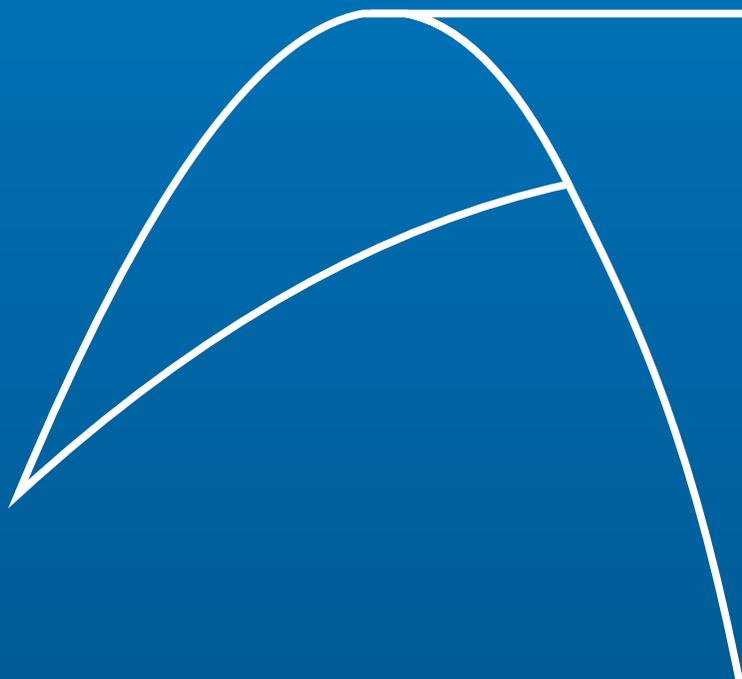


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SURVEY OF HUMAN RIGHTS EDUCATION AND EDUCATIONAL
ENVIRONMENT IN GENERAL EDUCATION FIELD



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SURVEY OF HUMAN RIGHTS EDUCATION AND EDUCATIONAL ENVIRONMENT IN GENERAL EDUCATION FIELD

Introduction

In order to promote human rights education in the field of formal education, the Human Right Academy of the Public Defender carried out a project aimed at promoting human rights education in the field of general education with the financial support of the Danish Institute for Human Rights from November 2017 to May 2018. Quantitative and qualitative surveys were carried out within the framework of the project in public and private schools throughout Georgia. Three target groups were interviewed: 1) 7-12th grade students; 2) teachers of the school subjects, curricula of which includes human rights aspects (teachers of Civic Education, Georgian Language and Literature, History, Biology, headteachers); 3) school administration (Principal, Vice Principal, School Chancellor). The survey identified problems and challenges in the field of human rights education, namely in the directions of curriculum, general education regulatory framework, educational environment at schools and the practice of school management/administration. Recommendations were developed for various agencies responsible for human rights within the framework of the project.

The study of human rights education and educational environment at general education level showed that in spite of certain steps taken in the direction of strengthening civic education for the last few years, human rights have a modest share in the curriculum and are mainly reflected in the subjects of social studies. Human rights aspects are not included or are included only in modest share in other subjects.

The regulatory framework of primary and basic education offers only scarce stipulations about human rights education. The Law on General Education defines subject groups of the national curriculum, which do not include any reference to education for citizenship and human rights education, and the law offers only general stipulation, according to which, teaching of subjects under the national and school curricula should be academic, objective and non-discriminatory. In addition, human rights awareness, relevant competences and skills are not included in the mandatory competences of school administration, teachers or resource officers or the documents regulating professional ethics.

The survey showed a lack of knowledge in the field of human rights among the school administration and teachers. The lack of knowledge and low level of awareness are mainly derived from two important sources - less emphasis on human

rights in the educational programmes for teachers at higher education institutions; fewer opportunities for professional development in this direction at the school or central levels.

Less time is allocated for human rights education in general education institutions (both public and private), both during the lessons and extracurricular activities. The same can be said about the practical tools of civic activism and human rights education. As a result, students' awareness of human rights, in most cases, is superficial (the survey showed stereotypical attitudes about gender roles, less tolerant attitudes towards national/ethnic/religious minorities, as well as persons with different health, social status and sexual orientation, etc.). The superficial knowledge of the principles of tolerance and respect for minorities and human rights, and the lack of efforts to use these principles in everyday interaction may be the reason for the existent school environment, where bullying and violence among students on various grounds has become quite common and resulted in an unfortunate reality. Response mechanisms to human rights violations, such as rules and sanctions, either do not exist, or require conceptual improvement and effective implementation in the process of administration of schools.

The Role of National Human Rights Institutions in Promoting Human Rights Education

The modern European states face many challenges nowadays; trust in democratic processes have been reduced, violent extremism has been enhanced and social and economic problems are in the foreground. Only a community with high level of education and awareness of others' rights can overcome these problems. Human rights education is not a panacea that can solve all the problems instantly, but it is the only way to create a responsible society, where people are aware of their social status and role in the society.¹

The term "human rights education" is used in the wide sense and implies education for democratic citizenship and mutual respect, which is based on internationally recognized human rights standards. The UN Declaration on Human Rights Education and Training (2011) provides the definition of human rights education. According to the declaration, human rights education and training comprises all educational, training, information, awareness-raising and learning activities aimed at promoting the prevention of human rights violations and abuses by providing persons with knowledge, skills and understanding and developing their attitudes

¹ European Commission, Eurydice Brief Citizenship Education at School in Europe 2017, pp. 3-4, available at: <<https://goo.gl/4HTvN8>> last visited on 15.05.2018

and behavior, to empower them to contribute to the building and promotion of a universal culture of human rights.²

It is important to put forward three components - knowledge, skills and approaches in human rights education. Theoretical knowledge of human rights is an important but not enough precondition for protecting rights. It is necessary this knowledge to be used in practice. The person, who gets education in human rights, should defend his/her rights, and at the same time, should respect the rights of others.³

According to the United Nations Declaration, the human rights education encompasses: Education about human rights, which includes providing knowledge and understanding of human rights norms and principles, the values that underpin them and the mechanisms for their protection; Education through human rights, which includes learning and teaching in a way that respects the rights of both educators and learners; Education for human rights, which includes empowering persons to enjoy and exercise their rights and to respect and uphold the rights of others.⁴

Learning the basic facts of human rights at the school age and developing skills for their introduction in practice are very important in the modern world, while human rights-based school environment, namely the climate where only knowledge and provision of information about human rights is not enough and where it is becoming important to provide students with opportunities to develop and use practical skills for protecting their and others' rights, is important for developing such knowledge, skills and attitudes. Human rights education is an important priority for both national institutions and various international organizations.

National human rights institutions have a special role in human rights education. Although the institutions are financed by the state budget, they usually enjoy a high degree of independence and can act as a mediator between the state and other actors in the country. Guidelines were for the first time elaborated at the intergovernmental workshop held by the United Nations Commission on Human Rights in 1978, which defined the role of national institutions in human rights education. According to these guidelines, two types of function were assigned to national institutions: participation in the formation of public opinion/awareness raising and provision of information to the Government and the public about the

² The United Nations Declaration on Human Rights Education and Training 2011, Article 2.

³ The Danish Institute for Human Rights, Guide to a Strategic Approach to Human Rights Education, How NHRI's can benefit from their unique position and set winning priorities, 2017, p. 18, available on the website: < <https://goo.gl/FacpPz> >last visited on 15.05.2018.

⁴ The United Nations Declaration on Human Rights Education and Training 2011, Article 2.2.

situation of human rights.⁵

In 1993, at the World Conference on Human Rights, representatives of 171 countries adopted the Vienna Declaration and Programme of Action. The Conference unanimously reaffirmed the important and constructive role played by national institutions for the promotion and protection of human rights, in particular in their advisory capacity to the competent authorities, their role in remedying human rights violations, in the dissemination of human rights information, and education in human rights.⁶

In 1995, on the basis of the recommendation of the World Conference, the UN General Assembly announced a decade of human rights education aimed at studying needs, developing strategies, strengthening programmes and promoting the Universal Declaration of Human Rights of the United Nations. It was emphasized that national institutions play a crucial role in the process of human rights education at the national level.⁷

According to the Paris Principles, which were adopted at the UN General Assembly in 1993 and define the general rules for the establishment and functioning of national human rights institutions, protection and promotion of human rights are defined as the main activities of national institutions. Protection implies monitoring, investigation, preparation of reports and adoption of individual statements, while promotion implies trainings, awareness raising and advocacy.⁸

As for the human rights education, the UN General Assembly notes in its Resolution 1993 that national human rights institutions have a special role in human rights education and dissemination of human rights information.⁹ The Paris Principles obligates national institutions to participate in the formulation of programmes for teaching human rights and to take part in their execution in education institutions at the national level. National institutions are also obliged to take all measures to combat all forms of discrimination by increasing public awareness, especially by making use of all press organs.¹⁰

⁵ 'National Human Rights Institutions: Their Role in Education for Human Rights in Human Rights Education, Social Change and Human Rights', R.V. Pillai, 1999.

⁶ Vienna Declaration and Programme of Action 1993. para 36. available at: < <https://goo.gl/CQcciy> >visited on 15.05.2018.

⁷ United Nations Decade for Human Rights Education. United Nations General Assembly Resolution 49/184; 23 December 1994. Available at: <http://www.un-documents.net/a49r184.htm>. Human Rights Questions, Including Alternative Approaches. United Nations General Assembly Resolution 50/1; 1996.

⁸ ICC SCA General Observations as adopted in Geneva in May 2013. GO 1.2.

⁹ General Assembly Resolution A/RES/48/134, December 1993, Principles relating to the status and functioning of national institutions for protection and promotion of human rights.

¹⁰ The Paris Principles, Competence and Responsibilities, paragraphs 3(f) (g).

The UN Declaration on Human Rights Education and Training (2011) is the first tool, in which the United Nations officially declared standards for human rights education. The most important thing is that it includes the framework of key components that are necessary for holistic human rights education (human rights education, through rights and for human rights). The Declaration underlines the particular importance of human rights education as one of the main preconditions for the protection of human rights. At the same time, the Declaration specifically indicates the special role of national human rights institutions in elaborating curricula and supervising their implementation.¹¹ In order to achieve this goal, the Declaration urges the states to promote the establishment of independent national institutions in compliance with the Paris Principles, recognizing that national human rights institutions can play an important role, including, where necessary, a coordinating role, in promoting human rights education.¹²

The UN Human Rights Council Resolution 2016 reiterates the importance of national institutions in the process of human rights education. Unlike the 2011 resolution, this document speaks about the participation of national human rights institutions not only in the development of programmes but also in the process of determining the state policy on education.¹³

The role of national human rights institutions in the human rights education process, apart from the world programmes and declarations, is defined by the UN Office of the High Commissioner for Human Rights, according to which, human rights education falls under the definition of promotion (as one of the main functions of national institutions), while other functions of the national institutions fall under the definitions of protection, advising, monitoring and coordination.¹⁴

It is noteworthy that human rights education is often limited to information campaigns and distribution of fliers. Similar activity is not compliant with the definition of the United Nations Declaration of Human Rights, according to which, education affects the development of knowledge, skills and approaches and is based on the didactic principles of education. For this reason, some experts believe that the activities that are not in compliance with this definition should be regarded not as

¹¹ The United Nations Declaration on Human Rights Education and Training; 2011. Article 8, para 2.

¹² The United Nations Declaration on Human Rights Education and Training; 2011. Article 9.

¹³ UN Human Rights Council Resolution A/ HRC/31/21; paragraph 11, 21 March 2016.

¹⁴ National Human Rights Institutions - History, Principles, Roles and Responsibilities, Office of the High Commissioner for Human Rights, 2010, available on the website: <http://www.ohchr.org/Documents/Publications/PTS-4Rev1-NHRI_en.pdf>visited on 15.05.2018.

human rights education but only as informational activities.¹⁵

The World Programme for Human Rights was developed by the UN General Assembly for the first time in 2005. This was continuation of the UN Decade Programme, which began in 1995. The World Programme consists of 4-year phases and is designed to promote basic principles and methodology of human rights education. The first phase (2005-2009) focused on primary and secondary education, and obliged national institutions to be involved in the development of education policy, programme planning, research, training of teachers, development and dissemination of materials. The Action Plan, which is attached to the first phase programme, underlines the importance of using human rights-based approach in human rights education.¹⁶

The human rights-based approach is defined on the website of the Office of the United Nations High Commissioner for Human Rights as a set of methods that help national institutions to plan human rights education in any activity. These approaches are a tool that integrates international human rights principles and standards in any working process. The human rights-based approaches are important in relation to both the result and the way of its achievement. Achievement of the result is important, but it is also important how this process was conducted. Among the human rights principles to be observed in the programming of human rights trainings are: universality, interdependence and interrelatedness, equality, inclusion, involvement, accountability and the rule of law.¹⁷

The second phase of the World Programme (2010-2014) focused on human rights education in higher education institutions and included trainings for teachers, public servants, law enforcement officers and military personnel. According to the programme, national human rights institutions are one of the institutions working with state institutions in the process of planning and implementation of education programmes. In addition, national institutions are obliged to cooperate with higher education institutions in the research activities.¹⁸

The third phase of the programme (2015-2019) is currently underway and focuses on strengthening the implementation of the first two phases and, at the same

¹⁵ The Danish Institute for Human Rights, Guide to a Strategic Approach to Human Rights Education, 'How NHRI's can benefit from their unique position and set winning priorities', 2017, p. 22.

¹⁶ The Booklet Plan of Action for WPHRE I (2005-2009). (Appendix to Plan of Action), paragraphs 2-6.

¹⁷ Frequently asked questions on a human rights-based approach to development cooperation, Office of the High Commissioner for Human Rights 2006. available at: <<http://www.ohchr.org/Documents/Publications/FAQen.pdf>>visited on 15.05.2018.

¹⁸ The Booklet Plan of Action for WPHRE I (2005-2009), paragraphs 5, 24.

time, promoting human rights training for media professionals and journalists. National institutions in this case are required to develop appropriate strategies and activities. They are also obliged to play the role of a national coordinator. As for the Government, its obligation is to name a contact institution that will work with national institutions and civil society.¹⁹

The Council of Europe also has a long tradition of supporting and facilitating the citizenship and human rights education. In 1985, the Committee of Ministers published Recommendation R (85) 7 on human rights education in school for the Council of Europe member states. The recommendation specifically pointed out that all young people should learn about human rights as part of their preparation for life in a pluralistic democracy. The recommendation was approved at the second summit of Council of Europe in 1997, where the Heads of State and Government decided “to launch an initiative for education for democratic citizenship with a view to promoting citizens’ awareness of their rights and responsibilities in a democratic society.”

The leading project of the Council of Europe - Education for Democratic Citizenship and Human Rights Education was launched in 1997. In 2005, at the third summit in Warsaw, the project was given a political impetus. At the summit, the Heads of State and Governments called on the Council of Europe to “increase efforts in the field of education aimed at ensuring access to education for all young people throughout Europe, improving its quality and promoting multilateral human rights education.” Specific results include the adoption of texts, development of political framework, creation of networks and forums, as well as dissemination of abundant literature about democratic citizenship and human rights, which is approved by all member states and combines the EDC/HRE pack and materials for teachers.

The project played an important role in supporting education for democratic citizenship and human rights education and its inclusion in the education system. The Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education adopted within the framework of recommendation of CM/Rec (2010) 7 in 2010, urges the Member states to include education for democratic citizenship and human rights education in the curricula for formal education at pre-primary, primary and secondary school level, as well as in general and vocational education and training. The charter also urges member states “to promote the role of non-governmental organizations and youth organizations in education for democratic citizenship and human rights education, particularly through non-formal and informal education. They should recognize them and their activi-

¹⁹ Plan of Action for WPHRE III (2015–2019), paragraphs 11, 20.

ties as a valuable contribution to the educational system, support them if necessary and fully use their experience, which would promote all forms of education.” According to the Charter, the goal of every state should be “providing every person within its territory with the opportunity of education for democratic citizenship and human rights education”. The Charter defines the goals and principles of human rights education and recommends actions in areas of monitoring, evaluation and research. The Charter is attached by the explanatory memorandum, which provides details and examples of practical application of the Charter. The Council of Europe’s Steering Committee for Higher Education prepared the European Charter on Education for Democratic Citizenship and Human Rights Education. The Council supports the promotion and monitoring of the Plan of Action of the World Programme for Human Rights Education at the European level.

The role of human rights education in terms of protection and promotion of human rights was further strengthened by the creation of the position of the Council of Europe’s Commissioner for Human Rights in 1999. The Commissioner is obliged to support human rights education and awareness raising, as well as to assist the member states in implementing human rights standards, identifying shortcomings in legislation and practice, and providing advices and recommendations on human rights across Europe.

