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Ref: C/525/46


13 May 2010

The Methodology
Education and Training Section
United Nations High Commissioner for Human Rights

EVALUATION OF THE FIRST PHASE OF THE WORLD PROGRAMME FOR HUMAN RIGHTS EDUCATION

On behalf of the Government of Zimbabwe, I hereby submit the completed questionnaire together with additional information on the above-mentioned subject matter.

Our failure to meet the deadline is sincerely regretted.


M.S. Machawira
Deputy Secretary General
NATIONAL COMMISSION FOR UNESCO

OHCHR REGISTRY

28 MAY 2010

Recipients: WPHRE
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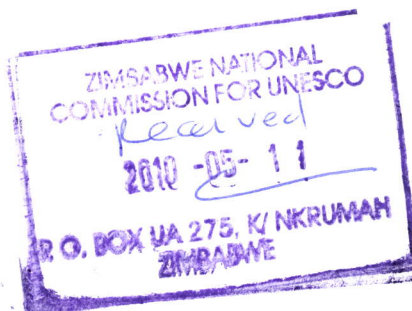
ZIMBABWE

**Ministry of Education,
Sport, Arts and Culture
P.O Box CY 121
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Harare**

STAFF/CONFIDENTIAL

Ref: C/525/15

29 April 2010



**The Secretary General
National Commission for UNESCO**

Attention : Mr. M. S. Machawira

RE : EVALUATION OF THE FIRST PHASE OF THE WOLRD PROGRAMME FOR HUMAN RIGHTS EDUCATION

Your minute referenced C/525/46 and dated 24 March 2010, on the above matter, refers.

I forward herewith the completed questionnaire to assist you in the development of the country's report on the implementation of the first phase of the World Programme for Human Rights Education.

Further to the responses provided in the questionnaire, I also comment on selected questions as follows:-

1. Question 10

As an initial step towards the right to education, the education sector, comprising the Ministries of Education, Sport, Arts and Culture and Higher and Tertiary Education, is the biggest beneficiary of the Government budget through the years. With reference to the Ministry of Education, Sport, Arts and Culture, it is provided in the Education Act [Chapter 25:04] that every child in Zimbabwe shall have the right to school education. Strategies have therefore been put in place to ensure that this fundamental right to education is implemented. These include that:

- Primary education for every child of school going age shall be compulsory, such that parents of any such child shall ensure that such child attends primary school;
- All educational institutions in Zimbabwe are open to people of all race, tribe, colour, religion, creed, place of origin, political opinion or the social status of his/her parents. This is also enshrined in the Education Act;
- As recommended by the Commission of Inquiry Into Education (1999), every child in Zimbabwe shall have access to early childhood development education (ECD) for at least one year prior to Grade 1 and that early childhood development classes should be attached to the existing primary schools. As of now, over 5000 primary schools have ECD classes attached to them;

- Through the Education Amendment Act, 2006:-
 - School fees shall be maintained at the lowest possible levels, whilst at the same time maintaining the high standard of education. It is therefore mandatory for every responsible authority to first apply for approval to charge or raise any fees or levies before charging any fees or levy or making any increase to the fees or levies. This was to make education accessible to the majority of learners. However, Government is still facing resistance from some non-Governmental schools in its endeavours to reduce fees and levies, as the schools increase fees or levies without approval, leaving parents with the option of either paying or pulling their children from such schools;
 - the three main languages of Zimbabwe, namely, Shona, Ndebele and English, shall be taught on an equal time basis in all schools up to Form 2 level. This was designed to facilitate communication among people in all the parts of the country and also to promote national unity;
 - In areas where indigenous languages are spoken, the teaching of such languages in schools shall be authorized in addition to those specified above. This was meant to promote culture;
 - To enable the country to participate fully at international forums, the teaching of foreign languages, such as French and Portuguese, shall be authorized;
 - Prior to Form One, any of the languages referred to herein may be used as the medium of instruction, depending on the language which is more commonly spoken and better understood by the children; and
 - Sign language shall be the priority medium of instruction for the deaf and hard of hearing.
- Children are within walking distance of a school. In this respect, particularly due to the land reform programme, satellite schools have been set up in newly resettled areas to provide education to all children;
- As a Social Protection Measure, Government assists the poor, orphans and vulnerable children by paying for their school fees, levies and examination fees through the Basic Education Assistance Module programme, commonly known or referred to as BEAM, whose main objective is to reduce the number of children dropping out of school, and reach out to children who have never been to school due to various hardships;
- A number of partnerships and alliances at international and national levels are currently operating in the education sector in such activities as the implementation of the National Action Plan for Orphans and Vulnerable Children. The Education Working Group, which is composed of the Ministry of Education, Sport and Culture, UNICEF, World Bank, Save the Children, World Vision and various Non-Governmental Organisations, is the major partnership forum for players in the education sector;
- To eliminate gender disparities by helping affording the girl child the right to education, pregnant girl children are not expelled from school, but are, together with the boy child, if he too is a schoolboy, sent on leave and allowed back into the formal education system after the delivery of the baby. This is followed up by counseling of the girl and the boy.

2. QUESTION 11

(a) National plans of action against racism, racial discrimination, xenophobia and related intolerance

It is provided for in the Education Act, as alluded to above, that no child in Zimbabwe shall be refused admission to any school on the grounds of race, tribe, colour, religion, creed, place of origin, political opinion or the social status of his/her parents. As a result, the disparity gap between black and white reduced tremendously from that at or in the early years of Zimbabwe's independence. However, due to high fees particularly in non-Government schools, parents end up pulling their children from

such schools. Accordingly, the ratio seems to favour the white population in non-Government schools whilst the opposite is true in Government schools. Furthermore, Government, as a policy, introduced 'Religious and Moral Education' which is a non-examinable subject. It allows children to learn and discuss moral values together with any other religious values, without restricting these to a particular religion. This broad coverage of moral values as opposed to what amounts to a promotion of one religion seeks to address the freedom of worship as also enshrined in section 19 of the Constitution of Zimbabwe. Cases of xenophobia have, however, not been reported in Zimbabwe.

