

**WORLD PROGRAMME FOR HUMAN RIGHTS EDUCATION (2005-ongoing)
SECOND PHASE (2010-2014)**

**Informal summary of information additional to the High Commissioner's
progress report A/HRC/21/20
(June 2012)**

This document provides an informal summary of information received through official correspondence from Members States and national human rights institutions in response to OHCHR's request for information on national implementation of human rights education in the context of the preparation of the High Commissioner's progress report on the implementation of the World Programme for Human Rights Education (A/HRC/21/20)¹. This information relates to human rights education in the primary and secondary school systems and other areas beyond of the focus of the second phase. It was received between October 2011 and May 2012.

A. Primary and secondary school systems²

The existence of specific national plans or strategies for the school system was cited in several national submissions. For example, Georgia's National Plan for Education at the primary and secondary education levels (2011-2016) emphasizes human rights protection. Italy's Ministry of Education, University and Research signed a memorandum of understanding with the Telefono Azzurro Association in 2010 on joint initiatives promoting children's rights culture in schools.

Colombia's Education Programme for the Exercise of Human Rights (Eduderechos) currently involves 1,253 teachers and aims to reach 13,000 educational institutions by 2014. The Bogotá District government is running a human rights education programme in district schools and non-formal education establishments, which also covers training for teachers. Jordan mentioned the Citizenship Project, begun in 2002, targeting primary school students through stories concerning concepts such as justice. France funds a programme of the teaching of the Holocaust from which 40,000 children benefited in 2011.

A number of countries indicated either that human rights education is integrated in school curricula or that related curricular reforms are ongoing. In Monaco, human rights education is an obligatory part of the national school programme. Kyrgyzstan reported that human rights education is currently ensured at all levels of schooling.

¹ A/HRC/21/20, see

<http://www2.ohchr.org/english/issues/education/training/programme/secondphase/resolutionsreports.htm> and <http://www2.ohchr.org/english/issues/education/training/programme/secondphase/nationalinitiatives.htm>.

² This section should be read in conjunction with the final evaluation report on the national implementation of the first phase (2005-2009) of the World Programme, which reviewed human rights education initiatives in primary and secondary school systems. The report (A/65/322) and the 76 national submissions on which it is based can be consulted on a dedicated web page <http://www2.ohchr.org/english/issues/education/training/evaluationWPHRE.htm>.

Malta referred to its 1999 National Curriculum Strategy. The Czech Republic's Framework Education Programmes for Basic Education, for Secondary General Education, and for Secondary Technical and Vocational Education encourages developing civic competencies and understanding human rights issues in the content of various subjects and through projects and discussions. In Switzerland, human rights are dealt with within education for sustainable development which forms part of the curricula e.g. for the French speaking regions (Plan d'Etudes Romand) and the German speaking regions (Lehrplan21). In initial vocational training, the framework study plan proposes human rights training under the topic law and ethics.

The New Zealand Curriculum, in effect since February 2010 includes human rights as an obligatory part and promotes values such as diversity, equity, integrity and community participation, as reported by the Ministry of Education. Since 2011, the new Estonian national curriculum for basic schools and for upper secondary schools emphasizes human rights knowledge and skills. Armenia's Ministry of Education and Science produced a report on the presence of human rights issues in its secondary education curriculum. Senegal reported on the ongoing curricular reform, which involves the integration of human rights education. Mauritius is working with the Commonwealth Secretariat on integrating human rights across the curriculum and reviewing school textbooks. The Australian Curriculum, Assessment and Reporting Authority, the Attorney-General's Department and the Australian Human Rights Commission work jointly to make human rights issues part of the proposed National Curriculum for primary and secondary schools, as part of civics and citizenship education.

