

Rights of children and well-being: a qualitative study from the perspective of Porto Alegre's children

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This abstract presents a part of the results of the research "Rights of children and child well-being: how Porto Alegre's children perceive their own well-being in their life's contexts". The main goal of this work was to understand, from the children perspective, how they perceive their well-being related to their rights, considering their different contexts of life, such as school, family, neighborhood, and social, cultural, and economic context. We aim to contribute to the reflexion about the possibilities of full development of their rights. The theoretical reference of this work is the Contextual Ecological Model. The Convention of the Rights of Children (CRC) and the Child and Adolescent Statute (Estatuto da Criança e do Adolescente, ECA) are the central legal references used in this work. The data collection was performed at the city of Porto Alegre, Rio Grande do Sul/ Brazil, between 2021 and the beginning of 2022, with students of 10 to 12 years old, from public and private schools. The methodology used was qualitative of exploratory nature and, as instrument we used Focal Groups. Exceptionally, due to the pandemic of coronavirus, the focal groups were realized online. We had a total of eleven (11) participants in two focal groups online. Among the principal's results founded, we realize that children have little knowledge of their rights, in terms of formal documents, as the CRC or ECA. Considering the great effort, since 1990, for spreading information about children rights in a widest way possible (specially in schools), we can understand that we did transmit some level of information about their rights. Still, in the children point of view, the effectiveness of their rights will be achieved only by their true participation in their life's decisions making. They need to be heard by the adults and have their opinions listened and respected, so they will have true participation in their life's matters. One of the most important conclusions of this work is that we must reflect if we are breaking the adult centered perspective. Is children's protagonism becoming a basis in their lives? As a society, are we building **together** with them spaces of participation, where they will be

listened? We must make sure that for a full development of children rights, those spaces should be builded **with** them, and not **for** them.