



Child Rights Education of teachers in Serbia

- *Framework for development of initial and professional training programs for teachers in Serbia in the field of child rights -*

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INTRODUCTION

This document aims to establish a framework for developing teacher training program on child rights - first and foremost an initial education program at faculties, but also professional development programs that will allow teachers to respond to the challenges of respecting, protecting and implementing child rights, which are requirements of their professional practice.

The given framework for planning the training program is defined upon:

- internationally accepted definition of child rights education and
- specific requirements related to respect, protection and implementation of the rights of the child in the education system, i.e. in the context of the profession of a teacher.

In the first part, the document gives an overview of the current definitions of child rights education, which relate to a) normative definition of the right to education for the rights of the child as human right and the right of the child, and b) educational content, purpose and ways of implementing child rights education as an educational concept. The authors rely on definitions given by relevant bodies and organizations that are considered to be generally accepted standards. It also includes clarification of concepts related to the term *child rights education*. This segment of the framework ensures that future programs meet the standards set for compliance with the normative framework of child rights education, as well as standards generally accepted in terms of content and goals, and thus adequately respond to the obligations of the States Parties to the Convention on the Rights of the Child with regard to providing training on the rights of the child for professionals working with children.

The second part of this document addresses specific demands imposed upon teaching profession related to respect for the rights of the child, that is, the required competences to implement them. It includes an analysis of the provisions of the Convention on the Rights of the Child in relation to the rights implemented through the education system, an analysis of teachers' responsibilities for respecting the rights of the child within their professional responsibilities, and in its final section, it provides a list of necessary teaching competences for the implementation of the rights of the child. Teachers' competences for the implementation of the rights of the child are not adequately recognized in the relevant national acts. Defining these competences, the general framework of child rights education, presented through definitions of the content and purpose of such education at the international level, concretises and provides a functional link to the teaching profession in Serbia taking into account specific requirements that apply to it. Defining teaching competences gives a clear message on what outcomes these programs should focus on. Recognizing the fact that this part of the document provides a detailed list of required competences of teachers, viewed through the rights of the child, it can be used independently of its purpose, that is, as a guide for teachers to plan their personal professional development, or as an auxiliary framework for licensing and career advancement.

Future programs of child rights education, both initial and professional training programs, should take into account the two elements given in this framework in order to comply with the standards set out in the Convention on the Rights of the Child. They should respond to the requirements related to the purpose, content and method of organization of child rights education of the professionals working with children, as well as the specific

requirements of the teaching profession given through defined competences, so that after the training, undergraduate students - future teachers are prepared for roles and responsibilities they face within their profession in respect of protection, implementation and enjoyment of the rights of the child.

1. THE CONCEPT OF CHILD RIGHTS EDUCATION

The term "child rights education" is often misinterpreted in a way that simplifies its meaning. First, it is important to emphasize that child rights education can be viewed in two ways - as a human right, that is, the right of the child and as an educational concept, both of which are inextricably linked and mutually reinforcing.

1.1. Child rights education as the right of the child

Child rights education has the status of a human right, that is, the right of the child. The Convention on the Rights of the Child (UN, 1989), a comprehensive international treaty defining the rights of the child, devotes several articles to this issue, and their provisions define the normative framework of this right.

Article 4 of the Convention is devoted to defining general measures which State parties are required to take in order to implement the rights of the child. General Comment No. 5 (UN, 2003), in which the Committee on the Rights of the Child¹ gave a precise interpretation of Article 4 of the Convention, states, inter alia, that the "Committee emphasizes States' obligation to develop training and capacity-building for all those involved in the implementation process... all those working with and for children. Training needs to be systematic and ongoing - initial training and re-training. The purpose of training is to emphasize the status of the child as a holder of human rights, to increase knowledge and understanding of the Convention and to encourage active respect for all its provisions. The Committee expects to see the Convention reflected in professional training curricula, codes of conduct and educational curricula at all levels. Understanding and knowledge of human rights must, of course, be promoted among children themselves, through the school curriculum and in other ways"

Article 29 of the Convention, which establishes the quality of education as a right of the child, states that education should be aimed at "the development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations" (paragraph 1a. - ili 1b???) and "the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin"(paragraph 1.d). In a detailed interpretation of this article of the Convention (UN, 2001), the Committee states that Article 29, paragraph 1 is considered to be... "a foundation stone for the various programmes of human rights education...", noting that "human rights education should provide information on the content of human rights treaties. But children should also learn about human rights by seeing human rights standards implemented in practice, whether at home, in school, or within the community. Human rights education should be a

¹ Committee on the Rights of a Child - supervisory body of the UN, responsible for monitoring the implementation of child rights globally and interpretation of the provisions of the Convention on the Rights of the Child.

comprehensive, life-long process and start with the reflection of human rights values in the daily life and experiences of children."

Lastly, the provisions of Article 42 of the Convention prescribe the obligation of States to "undertake to make the principles and provisions of the Convention widely known, by appropriate and active means, to adults and children alike."

In its interpretations, the Committee emphasized the importance of learning about the rights of the child, viewing it as one of the preconditions and an indispensable measure for the full enjoyment of all the rights guaranteed by the Convention and emphasized several important aspects. Firstly, child rights education is not intended exclusively for children, as rights holders, but also for parents and other adults working with children. Furthermore, it is requested that training and learning for the rights of the child is established "systemically" and in "school programmes at all levels", which undoubtedly indicates the engagement of the educational system.

Although the Convention did not devote any of its Articles exclusively to the right to education on child rights, through the synergy of the provisions of Articles 4, 29 and 42, education for the rights of the child is actually established as the right of the child and given a normative framework consisting of the following obligations of the State Parties:

a. Incorporating the provisions and principles of the Convention on the Rights of the Child and the approach based on the rights of the child in:

- curricula for formal and non-formal learning for children;
- initial education programmes and professional development training programs for professionals working directly with children or on issues affecting children;

b. Raising awareness of the provisions and principles of the Convention on the Rights of the Child and approach based to the rights of the child through the media and other channels of communication in order to reach the general public (parents, carers, other members of the community);

c. Empowering children as rights holders and adults as holders of responsibility for advocating for and implementing the provisions and principles of the Convention and the approach based on the rights of the child in daily work, life and professional practice

In line with this, emphasizing the need to strengthen efforts to ensure respect for the right to education for the child rights, the Committee made the following recommendations to the Republic of Serbia in its 2017 Concluding Observations²:

- "pay particular attention to the systematic inclusion of teaching of the Convention's principles and provisions at all levels of the school curricula";

² Concluding observations on the combined second and third periodic reports of Serbia, Committee on the Rights of a Child, Geneva, 2017, CRC/C/SRB/CO/2-3

- "strengthen its efforts to provide adequate and systematic training on awareness-raising about children's rights to professional groups working with and for children, such as parliamentarians, judges, lawyers, health personnel, teachers, school administrators, academics, social workers, media professionals and others, as required";
- "pay special attention to the participation of children in the dissemination of information on their rights";
- "encourage the media to ensure sensitivity to children's rights and the inclusion of children in the development of programmes";
- "continue and strengthen its efforts to increase the awareness of the Convention throughout the country, in close cooperation with non-governmental organizations and other stakeholders, paying particular attention to remote and rural areas and children from minority groups".

1.2. Child rights education as an educational concept

When it comes to child rights education as an educational concept, naturally, the term refers to learning about or teaching the content of certain rights of the child and their understanding, which is the basis of the child rights education, but certainly not its only element. The definition of "child rights education" has been the subject of interest of many authors, but also of bodies and organizations that deal with human and child rights globally. Most authors agree that child rights education is a wider term than informing and learning about the provisions and principles of the Convention on the Rights of the Child, and includes other aspects. It emphasizes the need for child rights education to be conducted in a supportive and free atmosphere and environment and in a manner that respects the four core principles of the Convention (Lundy, 2012), thus emphasizing the importance of the child rights learning process itself. Other authors emphasize the importance of a holistic understanding of the meaning and scope of human rights, as well as the systemic implications of implementing human rights education at all levels of the education system (Potvin, Benni, 2013). Seeking to answer the question of what is the purpose of child rights education, some authors emphasized the importance of empowering children and adults to acquire competences through learning about the child rights that will help them progressively exercise all child rights (Lundy, McEvoy, 2012), i.e. take action to defend human rights and prevent their violation (Gerber, 2008). These added new elements to rights education, indicating that child rights education must take place in a supportive atmosphere and deal with action, that is, by learning about child rights, children and adults are empowered to introduce changes into their immediate environment and the world in order to ensure full implementation of the rights of all children.

Human rights education³ is one of the human rights of the child guaranteed by international human rights instruments⁴. Accordingly, the primary responsibility for clearly defining these terms was vested in the bodies and organizations in charge of monitoring the implementation of human rights. During the Decade for Human Rights Education (1995-2004),

³ Human Rights Education

⁴ The Universal Declaration of Human Rights (1948) and the International Convention on Economic, Social and Cultural Rights (1966)

the Office of the High Commissioner for Human Rights (OHCHR, 1997) prepared guidelines for governments, which included the definition of human rights education as "training, dissemination and information aimed at building a universal human rights culture through the transfer of knowledge and skills and the formation of attitudes."

In 2011, the UN General Assembly went a step further and adopted the Declaration on Human Rights Education and Training⁵, which defined the concept of human rights education as "all educational, training, information, awareness-raising and learning activities aimed at promoting universal respect for and observance of all human rights and fundamental freedoms and thus contributing, inter alia, to the prevention of human rights violations and abuses by providing persons with knowledge, skills and understanding and developing their attitudes and behaviours, to empower them to contribute to the building and promotion of a universal culture of human rights." Human rights education and training encompasses:

(a) Education about human rights, which includes providing knowledge and understanding of human rights norms and principles, the values that underpin them and the mechanisms for their protection;

(b) Education through human rights, which includes learning and teaching in a way that respects the rights of both educators and learners;

(c) Education for human rights, which includes empowering persons to enjoy and exercise their rights and to respect and uphold the rights of others. (UN, 2011: Art. 2)

Just as the rights of the child are part of the overall human rights corpus, so is the child rights education a specific part of human rights education. Recognizing the fact that child rights education is an integral part of human rights education, advocates of child rights have consistently advocated that the principles set out in Article 2 of the Declaration must be applied identically to child rights education, so that it is defined by considering three key aspects, that is, to answer questions:

- what is the **content** of such education,
- how to organize the **education process** and
- what is its **purpose**.

The Committee on the Rights of the Child, in its General Comment No. 1, clarified Article 29 of the Convention on the Rights of the Child. One paragraph refers to child rights education, which is based on identical principles.

Child Rights Education **entails** teaching and **learning** about **the provisions and principles of the Convention on the Rights of the Child and an approach based on the rights of the child** aiming to empower children and adults to take action and put children's

⁵ United Nations Declaration on Human Rights Education and Training (2011), adopted by the General Assembly, Resolution 66/137, A/RES/66/137, 19 December 2011)

rights into practice in their day-to-day lives – at home, at school, in the community and, more broadly, at the national and global level (UNICEF, 2014).

