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

I. GUIDANCE

1. Introduction

This questionnaire is intended to assist Member States in the preparation of reports on the national implementation of the *Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms*. Specific reference is made to the implementation of the World Programme on Human Rights Education (WPHRE, ongoing since 2005).

Adopted by UNESCO's General Conference in 1974, the Recommendation provides normative framework for promoting education for peace and human rights by detailing guiding principles and formulating a global approach. The Recommendation provides for action in various sectors of education. It underlines the need for understanding and respect for all peoples, their cultures, civilizations, values and ways of life. It underlines the responsibility of Member States for providing human rights and fundamental freedoms, and the need for national policy and planning, and the development for particular aspects of learning, training and action. It is highly significant in that it stresses the importance of the fundamental principles of quality education for all, notably the principle of equality of educational opportunity, access to education, and solidarity. The Recommendation contains provisions for revision of textbooks and other educational material as well as for struggle against illiteracy. The Recommendation highlights the need to broaden functions of universities, and carries provision of technical and vocational education and teacher training, and involves the community in education.

This Recommendation reflects the main elements of the WPHRE being executed by UNESCO and OHCHR. On 10 December 2004, the General Assembly of the United Nations proclaimed the WPHRE (2005-ongoing) to advance the implementation of human rights education programmes in all sectors. Building on the achievements of the United Nations Decade for Human Rights Education (1995-2004), the World Programme seeks to promote a common understanding of the basic principles and methodologies of human rights education, provide a concrete framework for action, and strengthen partnerships and cooperation from the international to the grass roots level. It is structured around an ongoing series of phases, the first of which covers the period 2005-2009 and focused on the primary and secondary school systems.[1] The on-going second phase covering the period of 2010-2014 has new focuses: teacher education, higher education, law enforcement offices and military. The scope on the primary and secondary levels is maintained also during the second phase. The Plans of Action for the first and second phases propose an effective strategy and practical suggestions for nationally implementing human rights education.

2. Background to the Fifth Consultation

Reporting obligations

- All Member States, given political commitment to and moral force of the Recommendation and the Reporting Obligations under the Recommendation, should report on legislative

[1] In 2010, the *Final evaluation of the implementation of the first phase of the World Programme for Human Rights Education* (ref: A/65/322) was submitted to the sixty-fifth session of the General Assembly of the United Nations in response to Human Rights Council resolution 12/4, in which the Council requested the United Nations Inter-Agency Coordinating Committee on Human Rights Education in the School System (UNIACC), of which UNESCO was member, to submit to the General Assembly a final evaluation report, based on national evaluation reports, on the implementation of the first phase of the World Programme for Human Rights Education. The report finds that the 76 Member States which provided national evaluation reports are taking some measures to integrate human rights education in their school systems. The final report is available at: http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N10/493/11/PDF/N1049311.pdf?OpenElement.

measures that have been taken pursuant to the Recommendation and the ways in which national education policies and programmes correspond to its provisions. Information supplied by Member States should demonstrate how laws and practices comply with the commitments under the Recommendation, describing legal norms as well as the factual situation.

- In accordance with **Article VIII of UNESCO's Constitution** *"Each Member State shall submit to the Organization, at such times and in such manner as shall be determined by the General Conference, reports on the laws, regulations and statistics relating to its educational, scientific and cultural institutions and activities, and on the action taken upon the recommendations and conventions referred to in Article IV, paragraph 4."*

- Article17 of the Rules of Procedure concerning recommendations to Member States and international conventions covered by the terms of Article IV, paragraph 4, of the Constitution.

- Specific multi-stage procedure for the monitoring of the implementation of UNESCO conventions and recommendations for which no specific institutional mechanism is provided.

II. QUESTIONNAIRE

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 by provide as additional attachments to your report.[2]

1. Information about the respondent

- Date: **3 April 2013**
- Institution responsible for completing this questionnaire: **National Human Rights Centre of Uzbekistan**
- Responsible department: **Human Rights Education Department**
- Webpage: **www.nhrc.uz**

- Date: **24 April 2013**
- Institution responsible for completing this questionnaire: **Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan**
- Responsible department: **Tashkent State Institute of Law**
- Webpage: **www.edu.uz**

[2] This may include but is not limited to relevant information reported to the Office of the United Nations High Commissioner for Human Rights (e.g. national inputs for the progress report on the implementation of the World Programme for Human Rights Education in 2012, as mandated by Human Rights Council resolution 15/11, as well as relevant responses to the Council of Europe (e.g. Review of the Implementation of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education (Recommendation CM/Rec(2010)7) in 2012).

