

# Understanding Family Involvement in the UN Convention



Guille in class. XIII Photo competition INICO

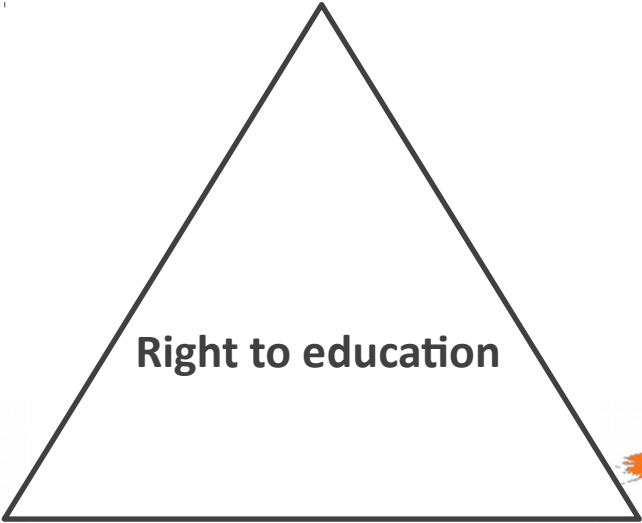
## What are we going to talk about?

- 1.- How families are mentioned in the different Human Rights instruments.
- 2.- Family involvement on a personal level.

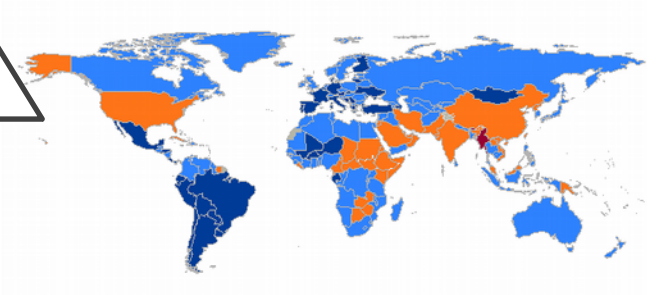
# 1.- How are families mentioned in the different Human Rights instruments?



The child



The family



States Parties

## The child



Children have to exercise their rights (article 5 CRC).

States Parties recognize the right of the child to education [...] on the basis of equal opportunity (article 28 CRC).

Assistance offered shall be designed to guarantee their effective access to [...] education (article 23 CRD).

1.- [...] 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;
- (d) The preparation of the child for responsible life in a free society [...]

(Article 29 CRD)

## The family



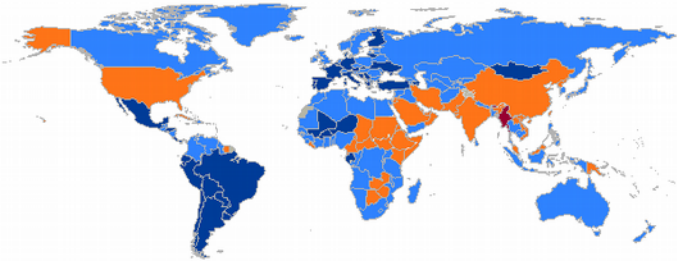
The family is the natural and fundamental group unit of society (article 10 ICESCR)

Parents have liberty to choose school for their children (article 13 ICESCR).

Parents shall provide direction and guidance to their child to exercise their rights (article 5 CRC).

Both parents have the responsibility for the upbringing and development of the child. The best interests of the child must be their basic concern (article 18 CRC)

## States Parties



Protection and assistance should be provided to the family (article 10 ICESCR).

States Parties shall render appropriate assistance to parents (article 18 CRC).

States Parties shall respect the responsibilities, rights and duties of parents (article 5 CRC).

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 (article 28 CRC).

## Preamble of the Convention on the Rights of People with Disability

(x) Convinced that the family is the natural and fundamental group unit of society and is entitled to protection by society and the State, and that persons with disabilities and their family members should receive the necessary protection and assistance to enable families to contribute towards the full and equal enjoyment of the rights of persons with disabilities.





## 2.- Family involvement on a personal level



**1.- Parents must choose inclusive schools for their children. If there aren't any inclusive schools, they should demand them.**

*“State-funded schools in our neighborhood do not want these children, and there is no institution that engages, so let's look at Special Education Schools.”*

Family member. Spain



## 2.- Parents ensure that their children's rights are respected

*It's exhausting . We have to fight constantly in order to respect our rights and our children's.*

*Many families are afraid of consequences: if they complain because the support resources aren't enough, this will have consequences for their child at school.*

Document "Families in inclusion". FEAPS



### 3.- Parents included as a part of the school education projects

- Individualized attention should be considered a central feature of inclusive education [...] The core element of individualized education plans is the involvement of professionals, parents and the student (*Thematic Study*)
- Fluent communication school – family that enables the family to provide relevant information to school.



*“My parents always had meetings with the teachers to work together with them as they found the best way to help me. They found the best way was to let me work with easier work.”*

Cayley, South Africa (Better Education for all)

*“When my parents speak with teachers, they explain the issues after at home, and it goes better.”*

Pupil, Spain

## 4.- Family members as support providers in the classroom

*“Family members, volunteers and community members should be encouraged to provide active support in the classroom. They can play a significant role in assisting teachers to provide support to individual students.”*

Draft General Comment on the right to education



## 5.- If it's necessary , parents should ask for reasonable adjustments for their child.

*“The determination of accommodations required must be undertaken **through discussions between** the educational provider, the student with a disability, and depending on the student’s age and maturity, their **parents and/or family** members, in order to ensure that the accommodation meets the access needs of the student and can be implemented by the provider.”*

Thematic Study

*“States Parties must ensure **mechanisms for redress** where students with disabilities or their families consider that they have not been adequately provided.”*

Draft General Comment



Adjustments support student learning and are developed in consultation with the student or their parent or carer.

An example:

*“A disabled pupil with epilepsy applies to be admitted to his local primary school. His parents speak to the head teacher and express their concern that someone at the school needs to be trained to provide the necessary medical support if he has a seizure in school. “*

Reasonable adjustments for disabled pupils. Scotland



## 6.- Fight for school community acceptance of their children

### Report of the Special Rapporteur on the right to education, Vernor Muñoz

“[...] the principal challenge is the deeply embedded social stigmatization of persons with disability. Stereotypical images, often combined with hostility and traditional attitudes towards persons with disabilities, currently prevalent among teachers, school authorities, local authorities, communities and even families, can reinforce exclusion of learners with disabilities, and clearly hinder inclusion.”





## Thematic study on the right of persons with disabilities to education: Report of the Office of the United Nations High Commissioner for Human Rights

“Barriers arising from the **attitudes of teachers, fellow students and families** can be considerable and are often difficult to surmount.[...] Measures to raise public awareness under article 8 of the Convention on the Rights of Persons with Disabilities can help overcome barriers of this nature.”

*“They are given the cold shoulder because they don’t advance at same pace, and they are able to do anything to feel they are accepted. My child stole money from our bar and gave it to some kids in his school.”*

Family member. Spain



**Judge**

**Shame**

**Limit**

Family members should encourage that their children are accepted by the entire school community through:

- Awareness-raising activities for pupils and teachers.
- Awareness-raising activities for parents to combat stereotypes, prejudices and harmful practices.
- Seek for allies in families with children without disability, but that believe in inclusion.
- Involve in parents organizations and school councils.





- 1.- Families are responsible for the care and education of dependent children but States shall render appropriate assistance to parents.
- 2.- The parents should choose the most inclusive school option for their children.
- 3.- The involvement of families is one of the keys to progress towards educational inclusion. It's an important resource for development with guarantees of this process.



"La mirada de la esperanza". VIII Concurso Fotografía INICO



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