

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: 07.04.2010
2. Institution responsible for completing this questionnaire: Public Education Department.
3. Responsible department: - -
4. Contact person: Mr Sander Braloi
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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 checked="" type="checkbox"/> | <input type="checkbox"/> |
| ▪ Human rights education | <input type="checkbox"/> | <input type="checkbox"/> |

You may elaborate further if you wish:

11. Is human rights education incorporated in national plans and strategies including those listed below where they exist?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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ▪ National poverty reduction strategies and other development plans | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ▪ National sectoral plans for primary and secondary education | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ▪ National plans for Education for All (EFA) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ▪ National policy frameworks as part of the Decade on Education for Sustainable Development (2005-2014) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If yes to any of the above, please elaborate.

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

There is proposal for the National Active and Citizenship Education Strategy. www.ef-hu

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

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).

⁸ Plan of Action, appendix B.10.

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

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?).

There

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

There is a NCC which is obligatory and incorporates HR.

Have textbooks been prepared according to these guidelines?

NO, textbook should not be contradictory to basic human rights and the constitution.

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

Yes, the human rights-based approach in school governance and management is very important.

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

NO, however according to the law on further education, one of the necessary competencies of qualified teacher is Active citizenship competences.

B. Learning environment

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

Yes, comprehensively 1 2 3 4 5 Not at all

18. Do practices not defined as human rights education exist in your country which reflect the principles of the rights-based approach to education, such as peace education, citizenship and values

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

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

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

¹² Plan of Action, appendix A.5(f).

¹³ Plan of Action, appendix A.4.

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

The right based approach ~~is~~ should be present in the whole learning environment.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ To have responsibility	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ To participate in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/>	

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"/>	

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
▪ Teaching quality with regard to human rights education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
▪ Respect for human rights principles in school management and governance processes ¹⁸	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
▪ Changes in students' knowledge, skills, values, attitudes and behaviour with regard to understanding of and respect for human rights ¹⁹	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

¹⁴ Plan of Action, II B.

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

¹⁶ Plan of Action, appendix C.15(d).

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

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

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

Schools have not specified budget earmarked for HRE. They have to include these costs in their own overall budget.

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?

Social Studies, History, Civics, Science

How many hours are taught and at what grade levels?

Schools can decide it.

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

Yes, comprehensively 1 2 3 4 5 Not at all

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

The schools can decide the local school curricula following the instructions of the NCC.

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?

D. Training of school personnel

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).

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).

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?

*In schools having new teachers have those compulsory.
The participation of teachers not mandatory.*

How many hours are offered?

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

Most of them available on the internet.

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

No data available

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

No data available

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?

32. Please indicate the main obstacles to the implementation of the Plan of Action to the 1st Phase of the World Programme in your country on a scale from 1 to 5 (1 = No obstacle, 5 = Major obstacle):

No obstacle 1 2 3 4 5 *Major obstacle*

- | | |
|--|---|
| ▪ Lack of awareness of WPHRE at central government level | □ □ <input checked="" type="checkbox"/> □ □ |
| ▪ Lack of awareness of WPHRE at local government level | □ □ <input checked="" type="checkbox"/> □ □ |

²⁵ Plan of Action, appendix E.26.

²⁶ Plan of Action appendix D.19(d).

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

²⁸ Plan of Action, appendix E.27(f).

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

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

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

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

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

36. Please make any other comments not provided elsewhere:

THANK YOU.