Development of Children's Rights Education Curriculum for Prospective Preschool Teachers

Okul Öncesi Öğretmen Adayları İçin Çocuk Hakları Eğitimi Programının Geliştirilmesi

Ayşe ÖZTÜRK[*] 🆔

ABSTRACT: In this study, it was aimed to develop the Children's Rights Education Curriculum (CREC) for prospective preschool teachers (PPTs). In the study, 42 PPTs studying at the second-grade level were provided education with CREC for 28 weeks. Within the scope of the CREC, an education process consisting of three stages aimed at developing understanding, skills and attitude was organized for children's rights (CR) and children's rights education (CRE). In the first stage, studies were carried out to develop understanding and attitude for CR, the violation of CR and the UNCRC. In the second stage, studies were carried out for the development of the characteristics of CRE and CRE-based educational environment and the development of attitude towards CRE. Also, in this process, attitude development studies for CR were maintained. In the third stage, studies were carried out for the development of activity planning and material designing skill and the development of attitude. The study results showed that positive developments occurred in the understanding regarding the violation of CR, CR and UNCRC, the attitudes towards CR and CRE, and the event planning and material designing skills related to CRE of PPTs after the CREC. The study is important in terms of being a model application for the integration of CRE into pre-school teacher training programs and providing information in this context.

Keywords: children's rights education, curriculum development, prospective preschool teachers, teacher training.

ÖZ: Bu araştırmada, okul öncesi öğretmen adayları (OÖA'lar) için Çocuk Hakları Eğitimi Programı'nın (ÇHEP'in) geliştirilmesi amaçlanmıştır. Araştırmada, ikinci sınıf düzeyinde öğrenim görmekte olan 42 OÖA'ya ÇHEP ile 28 hafta eğitim verilmiştir. ÇHEP kapsamında, çocuk hakları (ÇH) ve çocuk hakları eğitimi (ÇHE) için anlayış, beceri ve tutum geliştirmeye yönelik üç aşamadan oluşan bir eğitim süreci organize edilmiştir. Birinci aşamada ÇH, ÇH ihlali ve BMÇHS ilişkin anlayış ve tutum gelişimi için çalışmalar yapılmıştır. İkinci aşamada, ÇHE ve ÇHE temelli eğitim ortamının özellikleri ile ÇHE'ye yönelik tutum gelişimi üzerine uygulamalar yapılmıştır. Ayrıca, bu süreçte ÇH için tutum gelişimi çalışmalarına devam edilmiştir. Üçüncü aşamada ise ÇHE'ye ilişkin etkinlik planlama ve materyal tasarlama becerisi ile tutum gelişimi için çalışmalar gerçekleştirilmiştir. Araştırma sonuçları, ÇHEP sonrasında OÖA'ların ÇH ihlaline, ÇH'ye ve BMÇHS'ye ilişkin anlayışlarında, ÇH'ye ve ÇHE'ye yönelik tutumlarında, ÇHE'ye ilişkin etkinlik planlama ve materyal tasarlama becerilerinde olumlu yönde gelişmeler meydana geldiğini göstermiştir. Araştırma, okul öncesi öğretmen yetiştirme programlarına ÇHE entegrasyonu için örnek bir uygulama olması ve bu bağlamda bilgi sağlaması açısından önem taşımaktadır.

Anahtar kelimeler: çocuk hakları eğitimi, program geliştirme, okul öncesi öğretmen adayları, öğretmen eğitimi.

Corresponding Author: Asst. Prof. Dr., Gaziantep University, Gaziantep, Turkey, ozturkayse2007@gmail.com, https://orcid.org/0000-0001-9279-1716

Introduction

Children's rights (CR) can be defined as a special part of human rights that aim to protect children from all kinds of damages and bring them to the living standards they deserve. All children in the world have these rights that aim to raise children safely and both psychologically and physically healthy. Various documents have been published within the historical process to give children the rights they have. The most important one of them has become the UN Convention on the Rights of the Child (UNCRC). UNCRC has been the most well-known and commonly supported international convention on human rights for children's rights (Ranson, 2012). This convention, which is a revolutionary document with its capacity to improve the lives of children, obliges contracting countries to respect, protect and meet all children's rights within the international context (Lansdown, Jimerson, & Shahroozi, 2014). In this context, contracting countries are obliged to ensure that the UNCRC is implemented and that adults and children learn its principles and provisions. In this consciousness and awareness raising process, it is necessary to internalize the UNCRC in school curricula, and it should be learnt by children in a widespread way (Hodgkin & Newel, 1998). To this end, a systematic education process must be implemented in order to introduce and disseminate the UNCRC starting from the first years of childhood (Flowers et al., 2009). In this case, it is necessary to start building the human rights culture in the pre-school period (Batur Musaoğlu & Haktanır, 2012). Therefore, preschools must be turned into places where children learn and implement their rights (Osler & Starkey, 1994). The United Nations Committee on the Rights of the Child also draws attention to the implementation of children's rights starting from the pre-school period, not exposing children to discrimination, and providing health, nutrition, social security, sufficient life standard, play, entertainment and participation rights (UN Committee on the Rights of the Child, General Comment No.7, 2005).

Teaching children's rights in the preschool period ensures that children develop a positive personality in addition to becoming citizens who are aware of their rights in the future (National Council for Social Studies (NCSS), 1998). The integration of CR into pre-school education policies is also an important factor for increasing justice for children. Therefore, CR play an important part in the development of preschool education policies (Smith, 2017). Accordingly, many countries require that their preschool education process is implemented within a framework that respects human values and freedoms, and children and educators exhibit behaviours and attitudes that reflect human rights (Quennerstedt, 2016). In this context, preschool education teachers and schools are responsible for creating an educational environment in which children have the right and children's rights are implemented (Brantefors & Quennerstedt, 2016). This requires that preschool teachers and PPTs who will teach in the future have knowledge and skills with regard to CR and CRE. Accordingly, it is observed that various studies have also been conducted in the context of preschool teachers, PPTs and children's rights in the relevant literature. Among these studies, Robson (2016) examined preschool teacher standards in England in terms of children's rights and suggested a proposal for the integration of the UNCRC. In his postgraduate thesis, Trägårdh (2009) examined the opinions of South African preschool teachers on children's rights and what did they do for children's rights. In their study, Neslitürk and Ersoy (2007) examined the practices developed by PPTs for

