



**QUESTIONNAIRE FOR GOVERNMENTS**

The questionnaire below to be completed by Governments contains questions that should be addressed in Member States’ national reports. Please mark the specific answers with corresponding numbers of the questions. In addition to the questionnaire, supplementary information may also be provided as additional attachments to your report.<sup>1</sup> Governments are strongly encouraged to involve National Human Rights Institutions and civil society in the preparation of their reports. Please return the completed questionnaire and any other additional information to the Methodology, Education and Training Section at the Office of the United Nations High Commissioner for Human Rights (by fax: +41 22 917 9008 or by email: [registry@ohchr.org](mailto:registry@ohchr.org) ; with copy to [wphre@ohchr.org](mailto:wphre@ohchr.org)) no later than 31 March 2010. Submissions by email are preferred, but any materials not available electronically may be posted to OHCHR, attn: METS – WPHRE, Palais des Nations, 8-14 Avenue de la Paix, CH-1211 Geneva 10, Switzerland. Replies received by the deadline will be reflected in the evaluation report to be submitted to the UN General Assembly 65<sup>th</sup> session and may also be uploaded on OHCHR’s website for the World Programme.

**Part 1: BASIC INFORMATION**

- 1.Date: 22. 3. 2010
- 2. Institution responsible for completing this questionnaire: Ministry of Education of the Slovak Republic,
- 3. Responsible department: Regional Education Division  
Department for schools with instruction in the minority language and education of Roma communities
- 4. Contact person: Ing. Katarína Ondrášová
- 5. Mailing address: Stromová 1, 813 30 Bratislava, Slovakia
- 6. Telephone number: 004212/59 37 42 93
- 7. Fax number: 004212/59 37 43 09
- 8. E-mail address: katarina.ondrasova@minedu.sk  
ivana.kasarova@mzv.sk
- 9. Webpage: www.minedu.sk

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<sup>1</sup> This may include but is not limited to relevant information reported to the United Nations Human Rights Treaty Bodies contained in Common Core Documents and Treaty-specific reports, as well as relevant responses to UNESCO (e.g. Forth Consultation on the Implementation of the 1974 Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms), Council of Europe (EDC/HRE programme “Learning and Living Democracy for All” 2006-2009), and other consultations.

## Part 2: COMPONENTS OF HUMAN RIGHTS EDUCATION IN SCHOOLS

### A. Educational policies<sup>2</sup> and policy implementation

10. Do education laws, education policies and education policy objectives exist which explicitly refer to the following?<sup>3</sup>

	<i>Yes</i>	<i>No</i>
▪ Human rights	<input checked="" type="checkbox"/>	<input type="checkbox"/>
▪ The right to education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
▪ A rights-based approach to education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
▪ Human rights education	<input checked="" type="checkbox"/>	<input type="checkbox"/>

You may elaborate further if you wish:

The right to education is directly guaranteed under Article 42 of **the Constitution of the Slovak Republic**, which reads as follows:

*(1) Everyone shall have the right to an education. School attendance is compulsory. The law shall lay down the length of attendance.*

*(2) Citizens shall have the right to free education at primary and secondary schools and, depending on the abilities of the individual and the potential of society, also at universities.*

*(3) The establishment of and teaching in schools other than public schools shall be possible only under the terms provided by the law; such schools may collect tuition fees.*

*(4) The law shall lay down eligibility rules for financial assistance for students from public funds.*

The right to an education is one of the most important rights in modern society. Education enables individuals to learn and understand the processes that surround them. It constitutes a part of individuals' upbringing and provides them with the possibility for social inclusion based on their capabilities, as well as resources for their self-fulfilment within society. The term *education* covers all forms of education existent in a particular state. Basically, the right to an education guarantees the possibility to study at all school levels, from primary to tertiary, while this right is guaranteed to everyone regardless of their nationality.

Rights of national minorities related to the right to an education are laid down in Articles 34(1) and (2) of the Constitution of the Slovak Republic, which reads as follows:

*(1) Citizens belonging to national minorities or ethnic groups in the Slovak Republic shall be guaranteed their universal development, particularly the rights to promote their culture, together with other members of the minority or group, to disseminate and receive information in their mother tongues, to associate in national minority associations, and to establish and maintain educational and cultural institutions. The law shall lay down details thereof.*

*(2) In addition to the right to learn the official language, the citizens belonging to national minorities or ethnic groups shall, under the conditions laid down by law, also be guaranteed:*

*a) the right to be educated in their language,*

*b) the right to use their language in official communication,*

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<sup>2</sup> Education policies according to the Plan of Action include legislation, plans of action, curricula and training policies.

