

Together Webinar:  
Children's right to education  
10<sup>th</sup> October 2022

**Are we building an education  
system that is directed to the  
purposes of education described  
in Article 29 of the UNCRC?**



 @creative voices

 childrensparliament

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## Children's Parliament

At Children's Parliament, our dream is that children grow up in a world of love, happiness and understanding. It is our mission to inspire greater awareness and understanding of the power of children's human rights and to support the implementation of the United Nations Convention on the Rights of the Child (UNCRC) into Scots Law.



## ARTICLE 29 of the United Nations Convention on the Rights of the Child

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;

1.....2.....3.....4.....5

(b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;

1.....2.....3.....4.....5

(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;

1.....2.....3.....4.....5

(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;

1.....2.....3.....4.....5

(e) The development of respect for the natural environment.

1.....2.....3.....4.....5

General Comment No. 1: The Aims of Education (article 29) (2001)

<https://www.ohchr.org/en/resources/educators/human-rights-education-training/general-comment-no-1-aims-education-article-29-2001>

# Education Reform: consulting with children and young people

1210

primary school-aged children engaged with our online and downloadable toolkits, taking part in conversations facilitated by adults known to them. This included 53 Members of Children's Parliament.

394

secondary school-aged children and young people engaged with the toolkit designed for them, again facilitated by an adult known to them. This included 25 Members of SYPs Learner Panel

3,889

12-to-18 year olds responded to the online survey.

  
together  
Scottish Alliance for Children's Rights



 Children's Parliament  
giving ideas a voice

[Education Reform: consulting with children and young people - Children's Parliament \(childrensparliament.org.uk\)](https://www.childrensparliament.org.uk)

## The Education Reform consultation used 17 statements: 1 to 7 mapped against Article 29

### ARTICLE 29 of the UNCRC

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***(b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;***

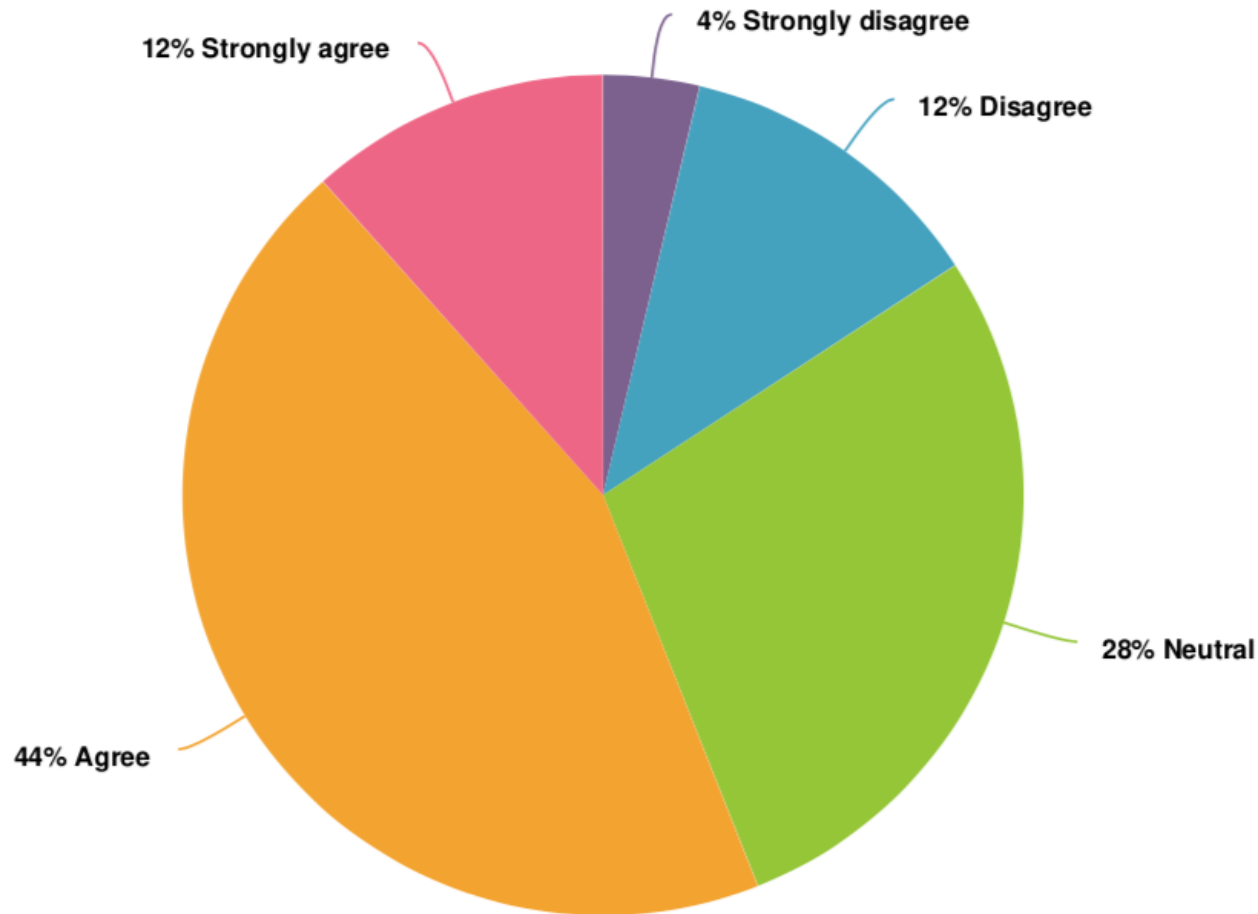
***(c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;***

***(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.***

1. My education helps me to develop my personality, talents and abilities to their fullest potential.
2. My education helps me develop respect for human rights and freedoms.
3. My education helps me to develop respect for my parents/carers, my cultural identity and language.
4. My education helps me to develop respect for other countries and peoples.
5. My education prepares me for a responsible life in a free society, in the spirit of understanding, peace and tolerance.
6. My education helps me to develop respect for the natural environment.
7. My education helps me to develop respect for the national values of Scotland.

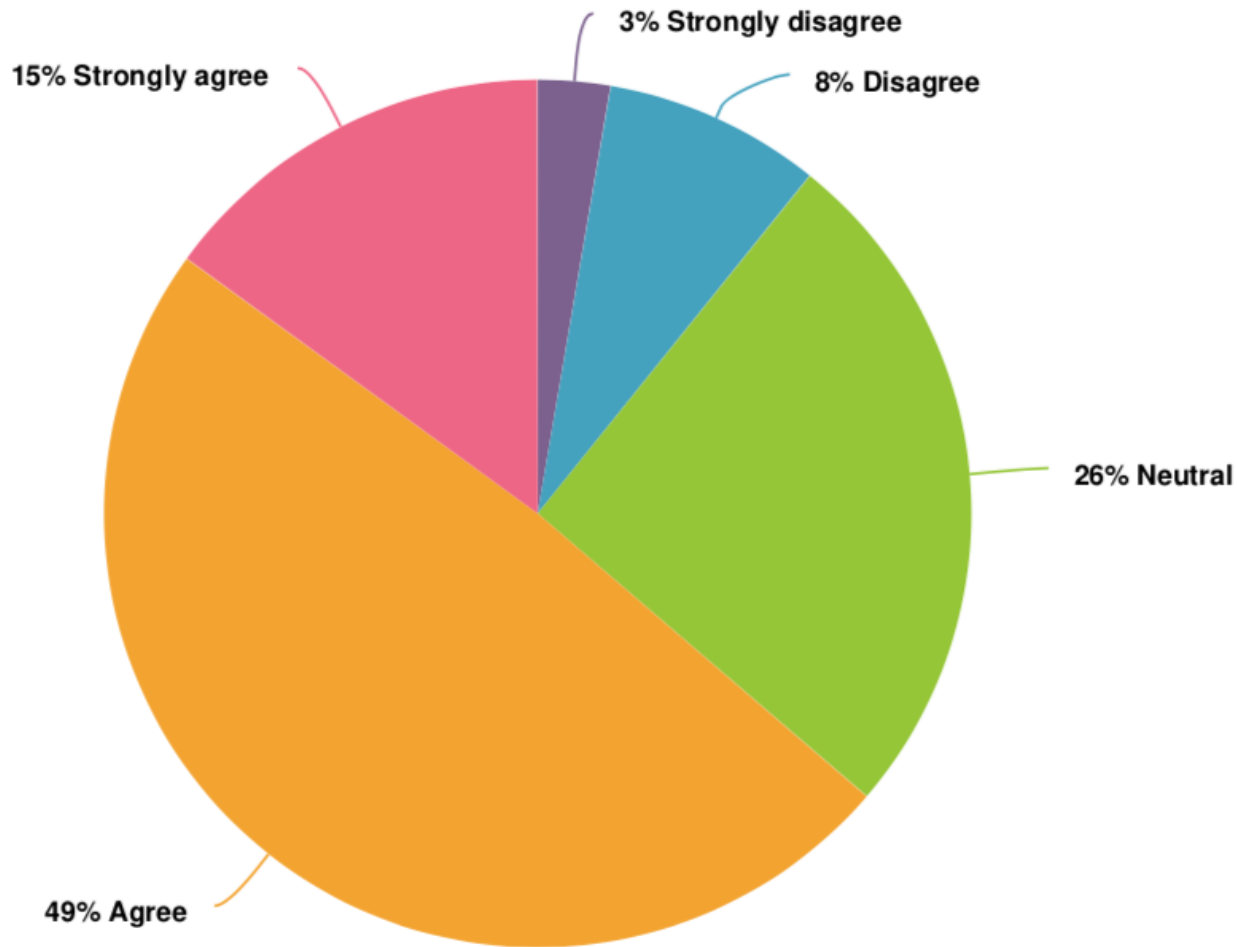
# My education helps me to develop my personality, talents and abilities to their fullest potential.



*PE does that, and I guess Maths and Literacy. I don't think to your fullest potential, but I do think they help you get a wee bit better at certain stuff. (Primary school)*

*I feel neutral about this question...I mean I guess it feels like school, it's really about just the curriculum and exams and there isn't much outside of the curriculum for me to do. I feel like we're just working towards examinations only. I also feel like the lack of support from teachers and the school on this and the fact I don't think the curriculum is very inclusive feel like a big barrier to me and why I don't really agree with this. There are options, but I just don't think they are very helpful. (Secondary school)*

## My education helps me develop respect for human rights and freedoms.



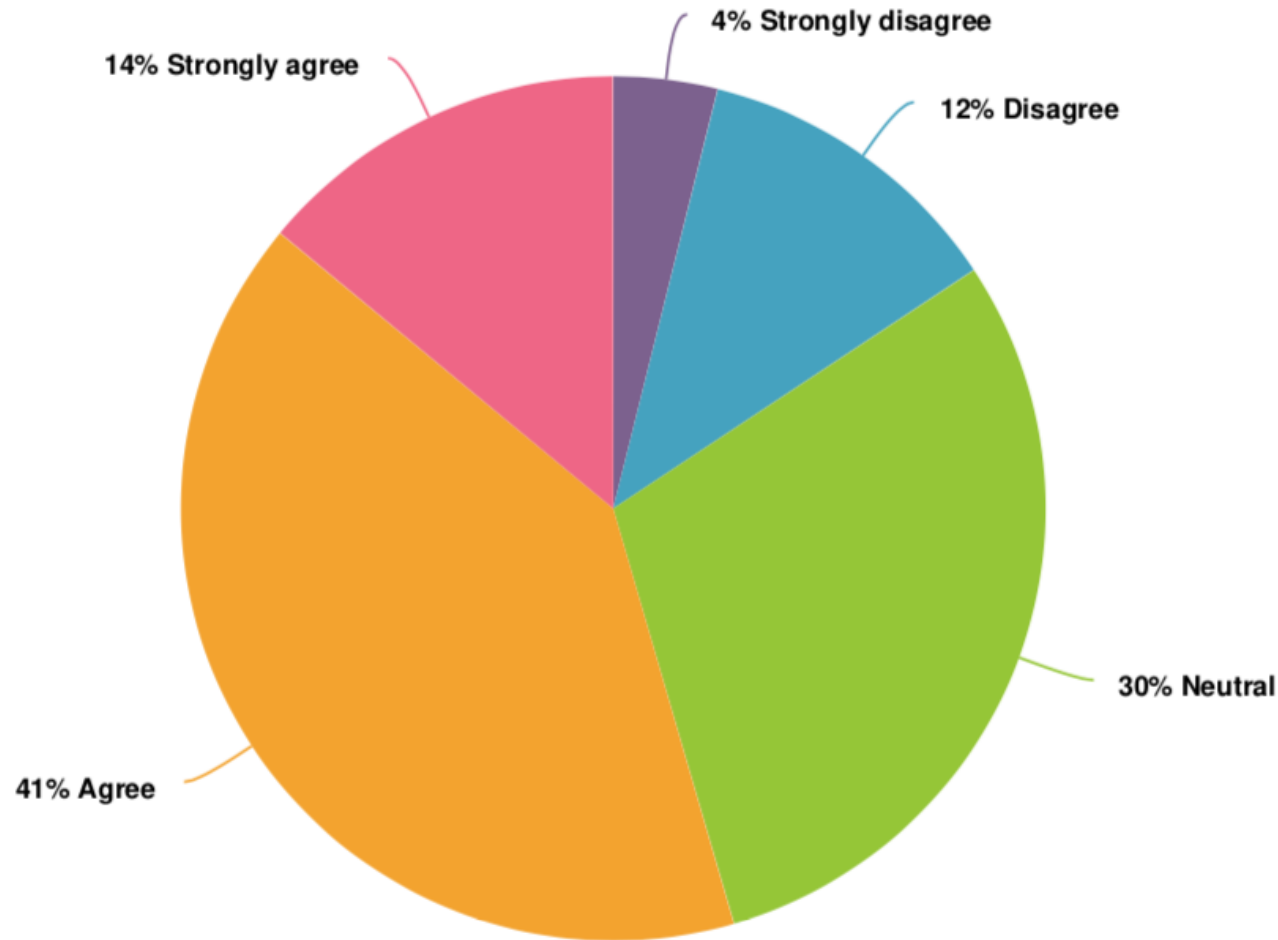
*I think our school is a 'Kind' school, it is the kindest school I have ever been to! We have the Kindness Award at the end of year too. (Primary school)*

*They probably have taught us about this topic, I just can't remember. (Primary school)*

*We get taught about them, but they could be acted on better. (Secondary school)*

*We were told we have to stay outside even during the cold. We are kicked out of toilets during breaks and lunch and can't go during class. Sometimes teachers don't let people with a toilet pass go to the toilet. (Secondary school)*

## My education helps me to develop respect for my parents/carers, my cultural identity and language.

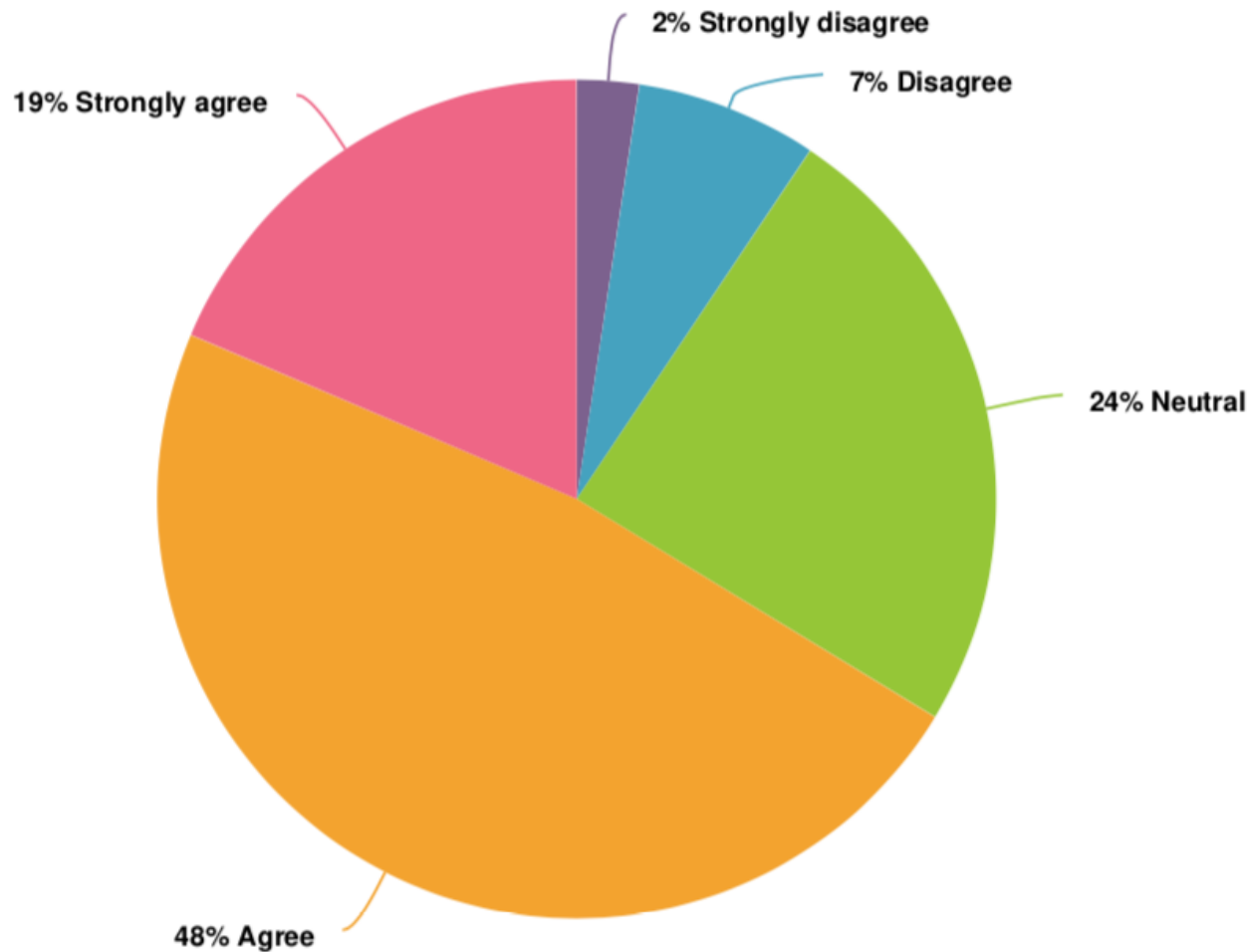


*One of our school values is We Respect Each Other. We have learned Doric in school which helped us to learn about our culture. (Primary school)*

*I don't feel this is true, like at all in my school. We get taught about how to appreciate Scotland and a lot about things in a Christian way, but I am Muslim, not Christian. I don't get taught anything about my culture and neither does anyone in my school, either.... the teacher usually puts it on me to educate other people which is not fair, and it makes me feel even more like I am not included. (Secondary school)*



## My education helps me to develop respect for other countries and peoples.

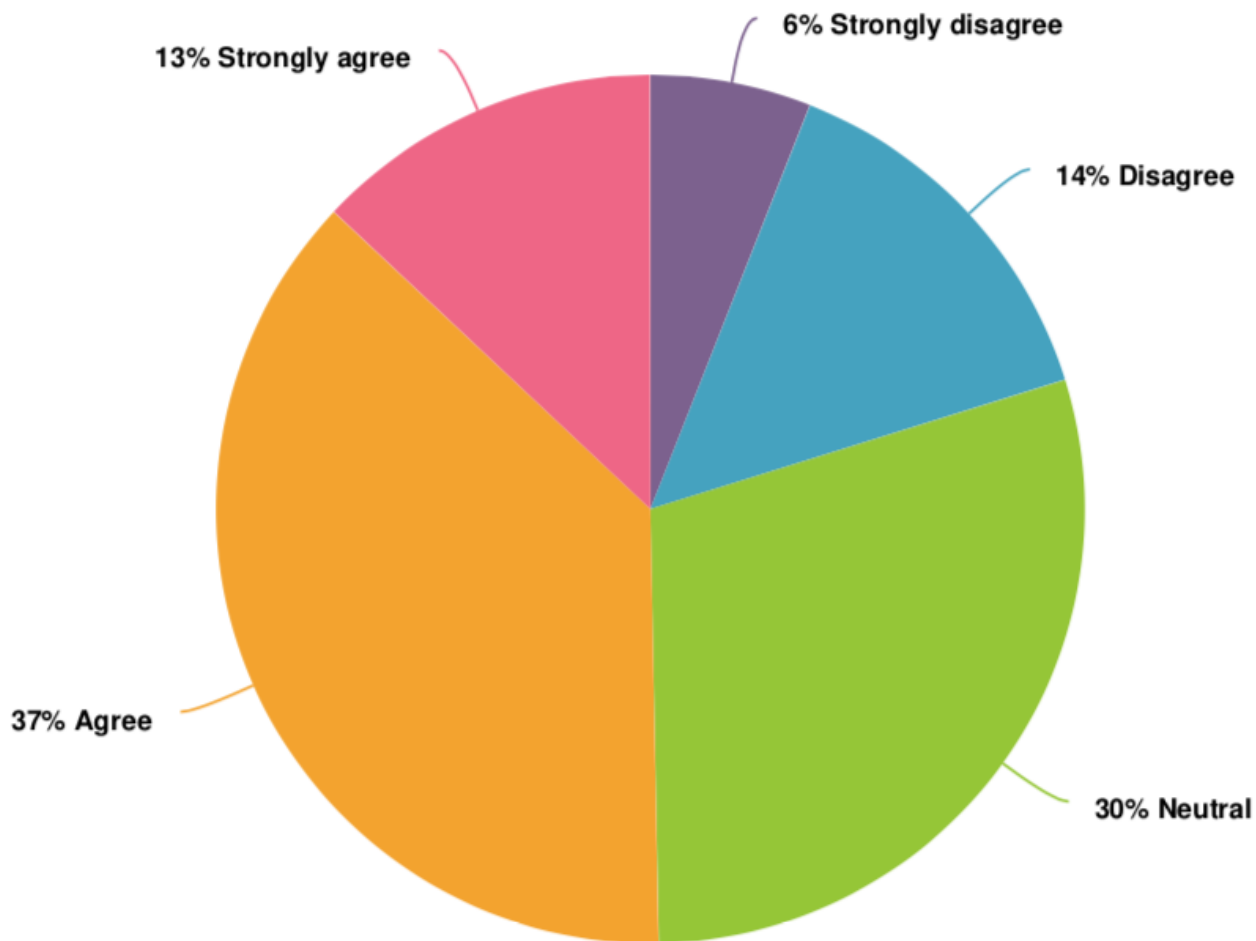


*We read books about children's lives around the world like *Shadow on Afghanistan*. We have cooked food from around the world, learnt about different religions. We took part in a plastics meet with schools in Hawaii, learned about other island communities through the COP message in a bottle project and linked with schools in Scotland. It would be good to meet more regularly with children in other schools around the world and be able to talk to them about our lives.*

(Primary school)

In their discussion of the statement SYP Learner Panel members reported that while there were some opportunities to learn about other countries and people this often felt superficial, and that there was little time available to go into anything in depth.

# My education prepares me for a responsible life in a free society, in the spirit of understanding, peace and tolerance.

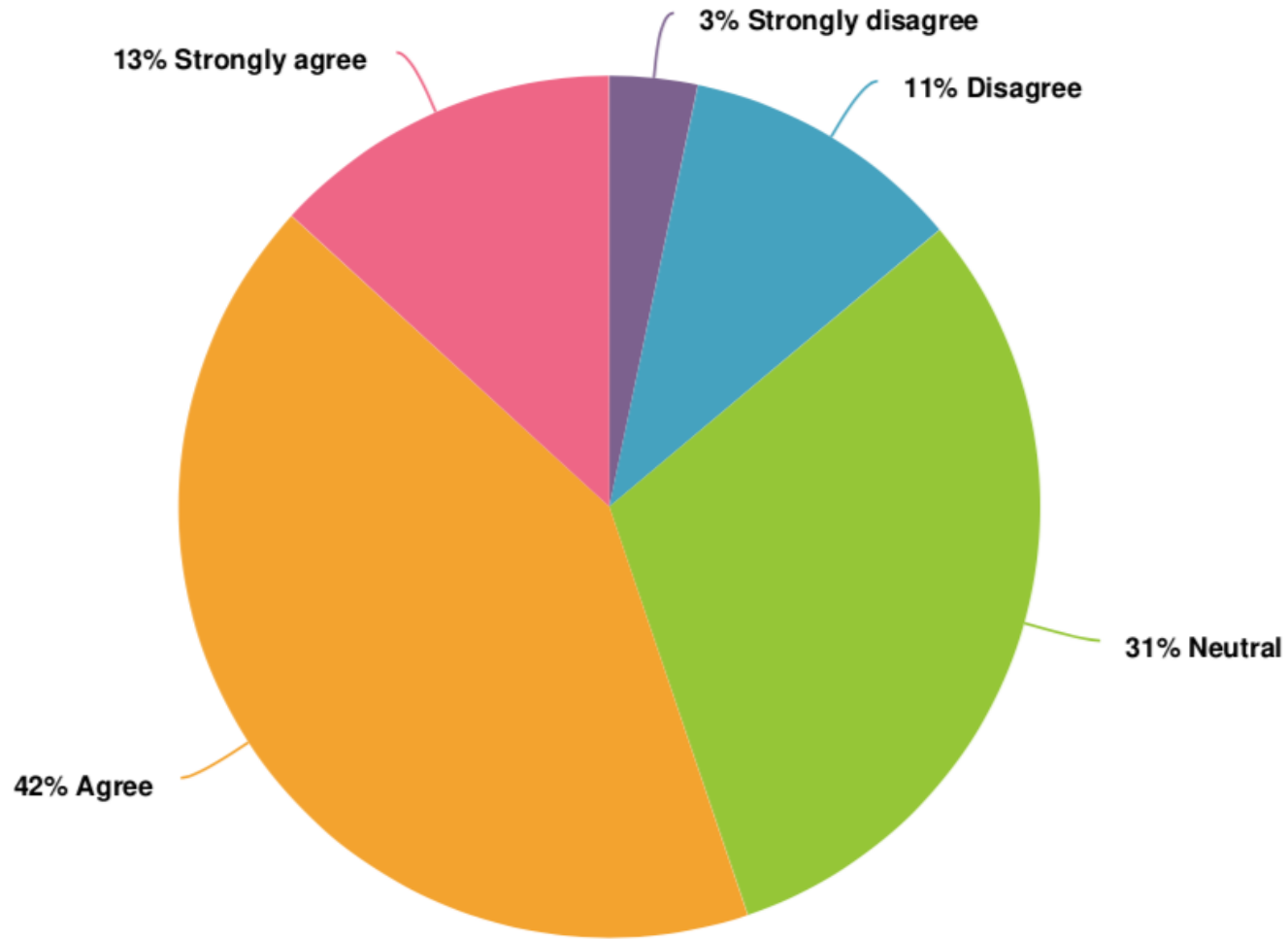


*We don't learn enough about the real world and its problems. (Primary school)*

*I want to learn more life skills and how to be a good person. (Primary school)*

*Bad behaviour is not punished in school. Teachers do not respect pupils until they reach the senior phase. (Secondary school)*

# My education helps me to develop respect for the natural environment.

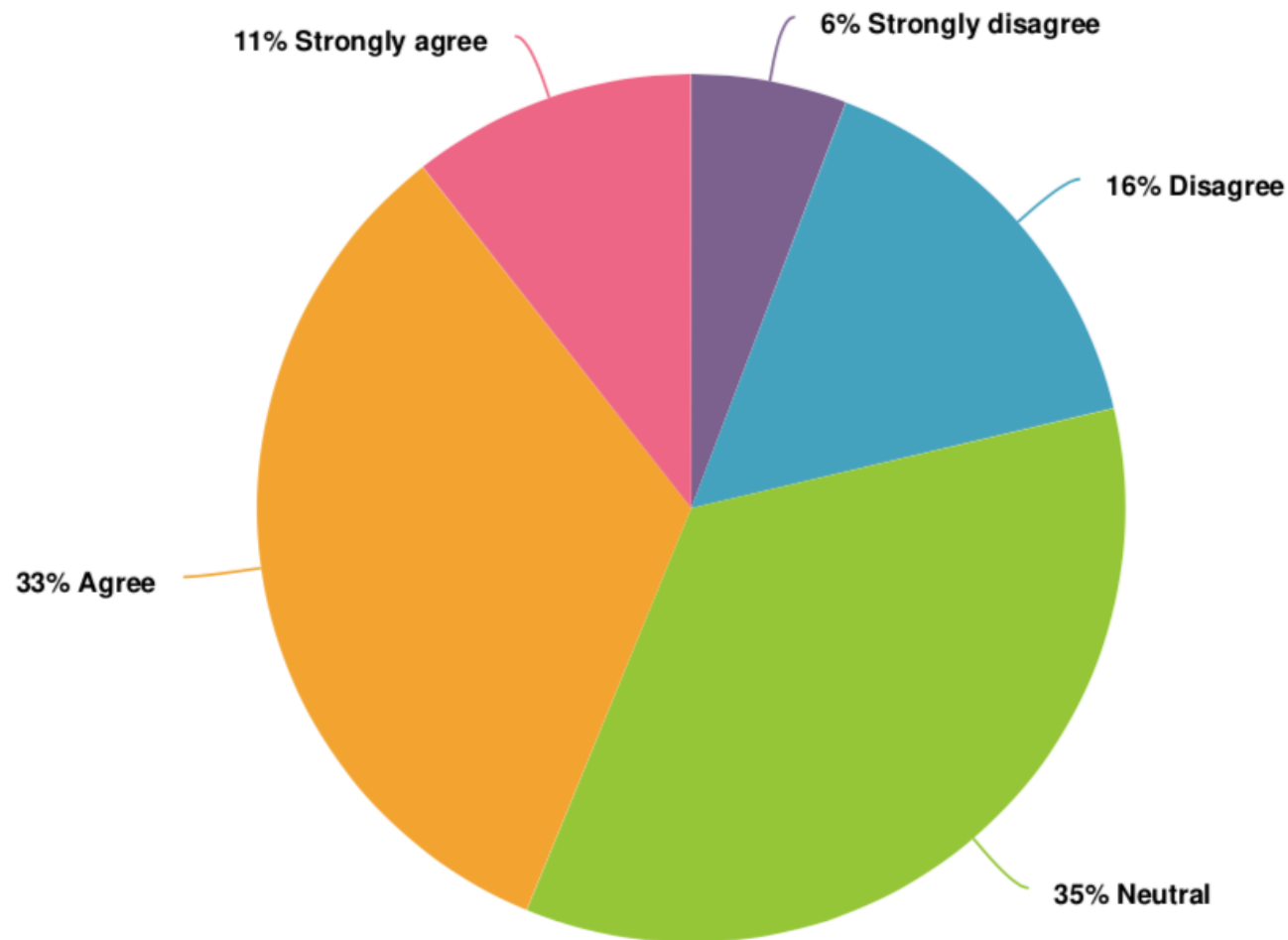


*If COP26 hadn't happened, we wouldn't have learned about global warming. (Primary school)*

*At my school I am like the head of our environmental council, and there's, like, I don't know, a few of us on there, not many. They let us do what we like for the most part, but I feel like they don't take it too seriously beyond that. Like, we ran a campaign to start recycling and they encouraged that, but people still littered, and the school didn't really do much about it.*

*There's...there's a long way to go, in my opinion, but yeah, I agree mostly. (Secondary school)*

# My education helps me to develop respect for the national values of Scotland



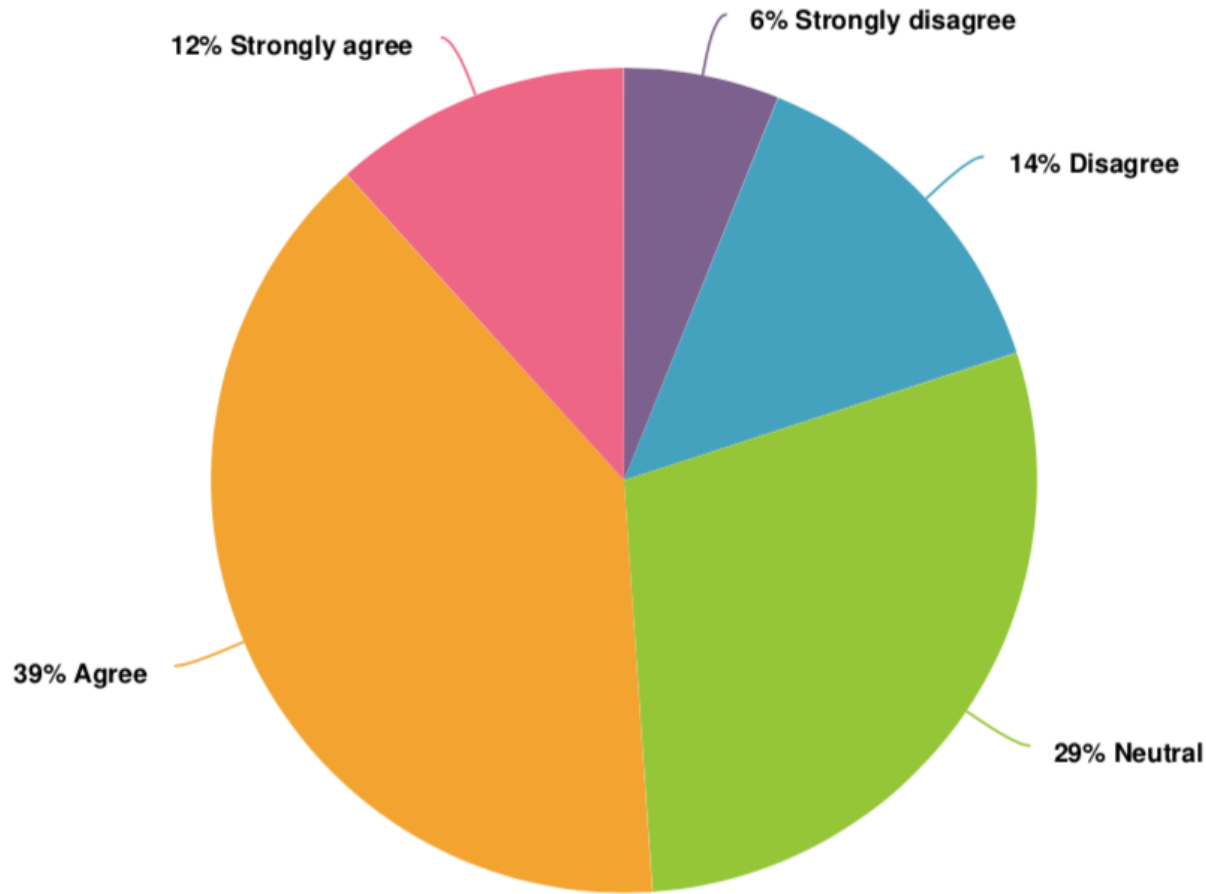
*I don't know what the values of Scotland are.*  
(Primary school)

*I already respect Scotland. Does Scotland have values?* (Primary school)

*I don't know what they are.* (Secondary school)

*Learning in school makes me respect Scotland and to show understanding/ compassion to others. I feel learning about my country and its values has shaped who I am and who I want to be in the future!* (Secondary school)

# My education meets my needs as a learner



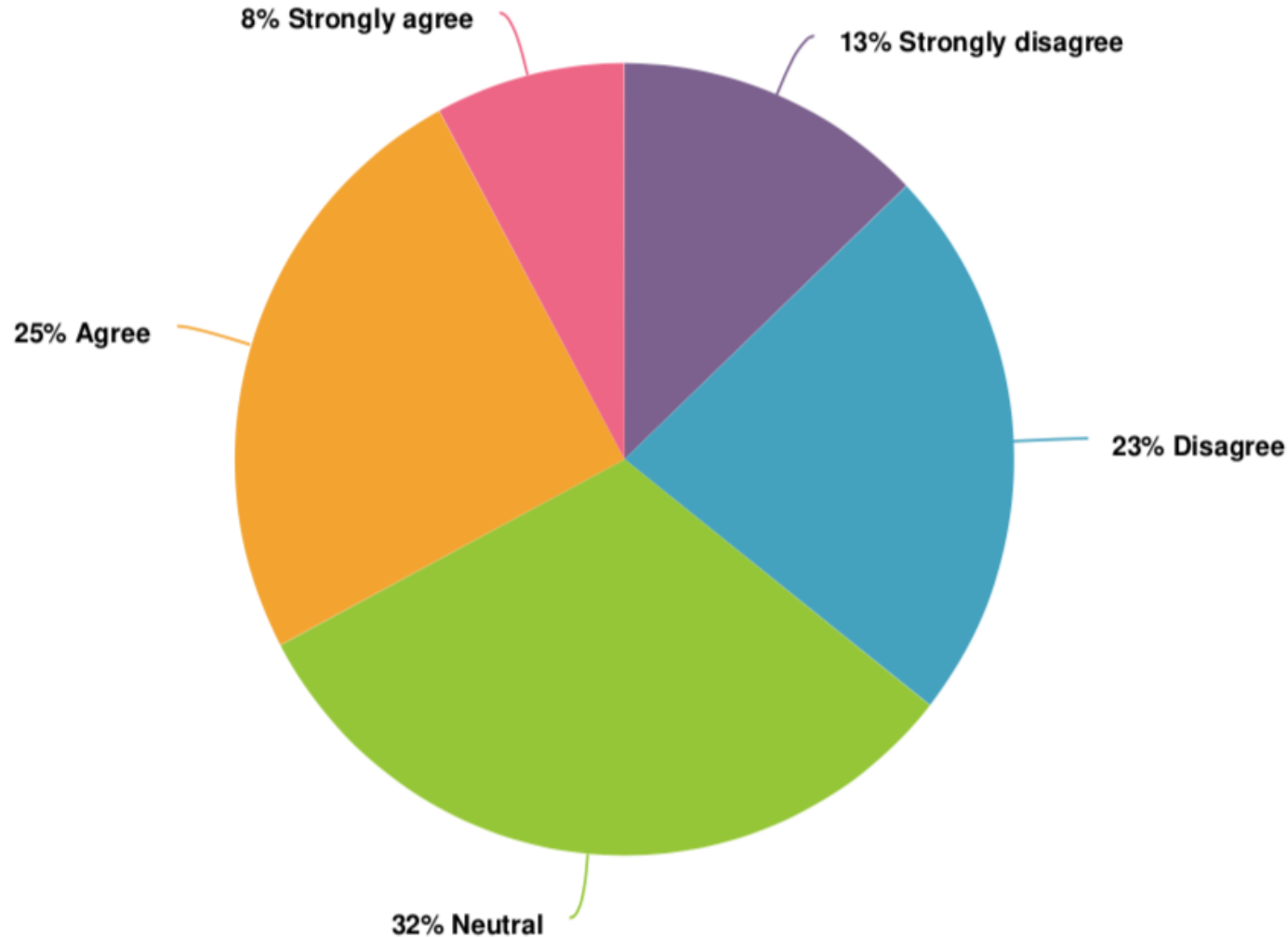
*I am dyslexic and I am really well supported in school. (Primary school)*

*The teacher doesn't always see my hand. (Primary school)*

*..that year and my final year of primary stay with me. The class was very small, and the teacher was amazing, she believed and went that extra mile for me. She provided me with so many opportunities which took me away from the chaos at home. (Secondary school)*

*I feel teachers didn't take the time to help people that had fallen behind for different reasons. I feel at college everyone is at the same level and given the support to catch up. (College)*

# I am having the best possible educational experience



*I had to fight really hard to get basic accommodations made so that I could take exams. Teachers weren't prepared for me and online learning was really hard. We had to really push to get adjustments made and it still ended up being a very upsetting experience. (Secondary school)*

*You take so many subjects and it becomes more how well you can take the exams in the subject than if you are really learning the subject. I know I have taken some exams and then forgotten them the next day, is that really helpful? It would be great if you could see subjects through, based on developing your skills in that area. I know some people who have been told they couldn't take a subject because it wasn't relevant, but they really wanted to do it and would have been good at it. It needs to change. (Secondary school)*

All members of SYPs Learner Panel who took part in discussions said that they were neutral on this statement.

## **Recommendation 1 from Professor Muir's Education Reform process.**

### **A renewed vision**

- The Scottish Government should initiate a national discussion on establishing a compelling and consensual vision for the future of Scottish education that takes account of the points made in this report, in particular the importance of placing the learner at the centre of all decisions. The vision for Curriculum for Excellence (CfE) should be considered as part of this discussion as should consideration of how the education system seeks to address the purposes described in Article 29 of the United Nations Convention on the Rights of the Child (UNCRC)
- Invitations to shape this vision should be made to all partners and stakeholders, including all learners, teachers, practitioners, parents and carers. It will be important to ensure that 'narrative privilege' is accorded to all who have an interest and not just key educational bodies, with opportunities for all to debate and challenge emerging suggestions

**The National Discussion was launched September 20<sup>th</sup> and closes December 5<sup>th</sup>.**

The National Discussion is being co-convened by the Scottish Government and the Convention of Scottish Local Authorities (CoSLA) who have appointed two independent facilitators, Professor Carol Campbell and Professor Alma Harris, to help shape the National Discussion.

[National Discussion Scottish Education - Scottish Government - Citizen Space \(consult.gov.scot\)](https://www.consult.gov.scot/national-discussion-scottish-education)



**Children**  
**Improved mental health for children who play well with peers by age three**

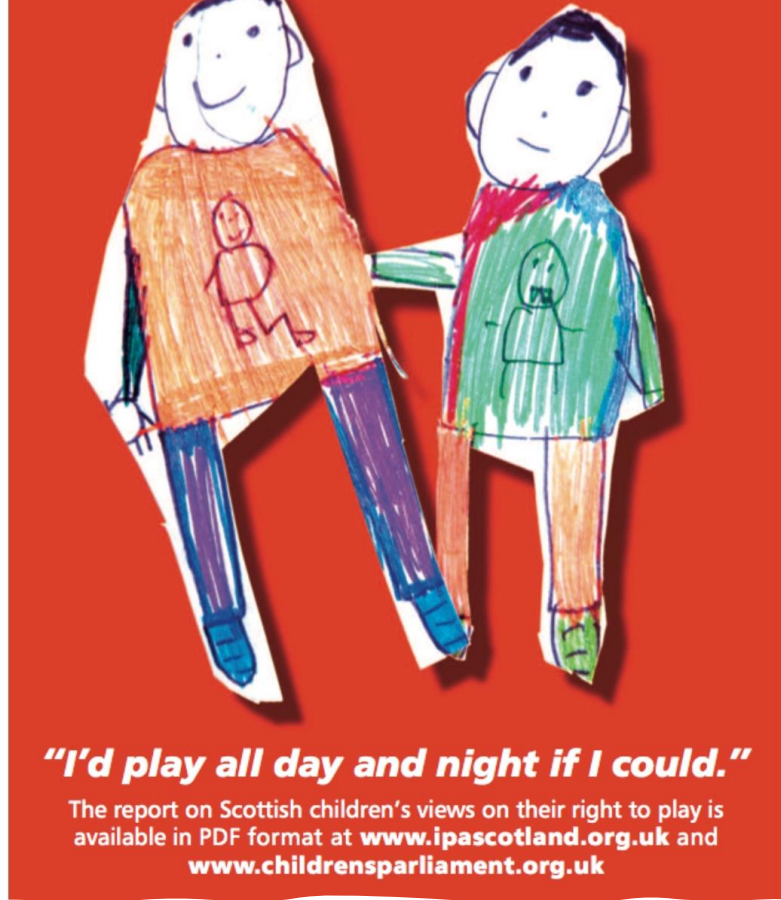
Cambridge University study connects 'peer play ability' with better mental health at age seven

**Sally Weale** Education correspondent

Tue 14 Jun 2022 01:00 EDT



Children who learn to play well with their peers by the age of three are likely to enjoy better mental health later in childhood, according to



# Play + Love



# Dignity in School

## The Hub



[dignityinschool.childrensparliament.org.uk/](http://dignityinschool.childrensparliament.org.uk/)

[Become an Unfeartie - Children's Parliament \(childrensparliament.org.uk\)](http://childrensparliament.org.uk)



## Unfeartie CODE

Unfearties are individuals who are not feart (afraid). Unfearties are brave in discussing and defending children's human rights. Unfearties make a difference in children's lives by keeping the promises enshrined in the UNCRC.

**Unfearties stand with children to make rights real in day to day life by:**

- Helping children to be happy, healthy and safe.
- Listening to children.
- Modelling and living the values of trust, kindness, empathy, respect for human dignity in everyday life.
- Seeing children as capable and valued members of their communities.
- Creating space for children to share ideas.
- Promoting greater awareness + understanding of children's rights.
- Challenging infringements of children's human dignity.
- Contributing to an atmosphere of love, understanding and happiness.
- Standing together with children to campaign for change and support their calls to action.

*"A nest of fearties is what they do not want".*

– From Edwin Morgan's poem 'Open the Doors' written for the opening of the Scottish Parliament 2004.

**unfeartie**


*Are you an Unfeartie?  
Join our movement.*

## Questions and comments?



# 10:00

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