



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

GUIDANCE AND QUESTIONNAIRE FOR GOVERNMENTS

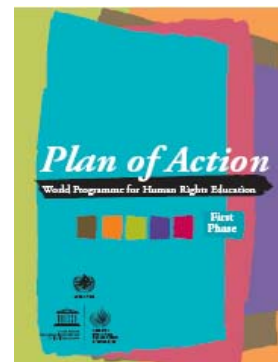
The purpose of this questionnaire is to provide Member States with guidance for the preparation of national evaluation reports on the national implementation of the first phase of the World Programme for Human Rights Education.

I. GUIDANCE

1. Introduction – The World Programme for Human Rights Education

The United Nations General Assembly, in resolution 59/113A of 10 December 2004, proclaimed the World Programme for Human Rights Education (2005-ongoing) as a global initiative structured in consecutive phases, in order to advance the implementation of human rights education programmes in all sectors. The first phase of the World Programme covers the period 2005-2009¹ and focuses on integrating human rights education in primary and secondary school systems.

The General Assembly, in resolution 59/113B of 14 July 2005, adopted the revised draft Plan of 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, encouraged “*all States to develop initiatives within the World Programme and, in particular, to implement, within their capabilities, the Plan of Action*” (para. 2) and appealed to “*relevant organs, bodies or agencies of the United Nations system, as well as all other international and regional intergovernmental and non-governmental organizations, within their respective mandates, to promote and technically assist, when requested, the national implementation of the Plan of Action*” (para. 4).



2. Background to the evaluation

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

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

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

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

...

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

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

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

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

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

3. Content of evaluation

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

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

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

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

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

³ UNIACC was established in September 2006, as mandated by the Plan of Action, to facilitate coordinated United Nations support to the national integration of human rights education in national school systems. The Inter-Agency Committee, for which OHCHR provides the Secretariat, is composed of 12 UN system entities and affiliated organizations, namely: ILO, OHCHR, UNAIDS, UNDG, UNDP, UNDP, UNDP, 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 abovementioned educational policies by taking appropriate organizational measures and by facilitating the involvement of all stakeholders;*
- (c) *Learning environment — the school environment itself respects and promotes human rights and fundamental freedoms. It provides the opportunity for all school actors (students, teachers, staff and administrators and parents) to practice human rights through real-life activities. It enables children to express their views freely and to participate in school life;*
- (d) *Teaching and learning — all teaching and learning processes and tools are rights-based (for instance, the content and objectives of the curriculum, participatory and democratic practices and methodologies, appropriate materials including the review and revision of existing textbooks, etc.);*
- (e) *Education and professional development of teachers and other personnel — providing the teaching profession and school leadership, through pre- and in-service training, with the necessary knowledge, understanding, skills and competencies to facilitate the learning and practice of human rights in schools, as well as with appropriate working conditions and status.*

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

3.2 Minimum action required by States

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

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

- (a) An analysis of the current situation of human rights education in the school system (stage 1);*
- (b) Setting of priorities and the development of the national implementation strategy (stage 2);*
- (c) The initial implementation of planned activities.*

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: | 31 March 2010 |
| 2. Institution responsible for completing this questionnaire: | Ministry of Education and Culture |
| 3. Responsible department: | Office of the Permanent Secretary |
| 4. Contact person: | Mrs Eirini Petridou |
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| 6. Telephone number: | 00357-22800790 |
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| 9. Webpage: | www.moec.gov.cy |

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 policies⁵ and policy implementation

10. Do education laws, education policies and education policy objectives exist which explicitly refer to the following?⁶

- | | <i>Yes</i> | <i>No</i> |
|--|-------------------------------------|--------------------------|
| ▪ Human rights | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| ▪ The right to education | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| ▪ A rights-based approach to education | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| ▪ Human rights education | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

You may elaborate further if you wish:

Cyprus has always been strongly committed to the principles of Human Rights, especially due to the fact that for nearly 36 years now, it has been suffering violations of these rights due to the Turkish invasion and the illegal occupation of the northern part of the island. It is within this context of realities that the Ministry of Education and Culture has been promoting Human Rights Education to reaffirm their crucial importance by rigorously promoting and implementing new, reformed or re-oriented programs. Having in mind that the overall aim of the Cyprus Educational System "is the development of free and democratic citizens...who contribute...to the promotion of cooperation, mutual understanding, respect and love among individuals and people for the prevalence of freedom, justice and peace", all our efforts are aiming towards this direction.

