

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)

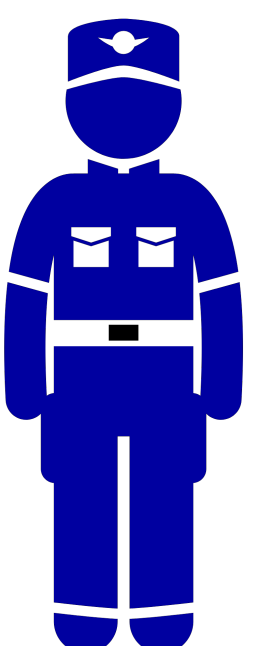
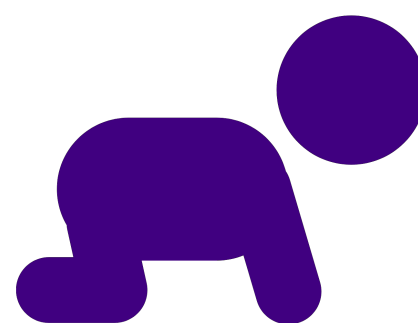
Educating children about their rights

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

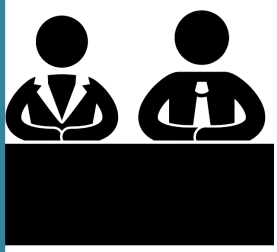
- If the children you work with have low literacy skills, an alternative activity involves role-playing, where the children act the part of an inspector, scientist, journalist, or teacher.
- Start by using the cards to learn about children's rights.
- Then, children can work in small groups to decide 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!

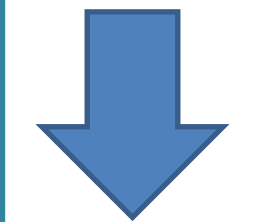
- Make a plan to share what you learned with others! Whom could you teach about children's rights... Friends? Family? Teachers? Government officials?



