

Children's Participation: A STEAM Education

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INTRODUCTION

Children's participation constitutes a fundamental right recognized by the Convention on the Rights of the Child, which establishes in Article 12 the child's right to express their views freely on matters that concern them.⁽¹⁾

The present study aims to analyse how implementing a STEAM Education can promote and value children's participation in the learning process.

Lundy's Model of Child Participation⁽²⁾



Levels of Participation — UNICEF⁽³⁾



METHOD

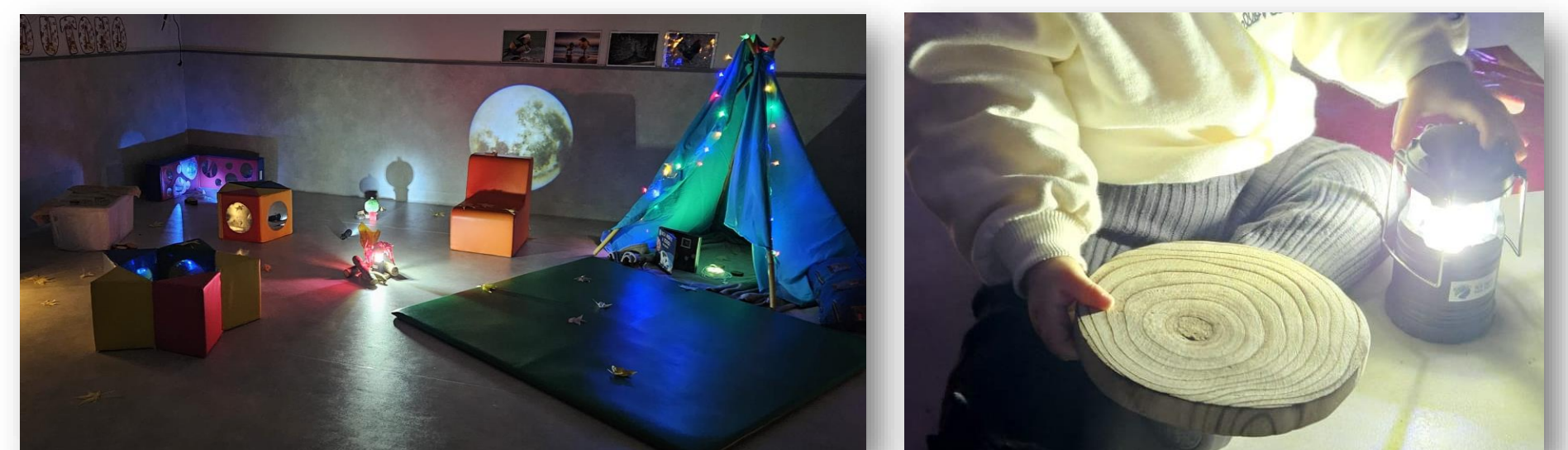
This qualitative study involved 40 children in nursery and preschool settings in northern Portugal.

Data were collected through participant observation, pedagogical records, children's work and recorded dialogue moments.

The data were analysed using descriptive and reflective analysis.

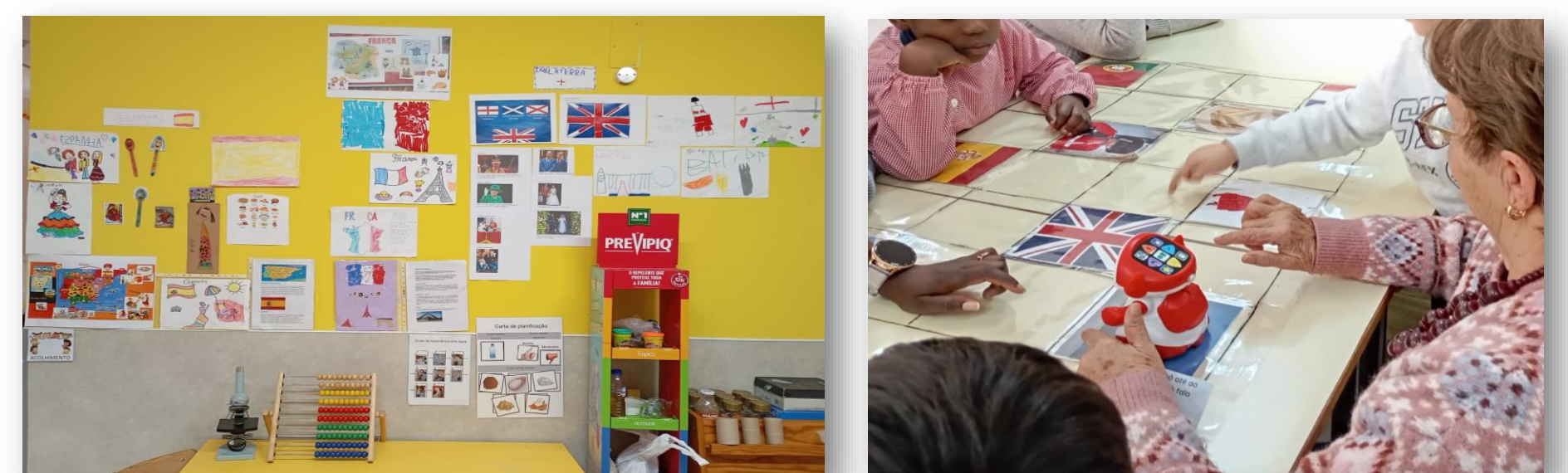
RESULTS

Nursery



- Reorganising the Educational Environment
- Heuristic Play: Exploring, Stacking and Fitting
- Sensory Exploration of Light, Shadow and Nature

Preschool



- “The Magic Suitcase’s Journey Around the World” Project
- Educational Robotics with Super Doc
- Intergenerational Learning

CONCLUSION

STEAM Education promoted participatory practices by giving children opportunities to explore, investigate and make decisions. Participation was mainly child-led during free play and collaborative in shared activities.

REFERENCES

- ⁽¹⁾Portuguese Committee for UNICEF. (2019). Convention on the Rights of the Child and Optional Protocols. Universal Declaration of Human Rights.
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- ⁽²⁾Lundy, L. (2007). ‘Voice’ is not enough: conceptualising Article 12 of the United Nations Convention on the Rights of the Child. *British Educational Research Journal*, 33 (6), 927–942. <https://doi.org/10.1080/01411920701657033>
- ⁽³⁾UNICEF. (2022). Manual for UNICEF Child Rights Schools – Child Participation.
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