

**CROATIA**

**NATIONAL PROGRAM OF HUMAN RIGHTS**

**EDUCATION**

**GOVERNMENT OF THE REPUBLIC OF CROATIA**  
**NATIONAL COMMITTEE FOR HUMAN RIGHTS EDUCATION**

**NATIONAL PROGRAM**  
**OF HUMAN RIGHTS EDUCATION**

**PART ONE**  
**PRE-SCHOOL EDUCATION**  
**ELEMENTARY SCHOOL - CLASS AND SUBJECT TEACHING**  
**SECONDARY SCHOOL**

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**NATIONAL PROGRAM OF HUMAN RIGHTS EDUCATION**  
**PART ONE**  
**PRE-SCHOOL EDUCATION**  
**ELEMENTARY SCHOOL (CLASS AND SUBJECT TEACHING)**  
**SECONDARY SCHOOL**

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**Preface**

The globalization process is increasingly revealing the political, economic and social imbalance in the world. At the same time, globalization also provides for more opportunities for mutual comparison of individual parts of the world, so that the individual human being and smaller or larger social communities become increasingly aware of their own status within the country of their belonging and individual countries of their status in the world community. Hence, also the extent to which individual countries focus their attention on the exercise of human rights in all segments of society and social activity is becoming apparent. Where such rights are not exercised in a proper way, a deteriorated social or economic situation with a series of related problems occur, depending on the flawed human rights area. Consequently, dissatisfaction is produced, which in some parts of world results in conflicts or even wars.

The increasing degree of the awareness of human rights and freedoms reveals the fundamental equality of people, the equality of their needs, the equality of their right to the fulfillment of these needs, the equality of the right to dignity and freedom; in sum, the equality of rights of any kind. Currently, the need to achieve to the highest possible extent all forms of human rights and freedoms, not only at the social, political and economic levels, but also in all areas of human life, from the individual to the international level, has materialized increasingly. This has, in fact, become an unstoppable process.

It is precisely the rising degree of awareness of the individual and the social communities concerning the necessity to respect all internationally recognized rights and freedoms that triggers conflicts in many places on the planet in an attempt to exercise the disputed rights and freedoms and to balance social, political and economic situations and relations. On the other hand, conflicts in the world are also spurred by one-sided and intolerant positions that in some parts of the world are imposed by the use of force as the only acceptable social or political reality. The economic underdevelopment and poverty of some countries are further causes of dissatisfaction, social problems and conflicts because of the inability to realize human rights.

In recent years, the international community has recorded a rising number of human rights violations throughout the world, caused by increased nationalism, racism, xenophobia, sexual violence and religious intolerance. It is furthermore concluded that this leads to the most horrific forms of ethnic cleansing, exploitation, neglect and

\* The National Committee for Human Rights Education has decided to use in its work the term *human rights*, rather than *rights of man*.

In some public discussions remarks were voiced that the formulation *rights of man* is the more correct term. The National Committee has come to the following conclusion with this respect: If *rights of man* equally apply to all individuals, then their nature is the one of a principle. As such, they apply to all individuals of the human kind. As we are talking about the equal rights of each and all *individuals of the human kind*, we can in this sense speak of *human rights*.

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emphasis in this lies in the fact that the resolution of current issues of this day and age, such as social disparities, insecurity, increased violence and threat of war, cannot be induced without strengthening tolerance, cooperation and solidarity among individuals and nations of the world, whose general human rights and freedoms, democracy, rule of law, pluralism, peace and protection of environment, as one of the essential preconditions for sustainable development of humanity, are promoted and protected.

1.1. The concept of positive peace as a global basis for human rights education

There are two essential causes underlying the perseverance with which nowadays the promotion and protection of universal human rights, civil liberties and democracy are fostered in an international framework. First, there is an increasing feeling of insecurity that has been emerging in the last decade or so as a response to growing intolerance, violence and economic instability in many parts of the world. Second, there is a growing belief that a safer and a more stable world based on the rights and responsibilities of the individual and the state, in fact, can be realized, which belief has been acknowledged in recent years by the virtually unqualified adoption of global and regional policies and action plans for the establishment of peace and democracy in all major areas of life.

The perilous consequences of the doctrine of balance of fear, which marked a long period of a world separated in blocks, gave rise to the contemplation about the need to exercise stricter international arms control already in the early sixties. It has become increasingly evident that peace and security cannot be achieved by intimidation and arms and that the doctrine of balance of fear and armed peace needs to be replaced by the concept of positive peace. Positive peace does not only presume the absence of violence, but, indeed, calls for the responsibility of the individual, the nation and the international community to promote and protect the fundamental principles of human rights, equality, diversity, social justice and democracy.

Adopting the concept of positive peace means introducing a new view on the human being and society, which should lead to radical change in the relationships of individuals and nations of the world. The doctrine of balance of fear does not only differ from the concept of positive peace in terms of the means deployed to the stated end, but also regarding the end itself. They represent opposing views, value systems and patterns of behavior. One disputes and the other confirms the peace-bringing role of the individual and the peoples in human history. What is more, the doctrine and the concept are also divergent with respect to the understanding of the level of responsibility of the individual, nations and the international community should assume in the establishing and preservation of peace. The doctrine of armed peace grows on the distrust in the ability of the individual to guide his destiny freely and responsibly.

Contrary to this, the concept of positive peace is rooted in the understanding that peace is only possible as a combination of self-responsibility and co-responsibility for carrying out the decision regarding the ways of common life, by which universal human rights are protected, the value and equality of others and of those who are different acknowledged, the principles of democracy and justice in the management of a multi-cultural community respected and altruistically behaved serving the common good. It tears down the barriers between "large" and "small" nations, between those who enjoy rights and those who are imposed responsibility, or between those who determine the goals and those on whom these goals are verified.

The conclusion is that the implementation of the concept of positive peace means at the same time the liberation and the restriction of the individual according to the criteria of shared responsibility. In order to enjoy truly one's rights, the responsibility to protect the rights of others must directly be claimed. The combination of rights and responsibilities of the individual and the nation form the key prerequisite for strengthening democracy within the scope of which everyone can find the sense of his existence, in reaffirming oneself as an independent, self-aware and creative human being, who determines the quantity of his freedom measured by the quantity of freedom of others, and the freedom of others by his personal freedom.

The replacement of the doctrine of balance of fear by the concept of positive peace itself does not guarantee the development of a stable community until it becomes a formative principle in all parts of life. In other words, the realization of peace based on respect for the rights of the individual and justice among different individuals in conditions of a democratic rule is only possible if this concept is interwoven with the overall organization of the community. This organization, *inter alia*, regulates a relationship of the individual and the authorities that corresponds with the concept of positive peace. It also regulates the goals, contents and manners of preparing the youth for the assumption of a responsible role in the further strengthening of the mechanisms of protection of peace and security.

Life in a democratic environment is the fundamental precondition for learning the rights and responsibilities leading

abuse of children, violence against aliens, refugees, displaced persons, minorities, indigenous people and other vulnerable groups. An alarming increase in racism, various types of extremism and religious fanaticism, as well as endangerment of the human environment has been noted as well. The United Nations, consequently, created the plan of action in the area of human rights education, which needs to be adjusted to the national specificities by the member-countries. It is emphasized that education should be implemented at all levels of civil society.

Human rights need to be understood in the broadest sense and learning about tolerance and acceptance of others, solidarity, full participation in civic life, the importance of building mutual respect and understanding has to be included. Not only the rights, but also the obligations and responsibilities need to be taught, the responsibility of the individual for other individuals, for the immediate and remote community and the world as such.

If global stability and peace are to be achieved systematically, the achievement of all kinds of human rights is increasingly becoming a necessity for the state and the international community. The states are obliged to develop policies of a systematic approach to human rights, primarily by establishing inter-connected national and international bodies. These should concentrate on all human rights issues, but especially on sensitive or underdeveloped segments of human rights, to enable the implementation of protection and promotion of all human rights.

From the long-term perspective, education and training in human rights and civil education are the most powerful tools in the achievement of full respect for human rights and the development of true democracy in the world. The international community puts special emphasis on issues of human rights education in order to accelerate to the greatest possible extent the awareness building process and, hence, also the process of achievement of human rights in all segments of human society. We would like to remind that the United Nations have proclaimed the *Decade for Human Rights Education* (from January 1, 1995 to December 31, 2004).

States need to undertake all necessary efforts to develop such a national program of education and training in human rights, which should take into account all complex and multi-layered components of the individual, social, political, economic and cultural life in the specific country to the most complete extent, in order to maximize the efficiency of such a national program.

Education and training need to be comprehensive. These processes must develop the universality of the human being, at all his levels and in such manner as to enhance the genuine values of human life and the human community, promoting their positive development, whereby awareness needs to be built about the full responsibility of the individual as a member of the human community for himself, others, the immediate and remote community, the world and nature as the environment of life. The individual's awareness needs also to be built in terms of the responsibility borne by his own environment and the international community for him, so that this individual can fully and in a balanced way participate in the development of the society he belongs to. At the same time, the negative aspects need to be pointed out, indicating their damaging and often devastating impact. By doing so, the negative aspects of human life - the individual, social, political, cultural and economic ones - can easier be recognized in the educational process, isolated and eradicated from society.

If through education, in this broad and integer sense, special attention is attributed to the development of the moral dimension of the individual and society, which will enable the clearer recognition and application of true values of life, the result may be conscious, responsible individuals, capable of being positive parts of society and ready to lead society in accordance with the highest of principles.

The Republic of Croatia wishes to contribute to the establishment of peace in the world, development of democracy and all positive aspirations of the advanced part of humanity, as well as to the full stabilization of the situation in this region by its systematic approach to human rights issues, more specifically through the *National Program of Human Rights and Civic Education*.

I. INTRODUCTION

1. Importance of human rights education

Human rights education form an inseparable part of local, national and global strategies by which in the past decade effective development of the individual, nations and the world as such are endeavored to be created. The integration of goals, tasks and contents of human rights education in national and local school and out-of-school programs, along with the progress achieved to date in other related areas, is a manifestation of the new understanding of the nature and role of learning and teaching in the resolution of serious and deep crises of the contemporary world. The

United Nations.

At the same time, the need for mandatory inclusion of contents from the „Universal Declaration of Human Rights“ in national curriculums and programs at all levels of education is increasingly emphasized. Such international demands rely on the view that education is not merely a fundamental human right, but also a prerequisite for the exercise of all other political, civil, economic, social and cultural rights.

Accordingly, the General Assembly of the United Nations held in 1965 adopted the *Resolution (A/RES/2081 (XXI))* proclaiming the International Year of Human Rights in 1968. It is emphasized in this document that the legal prerequisites for the promotion and protection of human rights have only a limited effect, if the old way of thinking, especially prejudice regarding race, skin color, gender, religion and similar different human characteristics are not eradicated. The member countries are, hence, instructed to develop a program of education and training for human rights aimed at children and adults. It is also mentioned that in the course of the development and implementation of such programs the close cooperation between governmental bodies and educational factors, especially scientific and research institutions, teachers' associations, various foundations and charity services, as well as the media and non-governmental organizations are an urgent necessity.

These guidelines have been defined in detail in a series of the UN and UNESCO documents. Apart from the *Convention against Discrimination in Education from 1960, the Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding between Peoples from 1965, Recommendation Concerning the Status of Teachers from 1966, and Declaration on Fundamental Principles Concerning the Contribution of Mass Media to Strengthening Peace and International Understanding, to the Promotion of Human Rights and to Countering Racism, Apartheid and Incitement to War from 1978, the most significant document from that period is Recommendation Concerning Education for International Understanding, Cooperation and Peace, and Education Relating to Human Rights and Fundamental Freedoms adopted by the UNESCO General Conference in 1974. The UNESCO experiences were added up in the Recommendation and the dimensions of international educational policy clearly defined. The Recommendation has had an enormous impact on national educational policies, including teachers' training and working methods in school, as well as on programs of NGOs promoting peace.*

Concerning the more recent documents of the United Nations and UNESCO, the UN General Assembly *Resolution on United Nations Decade for Human Rights Education (1995 to 2004)* needs to be mentioned; the *Vienna Declaration and Programme of Action of the World Conference on Human Rights (1993), the World Plan of Action on Education for Human Rights and Democracy, adopted the same year at the International Congress on Education for Peace, Human Rights and Democracy in Montreal, the Declaration and Integrated Framework of Action on Education Declaration on Tolerance, adopted by the UNESCO General Conference in 1994, as well as the*

These documents reiterate that the priority task of the international community is the promotion and protection of human rights, as the preconditions for strengthening world peace. It is unambiguously demanded that educational contents from the human rights field be included in regular curricula from the pre-school to the university levels, in informal forms of learning and teaching, as well as in the teachers' training programs.

The *Vienna Declaration and Programme of Action* from 1993 proclaims that education for human rights, professional training for teaching this area, as well as public information are a necessity in establishing stable and balanced relations between communities, in fostering mutual understanding, tolerance and peace. It is emphasized in this document that states should direct education towards the universal development of the human personality in formal and informal conditions, relying on the principles of human rights, humanitarian law, democracy and the rule of law. Hence, the United Nations are called upon to consider the proposal to proclaim a Decade for Human Rights Education. Accordingly, the *World Plan of Action* from Montreal, adopted the same year, refers to the mobilization of all forces and means, ranging from the individual family to the United Nations, in order to resolve the pressing issue of human rights violations. It is explicitly stated that education for human rights and democracy needs to become a life-long learning process for children and adults from all social groups, and that it needs to exceed the level of mere information so that human rights and democracy cease to be concepts of peace and harmonious development and turn into generally accepted social norms and patterns of behavior instead.

In accordance with the past activities of the UN Commission on Human Rights, the activities of UNESCO, UNICEF, ILO, the *World Plan of Action* of Montreal, the *Vienna Declaration and Programme of Action*, and the activities of the UN High Commissioner for Human Rights, on December 23, 1994, the United Nations General Assembly adopted the *Resolution on Decade for Human Rights Education (A/RES/49/184)*, which started on January 1, 1995 pursuant to the *Plan of Action for the Decade*.

towards peace.  
The second essential part of preparing young people is systematic learning and teaching about and for peace, human rights and democracy by means of various curricular and extra-curricular programs. The most important task of such contents is to convey to the pupil the fundamental values of the contemporary world and the strategies for their protection, to make the pupil aware of his personal responsibility in the promotion and protection of peace, human rights and democracy as well as the development of such skills that are imperative to the fulfillment of this responsibility.

If the individual should live up to the challenges of peace, he primarily needs to live up to the challenges of human dignity and freedom. This means that he must be able to exercise his rights in the society he belongs to, that he needs to recognize them as the rights of everyone, that he needs to know the procedures of protection of his rights in the context of a community of equal citizens and, finally, that he must be willing to exercise his rights through active participation in the decision-making procedure. Albeit a major part of these requirements is linked to the quality of knowledge, their full implementation depends greatly on the quality of skills that enable the application of the acquired knowledge.

1.2. International prerequisites for human rights education

In the past decade the changes of international educational policies have been moving in an area determined by four expressions:

Sustainable development is increasingly becoming a reference framework of the United Nations' global policy by which economic progress is measured by social needs and the protection of rights of future generations; a culture of peace derived from the principle of respect for life, freedom, justice, solidarity, tolerance, human rights and equality of sexes, and is growing to become one of the most important programmatic orientations of UNESCO; a culture of human rights and responsibilities in the context of democratic citizenship is becoming the slogan of the Council of Europe in the promotion of the values of freedom and participation as the precondition for effective decision-making;

the human dimension, an expression that presumes the strengthening of democratic institutions, the rule of law and the protection of minorities, which increasingly determines the nature of the activities of the OSCE.

Accepting the above expressions as frameworks for global change, which assign education and training one of the most significant roles, is the follow-up to international peace efforts announced as early as 1945 in the *Charter of the United Nations*. The *UN Charter* expresses the determination of the signatories to save succeeding generations from the scourge of war by reaffirming faith in fundamental human rights, the dignity and worth of the human person, the equality of nations, social justice and opportunities to improve the quality of life for all.

The *Universal Declaration of Human Rights* was written in the same spirit. It sets forth the joint action in promotion and protection of universal human rights and freedoms as a prerequisite for peace and security in the world. It is explicitly stated in the Article 26 of the *Declaration*: "education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms" and that "it shall promote understanding, tolerance and friendship among all nations, racial and religious groups and shall further the activities of the United Nations for the maintenance of peace".

The direction of activities in the field of education laid down in the UNESCO Constitution, the organization entrusted the task to promote global change in education by the UN, in accordance with the international peace and security policy. The Preamble of the document reads: "Since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed. (...) That the wide diffusion of culture, and the education of humanity for justice and liberty and peace are indispensable to the dignity of man and constitute sacred duty which all the nations must fulfil in a spirit of mutual assistance and concern. (...) That the peace must therefore be founded (...) upon the intellectual and moral solidarity of mankind."

Although this determines in principle the framework of international educational policy, several decades will pass before the UNESCO develops specific programs for educational change. In order to accelerate the identification of efficient contents and methods of promotion and protection of the fundamental principles of international educational policy, UNESCO launched the *Associated Schools Project* in 1953. The project has brought together thousands of schools from around the world, which have become the planting ground for new ideas of learning and teaching contents and skills for the promotion of human rights, peace, environmental protection and the respectability of the

organizations as implementation models for their educational policies, while others have been devised in the context of the activities of international and other non-governmental organizations, and finally, the third group has been developed as an expression of change in national educational policies. They do not vary so much in terms of the contents of goals and tasks as in the choice of the individual educational areas for the achievement of these goals. The goals of the vast majority of programs pertain to the understanding of the essential concepts and strategies, adoption of values and development of skills and behavior of the pupil in order to provide a response to the challenges of the contemporary world.

Depending on their definition of the said challenges, programs can be categorized in the following five broad categories:

- a) programs of human rights education through which the pupils acquire knowledge on the categories and significance of universal human rights and freedoms and international and national mechanisms for their protection; they develop skills for the defense their own rights and the rights of others and adopt such forms of behavior as to contribute to a life in human rights.
- b) programs of civic education having as their goal to prepare an informed and responsible individual who by his active participation in political decision-making will promote the fundamental values of civic life, such as human rights, peace, democracy, cultural pluralism, rule of law, protection of nature and human environment.
- c) programs of education for peace and peaceful settlement of conflicts that are mostly aimed at improving inter-human relationships; they focus primarily on the fostering of the skills of argumentation, negotiation, mediation, dialogue and polemics and the like, in view of finding common solutions in situations of tensions and conflict.
- d) programs of inter-cultural education promoting the idea of cultural difference as social wealth, be it to strengthen the cultural identity of members of minority groups or to foster knowledge about other cultures and acceptance of the principle of inter-cultural understanding and tolerance.
- e) programs of global education, including international education, aimed at understanding global problems and processes, accepting the values of global connection and inter-dependence of individuals, nations and cultures, as well as stimulating behavior derived from the attitude of inter-dependence of the world.

Each of the above programs can be divided in a series of variations, with an aim to achieve special goals and tasks within fundamental areas. They can be separated only formally. This is best illustrated in terms of inclusion of human rights and freedoms topics. No matter how special, goals and contents of the majority of programs explicitly or implicitly include the issue of human dignity or the promotion and protection of universal human rights and freedoms, respectively.

The programs are insofar similar, also with respect to the fact that they do not determine their goals only in the context of the cognitive, but also the social, emotional and moral development of the pupil. Accordingly, the majority of programs emphasize the importance of active procedures in education, especially those derived from the analysis of the pupil's personal experience, action research, case analysis, role plays, simulations, dramatizations and the like. The role of the teacher is liberated from the teaching and leading pressures and re-directed towards learning assistance and efficient organization of learning conditions. Teaching and learning often form a unity, so that we talk about cooperative learning, co-learning of teacher and pupil, coaching of the pupil, team learning, pair or group learning.

2. The National Committee for Human Rights Education of the Croatian Government

Aware of the extreme importance of human rights education, the Croatian Government appointed by Decision of June 6, 1995 the National Committee for Human Rights Education as one of the numerous bodies established for the most effective protection and promotion of human rights. The National Committee is an advisory body to the Government of the Republic of Croatia for matters from the field of human rights education. The National Committee is composed of representatives of competent ministries and experts in the field of human

<sup>1</sup> The Croatian Government published in its series of Documents<sup>(1)</sup> the booklet System of Bodies for the Protection and Promotion of Human Rights in the Republic of Croatia, which contains the theoretic standpoints in protection and promotion of human rights, as well as a whole system of bodies of the legislative, executive and judicial powers established for the achievement and promotion of human rights of all citizens of the Republic of Croatia

The global policy of education for strengthening peace and protection of human rights is on the European level also reflected in the activities of the Council of Europe, in accordance with the decisions of the Council for Cultural Cooperation (CDCC), the Parliamentary Assembly and meetings of European Ministers of Education and Sports. The system of European protection of human rights is determined by documents such as the European Convention for the Protection of Human Rights and Fundamental Freedoms from 1950, the European Social Charter from 1961, the European Charter for Regional and Minority Languages from 1992 and the Framework Convention for the Protection of National Minorities from 1994.

The need to build Europe as a broad area of democratic security in an environment of ethnic and religious intolerance, xenophobia, violence and threat of war that emerged as a response to the division of the European space into two blocks, and increased migration have determined the nature of the activities of the Council of Europe in education and training.

In addition to the programs that endeavor to define approaches to life-long education and preparation of the youth for a world of constant and sudden change, special importance is attributed to preparing the pupils for their active role in the development and strengthening of European democratic societies, as well as the development of the European dimension in education in an attempt to remove prejudice and stereotypes from human and inter-ethnic relations.

The introduction of education and training for inter-cultural understanding and acceptance of diversities into European national programs is deemed one of the most important instruments of strengthening security and stability in Europe. The bases for these programs are, *inter alia*, the Recommendation of the Council of Europe on Measures against Incitement to Racial, National and Religious Hatred from 1996, Recommendation of the Parliamentary Assembly Concerning Xenophobic Views and Movements in Member Countries from 1983, as well as the Decision of European Ministers on the Obligation to Recognize the Educational and Cultural Needs of the Second Generation Migrants from 1984, which also provided an impetus for the integration of inter-cultural contents in curricular and extra-curricular programs and training of European teachers.

After the Recommendation of European Ministers on Teaching and Learning of Human Rights was passed in 1985, many European countries contemplated the possibility of including human rights issues in their educational systems. A new impetus in favor of the inclusion were the Action Plan against Racism, Xenophobia, Anti-Semitism and Intolerance incorporated in the Declaration from the Council of Europe Summit from 1993 and the text of the Final Declaration of the 2nd Summit of the Council of Europe in 1997.

In the wake of the World Conference on Human Rights in Vienna in 1993, the Council of Europe organized a preparatory meeting, at which it was emphasized that educational programs need to focus on the development of a human rights culture, by combining human rights and democracy issues. Governments are called upon to fulfill their commitments in the field of human rights education and to cooperate with the leading NGOs in this field.

Four priority areas of European policy were defined in the Action Plan adopted at the Second Summit: a) strengthening pluralist democracy and protection of human rights; b) promotion of social cohesion; c) fostering security of the citizen and d) nurturing of democratic values and cultural differences. The fourth priority area is defined as the direction and content of European change in education and training. The result was the launching of the Project on Education for Democratic Citizenship and the opening of „citizenship headquarters“ in several European countries in order to identify new opportunities of governing the democratic community based on the principle of protection of human rights, freedom, rule of law, participation and responsibility of citizens of all ages. At the same time, the goal of education in Europe is increasingly determined in the context of a culture of human rights and civic responsibility.

At the Global Forum of NGOs on Human Rights, held under the title Vienna + 5 in 1998 in Ottawa, the human rights situation five years after the World Conference on Human Rights in Vienna and fifty years after the adoption of the Universal Declaration of Human Rights was reviewed. In the final document, the member countries were invited to respect their commitments in terms of human rights education. Moreover, it was recommended that the United Nations monitor the abidance by the said commitments.

1.3. Differences in approach to human rights education

As a response to regional, national and local problems, a series of new educational programs and models of teaching and learning has emerged throughout the world, based on the international standards of protection of human rights and strengthening of peace and democracy. Some of these programs were initiated by the very international

rights education. Its task is to develop the National Program of Human Rights Education and to monitor its implementation. Based on the Decision of the Croatian Government, the Ministry of Education and Sports provides technical and staff assistance to the National Committee.

The fundamental task of the National Program of Human Rights Education is to translate human rights and democracy concepts into social norms and behavior.

The National Program relies on the most important national and international documents on human rights, primarily the provisions of the Constitution of the Republic of Croatia concerning human rights and fundamental freedoms, and the Constitutional Law on Human Rights and Freedoms and the Rights of Ethnic and National Communities or Minorities, as well as the following international instruments: Universal Declaration of Human Rights, International Covenant on Civil and Political Rights, International Covenant on Economic, Social and Cultural Rights, Convention on the Rights of the Child, Declaration of the Rights of the Child, European Convention for the Protection of Human Rights and Fundamental Freedoms and many more.

The following influenced the development of the National Program in terms of concept, subject matter and methodology:

- the results of the project „Education for Peace and Human Rights for Croatian Elementary Schools“ that has been implemented by a group of researchers from the University in Zagreb, based on the agreement signed between the Croatian Government, UNESCO and the Government of the Kingdom of the Netherlands. The purpose of the project was to develop programs and teaching materials for teachers and pupils of lower elementary school classes that rely on empirically gathered data on the needs of Croatian schools, national and international standards of promotion and protection of human rights and the educational experience of other countries. In the course of determining the overall program strategy, the National Program made use of the conclusions arrived at by the analysis of 50 influential programs from around the world dealing with education for peace, human rights, inter-cultural understanding and development and civic education. The theoretical bases of the curricula and the Program of Human Rights Education developed in the context of the above stated Project have been adjusted and integrated in this National Program.

Furthermore, the conclusions based on the analysis of some fifty models in the area of education for peace, human rights, inter-cultural understanding, development and civic education have been used. This analysis served as the ground for the development of strategies when the National Committee was developing the National Program.

Although issues of democracy and civic education are present throughout the National Program, special attention in the National Program is placed exactly on these two issues. The Ministry of Education and Sports is already implementing this as a pilot project in upper elementary and lower secondary school classes in cooperation with the Center for Civic Education from Calabasas, California. Within the framework of this part of the program, it is envisaged to introduce to the pupils the concepts and processes of civic life and the opportunities for full participation, with special emphasis on authority, justice, privacy and responsibility. It is also planned that teachers and professors should receive professional training and that national competitions in this area should be held in order to provide the children with an opportunity to show their degree of knowledge of civic life.

The National Committee cooperates with the United Nations (especially the Office of the High Commissioner for Human Rights, UNESCO, UNICEF, OSCE - Office for Democratic Institutions and Human Rights), as well as with the Council of Europe and some international organizations (in addition to the International Center for Civic Education and the American Association for Human Rights Education).

The National Committee takes into account the complex situation of the human community today and bears in mind the recommendations underlined in international documents to look at human rights from the broadest perspective as a process of eradication of human rights violations and establishment of a culture of peace based on democracy, development, tolerance and mutual respect. The National Program, thus, contains, in addition to the details of human rights education, all necessary elements to introduce pupils to the process of democratization of society and the detailed rights of every individual in the full participation in all areas of civic life.

Aware of the fact that gender inequality not only hampers the progress of the female population, but also stands in the way of the further evolution of civilization as such, the National Committee also takes into account the National Policy of the Republic of Croatia for the Promotion of Equality, developed by the Commission of the Government of the Republic of Croatia for Equality Issues. Also, aware of the special importance of fostering children's rights and providing the necessary care for children, the National Committee relied on the National Action Program for Children in the Republic of Croatia, developed by the National Committee for the Development of the National

Action Program for Children in the Republic of Croatia, in order to ensure, to the highest possible extent, that the human rights that need special promotion, be represented in the National Program of Human Rights Education.

Great attention is attributed to the rights of members of the national minorities so that human rights and democracy education are accessible also within the framework of all special features of the national minorities; so that they can, inter alia, in the field of cultural autonomy nurture their right to identity, culture, religion, public and private use of language and script, education, access to media, protection of monumental heritage and the entire cultural heritage, as well as to enjoy free possession and use of signs and symbols of national minorities.<sup>2</sup> The universality and indivisibility of human rights become prominent here. The Croatian Constitution and the Constitutional Law on Human Rights and Freedoms and Rights of Ethnic and National Communities or Minorities, as well as international instruments for the protection of human rights signed by the Republic of Croatia, and the harmonization of the Croatian legislation with the standards of the international and regional communities also influence the high level of respect for and protection of the rights and freedoms of national minorities stated in those documents.

The educational system of the Republic of Croatia is organized in such a way that the schools attended by members of the national minorities, apart from regular curricula and programs, also provide supplementary curricula. They contain subject matters for learning the specialties of the mother tongue, history, geography, art and music culture of the ethnic homeland of the individual national minorities. The National Program of Human Rights Education will also be applied within the framework of such special programs of education of the national minorities.

In the implementation of the National Program special attention will be attributed to the issues of tolerance in cultural and religious diversity and co-existence of members of different minorities, especially in the formerly occupied areas of the Republic of Croatia, in order to complete the stabilization process in Croatia as soon and as complete as possible.

It is envisaged that the National Program embraces all age groups in education: pre-school, lower elementary school grades, higher elementary school grades, secondary schools, higher education and adult education. Furthermore, the use of the media in the education of the public in human rights and the right to civic participation is to be included. In drafting the National Program, the National Committee has developed the first part of the National Program encompassing education of pre-school children, lower and higher grades of elementary school, as well as secondary school, with the teacher training. The second part of the National Program will focus on the system of higher and adult education and the strategy of deploying the media in the awareness building process of the public on human rights and civic education.

Among the members of the National Committee four coordinators were elected for the development of the first part of the National Program (pre-school, lower elementary school grades, higher elementary school grades and secondary school), and they have been responsible for drafting their respective parts of the Program in cooperation with experts.

Following the Croatian independence, a new educational system was introduced, which started with programmatic application of democratic principles and human rights proclaimed in the Croatian Constitution, the Constitutional Law on Human Rights and international instruments, the National Committee carried out an analysis of curricula, examining throughout the subjects the representation of topics and concepts dealing with human rights. Furthermore,

<sup>2</sup> Report on the Implementation of Cultural Autonomy for Members of National Minorities in the Republic of Croatia, „Documents 2“, Government of the Republic of Croatia, page 37, Zagreb, 1998.

This publication contains information on education, curricula, textbooks and educational institutions of the national minorities in the Republic of Croatia (pages 37 - 47).

it was examined how the achievements of the Republic of Croatia in this field could be expediently integrated.

Based on the analysis of the achievements of human rights education to date and of relevant national and international documents and literature, all topics and concepts dealing with human rights, democratic development and civic education that will be contained in the teaching process and in manuals and textbooks have particularly been pointed out. They will serve as an open incentive for supplementing and broadening of the mentioned topics.

Seminars on human rights and civic education for teachers and lecturers will be held on a continuing basis in order to train as many of them as possible to work in this field. Moreover, training will be provided for trainers of teachers.

The National Committee will forward a draft of the *National Program* to the bodies of state administration and to Croatian NGOs that within the scope of their activities deal with issues of human rights education, as well as to minority associations in the Republic of Croatia and Croatian legal experts on human rights, as well as other relevant bodies, in order to be able to proceed to the development of the final version of the *National Program*. Furthermore, the opinions of the United Nations (the Office of the High Commissioner for Human Rights, UNESCO, UNICEF) and the Council of Europe will be taken into account, as well as those of the international organizations with which the National Committee cooperates.

Upon the adoption of the *National Program*, handbooks for educators, teachers and tutors will be developed, as well as textbooks and other didactic material for pupils and picture books for children. The monitoring and evaluation of the implementation of the *National Program* will be carried out systematically.

### 2.1. Foundations, goals and tasks of the National Program of Human Rights Education in the Republic of Croatia

The purpose of the *National Program* is to acquaint children, young people and adults with the essential values of civic society, as well as to develop such intellectual and social skills as are necessary for effective participation in the democratic development of Croatian society.

Although human rights contents have been represented in Croatian educational programs and learning materials for all age groups to date, they have mostly been uncoordinated, so that it can be said that teaching and learning in the spirit of international, regional and national standards of promotion and protection of human rights in Croatian schools has not been systematically planned and implemented as yet. In order to remove the deficiency an integral and life-long conception of human rights education with unambiguously determined goals, tasks and teaching and learning methods needs to be developed. It should also be harmonized with international standards and educational experience of developed democracies, Croatian national priorities in education, existing curricula, including curricula aimed at education of pupils who are members of national minorities and ethnic communities in the Republic of Croatia and, finally, the needs of a broad circle of citizens.

In this sense, the *National Program* determines the human rights education as a process of acquisition of knowledge, development of skills, adoption of values and acceptance of views that are indispensable in strengthening personal dignity of the individual and development of democratic society based on the respect and protection of universal human rights and freedoms. The goal of the educational process in this area is, therefore, to introduce children and pupils to the fundamental categories of universal human rights and freedoms, develop their views regarding the necessity to promote and protect human rights in terms of the society and the individual, and to encourage them to respect and actively protect those rights, and realize permanent awareness of the necessity of the implementation of human rights to maintain peace and dignity of every human life.

The purpose of the program is to change the bearing of children and young people with respect to themselves, others, the community and the world. The Program, thus, focuses on four levels of goals:

- a) **ME - level**, which influences the development of self-conscience, independence, self-respect and self-criticism of the pupils;
- b) **MYSELF AND THE OTHERS - level**, which implies the development of openness, interest, respect for others, empathy and a feeling of tolerance, cooperation and solidarity;
- c) **US - level**, pertaining to the social community that is organized according to the principles of freedom, equality, justice, peace, security and inter-dependence;
- d) **The world as a whole - level**, meaning the development of the awareness about different dimensions and the universality of life, the world and the protection of nature and human environment.

Accordingly, some essential dimensions of the tasks envisaged by the *National Program of Human Rights Education* in the Republic of Croatia can be isolated:

Strengthening the feeling of personal dignity as a prerequisite for human existence;  
Awareness building in terms of the need to respect cultural, religious, ethnic and other diversity as conditions of social wealth;

Promoting the knowledge on categories of human rights and strategies of their protection, and development of the skills for their application;

Promoting the adherence to the fundamental principles of democracy and civic society, especially responsibility, independence, equality, social justice and the rule of law;

Awareness building on the importance of peace, peaceful settlement of tensions and conflict and pressing need for tolerance, cooperation and solidarity among people;

Awareness building on the interconnection of the natural and the human world, and understanding the dimensions of the world and life in their wholeness.

### 2.2. Dimensions of the content of the National Program of Human Rights Education

The subject matters of the *National Program of Human Rights Education* have been selected by applying two criteria:

- a) the area of educational activity
- b) dimensions of teaching and learning

According to the area of educational activity, the program content is composed of six, inter-connected and intertwined entities:

a) *Self-confidence, identity and heritage* - contents inciting the pupil to examine himself, his needs and his family origin and to become aware of the dimension of his social identity, including cultural, national, native and other belonging.

b) *Cultural pluralism and inter-cultural understanding* - contents encouraging the pupils to learn to know other cultures, visualizing of cultural differences and causes of these differences and awareness building regarding stereotypes and prejudice in their bearing with others and those who are different from themselves, in accordance with some existing programs of inter-cultural education in the world;

c) *Democracy and civic society* - contents that focus on learning the fundamental principles of democracy and civil society, such as the role of the citizen, relations between the individual and the authorities, mechanisms of decision making and implementation of decisions in a community, protection of privacy, promotion of equality in society and the like, according to the existing programs of civic education in the world, especially the US models and the model of the Council of Europe;

d) *Peace and peaceful settlement of conflicts* - contents for the promotion of knowledge and development of skills of peaceful settlement of problems, tensions and conflicts in the group, in accordance with the contents of the homonymous educational programs, especially some Irish models and the model of the UNESCO;

e) *Promotion and protection of universal human rights and freedoms* - contents explicitly dealing with the human rights categories and aiming at learning international and national standards and strategies of their promotion and protection, in accordance with several eminent existing programs of human rights education;

f) *Interdependence of the natural and human world and sustainable development* - the share of contents for individual units changes with the age group. In pre-school and lower elementary school, contents promoting the awareness building about one's own personality, the learning of the differences among people and understanding the view that non-violent settlement of problems is a necessity, are more represented. In upper elementary school, greater attention is attributed to contents speaking about the organization of democracy and civil society, which in secondary school is supplemented by systematic and in depth examination of philosophical, legal and political aspects of protection and promotion of human rights and freedoms.

