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:	14/04/2010
2. Institution responsible for completing this questionnaire:	Scottish Government (for policies devolved in Scotland)
3. Responsible department:	Education
4. Contact person:	David Doris
5. Mailing address:	Scottish Government, Learning Directorate, Area 2B South, Victoria Quay, Edinburgh, Scotland, UK EH6 6QQ
6. Telephone number:	0131 2447295
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9. Webpage:	www.scotland.gov.uk

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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 policies[5] and policy implementation

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

	Yes	*No*
▪ Human rights	☒	☐
▪ The right to education	☒	☐
▪ A rights-based approach to education	☒	☐
▪ Human rights education	☐	☒

You may elaborate further if you wish:

Under the Scotland Act 1998 the Scottish Government and Parliament are required to comply with rights set out in ECHR. This includes the right to education under Article 2 of Protocol 1 of ECHR.   The Standards in Scotland's Schools etc Act 2000 also makes the right to education explicit and is fully consistent with ECHR.

The Scottish Commission for Human Rights Act 2006 sets out the general duty and powers of the SHRC. There is a general duty on the SHRC to promote awareness, understanding and respect for human rights and the Commission will fulfill the duty through education, training, awareness, raising and research as well as recommending changes to law, policy and practice.

The Commission promotes and protects the human rights guaranteed by the European Convention on Human Rights, which form part of the law of Scotland through the Human Rights Act 1998 and the Scotland Act 1998.

Scotland does not have a prescribed national curriculum though schools are expected to follow national guidelines. Developing young people as responsible citizens is a key component of the curriculum and citizenship is explicitly identified as an important cross-curricular theme which includes human rights education.

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

	Yes	*No*	*Doesn't exist*
▪ National human rights plans	☐	☐	☒
▪ National plans of action against racism, racial discrimination, xenophobia and related intolerance	☒	☐	☐
▪ National poverty reduction strategies and other development plans	☒	☐	☐
▪ National sectoral plans for primary and secondary education	☒	☐	☐
▪ National plans for Education for All (EFA)	☐	☐	☒

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[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.

> Curriculum for Excellence provides the national policy framework for education from age 3-18 (early years, primary and secondary) and incorporates human rights education with citizenship education which is identified as a priority. Reference to human rights is also included in the second UNDESD action plan.

> The Scottish Government is providing over £9m funding over 2008-11 to organisations aimed at tackling racist attitudes and improving the lives of minority ethnic communities in Scotland. This work will seek to deliver on the aspirations made in the Scottish Government Race Equality Statement, including "Everyone is enabled to achieve their potential, and is not held back by prejudice and discrimination. We all feel safe to live free from fear, harassment, abuse or threats and our human rights are respected"

> Racism refers to beliefs, practices, and institutions that discriminate against people based on their perceived race. Discrimination against individuals or groups based on their race, colour, ancestry, or national or ethnic origin is a basic violation of human rights.

> A number of initiatives have been introduced by the Scottish Government to promote and raise awareness of race equality and discrimination based on race, colour or national or ethnic origin is highlighted as a basic violation of human rights. Examples of work include Educating for Race Equality - a Toolkit for Scottish Teachers, produced by the Centre for Education for Racial Equality in Scotland (CERES), and Show Racism the Red Card.

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

> No. However, the Scottish Human Rights Commission is developing a national action plan to promote awareness, understanding and respect for human rights which will be informed by mapping research.

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

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?).

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[8] Plan of Action, appendix B.10.
[9] Plan of Action, appendix A.5(e)(ii)-(iv).

Human rights education is part of citizenship education which is identified as an important cross-curricular theme within Curriculum for Excellence, the new curriculum in Scotland.

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

N/A

Have textbooks been prepared according to these guidelines?

N/A

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]

All policies are developed in the context of full compliance with ECHR.

With regard to the ethos, culture, inclusion and discipline policies in Scottish Schools, head teachers must have a behaviour policy and school rules; can exclude pupils under delegated education authority powers; must secure adequate and efficient provision of school education (Education (Scotland) Act 1980); and secure an education that is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential (Standards in Scotland's Schools etc Act 2000). In practice schools use a wide range of strategies and approaches to promote positive relationships and behaviour. The starting point for Curriculum for Excellence is a positive ethos and climate of respect and trust based on shared values across whole school communities. Promoting positive behaviour through a whole school ethos and values is the most frequently used approach in primary and secondary schools and seen as the most effective. Other approaches include curriculum programmes in social, emotional skills and wellbeing; restorative and solution oriented whole school approaches; rules and rewards; pupil and behaviour support; and broad curriculum options; and staged intervention leading to more individualised staged interventions   (Behaviour in Scottish Schools Research 2009).

