Erasmus+

Human rights, children's rights and participation, and children/pupils as active citizens

Assessing learning outcomes in higher education on human rights, active citizenship and democratic values in programmes in education

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Human rights, children's rights and participation, and children/pupils as active citizens. Assessing learning outcomes in higher education on human rights, active citizenship and democratic values in programmes in education.

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Summary

Today's professionals in education are faced with complex challenges of both educational and broader societal demands and goals. Children and pupils are not only at the centre of the educational process but also active participants, members of the society and citizens. In today's democratic and participatory societies, local, national and European levels alike strive to ensure improvements to educational systems in this respect, most commonly through the introduction of the civic education curriculum. The importance of higher education in training future professionals in education is central to this. In this report, the Croatian Agency for Science and Higher Education (ASHE), together with partners from the Faculty of Teacher Education at the University of Rijeka (UFRI), researches into how Croatian higher education institutions (HEI) include human rights and democratic values related knowledge, skills and values in their study programme learning outcomes (LOs).

This report is a part of a multi-lateral Erasmus + Strategic Partnership project including Swedish and Portuguese partners, and the European Student Union (ESU). Project partners focused their research on a specific area within human rights content in higher education, such as gender-based violence, domestic violence and violence towards children (Sweden) and citizenship, migration and intercultural skills (Portugal). All three country reports also placed special importance on assuring the quality of learning outcomes in these areas as well as on promoting student-centred learning.

Pre-school and school teachers, pedagogues, school psychologists, social workers and other professionals are crucially important in human rights education, particularly in delivering the goals of active citizenship education and cherishing children's rights and participation. Therefore, the Croatian survey included those study programmes leading to five educational professions: early childhood and pre-school teacher, school teacher, pedagogue, psychologist and social worker. Specific focus was put on three areas: 1) human rights (HR), 2) children's rights and participation; and 3) children/pupils as active citizens. The survey included an option for nominating programmes of best practice and more detailed interviews were conducted with those nominated. An additional shorter

survey was conducted with students of the UFRI to assure a valuable student perspective.

Some of the main conclusions of the Croatian report were that the vast majority of the surveyed programmes state they include three areas of HR as a part of their programme LOs, but that these are often not listed as the official or explicit LOs, nor necessarily found in the title of courses. There was a slightly smaller inclusion of *active citizenship* area then other areas. Also, stated LOs are slightly less included in the mandatory literature or courses than the optional content. Reasons for the inclusion of HR LOs is predominately reported to be legal requirements. Similar but more detailed feedback was collected from interviews with best practice nominees and students. The HEIs and students expressed a need for further training of their lecturers, for interdepartmental collaboration of students (of similar programmes) and teachers; an importance of moving away from the traditional ways of lecturing and examinations and implementing student-centred learning (although there is a difference of opinion between HEI leadership and students whether or not this is already achieved).

These findings, although positive in general, also point to room for improvement, particularly in terms of raising the HR LOs to the level of official recognition and to the mandatory part of the programmes (due to its importance) and achieving student-centred learning.

Introduction

How do we prepare students for future careers as educators, pedagogues, child psychologists, and youth workers so that they are equipped with skills, values and knowledge on human rights in general, children's rights and their participation, children as active citizens, and to encourage their participation in the future civil society realm? Do students get basic education on human rights and active citizenship, do they acquire more specialized learning outcomes on children's rights and do they build skills for future work with children as active and participatory citizens? This report aims to contribute to the development of human rights education and learning outcome methodology by analysing how specific areas of human rights, children's rights and participation, and children and students as active citizenship are integrated in Croatian study programmes in education sciences, teacher education, psychology and social work. The report is essentially based on a survey which encompassed both the questionnaire on human rights learning outcomes that was sent out to all the study programmes leading to relevant professions and interviews with best practice programme leaders, with a short overview of the context of human rights education in Croatia as well as some recommendations for future practices and policies. The report is a part of an international Erasmus + project Modernity, Human Rights and Education, with three specific foci on human rights education: 1) gender perspective on human rights education[1], 2) migration and intercultural skills[2], and 3) children as active citizens, in which the development of quality assurance of specific higher education learning outcomes in the context of student-centred learning is one of the main goals.

[1] *A gender perspective on human rights education: Assessing learning outcomes in higher education on human rights; men's violence against women and domestic violence; and violence towards children in programmes in medicine and in social welfare*, UKÄ, Stockholm, 2017.
[2] *Migration, human rights and intercultural skills in higher education*, A3ES & IGOT, Lisbon, 2018.

Why human and children's rights and active citizenship are important for higher education?

Since it has transitioned into a parliamentary democracy, Croatia has set as its long-term goal the introduction of civic education and education in human rights and democracy. However, this goal had not been systematically pursued until the experimental introduction of civic education in primary and secondary schools in 2013. Before then, Croatia had not systematically planned or formulated education in civic and democratic values and knowledge through its strategies, nor implemented it in its educational institutions. The absence of a systematic vision for civic education, including the curriculum and adequate methodology of teaching was emphasised by the academic community and civil society organisations alike. One of such most recent initiatives was formed around GOOD Initiative, a network of non-governmental and academic organisations and individuals pushing for the introduction of civic and human rights education at least since 2010.[3]

Researchers in educational and social sciences in general have called for a systematic introduction of contents on human rights and democracy in schools as well as in higher education programmes in education sciences.[4] Almost two decades of research that had preceded the introduction of civic education showed that the participants of educational process express positive attitudes and the need for the introduction of content on human and children's rights and non-violent conflict resolution, or rather that the training of trainers (future and present teachers) in this aspects is insufficient and ineffective.[5]

Croatia adopted the National Program of Human Rights Education as early as 1999 (as

[3] See e.g. *Polazišne osnove za uvođenje građanskog odgoja i obrazovanja u škole* (Starting points for the introduction of civic education in schools), 2010 and *Zahtjevi GOOD Inicijative za uvođenje građanskog odgoja i obrazovanja u škole* (GOOD Initiative Demands for introduction of civic education in schools), 2015 both by GOOD Initiative, available at http://goo.hr/wp-content/uploads/2015/11/2015_Polazisne-osnove_GOOD_Inicijativa.pdf.

[4] e.g. Spajić–Vrkaš, *Peace and Human Rights for Croatian Primary Schools Project*, 2000; Baranović and Ilišin, *Mladi i ljudska prava u Hrvatskoj*, 2004; *Demokracija i ljudska prava u osnovnim školama*, Human Rights Center, 2009.

[5] Research project conducted by Spajić-Vrkaš and colleagues in 1997-1999 showed that despite political differences (conservative/democratic) more than two thirds of all the teachers stated that the peace and human rights education programme should address children's rights, non–violent conflict resolution and environmental protection, as well as that more aware and complex approach to training of (future) teachers is a priority (2000: 21).

part of activities for the UN Decade for Human Rights Education), when it also established the National Committee for Human Rights Education. The Committee's purpose was to develop, implement and evaluate a national program for human rights for pre-school education, class and subject teaching in elementary schools, and human rights' program for secondary schools, but these activities were never implemented. The Education Sector Development Plan 2005–2010 (2005), as well as the Croatian National Educational Standard (CNES) expressed a general commitment to active citizenship and human rights education, but they were not included in the educational content and were only mentioned as a plan for the future. In 2008, these areas were featured in the National Curriculum Framework in the form of civic education, but without a plan or manner of implementation.

At the European level, the gradual integration of Eastern European countries in the common political space of the European Union, but also the increasing socio-political integration of existing member states has led to the recognition and systematic development of the concept of civic or democratic education. Since 1950 European Convention on Human Rights, and particularly so after the fall of the Berlin Wall, the largest European political organisation, the Council of Europe (CE), has placed special emphasis on the education for democracy and human rights through numerous documents, increasing its activities after the CE passed a number of declarations and recommendations. The Vienna Declaration and Programme of Action (1993) at The World Conference on Human Rights and adoption by the United Nations furthered the goal of education in human rights making it an essential part of the document.[6] The Council of Europe further adopted the Final Declaration and Action Plan (1997) which promotes democratic education based on citizens' rights and responsibilities as a way to strengthen democratic stability and quench intolerance in Europe (part IV. 1. Education for democratic citizenship).[7]

Finally, in 2010 The Council passed the Charter on Education for Democratic Citizenship and Human Rights Education as a first international document directly

[6] Available at: https://www.ohchr.org/en/professionalinterest/pages/vienna.aspx.
[7] Available at: https://www.cvce.eu/en/obj/final_declaration_of_the_council_of_europe_s_second_summit_strasbourg_10_and_11_october_1997-en-819016cb-ebd4-4cc5-a4a9-1bb8a5cc0fd8.html.

dedicated to education for human rights.[8] This document brought valuable contributions to this area of development by elaborating on the goals, key issues and activities of the program, the involvement of the non-governmental sector and the civil society, the development of expert teaching materials and educating the educators. The Charter incorporates the documents adopted earlier, such as the 1999 Declaration and programme on education for democratic citizenship, based on the rights and responsibilities of citizens.[9] This programme placed special importance on the work methods that should „be both exploratory and operational, focusing on innovation, training and awareness-raising, and the transfer of knowledge and know-how; be carried out through intersectorial and multidisciplinary co-ordination […] seek close co-operation and joint projects with other international organisations active in democratic citizenship education […] as well as with non-governmental organisations and the private sector".[10] Besides the Declaration and the Programme, the Council further adopted a Declaration on Higher Education and Democratic Culture in 2006.[11] This was in many ways inspired by the US President Barak Obama's Declaration on Civic Responsibility of Higher Education and its endorsement by students and universities in the US. The Council expressed its commitment to launch a debate and develop overarching policies and actions encouraging academic community's dedication to democratic values, sustainable development and human rights in curricular content and institutional actions. The Council passed a more formal Recommendation in 2007 on the same topic: Recommendation CM/Rec (2007)6 of the Committee of Ministers to member states on the public responsibility for higher education and research.[12] The recommendation sets four goals in front of higher education and research:

- Preparation for sustainable employment;
- Preparation for life as active citizens in democratic societies;
- Personal development;
- Development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base.

[8] Available at: https://www.coe.int/en/web/edc/charter-on-education-for-democratic-citizenship-and-human-rights-education.
[9] Available at: https://rm.coe.int/09000016805359c1.
[10] Ibid.
[11] Available at: https://www.coe.int/t/dg4/highereducation/DemocraticCulture/Declaration_EN.pdf.
[12] Available at: https://search.coe.int/cm/Pages/result_details.aspx?ObjectId=09000016805d5dae.

All of this, including the broader international policy development, influenced the 2010 Charter as "an important reference point for all of Europe" that "provides the basis for the Council of Europe's work in this field."[13] The Charter encompasses different aspects of policy, from definitions and goals to skills and training of teachers, NGO and youth organisations involvement, to evaluation and cooperation/exchange of best practices.

In 2012, by adopting the results of the NGO project New Era of Human Rights and Democracy in Croatian Schools (Croatian Youth Network, Centre for Peace Studies, GONG)[14], Croatian government initiated the introduction of health and civic education in primary and secondary schools. The government also initiated the development of the new Strategy for Education, Science and Technology (2014), which finally integrated civic education as a content in the educational process from kindergarten all through to higher education, and in the education of participants in the education process (teachers and other experts). As part of the announced plans, the academic year 2013/2014 marked the beginning of the experimental implementation of civic education in schools, albeit against voices promoting civic education as a separate subject and introducing it as a cross-curricular content. The new Strategy for Education, Science and Technology further envisioned a comprehensive curricular reform with civic competencies among the main outcomes. Although CE was strictly defined as either a separate subject or cross-curricular content, the concept of child/pupil as an active citizen was placed at the centre of the education process. Finally, after a longer delay, the experimental implementation of the comprehensive curricular reform starts in the academic year 2018/2019, with civic education as one of seven cross-curricular topics.

The changes in the national educational policies point to the importance of ensuring that policies and strategic orientations are appropriately implemented through higher education programmes that train students to become teachers, educators, social workers, pedagogues and child psychologists. The introduction of high-quality content into higher education study programmes or modules that lead to the mentioned qualifications is thus a prerequisite for a high-quality introduction of content at the lower levels of the

[13] Available at: https://www.coe.int/en/web/edc/charter-on-education-for-democratic-citizenship-and-human-rights-education.
[14] See more on: http://www.mmh.hr/en/our-work/new-era-of-human-rights-and-democracy-in-croatian-schools.

education process.[15] These professionals need to have a general knowledge and awareness of human and children's rights, civic rights and responsibilities, the skills to encourage participation from the local and national to international level, as well as professional skills needed in the educational process that is centred on children/pupils as active citizens.

[15] See the Starting points for the introduction of civic education in schools by GOOD Initiative, available at http://goo.hr/wp-content/uploads/2015/11/2015_Polazisne-osnove_Zahtjevi_GOOD-Inicijativa.pdf.

Goals, context and structure of the report

This report was based on a survey on the inclusion of learning outcomes on human rights, children's rights and participation, and children as active citizens into study programmes that lead to five key professions: preschool and school teachers, pedagogues, psychologists and social workers. These professions were chosen because they include a range of jobs whose primary mission is preschool and school education (teachers) or professional support to educational processes. School psychologists and pedagogues provide not only professional counselling to children, parents and teachers, but also expert input for curriculum development and extra-curricular activities. Social workers do not work directly in schools and kindergartens, but are involved with children's education and development in an institutional capacity and participate in overall development of social policies. Placed in a broader aspect of this international project, the profession of social worker was included in all three focus topics, that of gender perspective, intercultural skills and active citizenship education, and therefore presents a point for comparison between both topics and countries.

ASHE's survey yielded information on undergraduate and graduate study programmes from the area of early childhood and pre-school education, primary education, pedagogy, psychology and social work that are delivered at Croatian higher education institutions.

The survey was aimed at representatives of three groups: representatives of HEI management that are directly responsible for relevant study programmes (heads of study programmes), teachers of those study programmes and students of those study programmes. The survey was followed by interviews with representatives of HEIs that the survey identified as examples of good practice in including human rights' learning outcomes in their study programmes curricula. When selecting examples of good practice, survey respondents could nominate programmes which succeeded in a high-quality introduction of one or more of the three areas in focus: human rights (general), children's rights and participation, and children/pupils as active citizens.

The report is part of a wider research project on the incorporation of learning outcomes on human rights within the Erasmus + project MEHR – Modernity, Education and Human Rights, whose goal is to strengthen the incorporation of human rights content into study programmes, and to improve the methodology of external and self-evaluation of learning outcomes conducted by different stakeholders in the higher education system (accreditation agencies, HEIs, teachers and students). The project is coordinated by the Swedish Higher Education Authority (UKÄ), covers three European countries and involves:

- Three quality assurance agencies: UKÄ from Sweden, Agência de Avaliação e Acreditação do Ensino Superior (A3ES) from Portugal and Agency for Science and Higher Education (ASHE) from Croatia;
- Three universities: Karolinska Institutet Medical University, IGOT University of Lisbon, Faculty of Teacher Education, University of Rijeka, and
- European Students Union.

The project lasts for three years, and is divided into three perspectives:

1. Gender perspective on human rights education: human rights, gender and family violence (UKA, Swedish Agency for Higher Education, Karolinska Institutet),
2. Migrations, human rights and intercultural skills in higher education (Universidade de Lisboa and the Portuguese Agency for Assessment and Accreditation),
3. Human rights, children's rights and participation, and children/pupils as active citizens (Croatian Agency for Science and Higher Education, Faculty of Teacher Education - University of Rijeka).

The Croatian contribution to the project entails not only the survey of a national sample of study programmes, but also a specific perspective of human rights that pertains to children's rights and participation, and education for active citizenship and democratic values. This is not to say that three focal areas in three countries are not connected and intertwined - the Swedish research also focused on violence against children, gender based and family violence, which are connected to children's wellbeing. To a similar extent, Portuguese partners' focus on intercultural skills, migration and citizenship involves education and children of both immigrant and non-immigrant background. We also find that both interculturality and gender perspective on human rights education (or

women's and girls' rights) represent overarching issues in all three countries and research foci.

The report is divided into three parts. The first part includes the introductory overview of the context in which the data was gathered, categories of analysis, specificities in conducting the survey and collecting data, a short overview of the higher education and quality assurance system in Croatia, as well as an overview of the framework that defines qualifications and competences for professions in question. The first part was written by representatives of ASHE with input from project partners.

The second part features the analysis of the collected data on the different aspects of the incorporation of human and children's rights and active citizenship into targeted study programmes, or rather into the training for the professions in educational system that were gathered through a survey. The survey was thus sent to all higher education institutions (universities) that deliver undergraduate and graduate programmes that lead to professions of pre-school and school teachers, pedagogues, school psychologists and social workers. The second part was written by ASHE representatives with the help and advice from partners.

The third part of the report is the analysis of study programmes that were selected as an example of good practice in teaching about human rights, children's rights and participation, and the inclusion of content on active citizenship. The questionnaire, which was sent to HEIs, their management, teachers and students, offered the possibility to nominate those study programmes that were considered to be examples of good practice in the incorporation of human rights' teaching outcomes into their curricula in one or more areas: human rights (general), children's rights and participation, and child/pupil as an active citizen. Questionnaires were followed by individual interviews and the analysis of additional written documentation (syllabi/curricula). The third part was written by partners from UFRI with comments by ASHE. The conclusion covers the most important results and insights.

Analytical categories

Areas and topics of surveying

The first category, that of human rights, concerns a broad understanding of teaching on human rights. This umbrella term is very important not only as an aspect of research which represents a common point for the entire project and thus enables its inclusion in the wider topic of research and development of public policies, but also because it enables the transition to specific human rights, such as human rights of disadvantaged groups or different aspects (legal, ethical, practical-procedural, or rather teaching, methodological and broadly educational). Furthermore, in addition to knowledge as units of educational content, the value aspect of teaching on human rights is also important, for example the development of attitudes and personal opinions that include respect and promotion of human rights and equality as well as respect for diversity in contemporary democratic society. Human rights in higher education range from all different areas of teaching and research, types of classes and student assignments and all levels. An overview of human rights entitled subjects in Croatian higher education programmes can be found in Appendix 1.

The second category of children's rights and participation is used in this project as an analytical category in the sense of teaching content, meaning the knowledge, skills and attitudes connected with the topic, but also as concepts that connect a more general idea of human rights (of which children's rights are a specific form) with education and active citizenship. When the UN General Assembly adopted the Convention on the Rights of the Child in 1989, which was signed by 194 world countries, it became a universally-binding legislation and A POLITICAL CONSENSUS OF SORTS.[16] The Convention implies comprehensive, equally-applicable rights; it is universal and unconditionally applicable, and is guided by four general principles: 1) Non-discrimination, 2) Best interests of the child, 3) Right to life, survival and development: and 4) Respect for the views of children. The principle of active participation is connected to the idea of education for active citizenship because it implies a child's right to take an active part in

[16] Available at: https://www.ohchr.org/en/professionalinterest/pages/crc.aspx.

