7- To what extent have the plans and strategies for Education for Peace and Human Rights been integrated into the following formal education components? Please describe the examples of actions undertaken for each component if applicable.

A. **curriculum**: (e.g. obligatory or optional, subject-based or cross-curricular)

- Is Education for Peace and Human Rights obligatory or optional?
- Is it subject-based or cross-curricular?
- In which subject is it integrated? (e.g. civic education, history, science, mathematics, languages…) and what grade levels is it taught?

Answer:

The Ministry of Education in the Kingdom of Bahrain, guided by the directives of his Majesty King Hamad Ibn Isa Al Khalifa, by the leading human experiences, by the Constitution of the Kingdom, and in accordance with the Islamic and Arab values, customs and traditions, has been making great efforts to instill and spread key authentic and sublime concepts and values such as tolerance, dialogue and the acceptance of otherness in the consciousness of all students, so as to cover and include all aspects of school life, especially those relating to human relationships within the school environment, seeking to encourage those working in the field of education as well as students and their parents to spread these rights and values outside the school setting.

The various school programs, in particular Arabic, Islamic education, social studies, and citizenship education, clearly embody this great interest in building a Bahraini tolerant individuality, promoting a strong culture of peace, and disseminating the value of dialogue as a key mechanism and tool for co-existence and co-living.

They are all authentic values deeply rooted within the Bahraini society, a society which has always been characterized throughout its long history by a continuous aspiration for understanding, cooperation and peace. Therefore, the following actions and initiatives were taken:

The kingdom has incorporated the culture of peace, cooperation and understanding

within all the compulsory programs of study, and that is provided and ensured through subjects like languages, Islamic education, social studies, citizenship education and home economics. It is worth noting here that all these programs are offered to all students in both basic and secondary education.

All the regulations of the various educational institutions emphasize these same values, and they are considered as essential life skills in a diverse society which has been witnessing increasing numbers of immigrants from different cultures, languages and beliefs. The rationale behind the emphasis on these values is to make sure that they are not treated or dealt with as mere academic and theoretical contents but rather as indispensable rules and foundations for co-living within all educational institutions.

The national curriculum project includes in its basic components, especially the Directive Framework for Citizenship and Human Rights Education the same values as a basis for the development of all the future programs of study.

Including and emphasizing the right to difference, dialogue and non-violence as part of the graduate characteristics, and as a cornerstone of relationships between individuals, groups and nations.

B- Training of teachers and other educational personal (e.g. pre-service and in-service training) (Reference §33-37)

- Is Education for Peace and Human Rights included in:
  - Pre-service teacher training
  - In- service teacher training
  - head teacher training
- IS the participation voluntary or mandatory?

Answer:
First - The culture of understanding, cooperation and peace represents a system of knowledge, skills and values which are all professionally incorporated within the

curricula offered by the Teachers' College of Bahrain. This system of programs and subjects is a purposeful educational tool commonly used by teachers while teaching, while managing their classrooms or acting within the educational environment, as well as while dealing with parents.

Second - The objectives of the training programs for teachers and managers are as follows:

- Developing awareness of the culture of understanding, cooperation and peace among students, teachers and the school administration.
- Designing teaching and learning processes, assessment and educational activities which are relevant to the culture of peace and dialogue.
- Spreading the values of co-existence and co-living within the school environment.
- Constructing a code for the development of the school environment to fit the goals of human rights education.
- Promoting the culture of understanding, cooperation and peace and disseminating their exercise inside and outside the school institution, as well as amongst parents and the media.
- Extending the concepts and notions of peace within all educational curricula.
- Building the capacity of leaders who represent potential and real actors in the educational system.

