Material on regional schools for the periodic report on the implementation of the recommendation of the UNESCO General Conference on education relating to human rights

1. International undertakings

The three paragraphs of article 26 of the Universal Declaration of Human Rights[1], adopted by the United Nations as a non-legally binding document in 1948, define three fundamental rights relating to education:

1. Everyone possesses the right to education as a fundamental human right The state must provide education free of charge and must ensure that everyone receives some education, at least up to a certain level. Higher levels of education (secondary education, universities…) must be accessible for all.
2. The quality of education shall ensure the full development of the human personality and promote values such as: human rights, understanding, tolerance and friendship among all nations, races and religious groups.
3. The right of parents to choose the kind of education that shall be given to their children is of fundamental priority.

Despite the confirmation of the importance of quality and the role of parents in the selection of education in the second and third clauses, in the years following the adoption of the Declaration, UN countries, including Slovakia, focussed on implementing the first principle and gave less priority to the content of the education they offered and the status of parents in the education process.

In the spirit of the Universal Declaration of Human Rights, the Slovak Republic has adopted the following binding documents relating to the right to education pursuant to the principles quoted above: (documents are listed in their order of ratification):

1. The Convention against Discrimination in Education[2] of 14.12.1960,
2. The International Covenant on Economic, Social and Cultural Rights[3] of 16.12.1966,
3. The Convention on the Rights of the Child[4] of 20.11.1989,
4. The Protocol to the Convention for the Protection of Human Rights and Fundamental Freedoms[5] of 20 March 1952,

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[1] Article 26:
1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
2. 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.
3. Parents have a prior right to choose the kind of education that shall be given to their children.

[2] The Slovak translation has not yet been published officially
[3] Officially published under No. 120/1976.
[4] Officially published under No. 104/1991

5. The Framework Convention for the Protection of National Minorities[6] of 1 February 1995,
6. The European Charter for Regional or Minority Languages[7] of 5 November 1992.

The international undertakings of the Slovak Republic relating to human rights are contained in a much larger number of international treaties and conventions but the above are those that are most relevant to this analysis.

The Convention against Discrimination in Education recalled the three fundamental rights relating to education formulated in the Universal Declaration, thus making the rights legally binding. Under the Convention, "education" includes all types and levels of education – state, private, elementary, secondary, higher education etc.

Like the previous convention, the International Covenant on Economic, Social and Cultural Rights ("the International Covenant") also emphasises quality of education, stating in Article 13 (1):

1. The States Parties to the present Covenant recognize the right of everyone to education. They agree 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.

They further agree that 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, and further the activities of the United Nations for the maintenance of peace.

In points 2 (d) and (e) of the same article, the state parties further undertake to help those who have not completed primary education and to develop the education system by taking measures to improve conditions for students through grants and to improve material conditions for teachers:

d) Fundamental education shall be encouraged or intensified as far as possible for those persons who have not received or completed the whole period of their primary education;

e) The development of a system of schools at all levels shall be actively pursued, an adequate fellowship system shall be established, and the material conditions of teaching staff shall be continuously improved.

These provisions raise the importance of ensuring complete elementary education for all without exception. They also highlight the need for material resources amongst those who provide education, i.e. teachers.

The conventional approach to education quality emphasising reading, writing and arithmetic was superseded a long time ago and modern education is judged not only in terms of knowledge but also in terms of its ability to shape values and develop skills. This approach to education is not new and in fact it recalls the values enshrined in the Universal Declaration in 1948, to which the Slovak Republic has committed itself through the ratification of international instruments. The citations from the Universal Declaration and the International Covenant show that pupils/students should be educated in a way that respects their human dignity and permits their full development, the expression of their opinions and their full participation in the life of their schools. Practical implementations of such principles include,

[5] Officially published under No. 209/1992
[6] Officially published under No. 160/1998
[7] Officially published under No. 588/2001

for example, the creation of student parliaments and various student associations in school, the participation of students in school bodies, the involvement of students in democratic decision-making on matters that affect them, the implementation of alternative conflict-resolution mechanisms and so on.[8]

The principle of freedom of choice with regard to the philosophical and religious convictions of parents is embedded in Article 13 (3) of the International Covenant, which reads as follows:

3. The States Parties to the present Covenant undertake to have respect for the liberty of parents and, when applicable, legal guardians to choose for their children schools, other than those established by the public authorities, which conform to such minimum educational standards as may be laid down or approved by the State and to ensure the religious and moral education of their children in conformity with their own convictions.

Respect for the liberty of parents to choose education means that the state shall undertake to create social conditions in which there are a variety of choices for education in state/municipal schools, private schools, church schools and potentially also the provision of home schooling. The liberty of parents is not without limits and the chosen education for children must meet set minimum standards. The minimum level of education shall be laid down or approved by the state in cooperation with professionals and the general public because it is a vitally important component of the education system. If society does not have a clear definition of "minimum" education standards, it can be difficult to define conditions for implementing choice in education and provide specific options without fears of state interference.

The Convention on the Rights of the Child emphasises that discipline in school must be maintained while respecting the human dignity of the child. In order to promote compliance with compulsory school attendance[9], the state shall take the necessary measures to positively motivate children to attend school. Particular measures may include various joint programmes for parents and children to increase motivation for education or various scholarship programmes for children from disadvantaged social backgrounds.[10]

The state parties, which include the Slovak Republic, have undertaken to facilitate the participation of mentally and physically disabled children in the community. The Slovak Republic has undertaken to provide the necessary assistance to disabled children to facilitate access to education that provides them with the greatest possible participation in society.

Article 29 of the Convention lays down more detailed requirements for the quality of education that the state shall provide for children. The education of the child shall be directed towards:

a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;

b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;

c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the

[8] In: UNESCO&Human Rights Education, UNESCO, 2003. See also: http://www.unesco.org/education/humanrights

[9] See Article 28 of the Convention on the Rights of the Child

[10] See: Education Today, the Newsletter of UNESCO´s Education Sector, No4, January-March 2003, p. 2

country from which he or she may originate, and for civilizations different from his or her own;

d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;

e) The development of respect for the natural environment.

These provisions of the Convention on the Rights of the Child develop in more detail the provisions on quality in the International Covenant. The Slovak Republic is bound by these provisions on education quality and it has the task of incorporating them into the form and content of education in schools.

Article 31 of the Convention on the Rights of the Child relate to the right of children to rest and leisure and free time, which must be respected especially with regard to the assignment of school homework. The relevant text is as follows:

1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.

2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.

The Protocol to the European Convention for the Protection of Human Rights and Fundamental Freedoms makes legally binding the right to education, so that it is possible to submit individual complaints of violations of the right to education against the Slovak Republic at the European Court of Human Rights. In its judgements the European Court has commented on *the right of parents to choose education in accordance with their own religious and philosophical convictions*. The court recognises as religious convictions beliefs that are based on a known[11] religion. The term philosophical conviction refers only to such convictions that are compatible with the values of a democratic society, with respect for human dignity and the fundamental right of the child to education.[12] The court considered a conflict with the philosophical parents to exist in a case in the United Kingdom in which the only suitable school for a child was a school that could not guarantee to the parent that their child would not receive corporal punishment in the school. In another case the court considered a conflict with the religious convictions of parents in Denmark, where compulsory sex education was introduced by law in 1970 as an integral part of a number of subjects.[13] In this case the court decided that the Convention had not been breached because the adoption of the law by Denmark was in conformity with the public interest in a democratic society. The European Convention allows parents to provide for their children's education by placing them in the state system or by withdrawing them from the state system and educating them privately either in a private school or at home. [14]

The right to education includes access to education and the provision of a certain level of education, from which it can be deduced that parents or legal guardians have the right to

[11] Valsamis v. Greece (App. 2178/93, judgement of 18.12.1996 in: European Convention on Human Rights, Jacobs&White, Oxford University Press, Third edition

[12] Campbell and Cosans v. United Kingdom, judgement of 25.2. 1982 in: European Convention on Human Rights, Jacobs&White, Oxford University Press, Third edition

[13] Kjeldsen, Busk Madsen a Pedersen v. Denmark, judgement of 7.12.1976 in: European Convention on Human Rights, Jacobs&White, Oxford University Press, Third edition

[14] In: European Convention on Human Rights, Jacobs & White, Oxford University Press, Third edition, p. 325

choose the best quality education available for their children. The social aspect of the right to education requires states to make it accessible and achievable. Exercising the right to education includes freedom of choice in the selection of a suitable educational institution and form of education either by the eligible person or their parents or other legal representatives of the child. Respect for this right means that parents or other legal representatives of children also have the right to respect for their religious or philosophical convictions regarding the education of their children.

The Framework Convention for the Protection of National Minorities guarantees national minorities the right to learn their language and know their culture and history and conditionally also the right to receive education in their own language.

The European Charter for Regional or Minority Languages contains a specific section on the use of the languages of national minorities in relation to the right to education. The charter guarantees specific national minorities in the state recognised by a binding decision of the state, various levels of use of their languages. In the Slovak Republic this right relates to the Hungarian, Roma, Rusyn, Ukrainian, Bulgarian, Czech, Croatian, German and Polish national minorities.

2. General legislation of the Slovak Republic

Universal protection against discrimination is enshrined in the Constitution of the Slovak Republic, Article 12 of which states that "All human beings are free and equal in dignity and rights. Their fundamental rights and freedoms are inalienable, irrevocable, and absolutely perpetual. Fundamental rights shall be guaranteed in the Slovak Republic to every person regardless of sex, race, colour, language, faith, religion, political affiliation or conviction, national or social origin, nationality or ethnic origin, property, birth or any other status. No person shall be denied their legal rights, discriminated against or favoured on any of these grounds."

Furthermore, the Slovak Republic is a state party to a number of international conventions and treaties on human rights and fundamental freedoms that have been ratified and published in the manner laid down by law and which prohibit discrimination on various grounds. Pursuant to Article 7 (2) and (5) of the Constitution of the Slovak Republic, such international treaties have authority superior to Slovak law. Additionally, under article 154c of the Constitution of the Slovak Republic, international treaties on human rights and fundamental freedom ratified and published in the manner laid down by law on or before 30.6.2001 also have authority superior to the law where they provide a broader scope of rights and freedoms.

