

EQUITY AND CHILD PARTICIPATION

Teachers and headmasters from Catalonia/Spain, Bulgaria, France, Italy, Romania and hosting teachers from Finland



Learning-Teaching-Training Meeting

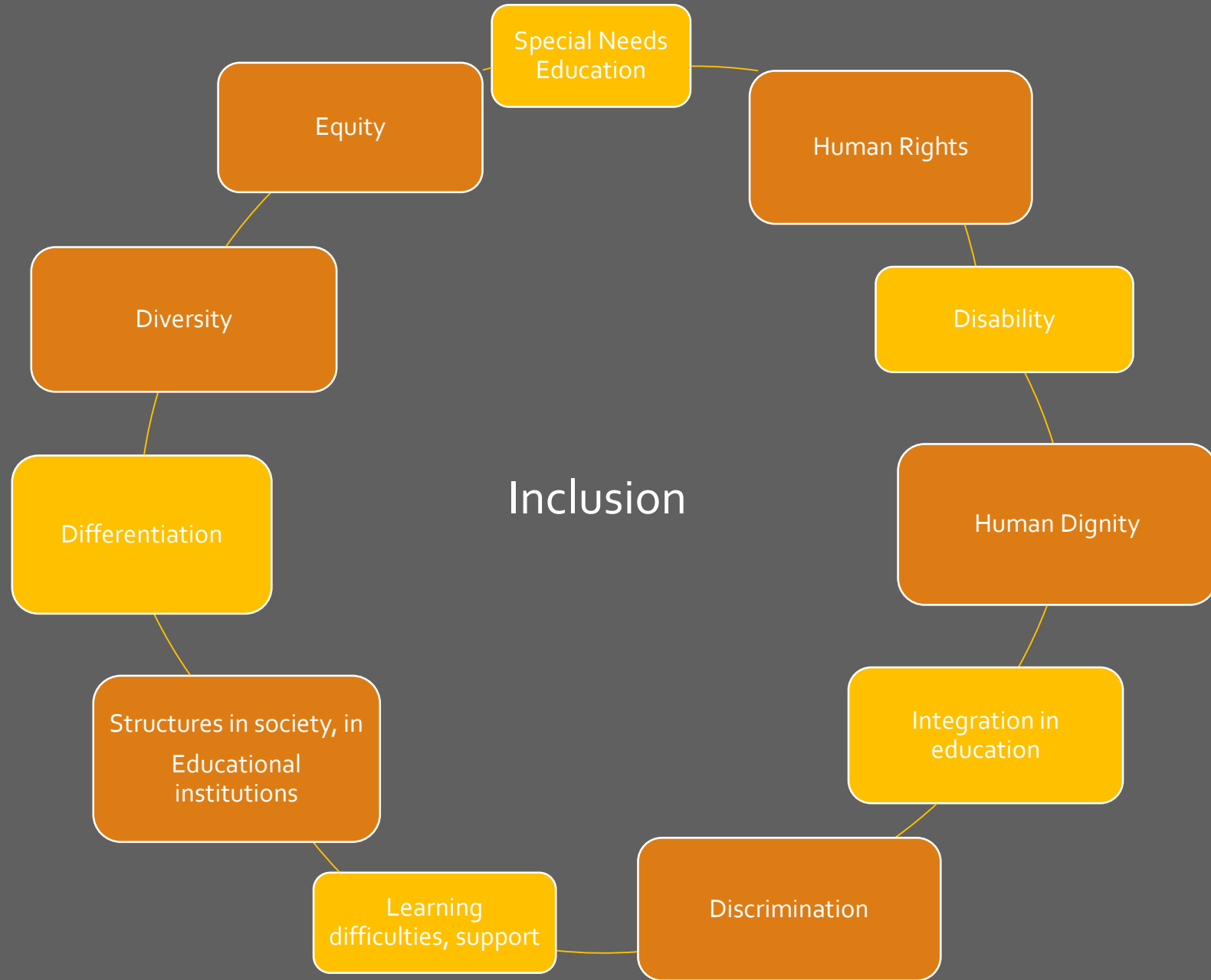
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REPRESENTATIONS WE HAVE SCHOOL CULTURE AND LANGUAGE WE USE

ADHD?

Learning difficulties?

Disabilities?

Dysphasia?

- ✓ Typical representations of disabilities and learning difficulties
- Representation is **often connected with deficits**
- Representations <-> Attitudes and Practices <-> language we use
 - "Lack of", "Missing", "Appropriate for his/her age"*

AVOID "LACK-OF-LANGUAGE"!

???

1. How can we teach so that children with dramatically different academic, socio-emotional and sensory-physical abilities learn together?
2. What kind of a teacher allows that?

FOCUS:

NO HOW TO CHANGE THE CHILD?

YES HOW TO TRANSFORM EDUCATION SYSTEM?

Schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions.

NOT a marginal theme on how some learners can be integrated in regular education, inclusive education is

This should include

- ✓ disabled and gifted children,
- ✓ street and working children,
- ✓ children from remote or nomadic populations,
- ✓ children from linguistic, ethnic or cultural minorities and
- ✓ children from other disadvantaged or marginalised areas or groups

YES an approach that looks into how to transform education systems in order to remove the barriers that prevent pupils from participating fully in education.

TEACHER AND LEARNER RELATIONSHIP : A CHALLENGE – PROBLEM – PART OF LIFE?

