

CHILDREN'S RIGHTS IN ROMANIA DREPTURILE COPIILOR ÎN ROMÂNIA

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Summary: There are children everywhere deprived of the warmth and love of home, children abused and neglected, children who work hard to survive - in a word, "children without childhood."

Placing the child at the center of a society's concerns must be the property of all the factors involved and responsible for its protection. Experience shows us that children are often far too aware of the responsibilities they have and too little of their rights.

* The right to health - a child has the right to a healthy lifestyle, which allows him to develop harmoniously. It must have a suitable environment - a living space, necessary food as well as clothes specific to each season.

* The right not to be discriminated against - a child has the right to be accepted and respected by others and not to be discriminated against, whether it is gender discrimination, nationality, ethnicity, religion, culture and discrimination on the basis of orientation sexual (among adolescents).

* The right to be protected against any form of abuse, violence, exploitation - every child has the right to be protected by parents or other legal representatives, not to be abused (emotional, physical, negligent, sexual) or acts of violence, as well as forms of exploitation (begging, labor exploitation, sexual exploitation).

The school institution, which, by virtue of its mission, carefully cultivates steadfastness, develops judgment, promotes a sense of values, prepares for professional life and generates friendships between children of different natures and conditions, fosters a spirit of good understanding.

Rezumat: Există pretutindeni copii lipsiți de căldura și dragostea căminului, copii maltratați și neglijați, copii care muncesc din greu pentru a supraviețui - într-un cuvânt „copii fără copilărie”. Plasarea copilului în centrul preocupărilor unei societăți trebuie să constituie o proprietate a tuturor factorilor implicați și responsabili cu protecția lui. Experiența ne arată că cei mici sunt de multe ori mult prea conștienți de responsabilitățile pe care le au și prea puțin de drepturile lor:

*Dreptul la sănătate - un copil are dreptul la un stil de viață sănătos, care să-i permită o dezvoltare armonioasă. Acesta trebuie să beneficieze de un mediu adecvat - un spațiu de locuit, hrană necesară precum și haine specifice fiecărui anotimp.

*Dreptul de a nu fi discriminat - un copil are dreptul de a fi acceptat și respectat de către cei din jur și de a nu fi discriminat, fie că este vorba despre discriminarea de gen, naționalitate, etnie, religie, cultură și discriminarea privind orientarea sexuală (în rândul adolescenților).

*Dreptul de a fi protejat împotriva oricărei forme de abuz, violență, exploatare - fiecare copil are dreptul de a fi protejat de către părinți sau de către alți reprezentanți legali, de a nu fi supus abuzului (emoțional, fizic, prin neglijare, sexual) sau actelor de violență, precum și formelor de exploatare (cerșetorie, exploatare prin muncă, exploatare sexuală).

Instituția școlară, care, în virtutea misiunii sale, cultivă cu grijă statornicia, dezvoltă judecată, promovează simțul valorilor, pregătește pentru viața profesională și generând relații de prietenie între copii de firi și condiții diferite, favorizează spiritul de bună înțelegere.

Key words: rights, education, children, health

Cuvinte-cheie: drepturi, învățământ, copii, sănătate

There are children everywhere deprived of the warmth and love of home, children abused and neglected, children who work hard to survive - in a word, "children without childhood." Placing the child at the center of a society's concerns must be the property of all the factors involved and responsible for its protection.

If we understand the child as a person who needs respect, love, guidance and support, we will be able to speak of a real respect for his rights and the provision of adequate protection.

The Convention on the Rights of the Child draws attention from the outset to the vulnerability of children in need of special conditions of care and protection, with particular emphasis on family responsibility.

Today, there is increasing attention to abused and neglected children in their own homes and in their own families. In Romania, the concern about the problem of abused and neglected children is relatively recent. According to the United Nations Convention on the Rights of the Child, it is the right of every child to be protected against any form of abuse. Rarely do abused children have the chance to ask for help, being left to fend for themselves. Therefore, it is extremely important for the authorities and social services to be involved in identifying and monitoring abused, neglected children and, where necessary, to intervene to protect them. Without this involvement, abuse can have disastrous consequences for the child.

In order to respect the rights of the child, it is not enough to sign international documents, but you must know and understand the needs of the child and the long-term effect of their satisfaction or neglect. All the rights of the child are nothing but needs understood and recognized by societies concerned with a better future” (A. Muntean - Report, p.31).

Although Romania was among the first states to ratify the UN Convention on the Rights of the Child, the situation regarding child abuse is confusing, the legislative case is missing, and the notion of abuse is not clearly defined, not even among specialists. Unfortunately, in schools, in institutions, in the family, all forms of abuse are present (physical, emotional, sexual).

The issue of children and childhood has become, especially since the adoption of the United Nations Convention on the Rights of the Child, a constant presence in both current political discourse and in scientific, cultural, educational approaches - at international, regional and national level.

International alliances of non-governmental organizations have been set up to pressure governments to respect children's rights. With the help of the mass media, the mass public opinion is sensitized about the dramatic situation of children in various parts of the world. The last decade of the last century has been assumed by the representatives of the states and governments present at the international summit for children, in September 1990, as "the decade of the child". On this occasion, the "International Declaration on the Survival, Protection and Development of the Child" was adopted.

In Romania, specialized institutions have been created at national and local level designed to monitor the implementation and observance of children's rights. Private partnership programs - national and international - have been developed for this purpose, for the purpose of improving the protection of the child and childhood. Through international cooperation, especially underdeveloped and developing countries, including Romania, benefit from technical-scientific and financial assistance in the field of implementation and protection of children's rights.

And yet ... how aware are children of the struggle of humanity to guarantee their rights?