There is a wide spectrum of approaches to integrating human rights in school education. States report that most commonly human rights content is incorporated into civic education, education for democratic citizenship and other similar subjects emphasizing the awareness of rights and responsibilities, e.g. in Albania, Bulgaria, Estonia, France, Monaco, Montenegro, Russian Federation and Georgia where civic education is mandatory at the secondary level. Human rights education is also compulsory in France. The Russian Federation reported having human rights as a specific subject in the case in the final years of school education. In France, schools introduce children to key international and regional human rights documents. Notions of human rights, freedom and responsibility are present in subjects such as History, Literature, Modern Languages and Natural Sciences, as reported for instance by the Russian Federation. In Malta, human rights education is addressed inter alia in European Studies, Geography, Personal and Social Development, Religion and Social Studies. In Montenegro, the prevention of physical and psychological violence is discussed in Healthy Lifestyles.

The Ministry of Justice of the United Kingdom, jointly with other institutions, produced a resource for secondary level citizenship teachers in England entitled "Right Here, Right Now - Teaching Citizenship through Human Rights", linking universal human rights with everyday experiences encountered by students.³ The National Safe Schools Framework and online supporting resource manual are available to all

³ <http://www.bih.org.uk/documents/guides/right-here-right-now-teaching-citizenship-through-human-rights>.

Australian schools.⁴ The Australian website “Bullying. No Way!”⁵ provides information to parents, students and teachers on strategies to address bullying, harassment and violence. The Centre de Recherche, d'Information et de Production de l'Éducation Nationale in Djibouti is preparing school manuals on human rights. In Kyrgyzstan, consideration is given to preparing textbooks on human rights awareness and publishing a collection of international and national human rights laws and regulations to help policy makers and other specialists to improve the school curriculum in the area of human rights.

Human rights are also taught through extracurricular activities such as social projects in the Russian Federation. Bulgaria has held a National Olympiad in Civic Education for students since 2007 and more than 300 student projects competed in the academic year 2010-2011. Mauritius also develops extracurricular activities from pre-primary to secondary levels. Monaco has created Committees of Health and Citizenship Education (Comités d'Éducation à la Santé et à la Citoyenneté) through which students are encouraged to reflect about respecting oneself and others; students participate in school decision-making processes. In Malta, the Curriculum Management and eLearning Department organizes various school-based activities celebrating diversity, multiculturalism and solidarity, for instance on the occasion of Holocaust Day, Stop Poverty Day and Children's Rights Day.

National human rights institutions have contributed to the promotion of human rights education in schools. For instance, the Defensoría del Pueblo of Colombia formulated a pedagogic model (*Modelo pedagógico de educación en derechos humanos*) based on its obligation to promote human rights and reflecting pedagogical strategies based on an empowering vision of human rights education. In 2009, the Human Rights Commission of Malaysia (SUHAKAM), jointly with the Ministry of Education, launched a pilot project “Human Rights Best Practices in School” to infuse human rights principles into school life and the learning environment. The Nigerian Human Rights Commission works with the Ministry of Education on piloting the integration of human rights into school curriculum and has created human rights clubs at the secondary level in private and government schools. The Irish Human Rights Commission works towards strengthening human rights content in secondary schools through the subjects of Politics and Society and Civic, Social and Political Education. The Commission Nationale Consultative de Promotion et de Protection des Droits de l'Homme in Algeria reported on introducing a human rights course in primary schools and working with the National Ministry of Education on infusing human rights into teaching programmes. The Ombudsman of the Republic of Croatia reported that human rights education does not exist as an obligatory subject in the education system, despite many other initiatives organized at schools with civil society cooperation.

The Procuraduría de los Derechos Humanos of Guatemala is including human rights education in the national base curriculum. It designed an online certificate course (*diplomado*) for teachers and parents on preventing school violence and also

⁴ <http://www.deewr.gov.au/schooling/nationalsafeschools/Pages/overview.aspx>.