The Commissioner pays special attention to human rights education and believes that protection of and respect for human rights can be achieved only when people are aware of their rights and know how to apply them. Consequently, human rights education is the major part of effective implementation of the European standards. The Council of Europe calls on the member states to strengthen human rights education. “Human rights education is a priority - more specific action is needed,” said the UN High Commissioner for Human Rights. “More attention was paid to the preparation of students for the labour market than development of their life skills, which includes human rights education as well.” Both aspects should be brought into focus: “Teaching human rights through education” and “human rights in education”.²⁰

1. Human Rights Education in Georgia/General Review of International and Georgian Legislations

The foreword to the United Nations Universal Declaration of Human Rights stipulates that the rights set forth in the Declaration shall be protected through educa-

²⁰ Council of Europe Compass: Manual for Human Rights Education with Young People, <https://www.coe.int/en/web/compass/introducing-human-rights-education#5>

tion and teaching. According to the Declaration, education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.²¹

The pathos of the Universal Declaration is repeated in the UN covenants that are compulsory international acts and are ratified by Georgia. The International Covenant on Economic, Social and Cultural Rights says that education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms. Education shall enable all persons to participate effectively in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups.²²

The UN Convention on the Rights of the Child defines similar obligations in for its States Parties. The Convention further obliges the States Parties to make the principles and provisions of the Convention to adults and children alike.²³

Active efforts are made in the field of human rights education within the framework of the Council of Europe as well. As noted above, the Charter on Education for Democratic Citizenship and Human Rights Education was adopted under the auspices of the Council of Europe in 2010²⁴. The document urges the member states of the Council of Europe to allow all persons living on their territory to get civic and human rights education. Section II of the Charter outlines ten objectives that should guide member states in the framing of their policies, legislation and practice. These goals are: a. providing every person with the opportunity of education for democratic citizenship and human rights education. b. Participation of all stakeholders in the formation of content of the right to education; c. All means of education and training, whether formal, non-formal or informal, have a part to play in the learning process; d. Promoting involvement of non-governmental organizations and youth organizations in the education process; e. Popularizing education in the school governance; f. Promoting social cohesion and intercultural dialogue; g. Empowering learners with knowledge and with the readiness to take action in democratic processes; h. Organizing training for professionals; i. Encouraging cooperation among all stakeholders, such as local, regional and central govern-

²¹ Universal Declaration of Human Rights, December 10, 1948, Article 26.2.

²² International Covenant on Economic, Social and Cultural Rights 1966, Article 13.1.

²³ The Convention on the Rights of the Child, Articles 29.1b and 42.

²⁴ Recommendation CM/Rec(2010)7 of the Committee of Ministers to member states on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education (Adopted by the Committee of Ministers on 11 May 2010 at the 120th Session).

ments, NGOs, parents, media, etc; j. Pursuing and encouraging international and regional cooperation.

The Council of Europe Charter defines education for democratic citizenship and human rights education. Both of them serve one purpose and the only difference are their scales. Education for democratic citizenship” means education, training, awareness raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and developing their attitudes and behavior, to empower them to exercise and defend their democratic rights and responsibilities in society, to value diversity and to play an active part in democratic life, with a view to the promotion and protection of democracy and the rule of law (Article 2 (a)).

Human rights education implies education, training, awareness raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and developing their attitudes and behavior, to empower learners to contribute to the building and defense of a universal culture of human rights in society, with a view to the promotion and protection of human rights and fundamental freedoms(Article 2 (b)).

According to the Charter, human rights education should be included in all kinds of curricula, such as curricula for formal education at pre-primary, primary and secondary school level, as well as in general and vocational education and training (Article 6).

In 2016-2017, the Council of Europe initiated a survey to find out how the Charter’s objectives were achieved in the member states. Most of the surveyed countries underlined the importance of human rights education, though problems were identified as well. Some states do not mention human rights education either at the policy level or in the legislation, and wherever mentioned, there is incompliance between the policy and its execution. Majority of states have not developed criteria for checking the quality of human rights education.²⁵

As for Georgia, the survey put it among the countries where human rights education is promoted according to the Charter of the Council of Europe, in particular, cooperation with the Human Rights Education Coordinator is carried out during the planning of educational activities.²⁶ Georgia was also put among the countries, where human rights education is reflected in the local youth organizations’ policies

²⁵ LEARNING TO LIVE TOGETHER, Council of Europe Report on the state of citizenship and human rights education in Europe, Council of Europe, 036060 2017, pg 6, available on the website:

²⁶ Ibid. pg 87.

and strategies.²⁷

UN Sustainable Development Goals

The Sustainable Development Goals combine 17 goals and they are to be achieved according to the 2030 agenda. The Sustainable Development Goals were developed not only for developing countries, but for everyone, and they aim to help all vulnerable groups leaving no one behind.²⁸

The fourth goal is related to the right to education and urges the states to ensure access to quality education and promote lifelong learning opportunities for all. According to the goal 4.7, by 2030, all learners should acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and appreciation of cultural diversity.

The states are obliged to supervise the fulfillment of obligations under the agenda. The 4.7 goal indicator was developed in 2016, which should be used to examine the extent to which global citizenship education and education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in national education policies, curricula, teacher education and student assessment.

General education of Georgia is regulated by the Law on General Education. The law defines the main objectives of the state policy in the field of education: a. create conditions for the development of a student into a free person with national and general human values ; B. develop students' mental and physical skills, provide them with the necessary knowledge, establish a healthy lifestyle, form civil awareness based on liberal-democratic values, ensure that students respect cultural values and facilitate understanding of the rights and obligations before their family, society, state and community (Article 3.1).

The law defines the ways of achieving these objectives, including the openness and equal access to lifelong general education for everyone; independence of public schools from religious and political associations; elimination of violence in

²⁷ Ibid. pg 102.

²⁸ Preamble, Transforming our world: the 2030 Agenda for Sustainable Development, available on the website: <<https://sustainabledevelopment.un.org/post2015/transformingourworld>>visited on 15.05.2018.

general education institutions; introduction of inclusive education (Article 3.2 (a) (c) (g) (h)).

The state shall develop a national curriculum to define the compulsory subject groups according to the levels of education, subject hours and their distribution, as well as the conditions and recommendations for organizing the educational environment (Article 5.1). The same article stipulates that a school may develop an individual curriculum for students with special educational needs (Article 5.11). The law defines the subject groups of the national curriculum: a. Language and Literature; b. Mathematics; c. Foreign languages; d. Social studies; e. Natural sciences; f. Technologies; g. Aesthetic education; e. Sports (Article 5.3).

It is noteworthy that the list of subject groups does not specifically refer to human rights education and is limited to only general explanation that the teaching of subjects determined by the national and school curricula should be academic, impartial and non-discriminatory (Article 5.6).

The second chapter of the Law on General Education is quite detailed and indicates the rights and freedoms of students, parents and teachers. Students, parents and teachers and their associations have the right to enjoy the rights set forth in the second chapter without discrimination (Article 8.1). This chapter determines the rights, such as the right to get general education²⁹ (Article 9), the right of students, parents and teachers to participate in school governance (Article 10), the right to appeal, which implies the obligation of the school to create an appeal mechanism (Article 12), neutrality and non-discrimination, which implies that the learning process should be free of politicization and religious indoctrination (Article 13), freedom of expression (Article 14), freedom of assembly (Article 15), freedom of association (Article 16), right to privacy (Article 17), freedom of religion (Article 18), observation of school discipline by respecting teacher's rights (Article 19), inadmissibility of violence and safety (Article 20), the obligation of a teacher to provide information to the school administration about the cases of violence against women or domestic violence (Article 20¹).

As already mentioned, the second chapter of the Law on General Education is quite extensive and consists of the national and international legislations on human rights and freedoms. However, the main purpose of this survey is to examine how students, school administration and teachers are informed of these rights. The law is quite superfluous regarding these issues. According to the law, students, their parents and teacher have the right to be informed of their rights and

²⁹ The law defines general education as education with the aim of educating and training the citizens of Georgia for professional and public life following general education. (Article 2 (paragraph „l“)).

the grounds for their restriction. For this purpose, the school shall be committed to informing each new student, his/her parent and teacher of their rights and freedoms. In addition, in case of restriction of the right, the school is obliged to explain the reason for the restriction in a reasonable time (Article 10). The law does not say anything about how students, parents and teachers should be informed of their rights (through talking or a special course) and by whom (school administration or a special representative appointed by the administration), as well as what kind of information should be provided. The part of the law relating to the education of the teacher is also important, which says nothing about human rights education (Article 21³).

The bill of amendments to the Law on General Education, aimed at improving the security system in public schools by increasing the powers and functions of resource officers, was submitted to the Parliament in March 2018.³⁰ According to the bill, resource officers shall be entitled to stop students and check them (draft law, Article 1.3) in some cases, as well as use physical force and special means against them (draft law, Article 1.10). Installation of surveillance cameras in schools shall become mandatory and it shall be administered by resource officers (draft law, Article 1.4). The school shall maintain electronic information base on the detected violations, which shall be accessible for the Ministry of Internal Affairs (draft law, Article 1.4). According to the bill, requirements for school resource officers are becoming stricter. The general education requirement is changed with higher education requirement, while the age limit is increases from 20 to 21 years. In addition, resource officers are required to take the “preparatory courses approved by the joint order of the Minister of Internal Affairs of Georgia and the Minister of Education and Science of Georgia, which, together with other components, should take into consideration the nature of the age development of students, professional duties and values of resource officers of educational institutions, as well as physical preparation and practical components” (draft law, Article 48^{1.3}).³¹

It is noteworthy that according to the draft law, resource officers are not explicitly required to have knowledge about human rights, whereas their mandate is increasing, which, at the same time, increases the risk of violation of child's rights. It is necessary for the protection of child's rights that the preparatory course approved jointly by the Ministry of Education and Science and the Ministry of Internal Affairs (draft law, Article 5) focus on human rights education.

³⁰ The bill on reforming resource officer's service has been drafted; available on the website: <<http://www.mes.gov.ge/content.php?id=8116&lang=geo>>visited 15.03.2018.

³¹ The initial version of the draft law, submitted on 16.04.2018, available at: <https://info.parliament.ge/#/law-drafting/15464>

Standards for school teachers and principals

The Ministry of Education and Science of Georgia has developed standards for school principals and teachers. The standards define the knowledge, skills and competences of school principals and teachers. It should be noted that the school principal's standard does not include the requirement of human rights education and skills (order №115/n of 30 November 2010 of the Minister of Education and Science).³² Neither the general part of teachers' professional standard issued on 21 November 2008 defines the knowledge and competences in the field of human rights (the standard was amended on 28 March 2014), although it includes some indications about teacher's knowledge and skills in intercultural teaching and inclusive education.³³ As for the subject standards of teachers, only the standard for a teacher of social studies includes the requirement of certain knowledge and skills in the field of human rights, including mandatory knowledge of a number of international conventions. Such indication makes it clear that knowledge and skills in the field of human rights are exclusively required from teachers of social studies, while other teachers are not required to have the same skills, which is fundamentally wrong. This approach and the legislation need to be immediately changed.

Code of Ethics (resource officer, teacher, principal, student)

Code of Ethics for School Resource Officers³⁴ defines rules for general conduct of resource officers. Resource officers' activity shall be based on professionalism and ethical norms (Article 2.1), shall be impartial towards everyone (Article 1.3), shall continually develop professional skills and qualifications (Article 1.4). Resource officers are obliged to always observe the law, keep order in school and ensure safe environment (Article 2.5). As for the human rights and fundamental freedoms, resource officers are obliged to respect them and protect the freedom and dignity of a person (Article 2.5). The Code does not explicitly oblige the resource officers to have knowledge about human rights and freedoms and does not say anything about deepening this knowledge.

The situation is similar with regard to the Professional Code of Ethics for Teachers

³² The standard for the school principal (order №115/n of the Minister of Education and Science of Georgia, November 30, 2010).

³³ The professional standard for the teacher (2008), available at: < <https://goo.gl/7p479U> > visited on 15.03.2018.

³⁴ Order №2/nof the Minister of Education and Science of Georgia on approving the Code of Ethics for School Resource Officers, January 6, 2011.

³⁵ Order №57/nof the Minister of Education and Science of Georgia on approving the Code of Ethics for Teachers, July 14, 2010.

as well³⁵. Teachers shall be independent, honest and impartial in fulfilling their professional duties (Article 3.1). They shall be guided by the Georgian legislation and the norms of the Code of Ethics, when performing pedagogic activities (Article 3.2), shall promote the development of democratic and patriotic values in children (Article 3.3).

As for the protection of rights, teachers are obliged to give students an example of protection of human rights (Article 3.4). However, the code does not specify the rights or says anything about the fact that teachers are obliged to have relevant knowledge in the first place.

Like teachers, school principals shall also serve as an example in terms of protection of human rights (Article 3.4) and shall protect the school discipline by using the methods that would not contradict the respect for the dignity and freedom of students, parents, teachers and other persons employed in school (Article 3.7).³⁶ The document says nothing about the obligation of the school principal to have knowledge about human rights.

As for students, the Code of Conduct for Students³⁷ obliges them to express their opinions and views without violating others' rights (Article 7.3).

2. Survey methodology

Methods

The survey uses the quantitative research method. Teachers, students and representatives of school administration of the selected schools were interviewed through face-to-face interviews. Within the framework of the survey, a survey tool - questionnaire - was developed, which included open, closed and semi-closed questions. Separate questionnaires were designed for teachers, students and school administration.

Representatives of the following structural units of the Public Defender's Office conducted the interviews at pre-selected schools: the Human Rights Academy of the Public Defender, Center for Child's Rights, Equality Department.

³⁶ Order №80/nof the Minister of Education and Science of Georgia on approving the Code of Ethics for School Principals, August 30, 2010.

³⁷ Order №79/nof the Minister of Education and Science of Georgia on approving the Code of Conduct for Students, August 30, 2010.

Sampling

380 teachers, 960 students and 140 members of school administrations were selected for the survey. On average, 20-21 interviews were conducted in each school, depending on the school size: On average, 2 representatives of the school administration, 15 students and 6 teachers were selected from each school through random sampling.

Table 2.1 includes the number of sample schools, students, teachers and representatives of school administrations and reliability percentage depending on sampling.

Table 2.1. Sampling reliability

	Number of schools	Number of interviews	Percentage of reliability (95%)
A total number of students (15 students on average)	64	960	3.1%
Public schools	47	700	3.7%
Private schools	17	260	6.0%
Ethnic minorities	17	260	6.0%
Teachers (in proportion to the number of teachers in school)	64	380	5.0%
Representatives of-school administration (2 interviews in each school on average)	64	140	8.0%

These groups were regarded as independent general totalities. Thus, representative sampling was used in relation to each target group. The required number of students was determined in private and public schools, for each age group (grade) in ethnic minorities, in each region/district. The survey methodology was based on various data analysis. Sampling

↳) For students

At the initial stage, the number of interviews was distributed among the regions,

as well as among public and private schools, in proportion to the number of students there. An average of 15 interviews were conducted in 64 public schools. 3 students were interviewed in the selected classes in each sample school. All of this ensured representative sampling with maximum margin of error of 3.2% (Table №2.2). Primary sampling unit (PSU) - school; secondary sampling unit (SSU) - class; final sampling unit – student.

Primary and secondary sampling units were determined by using the PPS (Probability Proportional to Size) method, while the final sampling unit was determined by using Systematic Random Sampling (SysRS), (in particular, the interval between the selection of students was as follows: The number of all students was divided by the number of students to be selected (e.g., if there are 60 students in a class and we have to select 3 students, the interval will be $60/3 = 20$). The first random number was pre-determined for each interviewer and students were selected according to the interval on the register starting from this number).

Table 2.2.

Regions	Students					
	IV-IIIХ	IX	X	XI	XII	სულ
Tbilisi	71	71	71	71	71	355
Adjara	25	24	24	24	24	121
Imereti	27	27	27	27	27	135
Kakheti	12	12	12	12	12	60
Samegre- lo - Zemo Svaneti	15	15	15	15	15	75
Samtskhe- Javakheti	6	7	7	7	7	34
Kvemo Kartli	21	21	21	21	21	105
Shida Kartli	15	15	15	15	15	75
In total	192	192	192	192	192	960
Reliability percentage (95%)						3.20%

b) For teachers

The schools participating in the survey were selected from the general education

institutions of Georgia (both private and public schools). We chose a two-stage stratified random sampling model as a sampling model.³⁸ The sample size was 380 interviews (in 64 schools) in proportion to the whole country. The sampling model ensures a maximum of 5% margin of error.

