

## EDUCATION FOR DEMOCRATIC CITIZENSHIP AND HUMAN RIGHTS EDUCATION (EDC/HRE) IN PHYSICAL EDUCATION

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**Abstract:** The subject of this research is connection between EDC/HRE key concepts and physical education. The aim is to examine students' sensibility in recognition the significance of special key concept and realizing a possibility of its implementation in school work within the physical education course. Data were collected in the school year 2016/2017 and elaborated by qualitative research methods. The Conclusion is that students do not recognise the connection between special key concept and school practice and they are not ready to implement them. They see school as community suitable for practicing knowledge and skills in field of EDC/HRE.

**Key words:** EDC/HRE key concepts, Physical Education, School, Teaching.

### INTRODUCTION

Education for Human Rights in primary and secondary educational level is worldwide program developed after ending the Decade for Human Rights (1995-2004). In Southeast Europe, education for democratic citizenship began with the training of teachers from Bosnia and Herzegovina with the aim of "supporting the process of peace making" (Gollob, Krapf 2008, 9). The positive outcomes of the programme enabled its dissemination to all states members of the Council of Europe, in order to fully implement the terms and recommendations of the *Charter of Education for Democratic Citizenship and Human Rights Education* at national, intra national, counties, cantons, entities, provinces and other communities. During 2007. OHCHR, UNESCO and OSCE decided that the context of human rights is ready to join the education for democratic citizenship, emphasizing that they should be part of every man's education from his/her early years (Battaini Dragoni 2016). As institution, school has been recognized to pro-

## OBRAZOVANJE ZA DEMOKRATSKO GRAĐANSTVO I OBRAZOVANJE ZA LJUDSKA PRAVA (EDC/HRE) U FIZIČKOM VASPITANJU

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**Apstrakt:** Predmet rada je povezivanje ključnih koncepta EDC/HRE sa fizičkim vaspitanjem sa ciljem procene senzibilisanosti studenata za prepoznavanje značaja konkretnog ključnog koncepta i uviđanja mogućnosti za njegovu primenu u nastavnom radu u okviru predmeta fizičko vaspitanje. Podaci su prikupljeni u školskoj 2016/2017. godini i obrađeni metodama kvalitativnog istraživanja. Zaključak je da studenti ne prepoznaju vezu između konkretnog ključnog koncepta i nastavne prakse i da ne iskazuju spremnost da ih koriste. Školu vide kao zajednicu pogodnu za upražnjavanje znanja i veština iz oblasti demokratskog građanstva i ljudskih prava.

**Ključne reči:** Ključni koncepti EDC/HRE, fizičko vaspitanje, škola, nastava.

### Uvod

Ostvarivanje obrazovanja za ljudska prava u prvom i drugom nivou školskih sistema svih zemalja sveta, svetski je program koji je nastao nakon završetka Dekade obrazovanja za ljudska prava (1995-2004). Na području jugoistočne Evrope obrazovanje za demokratsko građanstvo je započelo obukom nastavnika iz Bosne i Hercegovine sa ciljem da se kroz njega „podrži proces izgradnje mira“ (Gollob, Krapf 2008, 9). Pozitivni ishodi programa su omogućili njegovo širenje na sve države članice Saveta Evrope, kako bi se na nacionalnom nivou i u okviru unutar nacionalnih okruga, kantona, entiteta, pokrajina i drugih oblika zajednica u potpunosti primenjivale odredbe i preporuke iz *Povelje o obrazovanju za demokratsko građanstvo i obrazovanju za ljudska prava*. Savet Evrope, Visoki komesarijat za ljudska prava (OHCHR), UNESCO i OEBS su tokom 2007. godine doneli odluku da se obrazovanju za demokratsko građanstvo pridruži i kontekst ljudskih prava, uz napomenu da treba da budu deo

vide education which will help children to grow and live in the world of differences which, if they are properly understood, do not divide but enrich people (Zuković, 2006).

