

DECEMBER 2022

unicef   
for every child

# UNICEF CHILD RIGHTS SCHOOLS TOOLKIT – SCHOOL SELF-ASSESSMENT



HOW RIGHTS RESPECTING  
IS YOUR SCHOOL?

For schools

 <p>1</p> <p>DEFINITION OF A CHILD</p>	 <p>2</p> <p>NO DISCRIMINATION</p>	 <p>3</p> <p>BEST INTERESTS OF THE CHILD</p>	 <p>4</p> <p>MAKING RIGHTS REAL</p>	 <p>5</p> <p>FAMILY GUIDANCE AS CHILDREN DEVELOP</p>	 <p>6</p> <p>LIFE, SURVIVAL AND DEVELOPMENT</p>	 <p>7</p> <p>NAME AND NATIONALITY</p>
 <p>8</p> <p>IDENTITY</p>	 <p>9</p> <p>KEEPING FAMILIES TOGETHER</p>	 <p>10</p> <p>CONTACT WITH PARENTS ACROSS COUNTRIES</p>	 <p>11</p> <p>PROTECTION FROM KIDNAPPING</p>	 <p>12</p> <p>RESPECT FOR CHILDREN'S VIEWS</p>	 <p>13</p> <p>SHARING THOUGHTS FREELY</p>	 <p>14</p> <p>FREEDOM OF THOUGHT AND RELIGION</p>
 <p>15</p> <p>SETTING UP OR JOINING GROUPS</p>	 <p>16</p> <p>PROTECTION OF PRIVACY</p>	 <p>17</p> <p>ACCESS TO INFORMATION</p>	 <p>18</p> <p>RESPONSIBILITY OF PARENTS</p>	 <p>19</p> <p>PROTECTION FROM VIOLENCE</p>	 <p>20</p> <p>CHILDREN WITHOUT FAMILIES</p>	 <p>21</p> <p>CHILDREN WHO ARE ADOPTED</p>
 <p>22</p> <p>REFUGEE CHILDREN</p>	 <p>23</p> <p>CHILDREN WITH DISABILITIES</p>	 <p>24</p> <p>HEALTH, WATER, FOOD, ENVIRONMENT</p>	 <p>25</p> <p>REVIEW OF A CHILD'S PLACEMENT</p>	 <p>26</p> <p>SOCIAL AND ECONOMIC HELP</p>	 <p>27</p> <p>FOOD, CLOTHING, A SAFE HOME</p>	 <p>28</p> <p>ACCESS TO EDUCATION</p>
 <p>29</p> <p>AIMS OF EDUCATION</p>	 <p>30</p> <p>MINORITY CULTURE, LANGUAGE AND RELIGION</p>	 <p>31</p> <p>REST, PLAY, CULTURE, ARTS</p>	 <p>32</p> <p>PROTECTION FROM HARMFUL WORK</p>	 <p>33</p> <p>PROTECTION FROM HARMFUL DRUGS</p>	 <p>34</p> <p>PROTECTION FROM SEXUAL ABUSE</p>	 <p>35</p> <p>PREVENTION OF SALE AND TRAFFICKING</p>
 <p>36</p> <p>PROTECTION FROM EXPLOITATION</p>	 <p>37</p> <p>CHILDREN IN DETENTION</p>	 <p>38</p> <p>PROTECTION IN WAR</p>	 <p>39</p> <p>RECOVERY AND REINTEGRATION</p>	 <p>40</p> <p>CHILDREN WHO BREAK THE LAW</p>	 <p>41</p> <p>BEST LAW FOR CHILDREN APPLIES</p>	 <p>42</p> <p>EVERYONE MUST KNOW CHILDREN'S RIGHTS</p>
<p>43-54</p>  <p>HOW THE CONVENTION WORKS</p>	<h1>CONVENTION ON THE RIGHTS OF THE CHILD</h1>					



Click the colour bar anywhere in the toolkit to come back to the table of contents

# Table of contents

Acknowledgements	4
Who is this toolkit for? What's it about? Why should you use it?	4
Overview of the process	6
<hr/>	
Step 1 <b>Set up a Rights Council</b>	7
1.1 What is a Rights Council?	7
1.2 Things to remember when setting up a Rights Council	7
Step 2 <b>Hold a kick-off session of the Rights Council</b>	8
2.1 Getting to know each other and child rights	8
2.2 What does the Rights Council do?	9
2.3 Plan for the Child Rights Poll	10
2.4 Plan for the child rights lesson	11
2.5 Divide up the tasks	12
Step 3 <b>Hold a Rights Council session to analyse results</b>	14
3.1 Results from the student worksheets	14
3.2 Results from the Child Rights Poll	15
3.3 Reflect on the results	17
3.4 Collect all the solutions received so far	18
3.5 Prepare a broader meeting to share results and agree on solutions	19
Step 4 <b>Hold a broader meeting to share results and agree on solutions</b>	21
4.1 Warm-up and introduction	21
4.2 What do we want to change?	22
4.3 Energizer!	22
4.4 What's the solution?	23
4.5 Share the solutions!	24
Step 5 <b>Check that students and adults are taking action – then celebrate!</b>	26
<hr/>	
<b>Annex 1 - Child-friendly Convention on the Rights of the Child</b>	<b>28</b>
<b>Annex 2 – CRC: more ideas for playing with the articles as a card game</b>	<b>30</b>
<b>Annex 3 - Child Rights Poll for children</b>	<b>32</b>
<b>Annex 4 - Child Rights Poll for adults</b>	<b>34</b>
<b>Annex 5 – Child rights lesson</b>	<b>36</b>
<b>Annex 6 – Child Rights Poll results</b>	<b>40</b>
<b>Annex 7 – Share your solutions! Sample poster</b>	<b>41</b>
<b>Annex 8 – Sample agreement with school management</b>	<b>42</b>
<b>Annex 9 – UNICEF Child Rights Schools Theory of Change</b>	<b>43</b>
<b>Annex 10 - Taking it further: a more detailed questionnaire</b>	<b>44</b>
<b>Annex 11 - Taking it further: safety walks and accessibility walks</b>	<b>46</b>

## Acknowledgements

This toolkit was written by Marie Wernham, drawing on materials developed and piloted by Lotte Dambrink and Myrna Lemmen from the Dutch Committee for UNICEF, co-created with children and education professionals in the Netherlands. Further input was provided by Frances Bestley, Fabio Friscia, Florian Hadatsch, Isabelle Hauffels, Lee Jerome, Esther Konijn, Kirsten Leyendecker, Jing Li, Lydia McCarthy, Tanya Nair, Ana Nieto and Hugh Starkey.

## Who is this toolkit for? What's it about? Why should you use it?

**Students aged 13 – 18 and educators who want to make their school a better place:**

*this is for you!*

This toolkit offers a step-by-step guide for students and educators to work together to:

- Learn about child rights;
- Assess how rights-respecting your school is, based on the United Nations Convention on the Rights of the Child, and using rights-based child participation;
- Recognize and appreciate what's going well;
- Identify ways to improve.

Students spend a lot of time in school. So do the adults who work there. Schools are a really big part of your lives. So it makes sense to celebrate what's already going well in your school and to explore what you can do even better.

This toolkit can be used in any school setting, whether or not your school is part of a UNICEF Child Rights Schools initiative. It can be used by schools with or without an existing student council or similar child participation mechanism. It is aimed at schools with students aged approximately 13 to 18 years, although the guidance could be adapted for younger age groups.

**Students take the lead in this process, so this toolkit is written for them.** However, as the school experience is a partnership between students and adults, they will need help from adults:

- **A senior manager** from the school needs to be aware of, and support, this project. Otherwise, it will have limited impact.
- **A teacher or other educator** needs to support- on a regular basis- the group of students (known as the Rights Council) who will lead this process. This adult will need to be a member of the Rights Council, help the students follow the process – but without taking over! - and persuade other teachers to help with some of the activities along the way.

Therefore, although this toolkit is mainly written for students, it will also be useful for the adults in school who are supporting this process.

- ➔ **If you are a senior manager** who has come across this toolkit- like a headteacher or deputy headteacher: Great! Learn about how the process works. Talk to your staff and students. Identify an enthusiastic teacher/educator to work with the students. Encourage other teachers to get involved in the activities which will be led by the Rights Council. Continue to support the process as needed.
- ➔ **If you are a teacher** or other educator who is interested in supporting children to lead this process: Fantastic! First, get commitment from a senior manager. Talk to your other colleagues about the project. Then use this toolkit to help set up and support the Rights Council through their journey.
- ➔ **If you are a student or group of students:** Wonderful! Talk to one or more of your teachers/educators about this project. Find one of them who is willing to work with you. Decide on the best way to get the support of a senior manager in the school: can you, as students, go to the headteacher or deputy directly, or would it be better if the adult does this? Once the senior manager agrees to the project, then get started! Use the steps in this toolkit. Include your supporting adult in your discussions, and ask them for help when you need it...but don't let them take over! Remember, you're working as partners on this.

You can apply the process at any time during the school year. However, **we recommend starting close to the beginning of the school year.** This will leave as much time as possible to do the analysis, develop the action plan, and then implement the action plan in practice. You can then see results by the end of the school year and maybe even celebrate these results with an end-of-year child rights party! You could also repeat the process at the beginning of the following school year or a subsequent school year, led by different students, to continuously build on your improvements, making your school more and more rights-respecting over time, because this is an ongoing journey.

