



***Permanent Mission of Brazil to the United Nations Office
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The Permanent Mission of Brazil to the United Nations Office and other International Organizations in Geneva presents its compliments to the Office of the High Commissioner for Human Rights and has the honor to forward the answers of the Brazilian State to the questionnaire on the First Phase Evaluation (2005-2009) of the World Programme for Human Rights Education (WPHRE), according to the provisions of Human Rights Council Resolution 12/4.

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



Geneva, December 8, 2010

Office of the High Commissioner for Human Rights
Geneva

United Nations High Commissioner for Human Rights

First Phase Evaluation (2005-2009) of the World Programme for Human Rights Education (WPHRE)

Replies from BRAZIL

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

GUIDANCE AND QUESTIONNAIRE FOR GOVERNMENTS

I. GUIDANCE

1. Introduction – The World Programme for Human Rights Education

The United Nations General Assembly, in Resolution 59/113A of 10 December 2005, 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 programs in all sectors. The first phase of the World Programme covers the period 2005-2009¹ and focuses on integrating human rights education in primary and secondary education systems.

The United Nations General Assembly, in Resolution 59/113B of 14 July 2004 adopted the revised draft Plan of Action² 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, encourages “all States to develop initiatives within the World Programme and, in particular, to implement, within their capabilities, the Plan of Action” (paragraph 2) and appeals to “relevant organs, bodies or agencies of the United Nations system, as well as 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” (paragraph 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

¹ Although the first phase was initially launched for three years, until 2007, the Human Rights Council subsequently decided, in 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>

policies, curricula, teaching and learning processes and tools, revision of textbooks, teacher training, improvement of 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.

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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 in October 2010.

This evaluation will be carried out by the United Nations Inter-Agency Coordinating Committee on Human Rights 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, UNDP, UNDPI, UNESCO, UNFPA, UNHCR, UNICEF, UNRWA, and the World Bank. The Council of Europe has participated as an observer.

- b) *Policy implementation – planning the implementation of the above mentioned 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.

Minimum action required by States

Paragraph 26 of the Plan of Action on “Stage 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 evaluation (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.*

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 the corresponding numbers of the questions. In addition to the questionnaire, supplementary information may also be provided as additional attachments to your report. 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 of the Office of the United Nations High Commissioner for Human Rights by fax: +41 22 917 9008 or by email: registry@ohchr.org; with a copy to wphre@ohchr.org, no later than **31 March 2010**.

Part 1: BASIC INFORMATION

Ministry of Education

1. Date: 21 September 2010
2. Institution responsible for completing the questionnaire: Ministry of Education – Brazil

3. Responsible department: General Coordination for Human Rights of the Comprehensive Education, Human Rights, and Citizenship Directorate, Secretariat of Continuing Education, Literacy Learning, and Diversity of the Ministry of Education – Brazil
4. Contact person: General Coordinator for Human Rights – Rosiléa Maria Roldi Wille
5. Mailing address: Esplanada dos Ministérios, Ministério da Educação, Bloco L, Anexo I, Sala 421, CEP 70047-900, Brasília – DF
6. Telephone number: (61) 2022-9205/9206
7. Fax number: (61) 2022-9203
8. Email address: rosilea.wille@mec.gov.br e direitoshumanos@mec.gov.br
9. Web page: www.mec.gov.br

Secretariat of Human Rights

10. Date: 24 September 2010
11. Institution responsible for completing the questionnaire: Secretariat of Human Rights – Brazil
12. Responsible department: General Coordination for Human Rights Education – Brazil
13. Contact person: General Coordinator for Human Rights Education – Fábio Potiguar dos Santos
14. Mailing address: Secretaria de Direitos Humanos da Presidência da República – SCS, Quadra 9, Lote C, Ed. Parque Cidade Corporate, Torre A, 9º Andar, Sala 903A. Brasília – DF, CEP: 70.308-200
15. Telephone number: (61) 2025-3920
16. Fax number: (61) 2025-9865
17. Email address: fabio.dsantos@sedh.gov.br
18. Web page: www.direitoshumanos.gov.br

Part 2: COMPONENTS OF HUMAN RIGHTS EDUCATION IN SCHOOLS

A. Educational policies and policy implementation

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

- Human rights (**Yes**) or (No)
- The right to education (**Yes**) or (No)
- A rights-based approach to education (**Yes**) or (No)
- Human rights education (**Yes**) or (No)

Legal instruments:

- a) 1988 Constitution of the Federative Republic of Brazil – articles 1, 3, 5, 205, and 227;
- b) Child and Adolescent Bill of Rights (Estatuto da Criança e do Adolescente – ECA) - Law 8069 of 13 July 1990;
- c) Law of National Educational Guidelines and Bases (Lei de Diretrizes e Bases da Educação Nacional) – Law 9394 of 20 December 1996;
- d) Law 9975 of 23 June 2000, which amends the Child and Adolescent Bill of Rights to include, as a Crime in Kind, submitting a child or adolescent to sexual exploitation;
- e) Law 11106 of 28 March 2005, relative to Trafficking in Persons (http://www.planalto.gov.br/CCIVIL/_Ato2004-2006/2005/Lei/L11106.htm);

- f) Law 11340 of 7 August 2006, also referred to as the Maria da Penha Law, which establishes mechanisms to prevent domestic and family violence against women (<http://www.planalto.gov.br/CCIVIL/ Ato2004-2006/2006/Lei/L11340.htm>);
- g) Protection Program for Children and Adolescents Threatened with Death (Programa de Proteção à Crianças e Adolescentes Ameaçados de Morte), prescribed by Decree 6231 of 11 October 2007 (http://www.planalto.gov.br/ccivil_03/ Ato2007-2010/2007/Decreto/D6231.htm);
- h) Law 11525 of 25 September 2007, which adds paragraph 5 to article 32 of Law 9394/96.
- i) Decree 6481 of 12 June 2006, which approves the National List of Worst Forms of Child Labor. Ratification by the Brazilian government of ILO Convention 182 and Recommendation 190;
- j) Decree 7037 of 21 December 2009, which institutes the National Human Rights Plan – III (Plano Nacional de Direitos Humanos – III);

Institutional instruments:

- a) National Plan to Confront Sexual Violence against Children (Plano Nacional de Enfrentamento da Violência Sexual Infanto-Juvenil/2004) (http://www.mj.gov.br/sedh/ct/conanda/plano_nacional.pdf) ;
- b) Second National Women’s Policy Plan (II Plano Nacional de Políticas para as Mulheres/2008) (http://200.130.7.5/spmu/docs/Livro_II_PNPM_completo08.10.08.pdf) ;
- c) Brazil without Homophobia Program (Programa Brasil sem Homofobia/2004) (<http://www.aids.gov.br/data/Pages/LUMISE047F607PTBRIE.htm>) ;
- d) National Plan for the Prevention and Elimination of Child Labor and Protection of Adolescents (Plano Nacional de Prevenção e Erradicação do Trabalho Infantil e Proteção aos Adolescentes/2004) (http://www.mte.gov.br/trab_infantil/pub_6361.pdf) ;
- e) National Plan to Confront Trafficking in Persons (Plano Nacional de Enfrentamento ao Tráfico de Pessoas/2004) (<http://www.mj.gov.br>) ;
- f) National Human Rights Education Plan (Plano Nacional de Educação em Direitos Humanos – PNEDH/2006) (<http://www.mj.gov.br/sedh/ct/spddh/pnedh.pdf>) ;
- g) National Plan for the Promotion, Protection, and Defense of the Right of Children and Adolescents to Family and Community Life (Plano Nacional de Promoção, Proteção e Defesa do Direito de Crianças e Adolescentes à Convivência Familiar e Comunitária/2006) (<http://www.mds.gov.br>) ;
- h) National Early Childhood Plan (Plano Nacional pela Primeira Infância) (2010)
- i) National Social-Educational Assistance System (Sistema Nacional de Atendimento Socioeducativo/2006 – SINASE) (http://www.presidencia.gov.br/estrutura_presidencia/sedh/arquivos/spdca/sinase_integral.pdf) .

Additional information:

In Brazil, the protection, promotion, and defense of human rights are assured by the 1988 Federal Constitution, which affirms the commitments undertaken by the country through adherence to the principles set forth in the Universal Declaration of Human Rights (1948), and subsequently ratified through adoption of the principles established in the World Human Rights Conference in Vienna (1993). These principles are consolidated in the National Human Rights Plan – III (Plano Nacional de Direitos Humanos – III), enacted through Decree 7037/2009. With regard to the right to education, article 205 of the 1988 Constitution enshrines education as a right of all people and a duty of the State and family, mandating that education is to be promoted and encouraged with the collaboration of society, with a view toward the full development of individuals, in order to prepare for the exercise of citizenship and work. The norms governing the organization of the Brazilian education system reaffirm these constitutional principles and establish the mandatory right to primary education for all persons, in accordance with the Law of National Educational Guidelines and Bases (Lei de Diretrizes e Bases da Educação Nacional – Law 9394/96), Law 8069/90, which institutes the Child and Adolescent Bill of

Rights (Estatuto da Criança e do Adolescente – ECA), and Constitutional Amendment 59/09, which mandates compulsory education for children ages 4-17 and expands the scope of supplementary programs for all stages of primary and secondary education. Human rights education is a component of the General National Curricular Guidelines for Primary and Secondary Education (Diretrizes Curriculares Nacionais Gerais para a Educação Básica), issued by the National Education Council (Conselho Nacional de Educação) through Resolution 04/10, which integrate human rights education as a cross-cutting subject of the school curriculum. The Guidelines serve to reinforce the set of concepts, principles, and programmatic actions established in 2006 in the National Human Rights Education Plan (Plano Nacional de Educação em Direitos Humanos), which provides the basis for government action in human rights education and defines as its strategic axes primary and secondary education, higher education, non-formal education, education for professionals in the justice and security systems, and media education.

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

- National human rights plans (**Yes**), (No), (Doesn't exist)
- National plans of action against racism, racial discrimination, xenophobia and related intolerance (**Yes**), (No), (Doesn't exist)
- National poverty reduction strategies and other development plans (**Yes**), (No), (Doesn't exist)
- National plans for Education for All – EFA – (**Yes**), (No), (Doesn't exist)
- National policy framework as part of the Decade on Education for Sustainable Development – 2005-2014 - (Yes), (No), (Doesn't exist)

If yes to any of the above, please elaborate:

As part of the National Human Rights Program – II (Programa Nacional de Direitos Humanos – PNDH - II), in 2003 the Ministry of Education, the Ministry of Justice, and the Secretariat for Human Rights launched the National Human Rights Education Plan (Plano Nacional de Educação em Direitos Humanos – PNEDH), which was initially published in 2006 and revised in 2007.

In regard to national plans against racism, the Racial Equality Statute (Estatuto da Igualdade Racial) was enacted in 2010 through Law 12288/2010. In the education field, Law 10639/2005 and Law 11465/2008 mandate the teaching of African and indigenous history and culture, in addition to the production of educational materials for this purpose.

With a view to reducing poverty, Growth Acceleration Plans I and II (Plano de Aceleração do Crescimento I e II) were launched and the Unified Social Assistance System (Sistema Único de Assistência Social – SUAS), an initiative of the Ministry of Social Development and Hunger Alleviation, created.

In 2007, the Ministry of Education launched the Educational Development Plan (Plano de Desenvolvimento da Educação – PDE) and the Education for All Target Plan (Plano de Metas Compromisso Todos pela Educação).