Legislation which places duties on education authoirites, schools and other public bodies with regard to disability, race, religion, gender, sex etc… is reserved to the UK Government. A new Equality Bill introduced to the Westminster Parliament in April 2009 is intended to consolidate and streamline existing equality legislation. If passed, it will replace the Disability Discrimination Act, Sex Discrimination Act, Race Relations Act and a number of other pieces of legislation with a single Equality Act. A new, integrated public sector equality duty will require public bodies to tackle discrimination, promote equality of opportunity, and encourage good relations across race, disability, gender, sexual orientation, religion and belief, age, gender reassignment and maternity and pregnancy.

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[10] Plan of Action, appendix A.5(e)(viii).
[11] Plan of Action, appendix A.5(e)(ix).

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

> All teachers in Scotland are required to show knowledge and understanding of human rights and children's rights. Both are included in the Standard for Initial Teacher Education and the Standard for Full Registration. The Standards can be accessed at http://www.gtcs.org.uk/Publications/StandardsandRegulations/The_Standard_for_Full_Registration.aspx

> There are ongoing opportunities to engage in continuous professional development to help teachers develop young people as global citizens, aware of their rights and responsibilities and able to make informed choices and decisions.

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*
> ☐ ☒ ☐ ☐ ☐

> There is a duty on all public authorites in Scotland, including local authorities and schools, to comply with ECHR. This ensures that human rights are integrated in school governance and management. Human rights are also embedded in the curriculum.

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.

> Enabling young people to become responsible citizens with respect for others and commitment to participate responsibly in political, economic, social and cultural life is one of the key components of the curriculum in Scotland. Citizenship, international education and sustainable development education are identified as important cross-curricular themes which collectively contribute to developing global citizens. The curriculum is flexible, coherent and enriching with a strong focus on outcomes. Human rights education provides an excellent context for teachers working on an interdiciplinary basis and there are many opportunities for teachers to use a rights based approach to learning.

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

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[12] Plan of Action, appendix A.5(f).
[13] Plan of Action, appendix A.4.
[14] Plan of Action, II B.

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

Comprehensive opportunities exist   1 2 3 4 5 *Not at all*

- To express themselves   ☐ ☒ ☐ ☐ ☐
- To have responsibility   ☐ ☒ ☐ ☐ ☐
- To participate in decision making ☐ ☒ ☐ ☐ ☐
- To organize for their own interests ☐ ☒ ☐ ☐ ☐

> Yes. The curricuculum in Scotland is focused on enabling young people to become successful learners, confident individuals, responsible citizens and effictive contributors. All children are entitled to a broad general education including understanding of the world and Scotland's place in it. The principles for curriculum design include challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance. Participation is encouraged from an early age and the success of the Eco-Schools programme in Scotland is one example of this - 97% of schools are registered in the programme and over 29% hold the prestigious Green Flag. Pupil councils, the Scottish Youth Parliament, Young Scot and the Children's Parliament are also among the ways that children and young get involved.

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):

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

☐ ☒ ☐ ☐ ☐

> The Scottish Government and Scotland's Commissioner for Children and Young People (SCCYP) have produced booklets to explain what the articles of UNCRC. These have been really popular with children and young people. The Scottish Government also published an action plan on children's rights in 2009 – Do the Right Thing. This covers 21 areas where we will work to improve children's rights over the next 4 years.

> The Commissioner's ambition is that Scotland becomes a country where ALL children and young people: Understand their rights; Experience their rights; Exercise their rights every single day of their lives The Commissioner held a series of events during March 2010 to launch his national consultation with children and young people: 'a RIGHT blether'. The audience will be made up of teachers, youth workers, local authority staff, councillors, children and youth organisations and some young people. One of the aims of the consultation is to increase awareness among children and young people of their human rights and the UNCRC. New resources to support teaching and learning about UNCRC were published by the Government agency Learning and Teaching Scotland

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[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).

in March 2010 - http://www.ltscotland.org.uk/citizenship/about/uncrc/index.asp

There is also an increasing number of schools being awarded Rights Respecting Schools status which is organised by UNICEF. Learning about rights is also supported by the Children's Parliament, the Scottish Youth Parliament, the Scottish Human Rights Commission and NGOs including Amnesty International.

