



Regional Review and Follow-up to the UN Decade for Human Rights Education in the Asia Pacific Region (1995 – 2004)

Survey Form¹ for National Commissions, Ministries of Education, schools and other institutions involved in Human Rights Education in the Asia Pacific region

PURPOSE OF THE REGIONAL REVIEW

The purpose of the Regional Review is twofold:

- 1 to seek the views of relevant bodies in the Asia Pacific region on the achievements and shortcomings of the UN Decade for Human Rights Education, focussing on primary and secondary schooling, and**
- 2 to seek views on the first phase of the proposed Plan of Action for the World Programme on Human Rights Education, focussing on the primary and secondary school systems, due to commence in 2005.**

The results of this survey will contribute to the development of the first phase of a Plan of Action for a World Programme on Human Rights Education, to be presented by UNESCO and the UN Office of the High Commissioner for Human Rights to submit to the 59th session of the UN General Assembly later this year.

It would be very much appreciated if you could complete and return this survey form **by 31 July 2004 by email or by post to:**

**Review of UN Decade
UNESCO APNIEVE Centre
RMB 273 Coat Road
Ironbank, South Australia 5153
Email: joyde@chariot.net.au**

¹ This Survey Form has been adapted from the UNHCHR mid term Global Review by UNESCO APNIEVE Australia, in cooperation with UNESCO for the purposes of the Regional Review of the UN Decade for Human Rights Education.

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SURVEY FORM

It would be very much appreciated if you could complete and return this survey form **by 31 July 2004** by return email or by post to:

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c/- UNESCO APNIEVE Centre
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Ironbank, South Australia 5153
Email: joyde@chariot.net.au

Your cooperation is very much appreciated.

Please attach additional pages if there is insufficient space to respond.

This survey form is for completion by the National Commission for UNESCO, the Education Ministry, government and non-government schools, educational institutions and other organizations involved in Human Rights Education in schools (eg Human Rights institutions, Research Centers, NGOs, Teachers' organizations)

Basic Information

- Name and designation of person/s filling out this questionnaire:
- Institution/Organization/Department responsible for completing this questionnaire:
- Mailing address:
- Telephone number:
- Fax number:
- E-mail address:
- Website

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SURVEY QUESTIONS

In completing this survey you may wish to refer to Resolution 2004/71 of the UN Commission on Human Rights relating to the follow-up to the UN Decade for Human Rights Education 1995 – 2004 (attached).

"Governments should play an active role in the implementation of the programme of the UN Decade for Human Rights Education through the development of national plans of action for human rights education, the introduction or strengthening of national human rights curricula in their formal educational systems....." (International Plan of Action for the Decade, para. 11).

PART A For completion by the National Commission for UNESCO and Education Ministry

National Plan of Action for Human Rights Education

1. Has a National Plan of Action for Human Rights Education been developed in accordance with the Framework for the UN Decade for Human Rights Education 1995-2004? Yes _____ No _____

If yes

- i. Is the Human Rights Education Plan a component of an overall national plan of action for human rights? If not, please explain why.
 - ii. Please describe the features of the National Plan of Action that relate specifically to primary and secondary schooling (please attach those parts of the Plan).
2. Is the National Plan of Action for Human Rights Education in schools being implemented? Yes _____ No _____
3. What problems or barriers (if any) have you encountered in implementing the Plan of Action?
4. What strategies in the National Action Plan relating to schools are most effective? Why?
5. In what ways do you think the National Action Plan relating to schools could be improved?

Partnerships for Human Rights Education in Schools

6. Has your Government been working together in partnership with other bodies towards implementing human rights education in schools during the Human Rights Education Decade?
- i. **If yes**, please describe the nature of such collaboration
 - ii. **If no**, please explain
7. Are there human rights institutes, centers or focal points for human rights education in your country? If so, has your Government been collaborating with these bodies? Please explain.
8. In your view, how effective have these partnerships been? Please explain.
9. What improvements (if any) could be made in collaborating with others towards human rights education in schools?
10. As a follow-up to the UN Decade for Human Rights Education, what in your view should be included in the proposed World Programme for Human Rights Education focusing on schools?

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PART B For completion by the Ministry for Education, schools and other educational bodies involved in Human Rights Education in schools.

Legislative, Policy and Curriculum Framework

1. Is human rights education incorporated into national legislation concerning education at:

- i. Primary school Yes___ No___
- ii. Secondary school Yes___ No___

Please describe these or other provisions that are used as a basis for human rights education.