children's rights education. In their studies, Doğan, Torun, and Akgün (2014) aimed to determine prospective preschool teachers' opinions on children's rights. Faiz and Kamer (2017), investigated prospective preschool teachers' views related to children's rights in a part of their study. Tozduman Yaralı and Güngör Aytar (2017) examined the childrens' participation rights in preschool education practices according to the opinions of teacher and children by using case study. In their study Koran and Avcı (2017) aimed to analyse pre-school teachers' negative or positive applications for children's participation rights from the perceptions of prospective pre-school teachers. Te One (2008) investigated the perceptions of teachers, parents, and children of the early childhood rights in New Zealand. In their studies, Bilir Seyhan and Arslan Cansever (2017) examined prospective preschool teachers' perceptions of children's rights by the children's rights-themed board preparation study. Leblebici and Çeliköz (2017), Kaya (2011) and Değirmenci (2011) examined prospective preschool teachers' attitudes towards children's rights in a part of their study. In their study Kardeş, Banko, Eren, and Antakyalıoğlu (2017) aimed to investigate prospective preschool teachers' opinions regarding children's rights. Kozikoğlu (2018) investigated pre-school teachers' opinions about children's rights and children participation rights with mixed method. Coşkun (2015) examined PPTs' beliefs about children's right to participation while. In the first part of their study, Türkoğlu and Gültekin Akduman (2013) examined the curriculum of higher education institutions with preschool education programs in Turkey in the children's rights dimension. In the second part, they determined prospective preschool teachers' opinions on children's rights. Turnšek (2016) aimed to examine how pre-school teachers work on children's rights. In this context, the researcher focused on children's right to participation and physical punishment. Hudson (2012) examined preschool teachers' opinions and perceptions of children's right to participation. When these studies are generally evaluated, it is observed that it has been focused on the investigation of the awareness, beliefs, and practices with regard to CR and UNCRC, the evaluation of teacher's training standards in terms of CR, and the investigation of opinions, understanding, and practices in relation to children's right to participation. In this context, it can be said that the studies aimed at obtaining information about the current situation have been mainly carried out rather than the program development studies for knowledge and skill acquisition. Nevertheless, preschool teachers should acquire the necessary knowledge and skills in pre-service training so that they can recognize, protect and implement children's rights and provide guidance to families (Türkoğlu & Gültekin Akduman, 2013). Indeed, Jerome, Emerson, Lundy, and Orr (2015) indicate that teacher training constitutes the most important field of action in the implementation of children's rights education. Therefore, there is a need for program development studies aimed at gaining knowledge, skills, and attitudes for CRE in the education process of PPTs.

On the other hand, it is necessary for teacher policies to be consistent with other policies such as CR and human rights (United Nations Children's Fund (UNICEF), 2014). It is observed that various countries start to make certain arrangements for CR and CRE in teacher's training in parallel to this situation. For example, in Scotland, the commitment to the UNCRC is stated as a basic requirement for new teachers (General Teaching Council for Scotland (GTCS), 2012). In Australia, the ability of PPTs to make arrangements for CR is emphasised among the standards for raising PPTs (Proficient Teacher Evidence Guide Early Childhood Teachers, 2017). In Canada, it is stated that

teachers are trained on CR, but this does not apply to the whole country (Jerome et al., 2015). In Turkey, it was directly indicated to make arrangements for CRE in the pre-school curriculum. Accordingly, it was aimed to develop the knowledge, skills and attitudes in relation to children's protecting both their and other people's rights, talking about their rights, and what they can do when are treated in an unfair manner. In this context, PPTs are expected to raise awareness among children with various activities based on the UNCRC (Ministry of National Education, 2013). This draws attention to the fact that PPTs should have the necessary knowledge, skills and attitudes for an effective CRE in the process of preschool education. Nevertheless, no lesson is defined for children's rights education in the pre-service education processes of PPTs by the Council of Higher Education (CHE) in Turkey. This shows the need to conduct studies for the integration of CRE into the education processes of PPTs. Nevertheless, no study on the development of a children's rights education curriculum for PPTs in Turkey was found, limited to resources that can be accessed by reviewing the relevant literature. The studies conducted on PPTs generally focused on the investigation of the opinions and attitudes of PPTs on CR and CRE (Değirmenci, 2011; Doğan et al., 2014; Faiz & Kamer, 2017; Kardeş et al., 2017; Kaya, 2011; Kozikoğlu, 2018; Leblebici & Çeliköz, 2017), the acquisition of material design skills (Bilir Seyhan & Arslan Cansever, 2017) and the investigation of the pre-school undergraduate program in terms of CR (Türkoğlu & Gültekin Akduman, 2013). It is considered that a study on the development of the Children's Rights Education Curriculum (CREC) for PPTs will contribute to filling the gap in the relevant literature, will provide information as a model application regarding how CRE can be realized in preschool teacher training programs and will be an important resource for curriculum development studies to be performed for CRE in the pre-school teacher training period. In line with the reasons stated, in this study, it was aimed to prepare, implement and evaluate the Children's Rights Education Curriculum (CREC) for PPTs. In accordance with this main aim, answers were sought to the following sub-questions:

What is the effect of the CREC on the understanding of PPTs related to the concept of the violation of children's rights, children's rights and UN Convention on the Rights of the Child?

Is there a significant difference between PPTs' attitude scores towards children's rights before and after the CREC?

Is there a significant difference between PPTs' attitude scores towards children's rights education before and after the CREC?

What is the effect of the CREC on PPTs' activity planning and material designing skills for children's rights education?

How do PPTs evaluate the effectiveness of the CREC and the effect of the CREC on their individual development for children's rights and children's rights education?

Method

Research Model

The explanatory sequential design, one of the mixed method research designs, was used in this study in which it was aimed to prepare, implement and evaluate the effect of CREC for PPTs. In explanatory sequential design, qualitative data are collected and

analyzed after quantitative data are collected and analysed (Christensen, Johnson, & Turner, 2011; Creswell & Plano Clark, 2011). The qualitative stage is used to explain the relationships, orientations, and results in the quantitative stage. In this study, quantitative data were first collected and analyzed and then qualitative data were collected and analyzed. The quantitative dimension of the study was modelled as a single group pre-test-post-test experimental design, and the qualitative dimension was modelled as a case study. In the quantitative dimension of the study, training was provided to 42 PPTs for 28 weeks with the CREC. The data collection tools in relation to CR and CRE were applied as pre-test and post-test. Thus, quantitative data on the effect of the CREC on CR and CRE were collected. In the qualitative dimension, the opinions of PPTs were taken for them to evaluate the CREC and their personal development after the quantitative dimension was completed. Thus, it was aimed to support and detail the quantitative data obtained for the effectiveness of the CREC with qualitative data.

Participants of the Research

Participants for quantitative data. The participants in which experimental study was carried out consisted of 42 PPTs studying at the second grade of a state university in the South eastern Anatolia Region of Turkey. The study was carried out on second grade PPTs due to the presence of an elective course called "children's rights" at the second grade level in the spring semester. The age of PPTs varies between 18 and 20, and all of them are female. Furthermore, none of the PPTs received any training on CR and CRE before and performed any individual study. In the study, participant numbers between 1-42 were defined for these PPTs.

Participants for qualitative data. The participants for interview were created from the study group for qualitative data by the criterion sampling method, one of the purposeful sampling methods. In this process, it was taken as a basis that PPTs participated in the entire CREC implementation process, volunteered and had different levels of knowledge, skills, and attitudes related to CR and CRE after the experimental procedure. The saturation point was taken as a basis in determining the number of participants. In this context, 13 PPTs who differed in terms of knowledge, attitudes, and skills related to CR and CRE constituted the study group of the research. The participant numbers for these PPTs were not defined again, the participant numbers given in the beginning were used.

The Process of Preparation and Implementation of the CREC

Needs analysis studies. A needs analysis was first performed in the process of preparation of the CREC. In needs analysis studies, the data were obtained from three sources, being preschool teachers, PPTs and the findings of the literature. In this process, a focus group discussion was held with two different groups of eight people that consisted of PPTs studying at the fourth-grade level. In a similar way, a focus group discussion was held with two different groups of eight people that consisted of pre-school teachers with different experience and type of the school worked. Moreover, information was collected on which knowledge and skills should be attained for CRE with the literature review. The need was put forth by evaluating the data collected from these three sources together. In this process, PPTs' deficiencies with regard to knowledge, skills, and

attitudes for CR and CRE were determined. Furthermore, the knowledge, skills, and attitudes related to CR and CRE that were considered important/necessary to be acquired were determined. These findings obtained were used in the process of determining the objectives for the CREC and formed a basis for designing the structure of the CREC.

