

**A Child Rights and Equity-based
to Early Child Development:**

Systems and Policy

How this session is organized?

Part 1: Now Plenary Session

- CR & ECD
- CR Indicators
- GBD & Children with disabilities (CWD)
- Linking CR & CWD
- Q&A

Part 2: 14:00-15:30 Workshop

- Applying a Child-Rights based Approach to ECD programs and interventions

General principle of the CRC

**Children have the right to
play (Art. 31 – CRC)**

Children have the right to play (Art. 31 – CRC)



So, let's play: guess, who is who?

**There is a general evidence-based
existential principle that says:**

All the adults were children at one stage in their lives...



Raul



Elke



Gerison



Ziba



Bolajoko

...and they should keep childhood in their minds.

Introducing Ziba



Child rights and child development: where do they cross paths



Dr. Ziba Vaghri
GlobalChild Program of Research
University of Victoria, Canada

ISSOP Congress
Sep, 2018
Bonn, Germany



Increased global attention to Early Child Development (ECD)

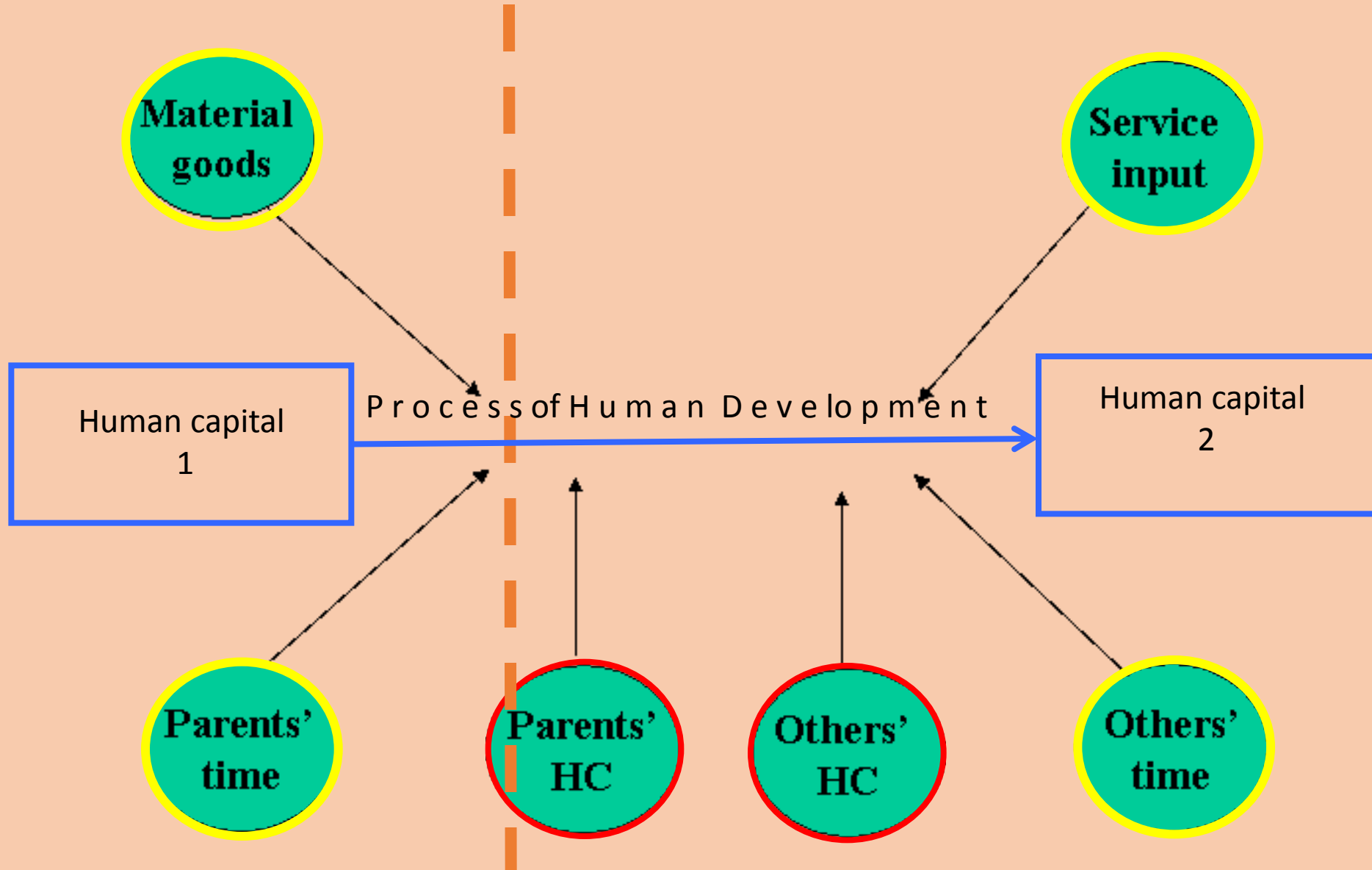
The Convention on the Rights of the Child (CRC)

