Early Childhood Education Curricula: Human Rights and Citizenship in Early Childhood Education

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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.

Keywords: curricula, human rights, citizenship, early childhood education

1. Introduction

Today's curricula aim at educating individuals equipped with contemporary democratic values for 21st century (Banks, 2001; Sounoglou & Michalopoulou, 2012). These individuals are expected to be respectful towards human rights, sensitive towards the environment in which they live, critical thinking, creative, making right decisions, having developed social participation skills, adopting social scientists' scientific methods of creating knowledge, active and productive in social life and with a knowledge of their own rights and responsibilities. Social studies curriculum is the leading one among those with such targets as mentioned above.

Social studies is a citizenship education program that simplifies and integrates the findings of Social Sciences at students' developmental levels and, using these, aims to bring students information, ability, attitude, and values they need in order to both harmonize with social life and to problem-solve socially (Banks, 2004). Social studies classes educate students as citizens who are expected to adopt democratic values and apply their information and richness to their life. These classes always represent the most significant possibilities for human rights education. Students learn about democratic governments and functions of these governments, as well as beliefs and values shared within the rich cultural mosaic of all countries. Thus, students start developing the consciousness of responsibility they need to feel towards their own and others' countries. In this meaning, social studies classes provide benefits for individuals to fulfill their responsibilities as a member of world and country in order to get human rights while also developing and spreading democracy (Koutselini, 2008). It is possible for children to problem-solve, understand the contemporary and past world, and plan their future only when they know their rights and responsibilities as democratic citizens in a democratic society.

The introduction of the concept of competency into early childhood curricula as a key to comprehensive developmental purpose is based on the effect of the Defining and Selecting Key Competencies (DeSeCo), an OECD project which suggests that the following three core competencies are needed in our lives and in the future society: communication skill in a heterogeneous group, autonomous ability to act, and ability to utilize multiple tools (OECD, 2005).

It is known that knowledge and skill-oriented educational curricula are to be restructured and reorganized into new future curricula, based on creativity, problem solving, cooperation and service, communication skills, self-directed learning, active citizenship, the arts, and cultural sensitivity (McDonough & Feinberg, 2005).

2. Curricula and Key Issues

The 1st key issue addresses education goals for the individual child and society, formulating the common framework based on societal goals for all children and the right of the individual child simultaneously. The values of society tend to be explicit in the curriculum, and the learning objectives that society believes the next generation should know or be skilled in are also presented in the frameworks (OECD, 2006; Koutselini, 2008). All curricula are value-oriented from a historical perspective. Sweden provides a good example in which the pre-school actively and consciously influences and stimulates children to develop an understanding of common democratic values in Swedish society. Democracy and related notions should be both content and method in the pre-school. In this sense, democracy becomes an object of learning as well as informing the act of learning. This implies that children have to both think about democracy and experience democracy in pre-school (OECD, 2006).

On the other hand, children must experience a real influence over their situation attached to specific contexts and cultures, and realize the possibility for self-determination in their lives in accordance with human right principles. Likewise, there is also a similar tendency to visualize the individual child as a subject with her or his own right in quality curricula. The documents of the United Nations Convention have also contributed to the view of the children influence in that children are seen as competent and having rights of their own (UN Convention, 1989). For example, Te Whariki chose a socio-cultural approach, and takes the founding principle of empowering young children to learn and grow by themselves in the curriculum. This principle is an equivalent value of the five major aims for young children, i.e., wellbeing, belonging, contribution, communication and exploration. In addition, Te Whariki indicates that the empowerment of the child should be a key factor of the four guiding principles (OECD, 2006; Sounoglou & Michalopoulou, 2012).

The 2nd key issue addresses what children in the next generation need to learn, including a learning content that is here and now-oriented and has a clear perspective on the future. For example, the High/Scope preschool curriculum suggests 58 key experiences for helping the child development and practical strategies for promoting them. They can be categorized as creative representations, language and literature, initiative and social relations, movement and music, and logical reasoning. Young children are expected to acquire developmentally significant skills and abilities through participating in those key experiences. The High/Scope preschool teachers provide experiences and materials that help children develop broad language and logical abilities that are the foundation for later academic learning. In this kind of environment, children naturally engage in key experiences activities that foster developmentally important skills and abilities (Michalopoulou, 2014).

In addition, Reggio Emilia emphasizes here and now most actively. It is defined as a contextual curriculum that is determined by the dialogue among young children, and which teaches them respect for the environment surrounding them. The educational content is made by children or teachers suggestions as found in the daily events and news. The Reggio Emilia curriculum can be considered a curriculum for learning through experiments, communication with others in various languages, and self-reaction. Like this, the Reggio Emilia curriculum focuses on the children identity, values, communication, and building learning competencies, i.e., the curriculum considers human learning competencies as fundamental values for knowledge and for life.

