

21st International Project Week 2019 **20th – 24th May 2019**

Lecturer: Gregor Maxwell

University/Company: UNIVERSITETET I TROMSØ

Country: Norway

Building inclusive societies: Effective child participation

Content:

Effective involvement of children in everyday life situations, such as school, play, family activities is critical for child development and the building of a fully functional and inclusive society. This course aims to create awareness of the importance of involving children and will give specific consideration to participation in relation to included and excluded children, for example children with disabilities, and how this relates to children's involvement in school, and their academic and social development. With children the nature of functioning and environmental settings varies greatly compared to adults. Play takes a greater precedence in children and is one of the most important developmental activities teaching us important skills such as social norms and expectations, how to reason and negotiate, judgement, etc. Thus assessing children's involvement in activities is of particular importance to ensure effective and inclusive society building through education.

Methods:

Days 1-3: Children & Participation, Disability & Normality, Inclusion

- 4 hours contact: 2 hours lecturing, 1 hour group work, 1 hour discussion, present day's case
- 3 hours solo work: PBL group work

Day 4: Groupwork & presentation preparation

- 6 hours contact: 1 hour lecturing – academic summary, 5 hours seminar work - Development problem area for final presentation

Day 5: Summarising & student presentations

- 4 hours contact: 1 hour lecturing – course summary, 3 hours closing & presentation

Competences and skills to be acquired:

The way we relate to one another is becoming more important as societies are increasingly multi-cultural and more inclusive. Our attitudes are formed when we are children and changing these later is difficult. Including children is thus key to creating more inclusive societies and central in children's development is their engagement in activities.

Participation is the main part of an activity and can be defined as involvement in a situation (WHO, 2007). The frequency of attending and intensity of involvement both represent participation (Maxwell, 2012) so it is the right to be in the same activities as others and the level of engagement (Granlund et al., 2012) these two perspectives have two conceptual roots: sociology and developmental psychology (Granlund, 2006).

Learning outcomes:

- Participation as an involvement experience
- Disability & normality and the effect on inclusion
- Child development in relation to participation
- Knowledge on how to create more inclusive societies

Prerequisites:

- An interest in child development, welfare, and inclusion.
- Basic understanding of psychology and sociology.

Language of instruction:

English

Recommended for:

