



**Représentation permanente de la Belgique
auprès des Nations Unies et auprès
des institutions spécialisées à Genève**

10/00168

Annexe(s) : 16

OHCHR REGISTRY

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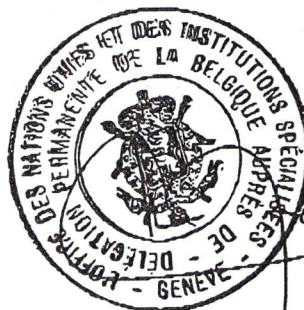
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La Représentation Permanente de la Belgique auprès de l'Office des Nations Unies et des Institutions Spécialisées à Genève présente ses compliments au Haut Commissariat des droits de l'homme et a l'honneur de lui faire parvenir en annexe les réponses de la Belgique au questionnaire « Evaluation de la première phase du Programme mondial d'éducation dans le domaine des droits de l'homme ».

La Représentation Permanente de la Belgique auprès de l'Office des Nations Unies et des Institutions Spécialisées à Genève saisit cette occasion pour renouveler au Haut Commissariat des droits de l'homme l'assurance de sa plus haute considération.

Genève, le 23 avril 2010

Haut Commissariat aux droits de l'homme
Section de Méthodologie, Education et Formation





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

GUIDANCE AND QUESTIONNAIRE FOR GOVERNMENTS

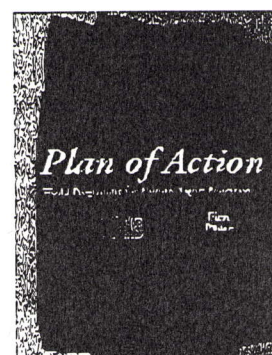
The purpose of this questionnaire is to provide Member States with guidance for the preparation of national evaluation reports on the national implementation of the first phase of the World Programme for Human Rights Education.

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/PAActionEducationen.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, UNGF, 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 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: 19-03-2010 / 02-04-2010
2. Institution responsible for completing this questionnaire: Government of Flanders/ Ministère de la Communauté française de Belgique
In Belgium, the Communities (flemish, french and german) are responsible for education. The answer to this questionnaire was drafted on the basis of the input received from the Flemish and French Communities. The German Community agrees with the input provided.
3. Responsible department: Department of Education / Direction des Relations internationales
4. Contact person: Ann Dejaeghere / Etienne Gilliard
5. Mailing address: ann.dejaeghere@ond.vlaanderen.be / etienne.gilliard@cfwb.be
6. Telephone number: +32 (0)2 553 95 41 / + 32 (0) 2 413 29 53
7. Fax number:
8. E-mail address: ann.dejaeghere@ond.vlaanderen.be / etienne.gilliard@cfwb.be
9. Webpage: <http://www.ond.vlaanderen.be/dvo/english/index.htm>

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:

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
▪ National sectoral plans for primary and secondary education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
▪ National plans for Education for All (EFA)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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.

Human rights education is included in our national plan of action against racism and discrimination, which is monitored by the Centre for Equal Opportunities and Opposition to Racism (for more information: www.diversiteit.be)

Flemish Community:

In the framework of the Decade on Education for Sustainable Development an implementation plan for ESD has been developed. In the curriculum (and by consequence in this plan) ESD is seen as the intertwining of social, economic and environmental aspects. This incorporates aspects of human rights education.

Communauté française:

L'éducation aux droits de l'homme ne fait pas partie d'un cours en particulier mais est

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).

abordée de manière transversale et s'insère dans l'éducation à la citoyenneté. La réflexion qui a abouti au décret de 2007 relatif au renforcement de l'éducation à la citoyenneté responsable et active au sein des établissements de la Communauté française a trois fondements essentiels. L'éducation à la responsabilité citoyenne passe par une connaissance des institutions et de matières qui structurent notre société. C'est elle également qui permet de mettre en œuvre les principes démocratiques, les valeurs, attitudes et savoir-faire qu'ils sous-tendent dans la vie sociale et politique quels que soient les secteurs. Enfin, l'école est le lieu privilégié pour éveiller concrètement l'intérêt des jeunes aux principes démocratiques auquel fait appel le principe de représentation.

La citoyenneté responsable et active couvre la connaissance et l'exercice des droits et responsabilités civiques. Démocratie, respect des droits universels, tolérance, solidarité et participation font partie des valeurs systématiquement liées à ce concept. Des structures officielles en Communauté française, l'une pour l'enseignement fondamental, l'autre destinée à l'enseignement secondaire ont pour objectifs de susciter les initiatives dans ce domaine, de proposer des projets et de diffuser les bonnes pratiques.

Par ailleurs, un récent décret de mars 2009 vise également à favoriser auprès des élèves la transmission de la mémoire des crimes de génocide, des crimes contre l'humanité, des crimes de guerre et des faits de résistance ou des mouvements ayant résisté aux régimes qui ont suscité ces crimes.

