

How Do Students Interpret Human Rights in Their Drawings?*

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Abstract

Purpose: In order for children to participate in life as citizens who know their rights, democracy and human rights education should be provided gradually at all educational stages. At the primary education level, human rights issues are included in the content of various courses, especially Human Rights, Citizenship and Democracy, and Social Studies courses. Students' perceptions and knowledge of human rights at each level of education should be examined using different research methods. This study aimed to examine the perceptions of 4th grade students about human rights through their drawings.

Method: With the qualitative research approach, drawings on human rights of 4th grade students in a primary school with middle socio-economic students in a province in Türkiye and semi-structured interviews on these drawings were analyzed.

Findings: In their drawings, students mostly included their personal rights such as freedom of religion and conscience, freedom of thought and opinion, and privacy, which they experienced in their daily lives at home, school, and around, and then their rights to education and training, business life, and working conditions. Only one student has included the right to choose from political rights.

Implications: Teachers should address the issue of human rights in the education process by associating it with activities related to the family, school and environmental context and the daily lives of students. More comprehensive and in-depth research can be conducted at different grade levels in different socio-economic and cultural contexts that will reveal students' perceptions of human rights.

Keywords

human rights education, children, primary school

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Introduction

The human rights that a person should have at birth, regardless of race, religion, gender and age group, are based on the fight against injustice and oppression and the desire to build a better life. Human rights have become a powerful and effective discourse to defend, criticize and correct all kinds of thoughts and actions and are accepted as a universal standard worldwide.

Human rights, which were shaped by the fresh and traumatic memories of the war after World War II, have gradually become stronger and have reached the present day and become institutionalized (Şen, 2021). The United Nations Organization (UN), which was established immediately after World War II, has been effective in drawing attention to human rights worldwide and becoming an important value in the international arena. Human rights, which took their place in our lives with the United Nations Charter (UN Charter) and the Universal Declaration of Human Rights (IHEB), then increased its power with the Convention on Civil and Political Rights (CPA) and the Convention on Economic, Social and Cultural Rights (CESCR) adopted in 1966 (Çelebi, 2012). Although human rights basically exist as a whole, various classifications have been made in order to better comprehend and analyze them. In a commonly used classification, human rights are discussed in two groups as classical and human rights by generation. In this classification, classical human rights are divided into three categories as negative status rights (protective rights), positive status rights (social rights) and active status rights (participation rights). Similarly, human rights according to generations are classified as first-generation (classical, traditional) rights, second-generation (social, economic and cultural) rights and third-generation (solidarity) rights (Sağlam, 2020). In the 1982 Constitution of Türkiye, human rights are classified under three headings: Rights and Duties of the Person, Social and Economic Rights and Duties, Political Rights and Duties (Constitution of the Republic of Türkiye 1982).

Democracy and human rights are two concepts that are related and directly related to each other. Democracy, which is a form of government, provides the most suitable environment for the realization of human rights, and human rights constitute the intellectual basis of democracy as a doctrine (Freeman, 2008: 82 and Beetham, 2013:153 as cited in Dolanbay 2016). The main way for democracy to be adopted and internalized by people with all its values and qualities is through democracy and human rights education (Aydeniz, 2010; Ersoy, 2017). With democracy and human rights education, schools have great responsibilities to raise individuals who understand the importance of democracy and its values and adopt them in their lives. In democratic countries, a significant part of citizenship education takes place as democracy and human rights education. Teaching students' human rights not only enables them to understand how poverty and violence arise, but also aims to improve their own lives as well as the lives of other people in world societies, against pressure and other forces that restrict people's lives and development. Therefore, education of human rights requires a broad human perspective that includes all human beings, especially beyond nation-specific approaches to citizenship and civil action.

The United Nations has addressed human rights education in three dimensions in its Declaration on Human Rights Education and Seminar published at the 2011 General Assembly, addressing the issue of democratic citizenship education, which goes beyond national and nationalist education, and how people around the world will protect their own and others' rights: 1) Education about human rights aims to provide information about human rights principles and

mechanisms that protect human rights. II) Education through human rights aims to implement the rights of educators and students in educational environments. III) Education for human rights, on the other hand, enables students to learn by applying their own rights and supporting the struggle for the rights of others (UN, 2020, cited in Şen, 2021). However, there are four teaching methods commonly used in human rights education: didactic, participatory, empowerment, and activism. Didactic teaching is based on giving students the content of human rights as information. Participatory teaching enables students to take an active role by writing the rights-based constitution of an imaginary planet. Empowering teaching encourages students to be aware of their own subjectivity and strengths. The activism method, on the other hand, tries to create transformation by encouraging students to take part in human rights campaigns (Tibbitts, 2017, cited in Şen, 2021). Didactic teaching is teacher-centered and is based on having students memorize human rights content as information. Freire, criticizes the didactic teaching method and argues that students should stop being passive information recipients and become active thinkers. However, in the context of human rights education, this method is only used to teach basic knowledge in the classroom. For example, in the context of a teacher's human rights education, the United Nations Universal Declaration of Human Rights is explained in detail in the classroom by this method. This method may be effective in learning the basics of human rights concepts, but it limits student participation (Freire, 1970). Participatory teaching enables students to take an active role by writing the rights-based constitution of an imaginary planet. This model encourages students' active participation in the lesson. For example, in a class on human rights, students can be divided into small groups to discuss cases of violation of a right and offer solutions. This method is based on discussion and cooperation (Vvgotsky, 1978). Empowering teaching encourages students to be aware of their own subjectivity and strengths. In this method, students not only acquire knowledge, but also gain strength by applying what they have learned to their own lives. For example, a student community organizing an awareness campaign and preparing a petition about a local environmental problem is an example of empowering education (Hooks, 1994). The activism method, on the other hand, encourages students who are trying to create transformation and to take part in human rights campaigns. This method encourages students to take direct actions. Within the scope of human rights education, students' volunteering at a local human rights organization or starting a social media campaign can be given as an example (Westheimer & Kahne, 2004). Based on these teaching methods, three advanced teaching models are structured. These are "Values and Awareness Socialization Model", "Accountability-Professional Development Model" and "Activism-Transformation Model". The first model includes didactic teaching of human rights content, the second model includes teaching people human rights as a professional ethics, and the third model includes defending the rights of groups whose rights are violated and teaching solidarity with them (Tibbitts, 2017, cited in Şen, 2021).

Although human rights education in Türkiye is generally included in curricula, it was given by traditional methods didactically. Human rights education in Türkiye during the Republican period started with the program of a course called "Malumat-ı Vataniye". It is seen that the course named "Dormitory Information" was taught in the primary education program between 1930-1985. Between 1985-1992, it was started to be taught under the name of "Citizenship Information" with the decision of the Board of Education (TCC). The "Citizenship Information" course, which was taught at the 2nd level of primary education on March 14, 1995, was taught under the name of "Citizenship and Human Rights Education" in the 8th grade of primary

education in the 1995-1996 academic year. In addition, it has taken its place as an elective course called "Democracy and Human Rights" in the programs of all primary education institutions. With the change made in Türkiye's education system in 1997, 8-year compulsory education practice started. On June 25, 1998, the Ministry of National Education decided to make the Citizenship and Human Rights Education course compulsory in the 7th and 8th grades of the second stage of primary education once a week (Gökburun, 2007). With the renewed Primary Education program in 2005, Citizenship and Human Rights has spread to all curricula as an intermediate discipline. It started to be taught as a compulsory course in 2010-2011. After 2012, this course was removed from 8 classes and started to be given as Human Rights, Citizenship and Democracy in the 4th grade. Citizenship education continues to be given to 4th graders with the 2018 Human Rights, Citizenship and Democracy Curriculum in 2024 (Durdi & Erdamar, 2020).

Education provided in primary education usually constitutes the general education level and general culture level of a society. During the primary education period, democracy and human rights education can be more concretely placed and internalized within the scope of the child's personal relations with his/her family, environment and society. In other words, the child learns about democracy and human rights through the relationships and daily life experiences he/she establishes around him/her. In this period, the feelings of trust and tolerance that form the basis of human rights culture should be placed. In this period, students should be ensured to value themselves and others, to recognize and respect human rights in daily life, to comprehend and express their own fundamental rights, to value and respect differences, to develop attitudes that can handle conflictual situations in a non-violent and respectful manner, to gain children's self-confidence, and to gain the skills to defend and develop human rights (Flowers et al., 2000, cited in Ersoy, 2017).

In primary school in Türkiye, 4th grade students acquire basic knowledge about democracy and human rights in "Social Studies" and "Human Rights, Citizenship and Democracy" courses. The course "Human Rights, Citizenship and Democracy" is designed for students to learn and internalize democracy and human rights. Within the scope of this course, concepts such as the rights and responsibilities of individuals, justice, equality and freedom are discussed. In the studies conducted, teachers stated that the content of the Human Rights, Citizenship and Democracy course is not suitable for the student level, the course hours should be increased and the course should be given by social studies teachers (Durdi & Erdamar, 2020). In addition, many studies have emphasized that if the Human Rights, Citizenship and Democracy course continues to be included in the primary school curriculum, its content should be restructured with a hands-on and experience-based learning approach, the textbook should be renewed, and the learning-teaching process with a program that will actively involve the student should be carried out with hands-on activities (Akçeşme & Fidan, 2021; Balbağ, Gürdoğan-Bayır & Ersoy, 2017).