In terms of the dimensions of teaching and learning, the content of the *National Program of Human Rights Education* envisages three dimensions of activity:

a) *teaching and learning about human rights* dealing with topics such as: primary human needs; universality of human rights; historical development of human rights; categories and types of human rights; people, movements, events, achievements and omissions in the history of struggle for human rights protection; forms of human rights violations; international, regional and national systems of human rights protection and similar.

b) *teaching and learning for human rights* pertaining to the learning about the mechanisms for the implementation and protection of human rights and to the adoption of values and views recognizing the importance of human rights, such as: self-respect, responsibility for one's actions and decisions, belief in the ability to personally influence future events; conviction of the importance of human rights; commitment to peace and justice; acceptance of the principle of equal rights, freedoms, solidarity, tolerance, empathy and responsibility; openness, critical scrutiny of different information and the right to a healthy environment and the like. Yet, advocating human rights also presupposes the development of a series of intellectual and social abilities and skills, such as critical thinking, the ability to communicate, the ability to listen, the ability to have and to explain a personal view, multi-disciplinary and interdisciplinary approaches in research and analysis of problems, ability to recognize and accept differences and the like.

c) *teaching and learning in human rights*, or in an environment that daily confirms the value of human rights. The protection of human rights and democratic relations are best learned in a democratic environment that encourages the participation of all and the free voicing of the pupils', teachers' and parents' personal views and opinions.

Since the *National Program* has been devised in such manner as to meet diverse criteria: the criteria of an interdisciplinary program, the criteria of a special program, extracurricular and extramural activities, the selection of individual areas or topics will also depend on the manner in which it will be implemented in the individual schools. On the other hand, the interest of the pupil, the needs of the local community, but also the preparedness and professional capacity of the teacher to perform his task will undoubtedly influence the selection. In any case, the logic of its structure should be maintained in practice, in order to avoid that the program turns into a list of topics that are merely added to the contents of regular school subjects.

### 2.3. Methodical orientation of the National Program of Human Rights Education

Human rights education presupposes the application of active methods of teaching and learning in school that rely on the direct or indirect experience of the pupils. Although frontal instruction has not been completely neglected in the *National Program of Human Rights Education*, the conception that successful achievement of educational tasks in this area mostly depends on the application of active learning and teaching methods has prevailed. They are: workshops, debates, projects, case analysis, cooperative learning, action research, drama, role plays, portfolios, simulations, making a newspaper, writing letters, complaints to the local authorities, and participation of pupils in social activities, especially solidarity actions, campaigns and the like.

For the successful implementation of the Program some special forms of class work are required that to a greater extent than classical instruction simultaneously engage the pupils' "mind, heart and hands". These are the variations of team or group work, learning in pairs, autonomous learning through research, learning with adults and similar forms where different teaching techniques and means may be deployed.

### 2.4. The structure of the National Program of Human Rights Education and its implementation

The *National Program of Human Rights and Democratic Civic Education* covers the entire educational system, starting from pre-school to secondary school education and all types of educational activities ranging from regular to elective subjects, extra-curricular and extra-school activities.

The *National Program* is divided in the following specific segments:

#### I. Pre-school education

#### II. Elementary school

- II.1. Sub-system of class teaching (grades I to IV)
- II.2. Sub-system of subject teaching (grades V to VIII)

#### III. Secondary school

The *National Program* is composed of the following parts:

#### I. Program of human rights education in the system of pre-school education

##### II.1. Program of human rights and civic education in class teaching

##### II.2. Program of human rights education in the field of subject teaching in elementary school

##### II.3. Program of civic education in subject teaching in elementary school

##### III.1. Human rights program for secondary schools

##### III.2. Civic education programs for secondary schools

The *National Program of Human Rights Education* is all encompassing, because it covers the entire educational system and all forms of education contained in it.

In the field of pre-school education, human rights and civic education are combined so as to form an integral part of the pre-school education.

In elementary school, in the field of class teaching, human rights and civic education are also programmatically combined.

In subject teaching two separate programs have been devised: the Program of Human Rights Education and the Program of Civic Education. For the area of secondary schools, also two programs have been devised.

Teachers of all subjects should be acquainted with the program of human rights education and the program of civic education. These programs could help them in determining the goals of their school hours, in supplementing existing topics from their subject, in the strategy of implementation of such topics as to create school hours that are closer to real life, more experience related and interesting - both for themselves and the pupils. In order to achieve this, the following principles need to be taken into account.

**Fundamental principles of interdisciplinary implementation of the program of human rights education and the program of civic education:**

1. *The principle of the systematic representation of human rights and civic education topics in the majority of school subjects and extra-curricular activities;*
2. *The principle of integration and correlation of human rights and civic education topics represented in various subjects and extra-curricular activities;*
3. *The principle of cooperation among teachers and professors of various professions for purposes of their joint development of human rights and civic education topics.*

Possible implementations of the *National Program*

The *National Program* may be implemented in several ways:

- In an interdisciplinary form, throughout all subjects with curricular topics related to human rights issues;
- As an elective subject;
- In extra-curricular activities as projects.

**Strategies to be applied for its successful implementation:**

- Professional training of teachers through the system of mandatory professional training;
- Establishment of a network of coordinators at regional levels and at the national level with the task to transfer positive experience and to extend support and encouragement to other teachers;
- Establishment of a database of teachers who have been trained within the scope of individual projects implemented in the Croatian educational system to teach other teachers;
- Development of a network of positive examples achieved in human rights and civic education, in individual classes, individual schools and individual communities, for all schools and teachers;
- Procurement of the necessary didactic materials and other means to the schools;

- Through the establishment of the CROSNET-network, the opportunity to use international data base on human rights and civic education will be created.

**2.5. Prerequisites for the implementation of the National Program**

The Program will be implemented in several ways: in interdisciplinary form (cross-curricular), i.e. as an integral part of school subjects, as a special program, be it as an elective subject, homeroom teacher's class or some extra-curricular, or out-of-school activities, respectively. It is very important that the contents are dealt with in an interdisciplinary way, i.e. that conclusions and information from various sources are deployed. This means that teachers of various subjects, such as history, geography, social studies, moral and religious education, language and literature, economics and the like, need to cooperate. At higher levels of education the implementation of the Program through special, mandatory or elective subjects should be considered, so as to enable secondary school pupils to gain full insight into the human rights issue, or then in those parts of the Program that comprehensively deal with contents of civic education, education for non-violent settlement of conflicts or inter-cultural education.

The successful implementation of the *National Program* in schools should meet the following prerequisites:

Full realization of the goals and tasks of human rights education is only possible if it is planned and implemented as a life-long process of teaching and learning, in which all educational factors cooperate, ranging from parents, national and local educational authorities, religious institutions, teachers associations, representatives of national minorities and their societies, non-governmental associations and the media, to children's, pupils' and student organizations;

Human rights education is more an issue of assuming a standpoint and working method than of content, which means that program goals cannot be achieved if the content is reduced to memorizing the facts, and if it is implemented in some (possibly) undemocratic school environment;

In human rights education, teachers should avoid rhetoric and moralization, as well as extensive great expectations and demands that do not correspond with the pupils' capacities considering his age. Quite on the contrary, the emphasis should be put on encouraging the pupil to act and to assume responsibility according to his psychological and physical characteristics.

The goals of human rights education are incompatible with imposing views and convictions upon the pupils, especially those that cause political and ideological conflict among the teachers. Teachers may present their opinions and views only as equal participants in the discussion, i.e. when they are sure that by presenting their views they will not direct the discussion in a specific direction and impose a certain solution of the problem by which the role of the independent participation of the pupils is diminished.

In human rights education, especially in lower elementary school, examples should be pointed out that show progress in the struggle for the protection of human rights, so that the pupils believe in their power and understand that their personal engagement in the protection of human rights has an impact.

Education needs to enable pupils to feel that they are exercising their rights and their freedom of expression; it must also enable them to identify and remove all forms of human rights violations and discrimination in school.

**3. Projects and actions carried out in the Croatian educational system concerning human rights and civic education**

**3.1. Introduction**

Within the framework of the Croatian educational system numerous projects, actions and contents on the issue of human rights, civic education, non-violent settlement of conflict, education for peace and tolerance, psychological programs of assistance to children traumatized by war and the like are implemented. Some projects and actions are included in the educational system of the Republic of Croatia after its independence in 1991 and pursuant to its policy of opening to the world and democratization of the educational system, whereas a major part of the projects and actions have been included during the time of the war against Croatia. Many international bodies (UN, UNICEF, UNESCO, Council of Europe) and non-governmental organizations extended help to Croatian schools wishing to alleviate the consequences of war on children and pupils, teachers and the educational system as such. Due to a high number of projects and actions carried out from 1991, we are unable to list all of them, so we will name only the most significant projects, actions and contents that were supported by the Ministry of Education and Sports.

**3.2. Project Education for Peace and Human Rights for Croatian Elementary Schools.** An applied science project. It was implemented from 1997 to 1999 and based on the agreement signed between UNESCO, the Government of the Kingdom of the Netherlands, the Croatian Government and the Croatian Commission for UNESCO aiming at developing a program and teaching materials for teaching and learning in the field of peace and human rights in class teaching. The realization of the project was entrusted to the Pedagogical Department of the Faculty of Philosophy and the Teacher Training College of the University in Zagreb, who were all members of the Croatian Commission for UNESCO. The project activities encompassed: development of a working version of the program of human rights education for lower elementary school, analysis of adequate educational programs in the world, glossary of basic terminology, translations of international documents, bibliography of works with notes, international directory of institutions active in this field, as well as empirical studies and organization of two international seminars in the field of education for human rights, democracy and peace.

**3.3. Projects for development, peace and cooperation, non-violent settlement of conflicts and human rights.** The Ministry of Education and Sports with the financial support of UNICEF has accepted these projects. They have been implemented in the period between 1992 to 1997, and their results are applied in the entire system of pre-school and elementary school education, because they have been included in the obligatory professional training of educators in pre-school education and elementary school teachers organized by the Ministry of Education and Sports. These projects are:

**3.3.1. Promotion of the Rights of the Child** is a project in which lecturers of the Faculty of Philosophy in Zagreb and the officers of the Ministry of Education and Sports take part, preparing, within the project, a handbook for teachers called *Promotion of the Rights of the Child*

**3.3.2. Education for Development** is a project realized at the Teachers' Training College as an elective subject for students of class teaching in the fourth year of the study program. In addition, the professional training for teachers and leaders of educational projects is carried out, as well as for junior teachers who attended the electoral subject classes or seminars from the field of education for development. A handbook called *Education for Development* was published.

**3.3.3. Education for Development, Cooperation and Tolerance for School Libraries and the Libraries for Children** is a project which is realized with an aim to promote education for development, tolerance and cooperation in 31 school libraries and libraries for children. Seminars are organized, a bulletin for librarians is regularly published, the professional literature for librarians is supplied and several libraries are equipped with the literature for children and with didactic and visual materials.

**3.3.4. Early Development of the Child** is a project whose goal is to promote the development of an organized out-of-family education of pre-school children. Two studies were developed, *The Needs of a Croatian Family for an Organized Out-of-Family Pre-School Education and Programs of Child Care and Promotion of the Child's Early Development in the Republic of Croatia*. For that purpose, the centers for parents will be organized as examples of overall programs for both children and parents.

**3.3.5. Peaceful Settlement of Conflicts in Schools - Peers Helping Peers** is a project aimed at equipping both students and teachers with the necessary skills for peace, cooperation and non-violent settlement of conflicts. Handbooks for teachers were written *A Class for Peace and For Peace-makers and Peace-breakers*.

**3.3.6. Careful, Children - Beware of Dangerous Devices** is a project which is a part of the *National Program* dealing with the protection of children from dangerous devices. The program was created by the Ministry of Education and Sports and the Police Academy. It is carried out in kindergartens and primary and secondary schools. Contemporary educational materials are developed which contain a videocassette to study the protection from unexploded devices, as well as brochures and leaflets for secondary school children.

**3.3.7. Psychological and Social Help and Support to Displaced and Refugee Children, Parents and Educators in Pre-school Education** (500 educators are directly involved, and all other educators in the system of pre-school education are indirectly involved, as well as 3,000 children directly and another 20,000 indirectly). Two handbooks were published under the same title as the project for educators and parents of pre-school children.

**3.3.8. Psychological and Social Support and Help to Elementary School Teachers in War Affected Areas.** Two handbooks for elementary school teachers under the title *Let Us Help Those Affected by War* were published.

**3.4. Project Citizen and the Constitution - Foundations of Democracy** is implemented through the cooperation of the Ministry of Education and Sports with the International Center for Civic Education from the United States. For the initial introduction of this project upper elementary school classes and first secondary school classes have been selected (45 schools from all counties in the beginning, which was in the meantime expanded to a total number of 150 schools among which also the schools of the ethnic minorities). This project may be implemented in homeroom teacher's class, as an extra-curricular activity or as an elective subject. The program for elective subject was devised. The central topics of the subjects are: constitutional authority and the responsibilities of the citizen, authority, privacy, responsibility, justice and especially *Project Citizen*, which enables pupils to actively participate in the shaping of public policy in order to promote the common good. All pupils have

been procured textbooks adapted to the initial implementation of this program. The target of this project is to acquaint the pupils with the Constitution of the Republic of Croatia, to help them acquire the adequate knowledge, skills and disposition essential for them to develop into informed, efficient and responsible citizens who will protect and promote the development of constitutional democracy in Croatia and, hence, also the fundamental human and civil rights of every person living in this country.

**3.5. Human Rights Education and the Reintegration of the Educational System of the Croatian Danubian Region.** The Council of Europe organized in the second half of 1997 and early 1998 a series of seminars under this title in Strasbourg, Opatijski and Budapest. The participants of the seminars were advisors to the Ministry of Education and Sports of the Republic of Croatia, teachers and school principals from the Croatian Danubian region, members of the Croatian majority and minority peoples, among which were the most numerous the representatives of the Serbian minority. The seminars and workshops helped the establishment of contacts among teachers and gaining an initial mutual confidence.

**3.6. Project Education for Democracy** is implemented in cooperation with the Ministry of Culture of the Republic of Croatia, the Croatian Pedagogical and Literary Corps, the German Institute for Distance Learning and the Council of Europe. It was launched in 1988 and encompasses 35 schools.

**3.7. Project Conflict Management and Non-Violent Settlement of Conflicts** was launched upon the initiative of the Austrian Kultur-kontakt in the Republic of Croatia. The Ministry of Education and Sports accepted and supported both in organizational and financial terms the *Project of Professional Training of Teachers and Principals of Schools* from Eastern Slavonia and Baranja, and then also from other parts of Croatia. The first seminar was held in February 1998 in Stadtsleining in Austria for 20 participating teachers, and the training was continued in Crikvenica, and in early 1999 in Šibenik and Osijek.

**3.8. Europe in School.** The project is implemented under the auspices of the Council of Europe, the European Commission, the European Parliament and the European Cultural Foundation. It encompasses around 350 schools in Croatia. Croatia is one of the 32 countries that have taken part in this project aimed at young persons aged 7 to 21 in the past 46 years. The youth of Europe competes in literary, artistic and musical expression, and more recently, by setting up their web sites on the current topics. Pupils older than 16 years, whose contributions are published on Europe Day, participate in international seminars, which for the purpose and rapprochement of the youth of Europe are organized by the member countries.

**3.9. Project Globe.** Croatian schools are included in the Globe network. The pupils in these schools carry out research on the environment in which they live and they forward their own measurements, notes and results of their monitoring to the Globe network.

**3.10. The Eco-School Project** is carried out in cooperation with the European Foundation for Heritage Skills, established with the Council of Europe. As many as 105 primary and secondary schools from Croatia are included in the project, aimed at educating children for sustainable development. The tasks of Eco-Schools are to educate young generations to be sensitive to the preservation of the environment because they will make the decisions on the development of society in the following century.

**3.11. The UNESCO ASP Project** deals with the development of a network of elementary and secondary schools that undertake to encourage the creation of a climate of tolerance, peace, protection and promotion of human rights, responsibility and democracy in everyday life and work, as well as through meetings and rapprochement with other schools in Croatia, Europe and the world.

**3.12. Psychological and Social Help and Support to Children and Teachers in the Croatian Danubian Region.** The advisors to the Ministry of Education and Sports developed this project in 1999, based on the conclusions and experience from previous projects.

**3.13. Project for Integration of Roma Children in the Educational System of the Republic of Croatia** was launched in 1988 with the task to enable educators, teachers and assistants to implement the integration of Roma children into the regular school system as well as special forms of working with Roma children and their parents.

**3.14. Projects of ecological education.** Projects of ecological education, or education for a healthy environment, respectively, are initiated by individual teachers, pupils, parents and schools in cooperation with advisors of the Ministry of Education and Sports and the representatives of the State Directorate for Environmental Protection and non-governmental organizations dealing with the environmental issues.

**3.15. Action Earth Day** is implemented in all elementary and secondary schools of the Republic of Croatia. This action unites the humanitarian, peace and ecological activities of pupils, teachers and parents. Special programs are devised on an annual basis and they are implemented in the period preceding the Earth Day. This is at the same time the beginning of a school competition for primary and secondary school children in the form of an *Ecological Quiz - Our Beautiful Homeland* ending with a national quiz on the Earth Day.

**3.16. Project Schools Promoting Health** is implemented through the cooperation of the Ministry of Education and Sports, UNESCO and UNICEF. Initially, it encompassed ten schools. The number has been permanently increasing, so that now more than forty schools are included. These schools represent the model of special approach in education for a healthy life, whereby the notion of a healthy life includes the entirety of human living and to relations with himself and with the environment in which he lives. Every school has its own project in the framework of which it especially fosters some forms of healthy life (ecological projects, addiction prevention, development of social skills, extension of psychological help to children traumatized by war and other). The intensive professional training for teachers also fell within the scope of this project.

**3.17. Action Days of Thanksgiving for the Fruits of Earth - Days of Bread** takes place in late fall and includes a large number of pupils, schools, parents, cities, regions and the entire state. These are thanksgiving days encompassing the entire Croatian population by cooperating with the communities in the preparation of public events.

**3.18. Humanitarian programs** are programs of cooperation between schools and humanitarian associations that deal with issues of education, among which the most significant in terms of children included is the association of the Red Cross. This association has come up lately with humanitarian educational programs which enable the children to feel self-confirmation and content for doing a good deed; for helping a person in plight - old persons, disabled persons, invalids; for recognizing, understanding and comprehending the causes of their own problems and for helping one another. The children and their parents gladly accept these actions and participate in them, while the Ministry of Education and Sports supports them.

## II. THE CONCEPT OF UPBRINGING FOR HUMAN RIGHTS IN THE SYSTEM OF PRE-SCHOOL EDUCATION<sup>1</sup>

### 1. Introduction

A child is a person to whom society, because of his specific nature, ascribes a particular value. The child has specific rights that are expressed in the *Declaration on the Rights of the Child (1959)* and in the *Convention on the Rights of the Child (1989)*. These international documents emphasize and regulate the rights of a child in a healthy environment, and the obligation of society to ensure optimum conditions for growth, development and learning, to enable the child to develop in his corporal, intellectual, emotional and social aspect, and in conditions of freedom,

3. *The Concept of Upbringing for Human Rights within the System of Pre-School Education* is a part of the entire concept of education for human rights, beginning from the pre-school age and lasting till adolescence and it presupposes a continuous activity at all levels of education. In the pre-school system, the activities in the field of human rights are primarily directed towards the upbringing component and are less concerned with the educational ones with regard to the intellectual and social capacities of a child of pre-school age. This is why in the title it says *The Concept of Upbringing for Human Rights in the System of Pre-School Education*, while at other levels of the educational system, the concept of education is used. For the sake of the continuity and integrity of the activities at all levels of education, the concept of the "human rights" is kept for the pre-school period as well, although at the pre-school stage, from the child's perspective, it is first of all a question of the rights of the child or of the development of those personal qualities and social skills that are necessary for life in a concrete community, in the environment in which the child lives and learns about his rights, as well as about his obligations and responsibilities in relation to other persons' rights, primarily those of peers.

dignity, acceptance, love and understanding. From these preconditions, we derive an obligation from the State to make it possible for every child to develop all his potentials. The State accomplishes these duties by offering support to the family in performing the parental function and by developing the system of pre-school education. By accepting the impact of the family as the primary educator, the kindergartens and other institutions included in the pre-school education are seen only to assist the family in encouraging a complete and harmonious development of a child.

The pre-school age is a particularly important stage in the development of a child. During the first years of a person's life, the most intensive development takes place and the foundations for the later integral development of the person are laid. A general objective of pre-school education is to enable personal development of the person and development of social skills necessary for the maintenance of qualitative relations with others. In order for the child to achieve complete and harmonious development of all his potentials, it is essential to provide him/her a qualitative environment and education.

The last few decades have been characterized by increasing efforts to maintain peace and democracy in the world. A precondition to achieve this is respect for and protection of human rights. Therefore, in the educational programs and at all levels of education, human rights education is an unavoidable and essential priority. It is a process of developing a person who, aware of his rights, respects and protects the rights of others and actively participates in the development of democratic relations in society.

As an addition to the fundamental targets of pre-school education, this *Concept of Upbringing for Human Rights in the System of Pre-School Education* starts from the attitude that the foundations of life in a democratic society are laid at the earliest age of a child because what we acquire at that age, we carry throughout our lives. Similarly, what we miss at that age, we cannot compensate for later in life. The realization of the educational influence in this area is thus aimed at strengthening the personal identity of a child as a precondition for maintaining humane relations with others and accepting oneself as a part of the community, which ensures rights but also requests responsibility from every individual. The accomplishment of this goal is possible only on conditions of respect for the rights of the child, where every child enjoys its rights and learns how to respect the rights of others, being at all times aware and learning how to be a part of the community. The upbringing for human rights ought to be understood as a permanent process characterized by:

a holistic approach (taking into consideration all areas of the child's development)  
an interdisciplinary approach to the contents of upbringing for human rights  
an affirmative character of life values (life on Earth and every human being is unique)  
positive attitudes towards oneself and towards the human and material environment  
orientation towards the development of skills necessary for life in a democratic community.

Upbringing for human rights in the pre-school system ought to be understood as an educational principle in all segments of educational activity. Namely, a child must be brought up in an environment in which human rights are respected, so that it is prepared, on the basis of the knowledge on human rights and the acquired experience, to act in the protection of human rights, both its own and those of other people. Education for human rights must be a component part of everyday life, integrated in all life situations.

### 2. Foundations of the Concept of Upbringing for Human Rights in the System of Pre-school Education

The system of pre-school education in the Republic of Croatia is accepted as the first level of the educational system and it is organized for children of six months to school-age. There is an obligation to adjust permanently its objectives and activities to other parts of the educational system, taking into account the specific characteristics of a child's age. Pre-school education in the Republic of Croatia is regulated by the following legislation:

*The Law on Pre-School Education (1997)*

*The Proposal of the Concept of Development of Pre-School Education (1991)*

*The Program Orientation of the Education of Pre-School Children (1991).*

According to the *Law on Pre-School and Education*, pre-school programs are carried out in kindergartens and other organizations in which pre-school education is an additional activity, as is the case in primary schools, religious communities, associations of citizens, associations of ethnic and national communities or minorities, health institutions, social welfare institutions, cultural institutions, sports organizations, companies or minorities, health natural persons. Legal documents and other accompanying acts recommend and support pre-school programs of different duration, program orientations, ways of implementation and the like, with an aim to satisfy the individual needs of children and their families. Therefore, along with the primary pre-school program, in practice there are also alternative programs, the Pre-school, i.e. the program of preparation for school, as well as shorter integral or shorter

specialized programs and rehabilitation and intervention programs.<sup>4</sup>

Pre-school programs in the Republic of Croatia are determined by the humanistic and developmental concept of bringing up and educating pre-school children outside the family, based on the idea of humanism and contemporary scientific ideas on the particularities and regularities of the development of pre-school children. It emphasizes the necessity to apply the democratic principles in the education of pre-school children, because it starts from the idea of the value of democratic relations among the people a child encounters in its environment.<sup>5</sup>

The system of pre-school programs is a component part of the infrastructure of the society which contributes to the unity and the reproduction of the value system and culture of both an individual and the entire social community. Therefore, the *Concept of Upbringing for Human Rights in the Pre-School System*, aimed at encouraging the educational work in the field of the promotion and protection of human rights, represents a starting point for activities in kindergartens and in all other institutions, which systematically deal with the education of pre-school children.

The sources of the *Concept* are:

international documents regulating human rights issues that are the basis for any activity in this field (Universal Declaration of Human Rights, European Convention of the Protection of Human Rights and Fundamental Freedoms, Declaration of the Rights of the Child and The Convention on the Rights of the Child);  
basic documents of the Republic of Croatia (Constitution of the Republic of Croatia, the Constitutional Law...), particularly those that regulate pre-school activities (Law on Pre-School Education, The Proposal of the Concept of Development of Pre-School Education, and Program Orientation of the Education of Pre-School

<sup>4</sup> Pre-school upbringing outside the family in the Republic of Croatia is mostly oriented to taking care of the child while parents are at work. The reception of children in pre-school programs has been around 30% in the last few years. We primarily speak here of the reception of children in daily programs in kindergartens. Quantitative data on the organization of so-called shorter programs are not fully available because there is no network of monitoring and assessing the implementation of such programs. It can be presumed that out of 70% of children not included in kindergartens, a percentage of them use shorter programs. However, the fact remains that for a large number of children, their right to have access to at least one type of pre-school program or an optimum program for an individual child has not been realized (from the Study *The Needs of a Croatian Family* .... (1997).

<sup>5</sup> Program Orientation of the Education of Pre-School Children, 1991.

Children), and the accompanying acts; contemporary scientific knowledge of the development and education of pre-school children; various concepts of human rights education in the world.<sup>6</sup>

The task of the *Concept* is to offer pre-school educators and all those who come into contact with pre-school children a framework for acting in the area of human rights education and a clear orientation for pedagogical action. A focus on the child and not on a rigidly prescribed program, a pedagogically shaped and motivating environment, an educator permanently trained as a professional and constantly growing as a person are fundamental preconditions for its successful implementation. The realization of its goals and tasks depends on the freedom, inventiveness, creativity and responsibility of every person engaged in the implementation of the program. Since the development of a child is under the influence of the family, educational institutions and the entire community (public opinion, mass media, publication policies, etc.), the implementation of the *Concept* must include educational factors at all levels of society, from parents, professionals and quasi-professionals to the entire community. Parents, as primary educators, are the basic factor of education on the road to the entire development of an individual and this is why activities in the area of education in the spirit of human rights must also include work with parents and families. In order for the educational activity in this area to succeed, it is essential to strengthen the ties between the community and the family and coordinate the activity of all government bodies and non-governmental organizations.

Human rights education ought to be conceived as an ongoing process, as something unfinished, like the process of the realization of democratic principles, ideas and changes that never finish.

### 3. Psychological and pedagogical foundations of upbringing for human rights at pre-school age

The pre-school period is critical for the development of an individual. It is the time when the foundations of social identity are built and the view of the world starts to be developed. Although upbringing for human rights is primarily directed at the area of the social and emotional development of a child (attitudes, social skills, system of values), it

<sup>6</sup> There are different programs and models in the world, either developed by international organizations (e.g. education for development is promoted by UNICEF, and education for peace, tolerance, cooperation and the protection of human rights by UNESCO), non-governmental organizations, or as official documents of some countries. However, regardless of the necessity of a global approach to the issue of upbringing for human rights, every country needs to develop its concept and program, based on its national identity and heritage, social reality and the existing system of upbringing and education. Therefore, this *Concept*, based on the humanistic development approach to the upbringing of pre-school children, is developed in such a way as to correspond to the requirements of the documents that regulate the pre-school education activities of the Republic of Croatia.

reaches all the areas of development. A child is a unique and complex psychological and physical entity and its development takes place in corporal, psycho-motor skills, emotional, social and cognitive spheres, so that a division into certain areas of development is only a conditional one because each area depends on the other and has an impact on it. An impact on a certain area of development is at the same time an impact overall, and to neglect one area would result in halting the total development. This is why a totality of approach is the first basic principle of upbringing for human rights at the pre-school age.

The second basic principle on which the upbringing for human rights at the pre-school age is based is the result of the importance of the context in which the child grows for the development of its personality. A child learns how to live in a community by observing others and by interacting with them. Every child has the right to live in an environment which enables the development of all his current and potential functions and capacities. He has the right to grow up in conditions in which his rights are respected.

Respect for the rights of the child and his growth in a democratic environment is a precondition for the success of the educational activity in the area of human rights education. Children who do not enjoy their rights during their early childhood - from the right to receiving care to the right to respect for their personality - would find it difficult to become grown-up persons who recognize other people's rights or to become citizens who advocate the protection of human rights. Upbringing and care of a pre-school child is imbued with education for human rights. These two things are mutually dependent, supplementing each other. Respect for the rights of the child and for his human rights education is a precondition for the child to satisfy his primary needs, since only the child whose primary needs are satisfied can develop harmoniously and successfully. The respect for the rights of the child and his human rights education are the foundations for encouraging a child's development.

These principles also determine the assumptions on which the program of upbringing for human rights at the pre-school age is based:

the child is an integral person; the upbringing ought to take into consideration all aspects of a child's development; while bringing the child up, it is necessary to respect the child's individuality and personality; development of an individual as a social being is an active process and not a passive acceptance (the pedagogy of inclusion and responsibility); the upbringing is less directed towards adopting theoretical knowledge and more towards modeling, teaching and convincing on the part of adults and acquiring individual and group life experience; the entire upbringing context needs to represent the realization of the human rights, regardless of whether it is a question of the family or an educational institution; when bringing up the child, for human rights, it is necessary to have a coordinated action of all - the child, the family, the educational institution and the society.

Since upbringing for human rights in the pre-school period is mainly oriented towards promoting the social and moral development of the child, it is necessary to bear in mind the developmental abilities of the child of that age. At the pre-school age, the social skills and the system of values necessary for a successful life in the community are only beginning to develop and will develop to their full potential only at a later stage when the child becomes fully capable of comprehending his own role in life and in the life of the community. Namely, the development of moral behavior takes place in special phases, from the observation of social rules, the acquisition of self-control, pro-social behavior and so-called moral behavior to altruism as spontaneous pro-social behavior based on inner satisfaction for good done to another person.

The relationship with others and the acceptance of diversity are the modalities of human behavior through which social skills and moral attitudes are expressed. These social values and moral attitudes are either confirmed as desired and then developed or they are experienced as undesired and are suppressed and/or changed. During the pre-school period, a child, in the process of moral development, undergoes two basic stages: in the first stage, the child acts in conformity with the rules imposed from outside by adults; in the second stage, the child gradually begins to develop an inner structure of values.

The age at which an individual experiences a transition from one stage to the other depends on many factors, from the personal characteristics of the child and his activity, to the impact of the environment in which it lives on its development. The first established social relationship with the mother, the father and other family members is of importance because the child's morality develops from it and the internal moral rules are maintained. Already in the first year, the child needs sensitive care for its individual needs, and the parents are expected to satisfy them and thus

help the child to develop basic confidence in itself and in the caretaker. We must bear in mind that it is important, from earliest childhood, to teach the child to possess basic mistrust of what represents a real danger for him/her.

Until the second half of the second year, the child is extremely egocentric and egoistic, directed only to its personal needs. It does not recognize and does not acknowledge the needs of other persons. In order to oulgrow the phase of egocentrism, the child must mature cognitively. However, without the positive impact of the environment, we cannot expect the development of the desired social skills to take place. Concerning the importance of the environment from the point of view of the emotional needs of the child, in his second year he is ready to accept the rules imposed by the environment, but only in the presence of an adult. At that age, depending on his reactions to the behavior of grown-up people (by observing models from the environment) and on their reactions to the child's behavior (encouraging, teaching, interpreting and convincing), the child develops the notions of good (desired) and bad (undesired) behavior and begins to act according to his understanding of good. Therefore, it is very important to provide clear examples of pro-social and moral behavior at that stage and offer the child an opportunity to challenge discipline and various roles. Namely, while establishing a system of values and developing moral behavior, learning takes place by observing various models in the environment (mother, father, other adults and children....), by imitating them and receiving rewards or punishments, or by gaining personal experience in the situations that are the consequences of good or bad behavior. Besides everyday life situations, such learning also depends on playing games, where the child revises real life events and, by following his imagination, creates new events and situations.

During the pre-school period, from the second to the fifth or seventh year, the child is directed to only one view (his own) of the world and expects others to do the same. It is, therefore, very important to encourage the development of the capacity to understand other people's feelings and the capacity to perceive a situation from different viewpoints because this helps the child develop an inner feeling of morality. A precondition is understanding and comprehension of one's own needs, feelings, opinions and attitudes. By answering the question "who am I in relation to others?", the child, from his fourth to sixth year, develops his own moral identity.

Because of the importance of belonging to a certain group or social environment at pre-school age, the child is ready to accept the rules, imposed by his environment. This is very important for the process of the socialization and moral development of an individual. The roots of the acceptance of oneself as a person and as a social being and, the acceptance of others with all their diversities lie here. Therefore, the educational work in the field of upbringing for human rights at the pre-school stage is oriented towards:

strengthening the positive characteristics of an individual (personal affirmation, self-respect, independence, self-control, self-criticism, responsibility, openness to the world);

developing the skills, attitudes and value systems that are necessary in life, in communication with others and for the acceptance of others (non-violence, cooperation, tolerance, respect, acceptance, understanding the needs and feelings of others, compassion, solidarity and righteousness);

developing an awareness of belonging to a community and perceiving oneself as a member of different groups (family, educational groups, groups of peers, neighborhood; a citizen of a place or a city, a member of a nation, of humankind in general).

Although the development of these personal qualities is at the pre-school age only at its beginning, it is irreplaceable because the achievements at this stage determine further advancement in the entire development of the personality. At the same time, by developing a self-confident person, ready to accept others and cooperate with them, we lay the foundations of a democratic society.

#### 4. Objectives and tasks of upbringing for human rights in the system of pre-school education

The long-term objective for activities in the field of human rights education is the development of a person who respects the human rights and protects his own rights and the rights of others, fights against any form of violation, finds peaceful solutions to conflicts and, as a responsible citizen, supports a democratic society, based on equality, justice and freedom.

At the pre-school age, the earliest stage of a person's development, this objective is achieved by developing individual identity and by upbringing directed towards accepting and respecting another person and the diversities in society (in individuals, peoples, cultures). At this age, this can be achieved through the:

creation of an environment which encourages in the child a feeling of personal value as an individual  
creation of the conditions in which the child feels a member and an equal representative of the community

encouragement of the development of social skills for the establishment of quality interpersonal relations development of attitudes and value systems that promote and protect human dignity fostering peaceful behavior.

Human rights education is a field in which it is less important to acquire factual knowledge of human rights, but more important to develop attitudes, skills, capacities and conduct. Namely, the human rights have two levels - a declarative (legislative) level and a level of values. At pre-school age, the focus is on values, i.e. on social and moral development. Therefore, together with the acquisition of some elementary knowledge of oneself, others, the relations with other people and the functioning of the community, as well as the entire human and material environment, the focus of this educational field is on developing attitudes, value systems and skills which will make an individual capable of applying what has been acquired in everyday life when he is older, and realizing the final objective - action towards the protection of one's own rights and the rights of others.

The tasks of bringing up the child for human rights at pre-school age are the following:

- to acquire basic knowledge of oneself (as a human being, a member of a gender, a certain environment, culture, people); of other people (their similarities and differences); of animate and inanimate nature; of the coexistence of animate and inanimate nature,
- to develop positive attitudes towards the values of life and the importance of every human being, the importance of enjoying the human rights, equality of all people, justice, morality, peace, affiliation to a community, the need to follow rules, protection of the environment, the interdependence of everything and everyone on Earth),
- to adopt and foster basic human values (such as love, friendship, devotion, solidarity, morality, truthfulness, non-violence),
- to support and develop positive personal qualities (self-confidence, self-respect, self-consciousness, emotional stability, self-control, self-criticism, responsibility, independence, creativity, openness to the world, curiosity, readiness for cooperation, empathy),
- to develop intellectual values (problem-solving, critical thinking) and social values (cooperation, peaceful settlement of conflicts, communication, tolerance),
- to encourage the implementation of adopted values in everyday situations.

These tasks are accomplished by the child's participation in the life of the community in which democratic relations prevail, both among children and between children and adults, because only such relations may offer encouragement to individual activity, to a wholesome development of a person and the creation of creative characteristics and capacities. By living in a democratic environment, a child learns that his decision has an important place in the achievement of his personal goals and the goals of the community to whose development it contributes.