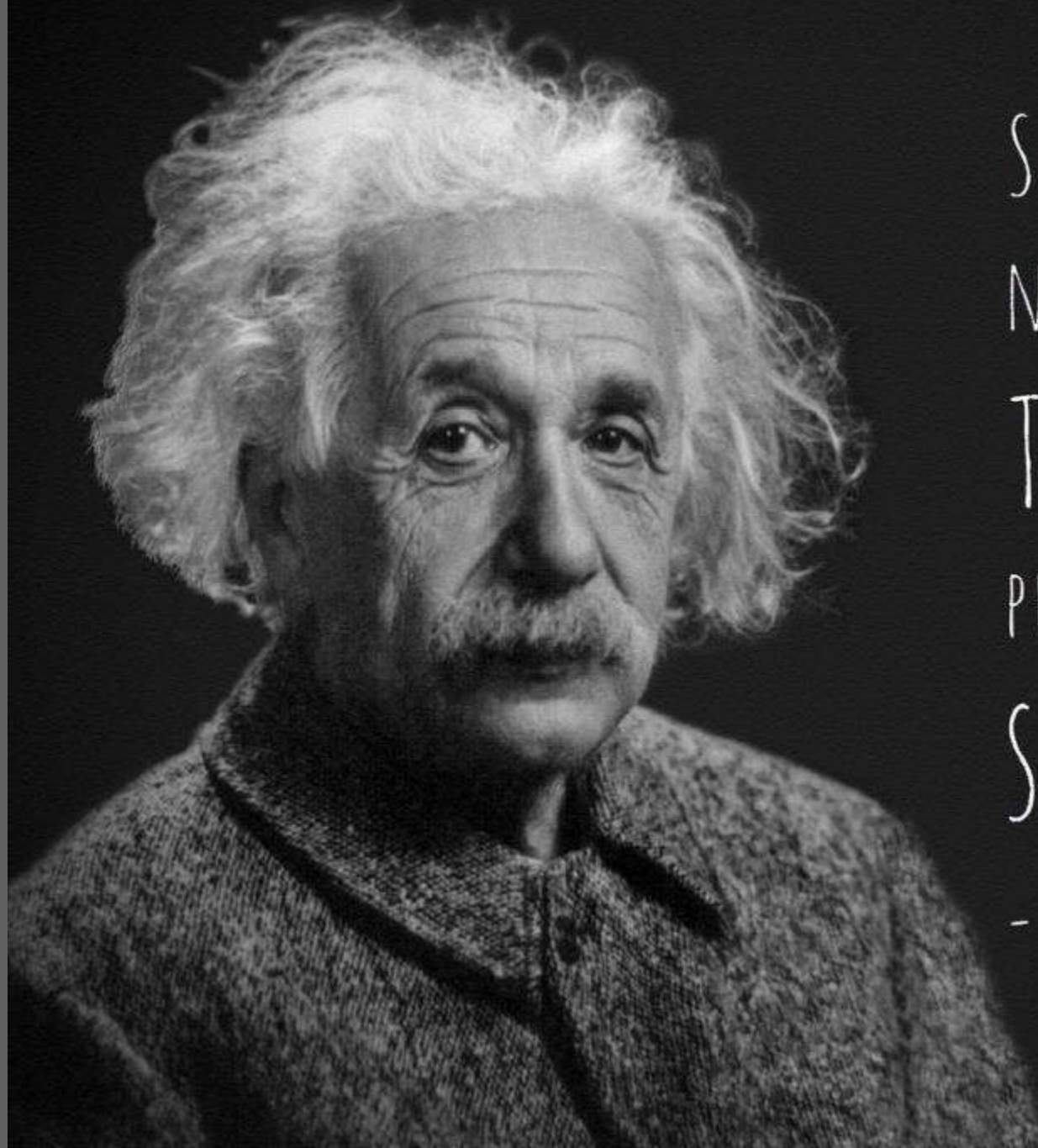
“It aims to enable both teachers and learners
to feel comfortable with diversity and
to see it as a challenge and enrichment
in the learning environment,
rather than a problem.”

<http://www.unescobkk.org/education/inclusive-education/what-is-inclusive-education/>

TO SOLVE DISCIPLINE PROBLEMS?

"Learners who feel that their needs are being met in the classroom seldom cause discipline problems because interfering with something that is meeting a need is contrary to their self-interest"

(Savage, 1991, p. 39).



STAY AWAY FROM
NEGATIVE PEOPLE.
THEY HAVE A
PROBLEM FOR EVERY
SOLUTION.
- ALBERT EINSTEIN

© Jack

PEOPLE COMMUNICATING ABOUT THEIR OWN (HUMAN) NEEDS - BY PROBLEM BEHAVIOR?

Survival

-> What is experienced BY THE STUDENT and can be physical or emotional

Love and Belonging

- To belong with a group of people
 - To feel needed, wanted, appreciated
- > Feelings of unworthiness and low self-esteem

Power

- Some control over time, space, activities, situations, changes
 - Not to feel overwhelmed, alone, restrained, powerless
 - Opportunities for choices?
- > Seek REVENGE for real or imagined hurts

Freedom

- Lack of restraint and ability to choose, to make decisions

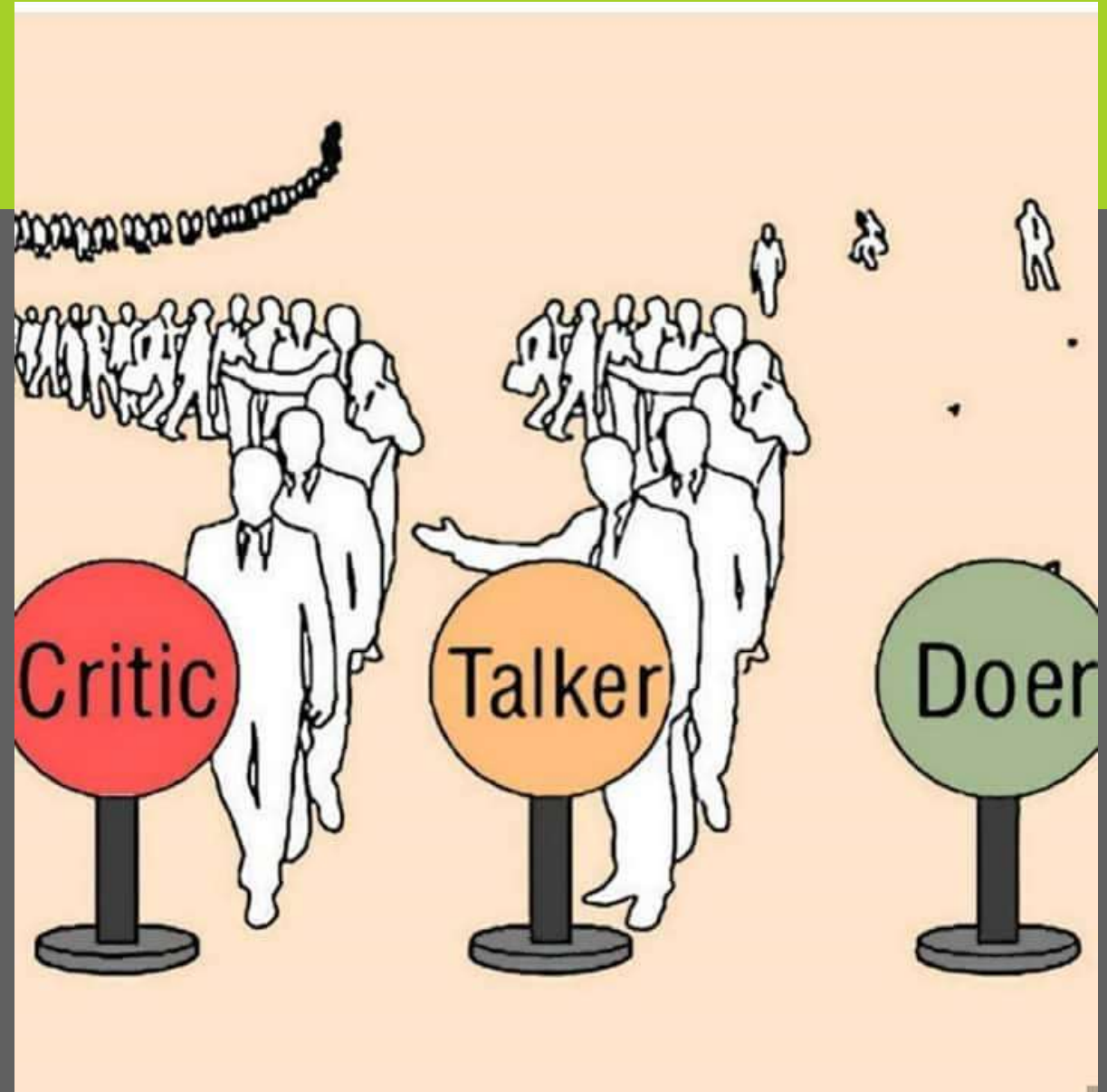
Peterson, M. and Hittie, M. 2002. Inclusive Teaching : Creating effective schools for all learners

DIFFERENTIATION

FARRELL, M. (2009)

- Curriculum content
- Activities
- Recourses and materials
- Products from the lessons
- Environment
- Teaching strategies
- Pace
- Amount of assistance
- Testing and grading
- Grouping
- Homework and assignments

❖ Pedagogical courage



WHAT DO WE NEED TO KNOW?



unicef | for every child

EXPLORE UNICEF

WHAT WE DO RESEARCH AND REPORTS STORIES TAKE ACTION

Convention on the Rights of the Child

- Convention on the Rights of the Child
- About the Convention
- Child rights and human rights explained
- How the Convention works
- History of child rights
- Frequently asked questions
- Resources and research
- Convention full text
- Child-friendly text
- Global action on the 30th anniversary

30th
YE
CONVENTION ON THE RIGHTS OF THE CHILD

Convention on the Rights of the Child
For every child, every right.

<https://www.unicef.org/child-rights-convention>

PLENTY OF MATERIAL ON CHILD RIGHTS: VIDEOS / CARTOONS BE CAREFUL WITH THE SOURCE OF MATERIAL?

1. School of Social Sciences, Education and Social Work at Queen's University
Belfast Center for Children's Rights

United Nations Conventions on the Rights of the Child

<https://www.youtube.com/watch?v=TFMqTDIYI2U>

UNCRC (part1): Where did it come from?

UNCRC (part 2): Who is who?

UNCRC (part 3): What does the UNCRC say?

UNCRC (part 4): How is it made real?

UNCRC (part5): Why it matters

Convention on the Rights of the Child: Educational Resource

<https://www.youtube.com/watch?v=S25L4jllAng>

2. UNICEF 2012: Cartoons on Children's Rights

<https://www.youtube.com/watch?v=442yLFwrzs8>

3. Global Teacher Prize, Varkey Foundation?

<https://www.varkeyfoundation.org/who-we-are/about-the-varkey-foundation/>

Rights of the Child Segment 1 - What are Children's Rights

Rights of the child Segment 2 – The Right to Non Discrimination

Rights of the Child: Segment 3 - The Right to Life Survival and Development

For children:

https://www.youtube.com/watch?v=y_2nA49p3yw

UNICEF Australia

<https://www.youtube.com/watch?v=V1BFLitBkco>

UNICEF UK

https://www.youtube.com/watch?v=LN_7oHXxd5Y

Identity and values

<https://www.youtube.com/watch?v=om3INBWfoxY>

What are the 5 Ways to Wellbeing?

