

# **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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# GlobalChild

[www.globalchildnetwork.com](http://www.globalchildnetwork.com)



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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)**



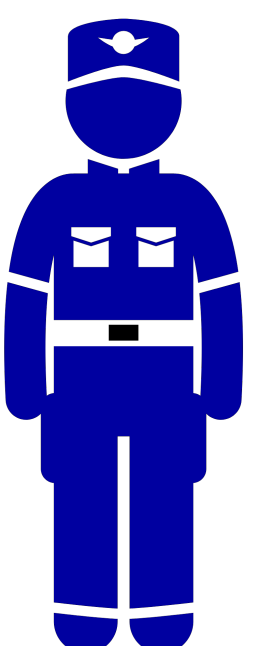
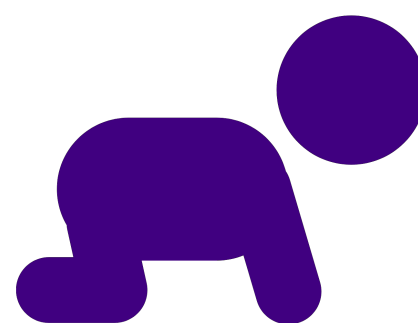
# Educating children about their rights

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?

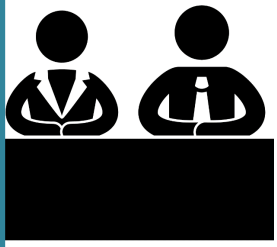
## Become a child rights champion!

