

“GROWING with children’s rights”
, Roundtable 6: Child participation – generating Change.

“The method carries the message – Human rights education for children: understanding, experiencing and practicing children’s rights through education.”

Implementation of the Council of Europe Strategy for the Rights of the Child 2012-2015 , Dubrovnik, 27/28 March 2014

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Three dimensions of implementing Children's Rights

Learning **about** – **through** – **for** democracy, human rights and Children's Rights

- **“about”** (cr as topic)
- **“through”** (cr as pedagogical guideline)
- **“for”** (participation; implementing cr)

Living Children's Rights...

- School as micro society
- Task based learning
- Public schools as melting pot
- Democracy as every day model

Learning Children's Rights...

- Which content and which competences?
- When?
- Who?
- What goal?

Some relevant articles for school

12 - Freedom of opinion and the right to be heard in all personal matters

13 - Freedom of expression

14 - Freedom of thought, conscience and religion

15 - Right of association and peaceful demonstration in public

16 - Protection of privacy

17 - Access to media and sources of information

Living democracy... The message – an example

„**Everyone has the right to freedom of expression.**”

ECHR (1950), Art. 10

“**The child shall have the right to freedom of expression.**”

Convention on the Rights of the Child (1989), Art. 13

Key questions

- What must students learn to exercise their freedom of expression in a democratic community?
- What must teachers do to support their students?
- What methods of teaching and learning support Children's Rights?

What must students learn?

Students must exercise freedom of expression *in class*.

To be able to do so, students must be able

- to think for themselves;
- to form their opinions on the issues under discussion;
- to make brief and clear statements;
- and they need self-esteem...

The active citizen – the educated citizen

Educated in the dimensions of

- knowledge and understanding
- attitudes and values
- skills

What must teachers do to support their students?

- Selects interesting and controversial topics ...
- ... gives students time to study them thoroughly
- Refrains from imposing her/his own views
- Acts as role model (reflects style of leadership)
- Is a “reflective practitioner” (Donald Schön)

Consequences for the materials:

- Small projects – students solve problems.
- Constructivist learning – key tasks
- Competence development
- Cultural roots of democracy – school is life

What methods of teaching and learning support CRE?

- Task based learning and projects.
- Students solve problems.
- Students enjoy liberties, and take responsibility.
- Students experience school as a democratic micro community.
- Students acquire tools rather than solutions.

Learning democracy:

In modern terminology: Students must develop **competences**

- of analysis and judgement
- in the use of methods
- Of participation

Competences must be based on values of mutual recognition.

The method of educating
(in terms of “through”)
carries the message of CR (“about”)
and gives an example (“for”).