Starting at an early age, from which he can become aware of certain things, every child must know his rights, he must be informed, in order to avoid possible situations of abuse, in an extended framework or say: violation of children's rights. Experience shows us that children are often far too aware of the responsibilities they have and too little of their rights:

The right to health - a child has the right to a healthy lifestyle, which allows him to develop harmoniously. It must have a suitable environment - a living space, necessary food as well as clothes specific to each season.

The right to education - every child has the right to benefit both from an informal education, which comes from the family, and from an education provided in a formal setting (kindergarten, school).

The right to an opinion - every child has the right to express his opinion and to be treated seriously for all the problems he faces. There are many situations in which a problem, seen through the eyes of an adult is unimportant, and viewed from the perspective of a child, is a real tragedy.

The right not to be discriminated against - a child has the right to be accepted and respected by others and not to be discriminated against, whether it is gender discrimination, nationality, ethnicity, religion, culture and discrimination on the basis of orientation sexual (among adolescents).

The right to be protected against any form of abuse, violence, exploitation - every child has the right to be protected by parents or other legal representatives, not to be abused (emotionally, physically, through neglect, sexuality) or acts of violence, as well as forms of exploitation (begging, labor exploitation, sexual exploitation, etc.).

In these situations, social institutions must intervene and take part in supporting the family in raising and educating children, only that this support can only be achieved with an effective collaboration with school institutions.

The reason would be that teachers often notice the socio-human problems for the first time, in 3-year-old children, who come for the first time to an educational institution where they do not spend a few hours with their parents. These problems can be easily discovered, especially in children's free play when playing "with the family" or in their drawings, huge black spots often appear, in children who stutter due to parental aggression or other similar problems. The educator is the first "foreigner" who can identify irregularities that may fall within the competence of social assistance.

The school institution, which, by virtue of its mission, carefully cultivates steadfastness, develops judgment, promotes a sense of values, prepares for professional life and generates friendships between children of different natures and conditions, fosters a spirit of good understanding. In addition, it is a center in which families must participate and develop.

Through psycho-pedagogical training, the teacher can perform a series of psycho-pedagogical tests to get to know children with problems, even parents, and can in a very small phase prevent or correct problems.

Parents who took part in various meetings organized in order to find out the fundamental rights of children, easily became aware of the existence of certain irregularities in the upbringing and education of children. Discussions with parents and exercises solved at these meetings helped to take responsibility for raising, caring for and educating their children, fulfilling parental duties, and resolving difficult situations that arose during education.

Such an intervention offers parents the opportunity to reflect on the relationship with their child, motivating the parent to make the relationship as good as possible, and this can be done only by respecting the child and his rights.

It is necessary and extremely important to organize educational programs for parents to prevent abuse and provide support for those parents who face problems in their children's education.

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QUALITY EDUCATION THROUGH EXTRACURRICULAR ACTIVITIES EDUCAȚIE DE CALITATE PRIN ACTIVITĂȚI EXTRACURRICULARE

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Summary: The article presents some examples of extracurricular activities carried out with primary school students, in order to familiarize them and make them aware of their own rights, both online environment and in everyday social life.

Rezumat: Articolul prezintă câteva exemple de activități extracurriculare desfășurate cu elevii din ciclul primar, cu scopul de a-i familiariza și conștientiza asupra propriilor drepturi, atât în mediul online, cât și în viața socială de zi cu zi.

Key words: extra rights, curricular activities, children's

Cuvinte-cheie: activități extracurriculare, drepturile copiilor

Activitățile extrașcolare au un rol esențial în dezvoltarea personalității copiilor.

În promovarea unei educații incluzive de calitate ar trebui implicate mult mai multe cadre didactice specialiste, cu rol cheie în educație: consilieri școlari, profesori de sprijin, psihologi, psihoterapeuți, etc.

O educație publică de calitate și incluzivă reprezintă o premisă absolut necesară pentru orice sistem democratic. Toate statele lumii și-au asumat obligația „de a asigura o educație incluzivă și echitabilă și a promova învățarea pe tot parcursul vieții pentru toți” - , iar cetățenii și societatea civilă joacă un rol esențial în a reaminti comunității internaționale că trebuie să-și respecte această promisiune și să remedieze criza cu care se confruntă educația în întreaga lume.

Statele au și vor avea și în viitor rolul și responsabilitatea de a asigura tuturor o educație publică gratuită și de calitate, să asigure în mod progresiv accesul, echitatea și egalitatea pentru copiii și adulții cu dizabilități și nevoi speciale, iar grupurile marginalizate să beneficieze de atenția de care au nevoie și să aibă un important cuvânt de spus.

Când promovăm realizarea Obiectivului 4 de Dezvoltare Durabilă, trebuie să promovăm realizarea sa în totalitate, astfel încât dreptul la educație să fie garantat tuturor, iar grupurile marginalizate să beneficieze de atenția de care au nevoie și să aibă un important cuvânt de spus.

Pentru ca un copil să beneficieze cu adevărat de dreptul la o educație de calitate și incluzivă, nu este suficient să frecventeze școala. Siguranța și sănătatea, inclusiv cea emoțională, a copiilor sunt la fel de importante, iar învățarea nu poate avea loc într-un mediu școlar în care elevii se simt marginalizați, agresați sau sub amenințare.

Atât studiile Organizației Salvați Copiii, cât și relatările primite de la copiii, cadrele didactice și părinții cu care lucrăm ne arată că, din păcate sunt numeroase cazuri în care școlile nu reprezintă un mediu care să permită dezvoltarea armonioasă a copiilor sau un mediu în care aceștia să simtă în siguranță. Deși, pentru mulți adulți, bullying-ul poate părea un fenomen ascuns sau lipsit de