# Midterm progress report on the implementation of the fourth phase of the World Programme for Human Rights Education

## National submission – Slovak Republic (Ministry of Education, Science, Research and Sport of the Slovak Republic)

### 1. Policies and related implementation measures

This includes legislation and policies that have been developed and implemented to ensure the inclusion of human rights and human rights education in formal education for young people (secondary, higher education and vocational training) and to facilitate and support the work of civil society – including youth groups and youth-led organizations – in conducting human rights education in non-formal setting.

**Legislation:**

* Act no. 245/2008 Coll. on Education and upbringing (“School Law”) and on Amendments to Certain Acts in § 4 h states that to gain and strengthen respect for human rights and fundamental freedoms and the principles as well as respect for the law and in particular the relationship to the prevention and deterrence of crime and other anti-social activities is one of the aims of education and upbringing,
* According to § 55 part 2 of Act no. 131/2002 Coll. on Higher Education Institutions and on Amendments to Certain Acts, the rights established by this Act are guaranteed for all applicants and students in accordance with the principle of equal treatment in education established by a special law (Act No. 365/2004 Coll. on Equal Treatment in Certain Areas and protection against discrimination and amending certain laws (Anti-Discrimination Act)). In accordance with the principle of equal treatment, discrimination on grounds of age, sex, sexual orientation, marital or family status, race, colour, disability, language, political or other opinion, membership of a national minority, religion or belief shall also be prohibited, trade union activity, national or social origin, property, lineage or other status.

In December 2021, the government had adopted the **Strategy for Inclusive Approach in Education 2030** (<https://www.minedu.sk/strategia-inkluzivneho-pristupu-vo-vychove-a-vzdelavani/>). Strategy aims to improve the current situation in education of all children, pupils and students in schools without distinction. The document represents basic philosophy of inclusive education in kindergartens, primary schools, secondary schools and universities in the Slovak Republic, in the system of counselling and prevention and also focuses on prevention in early age and lifelong learning.

In **higher education**, the standards for the internal quality assurance system include policies, structures and processes that guarantee:

-Article 2, part 6, d - protection against all forms of intolerance and discrimination against students, staff and applicants, in particular on grounds of sex, race, colour, language, age, sexual orientation, religion or belief, disability, political or other opinion, national or social origin, nationality or ethnic group, property and origin;

-Article 2, part 6, f - effective mechanisms for examining complaints by which the student seeks protection of his or her rights or interests which he or she believes have been violated.

The standards for the study program also guarantee that:

-Article 5, part 5 - the students of the study programme have at their disposal effective mechanisms for examining complaints seeking protection of their rights or legally protected interests, which they believe have been violated, or pointing out specific shortcomings in the activities or inaction of the university. The examination of complaints is transparent and takes place with the participation of student representatives. Students that complained are provided with feedback on the results of the review of complaints and on the measures taken.

### 2. Teaching and learning processes and tools

This includes programmes and activities to develop young people’s competencies (in the areas of knowledge, skills and attitudes) that empower them to exercise, respect and uphold human rights through learner-centred, gender-sensitive and participatory methodologies fostering peer learning. It also includes the development of teaching and learning materials and other resources that are specific and relevant to youth and their contexts.

**Data for the Report on the fourth phase of the World Human Rights Education Program**

**Activities of IUVENTA – Slovak Youth Institute**

**1. Workshops**

* Online Living Library – 29.1.2021, 25 participants
* Gender-based hate speech on the internet – 24.2.2021, live stream
* How to use the Kompasito handbook in educating young people about human rights, 6.7.2021, 20 participants
* How to use the Kompas handbook in educating young people about human rights, 12.7.2021, 18 participants,
* How to use the Kompasito handbook in educating young people about human rights), 5.10.2021, 20 participants
* Prevention and issues of sexual abuse of children and adolescents, 5.10.2021, 50 participants
* How to use the Kompas handbook in educating young people about human rights), 19.10.2021, 20 participants
* How to use the Kompasito handbook in educating young people about human rights), 2.11.2021, 20 participants
* How to use the Kompas handbook in educating young people about human rights), 23.11.2021, 20 participants
* How to use the Bookmarks handbook in educating young people about human rights), 29.11.2021, 20 participants
* Respectful communication in critical thinking, 1.12.2021, 10 participants

**2. Education Programs accredited by the Ministry of Education, Science, Research and Sport of the Slovak Republic**

* *Use your head! - Critical thinking in everyday life*: The main goal is to develop the basic ability to critically evaluate the information received and to verify its credibility in the basic areas of life. 5 cycles, 70 graduates.
* *Use of documentary film in youth work:* The opportunity to gain the necessary knowledge, skills and attitudes in new ways and approaches of communicating with young people the important topics from the past, but also the present of our society through working with documentary film. We focus primarily on films that deal with human and civil rights, ethical and human values, tolerance and respect, interpersonal relationships aimed at breaking down prejudices and stereotypes in society*.* 1 cycle, 20 graduates.
* *Prevention of socio-pathological phenomena*: The program focuses on prevention, points out the possibilities and ways of communicating with young people on this topic, breaks down prejudices and stereotypes, emphasizes the need to speak openly in this area and also focuses on the use of various tools and methods of non-formal education in working with children and youth. 1 cycle, 10 graduates.

