PERMANENT MISSION OF THE REPUBLIC OF SERBIA TO THE UNITED NATIONS OFFICE AND OTHER INTERNATIONAL ORGANIZATIONS
СТАЛНА МИСИЈА РЕПУБЛИКЕ СРБИЈЕ ПРИ УЈЕДИЊЕНИМ НАЦИЈАМА И ДРУГИМ МЕЂУНАРОДНИМ ОРГАНИЗАЦИЈАМА
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No. 608/1

The Permanent Mission of the Republic of Serbia to the United Nations Office and other International Organizations at Geneva presents its compliments to the Office of the High Commissioner for Human Rights, and with reference to the latter's Note Verbal dated 28 January 2010, concerning the implementation of the Human Rights Council resolution 12/4 entitled "World Programme for Human Rights Education", has the honour to convey the response of the Ministry of Human and Minority Rights of the Republic of Serbia.

The Permanent Mission of the Republic of Serbia hopes that this information, although conveyed after the provisional deadline, will present significant contribution to the valuable work of the Office.

The Permanent Mission of the Republic of Serbia avails itself of this opportunity to renew to the Office of the High Commissioner for Human Rights the assurances of its highest consideration.

Geneva, 6 April 2010

Office of the High Commissioner for Human Rights
GENEVA
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OHCHR REGISTRY
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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:	9 March 2010
2. Institution responsible for completing this questionnaire:	The Ministry of Education of the Republic of Serbia
3. Responsible department:	Sector for Education Development and International Educational Cooperation
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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:

In September 2009, two reformed laws were passed: the Law on the Basic Educational System and the Law on Textbooks and Teaching Aids. Both laws are based on the principles of fairness, equality, accessibility to education and that that education is being developed in a democratically functioning and socially responsible institution, which promotes openness, cooperation, tolerance, awareness of a worldly connection of culture and civilisation, devotion to basic moral values, values of justice, truth, solidarity, freedom, respect and responsibility, which also demands full respect for the rights of children, students and adults. The laws stipulate that each child must be guaranteed an education in accordance with the ability for development, which would effectively be providing an access to education based on the rights of a student. In this respect, the Law on the Basic Educational System governs a mechanism producing an individual educational plan and class (Article 77), student enrolment into primary school (Article 98), etc. This law also regulates the ways mandatory elective subjects of civil education are planned (Article 72) and the creation and work of the student parliament (Article 105). The Law on Textbooks and Teaching Aids affirms a right of students with disabilities and development disorders to textbooks in a format corresponding to their educational needs (Article 3). For persons with disabilities and development disorders, textbooks are published in accordance with special needs of the students, in Serbian as well as in languages of ethnic minorities. Textbook content must not be discriminatory on any grounds (Article 4): race, nationality, ethnicity, language, religion or sex, development disorders, disabilities, physical and psychological abilities, health conditions, ages, social and cultural origin, assets, political involvement, as any other grounds.

As regards the concrete measures on elementary/primary and secondary school education in reference to the rights based access to education, it ought to be noted that there is education in the languages of the national minorities in the multinational environments, which our educational system has a long tradition in, and is more closely defined in the curricula. The minority languages are Hungarian, Albanian, Slovak, Romanian, Russian and Bulgarian Roma, Croatian and Bosnian. The affirmation of minority rights in Serbia's educational system became a focus of matter as a part of the World Roma Decade Programme when positive actions were taken to enrol Roma students to the first year of secondary schools. Affirmative actions have been taking place in the last five years with an objective to stimulate the Roma population to integrate themselves into the social community by means of education. In order to overcome any

[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.

language barriers, those Roma students who did not know Serbian well enough and who later became included into the educational system were given support in primary schools by Roma assistants who were appointed in primary schools in areas where Roma population is at its largest.

When it comes to minority human rights in education, these are the relevant legal regulations:

The Constitution of the Republic of Serbia guarantees the right to education to all citizens. Members of minority groups are guaranteed a right to have education in their own language, as well as right to found private educational institutions.

The Law on the Protection of Freedoms and Rights of Minority Groups stipulates that national councils of national minorities must be involved in the process of production of curricula for the lessons taken in languages of national minorities, bilingual classes or studying of a minority language with elements of the national culture.