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

- | | <i>Yes</i> | <i>No</i> | <i>Doesn't exist</i> |
|---|-------------------------------------|--------------------------|-------------------------------------|
| ▪ National human rights plans | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| ▪ National plans of action against racism, racial discrimination, xenophobia and related intolerance | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ▪ National poverty reduction strategies and other development plans | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ▪ National sectoral plans for primary and secondary education | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ▪ National plans for Education for All (EFA) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ▪ National policy frameworks as part of the Decade on Education for Sustainable Development (2005-2014) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If yes to any of the above, please elaborate.

The priorities addressed in developing the aforementioned frameworks of human rights education and training are permeating in all aspects of the educational system with

⁵ Education policies according to the Plan of Action include legislation, plans of action, curricula and training policies.

⁶ Plan of Action, appendix A.2-5.

⁷ Plan of Action, appendix A.5(d).

emphasis on multidisciplinary approaches and experiential learning are as follows:

1. Raising the public awareness for human rights education and democratic procedures;
2. Education Stakeholders in the related areas;
3. Differentiating teachers' and students' attitudes;
4. Strengthening of human rights education in the educational system at all levels;
5. Clarifying the role and strengthening the capacities of the mass media for human rights education;
6. Promoting active involvement of NGO's in the realization of the goals of human

rights education at different levels.

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

A national strategy, in order to implement human rights education policy objectives, is currently being developed through the ambitious plan for Educational Reform that has been initiated by the Government of the Republic of Cyprus.

Creating cross curriculum approaches in order to highlight cooperation, mutual understanding and love between individuals, people and generations free from the spectre of intolerance and chauvinism aiming at safeguarding freedom, justice and peace is one of the major objective of the aforementioned plan.

By creating favourable conditions for co-existence, cooperation and combating intolerance and xenophobia, the Cyprus Educational System will contribute to the development of a world with cultural diversity where all boundaries are abolished.

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

As indicated in the previous paragraph the Government of the Republic of Cyprus has initiated an ambitious plan for Educational Reform Program, inviting dialogue among all stakeholders (Political parties, Teacher Unions, Parents Associations, Associations of Students, and the Government, represented by the Ministry of Education and Culture and the Planning Bureau) with a view to turn into reality the vision of a better and more modern educational system that would meet the needs and challenges of the twenty first century.

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

⁸ Plan of Action, appendix B.10.

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?).

In public educational institutions, the subjects of human rights education (HRE) is, and will continue to be approached, by the use of interdisciplinary teaching methods in various subjects of the curriculum.

The aforementioned teaching methodology addresses HRE in a cross-curricular way and therefore school units have the flexibility to involve a number of governmental and non-governmental organisations, that can offer their expertise and valuable knowledge, during the instructional process in a way that includes the needs as well as the interests of the individual school units' students in the best possible way.

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

As noted the modernization, restructuring and upgrading of the national curriculum from pre-primary education to upper secondary general technical and vocational education, with the aim of better addressing the needs of the students for the 21st century, is the major issue addressed under the Educational Reform Program.

For the development of the new curriculum, the Government has set up a Committee of Experts which is currently preparing its recommendations for the redesigning of curricula at all levels and areas of the Educational System.

Have textbooks been prepared according to these guidelines?

Not applicable

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

All policies related to school governance, management, discipline procedures and inclusion promote a human rights-based approach, and students and their teachers are in the centre of policy design and implementation. All regulations and practices which affect the school culture and access to education try to take into account the opinions of all stakeholders after close consultation with them. Article 20 of the Constitution of the Republic of Cyprus safeguards the right to education. Cyprus, as a Member State of the European Union, fully abides by and promotes international principles, as they are set forth in the International Declaration of Human Rights and the European Convention for Human Rights which form part of the Acquis. It is the policy and stance of the

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

¹⁰ Plan of Action, appendix A.5(e)(viii).

¹¹ Plan of Action, appendix A.5(e)(ix).

Ministry of Education and Culture that education is open and free to everybody, regardless of their financial situation, racial or ethnic origin, color, religion, belief or gender. Legislation provides for non-discrimination against students, hence securing their unobstructed access to education. The Ministry recognizes that all students have the right to an education appropriate to their needs and great efforts have been made to achieve this aim. The Ministry adopts UNESCO's views on inclusion to embrace all students, such as children from disadvantaged socioeconomic backgrounds, children in rural and remote areas, children from ethnic and linguistic minorities, children affected by conflict and natural disasters, children with HIV and AIDS, children of migrants and children with additional and/or special educational needs. Educational requirements and support services are provided in an inclusive and least restrictive learning environment.