<sup>3</sup> Plan of Action, appendix A.2-5.

*c) the right to participate in decision making in matters affecting national minorities and ethnic groups.*

The general protection against discrimination is laid down in Article 12 of the Constitution of the Slovak Republic, which reads as follows: “Human beings are equal in dignity and in rights. Their fundamental rights and freedoms are sanctioned, inalienable, imprescriptible and irreversible. Fundamental rights shall be guaranteed in the Slovak Republic to everyone regardless of sex, race, colour, language, belief and religion, political affiliation or other conviction, national or social origin, nationality or ethnic origin, property, gender or any other status. No one shall be aggrieved, discriminated against or favoured on any of these grounds.”

In addition, Slovakia is a State party to several international conventions and treaties on human rights and fundamental freedoms which have been ratified and promulgated as prescribed by law and which prohibit discrimination on various grounds. Pursuant to Articles 7(2) and (5) of the Constitution of the Slovak Republic, such international treaties have precedence over Slovakia’s national laws. Furthermore, pursuant to Article 154c of the Constitution, international treaties on human rights and fundamental freedoms ratified by the Slovak Republic and promulgated as prescribed by law not later than 30 June 2001 also take precedence over national laws, provided that they guarantee a wider scope of constitutional rights and freedoms.

The following conventions represent the basic international antidiscrimination instruments:

- Convention for the Protection of Human Rights and Fundamental Freedoms, including its protocols;
- Framework Convention for the Protection of National Minorities;
- International Convention on the Elimination of All Forms of Racial Discrimination;
- International Covenant on Civil and Political Rights;
- International Covenant on Economic, Social and Cultural Rights;
- Convention on the Elimination of All Forms of Discrimination against Women;
- Convention on the Rights of the Child.

In order to effectively enforce the right to non-discrimination, Slovakia has a law in place which specifies in more detail the principles of non-discrimination in individual areas regulated by law (social security, employment and similar legal relationships, education, health care, provision of goods and services).

The so-called Antidiscrimination Act<sup>4</sup> has been in force in Slovakia since July 2004; this Act, along with general provisions on equality included in the Constitution of the Slovak Republic (Constitutional Act No. 460/1992 Coll.), as well as other related laws and regulations directly amended by the Antidiscrimination Act, constitutes the general legislation on the observance of the equal treatment principle.

The following EU directives were transposed into Slovak legislation under the originally adopted Antidiscrimination Act of 2004: Council Directive 2000/43/EC implementing the principle of equal treatment between persons irrespective of racial or ethnic origin; Council Directive 2000/78/EC establishing a general framework for equal treatment in employment and occupation; as well as Council Directive 96/97/EC amending Directive 86/378/EEC on the implementation of the principle of equal treatment for men and women in occupational social security schemes.

Pursuant to §2(1) of the Antidiscrimination Act, “application of the principle of equal treatment means that discrimination on grounds of sex, religious belief or faith, race, national or ethnic origin, disability,

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<sup>4</sup> Act No. 365/2004 Coll. on equal treatment in certain areas and protection against discrimination and on amendments to certain acts, as amended.

age, sexual orientation, marital and family status, colour of skin, language, political or other conviction, national or social origin, property, gender or other status is prohibited.”

In 2007, the Antidiscrimination Act was amended by Act No. 326/2007 Coll., effective as of 1 September 2007. Subsequent amendment No. 85/2008 to the Antidiscrimination Act, effective as of 1 April 2008, extended the grounds of discrimination in all areas regulated by law; hence, not only in employment and similar legal relationships, but also with respect to social security, health care, provision of goods and services, and education. This means that the grounds for the prohibition of discrimination under the current legal framework apply equally to the areas of employment and similar legal relationships, social security, healthcare, provision of goods and services, and education (§5(1) and §6(1) of the Antidiscrimination Act.

The amendment of 2008 enables state administration bodies to adopt temporary special measures. The special measures are designed to achieve equal opportunities for all; in practice, they aim to eliminate all forms of social and economic disadvantages and disadvantages based on age and disabilities. Temporary special measures involve, in particular, measures encouraging members of disadvantaged groups to take interest in employment, education, culture, health care and services.

Under the law, entities authorised to adopt such measures are state administration bodies; the objective of temporary special measures is to eliminate all forms of social and economic disadvantages and disadvantages based on age and disability in order to ensure equal opportunities in practice. The temporary special measures which are demonstratively enumerated are, in particular, the measures:

- encouraging members of disadvantaged groups to take interest in employment, education, culture, health care and services;
- aiming at ensuring equal access to employment and education, mainly through targeted preparatory programmes for persons from disadvantaged groups, or by disseminating information about such programmes, or about the possibilities of applying for a job, or for a place in the system of education.

