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ARRIVÉE

ועד הישראלי לאונסקו
ISRAEL NATIONAL COMMISSION FOR UNESCO
اللجنة الإسرائيلية لليونيسكو

BAS | SED 18/5/10

FAX

פקס

To:	Mr. Qian Tang, ADG-Ed		אל:
Fax Number:			מספר פקס:
Sent By:	Daniel Bar-Elli Secretary-General Israel National commission for UNESCO	דניאל בר-אלי מזכ"ל הוועד הישראלי לאונסקו	נשלח ע"י:
Date:	16/5/10		תאריך:
Pages Including This Page:	1+11		מספר עמודים כולל דף זה:
Subject:	H.R Education questionnaire		הנושא:

Dear Mr. Tang,

We enclosed here Israel response to this questionnaire

בברכה,

David Bar-Elli

משרד החינוך, ירושלים 91911
unescoil@education.gov.il / barelid@education.gov.il :דוא"ל 02-5603745 :פקס' 02-5603746/7 טל'
Ministry of Education, Jerusalem 91911, Israel
Tel: 972-2-5603746/7, Fax: 972-2-5603745, e-mail: barelid@education.gov.il

United Nations
Educational, Scientific and
Cultural Organization

Organisation
des Nations Unies
pour l'éducation,
la science et la culture

Organización
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Организация
Объединенных Наций по
вопросам образования,
науки и культуры

منظمة الأمم المتحدة
للتربية والعلم والثقافة

联合国教育、
科学及文化组织

The Assistant Director-General for Education a.i.

Permanent Delegates & Observers of
UNESCO

National Commissions for UNESCO

9 March 2010

Ref.: ED/BAS/SED/10/jm/02

משרד החינוך
הועד הישראלי לאונסקו
18 -03- 2010
נתקבל

Sir/Madam,

Please find enclosed for your information the copy of the letter of the Office of the United Nations High Commissioner for Human Rights (OHCHR) with regard to the evaluation of the first phase of the *World Programme for Human Rights Education* (WPHRE, 2005-2009). The letter, accompanied by a questionnaire, was sent on 28 January 2010 to all Permanent Missions to the United Nations in Geneva, on behalf of the United Nations Inter-Agency Coordinating Committee on Human Rights Education in the School Systems (UNIACC), composed of 12 UN entities and affiliated organizations including UNESCO.

In accordance with Human Rights Council resolution 12/4 (1 October 2009), the attached letter requests Member States to prepare and submit their national reports on the implementation of the first phase of the World Programme. The final evaluation report will be prepared by UNIACC on the basis of Member States' national reports and will be submitted to the United Nations General Assembly at its 65th session. The deadline for Member States' replies is 31 March 2010.

I would also like to draw your attention to Section II of the attached "Guidance and Questionnaire for Governments" (p.4) which invites Member States to include the national periodic reports prepared for the recent *Fourth Consultation on the Implementation of the UNESCO 1974 Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms* as supplementary information. As you may recall, this Fourth Consultation placed specific emphasise on the first phase of the World Programme for Human Rights Education. The results of the Fourth Consultation were submitted to the 35th session of the General Conference (Document 35 C/INF.23).

Each of the UNIACC member agencies is encouraged to follow up this communication through mobilizing its own State representation mechanisms. We would appreciate it if you could raise this issue with the Ministry of Education and other relevant partners in your country to follow up the request for cooperation in undertaking an evaluation of the first phase of the World Programme and keep us informed by 30 April on such action.

We remain at your disposal to assist you on any related issues.

Please accept, Sir/Madam the assurances of highest consideration.

