

Investigating the Presence of Children's Rights in the Curricula of Greek University Education Departments

Georgios AMPATZIDIS, Kostas MAGOS

^aChild Rights Centre, University of Thessaly, Greece, gampatzidis@uth.gr

^bChild Rights Centre, University of Thessaly, Greece, magos@uth.gr

Although the United Nations Convention on the Rights of the Child was signed more than 30 years ago, research shows that there remains a significant gap in awareness – not only among the general public but also among individuals who can be considered stakeholders, such as teachers. Based on research suggesting that university education plays a crucial role in promoting children's rights, we examined the curricula of 19 university education departments in Greece to assess the presence of children's rights-related content. More specifically, we calculated the frequency of references to children's rights within course titles, course content, or other parts of the curriculum for the academic year 2024-2025. General references to human rights were not included in our analysis. Our findings reveal that a considerable number of departments (9 out of 19) do not include any reference to children's rights in their curricula. The highest number of references in a single curriculum was seven (references in five courses titles and/or content and two references in other parts of the curriculum), while several departments mentioned children's rights in the content of only one course. It is important to acknowledge the limitations of our methodology. For example, the absence of references in children's rights in course titles or descriptions does not necessarily imply a lack of relevant content, just as its presence does not guarantee its emphasis during instruction. These findings are discussed in light of the relevant literature, with implications for curriculum development and the promotion of children's rights education.

References

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Short CVs

Georgios Ampatzidis is an Assistant Professor at the Department of Early Childhood Education of the University of Thessaly. His scientific work concerns a series of articles in peer-reviewed Greek and international journals, articles in peer-reviewed Greek and international conference proceedings and chapters in peer-reviewed Greek and international books.

Kostas Magos is a Professor at the Department of Early Childhood Education of the University of Thessaly. His scientific interests focus on the theory and practice of intercultural education and children's rights.