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

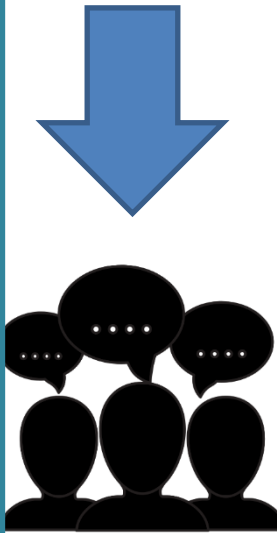




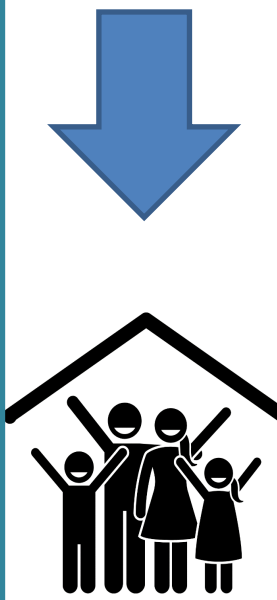
# About the GCRD project



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

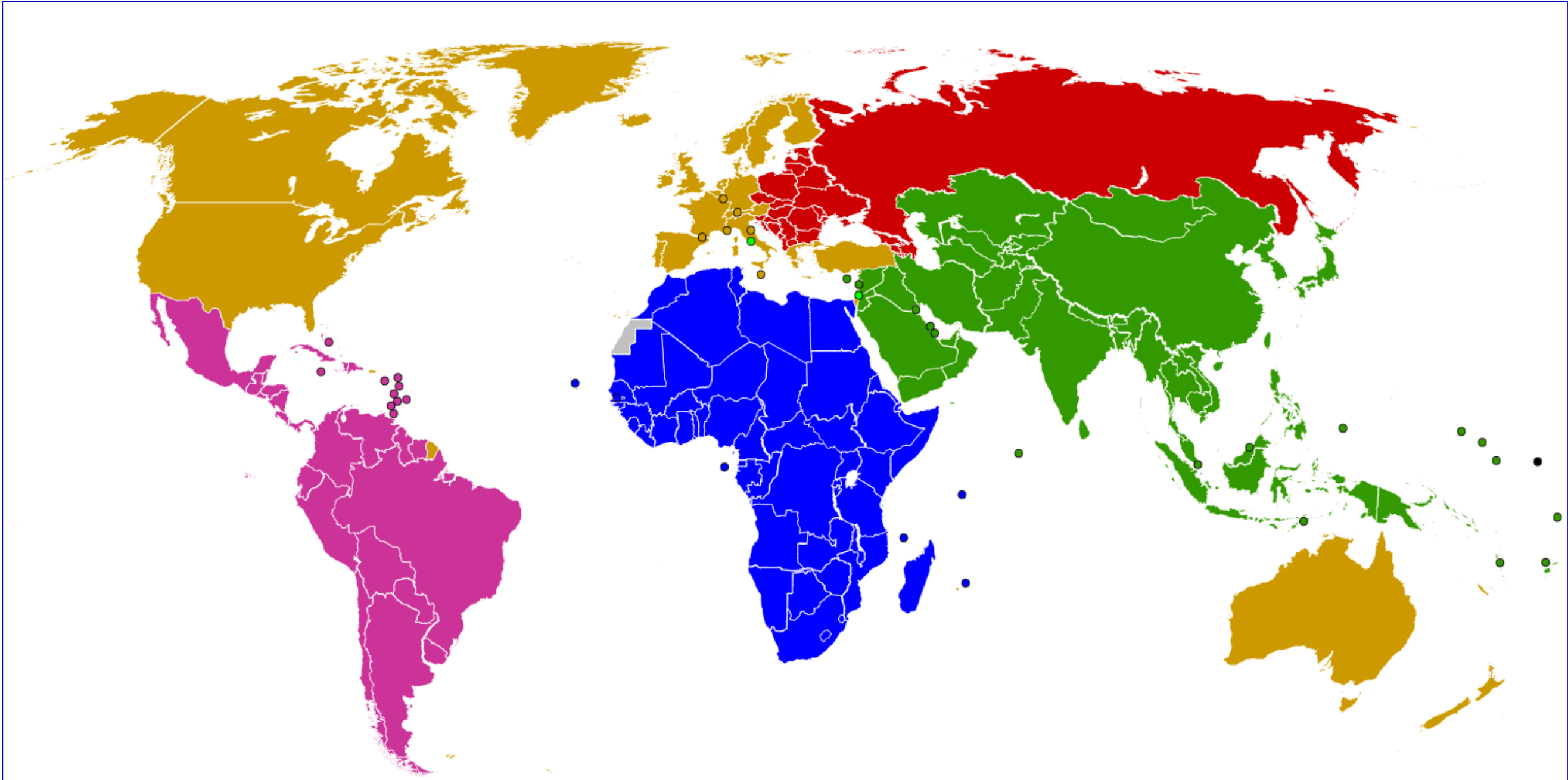


**Children collaborating:** The Centre for Children’s Rights took these to their Youth Advisory Group and created child-friendly summaries (page 1 of these cards).



**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](http://www.globalchildnetwork.com)**



# **Cluster 4 – Civil And Political Rights**



## **Articles:**

**7 – Rights to a name, nationality, and to know and be cared for by your parents**

**8 – Preservation of child's identity**

**13 – Freedom of expression**

**14 – Freedom of thought, conscience and religion**

**15 – Freedom of association and peaceful assembly**

**16 – Protection of privacy**

**17 – Child's access to information, and role of mass media**

# Cluster 4 – Civil And Political Rights

Notes:

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# ARTICLE 7

Every child has the right to a name and a \*nationality  
All children have the right to know and be looked after  
by their parents as much as possible



\*nationality - the country where you belong

Governments should make sure that all children are officially  
recognised as soon as they are born

Birth registration should be free  
Parents should have information about  
how they can do this

Children should be able to belong to the same country  
or countries their parents belong to

Children have the right to know where they come from  
Children who are fostered should be able to know their  
parents if they want to



# ARTICLE 7

Examples from children on *how we know*  
that Article 7 rights are being upheld:



“Government should provide birth certificates and medical reports to let the children know where they came from.” *(Asia-Pacific)*

“Government should make every parent aware of the process and importance of child birth registration.” *(Asia-Pacific)*

“Government should simplify the process of registration.” *(Asia-Pacific)*

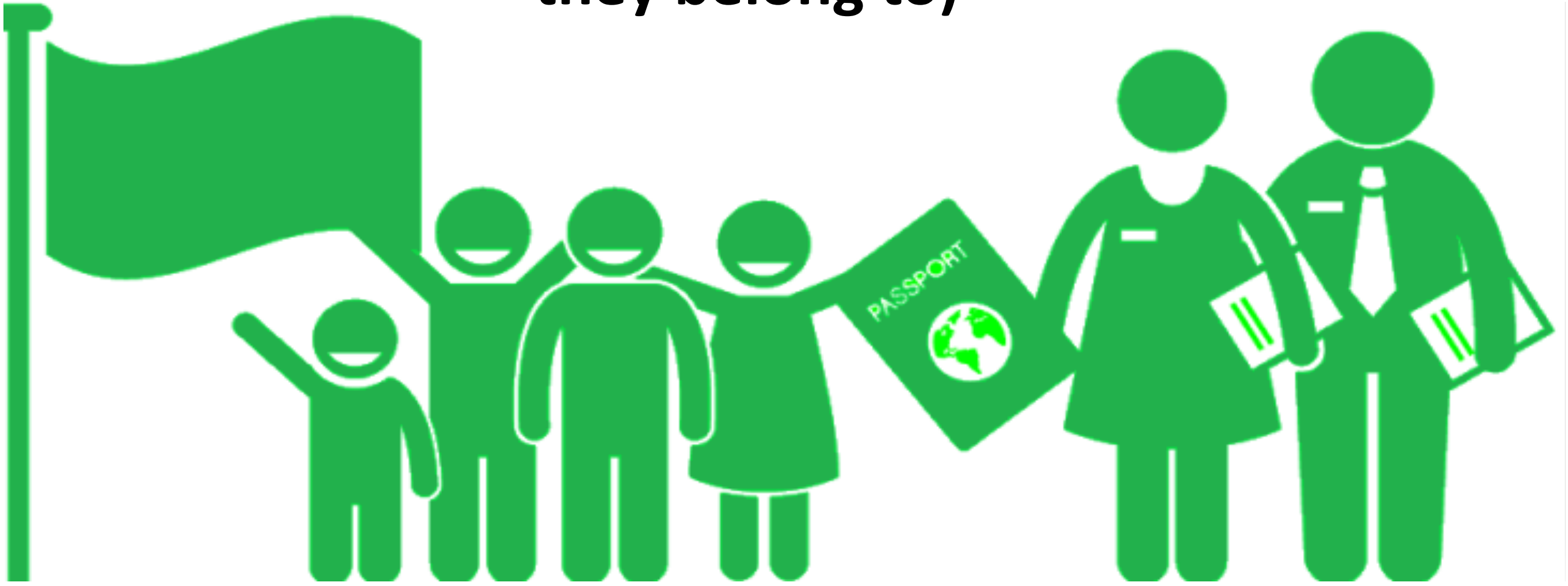
"Hospitals should not release newborns before ensuring that they are registered. " *(Eastern Europe)*



# ARTICLE 8

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**Every child has the right to keep their identity  
(like their name, family and nationality of the country  
they belong to)**



**Governments must help children when their  
identity is taken away**

**Governments must set up laws to prevent children from  
being taken away from their families**

**They should make it clear that people will be  
punished if they do this**

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**If children are taken away, governments must give them  
help**

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**They should help children to find their families**

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# ARTICLE 8

Examples from children on *how we know*  
that Article 8 rights are being upheld:



"Children are allowed to take passports as a right to their names, family and nationality." (*Africa*)

"Countries should make birth certificates free, it is ridiculous that some individuals have to pay for birth certificates." (*Western Europe/Other*)

"It's important that the government does not make the process to get the documents too complicated." (*Western Europe/Other*)

"Children should not be migrated from their home to anywhere without the presence of their parents." (*Asia-Pacific*)





# ARTICLE 13

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**All children have a right to search for information and to say what they think, unless what they say will harm the rights of other people**



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**All children should be able to access information**

**Governments should help schools to provide computers in classrooms**

**Children should be able to share information**

**They should be able to share their opinions on issues that matter to them for example by talking, writing or drawing**

**They should be taught how to understand and use the information they receive on news and social media**

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**Children do not have the right to say what they think if it will harm the rights of others**