This definition of child rights education, given by UNICEF, has been accepted by all other relevant organizations concerned with the implementation and protection of the rights of the child, and is based on the views of the Committee on the Rights of the Child, the UN High Commissioner for Human Rights and the Declaration on human rights education and training.

Accordingly, child rights education involves three interrelated dimensions, i.e. perspectives (UNICEF, 2014):

- learning **about** child rights - refers to the content of learning / teaching, i.e. curriculum, which is firmly based on familiarity with the provisions of the Convention on the Rights of the Child and an approach based on the rights of the child, which includes providing knowledge and understanding of the content of specific rights, norms and principles of the rights of the child, the values that support them and the mechanisms for their protection, but also the empowerment of children and adults in their roles as right holders and holders of responsibility, including the understanding of their relationship;

- learning **through** child rights - refers to the requirement that learning about child rights must take place in a supportive, non-discriminatory, safe and participatory environment. This involves transformation of learning and teaching environment into one that is based on practical respect for the rights of the child in all situations, which is achieved through the practical implementation of the rights-based approach. In this way, the unity between theory (the content of learning about child rights) and practice is achieved. It also represents model-based learning, when the child becomes aware that learning 'about' the child rights is affirmed through practical situations in his/her relationships with peers, adults, and institutions (the state). This dimension of child rights education emphasizes that the manner and process of learning and teaching are as important as what is learned/taught;

- learning **for** the rights of the child - emphasizes the purpose of child rights education. By learning 'about' and 'through' the rights of the child, children and adults should be empowered to apply the knowledge they have acquired, both to seek full respect for their rights and to demand respect for the rights of others. Through learning for the rights of the child, children and adults are empowered to change their wider environment, locally, nationally and globally, so that it is based on the full respect and enjoyment of all child and human rights. It emphasizes common good put into service, all that has been adopted as knowledge, skills and values by learning 'about' and 'through' the rights of the child;

all within the normative framework of child rights education, as a human right, that is, the right of the child.

1.2.1. Child rights based approach

Child rights education is much more than information about the provisions and principles of the Convention. Learning about the content of the Convention, or the content of the articles defining the rights of the child, is an important and necessary element of education for the rights of the child, but not the only one. Child rights education also includes learning about the

child rights-based approach as a mandatory and indispensable element of child rights education. While learning about the content of the Convention is a fairly straightforward concept, learning about the child rights based approach requires further clarification.

The term "*Human Rights Based Approach*" (HRBA) ⁶ is relatively new. It has been in use for the last twenty years and since 2003, it has been accepted as a mandatory approach in the work of the United Nations and all its agencies, including UNICEF, UNDP, UNESCO and others. According to the Statement of Common Understanding on Human Rights-Based Approaches⁷, the United Nations defined this term through the following three principles:

1. All programmes of development co-operation, policies and technical assistance should further the realisation of human rights as laid down in the Universal Declaration of Human Rights and other international human rights instruments
2. Human rights standards contained in, and principles derived from, the Universal Declaration of Human Rights and other international human rights instruments guide all development cooperation and programming in all sectors and in all phases of the programming process
3. Programmes of development cooperation contribute to the development of the capacities of duty-bearers to meet their obligations and of 'rights-holders' to claim their rights

Based on this, we can define *Human Rights Based Approach* as a framework for working in a human development process that is normatively based on international human rights standards and is practically aimed at promotion and protection of human rights.

In addition to the UN and its agencies, human rights based approach has been accepted as a way of work in almost all international organizations, globally and regionally (including the European Union, the Council of Europe, the Organization for Security and Co-operation in Europe), as well as the largest number of national development agencies and international organizations, human rights and child rights organizations. In doing so, the Human Rights Based Approach has been recognized as the primary way of acting at the global level.

The main difference that the Human Rights Based Approach has made compared to earlier approaches, relates to three key aspects:

- the ultimate goal of intervention has been moved from meeting the needs to implementing the rights;
- the process of achieving the goal is as important as the goal itself and therefore has to be based on respect for human rights and

⁶ We can often also come across the term Rights Based Approach (RBA) of a broader meaning, which, in addition to HRBA, includes other rights (for example, intellectual property rights, vested rights such as pensions and others) that are not exclusively related to the rights defined by international human rights instruments.

⁷ UN Statement of Common Understanding on Human Rights-Based Approaches to Development Cooperation and Programming

- an individual is seen as a rights holder, an active participant in the process of his/her development and the implementation of his/her rights, while all procedures clearly define the holders of responsibility for the implementation of human rights.

Table 1 Comparative view of the human rights-based approach vis-à-vis others

Humanitarian approach	Needs-based approach	Human rights-based approach
The focus is on activities (what we do), not the ultimate goal	The focus is on activities (what we do), not the ultimate goal	The focus is on the process and final outcome of the intervention
The aim is to promote charity	The aim is to meet the needs	The aim is to respect human right
Recognizes moral responsibility of those who have, to help those at risk	Recognizes meeting the needs of individuals as a legitimate requirement	Recognizes individual and group human rights as legal requirement for actions of responsibility holders
Individuals are seen as victims	Individuals are seen as passive recipients of help or support	Individuals are seen as active participants in the process of implementing their rights, empowered through the intervention process to seek and represent their rights
Individuals deserve help and support	Individuals deserve help and support	Individuals are entitled to support – they are rights holders
The impact is on the manifestation of the problem	The impact is on the immediate causes of the problem	The impact is on structural causes of problems that are analyzed in detail, including consequences

*Child Rights Based Approach – CRBA*⁸ is a part of the general concept of the Human Rights Based Approach. They can be seen as synonymous, with the exception that the Child Rights Based Approach takes into account the provisions of the Convention on the Rights of the Child for its normative framework, specifically addressing children and the policies that affect them. The Committee on the Rights of the Child gave its definition of the Child Rights Based Approach⁹ as follows and through the following principles:

⁸ The term Child Rights Approach (CRA) may also be used. The Committee on the Rights of the Child uses the term as in this document - CRBA.

⁹ Committee on the Rights of the Child, *General Comment No. 13 (2011): The right of the child to freedom from all forms of violence*, CRC, Geneva, 2011, para. 59, <www2.ohchr.org/english/bodies/crc/docs/CRC.C.GC.13_en.pdf>, accessed January 9, 2019

- Respect for the dignity, life, survival, wellbeing, health, development, participation and non-discrimination of the child as a rightsbearing person should be established and championed as the pre-eminent goal of States parties' policies concerning children;
- This is best realized by respecting, protecting and fulfilling all of the rights in the Convention (and its Optional Protocols);
- It requires a paradigm shift away from child protection approaches in which children are perceived and treated as "objects" in need of assistance rather than as rights holders entitled to nonnegotiable rights to protection;
- A child rights approach is one which furthers the realization of the rights of all children as set out in the Convention by developing the capacity of duty bearers to meet their obligations to respect, protect and fulfil rights (art. 4) and the capacity of rights holders to claim their rights, guided at all times by the rights to non-discrimination (art. 2), consideration of the best interests of the child (art. 3, para. 1), life, survival and development (art. 6), and respect for the views of the child (art. 12);
- Children also have the right to be directed and guided in the exercise of their rights by caregivers, parents and community members, in line with children's evolving capacities (art. 5).

The Child Rights Based Approach does not refer only to human rights education, that is, the child rights education, but is rather applied as a working method in implementation of various projects, work of organizations and institutions working with children and for children and all other activities we carry out with children, regardless of environment or context.

When we consider Child Rights Based Approach only in the context of child rights education, we are talking about its indispensable element, without which child rights education is incomplete and impossible.

In the context of "learning about the rights of the child", learning about the rights and principles of the Convention introduces the content of rights, while learning about the rights-based approach gives a broader context to human rights and the rights of the child, mechanisms and constraints on the exercise and enjoyment of rights, roles and responsibilities of both children and adults in the process of implementing human and child rights. Underlying learning about the rights-based approach is an understanding of the concepts and relationships of "rights holders" and "holders of responsibility", which is far more complex than a basic understanding of the position that children are entitled to the rights and adults are bound to respect them. As the Committee has given in its definition, the rights-based approach seeks to change the way we view children - as birthrights and treated the way we would like to be treated - with respect for the dignity and the child's personality; without discrimination; with respect for their best interests and security; with opportunities to develop to their full potential, supported by people around them, and that their opinion is sought and taken seriously. The rights-based approach applies this perspective (treating them as we would like to be treated) to all human beings - children and adults alike, meaning that the rights of teachers, parents and

other adults as well as the rights of the child have to be respected. It also emphasizes the responsibility of children in respecting the rights of their peers. Though the rights-based approach primarily focuses on empowering children as right holders to seek and demand the exercise of their rights as well as empowering holders to fulfill their responsibilities for respecting the rights of the child, it unequivocally promotes children's responsibility for respecting the rights of others - both other children and adults, who, in addition to being responsible for respecting the rights of the child, are also holders of their human rights, which is equally important to respect. However, it is always important to emphasize that the responsibility of a child to respect the rights of others must not be equated with the fulfillment of certain obligations as a precondition for the enjoyment of rights. The rights-based approach promotes the view that respect for the rights of the child is not superior to respect for the human rights of adults, and that the relationship of rights holders and holders of responsibility is not the relationship of opposing parties, but is rather based on mutual cooperation and support, where both need to be empowered - holders of the rights to demand the exercise of their rights and holders of responsibility to fulfill their duties in respect, protection and implementation of the rights of the child. The failure to learn about rights-based approach within the general context of learning about the rights of the child would lead children and adults to become aware only of the list of rights set out in the Convention and their content, without being able to understand their substance, which inevitably leads to further violations of rights, their abuse and destruction of the values upon which human and child rights are based.

When talking about the dimensions of "learning through the rights of the child" and "learning for the rights of the child," that is, creating an adequate environment for learning about child rights and implementing rights in wider environment, the Child Rights Based Approach is the best way to transform those environments in a way that involves respect for the rights of the child and the human rights of adults. The implementation of this approach inevitably leads to ensuring a safe, participatory, secure, non-discriminatory environment that is not only necessary for learning about the rights of the child, but also for realization of the educational process in general. Its practical implementation emphasizes the importance of the learning process, which is as important as the goal itself and must be based on respect for the rights of the child and human rights. The rights-based approach goes beyond the narrow understanding that it is sufficient only to demand respect for and implementation of one's own rights in one's own environment, but rather to put knowledge, skills and attitudes acquired through child rights education into the function of changing the wider environment - local, national and even global. It unambiguously encourages and directs both children and adults to undertake activities in the field of protection and enjoyment of the rights of others, that is, actions that involve protection and enjoyment of the rights of the child and human rights, as a civilizational value that applies everywhere and always, and with respect to all people.

1.3. Child rights education in the context of other educational concepts

With development of human rights and the rights of the child, and changes related to the role and importance of education in a democratic society, as well as the process of democratization of education, a number of different terms and definitions have been introduced in the last decades, indicating different approaches and focuses in education. In addition to the

aforementioned human rights and child rights education, the following concepts are often used: intercultural education, inclusive education, peace education, education for tolerance and nonviolence, gender studies, civic education, education for democracy and others.

