

Involving Children in the Discussion on Their Rights: An Educational Tool to Support Child Participation



These cards are a summary of the Global Child Rights Dialogue (GCRD) project. Article 42 in the United Nations Convention on the Rights of the Child obligates governments to take all measures to assure that the CRC is widely known by children and adults.

This collection is the combined efforts of two research teams: GlobalChild at the University of Victoria and Centre for Children's Rights at Queen's University Belfast



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What's in this pack?

In this pack are child-friendly cards that were created to help educate children about their human rights. Ideas for how children can become engaged in these important discussions are presented in the introductory pages. Children's voices deserve to be heard and it is our hope that card users can take meaning from hearing what children have to say. Feel free to get creative in your approach to child rights education!

38 articles from the UN CRC are grouped into 7 clusters according to theme:

Cluster 3: General Principles (4 Articles)

Cluster 4: Civil and Political Rights (7 Articles)

Cluster 5: Protection from Violence (2 Articles)

Cluster 6: Family Environment and Alternative Care (8 Articles)

Cluster 7: Disability, Basic Health and Welfare (5 Articles)

Cluster 8: Education, Leisure and Cultural Activities (4 Articles)

Cluster 9: Special Protection Measures (8 Articles)

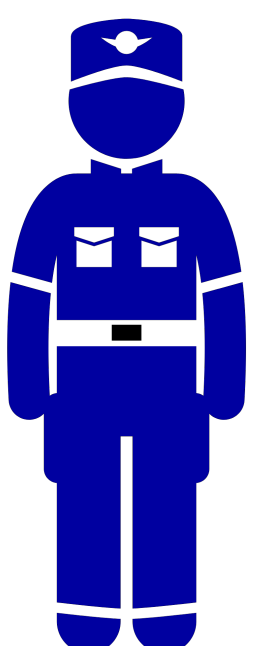
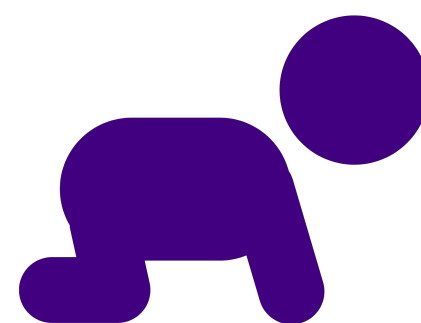
Educating children about their rights

Page 1 of each article is a summary of each child right as articulated in the United Nations Convention on the Rights of the Child.

Page 2 of each article shows examples from children on *how they would know* if their rights are being upheld.

After these are reviewed with children, you can ask:

1. Based on the quotes given, is this right being followed the same way in your country? Can you think of other ways of knowing?
2. Do you know whom to talk to if you notice that your (or other children's) rights are being violated?
3. Do you think that having this right upheld by your government is important? Why?
4. What can you do to teach other children about their rights?



Ideas for how to use these cards:

Tips to encourage participation:

Some groups might benefit from an ice breaker activity

Be creative and ask prompting questions in fun ways

Draw on your own experience and knowledge of children's rights to give examples of each right

Consider the ages of children in attendance

Divide children into small groups; each group can learn about a few rights, then share with the rest of the class

Be flexible depending on the needs of the group, e.g., children with disabilities might need additional resources or supports

Keep sessions short and fun, try energizer activities during breaks

When addressing each article, you can ask:

What should governments be doing?

What should parents/caregivers be doing?

What evidence shows that this is happening?

What would children be experiencing?

Other suggestions for using these cards:

Play a mix and match game

- Separate the first and second page of each article, then ask children to match the information about the article (first page) with the quotes (second page)

Finding connections

- Many rights are related to other rights. Ask children to find connections between different articles. For example, governments providing support to families could benefit Article 18 (social security) and Article 27 (standard of living) rights.

Role play as a child rights inspector, scientist or journalist

- If the children you work with have low literacy skills, an alternative activity involves role-playing, where the children act the part of an inspector, scientist, journalist, or teacher.
- Start by using the cards to learn about children's rights.
- Then, children can work in small groups to decide how they can find out if children in their country or community are enjoying their rights. Suggested questions include:
 - What do you need to find out?
 - To whom do you need to talk?
 - What information do you need from each person?

Become a child rights champion!

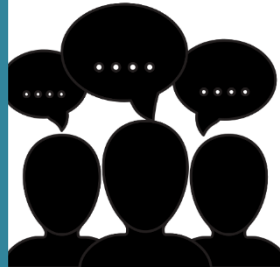
- Make a plan to share what you learned with others! Whom could you teach about children's rights... Friends? Family? Teachers? Government officials?