5. Units and objectives of activities in specific units

Since the objective of this Concept is to offer basic orientation for work in the field of the human rights at pre-school age and draw attention to the importance of human rights education from the point of view of educational activity by educators and in the total context of a kindergarten, this program contains the basic units and contexts that need to be represented in work with pre-school children. The contents are given which most directly refer to human rights and are connected with human rights education. However, life in a kindergarten ought to have a direct impact on the acquisition of knowledge, attitudes and values, and to develop skills and encourage behavior important from the point of view of developing the person who will enjoy and respect the basic human rights. Presented in the following content are the key notions from the field of an human rights education which ought to be included in work with pre-school children. However, these notions are reduced to the experiential level of pre-school children in the program of implementation, in which the tasks are put into operation to bring up children for human rights.

Starting from the fact that the objectives of education are always directed at an individual and refer to those qualities and stages of personal development aimed at in the process of education, the target values, on which human rights education at pre-school age is based, are determined on four levels and permeate four different units:

5.1. Affirmation of an individual - the ME unit

In the ME unit, the educational activity is directed towards strengthening the child's personality. It implies work in the areas that help the child to get to know his capacities and limitations, to become aware of his identity and to develop positive personal characteristics.

Objectives of the Me unit:

- to get to know and to become aware of oneself as a person (physical characteristics, personal needs, emotions, thoughts and perceptions, personal capacities and limitations),
- to get to know and become aware of oneself in relation to others (own identity - national, cultural, human, sexual),
- to get to know and become aware of oneself as a member of different groups - different life roles (in the family, with relatives, in kindergarten, among peers, etc.)

5.2. Relations with others - the MYSELF AND THE OTHERS unit

In the MYSELF AND THE OTHERS unit, the educational activity is directed towards strengthening the child's social competence, i.e. acquiring those attitudes and values and developing skills that are needed in order to establish quality relations with the environment.

Objectives of the MYSELF AND THE OTHERS unit:

- to get to know and become aware of the characteristics of others (physical characteristics, needs, emotions and perception),
- to get to know and become aware of the similarities and differences among people (racial, national, cultural, religious, sexual),
- to establish relations with others (cooperation, tolerance, understanding, confidence, friendship, solidarity, love, harmony, assistance, caring for others),
- communication skills (listening, verbal and non-verbal expression, empathy),
- peaceful settlement of conflicts (constructive solution of problems and conflicts, non-violence).

5.3. Affiliation to community - the US unit

In the US unit, the educational activity is directed towards the child's understanding of the community as a whole in which an interrelationship of every element reigns (of human beings and of animate and inanimate nature) and which ensures its members certain rights but also demands responsibility from everyone for their own acts.

Objectives of the US unit:

- the awareness of peace as a precondition of life, harmony of the community and the development of an individual and of the entire community,
- getting to know and understanding children's rights (the right to life, to play, to the name and nationality, to family, parents' love, protection from abuse, etc.)
- to understand the functioning of the community on moral principles - from the family, educational group, group of peers and the like, to the international community (justice, equality, decision-making, responsibility),
- getting to know and understanding human rights (the right to life, freedom, dignity, the right to privacy etc.),
- getting to know, understanding and accepting the rules of common life (the establishment of rules, rule-following, consequences for the violation of rules, safety),
- development of a moral attitude towards personal property, someone else's property and common property),

5.4. The world as a whole

In the unit of the world as a whole, educational activities are aimed at acquiring basic knowledge and understanding of mutual connections of everything in the world, of all people and their acting and not acting at the local, national, international and global level, of all living beings and the entire animate and inanimate nature.

Objectives of the world as a whole unit:

- to understand the interdependence of all human beings (roles in the family, institution, place, state, and at the global level);
- to understand the interdependence of all living beings (man, plants, animals);

- interdependence and the relationship between animate and inanimate nature (care for the environment and nature and their protection).
- the child needs to be offered the experience of the community which is called to developed culture and civilization worthy of man in all his dimensions;
- fostering hope, trust and an optimistic view of the world and life in all its aspects.

All four units and the objectives linked to them are mutually connected and dependent. Only the child who has developed a positive image of himself/herself and who is self-critical is ready to accept others and their diversities. Sensitivity for one's own personality and self-confidence lead to openness towards others. The feeling of togetherness encourages the feeling of belonging and strengthens the child's notion of himself/herself and of others. A positive image of himself/herself encourages the child to master the communication skills that are essential for interpersonal relations. Qualitative relations among children within a group offer the possibility for an easier solution of misunderstandings and a higher readiness for cooperation. At the same time, in a cooperative atmosphere, a child feels better as an individual and can more easily develop his self-confidence and self-esteem.

## 6. Strategies in the area of upbringing for human rights in the system of pre-school education

The selection of strategies in any educational area depends on the objectives and tasks of education and on the content of the educational area of a particular age. This is why the upbringing for human rights at pre-school age requires specific strategies and types of activities.

Human rights education begins from the "right of the child to be a child" and the necessity to ensure such conditions in which the child may enjoy his rights. It primarily refers to the overall atmosphere in the family and the pre-school institution which have to offer the child a feeling of satisfaction, security, affiliation and respect

Upbringing for human rights is carried out at three permeating levels:

The overall atmosphere (the educational context) in which the child lives in the family and in the pre-school institution (it encompasses the spatial and temporal dimension of the child's life, his material surroundings, the relationship towards the personal and common property of the child and of the environment, the child's interaction with other people and their mutual interaction);

Everyday life situations (rituals - feeding, clothing, personal hygiene, arrivals, departures, encounters, etc.);

Situations created by planning which are organized in a pre-school institution with the aim to adopt elementary knowledge, to acquire skills, to develop attitudes and encourage socially acceptable behavior.

- a) planned stimuli and events at the level of the educational group.
- b) planned events in- and outside the institutions, projects, "integrated days".

All the above-mentioned levels permeate and supplement each other. For this reason, the planned activities must be carried out in an appropriate atmosphere, where behavior in everyday situations is reflected in the atmosphere of the specially planned activities, and where the projects at the level of the whole institution are reflected in the overall atmosphere, etc. The personality of the educator (a parent or a professional educator) plays a significant role because the child watches, imitates or identifies with him or her. The educator's harmony of words and acts offers children a positive model and send clear messages about desired and acceptable behavior and messages about how all human beings possess internal values and how every person ought to be treated with respect. By imitating models, by being rewarded or punished and by experiencing the consequences of good or bad behavior, the child adopts the system of values.

### 6.1. The overall atmosphere

The most important factor of successful human rights education in a pre-school institution is, besides the personality of the educator, the atmosphere and the environment in which the child lives. The environment includes the relations among children, between children and educators and other personnel in the institution, among the personnel and between them and the parents. It is also the overall institutional context, which depends on the design of the space and on the rules of behavior in the institution.

The development of children's creativity in order for them to express individuality, autonomy, freedom and mutual respect, understanding and tolerance, is possible only in conditions where interpersonal relations are of high quality, and the space and the surroundings are stimulating and make up an appropriate situation for learning. Democratic relationships between educators and children and other adults in the child's environment allow for an early understanding of the value of such relations and the early learning of appropriate behavior. A pre-school institution is not only a place of learning but represents life and provides an exchange of experience. The atmosphere in the institution and the quality of the child's environment determine the child's capacity to be open towards others. The characteristics of a desired environment are the following:

- an environment which reflects a feeling of security, welcome, warmth, satisfaction, attentiveness, understanding, friendship, solidarity, etc.;
- an environment in which the child's personality is respected;
- an environment in which the child feels confident enough to express his opinion, attitudes, worries, fears and in which he can satisfy his curiosity and select his interests (activities, co-players, etc.) in accordance with his wishes and needs;
- an environment in which togetherness, cooperation, respect for others, rule-following, etc. prevail;
- an environment in which diversities are respected and nurtured;

respecting their needs and feelings. Therefore, play (individual, in pairs, in small groups, communal) is the most suitable method and form of working with pre-school children in the field of education in the spirit of the human rights. Play is combined with activities from various fields of creation and expression:

- an environment in which all the aspects of communication are encouraged (listening to others, verbal and non-verbal expression) in order to advance interpersonal relations;
  - an environment in which problems are solved in a constructive way, without corporal punishment, aggressiveness or violence;
  - an environment in which there is a qualitative relationship between educators and children and among all adults within the institution (educators themselves, educators and personnel in the institution)
- an environment in which parents are desirable partners in the educational process.

### 6.2. Everyday life situations

Everyday life situations in an educational institution are of invaluable importance from the point of view of upbringing for human rights. In the course of everyday situations, the child learns to satisfy its basic biological needs in the community (rituals like clothing, feeding, preparing to go to sleep, etc. and daily spontaneous playing) in such situations, the child satisfies the following needs:

the need for security (order and hierarchy in vital events and activities),  
 the need for affiliation (a perception of others as a source of satisfying personal needs, a perception of oneself as important to others, a perception of other persons with similar needs and ways of satisfying them),  
 the need for self-esteem (a possibility of choice and the right to intimacy),  
 the need for respecting others and being respected by others (rituals of arriving, departing, paying and receiving social attention),  
 the need for self-realization (showing initiative, finding creative solutions to problems, critical thinking).

In everyday situations, it is necessary to encourage the creative capacities of a child, its active relationship towards the environment, responsibility for choice, empathy, assisting others, caring for others, tolerance, non-violent communication, etc. These are the situations which have the strongest educational potential because they take place all the time, are followed by feedback, are significant for socialization and represent learning through personal experience which results in the most permanent effects.

### 6.3 Situations created by planning

#### a) Planned stimuli and events at the level of the educational group

Although from the viewpoint of the child, upbringing for human rights ought to be reflected in all the activities with and for children, who contribute to their entire development, the situations created by planning and the stimuli for planning also have an important place. In them, children gain elementary knowledge, develop social skills and adopt humane, cultural and ethical values based on the human rights and the rights of children, as well as ideals of peace and attitudes of tolerance for diversity.

In the choice of strategies for the upbringing for human rights, playing has a special place as the child's dominant activity and means of experiential learning. This field is primarily concerned with the humanization of interpersonal relations, so that it is less important to acquire knowledge and remember facts than to acquire skills, develop attitudes and practical action. Peace and respect of human rights are developed by being integrated in life and by being lived. This is particularly important for the pre-school age, where knowledge is gained through experience and personal action. Learning through personal experience allows for an integrated approach to problems, develops a gradual awareness of one's own acts and of the acts of others, combines critical thinking and entertainment, permits an individualized approach in various ways and a different pace of learning for everyone, increases the interest, motivation and activity of every individual and provides a foundation for lifelong learning. The following methods are used in work with pre-school children in the area of human rights:

- Participatory methods (that ensure the active participation of every individual, in accordance with his capacities);
- Inactive methods (actions based on the feedback of all participants);
- Anticipatory methods (that encourage prediction and change instead of adaptation).

The most important role belongs to play, as the basic activity of the pre-school child. Its place in the planned situations is irreplaceable. By playing, the child learns all forms of communication, gains confidence in his own capacities and creates a positive image, learns social behavior and makes friends. He organizes relations in the way the community functions and learns how to subordinate himself/herself to commonly agreed rules, develops and enriches emotions and increases his capacity for empathy. This takes place during symbolic games, role playing, simulations and dramatizations, in which the child puts himself/herself into the position of another and acts by

- the similarities among people and not their differences must be pointed out (of sex, culture, religion, opinion, appearance) and differences must be approached as a richness - they must be recognized and accepted.
- children's experiences and interests must be the starting point in the work.
- the child's learning must be based on experience.
- in the work with children, we must begin with the known and move towards what is new and unknown.

regardless of the topic, the child must be presented with a whole event, it is important to encourage every child to participate actively in the solution of problems and in the life of the group, it must be made possible for the child to perceive the problems from various viewpoints and to make a selection, to test his own solutions, to evaluate its personal impact and to take responsibility. in every situation, the child's curiosity and openness to questions and issues must be supported. in everyday life situations, an atmosphere of fairness must be created, both in dividing tasks, awarding and punishing, praise and positive support must always be given priority over punishment. harmony between the educator's words and acts is important. the child must be given clear instructions and stable limits between the desired and undesired, parents and the wider social community must be involved in bringing up children.

**7. Topics of upbringing for human rights in work with pre-school children**

In accordance with the goals of upbringing for human rights in the system of pre-school education and the tasks at the level of the *affirmation of the individual, relations with others and affiliation to the community*, some framework topics are recommended. They must not be understood as prescribed units but only as an orientation for the selection of contents both in planned and everyday situations or in the activities and actions which shape the entire atmosphere in the child's environment. At the same time, the listed topics include the contents and the methods of work. For instance, the topic *together to our goal* presumes that children, through the experience of cooperation, achieve a certain common goal and also experience the value of common behavior. The topics are constructed in the style of a child's expression, in order to render operational the goals and tasks of education in this area. They are universal and depending on specific situations and the needs of a particular environment, local community, educational group or an individual child and his family, the educator will put an emphasis on some of them. For example, in an environment where members of different nations and national minorities live, the educator will pay special attention to the elements of multiculturalism and to the right to diversity and to national, cultural and religious identity. If there is a child with special needs or if there is a traumatized child in the group or the institution, the educator ought to select the topics and contents which foster cooperation, understanding, acceptance of others, solidarity and friendship. The entire educational activity has to be aimed at helping such children to build self-confidence and to feel secure and accepted.

**Topics:**

- Me as a member of the human race
- Who am I and how do I look?
- How do others see me?
- What makes me special and unique?
- What do I like?
- I can...
- I can do it differently
- Me as a member of my family
- I am an important member of my family
- My family tree
- Families are different
- My home, my town, my nation
- My kindergarten
- How do I change from day to day?
- My needs and wishes
- I can do whatever I want
- What is important to me?
- Who cares for me?
- How do I care for myself?
- Who are other people?
- What are other people like?
- Girls and boys
- I enjoy having friends
- What nation do you belong to?

Verbal (conversation, stories, word games, riddles, rhymes, etc.)  
 Musical (listening, performing, composing, songs and music from all over the world, etc.)  
 Visual (painting, modeling, drawing and other forms of visual expression, etc.)  
 Stage and drama performances (puppet-shows, dramatization of stories or events, simulations, etc.)  
 Expression by movement (dancing, pantomime, rhythmic gymnastics, imitation of movements, etc.)

In order to perform the tasks in the area of human rights education at pre-school age, work in small groups is particularly efficient because this is the best form for social learning and it also provides an opportunity to develop the feeling of togetherness, sharing, negotiating and decision-making. It gives those who can do less a chance to participate, because by working in a group, they contribute to the same goal.

**b) Planned events in and outside the institution, projects, "integrated days"**

Planned events take place not only in an educational group but also as common activities - actions performed by the whole institution (e.g. and to the poor, exchanges of drawings and other materials with children from other towns and countries, ecological activities, so-called "integrated days", dedicated to a certain topic - solidarity, love, help for the handicapped, presentation of culture of another country, etc.) The program of human rights education can also take place outside the institution like visits to museums, to organizations that are concerned with the protection of the human rights, exchange and guest performances by children, visits to the elderly, visits to friends, and receiving guests in kindergarten.

*Planning learning situations (games and activities) in the area of human rights education should begin with the concrete needs of children. The educator will plan and organize activities that result from, and are based on the child's experience, either of the educational group or the community at large.*

It is important that the child's acquired experience is connected with the problems at an individual and group level, at the level of the community and at national and international levels. Activities need to be planned so that they are flexible enough, that they can be altered at the beginning, in the course of or after the work, depending on the reactions and interests of the children.

**1.4. Principles of work in the area of upbringing for human rights in the system of pre-school education**

In order to succeed in the educational activity in the area of human rights, it is important to keep to basic principles and procedures.

- the child must always be approached so that he feels accepted, loved, protected and supported,
- the individual characteristics and potentials of every child must be recognized,
- In planning their activities teachers have to define clearly the primary objectives and set one or more special goals. They also have to forecast the beginning and the completion of the activities. For example, at the beginning of the school year, when a great number of new children enter the group, new games and activities should be selected, directed at children getting to know each other, to develop the sense of belonging to the group and to create a relaxing atmosphere. Such an atmosphere provides easier acquisition of the ideas of cooperation, respect for diversities, the rights of the child etc.

The evaluation can occur after a particular cycle of activities or common actions, at the end of each activity, in the course of activities (games, stories, different forms of expression) or combined (during or after an activity or a cycle). The evaluation can be made in the form of a conversation with the child after a certain situation, a conversation with a group of children after an activity, by way of specially prepared instruments of evaluation for the educator (monitoring the achievements by observing each child, group dynamics, etc.) or by visual materials for children.

At the level of the children's personal achievements and the life of the group, resulting in the overall atmosphere, it is possible to monitor the following categories:

- cooperation with others in solving the common problems of the group,
- communication with all members of the group in group work (listening, not interrupting when others speak, etc.),
- fairness in sharing toys and other materials for games and activities,
- conduct during conflicts, their own or other children's,
- giving and accepting ideas for activities,
- interest in diversity,
- admission of one's own mistakes,
- a desire to be involved in common activities,
- attempts to find new ways of problem-solving,
- reacting to facts and not to instant emotions,
- making judgements that are just for all,
- respecting co-players and collaborators,
- interest in others,
- assisting others,
- interest in the community problems,
- adherence to rules,
- respect for one's own, other people's or common property,
- making decisions in the process of selection.

Since the success of the educational activity of an institution and the entire institutional context depend on cooperation between the institution and the family, parents must be included in the evaluation, both because of feedback on the observed effects of human rights education and their own education in this field.

**9. Role of the educator**

In pre-school education, in which upbringing for human rights has a very important place, the educator plays a particularly responsible role. The quality of life in the institution largely depends on him or her. In order to strengthen the child's potentials and to promote cooperation, tolerance, solidarity and understanding among children and adults, the educator, besides knowledge on education, care and development of pre-school children, must also be educated in the area of the human rights, the protection of rights and human rights education. Apart from knowledge of, and skills in, cooperation and communication with children and adults, the educator must act daily and give an example of accepting the children and their parents with all their diversities, and behave in accordance with what he tells and requires from the children. By assisting in playing and learning and in helping children to develop, the educator is responsible for the creation of learning situations in which the child will develop his personality and capacity to the maximum and feel a part of the community. In order to do that, the educator must undergo permanent professional training and grow as a person.

**10. Prerequisites for systematic action in the area of human rights education**

**10.1 Normative prerequisites**

In order to continuously implement upbringing for human rights in the system of pre-school education, there must be corresponding legislation. The *Concept of Uphringing for Human Rights in the System of Pre-School Education* must be legalized as an operational and component part of the existing documents which provide for pre-school

What makes us similar and what different?  
 Diversity enriches us  
 My friends from other parts of the world  
 How do children play in...?  
 How do I celebrate holidays and how do you celebrate them?  
 As free as a bird

I have the right to...  
 My right is your right  
 It is nice to live together with others

My duties  
 Mine, yours, ours (What is mine, yours, ours?)  
 Just and unjust  
 I want to help you  
 I do not think like you but we are still friends  
 I understand you

To love is wonderful  
 I am entitled to my secrets  
 Rules must be obeyed  
 I am part of the world  
 No one can live alone  
 We are part of nature  
 Nature has to be preserved

When I grow up, I shall be...  
 Peace and no peace  
 Conflicts are part of life  
 Why do people fight?

In war, everyone is afraid  
 Fighting does not solve any problems  
 It is the same problem but we see it differently  
 Our faces show our emotions

When am I happy, and when am I angry?  
 How to suppress my anger  
 To cry is not a shame  
 I care for my own and for your feelings  
 Do you understand how I feel?

I am proud when...  
 You and I talk  
 My body speaks  
 Tell me... I am listening  
 Together to our goal  
 How to solve a conflict?  
 It is nice to live in peace

**8. Monitoring and evaluating the educational activity**

Evaluation in the area of human rights education refers to the assessment of the achieved objectives and the accomplished tasks. Since the human rights education is a developmental and a lifelong process, evaluation in this area is also a continuous and permanent process. It must not be directed only at the success of solving current problems in the conduct of an individual. Listening to and monitoring the child are required, not only categorizing it. Human rights education does not give quick results. Sometimes, after a longer period of intensive work with children, results come suddenly and unexpectedly (for example, the educator suddenly notices less aggression in the group, children who want to help others, etc.).

The aim of the evaluation is feedback for the educator on achievements, but also to give children information about their success. At pre-school age, it is possible to monitor and to evaluate achievements at the level of:

- personal transformation in the child's behavior
- the functioning of the group and community
- the overall atmosphere in the institution.

implementation in practice, mastering the contemporary methods of work with school children and acquiring knowledge and skills in the area of curriculum development in practice, mastering the skills of efficient communication, adopting the skills of nonviolent conflict resolution, adopting the skills of establishing partnerships with parents and the community.

**10.6. Work with parents of pre-school children**

Successful results in human rights education presuppose the harmonious operation of all educational factors. Therefore, parents need to be informed about the *Concept of Upraising for Human Rights in the System of Pre-School Education* and educated for its implementation in the family environment. In order to achieve that goal, it is necessary to develop: short and interesting materials for parents, lectures for parents, workshops for parents, informative and educational materials in a "parents' corner", attendance and participation of parents in activities with children.

**10.7. Continuity of educational activities**

The harmonious activity of all educational factors is a precondition for the continuity of educational activities. They can be successful if the impacts of the pre-school institution are combined with the impact of the family in the overall environment of the child. Cooperation between various educational factors is essential (family, educational institution, mass media, community, etc.). The linkage of the pre-school institution with the wider environment results in spreading the ideas on human rights education outside the institution. The necessity for continuity, and thus for cooperation, is of particular importance in the area of human rights education because it is a question of the transfer of the system of values and moral issues.

**10.8. Promotion materials**

In order to make the wider social community aware of the importance of human rights education and of the protection of the rights of the child, it is necessary to develop promotion materials with visual and textual messages that can sensitize the public to the issues (posters, badges, stickers, television and radio clips, short and interesting texts in magazines for the wider public, etc.)

education in the Republic of Croatia. In addition, in accordance with this *Concept*, it is necessary to supplement the documents dealing with the program orientation and permanent education of educators (*Regulations on Post Graduate Certificate of Education Exams for Educators and Assistants in Kindergarten, Regulations on Professional Advancement and Promotion of Educators and Assistants in Kindergarten, Regulations on Special Conditions and Standards of Pre-School Curricula, Curricula Guidelines for Upraising and Education of Pre-School Children* ) It is also essential to develop a pre-school education program at the state level, with the human rights education being its component part. Upraising for human rights in the system of pre-school education ought to be a component part of the education of future educators, i.e. part of the *Curriculum of Pre-School Education Studies* at teacher training colleges.

**10.2. Curriculum**

The *Concept of Upraising for Human Rights in the System of Pre-School Education* is the result of the *Proposal of the Concept of Development of Pre-School Education* and represents the realization of one of its educational areas. For its accomplishment, it is necessary to develop an implementation program at state level (which must be part of the pre-school education program), which will serve as the basis for the development of the *annual curriculum of pre-school institutions* and for the implementation of the curriculum at the level of an educational group.

**10.3. Handbooks and teaching materials**

In order to implement the program of upbringing for human rights, it is necessary to develop a handbook for educators as an aid in framing the curriculum and in working with children and parents. Its contents follow the curriculum, but it is more elaborate and lists examples concrete examples connected with work strategies and issues. Along with the handbook, other written materials are needed which will help the educator to make people aware of the importance of all the segments of work in this area, and make it easier for him or her to pass knowledge and information onto other adults (parents, other educators, the wider community - brochures dealing with particular topics, posters, advertising materials, additional handbooks, etc.).

Apart from the advertising and educational materials for educators, it is necessary to develop teaching materials for the work with children (drawings, photographs, slides, videos, puppets, etc.) For the success of the curricula, it is necessary to develop materials meant for children directly, such as aesthetically and educationally valuable picture books, with appropriate content and selected toys. Picture books would follow the topics from the curriculum and the handbook, and as a set, they would make a core for additions. These materials would make it possible for the child to gain knowledge and adopt certain values, both in the presence of adults and independently, or with peers.

**10.4. Management and development department**

The success of the implementation of the curriculum of education in the spirit of human rights depends on the stimuli and support given to educators by the expert team and the institutions' principals as well as the openness of the entire institution for new initiatives and contents of work. Expert assistance by the departments of the Ministry of Education Sponts and support to the efforts to implement the *Concept* are essential for its realization. The process of monitoring and evaluating the success of the implementation of the *Concept* and curriculum in practice should involve scientists and other experts in the field of pre-school education and upbringing for human rights.

**10.5. Professional training of employees in the system of pre-school education**

In order to achieve positive results in the field of human rights education, well trained professionals are needed. Since there are very few written materials on these issues regarding work with pre-school children, it is necessary to intensify various forms of training for the people who work in pre-school education. It is necessary to organize: lectures, seminars and workshops, summer schools for educators and other employees in pre-school education, regional, national and international professional gatherings (workshops), publishing activity dealing with the issues of human rights education at pre-school age (newspapers, newsletters, journals).

Education in the area of human rights education ought to include: work on oneself (to get to know one's own self, gain self-confidence), becoming familiar with the developmental characteristics of children and their needs from the point of view of emotional, social and moral development, becoming familiar with the *Concept of Upraising for Human Rights in the System of Pre-School Education* and its

### III. HUMAN RIGHTS EDUCATION IN ELEMENTARY SCHOOL.

#### Introduction

The right to education is one of the most fundamental human rights. The knowledge of the laws of the human and the natural world is a prerequisite for the exercise of all other rights and freedoms that are contained as the universal, indivisible and inalienable values of humanity in the *Universal Declaration of Human Rights*. The full development of the individual and his influence on society depends on education. Whether and to what extent will the individual develop his innate abilities to his own and to the social benefit as well as to the benefit of future generations depends on the goals, contents and methods of learning and teaching. In order to meet fully the needs of the individual and social development, the education it needs to be:

equally accessible to everyone, regardless of the individual differences among pupils in view of their national, religious, linguistic or other origin, conviction or view;  
provide variety in organization, content and methodology in order to meet simultaneously the individual needs of every pupil and the general interest of the community to which the pupil belongs;  
based on humanistically oriented scientific cognition and facilitated through modern technological and communications devices;  
focus on the acknowledgment of the dignity of the human being and the fundamental values of democratic community.

The democratic state appears as the guarantor of the protection of the right to education. At lower levels of education, the state ensures this by mandatory and free of charge school education for all pupils, and at higher levels by the accessibility and openness of school education in accordance with the interest and abilities of the pupils. The full development of the individual and the democratic strengthening of society are only possible if the right to education is understood as the right to choose the organization and the content of education, which is mostly ensured by constant broadening of the educational options at all levels of education. The purpose of the expansion of the educational offer is to achieve a satisfaction of various needs and interest within a culturally complex community to the most adequate extent.

The protection of the right to diversity and to the fulfillment of individual needs in education is an indicator of the democratic development of society only if this guarantees time the principles of equality and justice at the same. The obligation to promote a system of fundamental values of democratic society through education, thus, becomes an integral and indivisible part of the right to education. Understanding of and respect for the diversity among people, democratic government, cooperation, solidarity, peace and non-violent settlement of problems make part of the value system that needs to be promoted through education in conditions of equality and justice.

The meaning of this requirement is derived from our understanding of the nature of the human being. All human beings are born free and equal in dignity and rights, regardless of race, color, sex, religion, national and ethnic origin, financial situation and other characteristics. Whether those innate rights and freedoms will remain accessible to him, depends on the political, social, economic and cultural situation of the community to which he belongs. The individual must

- a) know his rights;
  - b) accept his own rights as the rights of all people;
  - c) know the ways of protection of his rights and the rights of others in a society based on the principle of equality of all citizens;
  - d) want to exercise his rights through active and equal participation in the decision-making process;
  - e) be able to exercise his rights through the institutional presumptions of democratic society
- in order to fully develop his personality in accordance with his innate rights.

It follows from the above stated that democracy is the most adequate framework of protection of human rights and freedoms only insofar as it presumes the knowledge of every individual of his rights and the institutional instruments for their protection. Information about person's rights as the rights of all people, understanding the social mechanisms of human rights protection and development of the skills necessary for making use of the institutional instruments are the fundamental preconditions for the full development of the individual and the promotion of democracy.

It is, thus, understandable that in recent years the world pays special attention to the development and application of programs of human rights education at all levels of school education. The major part of these programs is

developed according to the principles of life-long learning and teaching with the goal to strengthen the awareness of the individual of his rights and responsibilities in the establishment of democratic relations at local, national and global levels.

Human rights education in elementary school lays the foundations for systematic learning and teaching of the promotion and protection of human rights. In the course of this period, the pupil acquires general knowledge and develops fundamental skills that prepare him for mastering more complex tasks of human rights education at higher school levels. The goals of this concept of human rights education in the system of regular school education is full democratic literacy, which ensures an equal position to the individual in the process of strengthening democracy and development of just social relations.

Accordingly, the prerequisites, goals, tasks, content and organization of human rights education in Croatian elementary schools have been determined. According to the *Law on Elementary Education*, the activity of elementary schools in the Republic of Croatia is of special social interest. The elementary school is obliged in the course of eight years of mandatory education to "ensure the continuous development of the pupil as a spiritual, physical, moral, intellectual and social being in accordance with his abilities and dispositions". This is ensured by the choice of goals, contents and methods of education pursuant to pedagogical and methodical conceptions and insight in the native science, as well as the age characteristics of the pupils, the adequate qualification of the teacher and stimulating class and school climate. Elementary school is, therefore, in terms of its fundamental goals, a follow-up program of social care of children of pre-school age and a basis for secondary and tertiary programs of education.

The introduction of the program of human rights education in elementary school has been harmonized with the principle of continuity of education from pre-school to adulthood and the principle of a uniform school system. This means that human rights education in elementary school is envisaged as part of an integral process of learning and teaching in the field of human rights, which on one hand is a follow-up of the pre-school program and on the other serves as a point of departure for the development and implementation of secondary school programs in this area.

From the conceptual point of view, it is defined as systematic learning and teaching, its goal being to facilitate in accordance with the principle of dignity of the human being, the understanding of fundamental humanistic values of a person and the society and to render possible the development of skills essential for its gradual inclusion in the process of strengthening the democratic community as a community of free and equal citizens.

The axis of the program consists of concepts of universal human rights and fundamental freedoms, equality and social justice, civic self-awareness and responsibility, inter-cultural understanding, tolerance and cooperation, as well as peace, social stability and security. These concepts are nowadays given the most important role in the promotion of individual and social development, for which reason they grow to become the target values of our civilization. The freedom of the individual and the full development of a humane community depend on individual understanding and acceptance of these values, as well as on the strengthening of institutional preconditions for their promotion and protection.

Human rights education in elementary school should help the pupil to learn to know the rights he is entitled to as a human being, but also to accept social responsibilities derived from life in a democratic community based on the principles of equality, justice and pluralism. Hence, they combine the goals and contents of several areas of education, such as education for self-awareness, inter-cultural education, civic education and education for peaceful settlement of conflicts. Such orientation is derived from the understanding that human rights and freedoms are at the same time the goal and the means for ensuring all other values of democratic society. Human rights education, therefore, needs to be given priority not only in the title of the program, but also in the definitions of goals, content and methods of education by which the pupil should be prepared to meet the democratic needs and live up to the challenges of the contemporary world.

Bearing in mind the psychological and physical development of the pupil as well as the organization of education in the course of elementary school, human rights education is divided in two inter-connected and inter-dependent entities. In the first part the foundations, goals, contents and methodical and other preconditions for human rights education are expounded in class teaching and in the second part in subject teaching. Both programs are supplemented by a list of topics and notions from human rights and civic education used in programs of class and subject teaching. The programs are implemented using the cross-curricular or inter-disciplinary criteria.

The fundamental purpose of the program of human rights education in class and subject teaching is to serve the educational authorities and educators, but also other interested citizens as a reference framework for planning and implementing curricular and extra-curricular activity which focuses on the promotion and the protection of human

rights and freedoms. The program can in this sense be put to practice in several ways: as a special subject within the framework of regular or elective instruction, or extra-curricular activities, respectively, and in inter-disciplinary (cross-curricular) form in the existing subjects suitable for such contents. The choice will depend on the needs and interests of the school and the class, but also on the professional preparation of the teacher.

### A. HUMAN RIGHTS EDUCATION IN CLASS TEACHING (Grades I to IV of elementary school)

#### 1. Introduction

The foundation of elementary school education and the entire school system per se is class teaching. Between the ages of 6 or 7 and 10 or 11 years, children do not only acquire the skills of reading, writing and mathematics, but they are gradually introduced to the system of perception concerning the human being, society and nature. In addition, their cognitive, moral and social skills are developed as the prerequisites for their further education and their personal development. The nature of these contents and the teaching and learning methods will influence the formation of the pupil's attitude towards the world and his treatment of himself, others and the community he lives in.

An integral part of learning in class teaching is to understand and accept the rights and responsibilities that are derived from the child's role as a pupil. The school is an institution of special social significance. It is entrusted the tasks of education of young generations in accordance with the fundamental social values and needs for social development. The school is, therefore, at the same time also an instrument of social self-preservation and a factor of social change. The choice of goals, contents and methods of education, and hence, the determination of rights and responsibilities of the pupil depend upon the manner in which the role of the individual in the social development is viewed in a certain community.

The establishment and strengthening of democratic community depends to a major extent on the knowledge of the goals of social development and adherence of every individual citizen to the fundamental human values, such as human rights, equality, justice, solidarity, pluralism and peace. The most important bearer of democratic change is the individual. The development of democratic relations at all levels of social life depends on his self-awareness, responsibility and willingness to participate in the common development of fairer social relations.

Hence, the significance attributed nowadays to the preparation of young generations for the strengthening of democratic relations among individuals and nations of the world. Human rights education is an essential factor in the complete development of the individual and stimulation of democratic processes. Acquisition of insight in universal human rights and mechanisms for their protection, development of skills that are essential for efficient cooperation in the democratic transformation of society, as well as stimulation of the preparedness to defend human rights and freedoms are the indispensable prerequisites for the preservation of personal dignity and acceptance of principles of equality, justice, tolerance and cooperation as the foundation for ensuring the dignity of others.

Using the above insight, the Program of Human Rights Education in Class Teaching was developed as an integral and systematic approach to the initial learning and teaching of fundamental values of the human community. The starting point is the principle of the innate dignity of the human person as a precondition of democracy, and the attempt is to help pupils in lower elementary school to understand and adopt the most important concepts and to develop the fundamental skills in this field.

Human rights education should incite pupils to become aware of the rights they are entitled to as human beings, but also of the responsibilities derived from this fact. Learning of human rights is unthinkable without learning of responsibility. In democratic conditions, the right of the individual is not a privilege but an obligation, since the same rights belong to everyone, regardless of gender differences, collective belonging or origin. Human rights education should, therefore, be understood as education for social responsibility. Learning of social responsibility in school conditions is encouraged by the participation of the pupil in all stages of the learning and teaching process, from decision-making, to the implementation of the decision and review of its effectiveness.

The prerequisite for accepting the responsibility is to strengthen the awareness of oneself as the part of the community of equal citizens. Understanding oneself and one's needs, respect for oneself as a person and strengthening the trust in one's forces is the first and fundamental task of learning of human rights in lower elementary school. Self-confidence is the path to openness towards the world, acceptance of differences among people and respect of general principles of the democratic community.

In order to achieve this through the program of human rights education, schools need to ensure the following:  
encourage every pupil to express freely his views and convictions;  
protect the dignity of every pupil and his right to privacy;

constitutional order of the Republic of Croatia", while in Article 62 the Republic of Croatia undertakes to protect children and the young people and to create "social, cultural, educational, material and other conditions conducive to the realization of the right to a decent life."

Equality and equal rights of the citizens of Croatia has once more been confirmed by the *Constitutional Law on Human Rights and Freedoms and Rights of Ethnic and National Communities or Minorities* in the Republic of Croatia. The Republic of Croatia undertakes in Article 1 "to respect and protect national and other fundamental rights and freedoms of man and the citizen, the rule of law and all other highest values of its constitutional and international legal order, to all of its citizens".

Although the role of education in the promotion of constitutional standards of human rights and freedoms in Croatia has not fully been encompassed as yet by the legal instruments regulating educational activity, the fundamental guidelines can be discerned from the text of the *Law on Elementary Education* and the *Principles for the Development of the Strategy for the Transformation and Development of the Croatian School System*. According to Article 2 of the *Law on Elementary Education*, the purpose of elementary schooling is "to enable pupils to acquire knowledge, concepts, skills, views and habits necessary for their further life and work or further education." Accordingly, the goals of elementary education have been defined: a) "to stimulate and develop the interest and independence of the pupil in learning and doing homework, as well as his creativity, moral conscience, esthetic taste and criteria, self-confidence and responsibility for himself and the nature, his social, economic and political conscience, tolerance and ability to cooperate, the respect of human rights, achievements and endeavors" and b) to teach the pupil "literacy, communication, mathematics, scientific and technological principles, critical scrutiny, reasoned debate, understanding the world in which he lives and understanding the inter-dependency of humans and the nature of individuals and nations."