Social Studies course in primary education, on the other hand, aims to provide the basic values necessary for students to participate effectively in social life. As expressed by the National Council for the Social Studies (NCSS), the main purpose of this course is to enable students to grow up as a respectful and democratic individual to human rights (NCSS, 2012). In the curriculum and content of the course, there are elements about the rights, duties and democratic processes that regulate the lives of individuals. However, it is seen that the concepts of human rights, freedoms and democratic practices are discussed in the course. In the studies conducted,

it has been observed that the values such as justice, peace, solidarity, equality, freedom, respect, love and patriotism in the 2018 Social Studies Curriculum are directly related to the concepts of human rights and democracy. In addition, these concepts are discussed in the learning areas of Individual and Society, Active Citizenship and Global Connections in the program. While there are 10 learning outcomes in 3 learning areas at the 4th grade level in the 2018 Social Studies Curriculum, 7 learning outcomes in 2 learning areas in the 5th grade, 11 learning outcomes in 2 learning areas in the 6th grade, and 4 learning outcomes in 1 learning area in the 7th grade are related to democracy and human rights. However, it was emphasized that there is a need to increase these gains, especially at the 7th grade level. In addition, it was determined that explanations about the methods and materials for teachers were not presented in sufficient detail to support the learning outcomes (Tural & Şahan, 2021). In the Primary School 4th, 5th, 6th, and 7th Grade Social Studies Curriculum (2024), learning outcomes related to democracy and human rights were mostly collected in the "Our Living Democracy" unit. With only one learning outcome, the issue of respecting individual characteristics was addressed in the "Living Together" unit.

There is a need for more studies examining primary school students' perceptions of human rights concepts in Türkiye. Because it is not possible for children to become effective citizens without understanding their rights and responsibilities in society. Therefore, it is necessary to determine what students know and how they perceive basic human rights at the primary school level. It is seen that studies are mostly conducted at the primary school level to reveal students' perceptions about children's rights. In the study in which Demirezen, Altıkulaç and Akhan (2013) tried to reveal primary school students' perceptions of children's rights, it was observed that students' perceptions of children's rights focused on the freedom of play, entertainment, education, living and expressing their thoughts. In the study of Ersoy (2011), in which he tried to reveal the perceptions of primary school students at different socio-economic levels about children's rights, it was revealed that their perceptions of children's rights and the resources learned and the problems they faced differed according to the socio-economic situation. Akengin (2008) concluded that children are generally unaware of their rights in a comparative study on children's perceptions of children's rights in Turkish society in Türkiye and Turkish society in Northern Cyprus. In the study of Bayrak, Gök, Yörük and Kaya (2020), in which they tried to determine how aware preschool children are of their rights, they determined that children mostly depicted the right to "nutrition" in their drawings in the dimension of vital rights in the context of "children's rights" and the right to "play and rest" in the dimension of development rights. In the study in which Gültekin, Bayır and Balbağ (2016) tried to reveal the perceptions of children at different socio-economic levels about their rights based on their written statements, it was concluded that the socioeconomic levels of children affected their perceptions of children's rights. As seen in these studies, no study has been found to determine the human rights perception of students in primary school.

In studies abroad, it is seen that studies on both children's rights and human rights are carried out with primary school students. These studies focused on children's perceptions of the concept of rights, how children adopt and use these concepts, and the effects of human rights education. For example, in the study conducted by Osler and Starkey (2005) in the UK, it was aimed to understand students' perception of children's rights and the relationship of this perception with the education program. This study was carried out with student and teacher interviews and classroom observations. According to the results of the study, it was determined that students'

perception of human rights is largely shaped by teaching methods and social events, and game-based activities are effective in raising awareness. In the study conducted by Howe and Covell (2007) in Canada, the extent to which children adopt their rights and the effect of rights-based education programs were examined. In this study, two different groups of students with and without rights-based education were compared. As a result, it has been observed that students understand and express their rights better in the classrooms where rights-based education is applied. In the study conducted by Hahn (1998) in the USA, the effect of the relationship between human rights and citizenship education on the awareness level of students was investigated. In this study, students from different socio-economic levels were reached by using questionnaire and focus group interviews methods. The results of the study revealed that students are more aware of individual and social rights in schools where human rights education is provided. The study by Torney-Purta and Barber (2011), conducted in Europe, aimed to examine how children's perceptions of rights in various European countries influence their democratic values. In this study, which adopted a cross-international research model, student surveys and interviews with school administrators were conducted in 15 different countries. According to the results of the study, it was determined that the democratic participation levels and social responsibility feelings of the students who received human rights education were higher. Finally, Bajaj's (2012) study in South Asia evaluated the effects of human rights education at the primary school level. In this study, which used participatory observations and in-depth interviews with teachers, it was determined that human rights-based education raised awareness about the defense of educational rights, especially of girls.

When the studies conducted in Türkiye and abroad are examined in the literature, it is seen that human rights are also included in the curricula and textbooks, although it is seen that more children's rights are studied at this age level. Therefore, during this period, children experience an educational process in which they learn both children's rights and human rights together. As a matter of fact, both support each other and form the basis of democracy. Determining the perceptions of democracy and human rights that students acquire while graduating from primary school is an important issue that needs to be examined as it will form the basis for their later citizenship education. In this study, it was aimed to examine the perceptions of 4th grade students about human rights through their drawings. For this purpose, we sought answers to the following research questions.