The 3rd key issue explains what types of thinking and learning work best for young children by focusing on creating the meaning of children learning and dealing with play and learning and the relationship between them. Many researchers indicate strong connections between the quality of play in the preschool years and children maturity in following school instructions (Bodrova & Leong, 2003; White, 2002). These studies found that teachers achieve the best educational results when they focus on supporting children play. The children in playful classrooms acquire literacy skills and more advanced language and social skills.

In the case of High/Scope, children make choices about materials and activities throughout the day. As children pursue their choices and plans in play activities based on various key experiences, they explore, ask and answer questions, solve problems, and interact with classmates and adults. Through play, the children achieve development and learning goals.

3. Education and Human Rights

The human rights education is a process that aims to create a human rights culture. The educational process is based on the active participation of children by which they learn about human rights and understand the issues of human rights, to acquire skills and abilities to be able to defend human rights and develop attitudes of respect of equality and dignity.

Member States agree that the child's education should aim at preparing the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, gender equality and friendship among all peoples, ethnic and religious groups (Article 29, Convention on the Rights of the Child, 1989).

The human rights education, therefore, should have a key role in all educational processes (Burr & Montgomery, 2003). The United Nations Convention on the Rights of the Child provides a valuable tool for the introduction of human rights for children; identify those human rights relating to children (Covell, 2007). Learning and experiencing children's rights helps to understand what human rights are, to understand that they are themselves holders and adapt and implement these rights in this context that concerns them as the school (Lansdown, 2002).

4. Education and Citizenship

The citizenship education and civic education means developing knowledge and understanding of the different issues relating to citizenship of different essential values of a variety of fundamental human rights and to address the many ways which they occur in practice and the types of crises that arise. The contents and methods used for education in citizenship in a diverse society must be compatible with each other, but also appropriate and geared to the goals and ideals of citizenship and education to citizenship for a diverse society. First, students should be involved in any analysis of society in order to learn and understand the democratic traditions, values and institutions, diversity and pluralism of cultures and social and individual being, the main similarities and differences, injustices and disadvantages of inequality and racism, as well as the constitutional exercise of power. How exactly will happen depend on the age of the children. Moreover, civics may not have any profound effect only if the whole ethos and the school's practice is aligned with the values and objectives. Education should cultivate the personal development, the knowledge, the understanding, the values and the skills. This means that structural barriers and inequities should be lifted and put the content and pedagogy of the curriculum (Banks, 2004).

The role of citizenship education becomes very important particularly in terms of developing appropriate ways of thought, judgment and action, acquiring and consolidating a culture of consciousness that allows the maintenance of social cohesion in the knowledge base, respect, acceptance, tolerance of cultural differences. Necessary elements to diffuse all education practices, if the main objective is the cultivation of the individual-citizen, under which authorities will have to make and what is necessary and useful to seek: the cultivation of individual autonomy, social cooperation or public participation. The political education covers both the concept of the institution and its activities, the content and effect. Political education covers all educational practices of teaching strategies and pedagogical reports. Refers to the issue of intent, knowledge, principles and values that directly or indirectly transmitted to the school context and the information and data are digested, the results of the educational and learning process (Karakatsanis, 2003).

Education in democracy is an apprenticeship to freedom. Promotes attitudes, values and skills they need to live as citizens in freedom. Democracy is not only hereditary, but it is a constant conquest learned and experienced. To create a climate of freedom and to maintain, and to incorporate it in all its manifestations, in our families, in communities and institutions, is essentially a kind of heritage through such processes, children learn to behave and act in accordance with how they are grown and nurtured (Pantazis, 2005).

Current programs aimed at educating people equipped with modern democratic values for the 21st century. These people are expected to show respect for human rights, sensitivity to the environment in which they live, critical thinking, creative, taking right decisions, having developed social skills, participation, consolidation of scientific methods for the creation of knowledge, active and productive social life and with the knowledge of their own rights and responsibilities (McLaughlin, 2005). The cultivation of social skills area should be the dominant to the objectives along with everything else in a curriculum.

What makes functional democracy is the political commitment. This is a habit, a practice, a set of skills and a way of life that should be nurtured from an early age and to promote in all we do as citizens ourselves, both in politics and beyond. It is important that children from an early age in schools to learn the art of politics and the responsibilities of government and of association. The student council can be a valuable training ground for

democracy, but needs to evolve a set of values and ideals, which fosters a commitment to the common good, which encourages open and respectful debate, and fosters accountability.