(b) National poverty reduction strategies and other development plans

All schools are encouraged to combine education with production by setting aside or purchasing a piece of land where learners practise agriculture. School feeding programmes are implemented in some schools, both urban and rural and parent communities are encouraged to introduce school feeding programmes in their schools. Some schools have received donor assistance through feeding schemes.

(c) National plans for Education for All (EFA)

EFA aims to provide quality educational opportunities to every girl or boy and every man and woman. Its values are entrenched in the Education Act. A National Plan of Action (NAP) is in place, having been officially launched on 2 June 2006. The implementation of the EFA goals is thus guided by the National Action Plan. Certain innovative measures have been put in place to improve the quality of education delivery and gender equity. There was a review, on 9 March 2010, of progress achieved in this regard. The Education Quality Monitoring Bill is underway for an agreement for the establishment of the headquarters of the Southern and Eastern Africa Consortium for Monitoring Education Quality (SACMEQ) in Harare and the agreement between the Government of Zimbabwe and SACMEQ on monitoring education quality.

(d) National policy frameworks as part of the Decade on Education for Sustainable Development (DESD)(2005-2014)

The DESD promotes a set of underlying values, relational processes and behavioural outcomes which should characterize learning in all circumstances. It therefore takes on board EFA, Literacy for All and the MDGs. On 28 February 2006, a national consultative of stakeholders and experts in education and other sectors met to reflect upon how education for sustainable development principles, values and practices could be incorporated into national education policies. At this meeting, the objectives of the United Nations DESD, 2005 – 2014, were acknowledged and endorsed. A number of educational programmes have been put in place for the effective implementation of the already cited policies. These include:

- The right to education for every child;
- Wide stakeholder involvement and participation in the education process;
- The Early Childhood Development programme;
- Non-formal and continuing education;
- Gender mainstreaming initiatives;
- HIV-AIDS education programmes;
- Environmental education and environmental science;
- National policy on ICTs;
- National language policy;
- Civic education; and
- The conservation and management of natural resources.

3. QUESTION 15

Children in both primary and secondary schools take part in school governance and management through the prefects system. Children are also given opportunities to air their views through debates, dramas and suggestion boxes. Institutions such as the Child Parliament and the Junior Council have been established by the Government. Children's media programmes such as *Child Alert*, *Citizen Child* and *Kidznet* provide the platform for children to participate and debate on issues affecting them. Also the Youth Round Table has been working with groups of young people, within and outside school to raise their awareness on child rights and child prevention of abuse through child protection committees. Whilst these provide publicity of and raise awareness on children's rights and related issues, children are also provided with management skills and gain human rights-based approaches to school governance.

The disciplinary procedures in place also promote children's human rights. Statutory Instrument 1 of 2000, as amended in 2001, providing the conditions of service for members of the Public Service, including teachers, provides improper, unbecoming and indecorous behaviour, including improper association with minors and sexual harassment, at any time or place, in any manner or circumstances, as acts of misconduct which, when committed, may result in misconduct charges being preferred against the members concerned. Where a determination of guilty is made against any member, the subsequent penalty shall be a discharge from the service. The enforcement and administration of proper school discipline is a pre-requisite to successful learning, since, without discipline, no meaningful academic, moral and physical education are possible. Policies are therefore also in place on the suspension and exclusion of pupils from school following commitment of offences by pupils. Corporal punishment, though being a contentious issue from a legal point of view and from a human rights perspective, shall be applied upon pupils where it becomes necessary. However, this shall be applied by heads of school, as a last resort, through a laid down procedure.

The delay in responding to your minute is sincerely regretted. I, nevertheless, believe that the issues highlighted above shall assist you in the compilation of the national report on the implementation of the first phase of the World Programme.



Dr. S. M. Mahere FCIS

SECRETARY FOR EDUCATION, SPORT, ARTS AND CULTURE

/c.525.15 – human rights education

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 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 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

	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 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 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

Not as a standalone subject but is taught within the context of other subjects

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

N/A

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.

X 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?).

*Cross-cutting as well as subject based as
Civic Education at levels of the school system*

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

*Yes, textbooks are written to the syllabus and
syllabuses are in place.*

Have textbooks been prepared according to these guidelines?

Yes but inadequate.

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

*Within carrier policies, regulations
and other documents.*

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

*Not as a stand-alone area but
within other areas as a cross-cutting
issue.*

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.

under science education & in carrier subjects like Social Studies, Moral Science, Civics.

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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ To have responsibility	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ To participate in decision making	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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):

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

Comprehensive monitoring systems	1	2	3	4	5	Not at all
▪ 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"/>	

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

Not as a separate subject area.

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?

At primary - Social Studies Syllabus, at secondary, Civic Education, Language and Communication Skills at A level.

How many hours are taught and at what grade levels?

*30 min in primary per week
40 min in secondary per 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 through the Curriculum Development Unit

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?

Yes, Book Publishers and individuals

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 checked="" 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?

Voluntary

How many hours are offered?

at workshops that may vary from at least one day

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

not much and not formally done.

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

To a large extent

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

Within the carrier subjects.

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?

N/A.

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

- ~~412297908~~
- 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.

1) Have attended workshops on human rights and civics

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

consultations with stakeholders

36. Please make any other comments not provided elsewhere:

THANK YOU.