In the *Principles for the Development of the Strategy for the Transformation and Development of the Croatian School System* it is emphasized, on the other hand, that transformation of the Croatian school system should be guided by the needs of the *School of the 21st Century*, the need to integrate the national school system in the *European civilization and educational context* and the need to prepare young generations for "life in a democratic society".

The constitutional standards as well as the guidelines for the transformation of the Croatian school system are in accord with international documents regulating the standards of promotion and protection of human rights and the relevant global strategy of development of education. This especially refers to the obligations that stem from the *Universal Declaration of Human Rights*, the *International Covenant on Civil and Political Rights* and the *International Covenant on Economic, Social and Cultural Rights*, the *Convention on the Rights of the Child* and to regional documents such as the *Convention for the Protection of Human Rights and Fundamental Freedoms* and the *European Social Charter*.

The development of the *Program of Human Rights Education for Class Teaching* was influenced by the *Convention against Discrimination in Education* and other morally binding documents of the UNESCO, especially the *Recommendation Concerning Education for International Understanding, Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedoms*, as well as the *Recommendations of the Committee of Ministers* and the *Final Acts of the First and Second Summit of the Council of Europe*.

The content of the Program has been determined in accordance with the conclusions and action plans in education adopted at a series of international gatherings, especially the *World Plan of Action for Human Rights and Democracy* adopted at the international congress held under the same title in Montreal in 1993 and UNESCO's *Declaration and Framework of Action on Education for Peace, Human Rights and Democracy*, dated 1995.

In addition to the above mentioned national and international standards, the scientific insight in the psychological and physical characteristics of pupils of lower elementary school classes and models of successful learning and teaching at this level have been taken into account in the development of the Program. Along these lines, some of the most influential programs of human rights education, civic education, inter-cultural education for the peaceful settlement of conflicts in countries with developed democracies have been studied, and this includes the programs of international and non-governmental organizations.

Finally, it has been attempted to meet the demands arising from the need to foster the further social, economic, political and cultural development of the Republic of Croatia in terms of pedagogical theory and educational activity. This especially refers to the aspect of development that presupposes the strengthening of democratic forms of government and establishment of a national community in accordance with the principles of equality, social justice and inter-cultural tolerance adhering thereby to the international standards of peace, security and sustainable

- enable every pupil to access information from various sources;
- meet the special needs of pupils who are members of national minorities or ethnic communities;
- ensure adequate conditions for pupils with learning difficulties;
- encourage an environment of tolerance, solidarity, cooperation and co-responsibility among all pupils regardless of their origin and abilities;
- protect every pupil from physical and mental violence, including insult, mockery, neglect and abuse.

The ultimate goal of human rights education is to enable the pupil to be able to set his goals and to fight for his achievement, by respecting the rights of others and the institutional opportunities available to him within the democratic community.

Human rights education is a life-long process. The foundations laid in class teaching will greatly determine the manner in which the pupil will approach tasks in this area at higher levels of education. Hence, in the development of implementation programs of human rights education in class teaching, the following principles must be borne in mind:

- integrity in the achievement of the set tasks;
- interdisciplinary approach, critical scrutiny and a firmation in the selection of contents and approach to learning and teaching;
- understanding the contents regarding human rights and freedoms and development of skills ensuring their promotion and protection;
- questioning and change of experience of pupils and the school environment.

The success of the program of human rights education in class teaching does not depend only on the clarity and adequacy of the set goals, tasks and contents of instruction, but primarily on the manner of their realization. Full achievement of these goals is a long lasting process in the course of which changes in the entire work of the school occur. Learning and teaching of human rights presupposes greater independence of schools in the organization and administration of educational process, change of the pupil-teacher-administration relationship, and inclusion of a broader circle of citizens. Hence, in order to achieve the goals and tasks the participation of all directly and indirectly involved educational factors needs to be ensured, ranging from pupils, teachers, principals and other school employees, to educational authorities, parents and the public.

## 2. Program foundations

Education in class teaching forms a part of the integral system of education, which is classified in the Republic of Croatia as an activity of special social interest. Pending the adoption of an integer *Law on Education*, this part is regulated by the *Law on Elementary Education*, systematic laws on individual segments of education or schooling respectively, a series of implementation regulations of the state administration, especially the Ministry of Education and Sports and general documents of educational institutions.

Bearing in mind the legal prerequisites of the entire school system, as well as the special features of the goals and tasks of human rights education in class teaching, the starting points for the development of the program were:

- standards in the human rights field derived from fundamental national documents and guidelines for education contained in special laws and sub-legal norms;
- international standards in the human rights field and global guidelines in education derived from such standards; scientific cognition about the psychological and physical characteristics of lower elementary school classes and models of successful learning and teaching at this age;
- existing programs of human rights education, civic education, and inter-cultural education for peaceful settlement of conflicts in countries with developed democracies, including the programs of international and non-governmental organizations.

Concerning national standards, the footholds of the program are the *Constitution of the Republic of Croatia and the Constitutional Law on Human Rights and Freedoms and Rights of Ethnic and National Communities or Minorities and the Law on Elementary School, the Law on Education in the Languages of National Minorities and the Principles for the Development of the Strategy of Transformation and Development of the Croatian School System*.

Article 3 of the *Constitution of the Republic of Croatia* explicitly states that "... freedom, equal rights, national equality, love of peace, social justice, respect for human rights, inviolability of ownership, conservation of nature and the human environment, the rule of law and the democratic multi-party system are the highest values of the

development.

### 3. Psychological and pedagogical foundations of the program

One of the perpetual questions asked on the occasion of planning and implementation of human rights education in class teaching is how to shape the instruction material so as to contribute to the development of such qualities of the pupil which are essential for life in a democratic society. This does not mean, however, that learning and teaching in this field neglects the development of the pupil as an integral person, but that attention is attributed to the strengthening of his intellectual, moral and social abilities and skills which connect the full development of the individual with the full development of a democratic community.

Human rights education endeavors to enable young generations to participate knowledgeably in the development of democratic relations based on the respect for personal dignity and protection of universal human rights. Adoption of knowledge, hence, always needs to be connected with the development of skills that render its application possible. *To know what and to know how* are the most important prerequisites of successful learning and teaching and the sure path to the intellectual, moral, emotional and social development of the pupil.

Intellectual development means strengthening intellectual abilities and skills, including observation, memorizing, generalization and critical thinking. It is not stimulated by mere memorizing facts but rather by understanding their interaction and the regularity of their effects. In the field of human rights, intellectual development is manifested in education interest and openness towards new ideas, ability to handle larger amounts of information, ability to compare and analyze information as well as generalization and critical thinking. The pupil's attitude towards the world, his self-consciousness, understanding of social relations and whether he will and in what manner he will contribute to the efficient resolution of common problems depend on his intellectual development.

When defining the tasks of the Program of Human Rights Education in Class Teaching it was taken into account that the period between 6 to 10 years of age is characterized by extremely fast developmental changes, for which reason we need to be careful when judging the capacities of the pupils. In addition, it needs to be borne in mind that there are significant differences as to the degree of the development of intellectual skills. Hence, instruction needs to be individualized as much as possible. In determining the contents and working method, the following facts need to be taken into account:

- in the first grades of school, attention is still short and mainly involuntary, so that instruction needs to be provided in short and interesting sequences;
- perception notice is still rudimentary and burdened by detail, which means that school material needs to be created in such a way as to guide unambiguously the pupil's perception;
- memory is short time memory, so that it needs to be trained by placing the pupil in situations that require the same or a similar answer;
- thinking is still associative and depends on direct experience, there are no firm and logical criteria of generalization, so that the pupil still cannot come to conclusions by analogy, but sees everything egocentrically, which means that instruction needs to be organized around his experience;
- there is a great difference between the active and the passive vocabulary; the active vocabulary is limited and the sentence structure is simple, so that pupils need frequent encouragement to express their views and thoughts;
- the interest of the pupil for the outside world increases suddenly in the course of this period, so that the amount of information may be gradually increased in instruction.

Moral development means the gradual acceptance of moral standards and development of moral reasoning both of which direct behavior in a socially desirable direction. Moral learning takes place through identification with another meaningful person, by following authority or feeling empathy for others. All three mechanisms are already present with a seven-year-old child. Which one of them will prevail depends on the system of incentives, i.e. rewards and punishment accompanying moral learning. At the beginning of this period, the moral reasoning of the pupil is strongly influenced by the parents or other important persons, especially teachers, but mostly it is led by fear of punishment. At the end of this period, the moral standards of peers gain an increasing influence on the pupil, but some of them are already able to make moral judgment based on the occurrence of general social standards and the facts. Since the most important role of human rights education is to foster the moral and social development of the pupil in accordance with the highest levels of the democratic community, the following needs to be borne in mind:

that only after the reference point of the formation of judgment starts shifting away from the child towards the outside reality and other people, it can be expected from the pupil to understand other people's standpoints and, thus, to accept moral norms of the community as a criteria for his behavior

that in the first grades of elementary school, the pupil judges reality by the principle of exclusivity and that he is unable to look at the problem in the context of the situation that determines it, which means that he needs to be gradually taught how to make more sensitive and complex judgment.

Adopted moral standards are the foundation of behavior. They influence the pupil's attitude himself, others and the community. For this reason, moral development is closely connected with social development. Social development implies the adoption of social knowledge and development of social skills and abilities that are the prerequisites of the pro-social behavior of the pupil. Social skills and abilities are reflected in the pupil's capacity to establish and maintain stimulating relationships with others and, through such relationships, to develop his own characteristics. They include understanding for social phenomena and processes, especially group norms, customs and communication styles, interest for others, tolerance, team work, negotiation and cooperation in discussions, peaceful settlement of conflicts, responsibility, control of emotions and the like. Social development is, thus, closely connected with emotional development. The pupil's pro-social behavior depends on his feeling of importance, security and being sheltered in school. In addition to these prerequisites, in determining the tasks in human rights education in class teaching, the following conceptions need to be taken into account:

- pupils of this age already form smaller groups with certain established rules of behavior, which is a good basis for the introduction of team work, development of cooperative relations and promotion of a feeling of responsibility for the result of joint work in class;

- the interest for others is still connected almost exclusively with emotional confirmation, so that pupils need to be encouraged to express mutual attention, affection, solidarity and praise;
- pupils of this age are extremely sensitive when it comes to signs of unfairness and favoring in school and often react with anger or self-retreat, so that it is necessary for them to voice such cases openly and to discuss them together.

Learning in the first grades of elementary school is still experiential - factual. The views and behavior of pupils at this age are strongly influenced by persons and events from their direct environment, so that the quality of these relations determines their understanding of themselves and society to which they belong. Hence, the school and class climate in which cooperation, solidarity, feeling of togetherness, care for every individual pupil, and respect and trust between the pupils, or between the pupils and the teachers prevail, is key to the success of human rights education.

### 4. Goals

Human rights education in class teaching is defined as a part of an integral and life-long process of learning and teaching of promotion and protection of human rights, value of the human person and development of democratic social relations. Accordingly, in the definition of goals and tasks of human rights education, it was attempted to ensure the following:

- continuity of foundations, content, approach and method of education in this field;
- development of the pupil as an integral person and as an active citizen of a democratic community;
- strengthening of the democratic relations in class and in school as prerequisites for the development of democracy in local, national and global dimensions.

The goal of human rights education in class teaching is to adopt fundamental knowledge and skills that are indispensable for the strengthening of personal dignity and informed and independent participation in the process of democratic development of the community, in accordance with the values of human rights, equality, pluralism and justice. Learning and teaching in class teaching should, therefore, respect the developmental characteristics of the pupil, contribute to the process of his development into an independent and responsible person who will build his views and relationships on the principles of dignity and inviolability of the individual, nation and humanity as such.

The end product of such education is a self-conscious and responsible individual who will set his own goals and fight for them, bearing thereby in mind the rights of others, and who will help others in the achievement of their goals in accordance with objective possibilities available to him within a democratic society.

The indirect ultimate goal of human rights education is to build and preserve a peaceful, safe and stable community of equal and responsible citizens who measure their own freedom by the freedom of others.

This means that in order to meet the purpose of human rights education for this age group, it is very important that the pupil understands the most important terms in this field and accepts them as values that will guide his behavior. Accordingly, the groups of tasks to be achieved through the application of the Program of Human Rights Education in Class Teaching have also been defined.

4.1. Knowledge

Tasks in the sphere of knowledge pertain to the understanding and adoption of the most important notions, understanding of the elementary regularities of social phenomena and processes and understanding some of the most important procedures in human rights protection and development of democracy, especially:

*human rights and freedoms* - understanding the notions of birth rights of the individual, fundamental freedoms and dignity of the human being, knowing one's rights; recognizing the most important human rights categories, knowing some fundamental international and national documents in this field; knowing the development of human rights, understanding the difference between individual and group rights, understanding the connections between human rights, democracy, peace and development;

*identity* - understanding the notion of identity, recognizing one's needs and wishes, understanding oneself in a social context, understanding the differences between individual and group identity, knowing some fundamental categories of group identity, understanding the notion of minority identity and group identity;

*social responsibility* - understanding the notion of responsibility, understanding the difference between responsibility towards oneself, other people, the community and humanity as such, understanding the relations between social responsibility, human rights and democracy;

*cultural differences* - knowing the fundamental notions, such as culture, cultural pluralism, stereotypes and prejudice, knowing the main characteristics of one's culture, understanding the influence of one's culture on personal behavior, understanding the causes of cultural differences, understanding the viewpoint that cultural diversity is the foundation of the world's wealth, understanding the relations between cultural differences, human rights and democracy;

*independence and inter-dependence* - knowing the notions of independence and inter-dependence at individual and group level, knowing some simple examples of inter-dependence, understanding the relations between independence, inter-dependence and equality, understanding the role played by the connection among nations and states in the development of the human being and society;

*equality* - knowing the meaning of equality in the context of racial, cultural, national, religious and other differences, understanding the notions of equality among people and equality among nations, understanding the impact of inequality on poverty in the world, understanding the relations between equality, cultural diversity and human rights;

*law and justice* - understanding the notions of law and justice, understanding the relations between law and justice, knowing the rules that law plays in ensuring individual and social security, knowing the fundamental consequences of disrespect for legal norms;

*peace, security and stability* - knowing the meaning of the notions of peace, security and stability, understanding the relations between peace, stability and security, understanding the role of cooperation and peaceful settlement of conflict in the personal, national and global development, knowing some of the fundamental procedures of peaceful settlement of conflicts;

*democracy* - knowing the meanings of the most important notions in this area, such as democracy, citizen, authority, decision-making and government, understanding the role of the citizen in democracy; knowing the fundamental characteristics of democratic process; understanding the relations between democracy and human rights;

*protection of minorities* - knowing the meaning of the notions of minority and majority, understanding the demand for protection of minorities, knowing some of the fundamental rights guaranteed to minorities in a democratic society, comprehending the relations between minority rights, human rights and equality;

*development* - understanding notions such as human development, technological progress and environmental crisis, knowing some of the most important obstacles to human development, comprehending the relations between peace, democracy and human development.

4.2. Skills and abilities

In spite of the fact that acquisition of knowledge is deemed the foundation of human rights education, actual results are only achieved when knowledge serves the development of skills and abilities. Indispensable skills and abilities in the promotion and protection of human rights and in ensuring the pupil's development are:

*application of notions* (adequate use of notions in communication);

*critical thinking* (scrutinizing the justification of information, precepts and views);

*clear and precise expression of one's personal views* (proficient and assertive a firmation of one's opinion);

*independent decision-making and implementation of conclusions* (independence and responsibility of judgment and behavior);

*communication* (presenting one's personal opinion in a manner that is understandable and acceptable to others, as well as listening to and respecting the opinions of others);

*empathy* (emotional understanding and acceptance of the situation of others);  
*research* (selection, gathering, critical analysis and verification of information from various sources as a problem solving method);  
*team work* (adjustment of one's personal opinion to the opinion of the group in an attempt to find a common solution);

*peaceful settlement of conflicts* (finding safe procedures for the non-violent settlement of problems, such as dialogue, negotiation and argumentation, that are directed toward common goals);

*leadership* (responsible group leadership following the criteria of the common good);

*participation* (involvement in the decision-making process of common interest);

*action* (choice of behavior by which the personal interest in the context of the common good is successfully protected);

*anticipating the consequences* (determination of advantages and drawbacks of personal and other people's actions in view of future needs).

4.3. Views and values

Pupils need to be encouraged to adopt views and values in class teaching that are based on humanistic attitudes, such as:

respect for the principle of uniqueness and dignity of the individual, a nation and mankind as such;

adherence to democratic principles and procedures (human rights, equality, justice, social responsibility, pluralism, solidarity, privacy);

adherence to peaceful, participatory and constructive problem solving;

readiness to stand in for one's rights and the rights of others and to protect them;

readiness to assume public responsibility for one's actions;

interest for the world around us and openness towards differences;

readiness to feel for others and help those in need;

readiness to confront prejudice, discrimination and injustice at all social levels.

4.4. Behavior

The purpose of human rights education lies in changing egoistic in to pro-social behavior. Pupils need to be confronted every day with situations in which they can apply their acquired knowledge and skills. This helps them to consolidate the answers that certainly lead to the solution of the problem to their own and the class benefit. The teacher needs to encourage the development of such styles of behavior which protect human rights and strengthen democratic relations in school.

5. Program units and topics

The Program of Human Rights Education in Class Teaching forms a part of the integral *National Program of Human Rights Education* which encompasses the range from pre-school to adult age. Relying on the principles of a uniform basis, continuity of goals and tasks, harmonization of goals and contents, and adequacy and gradualism of the contents, the Program maintains the fundamental structure that we also meet in other programs of human rights education aimed at younger and older children. This structure is divided in four areas of educational activity:

*the ME unit* - contents by the means of which the pupil discovers his characteristics and learns to affirm them in the community with others;

*the MYSELF AND THE OTHERS unit* - contents by the means of which the pupil becomes aware of his relationship with others and develops pro-social skills and forms of behavior

*the US unit* - contents by the means of which the pupil learns the rules of functioning of a democratic community and develops the skills of civic participation

*the world as a whole unit* - contents by the means of which the pupil is instructed to view himself and others in the context of mutual dependence and connection of the natural and the human world, as well of the present and the future and the world as a whole.

As distinguished from the pre-school program, where the topic schedule is subject to the above division, the content

is here divided in five large units:

- education for strengthening self-awareness and identity (the ME unit)
- education for inter-cultural understanding (the MYSELF AND THE OTHERS unit)
- civic education (the US unit)
- education for peace and peaceful settlement of problems (all units)
- education for sustainable development (the world as a whole unit)

The changes in the fundamental structure of the program occurred because the tasks of education have been broadened in accordance with the age of the pupil and the opportunities offered in class. While in the pre-school program emphasis was placed on strengthening self-awareness in the context of the direct and limited social experience, in lower elementary school the development of self-awareness is increasingly linked with the opinion of others, consciousness of cultural differences and change experienced by the individual as well as learning the fundamental principles of functioning of a democratic society. Notions such as human rights, freedom, equality, justice, pluralism and democracy are still usually learned through personal experience, but this is now increasingly linked with the experience of others with whom pupils are directly or indirectly linked. "In depth examination of oneself" together with "looking through someone else's eyes" or "walking in someone else's shoes" are becoming increasingly present forms of educational work. Pupils are more frequently involved in debates, dialogue and confrontation of opinion, but also in revealing their views and researching their roots.

On the other hand, pupils are ever increasingly encouraged to view their community as a system of agreed rules of behavior that guarantee to the individual the exercise of his rights provided he meets his responsibilities. International and national documents regulating human rights standards, per se are at this point not the learning goal, but a supporting instrument facilitating the understanding of other program contents. The analysis of their foundations and their contents will be one of the central tasks of human rights education in secondary school. The content of the Program consists of the following framework units and topics which can be further elaborated depending on the time available and the interests and age of the pupils:

**5.1. Self-awareness and identity**

The purpose of dealing with these topics is to encourage the pupil to discover himself and to communicate his features to others. The pupil is assisted in viewing himself, based on the identification of his most important features, as a part of the human world, in determining the content of his identity card, researching his family, ethnic, national and cultural roots, becoming aware of the difference between his needs and desires, understand the meaning of his rights and responsibilities. He discovers who and in what way protects his rights in his immediate and remote environment. In the context of informing the pupil of the system of protection of his rights, the most important international and national documents for the protection of human rights need to be mentioned, so that the pupil learns also the sources of his responsibility. Among the central topics to be dealt with in this part are:

- the world to which I belong
- my personal identity card
- my roots
- my desires and my needs
- my changes
- my rights
- the protection of my rights
- my responsibilities

Every topic can be developed, depending on the needs and conditions of the class. For instance, the protection of my rights" in the third and the fourth grade may be divided in sub-topics such as: the responsibility of my parents, the tasks of my school and teachers, my city, I as a citizen of Croatia and I in the world.

**5.2. Cultural diversity**

Once the pupil is aware of his features, the Program envisages that he should be introduced gradually to the areas of cultural differences. The first step is to observe differences in the immediate environment of the pupil, especially those stemming from gender characteristics, after which the pupils proceed to examine the ways of life and customs in various parts of the world. Learning about others and their customs is linked with stereotypes, prejudices and other unacceptable forms of behavior. The pupils are encouraged to examine the causes of socially undesirable behavior and to link their answers with the causes of cultural differences. The purpose of these activities is to accept differences as global wealth. In this context, the need to protect diversity should be mentioned and the pupil

introduced to the *Universal Declaration of Human Rights*. The content of this part may be supplemented so as to adjust instruction as much as possible to the cultural differences among pupils, to learn about the cultures of national minorities in the community to which the school belongs and so on. Topics to be dealt with in this area should certainly be:

- my neighbors and friends
- female world - male world
- places and customs
- distorted images
- why are we different
- diversity as a wealth
- right to differences and their protection

**5.3. Common world of rights and freedoms**

This part of the Program is devoted to the adoption of general knowledge and development of skills that are essential for life in a democratic society, regulated on the basis of the principle of equality of all citizens regardless of their origins, opinion and views of the individual. The pupils should be acquainted with the principles of common life in a culturally pluralist society and to the rules of behavior, which determine its quality. The need to link rights and responsibilities is indicated, in order to preserve democratic values and ensure social stability. Pupils are encouraged to participate in discussions, engage in dialogue and openly present their opinions on the path to a common solution. Here as well, instruction has to be linked as much as possible with actual problems in class and school, whereby priority should be attributed to the following topics:

- prerequisites for life in a community;
- life in a community as a right and as an obligation;
- equality and diversity - the two sides of community;
- decision-making and government of the community;
- role of the citizen;
- development and progress of the community.

Each of the above topics may be further developed. For instance, in the context of the topic, life in a community as a right and as an obligation", issues of social responsibility, law and justice, cooperation, tolerance and solidarity may be specifically dealt with.

**5.4. From conflict to peace**

In this part of the Program, pupils are enabled to adopt a non-violent attitude towards the world. The basis is understanding the notions of peace and conflict by analysis of tensions, intolerance and other forms of socially unacceptable behavior in class or in the immediate environment of the pupil. In class work, special emphasis is placed on knowing the forms and causes of conflict, but also on developing the skills of recognizing one's own and other people's feelings, verbal and non-verbal communication, dialogue and negotiations as a way of finding peace within oneself and peaceful settlement of conflict in the community. The integral learning of the problems of conflict and peace requires that the following topics be dealt with:

- conflict around us and within us;
- sources of conflict;
- favorable sides of conflict;
- how to deal with tumultuous emotions;
- communication - foundation of better understanding;
- how to reach a common goal;
- common problem solving;
- peace with myself, with you and the entire world.

As with earlier stated goals, here too the individual topics may be developed, depending on the interest and needs of the pupils and the school. In the context of the topic "conflict around us and within us", pupils should learn the meaning and types of conflict, the role of the parties to the conflict, and speak about the characteristics and consequences of violence as the ultimate form of conflict.

**5.5. The world as a whole**

6.1. The school environment

The notion of school environment includes overall relationships in school. This means the relations among the pupils, among pupils and teachers, among teachers and parents, among teachers and school administration and among school and the local community. The nature of these relations determines how the pupil will understand and whether he will accept the standards of human rights and social responsibility. If there is disharmony between what is being taught and what is being done in school and class, this leads the pupils to interpret the sense of human rights and responsibilities according to their own needs and interests. If there is disrespect for democratic principles in everyday life of the school, this endangers the pupil's social and moral development and fails to take into account the opportunities for settlement of tensions and conflict in school that are derived from debate, dialogue and common agreement. In such conditions, the pupils grow gradually accustomed to addiction and inequality and accept irresponsibility, injustice and conflict as parts of normal every day school life.

In order to achieve that the school environment contributes to the achievement of the goals and tasks of the Program, the following is necessary:

- to be guided in all situations, especially in the treatment of pupils, by the principles of justice and equality; take care of every single pupil, especially those who, regardless of the reason, need help;
- ensure that every pupil is informed about and understands the rules of conduct in school and in class; consistently prevent all forms of socially unacceptable behavior, ranging from provocation, insult and mockery to theft and violence;
- expose stereotypes and prejudice and resolutely fight discrimination, especially if it is triggered by the national, ethnic, religious or gender belonging of the pupil;
- exclude the possibility of neglect, abuse or manipulation of pupils by teachers or the school administration;
- encourage open-mindedness, curiosity and critical thinking by opening the school to the diversity of the community.

In order to create a stimulating school environment, it is important that every day school life reflects the life of the community, especially if it is composed of different ethnic, religious and cultural groups. Involvement of parents and eminent minority representatives in class work and extra-curricular activities, celebration of the holidays of minority groups with national holidays strengthen the pupil's feeling of self-respect, tolerance and togetherness in school. Furthermore, cooperation with NGOs, especially those who are active in human rights field, should also become a practice. Their experience in human rights protection is essential in order to make the pupils fully understand the sense of what they learn in school.

6.2. Principles of educational activity

The principles of educational activity are an indivisible part of the implementation strategy of the educational program. They serve as a reference framework for deriving rules and procedures and determining criteria for the verification of a successful educational activity. The guiding principles in human rights education in class teaching are:

- to ensure a school and class climate in which human rights, freedoms, equality, justice, peace and democracy, cultural pluralism and sustainable development at the same time are contents of learning and teaching, values that are aspired to, and that are promoted and protected and a reality in which we live and develop;
- to enable every pupil to understand properly the most important concepts of human rights and freedoms and to accept them as values according to which we direct our behavior;
- to ensure the respect for every pupil as an independent person, for his attitude towards the world and his cultural origin;
- to give priority to the social and moral aspects of education by encouraging trustful relationships, friendship, interdependence, cooperation, solidarity and care among the pupils;
- to ensure justice and stability of the rules of behavior in school and the credibility of the teacher's authority;
- to use multiple sources of information in instruction and harmonize learning with out-of-school sources of information and models of behavior;
- to nurture pluralism of ideas and interests.

6.3. Forms and methods of educational activity

The selection of forms and methods of human rights education depends on a number of factors. In addition to goals, tasks and contents of the Program, the choice of working method depends on the interests of the pupil, the preparation

The final purpose of the implementation of the Program is the pupil's understanding and acceptance of the inter-connection and inter-dependence of the natural and the human world, as well as the promotion of behavior adjusted to the needs of the overall development of every person, of strengthening the democratic community at local, national and global level and of ensuring the spiritual and material development of mankind in accordance with the principles of sustainable development. Pupils are assisted in identifying and understanding the connections between people and cultures as a part of the universal connection of man and nature. Special attention is attributed to the development of the feeling of personal responsibility for balanced and sustainable development of humankind that is based on understanding the connection between human rights and natural limitations. Pupils are in this context encouraged to occupy a critical standpoint towards information, and their skills of anticipating the future consequences of their present decisions and behavior. The basic guiding principle should be: "From local to global", i.e. from personal behavior to general security. The topics recommended for lower elementary school are:

- community of man and nature;
- chain of life of the earth;
- human needs and natural restrictions;
- consequences of irresponsible behavior;
- how to re-establish the balance;
- personal responsibility - foundation of recovery;
- today for tomorrow.

Every topic is followed-up, depending on the needs and capacities of the school and the class. For instance, the topic "consequences of irresponsible behavior" can be dealt with by having the pupils examine different categories of the endangerment of the environment: from air and water pollution, endangerment of plants and animals, limited natural resources, to the problem in increased world population, famine and undernourishment or urban housing.

The purpose of the Program is to serve as a framework for teachers and other educational workers for their own planning of educational activities in class teaching, in accordance with national and international standards of promotion and protection of human rights in school. The manner and amount of instruction devoted to the proposed topics also depend on a series of factors, the cooperation of all directly or indirectly involved in the educational process being the most important one. Hence, the work on this Program requires the harmonization of interests at several levels, ranging from educational policy, school, and institutions for teacher training, scientific institutions, media to representatives of citizens, including parents.

Although the Program is structured according to the criteria for development of a special subject, it is implemented in class in cross-curricular form. Contents and working methods hereby encompassed may be integrated in the subjects of Croatian or foreign language, arts and math, to nature and society. On the other hand, the program may be implemented in its integral form in the course of the school year in homeroom teacher's class or as an extra-curricular or out-of-school activity. In any case, it is important that the internal logic and structure of the program be maintained as much as possible.

6. Implementation strategies

The implementation strategies of the program determine the general guidelines, principles and procedures by which the achievement of the proposed goals and tasks of human rights education is guaranteed. The success of every program is dependent upon good organization of the school and structuring of instruction. The sense of learning about human rights lies not only in knowing the list of rights and freedoms but also in the change of behavior of the individual in accordance with the principle of human dignity and the values of democratic society.

In order to achieve this, pupils need to receive simultaneously instruction on human rights, for human rights and in human rights. Behavior is only changed when knowledge has grown into personal values according to which the individual organizes his behavior. The harmony between knowing and acting is only possible in an environment in which human rights are an every day reality and in which the organization of social life confirms the dignity and inviolability of every person, as well as the importance of the community. Hence, the implementation strategies need not only clarify the principles, forms and methods of educational activity, but, before all, they need to encompass the issue of the school environment by which the knowledge acquired in class is reaffirmed. The pupil must become the center of school events. The success of the Program depends on whether the pupil will be ensured educational experiences that develop his interest, political critical thinking and foster his wish for change in accordance with the standards of human rights and democracy.

of the teacher, the needs of the community and the demands of the parents. The most frequent forms of educational activity in this field are:

class work  
extra-curricular activities  
integrated day, week or month

As opposed to class work and extra-curricular activities, integrated days, weeks or months enable the pupil not only to learn but also to "live" human rights, equality, and other democratic values. The special feature of integrated instruction is that it takes place over an extended period, and that untraditional sources of learning in school are introduced, thereby opening school instruction so that it includes the entire community.

As the final goal of human rights education is to prepare the pupil for active participation in the development of democratic relations, the implementation of the Program of Human Rights Education in class teaching envisages the use of the following working methods:

*method of participation* (taking part)  
*method of interaction* (cooperation and joint action)  
*method of reflection* (focused and overall awareness)  
*method of anticipation* (forecasting)

The methods of participation and interaction are the most important working methods in this area. By his active class participation, the pupil acquires self-confidence, and becomes gradually capable of presenting his views in a clear manner and of appearing assertively before the others; he accepts the team approach to problem solving and is motivated to achieve the goals of common interest. Since participation in joint problem solving is effective insofar as it is accompanied by tolerance and guided by joint goals, it would be good to apply the participation method at this age always in combination with the interaction method. The interaction method presumes true teamwork, which in turn calls for the participation of each pupil, but even more important is the equal and subtle exchange of opinions among pupils in the course of solving a certain problem.

Apart from the participation and interaction method, the Program envisages the application of other two methods. The method of reflection or focused and integral awareness of the problem is suitable for situations where conflicting views emerge, which the pupils are not willing to give up. It helps the pupil to "detach" himself from his view after examining the adequacy of his own and other pupils' standpoints, when his opinion hampers the common solution. Hence, the reflection method strengthens the skills of reasoned opinions that are the foundation of the negotiation process. The fourth method, the method of anticipation or foresight encourages the pupil to verify the correctness and efficiency of his views, opinions or behavior in terms of their impact on the future. Equally as the reflection method, it should be applied in situations when the pupil persistently defends his views that are contrary to the opinion of the group and thus stands in the way of solving the common problem.

Each of the mentioned methods may be combined with the following working methods and techniques:  
*research methods* (projects, case analysis)  
*interactive methods* (discussion, debate, negotiation, dialogue, interview, correspondence, fundraising)  
*simulation methods* (role plays, simulation of decision-making, simulation of inter-cultural relations)  
*playing methods* (dramaization, role plays from stories, relaxation games)  
*creative methods* (brainstorming, newspaper making, writing letters or articles for the local newspaper, addressing the local administration, making posters).

Since there is a great importance for human rights education that the pupils acquire knowledge, adopt values and develop suitable skills by learning with others and with their help, the program envisages the following social forms of educational work:

*working in pairs* (with pupils of the same gender, of the opposite sex, older pupils, teachers)  
*working in groups* (entire class, smaller groups, with other pupils from school, parents, other members of the community)  
*working all together in a circle*  
*work of the entire class* (without the teacher, in cooperation with the teacher or under his guidance)

## 7. Monitoring and evaluating educational activity

Since the ultimate goal of learning and teaching in human rights education in class teaching is to change the pupil's behavior in accordance with the most important values of democracy and civil society, in order to effect general social change, the monitoring and evaluation of achievements of program goals and tasks are determined as a long-term process of review of the efficiency of the program in terms of changes achieved in:

the behavior of every individual pupil  
overall class relations  
nature of the school climate

Monitoring and evaluation generally provide the teacher with information regarding the success of his work and the adequacy of the program in view of the development potential of the pupils and their mutual relations, while the pupil and his parents are indicated his achievement as regards the program requirements. Change of the pupil's behavior is subject to long-term educational activity, so that monitoring and evaluation in the human rights field need to be regarded as a review of development rather than the condition of the pupil. Thus, equal importance is attributed in the Program to content and method of monitoring and evaluation of the pupil's progress in instruction.

Regarding the content of monitoring and evaluation, teachers are advised to pay special attention to the following dimensions of the behavior of the pupil:

skills of clear, articulate and socially acceptable presentation of their ideas and views;  
independence, self-confidence and self-satisfaction;  
motivation to resolve common problems and participation in team work;

respect for the rules of democratic behavior in school and class, including the relations with the teachers and other

school employees (justice, tolerance, cooperation, and non-violent resolution of problems);  
solidarity and friendly relationship with others, especially weaker and culturally different pupils;  
readiness to assume and fulfill responsibility;

respect for one's own, other people's and common property.

Depending on the purpose of the review and evaluation, it can be carried out differently in different situations. The classical approach usually relies on the oral or written grading of knowledge in classroom. This Program seeks to achieve that the criteria of monitoring and evaluation are not knowledge based, but primarily, relate to the behavior of the pupil towards himself and others, as well as towards his own, other people's and common property. Hence, it can make a part of class work, oral and written examination, and teamwork, spending time together in and out of school, excursions and conversations with pupils. The process of monitoring and evaluation relies more on the overall and permanent observation of the pupil and to a lesser extent on the classical school grading. Its indivisible part is self-evaluation and mutual evaluation of pupils.

The Regulations on Monitoring and Grading Methods for Elementary and Secondary Schools set forth that the protection of the dignity of the pupil needs to be taken into account, that monitoring and evaluation need to enable the development of the pupil's self-confidence and a feeling of progress and that it should entice him to assess himself and assess the knowledge of other pupils. However, it is more important for the feeling of self-confidence and for encouraging a fair relationship with others that pupils are allowed to perform self-assessments and mutual assessments of behavior in class, and that the teacher respects their views. The awareness of the fact that they may and should present their views on themselves and others, that their comments can actually influence the teacher's decisions and assessments and, hence, their own success school, is the most efficient way of developing a sense of self-confidence, independence and justice.

Evaluation and monitoring should help the teacher in gaining a more objective view of the problems in class in order to arrive at more adequate methods of stimulating the development of every individual pupil. Pupils in lower elementary school classes show significant differences among themselves. The more the teacher knows their special features, the easier will be decide what to do and how to do it.

