Stand Up For Children's Rights

A Teacher's Guide for Exploration and Action with 11 - 16 year olds

unicef

Contents

Stand up for children's rights: an introduction p. 5

- Who is this resource for? p. 6
- What is in this resource? p. 6
- How should I use this resource? p. 6
- How long will using this resource take? p. 7

Anna's Story

- Part One p. 8
- Questions for Discussion p. 10
- Activity Toolkit p. 11

- Part Two p. 17
- Questions for Discussion p. 19
- Activity Toolkit p. 21

- Part Three p. 23
- Questions for Discussion p. 25
- Activity Toolkit p. 27

- Part Four p. 31
- Questions for Discussion p. 32
- Activity Toolkit p. 33

Activity sheets and resource pages p. 36

Find out more p. 46

Glossary of terms p. 47

Standing up for children's rights in your country p. 48

Tell us what you think! p. 51

Acknowledgements

This educational tool was developed by Kate Brown, educational consultant, and national committee steering group members, including: Rania Makri, Hellenic National Committee for UNICEF; Maja Pipan, Slovenia National Committee for UNICEF; Barbara Lambourn, New Zealand National Committee for UNICEF; Lisa Wolff, Canadian National Committee for UNICEF; Rina Yitzhaki, Israeli National Committee for UNICEF.

Special thanks to: Tamara Sutila, consultant; Lena Karlsson, Child Protection Specialist, UNICEF Innocenti Research Centre; Marie Cooney, Child Exploitation and Online Protection Centre, United Kingdom; Dagny Fosen, Child Rights Advocacy and Education Section, UNICEF, for their comments and ideas. Thanks also to all the young people whose feedback helped improve the resource.

The guide is inspired by the Flash Eurobarometer 235: The Rights of the Child, © European Communities, 1995-2009. We are most grateful to the European Commission Directorate-General for Justice, Freedom and Security and Directorate-General Communication for allowing us to utilize this research in the development of the guide, and to Margaret Wachenfeld for being our point of contact in UNICEF Brussels.

Oversight and coordination were ensured by: Child Rights Advocacy and Education Section, UNICEF; Programme Manager, Frederike Seidel, and acting Programme Manager, Caroline Keenan. The document was copy-edited by Zahra Sethna.

Graphic design: James Elrington, Private Fundraising and Partnerships, UNICEF.

Cover Images:
© UNICEF/NYHQ2007-2789/Palani Mohan, ©UNICEF/NYHQ2009-0961/Simona Caleo,
© UNICEF/NYHQ2007-1958/David Berkwitz, ©UNICEF/NYHQ2005-1772/Ryberg,
©UNICEF/NYHQ2004-1392/Noorani, Image p.10 UNICEF/Geneva/Frederike Seidel

© United Nations Children's Fund (UNICEF), 2009

United Nations Children's Fund
Child Rights Advocacy and Education Section
Private Fundraising and Partnerships
Palais des Nations
1211 Genève 10
Switzerland
Email: fseidel@unicef.org
www.unicef.org

Stand up for children's rights: an introduction

As the world marks the 20th anniversary of the United Nations Convention on the Rights of the Child (CRC) on 20 November 2009, there is opportunity not only for celebration, but also for taking stock of the extent to which children's rights are respected and protected around the world.

To commemorate the event, UNICEF has developed this resource for teachers and facilitators working with young people between the ages of 11 and 16. As stated in Article 42 of the CRC, children have a right to know about their rights and to be empowered to take action to promote and protect those rights. Specialists in UNICEF national committees around the world work towards this end, and their experiences are gathered in this guide.

Stand up for children's rights also recognizes that there is much more work to be done in encouraging young people to explore their rights, to reflect on the extent to which those rights are respected in their communities, and to consider the responsibilities of different individuals and organizations in promoting and protecting children's rights.

A study conducted by the European Commission questioned 10,000 young people aged 15-18 across the European Union about children's rights. The results, detailed in *Flash Eurobarometer 235: The Rights of the Child* (2008), show that 67 per cent of those questioned knew that young people had specific rights. However, 76 per cent did not know what these rights were and 79 per cent did not know how to go about defending their rights, or whom to contact for help.

Stand up for children's rights is based around the story of Anna, a young person learning about the rights of children. The resource offers guidance on how to use Anna's experiences to develop young people's awareness of their rights. A flexible toolkit of accompanying activities leads young people to explore the people and policies in place in their communities to protect children's rights. We hope that this resource will help you in your work supporting young people to stand up for their rights and the rights of others.

Who is this resource for?

Stand up for children's rights is for teachers of students aged 11-16. It can be used in politics, civics, social studies, citizenship, religious education, or any other subject in which children's rights are taught: it can also be used by youth leaders and other facilitators working with children in this age group.

What is in this resource?

Stand up for children's rights contains three types of teaching material:

- **Anna's Story**

This narrative describes the experiences of Anna, a high-school-aged student, as she learns about the CRC and takes action to make sure members of her community realize their roles in respecting children's rights. The story introduces key information, raises questions and aims to get students to think about their rights and responsibilities.

Anna's story is divided into four parts. After each part you will find:

- **Questions for Discussion**

These questions offer a structure and starting point for teachers to facilitate class or group discussions. Each set of questions is designed to draw out and build on the issues raised in the narrative.

- **Activity Toolkit**

These activities are designed to further develop understanding of children's rights and encourage students to explore where and how those rights are respected in their communities. Each 'tool' or activity stands alone, and includes a recommended age range and timeframe. Bear in mind that these are for guidance only; teachers are in the best position to assess the existing level of knowledge in their group and judge how quickly their students will work and which activities will best meet their needs.

The resource also includes **Background Briefings** and **UNICEF Bright Ideas**. The Background Briefings aim to provide teachers with information, explanations and guidance to support students in exploring children's rights. UNICEF Bright Ideas are short overviews of projects undertaken by UNICEF national committees, providing real-life examples for inspiration.

How should I use this resource?

The guide is designed to be very flexible so that it can be tailored to the needs of your students. We suggest the following, which can be adapted to your circumstances:

1) **Read.** The core of the resource is Anna's story. The narrative runs throughout the material, tying it together. Start by reading the first part to your class, or distribute copies and allow students to read it for themselves.
2) **Discuss.** Students may have reactions to the story and observations they want to share. The 'Questions for Discussion' may be useful for stimulating and structuring the subsequent conversations, whether that discussion is in pairs, groups or as a whole class, and whether it lasts 10 or 40 minutes.
3) **Action.** If you have more time or prefer to use more structured activities, select from the 'Activity Toolkit'. These activities build on Anna's story and the Questions for Discussion and are designed to deepen understanding of children's rights and responsibilities and support action towards realizing those rights in all communities. They include: cardsorts; creative writing; activity sheets; surveys; mapping activities; research; and photography.
4) **Repeat.** Duplicate steps 1, 2 and 3 for the other parts of Anna's story, asking students to recap the story as you go.

How long will using this resource take?

This depends on the time you have available and how you choose to use the resource. Reading Anna's story and stopping for a brief discussion after each part could take just a single 60-minute lesson. Alternatively, you could structure an entire unit of work or collapsed timetable day around Anna's story. Another option would be to designate one or two lessons to each of the four parts of Anna's story, including time for discussion and group work. Some of the more in-depth activities, including researching and surveying, could be set as homework and completed in follow-up lessons.

Background Briefing

Before you start

Throughout the discussion and activities in this resource, students are encouraged to think about the rights of children in their communities and to reflect on situations in which those rights are not respected. To explore sensitive, emotional and challenging topics like this, your group needs to develop relationships of trust and mutual respect with you and with each other. Setting ground rules is important so that students know how they are expected to behave. Before introducing Anna's story, let students know about the ground rules in your classroom or ask the group to create their own, which might include:

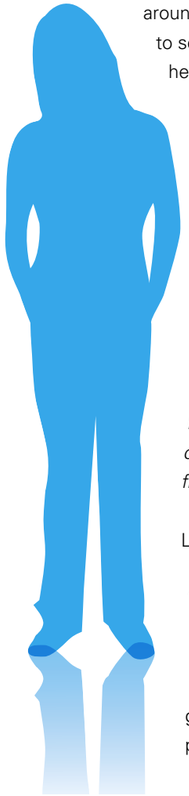
- Listen to each other
- Give everyone a chance to speak
- Respect different ideas, cultures and languages – don't make fun
- You do not have to share your view or information about yourself
- Talk from your own experience – don't assume you know what others think
- Don't talk about other people's personal information outside the group

There is a possibility that addressing sensitive issues with your students will encourage a child to reveal something confidential about their lives. Make sure you know your school's policy on what to say and do if a student discloses illegal activity or abuse. This will vary between schools and countries. Shared good practice includes never attempting to make contact with the individuals the student is talking about; making detailed notes of what you have been told as soon as possible; ensuring you only communicate what you have heard to the head of the school or the child protection coordinator; and informing the child if you have to break their confidentiality, explaining why. For information on child protection systems in your country and ideas on where to find out more, turn to p.48.

unicef

Anna's Story: Part One

One night after supper, Anna and her father were watching television. As their programme ended and Anna's dad changed channel, the bright colours of the game show they had been watching switched to a familiar image of a classroom. Dark-haired girls dressed in long green tunics with white shawls wrapped around their shoulders sat at rows of desks with their books open. As Anna's thoughts turned to school tomorrow, the presenter, who was introducing one of the students, caught her attention.



"This is Leena, a bright, 15-year-old student from a poor farming family in Bangladesh. A year ago, Leena almost dropped out of school, but with the help of her best friends, Bibi and Samia, she stood up for her right to education and is now still in school."

Anna became very curious. What on earth had happened to Leena to make her almost leave school for good? She didn't have to wait long for an answer as Leena appeared on the screen and started telling her story:

"When I was 14, I got my periods. Every month, I would skip a few days of school because the school's toilets were in a terrible state. There was no running water, the latrines were dirty and the door to the girls' toilets had collapsed. I had no privacy and couldn't wash myself properly. The best thing for me was to stay at home until my period finished. But the problem was that I missed classes and my grades dropped."

Leena suffered another blow soon after:

"My favourite teacher, Mrs. Chatterjee, left our school. I was very sad when she left and I felt like leaving too. I learned so much from her and wanted to be like her."

As if this weren't enough, Leena's family wanted her to get married. In Bangladesh, a girl is considered to be a woman, and therefore old enough to marry, when she reaches puberty.

"My family had found a good match for me," Leena said. *"It is the tradition in our area for parents to arrange a marriage. But if I got married, I would have had to go and live with my husband's family. I did not want to leave my own family and friends. I did not want to leave school. I am too young to have children of my own, and with an education, I will have more choices in the future."*

Leena's father, however, did not have much choice. He was a farmer and had lost his crops in a flood a few months before. The family had become poorer and didn't have enough money to keep Leena in school, or at home, for much longer. Leena's brothers were in primary school and her parents felt that their education was more important than Leena's.

"My father is a good man. I know he wanted me to continue with my education, but there wasn't enough money to support me as well as my two little brothers."

