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The Permanent Mission of the Czech Republic 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 with reference to the Note NG/EI/PT of 28 January 2010 has the honor to forward responses of the Czech Republic to the questionnaire on the evaluation of the first phase of the World Programme for Human Rights Education (WPHRE).

The Permanent Mission of the Czech Republic to the United Nations Office and other International Organizations in Geneva avails itself of this opportunity to renew to the Office of the High Commissioner for Human Rights the assurances of its highest consideration.

Geneva, 26 April 2010



Enclosure

Office of the High Commissioner for Human Rights
Methodology, Education and Training Section
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**EVALUATION OF THE FIRST PHASE (2005 - 2009) OF THE WORLD
PROGRAMME FOR HUMAN RIGHTS EDUCATION (WPHRE)**

CZECH REPUBLIC

Part 1: Basic information

1. Date: 23.3.2010
2. Institution responsible for completing this questionnaire: **Research Institute of Education in Prague, Ministry of Education, Youth and Sports**
3. Responsible department: **General Education Policy Department, Equal Opportunities in Education Department**
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10. Do education laws, education policies and education policy objectives exist which explicitly refer to the following?

	Yes	No
Human rights	x	
The right to education	x	
A rights-based approach to education	x	
Human rights education	x	

You may elaborate further if you wish: **This is based on the provisions of Section 2, Principles and Goals of Education, of Act No. 561/2004 Coll. on pre-school, basic, secondary, tertiary professional and other education (the Education Act).**

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

	Yes	No	Doesn't exist
National human rights plans		x	
National plans of action against racism, racial discrimination, xenophobia and related intolerance	x		
National poverty reduction strategies and other development plans	x		
National sectoral plans for primary and secondary education	x	x	
There are framework education programmes developed for each field within primary and secondary education, and for pre-school, basic arts and language education.			
National plans for Education for ALL (EPA)	x		
National policy frameworks as part of the Decade on Education for Sustainable Development (2005-2014)		x	

If yes to any of the above, please elaborate.

The points above relate to framework education programmes for basic (primary and lower secondary) and *gymnázia* education – i.e. curricular documents at national level.

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

The issue of human rights received due attention in the development of curricular documents – framework education programmes for basic and *gymnázia* education.

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

Learners are not directly involved in the development of national implementation strategies. However, their opinions and needs are accepted. Framework education programmes have been developed based on a nationwide debate on the so-called White Paper in which learners (pupils and students) took part.

Education policies are posted on the web portals of the Ministry of Education, Youth and Sports (www.msmt.cz) and organisations directly managed by the Ministry: Research Institute of Education (www.vuppraha.cz), National Institute of Technical and Vocational Education (www.nuov.cz), National Institute of Continuing Education (www.nidv.cz), National Institute of Children and Youth (www.nidm.cz) and the web portal developed by the Research Institute of Education to support framework education programmes, which was also supported from the ESF (www.rvp.cz).

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?).

Human rights education is contained, at national level, in curricular documents (framework education programmes) for basic and *gymnázia* education. Specifically, it is part of the cross-curricular subjects “Democratic Citizenship” and “Thinking within European and Global Contexts”. Moreover, human rights education is part of the educational field “Civil Education” for basic schools and the basics of civil education and social sciences. The educational content of both the cross-curricular subjects and the educational fields is obligatory for schools.

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

Publishers may apply to the Ministry of Education, Youth and Sports for a certificate of approval. Awarding the certificate of approval is conditional, among other things, upon adherence to the relevant framework education programme. In addition to textbooks and study materials that have the certificate of approval, schools may use other textbooks and materials, provided that these are not in conflict with the educational objectives set by the law, framework education programmes and the respective legal regulations, and provided that their structure and content are in line with pedagogical and didactic principles. Decisions about the use of textbooks and study materials are the responsibility of the school director who sees to these conditions being met. Public resources provided to schools by the state may only be used to procure textbooks with the certificate of approval (this applies to basic schools; students at secondary schools – except those with social disadvantages – buy textbooks themselves). For the general public the certificate of approval is a sign of quality and therefore publishers strive to obtain it. The certificate of approval is granted for a limited period, normally 6 years. Textbooks are therefore being updated so as to ensure that they comply with framework education programmes and the existing state of knowledge.

Publications for authors of textbooks and publishers are issued by leading experts, non-profit organisations and the MoEYS.

Manuals are not binding, what is binding is the criteria for awarding the certificate of approval.

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.

There are a number of such policies. National policies include, for example, the Strategy for Combating Extremism, National Strategy on Child Violence Prevention, etc. At regional level (and in some cases also at national level) there are various projects, some of which are implemented under the patronage of the MoEYS and many of which are funded from the ESF or ministerial subsidies. Information about these projects is presented at the websites – see point 12.

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

The content of the initial as well as continuing training of pedagogical staff should be in line with framework education programmes (see the Education Act). The Act on Pedagogical Staff states that the continuing training of pedagogical staff is obligatory, and it may be implemented either in the form of self-education, individual courses or various educational activities in which the entire school takes part. The training of teachers and school personnel takes place on a voluntary basis, teachers choose from a range of continuing training courses that are offered by the relevant institutions at national and regional level and by non-profit organisations.

