

Workshop F3: EDC/HRE – Teaching and learning through key concepts

Education for Democratic Citizenship and Human Rights Education (EDC/HRE) is more than just a series of interesting lessons. Key concepts like rights, responsibilities, justice, conflict or authority are guiding elements throughout the learning process in all school levels. The main aspects of this approach as well as relevant strategies for an interactive methodology in the classroom will be presented in this workshop. A focus on upcoming teaching material such as the EDC/HRE volumes by the Council of Europe, including ways of teacher in-service training, will be set by one of the main authors.

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Minutes

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The history of the development of working with key concepts and the corresponding structure of the teaching material were the main focus in this presentation. The EDC/HRE volumes produced in joint co-operation with the Council of Europe and the Zurich University of Teacher Education, Switzerland were shown regarding its framework, its goals as well as its possibilities for use.

The recently published volume "Living in democracy: EDC/HRE lesson plans for lower secondary level" was offered for analysis by the presenter Rolf Gollob from an expert point of view. Bearing in mind the structure of the volume, the function of the nine key concepts was the major issue of discussion during this session. The lesson plans included in each teaching unit within the volume revolve around these key concepts:

- Government and politics
- Identity
- Rules and Law
- Media
- Rights and Freedom
- Conflict
- Diversity and Pluralism
- Responsibility
- Equality

The participants were asked to choose one unit out of the book to analyse individually as well as in a group setting. Questions about the possibilities of transfer to different contexts in different countries were tackled as well potential adaptation to different age groups, different student populations and variable perspectives of teaching cultures.

Taking into account the chronology of development of these volumes and the experience of the authors in the SEE context with this material, consequences could be drawn in the discussion together with the participants. Interesting insights into the procedures of adaptation of teaching material to a specific context, ways of using them, introduction of these concepts to teachers and building up adequate in-service training structures were raised within the different groups.

The role of the Council of Europe in providing all this teaching material for translation purposes to all member states could be explained by integrating the experience of both EDC coordinators present at this workshop as well as other representatives already involved in similar processes.