1. Which human rights did the students include in their drawings?
2. How did the students experience the human rights they discussed in their drawings?
3. From what sources did the students learn about human rights?

Method

Research Design

This research was designed as qualitative research. With the qualitative research method, students' comments on human rights were tried to be revealed with their own expressions and their experiences were tried to be reached. In this research, an art-based research approach was adopted, which includes the use of art as a method, a form of analysis, and an object. One of

the ways to work in the art-based research approach is children's drawings (Dotson, 2007, cited in Ersoy & Türkkan, 2010). Art-based research (FTA) is an approach that uses the creative processes and products of art as a research method. This method aims to obtain rich information, especially on complex and in-depth topics, using art's forms of expression as both data collection and analysis tools (Leavy, 2015). This form of research goes beyond traditional research methods, integrating art's emotional and aesthetic dimensions into the research process. This approach allows researchers to gain a more comprehensive understanding of participants' experiences, perceptions, and emotions (Eisner, 2008). Especially in studies with children, artistic expressions such as drawing are used as an effective tool in revealing children's inner worlds and perceptions (Doston, 2007). For example, Dotson (2007) discussed how children's drawings can be used in FTA. Children's drawings are an important and rich source of data in the research process as individual narratives. These illustrations allow children to express their thoughts, feelings, and experiences, and provide researchers with an opportunity to analyze these expressions. In addition, FTA plays a central role in both the research process of art and the presentation of results (Ersoy & Türkkan, 2009). As a result, art-based research is an approach that makes it possible to obtain in-depth and rich data, especially in studies with children, by integrating the creative and expressive power of art into research processes.

Children's creative drawings provide a rich source of data in research as individual narratives. Through drawings, children express the meanings they attribute to their environment. At the same time, children's drawings are an important tool for children to evaluate their knowledge, beliefs and attitudes. In recent years, the drawing method has been used in educational research to examine children's representations of social phenomena, activities, and physical contexts, especially in the school environment (Fabris, Lange-Küttner, Shiakou & Longobardi, 2023). Children's drawings can be used for different purposes in research. First, the drawings are to designate, within its theoretical framework, a classification of the 'emotional signs' that can be found in children's drawings, secondly, the identification of personality traits, mainly interpreted by Freud. Rather than personality assessment or clinical diagnosis, he was thirdly concerned with the ways in which normal children portray personally important or emotionally important issues (Farokhi & Hashemi, 2011). In this study, children's drawings were used to understand children's knowledge and perceptions about human rights and how these perceptions were formed.

Study Group

Typical case sampling, one of the purposeful sampling methods, was used to determine the students participating in the study (Yıldırım & Şimşek, 2021). It aims to show typical, ordinary situations, accepted as normal or average in society (Patton, 2005). The research was carried out in the 4th grade of a primary school in the city center of Eskişehir. Since this primary school is a school where middle socio-economic students study and is thought to reflect the average of Türkiye, the research was carried out in this school.

17 students participated in the study. Most of the students have middle and lower socio-economic families. Of the students, 11 were female and 6 were male. 14 of these student drawings were found to be related to human rights and evaluated. Since the drawings of three of the students were not about human rights, they were not taken into consideration. The personal characteristics of the 10 students whose drawings were quoted are given in Table 1.

Table 1

Personal Characteristics of Students

Code name	Mother		Father		Number of siblings
	Training	Occupation	Training	Occupation	
Selin	Bachelor's degree	Officer	Bachelor's degree	Veterinarian	2
Filiz	Secondary School	Employee	High School	Employee	1
Dilara	Primary School	Housewife	Secondary School	Freelancer	3
Merve	High School	Nurse	High School	Freelancer	2
Duygu	Primary School	Housewife	High School	Freelancer	2
Melisa	High School	Freelancer	High School	Freelancer	2
Hakan	Secondary School	Housewife	High School	Employee	2
Doğukan	Associate Degree	Technician	High School	Freelancer	1
Ceren	Secondary School	Housewife	High School	Employee	3
Akm	High School	Employee	High School	Officer	2

Of the 10 students quoted from their drawings, 6 were girls and 4 were boys. Their mothers are at the level of education as secondary school, high school undergraduate and associate degree, and 4 of them are housewives and other mothers work as workers, civil servants and self-employed. Fathers were educated at secondary, high school and undergraduate levels, and 5 of them are self-employed and the others are working as workers, veterinarians and civil servants. Although the number of siblings of the students varies between 1 and 3, they are usually 2 siblings.

