

## Workshop F2: How to teach and learn about children's rights using different perspectives

There are different perspectives on how to teach children's rights (political, economical, social, developmental, intercultural etc.). In this workshop a focus will be put on the participatory approach in the current European discussion on integrating children's rights issues into curricula. Ways of formulating goals and implementing children's rights activities in the classroom will be addressed. Relevant and proven teaching material for practical use will be presented.

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### Minutes

There are different perspectives on how to teach Children's rights (political, economical, social, developmental, intercultural etc.). In this workshop, a focus will be put on the participative approach in the current European discussion on integrating Children's rights issues into curricula. Ways of formulating goals and implementing Children's rights activities in the classroom were the main focus of this workshop.

Within a series of six volumes for teachers, the Council of Europe has produced a manual on Children's rights in joint co-operation with the Zurich University of Teacher Education. In the development of these manuals, experiences out of Council of Europe initiatives in the SEE context were used, integrated and adapted in this teaching manual by the authors.

The manual itself was presented to the participants in content, objectives and structure. Using the approach of teaching about, through and for Children's rights raised interesting discussions among the experts. Taking into account the specific background of the development of Children's rights initiatives within a country, the main focus of the discussion centered on ways and perspectives within the German speaking world.

The volume itself, offering nine different projects for teaching children's rights from class 1 to 9 was analysed by the experts in a next step. Using the different key concepts which also set the teaching and learning objectives as well as the corresponding competences of each project served as a basis of discussion on topics such as:

- Individual and community
- Right to education
- Personality
- Problem
- Rights of children: growing up in health, liberty and dignity
- Children's rights
- Society
- Rights, duties and rules
- Discipline, liberties and order
- Fundamental principles
- Wishes and needs, both material and immaterial
- Violation and protection of children's rights
- Purpose of rules and laws
- School as a micro-community

One project in particular was picked and evaluated in depth by the participants according to different aspects such as function, possibilities of adaptation for different contexts and age groups, adequate language, level of transfer to the German speaking world and practicality for teachers.

The critical discussion of whether experiences with materials like these coming from a background of development in new democracies could be transferred to a school system in an established democracy was a fruitful part of the seminar. Issues such as this, a reflection about the definition and approach to real

participation of students in class, as well as a reflection about necessary, transparent and practical instructions for teachers were major outcomes of the analysis of the volume.

Apart from the manual itself and its position within the six EDC/HRE volumes of the Council of Europe, the status quo of the teaching and learning about, through and for children's rights was also discussed among the participants.