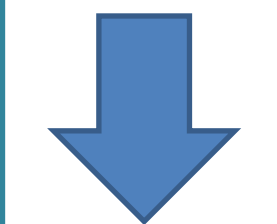
About the GCRD project



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

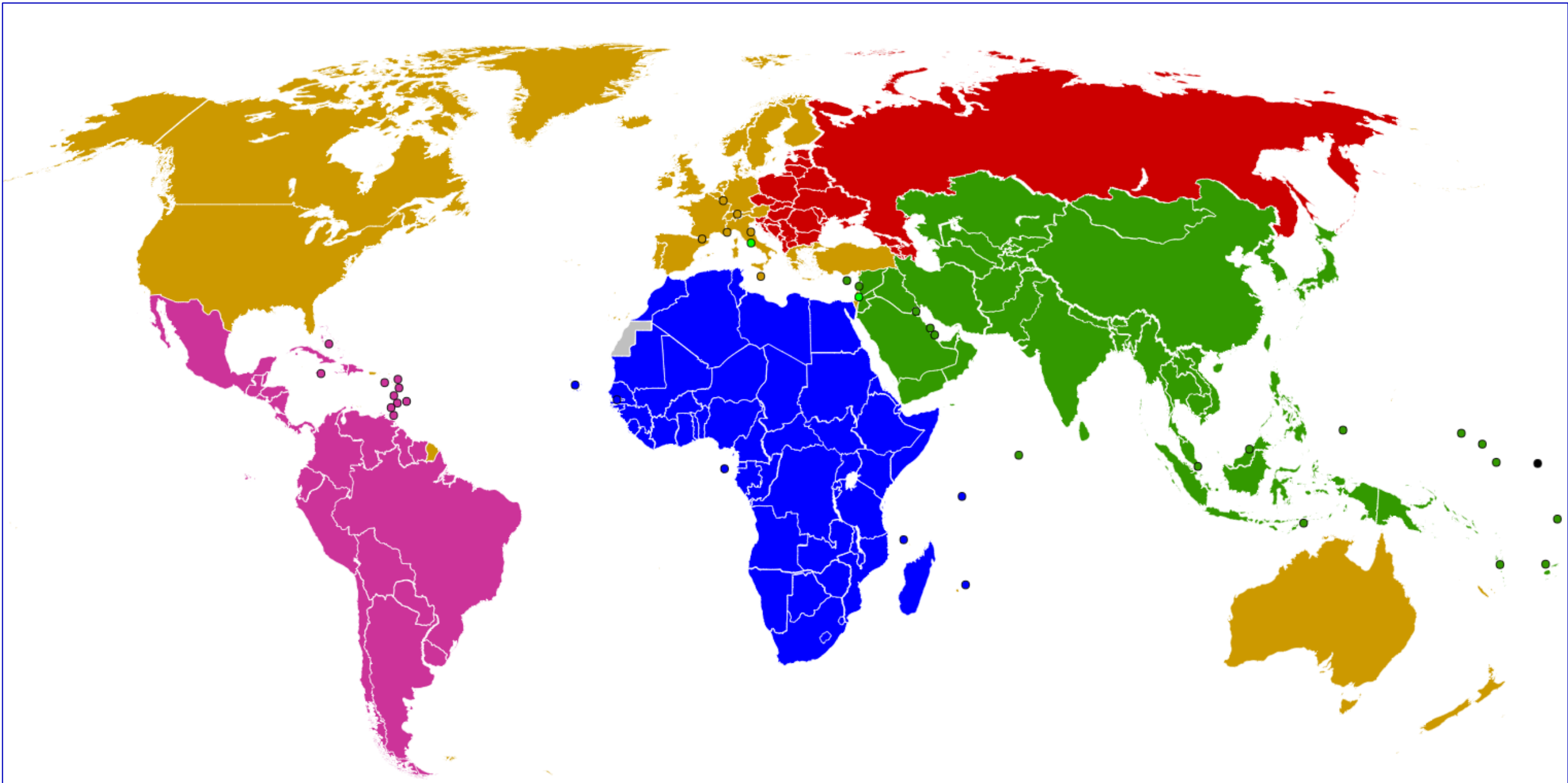


Children collaborating: The Centre for Children’s Rights took these to their Youth Advisory Group and created child-friendly summaries (page 1 of these cards).



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/Carribean	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 6 – Family Environment and Alternative Care



Articles:

5 – Parental guidance and child's evolving capacities

9 – Separation from parents

10 – Family reunification

11 – Illicit transfer and non-return

18 – Social security

20 – Children deprived of their family environment

21 – Adoption: national and inter-country

25 – Periodic review of placement and treatment

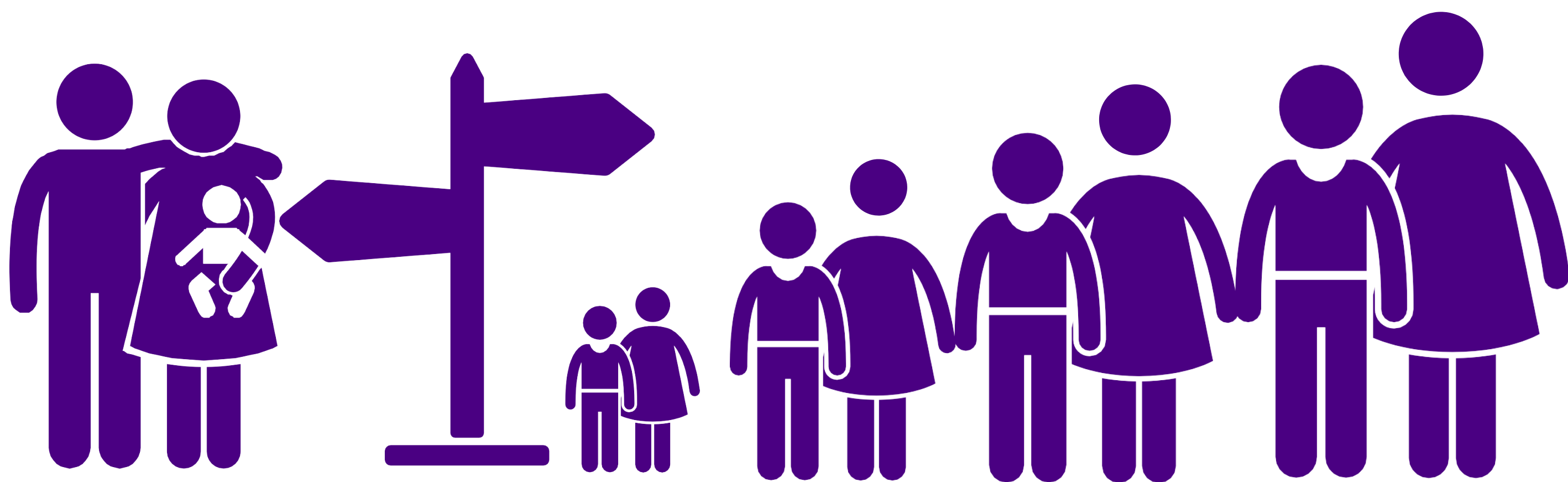
CLUSTER 6 – Family Environment and Alternative Care

