

## Critical issue module 3

Children with disabilities

### Topic 2 The law and child rights

#### Exercise 3



## Human rights and disability

### Purpose

By the end of this exercise, participants will be able to:

- identify the rights of children with disabilities

### Timeframe

60 minutes

### Resources

- enough copies of **Topic 2, Handout 5** The relationship between the CRC and the Convention on the rights of persons with disabilities (CRPD)
- flipchart paper and pens
- tree trunks sketched on flipchart paper, one per group
- paper cut-outs of branches, leaves and fruits on which to write (no artistic ability needed, the cut-outs can simply be labelled branch, leaf or fruit!), 10 of each per group

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### Method

- 1 Emphasise that, like all human beings, children with disabilities are holders of human rights. They have the same rights as all other children. Explain that in order to claim their human rights, children with disabilities must understand what those rights are and what must be done to respect, protect, and fulfil them.
- 2 Divide the participants into small groups and give each group a tree-trunk drawing, a set of cut-outs of branches, leaves, and fruit, and the handout.

Ask them to do the following.

- Select 10 principles from the CRC, write one **principle** on each **branch**, and attach the branches to the trunk to create a tree.





- Attach one **leaf** on each branch that includes how that right **applies to children with disabilities** and one piece of **fruit** that describes an **action** that can be taken by governments to ensure that right.

#### Example

- **Branch** Right to education on the basis of equality of opportunity (CRC Article 28).
  - **Leaf** Right to go to your local school alongside non-disabled children.
  - **Fruit** Laws to ensure that children with disabilities are entitled to attend school, that schools take the necessary action to render them accessible to children with disabilities, and that the necessary support for children and training for teachers is provided.
- 3 Ask the groups to display their trees on the wall.
- 4 In plenary, ask each group to read out a few of their branches and associated leaves and fruit. Facilitate a discussion on issues arising.

#### Points to include in the plenary

- Which CRC principles were chosen by more than one group?
- How did the leaves and fruit differ between those groups who had chosen the same CRC principle?
- What were some of the more difficult rights to address? Was it difficult to decide what to write on the leaves? Why?
- Select one or two examples and look at the CRPD articles in the handout to understand what it adds to the CRC to ensure that the rights of children with disabilities are respected.
- The rights of people with disabilities are not different from the rights of everyone else, but they do often manifest themselves differently for people with disabilities.
- How does the CRPD strengthen the rights of children with disabilities?
- How does it help guide governments in their responsibilities with respect to the human rights of children with disabilities?