There is a significant correlation between the terms "human rights education" and "child rights education". The rights of the child are a subset of human rights, but the relationship between rights holders and holders of responsibility is the same in the human rights system and the child rights system. However, the Convention does provide some specific rights that apply only to children, and in that sense, child rights education also includes learning about some specific rights, principles and modes of implementation that are not covered by human rights education.

There is also a significant correspondence between human rights education (and thus child rights education) with civic education. Civic education primarily focuses on democratic rights and responsibilities and active participation, in relation to the civic, political, social, economic, legal and cultural spheres of society. On the other hand, human/child rights education deals with a wider range of human rights and fundamental freedoms in every aspect of people's lives. Therefore, human rights education is considered a broader term than civic education, that is, it "unites and encourages" other types of education (Figure 1), such as civic education, education for sustainable development, education for democracy, education for peace and education for anti-racism and other similar educational concepts (Nancy, 2004). It is similar with intercultural education and gender studies, which are based on individual human rights or groups of rights, specifically on the right to protection against discrimination, i.e. minority rights in the case of intercultural education, and use human rights education as a basis for further development of education, specifically targeting gender issues and the implementation of minority rights and policies.

The term "development education" (used by UNICEF for education on promotion of civic engagement and participation, commitment to global solidarity) is covered by the broader and conceptually stronger term "child rights education." The use of the term "child rights education" is given priority over the term "development education" because it more explicitly expresses a link to the provisions and principles of the Convention (UNICEF, 2014).

What sets human rights education and child rights education apart from other similar concepts is the status of human right, as well as a very precise and internationally recognized definition, which defines these terms in a substantive sense, with clearly set goals and means of achievement. In addition, other educational concepts generally take human rights and child rights education as the basis on which they develop specific approaches that focus on individual human rights and/or topics that are closely related to the implementation of human rights.

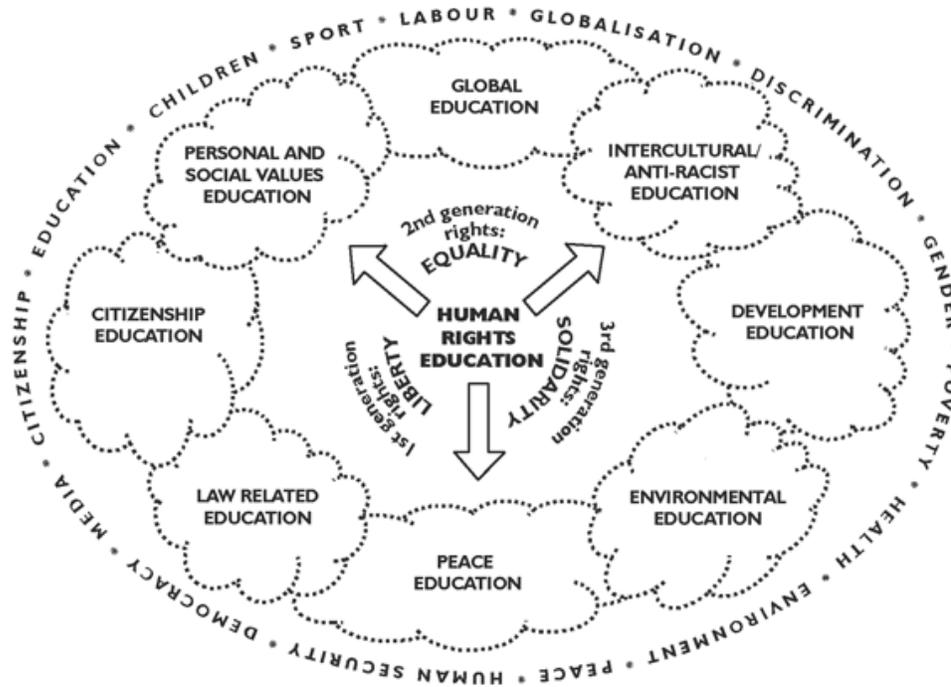


Figure1: Taken from the Manual Compass, Centre for Civic Education, 2006

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1.4. Concluding observations

Defining the concept of "child rights education" as a human right establishes the legal framework for the implementation of this right, that is, recognizes the obligations of states responsible as holders of their responsibilities, and at the same time, children are recognized as holders of this right. Although child rights education is not only the responsibility of schools and formal learning environments, the role of the school and/or the educational system in the process of raising awareness, empowering children to implement child rights and learning about child rights is of paramount importance. Only through the education system is it possible to exercise the right to child rights education in accordance with the standard prescribed by the Convention, which implies that child rights education is accessible to all children, at all levels of education.

It is emphasized that child rights education is the right of the child, and that it belongs primarily to children; yet, it is certainly intended for adults as well. This follows from the definition given, as well as the stated principles upon which child rights education rests, as well as the recommendation of the Committee on the Rights of the Child. In essence, education of adults on the rights of the child is a prerequisite for the implementation of this right of the child. It is impossible to establish child rights education in a manner that is in line with the relevant standards for this right - to integrate it into the programs of educational institutions accessible to all children at all levels of education - without previously trained teachers possessing the appropriate knowledge, skills and attitudes which are in function of teaching

children the rights and principles of the Convention on the Rights of the Child and the approach based on the rights of the child. So, in addition to the obligation of the state to make education accessible to all children through the official education system, the state is also obliged to include child rights education in the programs of initial education and professional development of teachers, but also of other professionals who work with children and on issues relevant to them.

By defining the same term as an educational concept, the content, the way in which child rights education is applied and its ultimate goal and the purpose are defined. The primary purpose of child rights education is to empower children, as rights holders, to seek the implementation of their rights, but also adults - as holders of responsibility, to fulfill their roles. It promotes the joint work of children and adults on the enjoyment of child rights and human rights, and is achieved through learning/teaching about the provisions and principles of the Convention on the Rights of the Child and the child rights based approach, in an environment based on consistent respect for the rights of the child in all situations.

This provides a general framework that must be taken into account when planning training programs on the rights of the child, both of children and adults. From the point of view of education of adults on the rights of the child, i.e. teachers, which is the focus of this document, it refers to the planning of initial education programs at faculties that train teaching staff and their professional development programs.

However, to create such programs, this general framework, given through understanding the concept of "*child rights education*", is not sufficient in itself. Necessary elements are also the outcomes of such education, that is, it is necessary to answer the question of what competences (knowledge, attitudes and skills) our class teachers and subject teachers should acquire and adopt through these programs in order to appropriately, within their scope of work, responsibility and competences they have, could apply child rights education with children. It is quite clear that, for example, doctors, judges, social workers or teachers, within their competences, have responsibilities whose common denominator is the implementation, protection and enforcement of the child rights, but it is also a fact that they act in different contexts, cases and situations, which then require different competences, and partly different training programs on child rights. This implies that child rights training programs for different professions need to be defined in line with the specific requirements of the outcomes of those trainings, taking into account the specificities of each profession. Specifically, for teachers, this implies the necessity to consider and respect the specificity of their role in the education system, the duties that their workplace carries, the responsibilities they have with respect to the rights of the child, arising from the international and domestic legal framework, that is, to determine competences for the teaching profession necessary for implementation of the child rights, which is the subject of the next part of this document.

2. TEACHING PROFESSION COMPETENCES

By defining competences for the implementation of the rights of the child, the general framework for the child rights education, given through definition of child rights education as the right of the child and as an educational concept, will be added the necessary elements on the basis of which it will be possible to create appropriate training programs for the rights of the child for the teaching profession. This will take into account the specificities of the teacher's profession in relation to responsibilities for implementation, protection and respect of the rights of the child and the general framework will be specified and directed in accordance with these specificities.

2.1. The concept of competences

The competence-based teacher education approach, which first appeared in the Anglo-Saxon environment and then spread to much of the world, emerged in response to the pressure of education policy to raise the quality of education through the provision of "better teachers" (Radulović, Pejatović and Vujisić-Živković, 2010). Under the influence of behavioral education psychology, competences were defined as knowledge and skills expressed through measurable characteristics and behavior. In this way, competences provide an opportunity to compare teachers and ensure that further professional development of teachers is planned on the basis of their measurement in order to improve those competences (Radulović, Pejatović, and Vujisić-Živković, 2010). However, the notion of competence has been the subject of controversy and debate, primarily because of its grounding in behavioral psychology, i.e. because competences were defined through observable and measurable behaviors of a teacher performing his/her professional role (Pantić and Wubbels, 2010). The notion of competence is also disputed because it is too narrow in the way they are defined: the authors who criticize this concept believe that competences cannot be reduced to professional skills, since they represent much more than that. In their opinion, a competent professional must critically consider his/her professional role and its relationship with the demands of a constantly changing society. Competence is also an understanding of the historical, political and economic context of a particular educational system that does not necessarily manifest itself in a visible way (Barnett, 1994). John Elliott, one of the leading contemporary theorists of education, believes that values are crucial in defining teacher competences, since they are the basis of education and upbringing process and professional activities of teachers. In his view, education is a practical/ethical endeavor, not a form of instrumental action; the quality of educational outcomes depends, first and foremost, on the (educational) quality of teacher-student transactions, which cannot be reduced to a measure of instrumental efficiency. Therefore, a competent teacher is one who is able to recognize educational values in transactions with students (Radulović, Pejatović, and Vujisić-Živković, 2010). Ethics and social dimension are key factors in understanding the teaching profession, since a teacher is required to be a reflexive and autonomous practitioner who critically reviews and advances his/her own practice and makes different autonomous decisions taking into account the ethical standards of his/her profession.

Other authors agree that competences need to be defined broader than the list of observable and measurable skills (technical in nature) and adopt a broader concept of competences consisting of knowledge/understanding, skills, potentials/abilities, as well as beliefs and moral values:

- *Competences are an integrated set of personal characteristics, knowledge, skills and attitudes required to deliver teaching effectively in different teaching contexts (Tigelaar, Dolmans, Wolfhagen and Van der Vleuten, 2004).*
- *Competences represent more than knowledge and skills - it is the ability to solve challenging problems by engaging psycho-social capacities: skills and attitudes (OECD, 2010).*
- *Competences are a complex system - a set of cognitive and practical skills, experiences, strategies, habits, but also emotions, values, motivations, attitudes, and the ability to use them in a timely manner that is appropriate for the problem. In this way, competences represent the integration of the declarative (knowledge of), procedural (knowledge of how) and conditioning (knowledge of when) knowledge (Rajović and Radulović, 2007).*
- Teachers' professional competences are a dynamic combination of knowledge, cognitive and practical skills, as well as the attitudes and values that teachers can use in the course of their professional activities (Gonzales and Wagenaar, 2008).