Dans le cadre du développement durable, en juillet 2003 a eu lieu un accord de coopération entre la Communauté française et la Région wallonne relatif à l'éducation à l'environnement.

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

There is an implementation strategy to implement the cross-curricular attainment targets, which includes human rights education.

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

Flemish Community:

The cross-curricular attainment targets for secondary education have recently been evaluated (see answer to question 13), based on a scientific evaluation. The main goal of this evaluation was to assess the social and pedagogical relevance of the current attainment targets and their feasibility. As part of this research 6000 pupils were questioned.

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

Yes, by the regular communication canals of the ministries of Education.

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?).

yes

The Flemish education authorities issue a core curriculum in the form of attainment targets (objectives regarding knowledge, skills and attitudes). These minimal objectives, issued by the Flemish Parliament, define knowledge and attitudes for all schools. The inspectorate evaluates whether the schools reach these quality standards or not. Schools are free to determine their own way of implementing these targets. In that respect, there is a general obligation to work on the objectives relating to human rights education, but there are no guidelines regarding the pedagogical methods schools should use.

In primary education the general framework for human rights education can mainly be found in developmental objectives for world orientation. These include socio-economic, socio-cultural and political and legal aspects of society. In secondary education, the framework for human rights education can be found in the attainment targets concerning history and the cross-curricular attainment targets for citizenship education.

The cross-curricular attainment targets have recently been evaluated on social and pedagogical relevance and feasibility. Based on the results of the evaluation, a new concept of cross-curricular attainment targets has been developed, which will be implemented in all secondary schools in September 2010. This concept refers to a set of rather broad objectives (e.g. taking responsibility, showing respect, being critical, and so on) and a set of more concrete objectives within a structure of 'contexts': the political-judicial, the socio-economic and socio-cultural context. The main focus for citizenship education is the political-judicial context. It pays attention to four topics concerning citizenship education:

- Active citizenship: which aims to stimulate active involvement in society. This presupposes basic knowledge of rights and duties, enquiry procedures and the value of active involvement.
- Human rights and basic liberties, as laid down by constitution and international treaties.
- Insight into features, procedures and mechanism of a democratic system
- European and international dimension

For more information : www.ond.vlaanderen.be/dvo/english.

Communauté française:

Comme indiqué, ci-dessus, il existe le décret de 2007 relatif au renforcement de l'éducation à la citoyenneté active et responsable. L'éducation aux droits de l'homme est transdisciplinaire. L'éducation aux droits de l'homme ne peut être imposée, elle doit être spontanée. Le rôle essentiel de l'enseignant est de créer des espaces de

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

participation pour les jeunes.

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

As already stated above, the educational authorities only stipulate minimum goals. The educational freedom of schools (which is embedded in the Constitution) implies that schools can decide for themselves how they implement these goals and what didactic materials they use.

Flemish Community:

The Flemish Government itself does not provide materials and methods that can be used to teach human rights in the classroom. Educational publishers develop handbooks, materials, ... based on the minimum goals stipulated by the educational authorities. The same goes for several NGO's and other organisations active in the field of citizenship or human rights education. These organisations can freely distribute information about their materials and training through the site of the Ministry of Education of the Flemish Community as well as through the ministry's publication 'Klasse' which is freely distributed to all schools and teachers.

Have textbooks been prepared according to these guidelines?

see answer to question 14

15. Please refer to any national or sub-national policies that promote a human rights-based approach to school governance, management, discipline procedures, inclusion policies and other regulations and practices affecting the school culture and access to education.¹¹

The right to education is guaranteed by the Law of 29 June 1983 which made education compulsory till the age of 18.

Flemish Community:

The Act on equal educational opportunities of 28 June 2002 was created to ensure the access to education. It lays down the right to enrolment of all children in nursery, primary and secondary education.

On April 1 2004, the Flemish Parliament approved the so called 'Decree on participation'. This decree (which amounts to a law) is a legal framework for participation at school level. The school council contains representatives from parents, staff and the local community. In secondary education they also include pupils. This policy supports the implementation of the core curriculum on education for citizenship and the other way around. Participation of pupils is also included in the cross-curricular attainment targets in secondary education

Communauté française:

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

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

Le 24 juillet 1997 a été voté un décret qui redessine l'architecture de l'enseignement fondamental et secondaire. Celui-ci, plus communément appelé décret « missions », a pour tâche de définir les missions prioritaires de l'enseignement fondamental et de l'enseignement secondaire et d'organiser les structures propres à les atteindre. Au sein de celui-ci est notamment indiqué qu'est créé dans chaque établissement un Conseil de participation qui comprend des membres de droit, des membres élus et des membres représentant l'environnement social, culturel et économique de l'établissement. Au sein de ce Conseil de participation, les représentants des élèves sont élus, après appel aux candidats, soit par l'ensemble des élèves de l'établissement, soit par l'ensemble des élèves du niveau secondaire de l'établissement, soit par l'ensemble des élèves des troisième et quatrième degrés de l'établissement.