## 8. Role of the teacher

Success in achieving the goals and tasks of human rights education in class teaching depends to the largest extent on the teacher. Since it is more important how contents are learned and taught, the teacher bears the responsibility for creating such environment as to enable the overall development of the child, in addition to possessing pedagogical, methodical and psychological knowledge, his training in human rights and democracy is indispensable. Such training includes knowledge of the principles, procedures and instruments for the promotion and protection of human rights

and other values of democratic life, but also teaching and communication skills in dealing with pupils, their parents and the public.

Teacher's personal example is, nonetheless, the most important educational instrument in this field. Apart from expertise, teacher's patience, harmony of his views and his behavior, his care for the progress of every individual pupil, open-mindedness and preparedness for cooperation, tolerance regarding differences in class, equal approach to all pupils, respect for the dignity and cultural origin of the pupil as well as of his colleagues and the school administration are the most important learning incentives and sources in school.

It is very important how the teacher views himself, his job and the pupils whose development was entrusted to him by society and the parents. If there is discrepancy between the teacher's self-image, the principles he teaches and his opinion of his situation, this unfavorably affects the social and moral development of pupils and the school and class climate. Society is, hence, obliged to ensure institutional prerequisites for the teacher's professional and personal advancement. Professional training is needed so that he can master new knowledge and skills in terms of teaching human rights in changing social conditions, and personally, so that he can free himself of stereotypes and prejudice that distort effective knowledge and teaching skills in this area.

A teacher who behaves in accordance with the fundamental principles of human rights highlights interactive learning tasks through which the pupils become (co)responsible for their success in school. He encourages pupils' freedom of opinion and expression and protects their other rights and academic freedoms. Moreover, he is unbiased in his treatment of pupils because he feels that true freedom depends on the respect for the rules that are equally valid for all members of the community.

#### 9. Prerequisites for systematic action in the field of human rights education

##### 9.1. Normative instruments

Legal and normative regulation of human rights education, as an integral part of the class teaching curriculum, is one of the most important preconditions for a successful action in this field. This means that amendments need to be made to existing legislation in the educational field, ranging from the fundamental law (*Law on Education*), to laws regulating individual educational issues, to a series of implementation regulations of the Ministry of Education and Sports and general documents of educational institutions. Human rights education should become an integral part of legal norms and general documents regulating the goals, tasks and content of education of children members of national minorities and ethnic communities in the Republic of Croatia, as well as the professional training of teachers, associates and other educational workers. Furthermore, the foundations and goals of human rights education need to be one of the most important guidelines in the development of an integral strategy of the Croatian school system.

Taking into consideration public debates, including educational politicians, experts and scientists, this Program should become an integral part of the national plan and program of education in elementary school. Its inclusion should be envisaged in two forms: in cross-curricular form or as a special subject, depending on the interests, needs and capacities of the school.

##### 9.2. Teacher training

Permanent teacher training is the second important prerequisite of systematic and, hence, successful activity in the field of human rights education. The undergraduate studies for teachers should include special subjects aimed at their acquiring the necessary knowledge and developing methodical skills in the field of human rights education, civic and inter-cultural education for the non-violent resolution of problems. The undergraduate program would be the first degree in the training system of teachers and could, on the one hand, be followed-up by graduate studies, and on the other, by various forms of training, such as: public and other lectures, seminars and workshops; summer and winter school for teachers and other educational workers; local, regional, national and international professional gatherings for teachers; study visits to reputable institutions in the country or abroad; television and radio shows for teachers; publishing papers and magazines specifically for teachers in the fields of education for human rights and democracy.

Teacher training should cover the following areas: learning the standards and procedures of promotion and protection of human rights at national, regional and global levels; learning the goals, contents, methods and techniques of human rights education;

mastering efficient skills and working techniques with pupils in different educational situations; learning to know the possibilities of education in this field in terms of the development characteristics of the pupil; learning the self-training techniques.

#### 9.3. School administration and pedagogical department

One of the greatest challenges in the implementation of the human rights education program is to harmonize traditional approaches to education with the new demands of democratic change. In order to succeed, permanent cooperation of all educational factors needs to be ensured. The support of the school administration and the pedagogical department is more than necessary for the introduction and the successful achievement of goals and tasks of human rights education. School principals can be informed on the goals of the new Program through lectures, seminars and workshops organized by the Ministry of Education and Sports or the local educational authorities. Such gatherings of principals would be devoted to the acquisition of knowledge and development of leadership and administration skills in accordance with the principles of human rights protection and the operative needs of the implementation of the Program.

The members of the team of experts should acquire the necessary knowledge and skills during their undergraduate studies at the university in order to respond adequately to the needs and problems of human rights education and, accordingly, provide effective advice to pupils, teachers, parents and the school administration. They should receive further training in this direction from the university and professional associations.

#### 9.4. Parents and the community

The insight of the parents into the purpose, goals and tasks of human rights education is one of the conditions for success in this area. Hence, their trust in the goals of the Programs and the support to teachers in the achievement of these goals needs to be ensured by informal forms of education. The school can independently or in cooperation with other institutions, such as open universities, non-governmental organizations, educational programs at the local or national radio and television and publishing houses, initiate organization of lectures, seminars or workshops for parents

informative publications or shows aimed at parents socializing of children and parents in work on certain topics in the human rights field

#### 9.5. Didactic material

Bearing in mind the lack of teaching and learning sources in the field of human rights and democracy on our market, the following educational materials need to be ensured for the implementation of the Program:

a handbook for teachers in class teaching that will contain the most important conclusions in the field of human rights education, efficient techniques of class work, and that will be harmonized with the content of textbooks; textbooks for pupils from grades I to IV of elementary school with working materials; stories, songs, films, video documentaries, comics and other literary and visual learning aids; a collection of national and international documents regulating the standards and strategies for the promotion and protection of human rights and development of democracy, including educational activity.

## B. HUMAN RIGHTS EDUCATION IN SUBJECT TEACHING (Grades V to VIII of elementary school)

### 1. Introduction

In order to achieve successful human rights education, teachers of higher grades of elementary school will have to come to more mutual agreements, integrate the teaching contents and carry out correlation between subjects, since there is no personal concentration in upper elementary school.

Pupils can best understand human rights if they experience them through activities. This experience should be acquired in every day school life. By means of various subjects and activities in school, the pupils can be familiarized with abstract terms such as freedom, tolerance, justice, integrity, and truth.

In subjects of the upper elementary school classes, extracurricular activities, pupils' associations and other forms of

educational work, there are many contents and possibilities for education on human rights, for human rights and in human rights.

In the implementation of the *National Program*, equal emphasis should be placed on responsibilities and rights. Responsible behavior is the prerequisite for exercise of rights.

**2. Prerequisites and foundations**

The prerequisites to the implementation of the *National Program* in upper elementary school are:

- positive legal instruments;
- the Constitution of the Republic of Croatia, 1990;
- the *Law on Elementary Education*, in which the obligations that are derived from the introduction of the *National Program of Human Rights Education* need to be pointed out;
- the elementary school curriculum needs to be supplemented by contents dealing with human rights education and the responsibilities that arise through the introduction of the *National Program*, especially in the relations with national minorities, for teachers, school principals, teaching associates, pupils, their parents, the immediate and remote community.

The foundations are the history of human rights that has its roots in all major events connected with the permanent fight for freedom and equality.

Attempts to exercise human rights can be found in the majority of world religions and philosophies.

In human rights education, but also in education for human rights, in a human rights climate (on, for, in) in upper elementary school the following cognition and facts need to serve as a foundation:

that respect for human rights is guaranteed by the *Croatian Constitution* that the Republic of Croatia is a member country of the UN, the Council of Europe and OSCE and that it is a signatory to international agreements

that education for human rights is rooted in the *Croatian Law on Elementary Education* that the contents and educational tasks and goals affirming the fundamental human values and human rights have been integrated in the curricula for upper elementary school

that the social and scientific group of subjects (Croatian language, history, geography, biology), in extracurricular form, pupil's associations and other forms of educational activity contain many suitable issues so that, in a subtle way and provided the creativity of teachers, contents, forms and working methods for human rights education are developed

special opportunities are provided in homeroom teacher's class, because the proposed contents in the program are not mandatory. The pupils and the homeroom teacher may choose the contents that are current, adequate, vitally connected with the social environment. Parents can successfully participate in the realization of such contents, especially in the recently re-integrated areas. Great attention will be attributed to the interaction of pupils, especially in areas inhabited by national minorities

that events and celebrations such as Human Rights Day, Children's Week, Days of Thanksgiving for the Fruits of Earth - Days of Bread, Day of Croatian Statehood, Europe Day, International Day for Combating Violence Against Women, the United Nations Day are directly linked with human rights education

that the affirmation of the rights of children in school life means the integration of children with learning difficulties in the regular school system (*Regulations on Elementary Education of Children with Learning Difficulties - Narodne novine - Official Gazette*, no. 9/81).

that a special attention is attributed to the identification and adequate pedagogical treatment of gifted children (*Regulations on Elementary Education of Gifted Children - Narodne novine - Official Gazette* no. 17/83).

that education on human rights, for human rights and in human rights is carried out as a teaching principle, and that it is realized in all relevant contents, activities and forms

**3. Psychological and pedagogical foundations of the Program**

In upper elementary school, human rights education is the logical follow-up to pre-school education and class teaching in lower elementary school. The psychological and physical features of the upper grade pupils (ages 11 to 15) are thereby fully taken into account.

At this age, sudden and significant changes occur in physical height and weight and the primary sexual features.

The emotional development of the pupil is characterized by increased sensitivity, irritability and sudden mood swings. Growing independent from the family and emotional separation manifest as negativity and antagonism towards the family and questioning of all authorities. For this reason, belonging to a group becomes an increased need. Very intensive identity crises, authority and sexuality crises occur frequently.

There is a very significant change in the social development. The role models are sought among the peers rather than in the family.

The importance of social relations with peers and the role of the group become increasingly significant, which is very important for the development of a healthy, self-fulfilled person. Children who have not established good relations with their peers, often turn out to be unadjusted adults. The group of peers is one of the significant factors in the shaping of self-confidence, self-respect and self-affirmation, feeling of security, acceptance and personal value.

The criteria for accepting and rejecting friends become increasingly substantial, diverse and numerous. Learning success as the main criterion of choosing a friend decreases in importance with the advancing age of the children.

Based on research, experts have established that at the age of 12 pupils prefer: honesty, altruism, trustworthiness, sociability and learning success. On the other hand, at the age of 14, pupils prefer: honesty, readiness to help, sociability, trustworthiness, the same interests, humor and seriousness. These views of the pupils are very important for successful communication in the class as the social group and in creating cooperative relations.

In the psychomotor skill development, the physical dexterity is still increasing, but it seems to be diminished because of the pupil's social sensitivity and insecurity.

In cognitive development a sudden shift to a higher stage of thinking occurs. Abstract terminology is used and logical thinking of an adult individual is deployed.

**4. Goals**

The goals of human rights education are:

- to identify human rights
- to demand human rights
- to defend human rights

Human rights education deals primarily with the training of pupils to understand human rights, in order to help them feel important and worthy of respect and protection.

In upper elementary school, human rights education is a logical follow-up on what has been done in the lower grades. Of course, the requirements are more substantial, certain fields are deeper penetrated and program contents are explained and developed in a more theoretical manner. The learning and certain theoretical approaches must take into account the psychological and pedagogical potential of the pupils.

The working method depends on the creativity of the teacher, the educational task of the elementary school, program contents and the conditions in which the school works.

Human rights education focuses on teaching the pupils about their personal innate rights and the importance of human dignity. It also leads the pupils belonging to a minority to attempt to view the mutual relations with the eyes of the pupils belonging to the majority people and vice versa, in order to prevent distrust and the occurrence of prejudice.

From the position of the individual, a right is a legally determined opportunity for the human being to behave in such manner that serves his personal interests.

The rights of the child are an integral part of this complex, but they are also a separately defined part of fundamental rights of the human being.

In the educational process, the pupils learn certain contents (acquire knowledge), develop social skills and abilities, shape their values, develop convictions and views, and all of this should result in adequate behavior.

4.1. Knowledge

The pupils should be taught:

4.1.1. About the most important documents on human rights:

- Universal Declaration of Human Rights, United Nations 1948;
- International Covenant on Economic, Social and Cultural Rights and International Covenant on Civil and Political Rights, adopted in 1966 and entered into force ten years after;
- European Convention for the Protection of Human Rights and Fundamental Freedoms;
- Declaration on the Rights of the Child from 1959;
- Convention on the Rights of the Child from 1989;

4.1.2. About the rights enshrined in the documents:

- 4.1.2.1. Civil and political rights
- 4.1.2.2. Fundamental equality of individuals in their rights
  - equality before the law
  - the right that every person be recognized his right to individuality
  - equality of sexes
  - equality of religions and beliefs
  - equality of human needs to preserve life
  - right to life
  - abolition of death penalty
  - right to clemency
  - right to personal security
  - abolition of slavery and other related forms
  - right to personal property
  - right to protection of reputation and honor
  - right to marriage and family
  - the child's right to the protection by the family, society and state
  - right of members of ethnic and national communities or minorities
  - right to citizenship
  - right to the dignity of life
  - abolition of racism and racial discrimination
  - abolition of intolerance and discrimination for reasons of religion or beliefs
  - equality of women and non-discriminating women
  - rights of the child
  - protection of the young and the elderly
  - rights of the disabled
  - rights of aliens

4.1.2.3. Identical freedoms for every individual

- right to freedom
- freedom of expression, public expression, peaceful assembly, association, movement
- freedom of opinion, conscience, beliefs or religion
- non-interference in the private life or family
- freedom of correspondence
- freedom of the public media

4.1.2.4. The rights and protection of the child

- 4.1.2.4.1. The rights of the child
  - every child, without exceptions, must be recognized all of his rights
  - the welfare of the child must be central to all activities for children
  - the right of the child to life, a name, nationality and the right to know his parents and to enjoy their care
  - the right of the child to preserve his personality
  - the right of the child to keep in touch with his parents in the case of separation
  - the right of the child not to be separated from his parents without their consent
  - right of the child to express freely his opinion in all matters related to him

- right of the child to seek, receive and give various information, including art, press and writing
- right of the child to freedom of opinion, conscience and religion
- right of the child to protection from arbitrary and unlawful interference with his privacy, family home or correspondence and from attacks against his honor and reputation
- both parents are responsible for the education of the child and for his physical and mental health
- right of the child to protection from abuse or neglect while in the family or in someone's custody
- refugee and displaced children require special protection
- care for physically or mentally disabled children
- right to enjoy the highest possible levels of health protection
- right to social security, including social insurance
- right to a standard of living suitable for the child's physical, mental, spiritual, moral and social development
- right of the child to elementary education free of charge
- right of the child belonging to a minority community to enjoy his own culture, religion and religious ceremonies, and to use his language
- right to rest and leisure, to play and recreation, free participation in cultural life and art
- right to protection from economic exploitation or harmful work
- protection from illegal use of narcotics
- protection of the child from sexual abuse, including prostitution and exposure in pornographic material
- protection of the child from abuse and cruel punishment
- respect for the rules of humanitarian law applied in armed conflicts relating
- the criminal proceedings against a child accused of a criminal offense must not affect the child's dignity

4.1.2.5. Special obligations of the state in the protection of the rights of the child and in child care

- the state must protect children without exceptions
- the state must protect children from all forms of discrimination
- the obligation of the state to ensure the exercise of the rights enshrined in the Convention on the Rights of the Child
- the state needs to cooperate with international bodies in cases of refugee or displaced children, especially when it comes to reuniting the children with their families.

4.1.2.6. Economic, social and cultural rights

- right to work (fair salary and equal pay for work, safe and healthy working conditions)
- right to establish trade unions and to join them (establishment of national federations or confederations)
- right to strike in accordance with the laws of the respective state
- right to education (right of the parents to select their children's education)
- right to health protection (food, clothing, accommodation)
- right to social security (protection of mothers before and after childbirth, special care for mother and child, protection of the family)
- right of everyone to be protected from famine
- right to participate in cultural life

4.1.2.7. Collective rights

- right of the nation to self-determination
- right of the nation to permanent sovereignty over its wealth and economic resources
- right to development
- using science and technology in the interest of peace and to the benefit of mankind
- right to peace
- protection from products detrimental to health and environment
- right to a healthy environment

4.1.2.8. Humanitarian rights

- extension of protection and help to displaced and refugees
- extension of protection and help to stateless persons
- protection of human rights in armed conflicts

4.1.3. Human rights are universally applicable to all human beings and inalienable

- 4.1.3.1. What are human rights violations?
- 4.1.3.2. Protection of personal rights and the rights of others

In this unit the pupils deal with learning to know themselves, learn how the „I“ (identity) is formed. With the help of teachers, but especially the homeroom teacher, they discover or comprehend their abilities, learn how opinions are formed and how to behave in a conflict.

In suitable educational procedures and methods (of participation, interaction, reflection, anticipation) the following will be developed: self-awareness, self-confidence, self-respect, self-criticism, openness towards the world, curiosity, self-control, they are made aware of the personal, national, cultural, human and sexual identity, as well as personal needs and needs of others identification and ways of expressing emotions.

The following topics are suggested to this end:

1. Who am I and where do I belong? (self-respect, self-awareness, identity)
2. What do I want and what do I need? (needs and wants)
3. My characteristics - what am I good at (feeling good about oneself)
4. My obligations in class (responsible behavior)
5. Through the protection of our rights, we also protect the rights of others (responsibility towards oneself and towards others)
6. All of us are part of a whole (human being - nature - interdependence)
7. Who can I confide in? (keeping a secret, public, privacy)
8. What do I expect from society, and what does society expect from me? (local, national and global community)
9. What am I like when I am happy, or sad? (self-consciousness, self-respect, self-control)
10. How many personalities do I have? (our internal conflicts)

#### 5.2. The MYSELF AND THE OTHERS unit

Human relations are sometimes affected by wrong perception and lacking understanding

This unit underlines the importance of understanding the difference of others.

The unit focuses on: good communication, cooperation, tolerance, understanding and trust.

Pupils will be directed in an adequate manner to understand the nature and categories of human rights, their meaning and respect and protection of civic, political, economic, social and cultural rights.

The pupils will be explained in this unit various theoretical terms such as: law and justice and their role in ensuring socially desirable living conditions and procedures of protection of the human community on the basis of these principles.

The following topics are suggested:

1. Do we know and do we respect the school rules? (what needs to be taken into account in making and assessing rules)
2. How to live together? (law and justice, the reason to separate the notion of justice into three categories)
3. Which are my virtues and what are my weaknesses? (conflict with myself or all against all)
4. I know how I feel - I understand how you feel (recognizing personal feelings and recognizing the feelings of others)
5. Where does conflict come from? (social conflict, family conflict, and school conflict, conflict among peers)
6. I hear you, when I listen to you (communication, active listening)
7. He is just - let us be as well (law, justice, and injustice)
8. Do we respect each other? (girl - boy relationship - sexual identity)
9. Why do we ask why? (communication, questions that help communication)
10. I will tell you what I think, but I also respect your opinion (communication, conflict settlement)

#### 5.3. The US Unit - belonging to a community

This unit examines fundamental human rights and their connection with conflict.

The issue is approached from a higher theoretical level. The pupils will learn terms such as: law, righteousness, justice, rectitude, equality, responsibility, security, children's rights, pupils' rights, freedom, peace, respecting rules,

- 4.1.3.3. Cultural pluralism, cultural specialties and diversity
- 4.1.3.4. Rights and special features of national minorities
- 4.1.3.5. Importance of understanding the relations between various cultures and the wealth of the world
- 4.1.3.6. Sustainable development - fundamental terms such as progress, transfer of technology, modernization
- 4.1.3.7. Role of peace and peaceful settlement of conflict in ensuring individual, national, regional and global development

#### 4.2. Skills and abilities

- Develop social skills
- active listening
  - communicating
  - cooperative relations
  - tolerance
  - understanding oneself and others
  - settlement of conflicts
  - performing ethical analysis
  - decision-making process
  - observation, selection, judgement
  - examining the essence of a problem and its resolution
  - understanding that human rights are the path to improving their life and the lives of other people
  - advocating the protection of human rights

#### 4.3. Values, convictions, views

- The following convictions, views and values of the pupils need to be developed:
- that human rights are important
  - that they are the foundation of the dignity of every human being
  - that all human rights need to be respected
  - that they must assume the responsibility for their actions
  - that they should be ready to cooperate and to settle conflicts peacefully
  - positive convictions, views and values promote moral development for purposes of positive action

#### 4.4. Behavior

Based on the activity in all areas of the educational process for human rights and on an adequate school climate, it can be expected that the pupils will behave according to the following conceptions:

- they will settle conflicts peacefully
- they will respect the right to racial, national, religious, political and cultural diversity
- they will behave in a responsible manner towards themselves and others
- they will participate readily and devotedly in various humanitarian actions
- they will properly accept pupils with learning disabilities and difficulties
- they will be tolerant in communication, respect cooperative relations and the needs of other pupils, especially minority peoples

#### 5. Program units and topics of human rights education

The most successful method of human rights education is to include program contents concerning human rights in all subjects. Of course, to include human rights in those subjects in which the contents are inherent to this task, and to infiltrate ideas in education for human rights, on and in human rights in the school life of pupils, teachers, parents, principals and associates.

Learning about human rights should be the instruction principle present in all subjects, extracurricular activities, homeroom teacher's class, as well as in all forms of activities in order to help the pupils understand and accept that the various subjects, different people and the world surrounding them are interconnected.

#### 5.1. The ME unit

decision-making and carrying out a decision.

The contents are expanded to include the following:

cultural characteristics, cultural diversity, cultural pluralism, stereotypes and prejudice, learning different opinions, views and behavior in a local, national and international framework and understanding the relationships among different cultures and wealth of the world;  
 democracy - learning the fundamental terms such as: citizen, authority, government, decision-making, responsibility, supervision, understanding the civic foundations of political power, understanding the meaning of democracy as the most suitable framework of respecting human rights and inter-cultural dialogue that ensures the independence and dignity of the individual, independence and autonomy of the community, collective belonging and collective identity;  
 peace - learning to know the fundamental terms such as: peace, violence, dialogue, negotiation, understanding the role of peace and peaceful settlement of conflicts in ensuring individual, national, regional and global development;  
 development - learning to know the fundamental terms such as: progress, sustainable development, transfer of technology, modernization, inequality, poverty, understanding the roles of human rights and democracy in technical and technological conditions, or sustainable ethics for ensuring the full development of all.

The following topics are suggested for the purposes of this unit:

1. When is violence an answer to a conflict? (essential needs, different interests, and different values)
2. Diversity as wealth and foundation of the development of the individual and the world (interdependence of cultures, culture of national minorities)
3. The two sides of violence (physical, psychological, institutional, adversary and instrumental violence)
4. Let us respect diversity and adapt to one another (different cultures, different values and different thinking)
5. We are all different but we have many common characteristics (right to diversity)
6. Rights are based on similar needs of different people (intercultural dialogue that ensures the independence and dignity of the individual)
7. What are the indicators of the progress of a country (progress, modernization, technology, and transfer of technology)
8. What needs to be changed in order to improve the situation (role of the institutions, sources of authority)
9. Peace with oneself, and then peace with you and the entire world (peace, non-violence, dialogue, negotiation, understanding the role of peace)
10. What I like and what I don't like about my peers (Me - You - Us).

#### 5.4. The world as a whole

We live in a world that embodies many systems. All our actions also affect others. As human beings, we have a large impact on the environment.

The fundamental idea in this unit is environmental education focusing on learning about and broadening the perspectives on the environmental situation of the Earth, with the help of the family, school, communities, countries, continents and the entire planet. When we come to comprehend the essential role played by each one of us in the establishment of a better world, we will be able to understand the importance of environmental education.

In accordance with this understanding, we have to learn the importance of care for our environment and the persons closest to us. United and working together, we can create a healthy environment.

We make decisions that greatly affect all that is living around us, often to a much larger extent than we can see. When someone pours a harmful liquid in the river, this will be fatal for the creatures living in the river, as well as for all people and creatures that feed of the river, even thousands of kilometers away.

If we live in a gravely polluted area, it affects all creatures that need to breathe air.

If we chop trees in order to make way for the construction of houses, factories and roads, the environmental conditions for all creatures that need trees are changed.

By active participation and dialogue, the pupils will discover the cooperative method of learning and other vital skills that are not only important in class, but also in the local community, and across borders of regions and countries

The following topics are suggested for the purposes of this unit:

1. Discovering nature (discover your environment)
2. A place where we feel happy (recognize various places where we feel comfortable, recognize the factor that could endanger the place)
3. My neighborhood (common environment)
4. How to build a feeling of togetherness? (the relation between the idea of the community and the environment)
5. Effects of people to natural communities (impact of the human being on the environment)
6. My community (past- present- future)
7. Our actions and our environment (how to differentiate)
8. Waste in the house, water and electricity consumption
9. The environment and the law (understanding the fundamental terms, human behavior and the environment, law and responsibility)
10. Knowledge about pollution (air, noise, acid rain, underground waters)
11. The environment and war (refugees- returnees, their life environment)
12. Earth Day (April 22)

#### 6. Teaching strategies

##### 6.1. The importance of the school environment in the educational process

The school climate means a certain quality of relations in the educational process.

The class climate determines the interaction pupil - teacher, pupil - pupil, teacher - parent, principal - teacher, relations in the family, social climate (can be competitive or cooperative) and the emotional climate.

The class climate may be cooperative, warm, stimulating or cold, discouraging and threatening. The class climate is very much subject to the school climate.

In a warm and cooperative climate, pupils feel comfortable, accepted and belonging to the class. A warm climate is achieved by appreciating the pupils, their needs and feelings. It fosters the confidence in the personal capacities of the pupils and motivates them to cooperate and make additional efforts.

In such a climate, cordial and warm relations between the pupils and the teacher are developed, as well as among the pupils themselves. A warm (productive) climate fosters optimism, joy and laughter, strengthens the feeling of security, self-confidence, self-awareness and self-respect. All this strongly influences the pupil's self-image. In order to be successful in the educational process, the pupil's self-image is of equal importance as his intellectual potential.

The teacher's sense of humor and use of everyday situations from life in school in order to have a laugh together with his pupils fosters optimism, joy and laughter. Joy is accompanied by laughter, and laughter relieves tension.

A cold climate fosters tension and restraint, often incites to aggression and causes negative energy.

It is more difficult to overcome internal obstacles in a cold climate, to establish communication, the ability to view problems objectively is diminished, as well as the possibility to resolve the problem, and so is self-assessment.

Pupil's overall behavior in class depends on the general emotional situation in the group. In a cold climate, the actions of the teacher and the pupils can be perceived as bearing bad intentions, although they are not in reality.

##### 6.2. Educational principles

The following principles will be applied in the implementation of the National Program of Human Rights Education in upper elementary school:

- cooperative learning;
- activities of pupils and teachers;
- continuity;
- actuality and suitability;
- respect for the pupil's person and his requests;
- responsibility;

- anticipation (foresight)

The participation method instructs the pupils to participate in the resolution of common tasks. Participation is the prerequisite for awakening the pupil's interest for a certain area. His participation in certain processes of cognition and his activity foster the development of his responsibility for his knowledge, conviction, views and behavior, but also his efficient action.

When pupils cannot come to an agreement in certain situations, the reflection method will be applied. It entices the pupils to question their own and other people's views. This contributes to the development of the ability to think and develops discussion, conversation and agreement.

The anticipation method will help the pupil to question and verify the validity of his views, opinions or thinking in terms of the future.

A creative teacher will direct the educational process, or the pupils in the direction of:

- research (research class), case analysis, projects, shorter research, but also research projects on individual topics over an extended period.

When working with pupils, often the simulation method (role-play, General Assembly of the UN, Parliament session) will be applied.

In order to achieve the goals and tasks of the human rights education program, the pupils will write letters, make posters, boards, newspapers, write articles for the local newspapers, children's magazines or radio shows.

In order to make the pupils feel more comfortable and accept the tasks easier, relaxation games, dramatization of stories, games from various parts of the world will be introduced.

"Energy release" can be used to change the speed of the school hour (after a longer lecture, the teacher provides the opportunity to have conversations in pairs or smaller groups).

#### 7. Monitoring and evaluating educational activity

Monitoring and evaluation of the program form an integral part of the conception of the *National Program of Human Rights Education* in upper elementary school.

Monitoring and evaluation will be carried out through:

- systematic observation
- interviews
- surveys
- assessment scales
- content analysis.

In the evaluation of the success of learning and teaching the following will be applied:

- interviews
- surveys
- tests.

The research results will be considered at training seminars and consultative meetings with teachers, associates and school principals.

In addition to the monitoring and evaluation, considerable pedagogical communication takes place.

Adequate democratic, individualized, humanized communication contributes to meeting the pupils' important needs, such as security, feeling of success and self-fulfillment, whereas inadequate communication is a source of tension, fear, anxiety and other personality disorders.

#### 8. Role of the teacher in human rights education

- adequacy;
- solidarity;
- humanism;
- economy;
- integration;
- correlation;
- individualization;
- stimulation;
- tolerance;
- reasonable use of spare time;
- cooperation with the social environment.

#### 6.3. Forms of learning and teaching

Learning is the relatively permanent change of behavior that is caused under the influence of the acquired experience.

Teaching is, in a broader definition, the involuntary assistance that from the outside enters the natural process of learning (functional teaching) and, in the more narrow definition, it is a system of deliberate pedagogical measures that the teacher applies as intentional help to the pupil in the process of learning (intentional teaching).

The learning and teaching forms are:

- individual
- in pairs - tandems
- groups
- frontal
- team

#### 6.4. Learning and teaching methods

The program of human rights education is based on information (knowledge) and values. The activities of the pupil that should contribute to the change of behavior are of special importance.

It is the teacher's task to stimulate such activity of the pupil as will be challenging and efficient.

More active teaching and learning methods imply debate groups (class, smaller groups, several classes, members of the local community, parents).

Pupils will be instructed to do research, select, evaluate, and to work in pairs (tandem). Special importance will be attributed to the pupils learning together (interactive learning).

The pupils will trade ideas.

The teacher will instruct pupils to listen to one another, that only one person should speak at a time, that they should stick to the topic, that they should exchange ideas and that every question is valuable in order to achieve successful communication among the pupils.

The questions from both the teacher and the pupils are very important in communication.

In order to have successful conversation, the teacher must take care that

- he asks the pupil one question
- that the pupil has enough time to think of the answer
- that he evaluates the pupil's answer
- that he helps the pupil in finding and formulating the correct answer
- that the conversation ends on a positive note.

In addition to the method of interaction (cooperation, joint action) that we have commented in more detail earlier, the following methods will be applied in the implementation of the program of human rights education:

- participation
- reflection (reflecting on experience, thinking and judging, "knowledge about knowledge")

development of the individual human being.

9. Prerequisites for systematic action in the field of human rights education

9.1. Normative requirements

Positive legal regulation is the normative requirement for the implementation of the National Program of Human Rights Education in upper elementary school.

9.2. Professional and pedagogical training of teachers

Instructional meetings, consultative meetings and seminars will be organized for teachers (several levels of training of educators are suggested).

9.3. Didactic materials and school equipment

Elementary schools need to be equipped with: adequate literature for teachers and pupils, tapes, videotapes, UN documents.

9.4. Handbooks and textbooks

The development of handbooks for teachers and textbooks for pupils needs to be embarked on.

9.5. Promotional and educational materials

The following promotional and educational materials need to be supplied or printed:

- printed UN texts – documents;
- posters – e.g. Declaration of the Rights of the Child
- suitable illustrative materials (brochures, catalogues, gatherings).

10. Civic Education Program in Subject Teaching (Grades V to VIII of Elementary School)

10.1 Introduction

The need for civic education is growing throughout the world. The international community (UN, UNESCO) and regional communities (the Council of Europe, OSCE, European Union) and even the heads of state and the governments of Council of Europe member states emphasized the importance of democratic civic education. The Final Declaration of the Second Summit of the Council of Europe (October 1997), reads: "We, heads of State and Governments... express our desire to education for democratic citizenship based on the rights and obligations of citizens and the participation of young people in civil society."<sup>6</sup>

Democracy, as shown by the sum of all previous history, is the best form of social organization yet found, although it does have its weaknesses and shortcomings. Democracy is simultaneously an open process which seeks constant vigilance over established democratic achievements, and its quality depends on the ability of all citizens to build and support it. Since people are not born with democratic values such as loyalty to human dignity and freedoms, civic responsibility, social and economic justice, respect for laws, civility, truthfulness, self-reliance, mutual assistance, tolerance, etc., they have to learn them and practice them.

10.2. Prerequisites and foundations

<sup>6</sup> Final Declaration. Second Summit of the Council of Europe. October 10-11, 1997.

The teachers affect the class climate with frequent interventions in communication with pupils and in instruction technology by providing incentives, awards and sanctions.

According to research the learning results are most affected by:

- social atmosphere created by the teacher as the leader;
- interaction created by the teacher by determining communication form and degree of participation of all class members;
- an atmosphere of cooperation or competition;
- emotional atmosphere.

The aspects or dimensions of the class climate are inter-dependent. In a democratic atmosphere, there are several mutual interactions and initiatives of the pupils, with increased emotional warmth and support. In an autocratic atmosphere, one-way interaction is more frequent (from teacher to pupil). However, free interaction and democratic structure with emotional indifference is also possible.

The teacher has in his class a position and role of authority, which means that he has the rights to make decisions that concern the pupils. His leadership method is, in fact, the manner of use of decision-making authority. The leadership methods are divided in the following categories: autocratic, democratic and liberal (laissez-faire).

The characteristics of the individual styles are:

1. Autocratic style  
All decisions on activities and procedures in the group are rendered by the teacher-leader, without explanation, justification and without determination of an action plan. The leader does not explain the criteria for success that he puts up himself. He stands „on the side“ and above the group, and he is only active when showing and assigning tasks.
2. Democratic style  
All decisions are rendered together, based on discussions and with the help and stimulation of an adult leader. He gives a summary and explanation of the goals, suggests several alternatives for the solution of the problem, the choice of co-workers is free, and the responsibilities are divided within the group. The leader is member of the group.
3. Laissez-faire style  
The adult leader has a passive role and leaves full freedom to the group and the individuals. He provides assistance and information only when asked. He takes no initiative, he does not assess or criticize the members. He is passive, although his relationship is more friendly than important.

In a democratic atmosphere, the older and maturer children and those who are accustomed to a more mature treatment and a certain degree of autonomy and initiative function better.

If children grow up in a democratic atmosphere, their work activity will be the result of their internal motivation, and it will be maintained without external impetus and coercion.

The most successful teaching system is the one that enables that the pupil is directed towards the content (control of the teacher) and maintains his attention over a longer period (activity of the pupil), at the same time provides a large amount of explanation and directions (activity of the teacher) and manages to keep up a relatively fast speed of mastering parts of the material that is suitable for the abilities of the pupil to pay attention (control of the teacher).

For the profession of the teacher, connection and harmony of an entire multitude of activities and personalities is required in situations in which the educational process is achieved.

The teacher has not only an impact on his pupils by his knowledge, but also by his meaning, feelings, attitude towards the world, his moral and esthetic characteristics.

The internal side of the educational process requires a trusting relationship between teacher and pupil and, hence, poses great demands to the personality of the teacher.

The teacher does not only teach the pupil knowledge from a certain area, but touches the internal growth and

develop a sense of respect and solidarity for other peoples and nations.

- 3. To accustom pupils of the majority nation to attempt to put themselves in the position of the minority nation and vice versa, to accustom pupils of minority nations to put themselves in the position of the majority nation in order to prevent prejudices and to build mutual trust.
- 4. To prepare young generations for a quality personal life by adopting fundamental civic values and to train young people to establish quality personal and familial relations and relations within the community.
- 5. To develop a critical distance toward consumerism and consumer hedonism and toward all false values of the consumer society which leads young people toward various forms of dependency to drugs, alcohol, promiscuity, etc.
- 6. To prepare young generations for an active cultural life, taking them into a national, European and worldwide cultural, spiritual, historical heritage.
- 7. To prepare younger generations for quality integration into the world of work, theoretical introduction to nature and forms of work and working experience.
- 8. To acquaint the children of Croatia with the Constitution of the Republic of Croatia and to train them for constructive integration in its development and the development of democracy in Croatia and throughout the world.
- 9. To develop responsibility and a protective relationship towards the powerless in society, such as children, the elderly and needy parents and the disabled.