Notes:

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ARTICLE 5

**Governments must respect the role of parents
(and other adults who care for children)
to provide advice to their children**



**Parents and guardians play the most important role in
bringing up children**

**Governments should not interfere in family life
unless there is a good reason**

**The advice given to children by parents and others should
help them to enjoy their rights**

**Children should be included in decisions
(for example which school they should attend)**

**Advice from parents and others should support children to
make their own decisions as they get older**

**Parents and guardians should help children make decisions by
allowing them to have more independence as they get older**

ARTICLE 5

Examples from children on *how we know*
that Article 5 rights are being upheld:



“Governments can help, support families, plan visits by social workers. Have closer follow ups. Children should participate in specific projects (with the presence of parents).”
(Western Europe/Other)

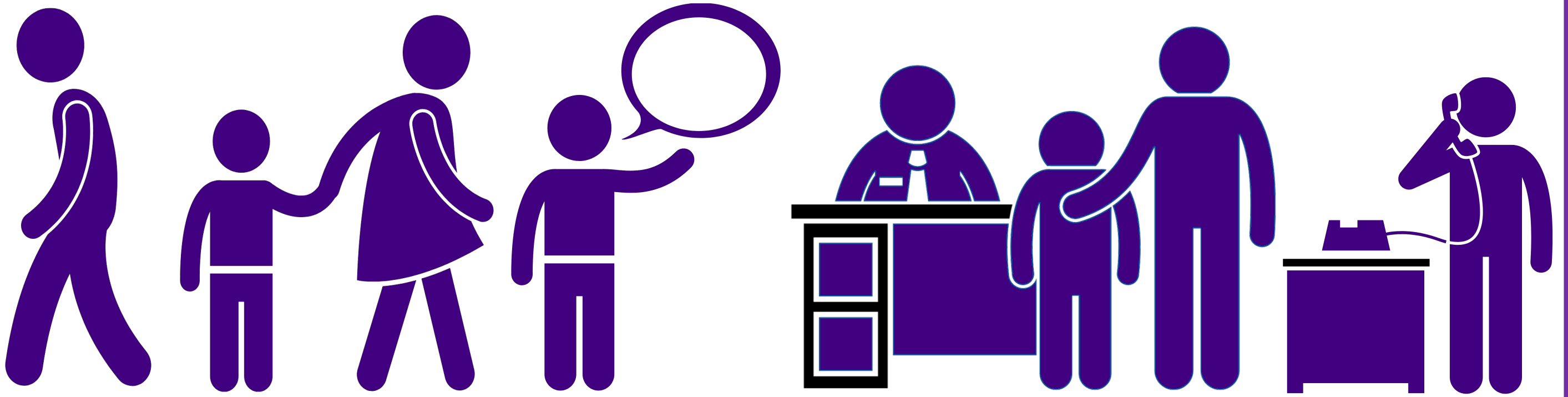
“Parents' role is to provide food, affection, love, education, protection and clothing.” *(Western Europe/Other)*

“Does the government offer aid (monetary or professional), for example social workers, to parents and children?”
(Western Europe/Other)

“The State should intervene when children are in danger.”
(Western Europe/Other)

ARTICLE 9

Children have the right to stay with their parents
unless there is very good reason
to separate them



Children should only be separated from their
parents if it is in their best interest

For example, if a child is being abused or not taken care of

Only a court can decide if a child should be separated
from their parents

There must be clear laws about how decisions are made and
children have the right to tell the court what they think

Children who are separated from one or both parents have
the right to stay in contact unless this would be harmful

Governments should do what they can to help
children and parents stay in touch

They should arrange visits or help them to talk
on the telephone

For example, children and parents in prison should be told as
soon as possible if a family member is seriously ill

ARTICLE 9

Examples from children on *how we know*
that Article 9 rights are being upheld:



“Are children’s voices being heard when separated from parents?” (*Latin America/Caribbean*)

