o Aotearoa. These curricula have both an explicit and implicit role in growing young people with a well founded understanding of human rights.

Te Whariki is founded on the aspiration for children to grow up as competent and confident learners and communicators, healthy in mind and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society. The curriculum emphasises the critical role of socially and culturally mediated learning and of reciprocal and responsive relationships for children with people, places, and things. Children learn through collaboration with adults and peers, through guided participation and observation of others, as well as through individual exploration and reflection. Te Whariki is centred around the four principles of empowerment, holistic development, family and community, and relationships. These principles are supported by the strands of wellbeing-mana atua, belonging-mana whenua, contribution-mana tangata, communication-mana reo, and exploration-mana aoturoa. This curriculum is a core component of all early childhood education services in New Zealand and has been in place since 1996

Scope and purpose of the New Zealand National Curriculum

Teaching and learning in New Zealand schools is guided by The National Curriculum of New Zealand. This is comprised of The New Zealand Curriculum (NZC) for English medium teaching and learning and Te Marautanga o Aotearoa for Māori medium. Both documents set the direction for student learning and provide guidance for schools as they design and review their own school curriculum. The curriculum provides a framework within which schools must work. The National Curriculum is a mandatory requirement of schools but schools are given considerable discretion about the ways they give it effect.

The National Curriculum is designed to help schools give effect to the partnership that is at the core of our nation's founding document, Te Tiriti o Waitangi / the Treaty of Waitangi and New Zealand's international human rights obligations.

The curriculum applies to all state schools and all students irrespective of their gender, sexuality, ethnicity, belief, ability or disability, social or cultural background, or geographical location.

Te Marautanga o Aotearoa sets out the learning outcomes for all New Zealand students in Māori medium settings. It articulates aspirations for what children will know and be able to do, how they will act, and what they will become. Te Marautanga o Aotearoa builds on achievements and voices expectations for the future.

Using the NZC all state (English-medium) schools are required to develop and implement a curriculum guided by the vision of confident, connected, actively involved life-long learners. The school curriculum is to be underpinned by the principles. In the curriculum the values are to be encouraged and modeled, and explored by students. Students are to be supported to develop the five key competencies. In years 1 – 10 all students must have the opportunity to learn in all the eight learning areas (English, the arts, health and physical education, mathematics and statistics, science, social sciences and technology).

Using Te Marautanga o Aotearoa, Boards of Trustees, through the principal and staff, are required to develop and implement a curriculum for students in years

1-13:

- that is underpinned by a graduate profile developed in consultation with its community, whānau, hapū and iwi;
- that is consistent with the principles set out in Te Marautanga o Aotearoa
- in which values and attitudes, identified in consultation with the community, whānau, hapū and iwi, are encouraged, modelled, and explored by students;
- that supports students to reach their bilingual potential.

Boards of Trustees in Maori medium settings, through the principal and staff, are required to provide all students in years 1-10 with effectively taught programmes in: Te Reo Māori, Pāngarau (Maths), Hauroa (Health and Physical Well Being), Tikanga-ā-iwi (Social Sciences), Ngā Toi (The Arts), Pūtaiao (Science), Hangarau (Technology), Te Reo Pākeha (English) and Ngā Reo (languages additional to Te Reo Māori and Te Reo Pākeha. English language learning is to be incorporated into their school-based curriculum. Consultation with the school community and whānau will inform the appropriate year level for English learning to begin.

The NZC is regulated from 2 February 2010. Te Marautanga o Aotearoa will be regulated from 1 February 2011. Schools will work with their communities and use these documents to guide the development of their school curriculum to meet the learning needs of their students and the interests of their communities. How schools give expression to the elements of the National Curriculum will vary. In general the vision, principles, values and key competencies are likely to be expressed and developed through the learning areas and in the decisions schools make regarding teaching and learning and wider school life.

Early monitoring of schools' implementation of the NZC indicates that there has been widespread engagement with the curriculum and many key aspects of it are becoming evident in practice. Educators hold a generally positive view of the curriculum regarding it as a document that has the potential to support high quality teaching and learning for students.

Human Rights in The New Zealand Curriculum

Human rights is a central theme of The New Zealand Curriculum. The purpose and scope described above clearly identifies that this is for all New Zealanders and it is the means of implementing the human right to education and is part of the way schools can give effect to the partnership inherent in the Treaty of Waitangi. The document sets the direction but schools are expected to develop their own curriculum to meet the learning needs of their students and the

interests of their communities in alignment with the national direction.