#### **Act No. 245/2008 Coll. on training and education (the School Act) and on amendments to certain acts, as amended**

#### **Act No. 596/2003 Coll. on state administration in education and school self-governing bodies and on amendments to certain acts, as amended**

The following principles apply, *inter alia*, to the issues of training and education:

- free of charge education in kindergartens one year before the beginning of compulsory school attendance;
- free of charge education provided at primary and secondary schools;
- equal access to education and training, taking into account the educational needs of individuals and their co-responsibility for their own education;
- prohibition of all forms of discrimination and segregation in particular;
- free choice of education, taking into account the expectations and faculties of children and students in line with the possibilities of the education system;
- preparation for a responsible life in a free society in the spirit of understanding and tolerance, equality between men and women, friendship among nations, national and ethnic groups and religious tolerance;
- prohibition of the provision of, or access to, information and of the misuse of information technologies that could disturb morals or incite national, racial or ethnic hatred and other forms of intolerance.

11. Is human rights education incorporated in national plans and strategies including those listed below where they exist?<sup>5</sup>

	<i>Yes</i>	<i>No</i>	<i>Doesn't exist</i>
▪ National human rights plans	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
▪ National plans of action against racism, racial discrimination, xenophobia and related intolerance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ National poverty reduction strategies and other development plans	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ National sectoral plans for primary and secondary education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ National plans for Education for All (EFA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ National policy frameworks as part of the Decade on Education for Sustainable Development (2005-2014)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If yes to any of the above, please elaborate.

Action plan to Prevent All Forms of Discrimination, Racism, Xenophobia, Anti-Semitism and Other Forms of Intolerance for the Period of 2009-2011 - government resolution No. 357/2009.

12. Has a national implementation strategy been developed to implement any human rights education policy objective?<sup>6</sup>

Yes, the National Plan for Human Rights Education for 2005-2014 has been prepared and implemented in education.

If yes, have young people/learners been involved in both developing the national implementation strategy and in its implementation?

Yes

Has the strategy been published and disseminated? If yes, please share a copy or refer to a website address if available online.

It is available at the Slovak Ministry of Education website [www.minedu.sk](http://www.minedu.sk), and at <http://www2.ohchr.org/english/issues/education/training/programme.htm>

13. Is human rights education present in the national curriculum and educational standards?<sup>7</sup> If yes, please explain its status (e.g. obligatory or optional, subject-based or cross-curricular?).

Yes, human rights education is incorporated in the National Educational Programme (National Curriculum) for ISCED 0, ISCED 1, ISCED 2, and ISCED 3 levels. It is part of several subjects taught at primary and secondary schools. The core subjects involve compulsory civics classes at primary and secondary schools. In addition, human rights education is also part of compulsory

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<sup>5</sup> Plan of Action, appendix A.5(d).

<sup>6</sup> Plan of Action, appendix B.10.

<sup>7</sup> Plan of Action, appendix A.5(e)(ii)-(iv).

optional ethics classes at primary and secondary schools, as well as of religious education classes. Human rights aspects are also included in such compulsory subjects as Slovak language and literature, mother language at schools with instruction in the minority language, foreign languages, history, geography and arts. Schools may also include in their curricula such optional subjects as multicultural education, human rights education, education on tolerance, etc.

### Implementation of the national policy on human rights education

Under Act No. 245/2008 Coll. of 22 May 2008 on training and education (the School Act) and on amendments to certain acts, as amended, an education system reform was launched in Slovakia on 1 September 2008. Pursuant to §3 of the School Act, training and education are based on the principles of equal access to education and training, taking into account the educational needs of individuals and their co-responsibility for their own education; prohibition of all forms of discrimination and segregation in particular; preparation for a responsible life in a free society in the spirit of understanding and tolerance, equality between men and women, friendship among nations, national and ethnic groups and religious tolerance. The objective of training and education pursuant to §4 of the aforementioned Act is to enable children or students to, *inter alia*, develop and enhance respect for human rights and fundamental freedoms and the principles stipulated in the Convention for the Protection of Human Rights and Fundamental Freedoms; prepare for a responsible life in a free society in the spirit of understanding and tolerance, equality between men and women, friendship among nations, national and ethnic groups and religious tolerance; learn to develop and cultivate one's own personality and engage in lifelong learning; work in groups and assume responsibility; and obtain all information about the rights of the child and capabilities for their enforcement.