Data Collection and Analysis

The research data were collected in March-April of the 2024 academic year. The research data were collected in the Social Studies course. First of all, students were asked to draw about human rights. Then, the students were asked to write down what they wanted to say in the drawings they drew. According to the results of the analysis, semi-structured interviews were conducted with the students needed to provide data richness. Permission was obtained from the parents before the interview. The interviews were conducted at school using a voice recorder. During the interview, the students were asked what they wanted to tell in their drawings, where they learned this and what they thought. After the interview, the interview transcripts were shared with the students.

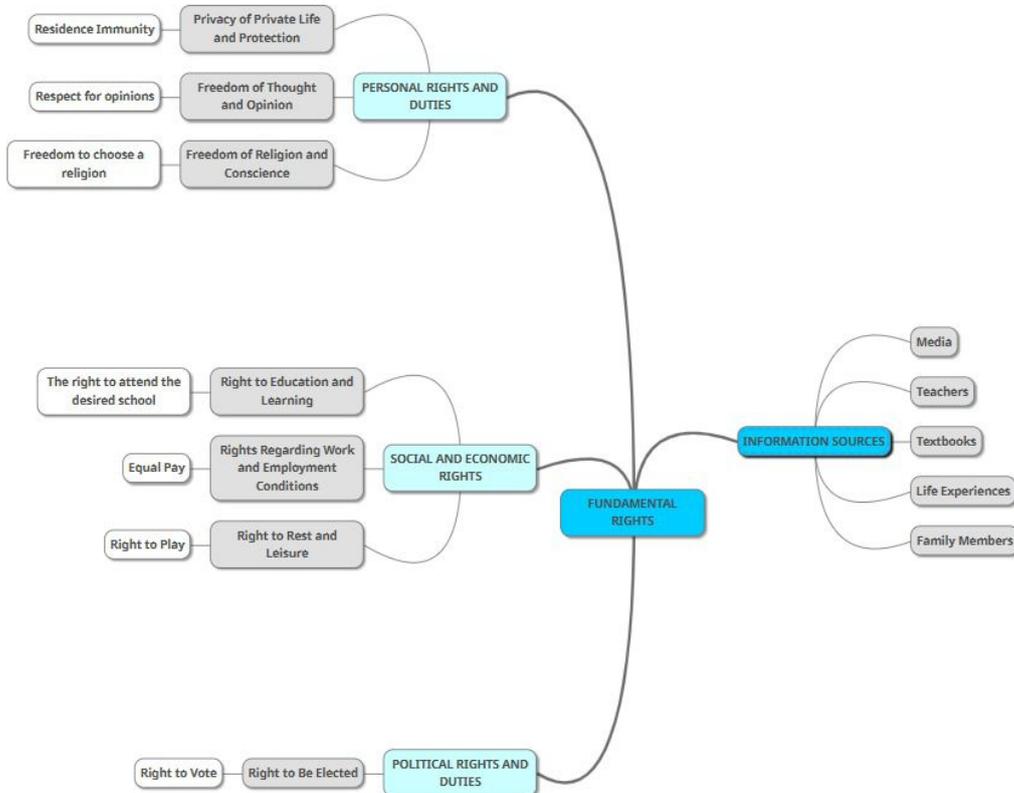
The research data were analyzed descriptively (Yıldırım & Şimşek, 2021). First, the researchers examined the classifications in the literature and first classified the students' drawings according to the classification made in the form of personal rights and duties, social and economic rights and political rights and duties in the 1982 Constitution in Türkiye. Then, an analysis was made by combining the written statements of the students on their drawings and the student interview data. The data were analyzed descriptively on the basis of the research questions. In the writing of the findings, the code names given to the students were used to protect the personal information of the students. Direct quotations were given from the opinions of the students. In the direct quotations, students' words including which human rights they included, how they experienced it and where they learned from were included.

Findings

The research data are presented in three main themes: "Drawings on Personal Rights and Freedoms", "Drawings on Social and Economic Rights" and "Drawings on Political Rights and Duties". Under these headings, the drawings of ten students and quotations from their interviews are included.

Figure 1

Themes and Subthemes



Drawings on Personal Rights and Freedoms

Personal rights and freedoms are associated with the rights that protect the fundamental freedoms of life and private areas of individuals. In their drawings, students discussed the privacy and protection of private life, Freedom of Thought and Opinion, and Freedom of Religion and Conscience concerning personal rights and freedoms. Students noticed the consequences of violating these rights through events in the family, experiences at school, or observations around them. In this context, drawings about personal rights have been associated with this theme based on basic human needs such as the individual feeling safe, expressing his/her thoughts freely and protecting the living space.

Students based more on housing immunity in the privacy of private life. Selin (Drawing 1), while expressing the privacy and protection of private life in her drawing, drew her own house and framed the surroundings of her house with red lines. In her drawing, Selin, who tried to prevent the person who wanted to enter her house with the red line she drew, emphasized the inviolability of the right to privacy and protection of private life. Selin said that she heard about the right to privacy and protection of private life from the Internet and news:



Drawing 1

I wanted to tell you not to break into other people's homes. I see people breaking into people's homes on the news and I feel very sad. That's why I wanted to draw this right of ours. In the drawing, I wanted to draw the surroundings of the house in a brighter color because I wanted to indicate that it should be forbidden. I was very upset when a thief broke into my grandmother's house, and my grandmother was in a difficult situation. If we did not have such a right, the thieves would increase and people would not be able to go to work. Their debts would increase.