“Government officials should personally take children to visit parents or give them the means of contact and communication with their parent.” (*Africa*)

“A child who lives with another person besides his parents is allowed to see/call them without any restrictions.” (*Africa*)

“The government should make and enforce rules and regulations that guide relatives/guardians in the care of the children.” (*Africa*)



ARTICLE 10

Children who live in different countries from their families have the right to move country so they can be reunited



Governments must respond quickly if a child or parent asks to move country to be reunited

This should be dealt with in a positive and caring way and decisions made in the best interests of the child

When a child or parent asks to move country to unite their family, there should be no negative effects for the child, the parent, or other family members

If a child's parents are separated and live in different countries, they have the right to keep in contact with both parents

They could keep in touch with each other by telephone or through social media

If the law cannot get them together, they should be able to keep in touch by short visits so long as this is safe.

ARTICLE 10

Examples from children on *how we know*
that Article 10 rights are being upheld:



“The government should create a platform of contact when a child is being taken away from their parents” (*Africa*)

“Children [should] have a free phone line to contact parents abroad? A phone line that would transfer the calls.” (*Western Europe/Other*)

“Can the children that are separated from one of their parents go see them at least once a year, even if the parents can’t pay for it? One free plane ticket paid by the government.” (*Western Europe/Other*)

"Best interests of the child must be a priority in the background checks to ensure children will be moved into a safe environment." (*Latin America/Caribbean*)

ARTICLE 11

Governments must take action to prevent children from being taken out of their country illegally and not returned



Governments should sign an international law known as The Hague Convention

This law helps children who have been taken out of their country illegally to return home more quickly

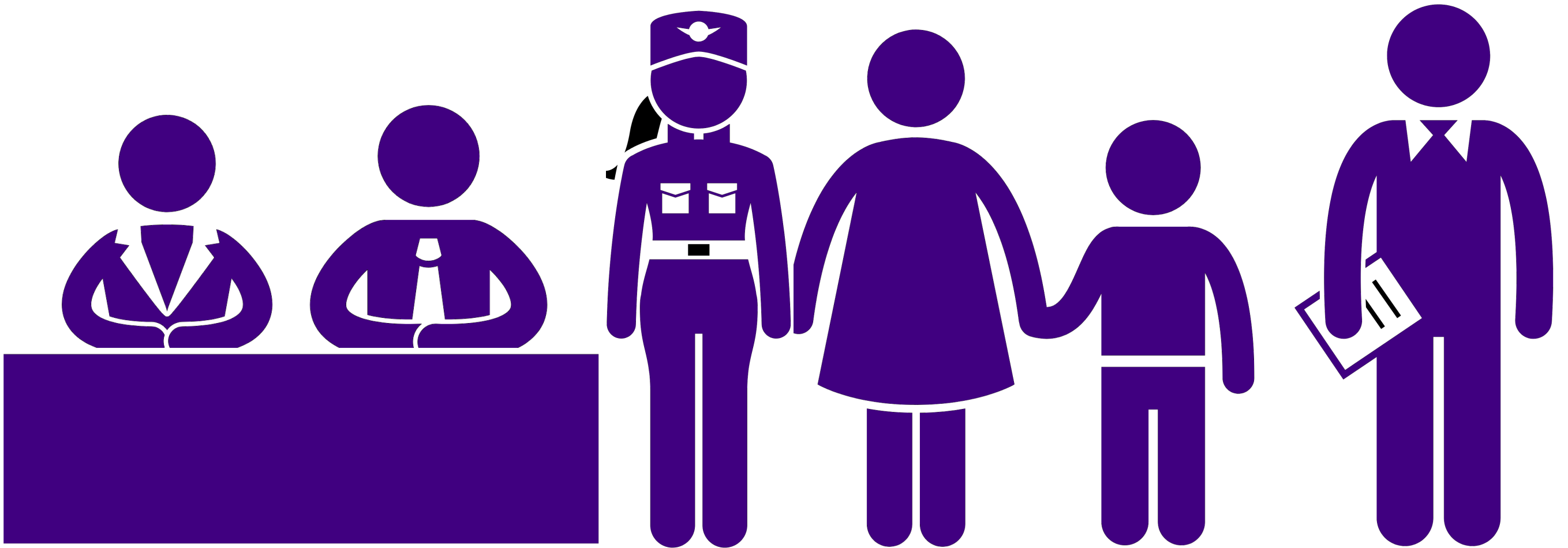
Professionals who work in this area should receive training

Governments should work together to agree what it means to take a child out of the country illegally



ARTICLE 11

Examples from children on *how we know*
that Article 11 rights are being upheld:



"When questioned about what the State should do, they consider 'that today much time is lost in bureaucracies and that the process should be faster' and that for this 'the state should apply more rules to change this.'" (*Western Europe/Other*)

"At airports and embassies, authorities should be trained to detect when children are uncomfortable or in possible danger and individual or one-on-one interview sessions (where parents are not present) should be conducted with all children." (*Latin America/Caribbean*)

"Professions who are working in the area against child trafficking should receive training." (*Asia-Pacific*)



ARTICLE 18

**It is parents responsibility to bring up their children
and governments should support them to do this**



**Parents have the main responsibility for bringing
up their children**

**Children have the right to be brought up
by both parents if possible**

**Parents should think about the best interests of their
children when bringing them up**

Governments should provide support to parents

**This could include money and other support if needed or offer
parenting education to help them look after their children**

**Governments should set up organisations
and support services for children**

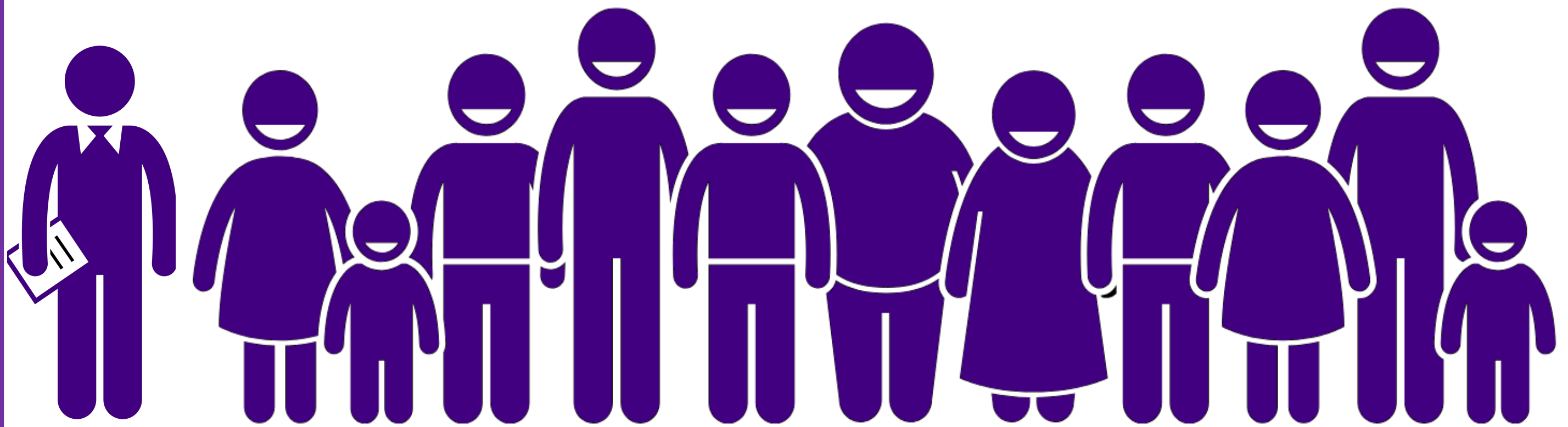
**For example, playgroups, libraries, youth clubs and
centres for young parents**

**Governments should set up services for children
whose parents are working**

**For example, day care centres, breakfast clubs
and after school clubs**

ARTICLE 18

Examples from children on *how we know*
that Article 18 rights are being upheld:



"Governments should help them to do so. For me, States should put in place means to help parents and their children. For example, suppose there are 6 children in a house with 2 bedrooms, we should help them move to a social house with 6 bedrooms. We have to look at all this in relation to the situation of children." (*Western Europe/Other*)

"The opportunity to have parental care (basic needs such as food, clothing, medicine, safety). In almost all areas children under 18 can only get help with adults." (*Eastern Europe*)

"If this one is respected, we don't need the others anymore! Article 18 is the cornerstone." (*Western Europe/Other*)



ARTICLE 20

Children who cannot live with their parents have the right to special care and protection



They should be provided with another form of care

Governments should try not to put children in children's homes or orphanages

They could be placed in the local community with another family

Governments should regularly check on children to make sure they are being looked after properly

They should help children to return to their family home if possible

Children should be able to report any concerns or complain about their care in an easy and safe way

Children should only be removed from their family as a last resort

A child's background should be considered when deciding where they should live

They should be placed somewhere that helps them be healthy and develop their potential

This should be for as short a time as possible and they should stay with their brothers and sisters, if possible

ARTICLE 20

Examples from children on *how we know*
that Article 20 rights are being upheld:



"They should help children to return to their family home if possible." (*Eastern Europe*)

"Children that are living without parents should be given special support. Governments should do as much as possible to avoid sending children to orphanages." (*Eastern Europe*)

"They should be placed somewhere that helps them be healthy and develop their potential, for as short a time as possible and they should stay with their brothers and sisters." (*Eastern Europe*)



ARTICLE 21

If children are adopted, their best interests must always come first



The decision must be made by a court or professional organization

Governments must make laws that set out the rules about adoption

People who are involved in making decisions about adoption must be properly trained

Adoption can only happen if parents are not able to or do not want to look after their children

Parents should be given information and counselling before they make a decision

They should not be forced into deciding

Children should only be adopted by someone in another country if they cannot be cared for in their own country

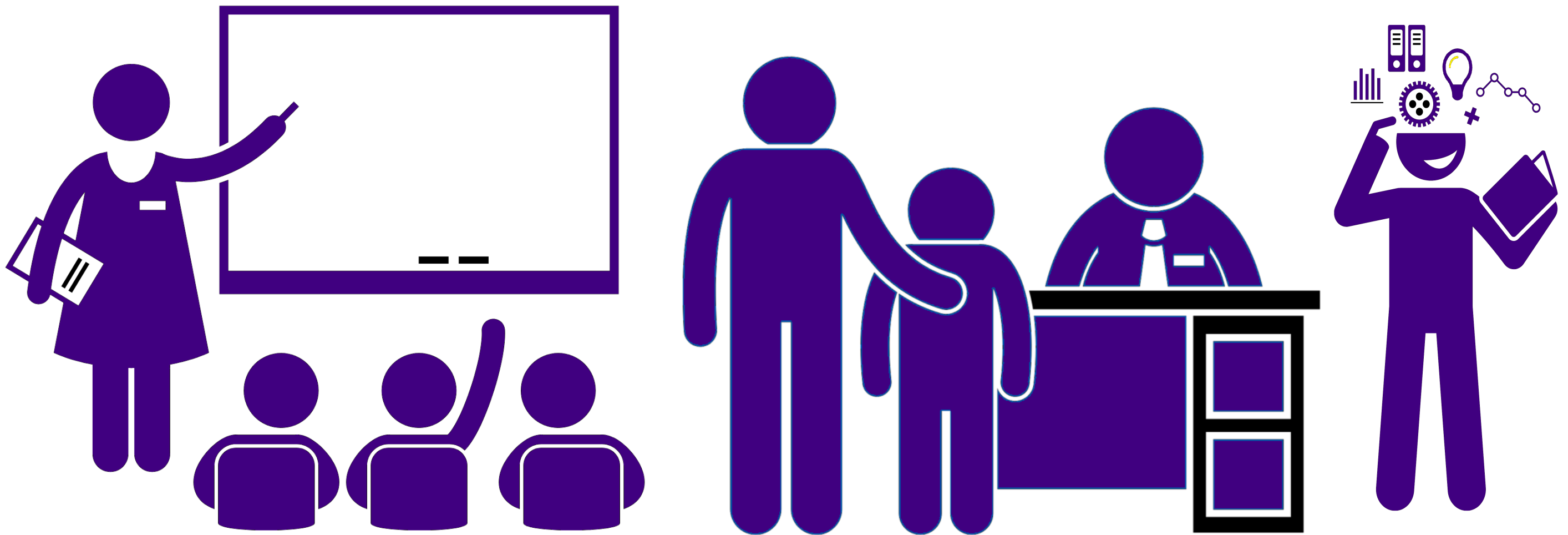
There should be clear rules when children are being adopted in a different country

Children should not be taken from their home country without agreement from the government

No-one should be able to make a profit from a child being adopted Governments should work together to make sure the rules about adoption are followed

ARTICLE 21

Examples from children on *how we know*
that Article 21 rights are being upheld:



"For me when a child is adopted, he should be able to know what his past is like, who his parents are, etc. And you can't adopt a child without his consent." (*Eastern Europe*)

"People who are involved in making decisions about adoption must be properly trained." (*Eastern Europe*)

"Government should create a programme that would support parents to raise up their children. Adoption laws should be made to protect the interests of the children." (*Africa*)

"Interests of children should be put over others. Only special professional services and organizations have to deal with the documents and support children in the process of adoption."
(*Eastern Europe*)

ARTICLE 25

If children are adopted, their best interests must always come first



Only professionals can make decisions about whether a child should be looked after outside the family home

Professionals should be properly trained and have the right knowledge

Children should have the chance to speak in private to those who are checking on them

Checks are important and everyone should know when these will happen

Parents should be given information and counselling before they make a decision

Children and their parents should have information about what is happening

This information should be easy to understand

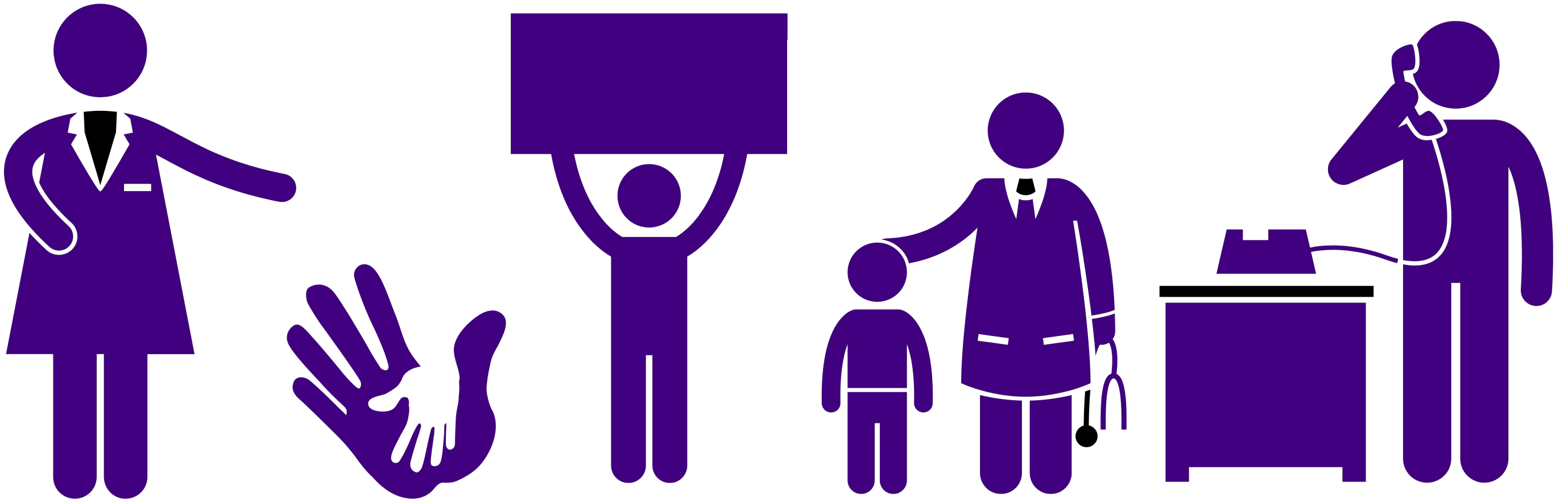
There should be a chance for children to express their views and have these views listened to

Things that should be checked include

The child's own background and any health conditions or educational needs they may have

ARTICLE 25

Examples from children on *how we know*
that Article 25 rights are being upheld:



“More in-depth screening process for foster parents to ensure the housing placement will be safe before the follow-up.” (*Western Europe/Other*)

“The point in my life at which I became a drug addict was about a year after I got on my Youth Agreement. Looking back on it, I think the reason why was because my social worker hadn’t checked in with me in over six months, and I didn’t have any other responsible adults in my life – no outreach workers, advocates, nothing.”
(*Western Europe/Other*)

“Social workers should regularly visit and provide both mental and physical care.” (*Asia-Pacific*)

"They should be taken to the hospital when they are ill and they must be given proper/great care. E.g. going to school wearing proper uniform, be given all they need at school and proper (diet)." (Africa)