**10.4. Knowledge**

- Sources of authority
- Constitutional authority
- The Constitution
- Rights and obligations of citizens
- Purpose of exercising authority
- How to elect persons to positions of power
- What characteristics should a person have to be elected to office
- Obligations, authority, privileges and limitations of positions of power
- Procedures to assess the validity of rules
- Procedures for drafting laws
- Concepts of democracy
- Authority
- Justice
- Privacy
- Responsibility

**10.5. Views and values**

- Interest in social and political events
- Developed cultural and national identity
- Political courage
- Political effectiveness
- Self-reliance
- Loyalty
- Civic responsibility
- Civil solidarity (mutual assistance)
- Respect for laws
- Civic regard
- Truthfulness
- Tolerance and recognizing one's own prejudices
- Respect for others

Although Croatia is a country with a millennial tradition of the self-awareness and statehood of the Croatian people in various state forms, meaning that it is a country with a developed civic culture, in the interests of progress for the state and community it is necessary for its citizens to acquire the appropriate knowledge on its principles and institutions, and to develop skills for the application of this knowledge in civic life with the purpose of protecting individual rights and advancing the general good of the community.

All constitutional democracies, such as Croatia, need informed, effective and responsible citizens in order to develop. Although there are many institutions such as the family, religious communities, the media, cultural institutions, conscience, etc. which assist in the development of civic knowledge and skills, the school plays an incomparable role in this process. It must offer an effective system of civic education.

The prerequisites for the successful implementation of democratic civic education in school are:

- 1. The implementation of frequent organized cooperation among pupils.
- The key to developing participatory civic skills and responsible citizens is the use of learning strategies, which stimulate interactive and cooperative learning among pupils. Examples of such learning strategies are: organized work in small groups in which a pupil acquires a part of the required knowledge, which he transfers to the rest of the group so that a whole is created from the parts. This is accompanied by argumentation, support and defense of views, becoming acquainted with the ideas of others and exchanging viewpoints. The pupil is placed in the context of the actual social situation by role-playing (Judges, juries, prosecutors, citizens, mayors, etc.).
- 2. Realistic content and objective approach.
- An essential component of civic education is a realistic and moderate approach to the civic education issues. For if we present the legislative and political system as perfect and infallible, pupils would begin the question the credibility of the teacher. In the same manner, if we only emphasize cases in which the system failed, then pupils would become discouraged in civic education, because they would not see a positive role for the system in preserving social order and justice. It is necessary to establish a balance between respect for the legislative and political system and constructive criticism of its application in individual cases.
- 3. Including lawmakers and personalities from political life in lectures.

The interest of pupils in civic education may be enhanced with the appearance in the classroom of people who play an active role in the legislative and political system (attorneys, judges, legislators, etc.).

- 4. Support of school principals and professional services to civic education

The support of the school principal and professional services, as well as teachers of other subjects, is very significant for the successful application of civic education in schools, for they can find ways to motivate parents and the representatives of the school's social environment.

**10.3. Objectives of civic education\***

- 1. To prepare young generations for a life in democratic society and train them to participate in public life on the local and national level and to understand international politics. This will be achieved through education on human rights and fundamental freedoms, and on civic duties and obligations.
- 2. To become acquainted with the culture and cultural values of one's own nation in order to develop a personal identity and respect for oneself and one's people. Only people who respect themselves and their own people can

\* Council of Europe: Recommendation on the Role of the Secondary School in Preparing Young People for Life. Recommendation No. R(83)13.

Respecting European civilization  
Respecting the values upon which Europe was established (democracy-social justice-human rights)

**10.6 Intellectual abilities**

- Ability to make clear and convincing arguments
- Assume responsibility
- Ability to make judgments
- Select and take standpoints
- Extract information from the media
- Critical approach to information
- Ability to balance personal and general interests
- Ability to solve social problems
- Ability to behave in accordance with one's conscience

**10.7 Participatory skills**

- Ability to influence politics and make decisions (petitions and lobbying)
- Creation of coalitions and cooperation with partner organizations
- Participation in political discussions
- Participation in social and political processes
- Holding various posts within the framework of schools or the community - executing the duties of a representative or elected leader, organizing public debates, participating in the work of religious, public or charity associations
- Conflict resolution in a peaceful manner, negotiations, compromises, harmonizing, making judgments
- Researching problems of general interest through electronic networks, libraries, telephones, personal contacts and mass media

**10.8. Program units and topics**

**10.8.1. Civil society**

- The citizen and the national
- Features of a civil society
- Civic principles
- Components of a civil society
- History of the civil society
- Civil society and other types of contemporary societies

**10.8.2. Constitution of the Republic of Croatia**

- Basic provisions of the Constitution of the Republic of Croatia
- The Constitution and laws
- Exercise of fundamental rights in the Republic of Croatia

- Conditions and ways of the restriction of human rights and freedoms
- Human rights in the Constitution of the Republic of Croatia
- Constitutional duties and obligations of citizens
- Protection of minorities

**10.8.3. Authority**

- What is authority?
- What is the purpose of the political order?
- How are laws passed and what abilities are necessary?
- How to elect political representatives
- What are the positive and negative aspects of authority?
- Jurisdiction and limitation of authority

**10.8.4. Privacy and the public**

- What is privacy?
- What are the fields of privacy?
- What is the public?
- What factors clarify the differences in private behavior?
- What are the advantages and possible prices of privacy?
- What should the extent and limits of privacy be?

**10.8.5. Responsibility**

- Types of responsibility: political, legal, moral
- Why is responsibility important?
- What are the advantages and costs of responsibility?
- How can we select the responsibility, which we will uphold?
- How do we know who is responsible for what?

**10.8.6. Justice**

- What is justice?
- Distributive justice
- Seeking appropriate ways to do the right thing
- Corrective justice
- Procedural justice

**10.8.7. Project Citizen**

- Recognizing the problems of public policy in one's environment
- A selection of problems to be considered in class
- Collecting data on the problems your class will consider
- Preparation of a class portfolio
- Explaining your portfolio
- Reference to what you did

**10.9. Learning strategy**

The learning strategy is based on participatory teaching, which is in turn based on problem solving in small groups, discussion, debate, role-playing, etc. The program demands and depends on the use of interdisciplinary skills: verbal research, writing, research, and statistical analysis of data, knowledge of the social sciences.

The use of intellectual skills and participatory skills

Critical thinking exercises: describe, explain, assess and take and defend a view

Utilization of a strategy aimed at posing questions effectively

Work in small groups

Conducting court deliberations

Leading discussions in class

Emphasize the legitimacy of controversy, compromise and consensus

Utilization of historical examples so that pupils can see how similar conflicts were resolved in the past

Identification of specific points of contention and agreement

Utilization of conflict management strategies

Utilization of experts from the community

Voting in class, simulation of general and local elections

Role-playing

#### IV. HUMAN RIGHTS AND CIVIC EDUCATION IN SECONDARY SCHOOL

##### 1. Introduction

Compulsory education in Croatia is based on a uniform program that is implemented over the course of eight years. Primary eight-year schooling is a precondition for secondary education, which is provided within two types of secondary school institutions – pupil boarding houses and secondary schools<sup>10</sup>. According to their curricula, secondary schools are divided into four-year grammar schools (general, science, language and classical) and one- to five-year art schools and vocational schools (technical, industrial, crafts and other schools). In addition to the aforementioned schools, there are also secondary military and police schools.

Through their secondary education, young people acquire knowledge, develop skills and abilities, form attitudes and value systems as well as behavioral patterns which should express the level of their tolerance and loyalty to the ideals of equality, freedom, dignity and justice. The advocacy of an peaceful settlement of disputes, mutual understanding and dialogue, respect for the equality of races, sexes, peoples, nations, religions, beliefs, political orientations, special needs and ages, as well as tolerance and forgiveness, play a particularly important role in the democratic education of young people in Croatia in the postwar period. The guarantee of the development of democracy, rule-of-law and social justice are young people who are—through their primary (the age from 7 to 15) and secondary (the age from 15 to 19) education—taught about their rights, responsibilities and freedoms, the ways to protect and promote their own and other people's rights on the local, regional, national and international levels. The culture of democracy and the culture of peace of young people who decide to continue their education after finishing secondary school in institutions of higher learning (colleges, academies and universities) or to choose their first occupation represent one of the significant indicators of the level of democracy of the political, economic, legal, social, cultural and educational system of a country.

Teaching about rights, freedoms and responsibilities in secondary school should be based on efforts:

1. to face prejudices as a starting point for self-introspection and the understanding of one's family, circle of friends, colleagues and local community;
2. to heighten awareness of individual and collective responsibility for thoughts, speech, actions or for the absence of thoughts, speech and actions in all spheres of a person's existence;
3. to articulate the ways and forms of the responsibility of living in the family, school and community;
4. to advocate a more just life in an environment more suitable for human beings;
5. to encourage respect and care for one's own cultural and natural heritage;
6. to encourage an interest in various nations, their languages and the culture and environment from which they emerged;
7. to raise consciousness about the need to preserve diversity as the greatest value of the global community;
8. to acquire consciousness of the world as a whole.

<sup>10</sup> There is a number of private secondary schools in Croatia. Their work is regulated by the Law on Secondary Education.

Young people long for ideals in which they can believe, they seek live models, challenges, dilemmas and the fears which have been experienced by other people with which they can compare their own unrest. Without the right guides, they resign themselves to either the virtual reality of the computer world or stimuli that do not produce new ideas but only apathy and a fast death. In search of meaning, standing on the "Hercules' crossroads," a young person will waver between pleasure and virtue, while with the support of a benign, patient and sympathetic teacher—an expert, full of love for his profession and young people—the initial selection of the easier, shorter and sometimes deadly road<sup>11</sup> will change. Encouraged by their amazement, curiosity and admiration, young people are only turned to the development of their civil virtues which are a prerequisite for participation in the activities of their communities; those who do not take part in such activities are "useless members".<sup>12</sup>

Instruction aimed at acquainting young people to their rights, duties and freedoms, as well as at developing their civil and human consciousness and virtues will be best supported by "great literature,"<sup>13</sup> philosophical, theological, religious, historical and literary texts and by international instruments. "Great literature" provides adolescents with the answers to questions about meaning<sup>14</sup> and the goals that determine their development. If there is anything that can encourage with its competitive spirit, the principle of success<sup>15</sup> and the imperative of the maturation of a passive young person, then it is the words of the saints, wise men, philosophers, artists and historical figures.<sup>16</sup>

<sup>11</sup> The signing of UNESCO's Charter of the Young for the 21<sup>st</sup> Century Without Drugs, on 26 June – the International Day of Drug Abuse and Illegal Drug Trafficking, has encouraged a large number of pupils to think about their own active engagement in fighting drug abuse.

<sup>12</sup> Thucydides, *The History of the Peloponnesian War*. Zagreb: M.II., 1957, p. 106.

<sup>13</sup> Šušter, Vanja, *Bit i svremenosti* (Essence and contemporaneity). Sarajevo: V. Mašića, 1967, p. 204.

<sup>14</sup> Cf. Hans-Ludwig Freese: "Sucht und Sinn. Vernunft zur aufhellung schwieriger Probleme einsetzen." *Ethik und Unterricht*, 3/98. Frankfurt/UM: Diesterweg Verlag, 1998.

<sup>15</sup> The principle of success is highlighted even in *The World Plan of Action for Education in Civil Rights and Democracy*, but the question as to what a successful world means remains, i.e. can this term be considered unambiguous?

<sup>16</sup> The words of great people wake the sleeping consciousness of young people and show them the sense of living for a community.

In addition to teachers, pedagogues,<sup>17</sup> psychologists, school superintendents, advisors and inspectors who perform their duties within the secondary schooling system, the responsibility for the education of adolescents outside the framework of the school lies primarily with the family,<sup>18</sup> and the local community, municipal administration,<sup>19</sup> state institutions for the care of the young, religious communities,<sup>20</sup> and intergovernmental and non-governmental associations.<sup>21</sup>

An integral program of human rights education should envisage all the aforementioned segments of a social and political community as its performers. The presupposition of the development of a democratic culture of human rights and a democratic culture are systematic and patient work with adolescents within the framework of curricular and extracurricular and curricular and extra-curricular activities. Teaching and education of the young can be carried out only by trained teachers and associates whose methods must be adequate for the particular subjects, the selection of texts and materials should be well-founded, while their value must be unquestioned.<sup>22</sup>

**2. Prerequisites and foundations**

Despite its short existence, the Republic of Croatia has a legal tradition that goes back many centuries. The *Vinodol Law Code* was drawn up in the 13<sup>th</sup> century (1288), and the strict fines for the abuse of women by men stipulated

<sup>17</sup> The job of a staff associate (a pedagogue, psychologist, speech pathologist, special teacher...) is envisaged at all levels of the Croatian schooling system (from kindergartens to secondary school).

<sup>18</sup> The Family Code regulates the obligations of parents, mentors and guardians. Amendments to the Family Code will increase the level of responsibility of parents and the community for the protection of children's rights. With its care and love, trust and understanding, the family should create a safe environment for the development of a young person.

<sup>19</sup> Municipal and county offices in charge of education and Sports assume some of the responsibility for the education of young people by organizing their leisure time, while the opening of centers or clubs for the youth would provide opportunities for the development of their creativity.

<sup>20</sup> Religious communities thoroughly plan their work with the young.

<sup>21</sup> Intergovernmental and non-governmental associations such as the European Youth Clubs of the European House and UNESCO's networks of ASP schools dedicate a part of their programs for youth activities.

<sup>22</sup> Any kind of indoctrination must be forbidden in schools.

therein demonstrate a high civilization level.<sup>23</sup> Croatia's legal tradition is the basis of the Constitution of the Republic of Croatia (22 December 1990), which stipulates fundamental freedoms and human and civil rights.<sup>24</sup> The Republic of Croatia is, as a member of the UN, the Council of Europe and OSCE, a signatory of international agreements which form a "part of the internal legal order of the Republic, and which are, in terms of legal effect, above the law of the land."<sup>25</sup> The issues of human rights are more precisely regulated by the *Constitutional Law on Human Rights and Freedoms and the Rights of Ethnic and National Communities or Minorities*, which was passed in 1991. In addition to the Constitution, the basic provisions of this Law mention international agreements from the field of human rights, which form the foundation of this Law and which commit Croatia to "respect and protect national and other fundamental human and civil rights, the rule of law and all the highest values of its constitutional and international legal order to the benefit of all its citizens."<sup>26</sup>

<sup>23</sup> J. Hrtzenjak draws attention to this fact in his book *Medunarodni i evropski dokumenti o ljudskim pravima: Čovjek i njegove slobode u pravnoj državi* (International and European Documents on Human Rights: Man and His Freedoms in a State of Law). Zagreb: Informator, 1992, p. 6.

<sup>24</sup> Fundamental freedoms and rights of men are mentioned in Article 55 of the Constitution of the Republic of Croatia.

<sup>25</sup> Article 134 of the Constitution of the Republic of Croatia

<sup>26</sup> The Constitutional Law on Human Rights and Freedoms and Freedoms and the Rights of Ethnic and National Communities or Minorities, Article 1.

The secondary education system is defined and regulated by the *Law on Secondary Education*,<sup>27</sup> passed in 1992 and amended in 1993 and 1995. The following regulations on the rights, freedoms and duties of secondary school students are of particular significance for their recognition and promotion:

Regulations on Secondary Education of Children with Learning Difficulties, 1992;  
Regulations on Secondary Education of Gifted Children, 1993;  
Regulations on Monitoring and Grading Methods for Elementary and Secondary Schools, 1995.

The *Regulations* dealing with young people with special needs determines their right to socialization, complete or partial integration in regular secondary school classes and their education based on standard, adapted or special curricula. The *Regulations* also provide for the socialization, education and training of students with serious disabilities in special institutions.

The regulation of the rights of gifted secondary school students by special *Regulations* which define the fields of their gifts and provide appropriate types of curricula and methods of work give such students an opportunity to achieve extraordinary results in a shorter-than-average period. The *Regulations* apply to grammar schools and art and vocational secondary schools.

Like the *Regulations* from the previously paragraph, the *Regulations on Monitoring and Grading Methods for Elementary and Secondary Schools* represents a step forward in the quality of the Croatian schooling system. The facts that these *Regulations* apply to the entire primary school (ages 7 to 15) and secondary school population (ages 15 to 19) and that they recognize the dignity, self-confidence, independence, freedom of thought and speech of children and young people add to their significance. The *Regulations* stimulate students to participate in decision-making, the assessment and evaluation of themselves and others, encourage them to advocate their own and other people's rights but also to understand and assume responsibilities and duties. A small number of simple rules make it easier for students to express requirements concerning the respect and protection of their rights. For example, a student may be given an oral examination twice a day, and a written test three times a week and once a day. A written test which results in a negative score for more than 50 percent of the pupils must be repeated, while the scores are not entered in the grade box but in the notes section. A student has the right to know his score and to be given an explanation of the score immediately after the oral examination and eight days after a written test. Teachers are obliged to monitor the work of students by making notes in their grade books, to warn and praise them as well as notify their parents and homeroom teachers of their achievements. The school superintendent should guarantee students, their parents and teachers the consistent application of the *Regulations*, and in case of their violation, consider the comments and objections, intervene and protect the rights of students or teachers.

The application of the *Regulations* so far has produced excellent results and led to a change of attitudes and behavior of all participants in the valuable process of creating an atmosphere of human rights and education in human rights. The enrollment of students in secondary schools also represents a form of recognition of the rights of the young in their everyday school life: disabled students and sick children, refugees, returnees and needy students have a special status, which means easier or direct enrollment.

Education in human rights, peace, tolerance and democracy is an integral part of:

1. grammar school curricula for subjects taught in the first, second, third and fourth grades, such as philosophy, sociology, psychology, fine arts and music;
2. the curricula for subjects taught in grammar and other schools, such as native tongue, foreign languages, history, geography, and religious teaching for various faiths and ethics as an alternative to religious instruction, politics and economics.

Politics and economics occupy a special place among subjects of all types of secondary schools, as this subject deals with "Human rights (human and civil freedoms and rights)" as a separate theme. In addition to constructive philosophical<sup>28</sup> and sociological reflections—which include problem-solving, rather than a solely critical<sup>29</sup> approach to certain themes, methods which involve dialogue, discussion, analyses and interpretations of texts represent exercises for an open and constructive conversation and creative problem-solving—this subject is, according to the themes and applied methods, intended for the education of citizens and the development of their political culture and civil virtues.

### 3. Psychological and pedagogical foundations

<sup>28</sup> Countries in which philosophy has a long tradition, such as Germany, and in which philosophy was eliminated as a grammar school subject for years, are reintroducing it, due to the recognition of the significance of its educational role.

<sup>29</sup> The meaning of the term "critical" should not be used excessively. Cf. *Ethik in der Schule* (Ethics in School), by H. Huber, H. Zehetmair and H. Zupfl, Munich 1993, in particular p. 8.

<sup>27</sup> The Introduction to this Program includes the definition of secondary education (type of activity, tasks) based on the Secondary Schools Act.

and the art of expression of thoughts may be of inestimable value in any other field of knowledge.

4.1 Knowledge

knowledge of one's own rights, freedoms and responsibilities  
knowledge of fundamental documents ensuring the protection of human rights in general, and the protection of specific rights (of children, women, minorities, individuals with special requirements)  
knowledge of terminology related to human rights and political freedoms  
knowledge of the theoretical (philosophical, legal and historical) grounds for human rights, tolerance and democracy  
knowledge of basic ethical and political concepts  
knowledge of the historical development of a awareness of the need for the legal protection of human rights, freedoms and duties

4.2 Skills and abilities

formation of abstract thinking capabilities  
ability to clearly and articulately express ideas  
concept definition skills  
problem analysis and solution anticipation  
independent study, research and identification of the required changes in attitudes about forms of discrimination  
analysis and interpretation of texts (philosophical, sociological, theological, literary)  
discussion of peaceful ways to resolve conflicts  
skill of overcoming tensions through dialogue  
advocating and commitment to the exercise of human rights as transnational rights  
review of one's own tolerance and parliamentary spirit in talks and discussions about human rights and freedoms  
comprehending social and political situations and assessment of required steps  
listening and non-verbal communication skills  
capacity to forgive

4.3 Values and attitudes

universal values: justice, freedom, equality, dignity, peace, love, tolerance, solidarity, safety, responsibility, friendship, lenience, confidence  
willingness to make one's own choices and to affirm one's own values  
self-respect and respect for other people  
will to participate in the community's life in a responsible manner  
willingness to expose one's own decisions and evaluations to public scrutiny  
openness to the new and unknown  
willingness to accept social solidarity and commitment  
desire to reject prejudices and stereotypes  
love for people and all living creatures

4.4 Behavior

empathy, sympathy, tolerance, communication skills  
determination and commitment to universal values  
respect for and advocating the rights of others  
responsibility and commitment to the affirmation and protection of human rights and freedoms of individuals and groups  
patient and non-violent resolution of problems and conflicts  
taking part in various forms of civic actions (from humanitarian to environmental)  
understanding of and respect for the distinctiveness of others (racial, national, religious, political, cultural, linguistic)  
commitment to the rights of people with special requirements (disabled, ill, needy people)

5. Program units and objectives in specific units

Secondary school pupils between the ages of 15 and 19 are considered adolescents. Adolescence is a period in life which requires special attention, because it is a very delicate period of maturation, during which most young people are too sensitive, vulnerable, insecure, lonely and scared, in a word – disoriented. In disharmony with their bodies and their budding sexuality, feeling the need for protection similar to parental protection and at the same time asserting themselves in their environment by rejecting everything that reminds them of their childhood and home, adolescents are facing themselves in their loneliness. The confusing discrepancy between intellectual and emotional development leads to aggressiveness and intolerance. The modern world heartlessly turns them into memories full of irrelevant data and pushes them towards destruction or self-destruction with its excessive demands. It is precisely because of the nature of the times in which they live that as much understanding, love and trust as possible should be dedicated to adolescents. They should be given the opportunity to mature in an environment free of violence, noisy and cynical, "thought control" and indoctrination. The task of teachers, pedagogues, psychologists, school superintendents and parents should be to foster universal values through examples, ideals and dialogue.<sup>10</sup> Secondary school, or rather school as such, should represent an oasis of tolerance, peacefulness, mutual respect and understanding. In such an environment it is possible to influence even young people who are not surrounded with care at their homes and give them a feeling of security, evoke their confidence in people and the wish for an active and solitary life within a community. The entire *National Program of Human Rights Education* should encourage the awakening of a young person and his transformation from a passive consumer of the market of pleasure and a short attention span into a self-confident and independent human being, aware of his environment, historical moment in which he lives, the responsibility for himself or herself and his environment which, through the heightening of awareness, gradually extends from the local to the global level.

In young people, the search for belonging intertwines with the search for sense and one's own identity, which represents the fundamental feature of adolescence. The apparently different blows into one – various circles of belonging are discovered through the self-recognition which comes as a result of the cognition of one's true identity, while the development of the capability of abstract thinking opens the doors to spirituality, which has always been the principal support to the formation of conscience.<sup>11</sup>

4. Objectives

Human rights education must represent the orientation of the entire educational system and not only an isolated school subject. Attention cannot be paid to the protection and promotion of human rights only in rare and special moments of marking an anniversary related to the adoption of an important European or international document on human rights, as such treatment of this matter would mean a degradation of "the need for the realization of global common good"<sup>12</sup> as the essence of aspirations for the recognition of human rights.

The objective of the *National Program of Human Rights Education* in secondary schools is to teach young people – by upgrading knowledge, skills, capabilities, values, attitudes and behavior acquired through pre-school and compulsory primary education – how to recognize all their abilities and limits until the completion of their secondary education: how to perceive of themselves as "sentient beings" who are imposed with an imperative of spiritual development as the road to freedom and as "social beings" who are connected with the community by their responsibility to actively participate in life; readiness for a dialogue; religious and national tolerance; social solidarity and political tolerance, as well as "loving beings"<sup>13</sup> who find fulfillment, self-reconciliation and reconciliation with the world through his selflessness.

In order to surpass the fragmented nature of all knowledge, which has occurred as the result of an<sup>14</sup> increasing trend of specialization that diverts from universal values, it is necessary to restore the educational role of philosophy, which has been forgotten for decades. It is exactly their universality and ever-present demand for overcoming the "conformism of thought and feelings"<sup>15</sup> that make it possible for philosophical ideas to become a "bridge" between separated and opposed spheres of knowledge. Philosophical education aimed at the development of mental abilities

<sup>10</sup> In his book *Humana škola (Humane School)*, published by Educa Zagreb, 1991, 257-259, II. von Henning recommends *Socrates' Oath* to teachers.

<sup>11</sup> Conscience determines a person both as an ethical and religious being.

<sup>12</sup> Anzebacher, Arno, *Filozofija: Uvod u filozofiju (Philosophy: An Introduction to Philosophy)*, Školska knjiga, Zagreb, 1994, pg. 190.

<sup>13</sup> Max Scheler determines man as a being who loves (ens amans), while Aristotle defines him or her as a sentient animal and a political animal (zoon logon echon and zoon politikon).

<sup>14</sup> Freese, Hans-Ludwig, *Kindler sind Philosophen*. Weinheim, B.: in: Quadriga Verlag, 1989, p. 116.

2. Confrontation with "idols"<sup>14</sup> - (MYSELF AND THE OTHERS)

- 2.1 identification and rejection of stereotypes and prejudices
- 2.2 identification of various forms of violence and discrimination
- 2.3 confrontation with everyday racism
- 2.4 rejection of xenophobia and the need to condemn others
- 2.5 acquiring the skill of proper and truthful inference and reasoning

3. Inter-culturalism against racism and discrimination - (US)

- 3.1 awareness and acceptance of diversity in religions, customs, languages, cultures, lifestyles
- 3.2 acceptance of different ways of thinking and behaving
- 3.3 rejection of absolutism and relativization
- 3.4 adoption of peaceful conflict resolution techniques
- 3.5 living in tolerance and peacefulness

4. Peace and understanding - (THE WORLD AS A WHOLE)

- 4.1 formation of civic responsibility as a confirmation of one's affiliation to the community and civic courage as an expression of self-respect
- 4.2 promotion of social solidarity as an affirmation of the dignity of oneself and others
- 4.3 promotion of environmental awareness as a sign of morality
- 4.4 developing awareness of the world's integrity and unity
- 4.5 creation of an everyday climate of non-violence, peace and understanding as an expression of responsibility to the world as a whole

*The World Plan of Action on Education for Human Rights and Democracy* (1993) mentions a "peaceful, democratic, successful and just world" as one of its objectives and, for the purpose of its achievement—that is, internationalization—it suggests the "translation of concepts of human rights, democracy and peace, sustainable development and international solidarity into the social norms of behavior." However, if the concepts of human rights are actually to take root as fundamental categories—both globally and locally—we need to overcome the general marginalization of education. By making social and political institutions more responsive to the importance of the overall educational process, we are embarking on the establishment of a system of values, which can only serve as the basis for a culture of democracy, peace and human rights. A more positive attitude towards education in the broadest sense of the word—from kindergarten to the end of working life—will motivate and activate this large number of participants mentioned in the Global Plan as one of its prerequisites.

The activation of children and adolescents and their familiarization with the concept of solidarity in order to develop a culture of dialogue and intercultural education may create conditions for the gradual broadening of their horizons and dispel their adolescent fears.

1. The classroom should represent a positive and stimulating environment in which each individual develops as a person. As a core community, the classroom would need to be integrated with the entire school, notably through extracurricular activities, elective courses, free time activities such as journalism or drama groups in Croatian or other native or foreign languages. Sports, humanitarian work, environmental action, project days involving the cooperation of parents, former students and other guests, and the observance of UN international days.

2. Schools should be integrated to form networks on both the local and national level, through the organization of joint projects, project days, exchange visits, organization of humanitarian and environmental actions, joint research in the cultural and natural heritage, and communication through the Internet.

<sup>14</sup> F. Bacon refers to prejudices as idols, mentioning cave idols, tribal idols, town square idols and theatre idols.

In accordance with the conception of the *National Program of Human Rights Education as a whole*, the content, objectives, tasks and methods of education, which are designed for children and adolescents of different ages, ranging from the kindergarten level, through primary schooling, including both class and subject teaching, to secondary schooling, have to be aligned and stem from each other. In order to create a "human" and "high-quality" pre-school and school system ensuring the development of complete, mature and happy individuals, capable of creating and preserving a "free society," "healthy community" and "safe environment,"<sup>10</sup> the efforts to adapt Program elements designed for different stages of development are undertaken in an attempt to overcome encyclopedic education,<sup>11</sup> whose volume and incoherence inevitably hinders the development of various capabilities in children and adolescents, which are a prerequisite for their self-reliance, self-confidence, openness and integrity.

As an appropriate and reasonable follow-up to the basic structure of "ME, MYSELF AND THE OTHERS, US, THE WORLD AS A WHOLE,"<sup>12</sup> reflected in the work areas (pre-school education) and program levels (class and subject teaching) of the *National Program*, secondary education would need to focus on the following areas, i.e. entities and topics, which should serve as landmarks in the preparation of school plans and programs (both in the planning of project days and weeks, and in work with classes, school groups, youth clubs in schools or local communities), the integration of specific teaching subjects through "transversal topics,"<sup>13</sup> or the multidisciplinary approach to specific topics:

- 1. Quest for a sense, as... (ME)
- 1.1 a way out of identity crises
- 1.2 a way out of spiritual apathy and social inertia
- 1.3 a way out of solitude
- 1.4 resistance to conformity
- 1.5 resistance to manipulation and dependence

<sup>10</sup> *Human Rights, The Rights of the Child*, p. 11

<sup>11</sup> Cf. F. Nietzsche, *Sämtliche Werke*, Kritische Studienausgabe (G. Colli - M. Montinari), Berlin, New York: W. d. Gruyter, 1980, vol. 1.

<sup>12</sup> Vedrana Virkaš-Spažić, the leader of UNESCO's project "Peace Human Rights Education" for schools in Croatia, uses the first three elements (ME, MYSELF AND THE OTHERS, US) in her program.

<sup>13</sup> J. Legend, *Morálna izobrazba djeteta* (Moral Education Today), Zagreb: Educa, 1995, p. 70.

- teaching in pairs
- teamwork

**6.4. Work methods**

Work methods represent the definition of paths, i.e. manners of implementing education for human rights in secondary schools.

**6.4.1. Social science methods**

- interviewing as an insight into the situation, examination of a social situation, interpretation of situations, distinction between facts and beliefs (identification, analysis, interpretation and evaluation)

**6.4.2. Problem solving methods**

- research, project, case, game and simulation, brainstorming, text analysis, text interpretation, analysis of errors in argumentation and inference

**6.4.3. Communication methods**

- presentation, conversation, discussion, debate (aquarium, sandwich, brainstorming), plenary session, protocols, reports, production of posters and newspapers, Web-site design, Internet communication

**7. Monitoring and evaluating educational efforts**

The implementation of the *National Program* would be monitored and evaluated by a group of experts in fields related to the issue of human rights, whose daily efforts are focused on developing a culture of peace, human rights, non-violence and dialogue (either as a part of university programs in the social sciences and the humanities, or through their writing or work related to similar topics). When it comes to such sensitive issues, neither the preparation of programs nor their monitoring and evaluation can be a matter of routine. We have to start from the assumption that education in human rights, peace and democracy cannot reach an adequate level of effectiveness before we harmonize the methods and content, i.e. before we take into consideration—while planning and implementing the curriculum and other programs—the personality, dignity, needs and requirements of students, teachers, parents and all other participants in the planning and implementation of the *National Program*.

Following an initial evaluation, involving expert views and suggestions regarding the required amendments to the program as a whole or some of its segments, the best way to evaluate implementation would be to conduct surveys among the participants (young people, teachers, parents) and all interested citizens:

1. after a month's time;
2. after the first semester;
3. at the end of the academic year.

The results of such surveys would have to be presented through the media and by means of the Internet.

The *World Plan* provides for supervisory boards to be established by UNESCO and the Office of the UN High Commissioner for Human Rights. On the national level, implementation could be supervised by UNESCO's National Commissions, which could, during the course of implementation, report to the media and interested non-governmental organizations. The supervisory and advisory bodies of the Ministry of Education and Sports should provide advice and technical assistance, coordinate and facilitate cooperation between schools, the organization of seminars for teachers and students, and the exchange of educational materials, available information and documents.

As the preparation and implementation of the *National Program* in secondary schools do not constitute one-time efforts, planning, implementation and evaluation should be linked with the ongoing process of transforming schools with a view to their humanization, by eliminating:

1. violence and coercion;
2. an abundance of incoherent information;
3. obsolete methods and lifeless approaches applied by teachers;

3. Support should be given to the creation of school networks on both the regional and global level, notably through cooperation between two or more schools from different countries on joint projects, with a view to presenting each other their cities, regions or countries and learning about other parts of their or other continents, either at meetings or by means of the Internet

A model that may serve as a starting point in the creation of such school communication networks is offered by UNESCO's ASP schools and a kind of "agreement" that is adhered to by each school which accedes to this network. This "Agreement" pertains to continuous efforts made to transform the school climate, relations among students, teachers, parents, principals, local community representatives, and the representatives of government, non-government and inter-governmental organizations. Indeed, a strong commitment to the basic principles of UNESCO's schools, namely, the achievement of peace, tolerance and democracy, and the protection and promotion of human rights in our everyday lives, on a global level and through joint meetings of Internet communication, may serve as a model to be followed when implementing human rights education program both in Croatia and other countries in Europe and worldwide.

UNESCO's existing ASP schools, both primary and secondary, could set out to implement the *National Program of Human Rights Education*, since, due to the number of international projects in which they take part, they are prepared for the implementation of quite demanding programs.

**6. Program implementation strategies**

**6.1 Work environment (climate)**

A positive and stimulating environment can be created by:

- 6.1.1. avoiding all forms of violence, humiliation and cynicism
- 6.1.2. avoiding xenophobia, sexism and segregation
- 6.1.3. promoting understanding and confidence among students, among teachers, between students and teachers, teachers and parents, teachers and principals, principals and parents, principals and teachers and counselors, principals and counselors
- 6.1.4. opening schools both to local and broader communities
- 6.1.5. encouraging citizens to participate in the achievement of schools' goals and objectives

**6.2 Work principles**

In order to establish clearly the segment of the *National Program* that pertains to secondary schools, we employ the following principles within the strategy of its implementation:

- 6.2.1. the principle of communication and cooperation
- 6.2.2. the principle of responsibility
- 6.2.3. the principle of efficiency
- 6.2.4. the principle of participation and anticipation
- 6.2.5. the principle of comprehensiveness

**6.3. Forms of work**

The forms of work are aligned with the commitment to human rights as defined in the objectives (towards knowledge of human rights and commitment to the protection and exercise of human rights)

forms of teaching / forms of learning

- individual work
- work in pairs
- work in smaller or larger groups
- work with or without media support
- ex-cathedra work

9. Concept and content of the course "Human Rights"

9.1. Objective of the course

In its articulation, the separate course "Human Rights" should fulfill the following conditions: encompass program content not included in other courses since the course is intended for pupils between the ages of 15 and 19, it should contain topics which require a more mature approach to the field of human rights the range of topics should unify the theoretical and practical aspects of human rights protection all interested pupils should be offered thorough knowledge of various aspects of human rights unified in one course the objective of this course is to develop awareness of the rights and responsibilities for respecting and promoting human rights.

9.2. Content of the course and proposals for covering the topic

The content of the "Human Rights" course would encompass the following topics:

- Topic 1. **Human rights or rights of man**
  - a) natural rights and valid legislation
  - b) negative and positive rights
  - c) individual and collective rights
- Topic 2. **Ideals, norms and virtues**
  - a) fairness
  - b) law
  - c) justice
- Topic 3. **Foundation of human rights**
  - a) natural dignity of the human individual
  - b) the person and his personality
  - c) affirmation of dignity through community life
- Topic 4. **Human values and esteem**
  - a) morality
  - b) values *per se*
  - c) right to esteem
- Topic 5. **Human rights and political freedoms**
  - a) state concern for human rights
  - b) state guarantee of political freedoms
  - c) man and the state
- Topic 6. **Types of human rights**
  - a) first generation rights
  - b) second generation rights
  - c) third generation rights
- Topic 7. **Theory and practice of human rights**
  - a) human rights theories
  - b) legal dogma and philosophical theories
  - c) implementation of human rights
- Topic 8. **Rights and duties**
  - a) responsibility
  - b) duty
  - c) rights
- Topic 9. **From the right to life to the right to a good life**
  - a) protection of life
  - b) dignity of life
  - c) unity of duties and rights

- 4. ossified structures of advisory and supervisory services;
- 5. the isolation of principals and administrative/development departments from teachers and students;
- 6. the absence of communication between the home and the school and between the school and the local community;
- 7. the absence of sufficient communication between schools on local and national levels.