About the GCRD project



Adults working: The GlobalChild team developed papers outlining each article in the United Nations Convention on the Rights of the Child.

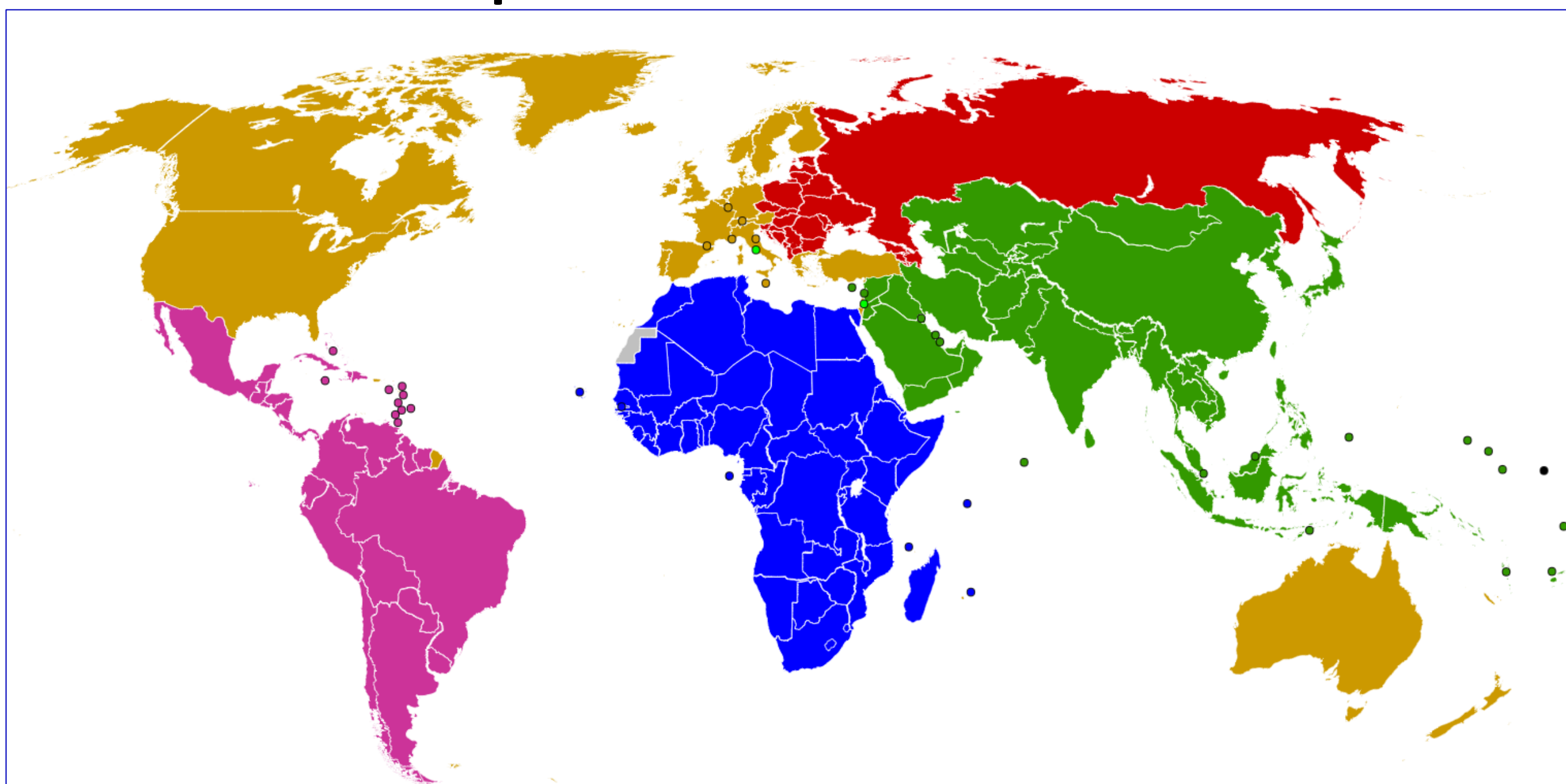


Children collaborating: The Centre for Children's Rights took these to their Youth Advisory Group and created child-friendly summaries (page 1 of these cards).



Combining information to create these cards: Workshops held worldwide helped the GlobalChild team to create new indicators to determine if child rights are being upheld.