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

Yes. The strategies developed by the Brazilian government are aimed at reducing social inequality and guaranteeing the human rights prescribed in the 1988 Federal Constitution. With regard to the guaranteed right to education, the Ministry of Education, in partnership with the Secretariat for Human Rights of the Presidency of the Republic and the Ministry of Justice, published the National Human Rights Plan (Plano Nacional de Educação em Direitos Humanos) in 2006. The document sets out the following strategic actions to guarantee the right of all to access, participate, and learn in education: institutionalize human rights education guidelines in primary and secondary education; strengthen human rights education content in school curricula and pre-service and in-service continuing training programs for education professionals; incentivize the implementation of mechanisms to ensure respect for human rights and the practice of human rights in education systems; support the implementation of pedagogical and work projects developed with a view to formulating strategies to confront all forms of discrimination and human rights violations in the school environment; incorporate human rights education in the pedagogical policy projects of schools; promote student organizing efforts; produce educational materials that include human rights education as an inter- and cross-disciplinary subject. In addition, the measures provided for in the National Rights Education Plan (Plano Nacional de Educação em Direitos) (2006) are instituted by the National Human Rights Education Committee (Comitê Nacional de Educação em Direitos Humanos), established through Administrative Rule 98 of 9 July 2003, as amended by Administrative Rule 83 of 21 February 2008, and by the Human Rights Education Committees (Comitês em Educação em Direitos Humanos), official state and municipal bodies. Discussions on the PNEDH benchmarks were spurred through meetings, seminars, and forums organized at the international, national, regional, and state levels, as well as public hearings involving representatives of government and civil society. The public consultation process engaged social and institutional sectors from the five areas specified in the Plan – Primary and Secondary Education, Higher Education, Non-Formal Education, Media Education, and Education for Professional in the Justice and Security Fields –, culminating in 28 meetings, specifically 26 State Human Rights Education Meetings – encompassing every state except Mato Grosso –, 1 Municipal Meeting in Uberaba, Minas Gerais, and 1 National Meeting, which drew approximately 5,000 participants. Another implementation strategy involves the National Human Rights Plan – III (Plano Nacional de Direitos Humanos – PNDH III), of which human rights education and culture are central axes, that establishes five key guidelines: effective implementation of the principles set out in national human rights education policies to strengthen the culture of human rights; strengthening of the principles of democracy and human rights in primary and secondary school systems, institutions of higher learning, and professional training institutions; recognition of non-formal education as a space for the defense and promotion of human rights; promotion of human rights education in the public service; guarantee of the right to democratic communications and access to information to consolidate a human rights-based culture.

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

National, state, and municipal Human Rights Conferences, as well as Youth Conferences have been organized to ensure the broad participation of all population segments in the development of the National Human Rights Plan – III – 2009.

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

Yes. The PNEDH and PNDH III, as well as the strategic actions for human rights education, are available on the official Web site of the Presidency of the Republic, www.direitoshumanos.gov.br.

13. Is human rights education present in the national curriculum and educational standards? If yes, please explain its status (e.g. obligatory or optional, subject-based or cross curricular).

With regard to the incorporation of human rights in school curricula, Law 9394 of 20 December 1996, which governs the National Educational Guidelines and Bases, structures primary and secondary school curricula in two segments: a) a common national base and a diversity component. The common national base encompasses the study of the Portuguese language, mathematics, the physical and natural world, and social and political realities taught through specific disciplines. For its part, the diversity component addresses content based on the unique regional and local characteristics of the society, culture, economy, and students. Human rights education is present in the subjects addressed in the two segments of the national curriculum, and is intended to serve as a cross-curricular subject of the pedagogical activities developed by schools. It is incorporated in the Curricular Guidelines for Cross-Curricular Subjects (Diretrizes Curriculares de Temas Transversais). In the context of pre-childhood education, the issue is encompassed within the New National Pre-Childhood Education Curricular Guidelines (Novas Diretrizes Curriculares Nacionais para Educação Infantil – DCNEI) – CNE Resolution 5 of 17 December 2009. In regard to primary and secondary education, human rights education is part of the set of General National Curricular Guidelines for Primary and Secondary Education (Diretrizes Curriculares Nacionais Gerais para a Educação Básica), issued by the National Education Council through Resolution 04/10, which mandates inclusion of the subject in school curricula. The Resolution regulates the programmatic action defined in the 2006 National Human Rights Education Plan (Plano Nacional de Educação em Direitos Humanos), in respect of the incorporation of human rights education in the curricular guidelines for primary and secondary education as a cross-curricular component of educational content, resources, methodologies, and evaluation methods. Similarly, the National Human Rights Plan – III (Plano Nacional de Direitos Humanos – PNDH III) mandates the following programmatic action: “To establish curricular guidelines at every level and modality of primary and secondary education instruction with a view to incorporating the subject of Human Rights education and culture, thereby promoting the recognition and respect for gender, sexual orientation, gender identity, generational, ethnic and racial, and religious diversity in the context of egalitarian, non-discriminatory, and democratic education” (2010, p. 191).

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

The official act of supplying textbooks in Brazil is a duty and responsibility of the Union. The federal government develops, through the Ministry of Education, in partnership with the National Educational Development Fund (Fundo Nacional de Desenvolvimento da Educação – FNDE), National Textbook Programs (Programas Nacionais de Livros Didáticos) executed on the basis of RFP, through which textbooks and supplemental teaching aids are provided to every school in the education system. The National Textbook Program (Programa Nacional do Livro Didático – PNLDD) establishes criteria to require publications to reflect human rights principles. In addition, the issue of human rights education is covered under CD/FNDE Resolutions 15/2009, 16/2009, and 17/2009, which set out criteria for the publication of textbooks concerning human rights education and gender and sexual orientation diversity. The guidelines are in conformity with the programmatic actions prescribed in the National Human Rights Education Plan (2006), which call for the need to expand the development and publication of educational materials that contemplate human rights education, and with the strategic

objective of the National Human Rights Program – III, focused specifically on the need to produce pedagogical and educational materials for human rights education, through inclusion of human rights in the RFP aimed at the evaluation and selection of school textbooks; the definition of evaluation criteria and indicators for human rights education, so as to monitor the textbooks selected for the school system; and the publication of pedagogical and educational materials for human rights education in accessible formats for persons with special needs.