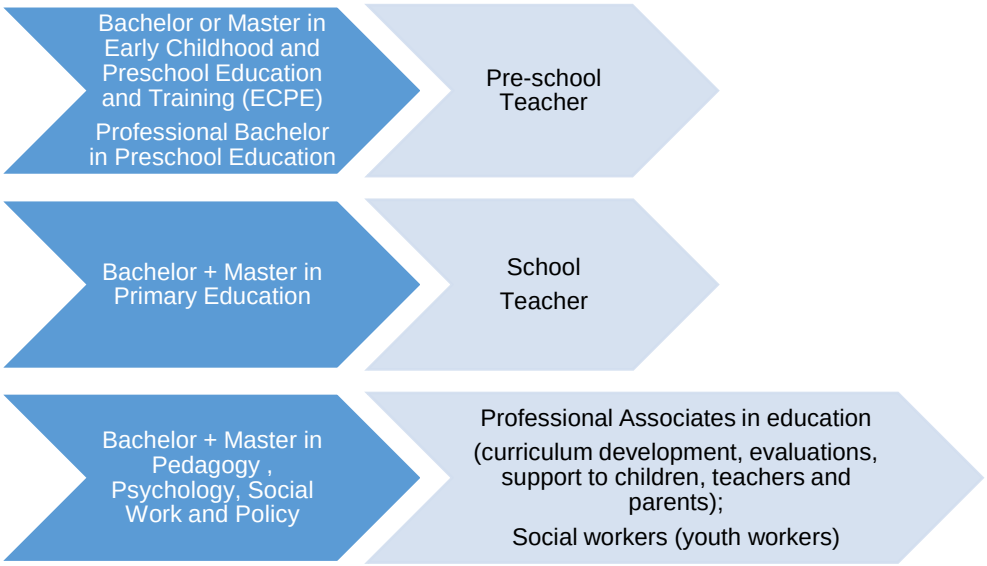
dealing with all matters that affect their life or rather the right and freedom to express views that must be taken seriously. The right to the freedom of expression and association, among others, means child participation in decision-making and processes which concern them, at a local, national, regional and international level. Therefore, it is the duty of the decision makers to promote improved governance structures accordingly.

The concept of child participation is closely related to active citizenship, where the contribution of children as citizens is equally valuable in the sense of including perspectives and decision-making. The way in which children experience their everyday life and the influence of decisions on their activities is an important and necessary perspective, while having a part in decision-making is not just a civil right but an unavoidable part of their education.

The third category, education for active citizenship, demands an additional comment on the concept of active citizenship in general, as well as on its correlation with the idea of children and youth as (active) citizens. Unlike the traditional understanding of citizenship, which usually defines the rights of citizens on one side and the limitations of governments on the other, active citizenship suggests the participation of individuals and groups (regardless of their official citizenship status or the level of civil right such as the right to vote) in the defining and functioning of its social and political communities and surroundings, as well as their co-decision-making within democratic processes. In addition to co-decision-making, active citizenship thus implies the knowledge and attitudes, skills and activities of individuals and groups on a local, regional and national level, as well as the supranational political level, including the spheres of private and public life. In this sense, the ideas of human rights, participative democracy, civil society, inclusive society, equality, education for democracy and human rights, and empowering children and youth as well as adult members of society to participate in and co-create a just society are inextricably connected with the idea of active citizenship. The ideas of active citizenship and participatory democracy also imply and include nonviolent action, tolerance and respect for differences. Education for active citizenship of children and youth through activities of governmental and social institutions is especially focused on the primary and secondary system of education as well as the higher education system which has a responsibility not just to recognise active citizenship and democratic participation as educational content, but to foster them in their own work.

Programmes and Qualifications

The survey focuses on the study programmes of the undergraduate and graduate level that lead to qualifications and prepare students for future professions in pre-school and school education, and social and youth work. These programmes, related to children, pupils and youth, are the most involved in developing and implementing educational programmes in the areas of human rights and civic education. The following scheme explains which qualifications in principle lead to which professions, with some explanations of what a profession entails (with a full list of study programmes that lead to surveyed qualifications can be found in the Appendix 2).



All in all, 47 undergraduate and graduate programmes at 13 HEIs (universities and autonomous university constituents/faculties) were included in the survey.

Programmes that can be delivered as single- or double-major programmes were treated separately in the survey as they have different learning outcomes and scope, while programmes delivered in more than one language but with the same content and by the same HEI are listed as a single programme/qualification. This is the case with majority

language pre-school and school teacher education. Programmes for school teachers with different specialisations i.e. the ones that include training for teaching different specialized curriculum subjects (such as a school teacher with a major in history, chemistry, etc.), were also treated as a single programme.

This research does not include postgraduate programmes because they do not lead to qualifications that are directly connected with prerequisites for future careers in institutions working with children and youth.
All included programmes represent university studies, except one. A full list of study programmes and HEIs is available in Appendix 2.

Higher education in Croatia

Croatian system of higher education, part of the European Higher Education Area, was regulated in 2003 by the Act on Scientific Activity and Higher Education. The principles of the Bologna Declaration prescribed by this Act were introduced to Croatian higher education in the period between 2005 and 2009, through the implementation of a three-cycle system and the introduction of ECTS credit system.
Croatian higher education institutions – universities with their constituents (e.g. faculties and academies of art that have legal autonomy), polytechnics and colleges – deliver university and professional study programmes. According to the Directory of Study Programmes, 131 HEIs deliver 1162 university and 255 professional study programmes. Total number of students enrolled each year is on average a little under 19 000, of which 31% study at professional, and 69% at university study programmes.[17]

While colleges and universities of applied science can deliver only professional studies at the undergraduate (BA) and graduate (MA) level, universities can deliver all types of programmes on all levels, including postgraduate programmes. The division between professional and university study programmes is often most clearly defined by legal provisions and professional associations and chambers, such as those in regulated professions. Since most educational professions, such as teachers, are also state regulated, the professions included in this survey in principle must be trained at the university, most commonly on the master level.

With the adoption of the Act on Quality Assurance in Science and Higher Education in 2009, the Agency for Science and Higher Education (ASHE) became the only national body in charge of external quality assurance and accreditation in higher education and science. In order to issue HE qualifications, all study programmes and institutions must be accredited (initial accreditation) and their accreditation must be successfully renewed (re-accreditation). In case of public universities, initial programme accreditation is conducted autonomously by the university Senate in accordance with the same Act and

[17] ASHE overview of the students' data for the period between 2008/2009 and 2013/2014, available at: https://www.azvo.hr/en/higher-education/statistics/44-statistike/690-number-of-students-by-hei-and-study-type (date of access 19th July 2018).

bylaws, while ASHE is in charge of programme re-accreditation. In all other cases, i.e. for all the private universities, colleges and polytechnics (issuing professional qualifications), initial accreditation and re-accreditation is conducted by the Agency.

Quality assurance framework

Guided by the European Qualifications Framework (EQF), from 2006 to 2014 Croatia was working on its own Croatian Qualifications Framework (CROQF).[18] Along with the introduction of the State Matura in 2010, and ASHE's centralised information system for applications to study programmes (SPU), the CROQF represented the biggest novelty in the Croatian system of education. In accordance with the development of CROQF, and following the aims of the 2014 Strategy for Education, Science and Technology, ASHE began to develop and implement a new cycle of external quality assurance based on the methodology of evaluating study programmes' learning outcomes, in the form of:

- Programme re-accreditation of doctoral study programmes (2016-2019),
- New re-accreditation cycle of higher education institutions (2017-2022).

EVALUATION BASED ON LEARNING OUTCOMES

Learning outcomes are a practical instrument that represents a methodological approach to self-evaluation and external evaluation with the aim of improving quality, transparency, recognition and mobility, as well as the labour market relevance of qualifications within the European education and economic area. In this sense, the system of external evaluation based on learning outcomes and exit competencies increases mutual trust between education systems, as well as a thorough examination of programmes regarding the desired socially relevant goals and results of the education process. That is why, in the new cycle of re-accreditation of programmes and institutions, ASHE paid special attention to the education of HEI representatives on the methodology of developing and evaluating learning outcomes, which the Ministry of Science and

[18] CROQF is referencing the EQF and the QFs of the EHEA. It was introduced with the CROQF Act in 2013 and the Ordinance on CROQF Register in 2014, thus forming the basis for qualifications framework implementation.

Education complemented with a new financial instrument that serves as an incentive for HEIs to develop qualifications and occupational standards, as well as the appropriate study programmes, on the basis of (units of) learning outcomes.

Thus, the self-evaluations and external evaluations combine the following aspects:

- Quality of higher education, scientific or professional activities,
- International comparability,
- Needs of the labour market and demands of regulated professions (specific competencies),
- Wider socio-political development of both citizens and the society, based on the values of democracy and the respect for human rights.

The Agency and its partners from the Faculty of Teacher Education in Rijeka see this project as part of this important reform of higher education, and use the opportunity to acquire experience and improve the methodology of evaluating learning outcomes in relation to the desired goal and study programme outcomes.

GLOSSARY OF LEARNING OUTCOMES BASED HIGHER EDUCATION

Student Centred Learning (SCL): ESU Overview on Student Centred Learning in Higher Education (2015) gives a broad definition of SCL as new methods of teaching with the aim to promote learning in communication with and among teachers and students. Through nine principles ESU elaborates SCL as a process in which students are seen as active participants in their own learning, and it promotes skills such as problem-solving, critical and reflective thinking. Without a 'one-size-fits-all' approach, SCL promotes diversifying styles of learning, acknowledging different needs and interests, as well as starting points and backgrounds, consequently promoting the right of students to choose and be enabled instead of told.

Qualifications Framework

Qualifications Framework (QF) is a tool for regulating the system of qualifications. QF in Croatia (CROQF) was developed as a part of aligning the area of higher education with that of the European Higher Education Area. CROQF aims at ensuring

transparency, access, progression, award and quality of qualifications, as well as the possibility to compare the level of qualifications acquired in Croatia to the levels of the European Qualifications Framework and the Qualifications Frameworks in the European Higher Education Area. The above-mentioned tools would also enable the comparison of national qualifications frameworks.

The QF defines terms related to qualifications and differentiates between full and partial qualifications, defines competencies, outcomes (competencies which a person has acquired through learning and which the person proves after the learning process is completed) and units of learning outcomes (the smallest integral unit of interconnected learning outcomes of a respective level, volume and profile), as well as terms such as life-long learning, formal, non-formal and informal learning, etc. Furthermore, QF considers the terms qualification standards and occupational standards, whereby occupational standards refer to the constellation of professions of a certain type and to appropriate competences necessary for performing different elements of that profession, while qualification standards refer to a structure of a qualification, or rather its intrinsic character (qualification level, volume and profile). Qualification standards also contain information useful for planning improvements in the field of a qualification.

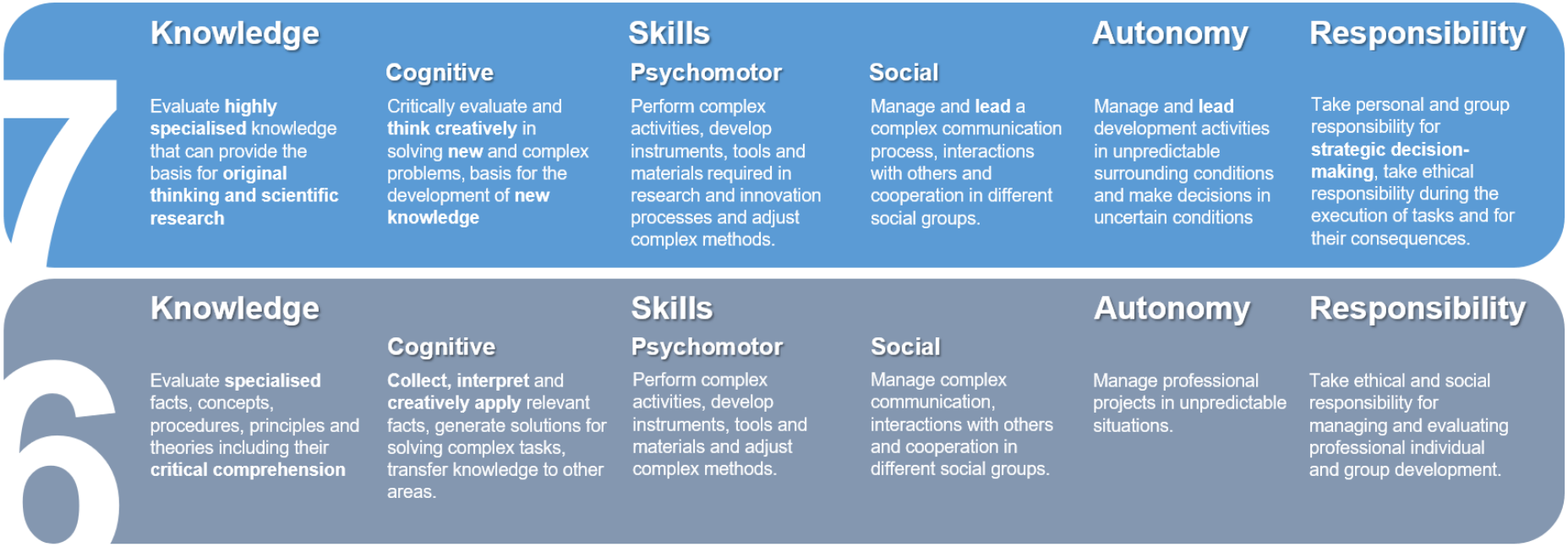
CROQF is referenced to the European Qualifications Framework in order to achieve international comparability of knowledge, but also to ensure the internal quality of education, preserve its national element, etc. Moreover, the QF includes level indicators or descriptors which define the outcome (translated to an appropriate credit system) acquired at a certain level of education. Additional aims of the Framework are to promote the importance of life-long learning and strengthen the ties between education and the labour market, which would increase employability and improve the programmes.

Level descriptors and types of study programmes

Croatian Qualifications Framework concept is centred on the qualification. A qualification is an instrument that connects the entire system of qualifications of all educational levels and types of education (professional, university, formal and non-formal) with prescribed occupational standards and categories on one hand and the learning outcomes that lead to them on the other. Consequently, the development of qualifications is necessarily a process that includes stakeholders from the labour market, workers, employers, professional associations and chambers, as well as participants in the process of higher education, in which the management, teachers and students hold

equal importance. Each qualification was assigned a position according to the level and type that results from units of learning outcomes of a particular programme or non-formal learning.

BACHELOR (6) AND MASTER (7) LEVEL DESCRIPTORS OF HIGHER EDUCATION LEARNING OUTCOMES



CROQF AND REGULATIONS ON PROFESSIONS, QUALIFICATIONS AND LOs

Profession LOs	**School teachers**	**Kindergarten teachers**	**Pedagogues and Psychologists**	**Social and youth workers / social policy experts**
General level of LOs needed for profession	-	6th level: Bachelor in preschool and early childhood ed.	-	6th level: Bachelor in social work
	7th level LOs (Master), with some exceptions[19] (Primary and Secondary School Education Act).	7th level: Master in preschool and early childhood ed.	7th level: Master in pedagogy and psychology	7th level: Master in social work or social policy
Specific LOs if prescribed	**MA in Teacher Education** or other studies (relevant to the subject of teaching) with pedagogical competencies[20] (Primary and Secondary School Education Act). Goals and principles of teacher education and profession: - To ensure that future teachers have a systematic way of teaching; - To be able to develop pupils' awareness on national belonging, heritage and identity; - To be able to **educate pupils in accordance with general cultural and civilization values, and human and children's rights,** - To be able to **prepare pupils for living in a multicultural world, teach them to respect diversity and tolerance, and to take an active and responsible part in the democratic development of society,** - To ensure that pupils acquire basic (general) and professional competencies, prepare them for living and working in a changing socio-cultural context in accordance with the demands of the market economy, of contemporary information and communication technologies and scientific insights and discoveries, and to prepare them for life-long learning.	Not prescribed in detail by legal provisions.		

[19] Exceptionally, class teachers may hold a professional study degree with a minimum duration of 4 years and 240 ECTS credits, while vocational teachers may hold an undergraduate university or professional study degree and pedagogical competencies.

[20] Pedagogical-psychological-didactic-methodical education with at least 55 ECTS credits – the so-called pedagogical competencies.

Methodological explanations and sample

Out of 47 programmes at 13 HEIs that received the survey, 40 respondents from 10 HEIs answered; in other words, the survey was filled by one or more people representing 21 study programmes. If we look at the targeted study programmes, the response rate is 44.6%. Since the survey was sent to HEI management teams, or rather their departments and study programmes, with a request that it be filled primarily by 1) heads of study programmes, who should then forward it to 2) teachers and 3) students, it is not possible to determine the response rate from the available information on questionnaire response. However, in order to increase the response, especially from heads of studies, the Agency sent the survey several times, prolonged the survey deadline (5 weeks in total) and additionally motivated respondents through its partner, the Faculty of Teacher Education in Rijeka.

Table 1. Representation of programmes in responses, according to areas of study

Area	No. of programmes (total)	No. of responses	No. of programmes responding	Representation of responding programmes %
Teacher education	**6**	**11**	**4**	**66.6**
ECPE[21]	**11**	**12**	**6**	**54.5**
Pedagogy	**14**	**5**	**2**	**14.3**
Psychology	**12**	**8**	**7**	**58.3**
Social work	**4**	**4**	**2**	**50**
Total	**47**	**40**	**21**	**44.7**

[21] Early Childhood and Pre-school Education.

From the representation of programmes and the number of responses from the same institution, or rather the same programme, it can be concluded that teacher education programmes showed much more interest in the survey than, for example, programmes that train students for professional occupations outside teaching, e.g. pedagogy.

In this report, we analysed the responses from heads of study or persons in charge of study programme quality (vice-deans for teaching, heads of departments) as representative for a particular programme. If none of them filled the survey, responses from teachers were taken as representative results. However, if there were differences in the responses of teacher on one side and heads of study programmes on the other, further elaborations are presented.

Survey results

The following chapter brings results of the conducted survey. We should again emphasise that the results shown here are based on answers received on behalf of programmes (primarily from heads of studies, followed by other stakeholders – first teachers and then students), except in cases of bigger disparities or some other interesting facts, when we also show the results from other respondents from a programme, not just heads of studies.

Learning outcomes on human rights in study programmes

After analysing the aggregated data on the incorporation of learning outcomes on three survey topics at programme level, we can conclude that learning outcomes on human rights are predominantly part of programme contents. Ninety-five point two percent (95.2%) of programmes include teaching on human rights. If we look at answers from other respondents (other than heads of studies), two additional answers were negative, and those were given by teachers at programmes whose heads gave an affirmative answer. Since those are programmes whose contents are, to a certain level, prescribed by other regulations and expectations, and which are dependent on the curriculum or occupations in schools and other education and training facilities, or rather by national frameworks and policies, this percentage is not unexpected.

However, if we look at the types of programmes, it must be concluded that there are certain differences in the inclusion of learning outcomes on human rights. Negative answers from teachers came from programmes on early childhood and preschool education, with additional comments that those programmes focus on children's, but not human rights nor active citizenship, which is why they also replied in the negative to questions about plans to include those topics in the future.

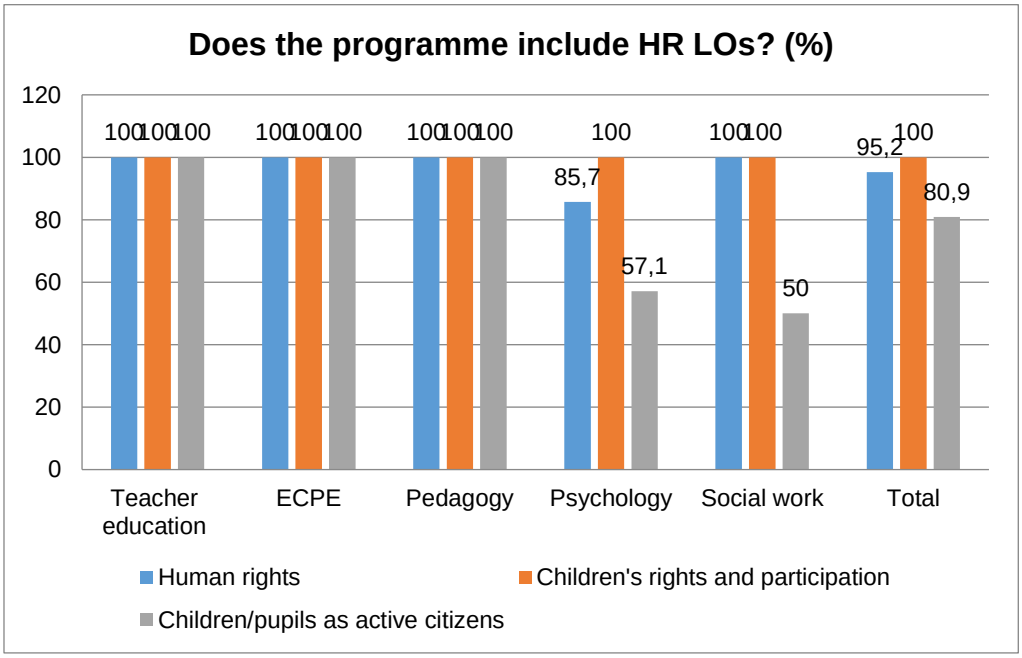
If we look at the second topic, the inclusion of learning outcomes on children's rights and child participation in programme content, 100% of answers were affirmative.
The lowest number of affirmative answers were given to questions on the inclusion of

learning outcomes on children/pupils as active citizens, to which four programmes gave negative answers, or did not give any answer at all (three study programmes of psychology, one of social work), which means that the inclusion of this topic in study programmes amounts to 80.9%. If we take into account answers from other respondents (which contradict answers given by heads of study), five additional answers given by teachers or students were negative or left blank (of which three came from different ECPE studies, meaning multiple answers from one teacher education programme).

Table 2: Programmes that include teaching on the three topics

Programme area	Number of programmes in the analysis	Human rights	Children's rights and participation	Active citizenship
Teacher education	**4**	**4**	**4**	**4**
ECPE	**6**	**6**	**6**	**6**
Pedagogy	**2**	**2**	**2**	**2**
Psychology	**7**	**6**	**7**	**4**
Social work	**2**	**2**	**2**	**1**
Total	**21**	**20**	**21**	**17**

Figure 1: Programmes that include training on topics



Reasons why the topics are/are not incorporated

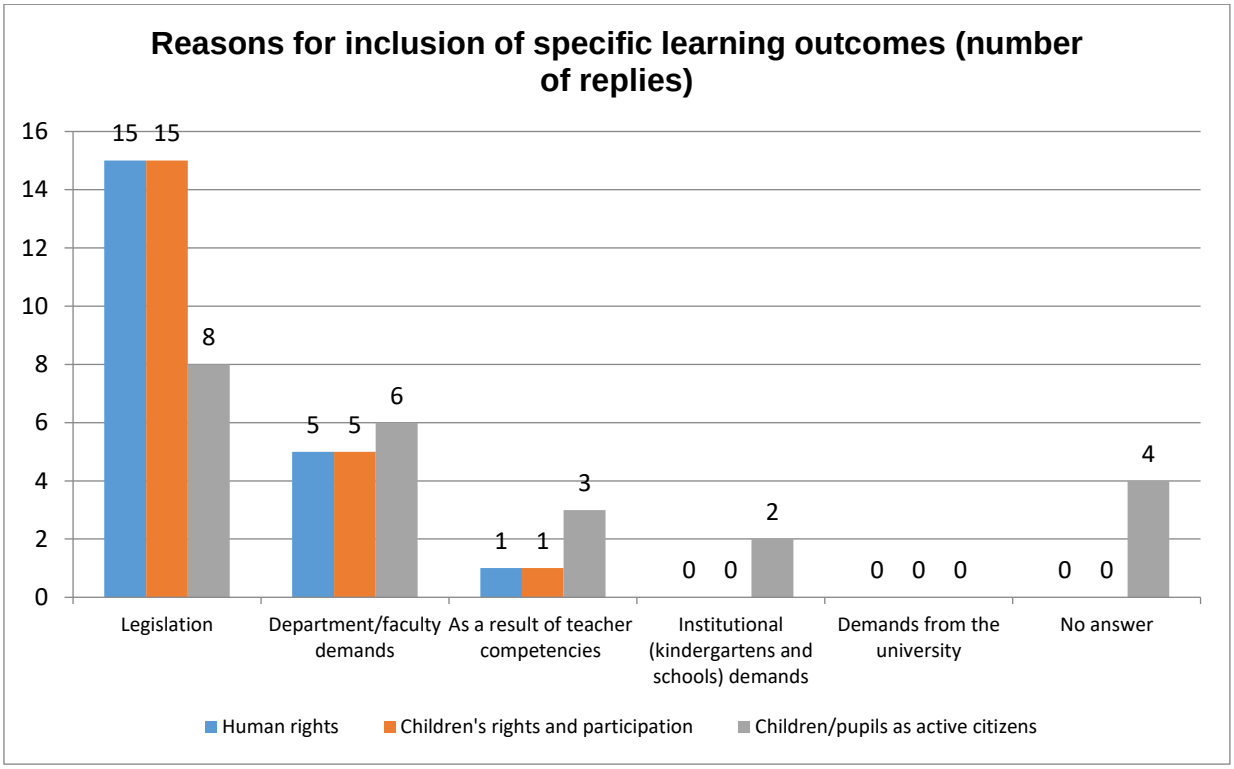
As can be seen from the presented material, the smallest percentage of inclusion into programme content is found in the active citizenship topic (80.9%). When answering the question of why these topics are not included, only respondents form psychology studies gave an additional explanation saying that they do not deal with the topic of active citizenship because it is not relevant for their study. Psychologists are also the only ones who gave some negative answers to the first topic, i.e. human rights.

However, a larger number of negative responses become apparent when we consider all provided answers (including answers given by teachers and not only by heads of programmes). Compared to no negative answers for the inclusion of human rights and children's rights and participation, when teachers' responses are included, human rights do not present LOs in 7.5% of responses, children's rights and participation in 2.5% and active citizenship in 22.5% of responses.

If we look at all the answers, respondents from ECPE studies (25% of negative answers) and teacher education studies (18% of negative answers) give additional explanation for their negative answers on the inclusion of the topic of children/pupils as active citizens, saying that: "It is not appropriate for preschool children. "The lack of human rights topics in the education of kindergarten teachers is explained in a similar way: "These are kindergarten teachers so [the topic of human rights is missing but] we talk about children's rights". Some negative answers from teacher education studies indicate a critical attitude and the need for a future inclusion of these topics: "There is no dialogue on human rights content in particular courses on the level of faculty chairs. ECTS credits are assigned habitually. Content is defined by traditional topics for which teachers already have the necessary reference papers".

Considering the already mentioned legal preconditions for the education on human and children's rights and child participation, it is no surprise that more than 2/3 programmes (71%) mention legislation as the reason for including the first two topics. However, one could argue that 71% is low if the inclusion of these LOs is prescribed by legal provision. The next more frequent answer (24%) includes demands from the department or the faculty. The answers for the first two topics are identical, while the topic of active citizenship includes a significantly wider distribution of answers (grey column in the Figure 2).

Figure 2: Reasons for including specific learning outcomes in programmes



Descriptive explanations for the first two topics (human rights and children's rights/participation) were provided by only two ECPE programmes; one programme stated various regulations and recommendations as proof that these are historical tendencies, probably referring to the part of the Primary and Secondary School Education Act which positions human rights and democratic education as the basis for the education process; the second programme explains the inclusion of human rights topics by the competencies of its teachers as well as their motivation („I think that these topics are very important for the education of future educators, teachers and university professors, and I am using elective courses connected to human and children's rights to advocate for the implementation of topics from civic education and education for a democratic citizenship.“). When we consider all the received answers, primarily from teachers, the explanations often combine all three topics: the importance of implementing the topics and civic education, inclusive education, multicultural society, teachers' competencies to motivating children for active participation, and critical thinking.

Legislation is less often given as a reason for the inclusion of the third topic, active citizenship, and is included in 38% of programmes/answers. This is surprising considering that the topic of active citizenship is not only one of the basic principles of education and training prescribed by the Act, but was introduced in schools as obligatory cross-curricular content as part of the 2014 introduction of civic education (CE). If we also consider teachers' answers, many of them explain that the topic was prescribed by the national curriculum, or rather by the previously mentioned CE, as an inter-curricular content, but the percentage of answers that give legislation as the reason is just slightly higher (40%). Some written answers combine child participation and active citizenship (“Active citizenship is an important part of an curriculum, it helps accomplish various forms of children's participation in the community, such as the kindergarten.“). Therefore, this question shows some overlapping of topics.

The second most frequent reason for including active citizenship in programmes is the demand from the faculty or the department, with a percentage similar to previous topics - 29%. The other answers cite teachers' competencies as the reason for including the topic (14%), and demands from kindergartens and schools (10%). Also, many respondents (19%) did not explain their reasons, which should also be considered in relation to the negative responses on the topic's inclusion (around 20% of programmes do not include the topic); this primarily pertains to programmes that do not train students solely for future careers in education (such as study programmes in psychology).[22] From the total number of returned questionnaires, the percentage of respondents who did not give an answer (including teachers and students) is congruent and amounts to approximately 22%.

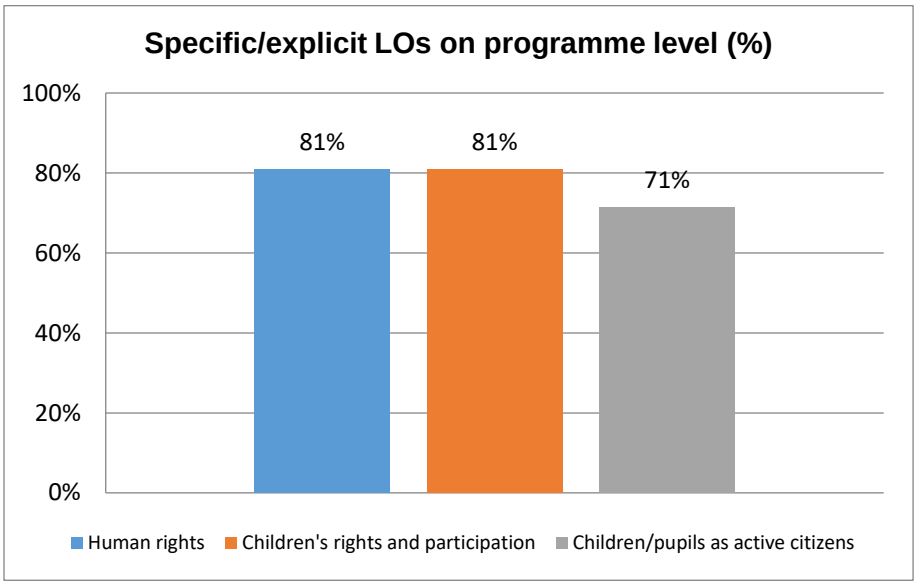
If we focus on the type of programme, almost all pedagogy, psychology and social work studies cited legislation as the reason for including all three topics; teacher education studies give the same reason in more than half of the answers (¾ programmes states legislation as the reason for including the first two topics, while ½ does the same for the third topic); while for ECPE studies, legislation is the reason for only half of programmes (others are explained by demands from the departments).

Human rights' learning outcomes on programme level

The responses from programme representatives reveal that the overall inclusion of the learning outcomes in human rights, children's rights and participation and active citizenship at the level of programmes is very high, 81% for the first two areas and 71% for the third.

[22] In this question, respondents could choose more than one reason for including the topic in the programme.

Figure 3. Programmes that include specific learning outcomes for the three areas on programme level



Although the inclusion is quite high, the descriptive answers do not confirm whether or not programmes actually did define learning outcomes at the programme level. Namely, multiple affirmative answers feature a list of courses that include these areas or provided generic outcomes and values, which seem to be more as individual statements and opinions by the respondents than formally defined programme learning outcomes. Such examples were mainly provided by psychology and pedagogy programmes. This can be explained by the fact that most Croatian study programmes still have not developed nor defined final programme learning outcomes, which they will have to do as part of the evaluation of programmes for their entry in the CROQF Register.

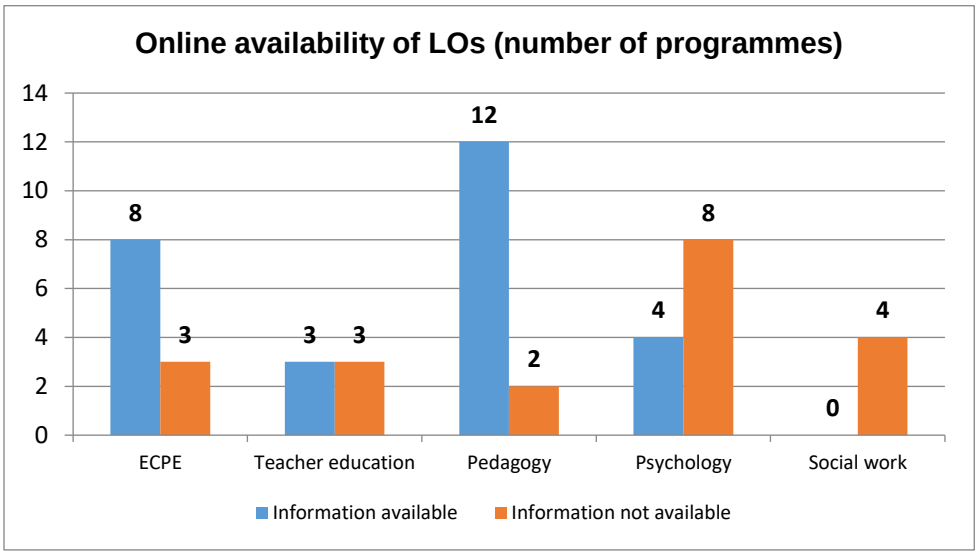
Learning outcomes on HEI web pages

Here we can add that, as part of programme surveying, we also examined publically available information on HEI websites in order to see whether programme learning outcomes have been defined and published. Namely, only 27 out of 47 programmes, or 57.4%, explicitly mention learning outcomes on the programme level on their websites.

Twenty out of 47 programmes, or 42.6%, have no information available on programme learning outcomes.

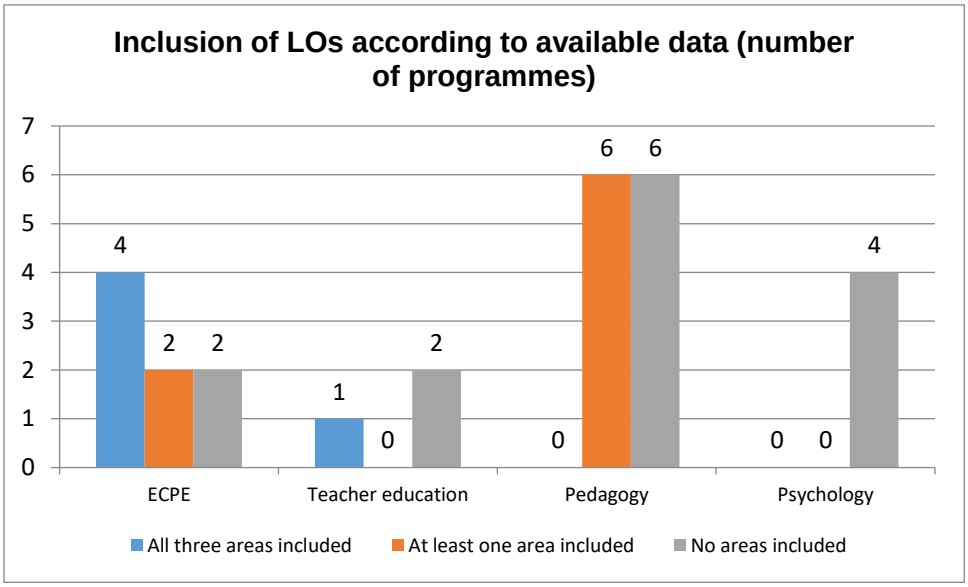
Discipline-wise, the majority of Pedagogy and ECPE programmes do have programme LOs defined on their websites (85.7% and 72.7% respectively), as do half of the Teacher Education programmes and 1/3 of Psychology programmes, while none of the Social Work programmes have any information on this available.

Figure 4. Programme LOs available on HEI web sites



Similarly, based on answers given in the questionnaire, programmes that most commonly include all three or some of the areas in question are ECPE (50% includes all three areas, and more include one of the three areas), Teacher Education (1/3 includes all three areas, while 3/4 include one or more of the three areas) and Pedagogy programmes (50% include one of the areas, while no programme includes all three). The programmes that do not include any of the three areas in question are most of the Psychology and half of the Pedagogy programmes.