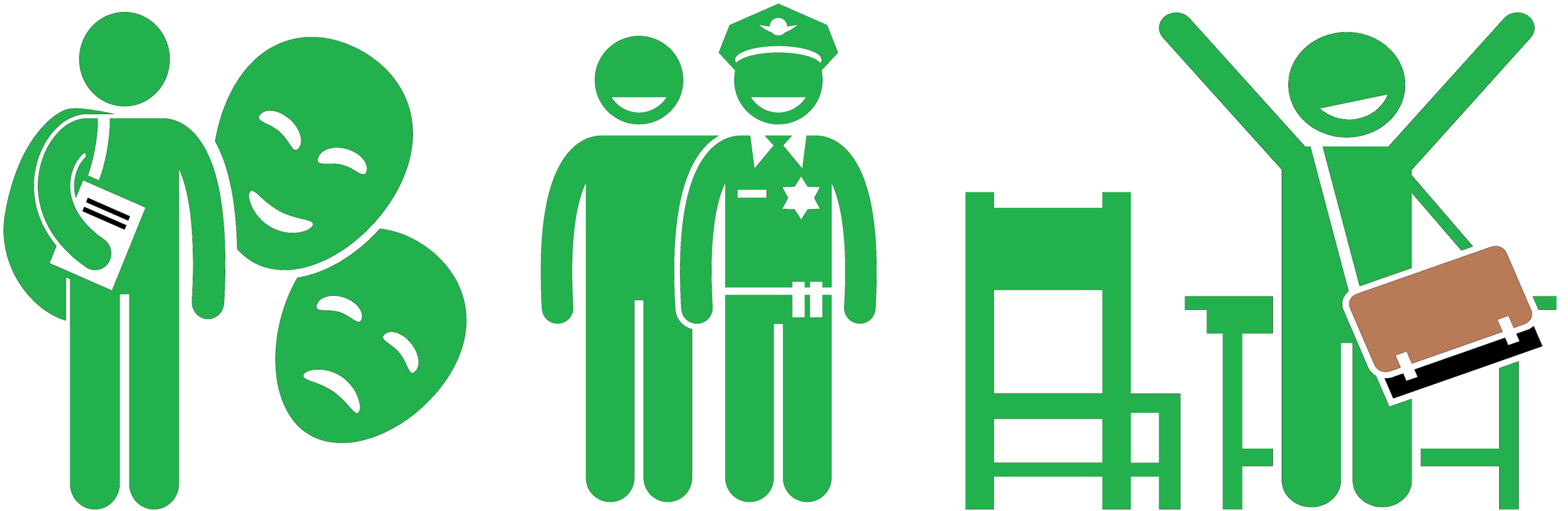
**Children do not have the right to hurt other children by making racist, sexist or other harmful comments**

**They do not have a right to say what they think if doing so will put others in danger**

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# ARTICLE 13

Examples from children on *how we know* if  
Article 13 rights are being upheld:



"Government should create guidelines in schools to teach the students about the boundaries of their freedom of speech to prevent racist/sexist/harmful comments." (*Asia-Pacific*)

"We have to make sure that children enjoy freedom of expression at home, in the street, in the school, in the courts and in public spaces." (*Africa*)

"Parents should tell us that there is harmful negative information, like naked pictures, human trafficking, pornography, criticizing others, learning about drugs, learning about beating." (*Africa*)

"The opportunity to have access to information, libraries, schools, websites in order to, be smart and know what to say." (*Eastern Europe*)

# ARTICLE 14

All children have the right to think and believe what they choose, with support from their parents



Children should be supported to have their own thoughts and beliefs

They should be able to choose the religion they wish to practice

Governments should not force beliefs on children

Children should be able to choose whether or not to take part in religion classes at school

Religious education in schools must not force beliefs on children

Parents should not force their beliefs on children

Governments should protect children in cases when their beliefs are being limited by their parents and this is against the child's best interests



# ARTICLE 14

Examples from children on *how we know*  
that Article 14 rights are being upheld:



**“There would be places of worship and religious texts from a variety of religions in each municipality.”**

***(Western Europe/Other)***

**“Libraries have child friendly access to different religious texts.”**

***(Western Europe/Other)***

**"We would know the right is being protected by there being available world religion classes in schools for students to inform themselves, but also the possibility to opt out of any religion class (in schools)."** ***(Western Europe/Other)***

**"Laws are developed to prevent/discourage imposing religion on someone, partner, parents."** ***(Eastern Europe)***

# ARTICLE 15

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**Children should have the right to meet with other children, join groups and take part in peaceful protest**



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**Children should be able to form and join groups**

**They should be able to form groups and clubs  
including online and on social media**

**These groups can help them be safe if they chose to work**

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**Children should be able to get together and meet  
with other people**

**They should be able to take part in peaceful marches, meetings  
Governments should not stop or ban children from meeting in  
public places**

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**These rights can be restricted if children's actions  
will harm the rights of others**

**If taking part in a group would affect the health or safety of the  
child themselves or other children**

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# ARTICLE 15

Examples from children on *how we know*  
that Article 15 rights are being upheld:



“What are the laws put forth by the government for those stopping us to peacefully associate ourselves in public and community places?” (*Africa*)

“Provide transportation to (events/meetings) .” (*Western Europe/Other*)

"Schools should offer opportunities to develop activities as a group and should provide information that students are able to organize and form groups based on topics of mutual interest, example basketball club.” (*Eastern Europe*)

“Have other children represent us; child conferences.” (*Africa*)





# ARTICLE 16

**All children have the right to privacy**



**This protects a child's personal space**

**This includes reading children's diaries and texts, sexting, cyber-bullying or use of their images online without their permission**

**In school children's bags, phones or lockers should not be searched without good reason and the use of security cameras should be limited**

**Children's privacy protects relationships with family, home life and the child's private communications**

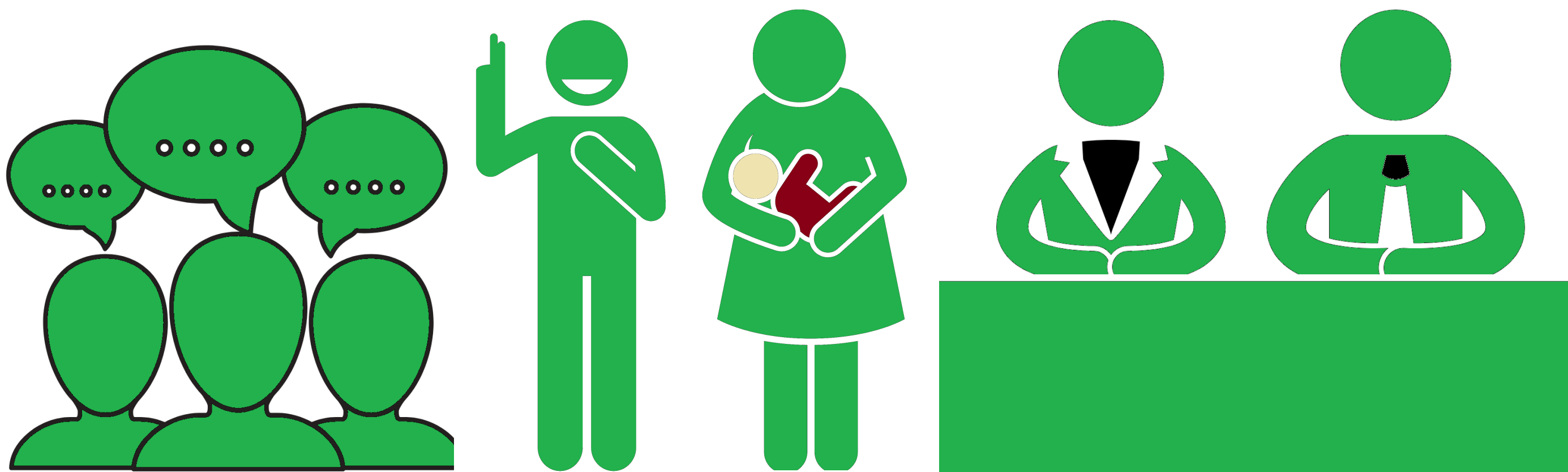
**There should not be unnecessary use of surveillance (collecting data from a child's use of social media without good reason)**

**Governments must take steps to protect children's right to privacy**

**For example, public education campaigns and punishments for those who breach children's right to privacy**

# ARTICLE 16

Examples from children on *how we know*  
that Article 16 rights are being upheld:



"Parents and housemothers (in state care facilities) should ask if they can check your personal stuff because you sometimes don't want them to see the stuff. They should not read our diaries and not answer our phone calls." (*Africa*)

"Government should pass a law banning unnecessary surveillance on the children." (*Asia-Pacific*)

"The opportunity to be online and have a chat without fear of disclosure of chat and correspondence." (*Eastern Europe*)

"Training for students as to how to protect their privacy in social media, and the impact of data mining."  
(*Eastern Europe*)



# ARTICLE 17

Every child has the right to information from the media  
that will benefit them  
(books, newspapers, TV, radio, internet)



Children should be able to access information from lots of sources

There should be radio, TV, books and  
magazines made specifically for children  
Information should be made available in different ways  
such as news, music, drama, and art.

Material should be published that is helpful to  
children's development

Governments should encourage all media to provide information  
that will help children to lead healthy positive lives

All children should be able to access the media

Governments should make sure that schools have computers  
Books should be available in the language children use at home  
Blind children should be able to get  
information in ways that they can read it

Governments should make sure that children do not see  
or read things that will harm them

There should be age limits on films and games  
Children should be helped to keep themselves safe online



# ARTICLE 17

Examples from children on *how we know*  
that Article 17 rights are being upheld:



“Informing students of reliable sources/websites; and how to critique news.” (*Western Europe/Other*)

“The opportunity to have access to information, libraries, schools, websites in order to, we quote, ‘be smart and know what to say.’” (*Eastern Europe*)

"If it is a big business, we will need our council representing government to provide us electricity or bigger generator with data service to always be online." (*Africa*)

“Website blocking”; “safety settings”; “Block harmful sites.” (*Western Europe/Other*)