Hear Our Voices!
Promoting and encouraging participation of children with intellectual disabilities

This project was co-funded by the European Union
What does participation mean?
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 sombody 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

- Abuse: 21,30%
- Education: 33.59%
- Health: 35.01%
- Promotion, participation, antidiscrimination: 27.05%
- Family and de-institutionalisation: 30.96%
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](http://www.inclusion-europe.org)
- Eurochild, Belgium [www.eurochild.org](http://www.eurochild.org)
- Down Madrid [www.downmadrid.org](http://www.downmadrid.org)
- With the support of Lumos [www.wearelumos.org](http://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.
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, Mª Ángeles, Mª Ángeles
(grandmother)

FRIENDS
Pablo, Sergio, Alonso,  Helena,
Moisés and Ana
Aaron (paddle 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.
• Fights: pushing, shouting ...
• When someone remove my stuff
• I hate that there are things I can not eat
JAVIER

MY ENVIRONMENT AND FAVORITE PLACES

AT HOME

Swimming pool, my room, balcony, kitchen and living room

AT SCHOOL

Playground
My classroom
Computer room
Room with the mirrors

OTHER PLACES

Bakery (I go alone)

LEISURE

Cinema “Plaza Norte 2”
Swimming pool
Houses of my friends
Beach
Paddel tennis
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

AT HOME
- My kitchen, watching TV alone

OTHER PLACES
- Uncle Rafa’s country house
- Chinese buffet, Burger King, Mc Donald’s, pool, bowling, pizza

AT SCHOOL
- Room with the mirrors

LEISURE

- My kitchen, watching TV alone
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 staff with others
Say hello to people I met
Organized
RAÚL

I'M GOOD AT...
MY STRONG POINTS

WHAT I FIND MOST DIFFICULT...
MY WEAK POINTS

TO CALM DOWN
## Identify relevant areas in need of support

<table>
<thead>
<tr>
<th>Area</th>
<th>Sub-areas</th>
<th>Relevant Area</th>
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<tbody>
<tr>
<td><strong>Dressing</strong></td>
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<td>Personal injury</td>
<td>Daily routines</td>
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<tr>
<td><strong>Self management</strong></td>
<td>Personal health and Security</td>
<td>Decision making</td>
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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

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.

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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
MY WISHES AND GOALS

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

RAÚL

TO WORK

READING AND WRITING

MATHS ADDITION
JAVIER

MY WISHES AND GOALS
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RAÚL

MY WISHES AND GOALS

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

TO WORK

READING AND WRITING

MATHS ADDITION
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)
What have I learned with my classmates

playground
eat
class

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
To write with lower case letters
Say hello to people I met
What have I learned with my classmates?

- TALK
- PLAY
- SHARE
- RESPECT
- LISTEN

To eat in the dining room with my classmates.
What can I do now better?

What can I do now better?

To play with my classmates
**Goals and dreams** | **New agreements**
---|---
To learn how to multiply correctly | 1. Work with approximation, rounding  
2. Work at home 15 minutes per day  
3. 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 | 1. To cook with my father  
2. To cook at home  
3. 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

home

alone
WORKING TOOL 3: Training in problem solving skills
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?
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

- Inclusive Cooking Class
- Video showing skills and abilities of persons with disability
- Informal talks given by students with intellectual disability
- 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