Figure 5. Inclusion of LOs on the topics according to available information



Although it might be the fact that programmes still have no fixed list of defined programme learning outcomes, either on their web pages or in their statements to the questionnaire, the results above are congruent with the answers given in the questionnaire regarding the discipline-wise inclusion of areas.

Learning outcomes at the level of programmes

When asked about programme LOs, pre-school and school teacher education programmes state that they incorporate the learning outcomes in question into their declared programme outcomes to a greater extent, both at the level of knowledge and at the level of skills and responsibilities. Given the results of the analysis of the web page content, this is compatible. Moreover, programmes of Psychology and Social Work in general gave more negative answers on the inclusion of these areas in learning outcomes at the programme level. Here are some of the most common examples of learning outcomes in the areas in question:

Human rights:

- Understanding, evaluating and active participation in recognising, respecting and protecting human rights on a personal and professional level,
- Analysing and adopting basic definitions and guidelines from international and national documents on human rights,
- Active participation in solving current questions and issues related to human rights on a local and global level.

Children's right and participation:

- Knowing and being aware of the role and importance of respecting children's rights as well as obligations of those who are in charge of their monitoring and assuring, being informed about pro-active solving of questions and issues related to children's rights in everyday life.

Active citizenship:

- Being informed about and able to analyse basic values of a democratic society,
- Raising awareness of the role of active citizens and topics related to education and training efforts and perspectives,
- The questions of equality, fairness, freedom, responsibility and active participation as future citizens,
- Being able to demonstrate respect for diversity and multiculturalism, constructive conflict resolution, decision-making skills, affinity for team work and cooperation based on partnership.

It is interesting to note that, despite a very detailed description of learning outcomes that fall under knowledge and, to a lesser extent, skills in applying human and partly children's rights and active citizenship, no answers list learning outcomes related to children participation, except indirectly. For example, one answer states an explanation instead of intended learning outcomes as follows: „Understanding and respecting all stakeholders of the education process, and being able to communicate successfully and engage in collaborative and team work is an outcome that cannot be achieved without respecting the rights of children, including the right to participation."

Here we add that, when asked about the way in which an institution assures that the learning outcomes on the topics in question are appropriate for students' future professions, more than 90% of programmes answered: "through a dialogue with profession representatives", with no further explanations. Other answers cite students as the most relevant source of feedback on the relevancy and need for training on the relevant areas.

Student participation in decision making

Ensuring that LOs are appropriate for student's future careers and student participation in content decision-making seems to be achieved by and large through traditional Bologna process methods, i.e. 90% answered "through student surveys" or "through student participation in HEI bodies and decision-making procedures". A small number of respondents chose the option "Other" and described how they ask for "student feedback on course content at the end of semester, and students are invited to suggest a topic to be discussed in class, activities they would like to engage in, etc.", "through discussion in class", or how they "engage students through classes and seminars and open them up for a more active participation", "include the students in research", etc.

If we look at other received answers, we find a criticism related to an insufficient participation of students in the restructuring of programmes. Since we received only one student answer to the survey, we do not have more information about students' attitudes. On that note, one of a few student answers that were received seems relevant to this section in as much as its critique refers to the structure and the aim of the questionnaire, or to quote a student response: "the questionnaire, although sufficient in scope, could have been individualized depending on who the respondent is and on their competences, and therefore more adequate for student representatives".

Here we turn to self-criticism about the weaknesses of the questionnaire, especially in respect to adequacy of questions for students. Such conclusions were made clear already earlier in the project. Following up on that, project activities envisioned to collect valuable feedback from students have been intensified and diversified so that they include a student perspective, especially student involvement in project workshops and conferences and the activities carried out by ESU.

Programme content

One of the central questions of the questionnaire, that about the core subjects or main contents in teaching about human rights, children's rights and participation, and children/pupils as active citizens featured an additional explanation which specified that the obligatory content is that that has to be taken by all students within the framework of the programme. In other words, it does not include elective or optional content that some students will not attend, nor the content provided outside the framework of the programme. An overview of the obligatory and elective content of different study programmes can be found on the following page while a full list can be found in Appendix 3.

Teacher Education Courses
HUMAN RIGHTS
CHILDREN'S RIGHTS AND PARTICIPATION
CHILDREN/PUPILS AS ACTIVE CITIZENS
obligatory courses
training and education for human rights and democratic citizenship, curricular content of civic education; inclusive pedagogy, other general courses
civic education integrated curriculum, inclusive pedagogy, general courses (general, school & family pedagogy) early socio-pedagogic interventions, sociology, developmental psychology, special needs students and encouraging gifted students, fostering and obstructing creativity in teaching
civic education, inclusive pedagogy, general pedagogy, school pedagogy, early socio-pedagogic interventions, teaching methodology, sociology
violence against children, education for development, volunteering in education, behavioural problems in children, pedagogy of life-long learning, pedagogy of sustainable development, social engagement in arts, contemporary visual arts media
violence against children, education for development, volunteering in education, behavioural problems in children, preventing peer violence, encouraging gifted students
violence against children, education for development, volunteering in education, behavioural problems in children, education and training for democratic citizenship
elective courses
Early Childhood and Preschool Education Courses
HUMAN RIGHTS
CHILDREN'S RIGHTS AND PARTICIPATION
CHILDREN/PUPILS AS ACTIVE CITIZENS
obligatory courses
training and education on human rights, peace and non-violence, nonviolent communication, discrimination, tolerance, challenges and problems of the modern world, inclusive pedagogy
civic education and integrated ECPE curricula, intercultural / multicultural training and education, children's rights in kindergarten / school, participation and practical application of children's rights, socio-emotional development and children's rights, profession of kindergarten teachers and reflexive practice, inclusive pedagogy and philosophy of education, education policy children in crises, encouraging gifted students
child as a partner & children's position in education and training, inclusion in education and training, child as an active participant & a co-constructor of curriculum, pupil – citizen and sustainable development, fundamental questions about democracy, inclusive pedagogy, education policy, new education and training paradigm, curricular content
civic education course, pedagogy of life-long learning, social skills training
responsibilities of the family, institutions, society with regards to respecting children's rights, history of childhood, alternative programmes, developmental psychopathology, sociology of childhood, positive psychology, kindergarten culture
civic education, prevention of abuse and aggressive behaviour, experimental learning, children, environment and sustainable development, folklore music
elective courses
Psychology, Pedagogy and Social Work Courses
HUMAN RIGHTS
CHILDREN'S RIGHTS AND PARTICIPATION
CHILDREN/PUPILS AS ACTIVE CITIZENS
obligatory courses
human rights' systems (theory, history and implementation of regulation), protection of children's and youth rights, prevention of violence; ethical issues in research, counselling and psychotherapy
children's rights, conventions and legislation, protection of children's and youth rights, right to decide, student-centred learning
rights of children in the family and society, protection of children's and youth rights, right to decide
training for non-violence and cooperation, prevention of behavioural disorders, social psychology, HR in field work, volunteering
preschool pedagogy, social pedagogy, training for non-violence and cooperation, positive pedagogy, children in historical-theoretical context, children as bearers of rights, constitutional protection of children, right of child to decide, child representation in court proceedings, international and European conventions
preschool pedagogy, social pedagogy, training for non- violence and cooperation, sociology of education
elective courses

The respondents were further asked about the level of human rights education in order to determine whether it was on a general, theoretical level, or it was knowledge and skills that include how to recognise, evaluate and take into consideration children's rights and participation in the course of future professional work. The inclusion scale went from (1) not included to (6) fully included. According to earlier answers from programmes, inclusion was higher for the first area and decreased towards the third one. It is, however, interesting to note that, at least with the first two areas, the inclusion of more applicable and practical learning outcomes was higher than that of general and theoretical contents, which is not surprising given that these are professional studies that entail applicable knowledge and skills. When we analyse the inclusion according to programmes, specifically ECPE studies, inclusion is even higher for all areas and levels of education, which cannot be said for teacher education programmes.

Table 3. Inclusion of topics by type of knowledge and skills acquired

Teaching	**Human rights**		**Children's rights and participation**		**Active citizenship**	
	General/ theoretic	**Applied**	**General/ theoretic**	**Applied**	**General/ theoretic**	**Applied**
Total	4.3	4.5	4.6	4.67	3.9	3.9
ECPE	4.7	5	4.7	4.6	4.7	4.4
TE	3.8	4.1	3.9	4.09	3.8	3.8

(1) not included - (6) fully included

Finally, respondents were asked to define the extent to which literature on human rights and civic education was included as obligatory or additional/elective literature in courses (only those programmes which stated that the area was included in the course literature).

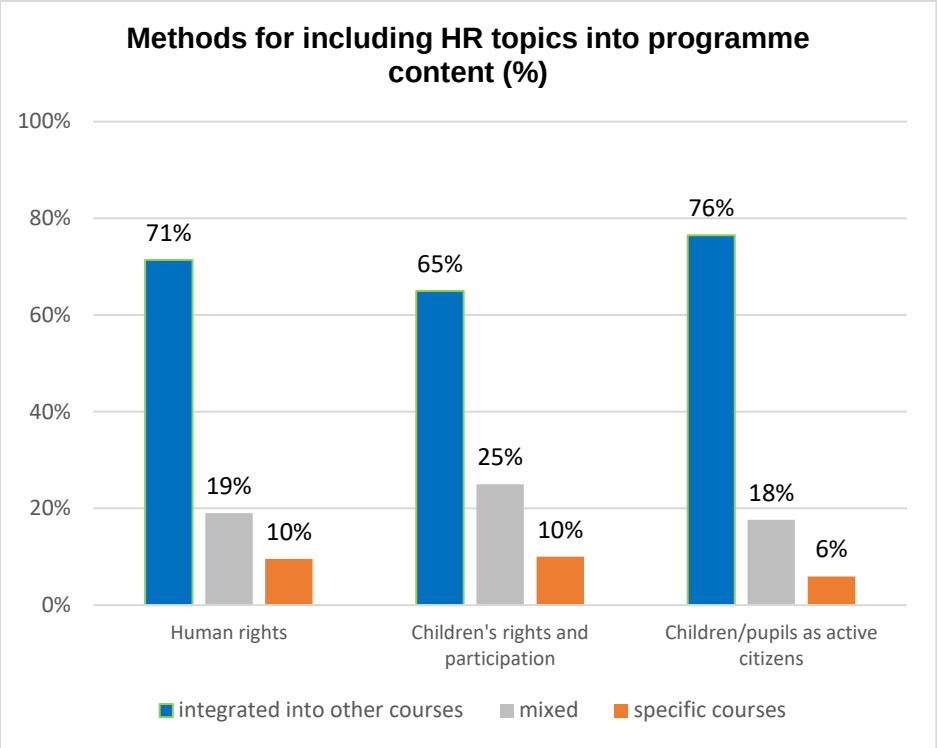
Table 4. Inclusion and type of literature (only programmes that stated literature on the topics was included

	Human rights		**Children's rights and participation**		**Active citizenship**	
Literature	**oblig.**	**add.**	**oblig.**	**add.**	**oblig.**	**add.**
Total	55%	45%	60%	40%	43.7%	56.2%

Teaching methods and the assessment of knowledge

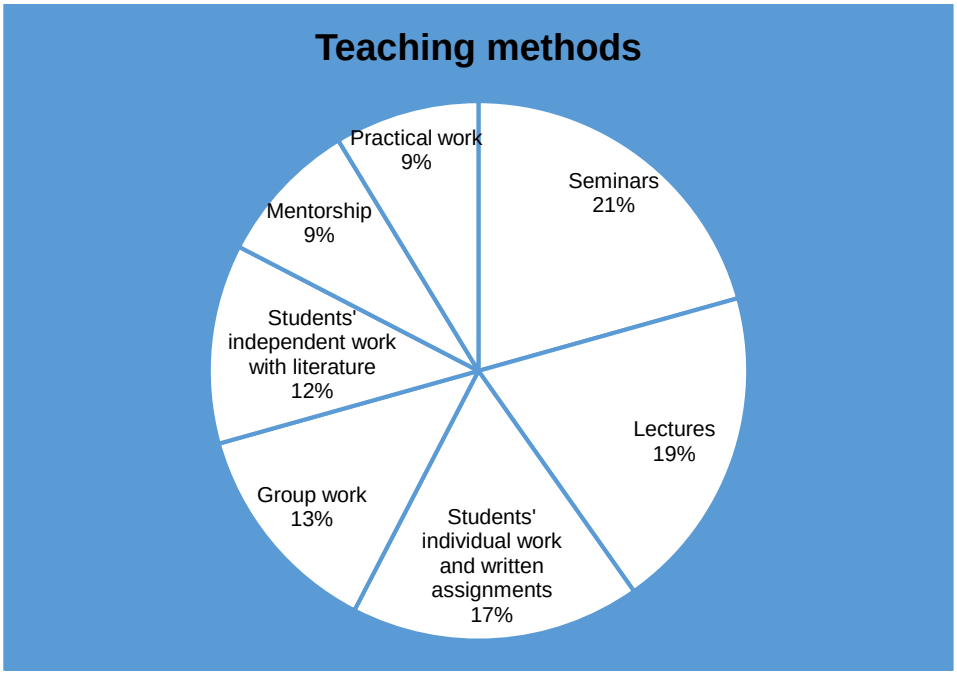
When asked whether the human rights content and other areas was integrated or separate, between 65% and 76% of respondents answered that they were integrated with other content. The area of active citizenship is the most integrated content, and children's rights and participation is the least, meaning that it has the biggest number of mixed or separate courses dedicated to the area. Information on separate and mixed methods for including areas in programme content also shows that the area of children's rights and participation has the highest percentage of mixed integration, 25% (unlike other area that are less than 20% mixed), or rather that 10% of programmes include human and children's rights and participation as separate courses.

Figure 6. Methods of inclusion of human rights topics into programme content



The question on teaching methods received identical answers for all three areas, and all but one programme (95%) chose more than one answer (1. Lectures, 2. Seminars, 3. Mentorship, 4. Students' individual work and written assignments, 5. Team work, 6. Students' independent work with literature, 7. Practical work), while one programme did not include lectures. If we look at the representation of individual answers, seminars and lectures have expectedly higher representation, but they are followed closely by students' individual and group work on human rights areas, while practical work and mentorship are only present in 9% of the answers, and even then in combination with other teaching methods.

Figure 7. Teaching methods



When asked whether students had assessments of knowledge, and how much of the course content related to human rights areas was assessed, 58% gave affirmative answers for just some area aspects, 31,5% of answers were affirmative for all aspects of the areas, while the rest of the answers are inapplicable due to a lack of content, meaning that 5% stated that they did not have assessments of knowledge. Similar answers were also given for the two other areas, with the exception of children/pupils as active citizens in which only one programme gave an affirmative answer to assessments of knowledge from all aspects, another programme did not conduct exams, and 80% replied affirmatively to exams from only some of the aspects.

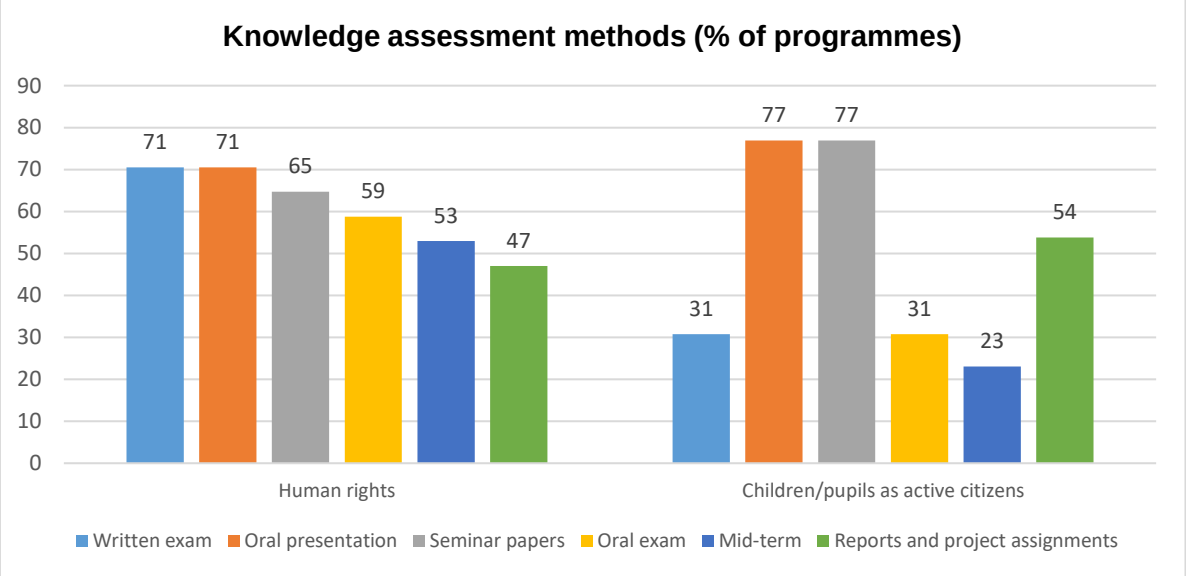
The types of exam used by the programmes in 100% of answers for the human rights area are mixed: 1. Written exams, 2. Mid-term exams, 3. Oral exams, 4. Seminar papers, 5. Oral seminar presentation, 6. Reports (reflexions, internship diaries, etc.), 7. Essays, 8. Project assignments. Written exams and oral seminar presentations were chosen by 71 % of programmes, 67 % chose seminar papers, 59 % oral exams and 53 % mid-term exams; reports and project assignments are the least used (47 % combined).

Answers were similar for the area of children's rights and participation, with a slightly lower representation of programmes that use written exams (67 %), and a slightly more frequent usage of seminar papers (70 %).

With regard to the third area, the trend of not using classic exams is more pronounced, with just 31% of programmes using either written or oral exams, which is significantly lower than with the first two areas. This trend is also confirmed by a more frequent usage of seminar papers as a means of assessing students' knowledge (77% use seminar papers, and the same percentage is also given for oral seminar presentation), as well as internship reports and project assignments (54%).

It follows that the area of active citizenship tends to be more integrated into programmes through more varied and 'non-traditional' methods for knowledge assessment.

Figure 8. Knowledge assessment methods

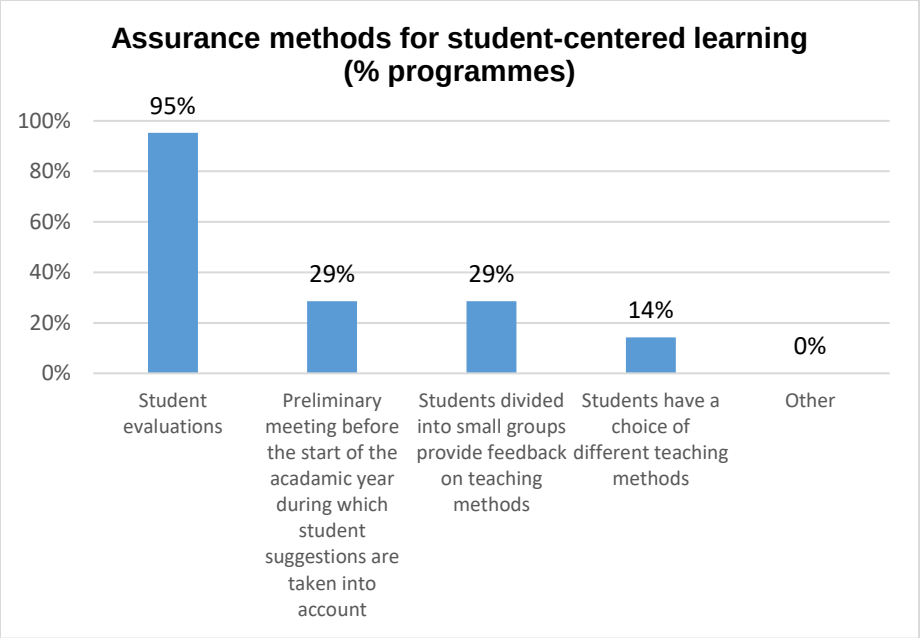


Student-centred learning

One of the most important survey questions concerned student-centred learning (SCL), or rather ways in which it was achieved. Despite the fact that some respondents gave

negative answers to questions of the incorporation of areas into programmes, all respondents answered this question, which points to the conclusion that they understood it to be general, and not tied solely to the areas and learning outcomes on human rights. Programme leaders could choose more than one answer, and the data for 21 programmes is presented in Figure 9.

Figure 9. Assurance methods for student-cantered learning in study programmes

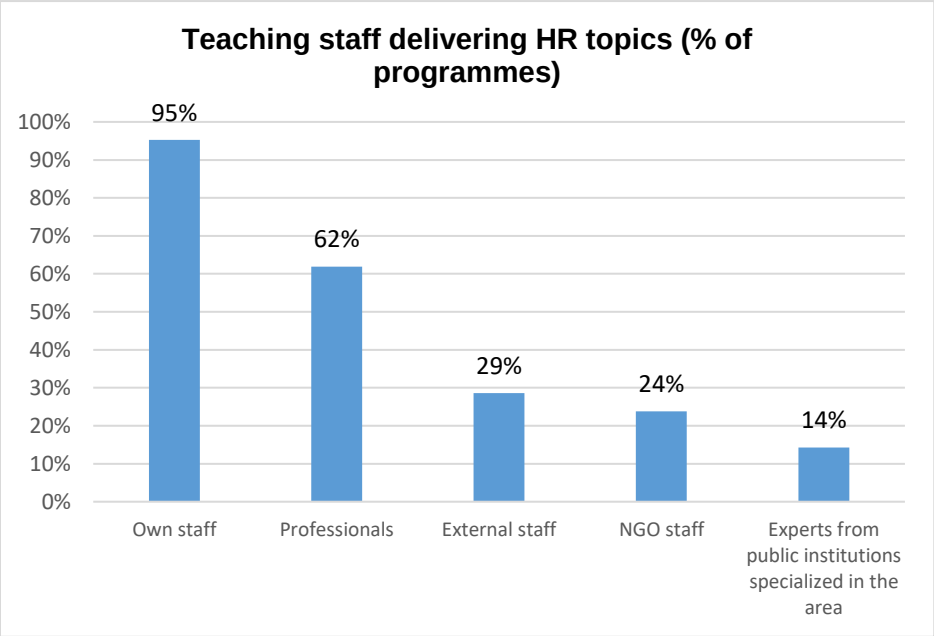


Teacher competencies

Depending on whether they are featured in programmes or not, human rights' areas are mainly taught by both HEIs' own staff and other teachers and experts. Less than 5% of programmes said that lessons on human rights are not given by their own staff at all, while 23.8% of programmes do not involve outside teachers and experts. This shows that, as a rule, HEIs cover these areas by their own staff, which they combine with external associates, primarily from the area that the programmes focus on (63% programmes). Considering that these are areas from the scope of human rights, it is surprising that only 24% of programmes decided to include experts from the non-

governmental sector, and even less than 14% from the public sector that specialises in these areas.

Figure 10. Teaching staff giving the lessons on human rights



Similar to the previous question, the content connected to children's rights and participation as well as with the third area - active citizenship in children/pupils - are usually taught by a combined force of own teachers and external experts.

Teachers' competencies for this content mostly come from experience in professions for which those programmes train students, which is confirmed by over 95% of programmes. In 57% of answers, competencies arise from teachers' research done on the areas, 52% from their professional life, and only 28% of teachers are in charge of these contents because they finished some part or an entire study programme on one of these areas. Answers for the other two areas are roughly the same, providing that they are included in programmes in the first place.

Finally, when asked how HEIs ensure that teachers' competencies are appropriate (which was a question to which respondents had to give an open-ended answer), the most frequent answers were still student surveys (same as with SCL) in 64% of answers, or through teachers' research work, professional development, additional formal education,

as well as participation in academic and non-academic forums, decision-making, policy developments, etc.

Plans for improvement

Final questions regarding plans for the modification of study programmes in accordance with the areas were aimed not only at collecting more information on related development projections, but also at opening up room for collaborations with programme representatives in the second stage of this project, which will focus on developing models of good practice through discussions and focus groups.

HUMAN RIGHTS IN GENERAL

With regard to the area of human rights, almost the same number of programmes answered that they were planning (9), or were not planning (8) on making any changes to their studies. Additional explanations from those who are planning to make changes include:

- Emphasising these topics in learning outcomes,
- Increasing the number of elective courses,
- Putting greater emphasis on the topic within existing teaching content,
- Bring in more professionals who work in this field,
- Cooperating with institutions that deal with these issues,
- Encouraging student research and their participation in solving specific questions and problems,
- Encouraging teachers to participate in training programmes on the topic and conduct related research.

CHILDREN'S RIGHTS AND THEIR PARTICIPATION IN DECISION-MAKING

With regards to the topic of children's rights and participation, there is a slightly bigger number of programmes that are planning improvements and changes: 11 programmes

plan to make changes (66 %), while 6 do not. Additional explanations given with affirmative answers are the same as in the previous area (emphasise those areas in learning outcomes, increase the number of elective courses), but there are some new ones as well:

- Increasing the content on this topic,
- Being more explicit in referring students to children's rights,
- Approaching this topic in a more specific and systematic way, with examples from practice and workshops,
- Modernising the programme,
- Introducing new teaching methods.

CHILDREN AND PUPILS AS ACTIVE CITIZENS

Similar to the first area, slightly more than a half of the programmes are planning to make changes related to the area of active citizenship. Provided explanations are in line with the previous answers:

- More elective courses,
- More specific and systematic dealing with the area,
- Emphasising these learning outcomes in programme LOs,
- Introducing more practical and modern methods,
- Motivating students to do more research work and teachers to do more student-centred teaching.

Concluding remarks on survey results

As a concluding remark, the analysis of the survey can be summarized in the above stated plans for improvements, which is both self-reflexive and prescriptive in terms of future plans. To reiterate the most important findings, we can say that although the vast majority of the surveyed programmes state they include three areas of HR as a part of their

programme LOs, they are rarely listed as the official, explicit or obligatory LOs. Moreover, analysed LOs are slightly less included in the mandatory literature and courses than the optional content. Secondly, the reasons for the inclusion of HR LOs is predominately reported to be legal requirements but not all programmes have them, and not all programmes consider them as a necessary part of the programme outcomes, and this raises concern. Finally, active citizenship knowledge and skills training seems to be the least represented learning outcome in different study programmes, although civic education has already entered the official school and preschool curriculum. Some of the plans for improvement point to these finding as well, as the respondents most often stated the issue of raising HR LOs to the official and mandatory level and the importance of HR LOs in general. Additionally, student-centred learning, modern teaching methods and teacher training for these topics was mentioned as crucial. Particularly some of these issues were raised again in the interviews with best practise programmes.

Examples of good practice

Examples of good practice in teaching human and children's rights, child participation and child (pupil) as an active citizen are presented in this section of the report. Examples of good practice show how these areas are taught in selected early childhood, preschool and primary education programmes and pedagogy. They are included in the report with the hope that they could serve as inspiration for other study programmes. Six examples were selected according to the survey results in which respondents could nominate a higher education institution which, in their view, is a good example of teaching one or more mentioned areas. In all cases, the respondents nominated their institution. The following study programmes are included in the report as examples of good practice:

- Undergraduate and Graduate University Study Programme of Early Childhood and Preschool Education and Integrated Teacher Education University Study Programme at the Faculty of Teacher Education of the University of Rijeka;
- Single-major and Double-major University Study Programme of Pedagogy at the Faculty of Humanities and Social Sciences of the University of Rijeka;
- Undergraduate University Study Programme of Early Childhood and Preschool Education at the Faculty of Education of the University of Josip Juraj Strossmayer in Osijek;
- Integrated Undergraduate and Graduate Teacher Education University Study Programme at the Faculty of Educational Sciences of the University of Juraj Dobrila in Pula;
- Undergraduate and Graduate University Study Programme of Early Childhood and Preschool Education and Integrated Undergraduate and Graduate Teacher Education University Study Programme at the Faculty of Teacher Education at the University of Zagreb;
- Integrated Undergraduate and Graduate Teacher Education Study Programme at the Department for Education of Primary Teachers and Early Childhood and Preschool Teachers of the University of Zadar.

Research methodology

The sample of good practice examples was constructed based on the survey conducted among all Croatian higher education institutions implementing one or more study programmes included in the analysis (early childhood and preschool education, primary education, pedagogy, psychology and social work). Study programmes suggested by the respondents as examples of good practice were selected for the report. In all cases, the respondents selected their own institution as an example of good practice. Almost all examples are teacher education faculties and, in one case, a study of pedagogy, while no study of psychology and social work were specified. Also, almost all respondents indicated their own institutions as good examples in all three areas. Six faculties with a total of 11 study programmes were selected.

Semi-structured interviews were conducted with the faculties. Notifications were sent to the participants prior to the interview via the email together with the interview questions (Appendix 5.) so that they could prepare. Four respondents were vice-deans for academic and student affairs, one was head of a department, and one was head of the course in the field of human rights. If more study programmes were nominated for one faculty, it was decided that one institution representative would give answers for all study programmes, since study programmes usually do not have separate representatives, professors often teach in multiple study programmes, and paradigmatic orientation is determined at the level of the institution, not the study programme. Respondents were instructed to highlight differences between individual study programmes when needed.

Interviews were conducted in October and November 2018 by Enea Srića, Patricia Momić and Ivana Marić (students of the second year of the graduate study of early childhood and preschool education at UFRI) under the supervision of UFRI researchers. Three interviews were conducted face-to-face, one via Skype, and in two cases the participants requested sending written responses via email. Face-to-face and Skype interviews lasted 20-30 minutes. The data collected by interviews were analysed by a thematic analysis in the MaxQDA 11 programme.

It should be emphasized that descriptions of good practice are based on the interviews conducted with the participants who prepared and reviewed the performance plans of the

courses at their institutions. However, within the limits of the research it was not possible for the authors of the report to observe or evaluate the actual teaching. This means that the presented data are based on the statements of the participants and as such represent their views without the author's assessment of this report.

Description of examples of good practice

Below is a detailed description of each of the six selected examples of good practice.

UNIVERSITY OF RIJEKA, FACULTY OF TEACHER EDUCATION: UNDERGRADUATE AND GRADUATE UNIVERSITY STUDY PROGRAMME OF EARLY CHILDHOOD AND PRESCHOOL EDUCATION AND INTEGRATED TEACHER EDUCATION UNIVERSITY STUDY PROGRAMME

The undergraduate and graduate university study programme of early childhood and preschool education (ECPE) and the integrated undergraduate and graduate teacher education university study programme (TE) of the Faculty of Teacher Education in Rijeka is a good example of teaching human rights, child rights and child participation, and child (pupil) as an active citizen.

Teaching about human rights issues, children's rights, child participation, and child (pupil) as an active citizen is conceived in a way that they are predominantly thematically integrated into courses where this is not the primary content. For example, in the context of human rights and children's rights, there are courses: Sociology of Childhood, Developmental Psychology, Early Childhood Education and Pre-School Education, Pedagogy of Lifelong Learning. Children's participation is present in the courses of Inclusive Education, Integrated Curriculum I and II, Encouraging Gifted Children, Family Pedagogy, Alternative Programmes, and Developmental Psychopathology, both at ECPE and TE. The theme of the child as an active citizen is part of the Children, Environment, and Sustainable Development and Didactics courses. There is an elective course on Education for Democratic Citizenship that is directly focused on the topic of child as an active citizen, conducted throughout one semester with a 4 ECTS workload, where general and specific learning outcomes and methods of evaluation are systematically developed.

Professors are oriented to contemporary teaching methods. For example, within the Didactics course on TE, which deals with the topic of an active citizen through the curriculum of civic education, students are introduced to the curriculum document through an exercise in which they elaborate the curricular planning of the teaching process. There are then collaborative methods within which students have group discussions on how to implement the theme of civic education in regular content, that is, the regular learning outcomes that will need to be realized in primary school subjects. Part of the study programme is implemented in kindergartens and primary schools, which means that students are also in the position to gain experience through their immediate practice but also to come into contact with certain themes to see how the curricula in kindergartens and schools implement these topics. Practical experiences that students gain are upgrading those theoretical notions that they envision through courses. The learning outcomes of human and child rights are explicitly stated in a number of courses: to develop tolerance and sensitivity for individual differences, to create an encouraging social environment, to analyse inclusive values, etc. on the courses of Early Childhood and Preschool Education, Integrated Curriculum and Developmental Psychology. Concerning the area of child (pupil) as an active citizen, the explicit learning outcomes are focused on respecting diversity, multiculturalism, life in community, constructive conflict resolution, collaboration, decision-making ability, decision-making skills, team-based collaborative work based on partner relationships, ability to adapt to new and unexpected situations that respect individual differences among children, theoretical understanding, argumentation of basic concepts, the presentation of some practical skills in the implementation of, for example, curricula of civic education, as well as the application of scientific and practically recognized forms of educational practice with the aim of developing civic values.

At the level of the institution, the Faculty is paying great attention to respecting students' individuality and encouraging collaborative activities, as it is the model by which students will work in kindergartens and schools tomorrow. In all courses, there is a lot of work on making plans of various exercises, presentations, and discussions. Professors avoid the frontal form of work and apply collaborative group forms of work. The teacher is a moderator, coordinator, facilitator, the one who starts the course and provides enough material or sources, then coordinates the work and reflection of the student and opens up enough room for the students to have the freedom to discuss and express their opinions. Most teachers require active participation in the course, including asking questions and giving ideas, giving comments, writing critical reviews, and various forms of discussion.

Professors who teach in study programmes are scientists in the areas they teach. Everyone is focused on educational science, some from the aspect of social sciences, some from the aspect of humanities. They additionally self-educate, attend scientific conferences, round tables, and participate in projects.
Collaborative student learning exists between ECPE and TE students, primarily in common practical activities in kindergartens and schools as well as through student projects.

UNIVERSITY OF RIJEKA, FACULTY OF SOCIAL SCIENCES AND HUMANITIES: SINGLE-MAJOR AND DOUBLE-MAJOR UNIVERSITY STUDY PROGRAMME OF PEDAGOGY

Single-major and double-major university study programme of pedagogy at the Faculty of Humanities and Social Sciences in Rijeka is a good example of teaching human rights, child rights and child participation, and child as an active citizen.
Currently, within the study programme, there is a course on Education and Training for Civil Society dealing with teaching about child as an active citizen. The topics of human rights and children's rights were specifically taught in the Education and Human Rights Education course, which is no longer in the programme, but these topics are taught indirectly through courses dealing with family pedagogy, preschool pedagogy as well as Education for Sustainable Development and Intercultural Education courses. It is also mentioned in the courses of general pedagogy.
When it comes to these areas, the most common teaching methods within study programme are workshops. Visits to NGOs where students volunteer are organized within the course Education for Civil Society, and since within NGO projects students have the possibility to acquire ECTS credits through elective activities, students often volunteer in organizations dealing with children and young people. This is how they gain knowledge on these topics and develop competencies.
Explicit learning outcomes in these areas exist only within Education for Civil Society course. In other courses, they are not explicitly articulated, but are integrated into other content and students discuss them.
The study programme is fully student-centred. Students work in groups, involve in discussions, express their opinions, and carry out project tasks together. Student self-reflection is also carried out through workshops.

A particular course may be taught exclusively by a person who has been scientifically involved in this subject, who studied it, preferably not only in scientific work, but also in projects, as well as various workshops, and thus developed the competencies needed to teach these topics.

There is no collaboration between the students of different disciplines within the study programme. It could be said that students studying double-major pedagogy have experiences of collaborative student learning, since in combination with other study programmes, they have insight into different approaches to the areas. Such experiences can also be gained through enrolment in communis courses (elective courses available throughout the Faculty). In this way students gain the possibility of collaborating with students of other study programmes.

UNIVERSITY OF JOSIP JURAJ STROSSMAYER IN OSIJEK, FACULTY OF EDUCATION: UNDERGRADUATE UNIVERSITY STUDY PROGRAMME OF EARLY CHILDHOOD AND PRESCHOOL EDUCATION

Undergraduate university study programme of early childhood and preschool education at the Faculty of Education in Osijek represents a good example of teaching about child rights and child participation.

There are separate courses which include areas of human and child rights, child participation, and child as an active citizen in their content and learning outcomes: General Pedagogy, Pedagogy of Children with Special Needs, Family Education and Partnership with Parents, Integrated Preschool Curriculum I and II, Health Care Education, Drama Education, Child Abuse and Neglect, Preventive Programmes in Families and Preschool Institutions, Parenting, Pedagogical Communication and Ecological Education in Kindergarten. At the same time, interdisciplinary teaching is also occasionally organized through field classes, visits and assistance to NGOs and children's hospitals (organizing volunteering activities of teaching and writing homework, playing games, reading stories, preparing and performing plays, etc.).