Workshops were held around the world!



Region	Countries	Children
Africa	13	1010
Asia Pacific	10	342
Eastern Europe	4	169
Latin America/Caribbean	3	92
Western Europe/Other	5	223
Total:	35	1836

More information

Our name is **GlobalChild**.

We are a group of experts from Canada and across the world who are working together to promote children's rights.

We spent over five years of research to build the GlobalChild Platform, which is made up of indicators that will help governments and other duty bearers check that they are keeping their promises under the Convention on the Rights of the Child.

As a part of this process we included children in conversations about their rights through the workshops of the GCRD project. Each star on the map shows where children participated:



Our funder: Canadian Institutes for Health Research (CIHR)

A special thanks to all children who participated in the Global Child Rights Dialogue project and shared their views with us!

**For more information about this project please visit:
www.globalchildnetwork.com**

CLUSTER 3 – General Principles



Articles:

2 – Non-discrimination

3 – Best interests of the child

6 – Rights to life, survival and development

12 – Respect for the views of the child

CLUSTER 3 – General Principles

Notes:

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ARTICLE 2

All children enjoy the rights under the UN-CRC. No child should be treated differently because of their sex, gender, religion, race, age or because they have a disability



The right applies to all children in the country
(not just those who are citizens)

Children who are refugees should enjoy the same rights as others

Children should not be discriminated against because of their families' beliefs or actions

Children should not be treated differently because their parents are not married

A child should not be removed from school because of the actions of their brother or sister

Steps to stop discrimination include:

- Gather good information and data
 - Research into discrimination
 - Provide information and raise awareness
 - Involve religious, community and political leaders
 - Provide education to promote respect for difference
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ARTICLE 2

Examples from children on *how we know*
if Article 2 rights are being upheld:



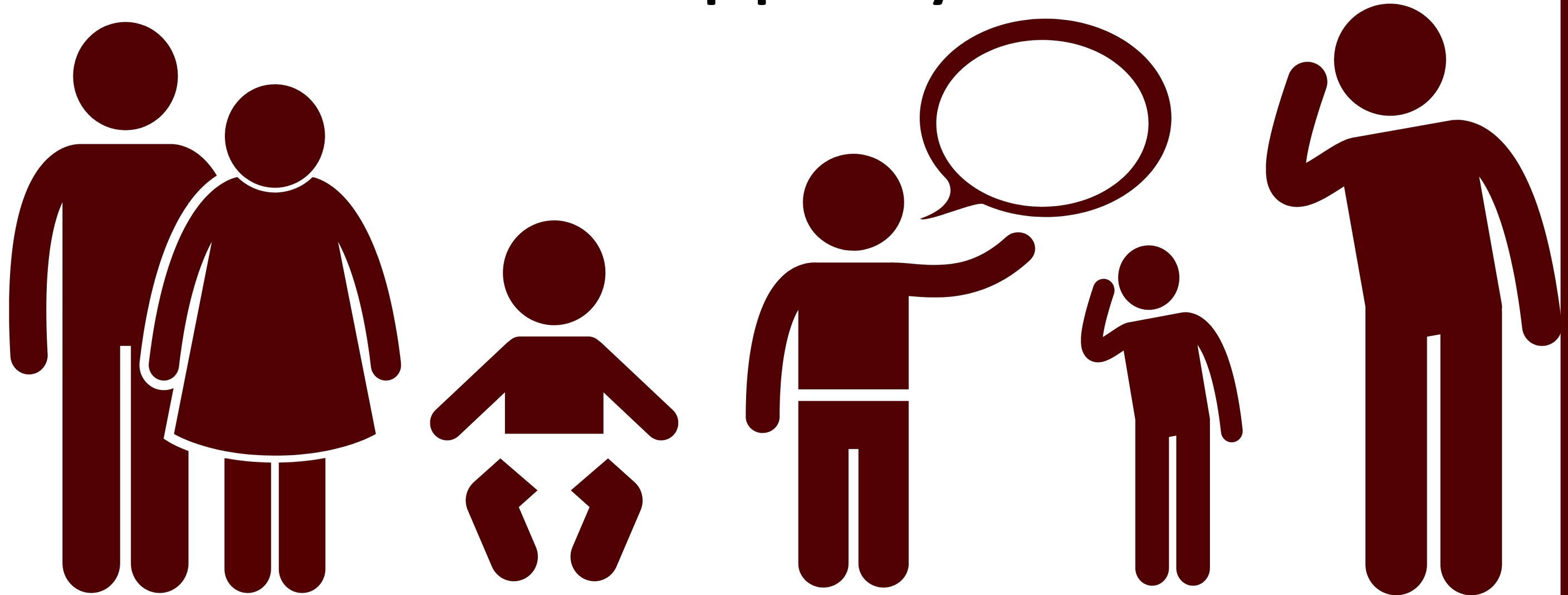
“This kind of activities, like the one that we are doing right now, should happen more in our schools. To make us overcome stereotypes. To be closer to each other and become better friends.” *(Western Europe/Other)*

