



PEDAGOGICKÁ
FAKULTA UNIVERZITY
MATEJA BELA



Preparing teachers for human rights education – Case study

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Questions and methodological procedures and sample

Q1: How are the thematic areas of human rights education saturated in the **formal curriculum** of **selected** teacher education **programmes** at UMB?

- Content analysis of documents – 264 information sheets

Q2: What are the expectations of students of teaching regarding human rights education at the beginning of their studies?

- Individual semi-structured interview - 10 1st year students

Q3: What are the expectations of students of teaching in relation to their preparation for the implementation of human rights education?

- Individual semi-structured interview - 10 1st year students

Q4: In what ways does pre-service teacher education fail in the area of human rights education?

- Focus group interview - 9 primary school teachers from the region



Q1 How are the thematic areas of human rights education saturated in the formal curriculum?

Table 1: Teacher education programmes at the Matej Bel University in Banská Bystrica





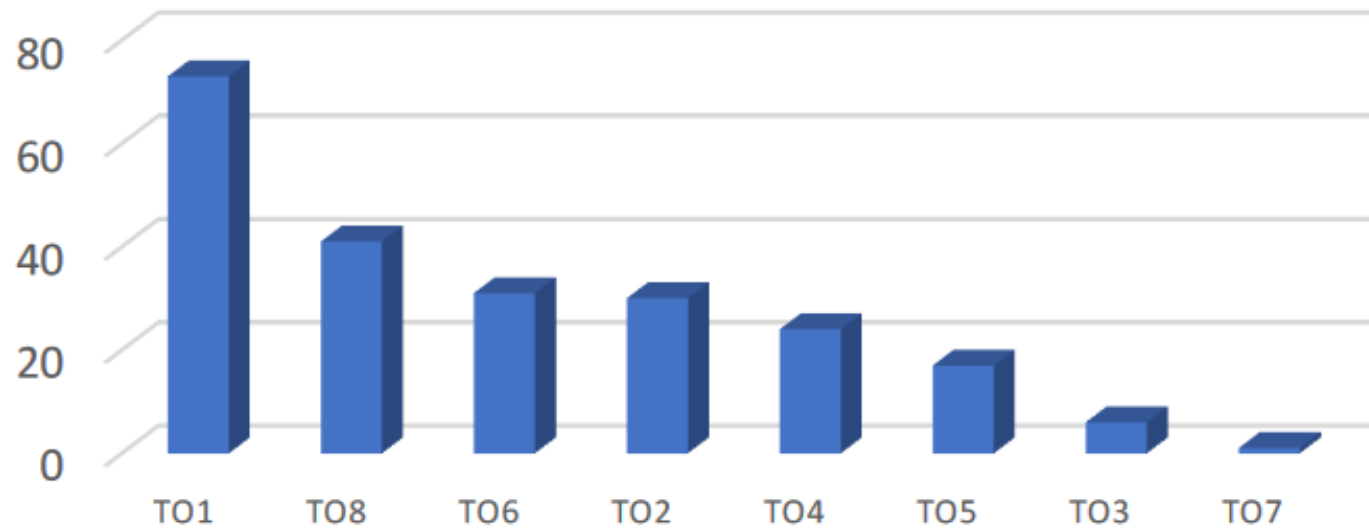
Faculty of Education	
 Preschool and Elementary Pedagogy (Teaching for Pre-primary Education)	daily and external form
 Teaching for primary education	daily and external form
Teaching Psychology	daily form
Faculty of Arts	
 Teacher of Slovak language and literature	daily form
Teaching English language and literature	daily form
Teaching Russian language and literature	daily form
Teaching French language and literature	daily form
Teaching German language and literature	daily form
Teaching Philosophy	daily form
 Teaching History	daily form
Physical Education Teacher Training	daily and external form
Physical Education Teaching and Coaching	daily and external form
Faculty of Natural Sciences	
Teaching Mathematics	daily form
Teacher Informatics	daily form
Teaching Techniques	daily form
Teaching Biology	daily form
Teaching Physics	daily form
Teaching Geography	daily form
Teaching Chemistry	daily form

