



מדינת ישראל, משרד החינוך התרבות והספורט
 המינהל הפדגוגי, אגף א' מוסדות חינוך
 הממונה על יישום חוק זכויות התלמיד

Big Small People

השלישייה
 הישראלית
 החינוכית



אנשים קטנים גדולים

Creating Animation Films on Children's Rights

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abstract

The presentation with the title "challenges in the multicultural society" was held during **the International animation Project – Big Small People .**

Israel represents a multicultural society in both macro and micro point of view. The article focused on the locally pupils rights point of view, national and global links .



1 - Assumption (continue)

(Following Banks' (Banks, 1988, p.43) notion of multiple identities...)

Every child comes to school with an ethnic identity whether these identifications are conscious or unconscious. This identification must be recognized and respected by the teacher. It must be the basis for the learning activities in the classroom. The point here is to acknowledge differences rather than ignore them. It is equally critical that the children recognize and appreciate their own ethnicity and learn to appreciate those of the other children in the class.

This recognition of individual ethnic identities is the beginning point, it is a connector of both the teacher to the student and the students to each other. It is the basic building block in the learning process which requires knowing where the child is relative to him/herself and the content to be addressed. This ethnic identification is a continual point of focus throughout the education process and is the basis for developing the next level of identification which is a national identification



2 - assumption

The national identity of the individual requires his/her understanding and commitment to the democratic ideals such as human dignity, justice and equality. Here the focus is on becoming effective members of a democratic society. An individual's strong national identification is essential to his/her development of a global identity. As our society becomes more and more dependent on other societies, it is critical that the schools address the problems of the world as a whole.

The development of the global identification provides the students with the opportunity to see how as a nation we fit into the world society. It allows students to better understand that the actions of a nation must not only be viewed in terms of the implications for that nation but what are the effects on the whole world. Children who have developed both a strong ethnic and national identity should have the perspective to also develop a global identification which should in turn make them better citizens of the world community.



3 - assumption (continue)

At this point in time it is important to realize that the identifications discussed above are hierarchial. In other words the curriculum and the learning needs to proceed by first recognizing the ethnic identity, then the national and finally the global. The development of the latter are dependent upon the development of the former. It is also important that the individual identities are not static but continually evolving and so it is important for the curriculum to emphasize all three types of identities as learning progresses.



4 - SALAD SAMPLE

The metaphor of the melting pot is no longer functional. We have to switch to either the toss salad or the stew. It allows us to focus both on the differences in the ingredients while at the same time the beauty of the whole. A good salad does not have a bunch of components that look, taste or have the same texture. **The success of the salad depends not only on its looks but also on a lot of other factors including the taste, the freshness of the ingredients, the smells, the textures and the mixture itself.**

Empowerment is a process of civil change that occurs at the personal and community level. Through it, people as individuals and in groups vie for their right to decide, act, and impact the issues that affect their lives and surroundings.

Empowerment is a requisite to the development of a genuine and effective democracy.



6 - SOME GENERAL PRINCIPLES

1. The approach is **global** in the sense of having a planetary perspective, but also concerning the whole curriculum and indeed the whole school.
2. The **climate** of the school encourages expression, inquiry, and dialogue, enabling time to be used flexibly for special projects.
3. **Participation** is encouraged both by formal structures within the school and through pedagogy of active learning.
4. Human rights is a dimension and **cross-curricular theme** . Ideally, interdisciplinary teams of teachers will be involved.
5. Although human rights concepts are found in every area of the school curriculum, it is useful to give the idea a high public profile within the school through a **special project**.
6. Special projects are an appropriate opportunity for working with the **community**.
7. Human rights education projects are **motivating** to students and teachers: they encourage a sense of citizenship.
8. Human rights is about **law**. Respect for process and for the law will increase if students are involved in the formulation of the rules and **codes of conduct** in their schools and classes.



7- Our Role in the Ministry of Education Toward Pupils rights that....

1. Every student must have an **equal opportunity** to achieve to her or his full potential.
2. Every student must be prepared to competently participate in an increasingly **intercultural society**.
3. Teachers must be prepared to **effectively facilitate learning** for every individual student, no matter how culturally similar or different from her- or himself.
4. Schools must be active participants in ending oppression of all types, first by ending oppression within their own walls, then by producing socially and critically active and **aware students**.
5. Education must become more fully student-centered and inclusive of the voices and experiences of the students.
6. Educators, activists, and others must take a more active role in reexamining all educational practices and how they affect the learning of all students: testing methods, teaching approaches, evaluation and assessment, school psychology and counseling, educational materials and textbooks, etc.
7. For enhancing students rights, each pupil in grade one received a small booklet which contains the essential rights , which is one step toward more activities this year .



8- Inter-Governmental Organizations:

Inter-governmental organizations include various specialized agencies, such as those of the United Nations. IGOs are defined in the UN Charter as those established by intergovernmental agreement and having international responsibilities as defined in their basic instruments, only countries as a whole can be members .

