0014153

"Reporting on Education for Human Rights, Peace, Democracy,

International Understending and Tolerance."

II. QUESTIONNAIRE

1. Information about the respondent



2. *Components of education for peace and human rights*

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

Answer: Rights reflected in the recommendation are protected by the constitution, National Goals of General Education (which serve as milestone for the Law on General Education) and Law on General Education.

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

Answer: Ministry of Education and Science (MoES) promotes Human rights education through National curriculum. The special subject on civic education has been incorporated within the curriculum.

In addition, Teacher's Professional Development Center has been implementing Council of Europe program for education specialists. The program is conceived as a means of recognizing the importance of education and teacher education in particular through supporting, trainers, teachers and other

educational actors in their role as professionals in the increasingly heterogeneous and multicultural societies in which we live. Through the opportunities it provides to bring teachers together to work collaboratively on projects of shared thematic and pedagogic interest it contributes to a strengthening of personal and professional relationships across the continent as well as to an increased awareness of the key role of education in promoting respect of human rights, democracy and rule of law.

To provide wide range of opportunities for the Georgian teachers to participate in European seminars and trainings, the Center and the Council of Europe entered into an administrative agreement. Since 2009 more than 40 Georgian Teachers have participated in different programs on Human rights education and democracy and its implementation at school basis. Upon return of teachers in their schools they are expected to serve as multipliers of new knowledge and expertise about abovementioned issues within their local professional community and students.

3. ***Please describe briefly the main issues that need to be resolved in order to implement the key provisions of the Recommendations in the country:***

Answer: Increased resource allocation for the awareness rising in rural schools and communities with ethnic minorities.

C. Process of the development and implementation of national policies

4. **Is education for peace and human rights incorporated in National plans and strategies including those listed below where they exist?**
    - National Plan for Education for All (EFA) – NA
    - National Policy frameworks as part of the Decade on Education for Sustainable Development (2005 – 2014) – NA
    - National Sectoral Plans for basic education, higher education , etc – Yes
    - National human Rights plan – NA
    - National poverty reduction strategies and other development plans – Yes

If yes, please specify: Human rights education is incorporated in National curriculum for years 2011-2016. National Policy document on General education relies on the principle of equity and access to high quality education for all students in the country.

Answer:

National Curriculum 2011-2016 was approved by the Order 36/n of the Minister of Education and Science of Georgia in 2011, April 11. It provides learning of subjects: Civic Education, History, and Geography where human rights, peace, tolerance and other related themes are incorporated. These subjects are obligatory for all public and private schools across the country.

Implementation time frame:

- ✓ 2011-2012 – implementation of NC at primary level (I-VI grades) in Georgian language schools;
- ✓ 2012-2013 - implementation of NC at basic and secondary levels (VII-XII grades) in Georgian language schools.
- ✓ 2013-2014 – implementation of NC at primary level (I-VI grades) in ethnic minority schools;
- ✓ 2014-2015 - implementation of NC at basic and secondary levels (VII-XII grades) in ethnic minority schools.

5. ***Has a specific committee or a special entity been established to develop and implement national policies related to education for peace and human rights?***

   Answer: National Curriculum Department under the Ministry of Education and Science of Georgia is responsible to develop and lead implementation process of National Curriculum 2011-2016 that includes Peace and Human Rights studies.

6. **Which groups are targeted in the national policies?**
   - Preschool, early childhood
   - Primary school
   - Secondary school
   - Higher education
   - Technical and vocational education and training
   - Education for justice and security professionals
   - Teachers
   - Educational community
   - Ministry of education staff and users of their services
   - Civil society,non-formal education
   - Public employees in general
   - Media
   - Other

*Non-governmental organizations - working on different types of learning programs and additional resources in order to implement extra-curricular activities in schools, training civic education teachers and teachers of history.

7. **A) curriculum**
   - Is education for peace and human rights obligatory or optional? – obligatory

- Is it subject-based or cross-curricular? – mostly subject-based, however issues of fundamental rights are scattered in different courses of the curriculum.
- In which subjects is it integrate and at what grade levels is it taught? – Civic education; grades 9-12

Answer:

Peace and Human Rights studies is obligatory in all schools of Georgia; it is cross-curricular and is integrated in the subject "Our Georgia (combination of History, Geography and Civic Education) (V-VI grades), independent subject Civic Education (IX-X grades), History (VII-XII grades), and Geography (VII-XI grades). Besides, there are elective subjects like World Culture, State and Law providing peace and human rights studies.