### Content of the national policy on human rights education

#### Children and students educated under ISCED 0, ISCED 1, ISCED 2 and ISCED 3

<b>ISCED 0</b>	Pre-primary education at level 0 – all types of education preceding primary education	Education provided in kindergartens
<b>ISCED 1</b>	Primary education – primary level education	First stage of basic education (grades 1 to 4)
<b>ISCED 2</b>	Lower secondary education – lower secondary level education. Follow-up to primary education prior to entry to upper secondary education	Second stage of basic education (grades 5 to 9) and lower grades at 5 to 8 years grammar schools and conservatories (up to the grade corresponding to grade 9 of primary school)
ISCED 2A	Second stage of basic education	
ISCED 2B	Completed compulsory education within incomplete vocational education	
ISCED 2C	Initial vocational training	
<b>ISCED 3</b>	Upper secondary education – education provided after the end of lower secondary education prior to the entry to tertiary education	The upper secondary level includes four-year grammar schools and senior grades at five-to-eight year grammar schools (general education), secondary specialised schools (including senior grades at conservatories), and secondary vocational schools (vocational training)
ISCED 3A	Secondary (general) education with school leaving exam (grammar school)	
ISCED 3B	Secondary vocational education with school leaving exam	
ISCED 3C	Secondary vocational education	

## **Human rights education contents – topics included in various subjects:**

ISCED 1 (primary education)

Human rights in the context of education at the first stage of basic schools

Trust and respect

Confronting discrimination

Relations with other people

Building trust

Defining rules

ISCED 2 and ISCED 3 (lower and upper secondary education)

Human rights in the context of education at the second stage of basic schools and at secondary schools

Protection of life – an individual and society

War, peace and human rights

Government and laws

Freedom of thought, conscience, religion and expression

Right to privacy

Right to freely participate in public life

Social and cultural welfare

Discrimination

Discrimination – stereotypes

Discrimination – on grounds of colour of skin or race

Discrimination – on grounds of belonging to a minority community

Cultural identity/cultural diversity

Discrimination – on grounds of sex

Intolerance and tolerance

## **Multicultural education**

Multicultural education was included in the national curricula for ISCED 1, ISCED 2 and ISCED 3 as a cross-curricular theme in the first reformed grades from 1 September 2008, with the objectives and content of multicultural education expected to be prepared in 2009-2011.

## **Bilingual and multilingual education**

Pursuant to §12(3) of the School Act, education and training are guaranteed to children and students who are national minority members:

a) in schools and classes providing education and instruction in national minority languages;

b) in schools and classes in which some subjects are taught in national minority languages and others in the state language; in these schools and classes, certain subjects, especially art education, music education or physical education, can be taught in a national minority language;

c) in school facilities providing education in national minority languages.

(6) Education and instruction may also be provided in a foreign language (hereinafter referred to as “bilingual education”);

(7) For the purposes of this act, a foreign language means the language of the state with which the Slovak Republic concluded an agreement which provides for setting up schools or classes in which the language of that state is used as the language of instruction; or the language of another state which is not the language of a national minority or ethnic group. In a school or class providing bilingual education, the

foreign language is the second language of instruction. A school or class providing bilingual education may also be established without the conclusion of an agreement with another **state, provided that** at least three compulsory subjects are taught in a foreign language;

(8) In schools and classes providing bilingual education, the Slovak language and literature is a compulsory subject in their curricula;

(9) Unless this act provides otherwise, the language used for teaching a subject is also used for testing the knowledge of that subject.

## **HUMAN RIGHTS ISSUE IN THE NATIONAL CURRICULA FOR VOCATIONAL EDUCATION AND TRAINING**

Human rights education is part of national educational programmes (NEPs) for vocational education and training at levels ISCED 2C, ISCED 3C, ISCED 3A, ISCED 4A, ISCED 5B for 23 groups of study fields (82 NEPs in total).

NEPs define the compulsory curricular content for schools. They specify the minimum requirements the schools must comply with when preparing their individual curricula. The issue of human rights, their understanding, application and observance are defined among the basic educational objectives at secondary specialised schools, including, *inter alia*, the following objectives:

- \* to develop and enhance respect for human rights and fundamental freedoms and the principles stipulated in the Convention for the Protection of Human Rights and Fundamental Freedoms;
- \* to prepare for a responsible life in a free society in the spirit of understanding and tolerance, equality between men and women, friendship among nations, national and ethnic groups and religious tolerance; to learn to control and regulate one's own behaviour, care for and protect one's health, including a healthy diet, the environment, and to respect universal ethical values.