**3. Information Seminars**

* Storytelling in education and awareness education, 29.3.2021, live stream
* Prevention of bullying, 27.4.2021, 40 participants
* How local governments can prevent extremism, 5.5.2021, 20 participants
* Through stories to tolerance and inclusion, 1.12.2021, live stream

**Centre for Scientific and Technological Information of the Slovak Republic**, in accordance with the tasks appointed by the National Strategy for Protection and Support of Human Rights in Slovakia has been implementing long-term monitoring of education and the application of human rights in the school and family environment since 2004.

Within the monitoring and evaluation system of the scope and quality of human rights education, representative sociological research was focused on the education and application of human rights in the school and family environment. The research subjects were primary and secondary school pupils and teachers and parents.

The research within target groups was focused on:

*Learners:*

* to map the awareness of primary and secondary school students in human rights (knowledge of children's rights, human rights documents and organizations and the use of acquired knowledge in practice),
* to identify sources of information on human rights,
* to map the cooperation of school and family in human rights education and in the application of human rights,
* to analyze human rights violations in the school environment (types of violations and their solutions),
* to analyze human rights violations in the family environment (types of violations and methods of punishment),
* compare data for monitored years.

*Teachers:*

* to map the way human rights are taught in schools, the level of teacher satisfaction and suggestions for improving the current way of teaching human rights in schools,
* to evaluate the activity of teachers and schools in the field of human rights,
* to map the area of ​​interest of pupils in the field of human rights and to evaluate the change of pupils' attitudes in the field of human rights from the teachers' point of view,
* to map teachers' participation in human rights self-education, the level of use of acquired knowledge and the level of satisfaction with educational activities,
* identify and analyze shortcomings in the implementation of human rights and map out ways to address human rights violations in the school environment,
* analyze teachers' proposals to improve the implementation of human rights at school and to change the current school system,
* compare the obtained data.

*Parents:*

* to analyze sources of information on human rights (school and family rates),
* to map the existence of cooperation between the school and the pupil's family in human rights education and in the application of human rights,
* identify possible shortcomings in the observance of rights in the family and school environment,
* find out ways of solving the violation of pupils' rights by parents,
* find out the degree of parental participation in the upbringing of children to human rights (knowledge and knowledge transfer),
* compare the data obtained.

The research objectives were based on three basic dimensions of the issue: the level of education, knowledge and the level of application of human rights.

The collection of empirical data was carried out by the method of standardized interview (using a questionnaire) at selected secondary and primary schools throughout the Slovak Republic through a professional data collection agency. The sample groups were formed by free quota sampling with randomization in the last step from the basic sample of young people in the Slovak Republic aged 12 to 18 years. The selection criteria were gender, age, type of school attended, year, size of the settlement unit and region. The obtained data were processed by the statistical program SPSS.

**Most recent research publications are as follows (available only in Slovak):**

Year 2021 – topics of research:

Education and respecting the human rights at school and in family life

Education and respecting the human rights in opinion of parents of primary and secondary schools’ attendees

*Publications:*

RUNA, T.: Vzdelávanie a rešpektovanie ľudských práv v škole a v rodine. Záverečná správa z výskumu, Bratislava: CVTI SR, 2021.

RUNA, T.: Vzdelávanie a rešpektovanie ľudských práv v škole a v rodine. Bratislava: CVTI SR, 2021. ISBN 978-80-8240-018-5.

[Vzdelavanie\_a\_respektovanie\_LP\_v\_skole\_a\_rodine\_\_2021\_.pdf](https://www.cvtisr.sk/buxus/docs/prevencia/Vyskumy__prieskumy_a_analyzy/Vzdelavanie_a_respektovanie_LP_v_skole_a_rodine__2021_.pdf) (cvtisr.sk)

RUNA, T.: Vzdelávanie a rešpektovanie ľudských práv v názoroch rodičov žiakov základných a stredných škôl. Záverečná správa z výskumu, Bratislava: CVTI SR, 2021.

RUNA, T.: Vzdelávanie a rešpektovanie ľudských práv v názoroch rodičov žiakov základných a stredných škôl. Bratislava: CVTI SR, 2021. ISBN 978-80-8240-019-2.

[Vzdelavanie\_a\_respektovanie\_LP\_v\_nazoroch\_rodicov\_ziakov\_ZS\_a\_SS\_\_2021\_.pdf](https://www.cvtisr.sk/buxus/docs/prevencia/Vzdelavanie_a_respektovanie_LP_v_nazoroch_rodicov_ziakov_ZS_a_SS__2021_.pdf) (cvtisr.sk)

### 3. Training of educators

This includes measures to ensure adequate training in human rights and human rights education methodologies of educators working both in formal education (teachers, higher educations teaching personnel and other education staff) and in non-formal settings, particularly young trainers, leaders and activists.