Determination of the objectives and development and implementation of activity plans for the CREC. The general objectives and acquisitions for the CREC were prepared by taking expert opinions in accordance with the findings of the needs analysis. Following this, studies were carried out to determine the stages of application and develop activities to fulfil these objectives. Three stages were determined for the CREC in this context. The activity plans were prepared in accordance with the relevant literature findings and expert opinions. A pilot study was performed before the implementation of the activity plans prepared. The stages of the application of the CREC are presented in Figure 1.

Figure 1. Structure and Stages of the CREC
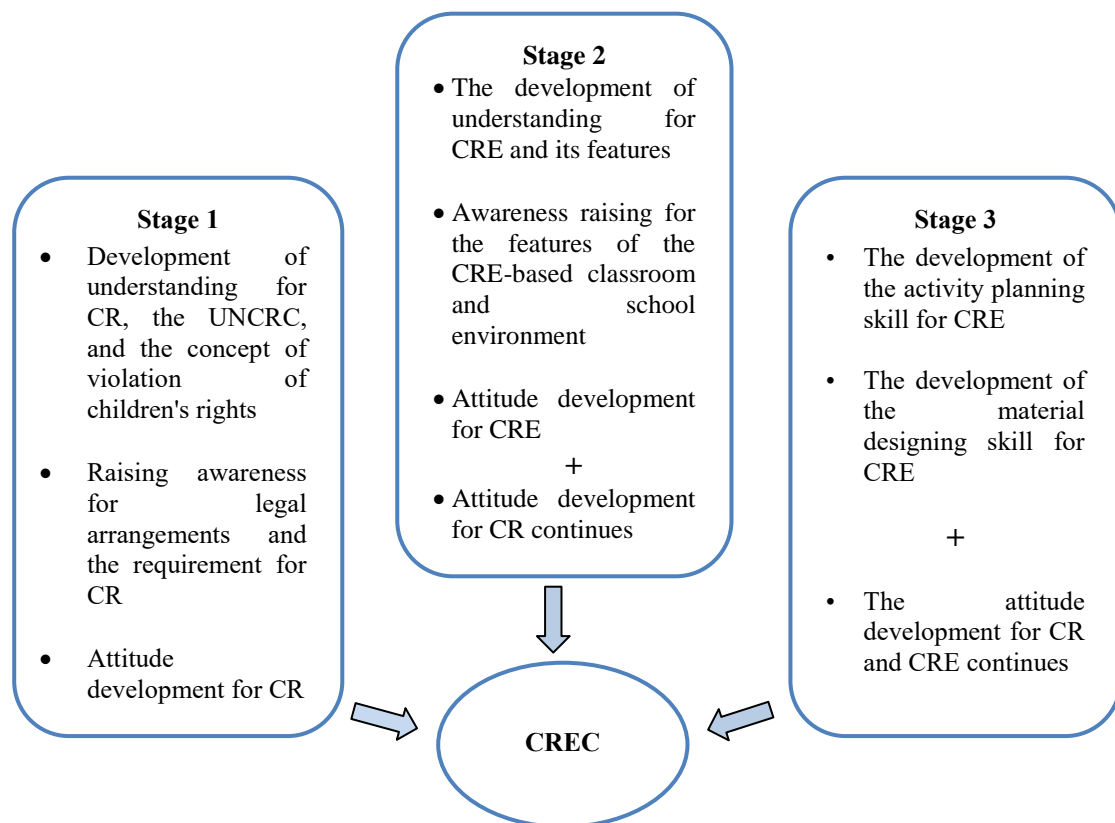
The stages of the CREC and the studies conducted in the process of implementing these stages can be summarized as follows:

Stage 1. In the first stage of the CREC, it was aimed to conduct studies on developing an understanding of CR, the concept of the violation of children's rights and the UNCRC, raising awareness of legal arrangements for CR and the necessity of these arrangements, and developing attitudes towards CR. In accordance with this objective, activities were planned for the development of the knowledge, awareness and attitudes and applied for eight weeks. In this process, the activities were performed by using

research and investigation studies, cooperation-based learning studies, practices based on the critical thinking skill, whole class discussion, case study and media news review. Furthermore, the help of a legal expert was sought in the studies of raising awareness for the violations of children's rights, legal arrangements for CR, and the necessity of these arrangements. In this process, information studies and studies of answering questions were carried out using case studies for the creation of awareness and knowledge.

Stage 2. In the second stage of the CREC, it was aimed to create knowledge and raise awareness of CRE, its features and importance, and the process of creating a CR-based structure in the classroom environment. Furthermore, studies were carried out for the attitude development for CRE in this stage, and the attitude development studies for CR were maintained at the same time. The practice was performed for six weeks in this stage. In this process, activities were performed by employing the methods and techniques used in the first stage. In addition to this, PPTs were sent to schools for observation following the theoretical study on the CR-based classroom and school features. Information exchange was made in the classroom following the observation studies held as a group. Hence, the opportunity was provided to evaluate the physical arrangements and practices in the real classroom and school environments in terms of CR.

Stage 3. In the third stage of the CREC, it was aimed to introduce knowledge and skills in relation to activity preparation and material designing for CRE. Furthermore, the attitude development studies for CRE and CR were maintained. Practice was performed for 14 weeks in this stage. In this process, activity preparation skill development studies were performed for CRE for ten weeks. In six of these ten weeks, it was attempted to practically teach how active learning activities based on cooperative studies such as the use of drama, stories and fairy tales, playing cards, drawing, educational games, story completion or creation, etc. can be used in CRE. As for the following four weeks, practices were performed to gain competence in relation to the process of developing an activity plan (goal setting, method and technique selection, organization and evaluation processes). Afterwards, a four-week workshop was held to introduce the material developing skill for CRE. In this process, reminding studies were performed, and sample designs were discussed since PPTs had prior knowledge about the material development process. Moreover, information was given about goal setting regarding the materials and the features that the materials should have. Two faculty members who are experts in their field were asked for their opinion to check the suitability of the materials prepared for CRE. Following this, these materials prepared were exhibited at the Pre-school Teaching Material Exhibition. After the exhibition, the PPTs were given the certificate of participation in the exhibition.

Data Collection Instruments

Scale for the Attitude towards Children's Rights (SACR). The Scale for the Attitude towards Children's Rights (SACR) developed by Karaman-Kepenekci (2006) was used to determine the effect of the CREC on the attitudes of PPTs towards CR. The SACR that consists of a single factor incorporates 22 items related to the vital, developmental, protection and participation rights of children. Example items of SACR are as follows: "I believe that the most basic right of the child is the right to live", "The

state must protect the child from all forms of ill-treatment", "I believe children should be protected from wars". In the process of developing the test, it was determined that the item-total correlation coefficients varied between .32 and .61, the Cronbach Alpha internal consistency coefficient was .85, and the half-test reliability coefficient was .77. In this study, the SACR was used by performing a reliability study. The Cronbach Alpha coefficient was calculated to be .96.