The basic international instruments relating to protection against discrimination include the following conventions:

- The Convention of the Council of Europe for the Protection of Human Rights and Fundamental Freedoms and its Additional Protocols
- The Framework Convention for the Protection of National Minorities;
- The United Nations International Convention on the Elimination of All Forms of Racial Discrimination;
- The United Nations International Covenant on Civil and Political Rights;
- The United Nations International Covenant on Economic, Social and Cultural Rights;
- The United Nations International Convention on the Elimination of All Forms of Discrimination against Women;
- The United Nations Convention on the Rights of the Child.

For the effective implementation of freedom from discrimination, the Slovak Republic has passed a law that gives a specific definition of the prohibition of discrimination in the areas governed by law (social security, employment and similar relationships, education, health care, the supply of goods and the provision of services),

In July 2004 this "Anti-discrimination Act"[15] came into effect in the Slovak Republic. Together with the universal provisions on equality contained in the Constitution of the Slovak Republic (Constitutional Act No. 460/1992 Zb.) and other legislation covering this area which was amended by the Anti-discrimination Act, it provides universal application in law of the principle of equal treatment.

The original Anti-discrimination Act passed in 2004 adopted and transposed into Slovak law Council Directive 2000/43/EC implementing the principle of equal treatment between persons irrespective of racial or ethnic origin, Council Directive 2000/78/EC establishing a general framework for equal treatment in employment and occupation and Council Directive 96/97/EC amending Directive 86/378/EEC on the implementation of the principle of equal treatment for men and women in occupational social security schemes.

Section 2 (1) of the Anti-discrimination Act states that "compliance with the principle of equal treatment shall consist in the prohibition of discrimination on grounds of gender, religious conviction or faith, race, membership of a national or ethnic group, health condition, age, sexual orientation, marital or family status, skin colour, language, political or other beliefs, national or social origin, property, lineage or other status.

The Anti-discrimination Act was amended in 2007 by Act No. 326/2007, which came into effect on 1.9.2007. A second amendment of the Anti-discrimination Act, by Act No. 85/2008, which came into effect on 1.4.2008, extended the grounds of discrimination in all the areas covered by the law. This meant that they were defined not only for the area of employment and similar legal relations but also in the areas of social security, health care, the supply of goods, the provision of services and education. In the current form of the act, the grounds on which discrimination is prohibited are the same for employment and similar relations, social security, health care, the supply of services, the provision of goods and education (section 5 (1) and section 6 (1) of the Anti-discrimination Act).

The amendment of the Anti-discrimination Act in 2008 allowed temporary corrective measures to be taken by the state authorities. Such balancing measures are intended for implementing equal opportunities in practice through the elimination of forms of social and economic disadvantages and disadvantages resulting from age or disability. Temporary corrective measures include in particular measures supporting the interest of members of disadvantaged groups in employment, education, culture, health care and services.

The eligible beneficiaries for such measures are, according to the law, the state authorities and the purpose of the temporary corrective measures is to eliminate forms of social and economic disadvantages and disadvantages resulting from age or disability in order to implement equal opportunities in practice. The law also demonstratively defines the temporary measures, in particular:

- motivating members of disadvantaged groups to take an interest in employment, education, culture, health care and services,
- creating equal access to employment and education in particular through targeted training programmes for members of disadvantaged groups or through the distribution of information about such programmes or opportunities to apply for a job or a place in education.

[15] Act No. 365/2004 Z.z. on equal treatment in certain areas and the protection against discrimination and the amendment of certain acts, as amended

The amendment also stipulated that temporary corrective measures can be adopted only in the areas specified in the Anti-discrimination Act and that such measures can last only until the inequality that lead to the measure's adoption is eliminated (section 8a (3) of the Anti-discrimination Act).

The authority of the Slovak National Centre for Human Rights (the "Equality Body") has been expanded to include independent investigation of issues relating to the violation of the principle of equal treatment.

2.1. Access to education

Act No. 245/2008 Z.z. on education (the Schools Act) and the amendment of certain acts, as amended

Act No. 596/2003 Z.z. on state administration in relation to schools and school self-government and the amendment of certain acts, as amended

Education is based on the following principles (amongst others):

- education free of charge in nursery schools one year before the start of compulsory school attendance;
- education free of charge in elementary schools and secondary schools;
- equal access to education according to the education needs of individuals and their duty to participate in their education;
- prohibition of all forms of discrimination and especially segregation;
- liberty of choice in education, taking into consideration the expectations and potential of children and pupils in accordance with the options available in the education system;
- preparation for a responsible life in a free society in the spirit of understanding and tolerance, the equality of men and women, friendship between nations, nationalities and ethnic groups and religious tolerance;
- prohibition of the provision or making available of information or the abuse of information that could lead to a violation of morality or incitement to national, racial or ethnic hatred or other forms of intolerance;

Children are required to attend elementary school in the school district in which they have permanent residence if the child's legal guardian does not choose another elementary school for the child. This applies to all children regardless of their nationality, sex, race, religious convictions etc.

The municipality shall create conditions for
a) education of children and pupils by establishing schools and education facilities,
b) providing for compulsory school attendance in elementary schools for which it is responsible,
c) providing education for children and pupils with special educational needs in schools and educational facilities for which it is responsible,
d) providing education for especially gifted and talented children and pupils in schools and educational facilities for which it is responsible.

The municipality shall perform first instance state administration functions in cases in which there is a threat to the education of minors or neglect of care for the child's compulsory school attendance.

The zero year of elementary school is intended for children who have reached the physical age of 6 years before 1 September but who lack essential educational competences, who come

from socially disadvantaged backgrounds and whose social background means that they are unlikely to cope with the syllabus of the first year of elementary school.

Education for children and pupils from socially disadvantaged backgrounds is provided using special methods and forms in schools.

Schools create individual conditions for the education of children and pupils from socially disadvantaged backgrounds.
Individual conditions include:
a) education based on an individual syllabus,
b) changes in the organisation of education,
c) changes to the environment in which education is provided,
d) use of specific methods and forms of education.

The Ministry of Education may provide a contribution to improve conditions to the authorities responsible for schools to support the education of pupils from socially disadvantaged backgrounds.

A specialised class may be established in an elementary school for children who need, for educational reasons, a compensatory programme or development programme, and for pupils who have been educated in a school with an education programme for disabled pupils. Such a class must include at least four and at most eight pupils from one or more years. If the number of pupils is less than four, the class shall be closed. A pupil may be placed in a specialised class at the request of the class teacher or educational advisor after assessment by a facility for education counselling and prevention and with the informed consent of the pupil's legal guardian. A pupil may be placed in a specialised class only for the period when such placement is necessary.
Pupils from a socially disadvantaged background may also be taught in a specialised class if
a) after completing the zero year they are considered unlikely to cope successfully with the content of the first year of school,
b) they are unable to cope with the content of education in the first year of school or if psychological assessment determines that they do not have the skills necessary to cope with the content of the first year of education,
c) they have been taught in a school providing a programme for disabled pupils but they do not show signs of disability.

3. Preparation and implementation processes for national policy

The concept of human rights education is an issue that concerns society as a whole, as is confirmed by documents issued by the UN relating to the Decade for Human Rights Education. In the Slovak Republic a National Plan for Human Rights Education 2005–2014 was approved by the operative council of the minister of education on 8 February 2005 as part of the implementation of the UN Decade for Human Rights Education.

The objective of human rights education in schools is for children to acquire awareness, skills and attitudes that are important for strengthening human dignity, informed and independent participation in the development of a democratic society in accordance with values such as human rights, equality, pluralism and justice.

The Ministry of Education is responsible for the implementation of the National Plan for Human Rights Education 2005–2014 (NPHRE). The supervising body is the State Pedagogical Institute, which is also the coordinator for the performance of the proposed tasks,

which are to be carried out in cooperation with the methodological-pedagogical centres (MPC) in the Slovak Republic, the Research Institute for Child Psychology and Pathopsychology (VÚDPaP), the State Inspectorate for Schools (ŠŠI), the Institute of Information and Prognoses of Education (ÚIPŠ), the State Institute of Vocational Education and Training (ŠIOV) and the non-governmental organisations that participated in the preparation of the National Plan for Human Rights Education.

The main parts of the NPHRE are the following basic areas of activity and their prerequisites:

1. **Continuing education for teachers**
2. **Publication of methodological materials and teaching materials**
3. **A system for monitoring and assessing the scope and quality of human rights teaching**

Every year the Ministry of Education analyses progress in the implementation of the set tasks and plans activities for the following calendar year with an annual budget of around SKK 3 million (EUR 99 600).

In order to achieve the objectives of the national plan for education, changes to the education system will be made to support the practical implementation of human rights in schools. Changes are planned in the management of the ministry of education, the management of schools and the management of the education process.

A specific part of the national plan for education is dedicated to the rights of persons belonging to national minorities and the shaping of relations and attitudes towards national minorities living in the Slovak Republic. The National Plan for Education focuses primarily on increasing tolerance and eliminating prejudices and shaping the attitudes of members of national minorities to the majority nationality and increasing their sense of responsibility for their own integration into the broader national society.

Multicultural education is a very important part of the plan, providing information on the history, culture and specific rights of persons belonging to national minorities in Slovakia. It also involves instilling civil values necessary for multiculturalism and the formation of positive multicultural attitudes alongside cultivated identification with the pupil's own nation and nationality.

One of the tasks in the NPHRE was the preparation of a study entitled Analysis of School Regulations (an analysis of the upholding of human rights in schools and classes) implemented by the non-governmental organisation *Občan a demokracia* (Citizen and Democracy). The aim of the analysis was to compare international law, the Constitution of the Slovak Republic, the Schools Act and related legislation (the analysis studied Act No. 29/1994 Zb. and the decrees based on it, which have since been rescinded) and to compare Slovakia's international commitments with the implementation of human rights in schools and classes of elementary and secondary schools. The source material on the implementation of human rights in elementary and secondary schools for the analysis was the results of surveys by the Institute of Information and Prognoses of Education in Bratislava and data from the project Millennium – National Programme for Education in the Slovak Republic in the next 15–20 years.

The research into human rights education and the implementation of human rights was based on the requirements of the National Plan for Human Rights Education 2005–2014, approved by the council of the minister of education on 8 February 2005. The National Plan for Human Rights Education is part of the Decade for Human Rights Education proclaimed

by the United Nations (UN) for the period 1995 to 2004. The recommendations of the Vienna Declaration and the Programme of Action state that human rights education, practical knowledge and information are essential for the promotion and achievement of stable and harmonious relations among communities and for fostering mutual understanding tolerance and peace. It is recommended that education should be directed towards the full development of the human personality and the strengthening of respect for human rights and fundamental freedoms. The Declaration calls upon all states and institutions to include human rights, humanitarian law, the rule of law and democracy as subjects in all learning institutions.

The Institute of Information and Prognoses of Education carried out sociological research and surveys of a representative sample of the national population to determine the level of compliance with human rights and the implementation of human rights and the rights of the child in the school and family environment (from the perspective of pupils, teachers, head teachers and the parents of pupils) and also to map the quality of human rights education in Slovakia. Surveys were carried out in 2004, 2005, 2006, 2007 and 2008 and will continue in 2009.

2004

- Implementation of the rights of the child and their application in the family and school environments

2005

- Human rights education and the implementation of human rights in elementary and secondary schools

2006

- Human rights education and the implementation of human rights in the family and school environments
- Evaluation of an institutional survey focussing on management in the field of human rights

2007

- Implementation of the human rights of pupils in elementary and secondary schools
- Implementation of the human rights of pupils in elementary and secondary schools from the perspective of teachers
- Evaluation of an institutional survey of teaching relating to human rights

2008

- Human rights education and the implementation of human rights in elementary and secondary schools
- Human rights education and the implementation of human rights from the perspective of teachers
- Opinions of pupils on issues in human rights education

2009

- Monitoring of the implementation of human rights in the family and in school from the perspective pupils of elementary and secondary schools, teachers and parents.

The identification of the level of legal awareness of young people studying in elementary and secondary schools, the analysis of the quality of human rights teaching (from the perspective of pupils, teachers, head teachers and parents), the upholding of human rights and the rights of the child in school and family environments and the identification of deficiencies in the upholding of human rights and in particular the rights of the child help to identify key areas and eliminate the deficiencies identified with respect to human rights. An important task is to continuously increase the legal awareness of young people and the legal

awareness of teachers and the general public and by means of preventative activities eliminate violations of human rights and related crimes.

In 2005 the Institute of Information and Prognoses of Education was assigned the task of carrying out sociological research to analyse human rights education and the implementation of human rights in the school and class environment. Analysis of the current situation in human rights education, its quality, identification of levels of pupils' satisfaction with current methods for teaching human rights and analysis of the implementation of human rights in schools helps to create an overall impression of human rights education and potential weaknesses in the implementation of human rights in schools in Slovakia. The submitted findings, together with the findings of other institutions participating in tasks under the National Plan, make it possible to solve the identified deficiencies and raise the level of human rights education in Slovakia.
The objectives of the research task were set as follows:

- to map the methods used to teach human rights in schools
- to determine the level of pupil satisfaction with the current form of teaching and to make proposals for improvements
- to evaluate the interest and activity of pupils in the area of human rights
- to determine potential deficiencies in the implementation of human rights
- to map possible solutions for violations of human rights in schools
- to map the legal awareness of pupils
- to analyse the ability of pupils to apply theoretical knowledge in real life

The National Plan for Human Rights Education defines a range of tasks (based on the tasks of Plan of Action of the Decade for Human Rights Education) and their distribution between participating organisations. The task assigned to the Institute of Information and Prognoses of Education in 2006 was to carry out sociological research to analyse human rights education and the implementation of human rights in the school and family environment. The aim of the research was to analyse the current situation with regard to the legal awareness of pupils of elementary and secondary schools, to determine the level of participation of schools and families in human rights education and to map cooperation between schools and families in human rights education and the implementation of human rights.
The objective of the research was:

- to map the legal awareness of pupils of elementary and secondary schools (the rights of the child, documents, human rights organisations, use of acquired knowledge in practice)
- to analyse human rights information sources (school, family)
- to map the existence of cooperation between the school and the pupil's family in human rights education and the implementation of human rights
- to identify potential deficiencies in the upholding of human rights in the family and school environment
- to identify methods for dealing with violations of pupils' rights by parents
- to identify parents' level of participation in human rights education (knowledge and the communication of knowledge)
- to analyse the reasons why children are punished and methods used
- to compare results obtained (elementary and secondary schools)

The research into how human rights are exercised in schools in 2007 extended the research tasks carried out in 2004–2006, making it possible to follow developments and changes in the area in question. The aim of research was to map the legal awareness of pupils in elementary and secondary schools, to analyse the implementation of human rights in schools, to map relations in schools and means of redress for violations of human rights.
The objectives are based on the following basic axes: a) level of education
b) level of knowledge
c) level of application

- to map the legal awareness of pupils of elementary and secondary schools (the rights of the child, documents, human rights organisations, use of acquired knowledge in practice)
- to analyse human rights information sources
- to map the importance of individual human rights in the lives of young people
- to analyse violations of human rights in schools (the types of violations and solutions)
- to identify pupils' relationships to school, teachers and their fellow pupils and to evaluate interpersonal relationships
- to map cooperation between schools and pupils' families in human rights education and the implementation of human rights
- to compare information acquired for studied years and to identify trends in development.

The results of the human rights survey of 2006 and the monitoring of the quality of human rights teaching in elementary and secondary schools from the perspectives of pupils and teacher were compared in accordance with the National Plan for Human Rights Education in Slovakia. Pupils' interest in human rights problems, their ability to use the knowledge they acquired and their satisfaction with the implementation of human rights in schools.
Objectives of the survey:

- to map methods used to teach human rights
- to analyse the level of satisfaction of pupils and teachers with the current form of teaching, to make proposals for improvements
- to assess pupils' interest in human rights
- to analyse pupils' ability to use information they acquire in their real life
- to map relations in schools (between pupils, teachers and the school management)
- to identify potential deficiencies in the upholding of human rights in schools
- to compare the results of research from 2006 and 2008.

B. Implementation of national policy on human rights education

Under Act No. 245/2008 Z.z. of 22 May 2008 on education (the Schools Act) and the amendment of certain acts, as amended, reform of elementary and secondary schools in Slovakia began on 1 September 2008. Section 3 of the Act states that education is based on the principles of equal access to education bearing in mind the educational needs of the individual and their duty to participate in their education, the prohibition of all forms of discrimination, especially segregation, preparation for a responsible life in a free society in the spirit of understanding and tolerance, equality of men and women, friendship between nations, nationalities and ethnic groups and religious tolerance. Section 4 states that the objective of education is to allow a child or pupil, amongst other things, to acquire and strengthen respect for human rights and fundamental freedoms and the principles laid down in the Convention for the Protection of Human Rights and Fundamental Freedoms, to prepare

for a responsible life in a free society in the spirit of understanding and tolerance, equality of men and women, friendship between nations, nationalities and ethnic groups and religious tolerance, to learn to develop and cultivate their personality and engage in life-long learning, to work in a team and accept responsibility, to acquire full information on the rights of the child and the ability to exercise them.

C. Content of national policy relating to human rights education

Children and pupils educated at levels ISCED0, ISCED1, ISCED2 and ISCED3

ISCED 0	Pre-primary education, zero level – all types of education preceding primary education	Education provided in nursery schools
ISCED 1	Primary education – education at the primary level	First stage of elementary school (first to fourth year)
ISCED 2	Lower secondary education – education at the lower secondary level Continues basic education before entry to higher secondary education Second stage of elementary school	Second stage of elementary school (fifth to ninth year) and lower years of 5 and 8 year gymnasium and conservatory schools (to the year corresponding to the ninth year of elementary school)
ISCED 2A	Completion of compulsory education within ongoing vocational education	
ISCED 2B	Training for semi-skilled work	
ISCED 2C		
ISCED 3	Upper secondary education – education following the end of lower secondary education and preceding entry to tertiary education	The upper secondary level includes four-year gymnasium schools and the upper years of 5 to 8-year gymnasium schools (general education), specialised secondary schools (including the upper years of conservatories) and vocational secondary schools (vocational education)
ISCED 3A	(general) secondary education with the *maturita* exam (gymnasium)	
ISCED 3B	(specialised) secondary education with the *maturita* exam	
ISCED 3C	Secondary vocational education	

Content on human rights – topics incorporated into a number of subjects:

ISCED 1 (primary education)
Human rights issues included in the teaching in the first stage of elementary school
Confidence and respect
Confronting discrimination
Relations with other people

Building confidence
Defining rules

ISCED 2 and ISCED 3 (lower and upper secondary education)
Human rights issues included in the teaching in the second stage of elementary school and in secondary schools
Protecting life – the individual and society
War, peace and human rights
Government and laws
Freedom of thought, conscience, religion and expression
The right to privacy
The right to participate freely in public life
Social and cultural prosperity
Discrimination
Discrimination – stereotypes
Discrimination – based on skin colour or race
Discrimination – based on membership of minority groups
Cultural identity / cultural diversity
Sex-based discrimination
Intolerance and tolerance

Multicultural education

Education in this area has been incorporated into state education programmes at the ISCED1, ISCED2 and ISCED3 levels as a cross-curricular theme in the first post-reform years starting from 1.9.2008 though the objectives and content of multicultural education will be prepared in 2009–2011.

Bilingual and multilingual education

Section 3 (12) of the Schools Act provides the following guarantees for the education of the children of citizens belonging to national minorities:
a) education provided in schools and classes using the language of the national minority,
b) education provided in schools and classes in which one of the subjects taught is language of the national minority and the teaching language for other subjects is the state language; in such schools and classes some subjects may be taught in the language of the national minority, especially art, music and physical education,
c) use of educational facilities in which education is provided in the language of the national minority.
(6) Education may also be provided in a foreign language (hereinafter referred to as "bilingual education")
(7) For the purposes of this act, a foreign language is understood as the language of another state with which the Slovak Republic has concluded an agreement under which a school or class is established with a second teaching language being the language of the state or the language of another state whose language is not the language of a national minority or ethnic group. In a school or class with bilingual education, the foreign language is a second teaching language. A school or class with bilingual education may also be established without the

conclusion of an agreement with another **state if education** is provided in a foreign language in at least three compulsory subjects.
(8) In schools or classes with bilingual education, the subject Slovak Language and Literature must be taught.
(9) The language used to teach a subject shall also be the language in which exams are conducted, unless this act stipulates otherwise.

