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The project of Česko-britská o. p. s. pursues the increase of knowledge of the Czech teaching staff and pedagogy students on the child rights, their application in the school environment including the suitable methods of working with children that will improve children’s awareness and understanding of the child rights. These methods lead to the improvement of the climate in schools and to the development of the key competences of children. As a result, they assist children to accept their responsibility for themselves and others and to limit the occurrence of pathological phenomena among children and adolescents such as bullying, truancy, and drug abuse.

In the scope of this project, a collective publication of eight authors named: Ways to School Respecting and Fulfilling the Rights of the Child was created. It is intended namely for professionals working with children and youth – teachers, educators, parents and psychologists, also it will serve to social workers and lawyers dealing with the impacts supporting or disturbing the development of children and youth. In dealing with children, these impacts often lead us, adults, to actions that not respect the dignity of children and their rights.

The book is a result of collaboration of specialists from the area of law, education, psychology, and social sciences. Interconnection of the authors’ opinions on the best interests of the child in education from so diverse professional backgrounds expressed in the individual essays gives the publication a specific content. The interdisciplinary concept opens a multidimensional view to the reader of the child rights in the school practice – in education. Whereas the international context offers a bundle of examples of the best practice of implementing the rights of the child under the educational and school systems and gives the reader an opportunity to compare it with the situation in Czech schools. On the journey to
inclusion, this publication will be a good guide to teachers and other professionals from collaborating areas.

The publication comprises of seven chapters interconnected with the theme of the best interests of the child, his or her right to education and participation. They are content specific based on the authors´ original backgrounds and the defined focus of the individual chapters. The principal theme of the child best interests is considered in the psychological, ethical, moral, normative, and learning connections.

Various researches have repeatedly pointed out the need to increase awareness of the Czech expert public on the importance of children´s participation in education. Children do not like going to school, they do not feel being in the centre of interest. Their opinion is not important for teachers. This publication reacts to this need and draws attention of the educational practice to the child as the central object and subject of education. Therefore, we take it as inspirational also for present and future teachers, social workers and other experts of the collaborating professions.

For today´s school practice that is striving for changes in the meaning of inclusion and support of children handicapped for different reasons, this book will be a good guide in searching for methods of application of the best interests of the child into their approach and for designing strategies to enhance the participation processes and activities of children.

The publication is sending a clear message to the school environment about how to deal with the best interests of the child in the sense of his or her participation and safety and how to apply the best interests. The text has been written in a readable manner and the systematic structure of its arguments and reasoning makes it suitable for working with children in the field. Certainly, it will become a good framework and source for the “school participation policy”.

Dalibor Jilek, The Universal Right of the Child to Education

The presented text offers a comprehensive opinion on the issue of the necessity of education and schooling and the right of the child to education.

The universal right of the child to education. The author accompanies the reader through the theme of the right of the child to education. By interconnecting the interdisciplinary concepts, he opens a multidimensional view to the reader of the issue of the right of the child in the school practice – in education. In accord with his own professional orientation, the author projects in his text the perspective of law and jurisprudence as the principal aspect.
The author considers the right of the child to education as the fundamental right of the child as a part of his or her everyday being. He draws attention of the reader to the two basic dimensions of the right to education – to the individual and the social aspects.

The author has elaborated the theme in the historic context with emphasis on the dynamic character of the relation between the individual need and its social reflection. He emphasises the Convention on the Rights of the Child as the culmination of its development. With a support in the thoughts constructs of major world and Czech philosophers and scientists, the author offers to the reader an inspiration for reflections on the topic of the right to education. He shows examples of the best practice of the right to education application and stresses significant period publications and arguments for its implementation.

The author emphasizes the historic continuity of the idea of the child´s right to education in the school environment for everybody, or alternatively inclusive concepts in education. He stresses his consideration by the thoughts of Komenský and between the lines, he encourages readers to social responsibility for educational and learning opportunities for all children and young people from the primary up to university education.

The interdisciplinary view projected in the historic context is a contribution for both pedagogical theory and practice. We appreciate the ability of the author to interconnect concepts into clear interpretation constructs, which put forward to the readers themes for reflection, further studies as well as for search of new sources of information. In our opinion the text as inspiring for current and future teachers, social workers and other experts from collaborating professions.