Leena's friends, Bibi and Samia, were very worried about her and wanted to help. The three friends decided to ask Leena's father's sister, Auntie Jamila, for support. Like many girls in Bangladesh, Auntie Jamila was married young and bears the physical scars that came from having children before her body was ready. Leena explained:

"My Auntie Jamila was a child bride. She didn't finish school. She had eight children and three died when they were babies. She told us she wished she had been able to stay at school so she knew more about how to keep herself and her children healthy. She also said that an education would have made her feel more confident in having a say in the family and community."

Leena, Samia, Bibi and Auntie Jamila discussed the importance of girls' education and how it is a fundamental right. They agreed that an education could lead to a better future and a ticket out of poverty. They also spoke about how educated girls become more knowledgeable mothers and how the children of educated women were healthier and more likely to go school.

"We told my auntie that the legal age for marriage in Bangladesh is 18 and that getting married before that is a violation of a child's right."

Leena, Bibi and Samia had learned about their rights at an Adolescent Girls' Club, supported by UNICEF. At the club, Bibi took classes in photography and the girls had been trained as peer leaders to educate other children about their rights. Leena continued her story:

"Auntie Jamila agreed to speak to my father about delaying my marriage. And he agreed! I was so happy."

However, her father set a condition: Leena could stay in school and delay her marriage only if she contributed towards the cost of her schoolbooks and uniform. With the help of her best friends, Leena came up with the idea of tutoring other children in her village. She was inspired to become a teacher, like her beloved Mrs. Chatterjee.

Anna's dad, who had been reading the paper, looked up.

"Those are impressive young women, standing up for girls' rights, don't you think, Anna?"

Anna had just heard the presenter talking about 'rights.'

"But what does it mean, what are their rights?" Anna asked her dad.

He explained that every child has a right to the things he or she needs to grow up healthy, safe and to his or her full potential. That includes an education and, if possible, being able to live with family.

"What else do you and Leena need as you are growing up?" Anna's dad asked.

Anna thought for a minute, then added food, clothes and medicine to her list of rights. Her dad nodded, and said that lots of governments around the world would agree. He described how in 1989, after many years of work, government representatives reached an agreement on what they thought children should have, and what children should be protected from. They created an agreement in international law called the Convention on the Rights of the Child, or the CRC. Lots of governments signed it and agreed that they would work to protect the rights of children.

"There are many sections, or articles, in the Convention which lay out your rights," Anna's dad went on. *"For example, you have the right to life, the right to choose your own religion, and the right to be treated fairly if you break the law. You also have responsibilities that come along with those rights. I tell you what Anna,"* he said as he switched off the TV, *"I'll find you a copy of the CRC, and you can take a look at it tomorrow."*

Questions for Discussion

- **Who here knew, before today, about children's rights?**

When and where did you learn about them? Was it at school, from parents, on television or somewhere else?

- **What can you tell me about the Convention on the Rights of the Child?**

Had anyone heard of the CRC before today? What is a convention? Why is the CRC an important part of international law?

- **What rights are included in the CRC?**

What do you need to grow and develop to your full potential? What is the difference between something you want and something you need? Can anyone give me an example of a 'want'? What about an example of a 'need'? What is a right? Is everything you want a right? Is everything you need a right? What rights do you have?

- **Can you think of situations that you have heard of where children have had their rights violated?**

Which of Leena's rights would have been violated if she left school? Why did she nearly have to leave school? Why is education so important to Leena? Education is linked to many other children's rights. Can you explain why? Now that Leena can stay at school, does she have all her rights fulfilled? Does realizing her right to education conflict with any of her other rights? How has she balanced her rights? Can you think of other situations where children have their rights violated? Can you describe the situation: where it is, which rights are affected, and why it happens?

- **Do you think most children know about their rights?**

What percentage of all the children living in your country do you think know that they have rights? How many of those children could name at least three of their rights? Why is it important for children to know what their rights are? How did knowing about her rights help Leena?

Over 10,000 randomly selected young people were interviewed across the EU for the Flash Eurobarometer. The research found that 67% of the 15- to 18-year-olds questioned knew that young people have specific rights, but 76% were not aware of what these rights are.

Background Briefing

What are children's rights?

- In 1948, the United Nations adopted the Universal Declaration of Human Rights. This document sets out a common standard on human rights, those things that people need to survive and develop in dignity.
- Human rights apply to all people, of every nationality, religion, race and age. Children have the same human rights as adults. However, in 1989, world leaders decided that children needed a special document just for them because people under 18 years old often need special care and protection that adults do not.
- The result is the Convention on the Rights of the Child. A 'convention' is an instrument in international law, and the CRC is the first legally binding agreement to spell out the rights of all children.
- The rights enshrined in the CRC fall into three major categories:
  - Providing: rights to those things children need to survive and develop to the fullest, such as health, education, medical care and a decent standard of living.
  - Protecting: rights that protect children from physical and mental violence, discrimination, degrading punishment, injury, neglect, abuse and other forms of exploitation.
  - Participation: rights to express opinions, form organizations and participate in them, and rights that relate to family, cultural and social life.
- By agreeing to, or 'ratifying', the Convention, governments have committed themselves to do their utmost to protect and fulfill children's rights, and to undertake all actions and policies in the light of the best interests of the child.
- However, the standards set out in the CRC can only become a reality when they are known and respected by everyone — within the family, in schools and in communities.

For a full list of the rights included in the CRC, see resource 1, p.36.

Activity Toolkit

Create a poster or display of the CRC

Ages: 11-14 **Time: 60+ minutes**

Give each student or pair of students in your group a short summary of one of the articles of the CRC. You may find resource 1 (p.36), which lists the articles in child-friendly language, helpful. Provide paper, pens, art equipment or computers, and encourage students to create an illustration of the right they have been given. They could create a symbol to represent the right, or a picture of a child whose right is respected. They can write a short caption on the illustration to describe the right portrayed. Depending on the size of your class, you may need to repeat the process to cover all 42 relevant articles (articles 43-54 explain how governments and international organizations like UNICEF will work to ensure that the rights of children are protected). Display all 42 illustrations in one place: perhaps on a wall or attached to a clothes-line running across the ceiling of a classroom.

Needs and wants diary

Ages: 11-14 Time: 30-45 minutes

Start by asking each student to create a simple diary of what they did yesterday. To get them started you could give them the following examples:

Brushed teeth
Ate breakfast: cereal, toast and orange juice
Got dressed
Got lift to school in car
Played football before the bell
Went to class

For the next step students will need two coloured pens or pencils. Ask them to underline or shade the events they have listed in two categories: a) things they need to grow and develop to their full potential; b) things they want but don't need.

Allow five or 10 minutes and then encourage students to discuss their coding with the group. What have they shaded as a 'want'? Does anyone in the class disagree that it is a want? If so, why? What have they coded as a 'need'? Does everyone agree? For those who disagree, is there a way to change the wording to make it a need?

Support students to think carefully about how changes in detail and context can affect their categorization. For example, students may think that getting to school in the car is a 'want', but what if this was the only way to get to school? Would they all agree that getting to school, one way or another, is a 'need'? What about students who are educated at home?

Steer students to draw out a list of things that they all agree are 'needs', perhaps writing them on the board as they emerge from discussion. Compare this list with the CRC (see resource 1, p.36). What similarities and differences can students see?

Carry out a CRC survey

Ages: 11-16 Time: 30 minutes planning time and 60+ minutes writing-up time; allow time outside class for data collection

This activity supports students to find out how much their peers know about the rights of children and develops research skills.

First, students need to decide how they can find out, and record, what other students think about children's rights. One approach could be to ask for volunteers in each year group to complete a written questionnaire. Alternatively, they could stand in a busy area of the playground during a break and ask students, picked at random as they pass, if they would be willing to take part in a short interview. Or perhaps they could create an online questionnaire on the school's website.

Encourage students to devise their own questions for an interview or for the questionnaire. These might include:

- Have you heard of the CRC?
- Can you describe, in a sentence, what it is?
- Did you know that children have specific rights?
- Could you say where this statement (an extract from the CRC) is from?
- Can you name three of your rights?
- Where did you learn about your rights? (At school, from parents, from friends, from the media, other)
- Do you know where to get help if your rights or the rights of another person are violated?

Students need to consider how they will introduce themselves and their questionnaire. They should let participants know the aim of the survey so that they can take an informed decision about whether to take part. They should also assure participants that their answers will be confidential. How will they keep that confidentiality? Do they really need to take students' names? How can they make sure no individual student can be identified from the information in their final report?

When they have collected their data, the next step is to analyze the results. Based on their sample, approximately what percentage of students knows about child rights? How many can name at least three of their rights? How many learned about them in school? How many learned about them from their parents? How many know where to report violations and get help? Challenge students to write up their findings: graphs and tables could work well to represent their data. Students could present the results in poster or report form to their peers, and to adults in the school or community who have influence to promote and protect children's rights.

Rank your rights

Ages: 12-16 Time: 30-45 minutes

Create a pack of 'rights cards' for each pair or group of students, using the template in resource 2, p.40. Encourage students to read through the cards, which represent some of the rights in the CRC. Challenge students to rank these rights from most important to least important. This can be done in a single line, with the most important at the top and the least important at the bottom. Alternatively, students could use the ranking template, resource 3 on p.41. Using this template, students must still identify what they think are the most and least important rights, but the diamond shape allows some of the central rankings to be of equal value, making their task easier. Either way, students need to be able to explain and justify why they ranked each right as they did.

Give students a set amount of time in groups (perhaps five or 10 minutes) to discuss and decide on their rankings. They could then share their ideas in a group discussion or pair with another group, compare rankings, and come to an agreement about a single shared ranking.

When you do lead feedback to the whole class, ask students to share which right they ranked highest. Why? Who agrees with this ranking? What other rights did groups rank highly? Which rights were ranked near the bottom? Why?

It is important to explain that there is no right or wrong answer in this activity. All children's rights are equally important and interrelated: respect for one right is dependent on having the other rights respected. The idea is for students to discover this for themselves, as they try to agree on an order within their group. Can they explain why it was so hard to rank their rights?

To extend this activity, ask students to consider how they would change their ranking in different situations. Tell them that their country is now at war and there is fighting near their home. How does this information affect the way they have ranked their rights? Give them a few minutes to reconsider their order. What have they changed, if anything? Why? What if they were ranking the rights of a child who was very unwell and needed urgent medical treatment? Finally, students could put themselves in the position of Leena – which of her rights did she have to put lower down in the ranking so that she could prioritize her right to education?

A variation:
Instead of, or as well as, the activity above, challenge students to sort their 'rights cards' into groups, each containing rights that are similar in some way. There are no set categories: students decide for themselves on the best way to group the cards. When they are finished, ask students to choose a title for each group of cards, summarizing the rights in it. If you find some groups need help to get started you could suggest categories such as 'survival', 'development', 'protection' or 'participation'. Ask students to explain the groups they made and the titles they gave them. Are there any rights that are an important part of more than one group? Are there rights that stand alone and do not fit into any group?

Balancing our rights

Ages: 12-16 Time: 20-45 minutes

Our rights and the rights of others have to be carefully and constantly balanced. Sometimes fulfilling one of our rights can mean compromising another. At other times, our rights might conflict with someone else's rights. For example, Leena really valued her right to education, and was prepared to put some of her other rights at risk to keep going to school. The terrible state of the toilet facilities might affect her right to health, and she also had to start work as a tutor even if that had a negative impact on her education. This exercise will help your students understand the complex dynamic between rights in every situation, and how rights can be balanced.

