

Aflateen

manual

in partnership with the MasterCard Foundation



Social and Financial Education for Youth
Educación Social y Financiera para Jóvenes
Éducation Sociale et Financière pour les Jeunes
Educação Social e Financeira para Jovens
Социальное и финансовое образование для молодежи
التربية المالية و الاجتماعية للشباب
面向青年人的社会和理财教育



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2.1

KNOWING MY RIGHTS

In order to live in a world that is fair and just, every young person is entitled to rights, as stated in the United Nations Convention on the Rights of the Child (UNCRC). There are 43 rights in the CRC, divided into four pillars: Survival Rights; Development Rights; Protection Rights; and Participation Rights. Individuals and institutions (Governments, NGOs, Parents and Caregivers) are duty bearers that are responsible for ensuring the promotion and protection of these rights.

Rights are violated when there is denial of basic needs, and when there is discrimination on the basis of ethnicity, ability, religion and gender. It is up to the duty bearers, but also up to young people, to stand up against rights violations. Rights to participation (articles 12–17) are particularly important because they enable the realisation of other key rights. Young people who confidently express themselves are their own best line of defence. This requires that they be well informed, organised, and know how to access and share information.

This Session introduces participants to the rights of young people, the responsibilities that are associated with those rights, and establishes ways in which young people can stand up for their rights, and be able to bring about change in their communities.

LEARNING OBJECTIVE

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

1. Identify different rights and the responsibilities associated with them.
2. Identify individuals and institutions that are responsible for ensuring that rights are protected.
3. Establish ways in which young people can be active participants in ensuring the promotion of rights.

KEY LEARNING

- We are all entitled to rights, and each right has a corresponding responsibility.
- Knowing our rights and responsibilities will help us to stand up for our rights, respect the rights of others , and participate in promoting rights.



Materials Needed

- Starter: Needs and Wants Cards (Figure s 2.1a & 2.1b); the United Nations Convention on the Rights of the Child, (Figure 2.2); Needs and Wants Table (Figure 2.3).
- Option 1: Rights and Responsibilities sheet (Figure 2.4a & 2.4b).



Information for Facilitator

- Aflateen participants are at the older end of childhood, so as the facilitator, you should make them aware of regional youth charters (such as the African Youth Charter).
- Option 1: Prepare the Needs and Wants cards prior to the Session by cutting each item on the Figure 2.1 into a card. Make several sets to ensure you have enough for every group.
- Option 2: Ensure you have enough copies of the Rights and Responsibilities sheet (Figure 2.4a & 2.4b) for each participant.



EXPLORE AND THINK



Starter: Wants and Needs Game

Participants will be introduced to their rights by considering the difference between a 'Want' and a 'Need'. They will see that rights are essentially 'Needs'.

Method

1. Use the 20 Needs and Wants Cards. The appropriate article from the UNCRC is noted beside each of the Needs and Wants in the Needs and Wants Table.
2. Ask participants to form groups of four, and give each group a set of the cards.
3. Get the groups to divide the cards into three categories: Most Important, Important and Less Important, pointing out that the Most Important category can only have six cards.
4. Allow each group to share their findings with the rest of the participants, and let them discuss what the six most important rights for the group as a whole should be.
5. Also ask all participants to discuss if these six rights are met and protected for all young people.
6. Next, discuss the terms 'Wants' and 'Needs' and the difference between the two.
7. Ask the participants work in their small groups again, but this time to divide the cards into the categories 'Wants' and 'Needs'.
8. Ask each group to present how they organised the cards.

9. Introduce the young to the important rights conventions, including the United Nations Convention on the Rights of the Child (Figure 2.2) and the four pillars:
 - Survival Rights;
 - Development Rights;
 - Protection Rights; and
 - Participation Rights.
10. Explain that young people's needs should be met because they rely on adults to provide most of them as they are unable to do so themselves.



INVESTIGATE AND ACT

Choose one of the following two activities. However, as the activities in this Session build on each other, both can be done if there is enough time.



Option 1: Identifying Rights and Responsibilities

Participants will learn that, whereas rights guarantee them certain freedoms, it is important to know and respect the responsibilities corresponding to each right.