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

Yes, comprehensively 1

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 from 1 to 5.

In line with the Education Act and framework education programmes pupils (students) participate in school life. For example, one third of the members of School Councils are underage and mature students. It is not possible to define the specific responsibilities and the degree of participation of pupils in school operations without real-life information that is not available at the moment in the required form.

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 from 1 to 5.

Comprehensive interactions take place 2

This is only an assessment of the situation that is not documented by specific data.

21. Are monitoring systems in place to assess to following? Please mark on a scale from 1 to 5.

- respect for human rights principles in teaching practice 1

- teaching quality with regard to human rights education 1

- respect for human rights principles in school management and governance processes 1

-changes in students' knowledge, skills, values, attitudes and

Behaviour with regard to understanding of and respect for human rights 1

All these areas are subject of monitoring by the Czech School Inspectorate as part of their inspection activities. Lack of respect for human rights principles is considered to constitute violation of legal regulations.

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

This is not possible to assess.

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?

See answer to question 13.

How many hours are taught and at what grade levels?

The framework education programme for basic education sets out a minimum number of hours to be allocated to various educational areas. At Stage 1 of basic school (i.e. primary – grades 1-5) a total of 12 hours per week are allocated to the area “Humans and their World”, and at lower secondary level (Stage 2 - grades 6-9) the educational fields “History” and “Civil Education” are also allocated 12 hours. On top of this, the theme of human rights is a cross-curricular one and as such it is reflected in various educational areas. Thematic cross-curricular subjects make it possible to interconnect the content of educational fields. This enhances the comprehensive nature of education and positively affects the process of developing pupils’ key competencies. Pupils get an opportunity to make a comprehensive and coherent picture of these issues and to apply a broad spectrum of competencies. Cross-curricular subjects constitute an *obligatory part of basic education*. In the course of basic education schools are obliged to offer pupils all themes within various cross-curricular subjects the scope of which and methods of implementation are set out in the relevant school education programme. The cross-curricular themes may be taught as an integral part of the educational content of a subject, or as independent subjects, projects, seminars, courses, etc.

Themes: Personal and Social Education, Democratic Citizenship, Thinking within European and Global Contexts, Multicultural Education, Environmental Education and Media Education.

A precise allocation of teaching periods for the cross-curricular themes and educational fields concerned with human rights education is entirely at the discretion of each school.

24. Do learning methodologies associated with these human rights education activities exist which are child friendly, learner-centred and encourage participation? Please mark on a scale from 1 to 5.

Yes, comprehensively 1

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

The Ministry of Education, Youth and Sports, Research Institute of Education, National Institute of Technical and Vocational Education.

26. Do teacher guides, manuals, textbooks, and other teaching and learning materials in primary and secondary education conform with human rights principles? Please mark on a scale from 1 to 5 (1= Yes, comprehensively, 5= Not at all):

Yes, comprehensively 1

The materials should be in line with framework education programmes. This compliance is checked upon in textbooks that have the certificate of approval – see 14.

Are materials not produced by your Government being used in schools? Of so, who produced them?

Yes, in addition to textbooks and study materials with the certificate of approval schools may use other textbooks and study texts that are not in conflict with the educational objectives set by the law, framework education programmes and legal regulations, and provided that their structure and content are in line pedagogical and didactic principles. Decisions about the use of textbooks and study materials are the responsibility of the school director who sees to these conditions being met. Non-profit and other organisations as well as various experts develop these materials. A number of schools and teachers develop their own teaching materials.

27. Is human rights education included in the following?

	Yes	No
- pre-service teacher training	x	
-in-service teacher training	x	
-head teacher training	x	

Is participation voluntary or mandatory?

As concerns the continuing (in-service) training of teachers and school directors, the learners choose from a wide range of courses on offer.

How many hours are offered?

It is not possible to define the length of courses in terms of hours, as there is a wide spectrum of courses of varying length.

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

The materials produced are freely accessible so it is up to the choice of each teacher.

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

It is difficult to answer this question. The support is extensive and it is difficult to assess its scope.

30. How are human rights trainings for teachers assessed?

It is difficult to answer this question. It is more appropriate to assess the standards of a specific course (e.g. in-service teacher training courses).

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 Plan of Action corresponds with the existing education policies concerned with human rights in the Czech Republic.

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.

It may be expected, in view of the existing legislation, that government bodies will not hinder implementation of the Plan of Action.

33. Please indicate any actions undertaken by your county to ensure the World Programme is known amongst (1) education officials (2), teachers and (3) young people.

The information will be posted on the websites of the Ministry of Education. Moreover, it has been forwarded to the Research Institute of Education that is currently developing a strategic material concerned with multicultural education.

34. Please indicate on a scale from 1 to 5 the usefulness of the following publications and/or tools available at

WPHRE Plan of Action for the 1 phase	1
ABC-Teaching Human Rights	1
Human Rights Education in the School Systems of Europe	1