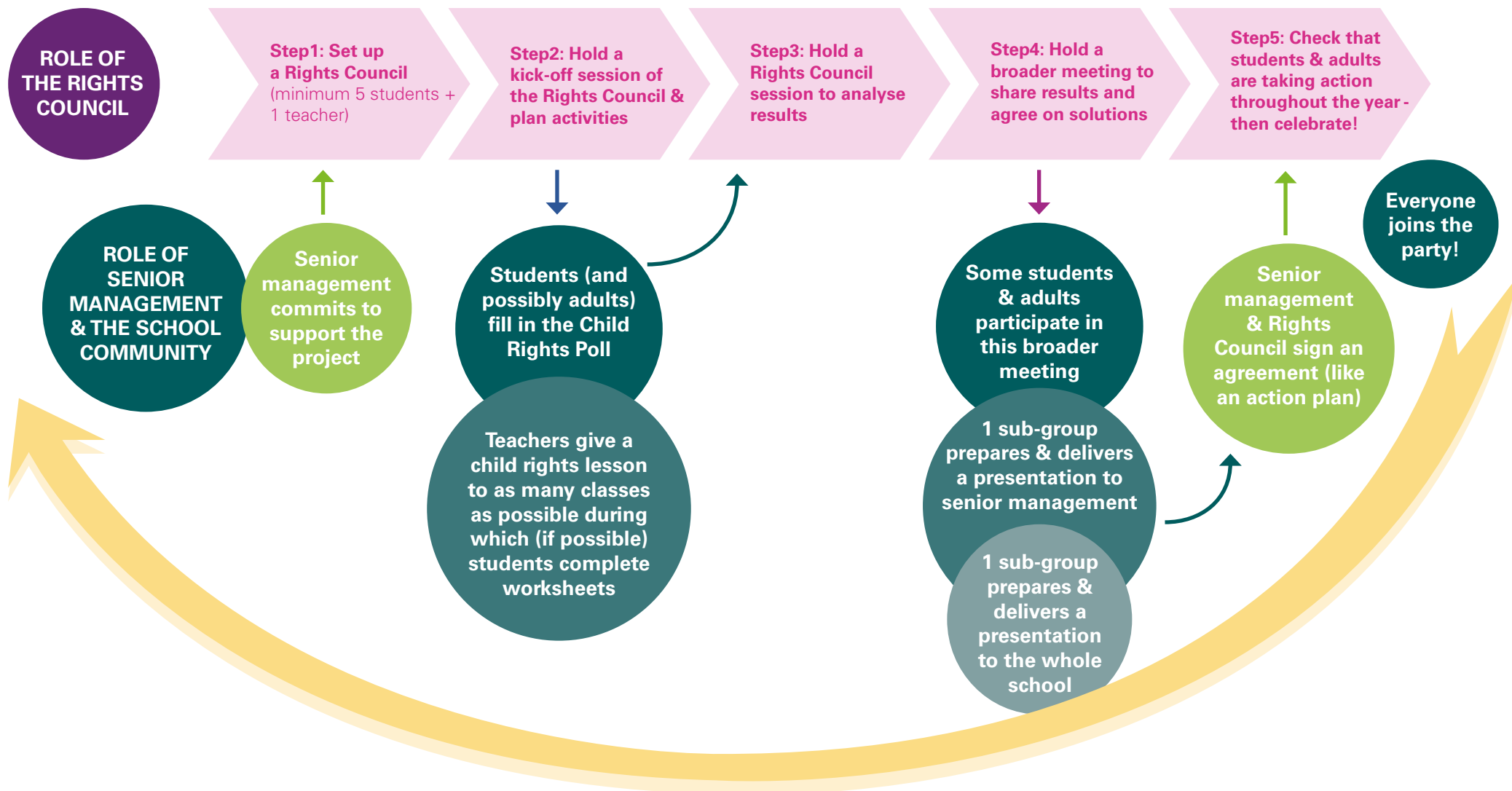


### Tip!

Make this toolkit work for your own school situation. You know your starting point. The timings set for meetings are just suggestions. Make it work for your own school timetable. For example, you may need to add more time to a meeting, split meetings into smaller chunks, or add more meetings so that the Rights Council can spend more time getting to know each other and the project. It's important that everyone understands the project and feels comfortable with the pace of the activities.



## Overview of the process



Start the process again next year or in a subsequent year with a new Rights Council to keep getting even better!

## Step 1

## Set up a Rights Council

### 1.1 What is a Rights Council?



A Rights Council consists of at least five students and one teacher. It should be diverse and inclusive. This means it should include children of different ages, genders, sexual orientations, religions, races, cultural backgrounds, and children with and without disabilities.



A Rights Council stands up for the rights of students at school.



If you have an existing student council in your school, they can take on the role of the Rights Council. Make sure that all types of students are represented in this group, and use this project as an opportunity to strengthen their work. If you don't have an existing student council, then you will have to create this group.

In my school, we created a Rights Council. The teacher in each class explained what it was for, then asked for volunteers, encouraging a wide range of students to apply.

The teachers looked at the full list of volunteers from the whole school, then selected a group that represents as many different types of students as possible.

The teachers then explained to each class how they made this choice, and emphasised that all students will be able to share their views, even if they are not on the Rights Council.



### 1.2 Things to remember when setting up a Rights Council

You can learn more about each of these issues in the [UNICEF Child Rights Schools Toolkit – Child Participation](#).

**Rights-based child participation:** Rights-based child participation builds the capacity of children as rights-holders to claim their rights, and the capacity of school staff as duty-bearers to fulfil their obligations, taking into account the nine basic requirements [outlined by the United Nations Committee on the Rights of the Child<sup>1</sup>] of being: 1. Transparent and informative; 2. Voluntary; 3. Respectful 4. Relevant; 5. Child-friendly; 6. Inclusive; 7. Supported by training; 8. Safe and sensitive to risk; 9. Accountable. These nine requirements are represented by these images.



1. Committee on the Rights of the Child, General Comment No.12, *The Right of the Child to be Heard*, para 134. See also UNICEF (2020), *Engaged and Heard! Guidelines on Adolescent Participation and Civic Engagement*, pp. 6-10.

**Diversity and inclusion:** Everyone has the right to their own opinion and to be heard. This is set out in the Convention on the Rights of the Child. However, some students are often better heard than others, for example those who find it easy to share their opinions or belong to the largest group. It is difficult for the Rights Council to really speak on behalf of all students, but make sure you take into account those who are not currently being heard.

- What types of students in our school are less well heard?
- How can we make sure that these students are heard? (That's their right!)

**Safeguarding:** Schools have to do their best to make children's participation a safe and positive experience for everyone. They need to think in advance about things that might go wrong with this project and take measures to prevent anything bad happening (this is called a 'child safeguarding risk assessment'). However, it's not always possible to predict what might happen, so the school should also have a process to deal with any problems that might come up. This includes everyone knowing how children and adults can speak up about any problems so that these problems can be dealt with properly and quickly. Your supporting adult – that is the teacher or educator in the Rights Council – can help you with this.

## Step 2

# Hold a kick-off session of the Rights Council



**TIME:** 1.5- 2 hours [divide into chunks that work for your timetable]



**GOALS:** Get to know each other and child rights; introduce the project "How Rights Respecting is Your School?"; plan how to do the Child Rights Poll and teachers' lesson; decide who will do what, when.

## 2.1 Getting to know each other and child rights

**TIME:** 20 minutes

**MATERIALS:** At least one copy of the child-friendly version of the Convention on the Rights of the Child – Annex 1. If printed double-sided, you can cut it up into individual articles and use it as a card game. Different language versions are available at <https://bit.ly/crcicons>.

- **Welcome to the Rights Council!** Together, you will make sure that students' needs are listened to at school. You will help improve children's rights at school, get to know everyone in the Rights Council better, and gain valuable experience to help you in your future life and work. Participating in the Rights Council looks good for future employers when you're ready to look for work!
- The Rights Council will meet at least **three** times. This toolkit will guide you through the process step by step. You can meet more often if you need more time to plan and implement the project.
- With the Rights Council, you can improve children's rights at your school. But what are child rights? Are child rights the same as human rights?



Human rights are **basic human needs** that have been put into **legal contracts** between countries- called **human rights treaties**.

We are all human. We all have human rights.

Children (humans under 18 years of age) are in a special stage of development so they have a special sub-set of human rights called child rights.

Child rights are simply **children's needs which are made into law** in a treaty called the United Nations Convention on the Rights of the Child (CRC).

The CRC is **the most widely accepted** human rights treaty in the world. All countries have signed it, and all except one have gone a step further and 'ratified' it. This means they have agreed to put it into the law in their countries. The CRC is also **the most comprehensive** human rights treaty in the world. It has a really wide range of rights all in the same document. All of these rights work together. You can't divide them. You can't take just some and ignore the rest. Also, you can't take rights away from someone to punish them. All children have all of these rights all the time, even if sometimes these rights are not respected in practice. We want to work together to improve mutual respect for rights in our school. **Children are 'rights-holders'** and they can respectfully claim their rights. **Adults are 'duty-bearers'** who have an obligation to make sure children can enjoy their rights.

- Look at the child-friendly version of the Convention on the Rights of the Child. (Annex 1). Each person chooses one right that they are interested in. Discuss with each other why you chose that right. Can you see any connections between these rights? See Annex 2 for more ideas for how to play with the child rights cards if you have more time.

## 2.2 What does the Rights Council do?

**TIME:** 20 minutes

**Your work as the Rights Council throughout this project is to:**



Survey students' opinions.



Come up with ways to improve children's rights at school.



Present your plans to the school management and the whole school.

**Your most important tasks:**



Make sure everyone on the Rights Council is equally important: the teacher is not your leader, you work together.



Organize the project "How Rights Respecting is Your School?": this toolkit will help you with that, step by step.

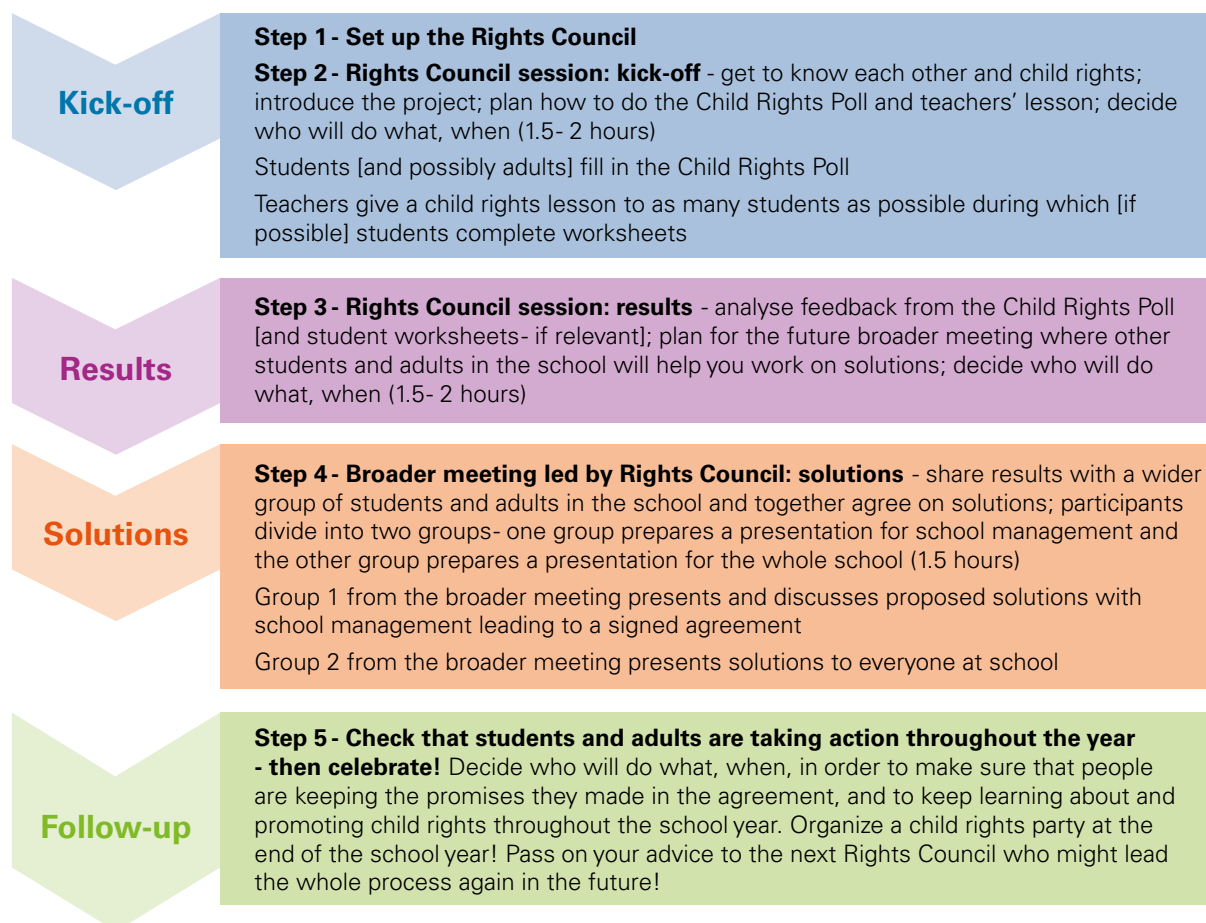


Make sure everyone is aware of the project: encourage students to fill in the Child Rights Poll; encourage teachers to give the lessons.



Make sure something actually gets done with the things students find important.