Early Childhood Rights Indicators, ECRI: Brining ECD and CR fields together

GlobalChild; Building on ECRI and a decade of work and experience



1. Human capital Theory



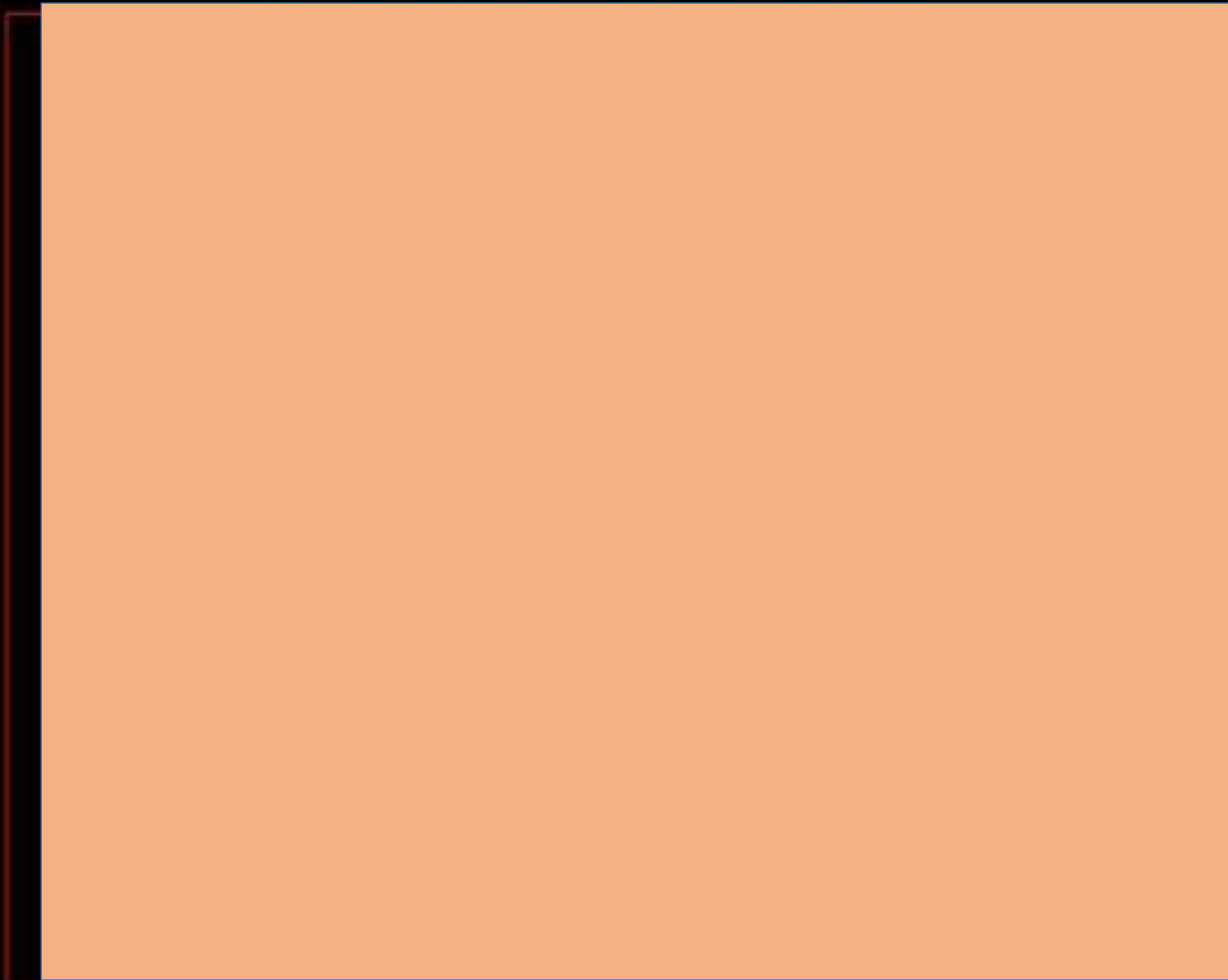
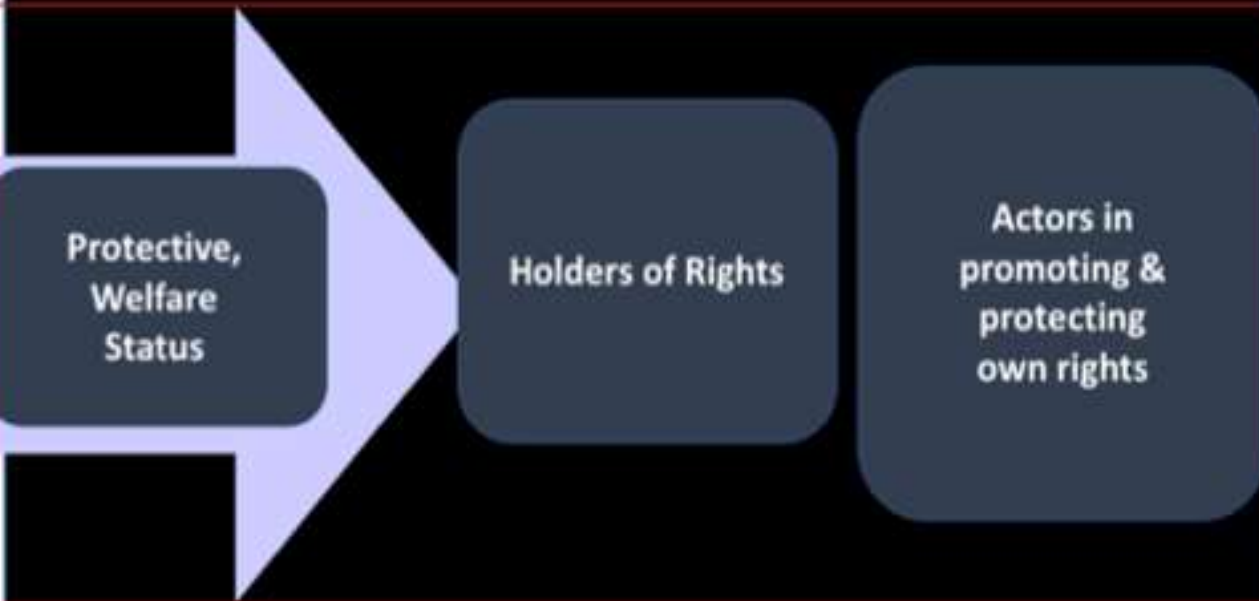
1989, the Convention on the Rights of the Child (CRC) was introduced to the world