Vision of The New Zealand Curriculum

The vision further stresses human rights in working toward securing a sustainable social and cultural future and an Aotearoa New Zealand in which Māori and Pākehā recognize each other as full Treaty partners and in which all cultures are valued for the contributions they bring. We want our young people to be confident (resilient and positive in their own identity), connected (relating well to others, members of communities and international citizens) and actively involved (contributors to the social, cultural and environmental well being of New Zealand). This vision safeguards the strengthening of respect for human rights and fundamental freedoms both for the individuals learning within the system and as those individuals interact with others and protects their rights. The vision engages the full development of the human personality and the sense of dignity. It sees young people developing the values, knowledge and action competencies that will enable them to live full and satisfying lives.

Principles of The New Zealand Curriculum

The New Zealand Curriculum sets out eight mandatory principles to guide curriculum decision making nationally and locally. Each is of relevance to human rights and stresses fully inclusive, coherent, outward looking and future focused provision for all students. The principles are:

High expectations. The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.

Treaty of Waitangi. The curriculum acknowledges the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga.

Cultural diversity. The curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all its people.

Inclusion. The curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students' identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed. In alignment with the UN World Programme for Human Rights Education it promotes understanding, tolerance, gender equality and friendship with nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups.

Learning to learn. The curriculum encourages all students to reflect on their own learning processes and to learn how to learn.

Community engagement. The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whānau, and communities.

Coherence. The curriculum offers all students a broad education that makes

links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.

Future focus. The curriculum encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation.

Values in The New Zealand Curriculum

The New Zealand Curriculum presents a list of values to be encouraged, modelled and explored. The list is neither exhaustive nor exclusive but enjoys widespread support in New Zealand. Students will learn about the values, develop skills in expressing and exploring them and be encouraged to value them. The list is underpinned by the aim that students will respect themselves, others and human rights. In accordance with the UN World programme for Human Rights Education school curricula are to value ecological sustainability, equity through fairness and social justice and integrity, which involves being honest, responsible and accountable, and acting ethically.

Key competencies in The New Zealand Curriculum

The New Zealand Curriculum identifies five key competencies: thinking, using language, symbols, and texts, managing self, relating to others and participating and contributing.

People use these integrated competencies to live, learn, work, and contribute as active members of their communities. They involve knowledge, attitudes and values and like all learning these competencies can be used to make a positive contribution to society. Thinking is about using critical processes and can assist learners to challenge the basis of assumptions and perceptions. In using language, symbols and texts students can learn how choices of these can affect people's understanding and the ways in which they respond to communications. Managing self is a key part of relating to others in which people can interact effectively and positively with a diverse range of people in a variety of contexts. Participating and contributing is about being actively involved in communities. This competency stresses understanding the importance of balancing rights, roles and responsibilities and of contributing to the quality and sustainability of social and cultural environments.

Official languages in The New Zealand Curriculum

Human rights are further enhanced in The New Zealand Curriculum through its recognition of New Zealand's official languages Te Reo Māori and New Zealand Sign Language, and its de facto official language English. All three may be studied as first or additional languages and used as media of instruction across all learning areas. Only English is compulsory but schools are being increasingly encouraged to teach and use other languages as resourcing

allows.

Learning areas in The New Zealand Curriculum

All the learning areas provide potential opportunities for human rights education both as possible learning contexts and in the development of knowledge, skills and attitudes likely to support human rights. Learning in all of these is intrinsically values laden, and each learning area draws on the others. Most schools will integrate the vision, principles, values and key competencies learning through the contexts offered by the eight learning areas.

In English students can access the understanding, knowledge, and skills they need to participate fully in the social, cultural, political, and economic life of New Zealand and the wider world. To be successful participants, they can learn to be effective oral, written, and visual communicators who are able to think critically and in depth. By understanding how language works, students are equipped to make appropriate language choices and apply them in a range of contexts. Students learn to critically interrogate texts to understand the power of language to enrich and shape their own and others' lives.

In arts education students can explore unique artistic expressions of self, community, and culture. The arts learning area embraces *toi Māori*. Learning in, through, and about the arts stimulates creative action and response by engaging and connecting thinking, imagination, senses, and feelings. By participating in the arts, students' personal well-being is enhanced and all learners can be included.