Human rights education is divided into three levels within a graduate's competences profile:

- At the key competence level (in all NEPs).
- At the general competence level (in NEPs for levels ISCED 2C, ISCED 3C, ISCED 3A).
- At the expert competence level (in NEPs for study fields 68 Legal science – ISCED 4A, ISCED 5B; 75 Pedagogical science – ISCED 5B; 76 Teaching – ISCED 3C, ISCED 3A, ISCED 4A).

14. Please state whether guidelines exist for writing or revising textbooks that reflect human rights principles?<sup>8</sup>

### **Guideline title:**

Guideline No. 15/2008-R of 15 December 2008 governing the procedure of the Ministry of Education of the Slovak Republic and other directly controlled organisations for the selection of material and didactical resources, their author, publisher, manufacturer, and publishing activities through a publishing portal.

### **Textbook quality evaluation criteria:**

- compliance with NEP – compliance with NEP objectives and content; logical structure of curriculum; compliance with the educational standard in the NEP;
- personality development – developing professional, social, personal and interpersonal competences; link to life;
- content selection and processing – technical and factual accuracy of information;

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<sup>8</sup> Plan of Action, appendix A.5(e)(viii).

selection of core teaching content; balance between the core and supplementary teaching content;

- didactical arrangement – age suitability; pedagogical strategies for content processing; processing the teaching content in terms of learning and teaching process; comprehensive system of questions and tasks;
- graphical layout – graphical arrangement of text; graphical layout of a textbook; visual material corresponding with textual parts; aesthetic quality of visual material;
- **preserving social correctness – this criterion is primarily focused on the application of human rights principles to preparation of textbooks** – whether a textbook does not contain any discriminatory elements with respect to sex, race, colour of skin, language, religion, political and other views, national or social background, nationality or ethnicity, property, gender or other status.

Have textbooks been prepared according to these guidelines?

Yes

15. Please refer to any national or sub-national policies that promote a human rights-based approach to school governance, management, discipline procedures, inclusion policies and other regulations and practices affecting the school culture and access to education.<sup>9</sup>

Act No. 245/2008 Coll. on training and education (the School Act) and on amendments to certain acts, as amended

Act No. 596/2003 Coll. on state administration in education and school self-governing bodies and on amendments to certain acts, as amended

16. Is there a comprehensive training policy on human rights education for teachers and other educational personnel in schools?<sup>10</sup>

As part of their professional development, teachers participate in human rights training provided by methodology-pedagogical centres and tertiary schools. Research has shown that teachers consider human rights education very important. According to research results, approximately 60% take part in human rights training on a regular basis, while the remaining 40% do so occasionally.

## B. Learning environment

17. Are human rights integrated into the learning environments of schools including school governance and management?<sup>11</sup> Please mark on a scale from 1 to 5 (1 = Yes, comprehensively, 5 = Not at all):

*Yes, comprehensively* 1 2 3 4 5 *Not at all*

<sup>9</sup> Plan of Action, appendix A.5(e)(ix).

<sup>10</sup> Plan of Action, appendix A.5(f).

<sup>11</sup> Plan of Action, appendix A.4.

18. Do practices not defined as human rights education exist in your country which reflect the principles of the rights-based approach to education, such as peace education, citizenship and values education, multicultural education, global education, education for tolerance or education for sustainable development?<sup>12</sup> If yes, please explain.

The national educational programme for individual ISCED levels includes cross-curricular themes, such as *Personal and Social Development, Multicultural Education, Media Education, Environmental Education, Life and Health Protection*, which develop the principles of education towards human values, citizenship, pro-social approach, tolerance, critical thinking, and sustainable development.

During the preparation of the *Human Rights Education for Youth* theme, IUVENTA – the Slovak Youth Institute participated in the following activities:

- publication of the Slovak version of *COMPASS – A Manual on Human Rights Education with Young people* (a manual prepared by the Council of Europe); training and regional conferences for pedagogues, NGO youth workers, youth activists, etc. were organised as part of the promotion and dissemination activities.
- publication of the *Live Books – Let the Books Talks*; the publication is a methodology instrument for the preparation of Living Libraries. As part of the information dissemination on a new method of working with youth in the field of human rights, IUVENTA organised several informational seminars and events – Living Libraries on Human Rights for secondary school students.
- IUVENTA is a coordinator of a network of organisations providing human rights education to young people; network activities include the exchange of good practices, cooperation in preparing and organising activities, and enhancing key competences of pedagogues and educators in the field of human rights education for young people. In 2009, the network members prepared a database of available publications and methodologies in this field in various languages.