D. Examples of human rights education

Human rights issues in state education programmes for elementary and secondary schools (ISCED1, ISCED2 and ISCED3)

ISCED 0	**Pre-primary education, zero level – all types of education preceding primary education**	**Education provided in nursery schools**
ISCED 1	**Primary education - education at the primary level**	**1. First stage of elementary school (first to fourth year)**
ISCED 2	**Lower secondary education – education at the lower secondary level Continues basic education before entry to higher secondary education**	**Second stage of elementary school (fifth to ninth year) and lower years of 5 and 8 year gymnasium and conservatory schools (to the year corresponding to the ninth year of elementary school)**
	Second stage of elementary school	
ISCED 2A	**Completion of compulsory education within ongoing vocational education**	
ISCED 2B	**Training for semi-skilled work**	
ISCED 2C		
ISCED 3	**Upper secondary education – education following the end of lower secondary education and preceding entry to tertiary education**	**The upper secondary level includes four-year gymnasium schools and the upper years of 5 to 8-year gymnasium schools (general education), specialised secondary schools (including the upper years of conservatories)**
ISCED 3A	**(general) secondary education with the *maturita* exam (gymnasium)**	
ISCED 3B	**(specialised) secondary education with the *maturita* exam**	
ISCED 3C	**Secondary vocational education**	

Under Act No. 245/2008 Z.z. of 22 May 2008 on education (the Schools Act) and the amendment of certain acts, as amended, education in elementary and secondary schools is provided according to state education programmes which define the mandatory content of education in schools. Human rights are an important topic in the objectives for education, the competences and the in the content of the areas and subjects in state education programmes at primary and secondary level.

The major objectives relating to human rights that a pupil is expected to achieve through state education programmes include:

- the development and strengthening of respect for human rights and fundamental freedoms and principles laid down in the Convention for the Protection of Human Rights and Fundamental Freedoms,
- preparation for a responsible life in a free society in the spirit of understanding and tolerance, the equality of men and women, friendship between nations, nationalities and ethnic groups and religious tolerance;
- the development of respect for the pupil's parents and other persons, for cultural and national values and the traditions of the state of which he or she is a citizen, for the state language, his or her native language and his or her own culture
- the development of the pupil's ability to control and regulate his or her behaviour, to maintain a healthy lifestyle, including diet and environmental factors, and to respect universal ethical values.
- the development of knowledge of the rights of the child and the ability to exercise such rights.

A pupil who completes primary education shall acquire the following key competences (abilities), amongst others, relating to human rights education:

<u>social communication competences</u> (abilities)

- the ability to listen with concentration, to respond appropriately, to use suitable arguments and to express personal opinions,
- the ability to engage in communications to establish good relations with fellow pupils, teachers, parents and other people that the pupil comes into contact with,
- an understanding of the importance of respect for cultural diversity,
- an ability to recognise and follow problematic situations in school and the pupil's immediate environment appropriate to their level

<u>problem solving competences (abilities)</u>

- the ability to propose solutions based on their knowledge and experience of a particular situation,
- the ability to find and use a variety of information in solving problems and to use a variety of means for solving problems, to check that a solution works correctly and to use effective procedures to deal with similar or new problems,
- willingness to resolve problems and conflicts in relationships in an appropriate (understanding and cooperative) manner,

<u>personal, social and civic competences</u> (abilities)

- a ability to develop a positive self image and self-confidence,
- an awareness of personal needs and the ability to opportunities creatively,
- the ability to assess his or her own strengths and weaknesses as development opportunities,
- an awareness of the importance of protecting his or her own health and its relation to appropriate and active use of free time
- an age-appropriate ability to assess the effects of his or her own decisions and actions,
- an awareness of possessing rights and duties,
- internalisation of the principles of effective group cooperation,
- the ability to accept new ideas or present own new ideas and procedures in group work,
- awareness of the importance of a positive social and emotional climate in the class and contribution through own actions to good interpersonal relations,

competence (ability) to perceive and understand culture and to respond using cultural instruments

- the ability to express himself or herself at the level of basic cultural literacy through art and other forms of expression
- an awareness of the importance of art and cultural communication in his or her own life,
- an appreciation of and respect for cultural and historical heritage and folk traditions,
- respect for the tastes of other people and an age-appropriate ability to express his or her own opinions and tastes
- a command of the basic rules, standards and customs relating to personal appearance,
- knowledge of the customary rules of social contact (ethics),
- the ability to behave in a cultured fashion appropriate to circumstances and situations,
- internalisation of the principles of a tolerant and empathic perception of the products of other cultures.

In ISCED1 (primary education) human rights issues are incorporated into content in the following areas of education:

LANGUAGE AND COMMUNICATION
NATURE AND SOCIETY
THE PERSON AND VALUES
THE PERSON AND THE WORLD OF WORK
ART AND CULTURE
HEALTH AND MOVEMENT

and the following cross-curricular themes:

PERSONAL AND SOCIAL DEVELOPMENT
ENVIRONMENTAL EDUCATION
MEDIA EDUCATION
MULTICULTURAL EDUCATION
PROTECTING LIFE AND HEALTH

A pupil who completes lower secondary education shall extend the competences acquired at the previous (primary) level and acquire the following key competences (abilities) relating to human rights:

competences (abilities) for lifelong learning

- an awareness of the need for self-study as means for self-fulfilment and personal development
- the ability to reflect on own learning and thought processes when acquiring and processing new knowledge and information and the ability to use a variety of learning strategies,
- the ability to evaluate information and its sources from a critical point of view, to combine information for creative purposes and to use it in practice

social communication competences (abilities)

- the ability to use all available forms of communication in organising and presenting information of different sorts, the ability to communicate in speech and in writing in ways that are appropriate to the situation and purpose of communication,
- the ability to make effective use of available information and communication technologies,
- self-presentation and presentation of the results of work to the general public and using specialised language

- the ability to communicate adequately in his or her native language and two foreign languages,
- an understanding of the importance of communication skills that form the basis for effective cooperation with mutual respect for rights and obligations and the acceptance of personal responsibility, and the ability to use such skills

competence (ability) to apply basic mathematical thinking and basic knowledge in science and technology

- the use of mathematical thinking to solve practical problems in everyday life,
- the use of mathematical models of logical and spatial thinking and presentation (formulae, models, statistics, diagrams, graphs, tables),
- the use of basic knowledge in the natural sciences to make scientifically grounded judgements and the use of acquired operative knowledge in problem-solving,

competence (ability) relating to information and communication technologies

- basic ICT skills as the foundation of further development,
- the use of basic methods for working with text and simple presentations,
- the ability to create simple tables and graphs and work with simple graphical environments,
- the ability to record and play sound and video,
- the ability to use ICT in education,

problem solving competences (abilities)

- the application of suitable problem-solving techniques based on critical analysis and creative thinking,
- openness to learning and using different approaches, including innovative approaches (to problem solving), formulating arguments and evidence to defend results,
- recognition of the advantages and disadvantages of different solutions and the need to consider levels of risk.
- the ability to create conditions for constructive and cooperative approaches to conflict resolution,

civic competences (abilities)

- awareness of basic humanistic values, appreciation of his or her national cultural heritage, exercising and protecting the principles of democracy,
- a strong grasp of his or her own interests in combination with the interests of the wider group or society,
- awareness of his or her rights in the context of a responsible approach to his or her duties, support for others' exercising of their rights,
- openness to cultural and ethnic diversity,
- the ability to follow and assess events and trends in public life and formulate an opinion on them, active support for the sustainability of the environment,

social and personal competences (abilities)

- the ability to reflect to an adequate extent on his or her own identity and develop personal autonomy/independence as a member of a whole,
- the ability to set his or her own priorities and objectives in harmony with his or her real abilities, interests and needs,
- internalisation of the basic techniques of effective group cooperation, an awareness of his or her responsibility as a team member and the ability to contribute creatively to the achievement of the team's joint objectives,
- the ability to estimate and correct the effects of his or her own behaviour and actions and make socially beneficial changes in interpersonal relations,

working competences (abilities)

- the ability to set objectives with regard to his or her career interests and to critically evaluate results and take steps to achieve these objectives.
- being flexible and able to accept and manage innovative changes,
- understanding the principles of enterprise and considering his or her assumptions in future planning,
- the ability to find and use information on education and work opportunities,

competences (abilities) for initiative and entrepreneurship

- the ability to innovate in the procedures used to deal with tasks, to plan and manage new projects focussing on achieving objectives, not only in work but also in everyday life,

competence (ability) to perceive and understand culture and to respond using cultural instruments

- the ability to express himself or herself with a higher level of artistic literacy through the expressive means provided by the visual arts and music,
- the ability to identify kinds and styles of art and use their main forms of expression,
- an awareness of the importance of art and cultural communication in his or her own life and the life of society as a whole,
- an appreciation of and respect for art and cultural historical traditions,
- knowledge of the customary rules of social contact (ethics),
- the ability to behave in a cultured fashion appropriate to circumstances and situations,
- tolerance and empathy in relation to expressions of different cultures

In ISCED2 (lower secondary education) human rights issues are incorporated into content in the following areas of education:

LANGUAGE AND COMMUNICATION
THE PERSON AND NATURE
THE PERSON AND SOCIETY
THE PERSON AND VALUES
THE PERSON AND THE WORLD OF WORK
ART AND CULTURE
HEALTH AND MOVEMENT

and the following cross-curricular themes:

PERSONAL AND SOCIAL DEVELOPMENT
ENVIRONMENTAL EDUCATION
MEDIA EDUCATION
MULTICULTURAL EDUCATION
PROTECTING LIFE AND HEALTH

A pupil who completes general upper secondary education shall extend the abilities acquired in previous primary and lower secondary education and acquire the following key competences (abilities) in the area of human rights education:

competences (abilities) for lifelong learning

- an awareness of the need for self-study as means for self-fulfilment and personal development
- the ability to reflect on his or her own learning and thought processes when acquiring and processing new knowledge and information and the ability to use a variety of learning strategies,

- the ability to evaluate information and its sources from a critical point of view, to combine information for creative purposes and to use it in practice
- the ability to make a critical assessment of progress, to accept feedback and to understand the possibilities for further development,

social communication competences (abilities)

- the ability to use all available forms of communication in organising and presenting information of different sorts, the ability to communicate in speech and in writing in ways that are appropriate to the situation and purpose of use,
- the ability to make effective use of available information and communication technologies,
- self-presentation and presentation of the results of work to the general public, use of specialised language
- the ability to communicate adequately in his or her native language and two foreign languages,
- an understanding of the importance of communication skills that form the basis for effective cooperation with mutual respect for rights and obligations and the acceptance of personal responsibility, and the ability to use such skills

competence (ability) to use mathematical techniques and knowledge of science and technology

- the ability to use mathematical techniques to solve practical problems in everyday life,
- the ability to use mathematical models of logical and spatial thinking and presentation (formulae, models, statistics, diagrams, graphs, tables),
- the ability to use basic knowledge in the natural sciences to make scientifically grounded judgements and use acquired operative knowledge in problem-solving,

competences (abilities) relating to information and communication technologies

- the ability to use information and communication technologies effectively in learning, in creative activities, in project learning, in expressing personal thoughts and attitudes and solving problems in everyday life,
- the ability to use the Internet and ICT to acquire and interpret information in text and graphical form,
- the ability to think in algorithmic terms and use this ability in real life situations,
- an awareness of the difference between the real and the virtual world,
- an understanding of the opportunities and potential risks associated with the use of the Internet and information and communication technologies

problem solving competences (abilities)

- the ability to use suitable problem-solving techniques based on critical-analytical and creative thinking,
- openness to learning and using different approaches, including innovative approaches (to problem solving), formulating arguments and evidence to defend results,
- recognition of the advantages and disadvantages of different solutions and the need to consider levels of risk.
- the ability to solve conflicts in a constructive and cooperative manner,

civic competences (abilities)

- an awareness of basic humanistic values, having a feeling for his or her national cultural heritage, exercising and protecting the principles of democracy,
- a balanced understanding of his or her own interests in combination with the interests of the wider group or society,
- an awareness of his or her rights in the context of a responsible approach to his or her duties, making a contribution to others' exercising of their rights,
- openness to cultural and ethnic diversity,

- the ability to follow and assess events and trends in public life and formulate opinions on them, active support for the sustainability of the environment,

social and personal competences (abilities)

- the ability to express his or her own identity, development of personal autonomy/independence as a member of the whole.
- the ability to set personal priorities and objectives in harmony with his or her real abilities, interests and needs based on self-reflection,
- the ability to cooperate effectively in a group, an awareness of his or her responsibility in a team and the ability to contribute effectively to the achievement of the team's joint objectives,
- the ability to evaluate and correct the effects of his or her own behaviour and actions and make socially beneficial changes in interpersonal relations,

work competences (abilities)

- the ability to set objectives with regard to his or her career interests and to critically evaluate results and take steps to achieve these objectives,
- flexibility and the ability to accept and manage innovative changes,
- understanding the principles of enterprise and considering his or her assumptions in planning and implementation,
- the ability to find and use information on education and work opportunities,

competences (abilities) for initiative and entrepreneurship

- the ability to innovate in the procedures used to deal with tasks, plan and manage new projects focussing on achieving objectives, not only in work but also in everyday life,

competence (ability) to perceive and understand culture and to respond using cultural instruments

- the ability to express himself or herself with a higher level of artistic literacy through the expressive means provided by the visual arts and music,
- the ability to identify kinds and styles of art and use their main forms of expression,
- an awareness of the importance of art and cultural communication in his or her own life and the life of society as a whole,
- an appreciation of and respect for art and cultural historical traditions,
- knowledge of the customary rules of social contact (ethics),
- the ability to behave in a cultured fashion appropriate to circumstances and situations,
- tolerance and empathy in relation to the expressions of cultures other than his or her own

In ISCED3A (upper secondary education) human rights issues are incorporated into content in the following areas of education:

LANGUAGE AND COMMUNICATION
THE PERSON AND NATURE
THE PERSON AND SOCIETY
THE PERSON AND VALUES
THE PERSON AND THE WORLD OF WORK
ART AND CULTURE
HEALTH AND MOVEMENT

and the following cross-curricular themes:

Personal and social development
ENVIRONMENTAL EDUCATION
MEDIA EDUCATION
MULTICULTURAL EDUCATION

HUMAN RIGHTS ISSUES IN STATE EDUCATION PROGRAMMES FOR VOCATIONAL EDUCATION AND TRAINING

State education programmes (SEP) define the mandatory content of education in schools. They define the minimum requirements for education that schools must comply with when planning their own education programmes. Issues relating to knowledge of human rights, the implementation of human rights and respect for human rights are incorporate in SEPs for each group of study and teaching subjects and each level of education[16]. The following basic objectives for education in secondary school relate to human rights:

* the development of respect for human rights and basic freedoms and the principles enshrined in the Convention for the Protection of Human Rights and Fundamental Freedoms,
* preparation for responsible life in a free society, in the spirit of understanding and tolerance, the equality of men and women, friendship between nations, nationalities and ethnic groups and religious tolerance,
* the development of the ability to control and regulate behaviour, to maintain a healthy lifestyle, including diet and environmental factors and to respect universal ethical values.

The competence profile of those who complete school is also linked to human rights:

* **key competences** and **general competences** – these are present in all SEPs developed for vocational education and training,
* **specific competences** – these apply to SEPs that are compulsory for groups of subjects that prepare pupils to work with people of various age categories (education, social work, nursing, cultural organisers).

More specific information is given in the performance and content standards of the relevant SEPs below:

A) STATE EDUCATION PROGRAMMES AT ISCED LEVEL 2C (at the time of writing 9 SEP have been approved)[17]:

In the section on competences (the profile) of people who complete the SEP, the **key competences** include the following performance standards:

- an understanding, under the leadership of the teacher, of the concepts of justice, human rights and responsibility and the application of these concepts in a global context,
- compliance with the law, respect for the rights and personality of other people, their cultural characteristics, opposition to intolerance, xenophobia and discrimination,
- recognition of his or her own culture, nation and personal identity, a tolerant approach to others' identities.

[16] According to the international standard classification of education ISCED 1997

[17] SEP at ISCED level 2C for the following subject groups – 24 Engineering and other forms of metal work, 27 Technical chemistry of silicates, 29 Food industry, 31 Textiles and clothing, 32 Processing of leather, plastics and rubber and the production of footwear, 33 The processing of wood and the production of musical instruments, 36 Civil engineering, geodesy and cartography, 45 Agriculture, forestry and rural development, 64 Economics and organisation, trade and services

In the section on Competences (the profile) of people who complete the SEP, the **general competences** include the standard "Ethical decision-making of the person. Person – citizen", which requires knowledge of basic human rights.

B) STATE EDUCATION PROGRAMMES AT ISCED LEVEL 3C (at the time of writing 17 SEP have been approved)[18]:

In the section on competences (the profile) of people who complete the SEP, the **key competences** include the following performance standards:

- compliance with the law, respect for the rights and personality of other people, their cultural characteristics, opposition to intolerance, xenophobia and discrimination,
- recognition of his or her own culture, nation and personal identity, a tolerant approach to others' identities.
- understanding of the following concepts: justice, human rights and responsibility and the application of these concepts in a global context,

In the section on Competences (the profile) of people who complete the SEP, the **general competences** include the following content standards:

- "Ethics", which requires knowledge of concepts such as human dignity, respect and respect for other races, ethnic groups and the handicapped,
- "The person as a citizen" which is focussed on increasing knowledge of human rights, their defence and possible abuse.

In the SEP for subject group 76 Teaching, in the section on Competences (profile) for a person who has completed the SEP, the **specific competences** include "Basics of law", in which pupils learn about universal human rights, the rights of the child, the rights of senior citizens and the disabled.

C) STATE EDUCATION PROGRAMMES AT ISCED LEVEL 3A (at the time of writing 20 SEP have been approved)[19]:

In the section on competences (the profile) of people who complete the SEP, the **key competences** include the following performance standards:

- understanding of the concepts justice, human rights and responsibility and the ability to apply the concepts in a global context,

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18 SEP at ISCED level 3C for the following subject groups – 21 Mining and mining geology, 24 Engineering and other forms of metal work, 26 Electronics, 27 Technical chemistry of silicates, 28 Applied chemistry, 29 Food industry, 31 Textiles and clothing, 32 Processing of leather, plastics and rubber and the production of footwear, 33 The processing of wood and the production of musical instruments, 34 Printing and the media, 36 Civil engineering, geodesy and cartography, 37 Transport, posts and telecommunications, 45 Agriculture, forestry and rural development, 64 Economics and organisation, trade and services, 76 Teaching, 85 Arts and crafts, Information technologies

19 SEP at ISCED level 3A for the following subject groups – 21 Mining and mining geology, 22 Metallurgy, 23, 24 Engineering and other forms of metal work, 26 Electronics, 27 Technical chemistry of silicates, 28 Applied chemistry, 29 Food industry, 31 Textiles and clothing, 32 Processing of leather, plastics and rubber and the production of footwear, 33 The processing of wood and the production of musical instruments, 34 Printing and media, 36 Civil engineering, geodesy and cartography, 37 Transport, posts and telecommunications, 37 Special technical subjects, 42, 45 Agriculture, forestry and rural development, 43 Veterinary sciences, 63, 64 Economics and organisation, trade and services, 72 Journalism, librarianship and scientific information, 76 Teaching, 82, 85 Arts and crafts

- compliance with the law, respect for the rights and personality of other people, their cultural characteristics, opposition to intolerance, xenophobia and discrimination,
- recognition of his or her own culture, nation and personal identity, a tolerant approach to others' identities.

In the section on competences (the profile) of people who complete the SEP, the **general competences** include the following performance standards:

- development of basic knowledge on the equality of races, nations, ethnic groups and knowledge of the need for religious tolerance,
- awareness of his or her national identity and his or her human rights, willingness to respect the rights of other people,

In the section on competences (the profile) of people who complete the SEP, the **general competences** include the content standard "Moral personal decision-making. The person and legal relations", which requires the presentation of material on natural and contractual human rights.

In the SEP for subject group 76 Teaching in the section Competences (profile) of people who complete the SEP, the **specific competences** include the following performance standard:

- explaining human rights and basic law governing the area,

In the section on Competences (profile) of a person who completes the SEP, the **specific competences** include the following content standards: "Personality of the educator" in which there is an emphasis on knowing and respecting human rights and other standards that are binding for the profession. "Human rights", in which pupils learn about and absorb basic human rights, human rights instruments and their professional application. They are also motivated to support and defend human rights in their professional and civil life.