Numerous studies indicate that teachers are a key factor in the quality of educational process, as well as educational achievement and motivation of students (OECD, 2005), (Sanders and Rivers, 1996), (Villegas-Reimers and Reimers, 2000), and that if we want to improve the education system, we need to improve the competences of teachers. Teacher professional development is a continuous process that consists of the ability and the opportunities to acquire and build professional knowledge, attitudes and values as a basis for reviewing and developing professional practice (Vranješević, Trikić, 2013). The European Commission considers the key task for which teachers have to be prepared is to be able to respond to challenges of the knowledge society, as well as to actively participate and prepare students for the process of autonomous lifelong learning. Teachers need to be able to think critically about learning and teaching process by assessing the content of the teaching subjects, curriculum, foundations of pedagogical and methodological work, innovation and social and cultural dimensions of education: *"Teachers' competences include their knowledge of the subject, curriculum content, pedagogical innovation, research, and the cultural and social dimensions of teaching. They represent the capacity of an individual to express themselves in performing complex activities in educational work and a set of necessary knowledge, skills and values."* (European Commission, 2012).

The key competences of teachers are (European Commission, 2012):

1. **Collaboration with others:** teaching profession has to be founded on the values of social inclusion and fostering the potential of each person learning. Teachers should be able to encourage and support each child in the process of developing all the potentials they have and active participation in their environment. A teacher should be able to think critically about ways of learning and teaching in order to constantly improve them.
2. **Knowledge, technology and information:** teachers should be able to use different types of knowledge; they should be able to analyze, validate, reflect and transfer knowledge using technology where appropriate; they need to refer students to different sources of knowledge, to know the content of the area they teach, as

well as the principles of lifelong learning. They should have a wide range of teaching and learning methods and tailor them to the needs of those they teach.

3. **Working "with" and "within" society:** a teacher should prepare learners to participate responsibly in civil, democratic society; promote mobility, collaboration and values of an intercultural society; strike a balance between recognizing the differences that exist in the group of learners and the common values that bring them together; understand the factors that create social cohesion and the factors that influence social exclusion, as well as the ethical dimension of the knowledge society. A teacher should be able to collaborate with various actors in the field of education: parents, local community institutions, other educational institutions, faculties, etc. and contribute to the quality assurance system of the educational process through his/her expertise and experience.

The Council of Europe set out a model of competences citizens need to master in order to effectively participate in a democratic society¹⁰. The model describes the competences that citizens need to acquire if they are to become active citizens and to live in peace with others as equals in culturally diverse democratic societies. The intention of the authors is to use the defined competences to inform decision makers in education and help them plan educational policies. Although not exclusively related to teachers, they certainly include them as important actors in the education system. The model contains twenty competences, broken down into four broad categories - values, attitudes, skills and knowledge and critical understanding. Analyzing the given descriptors, it can be seen that competences are firmly based on human rights, as the core values of a democratic society. In this respect, at least eleven out of twenty competences relate to understanding, respect and responsibility for the implementation of human rights.

The category of **values** comprises three competences: the valuation of human dignity and human rights, the valuation of cultural diversity and the valuation of democracy, justice, equity, equality and the rule of law, which are essentially based on human rights. The category of **attitudes** includes competences that indicate openness and tolerance towards cultural diversity and different beliefs, respect and responsibility for the rights of others, while the category of **skills** emphasizes the importance of conflict resolution, the perception of reality from the position of another, which are the key skills for the implementation of human rights. Finally, the category of **knowledge and critical understanding** is defined as the competence for knowledge and critical understanding of human rights.

¹⁰ Competences for Democratic Culture – European Council, 2017 (www.coe.int/competences)

The model is entitled *Competences for Democratic Culture*, and as such contains some other competences not primarily related to human rights. However, most competences are acquired through human rights education.

2.2. Teacher competence standards in the Republic of Serbia

The competences of class teachers and subject teachers in the education system of the Republic of Serbia are defined by the document *Rulebook on the standards of competences for the profession of teachers and their professional development* adopted by the National Education Council¹¹. It provides a framework for self-assessment and creating personal plan for professional development of teachers, planning and creating a professional development plan of educational institutions and improvement of the practice of professional development of teachers from initial education, beginning of their work, licensing, professional development, monitoring and evaluation of teachers' work, as well as defining national priorities.

The Rulebook defines competence standards for the teaching profession and covers the following areas:

1. teaching area, subject and teaching methodology;
2. learning and teaching;
3. supporting development of student's personality and
4. communication and collaboration.

Each of these thematic areas contains competences for knowledge, planning, implementation, assessment and evaluation, improvement. The given model of systematization of teaching competences is firmly based on pedagogical-psychological and didactic-methodical competences, which certainly form the basis of the teaching profession. These competences are elaborated in detail and provide a good foundation for the basic purpose of the document. In addition to these, the Rulebook defines competences for communication and collaboration, which is a step beyond the traditional framework of teaching competences. They particularly emphasize the importance of teacher collaboration with students, parents, local community, colleagues within the educational institution and participation in the work of different teams. Also, many competences point to continuous teacher training, which strongly supports the view of lifelong learning and continuous training as a universal need of the teaching profession. Competences that reflect both the use of new technologies in education and the contribution to sustainable development have been recognized, which are current topics in the 21st century.

When it comes to competences for the implementation of the rights of the child, some of the elements related to the rights of the child can be identified in the Rulebook. For example, the introductory part emphasizes that the teacher should be familiar with and act in line with "legal regulations in education and training, strategy documents and relevant international

¹¹ Official Gazette RS- Education Gazette number 5/2011

instruments". The definition of 'relevant international instruments' may refer to the Convention on the Rights of the Child, particularly in the context of the fact that the Law on the Basics of the Education System in one of its Articles related to the rights of the child uses a similar formulation (Article 79 of the Law on the Basics of the Education System). However, this is just an assumption that the legislator had this in mind, since the terms "Convention" and "the rights of the child" are not explicitly mentioned in the Rulebook. Through the requirement that a teacher should be aware of and apply "legal regulations in education and training", which abounds in provisions protecting the rights of the child, it can be concluded that the Rulebook requires teachers to have certain competences related to implementation of the rights of the child. In addition, the Rulebook defines the need for the teacher to "actively contribute to a multicultural and inclusive approach to education" and "respect universal human and national values and encourage students to adopt them, by supporting mutual understanding and respect, tolerance, respect for diversity, collaboration and companionship." Elements of these provisions can certainly be linked to specific rights of the child. A slightly stronger link to the rights guaranteed by the Convention can be recognized in the provision that "in order to contribute to equal rights and the availability of education to all children", the teacher should have competences related to "prevention of violence" and "prevention of discrimination". However, it should be emphasized that these provisions are given in the introductory part of the Rulebook, while in the part defining specific competences of teachers, only a few competences that are in function of the principally stated needs of the teachers in the introductory part can be identified.

Although the Rulebook emphasizes that the competences given are determined in relation to the defined learning goals and outcomes, it can be stated that, when it comes to competences for implementation of the rights of the child, the given model of competences deviates from this principle. The goals and outcomes of education, as defined by the Law, largely recognize the implementation of the rights of the child in the education system, while the reflection of this is not seen through the given competences of teachers. This can be supported by a number of provisions of the Law on the Basics of the Education System, which are obligatory in terms of respect for the rights of the child in the education system, making respecting the rights of the child one of the responsibilities of teachers and thus a part of their professional competences. Considering one of the principles of education and upbringing defined by Article 7 of the Law on the Basics of the Education System, which states that "education and upbringing system shall provide respect for human rights and rights of every child for all children, students and adults, together with respect for human dignity...in an institution that ensures full respect for the rights of the child, students and adults", it can be concluded that competences for implementation of the rights of the child are not recognized by the national legal framework in a way that allows teachers to plan their professional development or institutions educating teachers to plan and tailor all their educational programs in line with the needs of the teaching profession for training on respect the rights of the child.

We may conclude that there is a need to examine teaching competences through the prism of implementing, protecting and enforcing the rights of the child. It would be of further benefit to define more specifically the standards of teacher competences and their indicators needed to implement the rights of the child. This would provide a clearer guidance to teachers to plan and implement their professional development, as well as to faculties educating teaching staff to plan their educational programs that will respect the specific requirements of

the teaching profession in the field of child rights and to direct the outcomes of those educational programs accordingly.

2.3. Teaching competences for implementation of the rights of the child

The competences of the teaching profession for the implementation of the rights of the child are based on the provisions of the Convention, but also on the provisions of the national legal framework in the education system dealing with the rights of the child. Through an analysis of the provisions of the Convention and the relevant national legal framework, individual responsibilities for the implementation of the rights of the child placed before the profession of a teacher in primary education in Serbia have been identified and, accordingly, the competences necessary for the assigned roles and responsibilities have been defined. The process of defining competences went through the following stages.

In the **first stage**, it was necessary to determine the domain¹² of competences, i.e. to reduce the broad list of child rights guaranteed by the Convention to those directly affecting the education system and to identify the rights that are directly implemented through and within that system. The Catalogue of the Rights defined by the Convention provides guarantees for a wide range of child rights, covering all areas and situations in which the child lives, develops and realizes its potential. The Convention guarantees the rights of the child in the fields of social (including health care), cultural, economic, civil and political rights. It also defines the rights of the child in special situations - the rights of the child in refugee status, the rights of the child in armed conflicts, the rights of the child exposed to work and exploitation, the rights of the child in conflict with the law, the rights of the child without parental care, the rights of the child in need of additional support to exercise its rights. It also guarantees special human rights that belong only to children - the right to live with their parents, the right to learn and to be informed about their rights. Respecting the principle of the indivisibility of rights and their interdependence, it is possible to identify systems that have a dominant, and often exclusive, responsibility for the implementation of a particular right and/or group of child rights. There is also a need for this, to operationalize and reduce the general provision of the Convention referring to the State as the primary holder of responsibility in order to more effectively apply and monitor the implementation of the rights of the child.

Analyzing responsibilities of the education system, that is, schools, as bearers of responsibility for respecting the rights of the child, arising from the provisions of the Convention, one can conclude on their numerous and complex obligations and roles. In terms of the content of these responsibilities and roles, in addition to their core activity of education and upbringing of children, which is directly in the function of exercising two specific rights of the child (defined by Articles 28 and 29 of the Convention - the right to education and the right to an adequate quality of education), we can recognize several others, very important, that the education system and schools have regarding the respect for the rights of the child. Recognizing the fact that all children go through the education system, spend much of their

¹² The term "standard of competences" is also used, the term that has also been used in the Rulebook on competence standards for the profession of teachers and their professional development. The authors of this study are of the opinion that the term "domain of competences" is more appropriate for the given model.

childhood in it, and have intense relationships with their peers and adult employees, it is natural for educational institutions to demand full respect of all child rights. This implies their responsibility to be organized so that all child rights are respected in all situations. In doing so, the role of schools in the implementation of the rights of the child significantly increases and goes beyond bare responsibility to ensure respect for the rights set out in Articles 28 and 29, but also the obligation to respect all other rights and principles proclaimed in the Convention. Accordingly, a list of rights relevant to the educational system has been defined, including: all four core principles (Articles 2, 3, 6 and 12), the group of civil and political rights of the child (Articles 13, 14, 15, 16 and 17), the right of the child to protection against abuse and neglect (Article 19), the right of the child to learn and be informed about its rights (Articles 4, already cited Article 29 and Article 42), the rights of the child in special situations (children in refugee status, members of minority communities, children with disabilities - Articles 22, 23 and 30) and the right to play, rest, recreation and cultural activities (Article 31). This list of rights also forms the domain(s) of teacher competences

The **second stage** identified teachers' personal responsibilities for respecting, protecting and implementing the rights of the child within their profession observing the domain identified in stage one. Effective implementation of the rights of the child in the education system in various ways rests on all stakeholders involved in education, from policy makers, educational institutions, through management of educational institutions, educational advisers, professional services, to educators, class teachers and subject teachers. The responsibility of employees for respecting the rights of the child is defined in Article 79, paragraph 2 of the Law on the Basics of the Education System - "Institution, i.e. employees of the institution are obliged to ensure the implementation of the rights of the child...". In order to define teacher competences, it was necessary to determine, in a given domain, what responsibilities regarding the rights of the child a teacher has. Acting on the provisions of the Convention, especially in the last two decades, the Republic of Serbia has begun to align its domestic laws with the Convention and other international human rights treaties. Through this process many provisions of the Convention have been integrated into the legal framework defining the education system of the Republic of Serbia, so that the responsibilities deriving from the Convention have been affirmed to a great extent by the national legal framework and in some cases (for example, protection of children from violence and discrimination) further elaborated by additional provisions. This put appropriate demands before employees in the education system, making competences related to the implementation of the rights of the child an integral and compulsory part of the overall competences of the teaching profession. The most important law governing the education system in Serbia is the Law on the Basics of the Education System. It largely recognizes the rights of the child, integrates most of the provisions of the Convention and, through more than thirty Articles, concretises the Convention on the Rights of the Child. In addition, some of the rights of the child are specified in detail in the relevant regulations.

