Report on Education for Human Rights, Peace, Democracy, International Understanding and Tolerance

1. Information about the respondent

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2. Components of education for peace and human rights

A. Specific information on the legislative, judicial and administrative measures taken by the State at the national level

1. Fundamental human rights are protected in the Czech Republic at national level both by the Constitution of the Czech Republic and by the Charter of Fundamental Rights and Freedoms, and by a number of international treaties by which the Czech Republic is bound and which have precedence over legislation, e.g. by the Convention for the Protection of Human Rights and Fundamental Freedoms, International Convention on the Elimination of All Forms of Racial Discrimination, International Covenant on Civil and Political Rights, International Covenant on Economic, Social and Cultural Rights, Convention against Torture, Convention on the Rights of the Child, etc.

The Constitution of the Czech Republic (Constitutional Act No. 1/1993 Coll.) lays down the following principles pertaining to human rights:
- The Czech Republic is a sovereign, unitary, and democratic state governed by the rule of law, founded on respect for the rights and freedoms of man and of citizens. The Czech Republic shall observe its obligations resulting from international law (Article 1);
- All citizens may do that which is not prohibited by law; and nobody may be compelled to do that which is not imposed upon her by law (Article 2(4));
- The fundamental rights and basic freedoms shall enjoy the protection of judicial bodies (Article 4);
- Any changes in the essential requirements for a democratic state governed by the rule of law are impermissible. Legal norms may not be interpreted so as to authorize anyone to do away with or jeopardize the democratic foundations of the state (Article 9(2) and (3));
- Courts are called upon above all to provide protection of rights in the legally prescribed manner. Only a court may decide upon guilt and determine the punishment for a criminal offense (Article 90).

The Charter of Fundamental Rights and Freedoms (announced by a Resolution of the Presidium of the Czech National Council No. 2/1993 Coll. as a part of the constitutional order of the Czech Republic) recognizes the inviolability of the natural rights of man, the rights of citizens, and the sovereignty of the law proceeding from the universally-shared values of humanity and from our nations' traditions of democracy and self-government, recalling its share of responsibility towards future generations for the fate of all life on Earth. The fundamental starting point is that people are free and equal in their dignity and rights. Their fundamental rights and freedoms are inherent, inalienable, non-prescriptible, and irrepealable. The Charter governs human rights and fundamental freedoms (fundamental human

rights and freedoms and political rights), rights of national and ethnic minorities, economic, social and cultural rights and right for judicial and other legal protection.

Human rights protection in legal regulations pertaining to education is laid down in particular in the provision of S. 2 of Act No. 561/2004 Coll., on Pre-school, Basic, Secondary, Tertiary Professional and Other Education (the Education Act), as amended, which governs the principles and objectives of education.
Education shall be based on the principles of
a) equal access of all citizens of the Czech Republic or nationals of any other European Union Member State to education without any discrimination based on any ground such as race, colour, sex, language, belief or religion, nationality, ethnic or social origin, property, kith or kin, or the health condition or any other status of a citizen;
b) considering the educational needs of an individual;
c) mutual respect, deference, toleration of opinions, and dignity of all parties in education;
d) free basic and secondary education of citizens of the Czech Republic or nationals of any other European Union Member State at schools established by the state, a region, a municipality or a union of municipalities;
e) free dissemination of findings arising from the results of current knowledge of the world and in compliance with general goals of education;
f) enhancement of the process of education on the basis of results achieved in the sciences, research and development and the widest possible application of effective up-to-date pedagogical approaches and methods;
g) evaluation of results of education with regard to achieving goals of education laid down herein and in educational programmes; and
h) the opportunity given to everybody to learn for all their life whilst being aware of having co-responsibility for one's education.

General goals of education shall be, in particular, as follows
a) the personal development of a human being who shall possess knowledge and social competencies, ethical and spiritual values for their personal and civil life, for the execution of a profession or working activities, and for acquiring information and learning in the course of life;
b) acquiring general education or general and vocational education;
c) understanding of and application of principles of democracy and a legal state, fundamental human rights and freedoms along with responsibility and a sense of social coherence;
d) understanding and application of the principle of equality of women and men in society;
e) the formation of national and state citizenship awareness and respect for the ethnic, national, cultural, language and religious identity of every person;
f) knowledge of global and European cultural values and traditions, understanding and acquiring principles and rules arising from European integration as a basis for coexistence at national and international levels;
g) acquisition and application of knowledge of the environment and its protection arising from the principles of sustainable growth and of safety and the protection of health.

