

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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CHILDREN'S
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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)

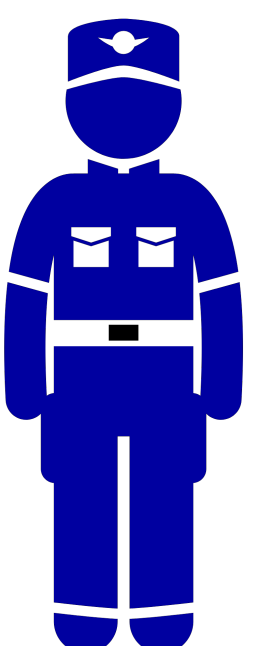
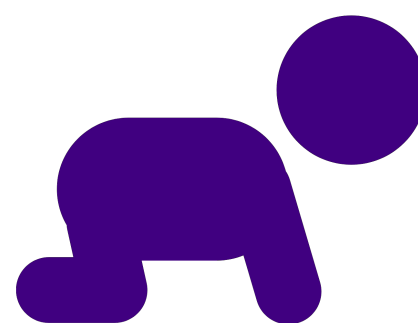
Educating children about their rights

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

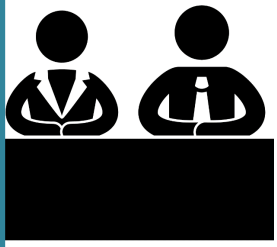
- If the children you work with have low literacy skills, an alternative activity involves role-playing, where the children act the part of an inspector, scientist, journalist, or teacher.
- Start by using the cards to learn about children's rights.
- Then, children can work in small groups to decide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

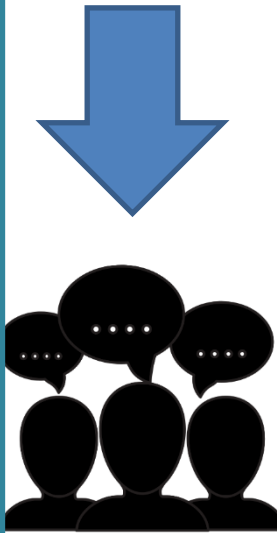
- Make a plan to share what you learned with others! Whom could you teach about children's rights... Friends? Family? Teachers? Government officials?