Contemporary teaching strategies are used in the study programme. Contemporary teaching seeks to create conditions with the aim of preparing a child for active life in society. Self-actualization, freedom of expression, flexibility and originality that promote free, critical and creative thinking are promoted in the creative and collaborative learning community created to the extent of the child. Students are active constructors of their own knowledge, and the classes are organized so that the student is an active

subject, experimentally studying, collaborating in pairs or a team of 4-5 students, researching, collecting materials and visiting institutions and organizations, volunteering, preparing portfolios, and presenting in student conferences.

At the same time, they learn meaningfully, play roles, and learn through researching. They learn how to get information, how to handle them, present them, and apply them. They are active in the quest for knowledge, they freely expose ideas and make suggestions and thoughts. They mostly learn in groups with a combination of individual work and work in pairs. Individual work involves creative literary expression inspired by various creative methods. Also, within group activities, students are creative, expressive, practical, and learning through play and dramatization. Sometimes anticipatory methods are also used (encouraging predictions of future reactions and events based on previous experience, insights and knowledge).

Certain courses have explicit learning outcomes. In the General Pedagogy course: "Have the ability to understand the risks for child safety and child health by organizing a stimulating environment for play and learning." In the Parenting course: "Demonstrate respect for the diversity of the culture of education, build close, confidential and reciprocal relationships with the parents through the development of co-operation". In the Pedagogical Communication course: "Have the ability to plan and organize independent learning, critically investigating scientific truths"; "Developing a preference for teamwork, cooperative and based on partnerships."; "Building up supporting relationships with children while respecting their rights".

Some of the ways of examining knowledge are: team work on project themes from the field of education on human rights and child rights, from which a team portfolio is created with tasks for each member; presenting the project work; preparing and running a workshop; creative writing/essay. Examples of some of the exam questions are: Educational areas in the upbringing of child rights; Role of teachers in encouraging child rights.

Teaching is focused on student active learning methods, collaborative learning in teams and research. Students thus build an attitude on the importance of respecting, protecting and promoting the rights of the child as well as awareness of personal and professional responsibility in the field of education.

Professors have research papers in the areas of child rights, child participation, and child civic activism, and have an interest in this area of research. Some participate in projects in the areas. For example, the faculty has implemented the EU project "Improving the position of Roma children in upbringing and education in Baranja" in which students

participated in the workshops together with their professors, volunteered and actively participated for one and a half year.

Collaboration of students of different disciplines exists on various current topics that are interesting to young people, and students can express their affinities, talents and be autonomous and responsible. For example, they participate in the Science Festival and the Volunteer Week (carrying out activities together with economics and medicine students), as well as conduct workshops on communication (conflict and conflict resolution - nonviolence, stereotypes and prejudice) for children and students.

UNIVERSITY OF JURAJ DOBRILA IN PULA, FACULTY OF EDUCATIONAL SCIENCES: INTEGRATED UNDERGRADUATE AND GRADUATE TEACHER EDUCATION UNIVERSITY STUDY PROGRAMME

Integrated undergraduate and graduate teacher education university study programme at the Faculty of Educational Sciences in Pula represents a good example of teaching about human rights, child rights and child participation, and child as an active citizen.

There is a separate course Education for Human Rights and Democratic Citizenship covering all three areas. Learning outcomes relate to achieving higher levels of knowledge, skills, and forming attitudes in all three areas. The course is elective and offered to students in the fifth year. The three areas are also integrated into the content of other courses.

Different interactive methods of participation are applied, where students are either self-involved or in assignments that have already been set up. Primarily, work with students is organized in the form of workshops and in groups and there is very little individual work. By working in pairs and groups students acquire social skills that will later be applied to working with children.

Explicit learning outcomes are primarily within the aforementioned Education for Human Rights and Democratic Citizenship course, but are also integrated into the content of other courses. It is important to examine not only knowledge but also the skills and attitudes of students, so that besides the classical final written tests the students are also tested through practical tasks, such as workshops that they prepare and perform with the students in the primary school with which the faculty cooperates. Forming attitudes on, for example, children's rights, is checked by choosing a child right (e.g., the right to free time) and then analysing how it is processed in international documents from UN, UNESCO, Council of Europe, European Union and then in national Constitution, certain

laws and regulations. The research is presented to colleagues and critically discusses how this right is implemented or protected in the everyday life of a school - the student must argue his/her attitude - not just reproduce knowledge. In this way, they also gain inspiration for further research.

Professors who teach in these areas are concerned with scientific and professional work in this field. However, since there is a need to integrate these areas into the contents of other courses, professors should be more self-educated - through seminars, educational workshops, conferences - and show greater motivation for an interdisciplinary approach. There is no systematic student learning collaboration among the different disciplines. There are some common activities between ECPE and TE students at the faculty. Some professors working at several faculties organize self-initiated cooperation between students (e.g., between the Faculty of Educational Sciences and the Faculty of Humanities and Social Sciences). Thus, the correlation is carried out exclusively at the level of courses that the professor personally submits.

UNIVERSITY OF ZAGREB, TEACHER EDUCATION FACULTY: UNDERGRADUATE AND GRADUATE UNIVERSITY STUDY PROGRAMME OF EARLY CHILDHOOD AND PRESCHOOL EDUCATION AND INTEGRATED UNDERGRADUATE AND GRADUATE TEACHER EDUCATION UNIVERSITY STUDY PROGRAMME

Undergraduate and graduate university study programme of early childhood and preschool education (ECPE) and Integrated undergraduate and graduate teacher education university study programme (TE) at the Faculty of Teacher Education in Zagreb represents a good example of teaching about human rights, child rights and child participation, and child as an active citizen.

Teaching in the areas of human and child rights, child participation and child as an active citizen takes place within separate courses, but the areas are also integrated into the content of a courses that are primarily concerned with other topics. They are integrated into the content, but also the learning outcomes, of courses that are fundamental to all primary and kindergarten teachers. There are a lot of student discussions about democratic upbringing and education, pupil participation, and pupil as an active participant and a decision maker in school life and in the classroom at the course Theory of Teaching and Education at TE. Methods that encourage participation and development of democratic approach in the classroom, possibility of decision-making, and taking over

initiatives are taught within course Teaching Curriculum. Each specific teaching methodology of the subject (e.g. Croatian language, mathematics, arts…) dissolves teaching methods that are useful when it comes to pupil participation in school life. On courses such as General and School Pedagogy, human rights, the right to education and children's rights are mentioned. Marginalized groups or groups that have special needs are referred to within the Inclusive Pedagogy (both ECPE and TE) where students on integration, inclusion and all possible activities that the teacher can do to ensure equality for everyone in access to quality education. Among elective courses there are Education for Democratic Citizenship, School, Kindergarten, and Families Partnerships, Socio-emotional Development and Children's rights (ECPE), dealing more with topics related to human rights, children's rights and democratic citizenship.

Teaching methods used are collaborative learning, research learning, project learning, presentations and guest appearances of teachers who come to spread knowledge about how the course contributes to the development of the local community and vice versa. Classical frontal method is the least present of all the teaching methods.

Explicit learning outcomes exist within elective courses. For a course on Education for Democratic Citizenship, before graduating from a final exam, the student has to prepare a portfolio for a specific topic and then discuss with the professors about what is in the portfolio and why. Students choose a topic within the area of democratic citizenship themselves, and then have a full semester for portfolio development. The final exam is both written and oral. During oral part of the exam students and professor together analyse the daily press and web portals. They discuss the current situation where they recognize the area being taught within the course of Education for Democratic Citizenship.

Student-centred learning is ensured by planning activities involving students themselves, as much as possible including the participation of external actors chosen in view of the interest shown by the students themselves. At the introductory lesson, students choose their topic themselves from the offered content.

Professor must be scientifically active in the field and have a number of scientific papers from the areas in order to teach within a course. It is also desirable to go through additional specific education (e.g. education offered by the Council of Europe).

There is no systematically organized student cooperation, except with the incoming students of ERASMUS+ and CEEPUS. They are engaged in obligatory activities related to interculturalism.

UNIVERSITY OF ZADAR, DEPARTMENT FOR EDUCATION OF PRIMARY TEACHERS AND EARLY CHILDHOOD AND PRESCHOOL TEACHERS: INTEGRATED UNDERGRADUATE AND GRADUATE TEACHER EDUCATION STUDY PROGRAMME

Integrated undergraduate and graduate teacher education study programme at the Department for Education of Primary Teachers and Early Childhood and Preschool Teachers in Zadar represents a good example of teaching about human rights, child rights and child participation, and child as an active citizen.

Teaching on the topics of human and child rights, child participation and child as an active citizen is organized in several separate courses: Inclusive Education, Child Rights, Ethics and Human Rights.

Teaching methods are mostly inductive, active and interactive in the way that students comment on and discuss some of the articles from laws and conventions. In particular, in seminars they present conventions in the function of child rights protection, concrete problems and solutions. The student is motivated by a series of examples to deal with situations in the school where children are faced with disrespect for their rights, especially children with disabilities.

There are explicit learning outcomes in the areas, and knowledge is evaluated through practical assignments in schools, where students are in direct contact with children and where many conflicting situations and misunderstandings arise. Some learning outcomes are: a complete and systematic pedagogical approach to working with children with special needs; realization of activities with children with special needs; ability to collaborate with professionals of different profiles and with parents; design and implementation of special and custom programmes, etc. The aim of the course Child Rights is a critical reflection of fundamental relationship towards self and others in order to apply child rights responsibly as part of respect for human rights in general. Course objective of Ethics and Human Rights is insight into fundamental understanding of values and human rights as an incentive for responsible living of democratic values in all areas of life.

Some of the questions for the final exam are as follows: Articles from the Convention on the Rights of the Child determine the upbringing and education of children and pupils with disabilities; Importance of rights and responsibilities contained in human rights documents; The importance of ethical and social responsibility for respect for human rights and human dignity in everyday life.

Student-centred learning is provided by discussions, analysis of examples from literature and practice, and analysis of documents.
Within the study programme, professors are provided with additional education for the areas: lifelong learning, seminars, conferences, literature.
Student collaborative learning within the areas is possible by selecting elective courses from other departments, since the university is integrated. Students from the Department for Education of Primary Teachers and Early Childhood and Preschool Teachers can choose courses, for example, at the Department of Philosophy where they choose Ethics and similar courses.

Respondents' personal reflections

All participants noted that the areas of human and child rights, child participation and child (pupil) as an active citizen are of great importance for the education of future kindergarten and primary teachers, pedagogues and other experts involved in the educational process. It is an interdisciplinary topic that is mandatory in primary and secondary schools, and it is expected that the implementation of comprehensive curricular reform will become mandatory for early childhood and preschool education.
However, there is dissatisfaction with current study programmes because the areas are covered by various courses dealing with different content rather than having their own separate courses. Existing separate courses are often elective courses so not all students have the opportunity to participate. That is why most interviewees state that it is necessary to refresh or even completely reconstruct existing study programmes in line with the changes that take place in society, educational policies and educational system.
Negative consequences of unorganized study programmes are mostly felt in kindergartens and primary schools where children's rights, children's participation and civic education are entering extremely slowly, although there are exceptions and university professors organize collaboration with examples of good practice in which students have an opportunity to learn additionally. One of the main reasons for the violation of children's rights in educational institutions is the lack of information of those working with children (pupils) in the field of human rights and on international documents, laws and regulations that regulate them, which is why they do not recognize situations where children's rights are violated.

One respondent's suggestion is that these problems can be solved in the way that the faculties offer lifelong learning programs that cover the areas, but also redirect teachers from orientation to the content concept to the curricular concept. In other words, as the other respondent emphasized, participatory rights put the child in the position of the subject who makes decisions and expresses his/her opinion, so it is important that the student is also the supporter of his/her curriculum in order to become a reflective practitioner focused on the child in future professional work.

Discussion and conclusion

Teaching on human rights, children's rights and child participation as well as child as an active citizen, are mostly integrated into the content of different courses in examples of good practice, but there are also courses dealing exclusively with these areas. Some of these courses are mandatory, some elective. The lecturers are engaged in scientific work in the field of the areas and this is the basic criterion for qualification for teaching. It is also desirable to be further educated through various seminars, workshops and conferences. In the study programmes, there are explicit learning outcomes about the areas and the knowledge on them is checked through typical final exams (both written and oral), but also in other ways, during classes. For example, through seminar presentations or organization of workshops, since it is important to examine not only knowledge but also skills and attitudes.

All examples of good practice have in common the application of modern teaching methods. They avoid frontal approach in working with students, and students are encouraged to work in groups and couples, enabling the development of social skills. Students learn a lot through workshops, project and research tasks, and practical assignments in kindergartens and schools. It is believed that such teaching methods motivate students and encourage reflection and critical thinking among students. Learning is student-centred, which is primarily provided by the possibility to select the content that is being studied in the course, or a topic for a student assignment.

It seems that the common disadvantage or weakness of all interviewed institutions is the lack of collaboration of students from related study programmes. Teacher education

faculties mentioned the common activities of students of ECPE and TE, as well as collaboration with incoming students from the international Erasmus + and CEEPUS programmes. Systematic collaboration, i.e. collaborative learning, among students of related studies does not exist, but is left to the individual possibilities and affinities of professors and students. Encouraging collaborative learning between students of pedagogy, psychology, ECPE, TE and social work is important in the context of their future cooperation in a professional environment. Encouraging student level collaboration could facilitate future collaboration on a professional level.

Finally, interviewees emphasized that the topics of human rights, children's rights and child participation, and child (pupil) as an active citizen are of utmost importance for future practitioners and are also mandatory at the primary and secondary school level. Their conclusion is that the learning outcomes should be more explicitly expressed in study programmes, and current and future practitioners need to increase their knowledge of children's rights, child participation, and civic education and focus on contemporary teaching strategies.

Follow-up: discussions and conclusions from national workshop

As part of the project, the National Workshop "Human Rights, citizenship and democratic participation" in Rijeka on January 21, 2019 was attended by project members, teachers and students of higher education institutions and educators and teachers. The results of the national survey with teachers of higher education institutions, interviews with examples of good practice and surveys with students from the Faculty of Teacher Education in Rijeka, as well as brief reports on the Swedish and Portuguese stage of the project were presented. The aim of the national workshop was to discuss the results of the above-mentioned surveys and interviews and to complement the Croatian report with the insights of the workshop participants.

Work on the workshop was organized in three international groups in English.

1. Which learning outcomes are important in these areas and why? Write down some examples.
2. One of the issues that came up in the interviews with examples of good practice is the lack of collaboration among students of different professions (e.g. primary education, pedagogy and psychology). Can you think of any ideas on how to improve on that?
3. It seems there is a discrepancy between faculties' and students' perceptions of the most common methods of teaching in these areas: while faculties consider the frontal teaching practically obsolete, students report frontal teaching as the most common way they learned about these areas. Why do you think there is such a difference between the perceptions and how can we bring them closer?
4. Teaching about these areas is relatively new and some think teachers and other professionals working in kindergartens, schools and similar institutions would benefit from lifelong learning programmes. Do you agree? What would be the best methods/strategies of teaching for those programmes?

Participants highlighted that it is less important if the learning outcomes are „correct“ but that they have to be assessable (although assessing learning by doing is difficult). It is important to know how to take responsibility.

Ideas on improving collaboration of students from different professions were to introduce joined courses, service learning, workshops involving schools and kindergartens, summer schools for students and joint research. All these activities should be implemented at an early stage in study programmes.

When commenting on different perceptions about most common teaching methods between faculties and students, participants assumed that there are different expectations or different understandings from students and teachers. That teachers need to improve their teaching competences and good examples should be spread.

The lifelong learning programmes should involve NGOs and use senior students as a resource. Contemporary teaching methods should be implemented. Lifelong learning programmes should not be a one-time activity but continuous development and they should always respond to the context and specific needs of the teachers.

Follow-up: student survey

After conducting interviews with representatives of higher education institutions, a smaller survey was conducted with the students of the Faculty of Teacher Education in Rijeka. The purpose of the survey was to include a student perspective and see how compatible it is with the statements of representatives of good examples. The students of the fifth year of the integrated undergraduate and graduate teacher university study programme (N = 31) and students of the first year of graduate study programme of early childhood and pre-school education (N = 26) participated in the survey. A total of 57 respondents participated, which makes up about 75% of the students of these generations.

Almost all students stated that they learned about human rights, children's rights and children's participation, and the child (student) as an active citizen, but less than 50% of students stated that they learned about the intercurricular topic of Civic Education. Students of the Teacher Education (TE) study programme learned about these topics mostly in the compulsory and elective courses of Family Pedagogy, Inclusive Education, Sociology, Didactics, General Pedagogy, Pupils with Behavioural Problems, and Prevention of Peer Violence. Some have pointed out that these topics were taught only informatively on these courses. Similar comments were also given by the students of Early childhood and preschool education (ECPE), and they heard about them in the compulsory and elective courses of Pedagogy of ECPE, New Paradigm in ECPE, Family Pedagogy, Sociology of Family, Sociology of Childhood, Professional Competences of Preschool Teachers, and Inclusive Education.

They learned about these topics mainly through frontal lectures (almost 100%), written and oral seminars (35% of the TE students and 50% of the ECPE students) and group discussions (30% of the TE students and 50% of the ECPE students). Students also mentioned exercises and workshops (about 30% in both groups). The least mentioned teaching methods were essays, learning through research, portfolio design and practice,

while only one student in the sample mentioned learning through project. About 40% of students said they did not have any exams in these topics.

When they learned about these topics, there was usually no organized collaboration with NGOs, only some recalled collaboration with schools or kindergartens. They also had no contact with students of related studies such as psychology or pedagogy.

Most students believe that they were not sufficiently involved in designing and implementing tasks through which they learned about topics. Almost 85% of students do not consider themselves to be capable of teaching these topics, but also 85% of students believe that these topics are important and necessary for modern education. In the final comments, some students stated that they learned about children's rights and participation mainly through volunteering and additional education outside of their study programme.