Understanding Development Assessment Form (UDAF). After the implementation of the CREC, the UDAF was used to determine whether it created a change in the understanding of PPTs in relation to CR, the violation of children's rights and the UNCRC. The UDAF includes seven open-ended questions aimed at revealing the relevant understanding (see: Table 6). The UDAF was prepared in accordance with the findings of the literature and expert opinions. Furthermore, a pilot study was performed before the practice.

Activity Planning Skill Assessment Form for CRE (APSAF). Data were collected using the APSAF to determine the effect of the CREC on the activity planning skills of PPTs for CRE. In this context, PPTs were asked to plan an activity for CRE in the APSAF.

Material Designing Skill Assessment Form and Material for CRE (MDSAF+M). Data were collected to determine whether a change occurred in the material designing skills of PPTs for CRE following the CREC. In the MDSAF pre-test process, they were asked whether they could develop materials for CRE and to give information about that material if they could design one. If there were PPTs who answered positively in this stage, it was planned to wait for them to design the materials by giving them time before the CREC. The MDSAF was applied after the practice, and the materials developed were evaluated.

Scale for the Attitude towards CRE (ATCRE). The ATCRE developed by Öztürk and Doğanay (2017a) was used to determine whether a change occurred in the attitudes of PPTs towards CRE after the practice. A scale structure that consists of 20 items and 3 factors was achieved as a result of the AFA in the development process of the ATCRE. These factors were "Attitude towards acquiring information on children's rights education" (factor 1), "Attitude towards children's rights education applications" (factor 2) and "Attitude towards popularizing children's rights education" (factor 3). The factor 1 includes seven items, item factor loads vary between .722 and .874, item-total correlations vary between .762 and .911. Example items of this factor are as follows: "I like participating in discussions on children's rights education", "Books, articles etc. publications on children's rights education attract my attention", "Children's rights education is an area that I wish to develop myself in". The factor 2 includes nine items, item factor loads vary between .661 and .899, and item-total correlations vary between .685 and .926. Example items of this factor are follows: "I believe that a children's rights based culture should be developed in schools", "Courses on children's rights education should be included in teacher development curricula". The factor 3 includes four items, item factor loads vary between .729 and .850 and item-total correlations vary between .829 and .914. Example items of this factor are follows: "I believe that studies should be

carried out for increasing the awareness of families for an effective children's rights education", "I would like to increase my knowledge on children's rights education and to share this knowledge with people around me". It was determined that the three factors determined explain 68.188% of the total variance. CFA was carried out in order to check the validity of the construct acquired as a result of EFA. It was determined from the CFA fit indexes that GFI(.90), AGFI(.88) and NFI(.93) are at acceptable fit levels whereas X2/sd(CMIN/DF) (1.234), CFI(.99), IFI(.99), RMSEA(.039), SRMR(.039) are at perfect fit levels. The Cronbach Alpha value of the scale was calculated to be .914. Cronbach Alpha coefficients for the sub-factors of the ATCRE are .902 (factor 1), .930 (factor 2), .881 (factor 3). In this study, the ATCRE was used by performing a reliability study. The Cronbach Alpha coefficient was calculated to be .94

Evaluation Form for Views Regarding Effectiveness of CREC and Individual Development (EFVEC). The EFVEC was used to get the opinions of PPTs on the effectiveness of the CREC and evaluate whether a change occurred in the knowledge, skills and attitudes in relation to CR and CRE at the end of the process. The EFVEC includes five open-ended questions prepared in accordance with expert opinions. The EFVEC reached its final state after pilot implementation.

Data Collection

This study was carried out in the spring and fall semesters of the 2016-2017 academic year. Two course hours of practice per week were performed for 28 weeks during the process of the CREC in the study. The SACR, ATCRE, UDAF, APSAF and MDSAF+M were applied as a pre-test and post-test. The EFVEC was applied after the practice.

Data Analysis

Analysis of the SACR and ATCRE data. The data collected with the SACR and ATCRE were analysed by conducting the paired samples t-test in the quantitative data statistics program. The preliminary assumptions of the paired samples t-test were checked in the analysis process.

Analysis of the UDAF data. The analysis framework used by Ekiz and Akbaş (2005) in their studies was used in the analysis of the UDAF data. In this context, the UDAF data were analysed according to five levels of understanding (Table 1).

Table 1

Understanding Levels for the Analysis of the UDAF Data

Levels	Scopes
Understanding (U)	It includes the answers that incorporate all the aspects of the scientific answer to the question.
Limited Understanding (LU)	It covers the answers that incorporate one or more aspects of a valid scientific answer, but not all of them.
Failure to	Repeating the question exactly as it is, and irrelevant or inexplicit answers are

Understand (FU)	covered by this category.
Misunderstanding (MU)	Answers that are alternative to valid scientific answers, i.e. answers that do not fit scientific facts are collected in this category.
Inability to Answer (IA)	Leaving blank, or answers such as "I don't know" or "I forgot" are covered by this category.

Analysis of the APSAF Data. A two-stage process was followed in the analysis of the APSAF data. In the first stage, the analysis was performed by using the Children's Rights Education Activity Plan Assessment Rubric (CREAPAR) created with expert opinions (See: Table 2). Four components, namely goal setting, selection of suitable teaching methods and techniques, application process and organization and evaluation process were taken into consideration in the CREAPAR. Four performance levels varying between 0 and 3 were determined for each component.

Table 2

Children's Rights Education Activity Plan Assessment Rubric

Performance Level	Goal Setting	Selection of Suitable Teaching Methods and Techniques	Application Process and Organization	Evaluation Process
3	The goals were set in accordance with CRE and developmental characteristics of children.	Methods and techniques suitable for the goal determined for CRE and the level of the development of children were selected.	In the application process, the links to children's rights were clearly specified, and detailed information was given on how to organize the process.	The evaluation process was structured in accordance with the goal set regarding CRE and in accordance with the developmental characteristics of children.
2	The goals are suitable for CRE, but the suitability of one of the goals for the developmental characteristics of children is not clear.	Methods and techniques suitable for the goal determined for CRE and partially suitable for the level of the development of children were selected.	In the application process, the links to children's rights were clearly specified, and partial information was given on how the process could be organized.	The evaluation process was structured in accordance with the goal set regarding CRE and partially in accordance with the developmental characteristics of children.

1	The goals are suitable for CRE, but not suitable for the developmental characteristics of children.	Methods and techniques suitable for the goal determined for CRE and not suitable for the level of the development of children were selected.	In the application process, the links to children's rights were clearly specified, and no information was given on how the process could be organized.	The evaluation process was prepared in accordance with the goal set regarding CRE, but not structured in accordance with the developmental characteristics of children.
0	The goals are not suitable for CRE and the developmental characteristics of children.	Methods and techniques not suitable for the goal determined for CRE and the level of the development of children were selected.	In the application process, no clear information was given on the links to children's rights and how to organize the process.	The evaluation process was not structured in accordance with the goal set regarding CRE and the developmental characteristics of children.

In the second stage, skill levels in relation to activity planning were created in accordance with expert opinions starting from the performance levels related to the components. These five skill levels are presented in Table 3.

Table 3

Activity Planning Skill Levels for CRE

Levels	Scopes
Very Good	The performance level of all components is three.
Good	The performance level of the components varies between 3 and 2.
Medium	The performance level of all components is two.
Needs improvement	The performance level of one of the components is 0* or 1*, while the others are above 1.
Weak	• The performance level of at least two of the components is 1 or 0. • The performance level of the component of goal setting is 1 or 0.