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. Please describe the specific legal framework governing the protection of the rights guaranteed by the Recommendation in the specific country. It should indicate whether the rights set forth in the Recommendation are protected by the constitution, by a basic legislative text or by any other text, and whether the Recommendation has been incorporated into national legislation. The report should make reference to the legal, administrative or other competent authorities and the scope of their competence in relation to the rights guaranteed by the Recommendation.

Answer:

Education for peace and human rights has been promoted in Uzbekistan since gaining independence in 1991. Particularly, a number of laws and legal acts have been adopted to establish legal framework for protection of human rights, promotion of education for peace and human rights.

The Republic of Uzbekistan adopted legal documents related to the protection of rights indicated and guaranteed by the Recommendation, incorporated human rights education into the education system. Particularly, the following have been adopted:

– The Constitution of the Republic of Uzbekistan (8 December 1992);

– Decree of the President of Uzbekistan “On Improvement of Legal Education, Raising Legal Culture of Population, Improvement of Training System of Personnel in the Sphere of Law, Improvement of Actions for Study of Public Opinion” (25 June 1997);

– Law “On Education” and National Programme on Personnel Training (29 August 1997);

– National Programme “On Raising Legal Culture in Society” (29 August 1997) and follow-up decision of the Cabinet of Ministers of Uzbekistan (29 May 1998);

– Resolution of the President of the Republic of Uzbekistan “On Organization of Studies of the Constitution of the Republic of Uzbekistan” (4 January 2001);

– National Action Plan on Education for All (October 2003);

– Law “On Guaranteeing Child’s Rights” (8 January 2008);

– Decree of the President of Uzbekistan “On Celebration of the 60th Anniversary of the Universal Declaration on Human Rights” (1 May 2008).

The Constitution of the Republic of Uzbekistan sets forth basic principles for guaranteeing education for human rights. Namely, Articles 41 and 64 guarantees that everyone has the right to access knowledge and to free secondary education.

A special emphasis should be paid to the Law of the Republic of Uzbekistan “On Education”, which expands upon constitutional rights in the sphere of education. According to this Law, education is acknowledged as the main direction of social development of the Republic of Uzbekistan.

Guiding principles in the Chapter III of the Recommendation are reflected in the Article 3 of the Law “On Education”. According to the Article 4 of the Law “On Education”, everyone has

equal right to education irrespective of gender, language, age, ethnic origin or nationality, religious beliefs, social background, form of activity, period of residence in the territory of Uzbekistan.

In fact, the right to education is guaranteed by:

– development of state and non-governmental educational establishments;

– organization of education through both pre-service and in-service training;

– State Programmes on education and personnel training.

Another important document is – National Programme on Personnel Training, adopted in 1997, is realization of the recommendations to "formulate and apply national policies aimed at increasing the efficacy of education in all its forms and strengthening its contribution to international understanding and co-operation" (as stated in the Chapter IV of the Recommendation). The National Programme is aimed to reform education system, to eliminate ideological views and anachronisms, to establish a new national education system focusing on ideas of humanism, based on universal and local values.

According to the Concept on Deepening Democratic Reforms and Development of Civil Society (12 November 2010), the programme of measures on improvement of legal education and raising public awareness on legal knowledge of the population is being developed.

In 2012, the Cabinet of Ministers of the Republic of Uzbekistan adopted the Resolution "On Measures to Reform the System of Training and Retraining of Teaching Personnel of Higher Educational Establishments".

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

The report should contain an assessment of the effectiveness of the methods introduced to engage various authorities in the country and the methods that have overcome barriers. It should highlight the difficulties encountered in implementing the key provisions of the Recommendation.

2. Please describe the measures taken to raise awareness of the basic principles of the Recommendation. The report should specify the activities undertaken or supported by the national level for promoting the Recommendation and fostering debates on critical issues related to the rights enshrined in the Instrument.

