

DVM2110A: Health, Education Perspectives in International Development



Human Rights: Human Rights-Based Approach to Education

February 8, 2013

NOTE: Information is taken or modified from
the sources written at the bottom of slides

Professor: Dr. Sonia Gulati
Email: sgulat2@uottawa.ca

Topics to be Covered

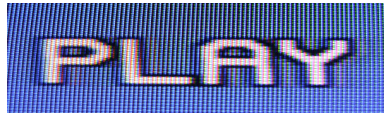
- Elements of the Human Rights-Based Approach to Education
- Mainstream or Inclusive Education
- Corporal Punishment in Schools
- Barriers to Education for All Children





MDG 2: "Achieve universal primary education"

Universal Primary Education vs. Basic Education



MDG 2: Achieve universal primary education (3:04)

<http://www.youtube.com/watch?v=q5KSCJFQNc>

**The Education for All Crowdsourcing Challenge:
Universal Primary Education(2:28)**

<http://www.youtube.com/watch?v=K6n6E3w3nv8>



uOttawa



Human Rights-Based Approach → TO EDUCATION

- Aims at realizing the following rights to education:

1. _____

2. _____

3. _____

Source: UNICEF, UNESCO, 2007



uOttawa

Elements of a Human Rights-Based Approach to Education



1. The right of access to education

- ♦ Education throughout all stages of childhood and beyond
- ♦ Availability and accessibility of education
- ♦ Equality of opportunity

2. The right to quality education

- ♦ A broad, relevant and inclusive curriculum
- ♦ Rights-based learning and assessment
- ♦ Child-friendly, safe and healthy environments

3. The right to respect in the learning environment

- ♦ Respect for identity
 - ♦ Respect for participation rights
 - ♦ Respect for integrity
-

Source: UNICEF, UNESCO, 2007



uOttawa



Right: Access to Education

- Free / financial assistance
- Compulsory
- Accessible higher education
- Vocational guidance
- Attendance (reduce drop-out rate)
- Equal opportunity
- No discrimination
- Inclusive education
- Reasonable accommodation
- Social integration
- Physical, mental, social, spiritual, moral development
- Protection, safety, and security



Source: UNICEF, UNESCO, 2007



uOttawa



Education: All Stages of Childhood

- Promotes a life-cycle approach
- Systematic and quality family involvement
- Pre-school experiences
- Secondary/post-secondary school accessibility
- Life-skills programs



Source: UNICEF, UNESCO, 2007



uOttawa

Mainstream or Inclusive Education



- Inclusive education is the practice of educating children with various special needs in public classrooms with certain resources as needed.
- Advocates of mainstreaming assert that educating children with disabilities alongside their non-disabled peers fosters understanding and prepares students of all abilities to function in the world beyond school.
- Mainstream education does NOT involve placing a child full-time in a special school or teaching the child outside of the school (e.g., at home or in a hospital while recovering from a serious illness).



uOttawa

Source: Including Students with Exceptionalities
(Bennett, 2009)

<http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Bennett.pdf>

Mainstream Education



2. What are the main obstacles to education faced by children with disabilities in your country? (5:12)

http://www.youtube.com/watch?v=X7h5jfBbmGA&playnext=1&list=PLA85BC4CDEC24910C&feature=results_main



uOttawa

Mainstream Education



Advantages	Disadvantages
<ul style="list-style-type: none">• Social opportunities and development of social skills• Improved academic skills performance, achievement• Not considered to have a negative impact on education of students without disabilities• Higher self-esteem• Benefits all children• Challenges and changes negative attitudes	<ul style="list-style-type: none">• Difficult in large classes• Receiving message that is best to interact with non-disabled peers• Poor self-esteem• Trade-off with non-disabled students' academic education• Harm to academic education of special needs students• Social rejection and bullying• High cost



Equal Opportunity: Education

- Which groups/children are more likely to face barriers to receiving equal opportunities to attend school?

- _____
- _____
- _____
- _____
- _____
- _____

Source: UNICEF, UNESCO, 2007



uOttawa

International Labour Organization (ILO)

Child Labour



- The term “child labour” is often defined as work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development.
- It refers to work that is mentally, physically, socially or morally dangerous and harmful to children; and **interferes with their schooling.**



Right: Quality Education/Curriculum



- **Quality Education:**

1. cognitive development
 2. promote creative and emotional development, supporting the objectives of peace, citizenship and security, fostering equality and passing global and local cultural values down to future generations
- Develop and further personalities, talents, abilities, etc
 - Prepare for diverse life roles and responsibilities
 - Respect child diversity and best interest of children
 - Diverse resources
 - Direct relevance to social, cultural, economic context

Source: UNICEF, UNESCO, 2007



uOttawa



Corporal Punishment in Schools

- Corporal punishment is defined by the UN Committee on the Rights of the Child as:

"Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light."

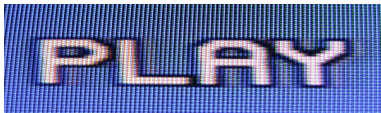
- **Global Initiative to End All Corporal Punishment of Children:**

http://www.crin.org/docs/UN_Oct_05_briefing_final.pdf

Corporal Punishment in Public Schools



"The Convention on the Rights of the Child demands not only that children are protected from all forms of violence but also that school discipline is administered in a manner consistent with the child's dignity."



**The Board of Education Official
Trailer #1 (2012) HD Movie (2:56)**

<http://www.youtube.com/watch?v=0vt4v7KsFi8>



uOttawa



Use of Violence in Schools

- Factors contributing to the continued use of violence towards children in schools include:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Source: UNICEF, UNESCO, 2007



uOttawa



Rights-Based Approach to Learning: The New Era

- Promote active participation
- Respect for evolving and differing capacities
- Variety of interactive teaching methods and technologies
- Constructive and sensitive assessment methods
- Child-friendly and safe environments

Source: UNICEF, UNESCO, 2007



uOttawa



Child Rights

Convention on the Rights of the Child:

<http://www.unicef-irc.org/portfolios/crc.html>

“Does defining children as a distinct, less competent, and more dependent class, to be protected separately from adults, ultimately extend their rights or isolate them from the full force of rights guaranteed to everyone?”

Source: Defining Child Labor (Ennew et al., 2005)



uOttawa



Barriers to Education of All Children

- Lack of comprehensive or clear provincial/national legislation, policy, plans, targets and goals
- Inadequate and sustainable resources, and funding
- Problematic school curriculum, including rigid teaching methods and materials, and evaluation criteria
- Inadequate training and continual support for teachers
- Failing to effectively involve children with and without disabilities, classmates, parents, families and communities
- Inaccessible physical/built environment , and location
- Labeling and prejudice
- Violence, bullying and abuse

Source: World Report on Disability 2011 – Chapter 7
Education (WHO, 2011); UNICEF, UNESCO, 2007