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# THE CONCEPT OF CHILDREN'S RIGHTS IN THE SCHOOL CURRICULA<sup>1</sup>

Snežana MARINKOVIĆ

Lidija ZLATIĆ

**Abstract:** *This paper deals with the conceptual nature of learning about children's rights in the school curricula. Children's rights will be discussed from the epistemological, sociological and psychological-pedagogical aspect. In this paper, we analyse the following components of curriculum: 1) definition of objectives, 2) content of the curriculum, 3) teaching/learning methods, 4) evaluation procedures.*

**Keywords:** *children's rights, curriculum, objective, content, learning methods, evaluation.*

Developing a curriculum is a difficult job, if for no other reason but because the job itself is conflicted: there are dilemmas concerning why something should be learned, what, how and how much one should learn; because of the different interest groups who are directly, or indirectly involved in designing the curriculum (whether they are political or professional); because of the initial desires and final effects of such curriculum: between the global and the local, between the traditional and the modern, short-term and long-term circumstances, between the expansion of knowledge and abilities of human beings to assimilate, between the spiritual and the material.

There are various concepts of curriculum development. Eisner and Vallance identified five different concepts of curriculum (Bredekamp & Rosegrant, 1993): 1) development of cognitive processes, 2) self-actualisation, 3) social construction, 4) academic rationalism, 5) technology. Ivan Ivić distinguishes (Ivić, 1996) at least three starting points in the development of the curriculum: 1) epistemological, 2) sociological, 3) psychological-pedagogical. The concept of children's rights will be reviewed from these three standpoints.

*Epistemological Standpoint.* From the conceptual nature of learning about children's rights we can conclude the dominant aspect is the **value aspect**; that knowledge and values of this concept are applicable, thus they can only be built through practice, i.e. application; that this knowledge belongs to the domain of

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