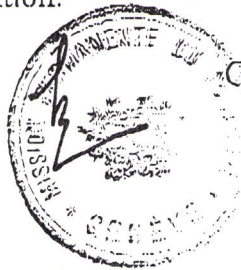


PERMANENT MISSION OF PORTUGAL
GENEVANo. 126
HR

The Permanent Mission of Portugal to the United Nations Office and other International Organisations presents its compliments to the Office of the United Nations High Commissioner for Human Rights and referring to note GVA 0085, dated 28 January 2010, has the honour to enclose herewith the response by the Portuguese authorities to the questionnaire concerning the evaluation of the first phase of the World Programme for Human Rights Education.

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

Geneva, 23rd April 2010

Office of the High Commissioner for
Human Rights
Fax: 0229179008
Geneva

OHCHR REGISTRY

23 APR 2010

Recipients: WPHREAV. Atabekian

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:
2. Institution responsible for completing this questionnaire:
3. Responsible department:
4. Contact person:
5. Mailing address:
6. Telephone number:
7. Fax number:
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. Fourth 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	☐	☒
▪ The right to education	☒	☐
▪ A rights-based approach to education	☒	☐
▪ Human rights education	☒	☐

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	☐	☒	☐
▪ National plans of action against racism, racial discrimination, xenophobia and related intolerance	☒	☐	☐
▪ National poverty reduction strategies and other development plans	☒	☐	☐
▪ National sectoral plans for primary and secondary education	☒	☐	☐
▪ National plans for Education for All (EFA)	☒	☐	☐
▪ National policy frameworks as part of the Decade on Education for Sustainable Development (2005-2014)	☒	☐	☐

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

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

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.

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?).

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

Have textbooks been prepared according to these guidelines?

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

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

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.

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	☒	☐	☐	☐	☐	
▪ 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):

<i>Comprehensive interactions take place</i>	1	2	3	4	5	<i>Not at all</i>
	☐	☐	☒	☐	☐	

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	☐	☒	☐	☐	☐	
▪ Teaching quality with regard to human rights education	☐	☐	☐	☒	☐	
▪ Respect for human rights principles in school management and governance processes ¹⁸	☐	☒	☐	☐	☐	
▪ Changes in students' knowledge, skills, values, attitudes and behaviour with regard to understanding of and respect for human rights ¹⁹	☐	☐	☐	☐	☒	

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

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?

How many hours are taught and at what grade levels?

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

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?

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 | ☒ | ☐ |
| ▪ In-service teacher training | ☒ | ☐ |
| ▪ Head teacher training ²⁵ | ☐ | ☐ |

Is participation voluntary or mandatory?

How many hours are offered?

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

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?

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 | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | |

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.

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> | | ☐ | ☐ | ☒ | ☐ | ☐ | |
| ▪ <i>ABC - Teaching Human Rights:
Practical activities for primary and secondary schools</i> | | ☐ | ☐ | ☒ | ☐ | ☐ | |
| ▪ <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> | | ☐ | ☐ | ☒ | ☐ | ☐ | |

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.

Questionnaire on Education for Human Rights

– Annex to the form filled by the Ministry of Education

Part 2: Components of Human Rights Education in Schools

A. Educational policies and policy Implementation

10. Several legal references can be found namely at:

- Law on the educational system.
- National Curriculum of Basic and Secondary Education.
- Curriculum Guidelines for Preschool Education.
- Document advisor on cross-curricular areas: Training Civic and Project Area.

12. Several National Plans, including educational dimensions for the Human Rights, have been defined and are in course:

- III National Plan for Equality
- III National Plan against Domestic Violence
- I National Plan against the Traffic of Human Beings
- Action Programme for the Elimination of Female Genital Mutilation
- National Strategy of Education Development
- National Action Plan for Inclusion
- National Plan for the Integration of Immigrants

The accomplishment of the National Plans and Strategy require the involvement of the schools and their teachers and students.