Convention on the Rights of the Child

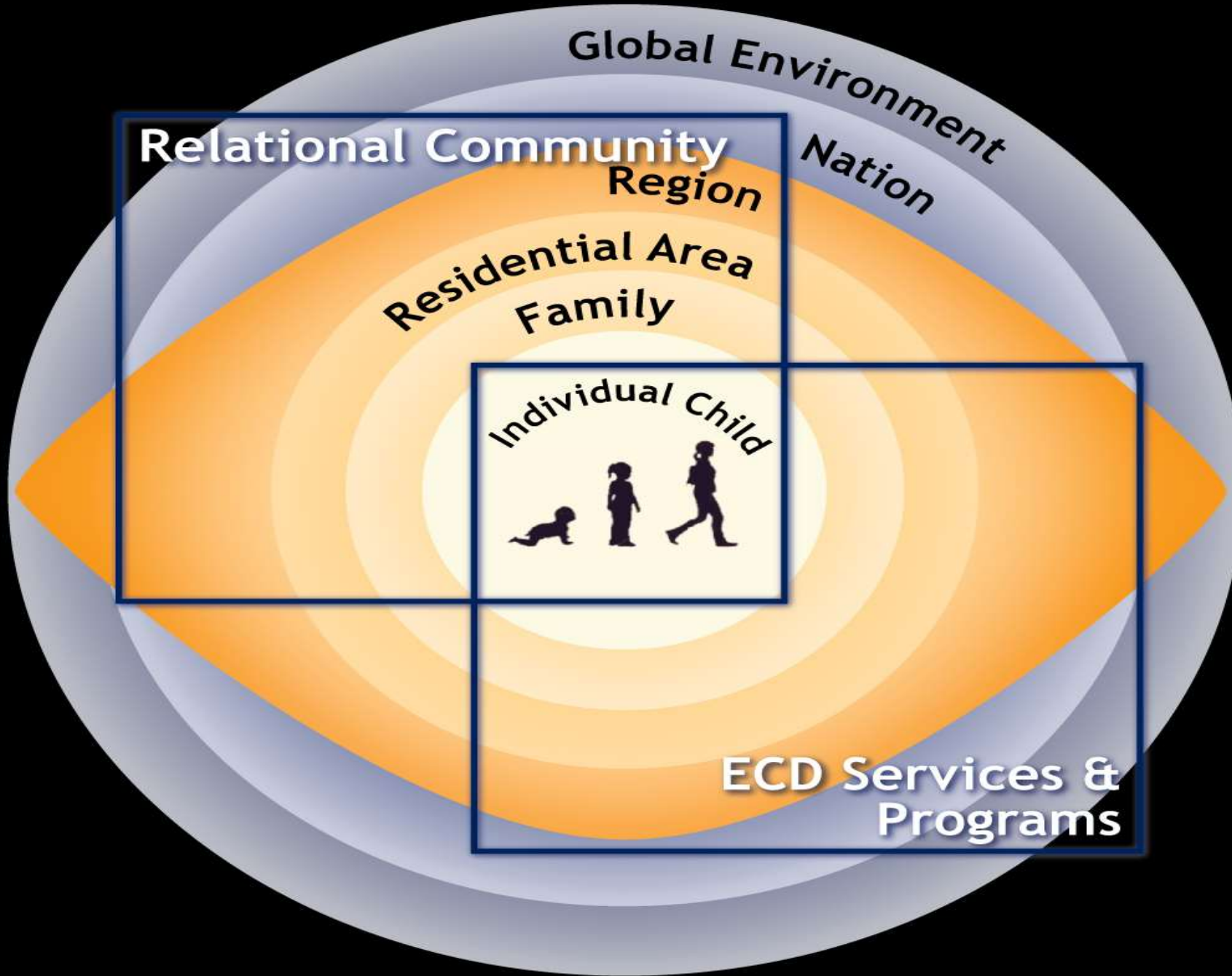


The Principle of Respect to child's view



What good it can do to treat the disease and send people back to the conditions that created the disease?