At the initial stage, the selected schools were distributed among the regions in proportion to the number of teachers, as well as among public and private schools in proportion to the number of teachers in these sectors. The primary sampling units (PSU) were schools (private or public); the secondary sampling units (SSU) were teachers. Teachers were selected in each school using the Systematic Random Sampling principle (Table №2.3).

c) For the school administration

The schools participating in the survey were selected from the general education institutions of Georgia (both private and public schools). On average, 2 representatives of school administration were interviewed in all selected schools; 140 interviews were conducted in 64 schools. Such sampling ensured the representativeness of the survey results (maximum margin of error is 8%) (Table No. 2.3.).

Table 2.3.

Region	Teacher	Administration
Tbilisi	171	56
Adjara	56	18
Imereti	59	21
Kakheti	15	8
Samegrelo-Zemo Svaneti	24	11
Samtskhe-Javakheti	12	5
Kvemo Kartli	22	11
Shida Kartli	21	10
In total	380	140
Percentage of reliability(95%)	5%	8%

³⁸ Sampling was based on the statistical data on the teachers and schools in the regions of Georgia (data will be taken from the website of the Ministry of Education and Science of Georgia).

SURVEY RESULTS

3. Human rights in the education process

In terms of human rights in the educational process, the survey was carried out in several directions: (a) Analysis of the national curriculum in the direction of human rights education; (B) Teaching human rights by teachers at the school level through extracurricular activities, head teacher's hour or the formation of general school culture. The survey showed interesting trends in this direction and they will be discussed in detail below.

(a) Human rights in the national curriculum

National curriculum for 2011-2016 is currently applicable in Georgia. The national curriculum for 2018-2024 is planned to be introduced at the pre-primary level in the 2018-2019 academic year, while the basic education curriculum is planned to be introduced in 2019-2020. Consequently, in order to analyze the existing situation, we will discuss the current curriculum in the direction of human rights education. We will partly discuss the changes planned at the basic level. In addition, we will present some recommendations in terms of reflecting human rights education in the national curriculum and education process.

National curriculum for 2011-2016 and human rights education

Analysis of the existing national curriculum showed that human rights issues are reflected in the national goals of the general education of Georgia, as well as in the list of perspicacious competencies of the national curriculum, but they are not further expanded in the subject groups. In addition, human rights issues are broadly reflected in the subjects of social studies and partly - in the national curricula for Sports and Information Technology. Human rights issues are also reflected in the head teacher's hour of the national curriculum.

The survey showed that human rights are taught only in the fields where they are provided for by the national curriculum. Consequently, in order the human rights education to be reflected as an important component of the learning process and not to be limited only to social studies, it is crucial that human rights issues be reflected in all subject groups of the national curriculum. Human rights in the national curriculum and national goals of general education will be discussed more specifically below.

Paragraph "h" of the National Goals of General Education says the following

about human rights: a minor shall be: “h) a law-abiding, tolerant citizen: nowadays, in a dynamic world of ethnic and cultural diversity, skills for mutual respect and mutual understanding have special importance for the functioning of a community. Schools should develop child’s skill for respecting human rights and personality, which will be used by him/her for maintaining his/her own and other’s identity. Minors should be able to realize their theoretical knowledge about human rights and use these principles in life.” As already mentioned, human rights education is regarded as an important and priority competence in the national curriculum, in particular, it is represented in paragraph “i” of the list of priority perspicacious competences: “i) shall have social and civic competence. The social and civil competence implies the development of skills and values necessary for integration in the civic life, such as: constructive cooperation, problem solving, critical and creative thinking, decision making, tolerance, respect for others’ rights, recognition of democratic principles, etc.”

According to the national curriculum, human rights education is included in the head teacher’s hour too. In particular, the article pertaining to the head teacher reads as follows: “The duties of the head teacher are: a) to inform students and their parents/legal representatives (hereinafter parents) of their rights and responsibilities (internal regulations of the school, the Code of Ethics for Students, relevant issues of the school curriculum, etc.)”.

In conclusion, it can be said in terms of inclusion of human rights education in national goals of general education and national curriculum that human rights education is recognized and introduced in general education institutions. Specific subject directions will be discussed below.

Human rights education in the subjects of national curriculum

As already mentioned, human rights issues are detailed in the national curriculum of social studies (History, Civic Education), but the same cannot be said about the national curriculum of other subjects. From this point of view, Information and Communication Technologies as well as Sports can be seen as exceptions. The subject of Information and Communication Technologies includes and specifies the directions of human rights education. In particular, it discusses intellectual property, protection of personal information, inadmissibility of restriction of others’ rights in the process of administration, copyright issues (national curriculum for 2011-2016). The national curriculum of Sports focuses on the knowledge and skills of children in the direction of child’s rights, as well as students’ involvement in the association of elderly care, environmental protection, protection of child’s rights (national curriculum for 2011-2016).

In the subject group of social studies, human rights issues are quite broadly presented in all three levels - primary, basic and secondary, and includes both human rights awareness and development of attitudes and skills. It should be noted that the component of civic education is planned to be strengthened within the subject group of social studies. The Ministry plans to introduce a new subject - Citizenship at the basic level in 2019, which will more focus on and combine the issues of civic education and history in the direction of civic education and human rights education. However, the present curriculum mainly focuses on education for democratic citizenship, while human rights education is limited. It is important to focus not only on the responsibilities in the context of education for citizenship, but on the rights as well. Accordingly, citizenship education definitely lacks this component.

The Council of Europe's Charter on Education for Democratic Citizenship and Human Rights Education (2010) recognizes the relationship between education for democratic citizenship and human rights education, but at the same time, it separates them. Only education for democratic citizenship focuses on democratic rights, obligations and active participation in civil, political, economic and social life, while human rights education focuses on wide range of human rights and fundamental human rights (Council of Europe, 2010, page 8). Consequently, considering that human rights issues are almost not included in other subjects of the national curriculum (they are included in the standard of History, but its share is reduced in comparison even with the existing national curriculum), it is important the standard of the new subject to focus on democratic citizenship, as well as on fundamental and wide range of issues of human rights. Consequently, since it was decided to introduce this subject in this form, it would be appropriate to be consistent with the Council of Europe approaches and the new subject to be called not 'Citizenship', but Citizenship and Human Rights, and therefore, human rights issues to be broadly reflected in the national curriculum and textbooks.

(b) Human rights education at the school level

Although the national curricula of Sports and Information Technologies include issues of human rights education, students most often name these very subjects, along with Mathematics and Natural Sciences, as subjects that do not include the mentioned issues. In contrast, a subject group of Official Languages does not actually include human rights education, but over 75% of students say that they learn human rights issues while studying this subject. These data make clear one thing: practice shows great importance of the group of Official Languages in terms of human rights education, development of attitudes and knowledge. Despite this, the above-mentioned has not been reflected in the national curriculum, whereas the teachers of Sports and Information Technologies, who shall teach human rights-related issues according to the national curriculum, do not regard

human rights issues as important issues in their subjects. A similar tendency was observed in the interviews with school administrators and teachers.

The questionnaire on human rights education at the school level included a special chapter analyzing human rights education. It should be noted that most of the teachers involved in the survey try to indicate that they use human rights education when teaching their own subjects. It should also be noted that 37% of teachers say that their activities relating to human rights are based on the instruction of the school administration or educational resource center to organize such activities. However, only 60% of those who positively answered this question could specify the activities. Similarly, 50,4% of the interviewed teachers carried out human rights activities on their own initiative. This number is quite low, but results were much lower when we asked teachers about specific activities. When naming specific activities, teachers only generally name discussion, class hour, writing, free lessons, discussion of a topic at the lesson, talking with students, talking with students and parents, mutual understanding, training programmes, talking at the lesson, etc. The questionnaire includes specific issues and activities, but their share is quite small. As for the activities to be carried out at the school level, 9% of teachers say that human rights activities are conducted in school and indicate human rights-related specific and varied school activities in the special graph of activities.

Consequently, it is clear that while talking about the approaches related to human rights education in the education process, teachers find it difficult to describe specific activities, whereas they can specify general school activities, which raises suspicion that they are less likely to apply human rights education during lessons. Analysis of these data shows that: (a) Only a small part of teachers applies human rights education in the educational process; (b) Part of the teachers is aware of the importance of human rights education and try to portray the situation in this field more positively than it is in real, the proof of which is the difference in answers between the general and specific activities; (c) The role of the school administration is important in reflecting human rights education in the education process and the opportunities for positively using this role are being created.

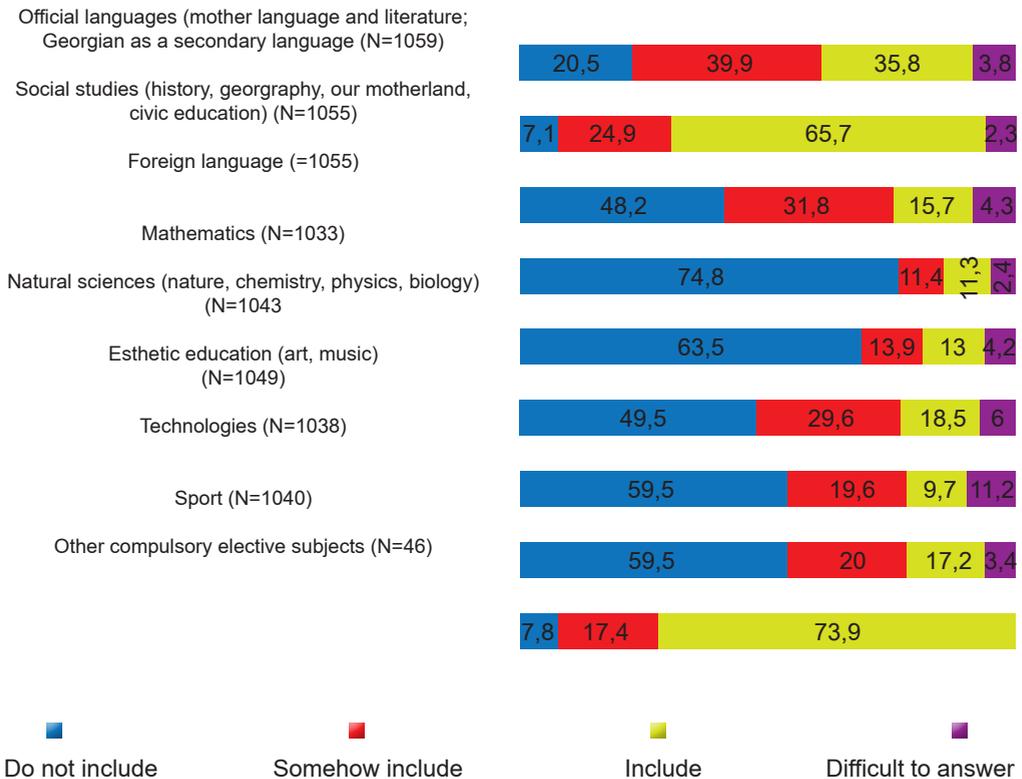
79.9% of the interviewed students study human rights issues at school, 14.9% do not study (5.2% found it difficult to answer the question). Minor differences were observed among schools according to various characteristics, namely: 82.4% of public school students say that they study human rights issues at school and 12.5% indicate that they do not. The situation is different in relation to the students of private schools - 70.3% confirmed that they study human rights issues at school, while 23.7% denied it. The highest level of human rights education was indicated in the smallest school (1-100 students) - 97.9%.

The survey showed that, in the students' opinion, human rights issues are most

of all (somehow and/or fully) included in Official Languages (75.7%) and Social Studies (90.6%), while they are least of all included (not included) in Mathematics (74.8%), Natural Sciences (63.5%), Technologies and Sports (59.5 %) (see diagram №3.1).

Diagram 3.1

Do the following subjects include human rights topics? (%):



These data, as well as the teachers' data, are interesting in this regard. So, in spite of the fact that human rights issues are reflected in the national curriculum of Sports and Information Technologies, they are less probably to be realized through teaching Sports and Technologies at the school level. The data on Official Languages are also interesting. Despite the fact that human rights issues are less reflected in the curriculum of Official Languages, the implicit information in the textbooks enables and even assists teachers to discuss human rights issues. The survey data show that most of the students have learnt the following issues of

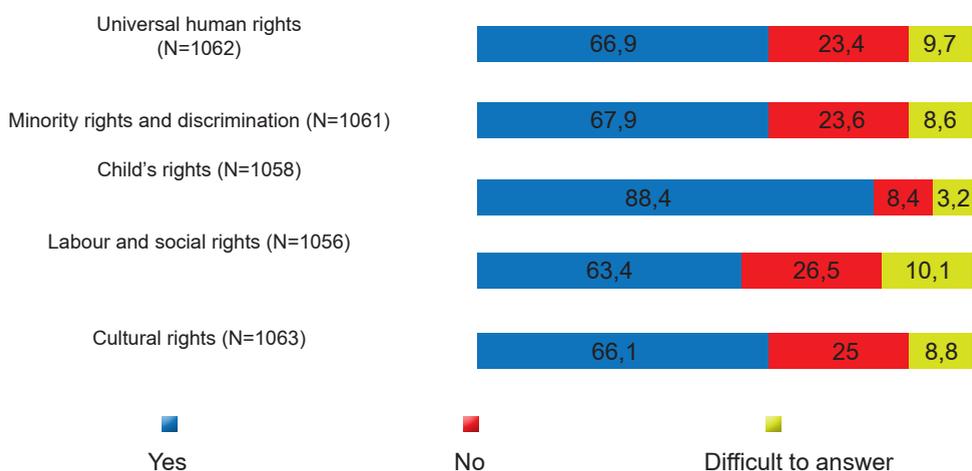
human rights (index of each issue varies between 63 and 88%):

- ▶ Universal human beings;
- ▶ Minority rights and discrimination issues;
- ▶ Child's rights;
- ▶ Labour and social rights;
- ▶ Cultural rights

However, child's rights has the highest index (88.4%) (see diagram №3.2).

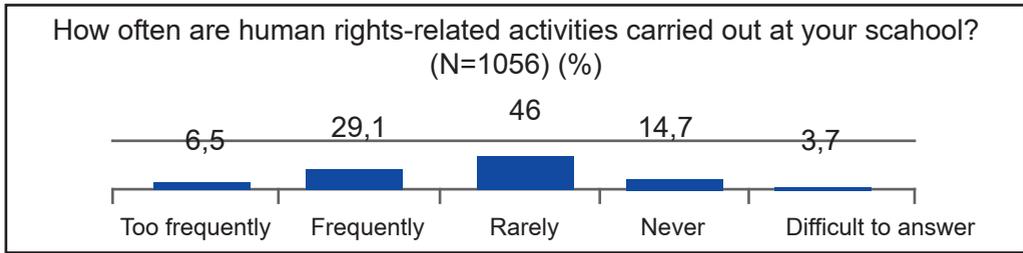
Diagram 3.2

Have you learnt the following issues about human rights at school? (%)



Similar trends were observed according to the type of settlement, language of education, legal status (private/public), school size, student gender and grade.

Interesting trend was observed in terms of extracurricular activities, which is an extraordinary way for teaching human rights. Extracurricular activities relating to human rights are rarely or not carried out in most of the schools (60.7%). They are often carried out only in 29.1% of schools (see diagram №3.3). Similar tendency was observed in various contexts. Consequently, extracurricular activities for human rights education is a serious unused resource, which should be significantly used in the future.

Diagram 3.3

4. Teacher's competence and opportunities for professional development

Teachers' qualifications are important for effective human rights education. In this regard, we studied teachers' education in the field of human rights in higher education institutions, their current awareness of human rights and protection tools, as well as opportunities for teachers' professional development.

Teachers' awareness of human rights institutions and programmes is mostly intermediate or lower. Respondents are more familiar with the Public Defender of Georgia (66.2%) and UNICEF (58.4%), as well as the UN declaration and programme on human rights education (51.9%).³⁹ The indicators of non-awareness of the listed institutions and programmes ("I have heard nothing", "I have heard but I do not know much") are the following:

- ▶ Public Defender of Georgia - 33.8%;
- ▶ Human Rights Academy of the Public Defender of Georgia - 69.4%;
- ▶ World Programme for Human Rights Education - 68.2%;
- ▶ UN declaration and programme on human rights education - 48.1%;
- ▶ UNICEF in Georgia - 41.6%;
- ▶ UN High Commissioner for Human Rights - 63%.

23.7% of respondents are not aware of any of the institutions/programmes. According to the survey data, teachers are more or less informed of the human rights tools listed below. Respondents showed the highest level of awareness of the following issues:

- ▶ Convention on the Rights of the Child (81.3%);
- ▶ Human Rights Chapter of the Constitution of Georgia (69.5%);
- ▶ Universal Declaration of Human Rights (67.9%);
- ▶ Convention on Combating all Forms of Violence against Women (62.1%).

The data showed the lowest awareness of the following issues:

- ▶ International agreement on economic, social and cultural rights (I know nothing

³⁹ Rates 3 and 4 - „I have heard and am well aware of it“ and „I have heard and am very well aware of it“.