### **EDC/HRE KEY CONCEPTS THROUGH THE PRISM OF PHYSICAL EDUCATION**

Education for Democratic Citizenship (EDC) mostly refers to democratic rights and responsibilities and is focused on the role of young people in particular community. Human Rights Education (HRE) is engaged in broader range of human rights and main freedoms in every part of human life (Gollob, Krapf, Ólafsdóttir & Weidinger, 2010). Concepts of democracy and human rights are pervading through all 9 EDC/HRE key concepts: 1. Equality, 2. Responsibility, 3. Diversity and Pluralism, 4. Rights and Freedom, 5. Conflict, 6. Media, 7. Rules and Law, 8. Identity, 9. Government and Politics. They can be studied either vertical and adapt to the level of student's understanding and different ages, and horizontal, when they create a broad network of understanding. They can be applied in one or more subjects, teachers can include them in teaching contents by their own choice, enabling acquire procedural knowledge which includes reasonable processes which child can be understandable to every child (Stojanović, Nedimović, Sturza Milić, 2016).

Most of the recent research studies were directed to assessment of sport's impact to quality of life (of sportsmen) in regards to persons age (Oxyzoglou, Oxyzoglou, 2011; Nešić, Srđić, Jezdimirović, 2016; Benson, Bruner, 2018; Jones, 2018). A common fact to all is that sport is initiator of wide spectre of activities and action which support social inclusion, decrease the level of racism, violence and xenophobia and contributes to development of gender equality (European Commission, 2007; Spaaij, Magee, Jeanes, 2014). Physical education in teaching process is seen as one of five fields of education and understood as outcome of holistic implementation of knowledge, skills and attitudes of physical education, i.e. lifetime values (Lazić, Popov, 2016; Đokić, 2017). It follows the motion as natural necessity of human body through which child / student learn about environment, understand causal relations and change perception of reality. Physical education has irreplaceable role in all activities which contribute to forming the motor habits and consciences development of physical and psychic health, achieving the positive influence to cognitive functioning (Popov, Jakovljević, 2017).

### **METHOD**

The research was provided in school 2016/2017 year in within teaching subject Pedagogy of Sport and

obrazovanja svakog čoveka od najranijih godina (Battaini Dragoni 2016). Škola je pozvana da pruži vaspitanje i obrazovanje koje će pomoći odrastanju i življenju u svetu različitosti koje, ako su pravilno shvaćene, ne dele nego obogaćuju ljude (Zuković, 2006).

### **KLJUČNI KONCEPTI EDC/HRE KROZ PRIZMU FIZIČKOG VASPITANJA**

Obrazovanje za demokratsko građanstvo (EDC) se u najvećoj meri odnosi na demokratska prava i na odgovornosti i usmereno je više na ulogu mladih u zajednici. Obrazovanje za ljudska prava (HRE) se bavi širim spektrom ljudskih prava i osnovnih sloboda u svakom području ljudskog života (Gollob, Krapf, Ólafsdóttir & Weidinger, 2010). Pojmovi demokratije i ljudskih prava se prožimaju kroz svih devet ključnih koncepata EDC/HRE: 1. jednakost, 2. odgovornost, 3. različitost i mnoštvo, 4. prava i slobode, 5. konflikti, 6. mediji, 7. pravila i zakoni, 8. identitet, 9. vlast i politika. Mogu se izučavati vertikalno i prilagoditi nivou razumevanja učenika i različitim uzrastima i horizontalno, kada stvaraju mrežu razumevanja. Primenjivi su u jednom ili u više predmeta, a nastavnici ih po sopstvenom izboru uključuju u sadržaj, omogućavajući sticanje proceduralnih znanja koja u sebe uključuju svrhovite procese koje dete razume (Stojanović, Nedimović, Sturza Milić, 2016).