*The performance levels 0 and 1 cannot present in the component of goal setting

Analysis of the Material Designing Skill Assessment Form and Material (MDSAF+M) Designed for CRE. A two-stage process was followed in the analysis of the MDSAF+M data. In the first stage, the analysis was performed by using the Material Assessment Rubric for Children's Rights Education created with expert opinions (See: Table 4). In the MDSAF+M, four components were taken into consideration, namely goal setting, suitability of the material for CRE and the level of children, the organization of the application process and ensuring the participation, suitability for design elements and practicality. Four performance levels varying between 0 and 3 were determined for each component. In the second stage, skill levels in relation to material development for CRE were analysed in accordance with expert opinions starting from the performance levels related to the components. The Activity Planning Skill Levels Analysis Structure for CRE

(See: Table 3) was used in the analysis of skill levels. In this context, five levels, being very good, good, medium, needs improvement and weak, were used for the material developing skill.

Table 4

Material Assessment Rubric (MAR) for CRE

Performance Level	Goal Setting for the Material	Suitability of the material for CRE and the Level of the Development of Children	Organization of the application process and ensuring the participation	Suitability for Design Elements and practicality
3	The goals for the material were determined in accordance with CRE and developmental characteristics of children.	It is suitable for the goal set for CRE and the developmental level of children.	The material was designed in such a way that it ensured the participation of children, and sufficient explanation was made on how the material should be used to ensure the participation of children.	The material was structured in accordance with the design elements, and it is practical.
2	The goals for the material are suitable for CRE, but the suitability of one of the goals for the developmental characteristics of children is not clear.	It suits the goal set for CRE, and it is partially suitable for the developmental level of children.	The material was designed in such a way that it ensured the participation of children, and partial explanation was made on how the material should be used to ensure the participation of children.	The material was structured partially in accordance with the design elements, and it is practical.
1	The goals for the material are suitable for CRE, but they are not suitable for the developmental characteristics of children.	It is suitable for the goal set for CRE, but it is not suitable for the developmental level of children.	The material was designed in such a way that it ensured the participation of children, but no sufficient explanation was made on how to use the material to ensure the participation of children.	The material was not structured in accordance with the design elements, but it is practical.
0	The goals for the material are not suitable for CRE and the developmental characteristics of	It is not suitable for the goal set for CRE and the developmental level of children.	The material was not designed in such a way that it ensured the participation of children, and no sufficient explanation	The material was not structured in accordance with the design elements, and it is not practical.

children.	was made on how to use the material to ensure the participation of children.

*For the activities that have more than one goal

Analysis of the EFVEC Data. The qualitative data collected with the EFVEC were analysed using the content analysis. The clear and selective coding process (Strauss & Corbin, 1990), which is the first stage of the content analysis, was followed in the analysis stage. In this process, the transcript was examined line-by-line, and the codes were created based on the meanings that emerged directly or indirectly. Then, the categories were created by bringing together the codes with similar features. Five categories were achieved as a result of the analysis.

Reliability and Validity Studies for the Analysis of Qualitative Data

The research sample and processes were defined in detail. Quotations were included in the study in order to refresh the inferences made in the minds of readers. Coder reliability was used in order to ensure the reliability of the results achieved in the content analysis and descriptive analyses. Accordingly, a team consisting of three people, experts in their fields and a researcher, was created for each analysis. Simultaneous analyses were conducted, and the codes were compared. Consensus was reached by discussing the divergent codes with the experts.

Results

Results on the Development of Attitudes towards CR and CRE

In the study, the SACR and ATCRE scores were investigated by performing the paired samples t-test to determine whether the attitudes of PPTs towards CR and CRE changed after the CREC (Table 5).

When the results related to the SACR in Figure 5 are examined, it is observed that the PPTs' SACR post-test scores after the CREC significantly increased when compared to the SACR pre-test scores [$t(41)=38.67$, $p<.05$]. While the SACR average pre-test score of PPTs was $\bar{X}=75.50$ before the CREC, it is observed that the average post-test score increased to $\bar{X}=108.83$ after the CREC. In this context, it can be said that PPTs' attitudes towards CR increased after the CREC and that the CREC had a positive effect on PPTs' attitudes towards children's rights.

The results related to the ATCRE in Table 5 show that the SACRE post-test scores of PPTs after the CREC changed by increasing significantly when compared to the ATCRE pre-test scores [$t(41)=40.20$, $p<.05$]. While the ATCRE average pre-test score of PPTs was $\bar{X}=52.66$ before the CREC, it is observed that the SACRE average post-test score increased to $\bar{X}=94.30$ after the implementations. Accordingly, it can be said that PPTs' attitude scores towards CRE increased after the CREC and that the CREC had a significant effect on the development of positive attitudes towards CRE.

Table 5

Paired Samples t-test Results of the SACR and ATCRE Pre-test and Post-Test Average Scores

Scales	Measure	N	$\bar{X}$	S	sd	t	p
SACR	Pre-test	42	75.50	5.20	41	38.67	.00
	Post-test	42	108.83	1.83			
ATCRE	Pre-test	42	52.66	3.94	41	40.20	.00
	Post-test	42	94.30	5.94			
ATCRE Factor 1	Pre-test	42	13.19	2.40	41	40.89	.00
	Post-test	42	33.16	2.51			
ATCRE Factor 2	Pre-test	42	28.97	2.86	41	23.97	.00
	Post-test	42	41.90	2.93			
ATCRE Factor 3	Pre-test	42	10.50	2.60	41	19.32	.00
	Post-test	42	19.23	1.18			

In the study, the paired samples t-test was applied for "Attitude towards acquiring knowledge on children's rights education" (factor 1), "Attitude towards children's rights education applications" (factor 2) and "Attitude towards popularizing children's rights education" (factor 3) which are the sub-factors of the ATCRE. The results related to the sub-factors of the ATCRE showed that the post-test scores of PPTs related to the sub-factors of the ATCRE changed significantly compared to their pre-test scores before the CREC [For factor 1 $t(41)=40.89$, $p<.05$; For factor 2 $t(41)=23.97$, $p<.05$; For factor 3 $t(41)=19.32$, $p<.05$] . Also, the static analyses revealed that while the factor 1 average pre-test score of PPTs was $\bar{X}=13.19$, the average post-test score increased to $\bar{X}=33.16$. While the factor 2 average pre-test score of PPTs was $\bar{X}=28.97$, it is observed that the average post-test score increased to $\bar{X}=41.90$. While the factor 3 average pre-test score of PPTs was $\bar{X}=10.50$, the average post-test score increased to $\bar{X}=19.23$. In this context, it can be said that CREC had a positive effect on PPTs' attitude towards acquiring knowledge on CRE, popularizing CRE and CRE applications.

Results on the Development of Understanding Violation of Children's rights, CR and the UNCRC

The results on the change in understanding of PPTs in relation to the concept of the violation of children's rights, CR and the UNCRC before and after the practice are presented in Table 6.