Table 3: Number of information sheets analysed and quantitative results

Study programme/ part	Number of analysed IS	Number of IS with identified HR content	Proportion of IS with identified HR content
Teaching for pre-primary and primary education (ISCED 0 and 1)	74	22	30%
Teaching History (ISCED 2 and 3)	84	26	31%
Teaching Slovak Language and Literature (ISCED 2 and 3)	106	13	12%
TOTAL*	264	61	23%

* 18 IS of pedagogical-psychological and social-scientific basis are included among the Study Programmes of Teaching History and Teaching Slovak Language and Literature.

Chart 5: Representation of human rights education in selected teacher education programmes at UMB



Thematic areas of human rights education: TO1 Education for personal and social values; TO2 Education for citizenship; TO3 Environmental education; TO4 Legal education; TO5 Peace education; TO6 Intercultural education/education against racism; TO7 Global education; TO8 Development education.

Q2 What are the expectations of students of teaching regarding human rights education at the beginning of their studies?

Figure 1: Students' perceptions of the concept of human rights education

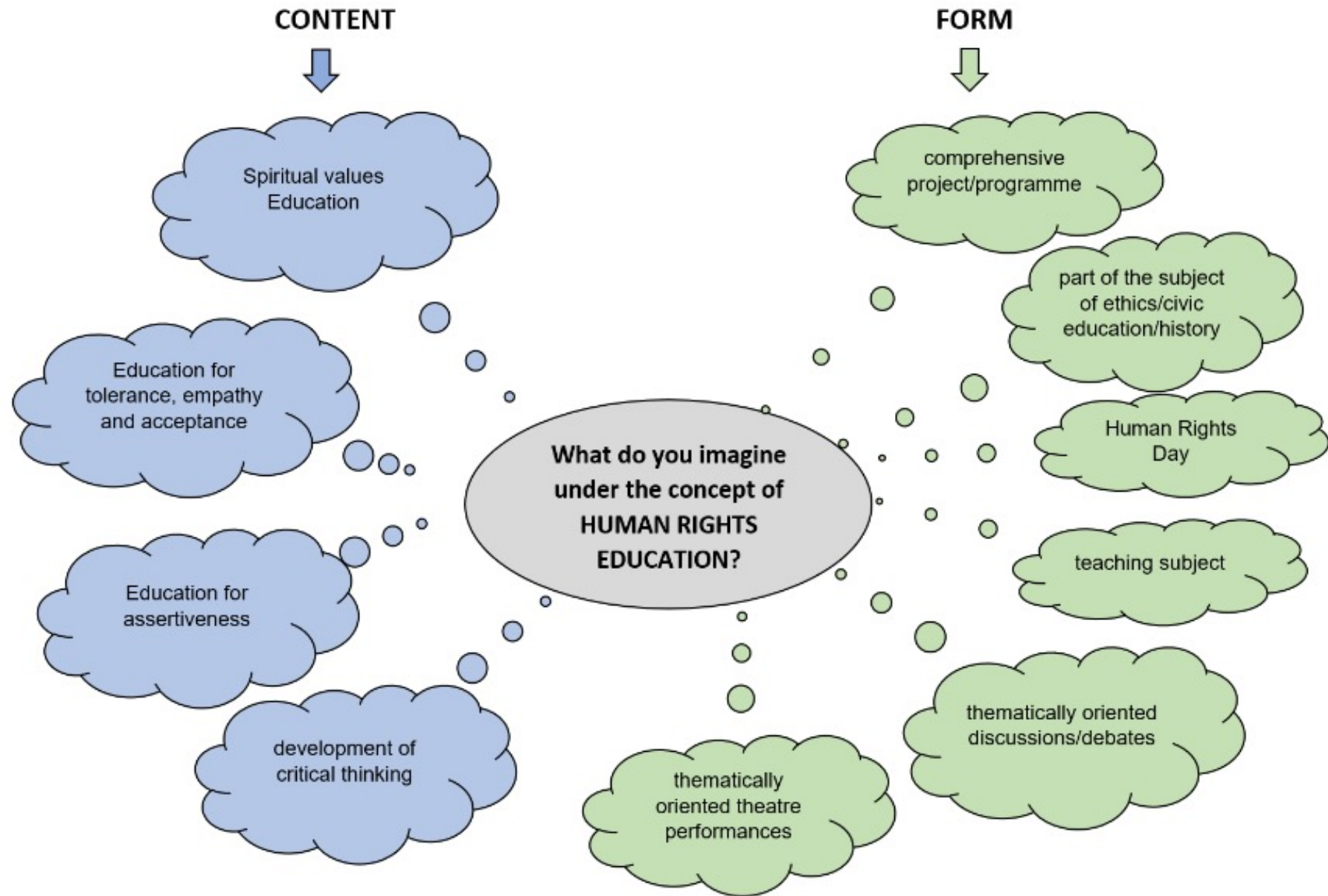
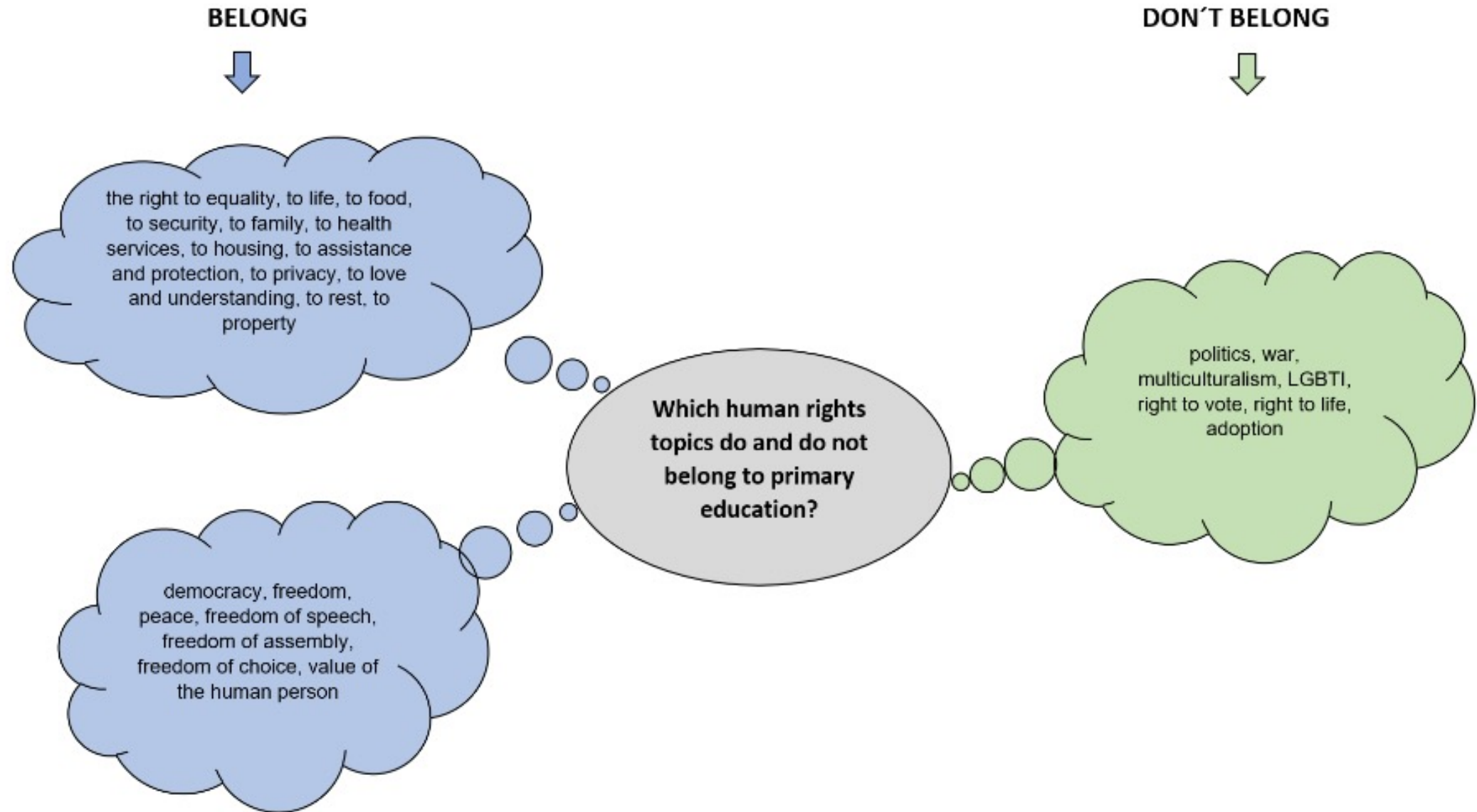