Have textbooks been prepared according to these guidelines?

Yes, textbooks are prepared by publishers, submitted to evaluations by specific personnel of the Ministry of Education, pursuant to the guidelines of the published RFP, and purchased in accordance with demand in the school system, as reflected in the MEC/INEP School Census.

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.

The following national policies promote a human rights-based approach to school governance and management, disciplinary procedures, and other rules and practices affecting the school culture and access to education: human rights education policies which promote in-service training of education personnel and the production of educational materials, as well as comprehensive education policies which stimulate the expansion of educational time, spaces, and opportunities. In this light, article 206 of the Constitution sets forth as principles to guide the organization of the Brazilian educational system the plurality of ideas and pedagogical concepts and the democratic management of the public education system. These principles are reiterated in the Law of National Educational Guidelines and Bases (Lei de Diretrizes e Bases da Educação Nacional) – Law 9394/96, while the concept of democratic management confers on the states, municipalities, and the Federal District the independence to organize their pedagogical processes within their respective educational institutions, in accordance with aspects related to the social, political, economic, and cultural characteristics of their school communities, emphasizing, to this end, human rights as a cross-curricular subject of educational practice.

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

Below are listed in-service training policies for educational personnel developed by the Ministry of Education and the Secretariat of Human Rights of the Presidency of the Republic.

Ministry of Education

a) Project “Schools that Protect” – implemented in 2004, the initiative is aimed at promoting and defending, in the context of schools, the rights of children and adolescents and confronting and preventing violence. The Ministry provides technical and financial support to projects developed by public institutions of higher learning and the Federal Professional and Technological Education System (Rede Federal de Ensino Profissional e Tecnológico) (a component of the higher learning system) for the purpose of delivering training to education personnel of the public primary and secondary school system and the production of educational materials and teaching aids in the aforementioned subject areas. Certification in the extension course is contingent on the submission by graduating candidates of an intervention project in their respective school units;

b) Project “ECA in Schools” – implemented in 2009, the initiative is the product of a partnership among the Ministry of Education, the Secretariat for Human Rights, the Telefônica Foundation, and the Management Institute Foundation of the Center for Third Sector Entrepreneurship (Fundação Instituto de Administração do Centro de Empreendedorismo do Terceiro Setor – FIA/CEATS). The purpose of the project is to train educational personnel through distance course programs that focus on the relationship between education and the Child and Adolescent Bill of Rights (Estatuto da Criança e do Adolescente – ECA). The project offers guidance on the materials to be used and provides for the preparation, by participants, of a Plan of Action with a diagnostic analysis and proposals for action based on the school communities in which they are engaged.

c) Ethics and Citizenship Program – The Ethics and Citizenship Program, an initiative under the responsibility of the Secretariat of Continuing Education, Literacy Learning, and Diversity (Secretaria de Educação Continuada, Alfabetização e Diversidade – SECAD), is aimed at promoting inclusion in schools by fostering openness to differences and the promotion of equal opportunities for all persons. The effort involves in-service training focused on the actions of teachers and the strengthening of measures to support active engagement by students in the construction of ethics and citizenship. The Project encompasses the production of educational materials, the implementation and delivery of refresher courses for the entire school community (educational personnel, administrators, fathers, mothers, guardians, representatives of the school community, students);

d) Human Rights Education Course for the Diversity Training Network Delivered within the Scope of the Open University of Brazil – The Diversity Education Network (Rede de Educação para a Diversidade) is a permanent body of public institutions of higher learning devoted to providing in-service training to primary and secondary educators, teachers, and administrators. The initiative offers distance programs on subjects relating to human rights education through the Open University of Brazil (Universidade Aberta do Brasil). The participating Institutions of Higher Learning (Instituições de Ensino Superior – IES) are charged with offering the basic facilities at their centers, including laboratories and tutors for the distance courses. The centers must be maintained by the respective local or state government. The continuing training courses may be offered as refresher courses, with a minimum course load of 200 hours; or specialization courses, with a course load equal to or greater than 380 hours.

e) Course on the Child and Adolescent Bill of Rights Offered within the Scope of the Open University of Brazil – The Secretariat of Continuing Education, Literacy Learning, and Diversity (Secretaria de Educação Continuada, Alfabetização e Diversidade – SECAD), in partnership with the Secretariat of Special Education (Secretaria de Educação Especial – SEESP) and the Coordination for the Improvement of Higher Education Personnel (Coordenação de Aperfeiçoamento de Pessoal de Nível Superior – CAPES), issued RFP 28/2010 to guide the submission of university projects aimed at the delivery of ECA courses for education personnel. The projects include for in-service training and the production of educational material.

f) Project MERCOSUR – Memory and Human Rights – The Brazilian government organized, in partnership with Argentina, Uruguay, and Paraguay, an in-service training program for education personnel of the public school system, within the scope of the MERCOSUR Working Group, in addition to preparing materials (theoretical, pedagogical, and audiovisual) relating to Memory and Human Rights. The course was held in March 2010.