Read aloud, or ask a student to read aloud, one of the balancing rights scenarios in resource 4, p.42. Alternatively, distribute one scenario to each group in the class. Give students a copy of their rights (resource 1, p.36) to help them answer the following questions, in writing or to feed back to class discussion:

1) Which of their rights does the young person say is being violated? Why?
2) Do you think this right is being violated? Are any of their other rights being violated? If you are not sure, what more information would you need to decide?
3) Is the right conflicting with any of their other rights or with the rights of other children? Which rights? Can you think of a way these rights could be balanced?

Explore your right to education

Ages: 14-16 Time: 60+ minutes

Anna learns about children's rights by hearing how Leena stood up for her right to education. Education is central to children's rights and as students themselves, the young people you work with are in a great position to explore the reasons why. Build on students' responses to Leena's story through this Internet research activity.

Introduce students to the UNICEF Voices of Youth website (www.unicef.org/voy). This website was created by UNICEF for young people who want to know more, do more and say more about the world. The Education section is a great place to start exploring the right to education, and includes facts and figures, real-life stories, thought-provoking brain teasers, photo journals and more. Find it here: www.unicef.org/voy/explore/education/explore_education.php.

To focus students' research, set each group one of the questions below. Ask them to prepare a summary of their findings to present to the class or to share during group discussion. Alternatively, ask each student to research several or all of the questions and to use their research to write an article with the title 'Why focus on the right to education?'

- Why is the right to education important for individuals and communities?
- How is the right to education linked to other children's rights?
- What is the global status of access to education and quality of education?
- Why are so many children around the world unable to attend school? Can you explain how living in poverty links many of these reasons together?
- In many countries, girls are discriminated against in terms of the right to education – how and why? However, in some countries more girls than boys go to school and girls perform better than boys – why might that be?
- What does the CRC say about education?
- What are UNICEF and others doing to promote and protect children's right to education around the world?

UNICEF Bright Ideas

UNICEF is working around the world to improve access to education for boys and girls. In Zimbabwe, for example, the 'Be In School' campaign, supported by UNICEF, means that many children who could not previously afford school fees are now able to go to school. Lorraine Mudarara, 13, had to leave school after her parents died. She and her two siblings went to live with their aunt, who already had three children of her own and many mouths to feed. The 'Be In School' campaign has changed everything for Lorraine, and she is now studying hard to catch up with her classmates who had a head start.

Background Briefing

The right to education
Education is a fundamental right for all children. The Convention on the Rights of the Child states that primary education should be free and compulsory for all children and that secondary education should also be available to all children.

Education is not just an important right on its own; education also makes other things possible. When you are educated, you are more likely to be aware of your other rights and better able to make sure those rights are respected. Education gives you choices and the confidence to take advantage of those choices, and it enables you to influence decisions that affect your life.

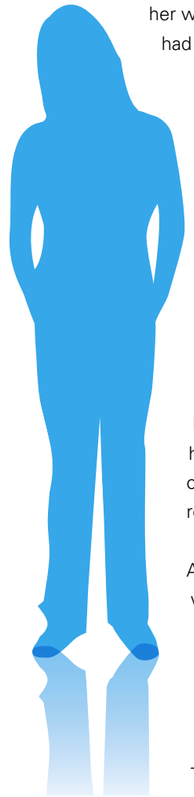
Education is not just good for you as an individual. If you are educated, you can share what you have learned about staying healthy with your family. You can teach your friends about safety issues. If you go on to have children of your own, you will know how to make sure those children are safe, healthy, happy and educated too. Because of all this, education is crucial to reducing poverty, halting the spread of HIV and AIDS, and enabling people to play a full part in their communities and nations.

But still, there are 115 million children of primary-school age around the world who are not in school. More than 61 million of these children are girls. There are many complex reasons behind these figures, often rooted in poverty. Families may have difficulty affording school fees or the cost of uniforms, or may need children to work to contribute to family income. Children may be kept at home if the journey to school is too long or too dangerous, or because of worries about bullying, sexual harassment or violence, especially for girls. In some countries, families place more emphasis on educating boys, and may not believe it is important to send their daughters to school. Girls may also be forced to marry young, drop out of school and dedicate themselves to housework. Emergencies like war or conflict, economic crisis and natural disasters prevent millions of children from getting an education.

Around the world, more children are attending school now than before and the gender gap is narrowing. But for many children, having an education is still a distant dream: there is much work still to be done. To read more about the right to education and the work that is going on around the world to increase access to education, visit UNICEF's website (www.unicef.org/girlseducation/), and the website of the United Nations Girls' Education Initiative (www.ungei.org).

Anna's Story: Part Two

After school, Anna worked on her science presentation in the computer lab. Any student could sign up to use the computers at lunchtime and after school, but Anna was finding it difficult to focus today. There was a network problem and the teacher was distracted trying to sort it out. The boys on the computers next to her were messing around on the Internet. They were checking email and laughing at a video clip they had downloaded.



"Go on, send it!" one of them kept saying.

Anna put her headphones on and started adding some notes to her presentation. With her music playing she could concentrate better, and she nearly finished her work. A particularly loud burst of laughter caused her to look up. The boy on the computer opposite her was standing up and picking up his bag. He looked upset. Anna recognized him from her geography class, though she didn't know him well. His name was Marc and he was shy and a loner. He was also overweight.

It was not until he had left the computer room that Anna realized Marc had forgotten to shut down his email. She saw an open attachment with a cartoon showing an overweight boy stuffing his face with a huge hamburger. Anna knew that the other boys had sent Marc the email. She had heard people make comments about him before, but he never reacted. Usually he just walked off with a stony face, but this time he looked distressed, and as he walked out of the computer room, there were tears in his eyes.

Anna had to rush to finish her presentation and catch the bus home. She didn't think again about what she had seen in the computer room until she found a note her dad had left her on the kitchen table, along with a copy of the Convention on the Rights of the Child that he had promised to get for her. As she flicked through it, one of the sections jumped out at her. Article 19 stated:

"Every child has the right to be protected from being hurt and mistreated, in body and mind."

This made Anna think of Marc. She didn't know how he was feeling, but she knew that if she was laughed at and sent mean emails it would hurt inside. Marc's rights were not being respected, and as a bystander Anna felt she was somehow involved.

Anna thought back to the television documentary she had watched the night before, and how Leena, Bibi and Samia were working to make sure the rights of girls in their community were respected. Her dad had explained that in signing the CRC, governments agreed to work towards protecting children in their country, through the laws they make, the money they spend and the policies they promote. Schools, hospitals and police stations and the teachers, doctors and other adults that work in them have legal obligations to respect children's rights too.

"But Anna," her dad had finished, *"children's rights will not be fully realized until those rights are respected by everyone: within communities, schools and families. Like Leena and her friends we all have a responsibility to promote and respect children's rights."*

"But what can I do?" thought Anna.

Background Briefing

International research on children's rights violations
Internet and mobile phones have provided new opportunities for intimidation and harassment, through emails and attachments, online chat lines, personal web pages and text messages. The story of Marc being bullied online is intended to encourage discussion and debate among students about this form of children's rights violation. However, this storyline is just a springboard – a starting point for young people to more broadly explore the ways that children's rights are at risk in their communities.

This briefing outlines the findings of two significant international reports, highlighting some of the rights violations that young people live with around the world.

The United Nations Secretary-General's Study on Violence Against Children (2006) reported on violence in a number of settings, including:

- Home and family - For many children around the world, home is not a safe place because of: harsh physical punishment and treatment; emotional violence including insults, name-calling, threats, isolation and rejection; neglect; sexual violence; early marriage; harmful traditional customs; and witnessing domestic violence.

- Schools and educational settings - In many countries, physical punishment and cruel treatment by teachers is a routine part of school life. Girls may be harassed verbally, abused or raped at school or on their way there, and violence is often directed towards young people who are gay, lesbian, bisexual or transgender. Bullying between children can be a serious problem. Global studies found that between 20 and 60 per cent of children reported that they had been bullied at school in the past month.

- Orphanages, children's homes and other institutions - There are eight million children around the world who live away from their families. Children in this situation may face neglect and violence from staff and from other children.

- Justice systems, prisons and detention centres - In some countries, children who have committed a crime can face physical punishment. Children in prison or detention centres are at risk of violence from staff and from other young people or adults.

- Workplace - The International Labour Organisation estimated that, in 2004, 218 million children were involved in child labour. Children who work may be treated violently by employers, staff and clients. More than one million children are used in prostitution every year and others are forced into bonded labour or slavery.

- Community - Communities such as villages, neighbourhoods, streets or groups should be places where children feel protected and supported. However, often they can be places where young people face risks from trafficking and kidnapping, violence from other children, violence from boyfriends or girlfriends and sexual violence. Children may also be exposed to violence through the media and the Internet.

Every day around the world, the lives of more than 2,000 families are torn apart by the loss of a child to an unintentional injury. **The World Report on Child Injury Prevention** (2008) brought together what is known about these injuries, making recommendations on how to prevent them and realize children's right to a safe environment. The report covers five main categories of injury:

Road traffic injuries - 720 children die from road traffic crashes every day, and children are at risk as pedestrians, car and motorcycle passengers, and while cycling.

Drowning - About every three minutes, a child somewhere in the world dies from drowning. Most children drown around or in their homes as they go about everyday activities: playing, washing and working.

Burns - Around the world, 950,000 children and teenagers die from burns each year. Burns can be caused by hot objects, hot liquids, fire, chemicals and electricity.

Falls - Every year, at least 47,000 children and teenagers around the world die because of a fall. Many more are injured. In some countries, half of the injuries of children taken to emergency clinics are from falls.

Poisoning - 125 children and teenagers die from poisoning every day. Small children are especially at risk because they put things in their mouths without knowing the danger. Older teenagers are also at risk when they experiment with alcohol and drugs.

To find out more about these reports, see p.46.

Questions for Discussion

- **What do you think the characters in the story are feeling?**

What does the narrative say about what Anna is feeling? If it was you, what else would you be thinking or feeling? Why? What about Marc?

- **What do you think are the threats to children's rights in your community?**

Which of Marc's rights does Anna think is not being respected? Why? Do you think any of Marc's other rights could be at risk? How might his education and health be affected? Do you think children's rights are violated through bullying in your school or community? What are the differences between bullying and cyberbullying? Do you think people who are overweight are discriminated against at your school? Are you aware of other types of discrimination?

What other ways are children's rights put at risk in your neighbourhood? Which rights, and how are they violated? *To help students answer this question you may want to refer them to the CRC poster display they created in the last section or the child-friendly version of the CRC on p.36*. If you could tackle one of these problems, which would be the most important one to start with? Do you think this is similar for other neighbourhoods and countries?

The Flash Eurobarometer found that 23 per cent of the 15- to 18-year-olds questioned felt that violence against children is the first priority that needs addressing in their country, followed by sexual exploitation of children (20 per cent), drugs (18 per cent), discrimination and racism (14 per cent) and poverty and social exclusion (13 per cent).

