

*Mission permanente de l'Etat du Koweït
auprès de l'Office des Nations Unies
Genève*



**الوفد الدائم لدولة الكويت
لدى الأمم المتحدة
جنيف**

**Office of the United Nations
High Commissioner for Human Rights
Palais Wilson
CH-1211 Geneva 10**

M 132/2010

The Permanent Mission of the State of Kuwait to the United Nations Office in Geneva presents its compliments to the Office of the High Commissioner for Human Rights and joins the letter of the Secretary General of Kuwait National Commission for Education, Science and Culture with the questionnaire requested by the UNESCO on 9 March 2010.

The Permanent Mission of the State of Kuwait to the United Nations Office 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, 28th April 2010



N. N /r.b

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OHCHR REGISTRY

/ 3 MAY 2010

Recipients : *E. Ippoliti*
P. T. Chua
C. A. P. K. Y.



Kuwait National Commission
for Education, Science & Culture



الجنة الوطنية الكويتية
للتنمية والعلوم والثقافة

Date :

Ref. : 19th April 2010
1/10

التاريخ :

الموافق :

رقم الإشارة :

To: The United Nations High Commissioner
for Human Rights (OHCHR)

Attn. METS - WPHRE

Palais des Nations

8-14 Avenue de la Paix, CH-1211

Geneva 10, Switzerland

registry@ohchr.org

Fax: +41 22917 9008

Dear Sir/Madam,

Questionnaire: II. Questionnaire for Governments

From: Kuwait National Commission for Education, Science & Culture,
(UNESCO)

With reference to the letter from UNESCO, Paris, dated 9th March 2010,
we have pleasure to send attached the above mentioned questionnaire,
completed by the Sector of Educational Research and Curricula, Ministry
of Education, Kuwait for your perusal and suitable action.

Please arrange to acknowledge the receipt of the same to:
knc@kwtnatcom.org

Thanking you for your cooperation and with the assurances of my highest
consideration.

Yours sincerely,

Abdullatif Al-Baijan

Secretary General

Annexe: Completed Questionnaire (7 pages)

S.J./

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: 30/03/2010
2. Institution responsible for completing this questionnaire: The sector of educational research and curricula
3. Responsible department: Curriculum development management
4. Contact person: Dr. Sand AL. Harby
5. Mailing address: Ministry of education
6. Telephone number: (00965) 25416436
7. Fax number: (00965) 25416435
8. E-mail address:
9. Webpage:

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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input 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.

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

Yes it has been developed

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

Yes, they have been involved through students councils and activities in schools.

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).

⁸ Plan of Action, appendix B.10.

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

The strategy is undergoing the processes examining

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, it is obligatory and at the same time it is subject-based

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

The guidelines exist for writing or revising textbooks that reflect human rights principles.

Have textbooks been prepared according to these guidelines?

Yes

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 Kuwaiti constitution emphasize the human right issues. The national document of education

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

There are guidelines for teachers and through teachers text-books guides

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

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).

¹² Plan of Action, appendix A.5(f).

¹³ Plan of Action, appendix A.4.

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

Yes, all these things exist in our 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?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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ To have responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ To participate in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/>	

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):

<i>Comprehensive interactions take place</i>	1	2	3	4	5	<i>Not at all</i>
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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):

<i>Comprehensive monitoring systems</i>	1	2	3	4	5	<i>Not at all</i>
▪ Respect for human rights principles in teaching practice	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Teaching quality with regard to human rights education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Respect for human rights principles in school management and governance processes ¹⁸	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Changes in students' knowledge, skills, values, attitudes and behaviour with regard to understanding of and respect for human rights ¹⁹	<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).

¹⁶ Plan of Action, appendix C.15(d).

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

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

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

From school budget.

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. In social studies, In Islamic education, life skills and there is special curriculum in secondary schools

How many hours are taught and at what grade levels? it is called Constitution & human rights (45 minits) Once a week
Constitution and election in intermediate schools (45 minits) Once a week.

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

☐ ☐ ☒ ☐ ☐

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

Ministry of education / Sector of educational research and curriculum

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?

Some of materials produced by the government, others by companies

D. Training of school personnel

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

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).

²⁴ Plan of Action, appendix D.19(c).

27. Is human rights education included in the following?

- | | Yes | No |
|---------------------------------------|-------------------------------------|--------------------------|
| ▪ Pre-service teacher training | <input 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?

mandatory

How many hours are offered?

One hour weekly for the whole scholar year

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

To some extent

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

To some extent

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

It helped in a better understanding for what these courses require

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?

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 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| ▪ Lack of awareness of WPHRE at local government level | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

²⁵ Plan of Action, appendix E.26.

²⁶ Plan of Action appendix D.19(d).

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

²⁸ Plan of Action, appendix E.27(f).

- 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.

They are doing their best to ensure the programme

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