Answer:

In order to raise awareness on the basic principles of the Recommendation and promotion of human rights education, the following documents were adopted: National Programme on Raising Legal Culture in Society, Decree of the President of Uzbekistan "On Improvement of Legal Education, Raising of Legal Culture of Population, Improvement of Training System of Personnel in the Sphere of Law, Improvement of Actions for Study of Public Opinion", Decree of the President of Uzbekistan "On Celebration of the 60th Anniversary of the Universal Declaration on Human Rights". Since 1997 a special course on "Human Rights" has been taught at secondary, vocational and higher education establishments of the country. The courses includes educational-methodological and information activities. A number of training manuals and textbooks were developed and published. International legal documents in the sphere of human rights were translated into Uzbek language.

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

Answer:

Integration of the peace and human rights concepts into all subjects of the curriculum.

C. Process of the development and implementation of national policies

Reference: The Recommendation 1974 encourages Member States to develop and apply national policies (§7), this is also the main objective of the WPHRE.

4. Is education for peace and human rights incorporated in national plans and strategies including those listed below where they exist?

- ☑ National plans for Education for All (EFA)
- ☑ National policy frameworks as part of the Decade on Education for Sustainable Development (2005-2014)
- ☑ National sectoral plans for basic education, higher education, etc.
- ☑ National human rights plans
- ☑ National poverty reduction strategies and other development plans
- Other types of documents (please specify)

If yes to any of the above, please specify and indicate also a timetable for implementation if there is any.

Answer:

Recommendation 1974 is reflected in a number of national plans and strategies, among them – aforementioned Law “On Education” and National Programme on Personnel Training (29 August 1997), National Action Plan “On Education for All” (October 2003).

Moreover, it is noteworthy to mention the following documents adopted over the period from 2009 till 2012: National Programme “On the Year of Prosperity” (2013), Resolution of the Cabinet of Ministers “On Measures to Develop National System of Postgraduate Studies, Assessment of Personnel with High Qualification and Research-Teaching Personnel” (2013), Resolution of the Cabinet of Ministers “On Measures to Develop National System of Training of Managers and Teaching Personnel of Secondary Specialized and Professional Education Institutions” (2012), National Programme “On the Year of Family” (2011), Resolution of the Cabinet of Ministers “On Additional Measures Regarding Development of Child Education System, Upbringing of Healthy and Comprehensive Generation” (2011), Resolution of the Cabinet of Ministers “On Measures to Develop Non-formal Education System” (2011), National Programme “On Elaboration of Printing Materials for the Needs of Youth, their Moral Upbringing” (2010), National Programme “On the Harmonious Generation” (2010), Concept on Deepening Democratic Reforms and Development of Civil Society (2010), Decision of the President of the Republic of Uzbekistan “On Complex of Measures to Enhance Material and Technical Resources of Higher Educational Institutions for 2011-2016” (2011).

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?

- Yes ☑
- No

If yes, please describe which specific entity has been put in place, what mandates and functions are attributed to the entity, and what institutions and individuals are the members of the entity.

Answer:

National Human Rights Centre of Uzbekistan (independent institution) is aimed to develop and implement national policies related to education for peace and human rights. Its main functions include:

– publication of educational-methodological literature on human rights, carrying out respective training for personnel of governmental and non-governmental organizations;

– defining and development of scientific-methodological basis for creation of system of education for peace and human rights;

– development of content, forms and new methods of organization of system of education for peace and human rights;

– provision of literature for the system of education for peace and human rights.

6. Which groups are targeted in the national policies? Please choose one or more categories below.

- ☑ 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 (please describe)

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 subjects is it integrated? (e.g. civic education, history, science, mathematics, languages …) and at what grade levels is it taught?

Answer:

Education for peace and human rights in Uzbekistan has been developed in cooperation with National Human Rights Centre of Uzbekistan, Ombudsman of the Oliy Majlis (Parliament) of Uzbekistan, Current Legislation Monitoring Institute under the President of Uzbekistan, Human Rights Protection Department of the Ministry of Justice of Uzbekistan, and educational establishments specializing in jurisprudence.

Since the academic year 1997-1998 special course on "Human Rights" has been introduced. The course has been introduced into the curricula of educational institutions at each level of education, including universities, administration and managements institutes, as well as educational institutions of the Ministry of Defense, Ministry of Internal Affairs and National Security Service. Particularly, the Ministry of Public Education developed the Concept of Education for Human Rights for secondary education, and introduced such subject as "Primer of Rights" for 1-4 grades and "Rights Lessons" for 5-7 grades.

In addition, special textbooks and curricula on human rights have been elaborated. Fundamental international standard-setting documents have been translated and published in Uzbek language, such as Universal Declaration on Human Rights, Convention on Child's Rights.