g) Gender and Diversity in Schools Program – The “Gender and Diversity in Schools” course program is aimed at providing training to pre-childhood education, primary education, and secondary

education personnel in the public school system in the fields of sexual diversity, gender, sexuality, and ethnic and racial equality. The purpose is to furnish tools capable of transforming the teaching practice, deconstructing biases, and breaking the cycle of prejudice in schools. Through the course program, professionals acquire the tools to reflect on and address attitudes and behaviors involving gender and ethnic and racial relations as well as sexuality.

h) Gender and Sexual Diversity Program (in-class) – The objective of the effort is to promote, through training and capacity building programs, respect for all of the differences represented in Brazilian society, in particular those relative to the diversity of sexual orientation and gender identity. The initiative also aims to offer tools capable of transforming the teaching practice, deconstructing biases, and breaking the cycle of prejudice in schools. Through the course program, educational personnel acquire the tools to reflect on and address attitudes and behaviors involving gender and ethnic and racial relations as well as sexuality.

i) Schools without Homophobia Project – This measure was developed in partnership with the Pathfinder Association of Brazil (Non-governmental Organization). Its objective is to contribute to the implementation of the Brazil without Homophobia Program (Programa Brasil Sem Homofobia) through actions designed to guarantee human rights and discussions on gender, gender identity, and sexual orientation within schools, with a view to combating homophobia. The Project provides for execution of the following measures: a) qualitative research studies on homophobia in schools; b) regional meetings to discuss homophobia in schools; c) educational material.

Secretariat of Human Rights/Presidency of the Republic – General Coordination for Human Rights Education – CGEDH

2007

a) Project Human Rights in Pará: From Knowledge to Action – In 2007, SDH/PR and the State University of Pará signed a cooperation agreement, with a view to providing educators and education administrators with information and concepts on civil society actions in the area of human rights. The initiative's target audience was primary and secondary education personnel, potential and aspiring members of the human rights education committees, and community leaders. A total of 500 professionals received training through the initiative.

b) Project “Strengthening of CEEDH-RS and Capacity Building in Human Rights Education” – In 2007, SDH/PR, the Federal University of Rio Grande (FURG), and the Human Rights Commission of Passo Fundo, Rio Grande do Sul (Comissão de Direitos Humanos de Passo Fundo/Rio Grande do Sul) signed a cooperation agreement with the objective of fostering institutional tools and conditions to promote the National Human Rights Education Plan through strengthening the State Human Rights Education Committee (Comitê Estadual de Educação em Direitos Humanos). The initiative's target audience was primary and secondary education personnel engaged in human rights education. A total of 300 professionals received training through the effort.

c) National Human Rights Program II: In 2007, SDH/PR and the Federal University of Maranhão Foundation (Fundação Universidade Federal do Maranhão – UFMA) concluded an agreement to deliver capacity building to 300 professionals on human rights.

d) Human Rights Education Enhancement Project in the State of Ceará – In 2007, SDH/PR and the Federal University of (UFC) executed a cooperation agreement to deliver capacity building on human rights to educators and personnel of the primary and secondary education system, with a view to preparing reference materials on human rights education for use in formal education programs. The initiative encompassed 300 education professionals.

e) Project Human Rights Education and Citizenship – In 2007, SDH/PR and the Federal University of Mato Grosso (UFMT) concluded a cooperation agreement with a view to delivering capacity building to professionals in the primary and secondary school system, community leaders, NGO activists, and social movements aimed at the practice and exercise of human rights education. A total of 300 municipal and state education professions received training through the initiative.

f) Human Rights Education Consolidation and Strengthening Project – In 2007, SDH/PR and the Federal University of Paraíba (UFPB) signed a cooperation agreement to train primary and secondary educators in human rights. A total of 500 professionals in the state and municipal primary and secondary school systems received training through the effort.

g) Literature and Human Rights Capacity Building Program – In 2007, SDH/PR and the Federal University of Pernambuco (UFPE) concluded a cooperation agreement for the purposes of executing concrete actions to build capacity of teachers in education and human rights. A total of 400 professionals in the public primary and secondary education system received training through the initiative.

2008

a) Project “Right to Memory and Truth”: In 2008, SDH/PR and Cooperation in Advocacy (Cooperação em Advocacy – ÁGERE) signed an agreement to train educators in the public secondary school system in the application of human rights perspectives in the classroom. A total of 3,000 professionals of the public education system received training through distance education programs.

b) Project “Capacity Building in Human Rights” – In 2008-2009, SDH/PR and the São Paulo Institute for Citizenship and Policy (Instituto São Paulo de Cidadania e Política) signed an agreement aimed at training, building capacity, and developing activities to support human rights agents, children and adolescents, and guidance councils, delivering, to this end, professional and technical assistance to the target audiences in order to prepare them to engage directly with their communities and individual citizens. The initiative encompassed educators through the organization of workshops on the prevention of violence in schools designed to qualify educational personnel to address the phenomenon in the school environment. A total of 460 educators received training through the effort.

c) Project “Popular Education and Social Mobilization for the Effective Exercise of Human Rights”– In 2008, SDH/PR and the Paulo Freire Institute signed an agreement to spur popular education and social mobilization among recipient households and groups of federal social program benefits, for the purpose of stimulating, on the basis of local demands, the consolidation, affirmation, effective implementation, and exercise of human rights, as prescribed in article 6 of the Federal Constitution, in addition to the human right to food established under the 2006 Organic Law of Food and Nutritional Security (Lei Orgânica de Segurança Alimentar e Nutricional). The training initiative covered 50,000 professionals, who received capacity building in human rights education.

d) Passo Fundo Human Rights Education Project – In 2008, SDH/PR and the Passo Fundo Human Rights Commission (Comissão de Direitos Humanos de Passo Fundo) concluded an agreement to build capacity of educators in the primary and secondary school systems, in order to raise awareness among public officials, school administrators, the school community, former students, and the population as a whole on the importance of human rights education. A total of 50 educators received capacity building through the initiative.