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

Every year the Ministry of Education and Culture, through the Pedagogical Institute of Cyprus which is the competent authority for teacher training, offers optional seminars on issues related to HRE. During these seminars participants (teachers of pre-primary, primary, secondary general and secondary technical and vocational education of public educational institutions) are expected to be able to make an action plan, implement it its pilot phase, and give feedback to their team in an effort to exchange and improve their teaching practices.

Regarding the courses offered to the attendees of: (a) the Head and Deputy Head Teachers Seminars as well as (b) the Initial Training of Secondary Technical and Vocational Education Teachers, a compulsory 5 hour session on intercultural education, educational policy and the role of school leadership covering issues related to children of migrants, refugees and asylum seekers in secondary schools is in place.

Additionally, under the Progress 2009 program "Creativity and Innovation against discrimination" a teacher guide has been prepared offering instructional ideas on a holistic approach addressing issues of discrimination including discrimination related to ethnic, religious and linguistic identity.

Last but not least, every year the Pedagogical Institute of Cyprus offers conferences on issues related to intercultural education. During the 2009-2010 academic year a conference on discrimination with an emphasis on ethnic and linguistic discrimination and refugees issues (based on the results of a project on refugees integration in Cyprus funded by the Research Promotion Foundation) was held in January 2010.

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*

¹² Plan of Action, appendix A.5(f).

¹³ Plan of Action, appendix A.4.



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.

All principles of HRE are approached using the interdisciplinary method in various school subjects, as explained in answer 13. The principles of the rights-based approach to education which include peace education, citizenship, multicultural, differentiated, technological, cooperative, global education, education for tolerance, education for sustainable development as well as life-long learning and access to education, are promoted on a systematic and regular basis with an aim to develop students' literacy in all its forms. By pursuing the above-mentioned principles and having as a purpose to cultivate competencies for life, primary education aims at teaching students how to collaborate and work effectively in groups to collect, discover, analyse, evaluate and compose information. Furthermore, students are expected to develop their critical thinking and become active citizens; democratic, socially sensitive and respectful of both their own as well as other rights, cultures and countries.

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):

<i>Comprehensive opportunities exist</i>	1	2	3	4	5	<i>Not at all</i>
▪ To express themselves	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ To have responsibility	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ To participate in decision making	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ To organize for their own interests	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

¹⁴ Plan of Action, II B.

¹⁵ Plan of Action, appendix C.15(c). See also General comment No. 1, United Nations Committee on the Rights of the Child, which states that "The participation of children in school life, the creation of school communities and student councils, peer education and peer counselling, and the involvement of children in school disciplinary proceedings should be promoted as part of the process of learning and experiencing the realization of rights" (para. 8).

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?

A number of curriculum subjects include human rights education. These are: Greek, History, Religious Education and Geography.

How many hours are taught and at what grade levels?

Information is provided in attached Appendix 1.

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*

The methods and activities used are mainly the following: participatory teaching and active learning methods; projects, group work and simulations; use of drama, role playing, case studies; use of research techniques in the school and the community.

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

As indicated previously in the current report the Government of the Republic of Cyprus has appointed a Committee of Experts responsible for the development of the new curriculum. The Committee has proceeded with the public presentation of the Preamble which will function as a roadmap for the modernization, restructuring and upgrading of the national curriculum, on December 2008. The presentation was followed by a structured dialogue among all interested stakeholders (Political Parties, Teacher Unions, Parents' Associations, Students' Associations and the Government through the Ministry of Education and Culture and the Planning Bureau) within the mandates of the three Councils established for the implementation of the education reform.

These are:

1. The Council for Primary and Secondary Education: This includes representatives of the Government, the teachers, the students, the parents and major political parties and discusses issues of interest to the school system.
2. The Council for Higher Education: This includes representatives of the Government, the Universities and other Higher Education Institutions, the students, the parents, the Bodies responsible for quality assessment in higher education and major political parties and discusses issues of interest to the higher and university education.
3. Education Council: This consists of representatives of the Government and major political parties. It sets the agenda for issues to be addressed within the dialogue, reviews issues which have been discussed at the other two Councils and makes final

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

²² Plan of Action, appendix D.19.

²³ Plan of Action, III D.28 and appendix D.19(c).

recommendations to the Government.

Following the discussion at the various councils, the Committee of Experts, in its turn, established various subcommittees for the preparation and suggestion of a curriculum for each subject area.

