

Summary

Implementation of child rights concept in Montenegrin education system

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The paper thematizes the concept of student participation in school, from the standpoint of their freedom of thought, in the context of Montenegrin culture. Having in mind the deficient model of childhood present in the cultures of peoples of our region, children are, generally, poorly encouraged to actively participate in their own lives. In the domain of their education, the attitude towards the child/student as one who „is still not” what he or her should be, necessarily restricting by this their participation in many aspects of school life, especially the classroom one. The very concept of participation we analyse from the child’s rights point of view, in a child-adult relation, interpreting it as a *relational phenomenon*.

Research has shown that a significant part of the sample of students in all the observed indicators moderately or completely deny that their participatory rights are served. Around one fifth of interviewed students responded that they have no freedom of expressing an opinion in class, with around a third of them stated that have no trust in expressing an idea via boxes of Students parliament, and a third of them actually think that teachers don’t appreciate their opinion; statistically significant less students think that teachers encourages discussion, nurture a pluralistic cognitive style, are interested in students opinions and ask for it, encourage the use of different sources of information in learning, and are open for discussion with students on issues that are beyond actual course that they teach.

Once again we find confirmation of the school ethos based on the (unequal) power relations, for the „benefit” of teachers. „Deficit” model of childhood is apparently still present in the Montenegrin culture, resulting in having unenviable level of collaboration, participation, sharing responsibilities, and general participation in schools.

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