e) Basic Project and Work Plan for the Preparation and Printing of the Following Books: “Human rights and School Councils” and “Human Rights and Education Councils – In 2007-2008, SDH/PR and the Secretariat of Primary and Secondary Education (Secretaria de Educação Básica – SEB/MEC) signed an agreement to develop joint actions to prepare and publish two books: “Human Rights and School Councils” (“Direitos Humanos e os Conselhos Escolares”) and “Human Rights and Education Councils (“Direitos Humanos e os Conselhos de Educação”). In all, more than 120,000 public schools administered by the Ministry of Education were included in the initiative.

f) Support to the Implementation and Strengthening of State and Municipal Human Rights Committees: Human Rights Training for Civil Society Representatives – In 2008, SDH/PR and the Professor Luiz Freire Cultural Center executed an agreement to administer online training courses in human rights education, with a view to building capacity of educators and qualifying them to address problems and challenges on topics related to human rights, citizenship, democracy, reactionary backlashes, and the criminalization of social movements. A total of 400 professionals received training through the initiative.

g) Integration of Human Rights Education Actions in Minas Gerais Project – In 2008, SDH/PR and the Federal University of Minas Gerais (UFMG) concluded a cooperation agreement to support the establishment and institutional strengthening of the Minas Gerais State Human Rights Education Committee (Comitê Estadual de Educação em Direitos Humanos de Minas Gerais). The initiative was aimed at promoting training and capacity building for primary and secondary education personnel, community leaders, and members of civil society involved in the field of human rights. The measure encompassed primary and secondary school personnel in the municipal education system. A total of 450 professionals received training through the effort.

h) Project “Building a Culture of Peace”– In 2008, SDH/PR and the Humanae Vitae Institute, signed an agreement to build capacity of citizens in human rights education, with a view to overcoming persistent social inequalities and promoting the value for human life. The measure was directed at educators as a means to strengthen the partnerships forged with school units, universities, and public security agencies, supplementing, in this way, ongoing efforts to foster inter-relationships from a human rights-based approach, while endeavoring to bolster citizenship-building processes. A total of 150 professionals in the primary and secondary school system received training through the initiative.

i) Project “Organization and Strengthening of the State Human Rights Education Committee – Goiás” – In 2008, SDH/PR and the Federal University of Goiás (UFG) sealed a cooperation agreement to structure and strengthen the State Human Rights Education Committee (Comitê de Educação em Direitos Humanos Estadual), as well as formulate and conclude the State Human Rights Education Plan (Plano Estadual de Educação em Direitos Humanos). The initiative was aimed at building capacity of pre-childhood education and primary education personnel in human rights education. The initiative reached 300 professionals.

j) Publications: “Human Rights in the 21st Century: A Conflict Scenario” (“Direitos Humanos no século XXI: Cenário de Tensão”) and “Mini-Code of Human Rights” (“Mini-Código de Direitos Humanos”) – In 2008, SDH/PR and the National Human Rights Association – Research and Graduate Studies (Associação Nacional de Direitos Humanos – Pesquisa e Pós-Graduação – ANDHEP) signed an agreement to prepare institutional materials and publications aimed at raising public awareness and disseminating, for the benefit of the general population, including the school and academic community, the issue of human rights. A total of 4,740 copies were distributed to entities, associations, public agencies, educators, students, and citizens interested in the programmatic aspects of human rights.

l) Human Rights Training Program in Schools – In 2008, SDH/PR and the School of Education Support Foundation (Fundação de apoio à Faculdade de Educação) executed an agreement to build capacity of teacher trainers, primary and secondary education personnel, community leaders, and representatives of human rights entities and the State Human Rights Education Committee (Comitê Estadual de Educação em Direitos Humanos). The initiative was extended to 300 municipal education professionals and 50 teacher trainers.

m) Project “Education in and for Human Rights in Santa Catarina” – In 2008, SDH/PR and the Federal University of Santa Catarina (UFSC) signed a cooperation agreement to provide capacity building to educators and administrators of the greater Florianópolis and Itajaí Valley public school systems in human rights education. The initiative encompassed 300 educators.

n) Implementation Project of the Acre State Human Rights Education Committee/CEEDH-AC and Capacity Building for Social Leaders – Acre – In 2008, SDH/PR and the Federal University of Acre (UFAC) signed an agreement to train members of the State Human Rights Education Committee (Comitê Estadual de Educação em Direitos Humanos-Acre), with a view to coordinating the efforts of formal education institutions and organized civil society and fostering a more critical – and, by extension, committed – understanding of the underlying motives for human rights education. The initiative included capacity building to coordinate implementation of the Committee’s Plan of Action. A total of 50 leaders received training the measure.

o) Project Educating for Citizenship, Democracy, and Human Rights – In 2008, SDH/PR and the Federal University of Piauí (UFPI) concluded a cooperation agreement to introduce the subject of human rights education to primary and secondary school educators and administrators in training programs, the leaders of social movement, civil society, and undergraduate students, in particular education majors. Through the effort, capacity building was provided to 350 participants.

p) Project “Education and Human Rights in Rondônia” – In 2008, SDH/PR and the Federal University of Rondônia/UNIR signed a cooperation agreement to build capacity of primary and secondary school educators and administrators in Rondônia in human rights education. A total of 100 professionals received training through the initiative.

q) Project Human Rights at a Time of Dehumanization – In 2008, SDH/PR and the State University of Rio Grande do Norte (UERN) executed a cooperation agreement to provide capacity building in human rights education to members of the State Human Rights Education Committee (Comitê Estadual de Educação em Direitos Humanos), primary and secondary education personnel, and community leaders. A total of 300 primary and secondary professionals received training through the effort.

r) Project “Collective Construction of a Human Rights Education Culture” – In 2008, SDH/PR and the Federal University of Alagoas (UFAL) signed a cooperation agreement to deliver capacity building to pre-childhood education and primary education personnel. The capacity building initiative included 300 education professionals.

s) Project “Learning through Human Rights: Language and Experience” – In 2008, SDH/PR and the Federal University of Bahia (UFBA) signed a cooperation agreement to build capacity of educators and community leaders in human rights education, in accordance with the goals established by the participating units. A total of 300 primary and secondary education personnel received training.

t) Project “Education, Cultural Diversity, and Human Rights in Roraima” – In 2008, SDH/PR and the AJURI Foundation to support the development of the Federal University of Roraima (UFRR) signed an agreement with a view to promoting education, diversity, culture, and human rights in Roraima and training educators in human rights education. A total of 550 primary and secondary school education personnel received training through the initiative.