D) STATE EDUCATION PROGRAMMES AT ISCED LEVEL 4A (at the time of writing 2 SEP have been approved)[20]:

In the section on competences (the profile) of people who complete the SEP, the **key competences** include the following performance standards:

- understanding of the concepts justice, human rights and responsibility and the ability to apply the concepts in a global context,
- compliance with the law, respect for the rights and personality of other people, their cultural characteristics, opposition to intolerance, xenophobia and discrimination,
- recognition of his or her own culture, nation and personal identity, a tolerant approach to others' identities.

In the SEP for subject group 68 Legal studies in the section Competences (profile) of people who complete the SEP, the **specific competences** include the following performance standard:

- defining and explaining basic human rights and social rights,
- enforcing basic legal standards.

[20] SEP at ISCED level 4A for the following subject groups – 11 Physical and mathematical sciences, 68 Law

In the section on Competences (profile) of a person who completes the SEP, the specific competences include the content standard "Socio-legal protection", which includes learning about documents relating to human rights, civic freedoms and also social rights.

E) STATE EDUCATION PROGRAMMES AT ISCED LEVEL 5B (at the time of writing 6 SEP have been approved)[21]:

In the section on competences (the profile) of people who complete the SEP, the **key competences** include the following performance standards:

- understanding of the concepts justice, human rights and responsibility and the ability to apply the concepts in a global context,
- compliance with the law, respect for the rights and personality of other people, their cultural characteristics, opposition to intolerance, xenophobia and discrimination,
- recognition of his or her own culture, nation and personal identity, a tolerant approach to others' identities.

In the SEP for subject group 68 Legal studies in the section Competences (profile) of people who complete the SEP, the **specific competences** include the following performance standards:

- explaining human rights and basic law governing the area,
- applying basic legal requirements in working with clients.

In the section Competences (profile) of people who complete the SEP, the specific competences include the content standard "Law" through which pupils learn about and understand fundamental human rights, documents on these rights and their professional application. There is an emphasis on knowing and respecting human rights and other legal standards that apply to the profession.

The State Institute for Vocational Education is continuously developing SEPs, especially at the ISCED 4A and ISCED 5B levels. It will continue to incorporate human rights topics so that these are an obligatory part of vocational education and training.

E. The content of teaching

The goal of human rights education in schools (and not only in schools) is to learn the theory and practice and to form attitudes that are important for supporting human dignity, informed and independent participation in the development of democratic society in accordance with values such as human rights, equality, pluralism and justice.

Human rights education involves learning "about human rights" but it is also intended to promote the "protection" and "application/implementation" of human rights. Education "about" human rights includes knowing about the existence of human rights instruments (the Universal Declaration of Human Rights, the Convention for Human Rights, the International Bill of Rights, the European Convention for the Protection of Human Rights and Fundamental Freedoms, the International Convention on Civil and Political Rights, the International Pact

[21] SEP at ISCED level 5B for the following subject groups – 21 Mining and mining geology, 26 Electronics, 31 Textiles and clothing, 42 Agriculture, forestry and rural development, 63 Economics and organisation, trade and services, 68 Law,

on Economic, Social and Cultural Rights, the Convention on the Rights of the Child). This also includes the understanding of the various rights enshrined in the documents, awareness of the need to respect rights and their inalienable and irrevocable character, and also information on the consequences of human rights violations. Such knowledge is essential for people to protect their own rights and the rights of other people and to establish the necessary foundations of knowledge, though this knowledge by itself is not enough for individuals to actively exercise their human rights and help others to exercise their rights.
The exercising of human rights is impossible without skills, including well-developed personal and social competences such as the ability to be an active listener, to analyse and solve problems and to express empathy. The internalisation of knowledge and skills is reflected in attitudes that produce specific actions.

The awareness, knowledge, skills, attitudes and values that pupils are expected to acquire in elementary schools are as follows:

In the last year of elementary school, children should possess:
1. knowledge of human rights concepts appropriate to their age,
2. relevant social skills and abilities,
3. internalised attitudes and values.

1. Knowledge of human rights concepts:
- human rights and freedoms – understanding the significance and importance of the fundamental human rights of the individual, fundamental freedoms and human dignity,
- identity – understanding human identity, recognising the needs and wishes of the individual, understanding himself or herself in a social context,
- social responsibility – understanding the importance of responsibility, understanding the difference between responsibility to himself or herself, others and to society,
- peace, security – understanding the relationship between peace, security, understanding the importance of the concept of conflict, cooperative conflict resolution,
- democracy – knowing the significance of the main concepts in this area (democracy, citizens and their rights, duties in society),
- tolerance – originally meant the ability to bear something, patience, it refers to the behaviour of people who have decided not to oppress others' world-views or moralities, or the expression of such morality even though they do not agree with such beliefs or expressions or find them acceptable,
- intolerance – a lack of respect for other forms of behaviour and actions, a lack of respect for the convictions of others, expressing rejection of forms of behaviour and opinions other than our own, rejection of difference,
- protection of the rights of minorities – knowing the meaning of the concepts majority and minority, understanding the need to protect the human rights of minorities, recognising some of the basic human rights of minorities in a democratic society,
- development – understanding concepts such as personal development, technical progress, protection of the environment.

2. Social skills and psycho-social competences:
- correct (appropriate) use of human rights concepts in everyday communication,
- critical thinking – the ability to form his or her own opinion, evaluate facts, express an opinion and discuss it,

- active listening – listening to others with concentration and empathy, making eye contact with the speaker, paraphrasing, asking follow-up questions, keeping calm physically,
- communication skills – presenting his or her own opinion, in a manner that others can understand and accept, equally listening to and respecting the opinions of others,
- expressing empathy – the ability to put himself or herself in another's place and recognise their needs
- to decide for oneself and take responsibility – the ability to make decisions and take responsibility for them,
- the ability to participate – participating in group decisions and the life of his or her class or another group,
- the ability to work in a team – using the skills of friendship and cooperation,
- the ability to resolve conflicts in a cooperative manner – seeking ways to solve problems in a peaceful and cooperative manner.

3. Attitudes and values

The foundation of desirable attitudes is an understanding of the importance of:

- upholding human rights as the foundation of the dignity of human life,
- responsibility for one's actions and acceptance of consequences,
- the benefits of cooperation involving peaceful conflict resolution and the use of a strategy of "I'm OK" and "You're OK".,
- acceptance of equality – in racial, cultural, national and religious contexts and the meaning of equality between people and nations,
- tolerance and acceptance of oneself and others, pupils with disabilities, with special educational needs or who are different in other ways,
- protection of the environment in accordance with the principle of sustainability.

The awareness, knowledge, skills, attitudes and values that pupils are expected to acquire in secondary schools are as follows:

In the last year of secondary school, children should possess:

1. knowledge of relevant human rights concepts in a range of thematic areas,
2. developed social skills and abilities,
3. internalised attitudes and values.

1. Knowledge and thematic areas relating to human rights:

- extension of the knowledge taught in elementary schools with a more cognitive approach (a deeper understanding of the concepts, higher level analysis),
- an understanding of their content in the context of human rights issues such as:
  - the rights of the child,
  - civic and political rights,
  - economic and social rights,
  - the right to protection of the environment,
  - cultural rights and the right to development,
  - collective rights,
  - humanitarian rights.

2. Social skills and psycho-social competences:

- making appropriate use of human rights concepts in communication,

- critical thinking – the ability to form one's own opinion, evaluate facts, identify problems, ask questions, make arguments, express an opinion and discuss it,
- communication skills – presenting his or her own opinion, in a manner that others can understand and accept, equally listening to and respecting the opinions of others,
- showing empathy – the ability to put himself or herself in another's place and recognise their needs
- having the basic skills necessary for research and experimentation,
- understanding the basis of problems and knowing how to draw conclusions,
- performing ethical analyses taking human rights in particular into consideration,
- to decide for himself or herself and take responsibility – the ability to make decisions and take responsibility for them,
- being able to work in a team – having skills for cooperation and friendship,
- being able resolve conflicts through cooperation – conflict resolution in a cooperative manner based on win-win principles,
- participating in group decision-making and participating in the life of the class and the school,
- continuously developing personal and social skills and competences.

3. Attitudes and values

The foundation of desirable attitudes is:

- an understanding of the fundamentals of human rights and the importance of their application in real life situations,
- awareness of his or her responsibility for his or her actions and the moral consequences of his or her actions,
- an understanding of the need to cooperate in the peaceful resolution of conflicts,
- awareness of the need to comply with human rights in protecting the environment.

Methods for teaching human rights issues in elementary and secondary schools

Human rights teaching uses forms of organisation and educational techniques based on the activity of pupils. Such participatory and interactive methods include, for example, experiential teaching, cooperative teaching, case studies, project work, role play, brainstorming, buzz groups, associative methods, the creative use of texts, open and honest discussion between the teacher and pupil and between pupils, various psychogames and other activation methods. Discussion should involve open questions and questions that allow self-reflection and develop critical thinking. The above methods also allow an individual approach to pupils and the absorption of information and concepts in an age-appropriate form. They are an important instrument for developing social skills and the psycho-social characteristics of pupils.

F. Vulnerable groups

The Slovak Republic became a member of the European Union on 1 May 2004. Our membership of the European Union means that we have to bring our legislation into line with EU law. To this end the National Council of the Slovak Republic amended Article 7 (5) of the Constitution of the Slovak Republic through Constitutional Act No. 90/2001 Z.z. The amended paragraph states that European Union law has priority over the laws of the Slovak Republic. This began the process of change in legislation covering migration, asylum, residence permits and the residence of foreigners on the territory of the Slovak Republic.

Fundamental human rights and the rights of foreigners on the territory of the Slovak Republic are defined in articles 12, 15, 23 and 52 of the Constitution of the Slovak Republic.

In 1995 the National Council of the Slovak Republic passed Act No. 283/1995 Z.z. on refugees, which became the basis for asylum law in the Slovak Republic.

Conditions for the entry and residence of foreigners in the Slovak Republic were laid down by Act No. 48/2002 Z.z., which brought them into line with the Constitution of the Slovak Republic and international treaties.