Students to appreciate democracy need to know what is democracy and it is no easy feat, because there is no universal agreement on the concept. In recent years it has come to mean as anyone wants to meaning to. The concept of democracy must be the basis to prepare for the responsibilities of citizenship (Lovat & Toomey, 2009).

One aspect of the preparation of the citizen is to encourage everyone to think independently and to learn how to solve difficult problems with logic and evidence. But citizens in a democratic society are effective only if they act collectively. This requires the monitoring of citizens' skills such as presenting a logical argument; listen to the arguments of others, to convince others to be receptive to the persuasion of others, negotiate differences, and to provide support for specific proposals. This is the essence and meaning of participatory democracy and this kind of citizenship is learned through practice. This practice should be done in each class from kindergarten to high school and university later (McDonough, 2005; Tibbits, 2008).

The intended political and social action must include an education for citizenship. An education, not only aims to formulate an updated and informed citizen-student, but an education which should help the student to develop knowledge and understanding tools and cultivate the skills, abilities and values of enable active and responsible participation (Karakatsanis, 2008). Of course, not only refers to knowledge tools and active participation. The need is now focusing on the fact that children need to develop these skills in order to succeed be able to relate and to simplify complex situations and to act for the public and private good.

The training aimed at citizenship and active democratic citizenship (active democratic citizen) is connected not only with the institutional framework and the content of curricula and how pedagogical approach and educational implementation of this objective (Koutselini, 2008; Pantazis, 2007). The purpose of the Social and Political Education in pre-school and compulsory education, among other things, to give pupils the knowledge, understanding and skills that are necessary for the free, responsible and active participation in social, economic and political life (Pantazis, 2008, 2009).

Ombudsman finds from contact with students that few are aware of their rights, their application in everyday life and the ways of defense. The office has repeatedly suggested to be at all school levels adequate education of students on children's rights in an organized and systematic way, with participatory, experiential and engaging teaching methods. Children should be trained to exercise and defend issues of children's rights, with appropriate aids and modern participatory training methods (Pantazis, 2011).

It is necessary, therefore, the culture of citizenship begin at the kindergarten (Sounoglou & Michalopoulou, 2014). By planning and organizing appropriate programs and activities, citizenship can be translated and recognized by children with concrete and practical acts that serve the everyday life of the school and the wider beyond the school.

Knowledge of rights is an integral part of the development process of the child (Koutselini, 2014; Pantazis, 2010). The immaturity age of children cited as an obstacle to understanding their rights (James & Prout, 1997; Hallet & Prout, 2003). Knowledge of rights is made as a prerequisite of the possibility of action and self-expression (Soueref, 2012). The Children's Ombudsman (Papanastasiou & Koutselini, 2003) understands the knowledge of rights according to the lived experiences of children, interaction with others, to their thinking, the way they function in their daily lives, the school-family relationship, self-awareness and management issues concerning them.

The survey of Soueref (2012) in primary school children, it reveals that the children in their word construct the concept of rights as a concept gets substance and effect only by adults. They take the view that first the adults should be aware of children's rights and the respect and then the children. Through this logic recognize the social hierarchy (Allan & I'Anson, 2004). They are aware that are subject to control and limited and doubt that this can be changed. They think that adults know what is the good and cannot understand them. Other children find that knowing their rights, they can improve their lives. This improvement refers to the protection, safety, equal participation, and non-discrimination (Soueref, 2012).

According to all the above is therefore necessary to consider at the kindergarten level of how formed the notion of citizen and how it is expressed in early childhood education programs, what aims and which teaching approaches proposed and the way in which he transformed into this act purpose.

5. Research Methodology

The key questions of this research were:

• With the teaching and learning processes through the intervention program acquired more knowledge, skills cultivated, attitudes, values in children, compared with the knowledge, attitudes, values obtained without the intervention program in the control group?

• With the teaching and learning processes through the intervention program more pricked the interest of children in relation to the interest shown by the children for the cultivation of citizenship in the control group?

To answer the above research questions considered as the most appropriate research method the experiment. The experimental method of studying what happens if two teams simulated by age, sex ratio boys-girls, social class, etc., added or removed on one of them, another factor. One group called experimental and one control group. Experimental group is one in which the researcher acts, implements a method, testing a treatment, adds or removes something. Control group, by contrast, is a parallel group there is the influence of the researcher, and is used in order to compare the results of two groups.

In this research we decided to observe whether there are differences or not in level of knowledge and interest in learning of children between two equivalent, in terms of performance and other characteristics (gender, social background, etc.), groups of children preschool age in different kindergartens. One group, the experimental, participated in the intervention program using ICT and the other, the control group did not participate in any intervention. The researcher was the teacher realized the intervention program.

