

Mission permanente
de l'État du Qatar
auprès de l'Office
des Nations-Unies à Genève



الوفد الدائم للدولة قطر
لدى مكتب الأمم المتحدة
جنيف



Re.: 1070

FAX

The Permanent Mission of the State of Qatar to the United Nations Office in Geneva presents its compliments to the Office of the High Commissioner for Human Rights in Geneva, and with reference to the latter's letter no: NG/EI/PT dated 18 January 2010 requesting Member States to provide the OHCHR with 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.

The Permanent Mission is pleased to forward attached herewith the requested information as received from the competent authorities in Qatar.

The Permanent Mission of the State of Qatar avails itself of this opportunity to reiterate to the Office of the United Nations High Commissioner for Human Rights in Geneva, the assurances of its highest consideration.

Geneva, March 31st, 2010



OHCHR REGISTRY

OHCHR
Methodology, Education and Training Section
Fax : 022 917 9008

31 MAR 2010

Recipients : *H.R. Education*

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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: 24 Mar 2010
2. Institution responsible for completing this questionnaire: Supreme Education Council
3. Responsible department: Department of International Education Affairs
4. Contact person: Dr. Hamda Hassan Alsulaiti
5. Mailing address: Qatar - Doha, P.O. Box 35111
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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

	Yes	No
▪ 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:

The legislations in general and the Constitution in particular explicitly refer to human rights. For example, articles (6), (7), (18), (19), (21), (22), (23), (25), (26), (30), (34), (35), (36), (42), (44), (47), (49) and (50) of the Constitution refer to human rights, and Articles (25) and (49) refer to the right to education. Moreover, the education policies and education reform initiative contain objectives and Platforms seeking to promote human rights. Furthermore, the basic principles, which the concept of Independent School is based on, seek to promote human rights.

Regarding human rights education, there is the Students Council Manual, in which the right to freedom of opinion and expression, definition of rights and duties, acceptance of criticism and opposite opinion constitute a corner stone.

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ National plans of action against racism, racial discrimination, xenophobia and related intolerance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ National poverty reduction strategies and other development plans	<input 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.

Human rights education is part of the education and training plan and a pathway to realize Qatar National Vision 2030 with the priority of promoting the values of forgiveness, brotherhood, peace, citizenship and allegiance. Concerning the EFA, the

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).

axes of Qatar national plan for Education to All, and its six objectives, promote human rights in education, health, social security, social and psychological well-being and improving education.

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

Qatar has participated in the development, implementation, and follow-up on the Arab Plan for Human Rights Education. The first phase of the plan, which is manifested in educating, raising awareness, training and forming the national team, was launched.

Also, a supreme committee was formed to supervise the spreading the culture of Child Rights in schools. The committee comprise representatives from the Supreme Council for Family Affairs, the UNESCO and the former Ministry of Education. The committee developed a national action plan in collaboration with the UNESCO to provide educational guides for teachers to simplify rights and principles set forth in the Child Rights Agreement through aligning these rights with Child Rights in Islam supported by verses from the Holy Quran and Hadith. In addition, these educational guides contain cards illustrating rights and violations through true stories and explanatory colored paintings. Also, the plan included training workshops for school staff on how to use these educational guides in the curriculum and in extra-curricular activities.

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

No

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

Yes, an Arab Plan for Human Rights Education was circulated to member states and to the Supreme Education Council. Currently a cooperation agreement with the Human Rights Committee for human rights education is in consideration.

In addition to the special plan to spread the culture Child Rights

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 National Curriculum standards include criteria related to human rights education. Also the special framework of value education contains human rights criteria in general and Child Rights and family culture in particular.

These criteria are integrated into the school subjects and cross curricular and it is considered fundamental. In addition, some schools have education programs curriculum and textbooks that include human rights such as books on Citizenship and Democracy.

⁸ Plan of Action, appendix B.10.

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

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

Yes, there are basic principles to develop textbooks in compliance with the national standards for the Arabic language, Mathematics, science, English language and Social Studies.

Have textbooks been prepared according to these guidelines?

The National Human Rights Committee is currently preparing a set of guides for teachers on how to integrate human rights concepts into the curriculum for all school grades, in addition to special guides for the program of spreading Child Rights culture

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

- Academic Integration policy for students with disabilities
- Gender parity in education
- Student behavior corrective policy
- Education for a New Era initiative (Independent Schools)
- Students Councils list

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

There is a comprehensive policy to train and educate school teachers and staff, including human rights education. The National Human Rights Committee plays an affective role in this area. It has organized several training courses on human rights , international law ... etc.

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

:

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.

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, such rights exist, as follows:

- Promoting educational values in schools
- Educational value framework
- Curriculum and school textbooks
- Student Councils
- Qatar Debates

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*

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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):

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).

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

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

Schools finance their own programs from their respective budgets allocated to them by the Supreme Education Council. Other programs such as training or awareness and education campaigns are funded by the National Human Rights Committee, the Supreme Council for Family Affairs and Human Rights Department at the Ministry of Foreign Affairs.

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, Arabic Language, Islamic Studies, Social Studies and English Language.

These textbooks contains many rights such as, political rights, economical rights, Child Rights, women's rights, social and cultural rights, right's of the elderly and rights of the disabled. In addition to some values such as volunteer work, peace and democracy.

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*

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

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.

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

The Supreme Education Council – Education Institute

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?

Either prepared by school teachers and coordinators or bought from international publishers

D. Training of school personnel

27. Is human rights education included in the following?

Yes No

- Pre-service teacher training
- In-service teacher training
- Head teacher training²⁵

Is participation voluntary or mandatory?

- Optional. Teachers are nominated by schools or they nominate themselves

How many hours are offered?

- Program hours differ from one program to another. It could be 6 hours or more

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

Human rights principles are demonstrated in the equality and of evaluating and promoting teachers and school principals in terms of equal evaluation criteria for all teachers and school leader. These principles are applied in accordance with the

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

²⁴ Plan of Action, appendix D.19(c).

²⁵ Plan of Action, appendix E.26.

²⁶ Plan of Action appendix D.19(d).

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