Migration policy issues in the Slovak Republic are governed by Government Resolution No. 501/1993 Z.z. establishing the Migration Office, No. 846/1993 Z.z. approving the principles of migration policy and No. 11/2005 approving the Concept for Migration Policy in the Slovak Republic. Government Resolution No. 11/2005 Z.z. included approval of material of the Ministry of Education on the application of the concept for migration policy in the area of education (July 2005).

The education of the children of foreigners is governed by section 146 of Act No. 245/2008 Z.z. on education (the Schools Act), as amended.

The Schools Act defines the children of foreigners as follows:

a) the children of citizens of another state or stateless persons with permission to reside in the territory of the Slovak Republic
b) the children of refugees or persons claiming the status of refugee on the territory of the Slovak Republic
c) the children of foreign Slovaks
d) children claiming asylum or subsidiary protection pursuant to the relevant regulations
e) children on the territory of the Slovak Republic who are not accompanied by a legal guardian.

According to section 146 (2) of the Schools Act, the children of foreigners who have permission to reside in the territory of the Slovak Republic, the children of persons claiming asylum and Slovaks living abroad are entitled to receive education, board and lodging in schools subject to the same conditions as citizens of the Slovak Republic.
This means that they may study in state schools free of charge and receive basic teaching material free of charge. The children of foreigners may not study in private or church schools.

The Schools Act also specifies which schools the children of foreigners should be placed in for the purposes of compulsory school attendance. It assigns schools the function of organising basic and advanced language courses in the state language for the children of foreigners in order to eliminate language barriers. Language courses for the school-age children of persons claiming asylum in asylum facilities are organised and paid for by the Ministry of Interior.

Section 146 (9) states that the Ministry of Education shall be responsible for the organisation, the methodology, the financing and technical aspects of the training of teachers for the teaching of the children of foreigners pursuant to paragraph 1.

The following material has been developed and tested by the State Pedagogical Institute (ŠPÚ) and approved by the Ministry of Education:

- The teaching plan for basic and advanced language courses in the state language for the children of foreigners in the Slovak Republic
- The teaching schemes for basic and advanced language courses in the state language for the children of foreigners in the Slovak Republic
- Methodological recommendations for the teaching of Slovak language in basic and advanced courses in the state language for the children of foreigners in the Slovak Republic
- Required knowledge of Slovak society and culture for the children of foreigners in the Slovak Republic – intermediate level (course).

The issue of special schools

Act No. 245/2008 Z.z. on upbringing and education (the Schools Act) and the amendment of certain acts, as amended
DECREE of the Ministry of Education No. 322/2008 Z.z. on special schools

The law in force to 1 September 2000 allowed pupils to be placed in a special school if they did not have the requirements to cope with elementary school for reasons other than disability. Pupils were therefore reassessed so that intact and pseudo-disabled pupils could be placed in standard elementary schools.
The Phare 2002 project also set out to review the diagnosis of children from socially disadvantaged backgrounds. If a child had good prospects for coping with a transfer from a special school to elementary school, the child was provided with education to ensure a smooth transition to elementary school. To ensure the sustainability of the Phare 2002 project, in which transitive classes were established in special elementary schools, it is currently possible to establish specialised classes in elementary schools as a continuation of the project. The Ministry of Education has approved the verification of the project "Transitive classes in elementary schools" with effect from 1 August 2006 to 31 August 2008 and the continuation "Specialised classes in the first level of elementary schools" with effect from 1 September 2008 to 31 August 2011. The supervising body for the experimental verification of the output material from the Phare 2002 project is the Research Institute for Child Psychology and Pathopsychology.

The current law on the education of disabled children and pupils is clearly separated from the education of children and pupils from a socially disadvantaged background in the Schools Act.

<u>The education of children and pupils with disabilities is provided</u>

a) in schools for children and pupils with disabilities; these schools are special schools,
b) in other schools defined in this act
    1. in special classes established as a rule for children or pupils with the same type of disability; a part of the education process may take place in joint classes with other children or pupils of the school; the pupil or child may take part in some educational subjects or activities outside the special class.
    2. in classes or educational groups together with other children or pupils of the school; if necessary, such a child or pupil shall be taught according to an individual educational programme prepared by the school in cooperation with educational facilities for educational prevention and counselling; the legal guardian of the child or pupil has the right to inspect this programme.

The education of children and pupils with disabilities is based on the education programmes for

a) children and pupils with mental disabilities,
b) children and pupils with hearing disabilities,
c) children and pupils with sight disabilities,
d) children and pupils with mobility disabilities
e) children and pupils with impaired communication skills,
f) children and pupils with autism or other pervasive developmental disorders,
g) children and pupils who are ill or have weak health
h) children and pupils who are deaf and blind,
i) pupils with learning disorders
j) pupils with behavioural and attention disorders,
k) children and pupils with multiple disabilities,
l) children and pupils with behavioural disorders.

The education programmes specified in letters a) to l) are part of the state education programmes.

The education of children and pupils with disabilities is provided in the following types of schools:

a) nursery schools,
b) elementary schools,
c) secondary schools,
d) practical schools,
e) vocational schools.

Children and pupils are admitted to schools for children or pupils with disabilities on the basis of their disability after diagnostic assessment designed to determine their special education needs, which is conducted by a facility for educational prevention and counselling. Only children with a demonstrable disability that would prevent them from coping with education in nursery or elementary schools can be accepted in such schools.

the decision on the whether to accept a child with special educational needs is taken by the head teachre on the basis of a written application from the child's legal guardian and the written opinion of the centre for educational prevention and counselling. The head teacher shall discuss all options for the child's education with their legal guardian before the child is admitted.

Elementary schools for pupils with disabilities usually have nine to eleven years and may establish a preparatory year. The preparatory year is intended for pupils with disabilities (i.e. pupils with disabilities, pupils who are ill who have weak health, pupils with developmental disorders, pupils with behavioural disorders) who are over six years of age as at 1 September but who are not able to cope with school and who do not have good prospects to cope with the first year of elementary school despite the use of an educational programme for children with disabilities. Completing the preparatory year is considered equivalent to the first year of compulsory school attendance.

If the character of a pupil's needs change while the child is attending an elementary school with an education programme for pupils with special educational needs, or the facility is not able to satisfy the pupil's needs, the director of the elementary school may recommend the legal guardian of the pupil to request the pupil's placement in another school. The competent

facility for educational prevention and counselling shall give its opinion before such a recommendation is given.

The State Inspectorate for Schools is the independent state administration body in education that carries out all inspection activity relating to elementary schools for pupils with mental disabilities. It always checks the personal records of pupils who undergo assessment for special education and the results of such assessment. It verifies that pupils have been properly placed in the given type of school. If there are suspicions that a pupil has been placed in a school incorrectly, inspectors may request that the pupil be reassessed or placed in a different type of school. School inspectors have found that the numbers of pupils in special schools are falling (including pupils with mental disabilities) and they are increasingly integrated individually in standard elementary schools.
The statistical research of the Institute of Information and Prognoses of Education has also shown an increase in the number of pupils with special educational needs who are educated on an individual basis in special classes in elementary schools.

G. The Human Rights Olympiad for secondary school pupils

The jubilee tenth Human Rights Olympiad took place in Liptovský Mikuláš from 17 to 19 March 2008 under the patronage of the deputy prime minister for knowledge society, European affairs, human rights and minorities, Dušan Čaplovič.

The Human Rights Olympiad (HRO) for secondary school pupils is a competition organised in a number of rounds for young people attending secondary school. It involves tests and the presentation of essays on selected topics. The contest has school, regional and national level according to the organisational regulations. The following events were organised in 2008 using financing under contract from the Ministry of Education.

The school rounds of the HRO are coordinated by schools themselves – teachers of Civics and Social Science prepare their own tests for students. District rounds are not organised in this contest and each school sends one student to the regional round.

The regional rounds are organised and financed by the competent regional schools office. To ensure equal chances tests set in the regional rounds are designed centrally and authors are paid from the budget of the Ministry of Education using the IUVENTA contract designated for this contest. The annual budget for the preparation of tasks for the regional heats is around EUR 2 000 (SKK 60 000).

The authors of tasks in the national final are also paid from ministerial funds designated for the contest through IUVENTA. The cost is around EUR 1 000 (SKK 30 000) because the national finals have a different structure than the regional heats.

Students who get through the regional round to the national finals must submit an essay on one of four themes set by a national commission each year satisfying set requirements (the themes for 2008 are presented in an appendix). The main themes correspond to the main current issues promoted by the European Commission, the Council of Europe etc.

The national finals consist of two stages. The written part comprises a test where students demonstrate their knowledge in different areas of human rights. It is followed by a defence of their essay and the opinions presented in it. The students are divided into 6 groups. 2 students from each group go through to the grand final, where they present their opinion on a case study proposed by members of the chief panel the day before the finals. The panel has around 10 members including a representative of the Slovak Centre for Human Rights, a representative of a university, the Information Office of the Council of Europe, the

information office of the European Commission, a foreign representative of UNESCO, deputy prime minister Čaplovič and other important guests. Every student has ten minutes to present his or her opinions on the chosen topic. The chief panel gives points for the presentation, whose total is used to rank the first 12 pages in the contest.

From an organisational point of view, the HRO is the only contest in which a pupil attends together with his or her teacher, so that in addition to the 64 contestants there is usually the same number of teachers present. These teachers can be present when the students are defending their essays in the competition room. Specialised events are also organised for them – workshops organised by representatives of the Fridrich Ebert Stiftung, the Slovak Centre for Human Rights, the Information Office of the Council of Europe and IUVENTA (human rights are a priority in working with young people, preparation of education multipliers, a presentation of KOMPAS – a guide for human rights education, promotion of campaigns etc.).

Every year the winning students receive valuable prizes from partner organisations and foreign trips to conferences organised by UNESCO in Bulgaria and Germany.

Every year a final report – the Chronicle – is written describing the contest. A copy of the most recent report is included. Other reports – Chronicles – can be found on the website www.olp.sk in the section HRO Chronicle. Every year 1 000 copies of the report are printed and distributed to the schools that took part in the contest.

The HRO includes seminars which take place in every region and in which teachers of Civics and Social Studies meet with representatives of major organisations and institutions (the Slovak Centre for Human Rights, the Ministry of Labour, Social Affairs and Family, the Information Office of the Council of Europe…)

H. Continuing education for teachers

Planning the implementation and internal dependencies for the continuing education of teachers and the publication of methodological and study material represent a crucial part of the NPHRE, in which the methodological-pedagogical centre and other designated bodies took part.