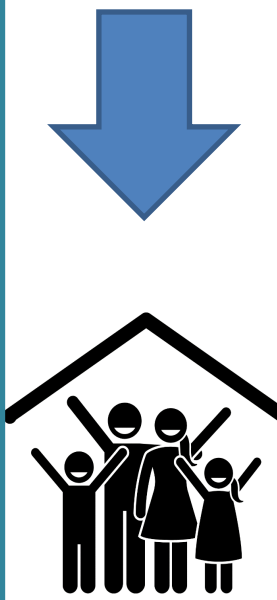
About the GCRD project



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

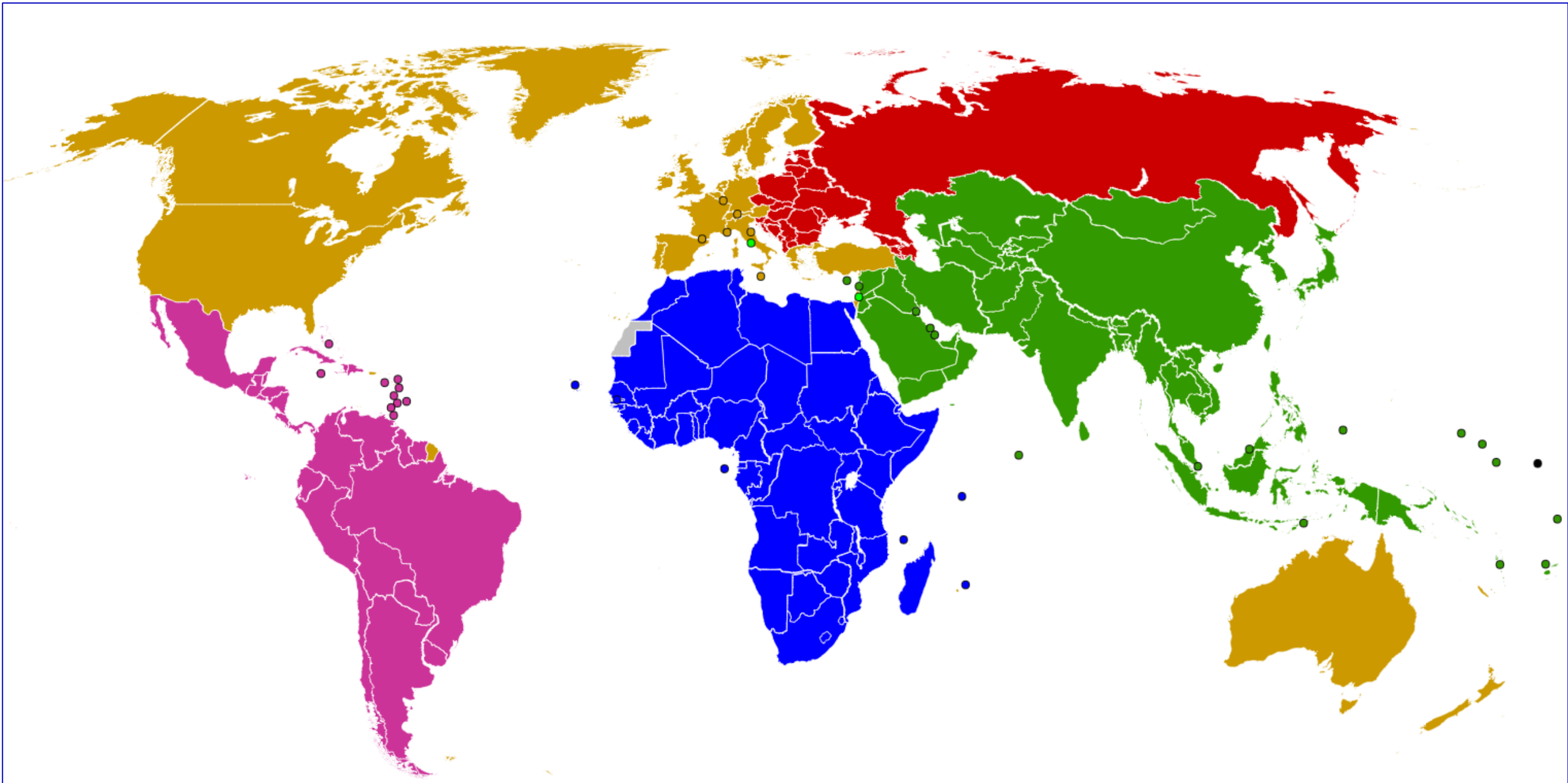


Children collaborating: The Centre for Children’s Rights took these to their Youth Advisory Group and created child-friendly summaries (page 1 of these cards).



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 8 – Education, Leisure, and Cultural Activities



Articles:

28 – Rights to education

29 – Aims of education

30 – Cultural rights of children belonging to minority groups

31 – Right to leisure, play and participation in cultural/artistic activities

CLUSTER 8 – Education, Leisure, and Cultural Activities

Notes:

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ARTICLE 28

All children have a right to education



Governments should make sure children attend and stay in school

Education should help children develop to the best of their ability

They should learn about human rights and have their rights respected in schools

Education should promote respect for all cultures and equality between boys and girls

Children must not be disciplined in a way that takes away their dignity

Parents and others can set up private schools but these must still provide an education that respects children's rights

All children should be able to go to school

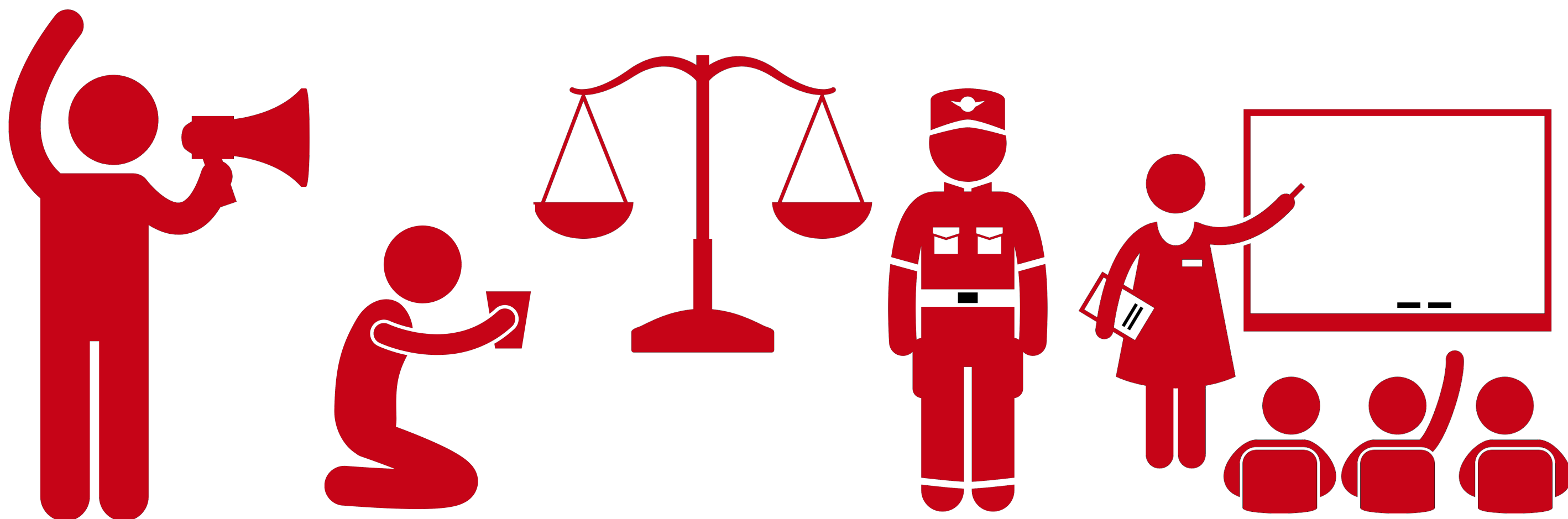
Governments should check and encourage good attendance at school and provide information about education and training

Education should be of good quality

Governments should train teachers and buy books and other materials to help schools meet national standards

ARTICLE 28

Examples from children on *how we know* that Article 28 rights are being upheld:



“I would tell him to fix the lower income places where these schools are ... because in some of the schools the cafeteria does not serve proper food for the children at lunch time.” (*Latin America/Caribbean*)

“A public call should be announced for students to give their views and input on what should they learn in particular educational programs or educational profiles.” (*Eastern Europe*)

“Inspections should be more frequent and spontaneous (unannounced). When inspectors announce the inspection, then teachers know in advance and they instruct students what are they going to teach, which questions will they ask students and what should students say.” (*Eastern Europe*)

ARTICLE 29

All children have a right to education



Children should not miss education due to their gender or race or because they are disabled or poor

Governments should collect information about different groups of children and how they are doing in education

Richer countries can help to provide education for all children by giving financial help

Teaching and learning should promote children's rights

Children should learn about human rights and equality and be taught in ways that promote participation, thinking and citizenship

Children's rights should be respected in school

Schools should not allow bullying or discrimination

Children should participate in decision-making like in school councils

Parents and others are free to set up their own schools

Some parents may want their children educated in religious schools

They can do this as long as it gives children a good quality education

ARTICLE 29

Examples from children on *how we know*
that Articles 29 rights are being upheld:



“The Ministry of Education organizes training for teachers, to educate them how to treat children. Teachers should have exams about that.” (*Africa*)

“In some schools, the discipline that students receive is biased against students of color. For instance, some schools have higher rates of disciplinary action and suspensions among Hispanic and Black students, compared to white students in the same schools. Government should do more to monitor the different disciplinary actions.” (*Western Europe/Other*)

“Every schoolbook has video and audio material (with) additional explanation of lectures and additional information.” (*Africa*)

ARTICLE 30

Children from minority* or Indigenous* communities must not be stopped from enjoying their own culture, practicing their religion or using their own language



***Indigenous means the people who lived in the country from the beginning**

***Minority means groups that do not have the same language, religion or culture as most people in the country**

Enjoying culture

School text books and classes should include positive information about minority* and Indigenous* cultures

Practicing a minority religion

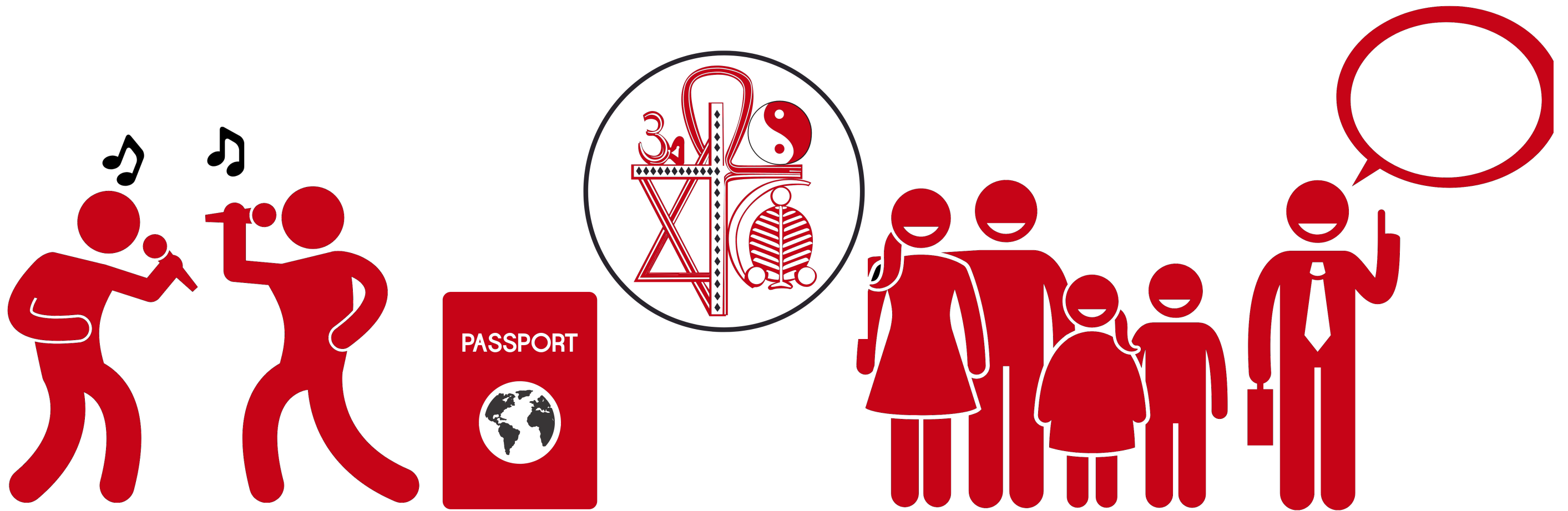
People who work with children should learn about how to respect children of other religions in their work

Using a minority language

Children should be able to get books and watch TV programmes in their own language

ARTICLE 30

Examples from children on *how we know*
that Article 30 rights are being upheld:



“By promoting the differences through accepting their holidays, respecting their important days, celebrating important days connected with their tradition and culture.” (*Eastern Europe*)

“Governments should help to support local museums and cultural activities.” (*Western Europe/Other*)

"In the US now, there is a lot of tension about immigration and it seems like a lot of minority children are very anxious and ashamed of their culture, rather than it being celebrated, it is often held against them." (*Western Europe/Other*)

“Other children are informed about other cultures: through curricula and through classes.” (*Eastern Europe*)

ARTICLE 31

Children have a right to rest, play and leisure and to take part in culture and the arts (music, drama, painting)



Children should have time to rest

Children should have time to sleep and school should not be too long
They must have some free time when they have
no school, work or chores

Children should have opportunities for play and recreation

They should have a say in what they do in their spare time
Governments should provide safe playgrounds and sports facilities

**Children should be encouraged to take part in arts
and cultural activities**

Schools should support children to produce artwork
and creative writing
Festivals and exhibitions should include spaces
for children to take part

**Governments must make sure that leisure, culture and arts are
safe and appropriate for children**

Toys and games must be safe and suitable
Children of all ages must have the chance to enjoy their right to
play, relaxation and the arts
There should be guidance and training for adults who work with
children in the areas of play, sports, culture and the arts

ARTICLE 31

Examples from children on *how we know*
that Article 31 rights are being upheld:



“We have to make sure that school establishments organise artistic and cultural competitions.” (Africa)

“Inclusion of traditions in school subjects and student clubs (Glee club, different native instruments, arts club, Flores de Mayo/Santacruzán, Language Month).” (Asia-Pacific)

“Through schooling they should learn more about their culture and knowledge. One of the children expressed her concern that children make fun when she speaks in her local dialect.” (Asia-Pacific)

"The playing areas outside the camp where parents should accompany their children are very far. In the end the parents will stop doing that because of having higher priority duties for living." (Asia-Pacific)