Before our effects seen, through questionnaires for children, existing knowledge and interests of children around the theme of the module, but also the use of PC. After the experimental period which lasted one school year we investigated whether there were changes in attitudes, knowledge and interests of the two groups of children with regard to the content of the theme through questionnaires for children and interviews with children.

The population of the research consisted of 100 preschool children, who come from four different parts kindergartens in Thessaloniki, Greece. The experimental group consisted of 50 children (22 girls and 28 boys) and the control group of 50 children (20 girls and 30 boys). The choice as to which part will be the experimental group and the control group was random. The level of knowledge of the two classes of kindergarten was the same after a pilot test was, as we were informed by the director and the kindergarten teachers of the two classes, this nursery children keep performance records for each year. For children first attend kindergarten distribution is random and the same number.

5.1 Survey Tool-Triangulation of Results

As research tools used in the questionnaire, the semistructured interview and evaluation sheets. The questionnaires answered by the children of the two groups before and after the experimental period. The selection of questionnaires for children in conjunction with the interview and evaluation sheets was done to achieve triangulation of our results.

Bell (2012) defines the triangulation as a combination of methods for checking the existence of certain phenomena and the truth of the underlying reports by collecting data from a number of respondents and sources, and then compare and contrast the data with a view to conducted an as complete as possible and balanced investigation.

In this study, the triangulation of the results was implemented in two ways: (a) investigated with the same research tool, the questionnaire, two different groups; and (b) investigated the same source (children) with three different research tools, the questionnaire, the interview and evaluation sheets.

Five participants were selected to participate in a pilot trial. In the pilot test, assignments and subtasks were tested for the ability of understanding and application of the questionnaire.

5.2 Research Intervention Program

This comprehensive training program on human rights and citizenship promotes human rights and creates the concept of citizenship, aiming simultaneously on cognitive development, emotional fulfillment and skill cultivation. With the intervention program set a pedagogical objective that permeates the formal and informal school program and further developed through the framework rather than through piecemeal teaching activities.

At the same time seeking to strengthen a democratic culture by providing experiential educational experiences. Guidance is the collaborative discovery methodology, critical thinking and transformative power.

The teaching methods which used aim at child learns to respect himself and the other, to support the universal values of life as highlighted in the Universal Declaration of Human Rights, to think critically, develop good solving skills problems, to care and take responsibility for human dignity, to participate in and cooperate with collective, democratically.

The human rights teaching methodology supports creative and positive approach to life, the development of strategies for solving personal and social problems and strengthens the individual and society.

An important point of the program is a collaborative effort by the Children's Ombudsman, an independent EU authority and participation in activities Non Governmental Organizations (NGOs) active in the field of Information on Children's Rights.

The benefits that will provide students/behavior shows is multilevel in the cognitive, emotional and psychosocial sector and sensitized to issues of social injustice, inequality, intolerance to differences.

Its evaluation will be done by the applied activities, some of which will act as control activities and the produced works of children.

6. Analysis

The analysis is done in four axes. The first concerns the analysis of the responses of the two groups of experimental and control group using quantitative data. The second axis concerns the discourse analysis of children's responses. The third axis refers to involve children and the fourth in the pop program of children's activities.

6.1 1st Axis Analysis Reply-Experimental Analysis Team-Team Control Pre Test-Post Test

Questions made on a sample of 100 children at the beginning and end of the school year the results are listed below:

Question pre-test & post test

A. Notion of citizen

1) What does citizen mean?

2) Do you use computer tablets? (Meaning digital citizen)

3) Do you know the rules in using the computer and how to protect yourself if you see something you do not like at the screen?

B. Democracy

1) What do you understand when you hear the word democracy?

2) Would like to have a leader in the group to decide for you or you would like to be able to say your opinion and decide together what you want?

C. Freedom

1) How do you feel when you say your mom or dad will not go ride because you did a mischief?

2) How do you feel if you forbid mom or dad to play with your best friend in the neighborhood?

D. Rights and obligations

1) What does it mean for you the word desire? Tell me something you want to do.

2) What does it mean for you the word obligation? Tell me something you do not want to do.

3) Which rights of those who see in the cards apply to school?

4) Is the right of every child to feel happy and safe at school?

5) Have you heard about child rights?

6) What do you see in the picture?

7) What is the right of those who see in the cards apply to school?

8) Is a right of every child to feel happy and safe at school?

E. Equality

1) If you were in your class a child from Africa will be the chosen friend?

2) Can girls play with cars? Boys can play with dolls?

F. Trustfully

1) If you tell your classmate a secret, will you keep it?

2) Do you fooling your classmates? Why;

G. Honesty

1) Do you say lies? Why;

2) If you do a mischief at school, will you tell it to the teacher?