Figure 2: Students' views on human rights issues that do and do not belong to primary education

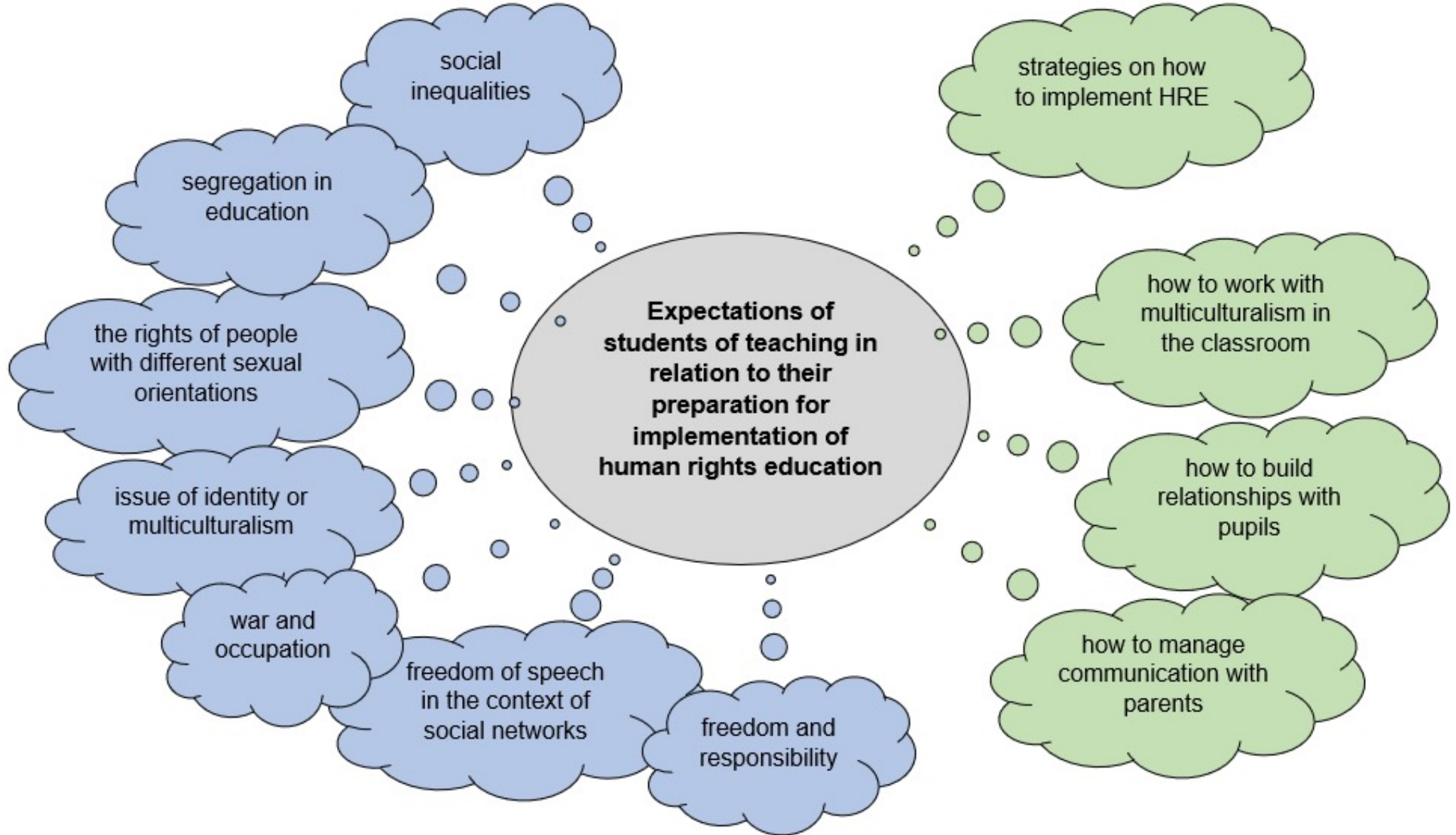


Q3 What are the expectations of students of teaching in relation to their preparation for implementation of human rights education?

IMPORTANT SOCIAL ISSUES



PEDAGOGICAL AND PSYCHOLOGICAL ISSUES



social inequalities

segregation in education

the rights of people with different sexual orientations

issue of identity or multiculturalism

war and occupation

freedom of speech in the context of social networks

freedom and responsibility

Expectations of students of teaching in relation to their preparation for implementation of human rights education

strategies on how to implement HRE

how to work with multiculturalism in the classroom

how to build relationships with pupils

how to manage communication with parents

What methods should UNI teachers use

- less monologic methods
- more open discussion
- more critical analysis of model or real situations
- more dramatisation of fictional or real situations

What a UNI teacher should be like?

- knowledgeable about current social events
- respectful communication
- trusting person
- open to different perspectives
- fair and respects the principle of equality
- sensitive to the individual differences of students
- humane, empathetic, helpful and authentic

Q4 In what ways does pre-service teacher education fail in the area of human rights education?

- lack of ability to facilitate discussions
- being closed to different opinions
- strong focus on knowledge of the subject

„The difficulty of the subject for the purposes of primary education is to the detriment of being able to work with these people, for example, in the area of their personal development.“