General goals of education should serve mainly as a binding starting point in drafting educational programmes and long-term objectives of education and development of the education system, as well as an interpretation rule with regard to the application of the Education Act, implementation of education and evaluation of its outcomes.

B. Methods introduced to draw the attention of various authorities in the country to the Recommendation and to counter possible obstacles

2. In the CR there is a Government Council for Human Rights that monitors and addresses potential obstacles in implementing the Recommendation.

C. Process of the development and implementation of national policies

Ad 4

Education for human rights is covered by national curricular documents, namely Framework Educational Programmes. Pre-school, basic and secondary education facilities are obliged to systematically incorporate human rights topics in education. The above plans cover the age group of children and pupils between 3 and 18 years. The Charter on Education for Democratic Citizenship and Human Rights Education, which defines human rights standards according to the Council of Europe, has recently been translated into the Czech language.

The National Educational Programme, whose preparation and adoption is envisaged in S. 3 of the Education Act, is the main document capturing all fields governed by the Education Act. The National Educational Programme develops educational objectives stipulated by the Education Act and defines the main educational areas, the content of education and tools necessary for achieving such goals. It is not only a technical document, but also a political one, because it is approved by the Government, the Chamber of Deputies and the Senate following its preparation by the Ministry of Education, Youth and Sports (and its subsequent negotiation with selected scientists and experts from the field, pertinent central trade union bodies, nation-wide employee organisations as well as the regions).

Framework Educational Programmes are published for each field of education in basic and secondary education as well as for pre-school, basic arts and language education, which define the mandatory content, scope and conditions pertaining to education and are binding for the preparation of School Educational Programmes, evaluation of education outcomes of children and pupils, preparation and evaluation of textbooks and study books and which also serve as a binding foundation for determining the amount of funds allocated from the state budget. The issue of human rights and their protection is addressed by cross-curricular subjects in the respective educational areas (e.g. cross-curricular subject Democratic Citizenship or Multicultural Education in the Framework Educational Programme for Basic Education).

Ad 5

The Ministry of Education, Youth and Sports is a central state administration body for pre-school facilities, school facilities, basic schools, secondary schools and higher education institutions, science policy, research and development including international cooperation in this field, academic ranks, state child and youth care, physical education, sports, tourism and sports representation of the state. The Ministry is among other things responsible for the situation, policy and development of the education system. It implements this obligation in practice e.g. by preparing Long-term Policy Objectives of Education and Development of the Education System in the Czech Republic or by making decisions on funding the activities of schools and school facilities from the state budget. The Czech School Inspectorate reports to the Ministry of Education, Youth and Sports and does the following as part of its inspection activities:

a) Collects and analyses information about the education of children, pupils and students, about the activity of schools and school facilities entered in the school registry, monitors and evaluates the efficiency of the education system;

b) Establishes and evaluates the conditions, process and outcomes of education pursuant to pertinent School Educational Programmes;

c) Establishes and evaluates the implementation of the School Educational Programme and its compliance with legal regulation and the Framework Educational Programme;

d) Carries out state surveillance over compliance with legal regulations pertaining to the provision of education and education services pursuant to special legal regulation;

e) Pursues public administration inspection regarding the utilisation of state budget funds allocated pursuant to S. 160 to 163 of the Education Act.

Ad 6
Pre-school, early childhood
Basic schools
Secondary schools
Secondary technical schools and secondary vocational schools
Teachers
In accordance with the Framework Educational Programme for Basic Education, which is our national curricular document, Democratic Citizenship is a mandatory part of education for all pupils at basic and lower secondary schools. The prerequisites are compulsorily developed by kindergartens; secondary education at secondary schools of all kinds and types follows from basic education in terms of the Social Science Education concept. Curricular recommendations allow schools to include the themes of democracy and human rights separately (as a subject), in a cross-curricular manner (across subjects) or in the form of project education. Framework Educational Programmes for Grammar Schools and Secondary Vocational Education highlight the need to observe human rights and respect for human life and free thinking; in particular there are the cross-curricular subjects of Education Towards Thinking in European and Global Contexts/Democratic Citizenship and Multicultural Education and the educational area of Social Science Education.