H. Responsibility

1) What word or image does it come to mind when you hear the sentence "I am responsible"?

2) Do you have rules in your house? at school; outdoors; what?

I. Justice

1) If you see a bustle in the class and you know that your friend's fault, do you say who blame?

2) If you are in seesaw much time with a friend and two other children waiting to make seesaw, will you go down to go up the other children?

J. Compassion-solidarity

1) Do you know what it means compassion, solidarity?

2) Do you give toys and clothes to children who do not have?

3) When Mom or Dad is sick do you make a fuss at home?

K. Cooperation

1) Do you like to play with other children in-group games?

2) When discussing something in school, do you want to tell your opinion?

In their responses to the first set of questions the children in both groups at pretest did not know the word, and after the program the children in the experimental group gave answers regarding the meaning while the children's responses in the control group did not deviate from the answers the pretest. Also, almost all children from both teams use tablet, but the children in the experimental group after the intervention program knew the rules of behavior on the Internet.

In the second group of questions the children in both groups did not know anything about the meaning of democracy. But after the intervention program, the experimental group had interesting views and gave important answers that show how is child's thinking.

The third unit of questions gave no remarkable answers and it seemed there was a lack of knowledge. The control group was at the same level of responses to post test.

The fourth unit indicates that the children had an ignorance of the significations of concepts. However, the experimental group showed clear changes in responses due to the activities and actions during the intervention.

In fifth unit the concept of equality has been a change of opinion and attitude in the responses of the experimental group, which is not in the control group.

The sixth group of questions gave the answers of the teams in pretest did not differ. Of course, large differences were not and in the responses to post-test.

In the seventh unit both groups had the same effect on responses. In the responses of the children in the experimental group in the post-test, however, the rates increased in relation to the premium rate tests showing that played a catalytic role in the program.

In the eighth unit the children in the experimental group answered with richer responses to the post test in compared to the pre-test. The control group children were not much deviation from the questionnaire pretest.

In the ninth unit there was no difference in the pretest with the post-test in both groups.

In the tenth unit the children responses did not differ. However, after the post-test seems to be a paradigm shift in the responses of the experimental group. The children responses directly related to the activities carried out as mentioned in them.

In eleventh unit there were no major differences in the pre-test. In post-test increased the rates of the experimental group in the responses of children who participated in the activities.

Based on the above highlights the importance of the intervention program to change attitudes and the right culture and informing children on key issues that concern them and affect and are affected by them.

6.2 2nd Axis Analysis

This section will analyze the children's reports (Michalopoulou, 2009) about the meaning of citizenship and rights and how to understand based on a) how they define the concept, b) how discuss other concepts that make up the concept of citizenship, and c) how they perceive the knowledge of human rights.

In each module, which refers to a concept that constitutes the meaning of citizenship, sought the main interpretative repertoires, the subject positions and what they negotiate. Below is the breakdown of reports of infants in the definition of the right.

1) Right-obligation

Almost all the children of the questions pre-test in the study was not able to define the concept right, proved insufficiently informed about the Convention of Children's Rights and its content, as well, had not been informed about the existence of school or elsewhere (Taylor et al., 2001).

Children referred to the concept of the right in various ways during the program implementation. The main ones are the following:

a) The right to freedom

b) As a concept that needs protection

c) As meaning that coexists with the sense of commitment

d) As a concept related to the meaning of the law

-D: Right is what is ours to do, is ours!!

-A: The right of every child is playing.

-C: Right is to be able to love others.

-A: All children should have food.

Observing the above axes it is observed that children realize their rights related to the obligations and their application violation occurs. It is noteworthy that children realize their rights in the light of participation and freedom of expression (Taylor, 2001).

Children understand the concept of interrelated rights in the sense of obligation (Bjerke, 2011; Soueref, 2012).

Quotes Children Answers

S: Apart from rights we have responsibilities.

A: If I finish tidying up, I will play with the tablet!

The ratio of children, the right and the duty functions as a dipole. Right there on the conditions of the obligation. *"A: If I finish tidying up games, I will play with the tablet!"* as the designated adults (Such Walker, 2005).

2) Freedom

In their reports the children relate the concept of citizenship in the sense of freedom (Taylor et al., 2001; Soueref, 2012). The ratio observed that when referring to the concept of freedom, vaguely talking about something related to own activity in things to do or are able to do, the need to do what they want. They perceive freedom as non-limiting.

Extract child answers:

-S: I do something that I want.

-E: Freedom is life.

-O: Freedom is to do whatever we want, but to be good. Do not do evil to each other.

Children talk about granting freedom of others as a condition for their own action (James & Prout, 1998).