C – **Teaching/learning processes and tools** (e.g. textbooks and other materials, teaching methodologies that are learner-centered, encourage participation, etc.) (reference: Recommendation §10-19, §38-40)

Answer:

The state in Bahrain provides free textbooks for all students in governmental and privat schools. It also designs and distributes informational brochures and design sets withi various topics according to learning needs. In fact, the Bahraini educational system ha opted for competencies as a comprehensive approach; hence, the various teaching an learning processes are based on the following:

- Choosing positive values as foundations for all educational processes. These values stress the centrality of co-living, and they include paying a special attention to understanding, cooperation, peace, dialogue and human rights; so as to facilitate the establishment of a climate of proper educational communication.
- Adopting new interesting activities which are close to the minds of students, which are based on significant situations and dependent on topics relevant to the lives of all students. These activities motivate students to discover, to become more curious and look for creative ways to raise challenges and solve the various problems they encounter.
- Designing and implementing constructivist curricula which help the learner, the center of the educational process, to build up his knowledge and enrich his experiences away from direct instruction. This approach assists the learner when applied appropriately to acquire and master the necessary skills and methods to search for data, analyze them, own them and employ them in various contexts by exploiting the successive and diverse developments which have affected and reshaped the field of education.

The implementation of these strategies requires giving priority to students' activities and their abilities to build their perceptions, depending on a range of practical activities to infer knowledge, develop their skills and support values and new trends. In fact, activities represent a springboard for any specific teaching/learning situation and an essential element of any learning process, which allows freedom from direct instruction, and makes all students partners in building lessons and evaluating what they have learnt, in a way which is consistent with their abilities, aptitudes, and capacities. This helps them to actively take part in enriching the learning process by enabling them to transfer what they have acquired to their everyday life practices at the present time and in the future.

D- Contents of the national implementation of education for peace and human rights

11- Please describe briefly the themes, questions and topics related to the 1974 Recommendation that are integrated into the education of your country (e.g. the the information on the existing frameworks and mechanisms on democraty and human rights, topics related to the learner's everyday life such as violence in schools and HIV and AIDS, moral and ethical values such as a culture of peace, justice, rights and responsibilities).

Answer:

It is obvious that the Government of the Kingdom of Bahrain is willing and eager to fulfill its obligations towards international standards with regard to the global laws related to human rights and humanitarian laws. The most important of these topics are:

- Tolerance, in terms of the recognition of the others, the respect of their beliefs and customs, and the acceptance of their views and opinions without fanaticism, in addition to the various types of tolerance: religious, ethnic, intellectual, cultural and political.
- Peace, tolerance, freedom, and rejecting violence and wars.
- Bahrain's efforts to achieve world and regional peace, to support the rights of occupied peoples, end apartheid policies, to solve the issues of disarmament and fight the spread of terrorism.
- Bahrain's commitment to the principle of resolving conflicts peacefully and diplomatically, and the belief that the achievement of world and regional peace is a need for which every effort should be made, in addition to Bahrain's interest in collaborating with international organizations, and its ratification of the majority of international conventions issued by those organizations such as the convention relating to counter-terrorism, as well as Bahrain's promotion of the principle of dialogue between civilizations.
- Children's protection by all possible means from all forms of physical, sexual and psychological abuse, and their non-involvement in wars and armed conflicts.
- The concept of disputes, their types and aggravation factors, the roles of the citizen in facing them, and the most important of which is the belief in and the pursuit of the culture of peace. It is also necessary to spread this culture, adopt a democratic approach, and opt for dialogue as the only and unique way to achieve the targeted goals.
- The concept of international humanitarian law and its objectives, most notably the protection of people from the effects of armed conflicts and wars, and especially non-combatants such as women, children, the elderly and the media, and Islamic rules that are consistent with the principles of this law, such as respect for the human dimension of the individual, and the good treatment of prisoners of war.
- The preservation of the environment and the good management of natural resources as well as the cultural and environmental heritage for the benefit of humanity as a whole and for the benefit of the future generations.

12 – Please give a few examples of actions/practices undertaken in the following stands. Please focus on major initiatives that are considered successful and innovative.

