



Human Rights Education and Learning Materials
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Palabras clave: Textbooks, Rights of the child; social justice, childhood education, school

1. Objetivos o propósitos:

The purpose of this research is to examine the representation of human rights education in third grade of Spanish early childhood education textbooks (Five years). In this part of the project we will present and discuss the way in which our coding scheme was elaborated.

2. Marco teórico:

Human rights education (HRE) can be defined as education, training and information aimed at building a universal culture of human rights. According with the UN Convention on the Rights of the Child, the education of the child shall be directed to the development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations. The World Programme for HRE affirms that a rights-based approach to education should be understood as a process that ensures that all component processes of learning, including curricula, materials, methods and training are conducive to the learning of human rights. Textbook is a basic learning tool for pupils and teacher and an element of communication within families, especially for values (Montagnes 2009). Although textbooks are a powerful part of the learning process they also portray the diversity of our society and the life styles of individuals (Weitzman and Rizzo 1974). By preschool, children have learned to categorize themselves and others into a series of identity categories and all around behave toward children based on these categories (Blaise 2012; Blunk and Williams 1997; Matthew and Clow 2007). Both in school and out, young children are exposed to racist and sexist attitudes. These attitudes –expressed over and over in books, textbooks and in other learning materials- gradually distort their perceptions until stereotypes and myths about minorities and women are accepted as reality. For this reason, Unesco has pointed that learning materials used in school must incorporate human rights principles in their content and integrate pedagogical processes that teach gender equity, non-discrimination and other practices and

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attitudes for learning to live together. However, little empirical data are available on what the children student learn about, in and through human rights in the early childhood education system. In addition, the examination of early childhood education textbooks especially in the context of human rights approach is virtually nonexistent.

3. Metodología:

Taking into account that textbooks constitute one of the key didactic resources available to teachers, the purpose of this research is to examine the representation of HRE in Spanish early childhood education textbook (Third grade, five years old). In total it will be analyzed three early childhood education textbooks for children between five and six years old. These textbooks are in current adoption by public and private early childhood schools, are published in Spain, have been written in Spanish, published between 2009-2012.

4. Discusión de los datos, evidencias, objetos o materiales

In this part of the project we will present and discuss the way in which our coding scheme was elaborated, taking into account previous studies about human rights treatment in other learning materials but adapted for the early childhood education system (e. g. López Atxurra & Caba Collado, 2003; Meyer et al. 2010). This paper will present some provisional results about the construction of the previous coding scheme. Our coding scheme it has been elaborated taking into account a explicit and non-explicit treatment of the human rights education. Our four categories are: 1. The amount of explicit discussion of Rights of the Child; 2. The amount of explicit discussion of human rights; 3. The degree to which the textbook is designed to appeal to active participation; 4. The degree to which the textbook deal with the principle of non-discrimination by gender or cultural diversity.

5. Resultados y/o conclusiones

The early childhood institution as a site for democratic practice is unlikely to occur by chance (Moss 2007). The discussion will provide an argument for reconsidering the responsibilities of early childhood education textbooks. Understanding discourses and how they work in learning materials is a vital and necessary step toward understanding how inequality and social injustice is socially constructed and contested.

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6. Contribuciones y significación científica de este trabajo:

As has been recently pointed by Woodrow and Press (2013), as early childhood teacher educators and policy activists, our particular interest is in identifying the contemporary views of childhood embedded in the daily practices and policy frameworks of the field of early childhood education and care. We believe that the coding scheme that we present in this paper will be useful in order to analyze which is the treatment of human rights education in the Spanish early childhood education textbooks.

7. Bibliografía

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