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):

Comprehensive monitoring systems	1	2	3	4	5	*Not at all*

- Respect for human rights principles in teaching practice — ☐ ☒ ☐ ☐ ☐

- Teaching quality with regard to human rights education — ☐ ☐ ☒ ☐ ☐

- Respect for human rights principles in school management and governance processes[18] — ☐ ☒ ☐ ☐ ☐

- Changes in students' knowledge, skills, values, attitudes and behaviour with regard to understanding of and respect for human rights[19] — ☐ ☒ ☐ ☐ ☐

All teachers in Scotland are required to show knowledge and understanding of human rights and children's rights.   Monitoring is principally at a local authority and school level but all public bodies have responsbility to respect human rights.

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

The Scottish Government funds local authorities in Scotland through a grant and local authorities agree their priorities in the context of a concordat and single outcome agreements. Human rights education is not disaggregated within the local authority budget.

The Scottish Government has provided funding to the Holocaust Educational Trust which delivers the Lessons from Auschwitz project. Two flights per annum take senior pupils from Scotland to Aushwitz and pupils share their reflections with others on their

return. Schools are also supported by Learning and Teaching Scotland and other organisations who provide resources for teachers.

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?

Human rights education is embedded within the curriculum and there are considerable opportunities to take a rights based approach to learning on a cross-curricular basis at

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

[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).

primary and secondary levels. Human rights education is particularly relevant in social studies and Religious and Moral Education though there are a variety of curricular contexts where it can be relevant.

How many hours are taught and at what grade levels?

Not known.

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*
☐ ☒ ☐ ☐ ☐

The curriculum in Scotland supports a child friendly, learner-centred and participative approach to learning, includign human rights education. There are also specific initatives such as UNICEF Rights Respecting Schools which take this approach on human rights.

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

The Scottish Government, Learning and Teaching Scotland, local authorities and schools are the main organisations involved in curriculum development. Schools have flexibility to develop the curriculum in the context of national guidance.

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?

National guidance and resources to support teaching and learning are provided by Learning and Teaching Scotland. Schools have flexibility over use of resources and the curriculum encourages flexibility and creativity to meet the needs of learners rather than a prescriptive, text book based approach. However, all resources would be expected to conform with human rights principles. Materials produced with SCCYP to support learning about UNCRC are mentioned above and UNICEF, Amnesty International and other NGOs offer resources to support rights based education.

D. Training of school personnel

27. Is human rights education included in the following?

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[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).

	Yes	*No*
▪ Pre-service teacher training	☒	☐
▪ In-service teacher training	☒	☐
▪ Head teacher training[25]	☒	☐

Is participation voluntary or mandatory?

> Mandatory - The General Teaching Council for Scotland oversee accreditation of all courses of Initial Teacher Education to satisfy themselves that courses will prepare student teachers to have achieved the Standard for Initial Teacher Education by the time they complete their course. Scottish Ministers subsequently approve courses on basis of recommendation from GTCS.

How many hours are offered?

> Embedded within course content.

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

> Partners including Learning and Teaching Scotland, Development Education Centres and the IDEAS network help disseminate good practice.

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

> The public sector duty to comply with ECHR ensures that human rights principles are embedded in policies.

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

> Teacher training colleges in Scotland are audited by HMIE.

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?

> WPHRE is not considered to have been a significant driver of improving the integration of human rights education into schools.

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):

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[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).

	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):

  In Scotland, the introduction of Curriculum for Excellence, which is the biggest change in education in a generation provides a strong focus on developing responsible citizens and is strongly consistent with the principles of rights based approach to education.

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.

A response to a Parliamentary Question on 4 October 2007 made clear that the Scottish Government supports the provisions of the World Programme and is committed to giving knowledge and understanding of their rights and those of others. Citizenship, including the rights and responsibilities of individuals and communiteis is a key part of the early years and school curriculum. In implementing the new curriculum and highlighting the important of responsible citizenship there has not been an explicit focus on the World Programme.

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

	Used often	1	2	3	4	5	*Not used*

- *WPHRE Plan of Action for the 1ˢᵗ phase* ☐☐☐⊠☐

- *ABC - Teaching Human Rights:*
  Practical activities for primary and secondary schools ☐☐☐⊠☐

- *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) ☐☐☐⊠☐

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.