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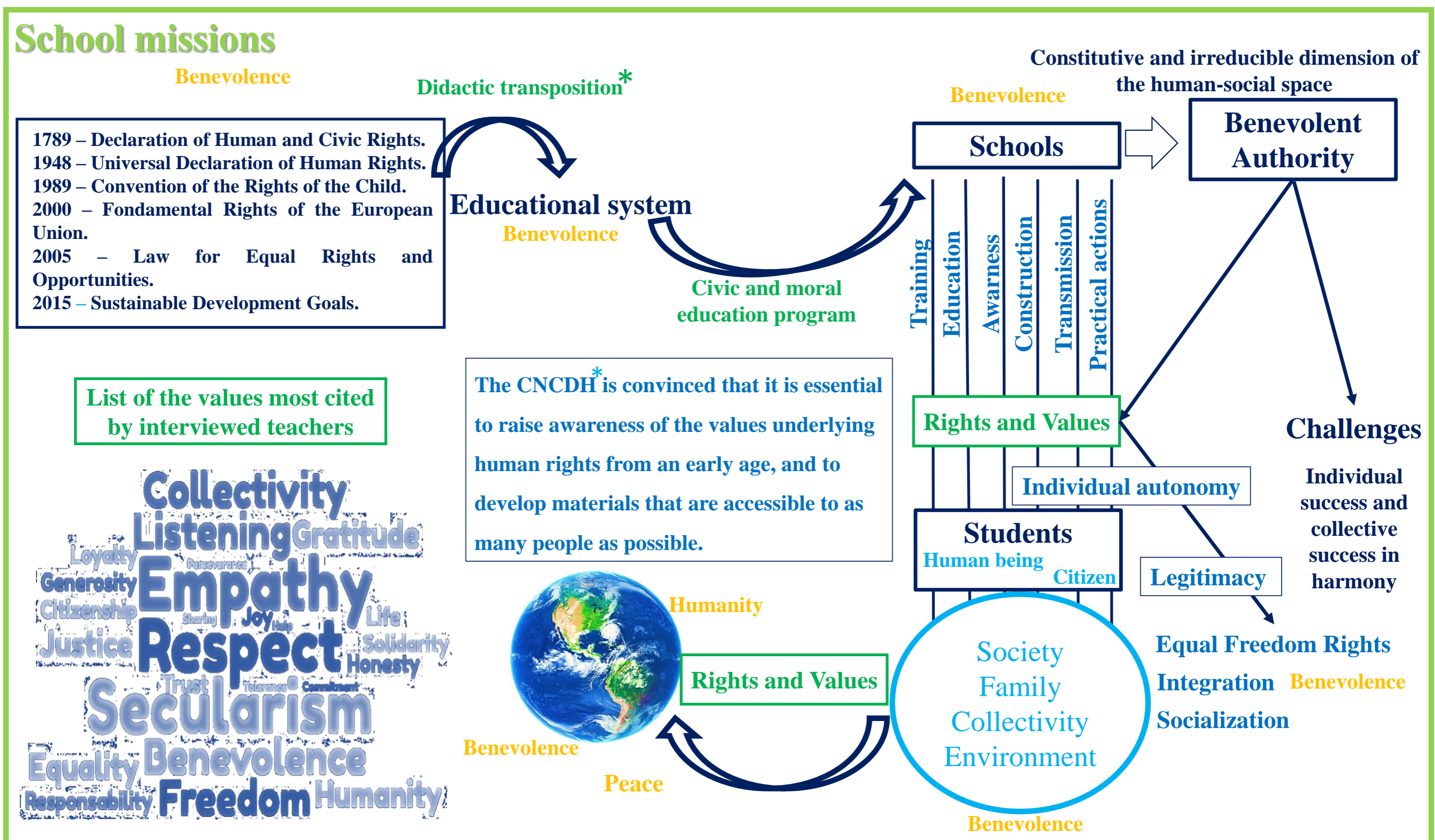
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The importance of benevolence in educating students on human rights and values



Research question:
How do teachers implement benevolence in their own professional practices?

- Between discourses and real implementation**
- The invitations to transmit values, eco-citizenship, human rights, a benevolent practice of the teaching profession, and the development of the different dimensions of the student-human are lacking in concreteness.
 - When we talk about the student-human, we are in an automatism and in an inculcation rather than in a training.
 - Teachers' conceptions of these concepts are not unanimous and may vary from one establishment to another or even from one person to another.
 - Teachers are supposed to educate students to citizenship, values and human rights that they will not necessarily find within their families and, all the more reason, within the society where they live; without forgetting the access to the virtual world of social networks that makes it even more difficult to create a truth close to the human and worldwide reality.
 - The posture of teachers and their own convictions and conceptions make the educational mission even more delicate. Indeed, teachers should be able to respect and believe in the universality of human rights so they can ensure their transmission without limiting themselves exclusively to those to which they adhere, ignoring the rest.

Benevolence defined by teachers

First data collected from the workshop I carried out in different schools in the Yvelines departments:

- Some teachers have represented benevolence in their teaching practices with drawings like a sun or plants that thrive in a serene school climate. For others, benevolence requires school settings and they considered that this concept reminds them the image of a trampoline where the student is outside, not locked up (freedom and visibility on the prohibitions). It's a game where the student can fall off and get back on. This is where he will make a move down to a higher level after.
- Teachers essentially associated the word benevolence with: humanity, settings, individual child development but in community. They also emphasized that benevolence should be reciprocal and shared among the different educational actors.
- It is revealing the time teachers took to think of a situation in which they thought they had been benevolent even though they have benevolence in their daily practice. They had been very hesitant and unsure of themselves.

* **Didactic transposition:** A process focus in the transformation and adaptation of knowledge produced by the scientific community to make it suitable to be used as learning objects.
* **CNCDH:** National Advisory Commission on Human Rights.