In the **third stage**, following defined domain of competences and identified responsibilities for respecting the rights of the child at the teacher level, the competence indicators were identified, which are broken down into three competence components - knowledge, attitudes and skills. Competence indicators are strongly linked to the identified personal responsibilities of teachers arising either directly from the provisions of the Convention or from the provisions of the national legal framework.

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Table 2. Teachers' responsibilities for the implementation of the rights of the child

<p>The right of the child guaranteed by the Convention relevant to the education system</p>	<p>The right of the child in the national legal framework of the Republic of Serbia</p>
<p>Art. 2 Prohibition of discrimination</p>	<p>The right to protection against all forms of discrimination is guaranteed by Article 110 of the Law on the Basics of the Education System¹³, which is defined in accordance with the standard prescribed by the Convention on the Rights of the Child.</p> <p>The Rulebook on the conduct of an institution in the event of suspected or recognized discriminatory conduct and insulting the reputation, honor or dignity of a person¹⁴ and the Rulebook on closer criteria for recognizing forms of discrimination by an employee, child, student or third person in an educational institution¹⁵ shall more closely regulate the manner of exercising the right to protection from discrimination guaranteed by the Law on the Basics of the Education System.</p> <p>Anti-Discrimination Law¹⁶ stipulates that discrimination in education and professional training is a special form of discrimination.</p> <p>The Law on Prevention of Discrimination against Persons with Disabilities¹⁷ provides additional guarantees, directly related to Article 23 of the Convention and are discussed within that Article.</p>
<p>Responsibilities of a teacher for the implementation of the concrete right of the child:</p>	
<ul style="list-style-type: none"> - does not discriminate; - does not encourage, assist, provoke or contribute to discrimination through his/her behaviour and attitudes; - reports all cases of discrimination of which he/she is aware; - stops discrimination he/she witnesses and/or seeks help if unable to do so; - protects every child from discrimination, both in his/her class and in all other situations at school; 	

¹³ RS Official Gazette no. 88/17 and 27/18

¹⁴ RS Official Gazette no. 65/18

¹⁵ RS Official Gazette no. 22/16

¹⁶ RS Official Gazette no. 22/09

¹⁷ RS Official Gazette no. 33/06 and 13/16

- enables equal enjoyment of all child rights within his/her competence;
- does not contribute to creation and reinforcement of stereotypes and prejudices in children through his/her behavior and attitudes;
- contributes to deconstruction of stereotypes and prejudices through his/her behavior and attitudes;
- promotes tolerance, respect and acceptance of diversity in children;
- contributes to acquisition of knowledge, skills and formation of attitudes in children that help overcome stereotypes, prejudices, develop tolerance, embrace diversity through inclusion of appropriate content in teaching;
- implements activities under the program of anti-discrimination, within his/her responsibility.

Art. 3 Making decisions in the best interests of the child

This principle of the Convention has not been sufficiently recognized by the Law on the Basics of the Education System. Consequently, the Committee on the Rights of the Child recommended Serbia to integrate this right and the Convention principle into its legal system, especially in the education system.

Elements of this right and the Convention principle are referred to in certain articles of the Law on the Basics of the Education System, where holders of responsibility are instructed to make decisions "in the best interests of the child" (Article 18, Article 7, paragraph 5); yet, the provision applies only to a particular, specific situation. On the other hand, the principle is recognized by the *General Protocol for the Protection of Children from Abuse and Neglect*.

Accordingly, responsibilities and competences arise from the provisions of the Convention, the General Comment of the Committee on the Rights of the Child No. 14 and the Family Law¹⁸, stipulating that "everyone is bound to be guided by the best interests of the child in all activities concerning the child" (Article 6, para 1). Bearing in mind that the provision of Article 79, paragraph 1 of the Law on the Basics of the Education System guarantees that "the rights of the child and the student shall be implemented in accordance with ratified international treaties, this Law and other laws", the basis of the obligation can also be found in the laws which are not directly related to education, but also to the rights of the child otherwise.

Responsibilities of a teacher for the implementation of the concrete right of the child:

- makes decisions guided by the principle of the best interests of the child in all activities concerning the child;
- points to the failures of others at school in situations where the principle of the best interests of the child has not been applied in the decision-making process concerning the child;

¹⁸ RS Official Gazette no. 18/2005, 72/2011 – other law and 6/2015

<ul style="list-style-type: none"> - analyzes the interests of stakeholders in the decision-making process within his/her competence; - consults the child in the process of determining the best interests of the child. 	
Art. 6 The right to life, survival and development	<p>The right to life, survival and development is one of the four core principles of the Convention, and is protected through the essence of the education system. States generally contribute to the implementation of this right through the organization of the education system, so this principle is not and need not be specifically recognized by education laws. In this regard, the responsibilities of teachers arising in respect to this principle and the rights of the child are given through analysis of other specific rights implemented through the education system.</p>
Responsibilities of a teacher for the implementation of the concrete right of the child:	
<ul style="list-style-type: none"> - they are permeated through other segments of the education system and other specific rights of the child exercised within the system. 	
Art. 12 The right of the child to participate in decision-making (participation)	<p>The right of the child to participate in decision-making is one of the four core principles of the Convention. The Law on the Basics of the Education System recognizes the importance of involving all participants in the education process by defining participation as one of the basic principles of education, but only partially, or only in certain situations. The Law does not contain a separate article to establish this principle as a principle of treatment in all situations affecting children in the education system. However, the elements of this right are recognized through involvement of all participants in the education system in creation and implementation of educational policies, respecting the needs and rights with obligations and responsibilities; involvement in both the creation and implementation of education policies has been proclaimed (Art. 7 (1), Item 9). The participation of children in creation of educational policies, and to some extent in their implementation, is further elaborated through the institution of the Student Parliament, which involves 7th and 8th grade primary and secondary school students. The Parliament performs the following tasks: gives opinions and suggestions to the school's professional bodies, school board, parents' council and principal about: rules of conduct at school, student safety measures, annual work plan, school development plan, school curriculum, how to arrange school space, selection of textbooks, free activities, participation in sports and other competitions and the organization of all students manifestations in and outside the school and other issues relevant to their education. The Law also provides students' active participation in the process of planning development and self-evaluation of the school, as well as proposing members for professional development planning and</p>

	<p>peer violence prevention teams. Through its representatives, the Parliament can actively participate in the work of these two bodies.</p> <p>Younger children/students are not provided with an institutionalized form of participation in educational policies creation.</p> <p>Student participation is mandatory in the process of self-assessment of the quality of the educational institution's work (Art. 49).</p> <p>The Law provides mandatory participation of a child in the disciplinary procedure of the student, with the presence of the parent or other legal representative; like all other participants and witnesses they must be heard and give a written statement.</p>
<p>Responsibilities of a teacher for the implementation of the concrete right of the child:</p>	
<ul style="list-style-type: none"> - involves the child in the decision-making process on all issues affecting the child; - timely informs the child about the need for decision making; - provides children with the necessary information for informed participation in decision-making; - pays due attention to the child's opinion in the decision-making process; - communicates the decision to the child in a way that is understandable to the child, with an explanation of how his/her opinion has been taken into account; - informs children about the opportunities provided by the Student Parliament; - ensures democratic election of representatives to the Student Parliament. 	
<p>Art. 13 The right to freedom of expression</p>	<p>This right is in fact a child's freedom, consisting of three powers - to seek, receive and impart information and ideas of all kinds. It may be restricted under the terms of the Convention on the Rights of the Child, which may be based on two generally accepted criteria: (1) for the respect of the rights or reputation of others and (2) for the protection of national security or public order (ordre public), or public health or morals, only by law and when necessary.</p> <p>Article 79 of the Law on the Basics of the Education System defines the rights of the child and the student. Paragraph 2 (items 5 and 6) guarantees the students the right to (1) timely and complete information on issues of importance for education, that is, information on their rights and obligations.</p> <p>The law does not contain a provision defining the right of a student to seek information freely (even if this applies only to information about a student's education), nor does it specify a free exchange of ideas, and it is particularly unusual</p>

	<p>not to guarantee the right to freedom of expression in an educational institution. Especially since one of the goals of education is to encourage students to develop self-awareness, creative abilities, critical thinking, the ability of self-assessment, self-initiative and expression of opinion. The Law also contains no guidance on the exchange and pluralism of ideas.</p> <p>Therefore, the Law on the Basics of the Education System does not provide a sufficiently solid legal framework for exercising the right of the child to express an opinion, but this right must be directly relied upon the Convention on the Rights of the Child. Therefore, most of the cited responsibilities of teachers are based on the content of the rights as defined in the Convention.</p>
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Responsibilities of a teacher for the implementation of the concrete right of the child:

- contributes to and encourages development of students' awareness of themselves, their creative abilities, critical thinking, ability to express opinions;
- does not endanger free expression by his/her behaviour;
- provides an environment where free expression of the child's opinion is possible;
- limits this right in accordance with the law;
- timely informs children about issues of importance for their development;
- encourages development, pluralism and exchange of ideas among children;
- assists/supports the child in obtaining the information the child is seeking.

Art. 14 The right to freedom of thought, conscience and religion

Freedom of thought, conscience and religion is guaranteed by the RS Constitution and the Convention. With regard to this freedom, education laws should be restrained, that is, no religious and political views should be imposed through the education system, or any party and religious activity should be prohibited.

Article 113 of the Law on the Basics of the Education System prohibits party activity and organization.

One of the goals of education is to develop respect for, inter alia, religious equality, tolerance and respect for diversity.

Responsibilities of a teacher for the implementation of the concrete right of the child:

- does not endanger the freedom of thought, conscience and religion of the child by his/her actions or failure to act.

