



**MACQUARIE**  
University  
SYDNEY · AUSTRALIA

# **‘Children’s Rights and the SDGs in Australia’**

***Diplomacy Training Program’s Child Rights Webinar Series***

**Wednesday 26 October, 2022**

**Dr Holly Doel-Mackaway - Macquarie University Law School**

# The SDGs and Children



2030 AGENDA



FOR SUSTAINABLE DEVELOPMENT

## CONVENTION ON THE RIGHTS OF THE CHILD



Adopted by the General Assembly on the United Nations on 20 November 1989

Global Pledge: <https://www.unicef.org/child-rights-convention/global-action#pledge>

# Committee on the Rights of the Child

## Membership

Committee on the Rights of the Child

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<https://www.ohchr.org/EN/HRBodies/CRC/Pages/Membership.aspx>

# **UNCRC's Concluding Observations on Australia and the SDGs**

"... to ensure the meaningful participation of children in the design and implementation of policies and programmes aimed at achieving all 17 Sustainable Development Goals as far as they concern children..."

**UNCRC's Concluding Observations on Australia's 5th and 6th reports, 2019, p2**

# **UNCRC's Concluding Observations on Australia and the SDGs**

1. Children's Participation
2. Non-discrimination (Target 10.3 SDGs)
3. Civil Rights and Freedoms (Target 16.9 SDGs)
4. Freedom from Violence (Target 16.2 SDGs)
5. Harmful Practices (Target 5.3 SDGs)
6. Mental Health (Target 3.4 SDGs)
7. Climate Change (Target 13.5)
8. Education (Target 4.1 SDGs)

**UNCRC's Concluding Observations on Australia's 5th and 6th  
Reports, 2019**

# Consideration of Australia: 82nd Session Committee on the Rights of the Child: 2019

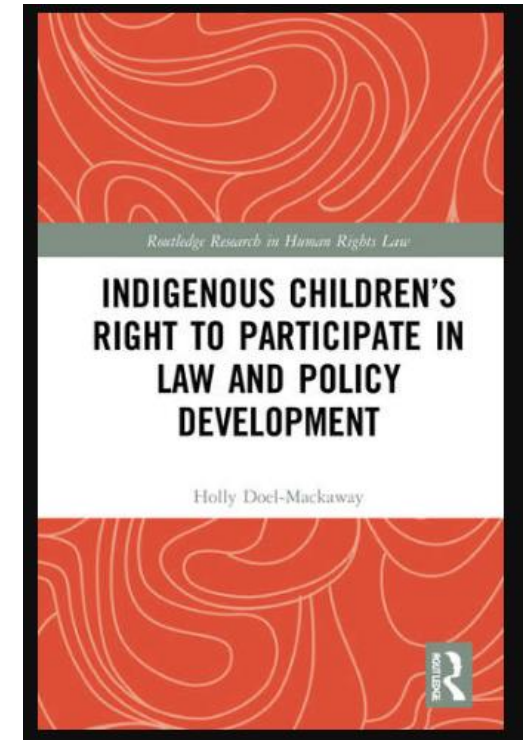


# Implementing the CRC in Aust

- Some progress has been made
- Non-implementation of CRC in domestic legislation
  - No overarching *National Child Rights Act*
- Lack of political will
- Inadequate resourcing



# A Model for Indigenous Children's Participation in Decision-Making



Holly Doel-Mackaway, *Indigenous Children's Right to Participate in Law and Policy Development* (Routledge, 2022) Chapter 6, 182.

# Respectfully Seek Aboriginal Children and Young People's Views



*Use play based tools*



**Photographs:** Holly Doel-Mackaway during research.

# Make/Draw/Construct 'Something that is important to you'



*'I like toys, and robots, that's what's important to me ... and the dreamtime and culture dance.'*

**Jacob (pseudonym), 10 years old**

# Use Child's Environment / Understand and Mitigate Cross-Cultural Barriers



**Photograph:** Holly Doel-Mackaway during research.

# Use Child/Youth Friendly Methods



**Photographs:** Holly Doel-Mackaway during research.

*Photos / iPad /  
yarning / video*



Source: <http://ps10ipads.wikispaces.com/>



# Negotiate Reciprocity Arrangements



# Make it FUN! 😊



**Photograph by** research participants. Used with permission.

**John Barker and Susie Weller**, “Is It Fun?” Developing Children Centred Research Methods’ (2003) 23(1/2)  
*International Journal of Sociology and Social Policy* 33



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*Thank you*

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**Questions**





# The 'Imagination Declaration': Garma

To the Prime Minister & Education Ministers across Australia,  
(some excerpts)

In 1967, we asked to be counted. In 2017, we asked for a voice & treaty. Today, we ask you to imagine what's possible. The future of this country lies in all of our hands ...

With 60,000 years of genius and imagination in our hearts and minds, we can be one of the groups of people that transform the future of life on earth, for the good of us all ...

We can design the solutions .... we can unite around kindness.

We are not the problem, we are the solution.

When you think of an Aboriginal or Torres Strait Islander kid, or in fact, any kid, imagine what's possible. Don't define us through the lens of disadvantage or label us as limited.

**Set an imagination agenda for our classrooms, remove the limited thinking around our disadvantage, stop looking at us as a problem to fix, set us free to be the solution.**