- **Have you ever taken action to make sure your rights, or the rights of another child, are respected?**
  How many of you have ever tried to seek help if your rights, or another child's rights, were not respected? How do you think this compares to the amount of action young people in other communities take? Do you feel that you have a responsibility to stand up for your rights or other children's rights?

The Flash Eurobarometer found that 82 per cent of 15- to 18-year-olds questioned said that neither they, nor anyone they knew, had ever tried to seek help when they thought their rights had been violated. Seven per cent said they personally looked for help in such a case and 10 per cent stated that they knew someone who did.

- **What should Anna do?**
  Who has an idea of what Anna could do to stand up for children's rights in her school? Encourage students to reflect on what they think Anna should do next, but save feedback of their ideas for the next section of the resource.

The Flash Eurobarometer found that 79 per cent of 15- to 18-year-olds questioned did not know how to go about defending their rights or whom to contact.

Activity Toolkit

Rights risks on my route to school

Ages: 11-12 **Time: 20 minutes as a discussion; time outside class and 30 minutes+ to write-up as a research activity**

The idea of this activity is to encourage students to think about ways their rights are put at risk in their daily lives. Narrowing this down to one specific and shared element of their day, their journey to school, works well for younger groups.

This activity can be carried out in a number of ways. The first option is to complete it entirely in the classroom. Ask students to shut their eyes and imagine they are leaving their house in the morning and starting their journey to school. Encourage them to imagine the whole trip. Can they think of any times along their route when they get worried or annoyed? How might these dangers or problems relate to their rights? For example, their right to protection from hurt might be put at risk at a dangerous junction, or car fumes could threaten their right to health.

Alternatively, ask students to complete the activity as homework. On their journey home from school, they must look and think carefully about anything dangerous, unpleasant or annoying they encounter. They should write a short report of their journey, linking it to their rights if they can.

A third option is to give each student a disposable camera. Ask them to take photographs along their route of any problems they see. When the photographs are printed, they can create a poster presentation, explaining where and how their rights are put at risk on their route to school.

What happens next?

Ages: 11-14 **Time: 15-45 minutes**

Encourage students to write the next section of Anna's story. Set your expectations depending on the group and the time available: you may ask students to write individually or in pairs, to write for 10 minutes or the whole lesson, and to produce a paragraph or two pages of writing. Students who prefer expressing themselves in images could create a storyboard including pictures to illustrate what happens. Before they start, get students thinking about what they will include. How can Anna help Marc stand up for his rights? Think about the different people or groups who are responsible for protecting children's rights. How can Anna make sure more young people's rights are respected in her community? How will Anna feel at the end of the story?

Right in the past

Ages: 11-14 **Time: 15 minutes preparation in class; homework time for research and write-up; 30+ minutes for presenting findings in class**

Challenge students to interview an adult (a parent, grandparent or other adult) to find out more about children's rights in the past. Prepare them by discussing the kinds of questions they might ask:

- How old were you when the CRC was signed in 1989?
- Did you learn about children's rights at school or home when you were young?
- What do you think were the biggest threats to children's rights when you were young?
- Who respected your rights?

- Do you think the situation is different for young people growing up today?
- What difference do you think the CRC has made to children's lives?

Ask students to write up their interviews and what they discovered, and to present their findings to the rest of the class. Alternatively, invite a willing parent to come and take the 'hot seat' in class and respond to students' questions.

Create a community map

Ages: 14-16 Time: 60+ minutes

A community map creates a visual representation of children's rights in a community, plotting where and how they are respected, and where they are violated.

You will need to create a basic map that represents the neighbourhood, or make copies of an existing map. You can pin a large version of the map to the wall, or produce smaller copies so that each group can have their own. Add existing natural features such as rivers, woodland and hills, or encourage young people to add these themselves. They can also add key features of the community: houses, schools, health centres, shops, etc.

Challenge students to locate the places in their community where children's rights are respected, promoted and protected. Encourage them to consider the places where they learn, where they play and relax, where they receive health care, and where they practice their religions. What else can they think of? Other examples might include: a youth group where young people's views are heard; a student newspaper that makes national and global news and issues accessible; or a centre that provides government support to refugees. Are there any common factors that encourage and support these positive places, such as availability of funding or national laws? The next step is to mark these places on the map. Students can create their own symbols, one to represent each right, and mark these on the map in the places where each is respected.

Start students thinking about places in their community where young people's rights are not respected, or where their rights may be at risk. There may be roads that pose a particular threat to the right to protection from hurt, or other places where children are regularly injured. What about places where incidents of bullying are concentrated, or places where children's views are not considered? Encourage students to discuss the underlying factors that create these risky locations, such as the geography of the area, national laws, law enforcement or poverty. Again, students should design symbols and mark the places on the map. Are there places where some rights are respected and others are violated? Why is that?

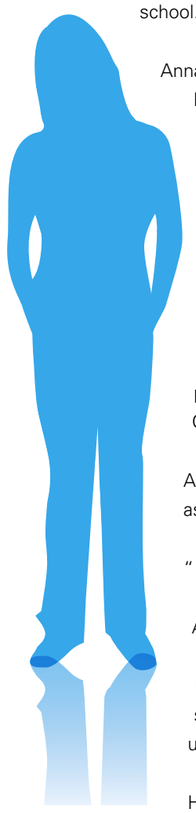
A final step is for students to use their completed map to discuss their role in the community. You may want to come back to this after reading Part Three of Anna's story. How would students map their responsibilities? What about the responsibilities of their parents, school and government? What can be done to support the locations where children's rights are protected and promoted? What action could they, or others, take to change the situation at the places where children's rights are not currently respected?

UNICEF Bright Ideas

The Slovenia National Committee for UNICEF works to make cities safer places for children by creating 'safe points'. Local community members, including shopkeepers, library staff, and other volunteers, are trained on children's rights and how to support vulnerable children. Once trained, they can display a 'safe point' sign in their shop window, so children on their way to school or back home can easily find help if their rights are at risk, if they are lost, or if they need any kind of help.

Anna's Story: Part Three

Anna wanted her community to be a place where children's rights were respected, but she wasn't sure what power she had to make a difference. She trusted her class teacher, and went to talk to him the next day at break. Anna kept Marc's name out of it, but explained that she was worried about cyberbulling at school.



Anna's teacher listened carefully to what Anna had to say. He said that the school took bullying and other rights violations very seriously. He told Anna that one of the senior teachers was the school Children's Rights Protection Officer, and that she had 'open hours' each week when teachers or students could speak to her about their concerns. There was also a box outside her office where students could anonymously leave reports of bullying happening to them or other students.

In her next geography class, Anna noticed that Marc was sitting by himself. When they started some group work, she paired with him. At the end of the lesson, when they were packing up their books, Anna told Marc what she had learned about children's rights and the steps the school takes to protect them. Marc didn't say much, but he accepted the piece of paper Anna handed him. She had written down the name of the Children's Rights Protection Officer and the different ways of contacting her.

At home Anna typed up the same information and printed it for the notice board at school. She asked her class teacher if she could put it up in the classroom.

"*That way,*" she said, *"other children will know how to stand up for their rights."*

As they were clearing a space on the board, Anna's teacher told her about the 'buddying' scheme at school. Next year she could train to be a peer mentor and be part of a team that looked out for younger students. That might mean giving them help with homework, being someone to talk through problems with, or offering practical help for new students getting used to the campus.

Her teacher said, *"You are just the kind of person we are looking for Anna – someone who wants to play a part in making our community a place where everyone's rights are respected."*

Anna was interested, but she also wanted to run for school council. She had ideas on what the school should be doing to prevent cyberbullying, including training lessons on sociable use of the Internet, and making students and parents more aware that harassing people over the Internet is not acceptable.

Anna told her teacher she would think about it. As she walked to her next lesson, she saw Marc in the corridor. She wasn't sure about it, but he seemed to be walking just a little bit taller.

Background Briefing

Using the right to an opinion responsibly
The questions and activities in this section encourage students to reflect on what their school does to protect children's rights and where there is room for improvement. Young people have a right to have their opinion heard, and guiding them to use that right responsibly can be hugely rewarding. However, dealing with criticism of school policy and the actions of staff members can be difficult for you, as part of the school system. With this in mind, talk to students about the responsible use of their right to an opinion.

Like all rights, the right to an opinion comes with responsibilities. We all, young people included, have the responsibility to take time to consider different perspectives, to value other opinions and to think carefully about when and how we express ourselves.

Are students aware of the meaning of the term 'constructive criticism'? Encourage them to start by reflecting on what is done well at school. Perhaps they think the student buddying system is really supportive, or they think sanctions for bullying are strong. What do they think could be done better and how? Remind students to avoid criticizing individuals. Point out the danger of commenting on specific cases and situations without knowing the specific details of the case.

Rather than complaining about the current situation, encourage students to channel their energy into improving things. Talk them through the way decisions are made in the school and how they can influence those decisions. Is there a school council at which they could present their ideas for preventing rights violations? Or a senior member of staff they could lobby? (See the activity Lobby for change! on p.30).

Questions for Discussion

- **What did you think Anna would do?**

How many people thought Anna might talk to a teacher about cyberbullying in school? What else did Anna do? Did anyone predict she might do that? Do you think the story was realistic? What other ideas did you have about what she could have done, that were not included in the story?

- **Do you think Anna did the right thing?**

Are there any clues about the results of Anna's action in the story? How do you think Marc might have felt? What do you think Marc's story is – what might have happened to him after Anna spoke to him about his rights? Do you think that Anna helped Marc to stand up for his rights?

- **What advice would you give Marc if he lived in your community?**

Are there any particular actions Marc could have taken in your school or local community to stand up for his rights? Are there particular people he could have talked to? What policies and rules are there in place to try to prevent bullying? Who can a student contact if he or she, or someone else, is being bullied, hurt, or having their rights violated in another way? What about the options at community or at national level? Is there a children's commissioner or ombudsperson in your country? Whom would you call on for help?

- **What would be the best way to support students who have had their rights violated?**

If you could set up a system from scratch for supporting children whose rights have been violated, what would it be like? How would it be different from what exists now in your school or where you live? What about at the national level? What do you think about having a specific teacher to talk to about children's rights violations? What about training some older students as 'peer support' students? How about a national phone number to call? Or a children's rights officer in every town? How could they work to prevent rights violations and support children whose rights have been violated? If you don't like these ideas, what would work better?

- **What could be done to stop rights from being violated to start with?**

What could be done to improve the system of people, policies and practices in your school for protecting children's rights and preventing rights violations? Are there things that could be done differently to try to stop cyberbullying from happening? What about other kinds of bullying? What could be done in your local community and in your country? What should your parents, teachers, school and the government be doing differently to stop rights violations from happening? How can you get your ideas and views across to these groups?

Background Briefing

Preventing and responding to cyberbullying
Cyberbullying involves using communication and information technologies such as email, mobile phone and pager text messages, instant messaging and personal web pages to deliberately threaten, intimidate, harass or upset someone. Because it takes place in the virtual world, this type of bullying can happen at any time and can make someone feel upset or threatened even in their own home. It can also have a large audience, many of whom may not even realize they are participating in being bullies. It can sometimes be hard to identify who the cyberbully is because they could block their number or post things on a website anonymously. However, unlike other kinds of bullying, cyberbullying can be evidenced.