Another student who emphasizes the issue of privacy in his drawing is Filiz. In his drawing (Drawing 2), Filiz discussed the inviolability of housing as the privacy of private life. In her drawing, she drew someone who took apples from her gardens without permission. Filiz expressed her thoughts on an incident in which she experienced housing immunity as follows.



Drawing 2

A child I didn't know on the street was buying apples without permission, and it came to my mind while drawing. We must not steal anyone's property. If we didn't have this right, everyone could buy something as they wanted.

Dilara (Drawing 3), in his drawing, stated the Freedom of Thought and Opinion and the right to express himself. Stating that she wanted to draw an event she observed in his life, Dilara wanted to emphasize everyone's right to freedom of thought and opinion in this drawing. Dilara expressed her experience as follows. One day, when she went shopping with her mother, she drew the dialogue between her mother and Dilara after she saw that a mother did not buy her daughter a dress she wanted because it was inappropriate. The girl in the drawing asked her mother, "Mom, can everyone wear the clothes they want?" his mother answered "He can wear it, my daughter".



This is a store. When I went shopping with my mother, her mother told her that they could not buy her daughter the clothes she wanted because they were open. When I asked my mother, she said that everyone could dress the way they wanted. Here, I thought of the rights we had seen. That's why I wanted to draw this right of ours.

Drawing 3

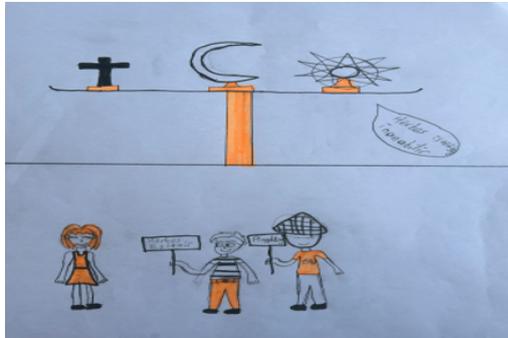
Merve (Drawing 4) also stated Freedom of Thought and Opinion and the right to express herself in her drawing and emphasized respect for thoughts. In her drawing, Merve deals with a dialogue of people with different thoughts. In the dialogue she stated in her drawing, Merve emphasized that people can think differently and express their thoughts freely by drawing the person who says "Summer is the best season for me", the person who says "Spring is the best for me", and the person who says "I like music". Merve said that she learned the right to freedom of thought and opinion from the textbook Human Rights, Citizenship and Democracy



The people I draw in the drawing are happy because the people they talk to respect their opinions. I learned this right from our Human Rights course. "I learned this from our teacher.

Drawing 4

Duygu's drawing (Drawing 5) included freedom of religion and conscience from personal rights and freedoms, and religious symbols at the top of the page. At the bottom of the page, she tried to highlight the differences by drawing a Chinese person holding a sign that said Pingdeng (equality) and a person who said everyone is equal. In the drawing, she tried to emphasize that people who believe in different religions are equal. Thus, she tried to explain that believing in different religions does not disturb the equality between people. He said that he learned the right to freedom of emotion, religion and conscience from his father and from the Human Rights, Citizenship and Democracy education course she took at the 4th grade level.



Drawing 5

I wanted to explain that everyone has equal rights and is free to choose the religion they want to choose. The person with the hat on is Chinese and the other is Turkish, but they have equal rights. I tried to draw the dress of the woman I drew open. In this drawing, I wanted to tell you that we are both free and equal despite our differences. Everyone can think freely and wear whatever outfit they want. Since I care about religion, I wanted to draw it on the top. I learned this right from my father and our human rights course.

In her drawing (Drawing 6), Melisa emphasized the rights from personal rights and freedoms to Freedom of Thought and Religion and freedom of conscience. Melisa emphasized freedom of religion and conscience and freedom of thought by drawing religious symbols. At the same time, she drew the Universal Declaration of Human Rights and the judge, which she saw as the defender of our rights, and emphasized the rights to the protection of Fundamental Rights and Freedom. Melisa said that she learned this right from her teacher.



Drawing 6

People can choose any religion they want. No one can interfere with the religion chosen by anyone. Everyone can behave as they wish in their chosen religion. I wanted to tell you about two kinds of human rights. I wanted to draw here both about respecting people's rights and about people's religion. The symbols here refer to different religions. I wanted to draw this human right because I attach more importance to these human rights. Because for me, people's religion is more important to me. People here are upset that their rights are not being cared for. The person in the middle is the judge. The robe on her. I drew it because the judges defended our right. Our rights are written in the Universal Declaration of Human Rights book, and judges defend our rights by reading this book. I learned these rights from my teacher and the textbook.