Ad 7 a
In accordance with the Framework Educational Programme for Basic Education, which is our national curricular document, education for democratic citizenship is a mandatory part of education for all pupils at basic and lower secondary schools. The prerequisites are compulsorily developed by kindergartens; secondary education at secondary schools of all kinds and types follows from basic education in terms of the Social Science Education concept. Curricular recommendations allow schools to include the themes of democracy and human rights separately (as a subject), in a cross-curricular manner (across subjects) or in the form of project education. Framework Educational Programmes for Grammar Schools and Secondary Vocational Education highlight the need to observe human rights and respect for human life and free thinking; in particular there are the cross-curricular subjects of Education Towards Thinking in European and Global Contexts/Democratic Citizenship and Multicultural Education and the educational area of Social Science Education.

Ad 7 b
Further education of teachers and headmasters is governed by Act No. 563/2004 Coll., on Pedagogical Staff and on the Amendment to Some Other Acts, as amended, and Decree No. 317/2005 Coll., on Further Education of Pedagogical Staff, Accreditation Commissions and the Career System of Pedagogical Staff, as amended by Decree No. 412/2006 Coll.
Whilst performing direct educational function, pedagogical staff shall have the duty of further education for renewing, strengthening and supplementing their qualifications (cf. S. 24(1) of Act No. 563/2004 Coll.). Further education of pedagogical staff takes place at higher education institutions, at institutions of further education of pedagogical workers and at other facilities and by self-study (cf. S. 24(4) of Act No. 563/2004 Coll.).
The most common form of further education is continuous education, which takes place in particular through participation in a course and/or a workshop or through self-study. Pedagogical staff may participate e.g. in the Citizenship Education project supported by the Civic Education Centre, Masaryk University. The Civic Education Centre provides support to teachers in the form of consultations and courses directly at schools as well as methodological guidance in the form of joint workshops on topics related to civic education.
Further education of pedagogical staff is supervised in the Czech Republic by the MEYS Accreditation Commission for Further Education of Pedagogical Staff. It follows the market principle, and since education for democracy and human rights is an inseparable part of national curricular documents, the further education market offers teachers programmes also with a focus on education for democracy and human rights.

Ad 7 c

The topic of education for peace and human rights pervades the whole education process. It is covered by the national curricular document Framework Educational Programme for Basic Education and in all Framework Educational Programmes for Secondary Education fields of study. It can also be found in teaching materials (textbooks, publications, books, web portals), methodologies, etc. In 2012 the National Institute for Education together with the Czech Red Cross prepared and published a Methodological Recommendation for the Instruction of International Humanitarian Law in Secondary Education fields of study. **The MEYS has recommended secondary school headmasters and teachers to focus on the instruction of international humanitarian law as a set of commitments protecting human values and rights, in particular in the instruction of social science subjects.** International humanitarian law legally governs armed conflicts with the aim to humanise them, i.e. do all it can to mitigate the suffering of those who do not directly participate in the conflict and those who have been excluded from the conflict (civilians, wounded persons, medical staff and prisoners). The main code of international humanitarian law is the Geneva Convention on the Protection of Victims of International Armed Conflicts (from 1949) and its Amendment Protocols (from 1977 and 2005), which the Czech Republic has also undersigned.

Ad 7 d

School climate is one of the priority areas monitored not only by the school management, but in particular also by the parent public. Each school has a programme for the prevention of bullying and other undesirable phenomena at school in place. Each school has an educational advisor who helps to prevent conflicts and who solves them in cooperation with class teachers, education commission and/or trained staff of pedagogical and psychological centres.

Ad 8

The headmaster is in charge of implementing the curricular document. The headmaster also cooperates with institutions that address the issue of human rights, democracy, tolerance, etc.

- Coordination: the headmaster;
- Curriculum: the Ministry of Education, Youth and Sports is responsible for its preparation, whereas the headmaster is responsible for its implementation;
- Teacher education: higher education institutions;
- Teaching materials: the headmaster;
- Teaching environment: the headmaster.