The referred National Plans were published, are being implemented and the ED Strategy is in a divulgation phase; it can be viewed at the following Internet addresses:

<http://www.cig.gov.pt>

<http://www.ipad.mne.gov.pt>

<http://www.gep.mtss.gov.pt/uk/planeamento/pimigrantes.php>

<http://www.acidi.gov.pt/modules.php?name=Content&pa=showroage=154&pickles>

13. Education for the Human Rights in the curriculum is in the area of Citizenship Education, which is mandatory and transversal. At the elementary school level (6 to 15 years) there is a mandatory time scheduling for disciplines like Civic Education and Project Area which explicitly provides for the development of Human Rights Education

There is also a mandatory training module for student of 10 -11 years, referred as "Citizenship and Security," which begins with the theme of the human rights and approaching the security issues from a of Human Rights approach.

14. The Scheme of Assessment, Certification and Adoption of school textbooks, established by the Law 4/2006, 28th August, among the evaluation criteria refers that "assessment committees meet the constitutional values and principles, namely non-discrimination and gender equality."

15. The legislation that defines the Regime of Autonomy, Administration and Management of education and teaching establishments (Law nº115 - A/98, 4th of May) states that its objective is "to accomplish democratization, equal opportunities and quality of public service" at schools life.

16. Human Rights Education was included in the scope of Citizenship Education, compulsory in initial teacher training and optional in-service training.

B. Learning environments

18. According to their own contexts, schools define the development of projects reflected at school Educational Projects and class projects. There are several projects, including Education for Peace, Intercultural Education, Education for Global Citizenship, Education for Gender Equality, Education for the Development, Inclusive Education.

20. Situations are diverse, according to schools and local organization contexts. It also depends on the value attributed to these areas by the schools. There are schools projects developed in cooperation with nongovernmental organizations (NGOs), municipal councils, parish councils, local associations and state agencies, namely the Portuguese Institute for Development Support (IPAD) and the High Commissioner for the Integration of Immigrants (ACIDI). There are also international projects supported by EU, UNESCO and Council of Europe.

C. Teaching and learning processes

23. For all the levels of education and teaching all of the different school curricula contain topics for the development of Education for Human Rights, consisting on the reference values for Citizenship Education, a cross-curriculum area. At elementary school there are also the Project Area and Civics Training. Students from 6 to 15 years have three hours weekly scheduled for these two areas.

24. A participatory methodology, in articulation with the reality of the school local environment, when possible, is recommended for the development of Citizenship, not only for pedagogical reasons, but because participation in real situations is one of the competencies to be developed.

25. The service that carries out tasks related to the curriculum under the Ministry of Education is the Bureau for Innovation and Curriculum Development (DGIDC).

26. The schools use different materials on for Human Rights Education, produced by teachers themselves often along with the students. They also use materials which can be found at school libraries. To overcome the lack of offerings by the publishers of educational and teaching materials in this area, the DGIDC has published, in collaboration with other entities, a collection of books on Education for Citizenship:

- Managing Multicultural Curriculum
- Road Map to Education for Citizenship

- Road Map to Environmental Education Policy
- Consumer Education
- Road Map on Education for Sustainability
- Guide Road Map to Education for Entrepreneurship Policy
- Road Map "Citizenship and Gender" (publication soon)

Besides this collection were also published in the field of health:

- Health Education - Nutrition Education in School Environment - A frame to an offer of healthy food - Food and Physical Activity
- Oral Health
- Prevention on the Psychoactive Substances Consumption
- Sexuality
- Sexual transmitted infections
- Violence in School Environment

D. Training of school personnel

27. Education for Citizenship, including for the Human Rights, is a compulsory curricular domain in the initial teacher training, and it is optional in the continuous training.

28. The initial training of teachers depends on the training plan of the higher education institution which offers it.

29. These criteria are considered implicitly through academic and vocational training, work experience and curriculum vitae.

Part 3: Challenges and general comments

31. The cooperation with NGOs, namely with International Amnesty, was promoted, as well as were encouraged experiences of school sharing projects and school works competitions in the Human Rights domain.

33. The divulgation of activities and projects of the schools contributed to the dissemination of the Programme.

35. The evaluation process requires the participation of several departments of the Ministry of Education, at central, regional and local levels, as well as the NGOs enrolled in the program.

36. The Minister of Education established a Working Group whose purpose is to establish clear targets for the different areas under the Education for Citizenship, namely the Human Rights.