- 12.3%; I have heard of it, but I do not know much about it- 54.4%);
- ▶ European Social Charter (I know nothing - 14.5%; I have heard of it, but I do not know much about it - 51.5%);
- ▶ International agreement on civil and political rights (I know nothing - 14.2%; I have heard of it, but I do not know much about it - 49.9%).

In total, 14.2% of respondents do not have any information about any of the listed tools.

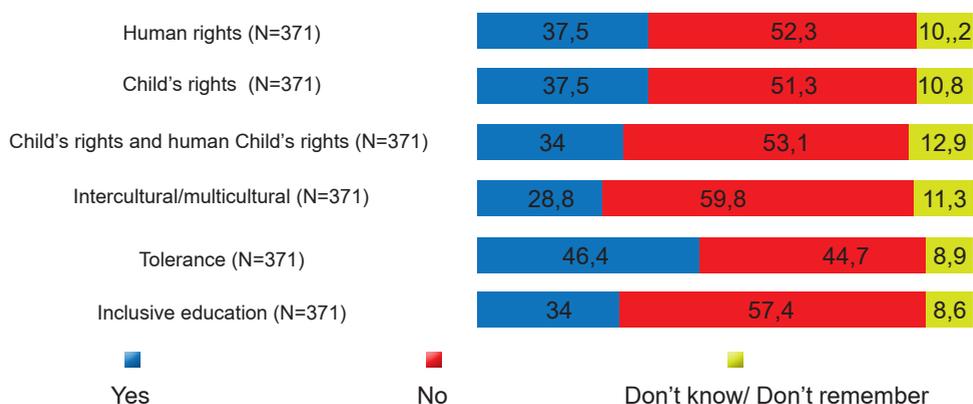
It is interesting that despite the low level of teachers' awareness of human rights education, their self-assessment is quite high in this direction. Teachers were asked to rate: a) understanding of human rights by them b) understanding of human rights education by them. Respondents' self-assessment in relation to both of the abovementioned was quite high - the average index falls under high rate (Mean = 3.9).

To summarize, we can say that the level of teachers' awareness of certain institutions or programmes of human rights is intermediate or lower. The lack of their knowledge and awareness comes from two important sources: (1) less focus on human rights issues in teacher's educational programmes in higher education institutions; (2) less opportunities for professional development in this direction at school or central level.

At the higher/technical or secondary-technical level of education, only about 34-46% of teachers studied the following human rights-related subjects (Tolerance has the highest index - 46.4%). Overall, more than half of the teachers - 52.4% studied 1-3 of the listed subjects (see diagram №4.1).

Diagram 4.1

I studied the following subjects at the higher/technical or secondary-technical level: (%)



As for learning human rights-related issues within various subjects, the following issues (option “Yes”) were named (by about half of the teachers) most frequently: tolerance (51.1%), human rights (50.8%), child’s rights (50.3%), equality and justice in education (47.3%); option “Yes” was least frequently chosen for multiculturalism (35.1%) and inclusion (36.7%) (see diagram №4.3). Overall, none of the issues have been learnt by the third of the teachers (33.4%), while the fifth of them (20.4%) learnt 4-6 issues (see diagram №4.4).

Nearly half of the interviewed teachers (48.4%) have not participated in the teachers’ professional development training on human rights or human rights education. Those who participated named “tolerance” as the main theme (41.1%). Within the framework of the survey, we studied the opportunities for professional development at the level of school, state and private providers. During the trainings organized by the Teacher’s House on various topics, respondents learnt the following issues (option “Yes”) - inclusion (43.6%) and tolerance (33.7%). The rest of the issues listed below have almost similar indicators (varies between 20 and 28%). In total, none of the issues has been studied by 47.6% of the interviewed teachers.

Even less teachers participated in the professional development trainings organized by private providers (non-governmental organizations, commercial organizations, higher education institutions, etc.) - 34.2% (“None” - 65.8%). Among the topics of the trainings, most frequently were again named tolerance (25%) and inclusive education (22.3%), as well as human rights (20.9%) (see diagram №4.9, №4.10). No important differences were observed in the context of the education language. None of the issues was learnt by 65.8% (1-3 issues were learnt by 13.9%). Among the respondents who learnt at least 1 issue, the results look like this: tolerance (24.6%), child’s rights (24%), human rights (22.3%), and inclusion (22.9%).

The survey showed interesting trend in the direction of professional development at the school level. More than half of the respondents (53.2%) could not say whether professional development at the school level envisaged professional development in the direction of human rights education. Approximately one third (33.1%) said “Yes”. These data clearly indicate that, in general, professional development systems do not work in Georgian public schools and therefore, teachers at the school level do not have opportunities for professional development in the direction of human rights education.

In conclusion, it can be said that teachers’ knowledge and competences in the direction of human rights education is low, which is caused by the low level of integration of human rights education in teacher’s educational programmes in higher education institutions and the lack of opportunities for teachers’ professional development at the central and school level. Therefore, it is of crucial importance

to take appropriate strategic steps to improve the situation in this direction, since the role and methods of education are quickly changing in the modern, rapidly changing world. Human rights education includes issues, such as ways of conflict resolution, respect for diversity, relationship between cultures and understanding of one's own rights and duties. All this creates a precondition that there will be more dialogue than conflicts in the world tomorrow.⁴⁰

Consequently, requirements are changing in relation to teachers as well. In order to enable teachers to provide effective assistance to the young people in understanding the ongoing events and developing as active citizens, they need various competences. According to the 2009 survey conducted by the Council of Europe⁴¹, the modern teacher needs four competences in four directions: a. Education in the field of human rights; b. Planning, class management, training and evaluation; c. Involving partners and community; d. Attaining involvement and evaluation. In order to create an environment where students would be able to critically discuss various political, ethical, social and cultural issues and rely on various sources of information in this discussion, teachers should have appropriate knowledge and skills. If these four competencies are developed and if they are incorporated in the curriculum, human rights education will be effective. Consequently, we believe that it is of urgent necessity to change the current situation in terms of teacher's knowledge and competences.

5. TEACHER'S KNOWLEDGE, ATTITUDES AND SKILLS/SOURCES OF INFORMATION

One of the important tasks of the survey was to find out what students thought about human rights education through subjects, head teacher's hours or extracurricular activities, as well as their sources of information and education in the field of human rights, and the relevant situation in school.

Most of the students involved in the survey, in particular, 79.9% learn human rights issues at school and 14.9% do not learn (5.2% found it difficult to answer the question). The survey showed that the interviewed students think that human rights issues are most of all (somehow and/or fully) included in Official Language-

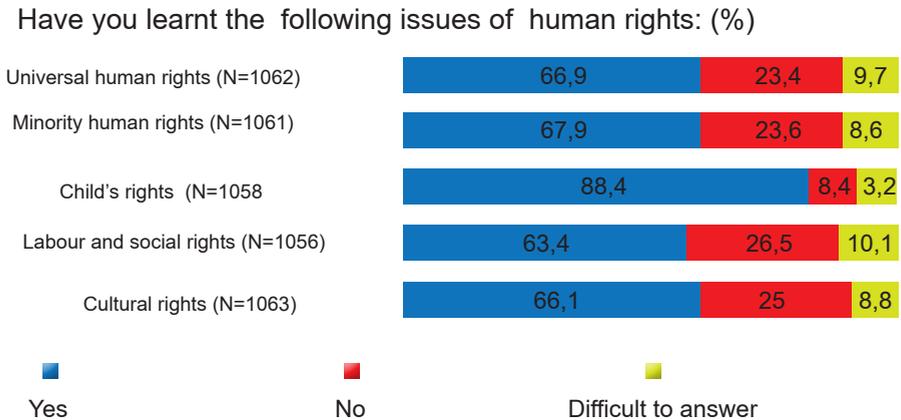
⁴⁰ Peter Brett, Pascale Mompoin-Gaillard and Maria Helena Salema, How all teachers can support citizenship and human rights education: a framework for the development of competences, Strasbourg, Council of Europe Publishing, 2009, pg 75, available at: <http://dswy.eu/pdfs/How_all_Teachers_HRE_EN.pdf. >visited on 15.03.2018.

⁴¹ „How all teachers can support citizenship and human rights education: a framework for the development of competences”, CoE, pg17, 2009, available at: <<https://goo.gl/KFouz3>>visited on 15.03.2018

es (75.7%) and Social Studies (90.6%), while they are least of all included (not included) – in Mathematics (74.8%), Natural Sciences (63.5%), Information Technologies and Sports (59.5 %%).

Within the framework of the survey, we wanted to identify not only which subjects included human rights issues, but also which human rights-related topic was best studied at Georgian education institutions. According to the survey data, majority of students have learnt (the indicator of each topic varies between 63 and 88%): (a) universal human rights; (B) minority rights and discrimination issues; (C) child's rights; (D) labour and social rights; (E) cultural rights. However, child's rights had the highest indicator (88.4%) (see diagram №5.1).

Diagram 5.1



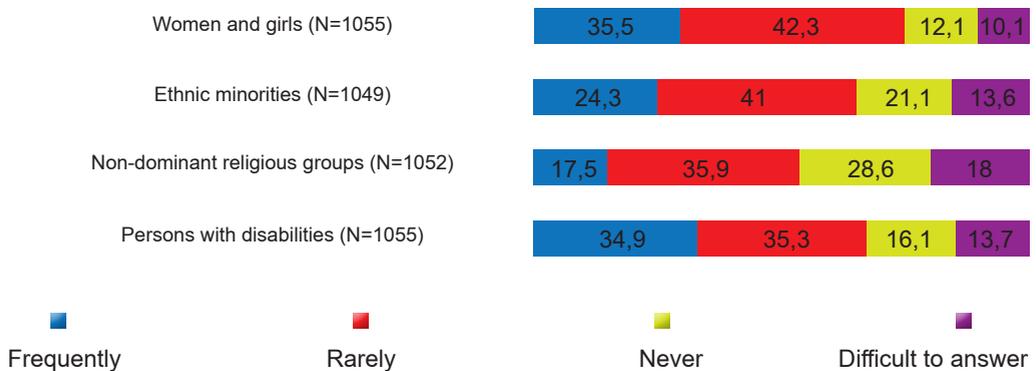
It is interesting that awareness of child's rights can be conditioned by various reasons, including by advancing these rights in the national curriculum and textbooks, as well as the activity of various international and non-governmental organizations in the direction of teaching child's rights. Consequently, activation of these two components can facilitate deepening of public school students' knowledge about other issues of human rights as well. This opinion deserves special attention considering the results of interviews with teachers, according to which, human rights education in school is hampered by less opportunities of co-operation between schools and non-governmental organizations working in this field (27% of teachers indicate this issue as one of the most important obstacles). Consequently, it is important to encourage and activate cooperation between schools and human rights organizations.

The survey data show that students in private and public schools of Georgia are relatively often provided with information about the success of women and girls

(35.5%) and persons with disabilities (34.9%) and their contribution to the development of the country and community. The least information is provided about the success of non-dominant religious groups and their contribution to the development of the country and community (answer “Never” was relatively often used in relation to the non-dominant religious groups - 28.6%) (see diagram №5.2).

Diagram 5.2

How often does your school provide information about the success of the following groups and their contribution to the development of the country and community through educational or extracurricular activities (%)



It is important the issues related to human rights education to be incorporated in the modern educational system through various subjects. The school should provide an atmosphere where students would be able to openly express their opinions, trust and respect each other and freely discuss sensitive, tabooed and disputable issues, critically discuss various political, ethical, social and cultural issues, and rely on various sources of information in this discussion. Consequently, within the framework of the survey, we were interested in the situation in this direction as well. Students were asked to answer whether they had discussed the following issues during lessons, head teacher’s hours and extracurricular activities and how often: (1) social justice; (2) justice; (3) ecology and climate change; (4) sustainable development (5) poverty; (6) equality; (7) equal opportunities; (8) peace; (9) gender issues.

The results of the survey show that mainly one and the same issues are discussed during lessons, head teacher’s hours and extracurricular activities (i.e. they have relatively high indicators): justice (approximately 45-65%), equality (approximately 49-67%) equal opportunities (approximately 49-60%), peace (approximately 43-

57%). The issues least of all discussed are: ecology and climate change (approximately 14-34%), sustainable development (approximately 19-33%), poverty (19-28%), gender issues (approximately 22-29%).

The role and methods of education are changing in the current fast-developing world. Human rights education includes issues, such as ways of conflict resolution, respect for diversity, relationship between cultures and understanding of one's own rights and duties. All this creates a precondition that there will be fewer conflicts and more dialogue in the world tomorrow.⁴² Consequently, within the framework of the survey, we were interested in students' attitude towards fundamental human rights and equality issues. The students were asked to agree or not agree with certain opinions related to fundamental human rights. The survey showed that the students most of all agree with the opinions relating to equality, bullying and discrimination (Mean = 4.0), while they least of all agree with the opinions relating to gender stereotypes (Mean = 1.72; 1.99) (see Table 5.1.).

Table 5.1.

B.10. How much do you agree or not agree with the following?	Mean	Median	Mode
Everyone are equal, regardless of ethnicity, religion, social status or health condition	3.45	4.00	4
I believe that I can change something in terms of protection and promotion of human rights	2.95	3.00	3
I am well aware of the Georgian legislation on human rights and its compliance with international standards	2.56	3.00	3
I am well aware of international human rights documents	2.50	2.00	2
I can evaluate news sources, media and training resources in terms of human rights	2.92	3.00	3
It is unacceptable to bully and insult anyone	3.35	4.00	4
Ridicule and humiliation among students are unacceptable	3.34	4.00	4
Women and men should have equal rights	3.39	4.00	4
The work of women and men should be equally remunerated	3.25	4.00	4
Men are better political leaders	1.99	2.00	1

⁴² Ibid. pg. 75

The main function of women is to do housework and bring up children	1.72	1.00	1
All ethnic groups should be given equal education opportunities in Georgia	3.29	4.00	4
All ethnic and religious groups should have equal employment opportunities	3.27	4.00	4
School should teach students to respect persons of different religion, ethnicity, health, social status and sexual orientation	3.22	4.00	4

Note: average indicators are based on a 4-point scale, where 1 means “Totally disagree” and 4 means “Totally agree”. The neutral point of the scale is - 2.5. Higher than 2.5 is high rate and lower than 2.5 is low rate.

Even though the overall attitude of students towards the widespread views is quite positive, it should be noted that the survey showed several interesting trends through analyzing certain views via cross tabulation, namely:

- ▶ 45 students participating in the survey believe that the work of men and women should be remunerated differently and they completely deny the equality of men and women.
- ▶ 58 students participating in the survey, even though they recognize equality between men and women, indicate that the main function of the woman is to do housework and bring up children;
- ▶ 49 students participating in the survey believe that not all ethnic groups in Georgia should be given equal education opportunities and not all religious and ethnic groups should have access to jobs;
- ▶ 25 students participating in the survey, even though they agree that all religious and ethnic groups should have access to jobs, think that school should not teach students to respect persons of different religion, ethnicity, health, social status and sexual orientation;
- ▶ According to 46 students, religious and ethnic groups should not have access to jobs and school should not teach students to respect persons of different religion, ethnicity, health, social status and sexual orientation.

Availability of resources, human rights and civic activism

According to the survey data, absolute majority of schools (98.1%) have libraries. Most of the students note that books about human rights are available in the libraries for the school administration, teachers, and students. No differences were observed according to the type of settlement, education language, legal status (private/public) or size of the school, student gender or grade. Absolute majority

of the interviewed teachers note that their school has a library (only 4 respondents did not answer the question). The books about human rights are available for absolute majority of representatives of the school administration, teachers and students (about 80-81%). In addition, the data showed that majority of teachers (72.8%) have access to the methodology literature about human rights education, although this indicator is relatively low than other indicators. The situation is similar in relation to the school administration in terms of access to the methodology literature about human rights education. Despite the fact that most of the representatives of school administrations note that the library and resources about human rights are available in school both for students and teachers, 23.4% of respondents indicate that they do not have access to the methodology literature about human rights education at the school level. Therefore, it is important to provide schools with methodological resources of human rights education.

Another issue that we studied within the framework of the survey is various human rights-related activities in private and public schools of Georgia. Analysis of the data showed that a considerable part of schools do not have practical tools for civic activism and human rights education (29%) (see diagram №5.2). Newspaper (28.7%) and online (25.9%) publications about human rights are least of all available in school, as well as a tolerance club (24.9%). In particular, the results were as follows: not available - tolerance club (36%), child's rights club (34%), newspaper and online publications (about 31-36%), civic initiatives club (32.2%). Most available - sports club (64.3%), environment club (48.3%), volunteers' club (44.7%), charity club (42.1%) (see diagram №5.3). No differences were observed according to the type of settlement, education language, legal status (private/public), school size, student gender or grade.

