



**PERMANENT MISSION OF THE REPUBLIC OF MAURITIUS TO THE UNITED NATIONS AND
OTHER INTERNATIONAL ORGANISATIONS**

**MISSION PERMANENTE DE LA REPUBLIQUE DE MAURICE AUPRES DES NATIONS UNIES
ET DES AUTRES ORGANISATIONS INTERNATIONALES**

No. 60/2010 MMG/HR/28/1

The Permanent Mission of the Republic of Mauritius to the United Nations Office and other International Organizations in Geneva presents its compliments to the Office of the United Nations High Commissioner for Human Rights and has the honour to refer to its Note dated 28 January 2010 regarding the evaluation of the first phase of the World Programme for Human Rights Education in accordance with Human Rights Council resolution 12/4 on the World Programme for Human Rights Education.

The Permanent Mission of the Republic of Mauritius wishes to transmit to the Office of the United Nations High Commissioner for Human Rights Education the duly filled questionnaire in connection with the above-named issue.

The Permanent Mission of the Republic of Mauritius to the United Nations Office and other International Organizations in Geneva avails itself of this opportunity to renew to the Office of the United Nations High Commissioner for Human Rights the assurances of its highest consideration.

Geneva, 8 April 2010



**The Office of the United Nations High Commissioner for Human Rights
Palais des Nations
8-14, Avenue de la Paix
CH-1211 Geneva 10**

Part 2: COMPONENTS OF HUMAN RIGHTS EDUCATION IN SCHOOLS

A. Educational policies and policy implementation

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

- The right to education (Yes)
- A rights-based approach to education (Yes)
- Human Rights education (Yes)

You may elaborate further if you wish:

There are no laws on Human Rights Education presently. The National Action Plan on Human Rights is currently being drafted by the Prime Minister's Office. However, the Ministry of Education, Culture and Human Resources has formulated policies for advocacy of Human Rights Education and for its integration in the curriculum. The policy document '*Towards a Quality Curriculum Strategy for Reforms*' provides the guidelines for Human Rights Education orientation.

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

- National sectoral plans for primary and secondary education (Yes)
- National policy frameworks as part of the Decade on Education For Sustainable Development (2005 – 2014) (Yes)

If yes to any of the above, please elaborate.

The National Curriculum Frameworks for Primary and Secondary schools incorporate Human Rights Education as a cross-cutting theme into the school curricula.

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

A National Plan of Activities for Human Rights Education has been prepared by the Ministry of Education in collaboration with other Ministries and UNDP.

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

The implementation of the Plan of Activities is on-going in schools through Co & Extra Curricular Activities to sensitize students on Human Rights.

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

The Plan of Activities has been disseminated to the different stakeholders forming part of the Human Rights Education Steering Committee and many of the activities are ongoing at the school level.

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

The curriculum policy document '*Towards a Quality Curriculum – Strategy for Reform*' mentioning Human Rights Education as a domain of learning to be integrated into the primary and secondary school curricula as a cross-cutting theme.

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

IBE/UNESCO's assistance had been sought in this field and the curriculum guidelines are expected shortly. Request for international expertise in the development of textbooks for the secondary sector has been made to the Prime Minister's Office responsible for Human Rights.

Have textbooks been prepared according to these guidelines?

New textbooks for primary schools have been developed with basic Human Rights concepts. In January 2010, a new national Curriculum Framework for secondary schools had been launched and textbooks reflecting rights-based education will be written.

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.**

The School Management Manual has been written in line with rights-based approach. There is also the Personnel Management Manual which determines conditions of work and rights of employees. Schools are issued circulars regularly reminding them of regulations related to discipline. Private secondary schools which fall under the purview of the Private Secondary School Authority have parallel regulations for both students and teachers. In case of indiscipline on the part of teachers a disciplinary board attends to such cases and teachers use the services of lawyers to represent their defence.

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

The Ministry encourages Human Rights-based activities (like setting up of Human Rights Clubs in schools) and the training of both teachers and students in the management of these clubs and on Human Rights issues in general.

All personnel are members of Unions which ensure that their rights are respected. They also negotiate for the introduction of innovative practices.

B. Learning environment

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

Yes, comprehensively 3

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? If yes, please explain.**

Though not specifically referred to as Human Rights Education, a number of activities and practices are carried out on the same principles. Activities on Environment, Climate Change, Sustainable Consumption and Production, Peace Education, Health & HIV Aids, Poverty Alleviation are organized as Co- and Extra Curricular activities. These concepts are also integrated in the formal learning experiences of children at primary and secondary levels.

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

Comprehensive opportunities exists	1	2	3	4	5	Not at all
• To express themselves	1					
• To have responsibility		2				
• To participate in decision making			3			
• To organize for their own interests		2				

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? Please mark on a scale from 1 to 5 (1 = Comprehensive interactions take place, 5 = Not at all):

Comprehensive interactions take place 1 2 **3** 4 5 Not at all

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

Comprehensive interactions take place 1 2 3 4 5 Not at all

- | | |
|--|---|
| • Respect for human rights principles in teaching practice | 1 |
| • Teaching quality with regard to human rights education | 1 |
| • Respect for human rights principles in school management and governance processes | 1 |
| • Changes in students' knowledge, skills, values, attitudes and behaviour with regard to understanding of and respect for human rights | 1 |

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

All funding is from the existing budget of the Ministry. No specific funding exists for Human Rights Education.

C. Teaching and learning processes

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

The languages, Social Studies, General Paper, History, Geography are subjects where elements of Human Rights are integrated.

How many hours are taught in the normal curriculum at the rate of five periods (35 – 40 minutes) per week?

These subjects are taught in the normal curriculum at the rate of five periods (35 – 40 minutes) per week.

24. **Do learning methodologies associated with these human rights education activities exist which are child friendly, learner-centred and encourage participation? 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?**

The Ministry of Education

26. **Do teacher guides, manuals, textbooks, and other teaching and learning materials in primary and secondary education conform with human rights principles? 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?

Some of the textbooks used at the secondary level are produced by local writers or imported from abroad.

27. **Is human rights education included in the following?**

- Pre-service teaching (Yes)
- In-service teacher training (Yes)
- Head teacher training (Yes)

Is participation voluntary or mandatory?

Mandatory for the primary sector. However, new regulations are promulgated for the secondary sector like the introduction of compulsory Educator Licence for teaching as from 2010.

How many hours are offered?

Pre-service teaching	=	3 years
In-service teacher training	=	as and when required
Head teacher training	=	as and when required

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

As and when available

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

To a large extent. While the Public Service Commission and other such Commissions deal with recruitment and promotion in the public service on an egalitarian and meritorious basis, there may be a couple of recruitment agencies in the private sector where personal or other interests prevail mechanism are in place to seek redress in law. The government has come up with the Equal Opportunity Act which acts as a watch dog against injustice and favouritism. However, some rights based areas still remain to be covered with the recruitment of people who are physically or otherwise challenged. Equally, education for the disabled children needs to be provided.

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

There are presently no formal human rights training and hence no assessment is carried out.

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?**

To some extent

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 1
- Lack of awareness of WPHRE at local government level 1
- Lack of interest of WPHRE at central government level 1
- Lack of interest of WPHRE at local government level 1
- Teachers do not have sufficient training 4
- Insufficient tools available to implement the programme 5
- Insufficient financial resources to implement the programme 5

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.**

Seminars and talks organized.

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>

- *WPHRE Plan of Action for the 1st Phase* 4
- *ABC – Teaching Human Rights:
Practical activities for primary and secondary schools* 5
- *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) 5