Većina dosadašnjih studija se bavila procenom uticaja sporta na kvalitet života (sportista) u odnosu na životnu dob (Oxyzoglou, Oxyzoglou, 2011; Nešić, Srđić, Jezdimirović, 2016; Benson, Bruner, 2018; Jones, 2018). Zajedničko za sve je da je sport pokretač širokog spektra aktivnosti i delatnost koja podržava socijalnu inkluziju, smanjuje rasizam, nasilje i ksenofobiju i doprinosi razvoju rodne ravnopravnosti (European Commission, 2007; Spaaij, Magee, Jeanes, 2014). U nastavnom procesu govori se o fizičkom vaspitanju koje se sagledava kao jedno od pet vaspitnih oblasti i razume kao ishod holistički primenjenog znanja, umeća i stavova o fizičkoj aktivnosti, odnosno vrednostima za ceo život (Lazić, Popov, 2016; Đokić, 2017). Prati pokret kao prirodnu potrebu ljudskog tela uz koju dete/učenik uči o okruženju, razume uzročno-posledične veze i menja percepciju stvarnosti. Ima nezamenljivu ulogu u svim aktivnostima koje doprinose formiranju motornih navika i razvoju svesti o fizičkom i psihičkom zdravlju, ostvarujući pozitivan uticaj na kognitivno funkcionisanje (Popov, Jakovljević, 2017).

### **METHOD**

Istraživanje je realizovano u školskoj 2016/2017. godini u okviru nastavnog predmeta Pedagogija sporta

Exercise, with students of 2<sup>nd</sup> year of undergraduate studies in the Faculty of Sport Sciences of the Pan-European University Apeiron Banjaluka, in three educational courses: pedagogical-teaching, sport trainer, sport manager. The subject of this research is connection between EDC/HRE key concepts and physical education. The aim is assessment of students' sensibility in recognising significance of special key concept and realizing possibility of its implementation in school work within the subject of physical education. Relevant data for this research were student's seminar papers which were elaborate by software platform QDA Miner Lite 2.0, arranged for qualitative researches. Student evaluated key concept Government and Politics, Media, Conflict, Equality, Responsibility.

### RESULTS

The largest number of students in this research study for teacher in physical education (Illustration 1).

**Illustration 1.** Research sample according to study programme

Key concepts distribution (illustration 2) shows that the most interest among students was for government and politics (42.9%), while others were equally represented (per 14.3%).

**Illustration 2.** Representation of EDC/HRE key concepts

Table 1 shows relation between the chosen key concept and study programme.

**Table 1.** Key concepts according to study programme.

Ključni koncept / Key concept	Broj jedinica / Number of units	Studijski smer / Study programme
Vlast i politika / Government and Politics	3	Sportski menadžer (1), Pedagoško-nastavni (2) / Sport manager (1), Pedagogical-teaching (2)
Mediji / Media	1	Sportski trener / Sport trainer
Konflikti / Conflict	1	Sportski menadžer / Sport manager
Jednakost / Equality	1	Pedagoško-nastavni / Pedagogical-teaching
Odgovornost / Responsibility	1	Pedagoško-nastavni / edagogical-teaching

i vježbanja, sa studentima 2. i 3. godine osnovnih studija Fakulteta sportskih nauka Panevropskog univerziteta Apeiron Banjaluka, na smerovima pedagoško-nastavni, sportski trener i sportski menadžer. Predmet rada je povezivanje ključnih koncepata EDC/HRE sa fizičkim vaspitanjem. Cilj je procena senzibilisanosti studenata za prepoznavanje značaja konkretnog ključnog koncepta i uvidanje mogućnosti za njegovu primenu u nastavnom radu u okviru predmeta fizičko vaspitanje. Do podataka za istraživanje se došlo analizom sadržaja seminarskih radova studenata koji su obrađeni upotrebom softverske platforme QDA Miner Lite 2.0 namenjenoj kvalitativnim istraživanjima. Studenti su obradili ključne koncepte vlast i politika; mediji; konflikti; jednakost; odgovornost.

### REZULTATI

Najveći broj studenata koji je učestvovao u istraživanju se obrazuje za pedagoško-nastavni smer u oblasti fizičkog vaspitanja (Ilustracija 1).