Table 6

Findings on the Development of Understanding

Questions		U		LU		FU		MU		IA	
		F	%	F	%	F	%	F	%	F	%
What do you think children's rights are?	Pr-T	0	0	36	85.71	6	14.29	0	0	0	0
	Ps-T	42	100	0	0	0	0	0	0	0	0
What are the main principles of the UNCRC?	Pr-T	0	0	0	0	0	0	0	0	42	100
	Ps-T	41	97.61	1	2.39	0	0	0	0	0	0
How do you explain the violation of children's rights?	Pr-T	0	0	27	64.29	0	0	0	0	15	35.71
	Ps-T	42	100	0	0	0	0	0	0	0	0
What do you think the participation rights of children are?	Pr-T	0	0	13	30.95	0	0	0	0	29	69.05
	Ps-T	42	100	0	0	0	0	0	0	0	0
What do you think the protection rights of children are?	Pr-T	0	0	5	11.90	0	0	0	0	37	88.10
	Ps-T	42	100	0	0	0	0	0	0	0	0
What do you think the development rights of children are?	Pr-T	0	0	2	4.76	0	0	14	33.33	26	61.91
	Ps-T	42	100	0	0	0	0	0	0	0	0
What do you think the rights to live of children are?	Pr-T	0	0	11	26.19	31	73.81	0	0	0	0
	Ps-T	42	100	0	0	0	0	0	0	0	0

*Pr-T: Pre-test, Ps-T: Post-test

Upon examining Table 6, it is observed that the explanations made by PPTs on CR before the CREC remained at the level of LU to a great extent. Accordingly, it was observed that PPTs made explanations with limited expressions such as "*The rights that children have*" (T6), and "*The rights that protect children*" (T2). After the CREC, it was determined that all the PPTs gave answers at the level of understanding. In these answers, it was observed that explanations that included distinctive features such as being universal, and ensuring recognition, protection, life, development and participation to all children were made. The findings on the principles of the UNCRC showed that none of the PPTs could answer before the CREC, and they all gave answers at the level of understanding after the CREC, except for one of them. In these answers, it was determined that they made explanations based on four main principles, being the

prohibition of discrimination, right of participation, the best interest of the child, and the right to live and development of children. It was observed that PPTs either made explanations at the limited understanding level or failed to answer before the CREC regarding the concept of the violation of children's rights. It was observed in the answers given at the limited understanding level that they made general explanations such as depriving children of their rights. After the CREC, it was observed that all of them explained the concept of the violation of children's rights by giving examples of its characteristic features. Accordingly, it was observed that they tried to explain it as a loss of rights that occurs due to unjust intervention, attitude or deficiency that directly or indirectly result from the state (public) power towards children's rights. Hence, it was observed that they made explanations by pointing to the fact that the respondent of an individual during the process of the loss of right is the state and the loss of right results from the state (public) power. Categorical evaluations were made to be able to investigate the development of understanding in relation to the rights in the UNCRC in detail. Among them, the findings on the participation rights of children showed that 29 of the PPTs failed to make any explanation by stating that they had not heard or known about such a right before the practice. It was observed that 13 of them made explanations at the limited understanding level by saying that it was the ability of a child to express his/her opinion by participating in the lesson. After the CREC, it was observed that all of them provided information at the understanding level. In this context, it was observed that they made explanations with items related to different contexts such as children's expressing their opinions, participating in the decision processes about themselves, establishing an association, participating in game and entertainment activities, participating in the process of environmental protection, and the access to mass communication tools and other sources of information. It was also determined that they gave information about educational reflections in these explanations. It was observed in the study with regard to protection rights that five of the PPTs made limited explanations before the practice in the form of protecting children against violence and abuse. After the practice, it was determined that they all made explanations at the level of understanding. Accordingly, it was determined that they made explanations in different contexts such as protecting children against any neglect, abuse and exploitation, child labour, substance dependence, rights of refugee children, and being protected against war and armed conflicts. The findings on development rights showed that PPTs either generally failed to answer or gave answers at the level of failure to understand before the practice. In the answers given at the failure to understand level, it was observed that they gave answers that were not directly related such as "children have the right to develop in periods when the development is rapid". However, it was observed that they made explanations that incorporated the freedom of education, game, resting, getting information, and religion, conscience and thought after the practice. The findings on the rights to live showed that PPTs mainly gave answers at the level of failure to understand or limited understanding before the CREC. Accordingly, it was observed that they gave unclear answers by repeating the question such as "… *is children's right to live*" (T13) at the level of failure to understand. At the level of limited understanding, it was observed that they gave partially explanatory answers such as *"…to live is the most basic human right, and what is necessary should be done for children to live. I think it is to do what is necessary for their nutrition*" (T5), although not with all its dimensions. It is observed that all the PPTs

made explanations at the level of understanding after the CREC. In this direction, it was determined that PPTS made explanations that incorporated the basic needs of children such as to live, have suitable living conditions, nutrition, shelter and health.

When the results are evaluated in general, it can be said that PPTs obtained information at the level of understanding at high rates on the concept of the violation of children's rights, CR and the UNCRC after the CREC.

Results on the Activity Developing Skill in Relation to CRE

In the study, the PPTs were asked to develop activity plans to determine whether there was a change in the activity planning skill for CRE before and after the CREC. The performance level findings on the activity planning skill for CRE of the PPTs are presented in Table 7.

Table 7

Results on the Performance Level of the Activity Plan Developing Skill for CRE

| Measure	Performance Levels									
	Very good		Good		Medium		Needs Improvement		Unsuccessful	
	f	%	f	%	f	%	f	%	f	%
Pre-Assessment	0	0	0	0	0	0	0	0	42	100
Post-Assessment	8	19.05	14	33.33	17	40.48	3	7.14	0	0

Upon examining Table 7, it is observed that none of the PPTs could develop an activity plan for CRE before the CREC. In the data collection process before the CREC, PPTs stated that they could not develop an activity since they had not received such training and did not have the sufficient knowledge on CR. After the practice, it was observed that 39 (92.86%) of the PPTs developed activities at the level that can be regarded as successful. Nevertheless, it is observed that they exhibited performances of low competence in the process of developing activities for CRE. The findings show that PPTs who exhibit sufficient performance in terms of the activity plan developing skill can generally define goals that fit the level of the development of children for CRE, organize the process by selecting methods and techniques that fit these goals, and give information on how to establish a connection with the rights in the application process and the evaluation process. Upon investigating the methods and techniques preferred in activities, it was determined that they mainly developed activity plans in which they would use creative activities such as drawing and story completion with drama, story and fairy tales, and educational games, and the materials they developed. It was observed that they prepared activities for realizing the acquisition related to a single right in some of these plans, and more than one right in the others. For example, discrimination against refugee children (race-based discrimination) was taken as a basis in the activity named "Far away from my country". In the activity in which emotion masks were used, it was planned to have students find correct behaviours through empathising starting from the story of an ostracized refugee child. Furthermore, it was aimed to raise awareness of the rights of shelter, nutrition, education, game and entertainment of children in the activity named

"One day of mine". In the activity that was planned to be held with the group study and playing cards, it was planned to carry out an activity with the playing cards showing the activities that children do in a day (having a meal, going to school, playing games and returning home), and the question and answer technique. It was determined that those PPTs that failed to show sufficient performance remained insufficient especially in the process of application and evaluation processes in the activities they developed. In this context, it was observed that they failed to select suitable methods and techniques, failed to explain how to organize the process of application, and did not give detailed information on how to realize the process of evaluation.

