



Hear Our Voices!

Promoting and encouraging participation
of children with intellectual disabilities



This project was co-funded by the European Union

What does participation means



Just imagine what it means not to be able to take any decision in life

- People doesn't speak to you but they speak about you while you are there
- Imagine that other speak about in a low voice and you can't hear what they are saying but you know it is something about you
- Imagine that people take you to places but you don't know in advance where you are going
- Imagine that each time you try to think about what to do somebody tell you what to do
- Imagine if somebody speaks always to you as if you are a child
- Imagine if you can not participate in your OWN LIFE

„We had been told that there was evidence of systemic sexual abuse going on at M.'s school. We needed to decide if we wanted to leave him there or bring him home. We were really shocked that she didn't seem concerned about whether or not M. had been abused.

The school wouldn't answer any of our questions and just said we had to talk to their lawyers, which was no help at all.

To this day we still don't know if he was abused at his school and that's an awful thing for a parent. We just don't know what impact this has all had on M. and can't find anyone to help M. or us.“

(UK)

The Right to Participate is recognized in the CRPD

With a view to enabling persons with disabilities to participate on an equal basis with others

Children's Rights for all !!

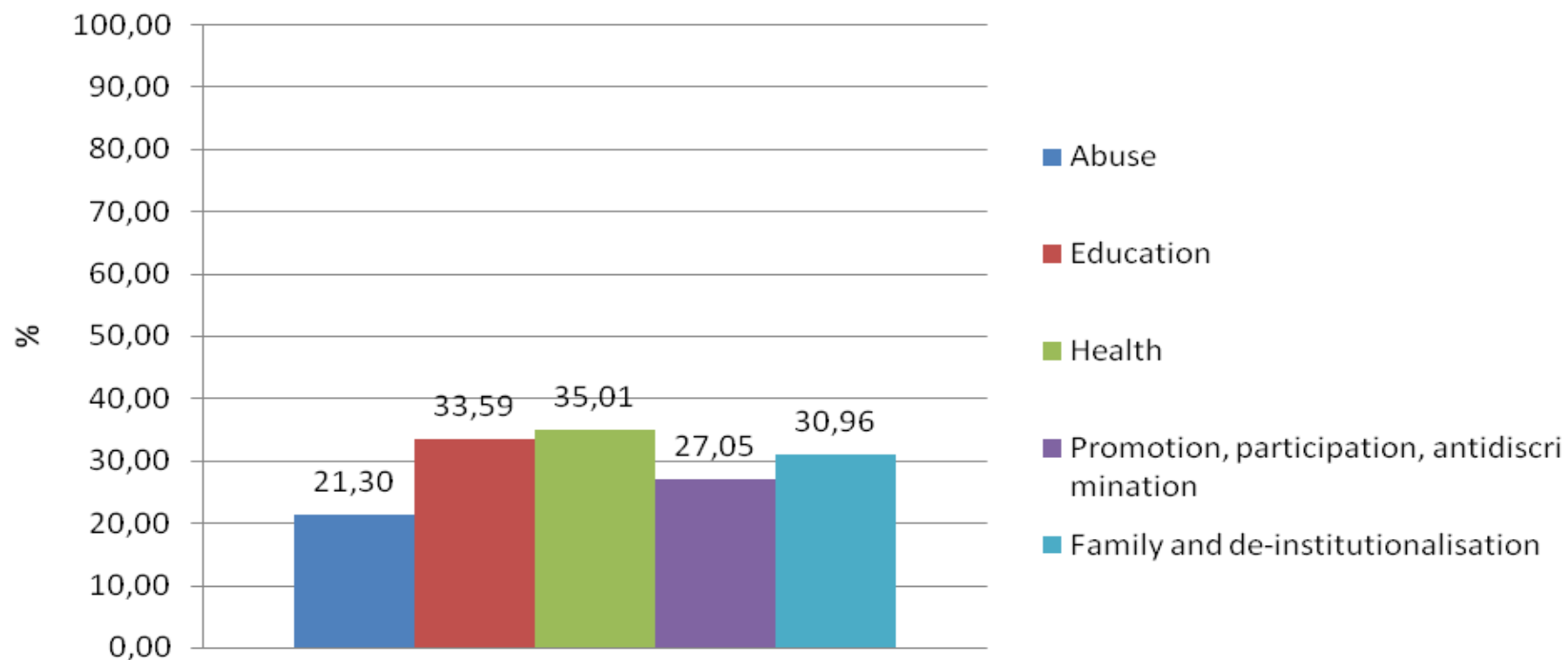


Previous European research project

- **Children's right for all!**
- Research about the implementation of the UN Convention on the Rights of the Child from the perspective of children with intellectual disabilities.



Figure 1- Extent of implementation of the CRC according to the five areas



Recommendations to the EU

- PARTICIPATION:
 - Include provisions in **the European Accessibility Act on (alternative) communication methods** to ensure that children with severe disabilities and/or complex needs can meaningfully contribute, be heard and understood.
 - The European Commission should adapt its own **Disability Communication Strategy** to create accessible information for people with disabilities

- **LIVE IN THE FAMILY :**
 - Ensure that **EU funds are no-longer used to maintain, renovate or support existing institutional models of care**
 - Support the development of **national plans for transition from institutional to community-based living** that should include a **moratorium** on new admissions and **individual care plans** for every child concerned
- **PROTECTION AGAINST VIOLENCE AND ABUSE:**
 - **Mainstream** disability in the **upcoming EU guidelines on child protection systems**

- EDUCATION:

- Make sure that the next *Education and Training Monitor* includes a section on **measures to promote inclusive education** for children and young people with disabilities in accordance with the obligations of the EU and its Member States under the CRPD.
- Earmark funding through the Erasmus+ framework for initiatives, such as **exchange of good practices** in the field of inclusive education, specific **exchange programme between teachers** of mainstream schools, exchange of **School Directors/Leaders** of inclusive schools.

