**Ministry of Foreign, Affairs, Regional Integration and International Trade**

**(Human Rights Division)**

**Midterm progress report on the implementation of the fourth phase of the World Programme for Human Rights Education**

**1.0 Introduction**

The Republic of Mauritius is committed to instil a quality education that would maximise the talents and potential of its citizens. Education is compulsory until the age of 16 years and no child is left out of the education system. Moreover, education is free up to Tertiary level in all public higher education institutions. It aims at securing an inclusive education system fully adapted to the new developmental needs of our economy and society. Continued efforts are being made to ensure that all children from both urban and rural areas as well as Rodrigues and the Outer Islands are not left out of the education system. Strategies are put in place by the Special Education Needs Authority to ensure education of children with special needs, students from vulnerable backgrounds are provided adequate assistance such as free meals, school kits or Scholarship Scheme. Human rights education is effectively dispensed as from a very young age and education goes hand in hand with digitalization and development through the setting up of a National e-Learning Platform.

The Resolution for theWorld Programme for Human Rights Education: The plan of action for the fourth phase (2020-24) was adopted by the Human Rights Council on 26 September 2019. The Plan of Action emphasizes on the Human Rights Education devoted to the ‘youth’ which has been defined as a person aged 15 to 24 years. The Plan of Action comprises four (4) components, namely:

1. Policies and related implementation measures
2. Teaching and learning processes and tools
3. Training of Educators
4. An enabling environment

Progress made by the Ministry of Education, Tertiary Education, Science and Technology in regards to the above four components are as follows:

**2.1 Policies and related implementation measures**

This includes legislation and policies that have been developed and implemented to ensure the inclusion of human rights and human rights education in formal education for young people (secondary, higher education and vocational training) and to facilitate and support the work of civil society – including youth groups and youth-led organizations – in conducting human rights education in non-formal settings.

There is no specific legislation to ensure the inclusion of human rights and human rights education in formal education for young people. The State of Mauritius came up with 100 priority actions in its Human Rights Action Plan 2012-2020, out of which two actions were explicitly on human rights education, namely: Priority Action 93. – A comprehensive human rights education strategy shall be elaborated following assessment of the needs of various groups, and Priority Action 95. – Integration of Human Rights in the education sector

The Government of Mauritius is party to a series of human rights instruments including:

1. the core United Nations Human Rights Conventions, namely the International Covenant on Civil and Political Rights, the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, the International Covenant on Economic, Social and Cultural Rights, Convention on the Elimination of a forms of Racial Discrimination, the Convention on the Elimination of all forms of Discrimination against Women, the Convention on the Rights of the Child and the Convention on the Rights of Persons with Disabilities; and
2. the African Charter of Human and Peoples’ Rights and its Protocol Establishing the African Court on Human and Peoples’ Rights.

Most of these conventions give great importance to education in developing respect for human rights, Moreover, the Universal Declaration of Human Rights places an obligation on countries to inculcate respect for human rights through teaching and training. The teaching of HRE is a lifelong process that builds knowledge, skills, attitudes and behaviour that contribute towards greater respect for human dignity and a global culture of human rights.

**2.2 Teaching and learning processes and tools**

This includes programmes and activities to develop young people’s competencies (in the areas of knowledge, skills and attitudes) that empower them to exercise, respect and uphold human rights through learner-centred. The Ministry of Education, Tertiary Education, Science and Technology (MOETEST) aims at integrating human rights education across the Curriculum including training of teachers, school textbooks and extracurricular activities at pre-primary, primary and secondary level. With a view to promoting human rights through teaching and education, the MOETEST, with the assistance of the Commonwealth Secretariat, developed a ToolKit on Human Rights Education in 2015. The Toolkit provided a practical framework that teachers could easily integrate into their existing teaching practices. It was user friendly and contained valuable resources for teachers to effectively integrate Human Right Education in their lessons.

**2.3 Nine-Year Continuous Basic Education Reforms**

There has been a lot of progress made with the introduction of the Nine-Year Continuous Basic Education Reforms brought in since 2018. The curriculum has been reviewed for the teaching of Human Rights Education. Human Rights Education is taught at both primary and secondary levels as well as in Special Education Needs Schools. As proposed in the toolkit, Human Rights Education(HRE) has been included in several subjects, mostly Social Modern Studies (SMS). Furthermore, new subjects such as Life Skills and Values and Citizenship Education cover a substantial component of HRE. Activities proposed in the toolkit prepared by Commonwealth have been adapted and included in students’ course material. ***Annexes 1 and 2*** show how HRE is incorporated in these subjects. Both Life Skills and SMS aim at preparing the learners to better understand and make informed decisions about key social and civic issues that affect them and their families. The learners are equipped with knowledge about themselves, the people and the society around them, the nation and the world, through the lenses and methods of different disciplines, like History, Geography, Sociology, Human Rights education, citizenship education, values education, education for sustainable development and multicultural education.

