

Early childhood education curricula: Human rights and citizenship in early childhood education ^[1]

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Abstract

This study examines the human rights and the notion of citizenship under the prism of pedagogical science. The methodology that was followed was the experimental method. In a sample of 100 children-experimental group and control group held an intervention program with deepening axes of human rights and the concept of citizenship. The analysis of the findings presented in four axes. The first relates to the analysis of the responses of the two groups using quantitative data. The second axis concerns the discourse analysis of children's responses. The third axis relates to involve children and the fourth in the pop up program of children's activities. In conclusion, according to the survey results, children may affect their participation shaping the curriculum at micro level but also affect their behavior in the macro. Children seem to understand a pedagogical context the concept of human rights and the concept of citizenship in their ability to influence the school and not only the daily life, respect the wishes of others, to understand the limits and restrictions in school and local community, their participation as a social obligation but also a right, to the understanding of human rights and children's rights as a premise for the quality of their lives.

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