**Ilustracija 1.** Uzorak istraživanja prema studijskom smeru

Distribucija ključnih koncepata (Ilustracija 2) pokazuje da je najveće interesovanje studenata bilo za vlast i politiku (42,9%), dok su ostali ključni koncepti bili ravnomerno zastupljeni (po 14,3%).

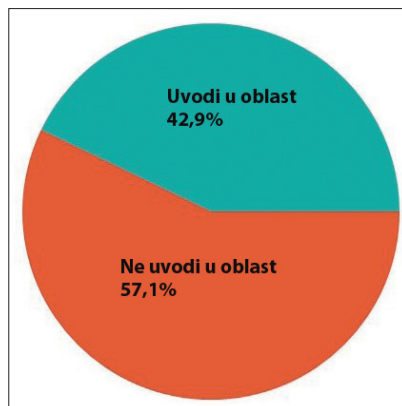
**Ilustracija 2.** Zastupljenost ključnih koncepata EDC/HRE

U tabeli 1 je prikazan odnos izabranog ključnog koncepta i studijskog programa.

**Tabela 1.** Ključni koncepti prema studijskom smeru

Distribution of the introduction code in the field of physical education showed that students in 42.9% introduce the special key concept in school, i.e. in the field of physical education (illustration 3). They do this for key concepts conflict, responsibility and equality.

**Illustration 3.** Introduce / do not introduce the EDC/HRE key concept in school / teaching of physical education



Distribucija koda Uvodi u oblast fizičkog vaspitanja pokazala je da studenti u 42,9% uvode konkretan ključni koncept u školu, odnosno u oblast fizičkog vaspitanja (Ilustracija 3). To čine za ključne koncepte konflikti, odgovornost i jednakost.

**Ilustracija 3.** Uvodi / ne uvodi ključni koncept EDC/HRE u školu / nastavu fizičkog vaspitanja

Observing the same code from the aspect of study programme it is obvious that connection between theoretically evaluated EDC/HRE key concept and possibility of its implementation in physical education in school has been established in two students works from pedagogical-teaching study programme (28.6% of sample) and in one from sport manager study programme (14.3% of sample).

## DISCUSSION

The students precisely described the special key concept and in 52.1% stopped at that point, with no improvement in further ‘transfer’ in the teaching practice. Those who did it explained it in certain way:

*Key concept Conflict:* “Nonviolent solution is something to strive in conflict resolution. It will be more difficult to solve the conflict if one side wants to defeat the other one. Conflict doesn’t have to take negative foretoken. Often, without conflict there are no new solutions”.

*Key concept Responsibility:* “By studying ecology children learn how to live with it and what it means. From an ecological point of view, education contributes a lot to environment in the future. Children should be supported to consider their results and experiences and to agree about what the expression ‘taking responsibility’ means”.

*Key concept Equality:* “Students in schools learn to introduce and accept each other. They discover common characteristics they were not aware before. It is very important that teacher direct and advise children to accept different student, since he/she is the same like others, at the end, we are humans”.

The conclusion is that students see key concepts more as set of principles of personal responsibility and healthy life styles than frameworks of physical education in schools. In this way, they are approaching the accomplishment of the educational task of physical education mentioned in other studies (Hackney, 2006; Đokić, 2017; Popov, Jakovljević, 2017; Rađević, Vukadinović, 2017). The lack

Kada se isti kod posmatra sa aspekta studijskog programa, primećuje se da je veza između teorijski obrađenog ključnog koncepta EDC/HRE i mogućnosti njegove primene u nastavi fizičkog vaspitanja uspostavljena u dva studentska rada sa pedagoško-nastavnog studijskog smera (28,6% ukupnog uzorka) i u jednom sa studijskog smera sportski menadžer (14,3% ukupnog uzorka).