19. Do opportunities exist in schools for students to express themselves freely, to have responsibility, to participate in decision making (in accordance with their age and evolving capacity) and to organize for their own interests?<sup>13</sup> Please mark on a scale from 1 to 5 (1 = Comprehensive opportunities exist, 5 = Not at all):

<i>Comprehensive opportunities exist</i>	1	2	3	4	5	<i>Not at all</i>
▪ To express themselves	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ To have responsibility	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▪ To participate in decision making	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<sup>12</sup> Plan of Action, II B.

<sup>13</sup> Plan of Action, appendix C.15(c). See also General comment No. 1, United Nations Committee on the Rights of the Child, which states that “The participation of children in school life, the creation of school communities and student councils, peer education and peer counseling, and the involvement of children in school disciplinary proceedings should be promoted as part of the process of learning and experiencing the realization of rights” (para. 8).

- To organize for their own interests

    

Act No. 596/2003 on state administration in education and school self-governing bodies and on amendments to certain acts, as amended, provides a legislative framework for the establishment and mission of student boards, as well as possibilities for secondary school students to have a democratic say on, and participate in, school life. Student boards currently operate in as many as two-thirds of schools.

A student board represents secondary schools students and defends their interests in relations to a headmaster and school management. It is a structure that provides an opportunity to acquire hands-on experience with participative or committed democratic citizenship vis-à-vis declared citizenship education in a number of school subjects, including specific ones.

20. Are there interactions between schools, local government, civil society and the wider community facilitating awareness of children's rights and the key principles of human rights education?<sup>14</sup> Please mark on a scale from 1 to 5 (1 = Comprehensive interactions take place, 5 = Not at all):

*Comprehensive interactions take place* 1 2 3 4 5 *Not at all*

    

Schools cooperate with local authorities and civic associations in human rights education activities, make use of publications issued by non-governmental organisations and foundations, etc.

21. Are monitoring systems in place to assess the following?<sup>15</sup> Please mark on a scale from 1 to 5 (1 = Comprehensive monitoring systems, 5 = Not at all):

*Comprehensive monitoring systems* 1 2 3 4 5 *Not at all*

Respect for human rights principles in teaching practice

Teaching quality with regard to human rights education

Respect for human rights principles in school management and governance processes<sup>16</sup>

Changes in students' knowledge, skills, values, attitudes and behaviour with regard to understanding of and respect for human rights<sup>17</sup>

Yes, the Slovak Education Ministry implemented, from 2005, a project of the monitoring and evaluation system on the scope and quality of human rights education at primary and secondary schools. The project is based on the National Plan for Human Rights Education in the Education System and on the document entitled Effective Monitoring and Evaluation System on the Scope and Quality of Human Rights Education (hereinafter referred to as *Monitoring and Evaluation System*) which constitutes a part of the National Plan. The Monitoring and Evaluation System project is comprehensive, extensive material specifying the process of determining and evaluating the level and quality of human rights education and training. The Monitoring and Evaluation System project:

- specifies institutions involved in monitoring activities for the 2006-2014 period;

<sup>14</sup> Plan of Action, appendix C.15(d).

<sup>15</sup> Plan of Action, appendix D.19(f) and B.10(b)(x).

<sup>16</sup> Plan of Action, appendix A.5(e)(ix).

<sup>17</sup> Plan of Action, appendix A.5(e)(x).

- defines indicators for the scope and quality of human rights education and training subject to monitoring;
- includes a method for the quantitative and qualitative evaluation of indicators, hence human rights education and training as such.

The entire process is repeated on a regular basis, by individual indicators, with the aim of determining the initial situation in 2006-2008, and subsequently evaluate, in three-year intervals, what quantitative and qualitative changes have occurred in this area, and, based on the results obtained, propose measures for further improvements.

22. Please outline how schools fund human rights education including sources and the percentage of State budget allocated in this area?<sup>18</sup>

As part of informal education, schools, through their founders, may prepare projects under the Education Ministry grant programme ADAM 2 for extracurricular activities related to human rights education for young people.

### **C. Teaching and learning processes**

23. Do curriculum subjects in primary and secondary schooling include human rights education?<sup>19</sup> If so, which curriculum subjects include human rights education at primary and secondary levels?

At primary and grammar schools, these subjects include: civics, ethics, or alternatively religious instruction, Slovak language and literature, mother language at schools with minority language as the language of instruction, foreign languages, history, geography, arts, and education by arts.

In humanities subjects taught at secondary specialised schools, human rights education is incorporated in specialised subjects: education, special education, social education, sociology, law, social and legal assistance, ethics of social work, social work with people with disabilities, social and therapeutic education, philosophy and ethics, social and legal security, social work with senior citizens, care taking, multicultural coexistence, practical training.