The Law on National Councils of National Minorities provides for a concrete institutional support for the national councils of national minorities as regards the accomplishment of minority rights to education in their own language in a multinational local self-government in Serbia.

The Law on Basic Educational System provides for the creation of the National Educational Council whose one member is elected from the line of national minorities.

In respect of the rights of the minorities, the Law on Higher Education and General Act of Higher Educational Institution stipulate that the studies or certain parts of studies, as well as defence of doctor dissertation, may be held in the language of a national minority. This law regulates the right to equal quality conditions of studies and right to diversity and protection from discrimination.

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)	☒	☐	☐
• National policy frameworks as part of the Decade on Education for Sustainable Development (2005-2014)	☒	☐	☐

If yes to any of the above, please elaborate.

Aside to the Ministry of Education, two more ministries of the Government of the Republic of Serbia are competent for accomplishment of human right to education: the Ministry for Human and Minority Rights and the Ministry of Labour and Social Policy.

[7] Plan of Action, appendix A.5(d).

National plans on human rights are included in the Serbian National Strategy for Serbia's and Montenegro's accession to the European Union and with it related Action Plan for implementing priorities of the European partnership whose element is the human and minority rights domain. In the National Poverty Reduction Strategy, there is an entire chapter dedicated to the poverty educational aspect. In accordance with the Millennium Development Aims (aims 1 to 3), the most vulnerable part of the population in need of equal rights for all aspects of life, normally unachievable without an organised support from a social community, are defined. Most often, such vulnerable population is the poor rural female population, persons with disabilities, pre-school children, Roma, adults and their need for education, including those who left the educational system prematurely, have no corresponding qualifications making them incapable of finding a job.

Majority of posed questions is subsequently dealt with in special strategic documents where the area of human rights is of high importance bearing in mind its inseparability with all vulnerable social groups. We shall name only a few strategic documents which have the area of human rights directly or indirectly as their strategic start: the National Action Plan for Children, the Youth National Strategy, the National Strategy on Prevention and Protection of Children against Violence, the Educational Development for Adults Strategy, the Professional Education Development Strategy, People with Disability Status Improvement Strategy in RS, Roma Integration Strategy, Regional Development Strategy, National Employment Strategy. One of the main objectives of the Sustainable Development Strategy, which thematically incorporates all subsequently listed areas, is to reduce sex and social inequality of marginalised groups, encourage the employment of young persons and persons with disabilities, as well as other vulnerable groups.

As regards the National Action Plans against racism, racial discrimination, xenophobia and other forms of intolerance, Serbia has passed the Law Against Discrimination of Persons with Disabilities (2006) and the Law Against Discrimination (2009). Both of these laws regulate the field of education, forbid discrimination in education and are based on the respect for the rights of people to a life of dignity, education and work. Education on human rights and awareness raising of the population in respect of human rights in general, of marginalized groups in particular, is foreseen, for example, in the Strategy for Improvement of Status of Disabled Persons in the Republic of Serbia (2006), as well as in the Action Plan for the implementation of strategy for improvement of status of disabled persons in the Republic of Serbia (2010-2011).

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

The implementation measures of the human rights education have been embedded into various strategies relating to the fulfilment of the minority rights or the right of marginalised groups. The documents are public and open to all interested parties (state or non-governmental organisations). The following strategic documents may be used as an example: The National Action Plan for Children, the National Youth Strategy, the National Strategy for Prevention and Protection of Children from Violence, the Educational Development for Adults Strategy, the Professional Education Development Strategy, Strategy for Improvement of Status of Disabled Persons in RS, The Roma Integration Strategy, the Regional Development Strategy, the National Employment Strategy and others.

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

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

Yes. Representatives of all document target groups as well as the young from the educational system have been involved in the development of the strategic documents through the Student Parliament and various forms of peer studying.

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

The strategic documents are available on the websites of organisations which base their activities on them and, more importantly, on the websites of ministries from whose competence these documents materialised:

The Ministry of Education, www.mp.gov.rs

The Ministry of Labour and Social Policy, www.minrzs.gov.rs

The Ministry of human and minority rights, www.ljudskaprava.gov.rs

The Ministry of Youth and Sport, www.mos.gov.rs

The Ministry of Economy and Regional Development, www.mer.gov.rs

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?).

Human rights education is incorporated into the curricula through mandatory and elective subjects, such as: Serbian language/mother tongue, world around us, history, geography (mandatory) and civil education, religious studies (elective).

Human rights area is among basic elements of the civil education content. This subject is taught in both primary and secondary schools as one of the two mandatory elective subjects (optional with the religious studies) one class per week. Until the 2009/10 school year, a student could declare his/her preference at the start of the second term for one of the two mentioned subjects and was obligated to take them until the end of the term. From the 2009/10 school year, a student starting the fifth year of primary school or the first year of the secondary school must declare each following year on which mandatory elective subject he/she will take. This applies to both primary and secondary schools.

Civil education was first introduced in Serbia in the 2001/02 school year. The new subject was originally offered as an elective subject to the first year primary and secondary school students. Introducing the subject demanded activities around preparing the training of the subject teachers. Expert teams relied on the significant experience of the non-governmental organisations, which had been developing curricula of this area since 1991. In 2002/03 the subject became an elective subject.

In 2003/04, the subject became:

elective in the first and the second year of primary and the first and the second year of secondary schools;

elective in the third year of primary and the third year of secondary school;

elements of the subject are like cross-curricular segment included in the education of the first

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

year of primary schools.

The development of civil education in primary and secondary school is becoming more intensified. Since 2004, improvement of the status of the subject in all years has received a legal bearing. Instead of being elective, it has now become a mandatory elective subject. At present, civil education is taught in all eight years of primary and all four years of secondary schools.

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

The textbook quality standards, adopted by the National Education Council (adopted in February 2010), contain human rights principles, as does the Law on Textbooks and Teaching Aids (*The Official Gazette of* RS, no. 72/09). The guidelines for writing or revising textbooks exist in a written form in:

- Standard textbook quality adopted by the National Educational Council (in February 2010) reflect human rights principles, as does the Law on Textbooks and Teaching Aids (*The Official Gazette of RS*, no. 72/09)

The guidelines for writing or revising textbooks exist in a written form in:

- The Textbook Concept for primary and secondary school;

- The Law on Textbooks and Teaching Aids, Article 4 (equal opportunities and prohibition of discrimination);

- Regulations on textbook quality standards (adopted 16 February 2001).

Have textbooks been prepared according to these guidelines?

Yes. Until now, there has not been a single incident where a textbook contained any discrimination against religious, national or ethnic equality. The publishers are obliged to produce the textbooks in accordance with the law and standards of textbook quality. Commissions which evaluate the textbook manuscript quality are also obliged to follow the regulated textbook quality standards.

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]

The above mentioned Law on Basic Educational System affirms principles and objectives of education based on the rights of man to educate himself and get involved with the community life under equal conditions to all. The law defines the rights and obligations of students, parents, teaching and extra-curricula personnel, expert advisers, administrative staff. There are prohibitions on political gatherings in the institution and are subjected to disciplinary measures and punishment in case of violations of student rights or the rights of the employed (Articles 44, 45, 46, 161 and 164). Each measure is important for the realisation in everyday educational practice, regulated by by-laws, which more closely regulate matters stipulated by the law. The Law on Basic Educational System, the public administration, choice of school Principal/Head Master is managed by the School Board made of representatives of local community, parents

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

and school employees. The Parents Council is present in administrative bodies of the school. Parents are involved in making of elective programmes. They are obliged by law and by by-laws to participate, transact and control the execution of the educational process, its course and results in schools.

Moreover, the system has enabled accredited programmes of professional development published yearly in the Training Catalogue for professional development of the employed in education by the Institute for the Improvement of Education. The training offer content containing the knowledge and skills in fields of school administration, management, inclusion measures, the rights of national minorities and other rules affecting the life in a school environment, developing the school culture and practice.

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

Human rights education for teachers and other educational staff in schools has existed for over ten years (the Training Catalogue for professional development of the employed in education- mandatory and elective training of professional development and the development in the education on democratic rights and their application).