**Jean Zermatten, The Best Interests of the Child, in the Context of the CRC; Literal Analysis and Implementation.**

The Czech Republic has undertaken to be bound by the Convention on the Rights of the Child. Therefore, it is topical for teachers and pedagogical staff to get acquainted with its content. The presented paper is, as the title suggests, the literal analysis of the text of the Convention on the Rights of the Child. It provides a view of significant articles and presents their interpretation with additional explanation. Very interesting is also the historic view of the events leading to the adoption of the Convention.

The contribution of the assessed text is namely in the arranging of the theme in the form acceptable for the target group (teachers and pedagogical staff). Specialist legal texts, which the Convention definitely is are usually written in the language that non-professional public perceives with difficulties. The adaptation offered by Jean Zermatten represents a very
suitable addition to other texts in the methodical manual, which in many aspects are based on the Convention however; they do not deal with the legal aspects. Thanks to the comprehensibility and a clear arrangement of the text, teachers in civics classes may use it also as a didactic tool.

The first subchapter of the paper introduces the concept of the CRC as a treaty internationally accepted and ratified by 193 countries. The author explains the basic precepts of this document expressed in the 3P principle “… convention based on the 3P principle. P for Provisions (provision of development), P for Protection (protection) and P for Participation (active participation of children in the life of the society). “ The author draws the attention of the reader to a special connotation of the third principle - participation that brings a new status to the child “... who is not a mere recipient of provision or protection but also somebody whose interests we should follow and listen to and who should be asked to participate in all decisions affecting him or her”. With regard to the purpose of this text and the target group of its readers, together with the author, we consider this principle as the key one for the direction and content of the discussions on the need of inclusive education and on the strategies of education and teaching in its framework. Therefore, the author has been dealing with the implementation of this principle into the life of the child and society in more detail. “(it)….introduces a concept that the child during its development ... and based on the differentiation he or she is capable of, may generally participate in his or her life, the life of his/her family, his/her school, his/her educational centre and the city ... he/ she is not just a passive member who needs to be taken care of but an active participant of his/her own existence.”

Mainly in the Czech environment, these considerations represent inspiration for contemplation of teachers and social workers whose professional roles very often require a fast decision taking that is influenced on one side by the critical life situation endangering the child and on the other side by his or her best interests. We also agree with the opinion of the author that a specification of general procedures in the Czech environment could reduce the risks to children (but also to the responsible personnel) caused by this situation.

Petra Ali Doláková, Participation of Pupils and Students in School Activities

The theme of pupils and students participation is one of the themes widely discussed among teaching professionals. The topical task of the paper is to explain that the providing of
children’s participation in the school activity is the duty of the school and that compliance with this obligation brings many positives to the school, children as well as to the society.

I consider the main asset of this essay in the combination of theory and practice. Highly contributing is for example a chapter “Principles of Participation”, since the given principles may help to remove the traditional misunderstandings and errors. A frequent mistake is that it is necessary to force pupils to participation. However, the “participation is a right not an obligation” principle clearly disproves this mistake. The author states that it is necessary to form conditions for the involvement and active participation of pupils and students but also they need to have the option in a specific case not to participate or to terminate their participation at a certain moment. For teachers it is important to know that participation is not and may not be provided as a reward or punishment, it may neither be terminated nor refused.

Highly valuable is the provided opportunity of participation in an ordinary teaching lesson or in selected school issues such as for example waiting for lunch, teaching the Czech language, or a dangerous traffic situation in front of the school.

The text provides ample inspiration and impulses for school directors, teachers and other school personnel to enforce, enhance and improve participation in their work. These concrete instructions may help to eliminate the sceptical view of participation in some teachers.