If yes, have policies been developed on the basis of such legislation by governmental implementing agencies? Yes___ No___

What do these policies contain?

- Policy statement on the integration of human rights concepts into subjects? Yes___ No___
- Policy statement on human rights as a separate subject? Yes___ No___
- Development of teaching/learning materials for human rights education? Yes___ No___
- Development of extracurricular activities on human rights? Yes___ No___
- Review of textbooks and other teaching and learning materials? Yes___ No___
- Training of teachers, school administrators, education officials etc? Yes___ No___
- Incorporating human rights education in teacher training curricula? Yes___ No___
- Collaboration with other institutions eg Parent Teacher Associations? Yes___ No___
- Other relevant policy statements? Please describe. Yes___ No___

If no, what opportunities are there for incorporating human rights education into other areas of legislation? Please explain.

Primary schooling

2. In your country, are human rights incorporated into the school curriculum at the primary school level? Yes___ No___

i. **If yes**, are the following instruments used in the school curriculum:

- Your National Constitution Yes___ No___
- The Universal Declaration of Human Rights Yes___ No___
- The Convention on the Rights of the Child Yes___ No___
- The International Bill of Human Rights Yes___ No___
- Other (please specify)

ii. **If yes**, is human rights:

- Taught as a separate subject? Yes___ No___
- Integrated into the teaching of other subjects? Yes___ No___

iii If it is integrated into the teaching of other subjects, please specify which subjects (i.e. social studies, geography, history, language, etc.)

3. Please list the human rights resources (i.e. textbooks, manuals, curricula, audio-visuals, posters, etc.) developed for and/or used at the primary school level.
4. Has primary school textbook analysis/revision been undertaken in order to incorporate human rights? Please explain.
5. Have extra-curricular programmes aimed at human rights education (such as community service, school exchanges, etc.) been introduced? Please explain.
6. What teaching/learning processes or methodologies have been found to be most effective?
7. Have teachers been trained on human rights education? What are the percentages of teachers trained? What subject matters are the trained teachers teaching?
8. Please identify key obstacles for human rights education at the primary school level and measures for overcoming them.

Secondary schooling

9. In your country, are human rights incorporated into the school curriculum at the secondary school level? Yes___ No___
 - i. **If yes**, are the following instruments used in the school curriculum:

-Your National Constitution	Yes___ No___
-The Universal Declaration of Human Rights	Yes___ No___
-The Convention on the Rights of the Child	Yes___ No___
-The International Bill of Human Rights*	Yes___ No___
-Other (please specify)	

(* The Bill contains Universal Declaration of Human Rights, International Covenant on Economic Social & Cultural Rights, International Covenant on Civil and Political Rights & optional protocols)
 - ii. **If yes**, is human rights:

Taught as a separate subject?	Yes___ No___
Integrated into the teaching of other subjects?	Yes___ No___
 - iii. If it is integrated into the teaching of other subjects, please specify which subjects (i.e. social studies, geography, history, language, etc.)
10. Please **list** the human rights resources (i.e. textbooks, manuals, curricula, audio-visuals, posters, etc.) developed.
11. Has secondary school textbook analysis/revision been undertaken in order to incorporate human rights? Please explain. Yes___ No___
12. What teaching/learning processes or methodologies have been found to be most effective?
13. Have teachers been trained on human rights education? What are the percentages of teachers trained? What subject matters are the trained teachers teaching?

14. Have extra-curricular programmes aimed at human rights education (such as community service, school exchanges, etc.) been introduced? Please explain.
15. Please identify key obstacles for human rights education at the secondary school level and measures to overcome them.

General

16. In your view, how effective have the Human Rights Education programmes in schools been in raising awareness and in changing attitudes? Please explain.
17. Please describe your experiences of the practical outcomes and behavioural impacts of human rights education in schools (both good and bad), including concrete actions/behaviours by students, teachers, school administrators, parents and local community leaders/members.
18. What improvements would you recommend for designing and implementing Human Rights Education programmes in formal education systems?
19. As a follow-up to the UN Decade for Human Rights Education, what concrete action in your view should be included in the proposed World Programme for Human Rights Education focusing on schools, with respect to the following areas:
 - a. educational policies:
 - b. curriculum and textbooks:
 - c. teacher training (both pre- and in-service training):
 - d. school environment:
20. How in your view could Human Rights Education in schools contribute more effectively to promoting equality and to developing societies in which human dignity and all human rights are valued and respected?

Any other comments?

THANK YOU FOR YOUR PARTICIPATING IN THIS SURVEY