Taking steps to reduce incidents of bullying and having strategies to respond if a child's rights are violated are equally important elements of a schools response to cyberbullying. The questions below may help you and your students reflect on your school's approach.

- Does the school have a policy on cyberbulling?
- Does this policy include a statement on the roles and responsibilities of staff, students and parents?
- Are students aware of the school's policy? What about teachers and parents? How is it communicated?
- Does this policy include a set of rules outlining acceptable online behaviour?
- Does the school ask students and parents to sign a contract, including these rules, when they enter the school?
- Are progressive sanctions for cyberbullying included in the school's discipline model?
- Is there a system for recording incidents of cyberbullying, applying sanctions and reporting to parents?
- Does the school provide training for teachers on the technology used by young people and how to identify and respond appropriately to different forms of cyberbullying?

- Is training for students on 'netiquette', safety and social behaviour on the Internet incorporated into the school curriculum? What about skills to deal with harassment?
- Are there different options for reporting incidents of cyberbullying, such as peer reporting and anonymous reporting?
- Does your school have trained peer support and/or peer mediation teams?
- Is there a timeline and strategy for evaluating and updating the school's approach to cyberbullying and for incorporating up-to-date research findings?

To find out more about strategies to tackle cyberbullying in schools, visit www.childnet.com. Childnet International is a United Kingdom-based organization that works in partnership with others around the world to help make the Internet a safer place for children.

Activity Toolkit

Be an 'Agony Aunt'
Ages: 11-14 Time: 30 minutes

Read resource 5, p.43, to students. It is a letter Marc has written to an 'agony aunt', a journalist who writes an advice column in a newspaper. Ask students to imagine that Marc lives in their neighbourhood and goes to their school. They need to write back, as children's rights experts, offering Marc advice. What action could Marc take? Encourage students to give him a number of options and to give specific information that is useful for their school and community. Remind students that they will need to protect Marc's privacy – they should not include information that would allow a reader to identify Marc.

Know your responsibilities (and the responsibilities of others)
Ages: 11-14 Time: 45-60 minutes

By now your students should have a good idea of their rights, and what they can do if they think they are being violated. However, they may not have considered their responsibilities so fully. Divide students into groups of two or three, and give each group a copy of the activity sheet Know your responsibilities (and the responsibilities of others), resource 6, p.44. Ask each group to pick one of the following phrases, representing some of the articles of the CRC, and write it into the space provided on the activity sheet:

- Right to life
- Right to a name and identity
- Right to your opinions and for adults to listen to them
- Right to choose and practice your own religion and beliefs
- Right to choose your friends and set up groups
- Right to privacy
- Right to a good quality education
- Right to play and rest
- Right to protection from being hurt, in body or mind.

For the right they have chosen, what do students think their corresponding responsibilities are? Students should discuss their ideas in their group, and write them in the innermost circle on the activity sheet. After a few minutes, encourage students to share their ideas. Can they think of more ideas for their own sheet as they hear feedback from other groups?

Now the groups are ready to go on to consider the responsibilities of others. Parents, teachers, schools and other individuals and organizations have responsibilities for promoting and protecting children's rights. It is only when all these responsibilities are met that the CRC can become a reality. The activity sheet includes circles to represent families, schools, local communities and national government, though these are not the only groups with responsibilities. Resource 7, p.45, includes an example of a completed activity sheet for children's right to give their opinion – these are not the only possible answers but may give you and your students some ideas. As before, give students time to discuss in their groups, fill in the spaces on the sheet, and give feedback to the class.

Invite students to reflect on their experience of the activity. Did they think their responsibilities and the responsibilities of others were obvious or did they find it difficult to figure out? Do any of them think they will behave any differently now that they have considered their responsibilities towards other children? Do they, like Anna, feel they have a responsibility to take action to protect children's rights?

What are your values?

Ages: 11-14 Time: 45 minutes

Explain to students that the CRC is a legal document. Governments that signed it are legally obliged to work towards it, and they have to report on what they have done to implement the Convention. However, the CRC is also a moral document: it sets out a shared understanding of what is right and wrong. This activity encourages students to reflect on the huge importance of what they feel to be right and wrong, and the ethical codes by which they live. This may well include their rights, and the rights of other children, but is also likely to incorporate other values.

Challenge students to create a list of values by which they live their lives. To get them thinking, you could ask them to consider other ethical codes. What values do they think are implicit in the school rules? Do any of them follow religious codes? Are there rules within their families about how they behave towards each other?

You could ask students to create posters of their value codes, or to read them out to the class. Draw out the elements that are shared by students and any similarities to children's rights and the responsibilities that come with them.

Stand up for children's rights research

Ages: 11-16 Time: 60+ minutes and homework time

To stand up for their rights, young people need to know where they can go for help if their rights are violated and how they can make themselves heard. This research activity will help you, and the young people you work with, find out more about the people, policies and practices in place in your communities to protect children's rights. Start by asking students what they already know. Where would they look for help if their rights were not being respected? What action is already taken at school to support children whose rights are violated? The topics listed below under Areas for Research may help you identify any gaps in students' knowledge and guide their research. You could also refer to Standing up for children's rights in your country on p.48. Encourage students to consider how they could find out more:

- Internet research (e.g. the school website, websites of children's rights organizations);
- Asking teachers (yourself and other staff);
- Asking parents;
- Asking visiting children's rights and child protection specialists (e.g. representatives from charities or police officers).

Areas for Research

- **Children's rights protection officers.** Most schools have a child protection coordinator, a teacher in charge of child protection or a school equity team. Find out what their role is, how students can contact them and, if possible, arrange for them to come and talk to the class.
- **School support systems.** Many schools offer other structures to support vulnerable children. These might include peer mentoring or peer counseling, lunchtime activities and after-school homework sessions. Find out what is available at your school.
- **Opportunities for student voice at school.** Your school council, student parliament or school newspaper could be a good forum for students to express broad concerns about child rights violations and suggest ways those rights can be protected. Ideally, teachers are already using opportunities like this to access students' views.
- **The responsibilities of teachers.** Teaching staff may be obligated to report any child protection concerns they have. Find out the responsibilities of teachers in your school, according to national law and school policy.
- **Organizations that promote children's rights.** There are many non-governmental organizations (NGOs), societies and government organizations that work to promote children's rights, from child commissioners and ombudspeople, to charities geared to combatting bullying. Find out the names and contact details of such organizations in your community and country, including website addresses and the numbers of any helplines they run. If you can, arrange for a member of staff from one of these organizations to visit your school and talk about the work of their organization. Take time to plan the session with a visiting speaker: make sure they are briefed on what the class already knows and how much time there is available, and be prepared to give them pointers on how to engage with a group of students.
- **Trusted adults in the community.** In every community, there are professionals that young people can contact if they feel their rights are being violated. They might include youth workers, community workers, adult members of religious groups or council members, depending on the issue. Create a grid listing local groups or individuals and the type of issues they could offer help with.
- **Contacting the police.** In situations of serious children's rights violations, contacting the police may be the best response. Find out the contact information for your local police station. If possible, arrange for a police officer to visit your class to speak about how they protect children's rights, what action they take if they are contacted by a young person, and when it is appropriate to contact the police.

UNICEF Bright Idea

A Belgian National Committee for UNICEF project – *What do you think?* – aims to involve vulnerable children in the reporting process to the country's Committee on the Rights of the Child. That includes finding out the views and concerns of asylum seekers, children with disabilities and children involved in legal difficulties. You can find out more about the work of the Belgian National Committee at www.unicef.org/infobycountry/belgium.html, and read more (in French or Dutch) about the *What do you think?* project at www.whatdoyouthink.be.

Tell Marc's story

Ages: 11-16 Time: 45-60 minutes

Encourage students to rewrite Anna's story from Marc's perspective. Set your expectations depending on the group and the time available – you could give students options to work individually, in pairs, in writing or using storyboards. Challenge students to develop realistic details about Marc's experience of being cyberbullied, how he felt, and what action he took. Was this the first time he was sent an offensive email? How had he reacted before when people made comments about him? What did he do after Anna spoke to him?

In particular, students should explore Marc's thoughts on the support offered by those around him. How did he feel about Anna's involvement? Did his parents support him? What responsibility do parents have to protect their children's rights? Did he feel the school's response was good? If he spoke to the child protection officer, how did she react and was she helpful? Would he consider talking to anyone who is part of the buddying system?

Students in your group may respond well to exploring the responsibilities of those around them in the context of Marc's fictional experience. Another approach would be to ask students to complete this activity imagining that Marc is in their school. They could include appropriate, real details from their own context. What would Anna have been able to tell Marc about where he could look for help? To whom could he have gone for help? What would the consequences be for the boys who emailed Marc the hurtful image? How would national laws protect Marc from cyberbulling?

Encourage students to share and reflect on their stories. Do they feel that Marc and Anna's fictional school fulfills its responsibility to support children whose rights are violated? How realistic do they think the story is? Would the situation be different in their own school? What do they think the role of teachers, parents and the government should be in supporting students in Marc's situation?

Lobby for change!

Ages: 11-16 Time: 60+ minutes and time outside class

The Questions for Discussion and activities in this section have encouraged your students to reflect on the people, policies and practices in place in their communities to protect children's rights. If they have come up with lots of ideas of what could be done better, then this is the activity for them.

Perhaps, like Anna, they think the school should be incorporating more on Internet etiquette ('netiquette') into the computer studies curriculum. Maybe they have ideas for a system that would allow students to anonymously report incidents of bullying, or thoughts on how the school campus could be made a safer place. Whatever their ideas, you can support them to consider who holds the power to bring about change at school, and how they can influence decision makers.

The first step is for students to find out who makes the decisions on the issue they want to change. That could be the head of the school or its governors, heads of departments, or other senior members of staff. Discuss with students whether it would be most effective for them to approach these individuals directly, or to go through existing channels for student voice such as school council members or student forums.

Once they know who to target, your group needs to decide on the most effective lobbying action. Good ideas for putting their point across and influencing decision makers include writing a letter, sending an email, making an appointment to see someone in person, or starting a petition. You could give students time in class to write their letter or email, or think about the most important points to get across at a meeting. Senior managers will often welcome feedback from students, but it is worth talking to your group about the style of their communication. Well-formed ideas for change may have more of an impact than complaints, and a positive, polite tone is usually most effective.

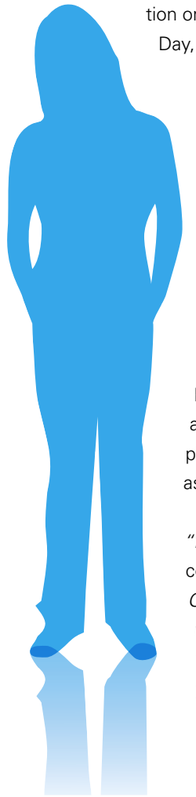
It is very important for students that their lobbying action is given a response, even if this is just an explanation of why their idea cannot be acted upon. As a teacher, you are in a good position to monitor the feedback students receive and to do some lobbying yourself for more opportunities for student voice.

Students can also use their lobbying skills to put pressure on decision-makers in local government, community organizations and national government. In working together to campaign locally or nationally, your students will be realizing their rights to form groups and to have their voices heard.

UNICEF Bright Idea

Many UNICEF national committees promote the Child Friendly Cities project. Child Friendly Cities take into consideration the needs of children and young people, such as safe drinking water and sanitation, play and recreation areas, and free travel on public transport. A key element of their success is the involvement of young citizens in decision-making about their cities. To find out more, go to www.childfriendlycities.org. Can you use and adapt some of the Child Friendly Cities ideas and principles to make your school a child friendly school?

Anna's Story: Part Four



Anna's experience so far made her want to learn more about the CRC, and she found useful information on the UNICEF Voices of Youth website. She discovered that 20 November is National Child Day, a day set aside to recognize the CRC.

"We should do something for it," she said, as she described what she had learned to her friend Pia. *"Why don't we celebrate by telling more people about children's rights? I don't think everyone in our class or school knows about their rights, and they have a right to."*

Anna and Pia spoke to a senior person at their school, who suggested that they give an assembly to their year and booked them a slot in the middle of November. On the day of the assembly, Pia and Anna told their peers about some of the difficult situations that children face around the world. They told the story of Leena, Samia and Bibi, who stood up for girls' right to education in their community in Bangladesh.

Pia and Anna described the CRC and how it acts as a standard towards which governments around the world have agreed to work. With their teacher's help, Anna and Pia had made plans for a concert to raise funds for charities that work to protect children's rights. The assembly finished with an invitation to the event.

"Many of us are fortunate that our rights are met and carefully balanced," Anna said in conclusion. *"But that may not be true all the time, or for every child in our neighbourhood. Our government has a responsibility to continue to improve schools, hospitals and policing to support everyone. Our parents and teachers have responsibilities too. But there are also things we can do to stand up for our rights and the rights of others. Think about it: what can you do today?"*

Background Briefing

Ways to get the word out

There are many ways to raise awareness about children's rights. The list below is just a start, but you may find these ideas helpful in supporting your students to develop strategies that will work for them.

- Tell someone: Talk to the people around you. Your friends and family value your opinion and are much more likely to listen to you than to a stranger.
- Advertise: Companies use words and images on advertisements to persuade us to buy their products or services. But advertisements are not limited to commercial use: use flyers, posters or ads in the school magazine to raise awareness about children's rights.
- Write an article: An article for a school paper, local publication or website offers an opportunity to put your views across in detail.
- Give a speech or talk: Speaking in class or giving an assembly is a way to raise awareness and get other students involved.
- Teach: Run a workshop on child rights at lunchtime, or offer to teach part of a lesson, using participatory activities to get your message across.
- Organize an event: Concerts, plays, sports competitions, dances and other events can combine entertainment with fundraising and create a captive audience for the awareness-raising strategies mentioned above.
- Use the Internet: Online forums, blogs, wikis and websites are all great ways to raise awareness on the Internet.

Adapted from ideas in UNICEF (2009) *Climate Change: Take Action Now!* and Brown, K (2008) *How Green is Your Class? Over 50 ways your students can make a difference.* Continuum Publishing: London.

Questions for Discussion

- **How can awareness about children's rights be raised?**
  What do you think can be done to increase awareness about children's rights? Do you think Anna and Pia's approach is a good one? Would it work in your school? What other suggestions do you have for awareness-raising in your school, your community, your country? What course of action will you take?

The Flash Eurobarometer found that 88 per cent of 15- to 18-year-olds questioned thought more information should be available to children in their country about their rights and where to enquire about them.

- **How can awareness be raised about the actions children can take to protect their rights and the rights of others?**
  Anna finished the assembly by saying: "Think about it: what can you do today?" How could you let other children in your school know what they can do and whom they can talk to if they are concerned about a rights violation? How could you raise awareness among parents and teachers about their responsibilities?

Activity Toolkit

Rights signs for school

Ages: 11-12 Time: 60+ minutes

This activity aims to create signs that celebrate places around the school where children's rights are protected and warn students about places where their rights might be at risk. Posters with symbols and images can be understood by all age groups, and raise awareness about children's rights while helping all students appreciate and manage their environment.

Encourage students to think of places in the school where their rights are promoted and respected. Are there easily accessible drinking fountains that everyone can use? A sign celebrating the right to health could go on the door of the school nurse's office and a right to play and rest sign could go in the playground.

Next, ask students to identify any places in the school where their rights might be at risk. Are there any steep steps where children often fall? What about surfaces that can be slippery? Which of their rights can be violated in these situations?

If possible, take students on a tour around the school campus to identify positive and problem areas. Then let the students design their signs. What material will they use? How will they make the signs clear and eye-catching? Can they design a symbol or illustration that clearly shows which right is being protected or put at risk and why?

Suggest to students that they give the head of the school a tour of their signs. This could be a great opportunity to celebrate the school's successes and to work together on practical solutions where children's rights are still at risk.

UNICEF Bright Ideas

Since 1998, the Dutch National Committee for UNICEF has been holding National Presentation Day on Children's Rights each year on 20 November. Children from primary schools across the country give presentations in front of classmates, teachers, parents and the media about children's rights and UNICEF. You can learn more about the work of the Dutch National Committee at www.unicef.org/infobycountry/netherlands.html.

Stand up for children's rights action card

Ages: 11-16 Time: 60+ minutes

This activity builds on the Stand up for children's rights research activity in Part Three, p.28, which supported students to find out more about the people, policies and practices in place in their communities to protect children's rights. A Stand up for children's rights action card gathers all this information together in one place, with a focus on the actions young people can take if their, or another child's, rights are violated.

Firstly, encourage your students to think about content. The list overleaf suggests some actions they might want to address and poses questions about possible information to include.

- **Tell an adult:** talk to a teacher, youth worker, parent or other adult you trust. Be aware that many professionals have an obligation to report abuse and neglect to child welfare authorities – they can't keep secret what you have told them.
- **Talk to the child whose rights are being violated:** tell them about their rights and where they can go for help.
- **Contact the teacher in charge:** seek out the child protection officer, the teacher in charge of child protection, or the school equity team member. Is there such a role at your school? What is their title? How can students contact that person?
- **Contact an organization or NGO:** there are many groups that work to protect children. What are the most relevant organizations in your country? Include their contact information and the numbers of child helplines and counseling lines. What about online ways of reporting your concerns? Does your country have a children's rights commission or an ombudsperson?
- **Contact the police:** this is an option if the situation is serious. How can you contact the police in your community? When is it appropriate to contact the police?
- **Take direct action:** consider if it is safe to take action yourself to protect the child whose rights are being violated. That might mean talking to a group of bullies, or befriending someone. Be careful!

Once your students have considered what they want to include on their action card, it is time to consider layout and format. One possibility is to create a small card that students can put in their wallets or carry around in their bag. Or your students may feel it would be more effective to create posters to go up on classroom walls. What colour scheme do they want to use? Would it be effective to include any images? And what will be the best way of distributing the final product?

Raise awareness about children's rights

Ages: 11-16 **Time: As much or as little as you and your students have**

There are many ways for students to raise awareness about children's rights in their school and community. The rights signs and action card in the previous activities are just two ideas. Other options include giving an assembly, like Anna and Pia did, putting up posters, creating a section on the school website or organizing an awareness-raising art exhibition or concert. The Background Briefing on p.32 includes some more options. What other ideas do your students have? What time and resources do you and they have to put into their plan? If students want more information on children's rights for their awareness-raising strategy point them to the Find out more section, on p.46.

UNICEF Bright Ideas

The Korean National Committee for UNICEF works with young cyber-volunteers who use Internet communication to promote public awareness of children's rights and the work of UNICEF. You can find out more about the work of the Korean National Committee at www.unicef.org/infobycountry/repkorea.html.

Children's rights curriculum audit

Ages: 14-16 **Time: 60+ minutes for planning, recording and reflecting on findings; time out of class for research**

Challenge students to find out if children's rights are taught at their school, and where they appear in the curriculum. This could be done by looking at the coursework or subject information on the school website, by interviewing relevant subject teachers, or by asking to see work plans for departments. Encourage students to think about what strategy would work best and how best to approach teachers. Perhaps they could start building up a picture by interviewing you about when and to which age groups you teach children's rights.

When students have completed their interviews or other research, they should put their findings together in a form that is easy to read. They could create a table plotting the subjects in the school against each age group and filling in the boxes with brief descriptions of any rights education.

Students may find a positive picture of rights education at their school. Alternatively, they may find that not everyone has a chance to learn about the CRC. If this is the case, what do students think they can do to change the situation? Perhaps they could write to their head teacher or principal about the importance of children's rights education. Or they could ask a teacher to introduce a new topic on the CRC. Which teachers do they think might be willing to do this? And where could a lesson on rights fit into what is already being taught? Are students already learning about ethical codes in any subject? What about international law? Or global citizenship? Once they have decided where the learning would fit best, how can they persuade the teacher?

UNICEF Bright Ideas

Children from the Merkaz Yishay school in Kfar-Sabba, Israel, are using their photography course to prepare a calendar with symbols that illustrate children's rights. The finished calendar will be available to buy through Israeli National Committee for UNICEF, thereby raising funds as well as spreading the word about children's rights.

Activity sheets and resource pages

Resource 1. The Convention on the Rights of the Child in child-friendly language

This version is adapted from a version available at www.unicef.org/crc/files/Rights_overview.pdf. You can find the full text of the CRC at www.unicef.org/crc.

Article 1: Definition of the child
In the Convention, the word 'child' means a person below the age of 18, unless the laws of a particular country set the legal age for adulthood younger.

Article 2: Non-discrimination
The protection given by the Convention applies fully and equally to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from. It doesn't matter where children live, what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether or not they have a disability, or whether they are rich or poor.

Article 3: Best interests of the child
When decisions are made that will affect children, individually or as a group, decision-makers must always consider what would be best for the children concerned. This particularly applies to budget, policy and law makers, as well as to decisions about individual children's future lives.

Article 4: Protection of rights
Governments must take the necessary measures to make sure that children's rights are respected, protected and fulfilled. They need to review existing and new laws relating to children, and make changes where necessary. They also need to make sure that legal, health, educational and social services have enough resources to effectively protect children's rights and create an environment where children can reach their potential.

Article 5: Parental guidance
Families are responsible for directing and guiding their children so that, as they grow, they are increasingly able to use and defend their rights properly. Governments have the responsibility to protect and assist families in fulfilling this essential role as nurturers of children.

Article 6: Survival and development
Governments must do everything possible to ensure that children's lives are safeguarded and that they develop healthily.

Article 7: Registration, name, nationality, care
All children have the right to be legally registered when they are born, and for the name they are given to be officially recognised. Children have the right to a nationality (to belong to a country). Children also have the right to know and, as far as possible, to be cared for by their parents.

Article 8: Preservation of identity
Children have the right to an identity – an official record of their name, nationality and family ties – and governments must ensure that this is not altered illegally.