“Campaigns through social media should help everyone understand, identify and avoid discrimination.” *(Western Europe/Other)*

“Opportunities should be given in school for familiarization with diversity. Meetings should be organised with students from different counties. We should learn about cultures of other countries and learn to live together and not to be racist.” *(Western Europe/Other)*

ARTICLE 3

**Children's best interests must
be a top priority**



**When actions are taken or decisions made about
children, their best interests must be a top priority**

**For example, when deciding where a child should live a court
should consider the best interests of children**

**For example, when governments are making laws and policies
they should also consider how they will affect children**

**Governments must make sure that all children
get protection and care**

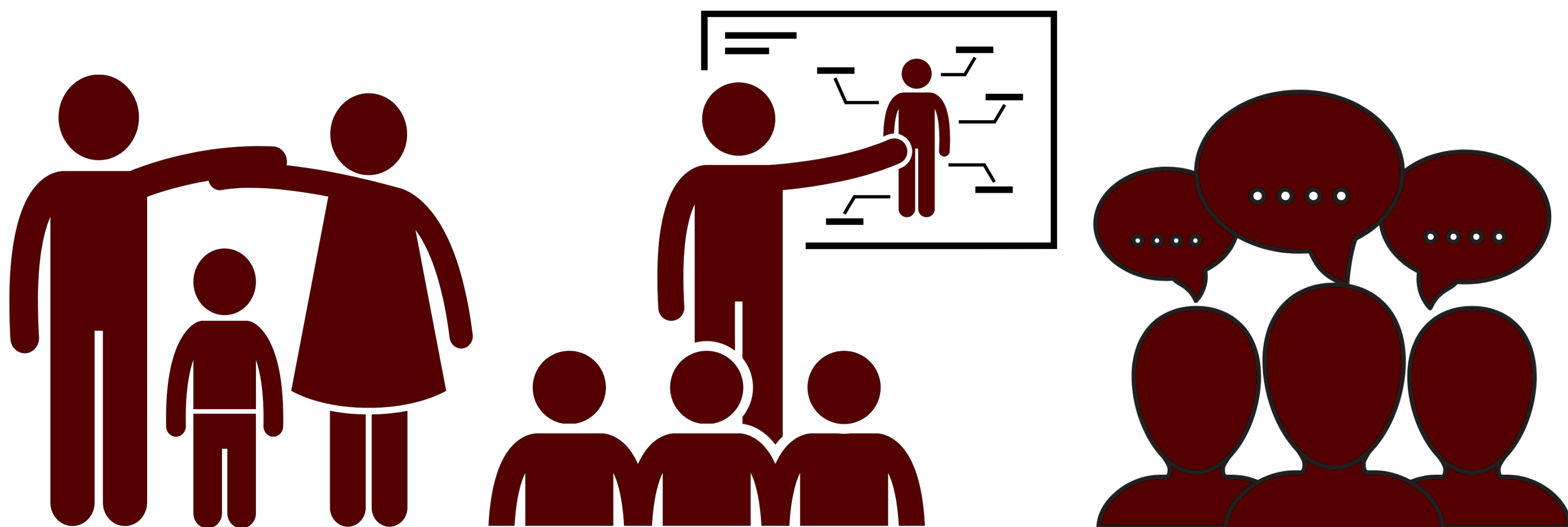
They should support families who are finding it hard

**Places for the care and protection of children
should meet standards set by governments**

**There should be sufficient numbers of staff
in schools and care homes**

ARTICLE 3

Examples from children on *how we know*
if Article 3 rights are being upheld:



“When parents make decisions or something related to their children, they should discuss with their children and make decisions based on best interests of their children.” (*Eastern Europe*)