In this section, students focus on individual rights such as privacy of private life, freedom of thought and opinion, freedom of religion and conscience. In the drawings, issues such as housing immunity, respect for thoughts, tolerance of different religions are discussed. The students emphasized the importance of protecting these rights in terms of personal security, free thought and a sense of equality. Students' drawings are usually based on the events they experience in their own lives, such as their lessons, family communication and experiences, and situations observed from the environment during the education process.

Drawings on Social and Economic Rights

The theme of social and economic rights includes the economic, social and cultural rights necessary for the development of individuals. Regarding social and economic rights in their

drawings, students discussed the right to education, the rights to business life and conditions, and the right to entertainment and rest. The right to attend any school as part of the right to education and training, equal pay for equal work and working conditions, and the right to leisure and rest.

In his drawing (Drawing 7), Hakan describes the right to education and training. In his drawing, Hakan stated that everyone should receive education and while talking about the right to education, he explained that everyone can go to the school they want and express their opinions openly on this issue. There is a school and a child in Hakan's drawing. The child in the drawing says "Everyone can go to the school they want". Hakan explained his drawing as follows:



Drawing 7

Everyone can go to the school they want and everyone should be educated. Everyone can get upset if they don't go to the school they want. No one can force me. I want to go to the school I want in secondary school. I'm coming to the school I want right now. I learned about this right from the book and the board opened by our teacher.

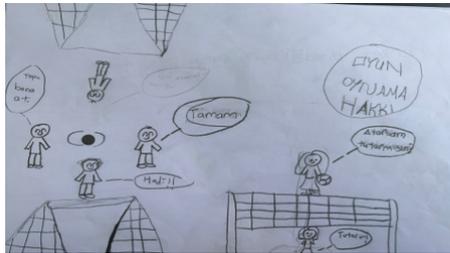
In his drawing (Drawing 8), Doğukan emphasized the right to justice in remuneration (equal remuneration) regarding rights to work life and working conditions. Doğukan explained what he was trying to say in his drawing: "There is a woman and a man. The woman is holding 100 coins and the man is holding 200." In this drawing, Doğukan showed that women were paid less despite doing equal work and included the figure of a lawyer as an advocate of rights. He said that he also experienced inequality, but wanted to draw the wage inequality experienced by women around him. He said that he learned the right to fair earnings from the video his teacher made him watch and the speeches of the women around him.



Drawing 8

Man and woman are equal. But women get paid less because they are women. The women around me say they get paid less. I also experienced inequalities that I cannot explain, but I wanted to draw the inequality experienced by women. The woman in my drawing is unhappy because she gets less money. I learned about this right from the video my teacher made us watch. I learned from the same video that lawyers also defend our right.

Ceren wanted to explain her right to play and have fun in her drawing (Drawing 9). She drew children playing a football game. She said that she drew this right by remembering that there was not enough support for her brother to exercise this right in her life at home. Ceren said she learned this right from her teacher and the textbook *Human Rights, Citizenship and Democracy*.



Drawing 9

Every child can play any game they want. When I think of human rights, I think of our first game right. If we were deprived of this right, no child would play, and then people would be unhappy. I learned it from my teacher and from our human rights book. I drew this drawing because my brother wanted to prevent me from playing games. While I was drawing this, my brother came to my mind.

In this section, students included economic rights such as the right to education and training, justice in business life and equal pay, and the right to entertainment and rest. In the drawings, the issues of equal opportunities and fair wages in education attracted attention. For example, one student emphasized the wage inequality between women and men, while another student illustrated the right to play based on personal experiences within the family. In this theme, social injustices and inequalities of opportunity observed in daily life come to the fore.

Drawings Related to Political Rights and Duties

Political rights include citizenship, the right to vote and stand for election, the right to engage in political activity, political party activities, the right to enter public service and the right to petition, obtain information and apply to the ombudsman. Political rights are related to the rights that enable individuals to participate in social and political processes. Regarding political rights and duties, only the right to vote for the election was mentioned. Less emphasis on this theme in drawings and discourses is due to the fact that students encounter fewer political rights in their daily lives. In this context, drawings related to political rights are gathered under this theme in an effort to visualize students' democratic participation, which is an abstract concept.

Many human rights are included in the drawing of the raid. One of them is the right to vote and vote, unlike other students. In the drawing of the raid, he drew a ballot box and two people who voted. He said that he learned these rights from books. Akın said the following about his drawing:



Drawing 10

Everyone in the world is equal. Everyone can do what they want, everyone can be free. Everyone can wear what they want, everyone can vote what they want. Anyone can believe in the Islam they believe in. The whole world must abide by these rules.

Political rights are included in this section, but they are less represented compared to other themes. Only one student mentioned the right to vote. Drawings and discourses show that this

age group is less confronted with political rights in their daily lives. Despite this, the themes of democracy and equal participation are implicitly expressed in the drawings.

