

Human rights in higher education

Conference about human rights; men's violence against women and domestic violence; and violence towards children

Stockholm, September 20



Erasmus+



Contents

- About the project
- Method of inquiry
- Results from the survey
- Conclusions



About the project **Modernity, education and human rights (MEHR)**

- Erasmus+ for strategic partnership in higher education
- Seven partners (quality assurance agencies, higher education institutions, student union) UKÄ is the coordinator

Aims and focus

- Strengthening higher education on human rights primarily in professional programmes
- Focus on learning outcomes
- Focus on quality assurance procedures



Four steps in the project

- Step 1: Sweden: *A gender perspective on human rights* (programmes in social welfare and medicine)
- Step 2: Portugal: *Migration and intercultural skills and competences for social inclusion* (programmes in engineering and geography)
- Step 3: Croatia: *Citizenship and democratic participation* (teacher education programmes)
- Step 4: Synthesis presented at conference in Brussels



Step 1: A gender perspective on human rights

- **Three areas:** human rights; men's violence against women and domestic violence; violence towards children
- **Programmes included:**
 - All have national qualitative targets (*examensmål*) on human rights
 - Medical programmes (physician)
 - Nursing programmes
 - Occupational therapy programmes
 - Psychology programmes
 - Social work programmes



Method of inquiry

- Joint venture by UKÄ, KI and ESU
- Questionnaire to all higher education institutions with the right to award degrees for the five programmes
- 62 programmes were approached and 56 answered the questionnaire (90% response rate)
- Seven programmes were self-selected as good examples



Results – is teaching included?

- Teaching about **human rights** – almost always
- Teaching about **men's violence against women and domestic violence** – 82%
- Teaching about **violence towards children** – 88%

- Programmes in occupational therapy stand out (100%, 38%, 50%)
- Main reasons for including the three areas are legal requirements, local regulations and teacher competence



Results – learning outcomes (lärandemål)

- **Human rights** – 80% of the programmes have explicit learning outcomes
- **Men's violence against women and domestic violence** – roughly 40% of the programmes have explicit learning outcomes
- **Violence towards children** – roughly 50% of the programmes have explicit learning outcomes



Why are learning outcomes important?

- Transparency – what is expected from students?
- Student-centred learning and students' responsibility for their own learning
- Continuity – content in programme determined by learning outcomes, not individual teachers
- Constructive alignment – learning outcomes, teaching methods, forms of examination
- Ensure that all students have the same knowledge when graduating
- Mobility – student and workforce



Results – teaching methods and examination

- Teaching is mostly **integrated** into other courses
- Teaching includes both **theoretical perspectives** and aspects on how to **make assessments** taking the area into account.
- Mainly **lectures and seminars**
- **Reading lists** most common in human rights
- **Examination** most common in human rights



Mismatch learning outcomes and examination

Learning outcomes

Examination

Human rights: 80%

• 87%

Men's violence
against women: 41%

• 71%

Violence towards
children: 48%

• 70%



Results - teachers

- Mostly department's own teachers
- Half of the programmes have teachers with experience as practitioners of the career the programme offers training for
- Half of the programmes have teachers that pursue research in **human rights**
- Four out of ten programmes have teachers that pursue research in **men's violence against women and domestic violence**
- Almost half of the programmes have teachers that pursue research on **violence towards children**



Results –perspectives

Working life perspective

- A clear majority maintain a dialogue with professional life in determining learning outcomes

Student perspective

- A variety of teaching methods and methods of examination are used



Results – development work

- Men's violence against women and domestic violence singled out by 32% of the respondents as an area of development (other two areas to a slightly lesser degree)
- Intended learning outcomes and syllabuses
- Course literature and examinations
- Teacher competence
- Increased collaboration with professional life
- Increased international collaboration



Conclusions

- Although human rights are fairly well covered in the programmes included in the survey there is room for improvement regarding the other two areas
- Teaching about human rights is more developed and more formalised than teaching about the other two areas
- The mismatch between learning outcomes and examination needs to be addressed by programmes





This project has been funded with support from the European Commission.

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein

