

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)

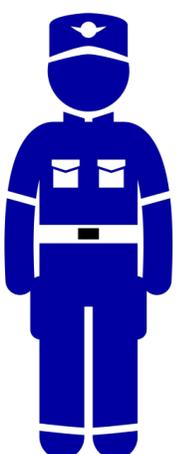
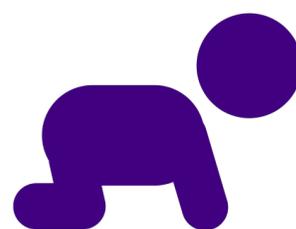
Educating children about their rights

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

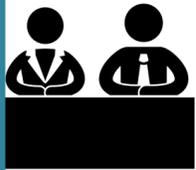
- If the children you work with have low literacy skills, an alternative activity involves role-playing, where the children act the part of an inspector, scientist, journalist, or teacher.
- Start by using the cards to learn about children's rights.
- Then, children can work in small groups to decide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

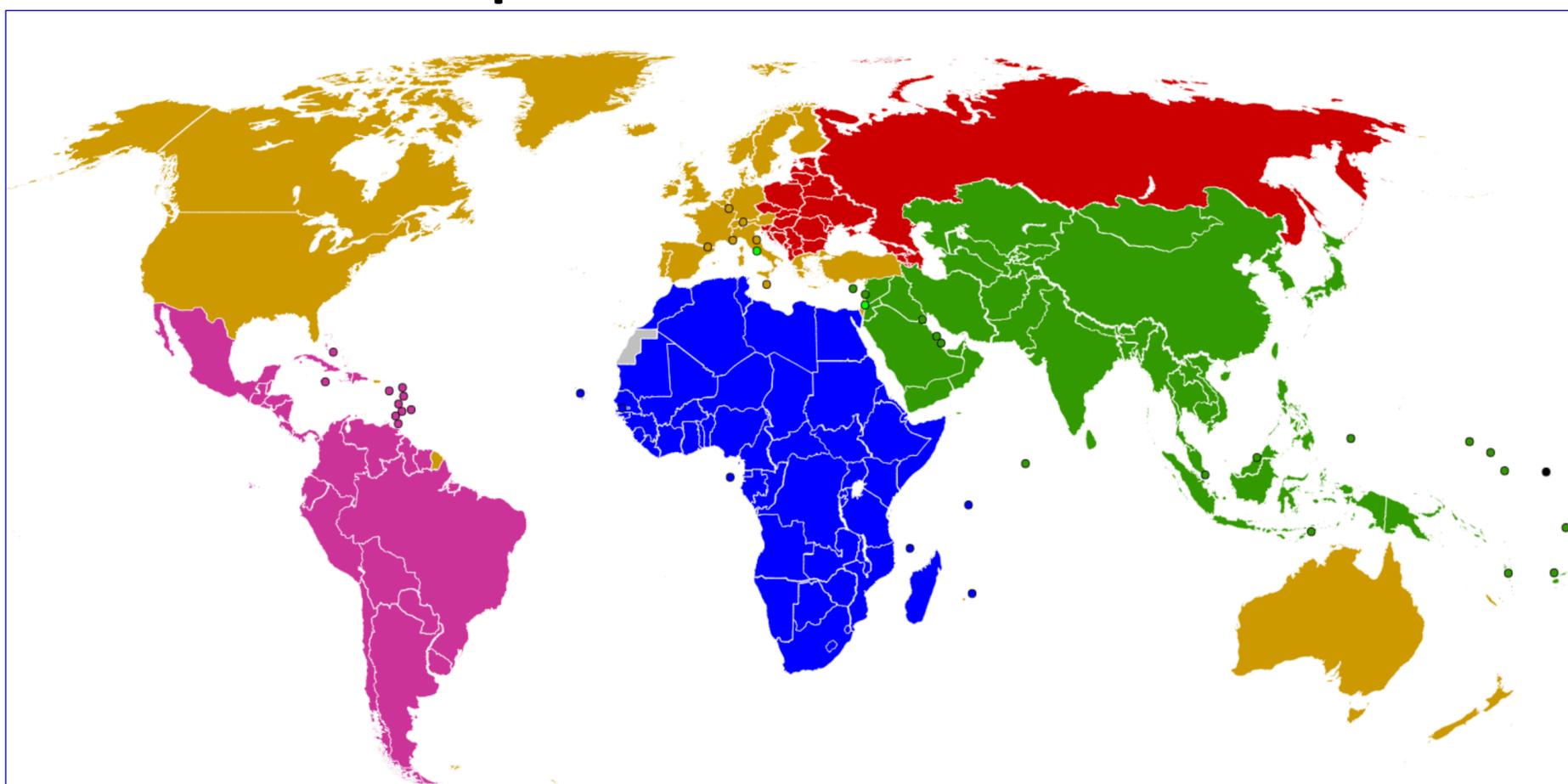


Children collaborating: The Centre for Children's Rights took these to their Youth Advisory Group and created child-friendly summaries (page 1 of these cards).



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 7 – Disability, Basic Health, and Welfare



Articles:

23 – Children with disabilities

24 – Health and health services, in particular primary health care

26 – Social security

27 – Standard of living, basic material needs and recovery of maintenance

33 – Measures to protect children from substance abuse

CLUSTER 7 – Disability, Basic Health, and Welfare

Notes:

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ARTICLE 23

Children with disabilities have the same rights as other children and the right to support and assistance



Children with disabilities must be included in society

Governments should remove laws that discriminate against children with disabilities and improve buildings that they cannot get into

They should live in the community like other children and attend an ordinary school

They must be treated with dignity, live independently and take part in decisions that affect them

Children with disabilities have the right to specialist support and services

They should be given these as early as possible and get the specialist equipment or technology they need which should be free if possible

Governments should work together to help children with disabilities enjoy their rights

They should share information about the causes of disability and work together to set up new programmes to help children with disabilities

ARTICLE 23

Examples from children on *how we know*
that Article 23 rights are being upheld:



“Existence of laws such as anti-discrimination law would protect children with disabilities from discrimination. Some children with disabilities have been abused by other people.”
(Asia-Pacific)

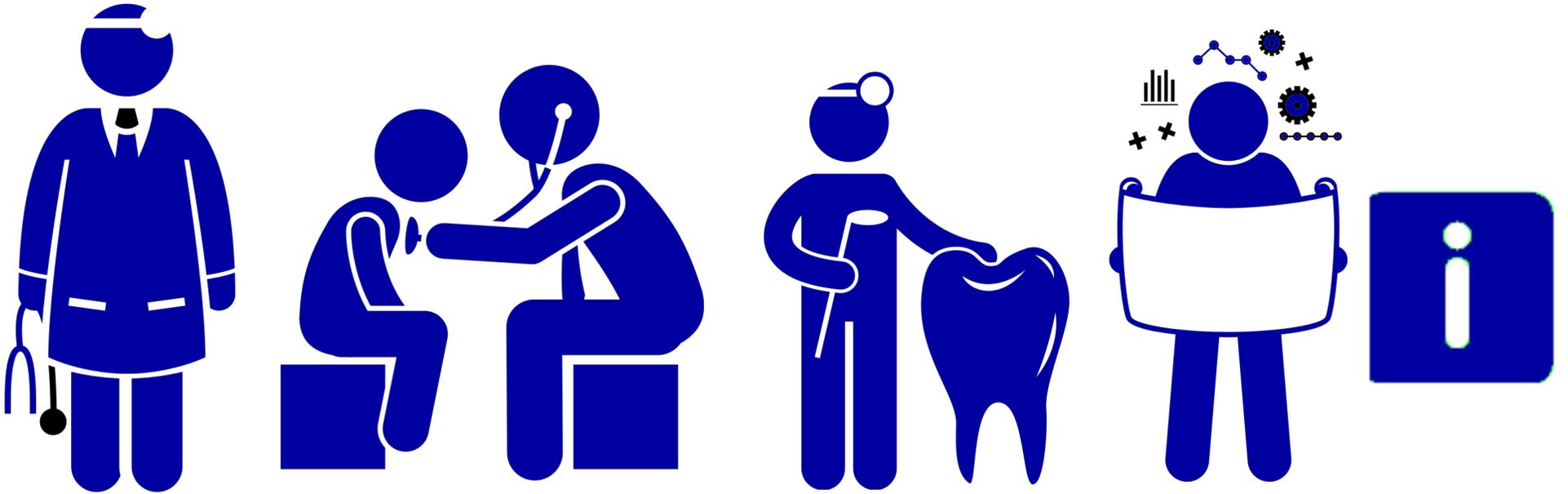
“Government should give free assistive devices. Our [district] sometimes gives away assistive devices during medical missions only and upon request from the Department of Health. Sometimes patients in public hospitals have to pay for these assistive devices.” *(Asia-Pacific)*

“Provision of free equipment and services e.g. Braille textbooks, wheelchairs, hearing aids, cane and glasses.”
(Latin America/Caribbean)



ARTICLE 24

All children have the right to good quality healthcare and help to be as healthy as possible



Every child should be able to access the health services and treatment they need

They should be able to see a doctor, nurse or dentist when they need to

Children should be involved in decisions about their health

There are basic things that every child needs to help them be healthy

To live in a safe environment with clean drinking water and good nourishing food

To get child-friendly information about keeping healthy and well like how to keep your teeth clean or what to do if you have the flu

Governments must have a plan that says how they will help children be healthy

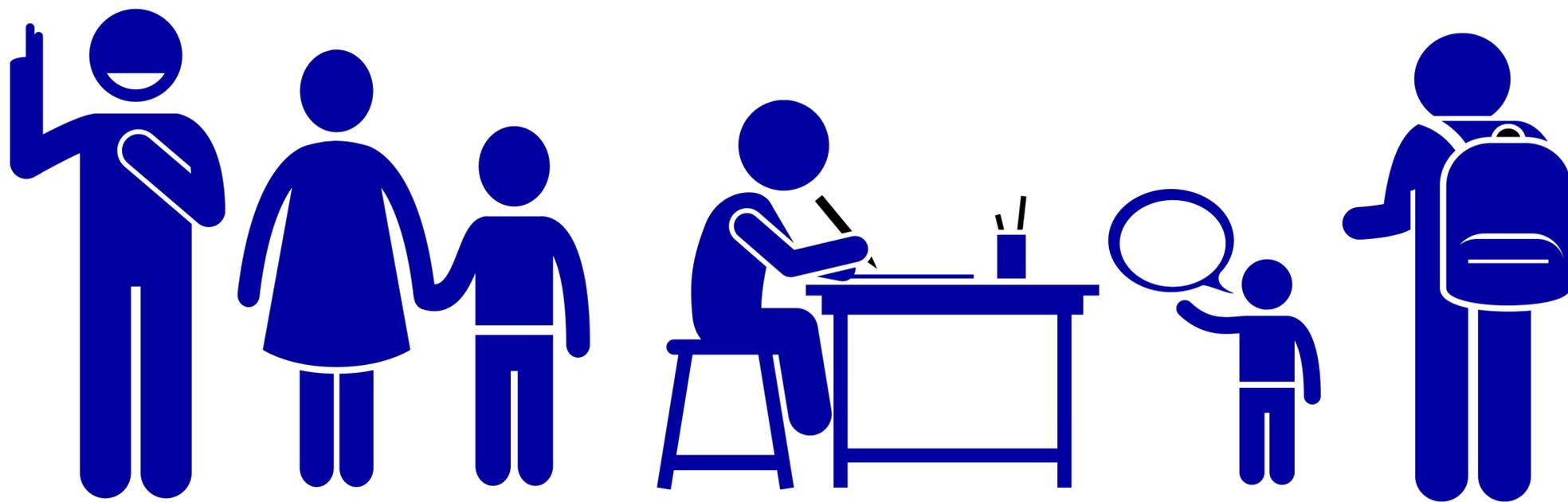
As many people as possible should know about the plan

Children should be able to make a complaint if they have one

Governments should work together to help children across the world be as healthy as possible

ARTICLE 24

Examples from children on *how we know*
that Article 24 rights are being upheld:



“Parents – instead of making additions like – I know that this is a belief that stems with it, but they should use logical decisions. They shouldn’t put their child at risk. Again the vaccination thing. They should think twice before saying no, we are going to do it because even if that autism thing is an actual thing, we rather have a child living with autism than not living at all.” *(Asia-Pacific)*

“Providing free vaccines and vaccinations in schools, colonies and societies.” *(Asia-Pacific)*

“Don’t give children only information, give them pictures, do some activity or play as a way of spreading awareness.” *(Asia-Pacific)*

"To ensure this right, every child, especially those isolated/living in reserves, small communities, should have access to health care with hospitals that have enough staff." *(Western Europe/Other)*

ARTICLE 26

Every child has the right to help from the government if they need



Governments should provide help to children who are most in need

**This could include giving families money to help them bring up their children or by providing free health care
When a child or someone in the family has a disability or is ill or if a parent is unemployed**

When deciding how much help and money is needed, governments should consider the particular situation of the child and their family

**Governments should provide all families with some support and money to help them bring up their children
Some families will need more support than others**

Children should be able to ask for help and support themselves if they need it

**If a child is a carer or a young parent
They should have support to ask for the help and money they need
Information about this should be provided in a child friendly manner**

ARTICLE 26

Examples from children on *how we know*
that Article 26 rights are being upheld:



“When deciding how much help and money is needed, governments should consider the particular situation of the child and family. Government should provide families with some support and money to help bring up their children. Some families will need more support and money than others. Everybody gets what they need rather than everybody gets the same.” *(Asia-Pacific)*

“Government should not take heavy taxes. Because of the heavy taxes, the poor people get more and more poor.” *(Asia-Pacific)*

"To ensure money is spent on the child, government assistance should only be spent in certain places e.g. government to partner with businesses to accept government vouchers." *(Latin America/Caribbean)*

ARTICLE 27

Every child has the right to a good standard of living



Every child should be able to live in a way that helps them reach their full potential

They should have a life that helps them be healthy and confident have good self-esteem to do well in school

Governments must make sure children have access to what they need to have a good standard of living

Food

Money & Support

Housing

Clothing

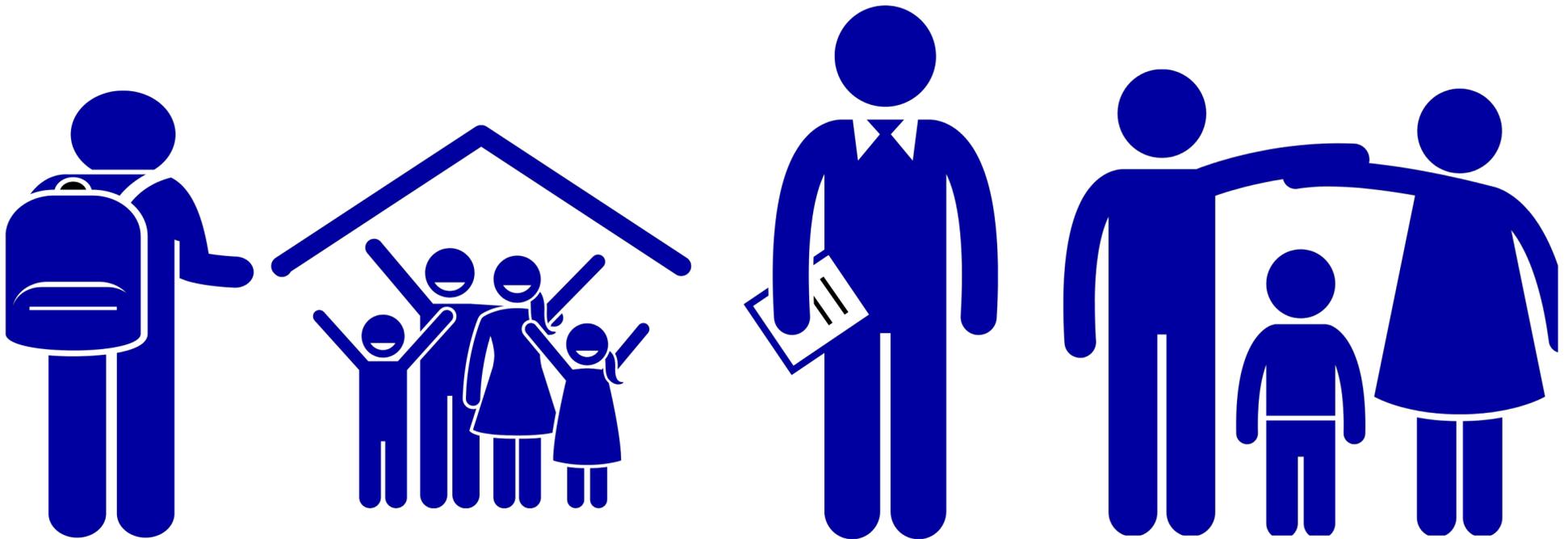
Governments should set up systems to make sure that money and support is given to those who bring up the children