Method

1. Provide each participant with a copy of the Rights and Responsibilities Sheet (Figure 2.4).
2. Ask participants to sit in small groups of four (with different people to those they were with in the Starter Activity), and to read the Rights and Responsibilities sheet within their groups, noting that each right has a parallel responsibility.
3. Get the participants to discuss the following question with their group co-members: Why is it important to take on our responsibilities? (Answers should highlight consequences such as: people will be uncaring, other people could lose their rights, I won't be able to make the most of my rights etc.)
4. Remind them of the 'Needs' in the Starter Activity, and ask them to talk about the importance of ensuring that young people are not deprived of specific rights (for example: protection from discrimination, opportunity to express your opinion, to be educated, etc.)
5. Next, get the groups to discuss how they can ensure that there are no violations of rights.



Option 2: Securing Rights

Method

1. Ask the participants to form groups of three to five, and give each group a sheet of flip-chart paper and a pen.
2. Ask the groups to discuss what a perfect world for young people might look like, and to portray their ideas in words or pictures on the paper. Ideas can include a world where:
 - Everyone is at peace.
 - Everyone has enough to eat.
 - Everyone is healthy.
 - Everyone is loved.
 - Everyone is cared for and protected.
 - Everyone has the chance to be educated.
 - Everyone has opportunities to do whatever job they would like.

- Everyone is able to fulfil his/her potential.
 - Young people are listened to.
3. Next, get each group to present and discuss their ideas with the rest of the participants. Encourage the participants to classify each of the ideas under the four pillars of the UNCRC.
 4. Conclude by asking participants to discuss what they can do to ensure the promotion of the rights of young people around them.



REFLECT



Method

1. Share the child friendly version of the United Nations Convention on the Rights of the Child (Figure 2.2) and go through the articles together asking participants the following questions:
 - Which of the four pillars would this article be categorised under?
 - Where can someone go for help if this right is violated?
2. Lead a discussion in which the participants share what they have learnt in this Session. You can ask the following questions:
 - What are key rights and responsibilities?
 - Who has responsibility to ensure that young people's rights are protected?
 - How can young people help protect their rights and the rights of others?
3. Remind them that the goal was to establish key rights, and to recognise that promoting rights of all young people is an important part of being a change agent and contributing to a just and fair society.

Enquiry Questions for the next Session

Encourage participants to investigate rights within their community or school by looking at the following points, in preparation for the next Session: *Unity in Diversity*

- Investigate any rights violations in your community or school, as well as ways of protecting these rights.
- Pay special attention to the situation of people who have different religious beliefs, and the challenges they face.

► **NOTE:** This is a continuous activity, and the responses will be discussed in subsequent Sessions and concluded in the final Session of this module.