8. Prerequisites for systematic action in the field of human rights and civic education

8.1. Normative prerequisites

After accepting the *National Program*, the *Law on Secondary Education* should be expanded with amendments which would clearly stipulate the obligations of secondary schools in terms of informing young people of their rights, freedoms and duties, and in terms of educating them to apply and protect human rights within the framework of a democratic system of values and the corresponding legislation. In addition to the already existing secondary school regulations, the protection of the rights and freedoms of pupils and teachers and the definition of their responsibilities could be the subject of separate *Regulations on the Protection of Human Rights in Secondary Schools*. The *Family Code* should specify the obligations of the family and the community in securing the healthy, safe, free and happy development of the youth.

8.2. Professional and pedagogical ability of teachers, pedagogues, librarians, superintendents and counselors

The successful implementation of the *National Program* implies the education of educators, which means the organization of seminars for teachers, professional associates, librarians, principals and school counselors, which would be led by university professors and secondary school teachers, as well as experts from other institutions who deal with human rights and who have already taken part in seminars and workshops structured under the superintendents of the new didactics. This means the so-called active formation of work and instruction, presentation of new programs, textbooks, manuals and video materials with the mandatory use of the media and technical aids for visualization during one-day seminars and seminars that last for several days or weeks both at home and abroad. The seminar organizers should recognize the moderation method, so that the previous knowledge of participants is utilized in the best possible manner, while the course of the seminars contributes to the active participation of all participants.

8.3. New lecture topics, teacher manuals, textbooks and readers for pupils

In line with the recommendations of the *World Plan*<sup>15</sup> together with a multidisciplinary approach to human rights topics, as well as the emphasizing of "transversal topics," it is necessary to offer higher grades the possibility of selecting electives or compulsory electives with human right and civic education topics. These subjects should focus on the interest of pupils in this topic with the aim of systematizing knowledge and verifying the clarity and intelligibility of knowledge acquired earlier. One of the subjects would be "Human Rights," and the other "The Citizen and the Constitution - Fundamentals of Democracy."<sup>16</sup> A textbook for pupils and manuals for teachers, as well as readers didactically adapted to work with pupils in secondary schools, are foreseen for each subject. A multidisciplinary approach to human rights topics may be rendered easier by a collection of proposed topics and methods for covering them which could be drawn up by teachers/mentors and teachers/counselors who work in secondary schools.

8.4. Didactic materials, promotional-educational materials and school equipment

The Ministry of Education and Sports should make it possible for schools to obtain magazines, books, posters and films which would serve the implementation of the *National Program on Human Rights Education* in secondary schools. Schools should be equipped with computers and have access to the Internet, which would ease the creation of a national, European and worldwide network of secondary schools. A special thematic section could be set aside in school libraries, which would be dedicated to human rights, democracy and world peace. Here books, magazines, audio and video materials could be stored which would enrich institutions and individuals with their content.

<sup>15</sup> Cf. *World Plan, Activity Levels*, "To establish the integral and broadly defined lecture schedule which simultaneously touches upon all educational disciplines, and includes study within the framework of special courses..."

<sup>16</sup> The program *The Citizen and the Constitution - Fundamentals of Democracy* and the accompanying manuals from the Civic Education Center in the United States were adapted for work in Croatian schools.

Topic 10.

- Justification of human rights
  - a) ethical-philosophical aspect
  - b) legal aspect
  - c) ethical-practical aspect

Topic 11.

- Conflict of human rights
  - a) suspension of human rights under specific circumstances
  - b) curtailment of human rights
  - c) affirmation of human rights

Topic 12.

- Human rights protection
  - a) international
  - b) regional
  - c) state

9.3. Explanation of the course program

In the growth of a young person, factors with a humanist character, such as various aspects of human rights, their justification and the meaning of their protection and support, can act as signposts on the way to full and responsible integration into the life of the community. Self-realization includes an awareness of the self as an individual but also as a part of the collective body of the state, region and world. As such, the individual becomes aware of how his demands for respect and support for his rights are inseparable from the respect and support of the rights of others, while his needs for freedom and affirmation of cultural belonging include the recognition of the freedoms and cultural belonging of others. Tolerance, peacefulness and a democratic outlook lead to an understanding of multiculturalism as the central phenomenon of our world, and the willingness to protect human rights in such a world is a condition for maintaining individuals and the community as a whole.

9.4. Implementation conditions

The "Human Rights" course can be offered as a required, elective or regular subject. In this outline, its planned duration would be seventy hours, which means it can be carried out over a two-year period with one hour weekly or during one year with two hours weekly.

The course can be led by: persons with university degrees in philosophy, sociology, theology, political science, law, history, Croatian language, literature and culture and other higher degrees in the field of social sciences and the humanities.

9.5. Teachers

Human education teachers can be persons who hold degrees in philosophy, sociology, theology, political science, law, history, the Croatian language, as well as other persons who hold degrees in other humanistic sciences.

10. Civic education program for secondary schools

10.1 Introduction

The need for civic education is growing throughout the world. The international community (UN, UNESCO) and regional communities (the Council of Europe, OSCE, European Union) and even the heads of state and the governments of Council of Europe member states emphasized the importance of democratic civic education. The Final Declaration of the Second Summit of the Council of Europe (October 1997), reads: "We, heads of State and Governments... express our desire to education for democratic citizenship based on the rights and obligations of citizens and the participation of young people in civil society."<sup>17</sup>

Democracy, as shown by the sum of all previous history, is the best form of social organization yet found, although it does have its weaknesses and shortcomings. Democracy is simultaneously an open process which seeks constant vigilance over established democratic achievements, and its quality depends on the ability of all citizens to build and support it. Since people are not born with democratic values such as loyalty to human dignity and freedoms, civic responsibility, social and economic justice, respect for laws, civility, multifaceted, self-reliance, mutual assistance,

<sup>17</sup> Final Declaration. Second Summit of the Council of Europe. October 10-11, 1997.

tolerance, etc., they have to learn them and practice them.

10.2. Prerequisites and foundations

Although Croatia is a country with a millennial tradition of the self-awareness and statehood of the Croatian people in various state forms, meaning that it is a country with a developed civic culture, in the interests of progress for the state and community it is necessary for its citizens to acquire the appropriate knowledge on its principles and institutions, and to develop skills for the application of this knowledge in civic life with the purpose of protecting individual rights and advancing the general good of the community.

All constitutional democracies, such as Croatia, need informed, effective and responsible citizens in order to develop. Although there are many institutions such as the family, religious communities, the media, cultural institutions, commerce, etc. which assist in the development of civic knowledge and skills, the school plays an incomparable role in this process. It must offer an effective system of civic education.

The prerequisites for the successful implementation of democratic civic education in school are:

1. The implementation of frequent organized cooperation among pupils.

The key to developing participatory civic skills and responsible citizens is the use of learning strategies that stimulate interactive and cooperative learning among pupils. Examples of such learning strategies are: organized work in small groups in which a pupil acquires a part of the required knowledge that he transfers to the rest of the group so that a whole is created from the parts. This is accompanied by argumentation, support and defense of views, becoming acquainted with the ideas of others and exchanging standpoints. The pupil is placed in the context of the actual social situation by role-playing (Judges, juries, prosecutors, citizens, mayors, etc.).

2. Realistic content and objective approach.

An essential component of civic education is a realistic and moderate approach to the civic education issues. For if we present the legislative and political system as perfect and infallible, pupils would begin the question the credibility of the teacher. In the same manner, if we only emphasize cases in which the system failed, then pupils would become discouraged in civic education, because they would not see a positive role for the system in preserving social order and justice. It is necessary to establish a balance between respect for the legislative and political system and constructive criticism of its application in individual cases.

3. Including lawmakers and personalities from political life in lectures.

The interest of pupils in civic education may be enhanced with the appearance in the classroom of people who play an active role in the legislative and political system (attorneys, judges, legislators, etc.).

4. Support of school principals and professional services to civic education

The support of the school principal and professional services, as well as teachers of other subjects, is very significant for the successful application of civic education in schools, for they can find ways to motivate parents and the representatives of the school's social environment.

10.3. Objectives of civic education<sup>18</sup>

1. To prepare young generations for a life in democratic society and train them to participate in public life on the local and national level and to understand international politics. This will be achieved through education on human rights and fundamental freedoms, and on civic duties and obligations.

2. To become acquainted with the culture and cultural values of one's own nation in order to develop a personal identity and respect for oneself and one's people. Only people who respect themselves and their own people can develop a sense of respect and solidarity for other peoples and nations.

3. To accustom pupils of the majority nation to attempt to put themselves in the position of the minority nation and

<sup>18</sup> Council of Europe: Recommendation on the Role of the Secondary School in Preparing Young People for Life. Recommendation No. R(83)13.

vice versa, to accustom pupils of minority nations to put themselves in the position of the majority nation in order to prevent prejudices and to build mutual trust.

4. To prepare young generations for a quality personal life by adopting fundamental civic values and to train young people to establish quality personal and familial relations and relations within the community.

5. To develop a critical distance toward consumerism and consumer hedonism and toward all false values of the consumer society which leads young people toward various forms of dependency to drugs, alcohol, promiscuity, etc.

6. To prepare young generations for an active cultural life, taking them into a national, European and worldwide cultural, spiritual, historical heritage.

7. To prepare younger generations for quality integration into the world of work, theoretical introduction to nature and forms of work and working experience.

8. To acquaint the children of Croatia with the Constitution of the Republic of Croatia and to train them for constructive integration in its development and the development of democracy in Croatia and throughout the world.

9. To develop responsibility and a protective relationship towards the powerless in society, such as children, the elderly and needy parents and the disabled.

10.4. Knowledge  
Sources of authority  
Constitutional authority  
The Constitution  
Rights and obligations of citizens  
Purpose of exercising authority

How to elect persons to positions of power  
What characteristics should a person have to be elected to office  
Obligations, authority, privileges and limitations of positions of power  
Procedures to assess the validity of rules  
Procedures for drafting laws  
Concepts of democracy  
Authority  
Justice  
Privacy  
Responsibility

10.5. Views and values

Interest in social and political events  
Developed cultural and national identity  
Political courage  
Political effectiveness  
Self-reliance  
Loyalty  
Civic responsibility  
Civil solidarity (mutual assistance)  
Respect for laws  
Civic regard  
Truthfulness  
Tolerance and recognizing one's own prejudices  
Respect for others  
Respecting European civilization  
Respecting the values upon which Europe was established (democracy-social justice-human rights)

10.6 Intellectual abilities

Ability to make clear and convincing arguments  
Assume responsibility

Ability to make judgments  
Select and take standpoints  
Extract information from the media  
Critical approach to information  
Ability to balance personal and general interests  
Ability to solve social problems  
Ability to behave in accordance with one's conscience

10.7. Participatory skills

Ability to influence politics and make decisions (petitions and lobbying)  
Creation of coalitions and cooperation with partner organizations  
Participation in political discussions

Participation in social and political processes  
Holding various posts within the framework of schools or the community – executing the duties of a representative or elected leader, organizing public debates, participating in the work of religious, public or charity associations  
Conflict resolution in a peaceful manner, negotiations, compromises, harmonizing, making judgments  
Researching problems of general interest through electronic networks, libraries, telephones, personal contacts and mass media

10.8. Program units and topics

10.8.1. Civil society

The citizen and the national  
Features of a civil society  
Civic principles  
Components of a civil society  
History of the civil society  
Civil society and other types of contemporary societies

10.8.2. Constitution of the Republic of Croatia

Basic provisions of the Constitution of the Republic of Croatia  
Human rights in the Constitution of the Republic of Croatia  
Conditions and ways of the restriction of human rights and freedoms  
Protection of rights in the Constitution of the Republic of Croatia  
The Constitution and laws  
Protection of minorities  
Exercise of fundamental rights in the Republic of Croatia  
Constitutional duties and obligations of citizens

10.8.3. Authority

What is authority?  
What is the purpose of the political order?  
How are laws passed and what abilities are necessary?  
How to elect political representatives  
What are the positive and negative aspects of authority?  
Jurisdiction and limitation of authority

10.8.4. Privacy and the public

What is privacy?  
What are the fields of privacy?  
What is the public?  
What factors clarify the differences in private behavior?  
What are the advantages and possible prices of privacy?  
What should the extent and limits of privacy be?

V. LITERATURE, DOCUMENTS AND OTHER RESOURCES  
used by the National Committee for Education for Human Rights in the development and implementation  
of the National Program of Human Rights Education

- 1. Documents, acts and other literature on which the National Program of Human Rights Education is based
- Additional Protocol to the European Social Charter (1988), Council of Europe (entered into force on 4 September 1992)
- CEI Instrument for the Protection of Minority Rights; CEI - Center for Information and Documentation, Trieste, 1996;
- Charter of Paris for a New Europe, Paris 1990 (in Hrvzenjak, Juraj: Međunarodni i europski dokumenti o ljudskim pravima (*International and European Documents on Human Rights*), Zagreb 1990)
- Charter of the United Nations (passed on 26 June 1945 in San Francisco, USA)

The Constitution of the Republic of Croatia, 1990

Constitutional Law on Human Rights and Freedoms and on the Rights of Ethnic and National Communities or Minorities in the Republic of Croatia, 1991

Convention against Discrimination in Education (adopted by the UNESCO General Conference on 14 December of 1969, it entered into force on 22 May 1962)

Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (adopted by the Resolution 39/46 of the UN General Assembly on 10 December 1984, entered into force on 26 June 1987; UN Doc. A/39/51, GOAR, 39<sup>th</sup> Session)

Convention for the Protection of Human Rights and Fundamental Freedoms (European Convention on Human Rights), signed in Rome by the members of the Council of Europe, 4 November 1950

Convention of the Rights of the Child, A/RES/44/25, 20 November 1989, UN General Assembly, 1989

Convention on the Elimination of all Forms of Discrimination against Women (adopted 18 December 1979 at the UN General Assembly, came into force on 3 September 1981 - Resolution 34/180, Undoc. A/34/46, GAOR, 34<sup>th</sup> Session)

Convention on the Prevention and Punishment of the Crime of Genocide (1948), United Nations (entered into force on 12 January 1951)

Convention Relating to the Status of Refugees (1951), United Nations (entered into force on 22 April 1954)

Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy; UNESCO, 1995;

Declaration of the Rights of Man and Citizen (1789)

Declaration on the Elimination of all Forms of Intolerance and of Discrimination Based on Religion or Belief: A/RES/36/55, 25 November 1981

Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding between Peoples (proclaimed at the UN General Assembly on 7 December 1965 in the Resolution 2037 (XX))

Declaration on Race and Racial Prejudice (proclaimed by the UNESCO General Conference, at its 20<sup>th</sup> session on 27 November 1978)

Declaration on the Right to Development (proclaimed at the UN General Assembly in the Resolution No. 41/128, 4 November 1986)

10.8.5. Responsibility

- Types of responsibility: political, legal, moral
- Why is responsibility important?
- What are the advantages and costs of responsibility?
- How can we select the responsibility, which we will uphold?
- How do we know who is responsible for what?

10.8.6. Justice

- What is justice?
- Distributive justice
- Seeking appropriate ways to do the right thing
- Corrective justice
- Procedural justice

10.8.7. Project Citizen

- Recognizing the problems of public policy in one's environment
- A selection of problems to be considered in class
- Collecting data on the problems your class will consider
- Preparation of a class portfolio
- Explaining your portfolio
- Reference to what you did
- 10.9. Learning strategy

The learning strategy is based on participatory teaching, which is in turn based on problem solving in small groups, discussion, debate, role-playing, etc. The program demands and depends on the use of interdisciplinary skills: verbal research, writing, research, and statistical analysis of data, knowledge of the social sciences.

The use of intellectual skills and participatory skills

- Critical thinking exercises: describe, explain, assess and take and defend a view
- Utilization of a strategy aimed at posing questions effectively
- Work in small groups
- Conducting court deliberations
- Leading discussions in class
- Emphasize the legitimacy of controversy, compromise and consensus
- Utilization of historical examples so that pupils can see how similar conflicts were resolved in the past
- Identification of specific points of contention and agreement
- Utilization of conflict management strategies
- Utilization of experts from the community
- Voting in class, simulation of general and local elections
- Role-playing

- Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, adopted by the UN General Assembly; A/RES/47/135, 18 December 1992
- Document of the Moscow Meeting on Human Dimension of the CSCE, Moscow, 3 October 1991 (in Hrvzenjak, Juraj; Međunarodni i europski dokumenti o ljudskim pravima (*International and European Documents on Human Rights*), Zagreb, 1990.)
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- Protocol amending the European Social Charter (1991); Council of Europe (entered into force on 31 May 1995)
- European Convention for the Prevention of Torture and Inhuman or Degrading Treatment or Punishment (1987); Council of Europe (entered into force on 1 February 1989)
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- Framework Convention for the Protection of National Minorities; Council of Europe, Strasbourg, 1995
- General Assembly Resolution proclaiming the ten-year period beginning on 1 January 1995 the United Nations Decade for Human Rights Education; A/RES/49/184, 23 December 1994
- Geneva Convention Relative to the Protection of Civilian Persons in Time of War (1949); United Nations (entered into force on 21 October 1950)
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- ILO Convention (No. 156) Concerning Equal Opportunities and Equal Treatment for Men and Women Workers; Workers with Family Responsibilities (1981)
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- The International Bill of Human Rights; Fact Sheet No. 2; United Nations, Geneva, 1996
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- International Convention on the Protection of All Migrant Workers and Members of Their Families (1990); United Nations, A/RES/45/158
- International Covenant on Civil and Political Rights; A/RES/2200 A (XXI), 16 December 1966
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- International Covenant on Economic, Social and Cultural Rights; A/RES/2200 A (XXI), 16 December 1966
- Protocol Relating to the Status of Refugees (1967); United Nations (entered into force on 4 October 1967)
- Recommendation Concerning Education for International Understanding; Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedoms (adopted by the UNESCO General Conference at its 18<sup>th</sup> session in Paris, on 19 November 1974)
- Stockholm Declaration on the Human Environment (adopted on 16 June 1972 at the International Conference on the Human Environment in Stockholm)
- Universal Declaration of Human Rights, A/RES/217 A (III), 10 December 1948, UN General Assembly, 10 December 1948
- Vienna Declaration and Programme of Action adopted at the World Conference on Human Rights; A/CONF. 157/24, 25 June 1993
- World Declaration on the Survival, Protection and Development of Children and Plan of Action for Implementing the World Declaration, adopted by the World Summit for Children in New York, 30 September 1990
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- Access to Human Rights Documentation; documentation, bibliographies and data-bases on human rights; UNESCO, 1994
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the right to diversity, respect for diversity  
developing trust in the environment, a feeling of being accepted and belonging to the community
- \*\*\* Razvikani pjetlic (*Much Ado About a Young Rooster* - an Ukrainian popular short story), Zagreb: Naša djeca, 1996  
cooperation, justice
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justice, fostering awareness for justice
- Pfister, M. Riba duginuh boja (*The Fish of Rainbow Colors*), Ljubljana: Epta, 1996  
fostering self-criticism, fostering the awareness of equality and interdependence
- \*\*\* Rijec je o opacima (*It is About Trash*), Split: Eco-adria, 1996  
understanding the interdependence of everything on Earth and environmental education
- Sjiggaard, J. Pale sam na svijetu (*Pale - Alone in the World*)  
Varadin: "Katarina Zrinski", 1997  
awareness of the necessity to live with other people and of mutual interdependence
- Silverstein, S. Drvo ima srce (*The Tree Has a Heart*), Zagreb: Iliricum, 1992  
love as the basic emotion: it enables us to acquire the ability to recognize other people's needs, to understand our own role in life and the role of other (fellow) creatures, solidarity
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developing an optimistic view of the world and a feeling of being accepted and belonging to the community  
socialization and ethical issues imposed by the society, emphasizing the importance of every individual for the community
- Videk, N. Modra uvala (*A Blue Bay*), Zagreb: ABC Naklada, 1996  
fostering a positive relation towards the environment, interest for the problems of the community
- Videk, N. Pismo iz Zelengrada (*A Letter from Green town*), Zagreb: ABC Naklada, 1993  
fostering a positive relation towards the environment, interest for the problems of the community
- Vitez, G. Ogledalce (*A Small Mirror*), Ljubljana: Mladinska knjiga, 1990  
awareness of one's own self, Myself and the others
- Waddell, M. Ti i ja, mali medo (You and Me, Little Bear), Ljubljana: Epta, 1998  
working through a play, cooperation
- Weninger, B. Pauli, ti zlocesti Pauli! (Paolino, You Naughty Paolino!), Ljubljana: Epta, 1997  
developing a feeling of responsibility for one's own acting
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accepting and respecting diversity
- Cuncic, J. Luda gljiva (*The Crazy Mushroom*) (Pokrivka, V. Dijete i scenska umjetnost = The Child and Theatre), Zagreb: Školska knjiga, 1978  
questions of identity
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diversity as a value
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- 3.2.1. Picture-books, stories
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fostering respect for what is different, fostering awareness of an equal importance of all beings
- Buljan, M. Svoje glavni potocić (*A Stubbhorn Brook*) (In "Košuta Jesen i druge bajke") Zagreb: Profil International, 1995  
understanding interdependence and developing the awareness of co-existence of everything on the planet of Earth
- Cudina-Obradovic, M. To sam ja (*This Is Me*), Zagreb: Školska knjiga, 1994.  
the notion of one's own I, interest for love and one's own roots, self-respect, curiosity, raising one's consciousness of own identity - with regard to gender, nationality ...
- \*\*\* Djed i repa (*The Grandfather and a Turnip*), Zagreb: Naša djeca, 1996  
cooperation aimed at solving the problems together, the power of togetherness
- Gemmel, S. Bila jednom... (*Once upon a time...*), Ljubljana: Epta, 1997  
recognition and acceptance of other people's needs, constructive solution of problems, suppression of anger and its re-direction towards creative action
- Horvat-Vukelja, Z. Hrabrica ili Kako je Perica postao hrabar (*How Perica Became Courageous*), Zagreb: Mladost, 1990  
developing a positive picture of oneself, self-confidence, self-respect, self-awareness, independence, affirmation of individuals
- Janikovszky, E. Kako da odgovorim (*How to Respond*), Zagreb: Hena com, 1997  
learning how to listen and understand another, to communicate freely and without fear, express one's own opinion
- Janikovszky, E. Baš se veselim (I Am so Happy) Zagreb: Hena com, 1996  
fostering responsibility for one's own actions and learning to understand other people's actions
- Kanizaj, P. Hrvatska domovina (The Croatian Homeland) Zagreb: Školska knjiga, 1995  
raising the awareness of one's own identity
- Krizmanic, G. Anin krušcić (*Ana's Small Loaf of Bread*) Pregrada: Matis, 1995  
persistence, creative acting
- I. evstik, F. Tko ce Videku saštiti novu košuljicu (*Who Will Make a New Shirt for Videk?*), Ljubljana: Mladinska knjiga, 1990  
developing an optimistic view of the world, fostering trust in the environment and the feeling of belonging to the community
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- Puss in Boots (Hanna Barbera Production & Co.) recognizing the feeling of one's own value, cooperation
- Thumbelina (Don Blouth Group of Companies) self-confidence, awareness of identity, love
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- The Jungle Book (Sony Wonder) conflict resolution
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- Hinds, J. (ed.) A Guide to Peace, Reconciliation and Community Relations Projects in Ireland; Belfast: Community Relations Council, 1994
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- Hrabar, D. Prava djece u porodičnim odnosima (*The Rights of Children in Family Relations*), A Doctor's Thesis,
- Femenic, S. Ston and bubamara (*An Elephant and a Ladybird*) (\*\*\*) Igramo se kazališta: od monologa do igrokaza. Izbor tekstova Stenzel, V. */We are Playing Theatre: From a Monologue to a Play. Selection of Texts* Stenzel, V.), Zagreb: Naša djeca, 1995
- communication, to see yourself and others
- Gavran, M. Izgubljena vjeverica (*The Lost Squirrel*) (Gavran, M. - Igrokazi s glavom i repom/Gavran, M. - *Plays Which Make Sense*), Zagreb: Medunarodni centar za usluge u kulturi, 1995)
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- Jelašac, M. Gumb i gumbojed (*Button and Buttoneater*) (Pokrivka, V. - Dijete i scenska umjetnost/Pokrivka, V. - *The Child and Theatre*), Zagreb: Školska knjiga, 1978
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- Kolaric-Kišur, Z. Jasticic i igla (*A Cushion and a Needle*) - (Pokrivka, V. Dijete i scenska umjetnost/Pokrivka, V. - *The Child and Theatre*), Zagreb: Školska knjiga, 1978
- conflict resolution
- Kritic, Z. Jaje (*An Egg*) (Kritic, Z. Kriatic lutke/Dolls with Wings), Zagreb: Medunarodni centar za usluge u kulturi, 1994)
- from similarity that is essential, to diversity
- \*\*\* Macc (*A Kitten*) (according to a story by Bjelčević)
- (\*\*\*) Igramo se kazališta: od monologa do igrokaza. Izbor tekstova Stenzel, V. */We are Playing Theatre: From a Monologue to a Play. Texts selected by Stenzel, V.* Zagreb: Naša djeca, 1995
- identity, helping others, acceptance and understanding
- Pajetak, L. Operacija mlijau ili tajanstvena krađa rođendanske torte (*The Mew Action or a Mysterious Theft of the Birthday Cake*) (\*\*\*)Kazališni vrtuljak: zbornik hrvatskih igrokaza za djecu/*A Theatrical Merry-Go-Round: A Selection of Croatian Plays for Children*), prepared by Ladika, Z., Zagreb: ABC naklada, 1997
- creative problem solution, conflict resolution by agreement
- Pokrivka, V. Mala suzerna priča (*A Short Snow Story*) - Pokrivka, V. - Dijete i scenska umjetnost/*The Child and Theatre*), Zagreb: Školska knjiga, 1978
- group affiliation
- Skrinjarić, S. Nezađovoljna bubamara (*The Unhappy Ladybird*) (\*\*\*)Igramo se kazališta: od monologa do igrokaza. Izbor tekstova Stenzel, V. */We are Playing Theatre: From a Monologue to a Play. Texts selected by Stenzel, V.* Zagreb: Naša djeca, 1995
- self-image, feeling one's own value
- Skrinjarić, S. Planet plavog i zelenog pajaka (*The Planet of a Blue and a Green Aster*) (\*\*\*) Igramo se kazališta: od monologa do igrokaza. Izbor tekstova Stenzel, V. */We are Playing Theatre: From a Monologue to a Play. Texts selected by Stenzel, V.* Zagreb: Naša djeca, 1995
- the issue of stereotypes
- Vitez, G. Što radi...što radi (*What Do They Do?*) (\*\*\*)Igramo se kazališta: od monologa do igrokaza. Izbor tekstova Stenzel, V. */We are Playing Theatre: From a Monologue to a Play. Texts selected by Stenzel, V.* Zagreb: Naša djeca, 1995
- wealth hides in diversity
- 3.2.3. Films**
- Aladdin (Walt Disney Co.) humanity, self-image, self-confidence
- Beauty and the Beast (Walt Disney Co.) getting to know what is different and readiness to accept it, compassion
- The Prince and the Pauper (Sony Wonder)

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- Skok, D. (ed.) *Ljudska prava: Osnovni međunarodni dokumenti (Human Rights: Basic International Documents)*. Zagreb: NIRO Školske novine, 1990
- Spajic-Vrkaš, V. "Globalni problemi svijeta i promjene odgoja i obrazovanja". (*Global Problems and Changes in Education*). in: B. Drancic (ed.) *Priručnik za ravnatelje odgojno-obrazovnih ustanova (Handbook for Principals of Educational Institutions)*. Zagreb: Znamen, 1993, pp. 157-177.
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- Teaching about Society, *Passing on Values: Elementary Law in Civic Education*. Strasbourg: Council of Europe Press, 1995
- Tolerance and the Contemporaneity - Tolerancija i suvremenost, Društvena istraživanja (Social Research)*: Zagreb 5, 1996, No. 2 (22)
- Vrgoc, H. (ed.) *Pedagogija i hrvatsko školstvo: Jučer i danas, za sutra (Pedagogy and the Croatian School System: Yesterday and Today, for Tomorrow)*. Zagreb: Hrvatski pedagoško-književni zbor, 1996
- Vrgoc, H. (ed.) *Odgoj i obrazovanje za život u demokratskom društvu (Education for the Life in a Democratic Society)*. Zbornik radova 21. škole pedagoga (*Collected papers of 21<sup>st</sup> School of Pedagogues*). Zagreb, Hrvatsko pedagoško-književni zbor, 1997
- Weinbrenner, P. and Fritzsche, P.K. *Teaching Human Rights: Suggestions for Teaching Guidelines*. Bonn: German Commission for UNESCO and Braunschweig: Georg-Eckert-Institute for International Textbook Research, 1993
- 4.1. Additional professional literature for teachers**
- Ajakovic, M. and Pecnik, N. *Nenasilno rješavanje sukoba (Non-Violent Settlement of Conflict)*, 2<sup>nd</sup> amended edition, Zagreb: NIP Alinea, 1994
- Bunic, K.; Ivkovic, Đ.; Jankovic, J. and Penava, A. *Igrom do sebe (To Your Inner Self Through a Play)*: 102 plays for group-work, 2<sup>nd</sup> amended edition, Zagreb: NIP Alinea, 1994
- Cech, M. *Globalchild: Multicultural Resources for Young Children*, Menlo Park, Calif.: Addison-Wesley Publishing Company, 1991
- Crosby S.E. *Multicultural Discovery Activities for the Elementary Grades*. New York: Center for Applied Research in Education, 1995
- Čudina-Obradovic, M. and Tezak, D. *Price o dobru, price o zlu: Priručnik za razvijanje moralnog prosuđivanja u djece (Stories of Good, Stories of Evil: A Guide for Developing Children's Moral Reasoning)*. Zagreb: Školska knjiga, 1993
- Čudina-Obradovic, M. and Tezak, D. *Mirotvorni razred: Priručnik za učenje o mirotvornom odgoju (A Peace-making Classroom: A Guide for Teachers of Peace-making Education)*. Zagreb, Znamen, 1995
- Donaldson, G.A. Jr., and Sanderson, D.R. *Working Together in Schools - A Guide for Educators*, A Corwin Press Publication, 1996
- Gabelica-Šupljika, M. and Milanovic, M. *Blagdani djetinstva (Childhood Holidays)*. Zagreb: Školska knjiga, 1995
- Jankovic, J. *Savjetovanje - nedirektivni pristup (Counseling - A Non-directive Approach)*. Zagreb, NIP Alinea, 1997
- Jankovic, J. *Sukob ili suradnja (Conflict or Cooperation)*, 2<sup>nd</sup> amended edition, Zagreb: NIP Alinea, 1994
- Jankovic, J. *Zlocesti daci genijalci: Zanke i stranputice socijalizacije (A Naughty Child - A Genius: Trips and Wrong Paths of Socialization)*. Zagreb: NIP Alinea, 1996
- Kreidler, W.J. et al. *Adventures in Peacemaking: A Conflict Resolution Activity Guide for School-age Programs*. Educators for Social Responsibility, 1996
- Lepp, I. *Psihologija djetinstva (Psychology of Childhood)*. Zagreb: Kršćanska sadašnjost.
- Maleš, D. and Stricevic, M. *Druženje djece i odraslih (The Companionship of Children and Adults)*. Zagreb: Školska

- knjiga, 1996
- Miljkovic, D. Pomozite svojoj djeci da razvijaju samopouzdanje (*Help Your Children to Foster Self-Confidence*), Dakovo: Tempo, 1996
- Miljkovic, D. and Rijavec Razgovori sa zrcalom: Psihologija samopouzdanja (*Talking to a Mirror: Psychology of Self-Confidence*), Zagreb: IEP, 1996
- "Odgovaj za mir" (*The Uprising for Peace*), Zmo (Zagreb): 4, No. 10-11, January, 1995
- Pecnik, N. Nenasilno rješavanje sukoba (*Non-Violent Settlement of Conflicts*), Zagreb: Alinea, 1993
- Rijavec, M. Čuda se ipak događaju: Psihologija pozitivnog mišljenja (*Miracles Do Happen: Psychology of Positive Thinking*), Zagreb: IEP, 1994
- Shapiro, L. Kako razviti emocionalnu inteligenciju djece (*How to Develop the Emotional Intelligence in Children*), Zagreb: Mozaik knjiga, 1998
- Spajic-Vrkaš, V. et al. Svijet u opasnosti: Popularna ekološka poezmice za učitelje osnovne škole (*World in Danger: A Popular Ecological Primer for Elementary School Teachers*), Zagreb: Kult film, 1995
- Uzelac, M.; Dognar, L. and Dagić, A.S. Budimo prijatelji (*Let's Be Friends*), Zagreb, Slon, 1994
- Uzelac, M. (ed.) Za Damire i Nemire: Vrata prema nenasilju (*For Peace-makers and Peace-breakers: A Door to Non-Violence*), Zagreb: Mali korak - Centar za kulturu mira i nenasilja (Center for the Culture of Peace and Non-Violence), 1997
- What the Bible Has to Say About Joint Program of the Irish Commission for Justice and Peace and the Irish Council of Churches, 1986
- World Concerns and the United Nations: Model Teaching Units for Primary, Secondary and Teacher Education, New York: UN Publications, 1995
- 4.2. Selection of literature for students in class teaching and for teachers and parents working with children in the field of education for human rights
- 4.2.1. Books and stories for children
- The Alhambra Human Rights* - Album o pravima covjeka, Council of Europe, Zagreb: The Ministry of Culture and Education of the Republic of Croatia, 1994
- Baum, F. I., The Wizard of Oz, Zagreb: Mladost, 1987
- openness, persistence, creativeness; understanding and accepting other people's needs, solidarity, helping others.
- Bonsels, W. The Bee Called Maja, Zagreb:Hena Co., 1997
- fostering optimism, self-confidence, curiosity and openness to the world.
- Colloidi, C. Pinochio, Zagreb: Divic, 1996
- distinguishing between good and evil; learning about the code of values; curiosity and acquiring the feeling of accountability for one's own actions; understanding the emotion of love.
- Cudina-Obrodovic, M. Mirotvorni razred (*A Peace-making Class*), Zagreb: Znamen, 1995
- education for peace; awareness of one's own personality; cooperation, friendship, respect for diversity, love of peace; environmental and global awareness.
- De Amicis, E. Sreće (*The Heart*), Zagreb: Mošta, 1993
- humanity, encouraging kindness, clear moral values, justice.
- Gjerek-Lovrekovic, M. Zvezdana kosulja (*A Starry Shirt*), Zagreb: Alfa, 1993
- respect, love, goodness, faith, kindness, interpersonal relations full of tenderness and love.
- Iveljic, N. Cuvarice novih krovova (*Keepers of New Roofs*), Zagreb: Divic, 1995
- fairytale prose on the homeland war; hope, optimism and faith in the victory of good.
- Iveljic, N. Dimnjacar i bijela golubica (*Chimney Sweeper and the White Hen-Pigeon*), Zagreb: Školske novine, 1996
- fostering optimism and overcoming fear, building positive attitudes to life values.
- Krajacic-Beutz, M. Carolija ljepote, carolija dobrote (*The Magic of Beauty, the Magic of Good*), Zagreb: Školska knjiga, 1995
- building trust in the environment and an optimistic view of the world.
- Lagerloef, S. Legende o Kristu (*The Legends of Christ*), Zagreb: Slon, 1994
- love and fairness.
- Lovrak, M. Druzba Pere Kvrzice (*Pero Kvrzica's Company*) and Vlak u snijegu (*The Train in the Snow*), Zagreb: Alfa, 1993
- understanding responsibility; fostering the feeling of group affiliation; learning about social order and fairness.
- Molnar, F. Junaci Pavlove ulice (*The Paul Street Boys*), Zagreb: Znanje, 1996
- friendship and cooperation; fostering the awareness of the need for empathy; mutual assistance in distress.
- Noeslinget, C. Konrad ili dijete iz limerke (*Konrad or the Child from a Tin*), Zagreb: Mladost, 1990
- understanding and accepting other people's acts; community affiliation.
- Ruigers van der Loeff-Basenaum, A. Lavine pjesne (*Raging Avalanche*), Zagreb: Mošta, 1997
- humanity, solidarity, optimism; universality, community affiliation.
- Salten, F. Bambi, Zagreb, Znanje, 1996
- awareness of one's own identity and of interdependence of everything in Nature.
- Spyri, J. Heidi, Zagreb: Mozaik knjiga, 1997
- self-awareness, independence, openness to the world; emotional stability, natural conduct, optimism; an integration of a disabled child in the community.
- Tamaro, S. Debelo srce (*Follow Your Heart*), Zagreb: Znanje, 1998
- self-awareness, self-respect, self-confidence; trust in other people.
- Truhelka, J. Zlatni danci (*Golden Tributes*), Zagreb: Znanje, 1995
- cooperation, responsibility, emotional stability, understanding and trust in other people; love, patriotism; solidarity and community affiliation; listening capacity.
- Winterfeld, H. Grad bez roditelja (*Trouble at Timperiff*), Zagreb: Mladost, 1990
- the necessity for cooperation, understanding, responsibility, persistence and self-criticism by respecting rules and making responsible decisions, all presented through humor.
- Wilde, O. Samozivi div (*Selfish Giant*), Zagreb: Školska knjiga, 1997
- happiness, beauty and value of living with other people.
- 4.2.2. Plays<sup>20</sup>
- Kolaric-Kisur, Z. "Kristalni zvonci" (*Crystal Bells*), in: Skok, J., Ed. Harlekin i krasuljica (*A Harlequin and a Beauty*), Zagreb: Naša djeca, 1990, pp. 314-319
- helping the elderly, responsibility towards those who are weaker than you.
- Iveljic, N. "Tko je glavni?" (*Who is the Boss?*), Zagreb: Modra lasta, 1968. No. 4, pp. 16-17
- competing; non-violent resolution of conflict.
- <sup>20</sup> All plays and films for pre-school children can be used with lower elementary school classes.