Art. 15 The right to freedom of association and peaceful assembly

The Law on the Basics of the Education System recognizes the explicit right to students to associate by its Article 79, paragraph 2, item 8. This right applies to association within the education system, i.e. to association in "groups, clubs and to br organizing in the Student Parliament" as well as extra curricular sections. Peaceful assembly is not governed by education laws.

Responsibilities of a teacher for the implementation of the concrete right of the child:

- informs students about the possibility of organizing into clubs, extra curricular sections or groups;
- encourages students to associate on the basis of their interest and other grounds;
- does not prevent or dissuade students from their intention to associate or to assemble peacefully;
- contributes to creation of an atmosphere in the class and school where free association and assembly are possible.

Art. 16 The right to privacy

The laws governing education did not define the legal basis for interfering with the private and family life of a child, except to the extent necessary to protect the child from violence, since suspected violence gives grounds to the educational institution to report to the competent authorities any perceived risk of domestic violence (Art. 111). The Rulebook on the protocol of treatment in an institution in response to violence, abuse and neglect¹⁹ prescribes the content and methods of carrying out preventive and intervention activities, conditions and method of risk assessment, and the methods of protection against violence. This protocol explicitly places the duty of all employees in the education system to ensure that the child and the student are protected from arbitrary or unlawful interference with his or her privacy, family, home and correspondence, i.e. protection against unlawful attack on his or her honor and reputation. The Rulebook cites a provision of the Convention, but it is not supplemented by the method of acting so. Therefore, it remains unclear what would be an obligation in addition to restraint to protect the child and the student from arbitrary and unlawful interference with his/her privacy. The information the institution collects is defined by the purpose - to determine the facts on the basis of which the suspected violence, abuse and neglect are confirmed or rejected. Therefore, privacy can be lawfully interfered only to the extent necessary for the foregoing. It is emphasized that the Convention and all its principles must be respected in the information-collecting process.

There is related and significant right to the confidentiality of the information we provide here. This right is partly regulated. It is discussed separately in the

¹⁹ RS Official Gazette no. 30/2010

	<p>framework of the work of the Inter-sectoral Commission (Art. 77 of the Law). Among other things, this article says "Particularly sensitive information about children and students is collected and processed upon the consent of parents or other legal representatives." The Law on Personal Data Protection²⁰ requires WRITTEN consent for the collection of such information. Particularly sensitive data are: data relating to nationality, race, gender, language, religion, affiliation with a political party, health status, receiving welfare, victims of violence, convictions for criminal offenses and sex life.</p>
<p>Responsibilities of a teacher for the implementation of the concrete right of the child:</p>	
<ul style="list-style-type: none"> - does not collect or transfer information about the private, family life of the child, which is not necessary for the child's protection against violence, when the procedure for protection against violence is initiated to the level of confirmation or rejection of suspicion that the violence has occurred; - refrains from interfering with the child's personal and family relationships; - refrains from learning about the personal correspondence of the child; - refrains from learning about personal content and things that the child possesses; - protects the child from unlawful and arbitrary interference with the child's privacy; - respects and protects the reputation, integrity and dignity of the child; - obtains a written consent of the parent to collect particularly sensitive information about the child. 	
<p>Art. 17 The right to access relevant information</p>	<p>This right mainly concerns the media, and is not directly related to the education system. However, the education system should have a responsibility to refer children and students to relevant sources of information that are verified and credible. Similarly, there should be a responsibility for not using and drawing students' attention to sources that contain information harmful for their development.</p> <p>Since the Law on the Basics of the Education System does not define the obligation of the education system to refer children to the use of resources, while preventing the use of harmful information could be considered as protection from violence, abuse and neglect, the stated obligations of teachers are therefore based directly on the Convention and can be reduced to directing children and students to sources that are considered good for their development, that is, rejection and non-use of the sources considered to be harmful for their development.</p>

²⁰ RS Official Gazette no. 97/2008; 104/2009- Other law, 68/2012-CC decision and 107/2012.

Responsibilities of a teacher for the implementation of the concrete right of the child:

- refers children to different sources of content that may be useful for their development;
- teaches children to use different sources of content that can be useful for their development;
- does not use content that can be harmful to the development of children and students (sanctioned by prohibiting violence, abuse and neglect);
- warns children about content that can be harmful when finds that such content is available to them;
- refers children to information related to the implementation of rights in the education system.

Art. 19 Protection of the child from abuse and neglect

The right of the child and the student to protection from all forms of violence, abuse and neglect has received great attention in the education system.

This protection is defined through the absolute prohibition of violence, abuse and neglect, Article 111 of the Law: "Any physical, psychological, social, sexual, digital and any other violence, abuse and neglect by an employee, child, student, adult, parent, or other legal representative, or a third party is prohibited in the institution".

The manner in which the protection and prevention of prohibited is carried out is further regulated by the Rulebook on the protocol of treatment in the institution in response to violence, abuse and neglect²¹, which prescribes the contents and methods of carrying out preventive and intervention activities, conditions and methods for risk assessment, methods of protection against violence, abuse and neglect, monitoring the effects of the measures and activities taken. The Rulebook defines precisely the responsibilities of employees, that is, the activities they undertake in the prevention and protection procedures.

In this way, the system defines the occurrence, prohibits, establishes jurisdiction to act, as well as sanctions in case of violation of the prohibition. Much of the responsibilities in this system are borne by the school's professional service, the principal, the team for the protection of children from violence, but the responsibilities of the teachers are numerous, and they relate to both preventive and intervention activities. The program for protection against violence, abuse and neglect in primary school is implemented through various teaching and leisure activities (Article 41 of the Law on Primary Education²²). All primary schools must have this act defining preventive activities.

²¹ RS Official Gazette no. 9 - 30/2010 ; 10 - 55/2013, 101/2017

²² RS Official Gazette no. 27/2018

Responsibilities of a teacher for the implementation of the concrete right of the child:

- does not commit, provoke or incite to violence;
- contributes to the acquisition of knowledge and skills in the formation of value-based attitudes for mutual understanding, respect for diversity, constructive conflict resolution, etc.;
- does not use violent methods of communication, or any of the prohibited forms of treatment;
- contributes with respect to the child's personality, creating an atmosphere and attitudes about the unacceptability of violence in all forms and relationships (peer, adult-child);
- plans professional development to enhance competences for preventative work, timely identification, recognition, response to violence, abuse and neglect;
- reacts in a situation of violence (stopping violence or seeking help if unable to do it alone) and suspected violence, in all environments (school, family, public and digital space);
- implements measures and activities to protect children from violence, abuse and neglect;
- involves parents in preventive and intervention measures and activities;
- plans and implements preventative activities and documents them;
- proposes prevention and protection measures, organizes consultations and participates in risk assessment and decision-making in cases of suspected or occurring violence, abuse and neglect;
- monitors and evaluates the effects of the measures taken to protect children and students and make appropriate proposals (plan to mitigate the effects of violence on the victim);
- cooperates with professional services and management of the school;
- involves children and students in planning preventive activities.

Art. 4, 29 and 42 The right of the child to know and learn about his/her rights

Child rights education has the status of human right, that is, the right of the child. The Convention on the Rights of the Child devotes several Articles to this right. These are the provisions of Articles 4, 29 and 42. Through the synergy of the provisions of these Articles, child rights education has been established as the right of the child and is given a normative framework.

The Law on the Basics of the Education System recognizes this right of the child through defined outcomes and goals of education, so that the normative framework for the exercise of this right exists within the domestic legal framework.

The practical application of this right in accordance with the Law is defined in Article 12, that is, through the implementation of general cross-curricular competences. The law defines eleven general cross-curricular competences, including the competence for responsible participation in a democratic society, directly related to child rights

	<p>education. A more detailed definition of this competence is given in the 'Curriculum Framework - Compulsory Subjects in Primary Education', a document still in draft but applied in practice.</p> <p>Also, child rights education is achieved through the subject Civic Education, which is optional.</p>
<p>Responsibilities of a teacher for the implementation of the concrete right of the child:</p>	
<ul style="list-style-type: none"> - contributes to the achievement of general cross-curricular competence for responsible participation in a democratic society; - teaches children about the rights of the child through linking to the topics and areas of the subject he/she teaches; - integrates child rights education into extracurricular activities; - integrates child rights education into home teacher classes; - creates a supportive, safe and participatory environment based on respect for the rights of the child in all situations; - recognizes the importance of child rights education through his/her attitudes and behavior; - sees at and respects the child as the right holder. 	
<p>Art. 22 The rights of the refugee child and</p> <p>Art. 23 The rights of the child with developmental disabilities</p>	<p>The rights of the child in a refugee status, as stipulated by the Convention, apply to the whole set of rights, which are not limited to the education system. Among other things, a child who is in a refugee status is guaranteed the right to education. The Law on the Basics of the Education System stipulates in Article 3 that "Foreign nationals, stateless persons and persons seeking citizenship shall have the right to education under the same conditions and in the manner prescribed for citizens of the Republic of Serbia". Article 48 of the Law on Asylum and Temporary Protection states that an asylum seeker is entitled to primary and secondary education, and a person granted asylum is entitled to pre-school, primary, secondary and higher education under the same conditions as RS nationals. (Art. 64). Therefore, moving children have guaranteed rights, which, among other things, relate to the rights that must be provided within the education system. As a refugee/asylum seeker child may need additional educational support, the teacher should have obligations arising from the individualization of teaching and the right to additional support (educational, psychosocial and health) in relation to that child.</p> <p>In accordance with the Convention provisions, a child in need of additional support is entitled to special care, education and training to work, in a way that enables him/her to live a full and dignified life and to achieve the highest possible degree of independence and social integration. Accordingly, the education system is expected to provide education for children in need for additional support, without discrimination. The Law on the Basics of the Education System guarantees persons with disabilities the right to an education that respects their educational needs with</p>

	<p>additional support</p> <p>in teaching and learning or in a special educational group or school. The same is guaranteed to persons with exceptional abilities (Art. 3).</p> <p>The Law specifically addresses a number of issues regarding how these guaranteed rights are secured. The manner of exercising the rights is additionally regulated by two by-laws: "Rulebook on Additional Educational, Health and Social Support to the Child, Student and Adult" and "Rulebook on Detailed Instructions for Determining the Right to an Individual Educational Plan, its Application and Evaluation"²³.</p> <p>In terms of teacher responsibilities, it is significant that an additional support measures may include the adoption of an individual education plan (IEP), which involves adjusting the goals, content and methods of delivery of teaching and learning programs and the outcomes of educational work, or modifying the curriculum. The preparation and implementation involve a teacher, as well as engagement of an educator, teacher or professional associate employed in a school for the education of students with disabilities to support the school in the system of regular education, providing training for teachers, educators and professional assistants directly involved in educational work to acquire specific skills and strategies for working with children, students and adults, to use Braille, sign language, other alternative means of communication, independent movement, use of assistive technology, etc.</p> <p>The needs assessment process is initiated, inter alia, at the initiative of the educational institution (which can be initiated within the institution by a teacher).</p>
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Responsibilities of a teacher for the implementation of the concrete right of the child:

²³ RS Official Gazette no. 74/2018

- adjusts teaching methods, forms of work, teaching aids in accordance with the educational needs of the child;
- provides support to the child for better integration into the educational environment;
- undertakes all activities and measures necessary for the child to receive additional educational (health and social) support;
- monitors development and process of learning of the child/student through the following areas: learning skills, social and communication skills, independence and self-care;
- provides information to the institution about the child's perceived need for additional educational, social or health support;
- collects data to form documentation for the purpose of providing adequate support in education;
- participates in development of pedagogical profile of the child/student;
- participates in planning measures for eliminating physical-architectural, communication, psychosocial, institutional obstacles;
- performs an assessment to prepare proposals for establishing an IEP;
- attends necessary training for realization of IEP or for acquiring specific skills and strategies for working with the child/student, for using Braille, sign language, other alternative communication methods, assistive technologies and the like, as needed;
- implements IEP in collaboration with the inclusion team;
- cooperates with the Commission to assess additional educational needs of the child;
- particularly cooperates with the child's parents;
- applies skills and strategies necessary in the process of providing additional support to the child/student.