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

Teachers must dispose of the necessary competences to implement the different attainment targets in their teaching practice. By consequence, human rights education is an integral part of initial teacher training. Teachers have to relate the rights of children to their practice and in the advice on pupil's school career. This competence was included in the list of basic competences of teachers.

Several organisations and ngo's offer in service training in the field of human rights education. Schools receive a yearly budget with which in-service training for teachers can be financed, but they decide completely autonomously how they want to spend this budget, taking into account the specific needs of the school.

B. Learning environment

17. Are human rights integrated into the learning environments of schools including school governance and management?¹³ Please mark on a scale from 1 to 5 (1 = Yes, comprehensively, 5 = Not at all):

Yes, comprehensively 1 2 3 4 5 Not at all

☐ ☒ ☐ ☐ ☐

18. Do practices not defined as human rights education exist in your country which reflect the principles of the rights-based approach to education, such as peace education, citizenship and values education, multicultural education, global education, education for tolerance or education for sustainable development?¹⁴ If yes, please explain.

yes

These are considered as different perspectives from which the cross-curricular attainment targets (almost in general, but mainly citizenship education) can be dealt with.

¹² Plan of Action, appendix A.5(f).

¹³ Plan of Action, appendix A.4.

¹⁴ Plan of Action, II B.

19. Do opportunities exist in schools for students to express themselves freely, to have responsibility, to participate in decision making (in accordance with their age and evolving capacity) and to organize for their own interests?¹⁵ Please mark on a scale from 1 to 5 (1 = Comprehensive opportunities exist, 5 = Not at all):

Comprehensive opportunities exist 1 2 3 4 5 *Not at all*

- To express themselves ☒ ☐ ☐ ☐ ☐
- To have responsibility ☐ ☒ ☐ ☐ ☐
- To participate in decision making ☐ ☐ ☒ ☐ ☐
- To organize for their own interests ☐ ☐ ☒ ☐ ☐

20. Are there interactions between schools, local government, civil society and the wider community facilitating awareness of children's rights and the key principles of human rights education?¹⁶ Please mark on a scale from 1 to 5 (1 = Comprehensive interactions take place, 5 = Not at all):

Comprehensive interactions take place 1 2 3 4 5 *Not at all*

☐ ☒ ☐ ☐ ☐

The different authorities (local, regional, national) and civil society are often involved in the development of educational materials and training concerning human rights education.

In the so called broad or community schools the main aim is to strengthen ties between the school and local environment (including local council and civil society organisations). A broad school is a network of organisations (social, cultural, ...) around the school which together try to assure the personal and social development of children and youngsters.

21. Are monitoring systems in place to assess the following?¹⁷ Please mark on a scale from 1 to 5 (1 = Comprehensive monitoring systems, 5 = Not at all):

Comprehensive monitoring systems 1 2 3 4 5 *Not at all*

- Respect for human rights principles in teaching practice ☐ ☐ ☐ ☒ ☐

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

¹⁶ Plan of Action, appendix C.15(d).

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

- Teaching quality with regard to human rights education ☐☐☐☒☐
- Respect for human rights principles in school management and governance processes¹⁸ ☒☐☐☐☐
- Changes in students' knowledge, skills, values, attitudes and behaviour with regard to understanding of and respect for human rights¹⁹ ☐☐☒☐☐

Flemish Community:

The education inspectorate checks whether schools have reached the quality standards, defined by attainment targets. They also check if and how the participation decree (see question 15) has been implemented. The inspectors do not inspect individual teachers and their teaching practice nor do they check students' achievements.

For more information: www.ond.vlaanderen.be/inspectie/english

There is no monitoring system to assess changes in students' knowledge, skills,...

But as stated above, the cross-curricular attainment targets have recently been evaluated on social and pedagogical relevance and feasibility. The effectiveness of citizenship education was a particular focus in this research. The results show, first of all, a positive impact of citizenship education on the knowledge of pupils concerning human rights, politics, civil society, state administration,.... However, this positive impact only becomes manifest from the 3rd stage onwards (16 to 18 year olds).

As far as attitudes are concerned (towards ethnocentrism, repression, the principles of representational democracy), it was shown that higher knowledge on different aspects of citizenship education has a positive impact on democratic attitudes. Another important factor is the school 'atmosphere'. The more democratic a school is organized, the more democratic the attitudes of pupils will be.