2009

a) Project “Popular Education and Social Mobilization for the Effective Exercise of Human Rights”– In 2009, SDH/PR and the Paulo Freire Institute concluded an agreement to spur popular education and social mobilization among recipient households and groups of federal social program benefits for the purpose of stimulating, on the basis of local demands, the consolidation, affirmation, effective implementation, and exercise of human rights, as set forth in article 6 of the Federal Constitution, including the human right to food prescribed under the 2006 Organic Law of Food and Nutritional Security (Lei Orgânica de Segurança Alimentar e Nutricional). The training initiative was aimed at human rights education and hunger alleviation officials, with a view to building capacity in education and literacy learning. A total of 66,000 professionals received training through the effort.

b) Project “Multipliers in Action: Rebuilding Tocantins” – In 2009, SDH/PR and the Federal University Foundation of Tocantins (UNITINS) signed an agreement to organize capacity building workshops for primary and secondary school educators on topics related to human rights education. The effort encompassed 300 education professionals.

c) Project Human Rights Education and Citizenship – In 2009, SDH/PR and the Federal University of Mato Grosso (UFMT) executed a cooperation agreement with a view to delivering capacity building to professionals in the primary and secondary school system, community leaders, NGO activists, and social movements for the purpose of promoting the practice and exercise of human rights education. A total of 300 municipal and state education personnel received training through the initiative.

d) Project to Establish a State Human Rights Education Committee and Capacity Building in Human Rights in the State of Mato Grosso – In 2009, SDH/PR and the University of Mato Grosso do Sul Foundation (Fundação Universidade de Mato Grosso do Sul – UFMS) signed an agreement to provide capacity building to pre-childhood education and primary education teachers and administrators. A total of 300 teachers received training through the initiative.

e) Project “Human Rights: Building Citizenship and Inclusive Education” – In 2009, SDH/PR and the Darcy Ribeiro State University of Northern Rio de Janeiro (Universidade Estadual do Norte Fluminense Darcy Ribeiro – UENF) executed an agreement to provide practical and theoretical training

to teachers and to build and adopt research methods in pedagogical practices, with a view to fostering a culture of human rights in Brazilian society and the civic formation of young persons, through strengthening of an inclusive and participatory democracy. A total of 1,200 public secondary education personnel in northern Rio de Janeiro received training through the initiative.

f) Project to Strengthen the Vale dos Sinos Regional Human Rights Education Committee and Build Capacity in Human Rights – In 2009, SDH/PR and the São Leopoldo, Rio Grande do Sul, Municipal Government concluded an agreement with a view to promoting human rights training for primary and secondary education personnel. A total of 400 professionals received training through the effort.

g) Project “Weaving Ties – Capacity Building in Human Rights for LGBT in Greater São Paulo” – In 2009, SDH/PR and Citizenship, Pride, Respect, Solidarity, and Love (Cidadania, Orgulho, Respeito, Solidariedade e Amor – CORSA) concluded an agreement to strengthen existing partnerships between schools, community leaders, public security agencies as a way of supplementing efforts to foster inter-relationships from a human rights-based approach, while endeavoring to bolster the citizenship rights of LGBT. A total of 600 participants receive training including professionals in the primary and secondary school system.

2010

a) Project for the Collective Construction of a Human Rights Education Culture – In 2008, SDH/PR and the Federal University of Alagoas (UFAL) signed a cooperation agreement to build capacity of pre-childhood education and primary education personnel. The initiative provided training to 300 education professionals.

b) Project to Strengthen the State Human Rights Education Committee – In 2010, SDH/PR and the State Secretariat of Justice and Human Rights of Pará (Secretaria de Estado de Justiça e Direitos Humanos – SEJUDH – Pará) executed an agreement to strengthen the State Human Rights Education Committee for primary and secondary school teachers of the Pará state education system. Training was delivered to 210 professionals.

c) Project to Establish and Strengthen the State Human Rights Education Committee – In 2010, SDH/PR and the Federal University of Espírito Santo/Office of the Dean of Extended Education concluded a cooperation agreement to institute a state human rights education studies and training network. A total of 400 professionals received training through the effort.

B. Learning environment

17. Are human rights integrated into the learning environment of schools including school governance and management? 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 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? If yes, please explain.

Yes. Environmental Education, Education for Ethnic and Racial Relations and *Quilombolos*, Education in the Countryside, Comprehensive Education (More Education Program), Health Education (Health in Schools and Health and Prevention in Schools Program), Indigenous Education, inclusive education for persons with special needs, individuals with global developmental disorders, and highly talented/gifted persons. All of these areas promote the affirmation of rights, whether in connection to identity, access to healthy environments, access to health information, or the effort against inequalities in education. The Ministry of Education has made a concerted effort to transform these measures into consistent and coordinated public policies capable of contributing to the elimination of inequalities in education, contributing, in this way, to reclaim and bolster the inclusive and emancipatory dimension of 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? Please mark on a scale of 1 to 5 (1= Comprehensive opportunities exist; 5 = Not at all)

Yes, comprehensive opportunities exist (1) (2) (3) (4) (5) Not at all.