Art. 28 The right to education

Article 28 of the Convention on the Rights of the Child concerns, first and foremost, the preconditions which the State has to provide in order to be considered to have implemented this right of the child. This refers first to the obligation and free of charge primary education, promotion of secondary and higher education, making educational and professional information and advice available to all children; and taking measures to ensure regular school attendance and reduce school drop-out rates.

The Law on the Basics of the Education System provides compulsory and free primary education and free education in institutions founded by the Republic, autonomous province or a unit of local self-government. Article 79 guarantees the right to students to timely and complete information on issues of relevance to education, as well as information about their rights and obligations. All children at risk of early school leaving have the right to an individual education plan, or additional support, and teachers' obligations regarding additional measures of support for a child with disabilities also apply to children at risk of dropping out of school due to social deprivation or for any other reason (Art. 76).

Responsibilities of a teacher for the implementation of the concrete right of the child:

- timely informs and gives complete information to the student/parent about issues of importance for the education of the child;
- respects and protects the rights of the child;
- informs student about rights and obligations;
- monitors development and learning process of the child;
- enables all children, without discrimination, to exercise their right to education within his/her responsibility;
- exercises discipline in accordance with the rights of the child, respecting the reputation, integrity and dignity of the child;
- does not violate the right to free education

- monitors and analyzes the needs of the child at risk of early school leaving for additional educational, social or health support;
- collects data to make documentation for the purpose of providing adequate support in education;
- plans and implements activities and measures aimed at preventing early school leaving and drop-out from the education system;
- participates in planning of measures to eliminate physical-architectural, communication and psychosocial barriers;
- collaborates with the child's parents;
- collaborates with other institutions and organizations in order to exercise the child's right to education.

Art. 29 The right to adequate quality of education (goals and outcomes of education)

Defining Article 29, the Convention on the Rights of the Child went a step further than the approaches that hitherto existed and, in addition to the right to education, defined the quality of education as a human right, or the right of the child. The Law on the Basics of the Education System broadly accepts and elaborates on the educational goals set out in the Convention on the Rights of the Child. The only drawback in this regard is the objective of education, as defined in the Convention, which requires States to respect and develop the respect for the child's parents, his/her cultural identity, language and values through the education system. Therefore, the legal basis for responsibilities for this goal must be sought directly in the Convention, while other goals can be directly referenced in the text of the Law. The norm of the Convention relating to the omitted goal can be directly applied, since it does not require special engagement of the system, but only attitude, respect for parents, i.e. refraining from preventing the expression of family, cultural and value specificities of the child.

Article 14 of the Law on the Basics of the Education System says that teacher is the bearer of educational work. Working with students, a teacher achieves the goals and outcomes of education, contributes to the acquisition of the necessary competences of children. In essence, responsibilities for respecting the rights of the child under Article 29 are standard teacher responsibilities, recognized as the foundations of

	teacher's work.
Responsibilities of a teacher for the implementation of the concrete right of the child:	
<ul style="list-style-type: none"> - implements curricular and extracurricular activities thus realizing the program of education and the prescribed goals and standards of achievement; - contributes to the achievement of educational goals; - contributes to the achievement of educational outcomes; - contributes to the acquisition of the key competences; - contributes to the acquisition of cross-curricular competences; - attends necessary trainings to improve teaching competences; - applies interactive methods of work; - continuously improves the quality of his/her educational work. 	
Art. 30 The rights of the child belonging to minority communities	The Convention requires a Member State not to deny children belonging to an ethnic, linguistic or religious minority in community with other members of the group, the right to enjoy their culture, profess or manifest their religion and use their language. The rights of national minorities are guaranteed by the RS Constitution, as well as by a separate law - the Law on Protection of Rights and Freedoms of National Minorities. This law regulates in detail the manner in which the education of minority children is provided in their native language. The Law on the Basics of the Education System strengthens the guarantees of non-denial of the rights of children of linguistic and ethnic minorities through defined educational outcomes - the student uses Serbian language, or the language of the national minority and a foreign language depending on cultural heritage and environment, needs and interests (Art. 9, para. 3, item 3).The defined goals of education insist on respect for the rights and cultural specificities of national minorities.
Responsibilities of a teacher for the implementation of the concrete right of the child:	
<ul style="list-style-type: none"> - respects the right to the national, cultural identity of a child belonging to a national minority; - respects cultural, religious and linguistic peculiarities of the child and takes them into account when defining tasks and when in contact with the student. 	
Art. 31 The right to rest, leisure and cultural activities	In its General Comment no. 17, the Committee on the Rights of the Child directly linked the right to rest and leisure to the burdening of students in terms of school obligations, stating that adequate rest and play time must be provided for children throughout the day. The Law on Primary Education prescribed the number of classes per week: 20 classes in the first cycle, and 25 in the second cycle of primary

	<p>education for compulsory subjects, electives and activities (Art. 59). The Law increased the number of classes for students educated in the minority language to 22 in the first, and 27 in the second cycle, thus violating the right to "equal opportunities for children to leisure", which is a State obligation under the Convention on the Rights of the Child. Secondary education is not limited in number of classes.</p> <p>The Law on the Basics of the Education System does not contain provisions that would define the direct responsibility of teachers in the field of realization of the right of the child to rest and leisure, so their obligations rely directly on General Comment no. 17. It is the duty of the teacher to take care of the burdening of the students and to ensure that the choice of methods of work ensures that children have less homework to study and do at home. This is especially important considering the fact that in practice the number of school lessons is bigger than prescribed.</p> <p>Among the goals of education, there are several emphasizing the importance of culture, but not specifically the involvement of children in cultural activities. In this sense, the specific obligations of teachers in this field are not recognized.</p> <p>Article 88 of the Law states that the Student Parliament decides on the students' leisure activities, but does not define what these leisure activities are.</p> <p>The institution may organize, with the consent of the Parents Council, recreational classes, excursions and study trips (Article 70), which are the obligations provided for in Article 31 of the Convention.</p>
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Responsibilities of a teacher for the implementation of the concrete right of the child:

- respects the child's right to play and leisure when giving homework and other tasks;
- applies teaching methods that reduce the need for learning at home;
- applies teaching methods and forms of work that are less burdensome for the child;
- plans and implements various cultural activities.

Table 3. Competences of the teaching profession for the implementation of the rights of the child

Domain / standard of competence	Competence components		
	Knowledge Indicators <i>A teacher should know and/or understand:</i>	Attitudes Indicators <i>A teacher should support the values of:</i>	Skills Indicators <i>A teacher is able to:</i>
Competences for implementation of the rights of the child under Article 2 of the Convention - Prohibition of discrimination	A1. the content of the right to protection against discrimination; A2. discrimination in specific situations; A3. the concepts of: stereotypes, prejudices, affirmative action and their relation to the right to protection against discrimination; A4. the concepts of: segregation, hate speech, racism, xenophobia, anti-Semitism, sexism, homophobia, Islamophobia, and their relation to the right to protection against discrimination; A5. response/treatment mechanisms in the event of discrimination; A6. measures and activities to prevent discrimination.	A7. equality, fairness, justice and respect for diversity.	A8. analyze the needs for additional support for children in need for equal enjoyment of the rights; A9. plan and implement measures and activities to ensure equal enjoyment of the rights of all children; A10. plan preventive activities to prevent discrimination within the class and the school; A11. respond in line with protocols ²⁴ in situations of discrimination.
Competences for implementation of the rights of the child referred to in Article 3 of the Convention - Best	B1. the content of the principles and the right to make decisions in the best interests of the child; B2. the connection between the right to make decisions in the best interests of	B5. the principle that decisions of importance to children in school and in the education system are primarily made in relation to the best interests of	B7. apply the procedure for determining the best interests of the child in accordance with the standards defined by the Convention;

²⁴ Rulebook on Closer Criteria for the Recognition of Forms of Discrimination by an Employee, Child, Student or Third Person in an Institution of Education and Training
 Rulebook on the conduct of the institution in the event of discrimination or discriminatory behavior

<p>interests of the child</p>	<p>the child and the right to participate;</p> <p>B3. the connection of the right to make decisions in the best interests of the child and the right to protection against discrimination;</p> <p>B4. the connection of the right to make decisions in the best interests of the child and the implementation of other child rights</p>	<p>the child;</p> <p>B6. the child should participate in determining his/her best interest.</p>	<p>B8. recognize situations in the school and in the classroom where it is necessary to apply the procedure for determining the best interests of the child in accordance with the standards defined by the Convention.</p>
<p>Competences for implementation of the rights of the child referred to in Articles 12 to 17 of the Convention - Participation and the civil and political rights of the child</p>	<p>C1. the content of principles and the right to participate;</p> <p>C2. levels of participation;</p> <p>C3. the distinction between different forms of quasi-participation and genuine participation;</p> <p>C4. the authorities of the Student Parliament and its role in the implementation of the right to participate;</p> <p>C5. the importance of participation for children's learning and development;</p> <p>C6. the relationship between age, evolving capacities of the child and participation in decision-making;</p> <p>C7. the situations and decisions in which he/she is required to involve children in the decision-making process;</p> <p>C8. the content of other civil and political rights of the child (right to information, right to privacy, right to assembly, right to freedom of thought, conscience and religion);</p> <p>C9. the concept of "particularly</p>	<p>C10. children should be involved in making decisions that affect them;</p> <p>C11. the opinion of the child should be respected and taken into account when making decisions concerning the child;</p> <p>C12. the child is a competent actor in his/her development and an expert in his/her own experience;</p> <p>C13. civil and political rights should be guaranteed to children in the same manner as to adults.</p>	<p>C14. provide children with access to all information from the school life concerning the child, both directly and indirectly;</p> <p>C15. enable children to express their opinions freely about all aspects of school life that affect the child;</p> <p>C16. enable children to actively participate in the decision-making process on all aspects of school life that affect the child;</p> <p>C17. protect the personality and dignity of the child by respecting the child's right to privacy;</p> <p>C18. encourage and facilitate the freedom of assembly of students through Student Parliament, extra-curricular activities, sports teams, as well as in other situations where children wish to express their opinions;</p> <p>C19. not endanger the freedom</p>

	sensitive data".		<p>of thought, conscience and religion of the child;</p> <p>C20. refrain from collecting, processing and transferring information about the child's private and family life that is not necessary;</p> <p>C21. refrain from interfering with the child's personal and family relationships;</p> <p>C22. refrain from learning about the child's personal correspondence;</p> <p>C23. protect the child from unlawful and arbitrary interference with his / her privacy.</p>
<p>Competences for implementation of the rights of the child under Article 19 of the Convention - Protection of the child against abuse and neglect</p>	<p>D1. the content of the right to protection against violence, abuse and neglect;</p> <p>D2. forms and levels of violence and their recognition in specific situations;</p> <p>D 3. the procedure for responding to situations of suspected violence or situations of violence (the mechanisms for reporting and acting);</p> <p>D4. what forms and levels of violence are solved independently, in cooperation with the team (internal protection network), in cooperation with representatives of relevant institutions</p>	<p>D9. the principle of zero tolerance of violence;</p> <p>D10. the privacy, dignity and integrity of each child;</p> <p>D11. children should participate in the planning and implementation of measures and can contribute to the implementation of the child's right to protection against abuse and neglect.</p>	<p>D12. refrain from committing any form of violence against children;</p> <p>D13. apply positive discipline based on respect for the dignity and integrity of the child;</p> <p>D14. respond timely and competently to situations of violence in accordance with the Protocol and the Rulebook²⁵;</p> <p>D15. plan and implement preventative activities to prevent violence in its class;</p> <p>D16. plan and implement</p>