Moreover, the Academy of State Administration under the President of Uzbekistan has also introduced "Human Rights" subject to its curriculum. It includes lectures, roundtables, conferences and practical seminars with participation of experts of National Human Rights Centre of Uzbekistan, Ombudsman of the Oliy Majlis of Uzbekistan.

According to the curriculum of the Academy of the Ministry of Internal Affairs of Uzbekistan, the following courses are offered: "General Theory of Human Rights" (40 hours), "International Law" (50 hours), "Preliminary Enquiry in the Internal Affairs Bodies" (234 hours), "International Collaboration to Combat Crime" (24 hours), "Human Rights and Activities of Internal Affairs Bodies" (30 hours).

(b) Training of teachers and other educational personnel (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:

Education for peace and human rights is included, for example, in pre-service teacher training, in-service teacher training of jurists and lawyers. National Training Centre of Lawyers under the Ministry of Justice has been paying special attention to raising awareness and practical knowledge on international-legal system of protection of human rights and freedoms. The following courses have been introduced into to curricula: "National Legislation and International Standards on Human Rights", "Fundamentals of International Humanitarian Law", "International Legal Basis of Combating Crime", "Role of International Regulations in the Sphere of Human Rights Protection in Law-Enforcement Authorities", Law "On Amendments and Additions to the Legislation of Uzbekistan related to Abolishment of Death Penalty", Law "On Amendments and Additions to the Legislation of Uzbekistan related to Transmission of Sanction to Arrest to courts".

(c) Teaching and learning process and tools (e.g. textbooks and other materials, teaching methodologies that are learner-centred, encourage participation, etc.) (Reference: Recommendation 1974, §10-19, §38-40)

Answer:

The following textbooks have been developed and introduced: “Primer of Rights”, “Rights Lessons”, “General Theory of Human Rights”. In addition, Universal Declaration on Human Rights, Convention on Child’s Rights were translated into Uzbek language and distributed among all educational establishments of the country.

(d) The learning environment (i.e. psychosocial environment and organizational climate of classrooms, schools and other learning spaces promoting values and principles such as peace, human rights, democracy, tolerance, non-violence and respect)

Answer:

The learning environment encourages inclusive participatory approach and is based upon universal and national values on human rights, democratic principles, tolerance and mutual respect.

8. Which institution is responsible for the implementation, and with which partners does it cooperate (e.g. teacher training institutions, national curriculum development institutions, etc.)?

- Coordination:
- Curriculum:
- Teacher training:
- Teaching materials:
- Learning environment:

9. Is a specific budget allocated to the implementation of the policies?

- Yes ☑
- No

If yes, please specify the percentage of State budget.

Annually, 59.2% of State Budget is allocated to social sector, including 34% to education sector.

10. Does a systemic mechanism of monitoring the implementation of the policies exist?

- Yes ☑
- No

If yes, please specify the members/institutions being part of this mechanism.

The following institutions exist for the purpose of monitoring of implementation of measures

and policies:

1) Constitutional Court of the Republic of Uzbekistan;

2) Ombudsman of the Oliy Majlis of the Republic of Uzbekistan;

3) National Human Rights Centre of Uzbekistan;

4) Current Legislation Monitoring Institute under the President of the Republic of Uzbekistan;

5) Committee for Democratic Institutions, NGOs and Self-governing Bodies of Population of the Legislative Chamber of the Oliy Majlis of the Republic of Uzbekistan.

In addition, apart from the governmental entities there are also a number of NGOs working in the sphere of protection of human rights and freedoms. Among them, there are “Ijtimoiy Fikr” Public Opinion Research Centre, Association of Judges, House of Lawyers and Committee of Women. In total, there are more than 5000 NGOs registered.

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 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:

Special courses on “Human Rights" have been introduced into the curriculum of all higher educational institutions of Uzbekistan. Courses also cover topics related to HIV and AIDS prevention, culture of peace, justice, problems of human trafficking, and others.

“Rights, Obligations and Responsibility of Juvenile” course is taught in grades 5-9, “Our rights” – in grades 1-4.

Moreover, questions and topics related to human rights are introduced into the disciplines “Fundamentals of State and Law”, “Jurisprudence” and “Primer of Constitution”.

Five legal bureaus were established under respective universities of Uzbekistan, where students have an opportunity for hands-on consultation practice for population regarding human rights protection.

