

# **EDUCATION AS AN INTERVENTION STRATEGY TO EMPOWER CHILDREN**

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*The poetry has been always for me a search of the real. A poem has been always a circle drawn around one thing, a circle where the bird of the real becomes prisoner. And if my poetry, having left from the air, the sea and the light, it evolved, it evolved always inside that intentional search. He who search a just relation with the rock, with the three, with the river, is necessarily taken, by the spirit of the truth that animate him, to search a just relation with the Men.*

*He who sees a phenomenon wishes to see the whole phenomenon. It is simply a matter of attention, sequence, and rigor. And that's why poetry is a moral act. And that is why the poet is driven to search for justice through the very nature of poetry. Like Antigone, the poet of our time, says: I'm the one who did not learn to yield to disasters.*

*If in front of the splendor of the world we cheer with passion, also in front of the suffering of the world we will revolt with passion. The fact to be done of praise and protest testifies the unit of our existence.*

Sophia de Mello Breyner Andresen, *Obra Poética VI*, 1964

(translation by the Author)

*Para o meu Pai.*

## ABSTRACT

This thesis aims to contextualize children's human rights in the context of the human rights project. Our inspiring principle is the conviction that to pursue an effective implementation of human rights we need to start with the rights of the child. That is, first we need to know *what rights* children have to understand how they are discriminated and excluded. With this insight we will be able to foster the notions of respect implied by the inherent human dignity of every one. The perception of respect for the other is dependent on our self-respect. To develop our self-awareness to the inherent dignity of us ethical and moral values must be cultivated. For this purpose, education is better placed. *How to do it* will depend on different implementation strategies. Since we believe the most power tool that human reason gave to us is critical though, we will present different perspectives.

CRC	Convention on the Rights of the Child
ECHR	Convention for the Protection of Human Rights and Fundamental Freedoms (also called the European Convention on Human Rights)
ECtHR	European Court of Human Rights
ESC	European Social Charter
ICESC	International Covenant on Economical, Social and Cultural Rights
<i>Idem</i>	same author, same work
No.	number
para./paras.	paragraph/paragraphs
<i>supra</i>	above
UDHR	Universal Declaration of Human Rights
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation

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