- To express themselves (3)
- To have responsibility (3)
- To participate in decision making (2)
- To organize for their own interest (3)

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? Please mark on a scale of 1 to 5 (1= Comprehensive interactions take place; 5= Not at all).

Yes, comprehensive interactions take place (1) (2) (3) (4) (5) Not at all.

21. Are monitoring systems in place to assess the following? Please mark on a scale of 1 to 5 (1= Comprehensive monitoring systems; 5= Not at all).

Yes, comprehensive monitoring systems (1) (2) (3) (4) (5) Not at all.

- Respect for human rights principles in teaching practice (2)
- Teaching quality with regard to human rights education (3)
- Respect for human rights principles in school management and government processes (3)
- Changes in students' knowledge, skills, values, attitudes and behaviour with regard to understanding of and regard for human rights (3).

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

The measures to foster human rights education are developed in the framework of teacher training. Budgets are aimed at projects that include in-service training in human rights education for teachers executed in partnership with Institutions of Higher Learning (Instituições de Ensino Superior – IES) – Universities or Federal Education Institutions. Specifically, the IES execute the projects to which the Ministry of Education provides technical and financial support and offer courses to the Secretariats of

Education (Secretarias de Educação) in their respective regions. Similarly, the Secretariat of Human Rights fosters training initiatives in human rights education through partnerships with non-governmental organizations, institutions of higher learning, State and Municipal Education Secretariats, civil society organizations of public interest, and others.

C. Teaching and learning processes

23. Do curriculum subjects in primary and secondary schooling include human rights education? If so, which curriculum subjects include human rights education at primary and secondary levels?

Human rights education has been incorporated as a cross-cutting subject, as discussed in question 13.

How many hours are taught and at what grade levels?

Brazilian education law assures schools broad pedagogical, administrative, and financial independence in order to allow individual schools to adapt their pedagogical approach to local realities. In addition, human rights are addressed as a cross-curricular subject. As such, the national curriculum does not include a specific human rights discipline. Therefore, given the structure of Brazil's educational system measuring the number of hours/class or mapping at which educational levels subjects relating to human rights are present is not feasible.

24. Do learning methodologies associated with these human rights education activities exist which are child friendly, learner-centered and encourage participation? 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?

The federative entities, namely the states and municipalities, exercise independence, within the context of a collaborative arrangement, pursuant to the Federal Constitution and the Law of Educational Guidelines and Bases (Law 9394/1996), provided the National Curricular Guidelines (Diretrizes Curriculares Nacionais) established by the National Education Council of the Ministry of Education (Conselho Nacional de Educação/Ministério da Educação) are observed.

26. Do teacher guides, manuals, textbooks, and other teaching and learning materials in primary and secondary education conform with human rights principles?⁴ 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 are produced by non-governmental organizations, public, private, and community universities, and the State and Municipal Education Secretariats. In regard to materials not produced by the government, these are evaluated by the Ministry of Education based on criteria defined in the

National Textbook Program (Programa Nacional do Livro Didático), which include norms for the production of materials for human rights education and diversity, respectively.

D. Training of school personnel

27. Is human rights education included in the following?

- Pre-service teacher training (Yes) or (**No**)
- In-service teacher training (**Yes**) or (No)
- Head teacher training (**Yes**) or (No)

Is participation voluntary or mandatory?

Participation is voluntary.

How many hours are offered?

Training programs include a wide variety of course loads ranging from 80 to 380 hours.

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

The federal government establishes partnerships with the State and Municipal Education Secretariats to disseminate policies and good practices. The Ministry of Education distributes the materials to Secretariats that participate in capacity building programs and to educational personnel who take part in in-service training programs. With respect to publications in the field of human rights education, the Secretariat of Human Rights of the Presidency of the Republic provides materials.

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

Each federative entity has independence to formulate its own employment policies for educational personnel in the public school system. The Ministry of Education instituted, through Decree 6755 of 29 January 2009, the National Training Policy for Primary and Secondary School Educators (Política Nacional de Formação de Profissionais do Magistério da Educação Básica), governing the efforts of the Coordination for the Improvement of Higher Education Personnel (Coordenação de Aperfeiçoamento de Pessoal de Nível Superior – CAPES) to foster pre-service and in-service training. Subsection 2 of Decree 6755/2009 establishes that one of the principles of the National Training Policy is to “VIII – promote teacher training from the perspective of comprehensive education, **human rights**, environmental sustainability, and ethnic and racial relations, with a view to building an inclusive and cooperative school environment.”

30. How are human rights trainings for teachers assessed?

Through the adoption of pedagogical guidelines and human rights education practices in public schools systems that participate in capacity building programs.

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?

The most widely used normative instrument by the Ministry of Education is the National Human Rights Education Plan, in large measure due to the fact that the World Plan of Action for Education on Human Rights has yet to be translated into Portuguese.

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):

The Plan of Action of the World Programme for Human Rights Education has not yet been translated into Portuguese. Translation of the Programme was undertaken in 2009 at the initiative of the Ministry of Education. However, the translated version has not been approved by UNESCO. As such, the document has not been widely used by the federal government.

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.

The Ministry of Education translated, through its International Affairs Office, the Plan of Action of the World Programme for Human Rights Education, with a view to its wide dissemination to education personnel, teachers, educational professionals, and young persons. The Secretariat of Human Rights reaffirmed the principles set out in the Plan of Action of the World Programme for Human Rights through the publication in 2006 of the National Human Rights Education Plan (Educação em Direitos Humanos), which was subsequently revised in 2007, and the National Human Rights Program – III (Programa Nacional de Direitos Humanos – PNDH III), enacted in 2009.

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 (2)
- ABC - Teaching Human Rights:
Practical activities for primary and secondary schools (4)
- 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) (4)

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.