How many hours are taught and at what grade levels?

In core subjects taught at primary and grammar schools: as part of civics classes in grades 5-9 at primary schools, a total of four hours for the entire study; as part of ethics or religious instruction in grades 1-9 at primary schools, a total of nine hours; as part of civics classes in grades 3 and 4 and secondary schools, a total of three hours; as part of ethics or religious instruction in grades 1 and 2 at secondary schools, a total of two hours.

The number of hours of individual subjects at secondary specialised schools varies, depending on the length and field of study:

education: 2 – 3 hours a week;  
 special education: 1 – 2 hours a week;  
 social education: 1 – 2 hours a week;  
 sociology: 2 – 3 hours a week;  
 law: 1 – 3 hours a week;  
 social and legal assistance: 2 – 3 hours a week;  
 ethics of social work: 1 – 2 hours a week;  
 social work with people with disabilities: 1 – 2 hours a week;

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<sup>18</sup> Plan of Action III E.

<sup>19</sup> Plan of Action, II B.20 and appendix D.19(a).

social and therapeutic education: 1 – 2 hours a week;  
 philosophy and ethics: 1 – 2 hours a week;  
 social and legal security: 2 - 3 hours a week;  
 social work with senior citizens: 1 – 2 hours a week;  
 care taking: 1 – 2 hours a week;  
 multicultural coexistence: 1 – 2 hours a week;  
 practical training: 2 – 5 hours a week;

24. Do learning methodologies associated with these human rights education activities exist which are child friendly, learner-centred and encourage participation?<sup>20</sup> Please mark on a scale from 1 to 5 (1 = Yes, comprehensively, 5 = Not at all):

*Yes, comprehensively* 1 2 3 4 5 *Not at all*

25. Which institution(s) has/have the authority to develop, approve and change curricula?<sup>21</sup>

The National Institute for Education and the State Vocational Education Institute submit to the Ministry of Education proposals of educational standards for individual fields of education and teaching subjects under the National Educational Programme for approval. Following their approval by the Ministry of Education, schools prepare their own educational programmes (curricula) that comply with national educational standards and develop their own syllabuses for individual compulsory and optional subjects.

26. Do teacher guides, manuals, textbooks, and other teaching and learning materials in primary and secondary education conform with human rights principles?<sup>22</sup> Please mark on a scale from 1 to 5 (1 = Yes, comprehensively, 5 = Not at all):

*Yes, comprehensively* 1 2 3 4 5 *Not at all*

Are materials not produced by your Government being used in schools? If so, who produced them?

Yes, if the Ministry of Education recommends teaching and learning materials, schools may use such materials issued by other institutions, non-governmental organisations, foundations and civic associations.

Schools also use translated methodology guidelines and manuals issued by the Council of Europe (COMPASS), as well as development projects prepared by non-governmental organisations and related guidelines (Milan Šimečka Foundation, People in Peril)

#### **D. Training of school personnel**

27. Is human rights education included in the following?

*Yes*      *No*

<sup>20</sup> Plan of Action, appendix D.19.

<sup>21</sup> Plan of Action, III D.28 and appendix D.19(c).

<sup>22</sup> Plan of Action, appendix D.19(c).

- |                                       |                                     |                          |
|---------------------------------------|-------------------------------------|--------------------------|
| ▪ Pre-service teacher training        | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| ▪ In-service teacher training         | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| ▪ Head teacher training <sup>23</sup> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Is participation voluntary or mandatory?

As available. Pre-service teacher training means pre-graduate training.

### **Continuous education - legislation**

- Act No. 317/2009 Coll. on teaching staff and professional staff and on amendments to certain acts
- Government Regulation No. 422/2009 Coll. laying down the scope of direct teaching activities and direct educational activities of educational staff
- Decree of the Ministry of Education of the Slovak Republic No. 437/2009 Coll. laying down qualification criteria and special qualification requirements for individual categories of educational staff and professional staff
- Decree of the Ministry of Education of the Slovak Republic No. 445/2009 Coll. on continuous education, credits and attestation of educational staff and professional staff
- Guideline No. 18/2009-R of 20 October 2009 laying down the criteria for the preparation and assessment of continuous education programme for educational staff and professional staff for accreditation purposes
- Guideline No. 19/2009-R of 20 October 2009 laying down the Framework Programme of Adaptation Training
- Guideline No. 20/2009-R of 30 November 2009 on the content of state language examination
- Guideline No. 7/2010 of 11 February 2010 laying down sample forms of certificates on the completion of continuous education and attestations of educational staff and professional staff

How many hours are offered?

