**Group activity**

|  |  |
| --- | --- |
| **Type/title of activity** | Case study“Discrimination at school” |
| **Total duration** | 1 hour |
| **Venue(s) requirements** | Moving tables and tables organized in islands to enable participants to circulate easily |
| **Equipment needed** | 4 flip charts and markers in each breakout room  |
| **Other support** |  |

**Activity objective**

The case study deals with a situation of discrimination at school. Discrimination always affects human rights and has serious implications for their enjoyment. Cases of pupils bullying other pupils, including pupils with disabilities, are sometimes reported in the news. Many probably go unreported and can cause trauma and suffering among learners. One of the main purposes of human rights education is to address behaviour at a young age and prevent attitudes leading to discriminatory divisions and segregation.

The exercise focuses on the specific role of the Convention on the Rights of Persons with Disabilities in empowering individuals discriminated on the basis of disability—Margarita and her parents in this case—and ensuring State responsibilities, in the private as well as in the public context and both as preventive and as reparative efforts.

The situation shows the clash of a certain mentality with a social model based on inclusive education and solidarity.

**Dynamics, roles and time required**

1. The facilitator explains the activity to the audience (purpose, dynamics, etc.) in the main venue, divides the audience in *four working groups* and sends them to their breakout rooms (5 min).
2. All participants read the case study and focus on key points (5 min).
3. Each working group nominates a rapporteur and answers the questions (20 min).
4. Back in plenary: each rapporteur answers a question while the other rapporteurs add elements or elaborate further; the facilitator summarizes the main points on a flip chart (20 min).
5. Wrap up and comments on the effectiveness of the activity or possible improvements (5 min).

**Tips for the facilitator**

When previously tested, it was noted that the case study was not easily adaptable to some contexts, particularly to least developed countries. Consequently, the facilitator might have to develop a different case study that fits the context.

**CASE STUDY**

Margarita is a 14-year-old pupil with an intellectual disability. She is a Quechua girl and her family are very poor. She was provided with a five-year scholarship by the Municipal Indigenous Council. She takes part in classes with other pupils.

The other pupils, mainly children from wealthier backgrounds, sometimes make fun of Margarita because of her accent or the mistakes she makes in class. One of Margarita’s teachers raised the issue of the behaviour of the children towards Margarita on several occasions during the teaching staff’s weekly meetings, including when the director was present, but no measures were taken.

Last week, during the break, some girls pinned Margarita against a wall while one of them took Margarita’s rucksack, took out her lunch and threw the rucksack on the floor. In response, Margarita pushed one of the girls who fell and scraped her knee, which was bleeding. This was not the first time that there had been fights involving Margarita.

The parents of the injured girl and other children’s families came to see the school director and complained about the episode asking for Margarita to be removed since she was a danger to the other children. The parents of the injured girl threatened to remove their children from the school and give it a bad name if he did not comply with their request.

The director called Margarita’s parents and told them their daughter had repeatedly caused problems, that things had got out of control and that he had to take measures; the situation was very tense and the presence of Margarita in the classroom was not good for her and would make things worse.

He invited them to move their daughter to a special school in town; he said he knew the institution and he could help them, including by ensuring that the scholarship remained valid. He said that other children with disabilities, including of Quechua culture, were attending the special school; he also said it would not make sense at this point to enrol Margarita in the normal education system because, with what had just happened, no director would be ready to take her.

The parents accepted the proposal of the director and Margarita was moved to a special institution.

After some days, one of Margarita’s relatives went to a local organization of persons with disabilities for advice.

1. What are the human rights concerns?
2. What are the main responsibilities in this case and who should have done what?
3. What are the possible consequences of the decision to move Margarita to a special school?
4. What action can be taken by the organization both in relation to the specific case and with a view to preventing similar cases.