Conclusion and Discussion

According to the results of this research conducted to understand the perceptions of human rights through the drawings of primary school 4th grade students, students mostly discussed personal rights such as freedom of religion and conscience, freedom of thought and opinion, privacy of their private life, and then the rights to education and training, business life and working conditions. Only one student mentioned the right to choose among political rights.

When the rights that the students included in their drawings and what the students said about these rights in the interviews are analyzed, it is seen that they mostly expressed the rights they encountered in their lives. Regarding the rights they included in their drawings, the students gave examples from their family members at home, their communication with their teachers during lessons at school, and sometimes from their observations around them. The fact that political rights are the least included in the drawings of the students is due to the fact that they have few encounters and experiences in their lives. Many research findings also show that students, especially at the primary school level, focus more on their personal rights because of the contexts they are most familiar with. Economic and political rights come later (Altıkulaç & Akhan, 2013; Barton, 2020; Bayrak, Gök, Yörük & Kaya, 2020; Ersoy, 2011; Gültekin, Gürdoğan-Bayır & Balbağ, 2016; Oğuz-Hacat & Demir 2017; Rizzini & Thapliyal, 2007).

Another result of the research shows that children's perceptions of rights are affected by the socio-cultural environment they live in. Since the students studying at the school where this research was carried out were at a medium socio-economic level, they did not mention them because they could exercise their basic rights to life, shelter, nutrition, etc. The students who participated in this study mostly talked about the rights arising from the problems they encountered in their lives rather than the rights such as privacy, freedom of thought and opinion and, freedom of religion and conscience, education, working conditions and equal pay. Different research findings support this result of the research. For example, it is seen that students' personal agendas, prior knowledge, motivations and contextual factors are effective in students' understanding of human rights concepts (Wade, 1994). Therefore, many research results are showing that the levels of knowledge, perception and awareness of children's rights differ according to the socio-economic conditions in which students live (Ersoy, 2011; Gültekin, Gürdoğan-Bayır & Balbağ, 2016; Osler, 1998; Rizzini & Thapliyal, 2007; Tereseviciene & Jonyniene, 2001). In addition, it is seen that children with personal limitations who live in poor school and home conditions pay less attention to their rights and are less able to notice their lack (Kosher & Ben-Arieh, 2017; Veiga, 2001). In addition, children with a high level of parental education generally have better socio-economic conditions and a high level of knowledge and awareness of their rights (Hart, Pavlovic, & Zeidner, 2001).

As a result of the research, when the students were asked where they learned the rights they included in their drawings, they stated that they learned from the Human Rights, Citizenship and Democracy course, social studies course, textbooks, teachers, internet researches, news, family members and daily life experiences they took at the 4th grade level. Although this situation shows that students have obtained information about human rights from many sources,

the statements of the students such as "Human Rights, Citizenship and Democracy Course", "the book of this course" and "my teacher" show that the main sources of information on this subject are schools. Few students said they learned from family and media. It can be said that the media sources on the internet are not used much yet due to the age of the students. Some research findings support this research's results (Ersoy, 2011; Taylor, Smith, & Nairn, 2001). First of all, different studies show that education programs play an important role in raising citizens who know the rights of students (Ho, Sim & Alviar-Martin, 2011). There are studies in Türkiye showing that primary school students learn about human rights from the Human Rights, Citizenship and Democracy course and become more sensitive to their rights (Aslan & Aybek, 2018; Çayır & Bağlı, 2011). Oğuz-Hacat & Demir, 2017). However, the teachers who gave this course stated that students had difficulty in understanding human rights issues because they were abstract (Kaçar & Kaçar, 2016). In addition, teachers stated that they did not adopt the issues related to the rights acquired in this lesson when they did not experience them in children's daily family life (Toprak & Demir, 2017). However, some studies show that children cannot learn and use their rights adequately at home and at school (Ersoy, 2012).

The results of this research show that the human rights that students learn at school are more permanent when they experience them, especially when they see them in their environment. For example, the right to vote, which is not included in their lives, is among the human rights students know and remember less. In the context of these results of the research, the following can be done in terms of implementation in human rights education and future research:

- While teaching students human rights and children's rights, their relationships with their daily lives should be established.
- Activities that ensure the unity of family, school and environment can be carried out in human rights education.
- Educational materials on human rights (books, videos, interactive games) can be developed and used to attract students' attention.
- In textbooks, rights can be made to exemplify everyday life experiences.
- Classroom activities that will provide students with an observation and discussion environment can be planned to detect rights violations.
- More comprehensive and in-depth research can be conducted at different grade levels in different socio-economic and cultural contexts that will reveal students' perceptions of human rights.

Ethics Statements

This study was conducted in full compliance with ethical standards, ensuring voluntary participation, informed consent, and confidentiality of all participants.

Declarations Conflict of Interest

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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