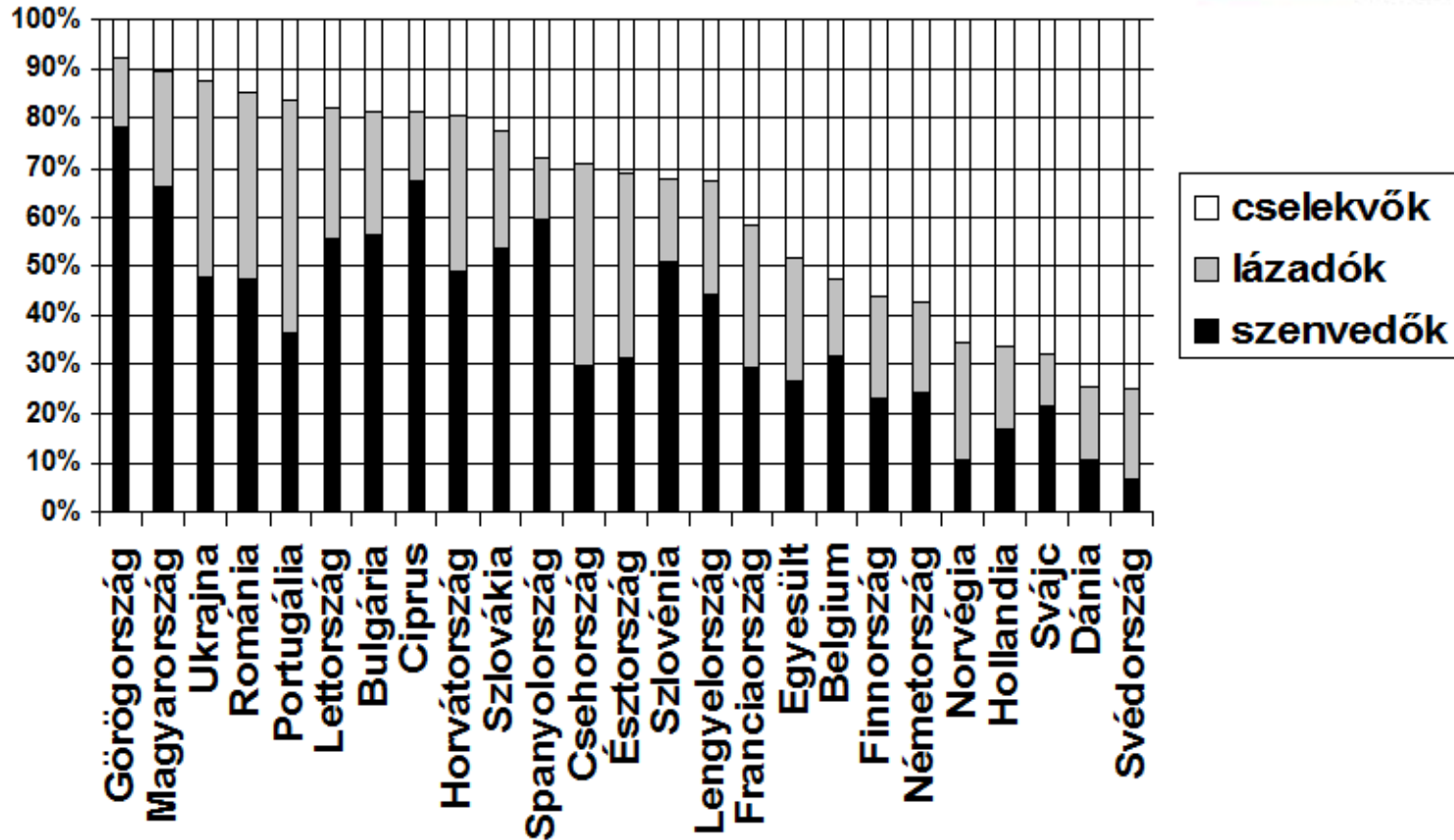




Citizenship and Human Rights Education

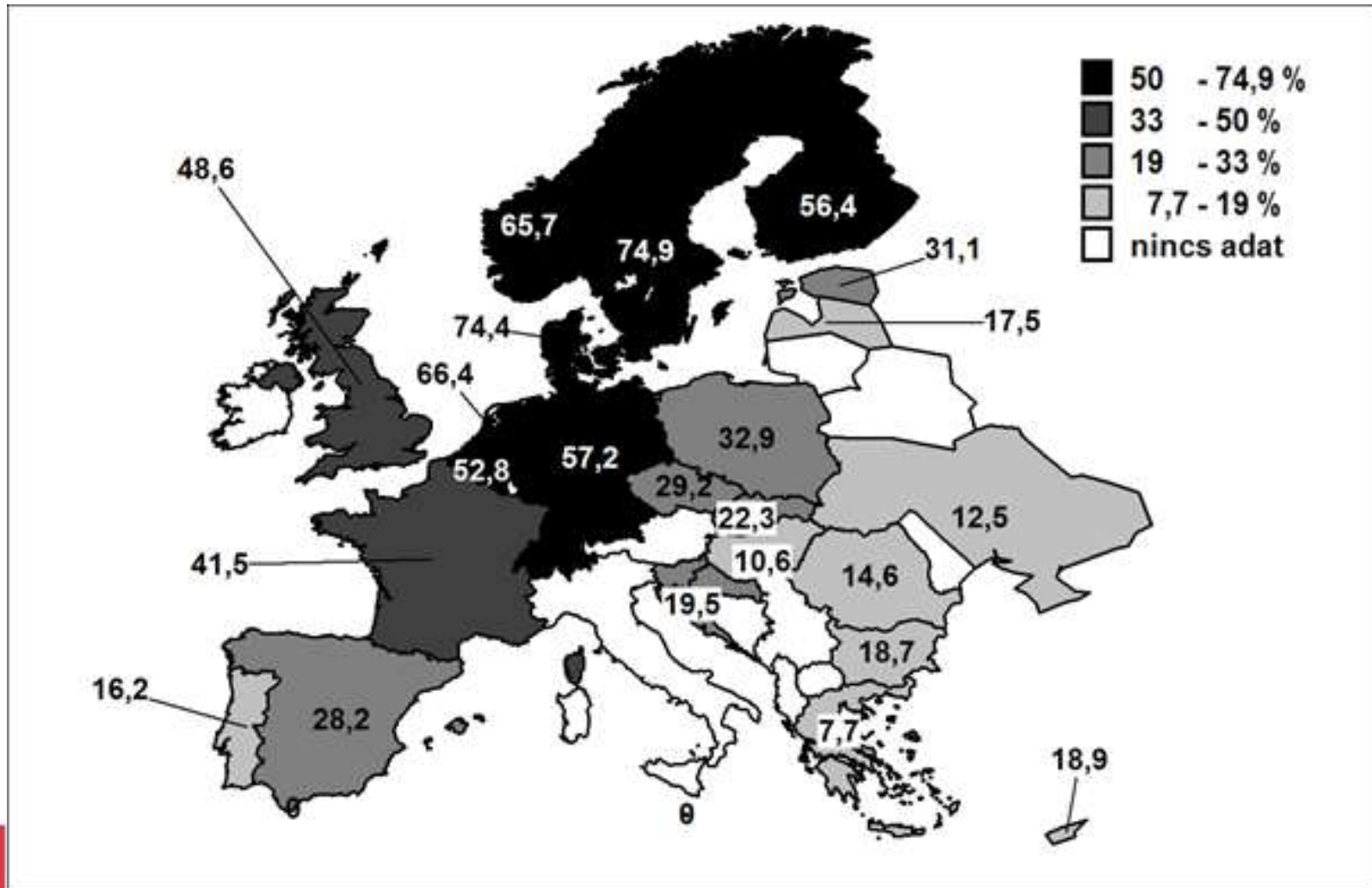
Márton Bodó, Melinda Filó

"Doers", "Rebels" and "Sufferers" – European Social Survey, 2008



„The never-ending feudalism” by Gy. Csepeli & G.Prazsák (2011)