Diagram 5.2

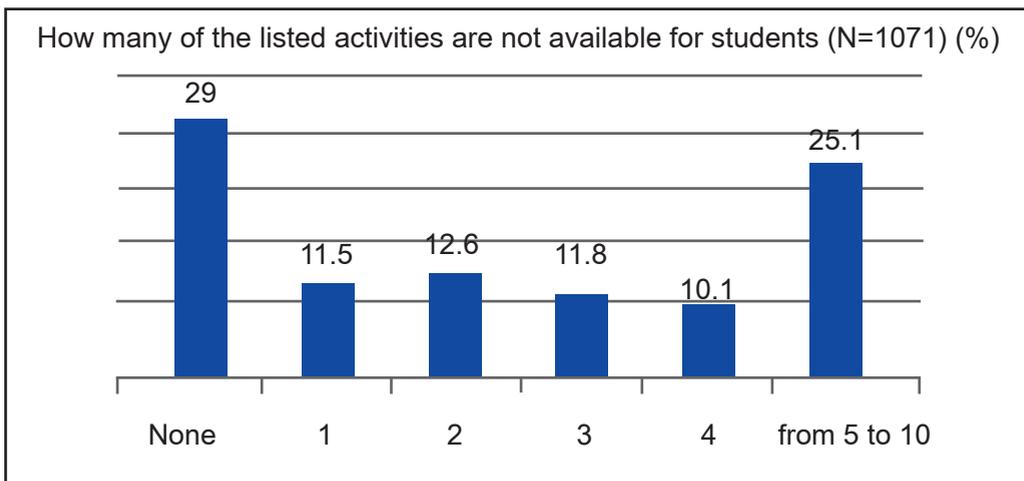
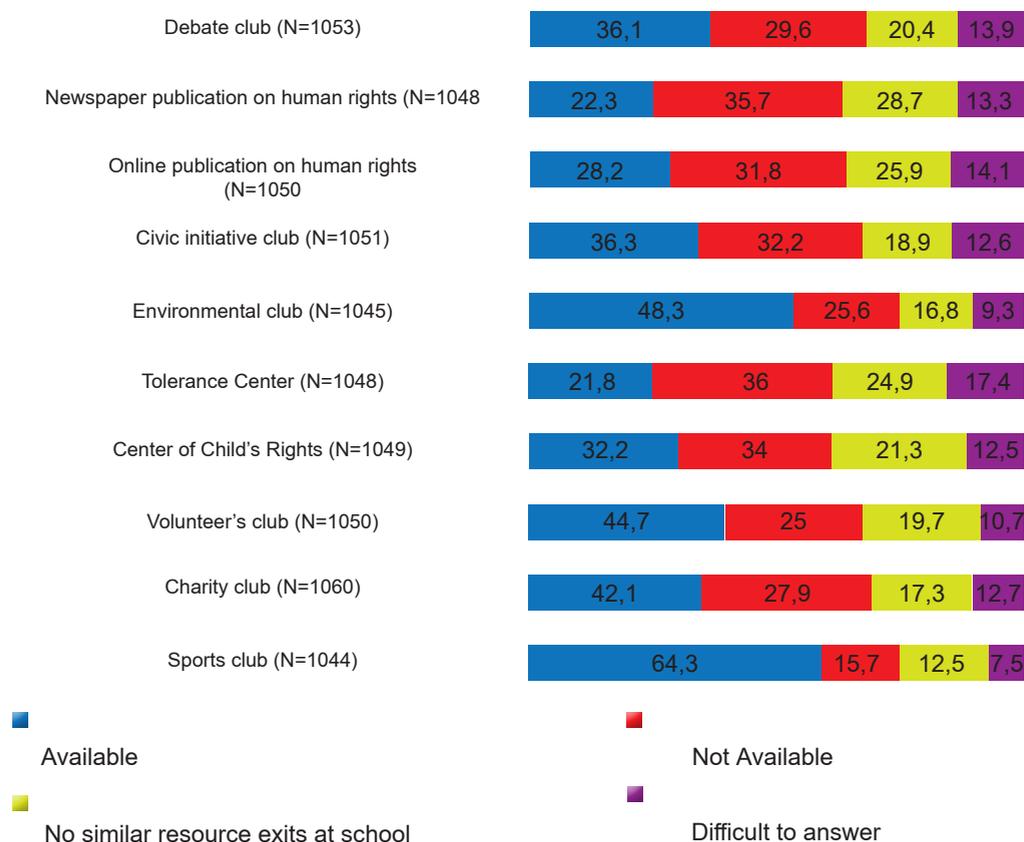


Diagram 5.3

Are the following activities available for your school students at school: (%)



It is interesting to analyze the students' answers to a question of whether they have the opportunity to carry out practical activities related to human rights education at school. The teachers' answers, even though the survey was conducted at one and the same schools, differs from the students' answers (see diagram №5.4). The interviewed teachers indicated that the activities listed below are available for their school students.

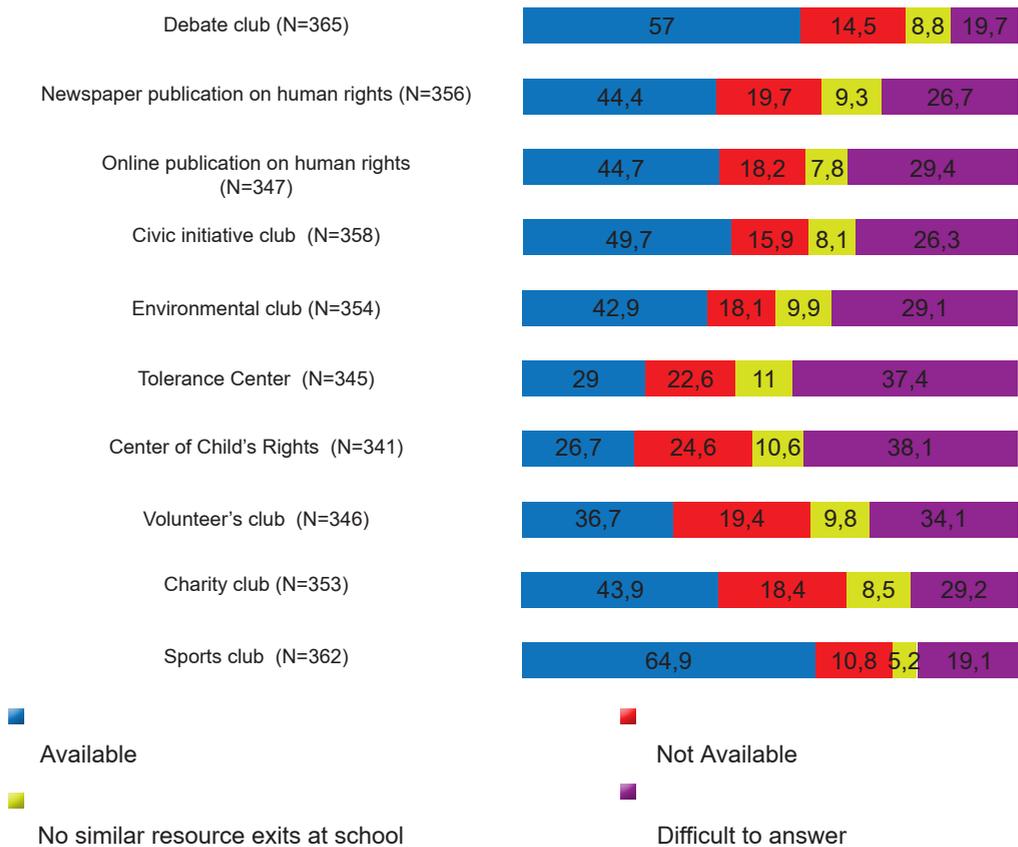
- ▶ Sportsclub (64.9%) and debate club (57%) were named as relatively available. (The indicators of the rest of the activities varies between 43 and 50%);
- ▶ Tolerance club ("Available" - 29%; "Not available"- 22.6%), child's rights club ("Available" - 26.7%; "Not available" - 24.6%) were named as the least available;
- ▶ The option - "There is no such resource at school" was relatively often chosen

in relation to tolerance club and child's rights club (approximately 10-11%);

► The indicator of respondents who found it difficult to answer the question was quite high (varies between 10 and 37%).

Diagram 5.4

Are the following activities available for students at your school: (%)



The imbalance between the students and teachers' answers clearly indicates the tendencies identified by the survey - high self-assessment of teachers about themselves and their own schools, as well as their attempts to positively portray the existing situation instead of identifying problems and responding to them.

The answers of the school administrations are also interesting in this regard. They try to portray the situation in this direction even more positively and thus are more different from the students' assessments about access to practical activities.

Specifically, according to the interviews with representatives of school administrations, the most available activity is the sports club (80%), which is followed by the debate club (69.5%), charity club (64%), civic initiative and environment clubs (64%), newspaper publication about human rights (62.1%).

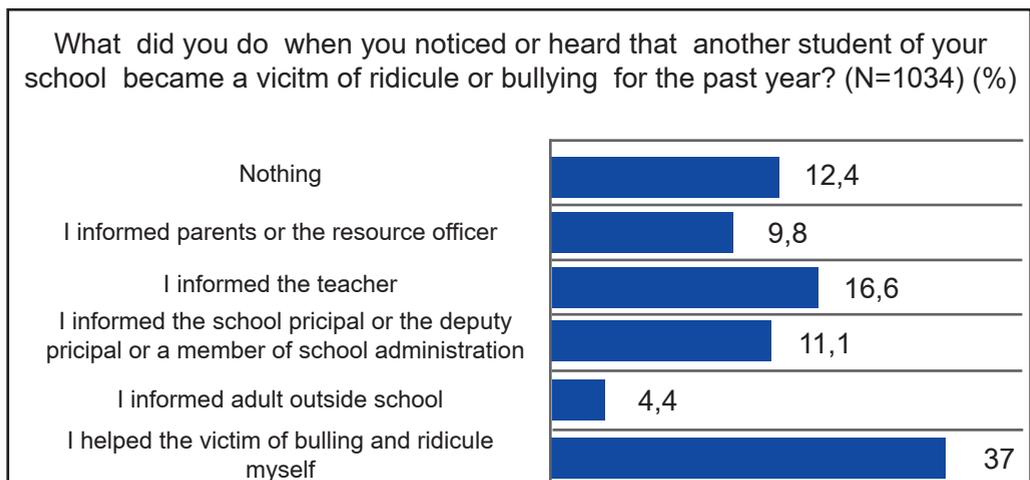
In conclusion, it can be said that the schools of Georgia offer less opportunities to students for developing practical skills for human rights education and this was confirmed by the results of the students' interviews. However, school teachers and administrations try to portray the real situation in a different way instead of trying to activate schools in this direction. Consequently, it is crucial to encourage practical activities relating to protection of human rights and civic activism at the school level.

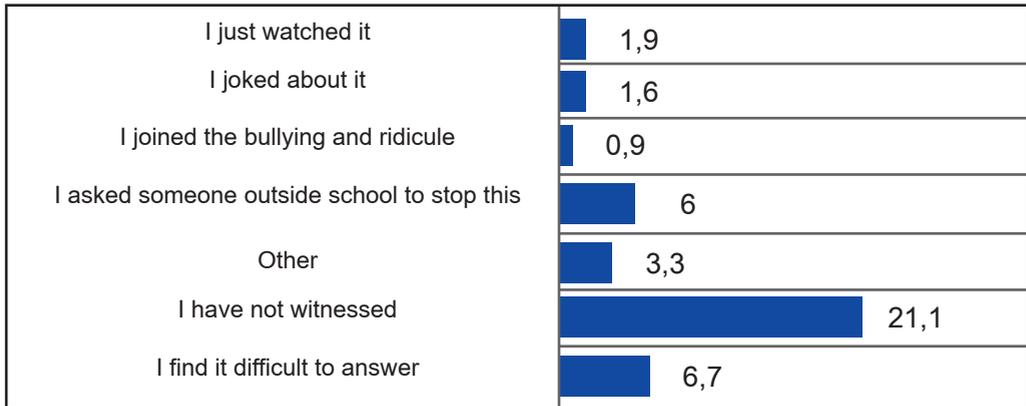
Students' activity in case of violation of their rights is interesting in the same context. According to the survey data, if the respondent had noticed or heard that another student became a victim of ridicule in school for the last one year, he/she did the following:

- ▶ Helped the student who became a victim of bullying and ridicule (37% of cases);
- ▶ Informed a teacher of it (16.6% of cases);
- ▶ Informed the school principal/deputy principal or any representative of the administration (11.1% of cases);
- ▶ Did not do anything (12.4%).

Considerable part of the students said that they had not noticed any similar case (21.1% of cases). (See diagram №5.5)

Diagram 5.5



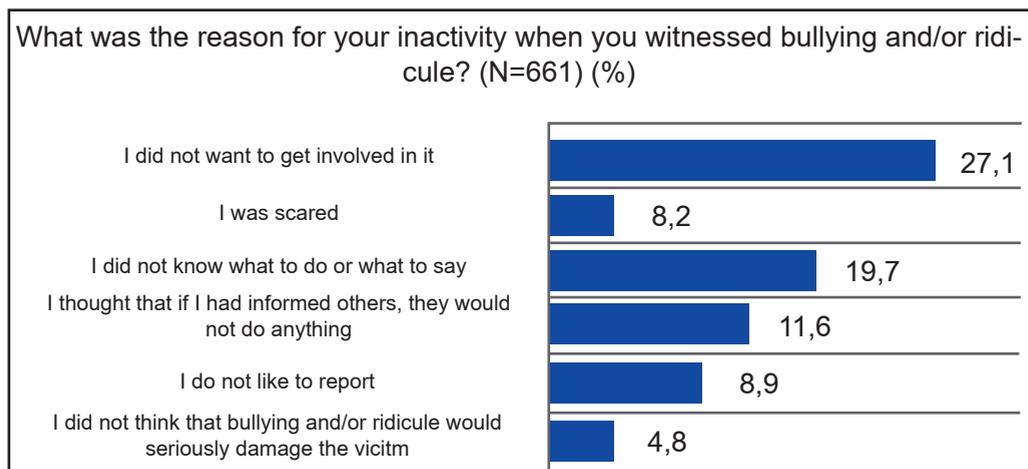


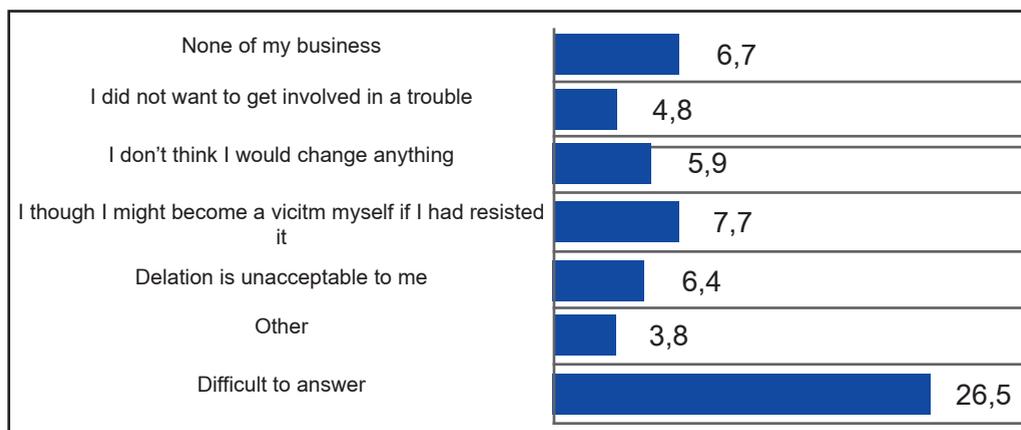
The number of students who noted that they did nothing when they heard that another student became a victim of bullying and ridicule for the last year is 661, which is quite a high indicator, given that another 21% of the participants of the survey denied occurrence of any such cases at all. It was interesting to find out the reason for their inactivity, as it would enable to plan additional response mechanisms. Three main reasons were named:

- ▶ Students did not want to be involved in violence (27.1% of cases);
- ▶ Students did not know what to say or do (19.7% of cases);
- ▶ Students thought that even if they had informed other people, they would do nothing (11.6% of cases)

It is noteworthy that the number of students who found it difficult to answer the question is also high (see diagram №5.6).

Diagram 5.6





The situation changed when a question was asked about bullying or ridicule against the respondent over the last year and his/her response to it. In more than half cases (54.5%), respondents denied that they had ever been victims of bullying/ridicule. However, the “admission” rate was also high - 44.3%. Among the forms of response to bullying and ridicule, the following were relatively frequently named: respondent’s inactivity in response to violence - “I did not pay attention/I did not do anything (92 cases - 8.8%). Teachers were informed of it in 54 cases, parents and resource officers were informed in 49 cases (seetable№ 5.7).