<https://www.youtube.com/watch?v=yF7Ou43Vj6c>

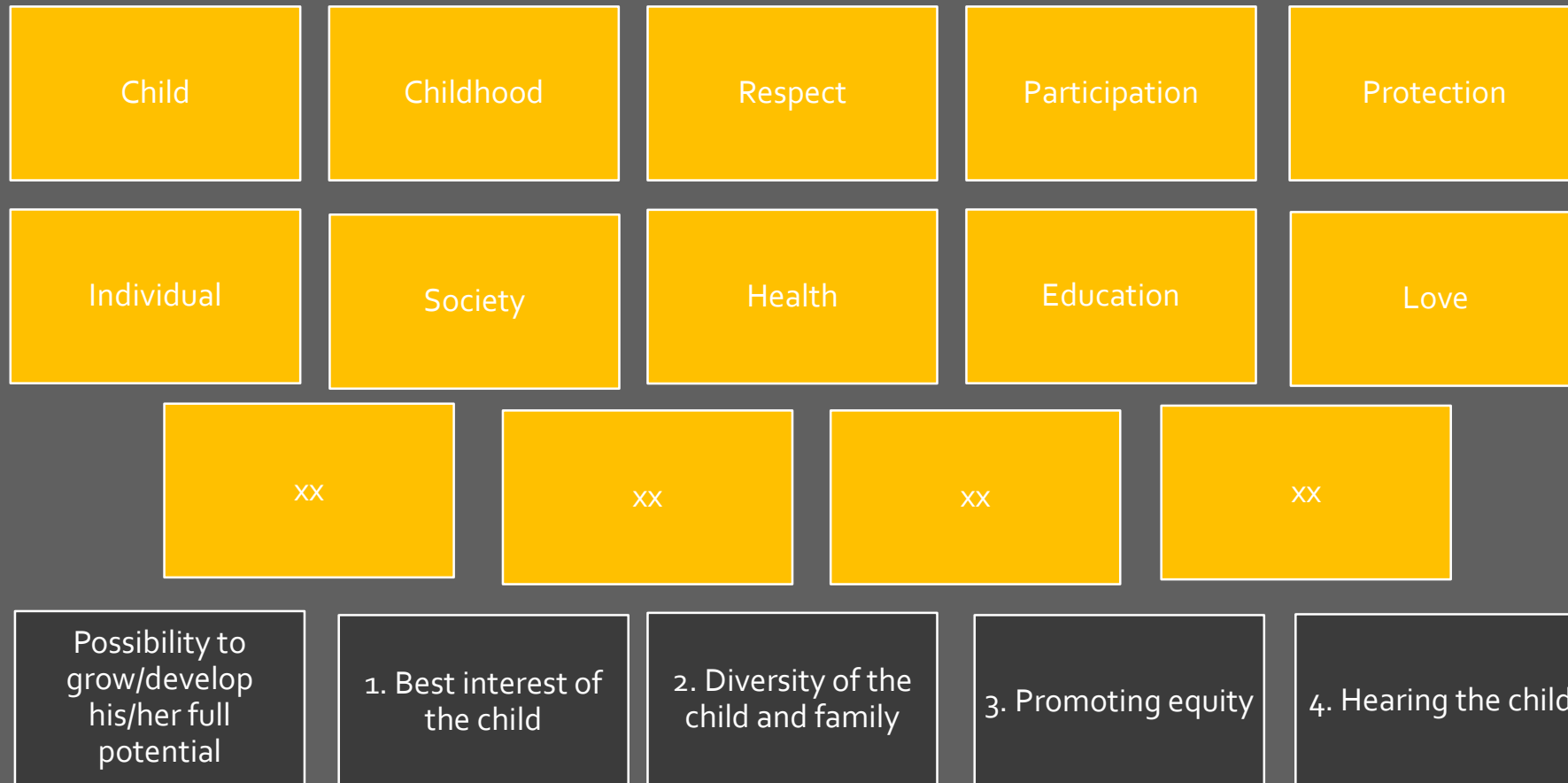
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<https://www.youtube.com/watch?v=TyPogSoUEzA>

<https://www.youtube.com/watch?v=2Z7ilXDg-8o>

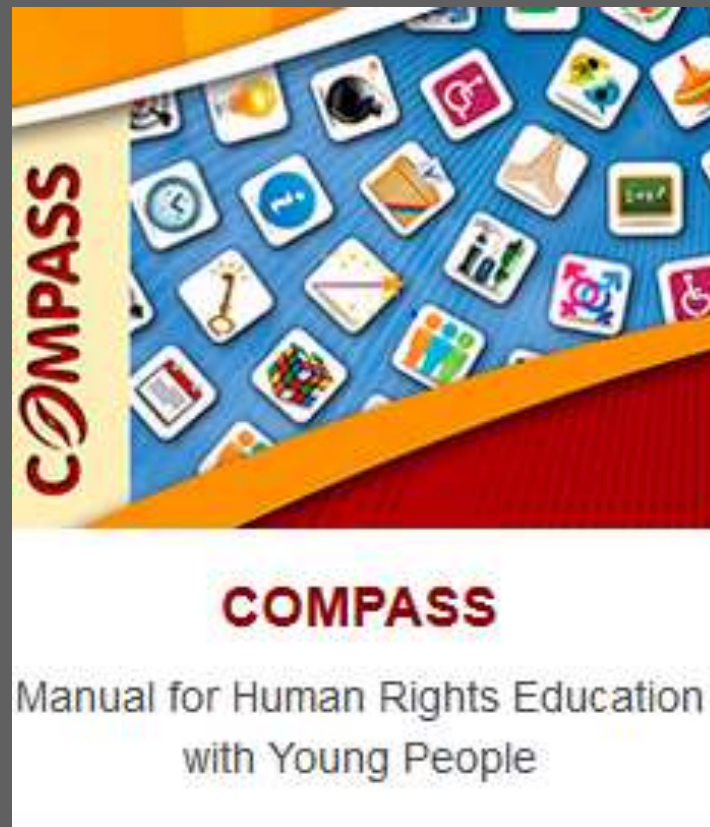
<https://www.youtube.com/watch?v=COjVj9czgrY>

MINDMAP (MAKE YOUR OWN!)