- **How will you cooperate?** In the Rights Council, students and teachers are equally important. But how can you work well together? Write down what you need to work well together in a 'cooperation agreement' and discuss this with each other. Keep the cooperation agreement with you for each meeting of the Rights Council.
- **What are you most looking forward to?** Discuss this briefly with each other.
- **Overview of the project**



## 2.3 Plan for the Child Rights Poll

**TIME:** 30 minutes

**MATERIALS:** Copy of the Child Rights Poll – Annexes 3 and 4

- Get to know the questions in the Child Rights Poll.
- Do you want to ask the questions only to students (Annex 3) or also to adults in the school (Annex 4), to see if there are any differences in the perspectives of children and adults?
- Discuss the best way in your school to run the poll.
  - \* If your school has access to the **Internet**, and if students are allowed to connect to devices during schooltime, can you turn it into an online poll, advertised by posters throughout the school with a weblink and/or QR code?
  - \* If your school does not have Internet access, or if students are not allowed to connect to devices, what is the best **offline option** in your context?
    - » Can each student receive a paper copy that they complete during class time?
    - » Or can it be run as a class activity where the teacher or a student reads out the questions and each student notes down their answer anonymously on a piece of paper?

- »...Or by raising their hands in response to one of the five answer options which are explained in advance (strongly disagree / disagree / agree / strongly agree / I don't understand or I don't have an opinion)?
- »...Or by moving to one of five different answer 'spaces' labelled in the room?
- »...Or by putting 'tokens' (scraps of paper, buttons, stones...) into pots labelled with the answer options?

[Be aware that the last three suggestions are not anonymous and this might prevent children from answering freely. For the option of raising hands, if the class feels comfortable, this can be made anonymous by everyone closing their eyes, so that only the teacher, or a designated student, can see how people vote and count the votes each time].

- \* Do you need a mix of both online and offline options?
- \* How can you make sure the poll is accessible to all students in the school, including children with disabilities and children who speak different languages? Whatever format(s) you choose for the poll, how can you provide support for children with disabilities who might need additional help? Guidance on making digital resources accessible for persons with disabilities is available in the [W3C standards](#). See also pages 34-38 of UNICEF's [Take Us Seriously! Engaging Children with Disabilities in Decisions Affecting their Lives](#) for concrete actions to ensure children with different types of disabilities can participate.
- Think through how your preferred option would work in terms of:
  - \* Advertising the poll
  - \* Running the poll
  - \* Collecting the results
- What preparation do you need to do to make this happen?

## 2.4 Plan for the child rights lesson

**TIME:** 30 minutes

**MATERIALS:** Copy of the child rights lesson – Annex 5

- Get to know the child rights lesson that you will be asking teachers to do with as many classes as possible. [Don't worry: your supporting adult and senior management champion will help you persuade the teachers!] The beginning of the lesson is similar to what you just did to start learning about child rights. The rest of the lesson is about exploring the five child rights themes that are in the Child Rights Poll.
- Can your school print... The child rights lesson instructions for each teacher (Annex 5)? Copies of the child-friendly Convention on the Rights of the Child (Annex 1), for example at least one copy per group of about 4-5 students? Copies of the student worksheet (the last exercise in Annex 5), for example at least one copy per group of about 4-5 students? If your school cannot do all of this printing, then prioritise the child-friendly Convention on the Rights of the Child: it is more important that students get to know about child rights. It may be that your school cannot complete the student worksheets, but you will still have results from the Child Rights Poll.
- Think back to how and when you will run the Child Rights Poll. Can you time the poll to follow after as many students as possible have completed the child rights lesson?
- Discuss if it is possible or desirable for any members of the Rights Council to help teachers deliver the child rights lesson to different classes (peer education). However, this should only be done if Rights Council members feel confident and properly supported to do so. There is no pressure to do this. Remember the nine requirements of rights-based child participation! It should be: 1. Transparent and informative; 2. Voluntary; 3. Respectful 4. Relevant; 5. Child-friendly; 6. Inclusive; 7. Supported by training; 8. Safe and sensitive to risk; 9. Accountable.



- Discuss the best way to: approach teachers; explain the project “How Rights Respecting is Your School?”; ask them to conduct the child rights lesson with as many classes as possible; share the child rights lesson resources with them; collect the student worksheets after the lessons (if there will be any). Once again, remember that your supporting adult and senior management champion can help you approach and persuade the other teachers to help!
- What preparation do you need to do to make this happen?

## 2.5 Divide up the tasks

**TIME:** 20 minutes

**Time to get started and divide the tasks!** For each step, indicate who will do what and when.

	TASK	WHO?	WHEN?
1	 <b>Inform teachers</b> Tell as many teachers as possible about the project. Ask which classes will be able to participate, and when the teachers will be able to give the child rights lesson.		
2	 <b>Teaching</b> Give the child rights lesson materials (Annexes 1, 2 and 5) to the teachers who have agreed to take part.		
3	 <b>Child Rights Poll</b> Advertize the poll. Run the poll by getting as many students [and adults] as possible to fill it in. Collect the results of the poll.		
4	 <b>Collect worksheets</b> [if relevant] If your school can print the student worksheets for the child rights lesson (in Annex 5), collect the worksheets from the teachers who taught the lessons.		
5	 <b>Plan the next session</b> When and where will you meet to discuss the contents of the Child Rights Poll [and student worksheets, if relevant]?		
6	 <b>Materials</b> Where will you keep any posters or materials advertizing the poll, the poll results, and completed student worksheets [if relevant]?		
7	 <b>Agenda</b> How will you make sure you remember your own tasks? And that you can communicate with each other?		

End of the kick-off session!

You have:

- Introduced yourselves and learned about children’s rights and the project “How Rights Respecting is Your School?”
- Agreed on actions to take and who will do what, when.

Next time you will use Child Rights Poll results [and student worksheets] to investigate what students [and adults] think is going well at school and what could be done better.



After our first Rights Council session, we needed another meeting to discuss in more detail how to run the Child Rights Poll. We decided to do the poll offline, and persuaded teachers to run it immediately after teaching the child rights lesson. This worked well as the themes were still fresh in the students' minds.



The teachers collected the poll answer sheets and passed these onto the Rights Council to be analysed. Members of the Rights Council helped students who needed extra support to understand and fill out the poll answers. Unfortunately, we didn't have enough money to also print the student worksheets. However, teachers still managed to lead conversations in the classroom to get students thinking about positive actions to improve child rights in our school.

© UNICEF/  
UN0610378/Le  
Vu – Four friends  
of 11 years old  
who are sharing  
experiences at  
their secondary  
school in northern  
Vietnam.





## Step 3

# Hold a Rights Council session to analyse results



**TIME:** 1.5- 2 hours



**GOALS:** Analyse feedback from the Child Rights Poll [and student worksheets if relevant], to find out what people think about child rights at your school; plan for the future broader meeting where other students and adults in the school will help you work on solutions; decide who will do what, when.



This is an exciting and important session!  
Did you get any good responses?  
Did you attend the child rights lesson yourself?  
What did students [and adults] say about children's rights at your school?

## 3.1 Results from the student worksheets

If your school did not use the student worksheets in Annex 5 as part of the child rights lesson, then ignore this part and go straight to section 3.2!

**TIME:** 20 minutes

**MATERIALS:** Students' worksheets from the classes that took part in the child rights lesson

**Tip!**

Divide the worksheets among the group, so that everyone has a pile.

- Make a chart like the one below, or find another way to compile answers from the student worksheets. How many worksheets voted for each of the five child rights themes in terms of what is going well and what is going not so well? Are there any common themes emerging, or interesting comments? Don't spend too much time on the 'solutions' yet, as you will come back to these later.

	Healthy school environment	Mental well-being	Quality of education	Safety	Student voice and equality
What do students think is going well at school?					
What do students think is not going well at school?					

### 3.2 Results from the Child Rights Poll

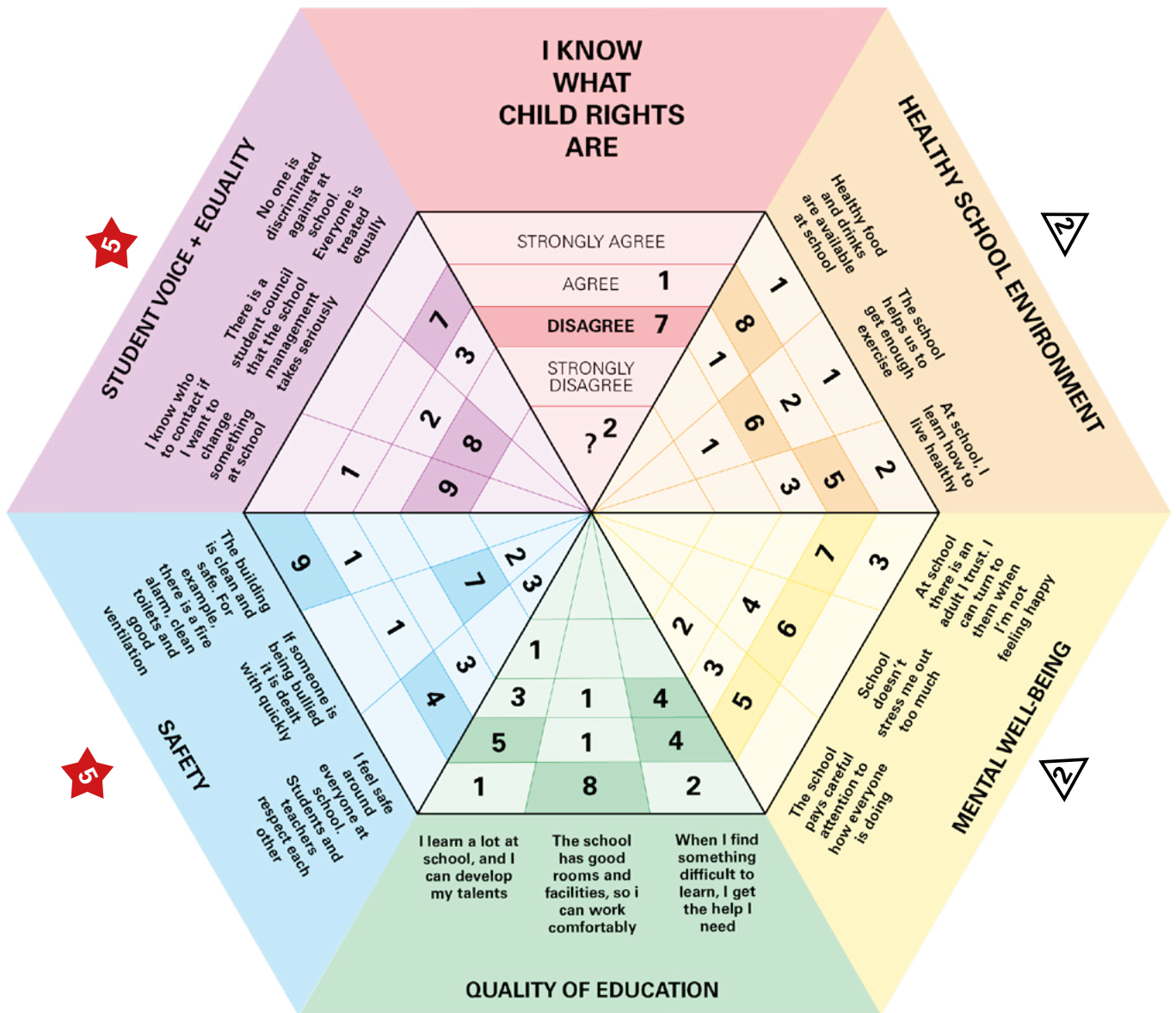
**TIME:** 30 minutes [This will take longer if you have lots of offline paper copies to compile]