Table 5.7

Recall the last case of bullying or ridicule against you. What did you do?		
	Number	%
I have never been a victim of bullying/ridicule	571	54.5
I did not pay attention/did not do anything	92	8.8
I informed my parent, resource officer	49	4.7
I informed the teacher	54	5.2
I informed the school principal/or member of administration	37	3.5
I informed the persons older than me at school	22	2.1
I informed the person older than me outside school	17	1.6
I called police	15	1.4
I got involved in the fight	57	5.4
Another person helped me	36	3.4
I joked about this fact	32	3.1
Other	53	5.1
Hard to answer	128	12.2

The respondents who indicated that they had not done anything in response to bullying/ridicule in the past year, named the causes of their inactivity. Most of them found it difficult to answer the question (42.1% - 262 cases). Equal number of students (63 cases) said: a) they did not know whom to address or what to do; b) informing anyone of bullying/ridicule is associated with 'whistle blowing', which, according to them, is unacceptable (see table 5.5).

Table 5.8

Why did not you pay attention or did not do anything when you last time became a victim of bullying/ridicule?		
	Number	%
I was afraid	41	6.6
I did not know what to do or who to apply to	63	10.1
I thought nothing would change even if had told anyone about it	49	7.9
I do not like to talk	55	8.8
I do not think that the ridicule and/or bullying was too strong	51	8.2
I do not think I could change anything	39	6.3
I thought I might be more subjected to the above-mentioned if had resisted it	35	5.6
It is unacceptable for me to report	63	10.1
Other	49	7.9
I find it difficult to answer the question	262	42.1

It was interesting to analyze the causes of inactivity according to gender. The difference between the answers of girls and boys was not much different, except for one cause - "It is unacceptable to whistle-blow" was chosen by 13.5% of boys and 5.2% of girls. This cause was named by majority of boys and the rate was 2,5% higher than the girls' answers. Consequently, these data make it possible to make analysis and respond. It also indicates the need to increase the school's positive influence on the formation of boys' attitudes.

The obtained results provide certain information: (1) Part of students is inert in response to violation of human rights, as well as their own rights. (2) The cause of inactivity is often related to the lack of information about response strategies; (3) Response to human rights violation is associated with 'whistle-blowing', which is unacceptable according to some students, especially boys.

6. SCHOOL CLIMATE AND ENVIRONMENT

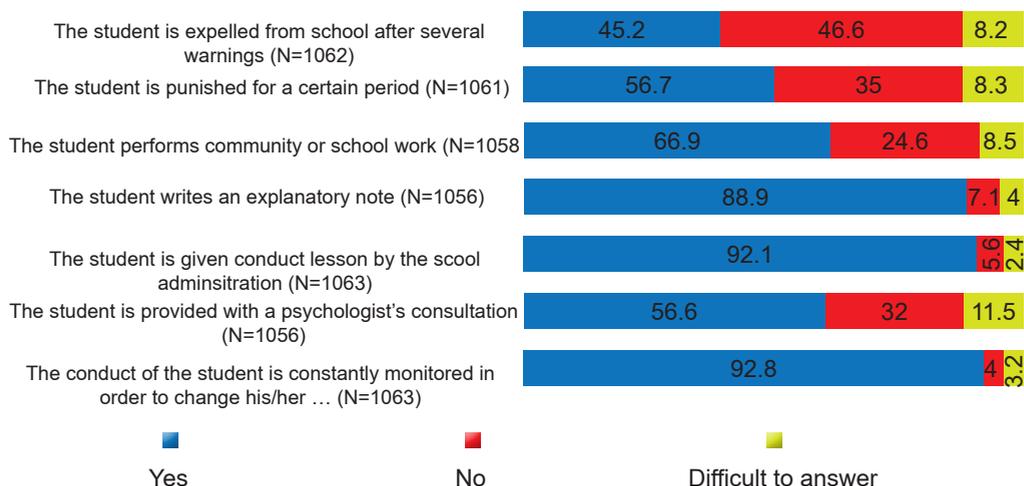
Human rights in formal procedures

Interviews with the representatives of school administrations, teachers and students showed that human rights issues are reflected in formal procedures. The survey showed that the school administration, as well as teachers and students, believe that human rights are included in the school policy documents (school curriculum, school regulations, school internal regulations, school development strategies, etc.) as much as possible. The human rights-based approach is also reflected as much as possible in the school management, rules and procedures, teaching of informal relationship, classroom and corridor design and visual materials. Representatives of the school administration (principal, deputy principal and manager) also indicate that their schools have/fully have written down or practical rules and procedures to address the following issues: discrimination on the grounds of religion, ethnicity, sex/gender, disability and socio-economic status and/or situation (indicators varies approximately between 73 and 79%).

In spite of this really positive outcome, other questions asked during the survey enable us to make more in-depth analysis. In particular, in response to a particular question regarding behavior response or behavior change policy in case of violation of rights/bullying, 76 respondents (58.9%) indicated that there was no such policy in relation to 1-3 issues (listed below). 10 respondents said there was no such policy in relation to 4-7 issues. According to the overall data, the least applied response policy is: expulsion from school after several warnings (not applied in 46.6% of schools); punishment of students for a certain period is not applied in 35% of schools and psychologist's consultation to the violator is not provided in 32% of schools. The most frequently applied response policies are: continuous monitoring of the violator in order to study his/her behavior (92.8%), behavior consultation by the school administration (92.1%), an explanatory note of the student (88.9%) (see diagram №6.1).

Diagram 6.1

Does your school have the following response or behaviour change policy in case of violation of rights/bullying? (%):



Accordingly, it is clear that human rights-related rules/procedures/regulations/documents either only formally exist or are not regulated at all. In particular, quite a significant part of respondents (58.9%) say that their schools do not have a policy responding to the cases of violation of rights/bullying or a policy aimed at changing such a behavior. Even if this indicator is caused by low awareness, this refers to shortage of human rights education at school. The most frequently applied response policies are: continuous monitoring of the violator in order to study his/her behavior (92.8%), behavior consultation by the school administration (92.1%), an explanatory note of the student (88.9%).

The answers of teachers are interesting in the same context. In response to a question of "How are human rights taught at the school level?", the least percentage of respondents named the school environment and climate. It is interesting that according to the data, human rights are most frequently taught through head teacher's hour (69.9%), while they are least of all taught through school rules, procedures and climate (32.5%), whereas teachers at the same time indicate that human rights issues are reflected in school rules and procedures as much as possible, which supposedly refers to its formal nature. The teachers' answers further strengthen the presumption that human rights are only formally reflected in the school policy documents.

As already mentioned, students also believe that human rights issues are only

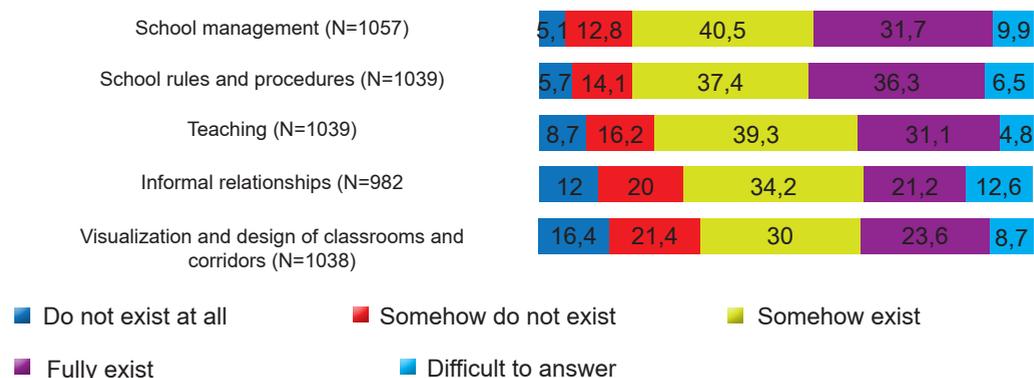
formally reflected in the school relations. The students participating in the survey were asked to evaluate whether protection of and respect for human rights were reflected in the following parameters:

- ▶ School management;
- ▶ School rules and procedures;
- ▶ Teaching;
- ▶ Informal relationships;
- ▶ Visual materials and design of classrooms and corridors.

The survey showed that most of the students think that their schools somehow (the indicator varies between 30 and 40%) and/or fully meet these parameters (the indicator varies between 21 and 31%). “There are no such parameters” option varies between 5 and 16%. The latter option was most frequently chosen in relation to “visual materials and design of classrooms and corridors” (see diagram №6.2).

Diagram 6.2

In your opinion, protection of and respect for human rights are reflected in: (%)



In the context of grades, the higher the grade is, the more critical the student is in assessing reflection of human rights in the school management: more 12th graders indicate that school management does not reflect protection of human rights at all (13.7%, while the same indicator varies between 0 and 8% in other grades). Slightly more than half of the 7th graders (53.3%) - indicate that school management perfectly reflects protection of and respect for human rights.

The questionnaires for students, teachers and principals included questions that specified general issues and studied the practical realization of the school policy.

From this point of view, the survey of students showed significant findings. In particular, according to one of the questions, the students were asked to answer whether there were any procedures to regulate the following issues:

- ▶ Discrimination on religious grounds;
- ▶ Discrimination on ethnic grounds;
- ▶ Discrimination on sexual and gender grounds;
- ▶ Discrimination on the ground of disability;
- ▶ Discrimination on the grounds of socioeconomic status and/or situation

Approximately 70% of students indicated the absence of procedures to address the above-mentioned issues. Only 13.5% of respondents indicated the existence of procedures for regulating one of the issues. Almost identical number of students indicated the absence of procedures to address discrimination on the grounds of ethnicity, sex and gender, and disability (approximately 27%). Only 10-17% of respondents indicated the full existence of the procedures to deal with the above-mentioned issues (see diagram №6.3; 6.4).

Diagram 6.3

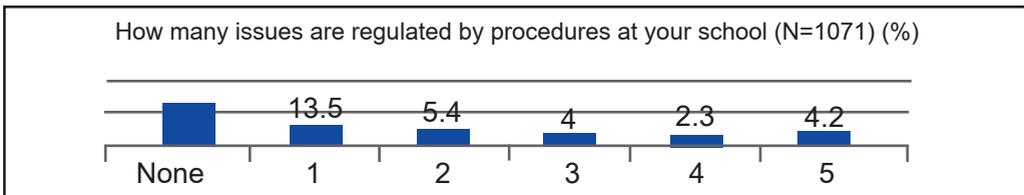
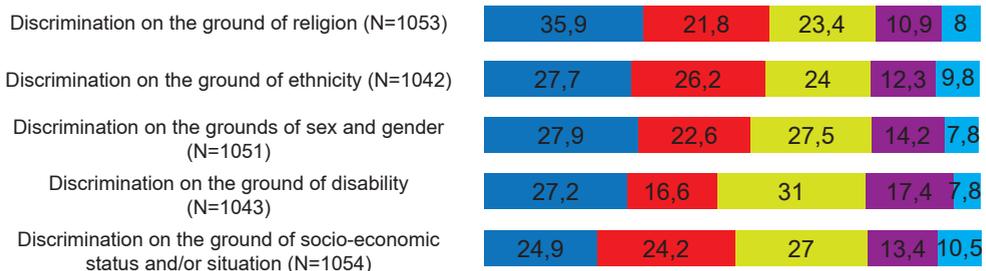


Diagram 6.4

According to your information, are there procedures at your school to regulate the following issues:(%)



■ Do not exist

■ Somehow exist

■ Exist

■ Fully exist

■ Difficult to answer

The main trends in the context of this question were repeated according to the type of settlement, education language, legal status (private/public), school size, gender and grade, but it is noteworthy that some differences were observed between private and public schools. Compared with the private school students, more students of public school said that there were no procedures at their school to regulate the issues listed in the table. For example, 37.8% of public school students and 28.8% of private school students indicated about the absence of procedures for dealing with discrimination on religious grounds. Consequently, the indicators of full existence of procedures for regulating this issue are also different - 7.2% of students in public schools and 25.1% of students of private schools. Indicators of other 4 issues were also similar. This may refer to the fact that human rights issues are more regulated in private schools than in public schools.

Human rights in educational environment

As for the discussion of human rights issues in school, it turned out that 42.9% of the interviewed students do not discuss human rights issues with anyone at all. As it was expected, the main actor in this regard is a teacher (was named as a person with whom the students discuss this topic most frequently, (often - 45.6%, sometimes - 32.9%)), more or less other students (often - 21.7%; sometimes - 29%); engagement of administration and other staff of the school is lower. In addition, according to the data, girls discuss human rights issues during or after lessons more frequently than boys.

Within the framework of the survey, the students named three main measures that they believe should be used to prevent bullying/discrimination and/or ridicule:

- ▶ Training for teachers and school support staff on preventing bullying (19.5% of cases);
- ▶ Classroom or group discussions (19.5% of cases);
- ▶ Provision of information to students about discrimination, bullying and ridicule (18.5% of cases).

About 80% of school children learn human rights at school. These issues are most of all covered by social studies (90.6%). 63-88% of students also note that they have learnt human rights-related issues: universal human rights; minority rights and discrimination issues; child's rights; labour and social rights; cultural rights. Justice (approximately 45-65%), equality (approximately 49-67%), equal opportunities (approximately 49-60%), peace (about 43-57%) and other issues are somehow discussed during lessons, head teacher's hour and extracurricular activities (although the fifth of respondents indicate that human rights issues are not discussed at all). Students adequately perceive the human rights-related views –

they most of all agree with the views related to equality, abuse and discrimination (Mean = 4.0) and least of all agree with the views related to gender stereotypes.

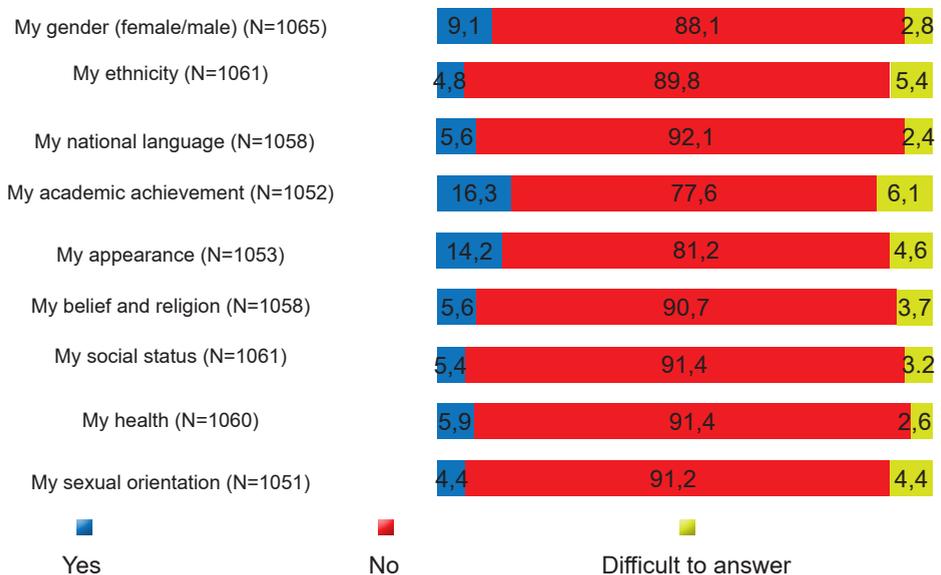
Human rights and school environment

Within the framework of the survey, students were asked to answer questions of whether they had felt uncomfortable and/or as undesirable due to their gender identity, ethnicity, religion, language, health and social status, appearance, sexual orientation, academic achievement. It should be noted that quite a significant number of respondents - 31.2% indicated about various factors causing the discomfort (i.e. the respondents who felt discomfort for at least one reason). A quarter of this group (25%) named 1-3 reasons.

If we evaluate parameters/reasons separately, we'll see that more students name discomfort due to academic achievement and physical appearance (approximately 14-16%) (see diagram № 6.5).