## DISKUSIJA

Studenti su vrlo precizno opisivali konkretan ključni koncept i u 52,1% se zaustavljali na tom mestu, ne nastavljajući dalje u njihovo ‘prebacivanje’ u konkretnu nastavnu praksu. Oni koji su to učinili objasnili su to na sledeći način:

*Ključni koncept Konflikti:* „Nenasilno rešenje je nešto čemu treba težiti u rešavanju konflikta. Sukob će biti mnogo teže rešen ako jedna strana ima želju da u toj situaciji porazi onu drugu. Konflikt ne mora da nosi negativan predznak. Često bez sukoba nema ni novih rešenja.“

*Ključni koncept Odgovornost:* „Učenjem o ekologiji djeca uče kako se živi ekološki i šta se pod tim podrazumjeva. Vaspitanje u ekološkom smislu mnogo doprinosi okolini u budućnosti. Djecu treba podstaći da razmatraju svoje rezultate i iskustva, da se usaglašavaju oko izraza ‘preuzimanje odgovornosti’.“

*Ključni koncept Jednakost:* „Učenici u školama uče da upoznaju i prihvate jedni druge. Otkrivaju zajedničke karakteristike kojih pre toga nisu bili svesni. Važno je da nastavnik dobro usmjerava i savjetuje decu da prihvate učenika koji je drugačiji od njih, jer je on isti kao i ostali učenici, na kraju, ljudi smo.“

Može se zaključiti da studenti ključne koncepte sagledavaju pre kao principe lične odgovornosti i primenu zdravih stilova života nego kao okosnice rada u nastavi fizičkog vaspitanja. Time se približavaju ostvarenju vaspitnog zadatka fizičkog vaspitanja, o čemu je pisano i u drugim studijama (Hackney, 2006; Đokić, 2017; Popov, Jakovljević, 2017; Rađević, Vukadinović, 2017). Nedostatak istraživanja tiče

of research concerns the size of the sample which can be overcome in further researches, by providing conditions in order to obtain larger and better balanced sample. The advantage of research is in confirming students' sensibility in connecting the key concept and teaching practice. That changes the role and responsibility of a teacher as well.

## CONCLUSION

In task-based learning of academic writing and for the purpose of specific subject, students has shown that they can use more sources of information combining them at the same time with different techniques. Analysing their seminar papers with obvious freedom of conclusion, they are still not empowered to apply deductive method of conclusion and to connect abstract key concept with teaching practice in school, especially physical education. That is the reason why students cannot see their role as creators of programme which improve attitudes of physical education, setting them up as lifelong values. It is very significant that they connect this notion to the school climate, confirming that they understand it as a mini community, suitable for knowledge and skills implementation from democratic citizenship and human rights.

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se veličine uzorka koji bi u budućem radu trebalo da bude prevaziđen obezbeđivanjem uslova u cilju dobijanja većeg i bolje izbalansiranog uzorka. Prednost je u potvrđivanju potrebe povećanja senzibilisanosti studenata u povezivanju ključnog koncepta i nastavne prakse, čime se menja uloga i odgovornost nastavnika u praksi.

## ZAKLJUČAK

U zadatoj formi akademskog pisanja i za potrebe konkretnog nastavnog predmeta, studenti su uspešno pokazali da mogu da koriste više izvora informacija uz različite tehnike njihovog kombinovanja. Analizom njihovih radova i iskazane slobode zaključivanja može se reći da još uvek nisu u dovoljnoj meri osnaženi da primenom deduktivnog zaključivanja apstraktni ključni koncept dovedu u vezu sa nastavnom praksom, posebno sa fizičkim vaspitanjem. Stoga ne vide ni svoju ulogu kao kreatora programa koji unapređuje stavove o fizičkim aktivnostima, postavljajući ih kao celoživotne vrednosti. Značajno je što svoja zapažanja povezuju sa školskom klimom, potvrđujući da je razumeju kao mini zajednicu pogodnu za upražnjavanje znanja i veština iz oblasti demokratskog građanstva i ljudskih prava.

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