TOTAL ENVIRONMENT ASSESSMENT MODEL (TEAM-ECD)

United Nations Committee on the Rights of the Child

CHILD



Convention on the
Rights of the Child

Historical Background

CRC

1989

In 1989 the Convention on the Rights of the Child (CRC) was adopted by the United Nations General Assembly



...historical Background

2005

Translating GC7 to user-friendly indicator set

2006

UNCRC invites group to develop GC7 Indicators

17 Indicator Sets

1. Dissemination of GC7
 2. Constructing and implementing a positive agenda
 3. Human Rights training
 4. Data collection system
 5. Early Child Development
 6. Birth registration
 7. Participation in family decision-making
 8. Violence against young children
 9. Basic material needs
 10. Breastfeeding and complementary feeding
 11. Access to and use of health services
- Age-appropriate health education
 - Provision of early childhood education and care services
 - Educational provision for vulnerable young children
 - Knowledge of right and capacity to support their realization
 - Play, leisure and rest opportunities
 - Inclusive policy and provisions for marginalized groups

**e.g. Indicators set for
violence**

Are there measures in place to ensure adequate data collection to monitor the progress made on the implementation of the right of young children to freedom from violence?

Are there initiatives to raise awareness and prevent violent physical and emotional (demeaning, ridiculing) disciplinary measures on children?

Has there been a reduction (in the last five years) in the rate of occurrence of all forms of violence perpetrated against young children?

Structure

Process

Outcome

NO

Are there initiatives to raise awareness and prevent violent physical and emotional (demeaning, ridiculing) disciplinary measures on children?

Steps to have such programs

Suggestions

Positive parenting education

Canada's Nobody's Perfect:
<http://www.bccf.ca/professionals/programs/nobodys-perfect>

In-service training of professionals

Child Rights Education for Professionals (CRED-PRO):
http://www.iicrd.org/work/projects/community_of_practice/CREDPRO

Public education through media

Facebook:
<http://mashable.com/2010/12/03/cartoons-facebook-end-violence/>



2009-2010

Chile



**13,300 USD
GDP/Capita**

2011-2012

The Early Childhood Rights Indicators, ECRI



**179,205 USD
GDP/Capita**

British Columbia

British Columbia

2015-2017



GlobalChild

www.globalchildnetwork.com

Combining the science of child development and the political power of the Convention we propose to create a tool that will facilitate monitoring the policies and processes designed for children and their impact on children's development and well being.



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REFERENCE: CRC/RW

6 November 2017

Dear Ms. Vaghri,
Dear Mr. Zermatten,

On behalf of the Bureau of the Committee on the Rights of the Child, I would like to thank you for your presentation which took place on 27 September 2017 in Geneva. The presentation which focused on the GlobalChild project, a comprehensive child rights monitoring platform based on a framework of indicators to facilitate both compliance with and reporting on the Convention of the Rights of the Child (CRC), was appreciated by all present.

It is noted with appreciation that the GlobalChild project will expand upon the work made on the Early Childhood Rights Indicators (ECRI), a monitoring tool for children under the age of eight, with a view to developing an innovative and comprehensive monitoring platform that will assist in monitoring the rights of all children up to the age of 18.

We welcome that the aim of this initial 5-year project is to operationalize the entire CRC and create an innovative digital monitoring platform based upon an indicators framework, and then pilot the tool in Canada. We understand that in the subsequent five years, the tool will be then expanded globally and piloted in countries from all regions of the world. The Committee commends the Government of Canada for recognizing the significance of this work and funding the initial part of this project.

The Committee welcomes the GlobalChild project and looks forward to the envisaged periodic engagement and consultation with the Committee in the process of the development of this important electronic child rights monitoring platform. In this regard, the Committee invites GlobalChild to provide a periodic progress report and decides to designate Ms. Kirsten Sandberg to be the Committee's focal person for the GlobalChild project.

Yours Sincerely,

Our Network



GlobalChild

www.globalchildnetwork.com

International Collaborators

- **WHO**
- **UNICEF**
- **UN-CRC**
- **UN-CRPD**

- **International Pediatric Association**
- **International Society for Social Pediatric**
- **European Network of Ombudspersons for Children (ENOC)**

- **Global Partnership to end violence**
- **African Child Policy Forum**
- **International Institute for child Rights, Sion**
- **Fundamental Rights Agency (FRA)**

- **Max Plank Institute, Germany**
(Berlin, Germany)
- **Child Rights International Network, UK**



GlobalChild

www.globalchildnetwork.com

Human development is at the center of the global agenda in the 21st century. Our planet faces challenges that can be met only by people who are tolerant, empathic, insightful, and capable of lifelong learning. Research teaches us that the roots of these human attributes are in the childhood.”