In 2020, the new curriculum materials for both SMS and Life Skills were introduced at Grade 9. The new Grade 9+ SMS and Life Skills curriculum materials were introduced in 2021. These materials are meant to extend the knowledge that students acquired in Grades 7 & 8, where they were taught HRE components pertaining to respect of human dignity and to reinforce a global culture of human rights. All the activities in Life Skills address HRE issues directly or indirectly. In 2021, the Mauritius Institute of Education (MIE) initiated the review of curriculum materials for Values and Citizenship Education (VACE) for Grades 1, 2 & 3. MIE continually develops and updates syllabi and curriculum materials to ensure that learners in primary and secondary schools develop competencies that empower them to become responsible citizens who uphold respect for human rights in a collaborative manner.

At tertiary level, Human Right Education forms part of various fields of studies as detailed below:

1. **University of Mauritius (UoM)**

The department of Law offers three undergraduate programmes, namely: LLB (Hons), BA (Hons) Law with Management and BA (Hons) Law and Criminal Justice. The module Human Rights is offered on the three programmes.

For the academic year 2021/2022, the department of Law offered an LLM in Human Rights.

The department of Law also collaborates with the Center for Human Rights, the University of Pretoria, where students from the Center come to Mauritius to work on their dissertation related to a human rights issue.

**B. The University of Technology, Mauritius (UTM)**

The following courses, from the School of Health Sciences at the UTM, have modules containing elements of human rights:

1. BSc (Hons) Gerontology
2. BSc (Hons) Environmental and Public Health
3. MSc Health Services Management
4. MSc Mental Health
5. BSc Public Health Engineering
6. Short course on Parenting Skills

Also, contents relating to human rights are available in some of the programmes of study offered by the School of Sustainable Development and Tourism, as follows:

1. BA (Hons) Counselling - Content of human rights partially covered in the following modules:

* CNLG 2313B Children, Adolescent and Peer Counselling,
* CNLG 2314B Family and Marriage Counselling,
* CNLG 2315B Sexuality Counselling, Workplace and Career Counselling
* CNLG 2316B Substance Abuse Counselling

1. BSc (Hons) Applied Social Sciences with Specialisation in Criminology:

* LWS 3402B: Human Rights and Equality law,
* LWS 3602B: Understanding Criminal Behaviour,
* LWS 3603B: Comparative Penal systems

**C. Open University of Mauritius (OUM)**

The Open University of Mauritius (OUM) promotes human rights through the following programmes: Diploma in Legal Studies, LLB and BA (Hons) Law and Management, where Human Rights is proposed as a module.

Regarding Youth Empowerment and human rights, the Master of Education (Med) and Master in Educational Leadership and Management programmes have human rights units included in the Law in Education curriculum. Upon completing the module, the learners -mostly educators- are better positioned to mentor the youth and raise their human rights awareness.

**2.4 Training of Educators**

This includes measures to ensure adequate training in human rights and human rights education methodologies of educators working both in formal education (teachers, higher education teaching personnel and other education staff) and in non-formal settings, particularly young trainers, leaders, and activists.

Since 2020, the Mauritius Institute of Education (MIE) has been involved in teacher training which are geared towards the promotion of Human Rights Education and Human Rights related concepts. The MIE has continued offering modules that address issues of Human Rights, Life Skills and Citizenship Education to primary and secondary pre-service and in- service educators. A module on Human Rights Education for the (B Ed) (PT) primary is offered for in service educators. Some 100 educators have already followed the module. Further details on Human Rights Education in the Bachelor of Education (B.Ed) Primary is at ***Annex 3***. PGCE Students are offered a module on Citizenship education which addresses issues related to human rights. Concepts such as rights, responsibilities, respect and tolerance, pertaining to Human Rights Education, are taught through the module ‘Citizenship Education’ which is offered as an Elective to both pre-service and in-service secondary school educators. The module focuses on project-based learning with the aim to prepare secondary teachers to integrate aspects of citizenship and values education in their teaching. More than 60 educators have followed this module since 2020.

