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# EDUCATION FOR HUMAN RIGHTS, DEMOCRATIC CITIZENSHIP AND EUROPEAN INTEGRATION

**SLOVAKIA**

## SCHOOL ACT

- Education and learning are based on the **principles of**: “c) equality of access to education and learning [...], d) ban on any forms of discrimination and especially segregation, f) lifelong learning [...], j) preparation for responsible life in a free society in the spirit of understanding and tolerance, equality of men and women, friendship among nations, national and ethnic groups and religious tolerance [...], l) integration of education-learning system of the Slovak Republic in the European education-learning system with regard to Slovakia’s own experience and traditions [...]“
- To obtain and strengthen respect for human rights and fundamental freedoms and principles laid down in the Convention for the Protection of Human Rights and Fundamental Freedoms
- One of the principles of education and learning is literally repeated as its goal, namely: „to get prepared for a responsible life in a free society, in the spirit of understanding and tolerance, equality of men and women, friendship among nations, national and ethnic groups and religious tolerance“

# UNIVERSITY ACT

The mission of universities “which are a part of the European area of university education and joint European research area is to develop harmonic personality, knowledge, wisdom, welfare and creativity of man and to contribute to the development of education, science, culture and health for the welfare of the whole society [...]” (Section 1, subsection 1,2).

Universities accomplish their mission by:

- “a) educating experts with the highest degree of education, high moral values, **civil and social responsibility**,
- b) **education in the spirit of values of democracy, humanism and tolerance** and guiding students toward **creative, critical and independent thinking, healthy self-confidence, critical and independent thinking, healthy self-confidence and national pride**,
- c) education toward understanding, maintaining, distribution and promotion of national cultural heritage and **various cultures in the spirit of cultural pluralism** [...],
- h) **engagement in the public discussion on civil and ethic issues and on building civil society**,

## STATE EDUCATION PROGRAMME

- *The SEP derives from **democratic and humanistic values of the society**. On their ground it defines educational standards of provided education in the target, performance and content level. These standards form the basis to the acquisitions and fostering of **competences** of pupils. By means of educational area and cross-section topics it prefers in the teaching process an **inter-subject approach**, and thereby also a **cooperation** within particular teaching subjects not only within the given educational area, but also among various areas. Alongside this approach it prerequisites its implementation by employing motivation teaching procedures and creating favourable **social climate at school**. It pays attention to the **quality of the school** which applies internal and external evaluation of its programmes, processes and results.“*
- *”teaching of each subject should be aimed at: fostering pupils’ abilities to know and to want to learn; to strengthen pupils’ self-confidence in solving problems connected with learning; to lead pupils toward **active citizenship**; to participate in defining **values of a fair and moral person**.*

# PROFILE OF SECONDARY SCHOOL GRADUATES

- *”she/he accepts and applies human rights in relation to himself or herself as well as to others, s/he respects diversity in the society; s/he is aware of his/her civil rights and duties, s/he realizes a significance and need of civil engagement in the national and global context; s/he recognizes and is ready to apply in practise democratic principles of the society; s/he is interested in the world and people around himself or herself, s/he is ready to be active in protection of human and cultural values and environment of the Earth“.*

# EDUCATION AREA MAN AND SOCIETY

Consists of history, geography and civics – obligatory subjects

The characteristics of the subject mentions, inter alia, the fact that it should aid in getting students oriented in the social reality, engagement in various social relations and bonds (in the family, school, state), in realistic self-recognition and knowing other people, understanding one's own acting and acting of other people. The subject also deals with activities of major political institutions and authorities and a mode of engagement of individual persons in the social life, it develops *"civil and legal awareness of pupils, it strengthens the sense of individuals for personal and civil responsibility and it motivates pupils toward active participation in the life of a democratic society."*

## *Pupils*

- *will understand the uniqueness and unrepeatability of every man in the society,*
- *will make up awareness of their own identity and identity of other people,*
- *will accept their own personality and personality of other people,*
- *will respect and employ ethical principles and rules of social cohabitation and will assume responsibility for their own opinions, behaviour and consequences of their behaviour,*
- *will orient themselves in social, political and legal facts forming a framework of their everyday lives,*
- *will realize the rights and duties of citizens of the Slovak Republic,*
- *will respect the fundamental principles of democracy and tolerance,*
- *will apply suitable communication means to express their own ideas, feelings, opinions and attitudes, to defend their own attitudes and to defend their rights in an appropriate manner,*
- *will attain respect for cultural, religious and other differences of other people and communities".*

## EDUCATION AREA MAN AND SOCIETY

Set of topics: Man as personality; Man and society; Citizen and state; Citizen and law; and other will provide a relatively wide framework for the acquisition of personality, social and civil competences.

- Topic *Citizen and state* states among its CS, inter alia, *state of law, principles of democracy and human rights, however, not human dignity*. ES lays down a goal, for example, *to clear the basis and significant of a political pluralism for the life in the state; to evaluate the significance of communal, parliamentary, presidential election, election to regional parliaments and to the European Parliament, and their impact on the everyday life of a citizen of the Slovak Republic; to analyse human rights and fundamental freedoms in the Constitution of the Slovak Republic; to know the organizations and documents ensuring the protection of human rights on the international, regional and domestic state level; to recognize the violation of human rights and manifestation of discrimination in concrete situations; etc.*

# EDUCATION AREA MAN AND VALUES

Subjects: Ethics; Religious education/Religion - mandatorily elective subjects

- goal is to *”educate a personality with his or her own identity and value orientation where the respect of man, life and nature, cooperation and pro-social values take a significant attitude“* so that young people would later as adults be able to *”contribute to the creation of harmonic and stable relations in the family, at workplaces, among social groups, in the nation and among nations.“*
- Topic: Dignity of an individual. ES: *positive evaluation of oneself as well as other people; to accept people having different opinions and attitudes; to respect the rights of other people.* CS: *value of an individual; positive evaluation of others in everyday as well as critical situations; respect and esteem for a human being.*

# CITIZENSHIP EDUCATION

- citizenship as a separate subject is taught in each grade for at least seven school years and at most 12
- citizenship education is provided as a compulsory separate subject during lower and upper secondary levels
- the compulsory separate subject is taught at each grade of general secondary education
- Slovak national curricula are not dedicated only to citizenship education and include elements that are not directly (or not at all) related to citizenship education . Slovakia has integrated economics to the citizenship education
- in **Slovakia, citizenship education is generally taught by semi-specialist teachers who have been trained to teach philosophy** and citizenship education

# HRE OTHERWISE



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Thank you for your attention!

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