For more information:

<http://www.ond.vlaanderen.be/obpwo/projecten/2006/0601/default.htm>:

'Vakoverschrijdende eindtermen in het secundair onderwijs: een onderzoek naar de maatschappelijke en onderwijskundige relevantie van vakoverschrijdende eindtermen en de haalbaarheid ervan' (M. Elchardus - V. U. Brussel)

Flanders is also involved in the International Civic and Citizenship Education Study, coordinated by the International Association for the Evaluation of Educational Achievement. The goal is to investigate the ways in which young people are prepared to undertake their roles as citizens. In Flanders 3000 pupils of 2nd year of secondary education (+/- 14 year old) and nearly 2000 pupils of 4th year of secondary education (+/- 16 year old) will be involved in the research.

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

¹⁹ Plan of Action, appendix A.5(c)(x).

Communauté française:

Il existe en Communauté française de Belgique, un contrôle qui est composé d'un corps d'inspection chargé notamment du respect des objectifs généraux et particuliers de l'enseignement fondamental et secondaire, du règlement des études ; du respect des programmes d'études fixés ou approuvés par le Gouvernement ; de la cohérence des pratiques, en ce compris les pratiques d'évaluation ; de l'adéquation du matériel didactique et de l'équipement scolaire aux nécessités pédagogiques.

Pour plus d'information : www.enseignement.be

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

Schools receive a global budget each year to fund all sorts of educational activities, travels,... and also a yearly budget with which in-service training for teachers can be financed. Schools, again, decide completely autonomously how they want to spend this budget, taking into account the specific needs of the school. Therefore, it is impossible to state how much is spent on educational activities concerning human rights education.

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?

yes, see answer to question 13

How many hours are taught and at what grade levels?

This is impossible to state as is this decided upon autonomously by the schools.

24. Do learning methodologies associated with these human rights education activities exist which are child friendly, learner-centred and encourage participation?²² Please mark on a scale from 1 to 5 (1 = Yes, comprehensively, 5 = Not at all):

Yes, comprehensively 1 2 3 4 5 Not at all

☒ ☐ ☐ ☐ ☐

yes, for example: <http://www.vormen.org/vilok/index.html>

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

Flemish Community: The Flemish education authorities.

En Communauté française de Belgique, le développement et le changement de curricula sont réalisés par les pouvoirs organisateurs (communes, provinces, enseignement libre, enseignement organisé par la Communauté française) et

²⁰ Plan of Action III E.

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

²² Plan of Action, appendix D.19.

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

approuvés par les autorités de la Communauté française en matière d'éducation.

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?

Flemish Community: yes, see answer to question 14

Communauté française: Oui, n'importe quel éditeur peut produire, dès l'instant où le contenu est conforme aux principes et aux objectifs mentionnés dans le décret "missions".

D. Training of school personnel

27. Is human rights education included in the following?

	Yes	No
▪ 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 type="checkbox"/>	<input checked="" type="checkbox"/>

Is participation voluntary or mandatory?

It is integral part of initial teacher training

In in-service training it is optional and voluntary. See answer to question 16

How many hours are offered?

This is impossible to state as this is part of school autonomy

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

Flemish Community:

The Flemish educational authorities do not dispose of a database of examples of good practice or projects. 'Good' practices are usually distributed through seminars or workshops where schools and organizations can come and present their project to their colleagues.

Several organisations and NGO's active in the field of citizenship and human rights

²⁴ Plan of Action, appendix D.19(c).

²⁵ Plan of Action, appendix E.26.

²⁶ Plan of Action appendix D.19(d).

education collect examples of 'good' practice on their website or in their publications.

Communauté française:

Des informations sont disponibles pour les enseignants concernant l'éducation aux droits de l'homme sur les sites Internet suivants : www.enseignement.be ; respel : moteur de recherche de fiches
<http://www.enseignement.be/index.php?page=25937&navi=2704> ; démocratie ou barbarie : <http://www.enseignement.be/index.php?page=24445> ; et <http://www.creccide.org>

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

/

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

/

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 Human rights education for life Action Plan (developed in the framework of the United Nations Human Rights Decade) was used to develop the 'old' attainment targets for citizenship education.

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):

²⁷ Plan of Action, appendix C.15(b)(v).

²⁸ Plan of Action, appendix E.27(f).

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.

Flemish Community:

No specific actions are undertaken with regard to the World Programme itself. The Flemish Human Rights Education actions are known in the above mentioned groups.

Communauté française:

Les actions d'éducation de la Communauté française de Belgique dans le domaine des droits de l'homme sont connues par les groupes mentionnés.

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 |
|---|------------|--------------------------|--------------------------|--------------------------|-------------------------------------|-------------------------------------|----------|
| ▪ <i>WPHRE Plan of Action for the 1st phase</i> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| ▪ <i>ABC - Teaching Human Rights:
Practical activities for primary and secondary schools</i> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| ▪ <i>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)</i> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |

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.