Lectures on Human Rights are conducted for students of Tashkent State Institute of Law, Academy of the Ministry of Internal Affairs, Institute of the National Security Service, National Centre for Training of Lawyers.

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:

In Uzbekistan, with its multiehtnic and multi-confessional society, a number of activities are organized related to the celebration of diversity. For instance, Republication Intercultural Centre, which was established on the initiative of the President of Uzbekistan in 1992, unites more than 100 national cultural centres. The aim of these centres is to revive and preserve national language, traditions and customs, organize ceremonies, conferences, festivals, while enriching the knowledge on each other's traditions.

In addition, UNESCO Chair on Peace, Tolerance, Democracy and International Understanding and the Center for Peace Education and Intercultural Understanding, established at the University of World Economy and Diplomacy have been actively involved in respective studies and raising public awareness.

(b) Bilingual and multilingual education

Answer:

According to the current legislation, secondary education in Uzbekistan is offered in seven languages (Uzbek, Russian, Kazakh, Kyrgyz, Tajik, Karakalpak, Turkmen) in respective regions and areas. And in accordance with that the Government supports publication of textbooks in all these languages.

(c) Promotion of the gender-sensitive education systems

Answer:

Gender equality in education is guaranteed by the Constitution of the Republic of Uzbekistan

Everyone has equal right to receive education regardless of gender, language, age, race, nationality, belief, religious affiliation, social origin, profession, social status and place of residence, duration of living in the territory of the Republic of Uzbekistan.

According to the Law "On Education", men and women have equal rights to receive education and choose profession. Primary and secondary education in Uzbekistan is compulsory and there is no sign of gender disparity.

Content of textbooks reflects gender equality.

(d) Prevention of racism, discrimination and violence

Answer:

Uzbekistan is a state-party to international agreements in the sphere of prevention of racism, discrimination and violence, and is strongly committed to obligations ensuing from these documents. For example, Uzbekistan joined International Convention On the Elimination of All Forms of Racial Discrimination in 1995, UNESCO Convention against Discrimination in Education in 1997.

(e) Civic engagement of youth

Answer:

Since sixty four percent of the total population of Uzbekistan is represented by youth under the age of 30, one of the priorities of the state policy is youth policy and promoting active citizenship of youth, providing them equal opportunities for education, self-realization, development of their creative and innovative potentials.

Legal documents promoting active civic engagement include the Law of the Republic of Uzbekistan "On Guiding Principles of Youth Policy in Uzbekistan", Law "On Guaranteeing Child's Rights".

There are various programmes on intercultural dialogue and international understanding, HIV/AIDS preventive education, healthy-lifestyle education, arts education with a focus on youth.

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

(a) UNESCO Associated Schools (ASPs) (Reference: §23)

Answer:

There are 41 secondary schools and 5 academic lyceums/colleges in the ASP-network of Uzbekistan. Capacity-building activities with pupils of the ASPnet schools are carried out in cooperation with the Ministry of Public Education, Ministry of Higher and Specialized Secondary Education of Uzbekistan, "Kamolot" Youth Social Movement through organization of trainings, seminars and youth camps.

(b) Non-formal education (Reference: §30-31)

Answer:

More than 5000 NGOs contribute to promotion and protection of human rights and freedoms in Uzbekistan by organizing seminars, trainings, round tables, etc.

In cooperation with UNICEF Office in Uzbekistan several activities are conducted and events held in Uzbekistan, such as seminars, trainings and Youth Parliament.

(c) Higher education institutions

Answer:

A range of activities are organized by the higher education institutions: scientific conferences, seminars, roundtables, celebration of international days (e.g. International Day of Tolerance).

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

Answer:

The concept "Family-Local Community-School" is in practice in all secondary schools of Uzbekistan. Higher education institutions are involved in the social cohesion process by networking with civil society and local communities. Experts and specialists on human rights and law regularly provide free consultations for representatives of *makhallas* (local communities). Schools, universities, local communities cooperate in organization of roundtables, seminars, celebration of international days, thereby contributing to raising awareness of population on human rights, freedoms, culture of peace and international understanding.

(e) International cooperation (Reference: §43-45): (e.g. exchange programmes for education professionals and students, research projects, symposium and workshops, cooperation with civil society organizations, universities, school networks, etc.).