-D: When we are free, we can have friends.

Freedom is an act of participation, which should not be hindered. Children draw references from within active every day and work with rules and must comply with them (Thornberg, 2008).

3) Justice

On the children reports there is connection of citizenship in the sense of justice and fair behavior (Taylor et al., 2001).

Extract child answers:

S: It is not fair to get all the markers N.!

A: You have no right; M. is the leader and she will tell us what to do.

A: We are the same

They seem to understand the meaning and associate justice with equality. The determination of rights is independent of data that differentiate humans (Burr & Montgomery, 2003).

4) Respect-confidence

Children perceive citizenship as an expression of interest to another, interacting with others and mutual respect in a different (Thornberg, 2008).

Playing the star game, where you have to balance.

-We should do balance each other.

-I: If you do not trust him what will happen? -We Fall!

5) Equality

Children referred to equality in the sense of size in mathematics. However, through the activities they understand the different cultural level.

Associate equality with respect through a humanitarian perspective.

Extract children answers:

A: We are equal because we have the same height.

F: All children are equal.

X: No matter from which country is a child.

K: Because they are in a wheelchair, does not mean they cannot play!

6) Participation

Children participate and confirm that they can be active action agencies to take initiatives and find solution to their problems at school level (Davis & Hogan, 2004; Tisdall & Davis, 2004; Wardale & Troake, 2003). They perceive the participation through the institutional role of the tripartite council (Wyness, 2009). This issue brings to the belief that children are not citizens here, but need to be trained to act as active citizens in the future. We are responsible to bear the school and should combine the rhetoric of citizen action, to achieve the objective of promoting the concept of citizenship.

Extract children answers:

S: We will vote and we will see who will come out the president!

D: I want to vote both A. and P.

7) Democracy

Democracy is linked to reason with the concept of freedom of speech and freedom of expression and opinion (White, 2002).

Quotes children answers:

-M: It is a relative term, I cannot explain!

-S: When we vote!

-S: Democracy is to say our opinion.

8) Honesty

The concept of sincerity mentioned by children, why should not tell lies and associate with the concept of right.

Quotes children answers:

A: When we lie is like fooling ourselves.

D: I do not like telling lies, or to tell me.

F: It is not right to tell lies.

9) Responsibility-self-autonomy

The concepts of responsibility, self-control and autonomy associated with the concept of limit and the right. They said the rules do not exist only in school and at home, but also in a broader context. The rules and frameworks effectively align it people in specific behaviors that puts the family, school, society (James & Prout, 1997; Thornberg, 2008).

Quotes children answers:

A: To feed pets!

O: I had the responsibility to not beat the other.

K: To not rip the books!!

10) Compassion-solidarity

Children realize that compassion and solidarity is needed to allow all children and people live harmoniously and happily. They say they want to help and when they can they do it. It is one of the elements that surround the citizen.

Quotes children answers:

-D: Compassion solidarity means that someone has hit and I'm going to help and I said "do not you cry and I feel your pain"!

11) Citizen-digital citizen

Children understand the concept of citizenship as it has rights and obligations to a maximum, not mentioned in the law, but the institutions that enforce the law.

Quotes children answers to citizens:

A: Citizens have a paper to write that they are citizens of the country; my dad carrying an ID that says is Greek.

Q: I use tablets I know that there are rules, but I use it as many hours as I want! Is not right, but I do.

Children use everyday digital media (computer, tablet) and should be aware that there are rules. Most children are not aware of these rules and the use of digital media is unchecked without the supervision of parents.

Quotes children responses for digital citizen:

D: I play as many hours as I want.

K: I want to go to the grandfather and grandmother because they have Internet and I can play.

After the program and process safety issues, Internet, children recognize that there are rules which should be followed in order to be safe and secure from malicious data.

Quotes children responses for digital citizen:

D: We must be careful what programs bring down the tablets, because it cannot be for us!

F: I ask the mother if the game is suitable for me, otherwise I do not play.

First the questions were in pre-test suggested that children know little or no about the meaning of citizenship and the implications it has. Almost all the questions answered that no parents or preschool teachers have talked to them, nor have heard of the concept of rights and obligations.

In the intervention program there were activities that were prearranged, however there is an interdependence of concepts and reflections-concepts variations in the implementation of the program. Several concepts were correlation and thereby become more easily understood the concept of citizenship to children.

There was feedback and enrichment activities to better consolidate and palpable sense of the concepts from the children themselves. The possibility given to get involved in the transformation of certain activities and the implementation of activities offered by the children themselves was great.

The concepts that make up the concept of citizenship processed on existing units formed to facilitate the formation of this concept. Certainly the concept itself, for example justice, elaborated in other sections, giving the interdisciplinary intervention program.