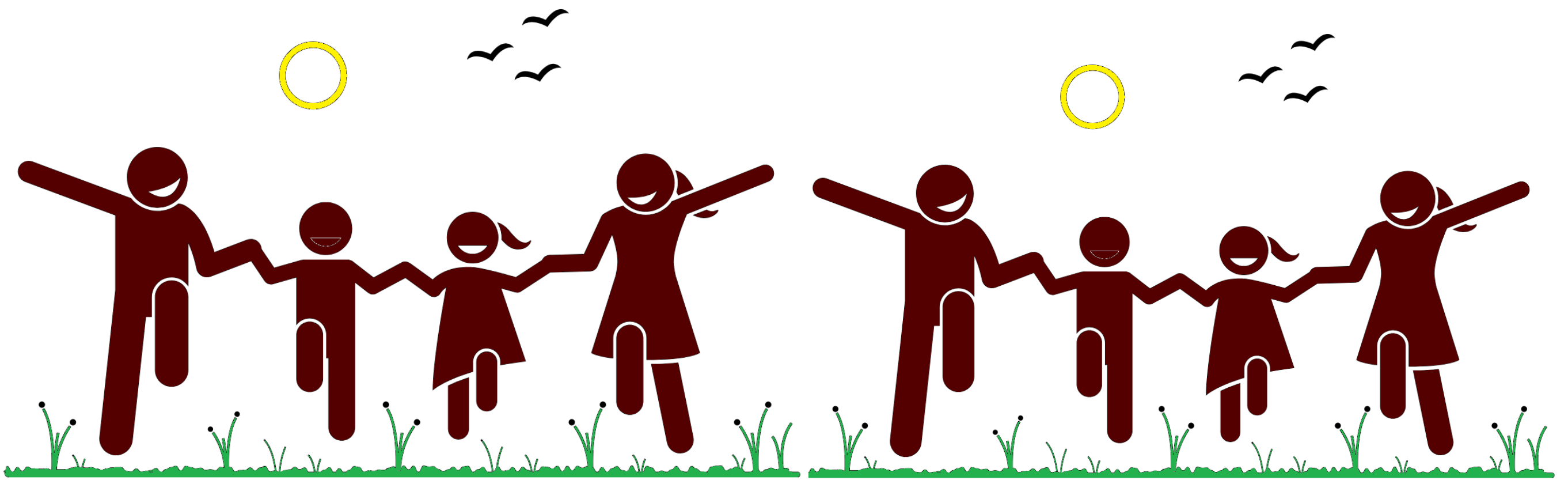
“An independent inspector can visit schools, hospitals and institutions, ask questions and observe the situation there.” (*Eastern Europe*)

“Specialized psychologists in schools, institutions and courts should help to understand what the best interest for children in every case.” (*Eastern Europe*)



ARTICLE 6

**Every child has the right to life
Governments should do all they can to make
sure children survive and develop**



**Governments should train social workers and police officers to
ensure children are safe from harm**

The death penalty should never be used on children

Some examples include:

- **checking children's growth**
- **providing vaccines**
- **educating parents on child health and development**



ARTICLE 6

Examples from children on *how we know*
if Article 6 rights are being upheld:



“A minimum income for every family with children should be secured by the government and reports should be available about its provision.” (*Eastern Europe*)

“Children must have a health insurance for making sure that they will grow up without health challenges make their growth difficult.” (*Asia-Pacific*)

“All government departments should do everything they can to ensure the survival and development of children. For example, government should set up more schools so that we children have opportunities to continue their school work.” (*Asia-Pacific*)

ARTICLE 12

Children have the right to express their views and to have them taken seriously



Children should feel safe and comfortable expressing their views

- This might be in words, writing, art or photos
- This includes children who have disabilities or who speak a different language

Children have a right to be heard in courts

- Children should be asked their views when courts are deciding where they will live
 - They should be able to challenge a decision to remove them from school

The right to be heard should be protected in law and practice

For example, governments should set up children's councils For example, teachers and social workers should be required to listen to children

Children should have the opportunity to make a complaint when their rights are not being met

ARTICLE 12

Examples from children on *how we know*
if Article 12 rights are being upheld:



“Youth parliament or similar institutions representing all groups of children of the society and different ages should operate throughout the year and express their opinion to Ministers on all relevant draft laws. The same should happen with local authorities and all public agencies.” *(Eastern Europe)*

“Everyone working with children should be well educated and trained how to listen to children. Professionals should be trained to understand children also through their drawings.” *(Eastern Europe)*

“There would be social workers specifically trained and designated to support disabled youth, since those youth need more care in order to comfortably share their voice.” *(Western Europe/Other)*