In health and physical education, the focus is on the well-being of the students themselves, of other people, and of society through learning in health-related and movement contexts. Four underlying and interdependent concepts are at the heart of this learning area. They are:

- hauora which is a philosophy of well-being that includes the dimensions *taha wairua*, *taha hinengaro*, *taha tinana*, and *taha whānau*, each one influencing and supporting the others
- positive, responsible attitudes and values on the part of students to their own well-being, respect, care, and concern for other people and the environment, and a sense of social justice
- the socio-ecological perspective which is a way of viewing and understanding the interrelationships that exist between the individual, others, and society
- health promotion which is a process that helps to develop and maintain supportive physical and emotional environments and that involves students in personal and collective action.

Through learning and by accepting challenges in health-related and movement contexts, students can develop resilience and a sense of personal and social responsibility, they are increasingly able to take responsibility for themselves

and contribute to the well-being of those around them, of their communities, of their environments, and of the wider society.

This learning area makes a significant contribution to the well-being of students beyond the classroom, particularly when it is supported by school policies and procedures and by the actions of all people in the school community.

Learning languages provides a means of communicating with people from another culture and exploring one's own personal world. Languages and cultures play a key role in developing our personal, group, national, and human identities and learning them can link people locally and globally. Learning a new language extends students' linguistic and cultural understanding and their ability to interact appropriately with other speakers. Through such interaction, students acquire knowledge, skills, and attitudes that equip them for living in a world of diverse peoples, languages, and cultures. Learning a language provides students with the cognitive tools and strategies to learn further languages and to increase their understanding of their own language(s) and culture(s).

Mathematics and statistics equip students with effective means for investigating, interpreting, explaining, and making sense of the world in which they live. Learning situations are drawn from a wide range of social, cultural, scientific, technological, health, environmental, and economic contexts.

By studying mathematics and statistics, students develop the ability to think creatively, critically, strategically, and logically. Among other things they learn to justify and verify, and to seek patterns and generalisations. Mathematics and statistics have a broad range of practical applications in everyday life, in other learning areas, and in workplaces.

Science involves generating and testing ideas, gathering evidence and communicating and debating with others to develop scientific knowledge, understanding, and explanations. Different cultures and periods of history have contributed to the development of science. Science is able to inform problem solving and decision making in many areas of life. Many of the major challenges and opportunities that confront our world need to be approached from a scientific perspective, taking into account social and ethical considerations. The compulsory nature of science strand in this area involves bring a scientific perspective to decisions and actions. Science can support human rights education by providing ways of thinking and respect for evidence that can challenge situations where human rights are not being upheld.

The social sciences learning area is about how societies work and how people can participate as critical, active, informed, and responsible citizens. Through the social sciences, students develop the knowledge and skills to enable them to: better understand, participate in, and contribute to the local, national, and global communities in which they live and work; engage critically with societal issues; and evaluate the sustainability of alternative social, economic, political, and environmental practices.

Students explore the unique bicultural nature of New Zealand society that

derives from the Treaty of Waitangi. They learn about people, places, cultures, histories, and the economic world, within and beyond New Zealand. They develop understandings about how societies are organised and function and how the ways in which people and communities respond are shaped by different perspectives, values, and viewpoints. As they explore how others see themselves, students clarify their own identities in relation to their particular heritages and contexts.

The social science objectives require students to gain knowledge, skills and experience to develop understanding of how varied social decisions and structures operate and affect people's lives. Understanding is defined in a way that includes the development of the knowledge, skills and attitudes and competence to take action. With the integrated nature of the NZC this understanding (action competence) will be consistent with the vision and values of the curriculum. At all levels the objectives are relevant to developing an understanding of the ways that people can participate as critical, active, informed and responsible citizens. Many objectives are specifically relevant to building a universal culture of human rights. At level three the NZC specifies that students will gain knowledge, skills and experience to understand how groups of people make and implement rules and laws; at level five how people define and seek human rights; at level six students will understand how individuals, groups and institutions work to promote social justice and human rights; at level seven students will understand how conflicts can arise and can be addressed in different ways with differing outcomes; and at level eight they will understand how policy changes are influenced by and impact on the rights, roles and responsibilities of individuals and communities.

Technology is the use of practical and intellectual resources to develop products and systems that expand human possibilities by addressing needs and realising opportunities. It is influenced by and in turn impacts on the cultural, ethical, environmental, political, and economic conditions of the day. The aim is for students to develop a broad technological literacy that will equip them to participate in society as informed citizens.

THANK YOU.