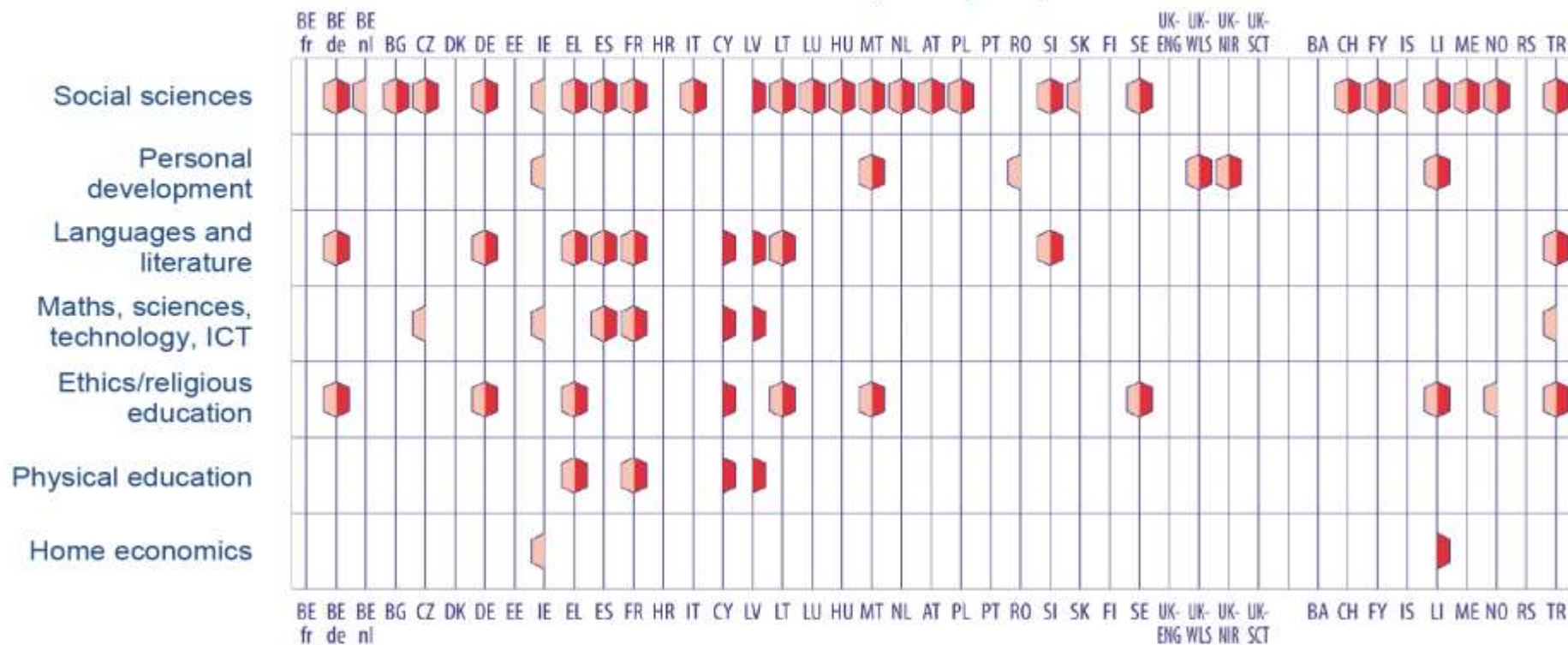
Proportion of “actors” in Europe in 2008



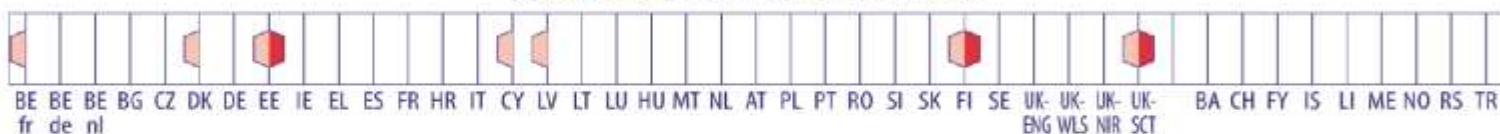
„Citizenship Education at School in Europe” Eurydice Report, 2017

- 28 EU countries + 8 EEA and candidate countries
- Citizenship education is part of the national curricula for general education in all countries
- Three main approaches are used
 1. citizenship education can be a separate subject
 2. integrated into broader compulsory subjects or learning areas such as the social sciences or language studies
 3. a cross-curricular objective delivered by all teachers
- Most education systems use the last two approaches