A – **Celebration of Diversity**: (e.g. intercultural education, intercultural and interfaith dialogue)

Answer:

Culturally and ethnically diverse groups of citizens and residents live in. These groups have their own and special places worship, and all foreign communities have their own cultural clubs and schools within a framework of absolute tolerance. In addition to that, public and private schools are open to all children in the Kingdom regardless of their origin, religion or color. And the various programs of study support this diversity as they include themes and topics which encourage and promote dialogue between individuals, communities, nations and civilizations; as well as the respect of all religions and sects.

- **B – Bilingual and multilingual education:**

Answer:

In addition to Arabic, the mother tongue and a basic language, public schools in the Kingdom of Bahrain teach English from first grade of basic education until the end of high school, as a first foreign language. The French language is optional at the secondary level, and at the moment it is being piloted so as to expand it to all intermediate schools as a compulsory subject. The kingdom allows each private school to choose the system language they want; which led to the emergence of several private institutes which teach diverse languages. The kingdom also allows foreign communities to teach their children their native languages in their own schools, whether they are Asian or Western communities.

C – Promotion of the gender- sensitive education systems:

Answer:

The equality indicator shows that the Ministry of Education has achieved excellent rates in terms of boys' and girls' enrolment in primary, secondary and higher education ever before the year 2005. Recent statistics show that girls outnumber boys in higher education In fact, all Bahrainis enjoy equal opportunities in educational programs without any discrimination. The principle of female empowerment is a basic right guaranteed by both the Constitution and the Education Act. The Kingdom of Bahrain has granted Bahrain women all their rights, particularly in the field of education. Indeed, the development o women's education in Bahrain in terms of quantity has witnessed a big shift as now female outnumber males in schools and universities, and their educational performance appears in many cases to be better than that of male students in all academic levels.

The school topics, especially within the programs of study of languages, Islamic education social studies, citizenship education and home economics, have included social roles in order to eliminate those stereotypes which are offensive to women. The Kingdom has also allowed female students to join some vocational tracks in a number of disciplines.

D - Interactions between school, local governments, universities, civil society and the wider community:

Answer:

Bahrain is a small country, and there are no regions or regional governments. Therefore, there is a great deal of cooperation between the various schools of the Kingdom, whether public or private. This cooperation includes cultural and sports competitions. It also includes the exchange of lectures and educational expertise.

E - International cooperation (Reference:§43-50): (e.g. exchange programs for educational professionals and students, research projects, symposium and workshops, cooperation with civil society organizations, universities, school networks, etc.).

Answer:

١٤- what kind of research has been carried out on education for peace and human rights? What impact do the research findings have on the policy formulation and education practices? Which partners (e.g. UNESCO chairs, universities, research institutions, teacher-training institutions, adult education training centres, and NGOs) are involved? (Reference:§41-٤٢):

Answer:

The Kingdom of Bahrain is a very open country and it has signed a large number of cultural and educational cooperation agreements with different countries. It also receives a large number of student delegations. A big number of Bahraini students also travel abroad and visit countries from all over the world to finish their studies, and therefore the kingdom annually sends student missions to continue to learn in several foreign universities.

In addition to cultural and educational cooperation agreements, the Kingdom of Bahrain has established strong bilateral relations with:

- The Organization of the United Nations Educational, Scientific and Cultural Organization (UNESCO), which has approved an annual prize on behalf of King Hamad Ibn Isa Al Khalifa on the use of information and communication technologies in the field of education. The Kingdom has also contributed to the establishment of the UNESCO Regional Centre for Information and Communication Technology in Bahrain and in cooperation with the same organization.
- The International Bureau of Education in Geneva, which has signed in January 2012 a cooperation agreement with the Kingdom of Bahrain. Thanks to this agreement. the bureau will oversee the review of educational curricula in the kingdom.
- The Arab Organization for Education, Science and Culture, which the Kingdom of Bahrain has headed its executive body for the second time successively.
- The Islamic Educational, Scientific and Cultural Organization.
- The Bureau of Education for the Arab Gulf Cooperation Council (GCC).

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