Diagram 6.5

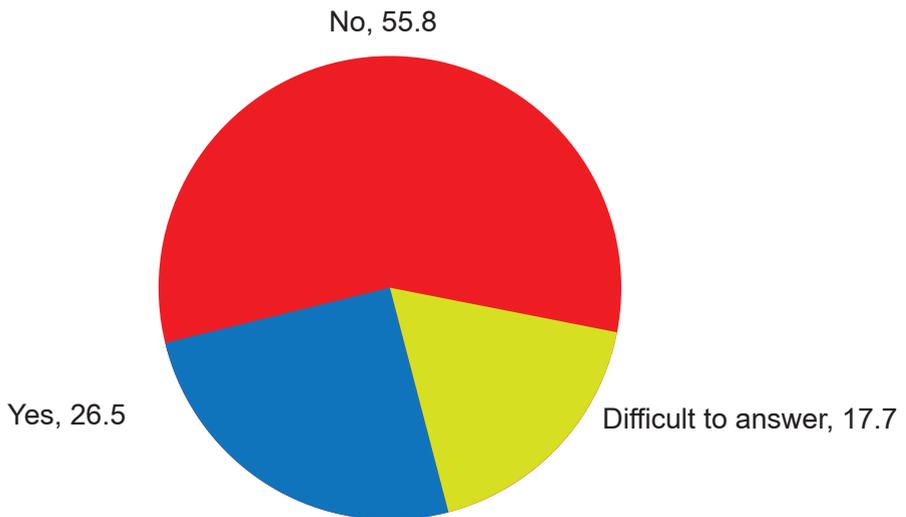
Have you ever felt undesirable or uncomfortable for any of the reasons listed below? (%)



Students rated school safety on a 5-point scale.⁴³ The average indicator (Mean) is located near the neutral point of the scale - 3.6. As for separate rates - 4 and 5 points (i.e. higher level of risk) were chosen by 42.1% of students in relation to school safety. In addition, 26.5% of students feel a certain obstacle (s) that prevents them in studying at school. Approximately 19 to 27% of pupils named the following barriers: gender identity, ethnicity, religion, sex, health and social condition, etc. Academic performance as a barrier was named by most of the students (40.7%) (see diagram №6.6; 6.7). No significant differences have been observed according to the type of settlement, teaching language, legal status (private/public), school size, student gender or grade.

Diagram 6.6

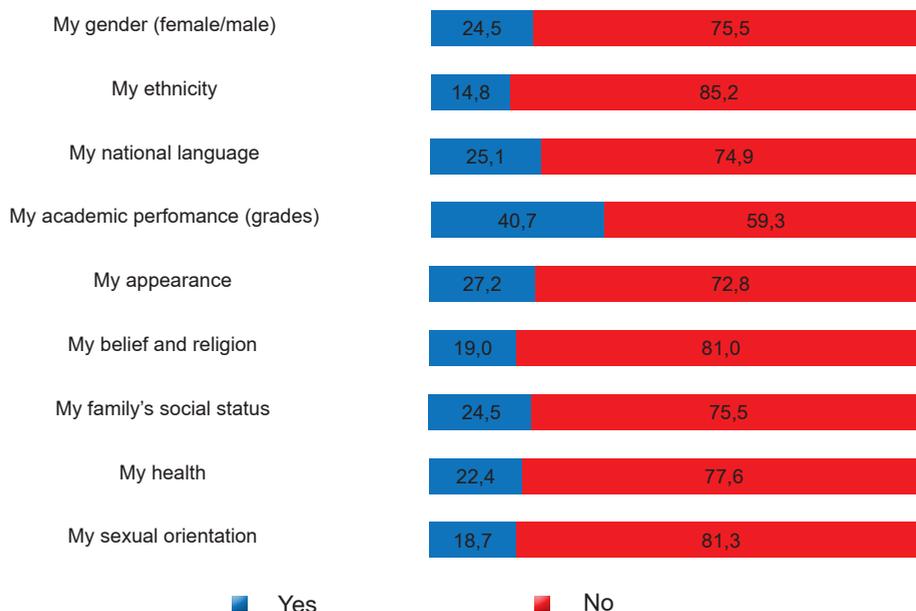
Do you feel any obstacles that hamper your education process?
(N=1061) (%)



⁴³ Number 1 pertains to the lowest risk of danger and 5 pertains to the highest risk of danger. The neutral point is 3. Figure above 3 pertains to high rate and figure below 3 pertains to low rate.

Diagram 6.7

If there are obstacles, do you think the reason for their existence is any of the listed below?(N=331) (%)



Note: Among “other” obstacles, the students named: number of students in the class, unqualified teachers, teachers who show biased attitude towards school-children, school infrastructure, low tolerance to different opinions, other students, etc. (47 cases were named in all).

The problematic situation of human rights in the school environment is also proved by:

The fact that, in this case too, the declared and actual views of some of the students differ from each other. For example, the students who indicate that “staying at school is pleasant”, at the same time, indicate that they feel discomfort/undesirability due to academic achievement (82 cases), appearance (69cases), sex (40 cases), social status (27cases), religion and belief (26 cases), ethnicity (25 cases), sexual orientation (15 cases). The students who say that other students are friendly to them, at the same time, say that they feel discomfort due to academic achievement (108 cases) etc;

Despite the fact that 49% of students deny that there is any violence or other harmful habits at school, the survey showed the following: ridicule and verbal bullying among students (approximately 30-31%); vandalism, tobacco consumption

and physical violence among students (approximately 16-17%);

School safety was rated as intermediate (Mean = 3.6; 5-point scale);

▶ 19-27% of students indicate certain obstacles (gender identity, ethnicity, religion, sexual orientation, health and social status, etc.). Academic achievement has the highest indicator (40.7%).

In order to study the school environment, we wanted to talk to students about violence in school. In this case, we will mainly focus on the respondents who answered “Frequently” (majority of them answered “Never” and “Rarely”).

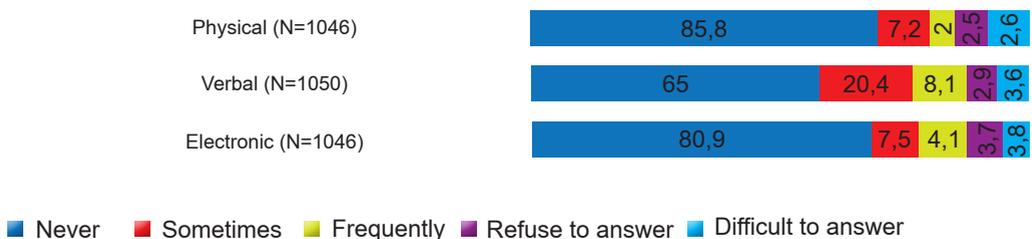
Ridicule and verbal bullying among students has a comparatively high indicator (approximately 30-31%);

Approximately 16-17% indicate vandalism, tobacco consumption and physical violence among students.

According to the survey data, students do not generally speak about any kind of bullying (physical, verbal, cyber) against them over the past year - about 65 - 85% said “Never”. A comparatively higher number of students (20.4%) named verbal bullying “Sometimes” (see diagram 6.8).

Diagram 6.8

Had you been a victim of the following types of bullying for the past year ?(%)

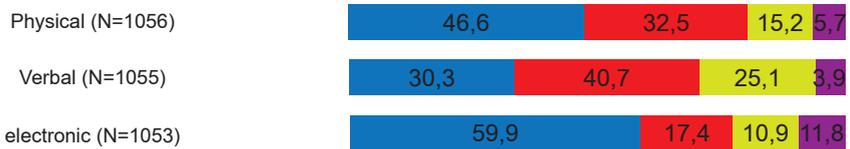


The interviews students spoke more frequently about the cases of physical, verbal and electronic bullying of other students (“Sometimes” - approximately 17-32%, “Frequently” - about 11-25%), but the verbal form of bullying is leading in this case. In addition, it turned out that:

Verbal bullying of both others and themselves “sometimes” was indicated by 103 students, while 54 students chose the option “frequently”.

Diagram 6.9

For the past year, how often had you heard of or seen the following types of bullying of other student? (%)

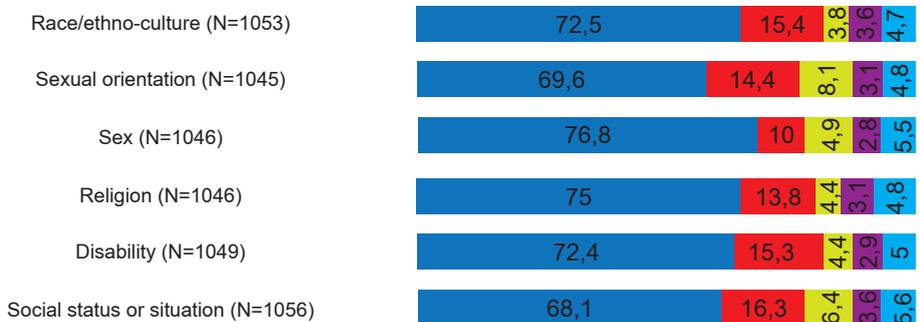


■ Never ■ Sometimes ■ Frequently ■ Difficult to answer

Some of the students named the grounds of the bullying of other students. In comparison to all other reasons, “Never” option has the highest indicator - (approximately 69-74%, “Sometimes” indicator varies between 10-16%). The reasons are various and include both racial/ethno-cultural/religious grounds, as well as sexual orientation, disability and social status (see diagram № 6.10).

Diagram 6.10

For the past year, how often had you heard of or saw bullying of other students on the following grounds: (%)



■ Never ■ Sometimes ■ Frequently ■ Refuse to answer ■ Difficult to answer

Small part of students indicated that physical, verbal and cyberbullying of other students had been carried out over the last year by him/her individually or together with others (approximately 8 - 17%), although like previous questions about bullying, verbal bullying has comparatively higher indicator (17.3 %). The grounds for bullying (racial/ethno-cultural/religious grounds, as well as sexual orientation, disability and social status) were named by the lowest number of respondents (approximately 4-5%). (See diagram №6.11, 6.12)

Diagram 6.11

Did you bully individually or in a group last year in any of the ways listed below:
(%)

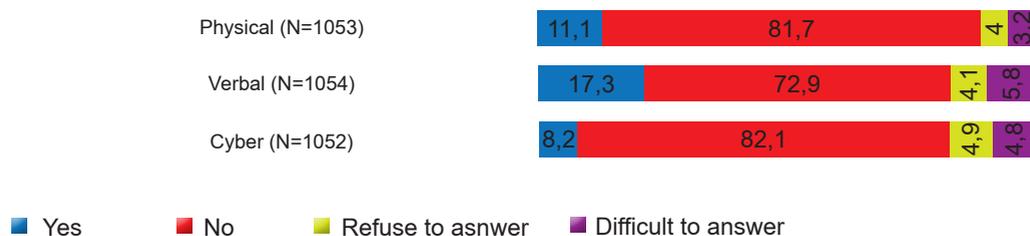
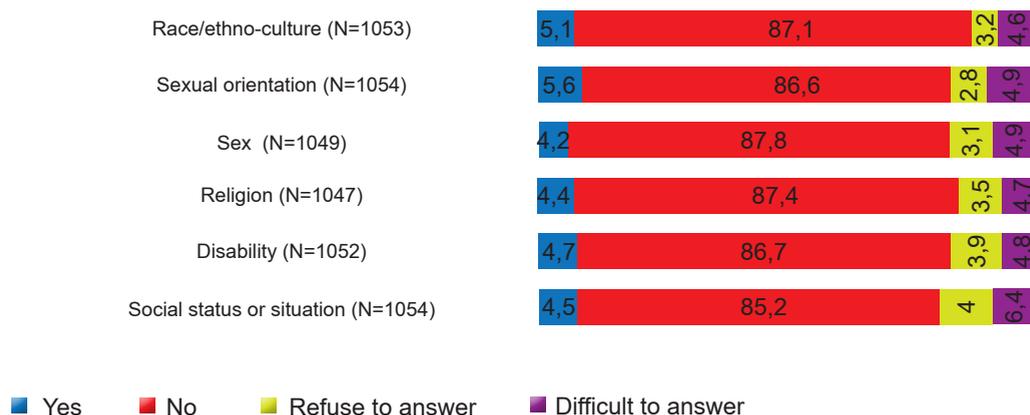


Diagram 6.12

Did you bully individually or in a group last year on the following grounds...(%)



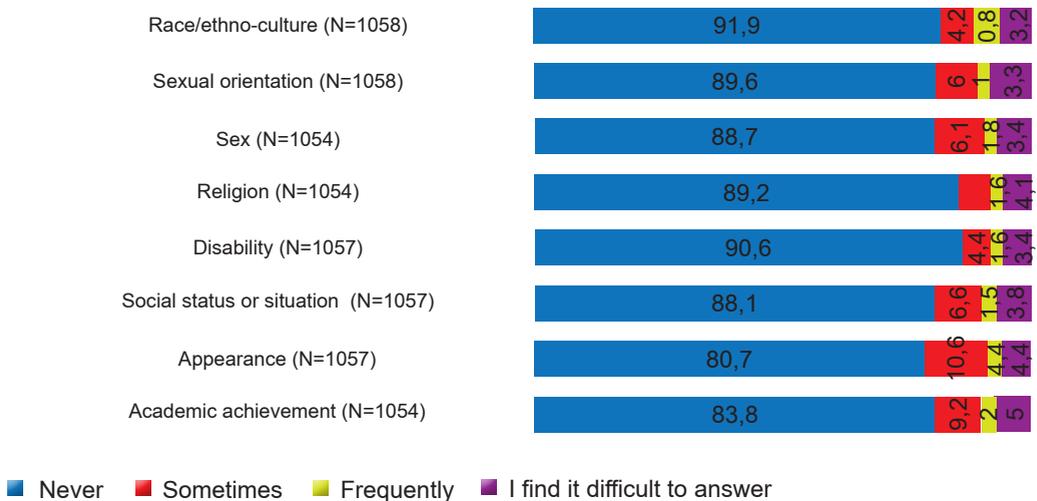
The vast majority of students (about 86-90%) deny that they had ridiculed other students individually or in a group (due to race/ethnicity/religion, sexual orientation, disability and social status, appearance and academic achievement) over the last one year. More students speak of ridicule on grounds of academic achievement and appearance ("Rarely" - approximately 11-13%).

Majority of students (80-92%) refrained from naming themselves as victims of ridicule on various reasons (race/ethnicity/religion, sexual orientation, disability and social status, physical appearance and academic achievement). However, like in the case of individual and/or group ridicule of other students, ridicule on grounds of academic achievement and appearance have the highest indicators in this case too ("Sometimes" - about 9-11%). (See diagram No. 6.13).

No important differences were observed according to the type of settlement, education language, legal status - private/public, school size, student gender and grade.

Diagram 6.13

Had you been a victim of ridicule for the past year on the following grounds? (%)

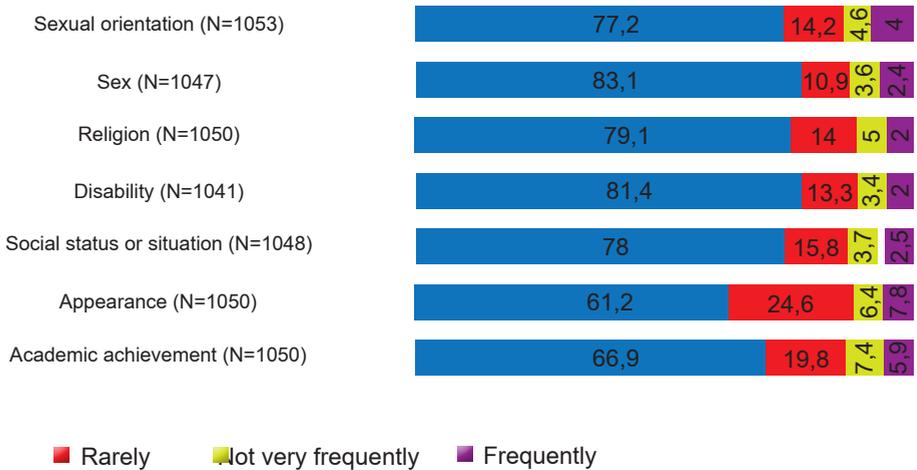


Students relatively openly talk about ridicule of other students in school on various grounds (race/ethnicity/religion, sexual orientation, disability and social status, appearance and academic achievement). Option “Never” was chosen by most of the students (approx. 61-83%). The indicator of the “Rarely” option was relatively high in case of ridicule on the grounds of appearance (24.6%) and academic achievement (19.8%). The same option with regard to other grounds varies approximately between 13 and 16% (see diagram №6.14).

Diagram 6.14

Had you heard of ridicule of other students at school on the following grounds for the past year? (%)





at school (“Frequently” - 43.7%).15.9% is not convinced of this, while 33.4% answered - “Rarely/Not very frequently”. The role of the deputy principal or principal in terms of preventing bullying and/or ridicule in school was indicated by relatively more students - “Frequently” -54.2%, but the “Never” option was also chosen by as lightly higher number of students - 17.9% (see diagram №6; 15; 6; 16).