The subcommittees work on a volunteer basis; they consist of actively involved educators (in the public as well as the private sector), officers of the Ministry of Education and Culture (who are responsible for the assistance, coordination and implementation of the subcommittees' action plan) and are supervised by Academics with special interest in the subject-matter area.

The adaption of the new national curriculum, that will include the suggestions of the subcommittees' after their presentation followed by the structured public dialogue, the process of which has been described above, lays under the final approval of the Government .

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?

Besides the textbooks that are published by the Ministry of Education and Culture through the Curriculum Development Unit, the Ministry also sends to schools textbooks and materials from the Ministry of Education, Life Long Learning and Religions of Greece. Moreover, a number of different materials (books, CD's, DVD's) are bought from the private sector and sent to schools. Two specific textbooks written for citizenship education are currently used in Grades 5 and 6 of primary schools whereas at the secondary level publications from Greece, EU, Coe and UNHCR are used as educational aids for instructional purposes.

D. Training of school personnel

27. Is human rights education included in the following?

- | | <i>Yes</i> | <i>No</i> |
|---------------------------------------|-------------------------------------|--------------------------|
| ▪ Pre-service teacher training | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| ▪ In-service teacher training | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| ▪ Head teacher training ²⁵ | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Is participation voluntary or mandatory?

Both voluntary and mandatory .

²⁴ Plan of Action, appendix D.19(c).

²⁵ Plan of Action, appendix E.26.

How many hours are offered?

The hours vary according to the design, the goals and the objectives of the program and the needs of the education personnel and they are developed and offered by the Cyprus Pedagogical Institute.

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

The Ministry of Education and Culture tries to support teachers in their everyday practice. Inspectors who visit schools encourage the exchange of ideas and good practice and in the conferences or seminars which they organise this knowledge is disseminated. Networking between schools, teachers and students is also encouraged and the Ministry has recently sent to schools the book "Compassito" which will help teachers in teaching and learning in human rights education. Specialised seminars are organised for teachers for using effectively this specific textbook. Through the recent establishment of the Centre for Educational Research and Evaluation, the Government is promoting research on a more systematic basis and this also includes teaching and learning in human rights education. Learning, good practice, research and materials are collected and made available to educators in human rights education to a satisfactory extent, but still there is place for further improvement.

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

The procedures regarding the recruitment, appraisal and promotion policies for teachers, headmasters and school inspectors are governed by specific legislation in which special provisions exist for safeguarding human rights principles as well as principles of equal treatment and antidiscrimination acts.

For each vacancy the competent authority has to forward a public announcement in the press, accompanied by a specific job description and a list of selection prerequisites

as well as selection criteria.

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

The Center for Educational Research and Evaluation of the Ministry of Education and Culture is the competent authority that undertakes research projects for the evaluation of the effectiveness on the teacher training programs. The results of the research projects have a strong political impact regarding the decision for further improvement and expansion of the HRE programs.

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?

The activities which contribute to the improvement of the integration of human rights education into the Cyprus Educational System include, among other things, the following: debates on human rights with the participation of students, parents and teachers; developing school, class and family charters of rights – making comparisons with the United Nations Convention on the Rights of the Child; visits and lectures of the Ombudsman for children in schools; preparation of educational material; essay and drawing competitions.

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):

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 Directorates of Education of the Ministry of Education and Culture encourage teachers' participation in a number of seminars, conferences as well as other activities both in Cyprus and abroad, that aim to raise their awareness for Human Rights Education and has promoted different educational programmes and activities for sensitising students regarding human rights. Through these and the other actions which have already been described in previous answers the principles of human rights education are disseminated and made known amongst all stakeholders.

34. Please indicate on a scale from 1 to 5 (1 = Used often, 5 = Not used) the usefulness of the following publications and/or tools available at

<http://www.ohchr.org/EN/PublicationsResources/Pages/TrainingEducation.aspx>

Used often 1 2 3 4 5 *Not used*

- *WPHRE Plan of Action for the 1st phase*

- *ABC - Teaching Human Rights:
Practical activities for primary and secondary schools*

- *Human Rights Education in the School Systems of Europe,
Central Asia and North America: A Compendium of Good Practice*
(joint publication of OHCHR, OSCE/ODIHR, CoE and UNESCO)

35. (Optional). Please describe the methodology and process adopted in preparing your national evaluation report:

36. Please make any other comments not provided elsewhere:

THANK YOU.