- **HEALTH:**
 - Ensure that the **accessibility of medicinal products, services and equipment** is covered by the forthcoming **European Accessibility Act**;
 - Facilitate **equal access to healthcare services** by children with disabilities through the use of the **EU financial instruments**, such as the 3rd EU Health Programme and Horizon 2020 Programme; not only disability-specific healthcare, but also **mainstream services, such as dental and eye care, sexual health and preventive services**





Hear Our Voices



The project Hear Our Voices

- **Training and teaching** children with intellectual disabilities to participate **in various matters which affect them directly**
- At school, in small group homes, in large institutional settings, and in their families
- Development of **tools for individual and collective participation**

Meaningful participation means

- Participation of ALL children in ALL environments
- Age-appropriate, accessible information available for children with disabilities
- Alternative communication methods.
- Consultation directly with and involvement of children and their families.

Evidence for sufficient participation of all children

- The provision of **accessible information** in a range of **alternative formats** including complaint mechanisms for children
- Professional **trainings** for staff working with children
- Participatory mechanisms at **schools, in child care services**, including in **residential institutions**
- **Findings available** on consultation, and policy changes from a child perspective

Recommendations – our vision

- Children with disabilities are integrated **into existing child participation mechanisms** and have **specific mechanisms targeting** them.
- **Capacity-building and financial assistance** to projects and initiatives on participation are available.
- Children with intellectual disabilities and their families are **involved and participate fully throughout the policy cycle.**

Recommendations – our vision

- **Schools** provide opportunities for children to be heard, and equip children with the necessary skills
- Children are actively involved in the planning and monitoring of **services**, and in measuring the quality of the services they use.
- Disabled children and their parents are **supported and trained to become advocates** and parents to actively listen to their children.

Some highlights

- Most countries provide **very limited statistical picture** of the lives of children with intellectual disabilities.
- Little information available about **the forms of abuse reported** – lack of empirical research and data
- **Inadequate measures** for children with intellectual disabilities to express **their views and to be heard** and lack of appropriate supports to victims
(absence of alternative formats, communication barriers, lack of staff training)

Children Rights for All! Inclusion Europe, 2010

Some highlights

- **Attitudes** reduce the opportunities for **informal learning and social interaction** with peers.
- Children with intellectual disabilities are **hardly ever provided the opportunity to express their views**
- **Absence of provisions** on the right to participate for children with intellectual disabilities

Children Rights for All! Inclusion Europe, 2010

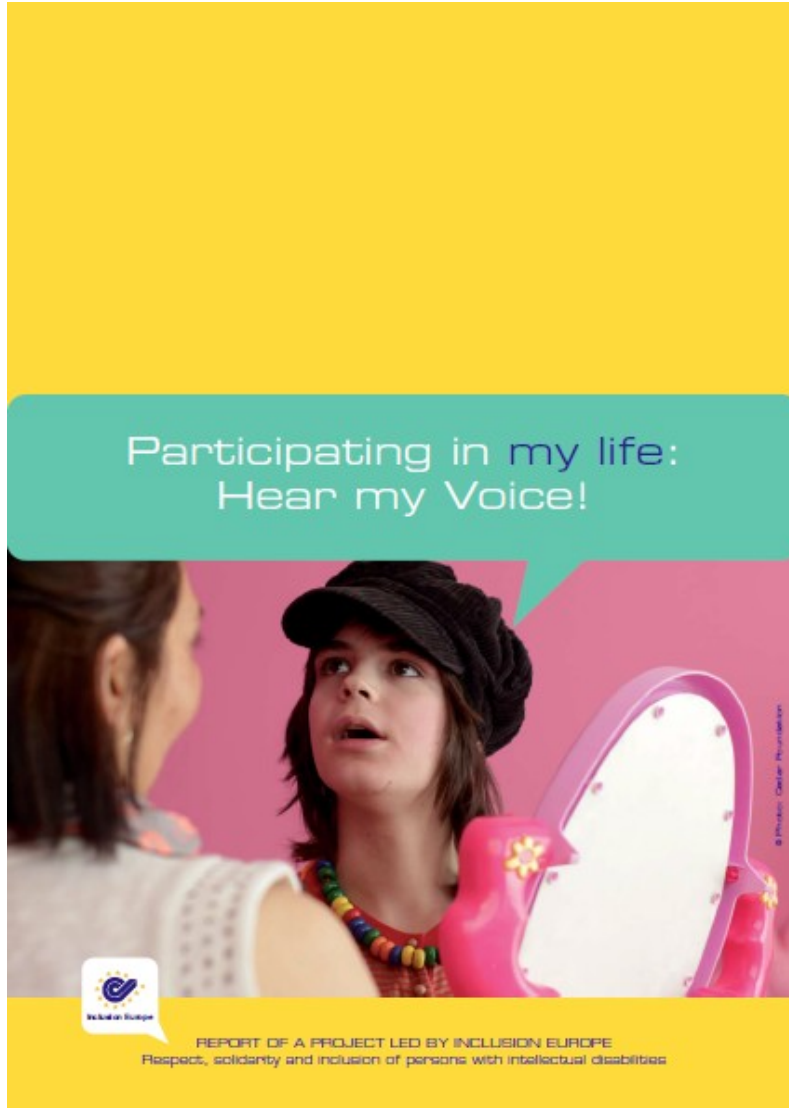
The partners

- Inclusion Europe, Belgium www.inclusion-europe.org
- Eurochild, Belgium www.eurochild.org
- QUIP , Czech Republic
www.kvalitavpraxi.cz/en
- Cedar Foundation, Bulgaria
<http://www.cedarfoundation.org/en/>
- Down Madrid
www.downmadrid.org
- With the support of Lumos
www.wearelumos.org

We demonstrate that meaningful participation means

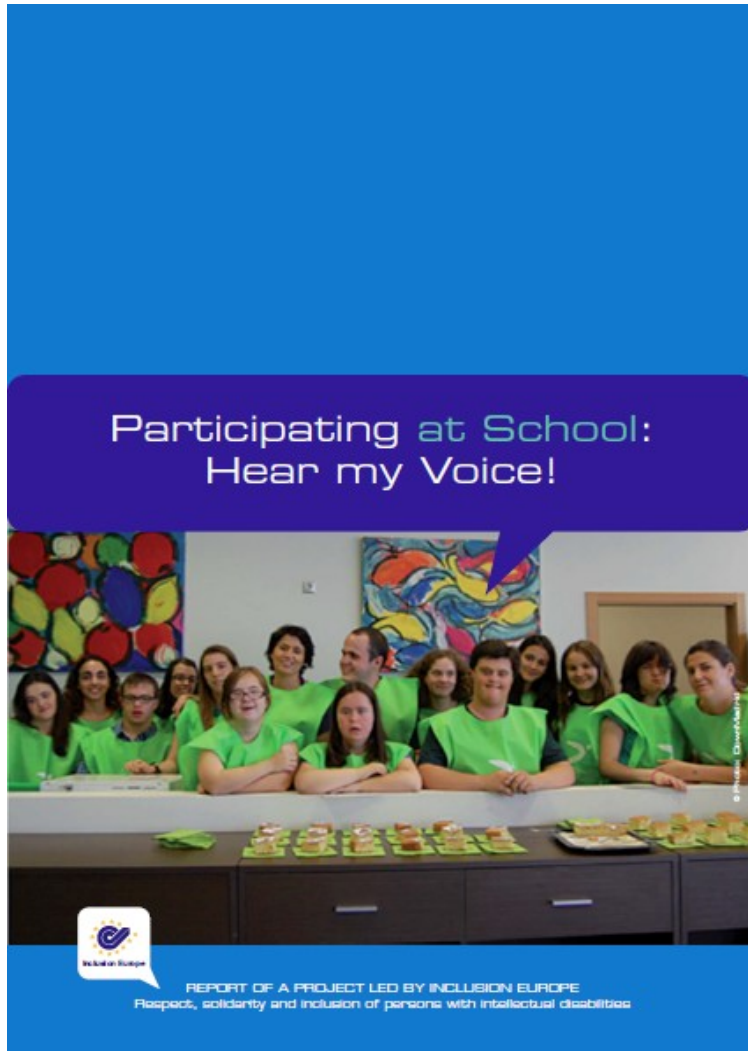
- Participation of ALL children in ALL environments
- Age-appropriate, accessible information available for children with disabilities
- Using alternative communication methods
- Using person-centered methods
- Consultation directly with and involvement of children, their families and/or their closed people.

Participating in my life!



- Participatory mechanisms **in child care services, including in residential institutions**
- Mechanisms support planning and monitoring of **services, and their quality.**

Participating at my school!



- Participatory mechanisms at schools.
- **How schools** provide opportunities for children to be heard, and to participate.
- Children and their parents are **supported and trained to become advocates**

The project Hear Our Voices!

- ensure **the visibility of children with intellectual disabilities** in child rights policies, legislation and practices at national, European and international levels
 - developed a policy briefing on the EU strategy on children rights from a CRPD perspective with **recommendations**
 - organised a meeting at the UN with both CRC and CRPD Committees members.

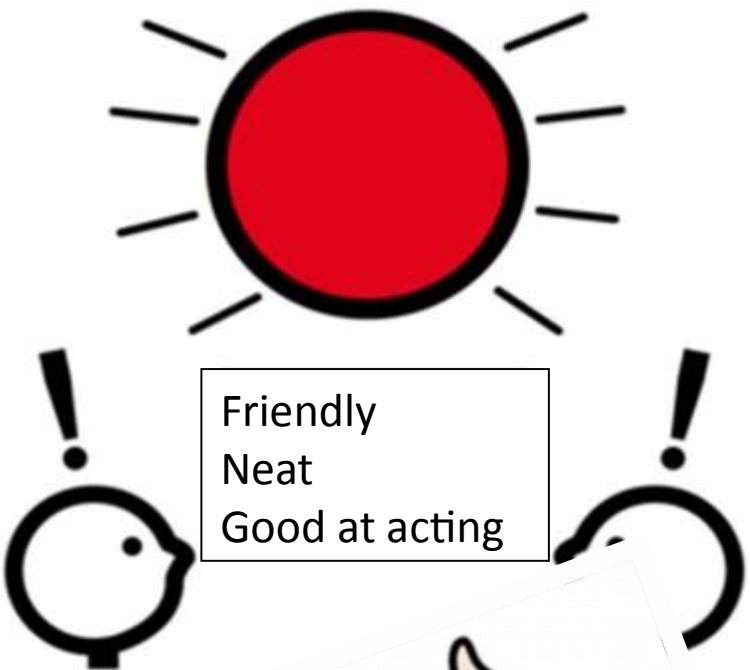
GENEVA October 26 2014



Developing a model for schools



Hear my voice!



Friendly
Neat
Good at acting



To learn how to multiply correctly

To improve my writing in lowercase letters

My dream: to become a professional cook





THESE ARE MY PEOPLE (JAVIER)



FAMILY

Inma (mum) Juanjo (dad)
Mariano, Santi, Hugo, Silvia, Adriana,
Sandra, M^a Ángeles, M^a Ángeles
(grandmother)

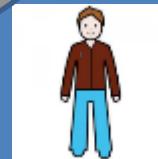


FRIENDS

Pablo, Sergio, Alonso, Helena,
Moisés and Ana
Aaron (paddel tennis)



PROFESSIONALS



OTHERS

(neighbours, leisure
activities...)

Virginia, Héctor, Juanjo, Luis
Mario (swimming pool)



THESE ARE MY PEOPLE (RAÚL)



FAMILY

Dad, Mom.

María, Pedro, Antonio, Ana

Grandpa.

Aunts: Reyes, Elena.

Uncles: Gonzalo, Joaquín,

Cousins: Cristina , Marta, Gonzalo.

Fifi (dog)

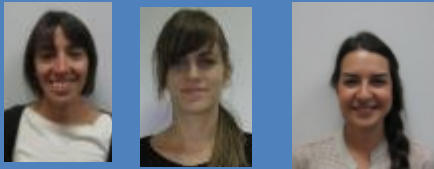


FRIENDS

Alonso, María, Sergio, Helena, Leila
and Marta.



PROFESSIONALS



OTHERS

(neighbours, leisure
activities...)

Ceci (Mum's friend)



MY TASTES AND PREFERENCES

LIKE, ENJOY, FEEL COMFORTABLE, SAFE ...

- Teasing
- Playing with my Pokemon cards
- Watch TV and DVD
- I really like the food: chicken with potatoes, pasta, pizza
- I love doing magic tricks.
- I like going to the movies, to the pool, to summer camps.



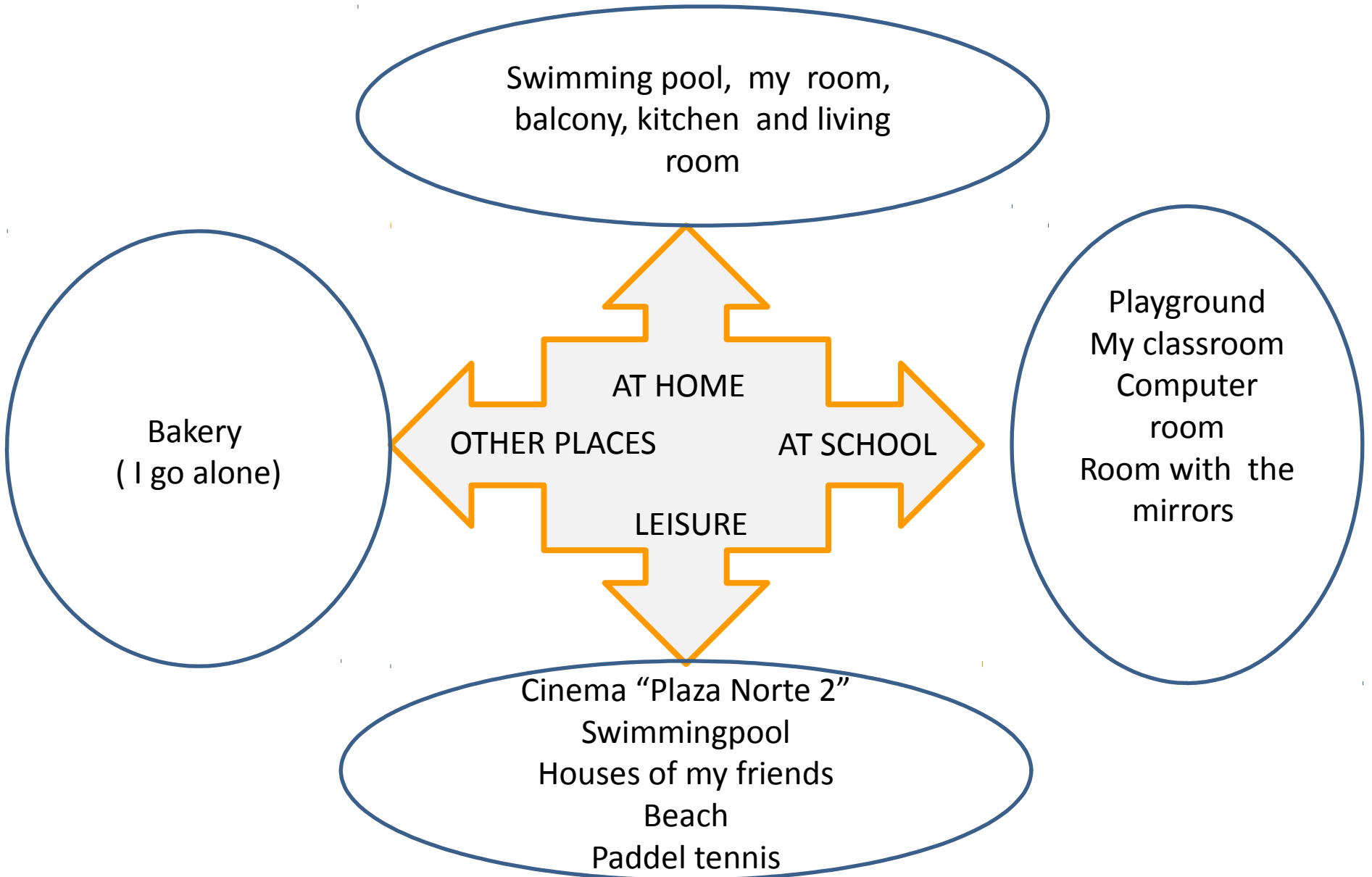
... WHAT I REALLY DONT LIKE

WHAT BOTHERS ME, WHAT MAKES ME
FEEL UNCOMFORTABLE, SCARES ME ...

- Fights: pushing, shouting ...
- When someone remove my stuff
- I hate that there are things I can not eat

JAVIER

MY ENVIRONMENT AND FAVORITE PLACES



RAÚL



MY TASTES AND PREFERENCES

LIKE, ENJOY, FEEL COMFORTABLE, SAFE ...



SOCCER



VOLLEYBALL



BOWLING



TENNIS



**PIZZA WITH
BARBECUE
SAUCE**

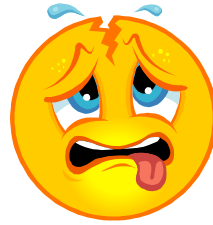


**EGGS
WITH
SAUSAGE**



**TOOTH
FAIRY**

RAÚL



...WHAT I REALLY DON'T LIKE
WHAT BOTHERS ME, WHAT MAKES ME
FEEL UNCOMFORTABLE, SCARES ME ...



INSULTING



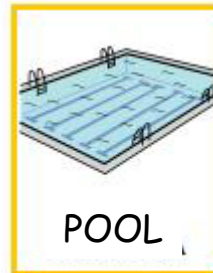
HITTING

**NOT
WEARING**



GOGGLES

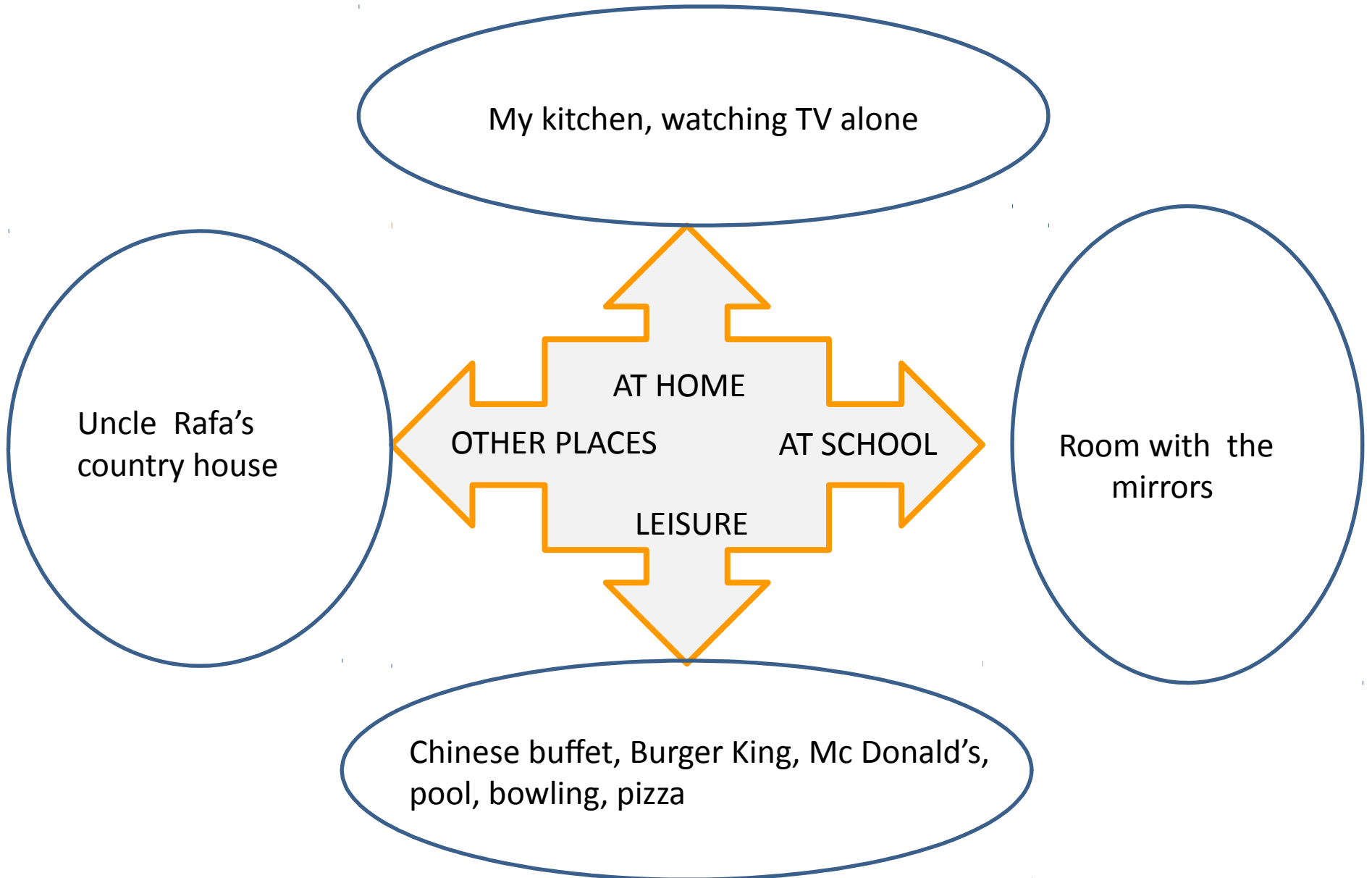
IN THE



POOL

RAÚL

MY ENVIRONMENT AND FAVORITE PLACES



JAVIER

I'M GOOD AT...
MY STRONG POINTS



I am funny, friendly, I am very good playing theater and writing stories

**WHAT I FIND MOST
DIFFICULT...**

MY WEAK POINTS



Follow the rules
Stop cheating
Share my stuff with others
Say hello to people I met
Organized

RAÚL

I'M GOOD AT...
MY STRONG POINTS

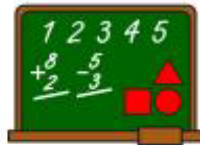


IN THE



**WHAT I FIND MOST
DIFFICULT...**

MY WEAK POINTS



MATHS

TO CALM DOWN

JAVIER

I NEED SOME EXTRA SUPPORT



Identify relevant areas in need of support			
Dressing	Communication and language skills		Social interaction (cooperation, signs of respect)
	Procesos cognitivos	Leisure activities	Basic social behaviour (social skills)
Personal Higiene	Motor skills	Using of public transport	Emotional development
Eating habits	Sensitivity level	Money	
Personal appearance		Orientation and mobility	
Domestic chores	Sleep	Motivation	Self-defence
Leisure time at home	Personal injury	Daily routines	Decision making
Self management	Personal health and Security		

Keeping in mind my age and stage of development, we will identify the relevant areas in need of extra support and the intensity of support which I need.

I NEED SOME EXTRA SUPPORT



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JAVIER



MY WISHES AND GOALS

WHAT I'D LIKE TO ACHIEVE THIS YEAR AT SCHOOL
WHAT I'D LIKE TO LEARN

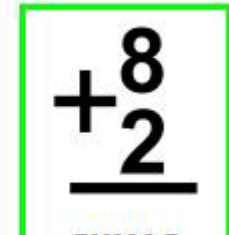
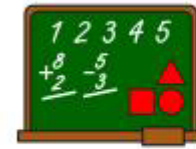
- To learn how to multiply correctly
- To perform science experiments
- To write with lower case letters
- My dream is to become a cook: to learn how to cook dishes with my mother
- I'd like to read books and watch mystery movies

RAÚL

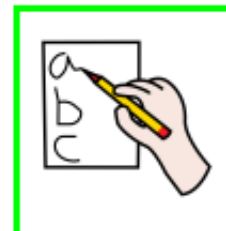


MY WISHES AND GOALS

WHAT I'D LIKE TO ACHIEVE THIS YEAR AT SCHOOL
WHAT I'D LIKE TO LEARN



MATHS ADDITION



READING AND WRITING

JAVIER



MY WISHES AND GOALS

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WHAT I'D LIKE TO LEARN

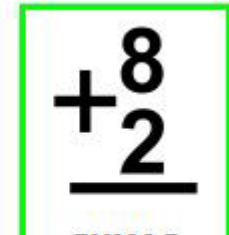
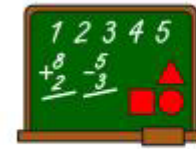
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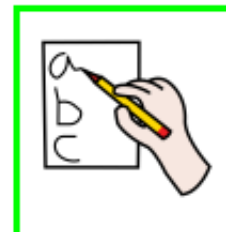


MY WISHES AND GOALS

WHAT I'D LIKE TO ACHIEVE THIS YEAR AT SCHOOL
WHAT I'D LIKE TO LEARN



MATHS ADDITION



READING AND WRITING

JAVIER

FOLLOW UP AND EVALUATION

We meet again to evaluate the progress made and to check if we satisfice our agreements

SIGNED:Hugo

SIGNED:Mikel

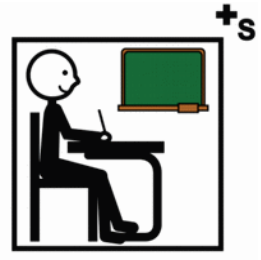
SIGNED:Luisa

SIGNED:Inma

SIGNED: Juanjo

In Madrid (date)

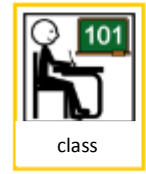
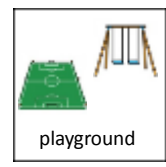
JAVIER



with



What have I learned with my classmates



To help other students when they don't know how to do the tasks
To work alone for myself in the classroom
To share and take care of the equipment



TALK



PLAY



SHARE



RESPECT



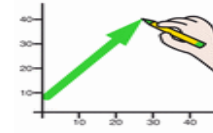
LISTEN

JAVIER

What can



do



What can

I

do

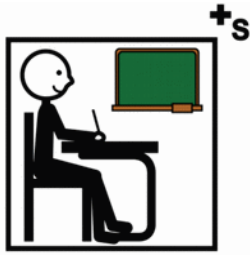
now better ?



To write with lower case letters
Say hello to people I met



RAÚL



with



What

have I learned

with

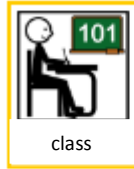
my classmates



playground



eat



class



soccer



basketball



To eat in the dining room with

my

classmates



TALK



PLAY



SHARE



RESPECT



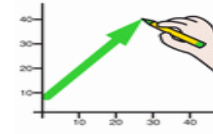
LISTEN

RAÚL

What can



do



What can

I

do

now better ?



To play



with



my



classmates

JAVIER



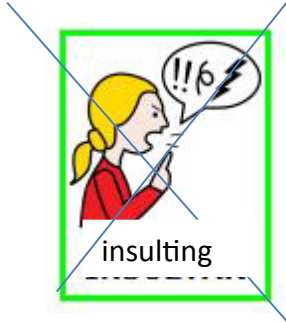
What are we going to do now?

Goals and dreams	New agreements
To learn how to multiply correctly	<ol style="list-style-type: none">1. Work with approximation, rounding2. Work at home 15 minutes per day3. Deal with money
To perform science experiments	In the class: Science Proyect
To write with lower case letters	To write always with lower case letters. At home 3 pages everyday
To learn how to cook	<ol style="list-style-type: none">1. To cook with my father2. To cook at home3. To eat without throwing food at the floor
To read books and watch mystery movies	Achieved

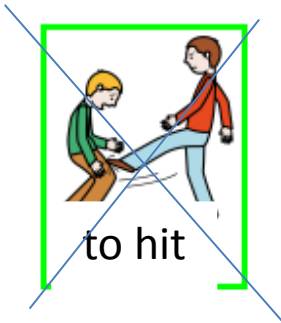
RAÚL



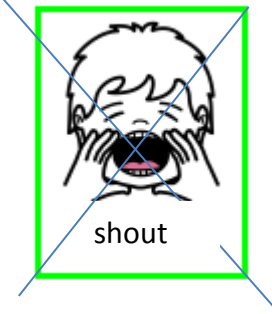
....and where we are NOW



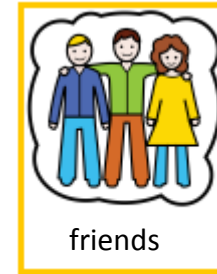
insulting



to hit



shout

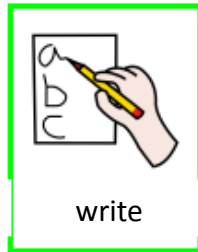


friends

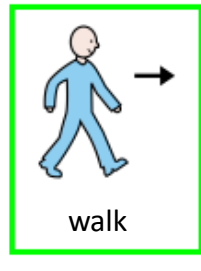


read

and



write



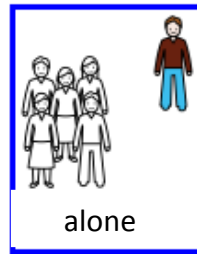
walk



A



home



alone

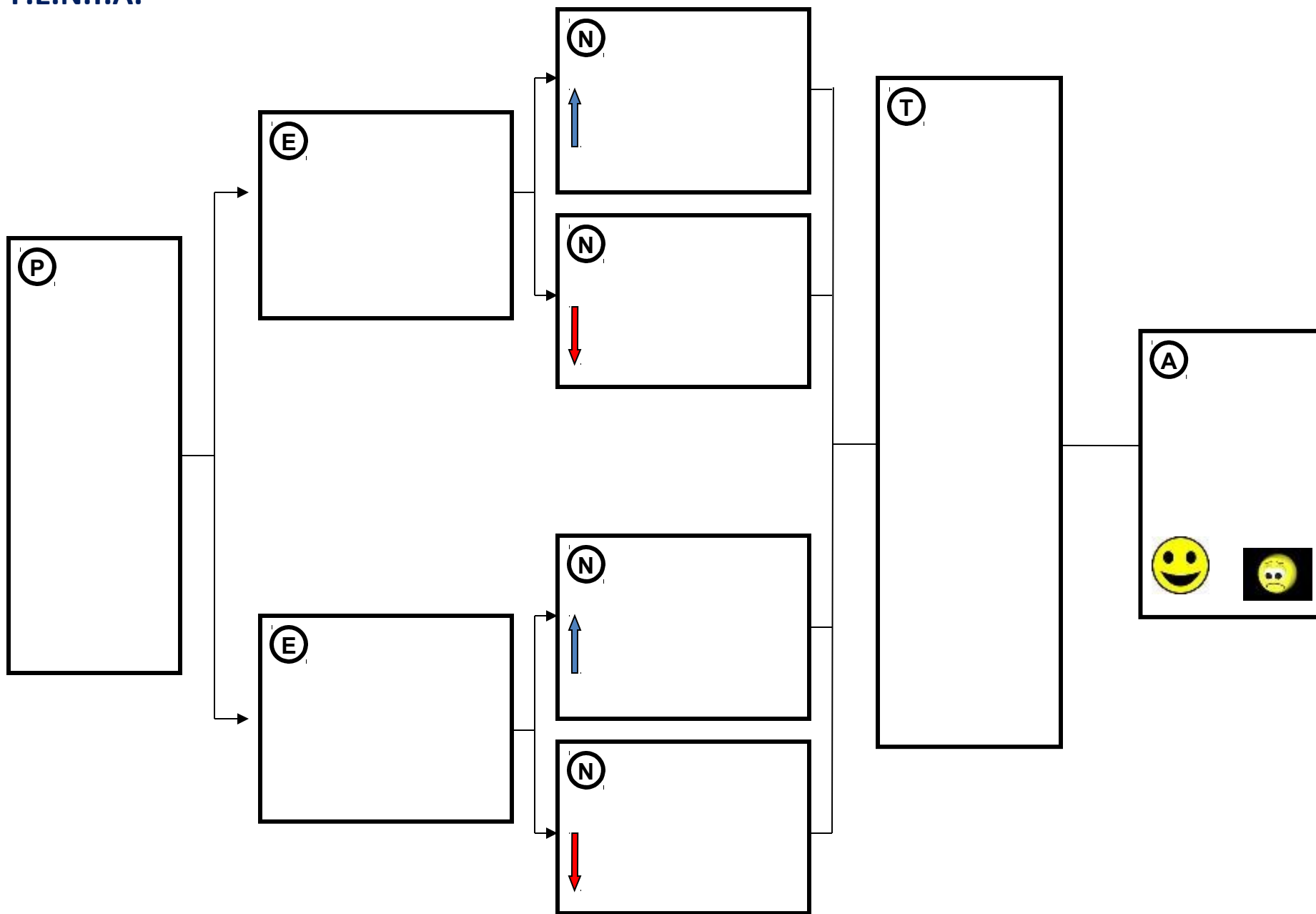
WORKING TOOL 3: Training in problem solving skills

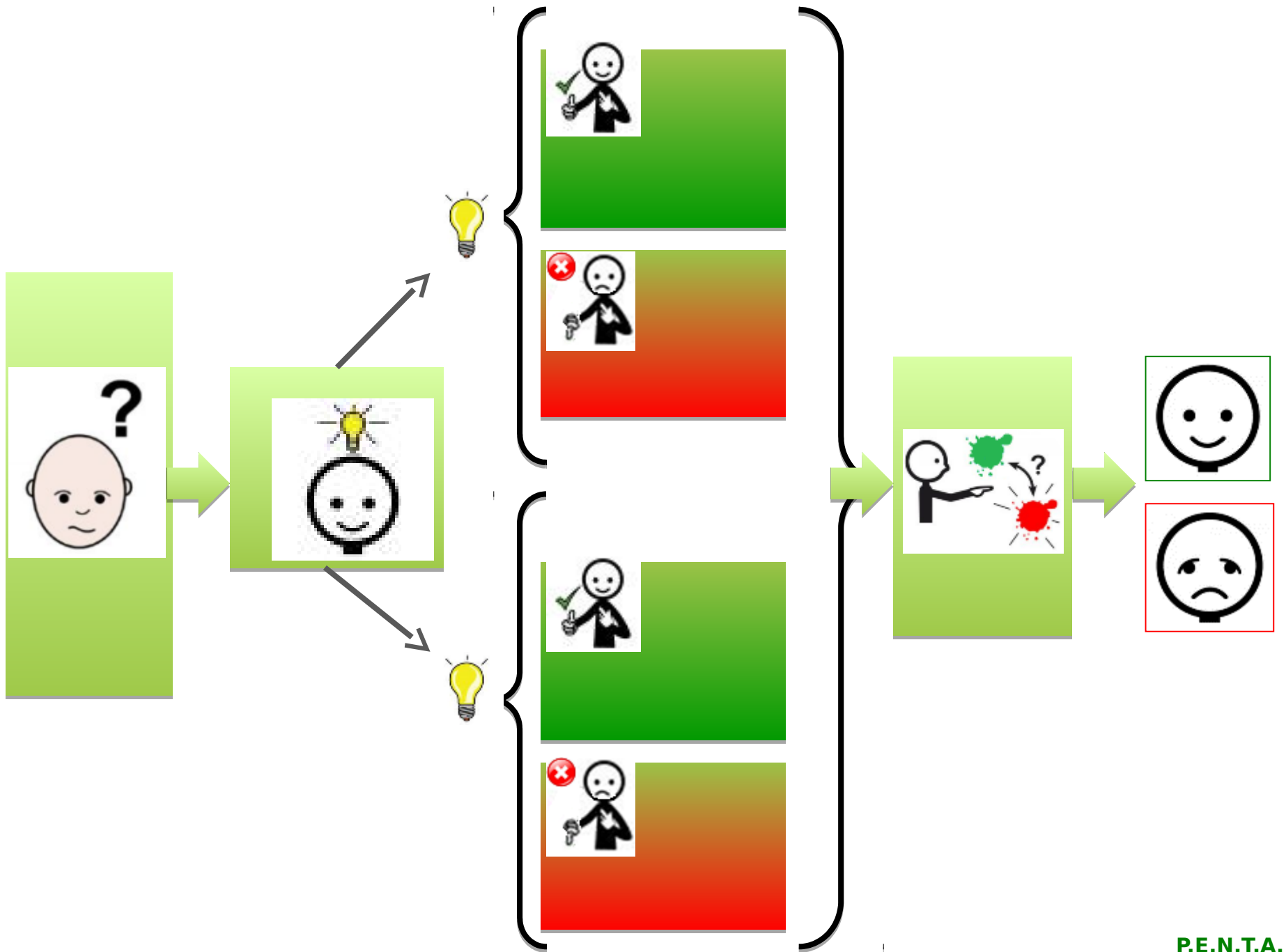
PENTA



- P Define the problem
What is the problem?
- E Elaborate alternatives
What can I do to fix it?
- N Negotiation: advantages and disadvantages
What can happen if I do this?
- T I make decisions
Which option is best?
- A I act and evaluate
What have I done? Did it work?

P.E.N.T.A.



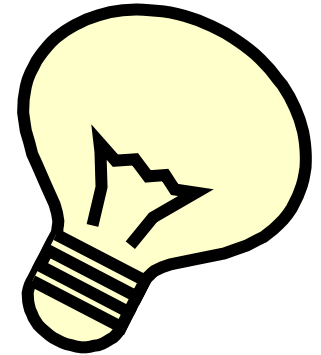


Different educational centers
participating together

What are we doing?



We think of ideas to promote social inclusion of persons with intellectual disability



We develop an action plan

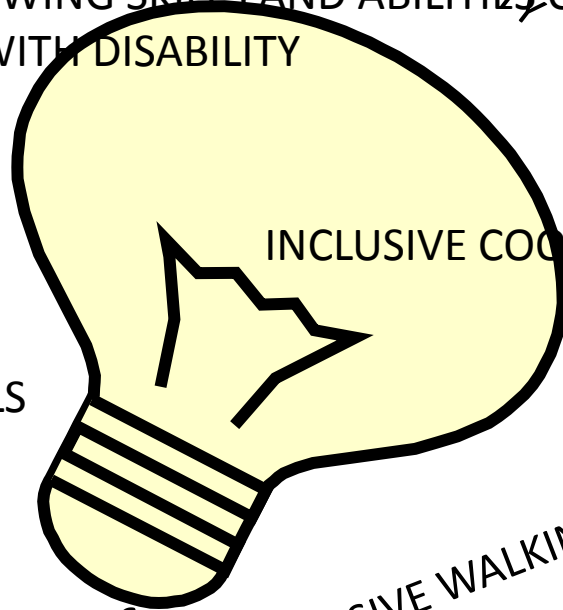
Let's go for it!!!!

Our ideas



VIDEO SHOWING SKILLS AND ABILITIES OF PERSONS WITH DISABILITY

INFORMAL TALKS GIVEN BY STUDENTS WITH INTELLECTUAL DISABILITIES



INCLUSIVE COOKING CLASS

CONTESTS AT OTHER SCHOOLS

SPORTS DAYS TO BE HELD AT DIFFERENT EDUCATIONAL CENTERS (WITH INCLUSIVE GROUPS)

INCLUSIVE WALKING RACE "EVERYONE ON WHEELS"

SHORT STORY CONTEST TO BE HELD AT...

Step by Step Project



Residential Care



Many thanks