Article 9: Separation from parents
Children have the right to live with their parent(s), unless it is bad for them. Children whose parents do not live together have the right to stay in contact with both parents, unless this might hurt the child.

Article 10: Family reunification
If a child and parents live in different countries, they should be allowed to move to or from those countries so that they can stay in contact, or get back together as a family.

Article 11: Kidnapping
Governments must take steps to stop children being taken out of their own country illegally. This article is particularly concerned with abductions by one of their parents.

Article 12: Respect for the views of the child
When adults are making decisions that affect children, children have the right to say what they think should happen and to have their opinions taken into account. The Convention recognizes that the level of a child's participation in decisions must be appropriate to the child's level of maturity.

Article 13: Freedom of expression
Children have the right to get and share information, as long as the information is not damaging to them or others. In doing so, children also have the responsibility to respect the rights, freedoms and reputations of others. The freedom of expression includes the right to share information in any way they choose, including by talking, drawing or writing.

Article 14: Freedom of thought, conscience and religion
Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children in these matters.

Article 15: Freedom of association
Children have the right to meet together and to join groups and organisations, as long as it does not stop other people from enjoying their rights.

Article 16: Right to privacy
Children have a right to privacy. The law must protect them from unjustified interference in their private lives (including their family life) and from attacks on their good name.

Article 17: Access to information; mass media
Children have the right to get information that is important to their health, well-being and culture. Governments should encourage mass media – radio, television, newspapers and Internet content sources – to provide information that children can understand and to not promote materials that could harm children.

Article 18: Parental responsibilities; state assistance
Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments must recognize this joint responsibility and provide support services to parents, especially if both parents work outside the home.

Article 19: Protection from all forms of violence
Children have the right to be protected from being hurt and mistreated, physically or mentally. Any form of discipline involving violence is unacceptable. Governments must ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Article 20: Children not living in a family environment
Children who cannot be looked after by their own family have a right to special care and the government must ensure that they are looked after properly, by people who respect their ethnic group, religion, culture and language.

Article 21: Adoption
If a child is to be adopted, the over-riding concern must be to find a family that is best for them in all respects. All their rights must be protected whether they are adopted in the country where they were born or are to live with their adoptive parents in another country.

Article 22: Refugee children
Children have the right to special protection and help if they are refugees (if they have been forced to leave their home and live in another country), as well as all the other rights in this Convention.

Article 23: Children with disabilities
Children who have any kind of disability have the right to special care and support, as well as all the other rights in the Convention, so that they can live full and independent lives.

Article 24: Health and health services
Children have the right to the best health care available, as well as to safe drinking water, nutritious food, a clean and safe environment, and information to help them stay healthy. Rich countries should help poorer countries achieve this.

Article 25: Review of treatment in care
Children who are sent for treatment or care outside their family home have the right to have their living arrangements looked at regularly to see if they remain appropriate and necessary.

Article 26: Social security
Children – through their parents or guardians, or directly – have the right to help from the government if they are poor or in need.

Article 27: Adequate standard of living
Children have the right to a standard of living that is good enough to meet their physical and mental needs. Governments should help families and guardians who cannot afford to provide this, particularly with food, clothing and housing.

Article 28: Right to education
All children have the right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this right. Young people should be encouraged to reach the highest level of education of which they are capable. For children to benefit from education, schools must be run in an orderly way – but discipline must always respect children's dignity and not involve violence.

Article 29: Goals of education
Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect other people, human rights and their own and other cultures. It should also help them learn to live peacefully and to protect the environment.

Article 30: Children of minorities/indigenous groups
Minority or indigenous children have the right to learn about and practice their own culture, language and religion, as is the case for all other children.

Article 31: Leisure, play and culture
Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.

Article 32: Child labour
The government must protect children from work that is dangerous or might harm their health or their education. When children help out at home, or in a family farm or business, their tasks should be safe, appropriate to their age and conforming to national labour laws. Work should not prevent children from enjoying their rights, in particular to education, relaxation and play.

Article 33: Drug abuse
Governments must use all means possible to protect children from the use of harmful drugs and from being used in the drug trade.

Article 34: Sexual exploitation
Governments must protect children from all forms of sexual exploitation and abuse.

Article 35: Abduction, sale and trafficking
The government must take all measures possible to make sure that children are not abducted, sold or trafficked. States that have signed up to the Convention's "Optional Protocol on the sale of children, child prostitution and child pornography", have agreed to undertake even greater protection measures.

Article 36: Other forms of exploitation
Children should be protected from any activity that takes advantage of them and could harm their welfare and development.

Article 37: Detention and punishment
No one is allowed to treat or punish children in a cruel or harmful way. Children who break the law should be treated in a humane manner. They should not be put in prison with adults, should be able to keep in contact with their families, and must never be sentenced to death or to life imprisonment without possibility of release.

Article 38: War and armed conflicts
Governments must do everything they can to protect and care for children affected by war. Children under 15 should not be forced or recruited to take part in a war or to join the armed forces. States that have signed up to the Convention's "Optional Protocol on the involvement of children in armed conflict", have further agreed to make sure that children below 18 do not participate directly in armed conflict and are not recruited for mandatory military service

Article 39: Rehabilitation of child victims
Children who have been neglected, abused or exploited should receive special help to recover physically and mentally and reintegrate into society. Particular attention should be paid to restoring the health, self-respect and dignity of the child.

Article 40: Juvenile justice
Children who are accused of breaking the law have the right to legal help and fair treatment in a justice system that respects their rights. Governments should set an age below which children cannot be prosecuted and should put in place standards for the fairness and quick resolution of all proceedings. As a general rule, children should be helped to avoid offending in the future rather than simply punished for past offences.

Article 41: Respect for superior national standards
If the laws of a country provide better protection of children's rights than the articles in this Convention, those laws should apply.

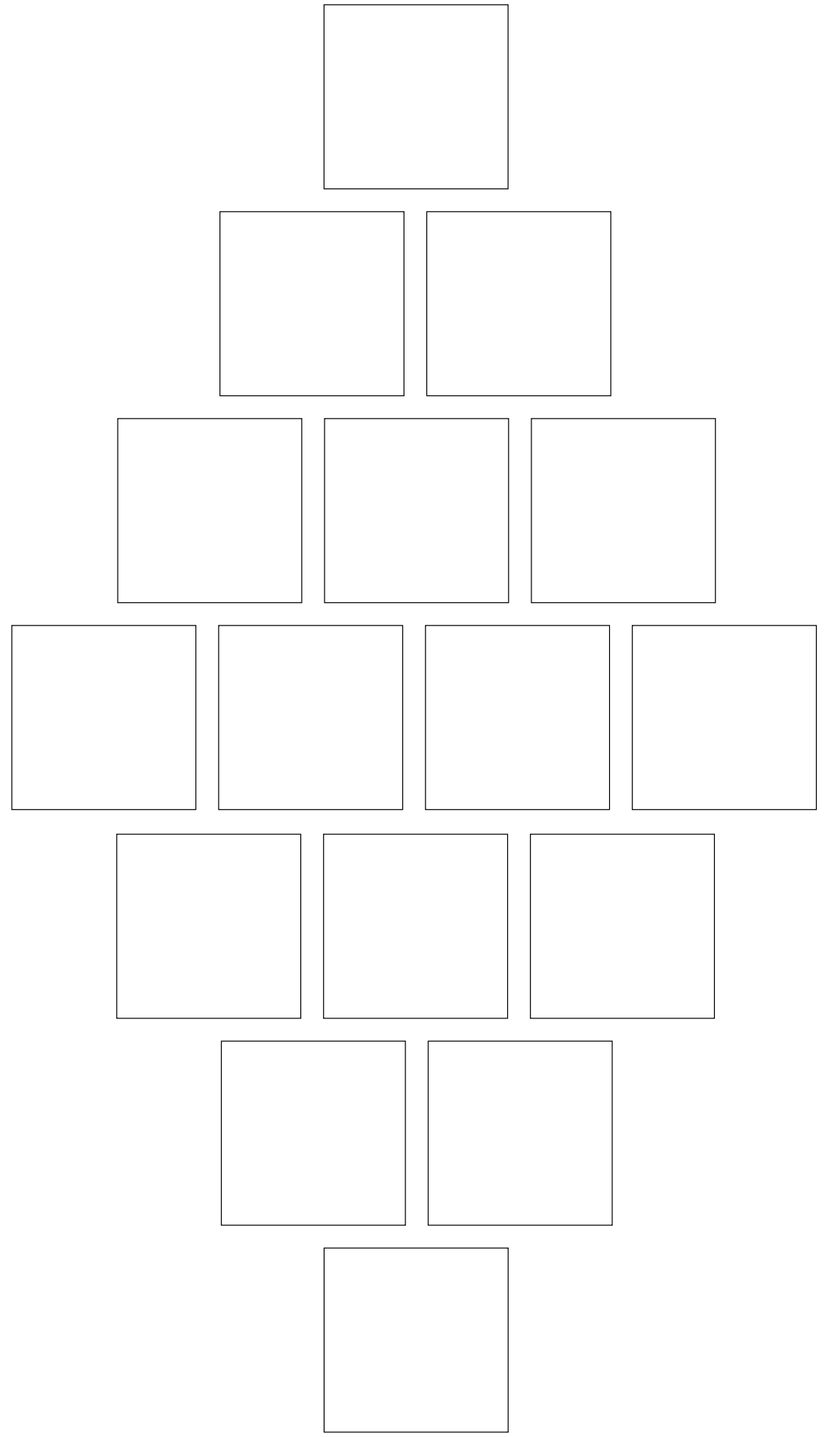
Article 42: Knowledge of rights
Governments must make the Convention known to adults and children. Adults should help children learn about their rights, too.

Articles 43-54: Implementation measures
These articles discuss how governments and international organizations like UNICEF should work to ensure children are protected in their rights.

Resource 2. Children's rights cardsort

Right to life	Right to a name and an identity	Right to live with your parents	Right to your opinions and for adults to listen to them
Right to find out things, including through the media	Right to choose your own religion and beliefs and to practice your religion, language and culture	Right to choose your friends and set up groups	Right to privacy
Right to special care and help if you need it e.g. if you are disabled, neglected or a refugee	Right to health, including health care, safe water, nutritious food, a clean and safe environment, and information to help you stay well	Right to food, clothing, and a safe place to live	Right to a good quality education
Right to play and rest	Right to know your rights	Right to fair treatment if you break the law	Right to protection from being hurt, in body or mind, including protection from sexual abuse, war, kidnap and work that is harmful to you

Resource 3. Diamond ranking grid



Resource 4. Balancing rights scenarios

Jen has just finished her chores around the house, and asks her mother if she can go outside to kick her football around. Her mother says no, because she will disturb her little brother who is sleeping, and anyway she must do her homework. *"But I have a right to go out and play"*, says Jen.

Kieran wants a new t-shirt. He asks his older sister, with whom he lives, if he can have the money for it. She says that they can't afford it. They have to keep the money to pay the heating bill and keep the house warm. *"But other kids have stuff like this, I have a right to a new t-shirt,"* says Kieran.