Ad 9 No

Ad 10 Yes – Czech School Inspectorate

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

Ad 11

This issue is covered by the Framework Educational Programmes, namely the key competencies (problem-solving, communication, social and personal, civil competencies), cross-curricular subjects (Multicultural Education, Education Towards Thinking in European and Global Contexts, Environmental Education, Media Education, Democratic Citizenship) as well as the educational area of Humans and Their World.

Ad 12 a

Each year the MEYS announces a grant programme “Promoting Education in the Languages of National Minorities and Multicultural Education”, which has resulted in successful projects such as e.g. Jews, History and Culture, educational trips to the Terezín Memorial undertaken by Czech schools, Lost

Neighbours – Homage to the Child Victims of the Holocaust, Roma language courses for pedagogical and social workers and the public, Polish Language Centre, National Minorities, Cultural Pluralism and Multiculturalism in the CR, One World at schools, Lost Roma and Roma Today, Opening up Hungarian language and Hungarian culture to children of the Hungarian minority including children from mixed Czech-Hungarian families, Integration of children of the members of national minorities and foreigners into the Czech education system, Roma history in education, Multicultural education of the youth against the background of migrating Europe.
The MEYS has published a methodological guidance entitled MEYS Recommendation for the Instruction of 20th Century History, which addresses the above issues. The "Moderní Dějiny.cz" portal has been established for teachers, addressing WWII including the Holocaust.

Ad 12 b
Bilingualism is guaranteed at basic schools by introducing a foreign language at the latest starting from the third grade and with at least three lessons a week. Another foreign language is offered to pupils from grade 8 at the latest. Starting from the next school year, another foreign language will presumably be compulsory from grade 7. In accordance with the Minister's guidance schools may be allowed to teach certain subjects in a foreign language if they meet given criteria. Bilingual education in the CR is promoted mainly by six-year bilingual grammar schools, which have specific School Educational Programmes that follow both from the curricular document Framework Educational Programme for Bilingual Grammar Schools and from educational standards of partnership countries. Pupils are admitted to bilingual grammar schools upon completing grade 7 of basic education. Pupils spend the first two grades at the grammar school studying the language of instruction, i.e. the language of the partnership country (German, French, Spanish, Italian, English); between grades 3 and 6 they are taught selected subjects (usually Maths, Physics, Chemistry, Geography, History) in given foreign language and thus acquire terminology from the given fields. At present there are 17 bilingual grammar schools in the CR.
Schools get involved in EU programmes such as Comenius, eTwinning and Leonardo da Vinci. They establish international partnerships between schools and regions and organise exchange study stays and internships.

Ad 12 c
The gender issue pervades the whole Framework Educational Programmes: it is contained in the key competencies (communicative, social, personal, civic), cross-curricular subjects (Multicultural Education, Democratic Citizenship) as well as in the educational area of Humans and Their World.
When granting its approval to textbooks, the MEYS also considers gender aspects and textbooks have to meet certain criteria.

Ad 12 d
Each year, the MEYS announces a number of grant programmes, e.g. Try It Together and Differently! Living Together, "I Know Who I Am. And Who Are You?", One World for All, Entertaining Education against Discrimination and Xenophobia, Democratic Education School, Society and Tolerance in History, People in Need, Colourful Globe, etc.
The MEYS also cooperates with the following institutions: Terezín Memorial, Task Force for International Cooperation on Holocaust Education Remembrance and Research, Terezín Initiative Institute, Foundation for Holocaust Victims, Survivors of the Shoah Visual History Foundation, Living Memory, and the Education and Culture Centre of the Jewish Museum in Prague.

Ad 12 e
PROTECTION OF THE RIGHTS OF CHILDREN AND YOUNG PEOPLE is one of thematic fields in the "Government Policy on Children and Young People 2007 – 2013".

The objective of the Government Policy in this area is to:

implement in full the Convention on the Rights of the Child and evaluate its implementation on a regular basis; amend continuously legal regulations with a view to reinforcing legal protection

of children and young people; encourage the staff at schools and school facilities, individuals in NGOs who run children's groups and other people who work with children to see to and support implementation of the rights of the youngest generation and, at the same time, to educate children and young people to fulfil their duties.