Persons who can teach civil education must satisfy the teacher conditions of the relevant school or professional partner conditions. Civil education lessons can be taught by teachers who took one or more of the following trainings: Training for Teachers of Civil Education, Interactive Training/Team Work; Neither Black nor White; Knowledge of Growing Up; Communication Skills; Active Teaching/Learning; Education for Non-violence; Words May be Doors or Windows; Smile Keepers; Good Will Classroom; Culture of Criticizing Opinion; Textbook of Children's Human Rights; Debate Club; Safe Child; Abuse and Neglect. There are trainings organised by the Council of Europe and the OSCE Mission to Serbia, as well as home organisations.

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

Yes, they do exist in the organisation of educational institutions, curricula content structure, freedom of choice in language lessons are taken and in multinational environments, elective

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

subjects, cultural, sport and recreational subjects, school openness for cooperation with non-governmental sector and civil initiatives, lessons of students' interests, etc.

In addition to legal regulations and by-laws, accredited programmes, curricula, textbook content and extra-curricula activities, each educational institution shall have the right to autonomy. With such autonomy, the relevant institution has the opportunity to choose partners it wants to cooperate with in the achievement of educational objectives.

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	☐	☒	☐	☐	☐	

Not only do these opportunities exist, but they are legally binding. Their establishment and provision is controlled by the educational inspection and professional pedagogic monitoring. The new Law on the Basic Educational System promotes a more stressed role of a Student Parliament whereby the parliament gives an opinion on important school regulations. The Parliament representatives are both members of the School Board, whereas in secondary schools they also have the right to decide on certain matters as the full members of the Board.

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*
	☐	☐	☐	☐	☒	

There are interactions, although cooperation is rather unequal, it varies from school to school, from one social community to another. Therefore, marking certain areas would amount to 3, while others would be 4.

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*

[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).

- 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] ☐☐☐☒☐

There are Councils for education in charge of the quality and teaching process which contain human rights. In addition, there is inspection acting upon any human right violation.

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

The funds are allocated from the budget of the Republic of Serbia, whereas a share of resources for institutional functioning is distributed to a budget for local self-governance. There is no defined budget line for this area in education. However, through daily activities in the educational system, every form and content of the work promoting human rights and creating foundation for knowledge about them is systematically supported. In the narrow sense, it could be said that the budget allocated for salaries of civil education teachers is essentially that part of the budgetary resources meant for human rights education, even though this does hardly cover the variety of forms and activities promoting human rights in the educational practice.

[18] Plan of Action, appendix A.5(e)(ix).
[19] Plan of Action, appendix A.5(e)(x).
[20] Plan of Action III E.

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?

Civil education was first introduced into Serbian schools in 2001/02. The content as well as student and teachers' manuals were made in cooperation with the experts from the Council of Europe in charge of the field of education, and with the most successful teachers in the educational system. Within the framework of the programme, a significant part of which is focused on the issue of tolerance, are the respect for difference and uniqueness, development of mutual life regardless of nationality, competences, origin or sex, as well as direction to the development of citizen activities. Teacher manuals are prepared for all years of secondary school and teachers teaching in the first six years of primary schools. Preparations are currently taking place for teacher's manual for year seven, and development programme in the final year of primary school. Final year of secondary civil education content was adjusted to the needs of students, which is why it contains two themes.

The first theme relates to the understanding of the importance of information for a responsible and engaged life in a modern society where information is determined as the "oxygen" of democracy. Students are introduced to the Law on Free Access to Information and the possibilities it provides for considering that its full use depends greatly on how well it is known and used. Activities should enable students to better understand the term of objectivity, as well as the role of individual responsibility in the creation of the image of the world.

The second theme deals with the issue of professional development whilst respecting the concept of life education and career guidance. Students are shown the importance of defining professional goals and planning a career for a responsible relationship in the process of further professional education and work. Through such themes, final year students have an opportunity to identify their own skills and abilities obtained through school and extra-curricula activities, which are also linked with professional competitions, master the techniques of representing themselves to others and increase the feeling of confidence and security in these activities. Beside civil education, students can also take lessons on the religious studies in both primary and secondary schools, and sociology, constitution and civil rights and psychology in secondary school.