Needs & Wants cards *

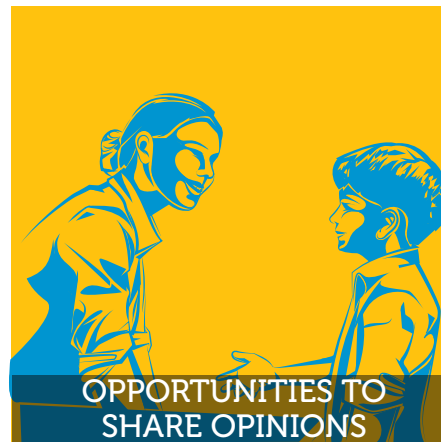
*Adapted from UNICEF UK



HEALTH CARE



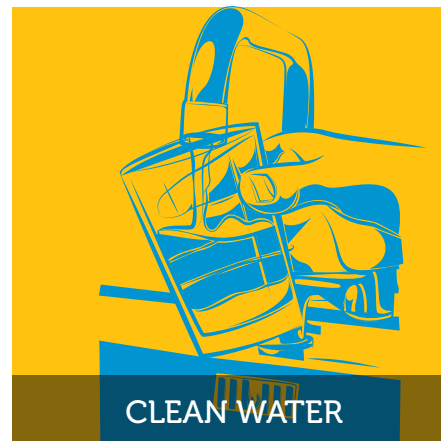
A BICYCLE



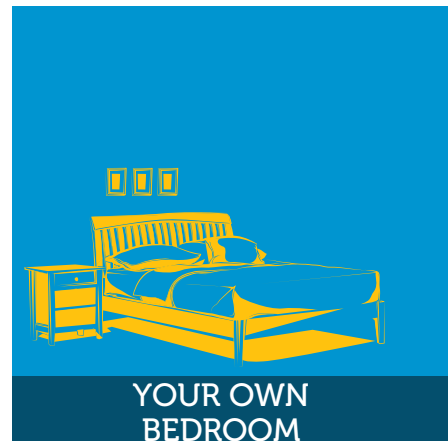
OPPORTUNITIES TO
SHARE OPINIONS



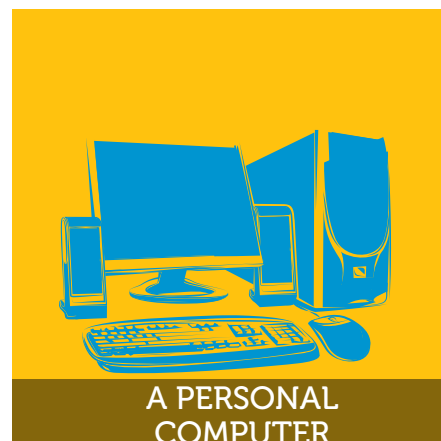
MONEY TO SPEND
AS YOU LIKE



CLEAN WATER



YOUR OWN
BEDROOM



A PERSONAL
COMPUTER



FAIR TREATMENT AND
NON-DISCRIMINATION

Fig. 2.1b

Needs & Wants cards *

*Adapted from UNICEF UK



Fig. 2.2

UN Convention on the Rights of the Child

“Rights” are things every child should have or be able to do. All children have the same rights. These rights are listed in the UN Convention on the Rights of the Child. Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important. Sometimes, we have to think about rights in terms of what is the best for children in a situation, and what is critical to life and protection from harm. As you grow, you have more responsibility to make choices and exercise your rights.

Article 1

Everyone under 18 has these rights.

Article 2

All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3

All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 4

The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

Article 5

Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

Article 6

You have the right to be alive.

Article 7

You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).

Article 8

You have the right to an identity – an official record of who you are. No one should take this away from you.

Article 9

You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.

Article 10

If you live in a different country than your parents do, you have the right to be together in the same place.

Article 11

You have the right to be protected from kidnapping.

Article 12

You have the right to give your opinion, and for adults to listen and take it seriously.

Article 13

You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 14

You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

Article 15

You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 16

You have the right to privacy.

Article 17

You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

Article 18

You have the right to be raised by your parent(s) if possible.

Article 19

You have the right to be protected from being hurt and mistreated, in body or mind.

Article 20

You have the right to special care and help if you cannot live with your parents.

Article 21

You have the right to care and protection if you are adopted or in foster care.

Article 22

You have the right to special protection and help if you are a refugee (if you have been forced

to leave your home and live in another country), as well as all the rights in this Convention.

Article 23

You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Article 24

You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 25

If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.

Article 26

You have the right to help from the government if you are poor or in need.

Article 27

You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

Article 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 30

You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.

Article 31

You have the right to play and rest.

Article 32

You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

Article 33

You have the right to protection from harmful drugs and from the drug trade.

Article 34

You have the right to be free from sexual abuse. Article 35 No one is allowed to kidnap or sell you.

Article 36

You have the right to protection from any kind of exploitation (being taken advantage of).

Article 37

No one is allowed to punish you in a cruel or harmful way.

Article 38

You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

Article 39

You have the right to help if you've been hurt, neglected or badly treated.

Article 40

You have the right to legal help and fair treatment in the justice system that respects your rights.

Article 41

If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.

Article 42

You have the right to know your rights! Adults should know about these rights and help you learn about them, too.

Articles 43 to 54

These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights.

Needs & Wants table

NEEDS	WANTS
Clean air (article 24 – health)	Protection from discrimination (article 2)
Clean water (article 24 – health)	Bicycle
Decent shelter (article 27 – standard of living)	Fashionable clothes
Education (articles 28 & 29)	Fast food
Express your opinion (article 12)	Holiday trips
Medical care (article 24)	Money to spend
Nutritious food (article 24)	Personal computer
Play (article 31)	Mobile phone
Play (article 31) Opportunities to practice beliefs, culture and language (article 30)	Television
Protection from abuse and neglect (article 19)	Own bedroom – a luxury (article 16 - although there are issues around privacy)
Decent shelter (article 27 – standard of living)	

Children's Rights and Responsibilities



Children have the right to a good education...



...and the responsibility to study and respect the teachers



Children have the right to quality medical care...



...and the responsibility to take care of themselves



Children have the right to be taken seriously...



...and the responsibility to listen to others



Children have the right to a safe and comfortable home...



...and the responsibility to keep it neat and clean

Children's Rights and Responsibilities