- Brljic-Mazuranc, I. "Dogodio se u davniini: Lutonjica Toporko i devet zupanica" (*It Happened a Long Time Ago - Lutonjica Toporko*) (dramatized by Cecuk, M.), in: Ladika, Z. (Ed.), *Zbornik hrvatskih igrokaza za djecu (Collected Croatian Plays for Children)*, Zagreb: ABC Naklada, 1997, pp. 65-69  
making friends; getting to know; understanding and accepting other people.
- Serment, N. "Carolija lijetne noći" (*The Summer Night Magic*), in: Ladika, Z. (Ed.), *Zbornik hrvatskih igrokaza za djecu (Collected Croatian Plays for Children)*, Zagreb: ABC Naklada, 1997, pp. 70-80  
becoming aware of the need to understand the relations and non-violent conflict resolution.
- 4.2.3. Films**
- Babe, Universal Pictures Production  
forming and changing one's identity; the impact of social affiliation on personal identity.
- Casper, Universal and Amblin Entertainment Production  
overcoming the barriers among diversities; awareness and release of stereotypes and prejudices; releasing tensions by familiarizing oneself with the situation; fostering friendships.
- Matilda, Tri Star Production  
the attitude towards the positive and negative authority; limitations of the community and personal needs; forming a positive image of oneself.
- 4.2.4. Film that can be used in the foreign language classroom**
- Stand up NOW for Human Rights, Strasbourg: Council of Europe, Directorate for Human Rights, 1995  
learning the fundamental categories of human rights and how to protect them."
- 5. Selection of literature used when developing the program of education for human rights in class teaching and recommended literature for teachers and students**  
(the literature recommended for students is marked with asterisks)
- ABC, Teaching Human Rights, Practical Activities for Primary and Secondary Schools, The United Nations, New York, 1989
- The Constitution of the Republic of Croatia, "Narodne novine" Zagreb, 1993\*
- The Constitutional Law on Human Rights and Freedoms and on the Rights of Ethnic and National Communities or Minorities in the Republic of Croatia\*
- Convention on the Rights of the Child, General Assembly of the United Nations, 1989\*
- Declaration on the Rights of Persons Belonging to National, Ethnic, Religious and Linguistic Minorities adopted by the General Assembly, A/RES/47/135, 18 December 1992
- Declaration on Religious Freedom "Dignitatis Humanae", The Second Vatican Council, 1965
- Education for Human Rights and Peace: Issues and Guidelines for Teaching, Council of Europe, DECS/SE/BS/Sem(95)14
- The Education for Life in a Democratic Society, 2<sup>nd</sup> School of Pedagogues* - Odgoji i obrazovanje za život u demokratskom društvu, 21. škola pedagoga, HPKZ Zagreb, 1997
- European Convention on Human Rights, 1950\*
- The European Cultural Convention 1954-1994, Council of Europe, Strasbourg, 1994
- Hrzenjak, Juraj, Međunarodni i europski dokumenti o ljudskim pravima - Covejek i njegove slobode u pravnoj državi (The International and European Documents on Human Rights - Man and His Freedoms in Rule of Law) Informator, Zagreb, 1992
- Hortmut von Hennig, Humana škola (*Humane School*), Educa, Zagreb, 1995
- Implementation of the Plan of Action for the United Nations Decade for Human Rights Education (1995-2004), 1996
- International Convention on the Elimination of All Forms of Racial Discrimination\*
- International Covenant on Civil and Political Rights; A/RES/2200 A 1966
- John Paul II, A Message to the Heads of States on Religious Freedom and on the Helsinki Document, Social Documents of the Church, Kršćanska sadašnjost, Zagreb, 1991
- John Paul II, The Speech before the General Assembly of the United Nations. Social Documents of the Church, Kršćanska sadašnjost, Zagreb, 1991\*
- Licona, Thomas, Educating for Character, New York, 1992
- Minorities, adopted by the General Assembly; A/RES/47/135, 1992
- Mugniotie, Alain, Odgajati za demokraciju (*To Educate for Democracy*), Educa, Zagreb, 1995
- Reardon, Betty A., Education for Human Dignity, Learning About Rights and Responsibilities
- Teachers' Manual on the European Convention on Human Rights, Council of Europe, DECS/B&H (97) 13E PROV.
- Teaching Set - A Safe Step and the Right to Breathe - Youth, Cigarettes and Alcohol* - Nastavni paket - Siguran korak i pravo na zrak - Mladi, pušenje i alkohol, UNICEF, Office for Croatia, Zagreb 1997
- Universal Declaration of Human Rights, General Assembly of the United Nation, 1948\*
- Vienna Declaration and Programme of Action adopted at the World Conference on Human Rights; A/COBF: 157/24, 1993
- Vujcic, Vladimir, Politička kultura i politička socijalizacija (*Political Culture and Political Socialization*), Zagreb: Ainea, 1993
- Vuleta, Boze i Anic, Rebeka, Na putu mira (On the Road to Peace), Franjevački institut za kulturu mira (The Franciscan Institute for the Culture of Peace), Split, 1999\*
- 6. Literature used in the development of the program for secondary schools and recommended literature for teachers**  
(the literature recommended for students is marked with asterisks)
- Bach, Richard, Galeb Jonathan Livingston (*Jonathan Livingston Seagull*), Znanje, 1991\*
- Bochenski, Joseph M., Uvod u filozofsko mišljenje (*Philosophy, an Introduction*), Verbium, Split, 1997\*
- Bradshaw, John, Osiobodite se stida koji vas sputava (*Healing the Shame that Binds You*), Barba, Zagreb, 1997
- Brnec, Jadranka, *Andeli (Angels)*, Kršćanska sadašnjost, Zagreb, 1998\*
- Byram, Michel/Zarete, Genevieve (ed.), The Sociocultural and Intercultural Dimension of Language Learning and Teaching, Council of Europe, 1997
- Coelho, P., Alkemisar (*The Alchemist*), Znanje, 1997\*
- Convention on the Rights of the Child - Children First: World Declaration and Action Plan from the World Summit

- Dedicated to Children - Unicef\*
- The Croatian Secondary School System: A Collection of Legislation - Hrvatsko srednje školstvo. Zbirka propisa, Croatiaprojekt, 1997*
- Droit, Roger-Pol, Philosophie et démocratie dans le monde, Editions Unesco, 1995
- Dražban, Halil, Prorok (*The Prophet*), Grafčki zavod Hrvatske, Kršćanska sadašnjost, Zagreb, 1990\*
- Ethics: a paper from the seminar for teachers held from 7-9 September 1995 and organized by the Ministry of Education and Sports of the Republic of Croatia, NIP Školske novine, Zagreb, 1995
- Forgiveness: Collected Papers from the Conference, Council for Justice, Peace and Care for Everything Created - Prastanje: zbornik radova sa znanstvenog simpozija, Vijec za pravdu, mir i skrbr za sve stvoreno, Sinj, Split, 1995*
- Frankl, E. Viktor, Patnja zbog besmislenog života, Psihoterapija za današnje vrijeme (*The Unheard Cry for Meaning: Psychotherapy and Humanism*), Karitativni fond UPT, Đakovo, 1998\*
- Freese, Hans-Ludwig, Kinder sind Philosophen, Quadriga Verlag, Weinheim, Berlin, 1989
- Freese, Hans-Ludwig, Sucht und Sinn. Verunft zur Aufhellung schwieriger Probleme einsetzen. In: Ethik und Unterricht, 3/98 Diesterweg Verlag, Frankfurt/M 1998
- Fynn, Ana i Gospon Bog (*Mister God, This Is Anna*), Kršćanska sadašnjost, Zagreb, 1995\*
- Fynn, Ana i crni stakac (*Anna, Mister God and the Black Knight*), Kršćanska sadašnjost, Zagreb, 1995\*
- Gaarder, Jostein, Sofijin svijet (*Sophie's World*), Znanje 1995\*
- Gararder, Jostein, Tajna igračih karata (*The Solitaire Mystery*), Zagreb: Znanje, 1997\*
- Galavic, Milan, Bitak i ljubav (*Existence and Love: Max Scheler: From Phenomenology to the Philosophy of Anthropology*), Hrvatsko filozofsko društvo, Zagreb, 1989
- Hentig, Harmut von, Humana škola (*Humane School*), Zagreb: Educa, 1991\*
- Hölsle, Vittorio, Filozofija ekološke krize (*The Philosophy of Ecological Crisis*), Zagreb: Matica Hrvatska, 1996
- Hrzenjak, Juraj, Međunarodni i europski dokumenti o ljudskim pravima: Covjek i njegove slobode u pravnoj državi (*The International and European Documents on Human Rights: Man and His Freedoms in the Rule of Law*), Informator, Zagreb, 1992\*
- Huber, H. Zehetmair, Zopf, H., Ethik in der Schule: Grundlagen ethischer Bildung und Erzählung, Bayerischer Schulbuch Verlag, München, 1993
- John Paul II, Prijeci prag nade (*Crossing the Threshold of Hope*), Mozaik knjiga, 1994\*
- John Paul II, Stota godina (*Encyclical letter Centesimus Annus*), Kršćanska sadašnjost, Zagreb, 1991
- Jampolsky, Gerald G., Umijeće opraštanja: ključ mira sa sobom i drugima (*Forgiveness: The Greatest Healer of All*), Karitativni fond, UPT, Đakovo, 1998\*
- Koprek Ivan, Korak za smisao (*A Step for the Sense*), Filozofsko-teološki institut Druže Isusove, Zagreb, 1992
- Kozelj Ivan, Savjest: put prema Bogu (Conscience: a Road to God), Filozofsko-teološki institut, Zagreb, 1990
- Knoll, Jörg, Kurs-und Seminarmethoden, Beltz Verlag, Weinheim und Basel, 1992
- Kyriacou, Chris, Temeljna nastavna umijeca (*Essential Teaching Skills*), Educa, Zagreb, 1997
- Learning: Treasure in Ourselves: a report to UNESCO by the International Commission for Development of Education for 21<sup>st</sup> Century, Educa, Zagreb, 1998
- Legend, Louis, Moralna izobrazba danas (*Ethical Education Today*), Educa, Zagreb, 1995
- Levinas Emmanuel, Totalitet i beskonačno (*Totality and Infinity*), Veselin Masleša, Sarajevo, 1976
- Liesmann, Konrad Paul, Vom Nutzen und Nachteil des Denkens für das Leben: Vorlesungen zur Einführung in die Philosophie, WUV-Univ.-Verlag, Wien, 1997
- Lipman, Matthew, Harry Stottelmeier's Discovery, Institute for the Advancement of Philosophy for Children, Upper Montclair, N.J. 1985\*
- Marinkovic, Josip, Utemeljenost odgoja u filozofiji (*The Foundation of Education in Philosophy*), Zagreb: Školska knjiga 1981
- Matulovic Miomir, Ljudska prava: uvod u teoriju ljudskih prava (*Human Rights: Introduction to the Theory of Human Rights*) Hrvatsko filozofsko društvo, Zagreb, 1996
- Mello Anthony de, Molitva zabe 1 (*The Prayer of a Frog 1*), Filozofsko-teološki institut, Zagreb, 1997\*
- Mello Anthony de, Molitva zabe 2 (*The Prayer of a Frog 2*), Filozofsko-teološki institut, Zagreb, 1996\*
- Mugnotte, Alain, Odgajati za demokraciju (*To Educate for Democracy*), Educa, Zagreb, 1995
- New Religious Movements - Novi religiozni pokreti, Filozofsko-teološki institut, Zagreb, 1997\**
- Nietzsche, Friedrich: Sämtliche Werke. Kritische Studienausgabe (G. Colli-M. Montinari), W. d. Gruyter, Berlin, New York 1980, Vol. I
- Nora, K./Hölsle, Vittorio, Das Café der toten Philosophen, C.H. Beck'sche Verlagsbuchhandlung, München, 1998\*
- Ossner, Rumpf, Vahland, Durs der Alltagsphänomene aus Philosophischer Sicht, Materialien für den Philosophieunterricht in der Sekundarstufe II, Quelle & Meyer Verlag, Heideberg, Wiesbaden, 1987
- Petric Franjo, Sretan grad (*A Happy Town*), Sveučilišna naklada Liber, Zagreb, 1975\*
- Saint-Exupery, Antoine, Mali princ (*The Little Prince*), Zagreb, Mladost, 1990\*
- Schirbauer, Alfred: Im Schatten des pädagogischen Eros, Sonderzahl Verlagsgesellschaft, Wien, 1996
- Schmidjell, Ansgret, Dramaturgie einer Lehrveranstaltung, Goethe-Institut, München
- Die soziale Leistungsschule, Philologen - Verband, Nordrhein - Westfalen, 1990
- Staatsinstitut für Schulpädagogik und Bildungsforschung: Jahresbericht 1997, München 1998
- Strobl, Walter (Hg.), Schule und Zukunft, Jahrbuch der W.B.S., Wien, 1991
- Sutlic, Vanja, Bit i suvremenost (*Existence and Contemporaneity*), Veselin Masleša, Sarajevo, 1967
- Tyerman Williams, John, Jenseits von Pu und Böse, D.T.V., München, 1998\*
- Tillmann, Klaus - Jürgen, Teorije škole (*Theories of School*), Educa, Zagreb, 1994
- Trinajstić, Nenad, Ogleđi o znanosti i znanstvenicima (*Essays on Science and Scientists*), Matica hrvatska, Zagreb, 1998
- Tukidid, Peloponeski rat (*Thucydides, The History of the Peloponnesian War*), Matica hrvatska, Zagreb, 1957\*

- Volkman Schluck, K. H. Political Philosophy, Naprijed, Zagreb, 1997
- Vujic, Vladimir, Politicka kultura i politicka socijalizacija (*Political Culture and Political Socialization*), Alinea, Zagreb, 1993
- Vujic Vladimir, Politicka tolerancija (*Political Tolerance*), Delfini, Zagreb, 1997
- Yogananda, Paramahansa, Autobiografija jednog jogija (*Autobiography of a Yogi*), Arssana, Zagreb, 1994\*
- Der Weg ist das Ziel, Schule ohne Rasmus, Bundeskoordination Aktion Courage - SOS Rasmus, Bonn, 1998\*
- 6.1. Textbooks**
- Anzenbacher, Arno, Filozofija: uvod u filozofiju (*Introduction to Philosophy*), Školska knjiga, Zagreb, 1994
- Fürst, Marija, Psihologija (*Psychology*), Školska knjiga, Zagreb, 1994
- Kovac, Stjepko, Logika za gimnazije (*Logic for Grammar Schools*), Hrvatska sveučilišna naklada, Zagreb, 1998
- Pranjic, Marko, Srednjoškolski vjeronauk u Hrvatskoj (*Religious Education for Secondary Schools in Croatia*), Katehetski salezijanski centar, Zagreb, 1994
- Sociology: Textbook for Grammar Schools - Sociologija: udzbenik za gimnazije, Školska knjiga, Zagreb, 1992*
- 6.2. Journals**
- Ethik und Unterricht, Zeitschrift für die Fächergruppe Ethik /Werte und Normen/LER/ Praktische Philosophie, Heft 3/98
- Philosophie Ethik, Zeitschrift für Didaktik der Philosophie und Ethik, Heft 3/98
- Psyche - Journal for Advancement of Psychological Life - Psiha: casopis za unapredenje psihickog zivota, No.5, Zagreb, 1996
- The UNESCO Courier
- What? Me? A Racist?, European Communities, 1998
- 7. An abridged selection of the literature used in developing the program of civic education for elementary and secondary schools and recommended literature for teachers**
- (the literature recommended for students is marked with asterisks)
- Civics Framework for the 1998 National Assessment Governing Board, Washington, 1998;
- Council of Europe, Strasbourg 1992 DECS/Rech (92) 33;
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**ANNEX**

**1. The educational system in the Republic of Croatia**

The educational system in the Republic of Croatia encompasses education of children of the pre-school age (until the age of 6 or 7), elementary school age (from 6 or 7 years to 14 or 15 years), secondary school age (from 14 or 15 to 18 or 19 years), as well as of adult age (from 18 or 19 years to approximately 24 or 25 years). The system encompasses regular pupils, pupils with learning difficulties, pupils who are members of ethnic communities or minorities in Croatia, children of Croatian citizens living abroad, as well as students of police and military academies. Elementary school is mandatory for all children between 6 or 7 and 14 to 15 years. It is divided in two parts: lower elementary school and upper elementary school. The first part lasts 4 years and is based on class teaching - one teacher for an entire class (from grades 1 to 4); the second part is also 4 years long, but it is called subject teaching, i.e. every teacher teaches the subject he has specialized in.

Elementary school lasts eight years; it is mandatory and provides general education.

There are various types of secondary schools: grammar schools - general direction, emphasis on languages or on science (around 18.8% of the total secondary school population), four year technical and related schools - medical, economic, school of applied arts and the like (around 60.3% of the total secondary school population) and three year professional schools (around 20.9% of the total secondary school population). There are also secondary military and police academies.

The educational system of the Republic of Croatia encompasses around 950,000 children and young people included in pre-school education, elementary and secondary schools, tertiary education institutions and adult education. There are around 75,000 employed educational workers and more than 35,000 educational institutions.

As a consequence of the aggression against the Republic of Croatia, around one third of all school buildings were destroyed and devastated, which are currently under reconstruction. 303 children were killed, 1,280 were wounded, 35 children are missing or detained, 900 children were left without both parents, 4,455 children lost one parent, 36,053 children were displaced, 46,305 children were refugees from Bosnia and Herzegovina and hence only temporarily incorporated in the Croatian educational system.

Based on the constitutional provisions, special laws have been enacted that enable the establishment of private pre-school institutions, elementary and secondary schools with different programs.

Special care is provided for very gifted children, children with learning difficulties, children of Croatian citizens living abroad, children members of ethnic communities or minorities, as well as for the one-year program of preparation for elementary school attendance which is mandatory for all children in their sixth year of life.

The relations between the ethnic communities or minorities and the Croatian people in the Republic of Croatia, the bases for their further development were determined and guaranteed by the Constitution of the Republic of Croatia and the provisions of the Constitutional Law on Human Rights and Freedoms and the Rights of Ethnic and National Communities or Minorities in the Republic of Croatia

The legal foundations for the development of education for children, who are members of minorities, whose cultural, linguistic and religious characteristics are recognized, is thereby created.

**2. International instruments from the human rights field applied in the Croatian system of protection and promotion of human rights**

The National Committee produced a list of international instruments relating to human rights used by the Republic of Croatia in its system of protection and promotion of human rights. This is a list of international agreements to which the Republic of Croatia is a signatory, as well as a list of the most important international instruments whose principles are incorporated in Croatian laws and the practice of governmental bodies so that the *National Program* can be implemented as successfully as possible.

**2.1. List of international documents from the human rights field to which the Republic of Croatia is a signatory**

2. Standard Minimum Rules for the Treatment of Prisoners, 1955
  3. Declaration of the Rights of the Child, 1959
  4. Declaration of the United Nations on the Elimination of All Forms of Racial Discrimination, 1963
  5. Declaration on the Promotion Among Youth of the Ideals of Peace, Mutual Respect and Understanding between Peoples, 1965
  6. Declaration of the Principles of International Cooperation, 1966
  7. Declaration on the Elimination of Discrimination against Women, 1967
  8. Declaration on Territorial Asylum, 1967
  9. Proclamation of Teheran, 1968
  10. Declaration on Social Progress and Development, 1969
  11. Declaration on the Rights of Mentally Retarded Persons, 1971
  12. Declaration on the Protection of Women and Children in Emergency and Armed Conflict, 1974
  13. Declaration on the Use of Scientific and Technological Progress in the Interest of Peace and for the Benefit of Mankind, 1975
  14. Declaration on the Protection of All Persons from Being Subjected to Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, 1975
  15. Declaration on the Rights of Disabled Persons, 1975
  16. Declaration on Race and Racial Prejudice, 1978
  17. Declaration on Principles Concerning the Contribution of Mass Media to Strengthening Peace and International Understanding, Promotion of Human Rights and to Countering Racism, Apartheid and Incitement to War, 1978
  18. Declaration on the Elimination of All Forms of Intolerance and of Discrimination Based on of Religion or Belief, 1981
  19. Declaration on the Right of Peoples to Peace, 1984
  20. Declaration of Basic Principles of Justice for Victims of Crime and Abuse of Power, 1985
  21. Declaration on the Human Rights of Individuals Who Are Not Nationals of the Country in Which They Live, 1985
  22. Declaration on Social and Legal Principles Relating to the Protection and Welfare of Children, with Special Reference to Foster Placement and Adoption Nationally and Internationally, 1986
  23. Declaration on the Right to Development, 1986
  24. Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, 1992
  25. Vienna Declaration and Programme of Action, 1993
  26. Final Act of the Conference on Security and Cooperation in Europe, 1975
  27. Document of the Copenhagen Meeting of the Conference on the Human Dimensions of the CSCE, 1990
  28. Paris Charter for a New Europe of CSCE
  29. Instrument of the Central European Initiative for the Protection of Minority Rights, 1994
- 3. Basic terminology in human rights and civic education**

The National Committee has carried out an analysis of the fundamental national and international documents from the human rights field and literature concerning civic education, which the National Committee used in the development of the *National Program*. Consequently, the terms and topics represented in these documents and literature are highlighted and emphasized in order to facilitate the application of the *National Program* to teachers and professors by telling them which topics and terms from the human rights field and civic education field should be deployed when working with the pupils. These terms and topics are merely suggestions and may be supplemented if the need arises.

The provisions of the *Constitution of the Republic of Croatia* that regulate human rights and fundamental freedoms were analyzed, then also the *Constitutional Law on Human Rights and Freedoms and Rights of Ethnic and National Communities or Minorities*, as well as a series of international documents: *Universal Declaration of Human Rights, International Covenant on Civil and Political Rights, International Covenant on Economic, Social and Cultural Rights, Convention on the Rights of the Child, Declaration of the Rights of the Child, European Convention for the Protection of Human Rights and Fundamental Freedoms, European Social Charter, Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, Vienna Declaration of Human Rights and Programme of Action* adopted at the World Conference, *Declaration on the Elimination of All Forms of Intolerance and of Discrimination Based on of Religion or Belief, Convention against Discrimination in Education, Recommendation Concerning Education for International Understanding, Cooperation and Peace, and Education Relating to Human Rights and Fundamental Freedoms, Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy, World Plan of Action for Human Rights and Democracy, Education and the Declaration on the Elimination of Discrimination against Women* etc.

1. International Covenant on Economic, Social and Cultural Rights, 1966
  2. International Covenant on Civil and Political Rights, 1966
  3. Optional Protocol to the International Covenant on Civil and Political Rights, 1966
  4. Second Optional Protocol to the International Covenant on Civil and Political Rights Aiming at the Abolition of the Death Penalty, 1989
  5. Convention on the Prevention and Punishment of the Crime of Genocide, 1948
  6. Convention on the Non-Applicability of Statutory Limitations to War Crimes and Crimes Against Humanity, 1968
  7. Convention to Suppress the Slave Trade and Slavery, 1926 and Protocol to the Convention on Slavery, 1953
  8. Supplementary Convention on the Abolition of Slavery, the Slave Trade and Institutions and Practices Similar to Slavery, 1956
  9. Convention for the Suppression of the Traffic in Persons and of the Exploitation of the Prostitution of Others, 1953
  10. Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, 1984
  11. Convention on the Status of Refugees, 1951
  12. Protocol Relating to the Status of Refugees, 1967
  13. Convention Relating to the Status of Stateless Persons, 1954
  14. Convention on the Political Rights of Women, 1952
  15. Convention on Nationality of Married Women, 1957
  16. Convention on the Consent to Marriage, the Minimum and Registration of Marriages, 1962
  17. Convention on the Rights of the Child, 1989
  18. Geneva Convention for the Amelioration of the Condition of Wounded and Sick in Armed Forces in the Field, 1949
  19. Geneva Convention for the Amelioration of the Condition of the Wounded, Sick and Shipwrecked Members of Armed Forces at Sea, 1948
  20. Geneva Convention Relative to the Treatment of Prisoners of War, 1949
  21. Geneva Convention Relative to the Protection of Civilian Persons in Time of War, 1949
  22. Protocol Additional to the Geneva Conventions of 12 August 1949 and Relating to the Protection of Victims of International Armed Conflicts, 1977
  23. Protocol Additional to the Geneva Conventions of 12 August, 1949 and Relating to the Protection of Victims of Non-International Armed Conflicts, 1977
  24. ILO Convention (No.29) - Convention Concerning Forced Labor, 1930
  25. ILO Convention (No.87) - Freedom of Association and Protection of the Right to Organize Convention, 1948
  26. ILO Convention (No.98) - Right to Organize and Collective Bargaining Convention, 1949
  27. ILO Convention (No.100) - Equal Remuneration Convention, 1951
  28. ILO Convention (No.102) - Social Security (Minimum Standards) Convention, 1952
  29. ILO Convention (No.105) - Abolition of Forced Labor Convention, 1957
  30. ILO Convention (No.111) - Discrimination (Employment and Occupation Convention), 1958
  31. ILO Convention (No.122) - Employment Policy Convention, 1964
  32. ILO Convention (No.135) Worker's Representatives Convention, 1971
  33. ILO Convention (No.138) Minimum Age Convention, 1973
  34. International Convention on the Elimination of All Forms of Racial Discrimination, 1965
  35. International Convention on the Suppression and Punishment of Apartheid, 1973
  36. International Convention Against Apartheid in Sports, 1985
  37. Convention on the Elimination of All Forms of Discrimination against Women, 1979
  38. UNESCO Convention Against Discrimination in Education, 1960
  39. Convention for the Protection of Human Rights and Fundamental Freedoms, 1950 (European Convention on Human Rights)
  40. Protocol to the European Convention on Human Rights, 1952
  41. Protocol No. 2 to the European Convention on Human Rights, 1963
  42. Protocol No. 4 to the European Convention on Human Rights, 1963
  43. Protocol No. 6 to the European Convention on Human Rights, 1963
  44. Protocol No. 7 to the European Convention on Human Rights, 1984
  45. Protocol No. 11 to the European Convention on Human Rights, 1994
  46. European Convention Against Torture and Inhuman or Degrading Treatment or Punishment, 1987
  47. European Charter for Regional or Minority Languages
  48. Framework Convention for the Protection of National Minorities, 1995
- 2.2. Important international instruments whose principles were integrated in the laws and the practice of the Governmental bodies of the Republic of Croatia**
1. Universal Declaration of Human Rights, 1948

Following the recommendations of the United Nations and the Council of Europe and in cooperation with the International Center for Civic Education from the US the project *Citizen and the Constitution - Foundations of Democracy* has been launched. The *National Program* embodies all topics and terms of civic education, so as to enable the pupils, in addition to their awareness building about human rights and freedoms and principles of democracy, to participate fully in all aspects of civil life and to make a contribution to the development of democracy and a culture of peace.

According to the above stated documents, the terms and topics have been assigned to specific categories of human rights and fundamental freedoms; subsequently, the obligations and responsibilities are determined, along with the basic civic education topics.

3.1. Basic human rights categories

3.1.1. Civil and political rights

a) Fundamental equality of individuals in terms of their rights

- equality before the law
- right to be recognized one's legal personality everywhere
- equality of sexes
- equality of religions and beliefs
- equality of human need to preserve life
- right to life
- abolition of death penalty
- right to clemency
- right to personal security
- abolition of slavery and servitude
- abolition of specific forms of forced or mandatory labor
- protection against torture and other forms of cruel, inhuman and degrading treatment or punishment
- protection against arbitrary arrest and detention
- right to personal property
- right to protection of honor and reputation
- right to marriage and family
- rights of the child to protection by family, society and the state
- rights of members of ethnic and national communities or minorities
- right of every person to citizenship
- right to dignity of life
- right to seek and enjoy asylum from prosecution
- abolition of racism and racial discrimination
- equality and non-discrimination based on religion or belief
- rights of the child
- protection of senior citizens
- protection of young people
- rights of aliens
- rights of the disabled

b) Equality of the freedoms of every individual

- right to freedom
- freedom of expression
- freedom of public expression
- freedom of peaceful assembly
- freedom of association
- freedom of movement
- freedom of opinion, conscience, religion and belief
- non-interference in private life or family
- freedom of correspondence
- freedom of public media

3.1.1.1. Rights and protection of the child

- a) The rights of the child each and every child, without exceptions, must be recognized his rights the well-being of the child must stand in the center of all activities aimed at children right of the child to life
- right to a name, citizenship and to know his parents and to enjoy their care
- right of the child to preservation of his identity
- right of the child to keep in touch with his parents in the case of separation
- right of the child not to be separated from his parents without their consent
- right of the child to free expression of thoughts on all issues that concern him personally
- right of the child to seek, receive and convey various information, including art, press and writing
- right of the child to freedom of association and peaceful assembly
- right of the child to protection from arbitrary and unlawful interference with his privacy, family, home or correspondence and from attacks against his honor and reputation
- both parents are responsible for the development and education of the child as well as his mental and physical health
- right of the child to protection from abuse or neglect while in the family or in someone's custody
- special protection is required for refugee or displaced children
- care for physically or mentally disabled children
- right to enjoy the highest possible degree of health protection
- right to enjoy social security, including social insurance
- right to a standard of living that is adequate to the child's physical, mental, spiritual, moral and social development
- parents and/or other persons responsible for the child are obligated within the framework of their abilities and capacities to ensure the necessary living conditions for the child's development
- right of the child to free of charge elementary education
- right of the child belonging to a minority community to enjoy his own culture, practice his own religion and cult and to use his own language
- right to rest and leisure, to play and recreation, free participation in cultural life and art
- right to protection from economic exploitation or harmful work
- protection from illegal use of narcotics
- protection of the child from sexual exploitation, including prostitution and exposure in pornographic materials
- prevention of kidnapping and trade with children
- protection of the child from abuse and cruel punishment
- protection of children below the age of 15 from participation in war
- respect for the rules of humanitarian law applied to armed conflicts and relating to children
- proceedings against a child accused of a criminal offense must not affect the child's dignity

b) Special obligations of the state with respect to protection of the rights of the child and child care

- the state must protect children with no exceptions
- the state must protect children against all forms of discrimination
- the obligation of the state to ensure the exercise of all rights enshrined in the *Convention on the Rights of the Child*
- the obligation of the state to help the child to discover his personality, if he was illegally deprived a part of or entire personality
- the state has the obligation to protect the child from all forms of abuse
- the state must provide the child with religious, cultural, linguistic or ethnic conditions, outside parental care in the case of refugee or displaced children, the state should cooperate with international bodies, especially in reunification of children with their families
- obligations of the state towards detained children
- obligations of the state in terms of psychological recovery and re-socialization of children who have been victims of abuse, torture or armed conflict

3.1.2. Economic, social and cultural rights

- a) Right to work
- right to fair and equal remuneration for work
- right to safe and healthy working conditions
- right to have access to promotion

**3.3. Basic topics in civic education**  
**3.3.1. Notions: citizen – constitution – authority – justice – privacy – responsibility**

The Constitution  
People as the agent of authority  
Separation of powers in Croatia  
Highest values of the Constitutional order of Croatia  
Sovereignty of the Republic of Croatia  
Basic principles of the Croatian Constitution  
Constitutional duties and obligations of citizens  
Relationship between laws and the Constitution  
The citizen  
The national  
Civic virtues:

- Commitment to the dignity of the person and freedom
- Civil responsibility
- Social and economic justice
- Respect of law
- Politeness
- Truthfulness
- Self-restraint
- Mutual assistance
- Tolerance
- Information
- Advocating the common good
- Responsibility

Necessity and purpose of authority  
Devise and implement laws  
Conflict management  
Ensure the defense of the country

Importance of the political leadership, public offices and criteria of selection  
Difference between political and social participation  
Personal, political, economic rights of the citizen  
Ensuring public order  
Financing authority through taxes  
Separation of state powers and prevention of abuse  
Prevention and settlement of conflicts  
Main difference between restricted and unrestricted authority  
Assuming personal, political, economic responsibilities  
Fundamental rights of the citizen  
Conditions and ways of the restriction of human rights and freedoms  
Role of the citizen in Croatian democracy

- right to vacation and free time
- rights of migrating workers and their families
- b) Right to establish trade unions and to join them
- right of the trade unions to establish national federations or confederations
- right of the trade unions to establish international trade organizations
- right to strike in compliance with the legislation of the specific country
- c) Right to education
- right of parents to choose their children's education
- d) Right to health
- right to an adequate standard of living, including food, clothing and housing
- e) Right to social security
- pre- and post-natal protection of motherhood
- special care for mother and child
- protection of the family
- protection of children and the youth from social and economic exploitation
- right to unemployment insurance and the like
- f) Right of every person to the protection from hunger
- g) Right to participate in cultural life
- right to protection of scientific, literary or artistic work
- h) Right of everyone to participate in the government of his country through his legally elected representatives
- right to equal access to public service in one's home country

**3.1.3. Collective and universal rights**

- a) Right of the people to self-determination
- b) Right of the people to permanent sovereignty regarding its heritage and economic resources
- c) Right to development
- d) Use of science and technology in the interest of peace and to the benefit of mankind
- e) Right to peace
- f) Right to a healthy environment
- g) Protection from products that are detrimental for human health and environment
- Transports and disposal of poisonous and harmful substances and waste
- h) Right of every nation to defense from aggression

**3.1.4. Humanitarian rights**

- a) Extending help and protection to refugees and displaced persons
- Humanitarian experience of the Republic of Croatia
- b) Extending help and protection to stateless persons
- c) Protection of human rights in armed conflicts

**3.2. Some examples of national and international commitments**

- a) Commitment of signatories of international agreements to ensure the conditions set forth in the UN Charter, international agreements and conventions on their territory in order to implement the principles enshrined therein
- b) Responsibility of states and the international community to protect the individual
- c) Respect for the rights and reputation of other nations, and fostering friendly relations among nations
- d) Commitment of the international community to prevent aggression
- e) No one must deprive a nation of the means ensuring its survival
- f) The will of the people is the foundation of authority
- g) Commitment to ensure state security, public order or public health and morals
- h) Commitment to legally prohibit war propaganda

VII. FINAL REMARKS

The National Committee feels that it is important to emphasize that for the integral implementation of the *National Program of Human Rights and Civic Education*, the development of handbooks has been envisaged for educators, teachers and professors, and the textbooks and other materials for pupils, as well as the necessary translations of the literature and documents currently in preparation.

Special significance is given to seminars to train educators and teachers for education for human rights and civic education, as well as to the training of persons who will train educators and teachers.

The *National Program* and the accompanying handbooks, textbooks and other means will be applied for all pupils in the Republic of Croatia equally, regardless of their sex, religious or minority belonging and they can be translated into the minority languages. This will result in universal and balanced application of the *National Program* on the entire Croatian territory.

We wish to emphasize that 42 NGOs in the Republic of Croatia, dealing with human rights, 16 umbrella associations of all minorities in the Republic of Croatia, legal experts of the Republic of Croatia specialized for human rights, committees, commissions and other working bodies of the Croatian Government, dealing with human rights, relevant bodies of the Council of Europe and the United Nations, as well as international associations for human rights and civic education, cooperating with the National Committee, participated in the final version of the *National Program*.

Upon the adoption of the *National Program*, it will not be deemed a finished work, but it will change and be amended in the course of its monitoring and evaluation during its application in school.

The National Committee will foster the principle of life-long education of the individual in human rights education, in order to ensure that human rights promotion is a continuing development process in every stage of human life.

After the first part of the *National Program* is completed, the development of the second part will begin. It will contain human rights and civic education in higher and adult education. The proposal of deploying the media in the education of the general public will also be developed.

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