Aaron's history teacher is very good at getting everyone in the class to work hard. They get excellent grades every year. But Aaron feels that the teacher is very strict and the students are punished if they do not work hard. Aaron writes a letter of complaint to his headteacher, who tells Aaron that the history teacher knows what's best in terms of giving students a good education. *"But I have a right to have my say,"* says Aaron.

Priya has been to see the doctor about a problem with one of her ears. She is having trouble hearing everything. Priya's mother wants to write to Priya's teacher to explain the situation. Priya thinks that if people at school find out about her hearing she will get teased and separated from her friends to sit nearer the front of the class. Her mother says her education will suffer if the school doesn't have the information they need to support her. *"But I have a right to privacy,"* says Priya.

Edna's sister is a vegetarian. Edna has to be a vegetarian too, because Edna's father says he won't cook two dinners every day, and because he thinks vegetarian food is healthier. Edna is fed up, and she thinks meat can be healthy, too. She asks if she can have meat for dinner now and again. Her father says no. *"But I have a right to a say about what I eat,"* says Edna.

Henrik wants to start a new group in his neighbourhood. Only certain people would be allowed to join, and there would be a strict code of beliefs to sign before you joined. Henrik's mother says there is no way can he start the group. She says that some people might disagree with Henrik's code and they won't sign it, meaning they will be left out. *"But it's my right to choose my friends and set up groups,"* says Henrik.

Dan really wants to have access to a particular news website from his home computer. At the moment, the family firewall blocks the site, along with many others. Daniel asks if he can be allowed to visit and learn from the website. His father says no, because he thinks that Daniel may be exposed to upsetting material or even contacted by strangers. "*But I have a right to information like this,"* says Daniel.

Lila really hates her school. She wants to go to one across town where her friend goes. Her friend says that school is better. Her mum says she can't swap schools because the long journey will mean she has less time to relax and do her homework after school. *"But I have a right to a good education,"* says Lila.

Sean has a job on Saturday mornings. Sean doesn't like going to work and he wants to stop. He asks his grandfather if he can quit his job. His grandfather says he should keep doing it. He says he can't afford to give Sean pocket money, so if he quits his job Sean will not have money to buy the clothes he likes or the equipment he needs to be in the football team. *"But I have a right not to work,"* says Sean.

Carol Jane hates her name. She says she wants people to call her CJ. The teachers at school won't do it because they say she is officially registered as Carol Jane, which is her proper name, and that other kids don't get to be called by their nickname. *"But I have a right to my own name and identity,"* says CJ.

Resource 5. Marc's Agony Aunt letter

Dear Agony Aunt,

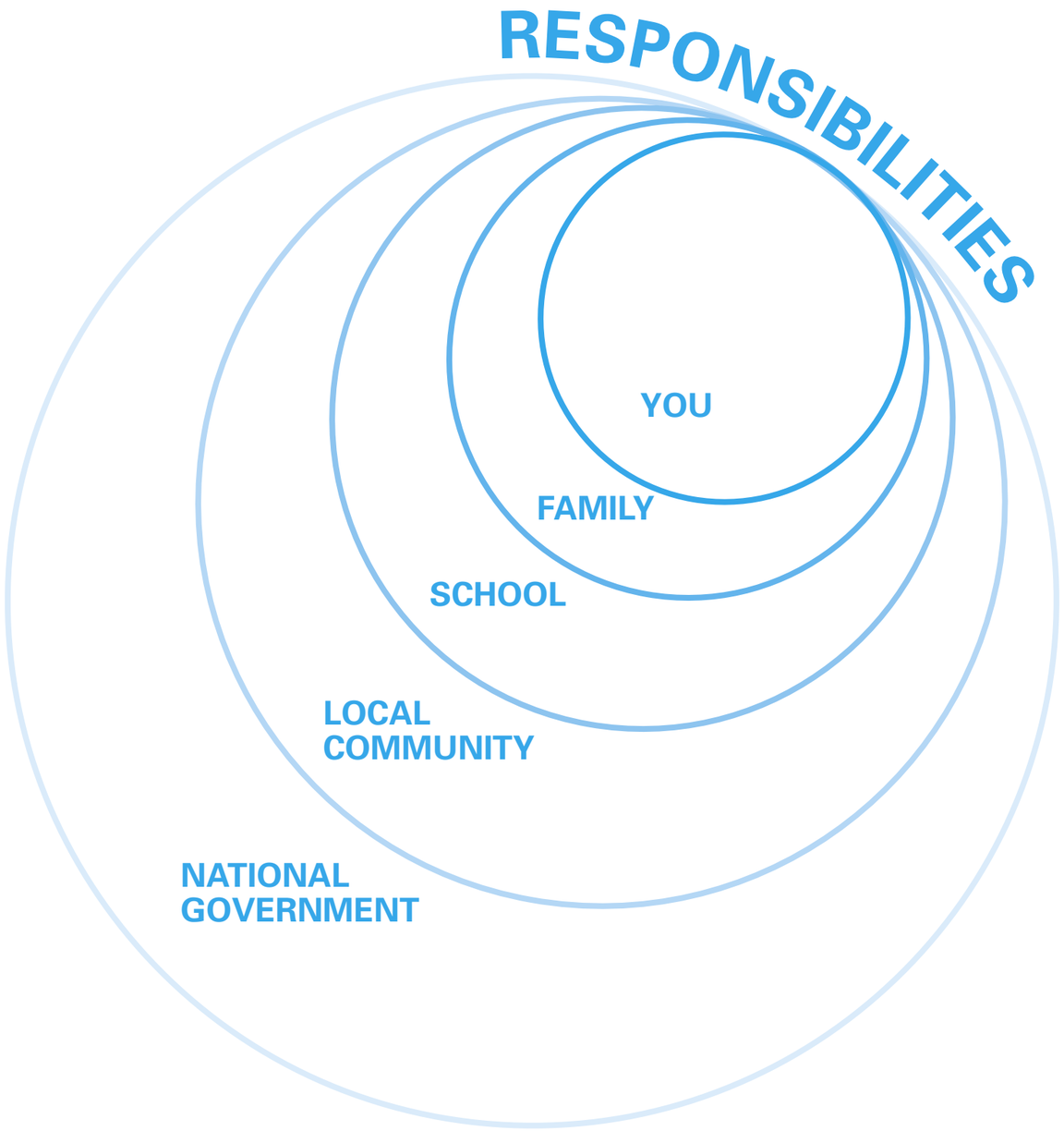
I am quite a shy person and I don't always feel confident about myself and how I look because I am over-weight. Some older boys in my school laugh at me and they have started sending me stupid, hurtful emails. I am worried about what they will do next. What can I do to stop them and to change this situation?

Yours,

?

Resource 6. Know your responsibilities
(and the responsibilities of others)

Right:



Resource 7. Example answers for resource 6:
Know your responsibilities (and the responsibilities of others)

Right: To give your opinions and for adults to listen to them.

Find out more

About children's rights…

www.unicef.org/crc – This UNICEF site provides the text of the CRC and related information and resources.

www.unicef.org/voy – Voices of Youth is a site created by UNICEF for young people who want to know more, do more and say more about the world. It includes user-friendly information about the history of the CRC, facts, figures and other information about children's rights violations, and real life stories of children who have taken action to make a difference.

www.crin.org – The Children's Rights Information Network is a global network coordinating and promoting information and action on children's rights. The website includes information about national and international children's rights laws, children's rights mechanisms and information on children's rights in your country.

About teaching about children's rights…

www.unicef.org/rightsite - This site from UNICEF includes stories, videos, information about the CRC and portals for youth and development professionals.

About research into children's rights violations…

United Nations Secretary-General's Study on Violence against Children (2006), available online at: **www.violencestudy.org** – This report paints a detailed picture of the nature, extent and causes of violence against children and proposes recommendations on how to prevent and respond to it.

Safe You and Safe Me (2006), available online at: **www.violencestudy.org/IMG/pdf/safeyoufinal.pdf** – A report, written by Save the Children, especially for children and young people to learn about the United Nations Secretary-General's Study on Violence against Children.

World Report on Child Injury Prevention (2008), available online at: **www.unicef.org/eapro/World_report.pdf** – This report, jointly produced by UNICEF and the World Health Organization (WHO), brings together information and ideas from all over the world to improve child safety.

Have Fun, Be Safe! Companion to the World Report on Child Injury Prevention 2008, available online at: **www.unicef.org/publications/files/Have_Fun_Be_Safe.pdf** – Produced jointly by UNICEF and WHO to go along with the World Report on Child Injury Prevention, this booklet aims to inform children, aged 7-11 years, about various types of injury and how they can be prevented.

About the Flash Eurobarometer…

http://ec.europa.eu/public_opinion/flash/fl_235_en.pdf - The full text of *Flash EuroBarometer 235: The Rights of the Child*, including the methodology used in the survey and a full breakdown of young people's responses.

Glossary of terms

Article	a section of an international legal document
Convention	a formal agreement between states, part of international law
Convention on the Rights of the Child	an international agreement which spells out the rights of all children. Governments that signed (ratified) the Convention have committed themselves to protect and promote children's rights
Discrimination	being treated differently based on things like race, age or sex
Exploitation	mistreating, taking advantage of, or using someone selfishly
International law	the web of legal agreements (including treaties and conventions) between governments
Lobby	putting your view across to decision-makers and putting pressure on them to do things differently
Ombudsperson	a person whose job it is to investigate and find a solution to complaints and problems, e.g. complaints made by the public about government organizations
Right	a legal or moral entitlement; things a person should have according to the law or simply through being a human being
Violate	to destroy or break something; a person's rights are violated when the things they need to fulfill their rights are not provided, or are removed

Standing up for children's rights in your country

Organizations that work in your country to promote children's rights and protect children:

www.unicef.org
UNICEF works around the world to protect children's rights, help meet their basic needs and expand their opportunities to reach their full potential. Their website includes information about what they do and why they do it. Many countries have UNICEF national committees; find out more about the work of the national committee in your country here: www.unicef.org.

National helplines for children:

www.childhelplineinternational.org
Child Helpline International is the global member network of child helplines, working to protect the rights of the child. The website includes a database of helpline contact details for member organizations.

National commissions and ombudspeople:

www.crin.org/enoc
The European Network of Ombudspeople for Children links independent offices for children from 24 countries in Europe. The website includes contact information for the country offices.

NOTES

NOTES

Tell us what you think!

We hope that you, and the students you work with, have enjoyed using Stand up for Children's Rights. Please take a moment to fill out this feedback form to help us continue to develop and improve the resources we create.

Which country do you currently work in?

What type of setting do you work in? (Secondary school, youth club…)

What did the young people you work with like about the resource?

What do you like about the resource?

What would you like to see changed?

Any other comments:

Thank you for your time. Please send us your feedback using one of the methods below:

Post:
United Nations Children's Fund
Programme Manager, Child Rights Education
Child Rights Advocacy and Education Section
Private Fundraising and Partnerships Division
Palais des Nations
1211 Genève 10
Switzerland

Fax:
+41 22 909 5900
Email:
fseidel@unicef.org

United Nations Children's Fund
Child Rights Advocacy and Education Section
Private Fundraising and Partnerships Division
Palais des Nations
1211 Genève 10
Switzerland
www.unicef.org

Stand Up For Children's Rights

A Guide for Exploration and Action

unicef