[International Governmental Organizations](#)

[International Labour Organization](#)

[International Network for Economic, Social and Cultural Rights](#)

[Interpol](#)

[Red Cross](#)

[UNESCO](#)

[United Nations Human Rights Page](#)

[United Nations Human Rights Bodies Database](#)

[United Nations Virtual Library](#)

[Human Rights Treaty Bodies Database](#)

[United Nations Treaty Collection Online](#)

[Human Rights Treaty Bodies Database](#)

[International Court of Justice](#)

[Valencia Third Millennium Foundation](#)

[Women Watch \(United Nations](#)



[Global Witness](#)
[Human Rights Internet](#)
[Human Rights Watch](#)
[Human Rights in Latvia](#)
[INCORE \(Initiative on Conflict Resolution and Ethnicity\)](#)
[Index on Censorship](#)
[IGC Internet](#)
[International Centre for Human Rights](#)
[International Foundation for Election Systems](#)
[International Helsinki Federation for Human Rights](#)
[International Lesbian and Gay Association](#)
[International Human Rights Network](#)
[International Rule of Law Directory](#)
[International Women's Rights Action Watch](#)
[res udecins Sans Fronti'M](#)
[National Human Rights Institutions Forum](#)
[Nike Wages Project](#)
[Prevent Genocide International](#)
[ReliefWeb](#)
[Results](#)
[Rights Alert](#)
[Simon Wiesenthal Center](#)
[Sweat Shop Watch](#)
[Union of Councils for Jews in the Former Soviet Union](#)
[US Institute of Peace Library: Truth Commissions](#)
[War Child](#)
[War Criminal Watch](#)
[Women, Law & Development International](#)
[World Organisation Against Torture](#)



11 - Television and Multiculture

By Radenko Udovicic

Bar, a town in the Montenegrin part of the Adriatic coast, again hosted the Gathering of Public Televisions of South East Europe in May this year. Representatives of public and state televisions from Croatia, Bosnia-Herzegovina, Serbia, Montenegro, Macedonia, Albania, Romania, Moldova, Bulgaria and Slovenia participated for the second year in a row. The gathering was organized by the Center for Media Communications MEDIACOM, which operates within the framework of the International TV Festival in Bar, Media Plan from Sarajevo and Germany's ZDF television .



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The Second Gathering of Public Televisions of South East Europe resulted in an agreement to exchange television programs among 12 televisions from the region .

The project will initially be financed only partly from participating televisions' resources, and the main support will be provided by the South East Europe Stability Pack. The program exchange is envisioned in such a way that each of the 12 televisions, for one offered program, receives 12 programs.

The main criteria that each program must meet are high standard of production and professional presentation, as well as relevance of the issue for other countries in the region, because what is, interesting in one country may not be in another.

That is the whole point of diversity .



9- Non-Governmental Organizations:

Non-governmental organizations include any international organization not established by an intergovernmental agreement but perhaps acting in cooperation with official governments in certain circumstances.

[Amnesty International](#)

[Anti-Corruption Gateway](#)

[Anti-Slavery International](#)

[Antisemitism and Xenophobia Today](#)

[AsylumLaw.org](#)

[Center for Reproductive Law and Policy](#)

[Center for Women's Global Leadership](#) CWGL

[Derechos](#)

[Digital Freedom Network](#)

[eLandnet](#)

[ENDA Third World](#)

[Equality Now](#), [Words and Deeds](#): Discriminatory Laws Around the World

[ERCOMER](#)

[Freedom House](#)

[Forced Migration Online](#)

[Global Fund for Women](#)

<http://www1.umn.edu/humanrts/peace/index.html>

- we choose : [Partners in Human Rights Education](#)
- we choose : [Minnesota Advocates for Human Rights](#)
- We choose : ["link"](#) from the list
- we choose : [Human & Constitutional Rights](#)

BILLS OF RIGHTS

CONSTITUTIONAL RIGHTS

CENTER FOR CIVIL RIGHTS

TOPICS

INTERNATIONAL
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RESOURCES



DOCUMENTS

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LINKS

NATIONAL LINKS

This menu provides links to information on human rights initiatives within individual nations. Each nation's page contains links to one or more of the following: legally-enforceable documents (such as bills or declarations of rights, constitutional provisions, and laws), government agencies, non-governmental organizations, and other resources pertaining to human rights within that nation.

Paul Gilroy

is Professor of Sociology and African American Studies at Yale University and author of *Between Camps* (published in the USA as *Against Race*) and *The Black atlantic*

“ Multiculturalism at home threatens the United States and the West; universalism abroad threatens the West and the world. Both deny the uniqueness of western culture. The global monoculturalists want domestic multiculturalists want to make the world like America . The America like the world.

A multi-cultural America is impossible because a non-Western America is not American .

A multicultural world is unavoidable because global empire is impossible.”