Above an analysis of the modules in the application program, it should be clear that the division into sections was done for the sake of facilitating researcher and program, first to implement and then to analyze. As the activities taking place the same children simultaneously made evaluation of the program, because through the participation highlights potential problems in the design.

Also, developing the activities there were extensions make new activities. This section was an additional activity that was suggested by the children and shows that the planned activity was a good stimulus to analyze in depth the concept of trust. The third observer, who is the teacher of the class, gave the possibility to evaluate and promote feedback program.

6.3 3rd Axis Analysis Participation of Children

The principle of participation and the ownership is dominant criterion for creating effective teaching and activation of the infant. The spontaneous participation leads and driven to a desired efficiency with which promoted throughout the learning process. The spontaneous participation increases learning benefits and the infant was in favor of learning is creative, free, and autonomous self-expanding.

In practice, to achieve self-activity of students, we do not give them that they themselves acquire.

The word "participation" contains automatically concepts such as communication, equality, justice, empowerment, democracy. But how to define the participation? Arnstein (1969) defines participation as the power of excluded social groups to influence decision-making processes.

Since the 1980s, the idea of participation has included the social group of children showing off their need for influence in planning and decision making processes. Participation is now an inalienable right of children, since, according to the Convention on the Right of the Child, adopted by the UN General Assembly in 1989 and ratified by Greece in 1992, children have the right to free expression their opinions on the issues affecting them (Article 12). Children have even the right to freedom of expression (Article 13), the right to freedom of thought and conscience (Article 14) and freedom to associate and to assemble peacefully (Article 15). Children in most Western countries now recognized by national, regional and local authorities as a group with special needs that should be expressed through participatory processes. Despite efforts to implement participation processes that have been made, children have limited capabilities and opportunities to express their needs and be heard. The political power that have still to be indirect and expressed through adults representing them (Cunningham et al., 2003). Today it has developed an interdisciplinary stream focusing on the involvement of children in shaping their environment, which through theoretical and applied research and innovative applications substantiates and justifies the necessity of the participation of children in the environment and in the community (Ward, 1978; Hart, 1997; Matthews, 2001; Chawla, 2002).

The children's participation in its curriculum design contributes decisively to their comprehensive development. Children through programs that encourage their participation develop social and cognitive skills as well as their sense of connection with other people and nature. They also develop the ability to manage their environment, laying the foundation for a quality and balanced life.

Through the appropriate involvement programs, children develop the ability to control the important areas of their lives, an ability crucial to ensuring their mental health (Chawla & Heft, 2002). They have the opportunity to understand the social structures and develop their critical thinking, their aesthetics, their communication skills, and ability to plan and carry out changes. Children are involved in participatory processes become stronger mentally and avoid alienation. Children's participation in planning can also help them develop a sense of global and environmental care (Hart, 1997).

The children's participation processes bring much more benefits than the obvious-the notification that those involved in the design of children's needs (Lansdown, 2001). Children are taught the active and responsible citizenship, having the opportunity to practice (Chawla & Heft, 2002).

On a more substantive level, the participation of children in its curriculum design contributes to a change of direction towards more ecological and solidarity societies (Horelli, 1997; Horelli & Kaaja, 2002), and is a prerequisite for social justice (Bojer, 2000).

To implement the method, conducted interviews of the experimental group and the control group. The children, from childhood, have the opportunity to participate in the instructional design configuration procedures, and

have the ability to express their ideas, visualizing future scenarios and to participate meaningfully in the design (Cuningham et al., 2003).

The themes of the interviews were focused on children's ideas about the meaning of citizenship and available for participation and expression of ideas. The aim was to investigate the availability and capacity of children to participate in matters relating to the operation of their everyday social level within the class and how to configure the concept of citizenship through experiential activities that cultivate skills and abilities that make up the citizenship.

Through interviews, the children were asked to capture:

1) The vision of children for the future of all children's rights.

2) Confidence in relation to ideas.

3) Placing participation.

4) Questions that they would like to participate.

6.3.1 Data Analysis

The children's opinions were analyzed in a qualitative way and codified in order to explore children's views on the meaning of citizenship, their vision for the future and their attitude to the issue of participation. Data analysis was based on principles and techniques founded theory (Strauss & Corbin, 1998) and was made in three stages.

In the first stage of data coding stood four categories:

1) The vision of children for the future of all children's rights.

2) The trust of children in their ideas.

3) Their willingness to participate.

4) Issues of interest to children.

a. The vision of children for the future of all children's rights

• right to right

• right to live

• family

• to have all children food, water, shelter, school

• education, more schools, more teachers

• cleaning

• creation of new playgrounds, entertainment, covering all neighborhoods, zoo, best and new sports facilities/tennis court/ice rink

• multifamily/new homes

• natural environment protection, recycling, environmental protection, cleaning

• cultural environment

b. The trust of children in their ideas

• children believe in their ideas, but not the case for adults

• children believe in their ideas

• no mention of the issue

c. The will of children to participate

• willingness to participate

• no report

• the adults are responsible

d. The issues of interest to the children

• game activities for kids, fun children's play areas, playgrounds, ice rink, zoo, centers for activities

• environmental protection Recycling

- culture-tradition

- cultural activity center for children

- needs of children

- to say to me and to listen

- participation

- education, most of them teachers

- environmental care

- people to behave well

- safety, there are no thieves

The survey, as we have seen, has highlighted the need for expression and communication of children's ideas, and the richness and the adequacy of their ideas for their participation in the public debate on the development of the concept of citizenship. This is very important because it shows that there are the bases and conditions for the involvement and effective participation of children. According to the survey results, the dynamics of children's ideas based on mood, will and claiming their participation school life is another very important element that unfolded in research is the attitude of children towards the issue of participation and conditions for their participation in the wider society. The children seemed to have faith and confidence in their ideas. The confidence of the children for their ideas is a basic and necessary condition for the formation of the bases for the participation of children. In addition, the children seemed to have attitude and willingness to participate, and some, indeed, cases of children and expressed the intention of claiming their contribution.

At the same time, through the child opinion, that, even at this early age, starting even in purely empirical stage, the formation of their opinion on the form of "development" they want.

6.4 4th Axis Analysis the Emerging Pop-Up Children Program

The project innovation lies in the fact that it makes the children protagonists of the program.

Although there is a general programming framework of the researcher, the ideas, interests and preferences of children predominate. The knowledge and perceptions of children exploited and their ideas are a catalyst to promote the program.

During the implementation of the program is given the freedom to express opinions and guidance from the ideas and preferences of children.

Children are the ones who bring sub-objectives simultaneously with the intervention program. They select activities and plan learning pathways. Prepare excursions to natural and social environment, preparing interviews, collect material and manage. Trying to explain phenomena and events, develop their own theories, looking for the cause and the effect, take initiatives and participate with a view to fostering social partnership and building an environment that we all have responsibilities and rights. The ideas and actions of children is the springboard for fruitful exchange of views and experiences (Sounoglou & Michalopoulou, 2012).

The pop-up program does not mean the absence of programming. The pop-up is a program that runs the intervention program in order to enable children to jointly shape the context for learning and becomes experiential and meaningful learning and cultivating the concept of citizenship. The pop-up program needs structure with teaching strategies that facilitate researcher and teachers lead children to explore issues of the real world. It is a complicated and complex process, but also a flexible approach that links learning with teaching (Sounoglou & Michalopoulou, 2015; Pantazis, 2011).

The purpose of the program may be fated but individual targets can be set from the start but also during. Ideas, questions and concerns can arise from children's daily lives and express themselves in different ways and with different techniques. The activities that emerged was authentic and provocative and were under investigation and not of didacticism, and meaningful for the children. The interactive learning is to the fore, since children exposed to debates, discussions, agreements, in recording of opinion and feedback. The emphasis of program given to various ways of solution of problems, so that each child according to their needs and preferences highlight the gradients and their interests.

7. Conclusions

Improved knowledge and skills of teachers to teach civic education remains a challenge. While in general, civic education is integrated in the basic training of teachers specializing in subjects such as history and geography, only two of the 31 countries assessed (England and Slovakia) offering training in civic education to future teachers. In addition, while many countries have reshaped the recent years curriculum for civic education, these changes are rarely applied in basic teacher education or continuing professional development programs. It also continues to be a lack of standardized methods to guide teachers in assessing students, the report notes.

Schools are first and foremost political institutions (Levinson, 2007). Our role in education is to prepare students for a new economic reality designed by others, but to prepare them for the formulation of a social reality in the most progressive and socially just form (Pantazis, 2013). Our mission for the formulation of the concept of citizenship has to teach students what is possible (Koutselini, 2008), instead of objectification as human capital in preparation for the inevitable impact of policies implemented to protect the interests of the financial elite.

The aimed training at active democratic citizenship is connected not only with the institutional framework, the content of the curriculum and how pedagogical approach and educational implementation of this target (Sounoglou & Michalopoulou, 2014), but primarily by the political ideology that permeated the curriculum and political norms below.

The kindergarten is faced with challenges that if it really can exploit them, it will make the step that will be the first base to culture the Human Rights and the notion of citizen with substantive and catalytic perceptions about the child, which is the potential citizen.

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