⁵ <http://www.bullyingnoway.gov.au>.

prepared, for the Ministry of Education, modules on human rights education methodology for primary schools. Through its Division of Education, the Procuraduría has also promoted human rights values amongst students through arts festivals and sporting events. The Commission Nationale des Droits de l'Homme in Djibouti has established discussion centres for children and a Children's Parliament to encourage their participation in community life. The Equality and Human Rights Commission in the United Kingdom produced "Equal Rights, Equal Respect"⁶, a practical guide for secondary school students about equality and human rights, which provides resources, videos and lesson plans for teachers. The tool has a Citizenship and Personal, Social, Health and Economic Education focus, and also supports cross-curriculum subjects.

B. Other initiatives

Several countries including Slovenia and Sweden reported on judges and judicial officials, prosecutors, magistrates and law professionals receiving initial and/or in-service professional training in human rights, international and regional human rights treaties and related subjects in their respective judicial academies, concerned ministries or other specialized entities. Institutions providing such training include the Supreme Court Judicial Training Centre in Kyrgyzstan, the Scientific-Education Centre of the Prosecutor General's Office in Azerbaijan, the National School of Magistracy in Monaco, the Judicial Academies of Serbia and of Croatia, as well as the Ombudsman of the Republic of Croatia. Law professionals in the Czech Republic are trained on human rights by the Judicial Academy under the Ministry of Justice.

Bulgaria's Commission for Protection against Discrimination has developed specialized training modules on anti-discrimination law for legal professionals, police officers and investigating magistrates and plans training activities for them. Seminars on the Anti-Discrimination Act are also held by the Ombudsman of Croatia. The Commission Nationale des Droits de l'Homme in Djibouti contributes to the training for law professionals. The Romanian Institute for Human Rights provides inter alia training of trainers on human rights and the administration of justice for judges, lawyers and prosecutors. The National Institute of Magistracy in Romania organizes also extracurricular activities such as essay competitions related to the jurisprudence of the European Court of Human Rights.

Pre-service and in-service human rights training policies for court officials are in place in Estonia, where human rights training is mandatory for appointment and promotion of judges, in keeping with the Estonian judges' code of ethics⁷. Candidates who do not respect human rights principles are excluded from the profession through a vetting system. The Human Rights Cell within the Department of External Relations of Monaco has the responsibility for human rights training of magistrates; they receive initial and continuing training which includes a human rights component and internships on the code of conduct and responsibility of magistrates.

⁶ <http://www.equalityhumanrights.com/advice-and-guidance/equal-rights-equal-respect/index.html>.

⁷ <http://www.nc.ee/?id=842>.

Kyrgyzstan is introducing human rights information and educational programmes for parliamentarians and political officials. Japan's Fire and Disaster Management Agency provides human rights training and guidance to the fire fighting personnel to raise awareness of various human rights issues, e.g. social discrimination and problems faced by persons with disabilities, children and foreigners. The Japan Coast Guard (JCG) provides human rights training courses to new employees at its academy. The French Ministry of External and European Affairs supports inter alia the International Institute for Human Rights René Cassin with its summer teaching sessions on international human rights law for graduate students and professionals.

States reported on a variety of human rights activities such as Mauritius, which is introducing a Human Rights Education Programme for Youth Officers and in Youth Centres. The Ombudsman of the Republic of Bulgaria, along with the Academy of the Ministry of Interior, supports internship programmes for young people. The project to raise children's awareness about the Ombudsman institution, its work and lodging of complaints resulted in a booklet "The Rights of the Child" for pupils in primary schools.

References were made to websites promoting human rights. For instance, the Government of Sweden established a special human rights website⁸ with Swedish translations of key human rights conventions, national reports to international monitoring mechanisms and their concluding observations. The Australian Human Rights Commission runs a social media educational initiative *Something in Common* with two interrelated websites.⁹ The Commission Nationale des Droits de l'Homme in Djibouti is planning a human rights website and a documentation and research centre.

Support for civil society initiatives is provided in the context of Australia's Education Grants Programme, under which the Government provides funding to a range of community and non-governmental organisations to prepare and deliver practical human rights education programmes to the Australian community.

⁸ <http://www.manskligarattigheter.gov.se>.

⁹ <http://tellesomethingidontknow.gov.au> and <http://somethingincommon.gov.au>.