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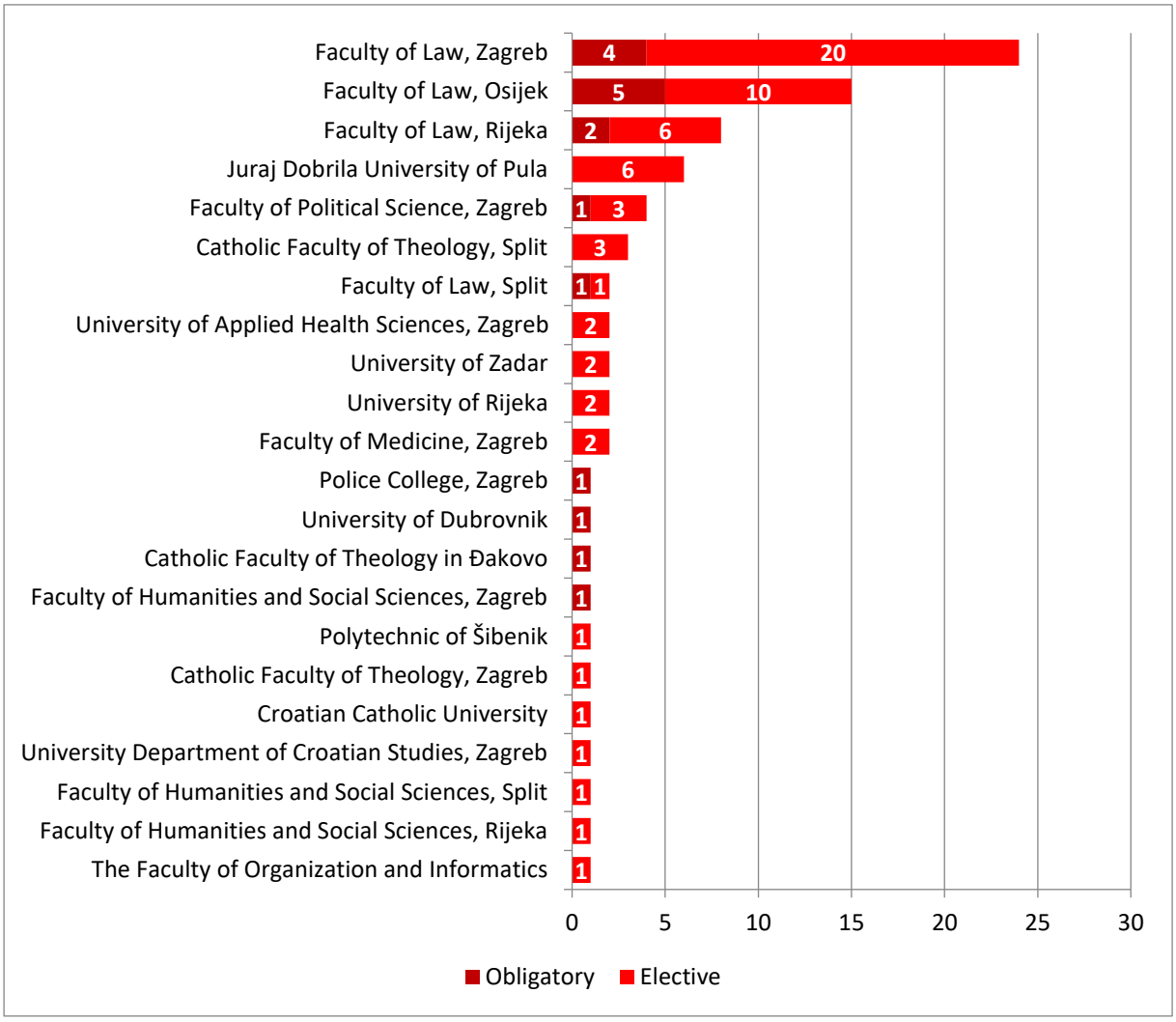
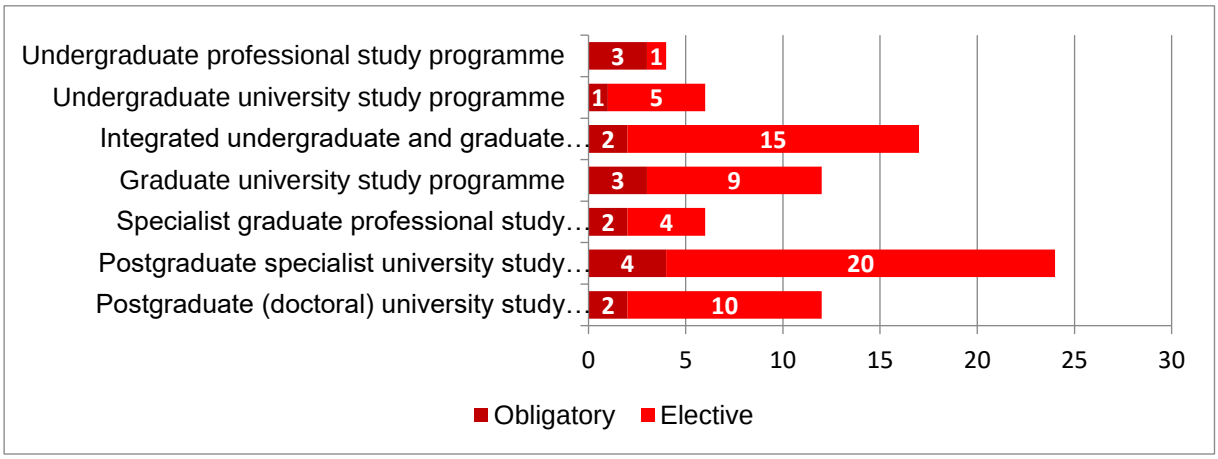
APPENDIX 1. Distribution of Courses on Human Rights in Croatia





Source: Mozvag Information System (Agency for Science and Higher Education), last accessed: 7.12.2018.

APPENDIX 2. Overview of programmes included in the survey

HEIs and programmes according to areas and levels	
Faculty of Education, JJS University of Osijek	Teacher Education (BA+MA, 5 years programme)
	Early Childhood and Preschool Education, undergraduate
	Early Childhood and Preschool Education, graduate
Faculty of Humanities and Social Sciences, University of Split	Teacher Education (BA+MA, 5 years programme)
	Early Childhood and Preschool Education, undergraduate
	Early Childhood and Preschool Education, graduate
Juraj Dobrila University of Pula	Preschool Education (in multiple languages), professional undergraduate
	Teacher Education (in multiple languages), (BA+MA, 5 years programme)
University of Zadar	Teacher Education (BA+MA, 5 years programme)
	Early Childhood and Preschool Education, undergraduate
	Early Childhood and Preschool Education, graduate
Faculty of Teacher Education, University of Zagreb	Early Childhood and Preschool Education, undergraduate
	Early Childhood and Preschool Education, graduate
	Teacher Education (with subject specialisations), (BA+MA, 5 years programme)
Faculty of Teacher Education, University of Rijeka	Teacher Education, integrated
	Early Childhood and Preschool Education, undergraduate
	Early Childhood and Preschool Education, graduate
Faculty of Humanities and Social Sciences, JJS University of Osijek	Pedagogy, undergraduate, double major
	Pedagogy, graduate, double major
Faculty of Humanities and Social Sciences, University of Rijeka	Pedagogy, undergraduate, single major
	Pedagogy, undergraduate, double major
	Pedagogy, graduate, single major
	Pedagogy, graduate, double major
Faculty of Humanities and Social Sciences, University of Zagreb	Pedagogy, undergraduate, single major
	Pedagogy, undergraduate, double major undergraduate
	Pedagogy, graduate, single major
	Pedagogy, graduate, double major
Faculty of Humanities and Social Sciences, University of Split	Pedagogy, undergraduate, double major
	Pedagogy, graduate, double major

University of Zadar	Pedagogy, undergraduate, double major
	Pedagogy, graduate, double major
Croatian Catholic University	Psychology, undergraduate
	Psychology, graduate
Faculty of Humanities and Social Sciences, JJS University of Osijek	Psychology, undergraduate
	Psychology, graduate
Faculty of Humanities and Social Sciences, University of Rijeka	Psychology, undergraduate
	Psychology, graduate
University of Zadar	Psychology, undergraduate
	Psychology, graduate
University Centre for Croatian Studies, University of Zagreb	Psychology, undergraduate
	Psychology, graduate
Faculty of Humanities and Social Sciences, University of Zagreb	Psychology, undergraduate, single major
	Psychology, graduate, single major
Faculty of Law, University of Zagreb	Social Work, undergraduate
	Social Work, graduate
	Social Policy, graduate
Faculty of Law, JJS University of Osijek	Social Work, undergraduate

APPENDIX 3. Course learning outcomes by survey areas

HUMAN RIGHTS

PROGRAMMES	**OBLIGATORY CONTENT**	**ELECTIVE CONTENT**
PSYCHOLOGY, PEDAGOGY AND SOCIAL WORK	COURSES ON HUMAN RIGHTS' SYSTEMS (A BLOCK OF COURSES ON THE THEORY, HISTORY, AND TYPES AND IMPLEMENTION OF REGULATION), PROTECTION OF CHILDREN'S AND YOUTH RIGHTS, PREVENTION OF VIOLENCE; PART OF A COURSE ON ETHICAL ISSUES IN RESEARCH, COUNSELLING AND PSYCHOTHERAPY	TRAINING FOR NON-VIOLENCE AND COOPERATION, PREVENTION OF BIHEVIORAL DISORDERS, SOCIAL PSYCHOLOGY, FIELD WORK, LECTURES BY PROFESSIONALS, VARIOUS INCENTIVES FOR VOLUNTEERING
ECPE	COURSE ON THE TRAINING AND EDUCATION ON HUMAN RIGHTS, PEACE AND NON-VIOLENCE, NONVIOLENT COMMUNICATION, DISCRIMINATIONS, TOLERANCE, CHALLENGES AND PROBLEMS OF THE MODERN WORLD, INCLUSIVE PEDAGOGY	CIVIC EDUCATION COURSE PEDAGOGY OF LIFE-LONG LEARNING SOCIAL SKILLS TRAINING
TEACHER EDUCATION	TRAINING AND EDUCATION FOR HUMAN RIGHTS AND DEMOCRATIC CITIZENSHIP, CURRICULAR CONTENT OF CIVIC EDUCATION; INCLUSIVE PEDAGOGY, OTHER GENERAL COURSES.	VIOLENCE AGAINST CHILDREN, EDUCATION FOR DEVELOPMENT, VOLONTEERING IN EDUCATION, BEHAVIOURAL PROBLEMS IN CHILDREN, PEDAGOGY OF LIFE-LONG LEARNING, PEDAGOGY OF SUSTAINABLE DEVELOPMENT, SOCIAL ENGAGEMENT IN ARTS, CONTEMPORARY VISUAL ARTS MEDIA

CHILDREN'S RIGHTS AND PARTICIPATION

PROGRAMMES	OBLIGATORY CONTENT	ELECTIVE CONTENT
PSYCHOLOGY, PEDAGOGY AND SOCIAL WORK	CHILDREN'S RIGHTS, CONVENTIONS AND LEGISLATION, PROTECTION OF CHILDREN'S AND YOUTH RIGHTS, RIGHT TO DECIDE, PRESCHOOL EDUCATION, PRINCIPLE OF STUDENT-CENTRED LEARNING, WORK STANDARDS OF SCHOOL PSYCHOLOGISTS, ETHICAL RESEARCH ISSUES	PRESCHOOL PEADAGOGY, SOCIAL PEDAGOGY, TRAINING FOR NON-VIOLENCE AND COOPERATION, POSITIVE PEDAGOGY, CHILDREN IN HISTORICAL-THEORETICAL CONTEXT, CHILDREN AS BEARERS OF RIGHTS, CONSTITUTIONAL PROTECTION OF CHILDREN, RIGHT OF CHILD PATIENTS TO INFORMED CONSENT, PROCESS POSITION OF CHILDREN AND CHILD REPRESENTATION IN COURT PROCEEDINGS, CHILDREN IN INTERNATIONAL AND EUROPEAN LAW, CONVENTION ON CHILDREN'S RIGHTS AND INDIVIDUAL RIGHTS FROM THE CONVENTION ON THE RIGHTS OF THE CHILD.
ECPE	CIVIC EDUCATION AND INTEGRATED ECPE CURRICULA, INTERCULTURAL/MULTICULTURAL TRAINING AND EDUCATION, FEATURES OF CHILDREN'S RIGHTS IN EDUCATION AND TRAINING /KINDERGARTEN/SCHOOL, PARTICIPATION AND PRACTICAL APPLICATION OF CHILDREN'S RIGHTS IN KINDERGARTENS, SOCIO-EMOTIONAL DEVELOPMENT AND CHILDREN'S RIGHTS, PROFESSION OF KINDERGARTEN TEACHERS AND	RESPONSIBILITIES OF THE FAMILY, INSTITUTIONS, SOCIETY WITH REGARDS TO RESPECTING CHILDREN'S RIGHTS HISTORY OF CHILDHOOD, ALTERNATIVE PROGRAMMES, DEVELOPMENTAL PSYCHOPATHOLOGY, SOCIOLOGY OF CHILDHOOD, POSITIVE PSYCHOLOGY, KINDERGARTEN CULTURE

	REFLEXIVE PRACTIVE, INCLUSIVE PEDAGOGY AND PHILOSOPHY OF EDUCATION, EDUCATION POLICY AND EARLY CHILDHOOD EDUCATION, CHILDREN IN CRISES, REFLEXIVE PRACTICE, FAMILY PEDAGOGY, CO-CONSTRUCTION OF CURRICULUM, PARTNERSHIP WITH PARENTS, ENCOURAGING GIFTED STUDENTS	
TEACHER EDUCATION	CIVIC EDUCATION AND ECPE INTEGRATED CURRICULUM, INCLUSIVE PEDAGOGY, CONTENT OF GENERAL COURSES (GENERAL PEDAGOGY, SCHOOL PEDAGOGY, EARLY SOCIO-PEDAGOGIC INTERVENTIONS, SOCIOLOGY, DEVELOPMENTAL PSYCHOLOGY, SPECIAL NEEDS STUDENTS AND ENCOURAGING GIFTED STUDENTS, FAMILY PEDAGOGY, FOSTERING AND OBSTRUCTING CREATIVITY IN TEACHING)	VIOLENCE AGAINST CHILDREN, EDUCATION FOR DEVELOPMENT, VOLUNTEERING IN EDUCATION, BEHAVIOURAL PROBLEMS IN CHILDREN, PREVENTING PEER VIOLENCE, ENCOURAGING GIFTED STUDENTS

CHILDREN/PUPILS AS ACTIVE CITIZENS

PROGRAMMES	**OBLIGATORY CONTENT**	**ELECTIVE CONTENT**
PSYCHOLOGY, PEDAGOGY AND SOCIAL WORK	RIGHTS OF CHILDREN IN THE FAMILY AND SOCIETY, AND PROTECTION OF CHILDREN'S AND YOUTH RIGHTS, RIGHT TO DECIDE, ETHICAL ISSUES IN RESEARCH	PRESCHOOL PEDAGOGY, SOCIAL PEDAGOGY, TRAINING FOR NON-VIOLENCE AND COOPERATION, SOCIOLOGY OF EDUCATION AND TRAINING
	CHILD/PUPIL - PARTNER IN EDUCATION AND TRAINING,	CIVIC EDUCATION, PREVENTION OF ABUSE AND

ECPE	CHILDREN'S POSITION IN EDUCATION AND TRAINING, INCLUSION IN EDUCATION AND TRAINING CHILD – ACTIVE PARTICIPANT IN EDUCATION AND TRAINING AND A CO-CONSTRUCTOR OF INTERGRATED PRESCHOOL CURRICULUM, PUPIL – CITIZEN AND SUSTAINABLE DEVELOPMENT FUNDAMENTAL QUESTIONS ABOUT DEMOCRACY, INCLUSIVE PEDAGOGY, EDUCATION POLICY, NEW EDUCATION AND TRAINING PARADIGM, CURRICULAR CONTENT	AGRESSIVE BEHAVIOUR, EXPERIENTAL LEARNING, CHILDREN, ENVIRONMENT AND SUSTAINABLE DEVELOPMENT, FOLKLORE MUSIC
TEACHER EDUCATION	CIVIC EDUCATION, INCLUSIVE PEDAGOGY, GENERAL PEDAGOGY, SCHOOL PEDAGOGY, EARLY SOCIO-PEDAGOGIC INTERVENTIONS, TEACHING METHODOLOGY, SOCIOLOGY	VIOLENCE AGAINST CHILDREN, EDUCATION FOR DEVELOPMENT, VOLUNTEERING IN EDUCATION, BEHAVIOURAL PROBLEMS IN CHILDREN, EDUCATION AND TRAINING FOR DEMOCRATIC CITIZENSHIP

APPENDIX 4. Questionnaire

Inclusion of learning outcomes on human rights, children's rights and participation, and child (pupil) as an active citizen in selected study programmes on Croatian higher education institutions

Higher education institution to which the answers pertain:

Study programme to which the answers pertain:

Qualification awarded by the programme:

Respondent

Name and surname:

Function:

E-mail:

INTRODUCTORY QUESTIONS

1) Does the programme include teaching about the following areas?

(If the answer is YES for all three areas, go to question number 3; if the answer is NO to any question, proceed to question number 2)

a) Human rights:

1. YES
2. NO

b) Children's rights and participation:

1. YES
2. NO

c) Child (pupil) as an active citizen:

1. YES

Comments:…

2) Why does the programme not cover the following area/s? Provide the most important reasons.

If your answer to question 1) was NO for all three areas (a-c), proceed to the final questions.

a) Human rights: ...

b) Children's rights and participation: …

c) Child (pupil) as an active citizen: ...

3) Why does the programme cover these areas?

Provide the most important reasons. You can choose multiple answers (from 1 to 3) or write your own.

a) Human rights

1. It is required by regulation and recommendations (national recommendations, regulations and demands of professions, chambers, directives, qualifications frameworks, etc.)
2. Demands from institutions (kindergartens and schools)
3. Demands from the university (university strategies)
4. Demands from the department/chair/faculty
5. They arise from teachers' competencies
6. Other: ...

Comments:

b) Children's rights and participation

1. It is required by regulation and recommendations (national recommendations, regulations and demands of professions, chambers, directives, qualifications frameworks, etc.)
2. Demands from institutions (kindergartens and schools)
3. Demands from the university (university strategies)
4. Demands from the department/chair/faculty
5. They arise from teachers' competencies
6. Other…

Comments:

c) Child (pupil) as an active citizen

1. It is required by regulation and recommendations (national recommendations, regulations and demands of professions, chambers, directives, qualifications frameworks, etc.)
2. Demands from institutions (kindergartens and schools)
3. Demands from the university (university strategies)

4. Demands from the department/chair/faculty
5. They arise from teachers' competencies
6. Other…

Comments:

4) How is the programme funded?

a) Public funds
b) Tuition fees
c) Public funds and tuition fees
d) Other: ...