Clyde Hertzman (OC)- 1953-2013



GlobalChild

www.globalchildnetwork.com



Twitter: [GlobalChild_Can](https://twitter.com/GlobalChild_Can)
Email: globalchild@uvic.ca

Funded by:



MICHAEL SMITH FOUNDATION
FOR HEALTH RESEARCH

Discover. Connect. Engage.



CIHR IRSC

Canadian Institutes of Health Research
Instituts de recherche en santé du Canada

Introducing Bolajoko





https://www.dropbox.com/s/bsfhkrvyrsp6vxd/ECD%20and%20SDGs_Bolajoko%20Olusanya%202018-R3%20-%20HD%20720p.mov?dl=0

Bolajoko

I very much look forward to feedback from the meeting from our colleagues and the action plan for securing global attention for children with disabilities and others who have been neglected for so long. Please accept my very best wishes for the conference.

Sincerely

Bolajoko



Introducing Gerison



The rights of young children with
disabilities: moving beyond the
UNCRC

Gerison Lansdown

ISSOP, Bonn, 27/29th Sept 2018

A snapshot

- Up to 100 million children are born with a disability or become disabled before age 19
- Only around 10% of children with disabilities in the developing world receive an education.
- More than 80% live in developing countries and have no access to services
- Many are excluded and invisible within their communities
- Many are in institutions with no contact with their families
- In many countries, their birth is never registered



in other words...

Children with disabilities commonly
experience:

- Widespread discrimination
- Social exclusion, social isolation and fewer opportunities for friendship and play
- Disproportionate levels of physical and sexual violence
- Extreme poverty
- Denial of access to education
- In some circumstances, denial of the right to life

Approaches to disability

Charity model

- Recipients of charity
- Dependent on goodwill

Medical model

- Problem rooted within individual
- Individual must change and adapt

Human rights model

- Subjects of human rights
- Disability a product of interaction between level of functioning and barriers in the environment

Implications of the models

Medical Model

Disability is an abnormality or deformity

Being disabled is negative

Disability resides in the individual

The remedy for disability-related problems is to cure or 'normalise' the individual

The agent of remedy is the professional

Human Rights Model

Disability is a difference

Having an impairment is, in itself, neutral

Disability derives from interaction between the individual and society

The remedy for disability-related problems is a change in the interaction between the individual and society

The agent of remedy is the individual or their advocate

In other words.....



**Human rights based
approach**



**Charity based or
medical approach**

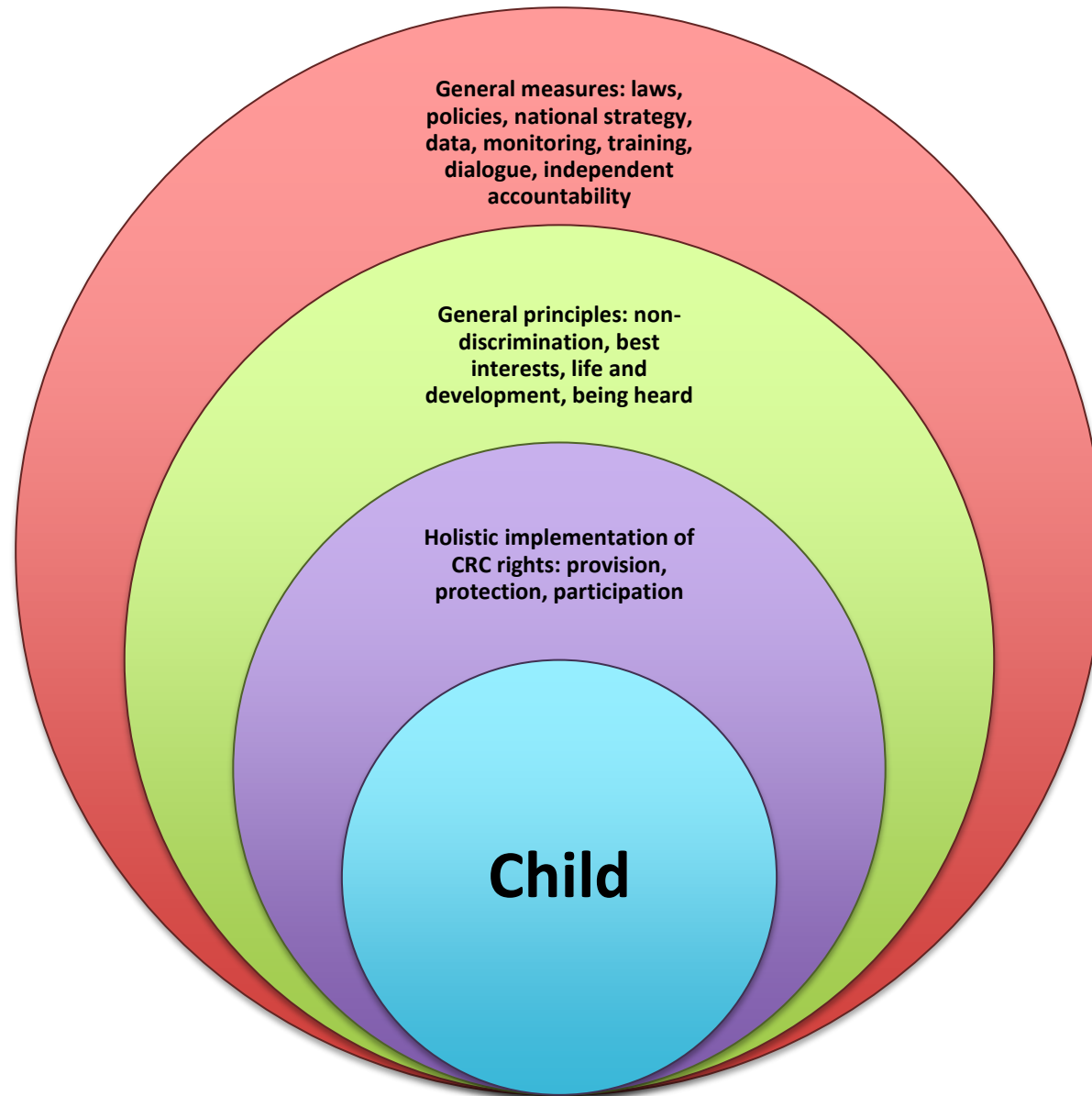
Changing recognition of rights of children with disabilities

UN Convention on the Rights of the Child,
adopted by the UN General Assembly in 1989

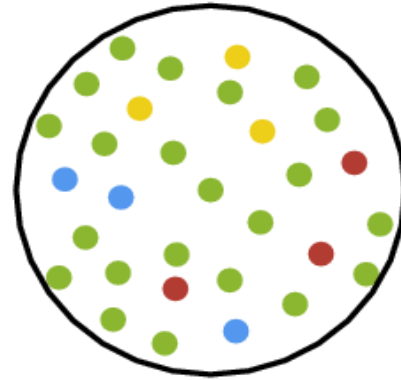


Adopted by the UN General Assembly in
2006

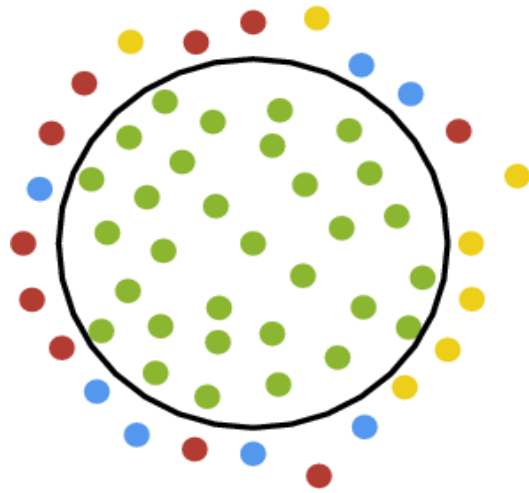
Implications of the CRC



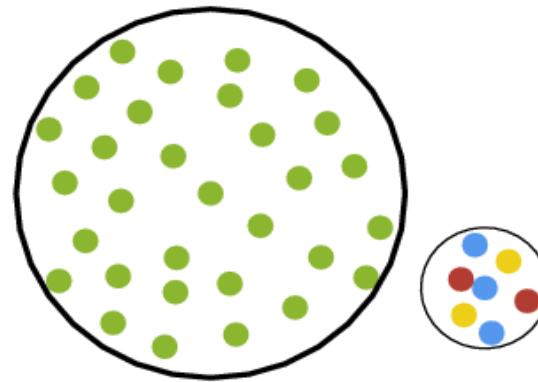