Qian Tang

7, place de Fontenoy
75352 Paris 07 SP, France
Tel. +33 (0)1 45 68 10 00
Fax +33 (0)1 45 67 16 90

www.unesco.org

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Evaluation of the first phase (2005 - 2009)
of the World Programme for Human Rights Education (WPHRE)

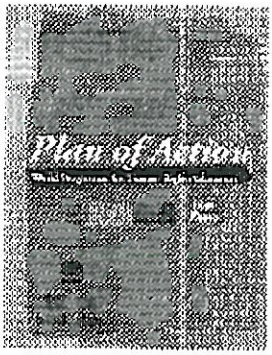
GUIDANCE AND QUESTIONNAIRE FOR GOVERNMENTS

The purpose of this questionnaire is to provide Member States with guidance for the preparation of national evaluation reports on the national implementation of the first phase of the World Programme for Human Rights Education.

I. GUIDANCE

1. Introduction – The World Programme for Human Rights Education

The United Nations General Assembly, in resolution 59/113A of 10 December 2004, proclaimed the World Programme for Human Rights Education (2005-ongoing) as a global initiative structured in consecutive phases, in order to advance the implementation of human rights education programmes in all sectors. The first phase of the World Programme covers the period 2005-2009[1] and focuses on integrating human rights education in primary and secondary school systems.



The General Assembly, in resolution 59/113B of 14 July 2005, adopted the revised draft Plan of Action[2] for the first phase of the World Programme, which proposes a concrete strategy and practical ideas for implementing human rights education nationally. Resolution 59/113B, inter alia, encouraged "*all States to develop initiatives within the World Programme and, in particular, to implement, within their capabilities, the Plan of Action*" (para. 2) and appealed to "*relevant organs, bodies or agencies of the United Nations system, as well as all other international and regional intergovernmental and non- governmental organizations, within their respective mandates, to promote and technically assist, when requested, the national implementation of the Plan of Action*" (para. 4).

2. Background to the evaluation

The evaluation of the first phase of the World Programme for Human Rights Education is mandated both by the General Assembly and by the Human Rights Council as outlined below. The Plan of Action adopted for the first phase of the World Programme by all United Nations Member States through the **General Assembly** provides:

> *49. At the conclusion of the first phase (2005-2007) of the World Programme, each country will undertake an evaluation of actions implemented under this plan of action. The evaluation will take into consideration progress made in a number of areas, such as legal frameworks and policies, curricula, teaching and learning processes and tools, revision of*

[1] Although the first phase was initially launched for three years, until 2007, the Human Rights Council subsequently decided, it its resolution 6/24 (28 September 2007) to extend the first phase of the World Programme by two more years until the end of 2009.

[2] A/59/525/Rev.1 hereinafter referred to as "Plan of Action". For easy reference, the Plan of Action may be accessed at http://www.ohchr.org/Documents/Publications/PActionEducationen.pdf

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textbooks, teacher training, improvement of the school environment, etc. The Member States will be called upon to provide their final ***national evaluation report*** *to the United Nations inter-agency coordinating committee.*

...

51. The inter-agency coordinating committee will prepare a final evaluation report based on national evaluation reports, in cooperation with relevant international, regional and non-governmental organizations. The report will be submitted to the General Assembly at its sixty-third session (2008).

The **Human Rights Council** in resolution 12/4 of 1 October 2009:

6. Reminds Member States of the need to prepare and submit their ***national evaluation reports*** *on the first phase of the World Programme to the United Nations Inter-Agency Coordinating Committee on Human Rights Education in the School System by early 2010;* and

7. Requests the Coordinating Committee to submit a final evaluation report of the implementation of the first phase of the World Programme, based on ***national evaluation reports****, in cooperation with relevant international, regional and non-governmental organizations, to the General Assembly at its sixty-fifth session* (autumn 2010).

This evaluation will be carried out by the United Nations Inter-Agency Coordinating Committee on Human Rights Education in the School System (UNIACC), for which the Office of the High Commissioner for Human Rights (OHCHR) provides the secretariat.[3]

3. Content of evaluation

The aforementioned Plan of Action defines human rights education and outlines key actions to be undertaken by ministries of education and other school and civil society actors working in partnership to integrate human rights education effectively in the primary and secondary school systems. The UNIACC evaluation will therefore be based on national reporting on key elements drawn from the Plan of Action, namely the five main components of human rights education in the primary and secondary school systems, in the context of the minimum action which Member States are encouraged to undertake during the first phase of the World Programme.