Results on the Development of the Material Designing Skill for CRE

In the study, data were collected before and after the practice to determine whether the CREC had any effect on the development of the material developing skill of PPTs for CRE. The results showed that none of the PPTs had the material developing skill for CRE before the CREC. With regard to this, PPTs stated that they did not have the required competence to develop materials for CRE before the CREC. The materials developed by PPTs to determine the development of the material designing skill for CRE after the practice and the reports on the materials (MDSAFs) were examined. In this process, the materials developed were scored according to the MAR. Based on these scores, the material designing skills of PPTs for CRE were determined. Accordingly, it was determined that 7 of the PPTs had the skill at a very good level, 12 at a good level, 8 at a medium level, 9 at a level of needs improvement, and 6 had the skill at a weak level. Again, as a result of these investigations, it was determined that 27 of the materials developed could be used for CRE in the pre-school period. The examples of the materials developed are presented in Figure 2.

Figure 2. Examples of the Materials Developed for CRE
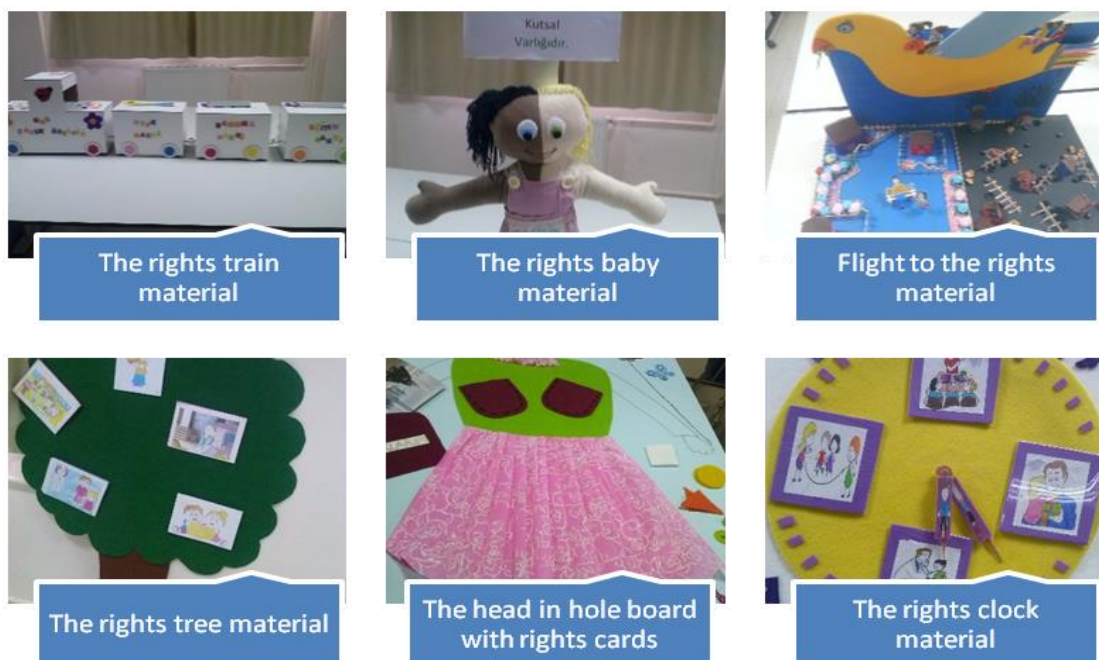
The examinations made on the materials showed that the types of the materials developed were designed in different types such as children's rights books, playing cards, the rights tree, the rights train (together with rights cards), rights house, rights clock (it is based on gender equality when teaching the rights), head in hole board with rights cards, rights bridge, rights doll (created for equality and the prohibition of discrimination), and models created for teaching children's rights. It was also determined that the rights that were aimed to be taught to children in materials varied. For example, while the rights doll was created for equality and the prohibition of discrimination, the flight to rights material was created to protect children against war and provide them with sufficient life standards, and raise awareness of the rights of refugee children. The rights clock aimed to teach rights such as the right to game and entertainment and right to education with a gender equality-based approach with the pictures of girls and boys placed on the hour and minute hand.

When the results on the material designing skill are investigated in general, it can be said that a significant part of the PPTs could develop materials of sufficient quality for CRE after the CREC.

Results for Views Regarding Effectiveness of CREC and Individual Development

In the study, PPTs were asked to evaluate the effectiveness of CREC and individual development. The results are presented in Table 8.

Table 8

Results for Views Regarding Effectiveness of CREC and Individual Development

Categories	Codes
Information acquisition on CR and the UNCRC	Gaining the conceptual understanding of CR
	Gaining information on the UNCRC
	An increase in the number of the rights known
	Providing permanent information on CR
	Gaining contemporary information on CR
	Gaining an understanding of the violation of children's rights
Awareness raising for the importance and protection of CR	Gaining awareness of how to protect children
	Comprehending the importance of the UNCRC
	Gaining awareness of the importance of CR
	Comprehending the necessity of legal arrangements for CR
	Gaining awareness of what to do in case of the violation of CR
	Realizing the rights that are not provided to the child
	Realizing the importance of defending CR
	The ability to make a violation and crime analysis regarding CR

Findings on the necessity of the CREC and the benefits it provides	Contributing to professional development
	Ensuring that the relationship between CRE and real life is understood
	Building the sense of responsibility in relation to CR
	Introducing positive attitudes towards one's profession
	Developing knowledge, skills and attitudes for CRE
	Providing information about the violation of children's rights, CR and the UNCRC
	Raising awareness of the importance of CR and the UNCRC
Building attitudes, knowledge and skills for CRE	Developing the material designing skill for CRE
	Gaining positive attitudes towards CRE
	Realizing the features of the learning environments that are suitable for CR
	Gaining the activity planning skill for CRE
Findings on behaviour development for CR	Investigating the associations and institutions that work on CR
	Following the news in the media about CR
	Approaching CR-related situations in daily life in a more conscious manner
	Being more sensitive towards street children and approaching them in a more conscious manner
	Conducting research on CR practices in Turkey and around the world

Upon examining Table 8, it is observed that the results on evaluating the effectiveness CREC and individual development are gathered under five categories. Within the scope of information acquisition on CR among these, PPTs stated that development occurred following the CREC in their conceptual understanding of CR and the violation of children's rights, their current knowledge of children's rights, their knowledge of the UNCRC and the number of the rights they know. They also stated that they gained permanent knowledge of CR. Among these, an increase in their knowledge about the UNCRC and the number of the rights they know was expressed by (T12) among the PPTs as follows: "… *I learnt and understood the UNCRC in a more detailed way, and I obtained in-depth knowledge about the number of the articles I know and the scope of the practices*…"

In the context of raising awareness of the importance and protection of CR, PPTs stated that they gained awareness of how to protect children, what can be done in case of the violation of CR, the importance of CR and the UNCRC, and the necessity of legal arrangements for CR. They also stated that they could realize the rights that cannot be provided to children, the violations and crimes related to CR and developed courage for defending CR. Among them, one of the PPTs (T2) stated the development of courage for defending CR as follows:

> "In the past, I could not say anything when I saw a child who was exposed to the violation of rights because I was shy to say something. But now I have become conscious, and I know that I will speak no matter what."

Another PPT said the following about the necessity of legal arrangements:

"….it was something that I inquired and was curious about much. Why do all the children in the world not benefit from children's rights equally if they exist? I have understood the necessity and importance of legal arrangements for these rights in their own countries for the protection of children's rights…" (T5).