Within the theme of the rights of the child in school education, the author, Petra Ali Doláková focussed on the child’s participation in the school life and the processes of his or her own learning in the chapter with a symptomatic title Participation of Pupils and Students in the School Activity. In the first two subchapters of the text, she dealt with the defining of the concept of participation and its interpretation in the context of the Convention of the Rights of the Child, interpretation, and implementation of this law at the national level of the Czech educational system. The theme of the third and fourth subchapters is the participation in school in the context of school life processes. The author emphasises the efficiency of mutual influences of the participating involvement of children within the school system at all its levels. She points out the possible risks as well as the methods of their overcoming. She proceeds from the position of the legal platform however, she moves in her text in the environment of the school and in the educational processes.

In our opinion, the author managed to embody into the text the main message defined in her thesis to evidence the need of children’s participation in the school activity and to inspire teachers to the implementation of the participation processes in school life. We regard the
considerations she is developing in this context constructive and illustrative for everyday school practise. They will be a good guide for teachers and professionals from collaborating fields in the designing of the school strategy for enforcement of the participation processes and activities in the school life. The text is written readably and the systematic structure of its arguments and considerations makes it suitable for work with children in the field. For sure, it will be a good frame and source for the school participation policy”.

Vladimír Smékal, Ethic and Social Culture of the Personality as a Starting Point and Objective of the Protection of the Child Right introduces at a theoretic level the theme of the relation between the child and the society in the process of the child’s moral development and the forming of his or her responsibility towards the society in the participation meaning. The author thus opens a space for considerations on the ethic level of education. He attaches interest to education on the way of the children themselves towards recognising of their values and rights and to the moral behaviour. The chapter gives a very good basis to the reader for considerations over more concretely approached other chapters of the publication.

As the author states, he deals in his text with psychological-sociological and cultural-sociological context of the development of the children’s moral. The basic framework of this chapter is a psychological platform of the child’s development. The author places the theme into the selected relations of social and political changes in the last twenty years. He shows the formative importance of the positively focussed feedback, (praise) in the communication with the child for his/her healthy development, for the ability to be happy.

The assessed text deals with several themes related to the rights of the child connected to the social and personality context of the life of children and young people at school, in family, and in extra school education within interest organizations, the impact of media and of what is considered as the “spirit of the time”. They all are very topical. For teachers to be able to deal with erudition with the right of the child in school they should be equipped with the knowledge and results of researches related to the given themes. Teachers often refuse theoretical knowledge based on psychology, sociology etc, however subsequently they are not able to define the problems they meet in the teaching and educational processes. They feel the problems, however, they are not able to define the causes and therefore they only search for solutions with difficulties or find them only intuitively. In the text prepared by professor Smékal, theory is closely interconnected with praxis. The text gives not only theoretical fundamentals however, it also presents a way how to proceed, explains causes (e.g. a chapter “What leads children to infringe rights and to behave ethically unsuitably?”). I think that the
The presented text will contribute to the improved knowledge of teachers however it may also help in the struggle against the burnout syndrome since it provides not only theoretical but also moral support for the effort of teachers “of correct raising”, since it sees a possible direction towards this objective.

The contribution has been written highly eruditely and readably. I appreciate very much the use of comparisons allowing better to comprehend the demanding text (e.g. “Figuratively speaking: we have available a clothes closet full of clothing however we are not able to select the proper piece.”)

According to professor Smékal, the objective of the presented text is: ”to highlight how important for working with children and youth is to know the influences shaping them and to understand the personal dispositions that support or hinder good manners of children and youth, since only in this way it will be fully possible to respect the Convention on the Rights of the Child. However, equally important it is to know what in the behaviour of adults working with children and youth (parents, foster parents, teachers, educators and managers of voluntary interest organizations) supports or hinders the respect towards the rights of children and youth.” I note that the given objective has been accomplished.

I evaluate the whole text as highly contributive and applicable in practice since it fully and comprehensibly interconnects the theme of the rights of the child with other themes so that it is not taken out of context which is the case in many other sources. I consider the essay very contributing with respect to the rights and namely obligations of the child. Czech teachers often object (sometimes rightfully) that we only keep talking about the rights of the child and obligations are being ignored, which often results in that they refuse the CRS as a whole. Many issues described in this text and instructions of their solving may help teachers in dealing with pupils or better to understand them (e.g. the chapter “What leads children and youth to break rights and to act ethically inappropriately?”). Another contribution of this text I see in that the presented pieces of knowledge may help teachers better to come to know “oneself” (e.g. chapter of personality, frustration, etc.) and they may learn how to better deal with pupils, parents and colleagues.