The educational opportunities were based on the objectives and principles of education presented in the National Plan for Human Rights Education for 2005–2014. In particular it was based on the strategy and concept for human rights education in the Slovak Republic and the proposed conceptual and legislative measures for the implementation of human rights education in Ministry of Education and also on the State Education Programme. As these materials required, content relating to human rights was incorporated into all types of education, including education for educational managers, educational counsellors, prevention coordinators, education relating to didactics, special education, psychology, social studies and interdisciplinary education, practical education, extracurricular education and pre-school education, and specialised subjects such as Ethical Education, Environmental Education and the like. The tutors in these subjects cooperated with teachers to develop key competences in pupils such as communication skills and competences, intrapersonal and interpersonal skills, the ability to use creativity and critical thinking in problem-solving, to work with modern information technologies and the ability to promote civil and democratic principles.

The tasks and exercises in individual course modules helped teachers to improve pupils' competences in the following areas:

- cognitive abilities – use of critical thinking and the ability to express one's opinion, to use information and work with others, learning to learn, problem-solving and the use of creativity,

- civic competences – active participation in civil life, acceptance of multiculturalism and differences
- social and communication competences – cooperation with others, cooperative problem-solving, suitable communication strategies, active listening, providing feedback, reading with understanding, presenting information, using information and communication technologies,
- interpersonal competences – creating personal identity and an awareness of it, engagement.

Most education was provided in the form of 2–3 day meetings but there were also single meetings. The three-day courses took the form of continuing education (CE) and participants who satisfied the set criteria received certification of their participation in CE on human rights. In view of the broad scope of the issue, the content of events was drawn from a range of topics in the field:

- theoretical foundations of human rights issues,
- implementation of the NPHRE in the Ministry of Education,
- implementation of human rights instruments in school regulations,
- the transformation of management processes from directive to participatory,
- incorporating human rights education into school subjects (Civics, Social Studies, Ethics, History, Slovak Language, English Language, German Language etc.)
- migrants, refugees, asylum seekers and security in Europe
- prevention of bullying and violence in schools,
- the activities of the ombudsman,
- violations of human rights under totalitarian regimes,
- people trafficking and the like.
- the problem of teaching about the holocaust,
- the topic of discrimination and tolerance,
- the rights of women to equality,
- pro-social education,
- the problem of multiculturalism.

List of publications on human rights issues published since 2005

1. Vzdelávanie a uplatňovanie ľudských práv v základných a stredných školách (Human rights education and the implementation of human rights in elementary and secondary schools)
   (Viera Poláková, ÚIPŠ, department of youth analysis and research, Bratislava, 2005)
2. Vzdelávanie a uplatňovanie ľudských práv v rodinnom a školskom prostredí (Human rights education and the implementation of human rights in the family and school environments)
   Viera Poláková, ÚIPŠ, department of youth analysis and research, Bratislava, 2007
   ISBN 978-80-7098-447-5
3. Vzdelávanie a uplatňovanie ľudských práv žiakov základných a stredných škôl (Human rights education and the implementation of the human rights of pupils of elementary and secondary schools)
   Marcela Bieliková, ÚIPŠ, department of youth analysis and research, Bratislava, 2008
   ISBN 978-80-7098-472-7

4. Vzdelávanie a uplatňovanie ľudských práv žiakov základných a stredných škôl (Human rights education and the implementation of the human rights of pupils of elementary and secondary schools)
   Marcela Bieliková, ÚIPŠ, department of youth analysis and research, Bratislava, 2007
   ISBN 978-80-7098-459-8
5. Uplatňovanie práv dieťaťa (Implementation of the rights of the child)
   ÚIPŠ, department of youth analysis and research, Bratislava, 2005
6. Vzdelávanie a uplatňovanie ľudských práv žiakov základných a stredných škôl z pohľadu učiteľa (Human rights education and the implementation of the human rights of pupils of elementary and secondary schools from the perspective of the teacher)
   Marcela Bieliková, ÚIPŠ, department of youth analysis and research, Bratislava, 2007
   ISBN 978-80-7098-460-4
7. Otvorme dvere ľudským právam (Let's be open to human rights)
   Dagmar Čtvrtníčková, Tatiana Alexovičová, MPC Prešov, Rómsky vzdelávací fond (Roma Education Fund), 2008, ISBN 978-80-8045-525-5
8. Ľudské práva v škole aj v triede (Human rights in school and in the classroom)
   Štefan Folkman, Martin Moržík, MPC, B. Bystrica, 2005, ISBN 80-8041-495-5
9. Žijeme spolu (We live together)
   Marián Mišík, MPC Trenčín, 2007, ISBN 80-969457-2
10. Monitorovanie dodržiavania ľudských práv na základných a stredných školách v Trenčianskom kraji (Monitoring of the implementation of human rights in elementary and secondary schools in Trenčín Region)
    Marián Mišík et al., MPC, Trenčín, 2006

11. Vyznáme sa v ľudských právach? (Do we know our human rights?)
    MPC, Prešov, 2006, ISBN 80-8045-440-X
12. Predchádzajme intolerancii výchovou k dodržiavaniu ľudských práv (Let us prevent intolerance through human rights education)
    Viera Hoffmanová, MPC, Prešov, 2005
    ISBN 80-8045-372-1
13. Zásobník aktivít pre etickú výchovu I. stupeň ZŠ, I. časť (Activities for Ethics, first stage of elementary school, part 1)
    Oľga Bujnovská, Eva Líšková, Renáta Matúšková, MPC Bratislava, 2008,
    ISBN 978-80-7164-447-7
14. Uhrovec – rodisko dvoch velikánov slovenského národa (Ľudovít Štúr, Alexander Dubček) (Uhrovec – the birthplace of two great Slovaks, Ľudovít Štúr and Alexander Dubček)
    Janka Píšová, MPC, Bratislava, 2008, ISBN 978-80-7164-446-0
15. Naša šanca – tolerancia (Our chance – tolerance)
    Stanislav Bebjak, MPC Bratislava, 2008
    ISBN 978-807164-452-1
16. Multikultúrna spoločnosť v Nemecku, Metodicko-didaktická príručka (Multicultural society in Germany, a methodological and didactic guide)
    Jolana Krausová, MPC Bratislava, 2008
    ISBN 978-80-7164-454-5
17. Pošliapané ľudské práva, Dodatkový učebný material (Violations of human rights, Supplementary teaching material)
    Jolana Krausová, MPC, Bratislava, 2006
    ISBN 80-7164-410-2

18. Ľudsko-právne vzdelávanie v škole aj v mimoškolskom prostredí, Sekundárne v Vzdelávanie (Human rights education inside and outside school, Secondary in Education)
    Štefan Folkman, Zuzana Almáši-Koreňová, Kristína Velčíková, Zuzana Žabková
    MPC, B. Bystrica, 2008, ISBN 978-80-8041-541-9
19. Cesta k tolerancii (The way to tolerance)
    Anna Surová-Čulíková, Štefan Matula, MPC, Bratislava
    ISBN 978-80-8052-331-2

Ľudské práva a zručnosti potrebné na ich uplatnenie (Human rights and the skills necessary to exercise them)
    Ľubica Bagalová, Darina Gogolová, ŠPÚ Bratislava, 2007,
    ISBN 978-80-89225-26-2

20. Program rozvoja tolerancie v školách (Programme to develop tolerance in schools)
    Eva Gajdošová, MPC Bratislava, 2007
    ISBN 978-80-7164-439-2
21. Katalóg prác z výtvarného workshopu „Ako vyučovať o holokauste“ (Catalogue of work from the creative workshop “How to teach about the holocaust”)
    PaedDr. Ondrej Kokavecz, Viera Kamenická, Juraj Ďurajka
22. Práva detí v kontexte Dohovoru o právach dieťaťa (The rights of children in the context of the Convention on the Rights of the Child)
    Dáša Vargová, MPC Bratislava, 2007
    ISBN 978-80-8052-288-9
23. Zásobník aktivít pre etickú výchovu, 2. časť (Activities for Ethics, Part 2)
    Eva Dubeňová, Eva Líšková, Renáta Matúšková, MPC Bratislava, 2007
    ISBN 978-80-7164-429-3
24. Ľudské práva v škole aj v triede (Human rights in school and in the classroom)
    Štefan Folkman, Martin Boržík, MPC B. Bystrica, 2005
    ISBN 80841-495-5
25. Zásobník aktivít pre etickú výchovu, I. stupeň ZŠ (Activities for Ethics, Stage 1 of elementary school)
    Oľga Hradňanská, Eva Líšková, Renáta Matúšková, MPC Bratislava, 2006
    ISBN80-7164-401-3
26. Rasové zákonodarstvo a jeho realizácia na Slovensku 1939-1945 so súborom historických prameňov (Racial laws and their implementation in Slovakia 1939–1945 with primary historical sources)
    Ladislav Hubenák, MPC Bratislava, 2006
    ISBN 80-7164-404-8
27. Prečo a ako vzdelávať spotrebiteľa (Why and how to educate consumers)
    Mgr. Božena Stašenková, MPC Bratislava, 2006
    ISBN 80-7164-408-0
28. Pošliapané ľudské práva (Human rights violations)
    Jolana Krausová, MPC Bratislava, 2006
    ISBN 80-7164-410-2
29. Stručný katalóg ľudských práv s námetmi na ich uplatnenie v škole (A brief outline of human rights, with ideas for the implementation in schools)
    Martin Kríž et al., ŠPÚ Bratislava, 2005
    ISBN 80-89225-03-9
30. Deti cudzincov vo výchovno-vzdelávacom procese z hľadiska dodržiavania ľudských práv a práv detí (The children of foreigners in the education process with respect to the upholding of human rights and the rights of children)

Marta Žáčková, Katarína Vladová, ŠPÚ Bratislava, 2005
ISBN 80-89225-02-0

31. Cesta k tolerancii (The way to tolerance)
Štefan Matula, Anna Surová – Čulíková, MPC Bratislava, 2006
ISBN 80-8052-277-4

32. Cesta k tolerancii II (The way to tolerance II)
Anna Surová – Čulíková, Štefan Matula, MPC Bratislava, 2007