Depends on the specialisation of the course, training – approximately 40-200 hours.

28. To what extent is learning, good practice, research and materials collected and made available to educators in human rights education?<sup>24</sup>

Produced materials are sent to schools, can be downloaded from the Internet or obtained at courses, lectures, etc.

29. To what extent do recruitment, appraisal and promotion policies for teachers, headmasters and school inspectors reflect human rights principles?<sup>25</sup>

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<sup>23</sup> Plan of Action, appendix E.26.

<sup>24</sup> Plan of Action appendix D.19(d).

<sup>25</sup> Plan of Action, appendix C.15(b)(v).

30. How are human rights trainings for teachers assessed?<sup>26</sup>

Teachers will be awarded credits for their participation in prepared training courses, based on which they will receive corresponding financial remuneration.

**Professional development** is the process of developing, improving and extending qualification and professional competences in compliance with the most recent scientific knowledge, social needs and requirements for the performance of educational activities and professional activities (§25(1) of Act No. 317/2009 Coll. on educational staff and professional staff and on amendments to certain acts).

**Part 3: CHALLENGES AND GENERAL COMMENTS**

31. To what extent has the Plan of Action for the WPHRE 1st Phase contributed to improving the integration of human rights education into schools systems?

It has considerably contributed to improving integration of human rights education in the field of regional education in Slovakia.

32. Please indicate the main obstacles to the implementation of the Plan of Action to the 1st Phase of the World Programme in your country on a scale from 1 to 5 (1 = No obstacle, 5 = Major obstacle):

	<i>No obstacle</i>	1	2	3	4	5	<i>Major obstacle</i>
Lack of awareness of WPHRE at central government level	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of awareness of WPHRE at local government level	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of interest in WPHRE at central government level	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of interest in WPHRE at local government level	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers do not have sufficient training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Insufficient tools available to implement the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Insufficient financial resources to implement the programme	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

▪ Other (please specify):

33. Please indicate any actions undertaken by your country to ensure the World Programme is known amongst (1) education officials, (2) teachers and (3) young people.

The Human Rights Olympics have been annually organised in the Slovak Republic since 1997 for secondary school students and represent one of the ways to promote human rights education within the school system by teachers and students, as well as state officials, at regional education offices.

The Human Rights Olympics is a nationwide competition of secondary school students and students of eight-year grammar schools, organised in the form of a voluntary extracurricular activity. The competition facilitates the development of student

<sup>26</sup> Plan of Action, appendix E.27(f).

knowledge and understanding of human rights, including the rights of the child. It contributes to the strengthening of the basic pillars of democracy in Slovakia among school-attending young people, with a special focus on human rights.

The Human Rights Olympics are organised by the Ministry of Education of the Slovak Republic. The Olympics are held in the form of a qualifying competition, where secondary schools students take part in tests and present their written essays on selected topics. The whole competition is divided into school, regional and national rounds. At the school round level, the Olympics are coordinated by civics teachers who also prepare tests for students. There are no district rounds; one student per school qualifies for a regional round.

The 12<sup>th</sup> year of the Human Rights Olympics, focused on multicultural education, combating poverty and social exclusion, was held 9-11 March 2010 in Liptovský Ján. A total of 4,000 students, including from school rounds, participated in this year's competition. Eight students from eight regions, i.e., 64 students in total, qualified for the national finals.

More details at [www.olp.sk](http://www.olp.sk).

34. Please indicate on a scale from 1 to 5 (1 = Used often, 5 = Not used) the usefulness of the following publications and/or tools available at <http://www.ohchr.org/EN/PublicationsResources/Pages/TrainingEducation.aspx>

- |   | <i>Used often</i> | 1                        | 2                        | 3                                   | 4                        | 5                        | <i>Not used</i> |
|---|-------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|-----------------|
| ▪ <i>WPHRE Plan of Action for the 1<sup>st</sup> phase</i>  |                   | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                 |
| ▪ <i>ABC - Teaching Human Rights:<br/>Practical activities for primary and secondary schools</i>  |                   | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                 |
| ▪ <i>Human Rights Education in the School Systems of Europe,<br/>Central Asia and North America: A Compendium of Good Practice<br/>(joint publication of OHCHR, OSCE/ODIHR, CoE and UNESCO)</i> |                   | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                 |

35. (Optional). Please describe the methodology and process adopted in preparing your national evaluation report:

Information was processed by the Ministry of Education in close cooperation with the National Institute for Education. The Ministry of Education sent the questionnaire to all relevant organisations directly controlled by the Ministry, to eight regional education offices, and eight regional self-governments.

36. Please make any other comments not provided elsewhere: