

Child Rights lunch meeting # 2: Inclusion - Identity and disability

Tuesday, 7 February 2012, 12.00-13.00 (NL time)

NEWS

4 people recently finished the Child Rights e-course. Congratulations!



CASE STUDIES FROM THE FIELD

Identity:
Birth registration in DRC

Disability:
“Sports for social inclusion,” Uganda (Video)

Disability:
CRSA with children with hearing impairments, Afghanistan (Video – still in development)

More details in the forum on the WCH – HREA portal!

DID YOU KNOW?

Inclusion is a cross-cutting approach, according to the Programming Framework:

*“War Child Holland’s **inclusion objective** is to actively ensure that it partners with all groups of children and young people, their communities and other duty bearers by analyzing existing patterns of discrimination and working to strengthen (existing) positive non-discriminatory practices to break these patterns and overcome the causes of inequality and discrimination.”*

THE DISCUSSION mostly focused on disability, and inclusion in general. Some HIGHLIGHTS:

Disability: Resources and expertise...

- The course highlighted the importance of paying attention to children with disabilities, and the importance of mainstreaming inclusion of these children in projects. But many resources are needed for inclusion to be effective ~Juliana
- Do we have the expertise to deal with children with disabilities? ~Eamonn
- This is why we should – and do – work with partners who are specialised in this! (e.g. Afghanistan, school for the deaf) We should not pretend to be experts. ~Annet
- According to literature, not all children with disabilities need special expertise and resources ~Frank

Separating children with disabilities from other children?

- Do we and/or should we separate children with disabilities from other children? ~Wout
- War Child takes both approaches: In Afghanistan, there are schools for children with hearing impairments that have specialised resources, etc. But there are also community centres where groups of children are mixed. ~Annet

WCH includes children from vulnerable and marginalised groups to an extent, but this issue needs more exploration to discover how we can do this better...

- Inclusion encompasses more than children with disabilities. Other groups that need special attention are ethnic minorities, religious minorities, etc. ~Annabel, Saskia
- Do we use any tools to identify how children are excluded? ~Eveline
- The girl child is an excluded group. Supporting girls is a way of fighting the discrimination against them. Inclusion as an outcome is already very much a part of our work. ~Wout
- We see good examples everywhere in War Child about inclusion, but there is no focused vision ~Elise
- We’re working on inclusion already, but we should focus this more in relation to conflict-affected contexts. We should set our targets more precisely. ~Juliana
- Inclusion has been on our parking lot for a while. We haven’t unpacked it. We don’t know what we mean by it, let alone how we should take it forward. ~Annabel

WHAT NEXT?

How can we better integrate an inclusive approach in our programmes?

For those who are interested, this discussion will be continued on the War Child – HREA portal (check the ‘forum’ section!)

LIST OF PARTICIPANTS

<i>(P)MT</i>	<i>PSD</i>	<i>IFFU</i>	<i>Advocacy</i>	<i>Guests</i>	<i>Skype</i>
Annet	Elise	Saskia	Wout	Kate Adams (WCUK)	Frank
Waldo	Nele	Hasse	Eamonn	Chris Stalker	
Edith	Esther			(Campaign4Impact)	
	Eveline				
	Juliana				
	Annabel				
	Noëmi				

NEXT MEETING

When? Tuesday, 28 February, 12.30-13.30 (NL time)

Where? Yellow and red rooms; on Skype Chat (annabel-wch)

Units to be completed:

- Sexual exploitation
- Violence against children
- Children in armed conflict
- Child labour
- Children in contact with the law

NB: The units for discussion are TBD. Check the portal for updates on this!