If parents have separated, the one who has moved out must still provide money to help pay for their child's home, food and clothing

If they cannot then the Government should provide help

ARTICLE 27

Examples from children on *how we know*
that Article 27 rights are being upheld:



“Government should help provide housing and clothing facilities to the children that will help us realize our potentials.” (Africa)

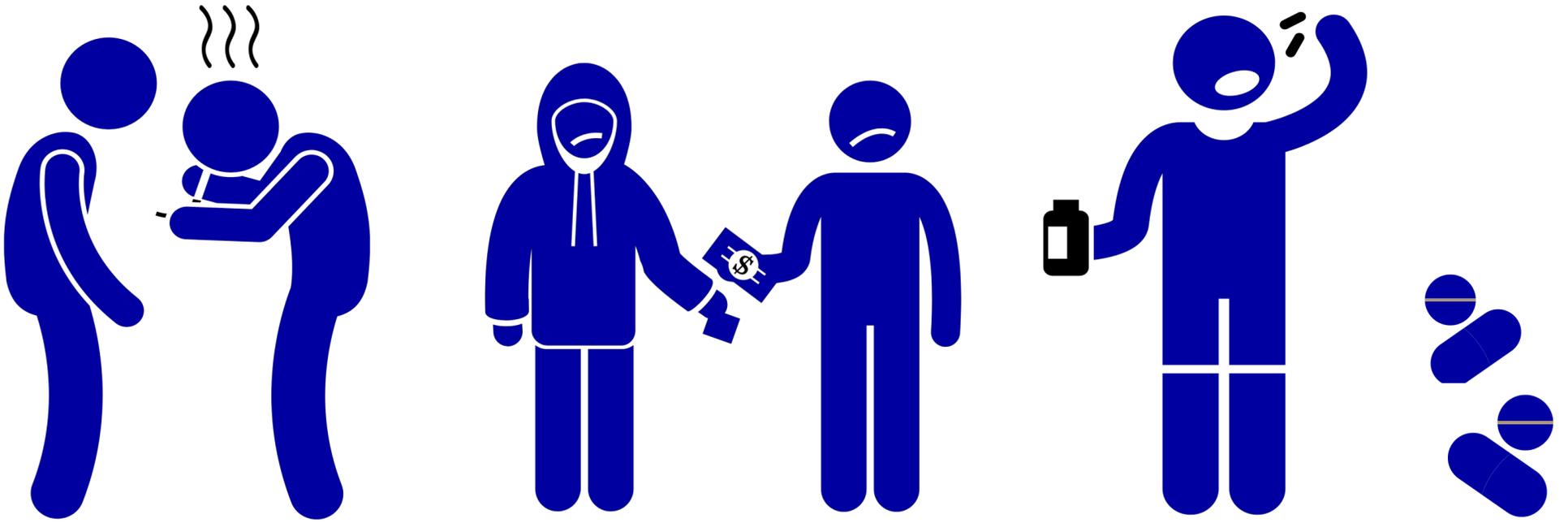
“Adults would understand that what defines ‘good standard of living’ can be different depending on the youth. Success is different for everybody.” (Western Europe/Other)

"Outreach workers would have lower caseloads so they can spend more time caring for youth and ensuring their standard of living is adequate." (Western Europe/Other)

“Government and schools are helping to boost self-esteem in children.” (Latin America/Caribbean)

ARTICLE 33

Every child has the right to be protected from drugs that are illegal and harmful



Governments should follow international laws when deciding what drugs are harmful

Not all drugs are illegal or harmful

Some children may take drugs to help with pain or as part of their medical treatment

Governments should make children aware of the dangers of illegal and harmful drugs

All adults should make sure that children are not encouraged or forced to take illegal and harmful drugs

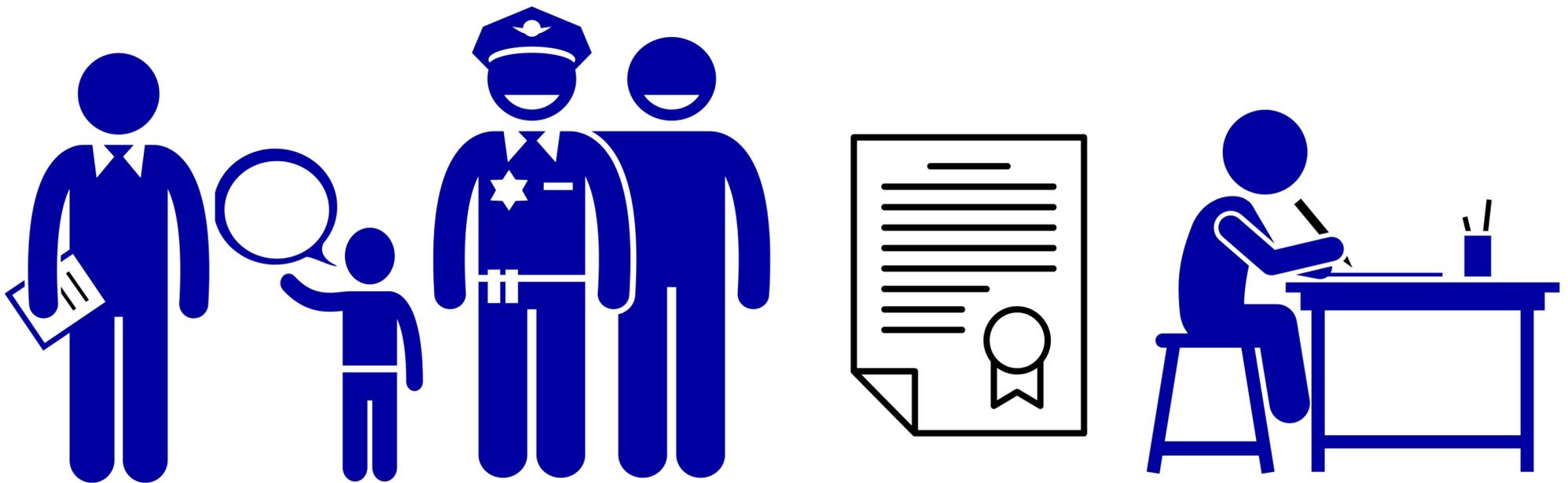
Children should learn about drugs in school

Information about drugs should be provided in a child-friendly way

Governments must take action to make sure children are not used to make or sell drugs

ARTICLE 33

Examples from children on *how we know*
that Article 33 rights are being upheld:



"Within the school programme, provide for the visits of former addicts." (Eastern Europe)

"Schools have courses for students and communities to understand well the consequences of harmful drugs and know how to deal with the activities of drug trading." (Asia-Pacific)

"Governments should follow international treaties to determine which substances should be legal or illegal." (Eastern Europe)

"Governments should allow substances to be supplied in a safe way." (Eastern Europe)

"Control over pharmaceutical companies." (Eastern Europe)