²⁵ Special protocol for the protection of children and students from violence, abuse and neglect in educational institutions
Rulebook on the protocol of treatment in an institution in response to violence, abuse and neglect

	<p>(external protection network);</p> <p>D5. preventive measures and activities to protect the child from violence;</p> <p>D6. the concepts of "restorative discipline" and "positive discipline";</p> <p>D7. the concepts of "non-violent communication", "I messages" and "constructive conflict resolution" and "active listening";</p> <p>D8. how damaging degrading punishment of the child is and what consequences it causes.</p>		<p>measures to support the child victim of violence;</p> <p>D17. empower children to recognize and report any form of violence;</p> <p>D18. enable children to seek help and support when threatened by violence or witness violence;</p> <p>D19. involve parents in solving cases of violence against children at school;</p> <p>D20. assess the effects of measures and adjust them in line with the outcome of the assessment.</p>
<p>Competences for implementation of the rights of the child referred to in Articles 4, 29 and 42 of the Convention - The right of the child to child rights education</p>	<p>E1. the provisions and principles of the Convention on the Rights of the Child;</p> <p>E2. principles of human rights and the rights of the child;</p> <p>E3. the concept of "rights based approach";</p> <p>E4. the concept of " child rights education";</p> <p>E5. the concepts of "right holders" and "holders of responsibility"</p> <p>E6. the purpose and importance of child rights education for learning and development of the child.</p>	<p>E7. children should learn about their rights;</p> <p>E8. the child is a rights holder and an active participant in the education process.</p>	<p>E9. integrate child rights education into the content of the subject taught;</p> <p>E10. integrate child rights education into home teacher classes;</p> <p>E11. integrate child rights education into extracurricular activities;</p> <p>E12. create a supportive, safe and participatory learning environment based on respect for the rights of the child.</p>
<p>Competences for implementation of the rights of the child referred to in Article 22 - Rights</p>	<p>F1. the content of the rights of the child referred to in Article 22 of the Convention;</p> <p>F2. the content of the rights of the child</p>	<p>F6. refugee children and children with disabilities have the right to education as other children;</p>	<p>F8. adjust requirements, contents, methods and forms of work to a child in need of additional educational support;</p>

<p>of the refugee child and Article 2- Rights of the child with disabilities</p>	<p>referred to in Article 23 of the Convention;</p> <p>F3. developmental capacities of a child in need of additional educational support;</p> <p>F4. the specific difficulties and obstacles of children who need additional educational support;</p> <p>F5. legal framework and regulations governing inclusive education.</p>	<p>F7. children with developmental disabilities should attend regular school/classes.</p>	<p>F9. analyze the child's needs for additional educational support, their progress and development;</p> <p>F10. remove physical, communication and psychosocial barriers to active involvement of children in the educational process</p> <p>F11. create stimulating and inclusive atmosphere in class and school;</p> <p>F12. develop an individual educational plan;</p> <p>F13. implement individualized teaching;</p> <p>F14. plan and implement collaboration with parents, other institutions and organizations for the exercise of the child's right to education.</p>
<p>Competences for implementation of the right of the child referred to in Article 28 Right to education</p>	<p>G1. the content of the child's right to education;</p> <p>G2. the content of the child's right to free education;</p> <p>G3. the content of the child's right to compulsory education;</p> <p>G4. the content of the child's right to respect for his/her human dignity and integrity;</p> <p>G5. the rights and obligations of students in the education system;</p> <p>G6. measures and activities to prevent</p>	<p>G7. basic principles on which the education and upbringing system in Serbia is based (Article 7 of The Law on the Basics of the Education System).</p>	<p>G8. refrain from all forms of corporal punishment and discipline of children;</p> <p>G9. refrain from all forms of cruel and degrading forms of punishment and discipline of children;</p> <p>G10. refrain from requirements on children and parents that would violate the right to free education;</p> <p>G11. monitor development and learning process of the child;</p>

	early school leaving and dropout from the education system.		G12. plan and implement measures and activities to prevent early school leaving and dropout from the education system.
Competences for implementation of the right of the child referred to in Article 29 The right to an adequate quality of education (goals and outcomes of education)	H1. the content of the right to an adequate quality of education as defined in the Convention; H2. goals, outcomes, standards, key and cross-curricular competences of the education system in Serbia; H3. elements of the quality of education in Serbia in accordance with the law (Article 6 of The Law on the Basics of the Education System). H4. interactive methods of work	H5. the view that the quality of education is the right of the child.	H6. plan and implement teaching and extracurricular activities that realize the program of education and achieve the prescribed goals, outcomes and competences of children; H7. plan and implement an individual professional development plan to improve the quality of work; H8. apply active teaching methods in which the child is an active participant in the educational process.
Competences for implementation of the rights of the child referred to in Article 30 Rights of the child belonging to a minority community	I1. the content of the rights of the children members of minority communities as defined in the Convention; I2. the culture of the child belonging to a national minority; I3. the language of a child belonging to a national minority.	I4. equality of minority communities.	I5. refrain from violating the specific rights of the child member of a minority community; I6. protect the rights of children belonging to minority communities; I7. plan and implement activities and contents that foster interculturalism, understanding, acceptance and importance of diversity and culture of the minority communities; I8. protect cultural identity of

			the child member of a minority community.
Competences for implementation of the rights of the child referred to in Article 31 The right to rest, leisure and cultural activities	<p>J1. the content of the right of the child to rest, leisure and cultural activities;</p> <p>J2. different teaching methods and forms of work;</p> <p>J3. children's developmental capacities and their relation to burdening at school and school responsibilities.</p>	J4. children learn and develop through other, extracurricular activities, as well.	<p>J5. analyze the degree of student's burdening in terms of school obligations;</p> <p>J6. consult (ask) children about how burdened they are with schoolwork;</p> <p>J7. refrain from overburdening children with school responsibilities out of school.</p>

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2.4. Concluding observations

Through the described process, a total of 122 indicators were identified to specify 10 competence standards for the implementation, respect and enforcement of the rights of the child in the teaching profession. Most of them have not been recognized by the existing models, so it turned out to be justified to look at teachers' competences through the prism of implementation of the rights of the child. The competence model presented does not seek to be a substitute for the existing ones. Its purpose is to shed light on the part of the teaching profession that addresses protection, enjoyment and implementation of child rights as an inseparable aspect of teachers' work, and to help recognize the importance of their role and responsibility in relation to the rights of the child in the education system. Moreover, the given model tends to be compatible with the existing one, building on it with new insights emerging from the new perspective they are based on.

The recognized indicators relate to the individual responsibilities of teachers in relation to the respect for the rights of the child. Whenever possible, responsibilities were assumed from the national legal framework. This was done in situations where the right guaranteed by the Convention was recognized by national law and in accordance with the Convention standard. In some domains, national legislation was fully based on the provisions of the Convention, even further specified, so that very detailed and precise indicators could be defined. This applies, for example, to the right to protect children from abuse and neglect under Article 19 of the Convention, the right to protection from discrimination under Article 2. Also, a strong foothold in the domestic legal framework was found for the rights of a child in refugee status (Article 22), the rights of a child with disabilities (Article 23) and the rights of children members of minority communities (Article 30), due to the intensive integration of inclusive education in Serbia's educational system, which is essentially based on respect for these rights of the child. On the other hand, for the rights of the child not recognized and confirmed by national law, the responsibilities of teachers were recognized directly in the provisions of the Convention, relying on existing interpretations of the rights given by the Committee on the Rights of the Child through General Comments. First and foremost, this concerns the principle of the "best interests of the child" in Article 3 of the Convention, but also many rights in the domain of participatory, i.e., civil and political rights.

A number of competence indicators given by this model is consistent with competences recognized in other models, including those identified in the Rulebook on Competence Standards for the Teacher Profession and their Professional Development. This is due to the fact that the rights of the child are firmly grounded in the humanities, primarily psychology, pedagogy and sociology, which are inherently strong in relation to the education system, but also the fact that Article 29 of the Convention has raised the quality of education to the level of human rights. In doing so, the Convention made an impact on the goals, outcomes, teaching methods and forms of work, and partly the content of education. These topics and areas are integrated into the scope of standard teaching competences and they are recognized and elaborated as such by other models. This primarily refers to the competences in the field of protection of the rights of the aforementioned Article 29, but also Articles 22, 23 and 30 dealing with the rights of refugee children, children with disabilities and children belonging to national minorities. In these domains, the authors of this model did not aspire to elaborate indicators,

but instead focused on those who have the child rights perspective, bearing in mind the fact that other competence models recognize these indicators in detail. It is not necessary to include these competences in order to create programs for initial and professional development of teachers, as they are acquired through other educational programs of the teaching staff.

Also, certain similar indicators are repeated in two or more domains (for example, indicators related to collaboration with parents and the local community), as a result of the fact that the rights of the child are inextricably linked and act in mutual synergy so that they are similar or identical. Teachers' responsibilities arise in relation to several child rights, i.e. several domains. It is important to emphasize that indicators of competences for the implementation of the rights of the child should be viewed as a whole, since only in their totality they adequately reflect the necessary knowledge, skills and attitudes that teachers need to have in order to properly respond to the requirements regarding respect for the rights of the child in education system.

In synergy with the definition of "child rights education" given in the first part of the document, the presented competence model provides a relevant basis for planning a teacher education program on child rights, both in initial education and their professional development.

3. THE MODEL OF SYLLABUS FOR INITIAL EDUCATION OF TEACHERS IN SERBIA ON CHILD RIGHTS - ANNEX 1

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