The results on the necessity of the CREC and the benefits it provides showed that all the PPTs find the practices necessary. Accordingly, PPTs stated that the practices contribute to their professional development, provide positive attitudes towards their profession, introduce the sense of responsibility in relation to CR, raise awareness of the importance of CR and the UNCRC, develop competence for CRE, and help them understand the relationship between CRE and real life. Among them, (T11) stated the acquisition of positive attitudes towards the profession as follows "…*I learnt that my profession is seriously holy…*" The contribution made to professional development is expressed by one of the PPTs (T17) as follows: "*the practices have become very beneficial for me, as a pre-service teacher, and contributed significantly to my professional development…*"

In the context of creating attitudes, knowledge and skills for CRE, PPTs stated positive attitudes towards CRE, and that they gained the activity planning and material designing skills for CRE. They also stated that they realized the features of the learning environments that are suitable for children's rights. One of the PPTs said the following in relation to this:

"…I understood the necessity of CRE and did not only understand but also gained information on how to ensure this education…what is more important was to sustain children's rights…I realized the features of the learning environments that are suitable for CR…finally, we designed a material, when we did this, my self-confidence that I can do it for CRE increased…" (T34)

Within the scope of the findings on behaviour development, PPTs stated that they conduct research on CR, follow the media and exhibit more sensitive reactions. One of the PPTs (T7) expressed the fact of conducting research on CR practices as follows "…*I was not curious about the practices and violations of children's rights in our country and in the world before the practice. I started to investigate after the practice…*"

Discussion and Conclusion

The research results showed that PPTs obtained various acquisitions in relation to the attitude, knowledge and skills development for CR and CRE after the CREC. Within the scope of attitude development among these, it was observed that the attitudes of PPTs towards CR and CRE changed in a positive way after the CREC. The attitudes and beliefs of teachers in relation to CR and CRE play a significant role in the effective realization of CRE. In this context, various negative beliefs and attitudes among teachers such as not believing in the necessity of CR and CRE, considering them as a threat against their authority, not considering CRE as a part of their profession, and not being willing to conduct studies for CRE were determined among the problems encountered in the application process for effective CRE (Howe & Covell, 2007; Öztürk, Eren, & Topçu, 2017). In this framework, it can be said that it is important to introduce pre-service teachers with positive attitudes towards CRE for effective CRE (Öztürk & Doğanay, 2017a). Accordingly, it can be said that the positive increase in the attitudes of PPTs towards CR and CRE in the study is an important acquisition. When the effect of information acquisition in relation to CR and the UNCRC on the development of a positive attitude towards CR and CRE is considered (Leblebici & Çeliköz, 2017), it can

be said that one of the factors contributing to the development of attitude in the CREC process is the information acquisition in relation to CR and CRE.

The other research results showed that information acquisition occurred in PPTs in relation to CR and the UNCRC after the CREC. In this context, it was determined that an increase was ensured in the conceptual knowledge of PPTs about CR, and their knowledge of the structure and content of the UNCRC. Information acquisition in relation to CR is very important in realizing the UNCRC, and its lack may cause the ineffective implementation of the UNCRC (Robson, 2016). According to Shumba (2003), teacher's training programs should provide information on CR and the UNCRC for effective CRE. Furthermore, information acquisition of pre-service teachers on children's rights within the context of their university education is important to form a sound basis for professional working experiences in the future, to internalize children's rights and to be a model for students (Bilir Seyhan & Arslan Cansever, 2017). In this context, the fact that the development of understanding was ensured for the participation rights of children is another important situation because ensuring the participation rights of children is of great importance for them to gain democratic values and to be raised as participatory citizens (Pascal & Bertram, 2009). Nevertheless, it was observed that pre-service preschool teachers had a low level of awareness of the children's participation rights (Kardeş et al., 2017). It is mentioned that studies should be carried out in this direction. In this context, it can be said that it is a very important acquisition for CRE that PPTs have gained the understanding of CR and the UNCRC after the CREC.

The research results were also determined that developments occurred in the CRE activity preparation and material development skills of the majority of the PPTs after the CREC within the scope of the study. The professional development of teachers is very important in effective CRE. Accordingly, the lack of pedagogical knowledge of teachers is listed among the important problems for CRE (Kapai, Bacon-Shone, Walsh, & Wong, 2014; Öztürk et al., 2017). In effective education models that are suggested for CRE, it is advised to practically teach CR in environments in which children will experience the rights with activities in which they will participate actively (Alderson, 2000; Howe & Covell, 2007; Save the Children, 2006; Öztürk & Özdemir-Doğan, 2017). Considering the developmental characteristics of children in the pre-school period, it can be said that the fact that PPTs gained the knowledge and skills to be able to design materials and plan participatory activities for CRE is an important acquisition. When it is considered that drama, drawing and story completion, story and fairy tales, educational games are effective and important methods for human rights education in general and children's rights education in particular (Hassi, Niemelä, Paloniemi, Piekkari, & Wolde, 2015; Öztürk & Özdemir-Doğan, 2017), it can be said that PPTs gained important knowledge and skills for CRE. On the other hand, it is necessary to have children experience the rights they have beyond teaching them for effective CRE. In this direction, it is necessary to turn schools into places where children will experience their rights (Covell, Howe, & McNeil, 2010; Lansdown et al., 2014; Osler & Starkey, 1998; Öztürk & Doğanay, 2017b). In this research, studies were conducted to raise awareness of the CRE-based school and classroom features. PPTs stated that they obtained acquisitions in this context. PPTs also stated the CREC contributed to their professional development and provided them with positive attitudes towards their profession, created the sense of responsibility towards CR, and helped to understand the relationship between CRE and real life. A

positive or negative attitude towards the profession plays an important role in the level of the realization of goals. In this context, it can be said that the contribution of the CREC to gaining positive attitudes towards the teaching profession will support PPTs in practising their profession willingly when they start teaching, as well as effectively. On the other hand, the fact that teachers consider CR as a subject that is isolated from real life is regarded among the problems for effective CRE (Öztürk et al., 2017). In this study, it can be said that the fact that PPTs have understood the relationship between CRE and real life is a significant acquisition.

When the research results are evaluated in general, it can be said that various acquisitions in relation to CR and CRE that are regarded as important in the literature have been obtained by PPTs after the CREC. Accordingly, CREC can be proposed as a model for CRE integration in preschool teacher training programs. In the study, it has been shown that the practices performed for CR and CRE are useful for professional development of PPTs as well as knowledge, skills and attitude gaining for CR and CRE. Accordingly, it can be suggested to include lessons that will introduce conceptual knowledge and application skills for CRE in preschool teacher's training programs. It was also observed that the success of the material developing skill remained at 59% in the study. In this case, it can be suggested to perform practices for a longer term for the workshop work. On the other hand, the possibility to implement the activities and materials prepared by PPTs on preschool students could not be ensured in the study. Accordingly, the results on the effectiveness of the activities and materials developed are limited to expert opinions. In this regard, it can be suggested to carry out studies evaluating the effectiveness of the developed activities and materials in real classroom environments in practice. Also, the findings on the development related to CR and CRE within the scope of the CREC are limited to the comparison of the pre-test and post-test scores since there was no control group. In this context, it can be suggested to carry out quasi-experimental or real experimental studies that will also allow evaluation with the control group.

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