...and the right to inclusive education



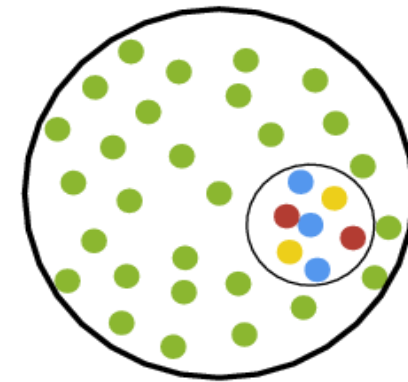
Inclusion



Exclusion

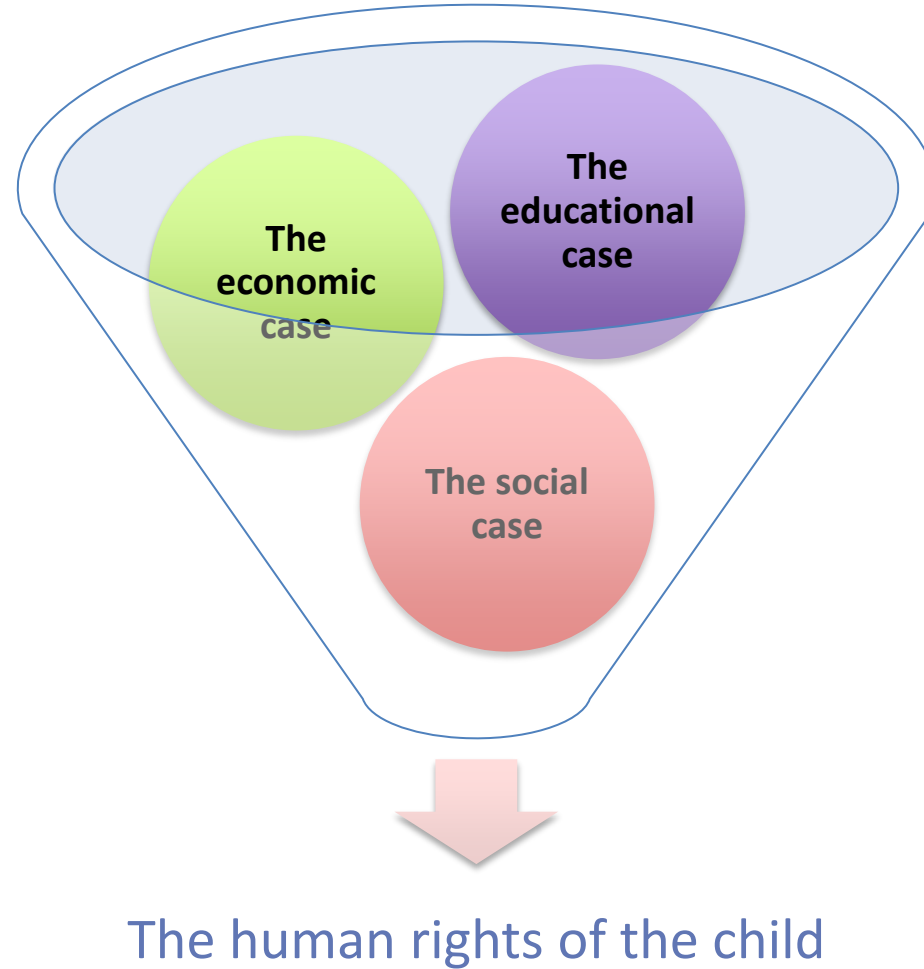


Segregation



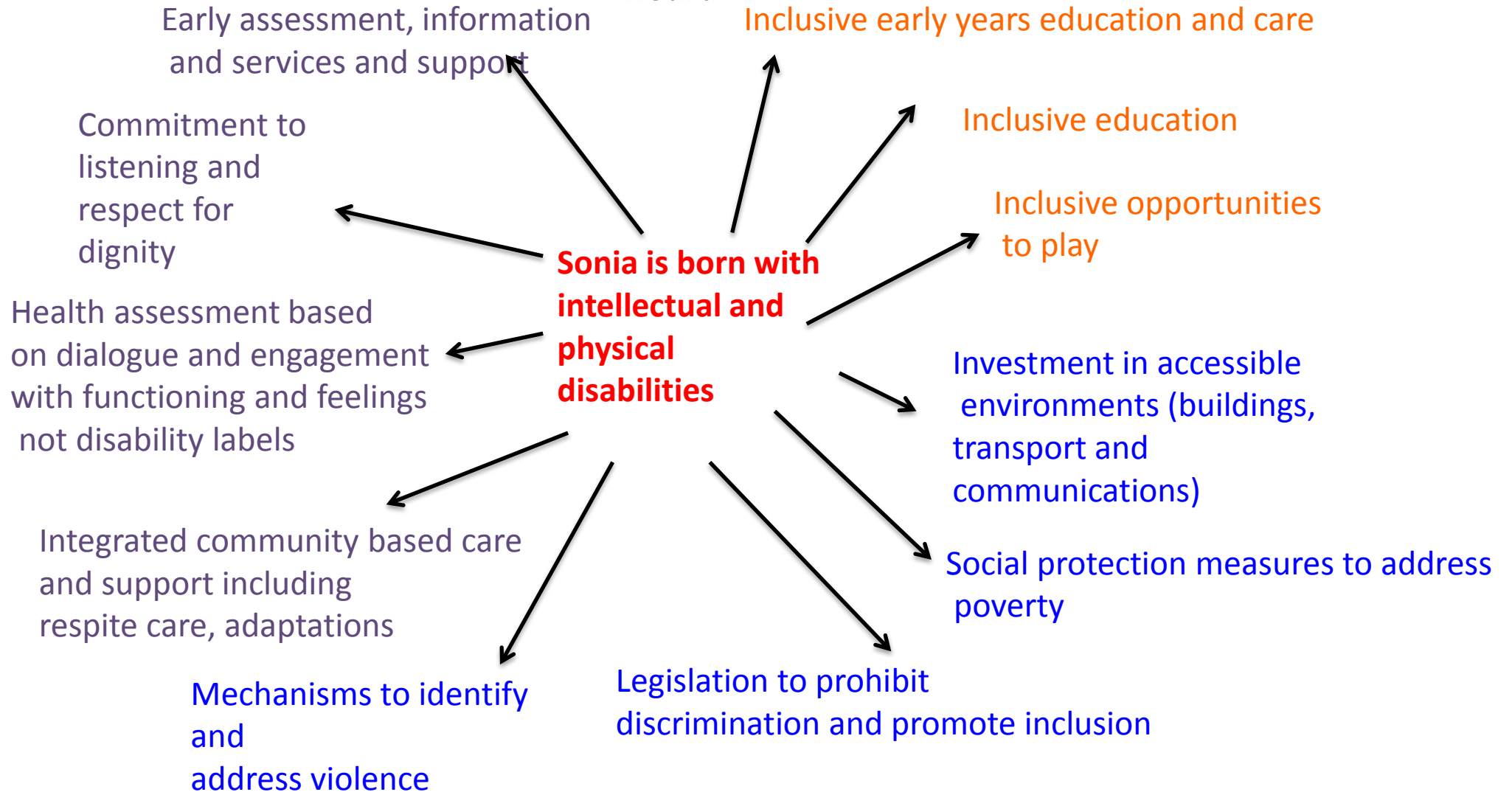
Integration

Why does inclusive early education matter?