How many hours are taught and at what grade levels?

The area of human rights is among the basic elements in the content of civil education. This subject is studied once a week in primary and secondary schools as one of the two mandatory elective subjects (optional with religious studies). Until the school year 2009/10, a student could choose one of the two mentioned subjects at the start of the second term and would have to take it until the end of that term. Since the school year 2009/10, a student who was starting the fifth year of primary school or the first year of secondary school had to choose an elective he/she would be taking in either primary or secondary school every following year. In the first four years of primary schools (junior years), and last four years of primary school (senior years) civil education was taught once a week. In secondary schools, it was taught once a week.

Beside this subject, other subjects are taught:

[21] Plan of Action, II B.20 and appendix D.19(a).

Religious studies- 30 hours per year in primary and secondary schools;

History, Constitution and Civil Rights- 30 hours per year in the forth year of secondary school;

Sociology- 20 hours per year in secondary school;

Philosophy- 20 hours per year in secondary school and

Psychology- 10 hours per year in secondary schools.

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*

☐☒☐☐☐

They are highly compatible.

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

Curricula may be proposed by the Ministry of Education, the Institute for Improvement of Education, the school, the school community, community of experts and individuals. Requests are submitted to the Institute for the Improvement of Education for an expert opinion, which then the Ministry of Education directs to the National Educational Council for its opinion. The Council's opinion is then submitted to the Normative Legal Working Group of the Ministry of Education. It then goes through a procedure in the Republic Secretary Office to finally becoming published.

Any changes to the curricula are initiated by the Ministry of Education based on the evaluation of the Institute for the Improvement of Education and the Institute for Education Quality and Evaluation. Curricula is prepared by the Institute for the Improvement of Education, the Centre for Textbook and Curricula Development, and approved by the National Educational Council.

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, materials of recognised NGOs are being used:

Save the children, UNESCO, UNICEF and other non-governmental organisations an institution with a right of autonomy can cooperate with. Cooperation must be based on the respect for principle and educational aims, as well as it must contribute to the promotion of knowledge, skills, culture and practise in the school life.

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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).

D. Training of school personnel

27. Is human rights education included in the following?

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

Is participation voluntary or mandatory?

Participation is mandatory in the initial training of a teacher and during class if the content of the taught subject is dominated by human rights topics.

How many hours are offered?

The hours last depending on the programmes offered in the Catalogue of programmes for professional improvement of the employed in education. Depending on the theme, its size, training content, the training can go from 4 to 16 hours on average.

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

They are available on-line, on the websites of the Ministry of Education, the Institute for Improvement of Education, the Institute for Education Quality and Evaluation, through publications these three institutions publish, as well as the publications of non-governmental organisations for which a school, based on the right to autonomy, makes an evaluation for the promotion of the content and values, which are in conformity with the educational principles and aims.

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

Yes, but merely declaratory.

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

The trainings are assessed through seminars, lectures, workshops, round tables, forum, consulting professional literature and interest in resources of public information.

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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).

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?

Education on human rights is an inseparable part of the schooling system, equal to the educational, upbringing and functional goal.

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	☐	☐	☐	☐	☐
▪ 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):

Awareness exists, expect that the main obstacle is the lack of resources.

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.

Officially published national strategies and action plans have been translated and delivered to schools. Series of seminars on the Conventions on Human Rights and the Rights of Child were organised with an aim to introduce and involve students in using rights.

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:

Preparation of the national evaluation report shall be based on the consideration of the legal regulations and by-laws, national strategy and action plan analysis, primary and secondary plans and programmes of upbringing educational work, school evaluation, external evaluations (professional pedagogic monitoring, the Institute for Improvement of Education and the Institute for Education Quality and Evaluation).

36. Please make any other comments not provided elsewhere:

In the report on the World Programme in the area of human rights education, one question ought to be posed relating to the specifications of certain countries. For instance, in our conditions it would be important to consider the multinational aspect, sensitive social groups, unequal social and economic development of the country.

THANK YOU.