In what ways does pre-service teacher education fail in the area of human rights education?

- gaps in pedagogical and psychological training

„When I did my practice, I never experienced other learning than a pupil standing in front of the blackboard, pupils listening. I saw a lot of pupils in the classroom but I don't know if I ever saw a pupil ask a question.“

- prevalence of monologic methods in universities

„Ja som teda písala vždycky iba testy, mali sme len pár ústnych skúšok [...] Prijala by som aj iný spôsob ako overiť poznatky.“

5 workshops – 1 workshop/6 hours

Main objectives of the HRE course:

Student:

- understands what the pillars of humanism and human rights are;
- can define the objectives of HRE in relation to the age group of children
- can apply HRE strategies based on experiential learning
- can facilitate discussion with pupils and stimulate their critical thinking
- can integrate HRE into the curriculum of pre-primary and primary education and use cross-curricular relationships

main value pillars of the course: human welfare, human dignity, individualism, freedom

Target group: future teachers of kindergarten and primary education

Number of course participants: 47 (divided into two groups)

WORKSHOP No 1

PERSONAL AND SOCIAL IDENTITY

Multicultural education/tolerance education

WORKSHOP No 2

THE NEEDS AND RIGHTS OF DISADVANTAGED PEOPLE

Education for personal and social values

WORKSHOP No 5

MINORITIES AND HUMAN RIGHTS

Global education and intercultural education

WORKSHOP No 3

HUMAN RIGHTS AND SOCIAL INEQUALITY

Development education

WORKSHOP No 4

HUMAN RIGHTS IN THE CONTEXT OF WAR

Peace education



Ďakujem za pozornosť