Diagram 6.15

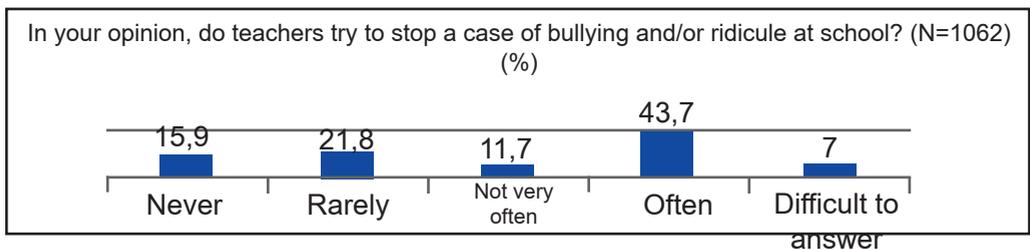
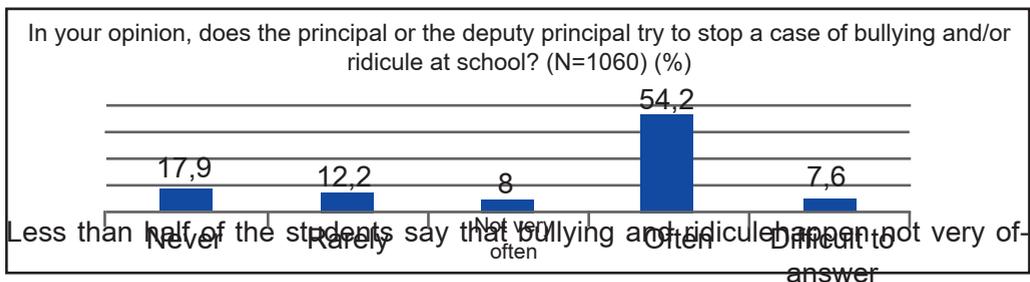
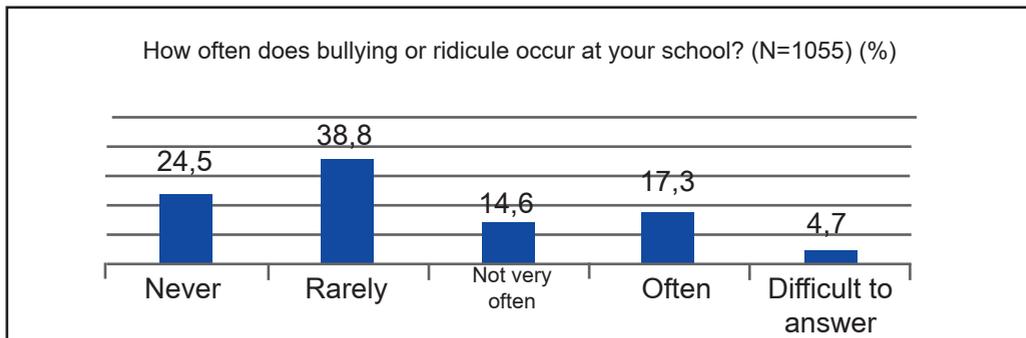


Diagram 6.16



ten in school (“Rarely”/“Not very frequently” - 53.4%). “Frequently” – was indicated by 17.3% (see diagram №6.17). Slight difference was observed according to the school size, namely the bigger the school is (i.e. the larger its contingent is), the higher the rate of bullying/ridicule is - from 2% (school size: 1-100 students) to 31.4% (school size: more than 1270 students), as violence more frequently occurs in schools with more students.

Diagram 6.17



When asked of the places where students were mainly ridiculed or abused in school, most of the teachers named:

- ▶ Classroom (“Sometimes” - 41.2%; “Frequently” - 12.1%);
- ▶ Corridor (“Sometimes” - 40.1%; “Frequently” - 12.9%);
- ▶ School yard (“Sometimes” - 34.6%; “Frequently” - 14.1%);
- ▶ On their way to and from school (“Sometimes” - 30.2%; “Frequently” - 11.7%);
- ▶ Gym (“Sometimes” - 30.8%; “Frequently” - 9.4%).

Social networks (“Sometimes” - 22.8%, “Frequently” - 13.9%) and toilet (“Sometimes” - 23.8%; “Frequently” - 10.3%) also have relatively high indicators.

Results to a question of “when are students at risk of being abused and ridiculed” are as follows:

- ▶ After school (most students said - “Frequently” - 21.2%, “Sometimes” - 31%);
- ▶ “Sometimes” was relatively frequently chosen for the option “At the break between lessons” (38.6%), “During lessons” (31.5%).

The students were given a list of opinions and were asked to say how often adults in their school (e.g. teacher, principal, homeroom teacher) do the things described in the opinions. The survey showed the following:

According to the majority of students (64.4%), adults never ignore the cases

of bullying and ridicule in school; approximately the same number of respondents (62%) believe that they (adults) try to stop bullying/ridicule “Frequently” (31.3%) and “Always” (30.7%);

The fourth of students believe that adults never notice bullying/ridicule in school, 40.9% of respondents chose the option “Sometimes”;

Adults actively speak about bullying/ridicule in school “Sometimes” (31.2%), “Frequently” (26.3%);

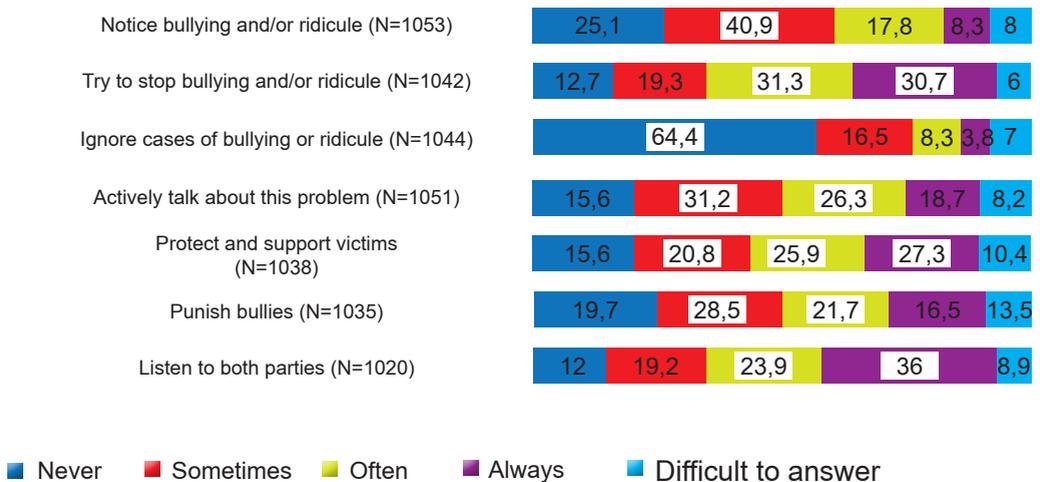
Teachers “Sometimes” (28.5%) or “Frequently” (21.7%) punish bullies;

As for listening to both parties (the bullies and the bullied), adults do this “Frequently” (23.9%) and “Always” (36%);

According to the data, adults in school also actively take the victim’s side - “Sometimes” (20.8%), “Frequently” (25.9%), “Always” (27.3%) (see diagram №6.18).

Diagram 6.18

In your opinion, how often do adults (teacher, principal or deputy principal) (%)



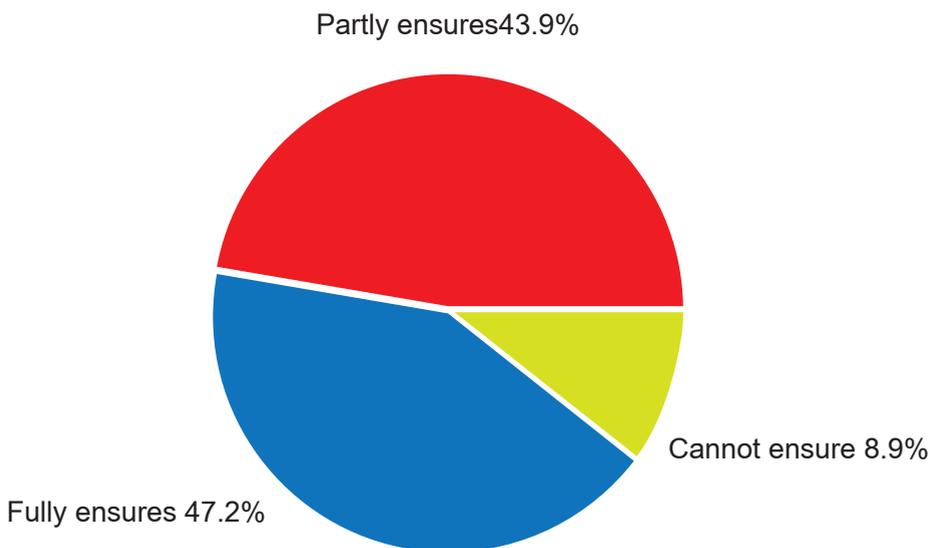
Representatives of the school administration try to portray a more positive picture of the school climate. Speaking of the facts of violence/bullying and harmful habits in school, representatives of the school administration in most cases say that such cases “never” happen (approximately 95-99%). However, it is interesting to note that 13 representatives of school administration admitted that students became victims of physical abuse by teachers (though “Rarely”).

The fact that school principals try to positively portray the situation in their school

is clear from their answers to a question of whether the school infrastructure is in line with the needs of students with disabilities. According to the data, 47.2% of schools participating in the survey have infrastructure for the school inclusion of students with disabilities, 43.9% indicated that the school infrastructure partly ensures the mentioned. Nuance difference was observed according to the school type – according to the data, 83.9% of private schools and 34.8% of public schools fully ensure infrastructure for the school inclusion of students with disabilities (see diagram №6.19).

Diagram 6.19

How well does your school infrastructure ensure inclusion of persons with disabilities? (%) (N=123)



91.1% of school administrations indicate that their school infrastructure fully or partially ensures school inclusion for students with disabilities. According to the 2014 data, only 245 public schools (approximately 12% of public schools) across the country were equipped with ramps for persons with disabilities using wheelchairs and 103 public schools (approximately 5% of public schools) had bathrooms adapted for students with disabilities in accordance with the standard of accessibility of physical environment.^{44 45} According to the data available to us, no

sharp steps have been taken in this direction for the last three years, and therefore, this data may indicate that school administrations try to positively portray the situation in school within the framework of the survey.

7. RECOMMENDATIONS

I. Normative Framework

1. Current problem/challenge

The Law on General Education determines the subject groups of the national curriculum (Article 5.3), which do not include reference to education for citizenship and human rights education.

Recommendation

- It is desirable that education for citizenship and human rights education be explicitly indicated in the main legislative document on general education. The mentioned would serve as a basis for teaching education for citizenship and human rights education as a separate subject, as well as the integration of human rights principles and concepts within other subjects.

2. Current problem/challenge

According to the amendments to the Law on General Education drafted in March 2018, which aimed to improve safety in public school system, the powers and functions of Resource Officers were significantly increased, but the mandatory courses for them do not mention human rights education.

Recommendation

⁴⁴ Order N41 of the Government of Georgia, January 6, 2014.

⁴⁵ "Study of voucher funding for general education in the context of equality", Tabatadze and Gorgadze, 2014, Center for Civil Integration and Inter-ethnic Relations, Tbilisi, Georgia, available at: <<https://goo.gl/A9tCda>> visited on 15.03.2018

- It is necessary the mandatory competences of Resource Officers, as well as the mandatory course for them (which is determined by the joint order №373-№58/N on the approval of preparatory courses for applicant resource officers of an educational institution - a Legal Entity of Public Law in the system of the Ministry of Education and Science of Georgia, signed by the Minister of Education and Science of Georgia and the Minister of Internal Affairs of Georgia on May 3, 2011) to focus on human rights education.

3. Current problem/challenge

The standard of the Ministry of Education and Science does not require a school principal to have knowledge and skills in the field of human rights. Neither the general part of the professional standard for teachers issued on 21 November 2008 defines knowledge and competences in the field of human rights. As for the subject standards of the teacher, only the standard for the teacher of civil education contains a requirement of certain knowledge and skills in the field of human rights. The Code of Professional Ethics for Teacher does not indicate about an obligation of a teacher to have education in the field of human rights either.

Recommendation

- It is necessary the knowledge, values and skills of human rights education to be reflected in the standard for the school principals, teacher's subject standards and the Code of Professional Ethics.

4. Current problem/challenge

Analysis of the existing national curriculum showed that human rights issues are reflected in the national goals of the general education of Georgia, as well as in the list of perspicacious competencies of the national curriculum, but they are no longer expanded in subject groups (relatively better included in Social Studies and head teacher's hour and partially - in the national curricula of Sports and Information Technologies and head teacher's hour).

Recommendation

- It is crucial human rights issues to be reflected in all subject groups of the national curriculum, as well as in the national curricula for all grades, taking into account the age and psychological peculiarities.

5. Current problem/challenge

The desire to strengthen the civic education component within the subjects of social studies, as well as the plan of the Ministry of Education and Science to introduce new subject “Citizenship” at the basic level in 2019, is a step forward. However, the proposed curriculum focuses on the education for democratic citizenship, while human rights education is very limited.

Recommendation

- The Council of Europe’s Charter on Education for Democratic Citizenship and Human Rights Education (2010) differentiates the education for democratic citizenship from the human rights education. In the context when human rights issues are reflected in very small doses in other subjects of the national curriculum, it is important the given subject standard to reflect the fundamental and broad spectrum of issues of democratic citizenship and human rights.

6. Current problem/challenge

The survey of student’s attitudes showed their superficial and, in many cases, stereotypical attitude towards human rights, especially gender equality, as well as discriminatory attitude towards persons of different ethnicity, nationality, religion, health, social status and sexual orientation.

Recommendation

- On the basis of the survey, the process of education for democratic citizenship and human rights education should focus on equality (including gender), prohibition of discrimination, fight against any form of bullying and violence.

II. Education and professional development of representatives of school administration and teachers

7. Current problem/challenge

The results of the survey showed that the knowledge of representatives of school administration and teachers in the field of human rights is low. The lack of knowl-

edge and the low quality of awareness derive from two important sources: (1) the lack of emphasis on human rights issues in teacher's educational programmes in higher education institutions; (2) limited opportunities for professional development in this direction at the school or central level.

Recommendations

- Teacher's educational programmes of higher education institutions should reflect human rights knowledge, values and skills;
- The Ministry of Education and Science should ensure the opportunities for teachers' professional development in the direction of human rights education at the school level;
- Cooperation between the National Center for Teachers' Professional Development and NGOs should be strengthened in order to develop and implement teachers' professional development programmes in the field of human rights education;
- Professional development of school principals in the implementation of human rights-based approaches should be ensured.

School Climate/Educational environment

8. Current problem/challenge

According to the Law on General Education (Article 10), students, parents and teachers have the right to be informed of their rights and the grounds for their restriction. For this purpose, the school shall inform each new student, parent and teacher of their rights and freedoms. In addition, the school shall explain the grounds for restricting the rights in a reasonable period. This rule does not specify the person responsible for providing information about rights or the format of this process.

Recommendation

- It is desirable the respective article of the law to describe more specifically how (through talking or a special course) students, parents and teachers should be informed of their rights, who should do this (school administration or a special representative appointed by the administration) and what should be the content of the information provided.

9. Current problem/challenge

The results of the survey indicate that in cases of violation of human rights, including the cases of bullying and violence, students are inert. The cause of the inactivity is often related to the lack of information about the response strategies. Reporting about human rights violations is associated with 'whistle blowing', which is unacceptable for a part of the students, especially for boys.

Recommendation

In order to identify human rights violations and ensure appropriate response, it is necessary:

- To raise awareness of the school administration, teachers and Resource Officer in the field of human rights;
- To ensure mechanisms for students for identifying cases of bullying/violence and human rights violations and informing relevant parties on such cases (e.g. anonymous letters box, anonymous survey at school, etc.);
- The school administration to develop the rules and sanctions in response to the cases of human rights violations and publicize them on school banners in order to make them available for everyone;
- The school regulations to be based on the basic rules and instructions that should be developed by the Ministry of Education and Science in order to ensure the protection of human rights in general education institutions.

10. Current problem/challenge

The majority of representatives of school administrations indicate that infrastructure in their school fully or partially ensure school inclusion for students with disabilities, which is more an attempt to positively portray the situation than a reality. According to the 2014 data, only 245 public schools (approximately 12% of public schools) across the country were equipped with ramps for persons with disabilities using wheelchairs and 103 public schools (approximately 5% of public schools) had bathrooms adapted for students with disabilities. No sharp steps have been taken in this direction for the last three years.

Recommendation

- Physical environment and infrastructure of general education institutions should be adapted in order to ensure full participation of students/teachers/members of the administration with disabilities in the educational activities.

11. Existent problem/challenge

Extracurricular activities relating to human rights are rarely or never carried out in most of the schools (60.7%). Lack of the use of extracurricular activities for human rights education is a serious unused resource.

Recommendation

- The Ministry of Education and Science should develop special programmes for organizing extracurricular activities oriented to human rights education at school.

12. Existent problem/challenge

Quite a significant part of schools do not have practical action tools for civic activism and human rights education.

Recommendation

- The Ministry of Education and Science should provide an environment encouraging the mutual cooperation of the non-governmental organizations and human rights organizations with general educational institutions.