CRC ARTICLES / GROUP WORK

- 2
- 4
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- 8
- 13
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- 23
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- 30
- 32
- 38



ALL THE THEMES



[Children](#)



[Citizenship and
Participation](#)



[Culture and
Sport](#)



[Democracy](#)



[Disability and
Disablism](#)



[Discrimination
and Intolerance](#)



[Education](#)



[Environment](#)



[Gender](#)



[Globalisation](#)



[Health](#)



[Media](#)



[Migration](#)



[Peace and
Violence](#)



[Poverty](#)



[Religion and
Belief](#)



[Remembrance](#)



[War and
Terrorism](#)



[Work](#)



[General Human
Rights](#)

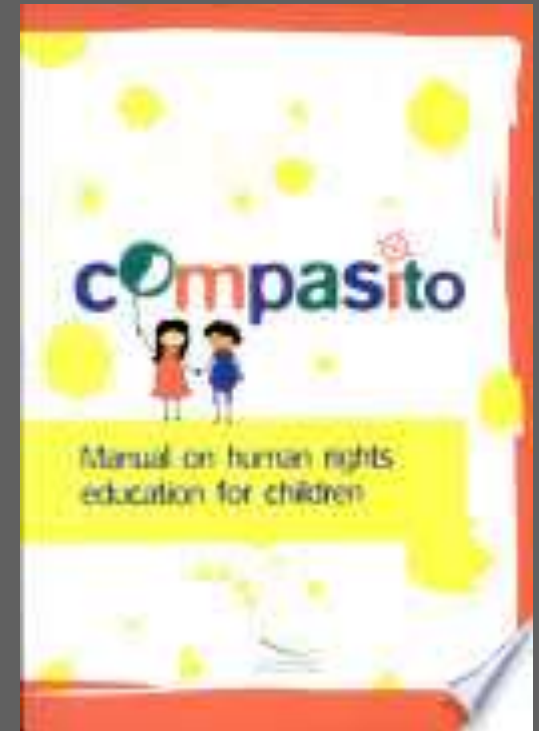
COMPASITO –MANUAL ON HUMAN RIGHTS EDUCATION FOR CHILDREN

<http://www.eycb.coe.int/compasito/>

Council of Europe 2009

The States Parties agree that the education of the child shall be directed to (a) the development of the child's personality, talents and mental and physical abilities to their fullest potential (b) the development of respect for human rights and fundamental freedoms...

Article 29, Convention on the Rights of the Child, 1989



CHILDRENS' RIGHTS ACCORDING JANUSZ KORCZAK (1878/79, - 1942, WARSAW, POLAND)

How to love a child?

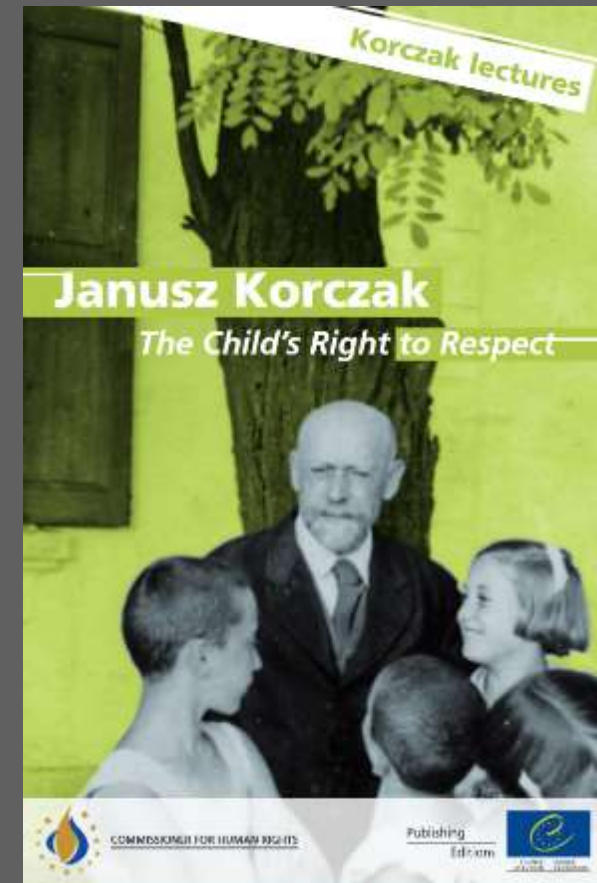
The Child's Right to Respect - Lectures on today's challenges (2009)

<https://rm.coe.int/janusz-korczak-the-child-s-right-to-respect/16807ba985>

Children have right to

1. respect, respect the hard labor of growing up
2. be what s/he is
3. to today
4. his/her own death

<http://www.januszkorczak.ca/> Henryk Goldszmit



IDE ???

THE INTERNATIONAL INSTITUTE FOR THE RIGHTS OF THE CHILD
(INSTITUT INTERNATIONAL DES DROITS DE L'ENFANT, IDE)
IS A PRIVATE SWISS FOUNDATION.

Editorial, by Samuel Morard, 22 February 2019: Janusz Korczak and the child's right to respect

Reformers come to a bad end. Only after their death do people see that they were right and erect monuments in their honour" wrote Korczak. This proved to be sadly accurate for the Polish doctor, pedagogue, educator, researcher and writer who died at the Treblinka extermination camp with "his" two hundred children. It's time to revisit the thinking of this pioneer of children's rights.

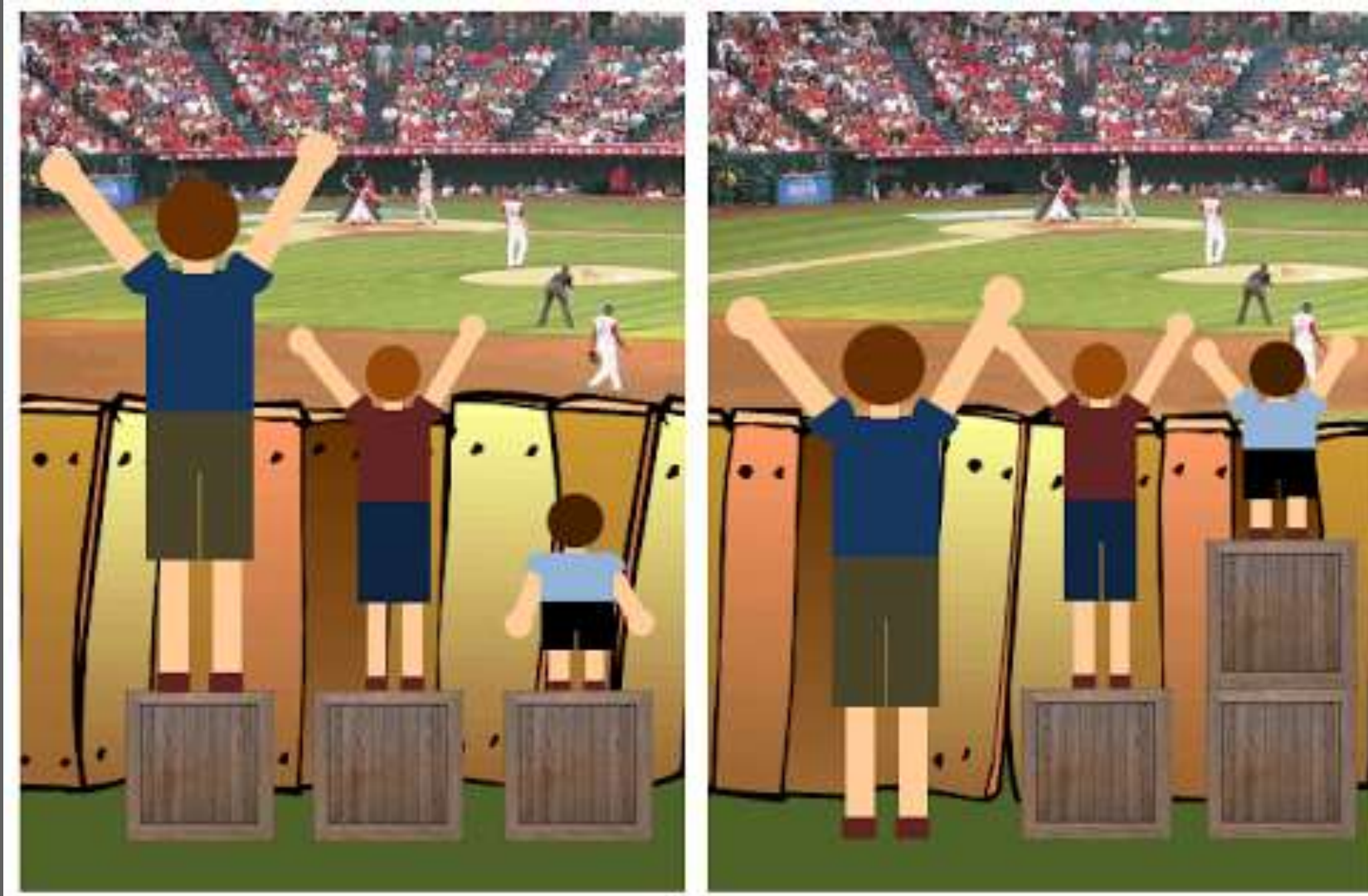
*Born 140 years ago, Janusz Korczak was aware of the **enormous burden that social conditions and war placed on children. He believed that by giving them the means to achieve and by raising them in a humanistic and democratic spirit, a better society would be possible.***

In 1899, he formulated the essence of his philosophy: children are not human beings in the making; they are human from the day they are born. It is for this reason that they are entitled to respect.

*In The Child's Right to Respect (1929), Korczak argues that **the child must not just be treated as deserving of charity or condescension, but as a person with rights.***

<https://www.childsrights.org/en/news/34-news/editorial/2031-janusz-korczak-and-the-child-s-right-to-respect>

EQUALITY - EQUITY - JUSTICE - FAIRNESS





This is Equality



This is Justice



~~Equality~~



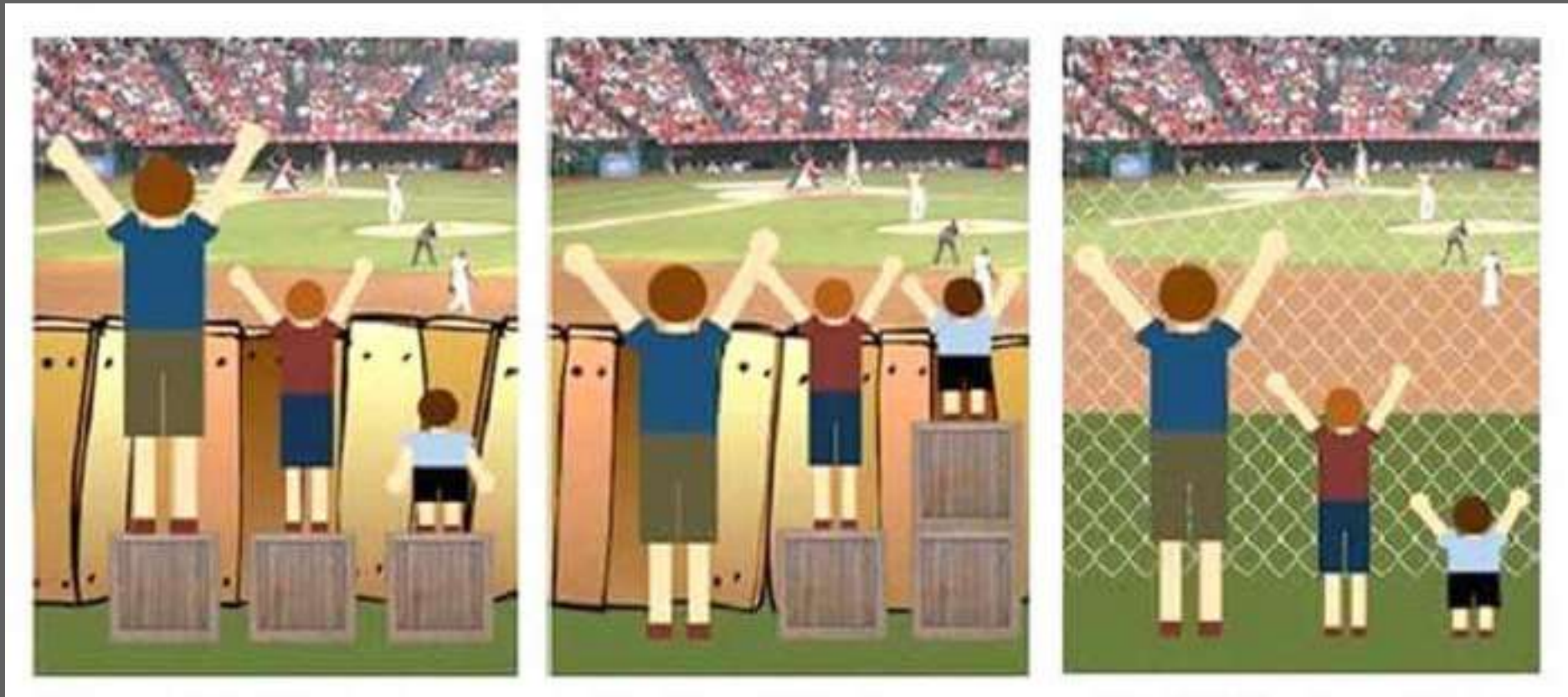
~~Justice~~



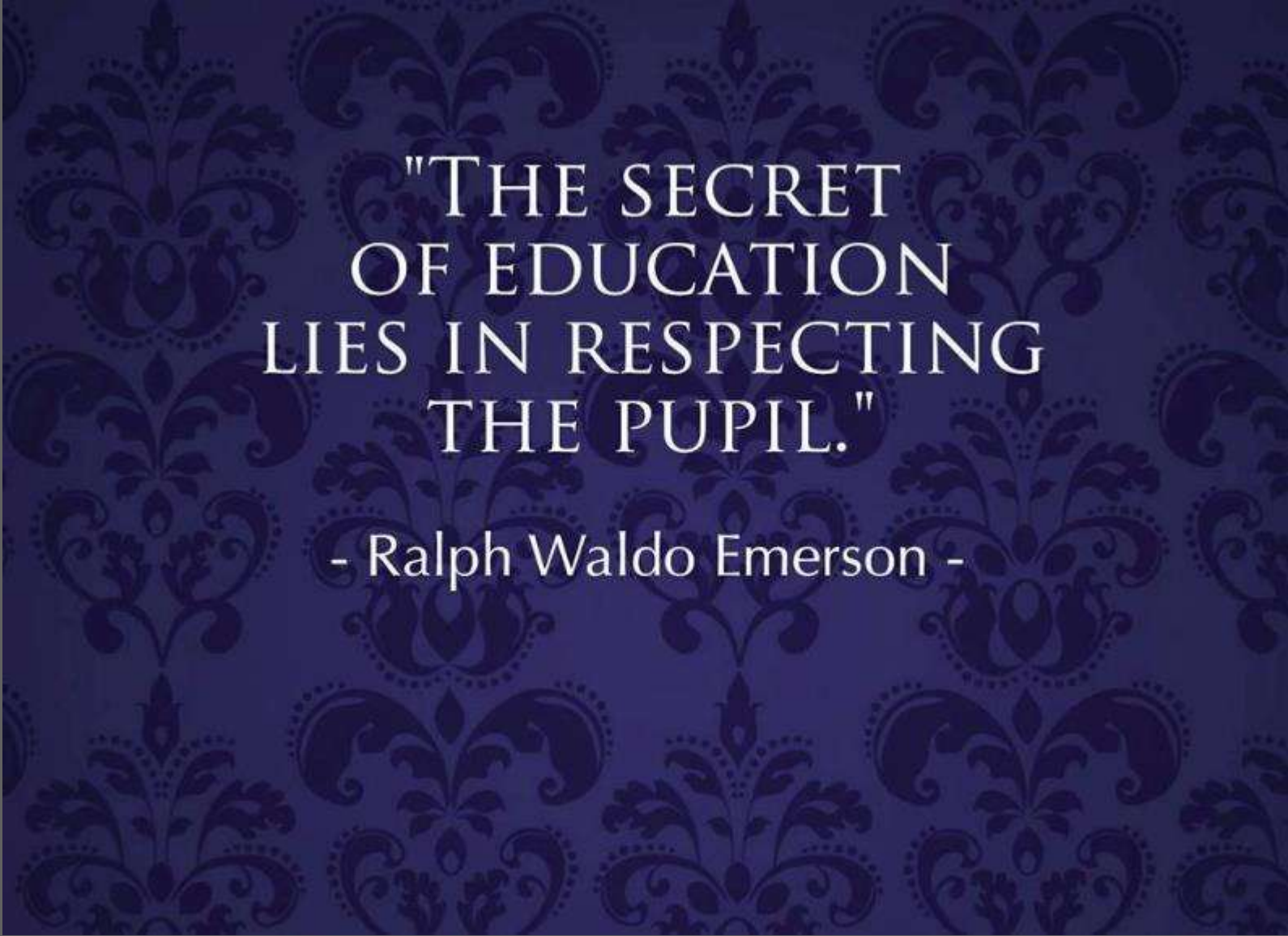
Liberation

MemeCenter.com

[HTTPS://MEDIUM.COM/@CRA1G/THE-EVOLUTION-OF-AN-ACCIDENTAL-MEME-DDC4E139E0E4](https://medium.com/@CRA1G/the-evolution-of-an-accidental-meme-ddc4e139e0e4)







"THE SECRET
OF EDUCATION
LIES IN RESPECTING
THE PUPIL."

- Ralph Waldo Emerson -

RECOMMENDATION:

STELLA YOUNG: I'M NOT YOUR INSPIRATION (2014)

https://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much

US – THEM = "sleepwalk into segregation"

- *"Objectifying with respect."*
- *"They objectify one group of people to the benefit of the other group of people."*
- *"Use the body in best of its capacity, as you do."*
- *"Disability makes you exceptional."*
- *"I am learning from other people. BUT I am not learning that I'm luckier than them."*
- *"No amount of smiling and positive energy has changed any ..."*
- *"Disability does not make you exceptional, but questioning what you think about it makes."*

CONVENTION ON THE RIGHTS OF THE CHILD

CONVENTION ON THE RIGHTS OF THE CHILD

[HTTP://WWW.OHCHR.ORG/EN/PROFESSIONALINTEREST/PAGES/CRC.ASPX](http://www.ohchr.org/en/professionalinterest/pages/crc.aspx)
LEGALLY BINDING, 1989

The right to

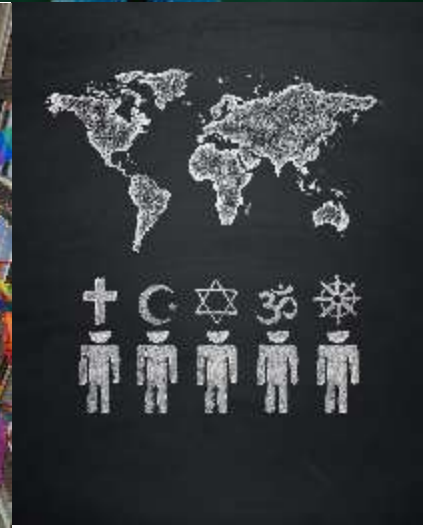
- to survival;
- to develop to the fullest;
- to protection from harmful influences, abuse and exploitation;
- and to participate fully in family, cultural and social life.

4 principles:

- non-discrimination;
- devotion to the best interests of the child;
- the right to life, survival and development;
- and respect for the views of the child.

1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.



CRC, Article 2

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CRC, Article 3

1. In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.

2. States Parties undertake to ensure the child such protection and care as is necessary for his or her well-being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures.

3. States Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff, as well as competent supervision.



1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

CRC, Article 12



Article 13

1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.

2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:

(a) For respect of the rights or reputations of others; or

(b) For the protection of national security or of public order (ordre public), or of public health or morals.



1. States Parties shall respect the right of the child to freedom of thought, conscience and religion.
2. States Parties shall respect the rights and duties of the parents and, when applicable, legal guardians, to provide direction to the child in the exercise of his or her right in a manner consistent with the evolving capacities of the child.
3. Freedom to manifest one's religion or beliefs may be subject only to such limitations as are prescribed by law and are necessary to protect public safety, order, health or morals, or the fundamental rights and freedoms of others.

CRC, Article 14



States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health. To this end, States Parties shall:

a) Encourage the mass media to disseminate information and material of social and cultural benefit to the child and in accordance with the spirit of [article 29](#);

b) Encourage international co-operation in the production, exchange and dissemination of such information and material from a diversity of cultural, national and international sources;

c) Encourage the production and dissemination of children's books;

d) Encourage the mass media to have particular regard to the linguistic needs of the child who belongs to a minority group or who is indigenous;

e) Encourage the development of appropriate guidelines for the protection of the child from information and material injurious to his or her well-being, bearing in mind the provisions of [articles 13](#) and [18](#).

CRC, Article 17



CRC, Article 20

1. A child temporarily or permanently deprived of his or her family environment, or in whose own best interests cannot be allowed to remain in that environment, shall be entitled to special protection and assistance provided by the State.

2. States Parties shall in accordance with their national laws ensure alternative care for such a child.

3. Such care could include, inter alia, foster placement, kafalah of Islamic law, adoption or if necessary placement in suitable institutions for the care of children. When considering solutions, due regard shall be paid to the desirability of continuity in a child's upbringing and to the child's ethnic, religious, cultural and linguistic background.



CRC, Article 22

1. States Parties shall take appropriate measures to ensure that a child who is seeking refugee status or who is considered a refugee in accordance with applicable international or domestic law and procedures shall, whether unaccompanied or accompanied by his or her parents or by any other person, receive appropriate protection and humanitarian assistance in the enjoyment of applicable rights set forth in the present Convention and in other international human rights or humanitarian instruments to which the said States are Parties.

2. For this purpose, States Parties shall provide, as they consider appropriate, co-operation in any efforts by the United Nations and other competent intergovernmental organizations or non-governmental organizations co-operating with the United Nations to protect and assist such a child and to trace the parents or other members of the family of any refugee child in order to obtain information necessary for reunification with his or her family. In cases where no parents or other members of the family can be found, the child shall be accorded the same protection as any other child permanently or temporarily deprived of his or her family environment for any reason, as set forth in the present Convention.



1. States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community.
2. States Parties recognize the right of the disabled child to special care and shall encourage and ensure the extension, subject to available resources, to the eligible child and those responsible for his or her care, of assistance for which application is made and which is appropriate to the child's condition and to the circumstances of the parents or others caring for the child.
3. Recognizing the special needs of a disabled child, assistance extended in accordance with paragraph 2 of the present article shall be provided free of charge, whenever possible, taking into account the financial resources of the parents or others caring for the child, and shall be designed to ensure that the disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development

CRC, Article 23



CRC, Article 23 continues

4. States Parties shall promote, in the spirit of international cooperation, the exchange of appropriate information in the field of preventive health care and of medical, psychological and functional treatment of disabled children, including dissemination of and access to information concerning methods of rehabilitation, education and vocational services, with the aim of enabling States Parties to improve their capabilities and skills and to widen their experience in these areas. In this regard, particular account shall be taken of the needs of developing countries.



CRC, Article 28

1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

- (a) Make primary education compulsory and available free to all;
- (b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;
- (c) Make higher education accessible to all on the basis of capacity by every appropriate means;
- (d) Make educational and vocational information and guidance available and accessible to all children;
- (e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.

2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

3. States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.



1. States Parties agree that the education of the child shall be directed to:

- (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;
- (b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;
- (c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;
- (d) 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;
- (e) The development of respect for the natural environment.

2. No part of the present article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principle set forth in paragraph 1 of the present article and to the requirements that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

CRC, Article 29



CRC, Article 30

In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practice his or her own religion, or to use his or her own language.