Main compulsory subjects



Integrated into most subjects



Not integrated into other compulsory subjects



Left
 ISCED 1 and 2

Right
 ISCED 3

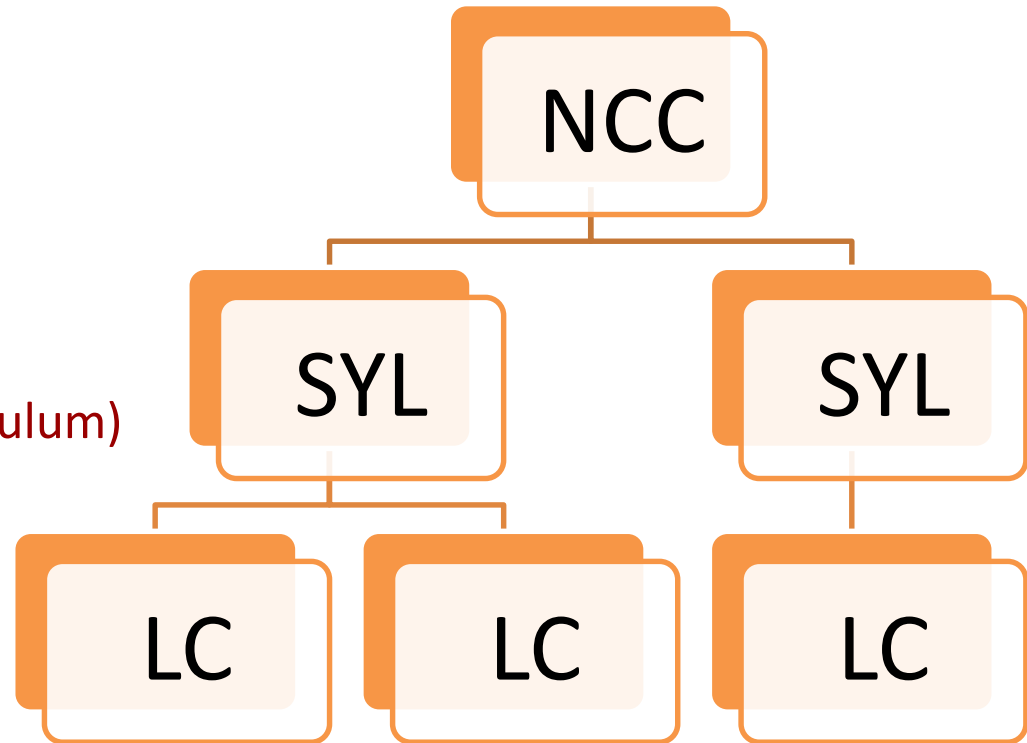


3 levels of curricular regulation

Government regulation
(National Core Curriculum)
4th June 2012

Ministerial decree
(Syllabus – Framework Curriculum)

Pedagogical plan
(Local Curriculum)
2013



Key competencies and developmental fields

– educational goals in NCC - 2012

OKTATÁSKUTATÓ
ÉS FEJLESZTŐ
INTÉZET



Developmental fields
<i>Moral education (ethics)</i>
<i>National identity and patriotism</i>
Citizenship and democracy education
Self-awareness and community skills
Family life
Physical and mental well-being
<i>Taking responsibility for others, volunteering</i>
Sustainability, environmental awareness
Career orientation
Economic and financial education
Media awareness
Learning to learn

Key competencies
Communicating in a mother tongue
Communicating in a foreign language
Mathematical competence
Competence in science and technology
Digital competence
Social and civic competences
Sense of initiative and entrepreneurship
Aesthetic and artistic awareness and expression
Efficient and independent learning



HISTORY, SOCIAL AND CITIZENSHIP STUDIES (GRADE 5 – 12)

Educational aims:

- basic knowledge of democracy and citizenship duties
- democratic thinking and conduct
- preparation for citizenship duties and actively taking part in the community's life
- respect of basic human rights and ethical norms
- equality and diversity
- awareness and understanding of social inequalities
- knowledge of international organisations, treaties and declarations

- Developmental fields: autonomy
critical thinking
questioning
sense of belonging



Optional subjects:

SOCIAL, CIVIC AND ECONOMIC STUDIES: GRADE 11 – 12

Educational aims:

- Understanding the structure of contemporary Hungarian society
- Awareness of the situation of minorities and disadvantaged groups in society
- Understand and experience social responsibilities
- Understand the system of political institutions in Hungary and the EU
- Awareness of Hungarian and European citizens' rights and duties
- Understand and practice political participation
- Preparation for parliamentary and local elections
- Awareness of contemporary global challenges
- Understand connections between locality and globality



- Schools shall **generally** organise community service activities for their students in 9th to 11th grades.
- Sixty minutes of community service is generally considered as a lesson performed.
- Generally at least one and at most three lessons shall be performed at one occasion.
- The 50 lessons to be performed may include a preparatory event of at most 5 hours and a closing event of at most 5 hours by the teacher coordinating community service – together with the mentor if necessary. (5-40-5)



- Healthcare
- Social services and charity
- Education
- Arts and culture
- Environmental protection and nature reservation
- Disaster recovery
- Leisure activities with the elderly or children, people with disabilities, students with special educational needs
- Crime and accident prevention





Thank
you for
your
attention!