3.1 Components of human rights education in the primary and secondary school systems

Human rights education promotes a rights-based approach to education. The Plan of Action provides at paragraph 18:

Therefore, human rights education in the primary and secondary school systems includes:

(a) Policies developing in a participatory way and adopting coherent educational policies, legislation and strategies that are human rights-based, including curriculum improvement and training policies for teachers and other educational personnel;

[3] UNIACC was established in September 2006, as mandated by the Plan of Action, to facilitate coordinated United Nations support to the national integration of human rights education in national school systems. The Inter-Agency Committee, for which OHCHR provides the Secretariat, is composed of 12 UN system entities and affiliated organizations, namely: ILO, OHCHR, UNAIDS, UNDG, UNDP, UNDPI, UNESCO, UNFPA, UNHCR, UNICEF, UNRWA, and the World Bank. The Council of Europe has participated as an observer.

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(b) Policy implementation — planning the implementation of the abovementioned educational policies by taking appropriate organizational measures and by facilitating the involvement of all stakeholders;

(c) Learning environment — the school environment itself respects and promotes human rights and fundamental freedoms. It provides the opportunity for all school actors (students, teachers, staff and administrators and parents) to practice human rights through real-life activities. It enables children to express their views freely and to participate in school life;

(d) Teaching and learning — all teaching and learning processes and tools are rights-based (for instance, the content and objectives of the curriculum, participatory and democratic practices and methodologies, appropriate materials including the review and revision of existing textbooks, etc.);

(e) Education and professional development of teachers and other personnel — providing the teaching profession and school leadership, through pre- and in-service training, with the necessary knowledge, understanding, skills and competencies to facilitate the learning and practice of human rights in schools, as well as with appropriate working conditions and status.

A detailed description of the five components and related courses of action, to serve as a reference tool, is provided in the appendix.

3.2 Minimum action required by States

Paragraph 26 of the Plan of Action on "Stages of the implementation strategy" calls for *analysis of the current situation of human rights education in the school system* (stage 1); *setting priorities and developing a national implementation strategy* (stage 2); *implementing and monitoring* (stage 3); and *evaluating* (stage 4).

Paragraph 27 of the Plan of Action provides that *Member States are encouraged to undertake as minimum action during the first phase (2005-2007) of the World Programme the following:*

(a) An analysis of the current situation of human rights education in the school system (stage 1);

(b) Setting of priorities and the development of the national implementation strategy (stage 2);

(c) The initial implementation of planned activities.

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II. QUESTIONNAIRE FOR GOVERNMENTS

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: APRIL 29th 2010

2. Institution responsible for completing this questionnaire: ISRAEL - MINISTRY OF EDUCATION

3. Responsible department: CIVIL EDUCATION DEPT.

4. Contact person: ADAR COHEN-

5. Mailing address: 2 DVORA HANEVIA St, JERUSALEM, ISRAEL

6. Telephone number: 972-50-6288937

7. Fax number:

8. E-mail address: ADARCOH@EDUCATION.GOV.IL

9. Webpage: WWW.EDUCATION.GOV.IL/MATE

[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.

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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: OUR POLICY IS INTEGRATING CIVILITY STUDIES WITH CIVIL EDUCATION ACTIVITIES, eg: COMMEMORATING HUMAN RIGHTS DAY

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

		Yes	No	Doesn't exist
(1)	▪ National human rights plans	☑	☐	☐
(1)	▪ National plans of action against racism, racial discrimination, xenophobia and related intolerance	☑	☐	☐
(2)	▪ National poverty reduction strategies and other development plans	☑	☐	☐
(1)	▪ National sectoral plans for primary and secondary education	☑	☐	☐
(1)	▪ National plans for Education for All (EFA)	☑	☐	☐
(3)	▪ National policy frameworks as part of the Decade on Education for Sustainable Development (2005-2014)	☑	☐	☐

If yes to any of the above, please elaborate.