In the Community School – Basis of Efficient Forming of Civil Culture of Pupils and Society essay, David Bartušek and Marek Lauermann allow the reader to take a look in the theme of the right of the child from the pedagogic perspective. In different connections of the educational processes both in its educational and teaching component, they follow the context of the best interests of the child. As an alternative to the existing school in which neither
children nor teachers are very happy according to researches, they present to the readers a concept of the community school. They project the best interests of the child into the space of the school as the community system. They refer to its certain supporting and strengthening potential in the meaning of a “maximum possible development of the right of the child in everyday school practice”, the source of which they see mainly in the respect to the child, in the application of the Convention on the Rights of the Child, to education and in reformatory efforts to improve the education system.

The text is without doubt a contribution to the current school practice. The authors emphasized very well the basic concepts of a good inclusive school in the sense of individual and social demands and requirements with respect to the best interests of the child. Systematically, step by step they evidence the contribution of the alternative courses of pedagogy in the forming of school concepts as the place of happiness and joy for all its users in the community meaning of the word. Among the lines, we perceive that they consider happiness as one of the significant fundamental rights of each child.

The theme of the “community school” is highly topical for the target group (teachers, pedagogical staff in the Czech Republic) the methodological handbook is intended for. Furthermore, the issue is approached comprehensibly and it also contains other related themes such as e.g. collaboration of the family and educational institutions including the cooperation with other entities (partners) participating in the educational teaching effect, which means “institution openness” and the “community character” of its functioning.

Irena Čechová, School Friendly to Children: Application of the Right to Education

The theme of the school friendly to children is topical since in the recent years, the Czech education has been undergoing a principal modification. Similarly to the past situation in the developed western countries, we have been undergoing a change of orientation from the teacher to the pupil – the pupils becomes the centre of interest. Examples from Switzerland may serve to teachers and educational staff as a guide for building of schools in the Czech Republic that are friendly to children.

Literature dealing with the rights of the child in such a scope and format accessible to both professional and lay public has been missing in the Czech Republic. Highly beneficial is the presentation of the examples of the best practice from Switzerland that may help not only in the prevention but also in the solving of analogous situations in this country.
The author closes not just her chapter, but also the whole publication with an appeal “...we have to realise that the new position of the child or the pupil is a development, a progress. It does not mean that the child has become the king of everything that he or she is a human being with unlimited rights, that he or she is always right. This was not the objective of the Convention on the Rights of the Child! The fact that we acknowledge the child as a person does not mean that we agree with him or her under all circumstances. We as adults have to continue in our adult role, we have to be responsible, caring, and demanding. A new approach means new methods of communication with children and new ways how to help them to grow develop and become responsible for themselves.” Thus, the author managed to underline the message of the whole publication. To perceive the responsibility of adults for the best interests of children the core of which is in their own responsibility…. 

**Paola Riva Gapany, Education for Disabled Children Best Practices from Switzerland**

The author provides information to readers on education in Switzerland with the objective of orientation in the complex educational policy of the country that is not governed centrally but separately in the individual cantons. She points out at overlapping and unclear use of the terms inclusion and integration in literature, which relates also to the unclear definition of both terms and concepts. 

Subsequently the author informs readers of a study prepared by The European Agency for Development in Special Needs Education and the framework of school policy of educating children with disabilities across the European school systems defined by this agency. Based on the extent of inclusion of children into ordinary schools, they are divided into three categories: one-track approach of inclusion, two-track approach of inclusion, and multi-track approach of inclusion. The Czech Republic with its offer of educational options for disabled children in ordinary schools, in special schools and in integrated specialised classes belong to the multi-track school system.

In the last chapter, the author guides her readers through the process of the CRC implementation into the school legislation framework in Switzerland. She illustrates their application in the educational practice on examples of selected projects realised directly in schools in different cantons. The chapter thus forms a bridge of thought from generally approached and rather judicially focussed texts into a more specific theme of the best interests of the child and his/her right to education and in the school environment in educational processes.