Answer:

Policy-makers and experts of the ministries responsible for education sector, UNESCO chairs' scholars and ASPnet schools' teachers collaborate closely with the APCEIU (Seoul, Korea).

UNESCO Chairs (UNESCO Chair in Civic and Values Education at Tashkent State Pedagogical University, UNESCO Chair in Human Rights, Democracy, Peace, Tolerance and International Understanding at the University of World Economy and Diplomacy), which engage experts and students, carry out research projects, and organize workshops on findings of these researches, publish scientific works and textbooks in the sphere of human rights.

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 (e.g. UNESCO Chairs, universities, research institutions, teacher-training institutions, adult education training centres, and NGOs) are involved? (Reference: §41-42)

Answer:

Research on Education for Peace and Human Rights is carried out by UNESCO Chair in Human Rights, Democracy, Peace, Tolerance and International Understanding at the University of World Economy and Diplomacy (established in 1998) and UNESCO Chair in Civic and Values Education at the Tashkent State Pedagogical University (established in 1999).

Within the framework of research studies, UNESCO Chairs organized a number of conferences and seminars, published scientific works and textbooks in the sphere of human rights. Particularly, UNESCO Chair at the University of World Economy and Diplomacy published more than 30 books, such as: *Uzbekistan And International Agreements On Human Rights* (In Russian, A. Saidov, Editor-In-Chief, Tashkent, 1998); *Documents Concerning The Human Dimension Of The OSCE* (In Uzbek, A. Saidov, Editor-In-Chief,

Tashkent, 2002); *Human Rights* (In Russian, A. Saidov And Others, Textbook-Reader, Tashkent, 2001).

UNESCO Chair At The Tashkent State Pedagogical University published a series of books and textbooks for students of academic lyceums and colleges, among them, “Alphabet of Constitution” (In Uzbek, textbook for 1-4 grades, Tashkent, 2001, reviewed and reprinted in 2006); “Law, Society, Family and Children” (In Uzbek, Tashkent, 2001); “Fundamentals of State and Law of Uzbekistan” (In Uzbek, textbook for 8 grade, Tashkent, 2001); “Fundamentals of State and Law of Uzbekistan” (In Karapalpak, Tajik, Kazakh, Kyrgyz, Turkmen languages, textbook for 8 grade, Tashkent, 2007); “Jurisprudence” (In Uzbek/Russian, textbook for academic lyceums and colleges, Tashkent, 2003).

National Human Rights Centre of Uzbekistan has also been undertaking research and publishing textbooks in different languages (namely, Uzbek, Russian, English):

Rustambayev M., Saidov A. The Right to Life and Abolishment of Death Penalty in Uzbekistan. Tashkent, 2009;

Bakayeva F. Comments to the Law of the Republic of Uzbekistan “On Guarantees of the Child’s Rights”. National Human Rights Centre of Uzbekistan and UNICEF. Tashkent, 2009;

Bakayeva F. Child’s Rights. Textbook. Tashkent, 2009;

Saidov A. Women’s Rights in Uzbekistan. National Human Rights Centre of Uzbekistan, 2010;

Bakayeva F., Turayev D. and others. Rights of Convicts: International and National Standards. Tashkent, 2010, 2011;

Bakayeva F., Tillabayev M. Monitoring of Child’s Rights. Learning-Methodological Textbook. Tashkent, 2011;

Bakayeva F., Samarkhodjaeva M., Toshboyev S. Education for Human Rights: National and International Experience. Tashkent, 2011;

Series of brochures in cooperation with UNODC – “Rights of Detainees and Prisoners”, “Rights of Witnesses”, “Miranda Rules”;

General Theory of Human Rights: textbook for higher educational institutions of the Ministry of Internal Affairs of the Republic of Uzbekistan. Tashkent, 2012;

Turghunov I., Yuldashev M. Legal Status of Detainees. Textbook. Tashkent, 2012;

OSCE: Obligations in the sphere of human dimension. Tashkent, 2012;

Tillabayev M. Human Rights. Textbook. Tashkent, 2012.

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

Answer:

Impact of education for peace and human rights on learners is evaluated through questionnaires, organization of events, independent work of students.

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:

Extending education for peace and human rights to informal education sector (learning programmes in mass media, including ICT networks).

The information will be analysed by the Secretariat in charge of the preparation of an analytical report which will be submitted to the 192nd session of the Executive Board in 2013. It may also be used for informing other activities of UNESCO in the area of education for peace and human rights.