(1)- PLANS INITIATED AND CONDUCTED BY THE MINISTRY OF EDUCATION
(2) PLANS MANAGED BY MINISTRY OF WELLFARE AND SOCIAL SERVICES
(3) PLAN MANAGED BY MINISTRY OF ENVIROMENTAL PROTECTION

12. Has a national implementation strategy been developed to implement any human rights education policy objective?[8] SPECIAL STAFF WAS ESTABLISHED AT THE MINISTRY OF EDUCATION TO IMPLEMENT AND FOLLOW UP POLICY WITH RESPECT TO CIVIL EDUCATION

If yes, have young people/learners been involved in both developing the national implementation strategy and in its implementation? NO. ~~ONLY~~ MAIN AGENCIES/ORGANIZATIONS INVOLVED WERE SCHOOLS

[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).
[8] Plan of Action, appendix B.10.

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Has the strategy been published and disseminated? If yes, please share a copy or refer to a website address if available online. YES: WWW.EDUCATION.GOV.IL/MATE

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?).

YES: CROSS CURRICULAR & SUBJECT BASED IN CIVIL EDUCATION IT IS ALSO OBLIGATORY

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

NO

Have textbooks been prepared according to these guidelines?

NO

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] CRYSTALLIZATION OF INTRA SCHOOL TREATY, INTEGRATING DIALOG BETWEEN STUDENTS, PARENTS AND TEACHERS, PERSUEING PRINCIPLES OF RIGHTS

16. Is there a comprehensive training policy on human rights education for teachers and other educational personnel in schools?[12] YES, SPECIAL EDUCATION AND TRAINING PROGRAMMES ARE PROPOSED TO THE STAFF

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*

☐☐☑☐☐

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

[9] Plan of Action, appendix A.5(e)(ii)-(iv).
[10] Plan of Action, appendix A.5(e)(viii).
[11] Plan of Action, appendix A.5(e)(ix).
[12] Plan of Action, appendix A.5(f).
[13] Plan of Action, appendix A.4.

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education, multicultural education, global education, education for tolerance or education for sustainable development?[14] If yes, please explain. YES, ALL TH

ALL THE ABOVE, UNDER THE UMBRELLA OF CIVIL EDUCATION

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?[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	☐	☐	☑	☐	☐	

DIFFERENT FROM ONE SCHOOL/COMMUNITY TO ANOTHER

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*
	☐	☐	☑	☐	☐	

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]	☐	☐	☑	☐	☐	

[14] Plan of Action, II.B.

[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).

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

[18] Plan of Action, appendix A.5(e)(ix).

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22. Please outline how schools fund human rights education including sources and the percentage of State budget allocated in this area?[20] PARTLY FROM CIVIL SOCIETY ORGANIZATIONS AND PARTLY BY THE GOVERNMENT

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?

ALL INCLUDED IN CIVIL EDUCATION PROGRAMMES

How many hours are taught and at what grade levels?

TWO - FOUR GRADES - 3 WEEKLY
NINE GRADE - 2 HOURS WEEKLY
11-12 GRADE - 3 HOURS

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*

☐☐☑☐☐

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

SUPERVISSION BY 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?[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?

YES, CIVIL SOCIETY ORGANIZATIONS, ~~SS~~

D. Training of school personnel

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[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).
[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).

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27. Is human rights education included in the following?

	Yes	*No*
▪ Pre-service teacher training	☐	☐ – PARTLY
▪ In-service teacher training	☑	☐
▪ Head teacher training[25]	☑	☐

Is participation voluntary or mandatory?

VOLUNTARY

How many hours are offered?

15 – 112 HOURS

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

MATERIALS ARE SENT TO SCHOOLS AND ARE AVAILABLE THROUGH THE WEBSITE

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

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

FEEDBACK

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 MY BEST KNOWLEDGE THE PLAN IS NOT IMPLEMENTED IN ISRAEL

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	☐	☐	☐	☐	☐
▪ Lack of awareness of WPHRE at local government level	☐	☐	☐	☐	☐

[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).

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- 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):

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.

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.

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