B) Training of teachers and other educational personnel:

Answer: Teacher's Professional Development Center focuses on professional development and in-service trainings of teachers. It also develops teacher professional standards. In March 2013 the Center has initiated long term trainings for teachers. Pursuant to the teacher standards document, plans and strategies for education for peace and human rights are considered in the training module of civic education teachers (about 36 hours out of the total 90 hours of the training). The trainings carried out by the Center are voluntary."

In 2011 curriculum-based trainings were conducted for primary grades teachers in the subject "Our Georgia".

C) Teaching and learning process and tools: (e.g. textbooks and other materials, teaching methodologies that are learner-centered, encourage participation, etc.)

Answer:

Peace and Human Rights studies are reflected in textbooks approved by the Ministry of Education and Science of Georgia. There are also additional learning materials created to achieve results envisaged by National Curriculum: guidelines, methodological resources.

D) Learning Environment:

Safe and appropriate learning environment.

8. **Which institution is responsible for the implementation and with which partments does it cooperate?**
   - Coordination: MoES, General Education Management and Development Department
   - Curriculum: MoES, Department of National Curriculum

- Teacher Training: National Center for Teacher Professional Development
- Teaching Materials: National Center for Teacher Professional Development
- Learning Environment: MoES, Schools

9. **Is a specific budget allocated to the implementation of the policies?**
   Mostly international and local partners'.

10. **Does a systemic mechanism of monitoring of the implementation of policies exist?**
    - Yes
    - No

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 Recommendations that are integrated into the education of your country (e.g. the information on the existing frameworks and mechanisms on democracy 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:

There are following themes and topics envisaged by National Curriculum at primary, basic and secondary levels:

- Conflict and its regulations
- History and moral basics of Human rights
- Fear world and peacefull co-existence
- Civic security
- Safe and healthy life-style and environment
- Equity and tolerance
- Observing laws
- Basics of democracy
- Democracy in Georgia
- Participation in democratic processes
- Principles and Forms of democratic governance
- Human's freedom and citizenship
- Human's dignity and etc..

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

(a) **Celebration of diversity** (e.g. intercultural education, intercultural and interfaith dialogue)

Answer: Themes related to intercultural education and diversity are mostly covered by National Curriculum in Basic and Secondary levels (specifically in the independent subject "World Culture").

(b) Bilingual and Multilingual Education

As mentioned above the National Curriculum envisages teaching of civic education at all levels of general education. Bilingual textbooks for schools of ethnic minorities (Azerbaijanian, Armenian and Russian schools or sectors) have been prepared for elementary grades (I-VI grade), including textbook of civic education. Therefore teaching of basic concepts of human rights, democracy and civic culture are taught in minority schools through bilingual education.

(d) Prevention of racism, discrimination and violence

Answer:
Themes on different forms of violations are widely reflected in Curriculum of Social Sciences subject groups and textbooks created on the basis of the curriculum.

(e) Civic engagement of youth

Answer
According to National Curriculum 2011-2016 the learning process is students oriented, its main goal is to equip person with solid, dynamic and functional education. For these purposes teachers have to use interactive methods of teaching as: practice-based teaching, interview, projects and other forms, so students became more motivated and active to be involved in civic processes.

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

14. 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 are involved?

15. By which means is the impact of education for peace and human rights on learners evaluation?
Answer:
Human Right issues are considered in higher education curricula.

III. CHALLENGES AND GENERAL COMMENTS

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

Answer

In 2011-2012 National Curriculum for 2011-2016 has been implemented at primary level. At this level Peace and Human Rights studies are integrated in the subject "Our Georgia", that is the combination of History, Geography and Civic Education. Teachers who had taught History and Geography for years as separate subjects using different methodology faced difficulties to teach this subject integrated with Civic Education. In this regard subject-based trainings were very useful for them.

On the other hand, authors of textbooks faced challenges to create effective textbooks according to new Curriculum's demands. Nevertheless, by means of active consultations with authors' groups students get one of the most comprehensive textbook.

In 2013 classroom observation is planned at primary level. It will help us to reveal difficulties and gaps regarding the implementation process. Based on the research outcomes further policies and strategies will be determined.