**Submission of the Methodological and Pedagogical Center (MPC) for the year 2021**

MPC provides education for pedagogical staff and professional staff (PZ and OZ) of schools, school facilities and social assistance facilities in the form of approved education programs and in the form of educational events (seminars, workshops, methodological days, etc**.) in accordance with Act no. 138/2019 Coll. on pedagogical employees and professional employees and on the amendment of certain acts as amended and Decree no. 361/2019 Coll. on education in professional development**.

Furthermore, within its activities MPC:

* + provides professional and methodological assistance to pedagogical staff and professional staff,
  + provides individual and group guidance to schools, school facilities and social assistance facilities,
  + creates space for cooperation for pedagogical staff and professional staff in the form of teachers' forums through the national project Professional Development of Teachers (NP TEACHERS) and coordinates the exchange of experiences between pedagogical staff and professional staff schools, school facilities and social assistance facilities, link: https://mpc-edu.sk/sk/project/teachers/ucitelske-fora-info
  + manages and updates the website focused on safety, prevention and health in schools http://bezpre.mpc-edu.sk/,
  + creates teaching resources and publications, published on our website without access restrictions.
  + In 2021, 472 pedagogical staff and professional staff were involved in education implemented in the form of education programs, in the content of which the cross-curricular issue of human rights was included.

The issue of human rights formed the content of the following educational events, or was part of it as a cross-curricular topic:

* Human rights, cooperative, creative approach ...,
* Human rights in primary education,
* Implementation of children's rights in educational activities in kindergartens,
* Support for the education of pedagogical staff and professional staff working with pupils from socially disadvantaged background / marginalized Roma communities - educational process during a pandemic with a focus on respect for human rights,
* Human rights in teaching with a focus on bullying and cyberbullying,
* Activities for the development of the youth value system in the field of human rights - Methodological Day,
* Human dignity - an attempt to determine,
* Trafficking in human beings,
* Trafficking in human beings, including child victims,
* Prevention of negative behaviour,
* School environment and risk behaviour,
* How to teach about domestic violence,
* Discrimination and the educational process of children / pupils,
* Equal access to education for all - the inclusive future of our schools,
* Multicultural education - a pillar of an inclusive school,
* Supporting Roma integration.

355 pedagogical staff and professional staff took part in the above-mentioned events.

Administration and updating of the website focused on safety, prevention and health in schools, link: <http://bezpre.mpc-edu.sk/>, which provides a space for the exchange of information and experience from the implementation of projects in the field of education and the implementation of school prevention, aimed at preventing and addressing the risky behavior of children and young people (prevention of drug addiction, violence, crime, bullying, truancy, trafficking in human beings, prevention of CAN syndrome, prevention of extremism and terrorism), promoting health and healthy lifestyle and increasing school safety.

**Materials and publications supporting this issue**

MPC creates and publishes resources and publications supporting these topics on its website, which are freely available at: <https://archiv.mpc-edu.sk/sk/publikacie_vsetky>,

<https://mpc-edu.sk/sk/materialy-na-stiahnutie/#sady>.

The MPC has published short methodological inspirations (SMIs) on its website, which contain proven tips for learning activities, didactic games and other activities on human rights, created by MPC professional development teachers, external lecturers, but also participants of education programs. SMIs are freely available at: <https://archiv.mpc-edu.sk/sk/kratke-metodicke-inspiracie>.

### 4. An enabling environment

This includes measures to encourage the organization of and participation in human rights education activities for young people and to ensure the protection and realization of young people’s human rights.

**Promoting, protection and observance of human rights in the schools and school facilities**

4.1 Children's rights Information, sources of knowledge and data

a. National strategy to protect children from violence: <https://www.employment.gov.sk/files/slovensky/ministerstvo/narodne-koordinacne-stredisko/narodna-strategia-ochranu-deti-pred-nasilim.pdf>

b. Convention on the Rights of the Child: <https://www.unicef.sk/files/dohovor_o_pravach_dietata.pdf>

**Priorities / recommendations**

a. Promote awareness of the protection and rights of children among those who have regular contact with children in the field of education and training, to develop their competence "To act in the best interests of the child".

b. To create a value-oriented school environment in which positively prevails interpersonal relationships without segregation, to provide students with space and opportunities for free expression, open and free discussion, to incorporate into the school regulations an explicit guarantee preventing the punishment of the child and the pupil due to the exercise of their rights.

c. To promote awareness of the capabilities and contributions of persons with disabilities,  
 to promote the recognition of the skills, strengths and abilities of people with disabilities   
as well as their contribution to the workplace and the labor market.

d. On the school's public site, publish links to helplines:

* Children's helpline: <https://www.linkadeti.sk/domov>
* helpline Nezábudka: <https://linkanezabudka.sk/>
* Online helplines: https://ipcko.sk/, https://www.stalosato.sk/,  
  <http://nenormalne.sk/>,
* assistance to crime victims, whose icon is located in the lower right corner on: <https://prevenciakriminality.sk/>
* psychological online counseling for young people with disabilities: <https://dobralinka.sk/>

**Methodical and supporting materials:**

a. Professional information and methodological materials of the SPU on the topic of children's rights:

<https://www.statpedu.sk/sk/publikacna-cinnost/metodiky/>

b. Methodical guidelines: https://vudpap.sk/en/aktuality/metodicke-usmernenia/