A rights based approach

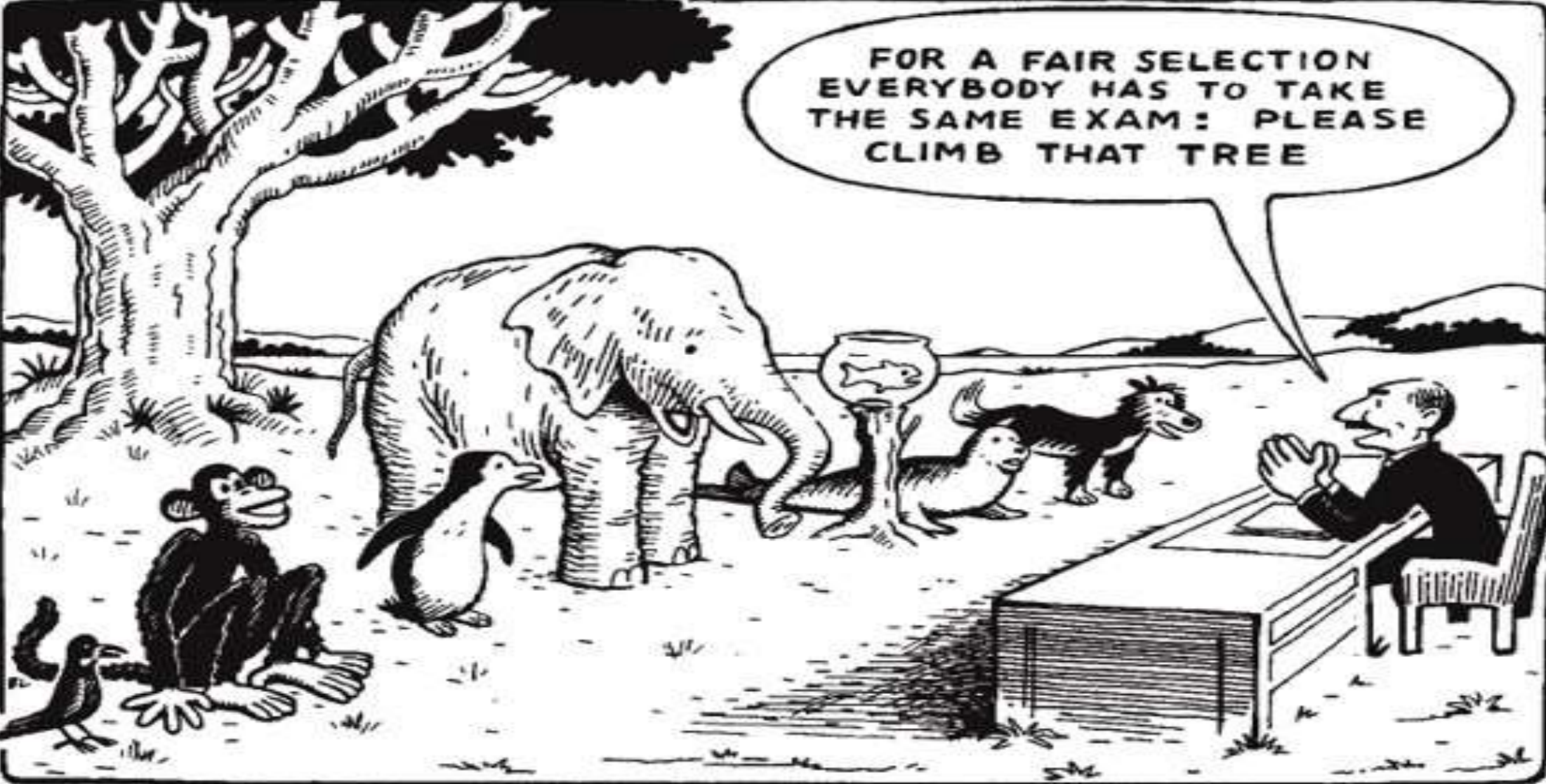
A right to non discrimination, best interests, optimum development and being heard



Summary

- Children with disabilities are subjects of rights not merely recipients of charity, support or protection
- Ending discrimination requires removal of barriers and commitment to inclusion
- Important to focus on a holistic approach to the rights of the child
- Optimum health and well being requires measures beyond health services
- Collaboration across professions, parents and people with disabilities essential

Equality or equity?



Questions?