Comments:

PROGRAMME GOALS AND CONTENT

5) Are there specific/explicit learning outcomes at programme level that include these areas?

a) Human rights:
1. YES (state the learning outcomes in question: ...)
2. NO
3. Not applicable, there is no teaching on the areas

b) Children's rights and participation:
1. YES (state the learning outcomes in question: ...)
2. NO
3. Not applicable, there is no teaching on the areas

c) Child (pupil) as an active citizen:
1. YES (state the learning outcomes in question: ...)
2. NO
3. Not applicable, there is no teaching on the areas

Comments:

6) How does the institution ensure that the learning outcomes in question are relevant for students' future careers?

a) Human rights:

1) Through discussions with representatives from the profession
2) Collecting feedback from alumni
3) Research on the mentioned areas
4) Other: …

b) Children's rights and participation:

1) Through discussions with representatives from the profession
2) Collecting feedback from alumni
3) Research on the mentioned areas
1) Other: …

c) Child (pupil) as an active citizen:

1) Through discussions with representatives from the profession
2) Collecting feedback from alumni
3) Research on the mentioned areas
1) Other: …

Comments:

7) How does the institution ensure that students are involved in the development of learning outcomes in question?

a) Human rights:

1) Student surveys
2) Student evaluations
3) Participation of students in bodies and decision-making procedures
4) Other: …
5) Students are not involved

b) Children's rights and participation:

1) Student surveys
2) Student evaluations
3) Participation of students in bodies and decision-making procedures
4) Other: …
5) Students are not involved

c) Child (pupil) as an active citizen:
1) Student surveys
2) Student evaluations
3) Participation of students in bodies and decision-making procedures
4) Other: …
5) Students are not involved

Comments:

8) What are the main contents in teaching about the following areas?
List them in bullet form. This question pertains to **teaching content** that is **obligatory** for all students in a programme, or rather it does not include elective or additional content that some students will not listen to.

a) Human rights: …
- Not applicable, there is no teaching on these areas

b) Children's rights and participation: …
- Not applicable, there is no teaching on these areas

c) Child (pupil) as an active citizen: …
- Not applicable, there is no teaching on these areas

Comments:

9) Which elective or additional programme contents include teaching/learning on the areas in questions? List them in bullet points.

a) Human rights: …

- Not applicable, there is no teaching on these areas

b) Children's rights and participation: …

- Not applicable, there is no teaching on these areas

c) Child (pupil) as an active citizen: …

- Not applicable, there is no teaching on these areas

Comments:

10. Are the following aspects included in teaching/learning on the areas in question (and to what extent)?

a) Human rights:

1. Teaching/learning on human rights is on a general and/or theoretical level:

No, it is not incorporated (1)
Yes, it is fully incorporated (6)
Not applicable (n/a)

1 2 3 4 5 6 n/a

2. Teaching/learning includes lessons on how to recognise, assess, and take into consideration human rights in future professional work:

No, it is not incorporated (1)
Yes, it is fully incorporated (6)
Not applicable (n/a)

1 2 3 4 5 6 n/a

b) Children's rights and participation:

1. Teaching/learning on children's rights and participation is on a general and/or theoretical level:

No, it is not incorporated (1)
Yes, it is fully incorporated (6)
Not applicable (n/a)

1 2 3 4 5 6 n/a

2. Teaching/learning includes lessons on how to recognise, assess, and take into consideration children's rights and participation in future professional work:

No, it is not incorporated (1)
Yes, it is fully incorporated (6)
Not applicable (n/a)

1 2 3 4 5 6 n/a

c) Child (pupil) as an active citizen:

1. Teaching/learning on the area is on a general and/or theoretical level:

No, it is not incorporated (1)
Yes, it is fully incorporated (6)
Not applicable (n/a)

1 2 3 4 5 6 n/a

2. Teaching/learning on the area includes the promotion of active citizenship in children and pupils in future professional work:

No, it is not incorporated (1)
Yes, it is fully incorporated (6)
Not applicable (n/a)

1 2 3 4 5 6 n/a

Comments:

11) Are the areas in question included in literature (teaching material)?

a) Human rights:

1. Yes, they are included in the obligatory literature
2. Yes, they are included in the additional/elective literature
3. No
4. Not applicable, there is no teaching on these areas

b) Children's rights and participation:

1. Yes, they are included in the obligatory literature
2. Yes, they are included in the additional/elective literature
3. No
4. Not applicable, there is no teaching on these areas

c) Child (pupil) as an active citizen:

1. Yes, they are included in the obligatory literature
2. Yes, they are included in the additional/elective literature
3. No
4. Not applicable, there is no teaching on these areas

Comments:

TEACHING METHODS AND ASSESSMENT OF KNOWLEDGE

12) Is the teaching/learning on the areas in question integrated into class and subject teaching, or is it done through separate courses (focused on these areas)?

a) Human rights:

1. Integrated into class and subject teaching
2. Taught as separate courses
3. Some aspects are integrated, while others are taught as separate courses
4. Not applicable, there is no teaching on these areas

b) Children's rights and participation:

1. Integrated into class and subject teaching
2. Taught as separate courses

3. Some aspects are integrated, while others are taught as separate courses
4. Not applicable, there is no teaching on these areas

c) Child (pupil) as an active citizen:

1. Integrated into class and subject teaching
2. Taught as separate courses
3. Some aspects are integrated, while others are taught as separate courses
4. Not applicable, there is no teaching on these areas

Comments:

13) What is the format of the teaching/learning on these areas?

You may choose more than one answers.

a) Human rights:

1. Lectures
2. Seminars
3. Mentorship
4. Individual student work and written assignments
5. Group work
6. Individual student work with literature
7. Practical work
8. Other: …
9. Not applicable, there is no teaching on these areas

b) Children's rights and participation:

1. Lectures
2. Seminars
3. Mentorship
4. Individual student work and written assignments
5. Group work
6. Individual student work with literature
7. Practical work
8. Other: …

9. Not applicable, there is no teaching on these areas

c) Child (pupil) as an active citizen:

1. Lectures
2. Seminars
3. Mentorship
4. Individual student work and written assignments
5. Group work
6. Individual student work with literature
7. Practical work
8. Other: …
9. Not applicable, there is no teaching on these areas

Comments:

14) Do students have assessments of knowledge on the areas in question?

If your answer is NO for all three areas (a, b and c), proceed to question no. 16. Otherwise answer question no. 15, but only for those areas that are included in students' assessment.

a) Human rights:

1. Yes, they have an assessment of knowledge from all aspects of the area that were covered
2. Yes, they have an assessment of knowledge from some aspects of the area that were covered
3. No
4. Not applicable, there is no teaching on these areas

b) Children's rights and participation:

1. Yes, they have an assessment of knowledge from all aspects of the area that were covered
2. Yes, they have an assessment of knowledge from some aspects of the area that were covered
3. No
4. Not applicable, there is no teaching on these areas

c) Child (pupil) as an active citizen:

1. Yes, they have an assessment of knowledge from all aspects of the area that were covered
2. Yes, they have an assessment of knowledge from some aspects of the area that were covered

3. No
4. Not applicable, there is no teaching on these areas

Comments:

15) How was the type of knowledge assessment chosen in order to ensure the assessment of LO on the areas in question? What type of knowledge assessment is used and why?

You may choose more than one answers.

a) Human rights:

1. Written exam
2. Mid-term exam
3. Oral exam
4. Seminar paper
5. Oral seminar presentation
6. Reports (reflexions, internship diaries etc.)
7. Essays
8. Project assignments
9. Other: …
10. Not applicable, there is no teaching on these areas.

Why?

b) Children's rights and participation:

1. Written exam
2. Mid-term exam
3. Oral exam
4. Seminar paper
5. Oral seminar presentation
6. Reports (reflexions, internship diaries etc.)
7. Essays
8. Project assignments
9. Other: …
10. Not applicable, there is no teaching on these areas.

Why?

c) Child (pupil) as an active citizen:

1. Written exam
2. Mid-term exam
3. Oral exam
4. Seminar paper
5. Oral seminar presentation
6. Reports (reflexions, internship diaries etc.)
7. Essays
8. Project assignments
9. Other: …
10. Not applicable, there is no teaching on these areas.

Why?

16) How do you ensure that teaching methods (teaching and learning) are student-focused? You may choose more than one answers.

1. Preparatory meeting before the start of lessons (at which students' suggestions are taken into account)
2. Students can choose between different type of teaching and learning
3. Students are divided into small groups and give feedback on teaching methods
4. Student evaluations
5. Other: ...

Comments:

NASTAVNICI I NJIHOVE KOMPETENCIJE

17) Who teaches about the areas in the programme? You may choose more than one answers.

a) Human rights:

1. Teachers employed at the department/chair/faculty (which delivers the programme)
2. Teachers employed at other departments/chairs/faculties of the same or different university
3. Representatives of competent public institution
4. Representatives of NGOs (non-governmental organisations)
5. Experts from the profession for which the students are trained
6. Other, please specify (state the profession/job/function): …
7. Not applicable, there is no teaching on these areas

b) Children's rights and participation:

1. Teachers employed at the department/chair/faculty (which delivers the programme)
2. Teachers employed at other departments/chairs/faculties of the same or different university
3. Representatives of competent public institution
4. Representatives of NGOs (non-governmental organisations)
5. Experts from the profession for which the students are trained
6. Other, please specify (state the profession/job/function): …
7. Not applicable, there is no teaching on these areas

c) Child (pupil) as an active citizen:

1. Teachers employed at the department/chair/faculty (which delivers the programme)
2. Teachers employed at other departments/chairs/faculties of the same or different university
3. Representatives of competent public institution
4. Representatives of NGOs (non-governmental organisations)
5. Experts from the profession for which the students are trained
6. Other, please specify (state the profession/job/function): …
7. Not applicable, there is no teaching on these areas

Comments:

18) What qualifications do the teachers in the following areas possess?

You may choose more than one answers.

a) Human rights:

1. Conduct/conducted research on the area
2. Deal with the area professionally outside the system of higher education and science
3. Finished part of or entire study programme on the area
4. Have experience of working in profession for which the students are trained
5. Other, please specify: …
6. Not applicable, there is no teaching on these areas

b) Children's rights and participation:

1. Conduct/conducted research on the area
2. Deal with the area professionally outside the system of higher education and science
3. Finished part of or entire study programme on the area
4. Have experience of working in profession for which the students are trained
5. Other, please specify: …
6. Not applicable, there is no teaching on these areas

c) Child (pupil) as an active citizen:

1. Conduct/conducted research on the area
2. Deal with the area professionally outside the system of higher education and science
3. Finished part of or entire study programme on the area
4. Have experience of working in profession for which the students are trained
5. Other, please specify: …
6. Not applicable, there is no teaching on these areas

Comments:

19) How does the institution ensure that teacher competence is adequate?

Answer:

FINAL QUESTIONS (if you are a student representative, please give suggestions for improvement and recommendations for teachers and heads of study)

20) Is there a plan to introduce changes relating to teaching content on the areas in question? This includes the scope of teaching content on the areas in question within the programme, teaching

methods, types of knowledge assessment, teacher competencies, teaching methods centred on students or other aspects of teaching. Includes the introduction of new teaching content (on areas in questions) that are not represented. Be very specific.

a) Human rights:

1. YES (state the learning outcomes in question: …)
2. NO
3. If yes, please specify the learning outcomes and the planned changes (what kind, when)?

Comments:

b) Children's rights and participation:

4. YES (state the learning outcomes in question: …)
5. NO
6. If yes, please specify the learning outcomes and the planned changes (what kind, when)?

Comments:

c) Child (pupil) as an active citizen:

7. YES (state the learning outcomes in question: …)
8. NO
9. If yes, please specify the learning outcomes and the planned changes (what kind, when)?

Comments:

21) As part of the MEHR project, we want to identify examples of good practice in the incorporation of human rights, children's rights and participation and child (pupil) as an active citizen in relevant study programmes (that lead to education professions). You have a chance to propose programmes that could serve as examples of good practice in this sense.

a) Human rights:

1. Own programme
2. Other programme(s) that you know of: …

b) Children's rights and participation:

1. Own programme
2. Other programme(s) that you know of: …

c) Child (pupil) as an active citizen:

1. Own programme
2. Other programme(s) that you know of: …

Comments:

22) If you have any comments regarding teaching on the areas in question, feel free to write them; you can also make comments on the questionnaire itself.

Comments:

APPENDIX 5. Interview questions

Questions are related to three subject areas: (Pitanja se odnose na tri tematska područja:)

- Human rights (Ljudska prava),
- Children's rights and participation (Dječja prava i dječja participacija),
- Child (pupil) as an active citizen (Dijete (učenik) kao aktivni građanin).

HEI gives answers for **all study programmes listed as examples of good practice**, noting the possible differences between individual programmes. (Institucija odgovara za **sve studijske programe koji su navedeni kao primjeri dobre prakse**, odnosno u svakom pitanju navodi eventualne razlike između pojedinih studijskih programa.)

1. **How is the teaching about the three areas organised? Is it done separately or integrated into other courses?** (Kako je organizirano poučavanje o navedenim temama? Postoji li zaseban kolegij ili su ti sadržaji integrirani u drugim kolegijima?)
2. **What teaching methods are used?** (Koje metode poučavanja se koriste?)
3. **Are there intended learning outcomes for the three areas and how are the areas examined?** (Postoje li eksplicitni ishodi učenja o ovim temama i provjerava li se znanje o njima?)
4. **Give examples of examination questions, describe knowledge assessment methods used.** (Navedite primjere ispitnih pitanja, odnosno opišite načine provjere znanja o ovim temama.)
5. How does the programme ensure that teaching about the three areas is student-centred? (Kako se unutar studijskog programa osigurava da je poučavanje o ovim temama usmjereno na studenta?)
6. **How does the programme ensure that teachers have qualifications required for teaching these topics?** (Kako se unutar studijskog programa osigurava da nastavnici imaju primjerene kvalifikacije za poučavanje ovih tema?)
7. I**s there inter professional learning within the area?** (Postoji li interdisciplinarno učenje o temama (studenti uče od studenata drugih srodnih studija)?)
8. **Your reflections?** (Vaša osobna refleksija?)

APPENDIX 6. National Workshop and Conference Programme

National Workshop Programme on Modernity, Education and Human Rights:

Human Rights, Children's Rights and Participation and Active Citizenship as Learning Outcomes of Higher Education Study Programmes

January 21, 2019
University of Rijeka Campus, Rijeka

10:00 – 10:30 Registration and coffee
10:30 – 11:00 **Welcome:** Faculty of Teacher Education Dean
11:00 – 11:30 **Presentation of the Report: Željka Ivković Hodžić**
11:30 – 12:15 **Panel discussion with representatives from higher education institutions** (professors and students) - Interactive session with professors and students from good examples. How do different study programmes teach about human and children rights? What are the good examples? What competencies are required in future professional life?
12:15 – 13:00 **How can we learn about democracy?** - Interactive session with students and professors showing examples on teaching and learning about democracy.
13:00 – 14:00 **Lunch**
14:00 – 14:45 **Panel discussion with representatives from schools and kindergartens** - How is citizenship education performed successfully in kindergarten and school? Which competencies are needed for a practitioner? Which learning outcomes must be covered by study programmes? What is the place of professional associates (and study programmes for their qualifications) in regard to citizenship education?
14:45 – 15:30 **Group discussions** - Are there any learning outcomes on human and children rights? How are they examined? How can experience from practice (schools, kindergartens and NGOs) be integrated into study programmes and how can we meet their requirements through learning outcomes?
15:30 – 16:00 **Coffee**
16:00 – 16:30 **Presentations of comments and conclusions from group discussions.**
16:30 – 17:00 **Conclusions** - Discussion about the next steps. What did the participants bring to the workshops? How to implement good practice in a study programme?

International conference on Modernity, Education and Human Rights:

Human Rights, Children's Rights and Participation and Active Citizenship as Learning Outcomes of Higher Education Study Programmes

January 22, 2019

University of Rijeka Campus, Rijeka

08:30 – 9:00	Registration and coffee
09:00 – 09:15	**Welcome** **Emita Blagdan**, Agency for Science and Higher Education (ASHE) **Đurđica Dragojević**, Ministry for Science and Education – CROQF for Teacher Training Qualification and Quality Assurance of Higher Education programmes
09:15 – 9:30	**Presentation of the Croatian Report – Human Rights, Children's Rights and Participation, Active Citizenship as Higher Education Learning Outcomes** **Marina Matešić**, ASHE **Željka Ivković Hodžić**, Faculty of Teacher Education
09:30 – 11:00	**Panel discussion with stakeholders on Human Rights, Children's Rights and Participation, Active Citizenship in Croatian Higher Education Programmes: Areas of Improvement and Examples** **Lovorka Bačić**, Centre for Peace Studies – A Guide for Civic Ed. **Martina Horvat**, GOOD Initiative & GONG **Nikola Baketa**, Institute for Social Research, Croatia – Civic Competences in LLP and Youth Worker Study Programme Moderator: Marina Matešić, ASHE
11:00 – 11:15	**Coffee**
11:15 – 12:15	**A Path Forward: Can Universities Alone Achieve Quality Human Rights Education?** **Kornelija Mrnjaus**, University of Rijeka, Faculty of Humanities and Social Sciences, Department of Pedagogy – Intercultural and Human Rights Education in initial teacher education at the University of Rijeka – lessons learned **Anela Nikčević – Milković**, University of Zadar, Teacher Training Department – Human Rights in Teacher Training Programmes **Aleksandar Šušnjar**, PhD Student, University of Rijeka –Human Rights Learning Outcomes, SCL and Curriculum Development / Quality Assurance procedures Moderator: Emita Blagdan, Agency for Science and Higher Education

12:15 – 13:30	**Lunch** (University of Rijeka Campus cantina)
13:30 – 14:30	**Keynote speakers: Human Rights and Interculturality as an Overarching Principle** **Vedrana Spajić-Vrkaš**, University of Zagreb, FFZG Research and Training Centre for Human Rights and Democratic Citizenship – Learning human rights through citizenship education in a culturally plural context: Croatian approach as a lesson for Europe **Matteo Tracchi**, PhD Candidate at the Human Rights Centre of the University of Padova, Italy – Citizenship education in Italy and Croatia: what place for human rights? A mixed-methods research on human rights education **Nihad Bunar**, Stockholm University – Providing meaningful and equal education to migrant children – what should we know and do? Moderator: Đurđica Dragojević, MZO
14:30 – 15:30	**Quality Assurance of Human Rights Learning Outcomes: Lessons Learned** **John Delap**, European Student Union Magdalena Fonseca, A3ES & Maria Lucinda Fonseca, IGOT, University of Lisbon **Željka Ivković**, Faculty of Teacher Education, University of Rijeka **Marina Matešić**, ASHE – Local Quality Assurance and Policy Perspective **Ulf Hedbjörk**, UKA – International Policy Perspective (QUAG teaser)

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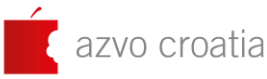
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