In 2021, for the first time, MIE collaborated with Heavenly Culture World Peace Restoration of Light (HWPL) based in South Korea in an endeavour to support teachers with the implementation of peace education. The HWPL is an international peace organization that was founded in South Korea for global peace and cessation of war. It is a non-governmental organization in Special Consultative Status with the UN Economic and Social Council (ECOSOC) and associated with the UN Department of Global Communications (DGC). The collaboration between the HWPL and the MIE (MOU is being processed) emanates from the desire to further empower educators in developing knowledge, skills and attitudes to teach Values Education, HRE, Citizenship Education and to assist teachers in finding ways to integrate Peace Education into the existing curriculum and thus starting that process of change. A need for Peace Education in the education system to create more sustainable and peaceful societies is a necessity. For example, education on conflict resolution, prevention, and peace should enable the learners to develop skills and competencies related to HRE. It is therefore crucial to cultivate education as a human right.

Through 8 online workshops, the HWPL has equipped the Certificate in Special Education CSE educators to better understand the importance of developing appropriate values and attitudes in the youth so that the latter becomes pro-active citizens who will be able to co-exist within their communities in a harmonious manner, helping to build a better community.

In 2021, 24 Special Education Needs (SEN) educators following the Certificate in Special Education (CSE) followed online workshops organised by the Heavenly Culture World Peace Restoration of Light (HWPL) as part of their ‘workshop and seminars’ component.

Details of training of educators in HRE as follows:

## **Total number of educators who have been followed HRE/HRE related modules**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Course** | **Module** | **Number of students/Year** | | |  |
| **2020** | **2021** | **2022** | **Total** |
| 1 | Certificate in Special Education (CSE) | Peace Education |  | 24 |  | 24 |
| 2 | Teacher’s Diploma Holistic Education (TDPHE) | TDPHE1108: Values Education | 10 | 15 | 11\* | 36 |
| 3 | Teacher’s Diploma Holistic Education (TDPHE) | TDPHE 1208: Values and Civic Education | 10 | 15 |  | 25 |
| 4 | Teacher’s Diploma Holistic Education (TDPHE) | TDPHE 2105:  Citizenship Education |  | 10 | 15 | 25 |
| 5 | Bachelor of Education (B.Ed) Primary | BEDP 1113:  Human Rights Education | 82 | | 62 | 142 |
| 6 | Post Graduate Certificate in Education (PGCE) Secondary | E18:  Citizenship Education | 25 | 30 | 08 | 63 |

**2.5 An enabling environment**

This includes measures to encourage the organization of and participation in human rights education activities for young people and to ensure the protection and realization of young people’s human rights. Apart from including human rights education in the curriculum, students are further sensitized on human rights issues through the following:

1. Information sessions carried out in educational institutions, for example by the National Human Rights Commission (NHRC), the office of the Ombudsperson for children, the Police force, among others.
2. Participation in co-curricular or extra-curricular activities at school level as well as regional and international levels. These include a variety of literary, art and other competitions such as the Young Reporters for the Environment (YRE), Duke of Edinburg Award, Eco School Project as well as Debate competitions. Furthermore, the Ministry organizes the Model United Nations conference whereby students get the opportunity to debate on human right issues and propose possible solutions. The participation in seminars and workshops, for example the National Youth Parliament, also provides the students with the appropriate platform for an exposure to human rights issues.
3. The setting up of Gender Networks and other clubs in schools, for example the Benevolent club, Integrity club, School Child Protection club, Interact club, Debate club, Science club, Environment club among others, also promote the engagement of students in human rights matters.
4. Through the student council body in secondary schools, and student union in higher education institutions, students have the opportunity to represent their fellow students and express their opinion freely to the administration of the educational institution.

It is to be noted that the Plan of Action recommends a national process for implementation, which includes 3 steps:

* + Step 1- Undertake a national baseline study on human rights education for youth.
  + Step 2- Develop a national strategy to promote human rights education for youth.
  + Step 3- Implement, monitor and evaluate the national strategy.

**2.6 Promotion of Human Rights Education for the youth.**

The Ministry of Youth Empowerment, Sports and Recreation is presently implementing a National Youth Policy through which a series of youth programmes which are organised for the empowerment of young people aged 14 to 35 years. The aim has been to invest in our youth who represent an important and highly significant section of our population. One of its action focusses on human rights education for youth of the Republic of Mauritius. This is implemented in collaboration with the National Human Rights Commission.

Moreover, it organises sensitisation programmes and training courses on human rights education to educate the youth on their rights and the laws relevant to their protection. Around 500 young people benefit from the human rights education programme every year. The other programmes organised by this Ministry are also linked to upholding the basic human rights of the youth. These include:

1. National Youth Civic Service
2. National Young Volunteer Scheme
3. Life Skills Education
4. Youth Health Promotion Programme
5. Youth Entrepreneurship Programme
6. Duke of Edinburg’s Award Programme
7. **Teaching and learning processes/tools**

An intensive training of around 12 hours on Human Rights has been organised for 300 youth leaders in all districts of the island. The youth had the opportunity to learn and develop their competencies to exercise, respect and uphold human rights. They were also exposed to the Constitution of Mauritius with a practical session at the Mauritius National Assembly.

1. **Training of Educators**

A training of trainer’s course on Human Rights Education has been organised for all Officers of the Youth Cadre working in Youth Centres around Mauritius. This was made possible with the collaboration of the National Human Rights Commission and covered the following areas: Children’s Act, Gender Based Violence, Human Trafficking National Prevention Mechanisms.

1. **An enabling environment**

To encourage the participation of the youth in human rights education activities and to ensure protection and realisation of youth rights, the following measures have been undertaken by this Ministry:

1. A Senior Youth Officer is currently appointed as desk officer for human rights education and a budget has been earmarked for human rights education programmes in all Youth Centres/regions.
2. Human rights education activities are included in the calendar of activities of all Youth Centres.
3. Incentives such as transport and refreshments are provided to participants during sensitization sessions
4. Interactive learner-centered Training workshops are organised at specific central venues with logistics and training kits provided to all so as to enable a better participation of the youth.

The Human Rights Division in collaboration with the Commonwealth Secretariat is organising a training of trainers on Human Rights and Youth Engagement in May 2022.

***29 April 2022***

***Annex 1***

**Topics of HRE introduced in different subjects taught at different levels in Secondary Curriculum**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Subject** | **Grade/ content Area** | **Topic** | **Learning Outcomes Which Cater for Components of Human Rights Education** | **Concepts of Human Rights Education & Human Rights Issues** |
| Social and Modern Studies | 7-9 | Issues of Human Rights are incorporated in different topics | Understand the complexity of living in a continuously evolving society and seek to find ways to preserve the physical and the social environment.  Examine the roles and responsibilities of individuals in groups and communities.  Demonstrate good citizenship behaviour and appreciate their own rights and the rights of others. | Key Concepts of Human Rights  The Constitution of Mauritius, Chapter II makes provision for the Protection of Fundamental Rights and Freedoms of the Individual  The Rights- Based Welfare State  National, Regional & International Human Rights Instruments |
| Social & Modern Studies | Grade 7  Knowing my country | MY COUNTRY & MYSELF | Explain the meaning of  ‘cultural diversity’.  Recognise that our origins & cultural diversity are our heritage  Appreciate our unique Mauritian identity | Diversity (Key Concept of Human Rights) & Inclusion  Right to Practice One’s Religion |
|  |  | OUR COUNTRY OUR PEOPLE | Appreciate the contributions of people /of some Mauritians/groups from various fields | Human Rights Heroes |
|  |  | PEOPLE, PLACES AND THE ENVIRONMENT | Recognise that natural resources have always been important in determining where people live. | Right to Life |
|  | Grade 8  The making of contemporary Mauritius | THE WAY TO INDEPENDENCE | Recognise the rise of political awareness in Mauritius  Discuss the contributions of the various movements in achieving independence (social, cultural, and political)  Discuss the role of media in the process leading to independence | Participatory Democracy: Right to Vote  (Key Concept of Human Rights)  Constitution of Mauritius:  Chapter II  Protection of Fundamental rights and Freedoms of the Individual |
|  |  | MAURITIUS A DEMOCRATIC COUNTRY | Show an understanding of the term democracy  Identify the features of a democracy  Explain the functions of the: Constitution, Electoral process, Legislative, Executive and Judiciary  Appreciate the role and contribution of different organisations (unions, NGO, associations, movements) in a democratic country  Develop critical thinking and promote citizenship at the local and national level  Discuss the role of media in democracy. | * Active Democracy * Arms of democracy (separation of powers) * Active Citizenship |
|  | Grade 9  Mauritius in the Changing world | SOCIO- ECONOMIC DEVELOPMENT SINCE 1968: ACHIEVEMENTS, CHALLENGES & PROSPECTS  POPULATION STUDIES | understand the socio-economic conditions at the time of independence. - discuss the salient features that shaped our welfare state  develop an understanding of the need for innovation in sustaining our development - reflect upon the challenges ahead.  identify and discuss factors affecting population growth in Mauritius and the world  explore socio-economic, political, and environmental reasons for movement of people (migration, circulation, displacement | * The Rights- Based Welfare State * Equality (Key Concept of Human Rights)   Gender (Key Concept of Human Rights)  Right Life  Migrants’ Rights |

***Annex 2***

**Learning Areas for Grades 1-6 in Primary Curriculum**

**Life Skills.**

The NCF 2015 recognises and emphasises the importance of imparting life skills to our young people. Life skills are defined as “the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life” (WHO, 1996). They are skills that best prepare learners for life, and enable them to deal with personal, professional and social challenges, especially in a time of national, regional and global uncertainties. Sustained engagement in the development of life skills will help generate and reinforce the 21st Century Competencies and consolidate personal and social skills.

**Values Education**

In a world characterised by accelerated change, easy access and exposure to unlimited information through various media, young people often lose their bearings and are more vulnerable to social ills. In this context, there is a pressing need to promote the teaching of values at school.

**Citizenship Education**

Citizenship Education imparts the knowledge, skills, attitudes and values that prepare individuals to become informed, respectful and responsible citizens displaying readiness to participate actively in the life of the community. Its main objectives are to promote love for the country, develop a sense of national identity and foster civic responsibility. Citizenship Education helps in learners’ social development and in the building of their character, behaviour and self- confidence. It also enables them to engage with others and cultivate mutual understanding and respect for others.

The National Curriculum Framework (NCF) 2015 recognises the importance of Citizenship Education in the process of nation- building. A contextual and problem-based approach to teaching is promoted. Furthermore, the adoption of an interactive and participatory pedagogy within which the teacher-learner relationship fosters inclusion and respect and empowers learners to voice out their views and make meaning from life experiences is advocated.

**Intercultural Education**

Education contributes not only to the acquisition of knowledge and know-how but also to developing the art of living together, especially in a country like the Republic of Mauritius, where people of different religious beliefs and traditions share a common space. With learners from different cultures, the school reflects their diversity and becomes an ideal place for cultural exchange and understanding. Intercultural understanding is founded on the belief that we all learn from one another and become personally enriched by coming into contact with and experiencing different cultures. Interacting with and experiencing other cultures promote peace and social cohesion

**Sexuality Education**

Human sexuality includes our feelings and the way we see ourselves as men and women; how we think about our bodies and other people's bodies; our values and beliefs about ourselves and others; our behaviour when we are alone and with others; as well as genital and reproductive health.

***Annex 3***

**B Ed Primary PT - Module Human Rights Education**

**( In Service Course for Primary Educators by MIE )**

|  |  |  |  |
| --- | --- | --- | --- |
| **Theme** | **Week No.** | **Pre-requisites** | **Learning Objectives** |
| **History of Human Rights**  **Week1** | 1 | Trainees need to demonstrate basic knowledge of recent world history (over the last 50 years) and contemporary world affairs | Demonstrate knowledge and understanding of Human Rights (HE), their origins and evolution over time as concept and practice |
| **Introduction to Human Rights Education**  **Week 2 & 3** | 2 | Trainees need to have a sound understanding of the curriculum framework and schooling system at primary level | Demonstrate knowledge and understanding of Human Rights Education (HRE) |
| **Core values of Human Rights Education**  **Week 4 & 5** | **3** | Knowledge acquired during first two sessions | Demonstrate understanding of basic tenets and core values of Human Rights Education (HRE) |
| **Human Rights Education in a global context**  **Week 6** | **4** | What is HRE (Refer to week 1)  Key themes within HRE(refer to week 4) | Demonstrate knowledge and understanding of how HRE has contributed in empowering people around the world |
| **Contemporary issues in Human Rights Education**  **Week 7 & 8** | **5** | Knowledge of some major contemporary issues | Discus some important human rights issues in the contemporary world |
| **Human Rights in a multicultural context**  **Week 9 & 10** | **6** | Knowledge and understanding of the context HRE is addressed | Discuss the contribution of HRE in maintaining peace and harmony in a multicultural context |
| **Putting Human Rights into Practice at school**  (elements of HRE in the curriculum)  **Week 11** | **7** | have a knowledge of the curriculum content (official & taught) | Identify elements of HRE in the curriculum  Appraise the application of human rights at school level |
| **Strategies for the teaching and learning of Human Rights Education**  **Week 12 & 13** | **8** | Knowledge in using integrated approach in teaching. | Identity specific activities from the pupils’ books that can be used to promote HRE  Devise strategies to address these elements of HRE |
| **Teaching aid in Human Rights Education**  **Week 14 & 15** | **9** | Knowledge in making use a different materials in preparing teaching aids to be used in teaching across the curriculum | Select appropriate existing teaching aid that can used in the teaching & learning of HRE  Adapt the teaching aid to local context |