Objectives of the Ministry of Education, Youth and Sports:

- To implement tasks stipulated by the Policy on the Care of Children at Risk and Children Living Outside of Family Care.
- To initiate from 2008, in co-operation with the Ministry of Interior, a grant scheme for schools, school facilities and NGOs focused on expanding the provision of activities designed for children and young people to protect them against undesirable phenomena – particularly commercial sexual abuse.
- To support leisure and educational activities focused on increasing the level of children's and young people's legal awareness.
- To establish conditions supporting anonymous hotlines designed to help resolve crisis situations of children and young people.
- To intentionally deepen and enhance legal awareness of children and young people.

The above general objectives are specified in Activity Plans for a two-year term in the form of specific measures aimed at fulfilling the targets. The Activity Plans are regularly evaluated and their evaluation is presented to the Government for approval together with new draft Activity Plans every two years.

In order to fulfil the objectives of the Policy, interdepartmental working groups have been established under the Youth Department, focusing on individual thematic fields of the Policy. One of these working groups is a Working Group on the Protection of the Rights of Children, which monitors the implementation of the current Activity Plan pertaining to the Policy and which at the same time prepares source materials for the deliberations of the Youth Chamber (this is an interdepartmental ministerial advisory body in charge of the youth).

Ad 13

Please describe some examples of activities and/or partnership associated with the following particular institutions and levels

a) **UNESCO Associated School (ASP)**

The UNESCO associated schools in the Czech Republic deal individually with four priority themes (international days, UN, human rights, democracy, non-violence, intercultural learning and protection of the environment). Their common activity is the UNESCO Schools Week (USW). The topic of USW is jointly discussed and decided at the annual meeting of the UNESCO ASPnet schools. The topics of this year are Water for Life and 60th Anniversary of ASPnet. Each school chooses the date of USW according individually. From the plethora of activities, we can mention for example the student scientific conferences on the theme of human rights, history, international project of charter against cyberbullying (in cooperation with a Romanian school) or participation in international conferences in Malaysia, Vienna (Regional Youth Participation Conference, 2011), Khahty-Mansiysk (Ob -Irtysh River Basin: the Youth Studying and Preserving Cultural and Natural Heritage in the Regions of the World's Great Rivers). On the occasion of the 60th anniversary of ASPnet, we are preparing a representative year book including the most important projects and activities as well as contact information of the schools.

b) non-formal education

The MEYS does not monitor activities in this field.

c) Higher education institutions

Higher education institutions in the CR are autonomous entities that are not governed by the MEYS. Education takes place on the basis of accredited study programmes.

d) Interactions between schools, local governments, universities, civil society and the wider community

Such interactions exist; however, the MEYS does not monitor them.

e) International cooperation

It takes place mainly within European programmes Comenius, Leonardo and Erasmus.

Ad 14

What kind of research has been carried out on education for peace and human rights?

The topic of education for peace and human rights pervades the whole education process. It is contained in the national curricular document Framework Educational Programme for Basic Education and in all Framework Educational Programmes for Secondary Education fields of study. It can also be found in teaching materials (textbooks, publications, books, web portals), methodologies, etc. In 2012 the National Institute for Education together with the Czech Red Cross prepared and published a Methodological Recommendation for the Instruction of International Humanitarian Law in Secondary Education fields of study.

Ad 15

By which means is the impact of education for peace and human rights on learners evaluated?

By the Czech School Inspectorate.

Ad 16

According to the experiences of your country in the area of education for peace and human rights, please describe major lessons learned, difficulties and obstacles met, as well as any suggestions for further development and improvement in this area, at the national, regional and international levels.

As already mentioned above in answer to question No. 4, education for human rights is covered by national curricular documents – Framework Educational Programmes. Pre-school, basic and secondary education facilities are obliged to systematically incorporate human rights topics in education. The above plans cover the age group of children and pupils between 3 and 18 years. The Charter on Education for Democratic Citizenship and Human Rights Education, which defines human rights standards according to the Council of Europe, has recently been translated into the Czech language.

The National Educational Programme, whose preparation and adoption is envisaged in S. 3 of the Education Act, is the main document capturing all fields governed by the Education Act.

The National Educational Programme develops educational objectives stipulated by the Education Act and defines the main educational areas, the content of education and tools necessary for achieving such goals.
Currently the MEYS does not know of any obstacles in implementing education for human rights neither at regional nor at national level.