**MATERIALS:** Results from the Child Rights Poll; Annex 6 to record results (optional)

- Look at and discuss the results of the Child Rights Poll. The way you do this will depend on whether you ran the poll online, in which case the results will be already compiled, or if you ran the poll offline and have paper copies that need sorting. If your school did the poll with adults well as students, then divide the responses into two groups so you can compare any differences.
- You can use the framework in Annex 6 to help record the results if you want [using one copy for students' responses, and one copy for adults' responses, if relevant].
- If you have lots of paper copies, agree on the best way to work together to compile the answers.
- How many students/adults answered Strongly Disagree / Disagree / Agree / Strongly Agree / No Opinion (or don't understand) for each question? You can write these numbers in each segment of the Annex 6 diagram. When you have done this, for each question (or 'slice' of the diagram), colour in the segment which received the most votes. For example, if the majority of students/adults 'agree' that 'healthy food and drinks are available at school', then colour in the 'agree' part of the slice.
- How many students/adults voted for each of the five child rights themes in terms of what is going well and what is not going so well? Write this number outside the diagram in Annex 6, next to the title of each theme, using one colour for 'going well' and a different colour for 'not going well'.
- Your completed Annex 6 diagram might look like this (this example only shows 10 responses per question):



© UNICEF/  
UN0572476/  
Kirakosyan/  
Hieroglyph -  
Children are  
collaborating  
to prepare a  
presentation for  
their peers in  
Armenia



△ GOING WELL

★ NOT GOING WELL

### 3.3 Reflect on the results

**TIME:** 40 minutes

**MATERIALS:** Results from the student worksheets [if relevant] and Child Rights Poll

- By the end of this session, you need to agree on:
  - \* Which child rights theme is going well;
  - \* Which child rights theme students want to see improve.
- Base your decisions on the results from the student worksheets [if relevant] and the Child Rights Poll.
- However, it might not be so easy! Maybe there is a clear answer, for example if most students agree that one theme is going well or not so well. But be careful! There might be some things which are not consistent or which contradict each other in the results.
  - \* If you have student worksheets: **is the choice of best and worst child rights theme the same as students chose in the Child Rights Poll?**
  - \* **Did each theme score well or badly across all three poll questions, or are there differences?** For example, in the sample results in section 3.2, there are big differences within the 'safety' theme: students 'strongly agree' that the physical building is safe (and this is the highest scoring question in the poll overall), but they 'strongly disagree' that bullying is dealt with quickly. Furthermore, half of students in the poll highlighted 'safety' as a theme that is not going well.
  - \* **Are there any differences of opinion in the poll results?** In the example in section 3.2, for 'quality of education', equal numbers of students both 'agree' and 'disagree' that 'when I find something difficult to learn, I get the help I need'.
  - \* **Are there any minority opinions?** For example, did most students vote one way, but a small number voted differently? Can you analyse more these differences of opinion and minority opinions? For example, are there more girls or boys on each side of an argument?



In our school, the Rights Council asked the mathematics teacher to use the poll results in one of her classes, to do more analysis on how girls and boys responded in the poll. She worked with the students to produce graphs showing percentages of answers divided by gender. It was really interesting to see some differences!

- \* **Do the answers for individual poll questions match the overall choice of best and worst themes?** For example, if most students 'agree' or 'strongly agree' with questions in one theme, did they also vote for that as the best theme overall? If not, then maybe they are thinking of some other aspects of that theme which are not going well in school, even if these aren't reflected in the poll questions.



We had a really interesting and lively discussion in our Rights Council. Based on our poll results shown in step 3.2 above, we agreed that the theme going well in our school is 'quality of education' and the overall theme that deserves more attention is 'student voice and equality'. However, we were also really worried about the results for bullying, so we decided to include this as an extra area that needs specific action.

- Use this discussion as a chance to develop your **'critical thinking skills'**. This means looking at the evidence from different angles, being open to new ideas, and then making a judgement based on this analysis. You can also practice ways of **respectfully listening to, and agreeing and disagreeing with, each other**: look back to the 'cooperation agreement' you developed as a group back in section 2.2 about how to work well together. The teacher in the Rights Council can help guide discussions, but they mustn't take over or force their opinion on the students!

Congratulations! You have chosen your themes! Make a note of them here.

<b>The child rights theme that is going well at school is:</b>	
This can be seen from:	
The children's rights that are associated with this are:	
<b>The child rights theme that needs more attention at school is:</b>	
This can be seen from:	
The children's rights that are associated with this are:	

### 3.4 Collect all the solutions received so far

**TIME:** 10 minutes

**MATERIALS:** Results from the student worksheets [if relevant] and Child Rights Poll

- Collect all the solutions from the student worksheets [if relevant] and from the Child Rights Poll. Group them by child rights theme. Within each theme, group together any ideas which are similar. You can also add your own ideas.
- Keep the lists of solutions safe as you will need them for the next meeting. Also, the new Rights Council that will take over the rights respecting journey next year or in a subsequent year will need them, to compare results from future surveys and to keep making the school even better!








### 3.5 Prepare a broader meeting to share results and agree on solutions

**TIME:** 25 minutes

- The next step in the process is to share what you have learned with more students and adults in the school, and work together with them to agree on some solutions for the priority child rights themes(s) you have identified as needing action. The more people who are involved in making these decisions, the more likely they are to be enthusiastic and take action!
- You therefore need to organize a meeting with some others in the school. Step 4 suggests a way to run the school meeting. Look at Step 4, then use the table here to help you plan the meeting. Make someone responsible for each step, with a deadline.



**Make sure the broader meeting is fun! If you speak enthusiastically, the others will become enthusiastic, too!**

	TASK	WHO?	WHEN?
1	 <b>Plan the next session</b> When will you have the broader meeting to share results and agree on solutions (90 minutes)? How many people should come? Where is a good place to meet?		
2	 <b>Invite people to the next meeting</b> Who do you want to invite? People who are very involved with the chosen theme? Or a mixed group of students and teachers representing different parts of the school? Is it possible to invite the school's senior management to this session? [If so, this will make the later stage of signing the agreement with them easier]. How will you make sure that everyone knows where and when the meeting will take place?		
3	 <b>Opening remarks</b> One or two members of the Rights Council will give a short summary at the start of the broader meeting. Who will prepare and deliver this introduction? Do you just want to talk about the theme or give a presentation? What are you going to say? The presentation (maximum 5 minutes) should answer the following questions: <ul style="list-style-type: none"> <li>How did you choose the child rights theme that is going well, and the one which needs more work?</li> <li>Which child rights theme is going well at school? And how do you know that?</li> <li>Which child rights theme deserves more attention at school? And how do you know that?</li> <li>Which children's rights are associated with this?</li> <li>What solutions have already been put forward?</li> </ul>		
4	 <b>Materials</b> What materials do you need for the school meeting? Who will prepare them? Where will you keep them? Who will bring them to the school meeting?		
5	 <b>Agenda</b> How will you make sure you remember your own tasks? And that you can communicate with each other?		

End of the session!

You have:

- Discovered what people have to say about child rights at school
- Chosen a child rights theme that deserves more attention
- Planned a broader meeting with others in the school
- Agreed on actions to take and who will do what, when

Next time you will lead the broader meeting to share the results and agree on solutions.





## Step 4

# Hold a broader meeting to share results and agree on solutions



**TIME:** 90 minutes



**GOALS:** Share results with a wider group of students and adults in the school; work together to agree on solutions; discuss the proposed solutions with school management resulting in a signed agreement between the Rights Council and school management; present the agreed solutions to everyone at school.

**Tip!**

If you are able to get one or more representatives of senior school management to attend this meeting, then that is great! They should be encouraged to join the groups and work directly with students to discuss problems and solutions, but they shouldn't take over the discussions: students and adults should work together as partners.

## 4.1 Warm-up and introduction

**TIME:** 10 minutes

- Welcome to this special meeting! Today we are going to come up with ideas on how to improve rights in our school.
- Let's do a warm-up activity: Stand up [or wave your hands in the air\*] if you agree with these statements:
  - » I am creative
  - » I want to improve things at school
  - » Today I have a lot of energy
  - » I have no idea what we're going to do during this meeting, but I trust the Rights Council to explain everything!

[\* Adapt the instructions as appropriate to take into account any children with specific disabilities in the audience.]

- We are members of the Rights Council, and we are working on a project called "How Rights Respecting is Your School?" As part of this project, you might have already had a child rights lesson or completed the Child Rights Poll. We want to share the results of what students [and adults] think about rights in our school, then get your help to come up with solutions. Once we have agreed on some solutions, we'll discuss these with the school management, then share them with everyone in the school.
- [Opening remarks from the Rights Council, as prepared in step 3.5, which explain:
  - » How we chose the child rights theme that is going well, and the one which needs more work;
  - » Which child rights theme is going well at school and how we know that;
  - » Which child rights theme deserves more attention at school and how we know that;
  - » Which children's rights are associated with this;
  - » What solutions have already been put forward.]
- Any questions? [Try to answer any questions together. It is important to be clear on what you want to improve at school.]

## 4.2 What do we want to change?

**TIME:** 20 minutes

**MATERIALS:** Pens and paper, flipchart paper or post-it notes (optional)

- Let's think more about the child rights theme we want to work on [remind them what this is].
- We want everyone to feel comfortable and safe in these discussions. Remember – we're really interested in your ideas, but you don't have to say anything if you don't want to. Listen to each other carefully and with respect. Talk about problems in general, but don't mention the names of specific people. In other words, respect other people's privacy. If you're worried about something and want to discuss it more after today's meeting, then you can always contact [insert the name of your school counsellor or safeguarding focal point].
- OK – let's go back to our child rights theme. Do you have an example of a problem at school linked to this theme? How can you tell that this is a problem?
- [Optional, if resources allow] Write your example on a piece of paper/ flipchart / post-it note.
- [Divide into groups of about six people – or whatever number you think is good to encourage discussions]. Discuss the problems which have been identified<sup>2</sup>:
  - \* [Optional, if you have time] Unpack the problems based on the "problem-solution tree" show in step 4.4. Have you really identified the root causes of the problem?
  - \* Why do we think these problems exist?
  - \* Do they have race/ethnicity, class, gender, disability, age, or sexual orientation dimensions?
  - \* Are the problems related to who takes part – and who doesn't take part – in making decisions in the school?
  - \* Who benefits and who loses or suffers as a result of these problems?
  - \* We don't have to share answers to this next question, but we can think about our own behaviour: Have we or any other members of our community contributed in any way to creating and carrying on the problem (for example, by acting or not acting in certain ways, by ignoring abuses or by not reporting incidents)?
  - \* Who has the power to change the situation? Who are the 'rights-holders' and who are the 'duty-bearers'?
  - \* What can we do to address the reason behind this problem?
  - \* How can we help to change things for the better?
- [Come back together as the whole group and invite each group to share the one most interesting point from their discussions].

## 4.3 Energizer!

**TIME:** 5 minutes

- Great work! You are making good progress! To come up with solutions we need to energize ourselves.
- [This is just an example of an energizer. Choose something that is fun, that will work well in your culture and that is inclusive of children with disabilities in your group].
- **"Shockwave"**: Move into a circle and hold hands. One person volunteers to be outside the circle. They will be the "shockwave starter". Explain what will happen: In a moment, everyone will close their eyes. The shockwave starter will then tap someone gently on the shoulder. That will trigger a shockwave. The person who feels the shockwave starter's hand on their shoulder then moves both their arms. This triggers a shockwave on two sides: If you feel the arm of the person next to you move, you pass on the shockwave through your arms to the person next to you on the other side. Eventually, the shockwave will end up at one person who will receive it through both arms at the same time! They then shout 'KABOOM'!

2. These discussion questions have been adapted from '[Taking The Human Rights Temperature of Your School](#)', in *Economic and Social Justice: A Human Rights Perspective*, by David Shiman, written with Kristi Rudelius-Palmer [adapted in turn from David Shiman, *Teaching Human Rights* (Denver: Center for Teaching International Relations, University of Denver, 1999)].

## 4.4 What's the solution?

**TIME:** 30 minutes

**MATERIALS:** Solutions in relation to the chosen theme(s) from student worksheets [if relevant] and Child Rights Poll; pens and paper, flipchart paper or post-it notes; 3 stickers per person (optional)

- In groups of four to five people, we are going to **think of solutions to the problems we identified in relation to our chosen theme(s)** so that children's rights are even better safeguarded at school! We will agree on the best solutions from all the different groups and then present these to the school management and share them with everyone in the school.

**Tip!**

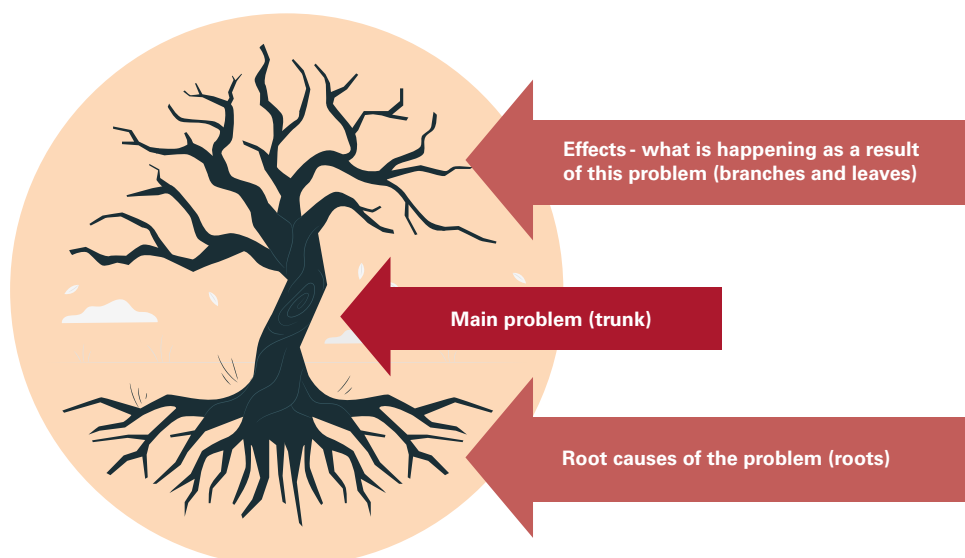
Think of solutions that the school and students can actually implement together. Some things may not be decided by the school or students, but by the government.

**Tip!**

Make sure your solutions are realistic. For example, your school may not have the money to "provide free books for everyone". However, there might be an alternative solution to the same problem which is less about money and more about the way that decisions are made, or how people spend their time, or how things in the school are organized or prioritized. Be creative!

**Tip!**

If you have more time available for this exercise, you can draw a "problem-solution tree" to analyse the issues more deeply. What is the level of your solutions? Are they addressing the root causes of the problem, or just the visible effects of the problem?



- [Divide people into groups of four to five people, with pens and paper, flipchart paper or post-it notes to make notes. **Give each group a copy of any solutions** for the theme from the student worksheets [if relevant] and the Child Rights Poll].
- In your groups, look at the existing ideas for solutions. You can discuss these or use them as inspiration for your own ideas. **Write down your best solutions on the large sheet of paper. You only have 10 minutes** [set a timer]. Go!
- [Bring the groups back together and display the papers around the room].



**Voting:** Everyone will now walk around the papers, read the solutions, choose their three favourite solutions and mark them with a star. [They can do this with a pen or with stickers if resources allow].



**Prioritizing:** [Someone reads out the ideas that have received the most stars]. How many solutions should we present to school management? Which ones? [Circle the chosen solutions].



- Great work! Now we have chosen the solutions, we need to present them:
  - \* To the school management – to get their agreement – then...
  - \* To everyone in the school
- Let's divide into two groups to prepare these presentations. Choose which one you want to join:
  - \* Group 1: Presentation for school management
  - \* Group 2: Presentation for the whole school

## 4.5 Share the solutions!

**TIME:** 25 minutes

**MATERIALS:** Solutions which have been agreed in relation to the chosen theme(s); sample poster in Annex 7 (optional); sample agreement with school management in Annex 8




The two groups work in parallel. Make sure there is at least one Rights Council member in each group to help out and take note of who will do what.




### Group 1: Presentation for school management

You have come up with some great solutions! Now the school management needs to see and hear about them. They need to know what students think is important and to help with the solutions. Together, you can really bring about change at school! Use this table to plan how you will present. Make someone responsible for each step, with a deadline.








This activity assumes that there is not a member of the school senior management already present in this broader meeting. However, if there is someone present from the school senior management, then they should join this group and you can decide how this activity should be adapted. For example, can it go ahead as planned, with the senior manager giving advice on how to present the work to other senior managers not present? Or is this group work already an opportunity to negotiate and sign the agreement with senior management, without the need for another, future meeting? What would work best for you?

	TASK	WHO?	WHEN?
1	 <b>Plan the presentation</b> When will you have the meeting with school management to present the solutions? How long will it take? How many people should come? Where is a good place to meet?		
2	 <b>Invite people to the presentation</b> Who should be invited? How will you make sure that they know where and when the presentation will take place? There should be at least one member of the Rights Council present at the meeting so they can sign the 'agreement'. Someone from school management will also sign the same agreement.		
3	 <b>Decide how to present</b> How will you explain what has happened as part of the project "How Rights Respecting is Your School?" How will you present the solutions to school management? Who will prepare and deliver this presentation? If you want, you can fill in and use the poster in Annex 7, or you can choose another way. Take a copy of Annex 8 (sample agreement) to the presentation but don't complete it in advance: wait until you can discuss the possible solutions with the school management, then fill it in together during the meeting and get it signed by someone from the Rights Council, and someone from school management.		

4	 <b>Practice the presentation</b> When can you practice the presentation, to make sure that everything will go smoothly?		
5	 <b>Materials</b> What materials do you need for the presentation? Who will prepare them? Where will you keep them? Who will bring them to the presentation?		
6	 <b>Agenda</b> How will you make sure you remember your own tasks? And that you can communicate with each other?		

### Group 2: Presentation for the whole school

Great solutions! Now people need to see and hear about them. Many students at school participated in the project "How Rights Respecting is Your School?" They took part in the child rights lesson or completed the Child Rights Poll. They want to know which solutions have been agreed with the school management. Together, you can really bring about change at school! Use this table to plan how you share this information with the whole school. Make someone responsible for each step, with a deadline.

	TASK	WHO?	WHEN?
1	 <b>How can you inform other students at school?</b> What are the best ways to reach them?		
2	 <b>What are you going to say?</b> Write a short summary outlining: The results of the project "How Rights Respecting is Your School?": Which child rights theme is going well at school? And which theme deserves more attention? And how do you know that? Which children's rights are associated with this? Which solutions will be presented to the school management? <b>Note:</b> Keep it short and sweet! You can use the sample poster in Annex 7 if you want. The other group might also use this to help with their presentation to school management.		
3	 <b>Make it engaging</b> Add a fun image, think of a catchy title. How can you make the message engaging? Because then it will stand out more, and more students will read it! What ideas do you have?		
4	 <b>Materials</b> What materials do you need? Who will prepare them? Where will you keep them? Who will display them?		
5	 <b>Agenda</b> How will you make sure you remember your own tasks? And that you can communicate with each other?		

[Bring the groups together to close]. Congratulations! Thanks for all your hard work. Share your thoughts about this session in one word. [You can throw around a ball to encourage this and keep it fast].

End of the session!

We have:

- Come up with solutions
- Thought of ways to inform school management and everyone in the school
- Agreed on actions to take and divided tasks

Good luck with your presentations! The Rights Council is here to help you.







## Step 5



## Check that students and adults are taking action – then celebrate!



- How will you check that the two groups do their presentations to school management and to the whole school?
- After that, how will you check throughout the school year that people are doing what they said they would do in the agreement with school management?
- How can you keep the ideas alive and keep promoting child rights in your school?
- Can you organize an end-of-year child rights party to celebrate your achievements?

Use this checklist to help plan the important next steps.

	TASK	WHO?	WHEN?
1	 <b>Presentation to school management</b> Help Group 1 (from step 4.5) give their presentation to school management. They might need help to finish their preparations as well as to actually give the presentation. [If a senior manager was already present in the broader meeting, then this step may not be necessary]		
2	 <b>Sign the agreement with school management</b> At least one member of the Rights Council must be present during the presentation to school management- to answer any questions about the project, to help negotiate what the agreement should say (Annex 8), and then to sign the agreement on behalf of the Rights Council. [A representative of school management will also sign it]. [If a senior manager was already present in the broader meeting, and has already signed the agreement, then this step may not be necessary]		
3	 <b>Help the whole school know about the agreement</b> Decide on the best ways to share the signed agreement. Can you frame the original and put it in a visible place in the school? Can you make copies and ask teachers to discuss it in classes? Can you develop fun, creative explanations about what the agreement means for students (as rights-holders) and adults (as duty-bearers)- for example, art work, cartoons, videos, radio interviews, dramas, puppet shows...?		
4	 <b>Presentation for the whole school</b> Help Group 2 (from step 4.5) give their presentation to the whole school. They might need help to finish their preparations as well as to actually give the presentation. If the agreement with school management has been signed in time for this, then it can be included in the presentation for the whole school (possibly combining some creative ideas from above!)		
5	 <b>Check people are keeping their promises</b> Develop a plan to check, throughout the school year, that students (as rights-holders) and adults (as duty-bearers) are doing what they said they would do in the agreement- to make child rights even better in your school.		
6	 <b>Keep the ideas alive!</b> Agree on some fun activities you can do throughout the year to remind students and adults about child rights and to keep learning more. Further ideas are included in Annex 9, Annex 10 and Annex 11.		

7	 <b>Have a child rights party!</b> Organize a party at the end of the school year for everyone to celebrate child rights and what they have achieved in relation to the agreement!		
8	 <b>Prepare a handover to the next Rights Council</b> Next year, or in a subsequent year, a new Rights Council will run the Child Rights Poll again and will persuade teachers to repeat the child rights lesson with new students, and to act as a refresher for existing students. The idea is to continually improve how rights respecting your school is, year after year. What advice would you give to the next Rights Council to make the process easier or more effective? Can you document some “top tips”? Can some members of your current Rights Council stay on as “advisors” for the first meeting of the future Rights Council, to help share experiences and ensure continuity?		



Thank you for being enthusiastic and taking action to promote child rights in your school. We hope you have enjoyed the adventure and learned new skills!

If you want to take this journey further, check out these extra tools:

**Annex 9: The UNICEF Theory of Change for Child Rights Schools.** You may not have a UNICEF Child Rights Schools initiative in your country, but this can give you an idea of things to aim for as you continue to improve child rights in your school.

**Annex 10: A more detailed questionnaire,** linked to articles of the Convention on the Rights of the Child, to dive deeper into your school policies and practice.

**Annex 11: Suggested methodology for conducting ‘safety walks’ and ‘accessibility walks’** to further explore how students feel about the school.



© UNICEF/  
UN0618883/  
Kanobana -  
Children discuss  
together in their  
classroom in  
Eastern Rwanda

## Annex 1 - Child-friendly Convention on the Rights of the Child

 <p>1</p> <p>DEFINITION OF A CHILD</p>	 <p>2</p> <p>NO DISCRIMINATION</p>	 <p>3</p> <p>BEST INTERESTS OF THE CHILD</p>	 <p>4</p> <p>MAKING RIGHTS REAL</p>	 <p>5</p> <p>FAMILY GUIDANCE AS CHILDREN DEVELOP</p>	 <p>6</p> <p>LIFE, SURVIVAL AND DEVELOPMENT</p>	 <p>7</p> <p>NAME AND NATIONALITY</p>
 <p>8</p> <p>IDENTITY</p>	 <p>9</p> <p>KEEPING FAMILIES TOGETHER</p>	 <p>10</p> <p>CONTACT WITH PARENTS ACROSS COUNTRIES</p>	 <p>11</p> <p>PROTECTION FROM KIDNAPPING</p>	 <p>12</p> <p>RESPECT FOR CHILDREN'S VIEWS</p>	 <p>13</p> <p>SHARING THOUGHTS FREELY</p>	 <p>14</p> <p>FREEDOM OF THOUGHT AND RELIGION</p>
 <p>15</p> <p>SETTING UP OR JOINING GROUPS</p>	 <p>16</p> <p>PROTECTION OF PRIVACY</p>	 <p>17</p> <p>ACCESS TO INFORMATION</p>	 <p>18</p> <p>RESPONSIBILITY OF PARENTS</p>	 <p>19</p> <p>PROTECTION FROM VIOLENCE</p>	 <p>20</p> <p>CHILDREN WITHOUT FAMILIES</p>	 <p>21</p> <p>CHILDREN WHO ARE ADOPTED</p>
 <p>22</p> <p>REFUGEE CHILDREN</p>	 <p>23</p> <p>CHILDREN WITH DISABILITIES</p>	 <p>24</p> <p>HEALTH, WATER, FOOD, ENVIRONMENT</p>	 <p>25</p> <p>REVIEW OF A CHILD'S PLACEMENT</p>	 <p>26</p> <p>SOCIAL AND ECONOMIC HELP</p>	 <p>27</p> <p>FOOD, CLOTHING, A SAFE HOME</p>	 <p>28</p> <p>ACCESS TO EDUCATION</p>
 <p>29</p> <p>AIMS OF EDUCATION</p>	 <p>30</p> <p>MINORITY CULTURE, LANGUAGE AND RELIGION</p>	 <p>31</p> <p>REST, PLAY, CULTURE, ARTS</p>	 <p>32</p> <p>PROTECTION FROM HARMFUL WORK</p>	 <p>33</p> <p>PROTECTION FROM HARMFUL DRUGS</p>	 <p>34</p> <p>PROTECTION FROM SEXUAL ABUSE</p>	 <p>35</p> <p>PREVENTION OF SALE AND TRAFFICKING</p>
 <p>36</p> <p>PROTECTION FROM EXPLOITATION</p>	 <p>37</p> <p>CHILDREN IN DETENTION</p>	 <p>38</p> <p>PROTECTION IN WAR</p>	 <p>39</p> <p>RECOVERY AND REINTEGRATION</p>	 <p>40</p> <p>CHILDREN WHO BREAK THE LAW</p>	 <p>41</p> <p>BEST LAW FOR CHILDREN APPLIES</p>	 <p>42</p> <p>EVERYONE MUST KNOW CHILDREN'S RIGHTS</p>
<p>43-54</p>  <p>HOW THE CONVENTION WORKS</p>	<h1>CONVENTION ON THE RIGHTS OF THE CHILD</h1>					



Children must be registered when they are born and given a name which is officially recognized by the government. Children must have a nationality (belong to a country). Whenever possible, children should know their parents and be looked after by them.

7

Every child has the right to be alive. Governments must make sure that children survive and develop in the best possible way.

6

Governments should let families and communities guide their children so that, as they grow up, they learn to use their rights in the best way. The more children grow, the less guidance they will need.

5

Governments must do all they can to make sure that every child in their countries can enjoy all the rights in this Convention.

4

When adults make decisions, they should think about how their decisions will affect children. All adults should do what is best for children. Governments should make sure children are protected and looked after by their parents, or by other people when this is needed. Governments should make sure that people and places responsible for looking after children are doing a good job.

3

All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason.

2

A child is any person under the age of 18.

1

Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights. Parents can guide children so that as they grow up, they learn to properly use this right.

14

Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people.

13

Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.

12

Governments must stop children being taken out of the country when this is against the law – for example, being kidnapped by someone or held abroad by a parent when the other parent does not agree.

11

If a child lives in a different country than their parents, governments must let the child and parents travel so that they can stay in contact and be together.

10

Children should not be separated from their parents unless they are not being properly looked after – for example, if a parent hurts or does not take care of a child. Children whose parents don't live together should stay in contact with both parents unless this might harm the child.

9

Children have the right to their own identity – an official record of who they are which includes their name, nationality and family relations. No one should take this away from them, but if this happens, governments must help children to quickly get their identity back.

8

When children are adopted, the most important thing is to do what is best for them. If a child cannot be properly looked after in their own country – for example by living with another family – then they might be adopted in another country.

21

Every child who cannot be looked after by their own family has the right to be looked after properly by people who respect the child's religion, culture, language and other aspects of their life.

20

Governments must protect children from violence, abuse and being neglected by anyone who looks after them.

19

Parents are the main people responsible for bringing up a child. When the child does not have any parents, another adult will have this responsibility and they are called a "guardian". Parents and guardians should always consider what is best for that child. Governments should help them. Where a child has both parents, both of them should be responsible for bringing up the child.

18

Children have the right to get information from the Internet, radio, television, newspapers, books and other sources. Adults should make sure the information they are getting is not harmful. Governments should encourage the media to share information from lots of different sources, in languages that all children can understand.

17

Every child has the right to privacy. The law must protect children's privacy, family, home, communications and reputation (or good name) from any attack.

16

Children can join or set up groups or organisations, and they can meet with others, as long as this does not harm other people.

15

Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible. Discipline in schools should respect children's rights and never use violence.

28

Children have the right to food, clothing and a safe place to live so they can develop in the best possible way. The government should help families and children who cannot afford this.

27

Governments should provide money or other support to help children from poor families.

26

Every child who has been placed somewhere away from home – for their care, protection or health – should have their situation checked regularly to see if everything is going well and if this is still the best place for the child to be.

25

Children have the right to the best health care possible, clean water to drink, healthy food and a clean and safe environment to live in. All adults and children should have information about how to stay safe and healthy.

24

Every child with a disability should enjoy the best possible life in society. Governments should remove all obstacles for children with disabilities to become independent and to participate actively in the community.

23

Children who move from their home country to another country as refugees (because it was not safe for them to stay there) should get help and protection and have the same rights as children born in that country.

22

Governments must make sure that children are not kidnapped or sold, or taken to other countries or places to be exploited (taken advantage of).

35

The government should protect children from sexual exploitation (being taken advantage of) and sexual abuse, including by people forcing children to have sex for money, or making sexual pictures or films of them.

34

Governments must protect children from taking, making, carrying or selling harmful drugs.

33

Children have the right to be protected from doing work that is dangerous or bad for their education, health or development. If children work, they have the right to be safe and paid fairly.

32

Every child has the right to rest, relax, play and to take part in cultural and creative activities.

31

Children have the right to use their own language, culture and religion - even if these are not shared by most people in the country where they live.

30

Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.

29

Governments should actively tell children and adults about this Convention so that everyone knows about children's rights.

42

If the laws of a country protect children's rights better than this Convention, then those laws should be used.

41

Children accused of breaking the law have the right to legal help and fair treatment. There should be lots of solutions to help these children become good members of their communities. Prison should only be the last choice.

40

Children have the right to get help if they have been hurt, neglected, treated badly or affected by war, so they can get back their health and dignity.

39

Children have the right to be protected during war. No child under 15 can join the army or take part in war.

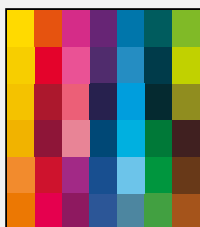
38

Children who are accused of breaking the law should not be killed, tortured, treated cruelly, put in prison forever, or put in prison with adults. Prison should always be the last choice and only for the shortest possible time. Children in prison should have legal help and be able to stay in contact with their family.

37

Children have the right to be protected from all other kinds of exploitation (being taken advantage of), even if these are not specifically mentioned in this Convention.

36



# CONVENTION ON THE RIGHTS OF THE CHILD

## THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD – THE CHILDREN'S VERSION

The United Nations Convention on the Rights of the Child is an important agreement by countries who have promised to protect children's rights.

The Convention on the Rights of the Child explains who children are, all their rights, and the responsibilities of governments. All the rights are connected, they are all equally important and they cannot be taken away from children.

This text is supported  
by the Committee on  
the Rights of the Child.



These  
articles  
explain  
how governments,  
the United Nations –  
including the Committee  
on the Rights of the Child  
and UNICEF – and other  
organisations work to make  
sure all children enjoy all  
their rights.

43-54

## Annex 2 – CRC: more ideas for playing with the articles as a card game

- \* **Colours and numbers:** Mix the cards up or hide them round the room. Find the cards and arrange them in a grid to create the Convention overall icon. Choose your favourite colour or number and read the article. Why is this article / right important?
- \* **Rainbow:** Everyone has a card. Get into groups of the same colour (red, orange, yellow, green, blue, purple, pink, brown and grey). Discuss: What picture and number is on your card? What do you think it means? What things look the same or different in your pictures? *[Harder: Can you see any connections between the rights?]* Make new rainbow groups of mixed colours. Discuss again. All groups come together to make one big rainbow. Message: Each colour / right is important on its own, but they are all connected and stronger together.
- \* **Pictures:** Find all the articles which include: a heart / shield / house / hand / leaf / fruit / world / scales of justice / paintbrush / musical notes / 0-1-2-3-4-5 people. *[Harder: Explore connections between the articles in these groups].* Which picture do you like best? Why? What do you think it means? Why is this article important? Is this the best picture to illustrate this article? What picture would you draw to illustrate this article?
- \* **Numbers in a circle:** Everyone has a card. Make a circle in order of the numbers. Step forward if you're holding: today's date (day and month); an odd/even number; your own birthday- day or month; the answer to this math question (e.g.  $8 + 10 = ?$ ). Read out the articles each time, or discuss the pictures, and explain why that article is important.
- \* **Groups of numbers:** Spread out the cards on the floor or table. Alternatively, do this as a team competition. As quickly as possible, group together: all odd / even numbers; all numbers including the figure 1/2/3/4/5/6/7/8/9; *[Harder: all prime numbers / multiples of 3/4/5... etc.]* Discuss the rights in each group and find connections between them.
- \* **Child rights math:** Print out signs for  $+$   $-$   $\times$   $\div$   $=$ . Alternatively, stick the cards onto a black / whiteboard and write the symbols on the board. Make sums using the article numbers. *[Harder: Use the sums as a metaphor. For example,  $7+8=15$ : "Why might you need a name and nationality plus identity in order to set up or join groups?";  $19-2=17$ : "What is the impact of taking 'no discrimination' away from 'protection from violence', and how might this link to 'access to information'?"].*
- \* **Bingo:** Shuffle the cards and divide them equally into 6 groups (adapt as necessary) with 1 or more person per group. Call out random article numbers or read out the article text. *[Harder: Describe instead what the article, or its violation, means. For example, "Children must not be put in prison with adults" (Art. 37); "If this right is not respected then children have no chance to relax and have fun" (Art. 31)].* The first team to have all their articles called out wins. The winning team reads out their articles *[Harder: ...and they have to explain why each article is important. If they can't explain, other teams can "win" the article by explaining its importance. The first team is then "out," and the bingo game continues until another team wins].*
- \* **Pairs:** Participants work in pairs and choose two cards at random. They discuss which card is the most important and why. [Reminder at the end: All rights are equally important and connected to each other. All children have all the rights in the CRC. Rights cannot be taken away from children].
- \* **Make groups:** Make groups of cards which have similar characteristics. Give these groups a name. Explain: All rights are important and interconnected, but there are 6 rights which have an overarching importance for all the others. Can you guess which 6 and why? [Articles 2, 3, 4, 5, 6, 12]. Re-group all the cards according to these 6 rights (there are no right or wrong answers, but this can stimulate discussions).

- \* **Freeze frame:** Choose a card at random, then ask participants to create a mime or freeze frame of that card to promote discussion. Alternatively, either individually or in teams, participants choose a card and create a freeze frame to describe it. Others must guess which article is being described. [Sensitivity warning: it may be appropriate to remove some cards, e.g. articles relating to violence and sexual abuse].
- \* **Same rights – different situations:** Each person imagines the profile of a specific child (in any country or situation). How old are they? What gender? Where are they from? What is their family / health / education / social / economic / disability / minority status situation? What challenges do they face? What are their strengths? Draw a simple picture of this imaginary child. Form a straight line. The facilitator chooses 15 cards and reads them aloud in turn, e.g. “You have a home / clean water / chance to play / can speak out...”. If participants think their imaginary child would have this right fulfilled, they take one step forward. At the end, participants stay in place and discuss any inequalities. Why has your imaginary child ended up here? How does it feel, compared to where the others are standing? What can be done?
- \* **Story:** Participants take a random selection of 4 cards and create a story around those rights being denied to a child. Whose responsibility is it to take action? Who should do what?
- \* **Interview:** Each participant takes a card and conducts an interview about it with a parent, caregiver, other relative, teacher or peer: What do you think about this article? Have attitudes about this changed over time or between generations? Progress towards implementation? Challenges? Ways forward?
- \* **Case studies:** In pairs or small groups, select the cards you think are relevant to: a local / national / international news story; a video; a case study; a government policy; a legal case. Which rights are being protected or violated? What can be done, by who, to improve the situation? Who has what kind of responsibility to protect those rights? [Governments and people who work for the government have the main responsibility to respect, protect and fulfil children’s rights. Parents and communities also have responsibilities under the Convention. Children should understand their own rights and respect the rights of others, but they can’t have their rights taken away from them if they “fail to fulfil their responsibilities”. Let’s all work together to ensure everyone’s rights are respected, protected and fulfilled].
- \* **Role play:** In groups of 6-8, imagine you are the government of a country. [Harder: Allocate specific roles like Minister of Education / Health / Finance / Defence / Justice etc.] You have to save money. Agree as a group which 10 articles children don’t need and take those cards away. You then have to save even more money by taking away another 10 cards. Discuss: How did you find the process? What would be the impact of denying these rights to children? What would the impact be on other rights? How do real governments make decisions to prioritise resources?
- \* **Survey:** Each participant takes a card and conducts a survey on how often they have come across that right during the week. Make graphs / charts to analyse the results. Discuss as a group which articles are being implemented well or not in your school / community / country / the world. What action can be taken to improve the situation? Alternatively, choose a “Right of the Week” and all participants explore the same right at the same time. [Harder: Download the most recent Concluding Observations from the Committee on the Rights of the Child about your country. What recommendations were made in relation to which cards / articles? What still needs to be done, by who? Turn this into an advocacy or campaign strategy].
- \* **Child-friendly version:** Compare the wording of these child-friendly cards to the full legal text of the Convention. What information is missing? What, if anything, would you change in the child-friendly version (bearing in mind the need to balance legal accuracy with something that is simpler and easier for children to understand)?
- \* **Over to you!** Invent your own game or activity!





## Annex 3 - Child Rights Poll for children





Thanks for taking part! Everyone under the age of 18 has special rights called child rights. Fill in this Child Rights Poll and let us know – anonymously – what things are going well at your school or what could be improved. There are no wrong answers, just be honest! Your school's Rights Council will collect the answers then use them to make sure that your rights are safeguarded even more! The poll only takes a few minutes to complete.





### About you

This poll is anonymous, but we want to know two things about you:





1. How old are you?	13 <input type="radio"/>	14 <input type="radio"/>	15 <input type="radio"/>	16 <input type="radio"/>	17 <input type="radio"/>	18 <input type="radio"/>
2. What gender are you?	Female <input type="radio"/>	Male <input type="radio"/>	3rd gender / non-binary <input type="radio"/>	I prefer not to say <input type="radio"/>		

Healthy school environment	 Strongly disagree	 Disagree	 Agree	 Strongly agree	I don't have an opinion / I don't understand
3. Healthy food and drinks are available at school.					
4. The school helps us to get enough exercise.					
5. At school, I learn how to live healthily.					





Mental well-being	 Strongly disagree	 Disagree	 Agree	 Strongly agree	I don't have an opinion / I don't understand
6. At school, there is an adult I trust. I can turn to them when I'm not feeling happy.					
7. School doesn't stress me out too much.					
8. The school pays careful attention to how everyone is doing.					

Quality of education	 Strongly disagree	 Disagree	 Agree	 Strongly agree	I don't have an opinion / I don't understand
9. When I find something difficult to learn, I get the help I need.					
10. The school has good rooms and facilities, so I can work comfortably.					
11. I learn a lot at school, and I can develop my talents.					

## Safety

	 Strongly disagree	 Disagree	 Agree	 Strongly agree	I don't have an opinion / I don't understand
12. I feel safe around everyone at school. Students and teachers respect each other.					
13. If someone is being bullied, it is dealt with quickly.					
14. The building is clean and safe. For example, there is a fire alarm, clean toilets, and good ventilation.					

## Student voice and equality

	 Strongly disagree	 Disagree	 Agree	 Strongly agree	I don't have an opinion / I don't understand
15. I know who to contact if I want to change something at school.					
16. There is a student council that the school management takes seriously.					
17. No one is discriminated against at school. Everyone is treated equally.					

## General questions

	 Strongly disagree	 Disagree	 Agree	 Strongly agree	I don't have an opinion / I don't understand
18. I know what children's rights are.					

	Healthy school environment	Mental well-being	Quality of education	Safety	Student voice and equality
19. What does your school score <u>best</u> on? Tick <u>one</u> box.					
20. What does your school score <u>worst</u> on? Tick <u>one</u> box.					
21. Is there anything you would like to improve at school? Or anything else you want to say?	(open answer)				







## Annex 4- Child Rights Poll for adults





Thanks for taking part! Everyone under the age of 18 has special rights called child rights. Fill in this Child Rights Poll and let us know – anonymously – what things are going well at your school or what could be improved. There are no wrong answers, just be honest! Your school's Rights Council will collect the answers to help make your school even more rights respecting! The poll only takes a few minutes to complete.





### About you

This poll is anonymous, but we want to know one thing about you:





1. What gender are you?	Female <input type="radio"/>	Male <input type="radio"/>	3rd gender / non-binary <input type="radio"/>	I prefer not to say <input type="radio"/>
-------------------------	------------------------------	----------------------------	---	---

Healthy school environment	 Strongly disagree	 Disagree	 Agree	 Strongly agree	I don't have an opinion / I don't understand
2. Healthy food and drinks are available at school.					
3. The school helps students to get enough exercise.					
4. At school, students learn how to live healthily.					





Mental well-being	 Strongly disagree	 Disagree	 Agree	 Strongly agree	I don't have an opinion / I don't understand
5. At school, students have an adult they can trust. Students can turn to this adult when they are not feeling happy.					
6. School doesn't stress students out too much.					
7. The school pays careful attention to how every student is doing.					

Quality of education	 Strongly disagree	 Disagree	 Agree	 Strongly agree	I don't have an opinion / I don't understand
8. When students find something difficult to learn, they get the help they need.					
9. The school has good rooms and facilities, so students can work comfortably.					
10. Students learn a lot at school, and can develop their talents.					





## Safety

	 Strongly disagree	 Disagree	 Agree	 Strongly agree	I don't have an opinion / I don't understand
11. Students feel safe around everyone at school. Students and teachers respect each other.					
12. If someone is being bullied, it is dealt with quickly.					
13. The building is clean and safe. For example, there is a fire alarm, clean toilets, and good ventilation.					

## Student voice and equality

	 Strongly disagree	 Disagree	 Agree	 Strongly agree	I don't have an opinion / I don't understand
14. Students know who to contact if they want to change something at school.					
15. There is a student council that the school management takes seriously.					
16. No one is discriminated against at school. Everyone is treated equally.					

## General questions

	 Strongly disagree	 Disagree	 Agree	 Strongly agree	I don't have an opinion / I don't understand
17. I know what children's rights are.					

	Healthy school environment	Mental well-being	Quality of education	Safety	Student voice and equality
18. What does your school score <u>best</u> on? Tick <u>one</u> box.					
19. What does your school score <u>worst</u> on? Tick <u>one</u> box.					
20. Is there anything you would like to improve at school? Or anything else you want to say?	(open answer)				

## Annex 5 - Child rights lesson

Dear Teacher – many thanks for agreeing to help the Rights Council with the project “How Rights Respecting is Your School?” Please teach this lesson to as many classes as you can. Thank you!

**TIME:** 60 minutes [can be divided into two sessions or adapted in other ways to fit your timetable]

**MATERIALS:** At least one copy of the child-friendly version of the Convention on the Rights of the Child – Annex 1. If printed double-sided, you can cut it up into individual articles and use it as a card game. Different language versions are available at <https://bit.ly/crcicons>.

### Introduction – 5 minutes

- \* Start a discussion with students. Have you heard of ‘human rights’? What about ‘child rights’? Do you know what they are? What words or ideas come to mind when you hear these terms? [Collect ideas from students].
- \* The Rights Council is leading a project to improve children’s rights in our school and we are going to help. But first we need to understand what child rights are.

Human rights are **basic human needs** that have been put into **legal contracts** between countries- called **human rights treaties**.

We are all human. We all have human rights.

Children (humans under 18 years of age) are in a special stage of development so they have a special sub-set of human rights called child rights.

Child rights are simply **children’s needs which are made into law** in a treaty called the United Nations Convention on the Rights of the Child (CRC).

The CRC is **the most widely accepted** human rights treaty in the world. All countries have signed it, and all except one have gone a step further and ‘ratified’ it. This means they have agreed to put it into the law in their countries. The CRC is also **the most comprehensive** human rights treaty in the world. It has a really wide range of rights all in the same document. All of these rights work together. You can’t divide them. You can’t take just some and ignore the rest. Also, you can’t take rights away from someone to punish them. All children have all of these rights all the time, even if sometimes these rights are not respected in practice. We want to work together to improve mutual respect for rights in our school. **Children are ‘rights-holders’** and they can respectfully claim their rights. **Adults are ‘duty-bearers’** who have an obligation to make sure children can enjoy their rights.

### Exploring the Convention on the Rights of the Child – 15 minutes

**10 minutes – Choose a right:** [Hand out copies of the child-friendly CRC, individually or in groups]. Look at the child-friendly version of the Convention on the Rights of the Child. Choose one right that you are interested in. [In pairs or groups] Look at the picture on one side, and read the short explanation of the right on the other side. Discuss with each other why you chose that right. [Ask for plenary feedback from a few groups. If possible, try to make links between the different rights chosen by students, to show how they are inter-connected].

**5 minutes – Quick quiz** to further familiarise students with the range of rights in the CRC: Look at the pictures of all the rights. As quickly as possible, find all the articles which include:

- ...a heart [Articles 6, 21, 24, 27, 29, 39 – students should read out the title of the article each time, as well as saying the number]
- ...a shield [Articles 19, 33, 36]
- ...a paintbrush [Articles 29, 31]

[See Annex 2 for more ideas for how to play with the child rights cards if you have more time.]

## Child rights themes in our school – 15 minutes

**5 minutes – Introduction to the five themes:** How many articles are there in the CRC? [54 – of which 42 include the main ideas; numbers 43-54 are more about how the CRC works]. This is a lot to remember. We will simplify things by looking at five themes which are important for our school:

- \* **Healthy school environment** – What does that mean? [Elicit answers] *Being fit and healthy*
- \* **Mental well-being** – What does that mean? [Elicit answers] *Feeling good*
- \* **Quality of education** – What does that mean? [Elicit answers] *Good lessons in a pleasant environment*
- \* **Safety** – What does that mean? [Elicit answers] *Being and feeling safe*
- \* **Student voice and equality** – What does that mean? [Elicit answers] *Making sure everyone has an equal opportunity to be heard*

**10 minutes – Linking the themes to rights:** [If possible, divide students into five groups, each with a different theme]. Look again at the CRC articles. Which articles are relevant for your theme? There are no right or wrong answers: it is up to your own interpretation. [5 minutes to discuss in groups, 5 minutes for plenary feedback. If a connection to an article is not clear, ask students to explain it. Possible answers, although connections can be made with many articles: **Healthy school environment** – Articles 24, 17, 28, 29, 31, 33; **Mental well-being** – Articles 31, 2, 12, 16, 17, 28, 29; **Quality of education** – Articles 28, 29, 2, 3, 12, 17, 23, 31; **Safety** – Articles 19, 2, 3, 12, 13, 14, 16, 23, 28, 29, 30, 33, 34, 36; **Student voice and equality** – Articles 12, 2, 13, 14, 15, 23, 28, 29, 31. Keep a note of the answers as they will be needed later]. As you can see, rights are connected together, overlapping, and mutually reinforcing, in the same way that we can't always divide up our lives and human experiences into neat compartments!

## How do we experience these child rights themes in our school? – 15 minutes

**10 minutes – Group discussions:** Stay in your five groups, one per theme. At school, what makes you aware that you have these rights? [7 minutes in groups, 8 minutes plenary feedback. To help with discussions you can share these prompt questions].

<p><b>Healthy school environment</b> – being fit and healthy</p> <ul style="list-style-type: none"> <li>Does the school help you to get enough exercise?</li> <li>Can you eat and drink healthy at school? And what do students choose: healthy or unhealthy snacks?</li> <li>Is enough information provided about a healthy lifestyle?</li> <li>Can you ask for help about living healthily if you want it?</li> </ul>	<p><b>Mental well-being</b> – feeling good</p> <ul style="list-style-type: none"> <li>Do you learn what mental health is at school?</li> <li>Does school help you feel good about yourself?</li> <li>Or rather the opposite?</li> <li>Do you know who you can turn to if you have problems?</li> <li>Do you feel free and safe to do that?</li> <li>Do people look after each other enough?</li> <li>Do students or teachers quickly notice when you are not doing well, and do they ask about it?</li> </ul>	<p><b>Quality of education</b> – good lessons in a pleasant environment</p> <ul style="list-style-type: none"> <li>Are there good resources at school to help you learn?</li> <li>Are the buildings nice, and do the classrooms provide a pleasant and good learning environment?</li> <li>Do you learn about human rights and child rights at school?</li> <li>Are there things you would like to learn at school that are not taught now? Are there any subjects that are not taught but you would like to have?</li> </ul>
---	---	---

<p><b>Safety</b> – being and feeling safe</p> <ul style="list-style-type: none"> <li>• How do we treat each other at school?</li> <li>• Does everyone feel free to be themselves? Is attention paid to this in the lessons?</li> <li>• Do students and teachers respect each other?</li> <li>• Does everyone feel safe at school? Are there places at school that do not feel safe?</li> <li>• Is it clear what the rules and limits are for safety?</li> </ul>	<p><b>Student voice and equality</b> – making sure everyone has an equal opportunity to be heard</p> <ul style="list-style-type: none"> <li>• Does everyone, regardless of background, have a say in what happens at school?</li> <li>• If you have an opinion about something and you voice it at school, do you feel taken seriously?</li> <li>• Is everyone allowed to be who they are? Does everyone have the same opportunities?</li> <li>• Are there people who feel discriminated against?</li> </ul>
---	--

### **Student Worksheet: Which child rights themes are going well and not so well in our school? – 10 minutes**

[Mix up the groups. Depending on the time available, ask some groups to discuss what is going well, and some to look at problems – or ask all groups to look at both. If you are able to print these as worksheets, please collect them, make sure the class is labelled, then give them to the Rights Council.]



## Student Worksheet

<b>We are in class:</b>	
<b>Which child rights theme is going <u>well</u> at school?</b> Put a tick (✓) by <b>one</b> of these:	<input type="checkbox"/> Healthy school environment <input type="checkbox"/> Mental well-being <input type="checkbox"/> Quality of education <input type="checkbox"/> Safety <input type="checkbox"/> Student voice and equality
<b>And how do you know that?</b>	
<b>What is the role of students (as rights-holders, to claim their rights)?</b>	
<b>What is the role of the school (as a duty-bearer, to fulfil rights)?</b>	
<b>Which children's rights are associated with this?</b>	

<b>We are in class:</b>	
<b>Which child rights theme <u>could be improved</u> at school?</b> Put a tick (✓) by <b>one</b> of these:	<input type="checkbox"/> Healthy school environment <input type="checkbox"/> Mental well-being <input type="checkbox"/> Quality of education <input type="checkbox"/> Safety <input type="checkbox"/> Student voice and equality
<b>What is the problem?</b>	
<b>What is the role of students (as rights-holders, to claim their rights)?</b>	
<b>What is the role of the school (as a duty-bearer, to fulfil rights)?</b>	
<b>Which children's rights are associated with this?</b>	

## What might be a solution to this problem?

<b>What needs to happen?</b>	
<b>Why is that a solution?</b>	
<b>What is the role of the students?</b>	
<b>What is the role of the school?</b>	

**Closing:** Thanks for helping the Rights Council to make our school more rights respecting! There will also be a Child Rights Poll for all students, asking for even more information about the five child rights themes. Please complete the Child Rights Poll!

## Annex 6 – Child Rights Poll results

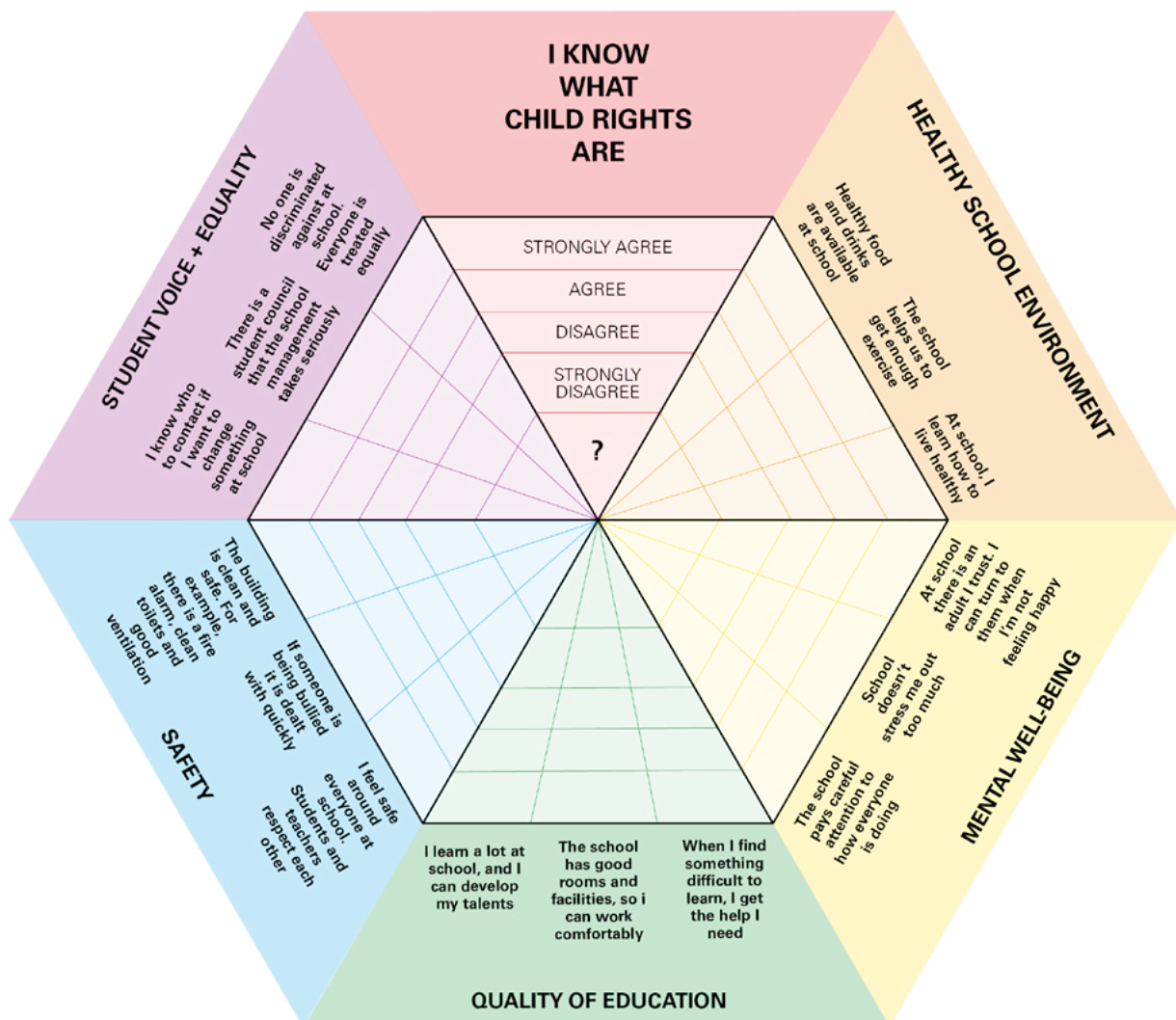
Use the chart to show the results from the Child Rights Poll. Repeat the process in this toolkit each year or in a subsequent year with different students on the Rights Council, to continue your school's journey to become more rights respecting!

Date: \_\_\_\_\_

Number of students who completed the poll

Age	13	14	15	16	17	18	TOTAL
Girls							
Boys							
3rd gender / non-binary							
Prefer not to say							
TOTAL							

- This year, we did well with the child rights theme of \_\_\_\_\_
- This year, we did not do so well with the child rights theme of \_\_\_\_\_
- We have agreed on some actions to take.
  - \* Students, as rights-holders will \_\_\_\_\_
  - \* The school, as a duty-bearer will \_\_\_\_\_



## Annex 7 – Share your solutions!

### Sample poster

**“How Rights Respecting is Your School?” is a UNICEF project that helps students to learn more about child rights and how they are implemented at school. Which child rights do we think are going well at school? And what would we like to improve?**

The Rights Council consists of \_\_\_\_\_ students and \_\_\_\_\_ teachers.  
They organized the project at school.  
\_\_\_\_\_ classes have taken part in the child rights lesson.  
\_\_\_\_\_ students have completed the Child Rights Poll.

**“How Rights Respecting is Your School?”** results:

The analysis shows that students think things are going well with the child rights theme:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This can be seen from: \_\_\_\_\_  
This means that the school is doing well on these children’s rights:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**This is something we can be very proud of!**

The analysis shows that students think there is room for improvement at school when it comes to the child rights theme:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This can be seen from: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This means that more attention should be paid to these children’s rights at school:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**WHAT CAN WE DO?**  
**THESE ARE OUR ideas!**  
**What do you think?**  
**Do you have any ideas?**

Our ideas are:

## Annex 8 – Sample agreement with school management

The Convention on the Rights of the Child states that children have the right to express their opinions and that they must also be heard. This does not mean that students are always right, but it does mean that their concerns and ideas should be taken seriously. The school and the students can work together to find solutions.

**Tip!**

Think of solutions that the school can implement itself. Some things may not be decided by the school, but by the government.

**Tip!**

**Tip for the school management:** If the students' ideas are unrealistic, explain why. Do you have any suggestions as to what would be possible? Do the students think this is a good idea?

**Which solutions have you come up with? What are you going to do?**

---



---



---

### Division of tasks

Who is going to do what? To ensure that the solution actually becomes a reality?

What are the first steps that need to be taken?

What?	Who?	When?

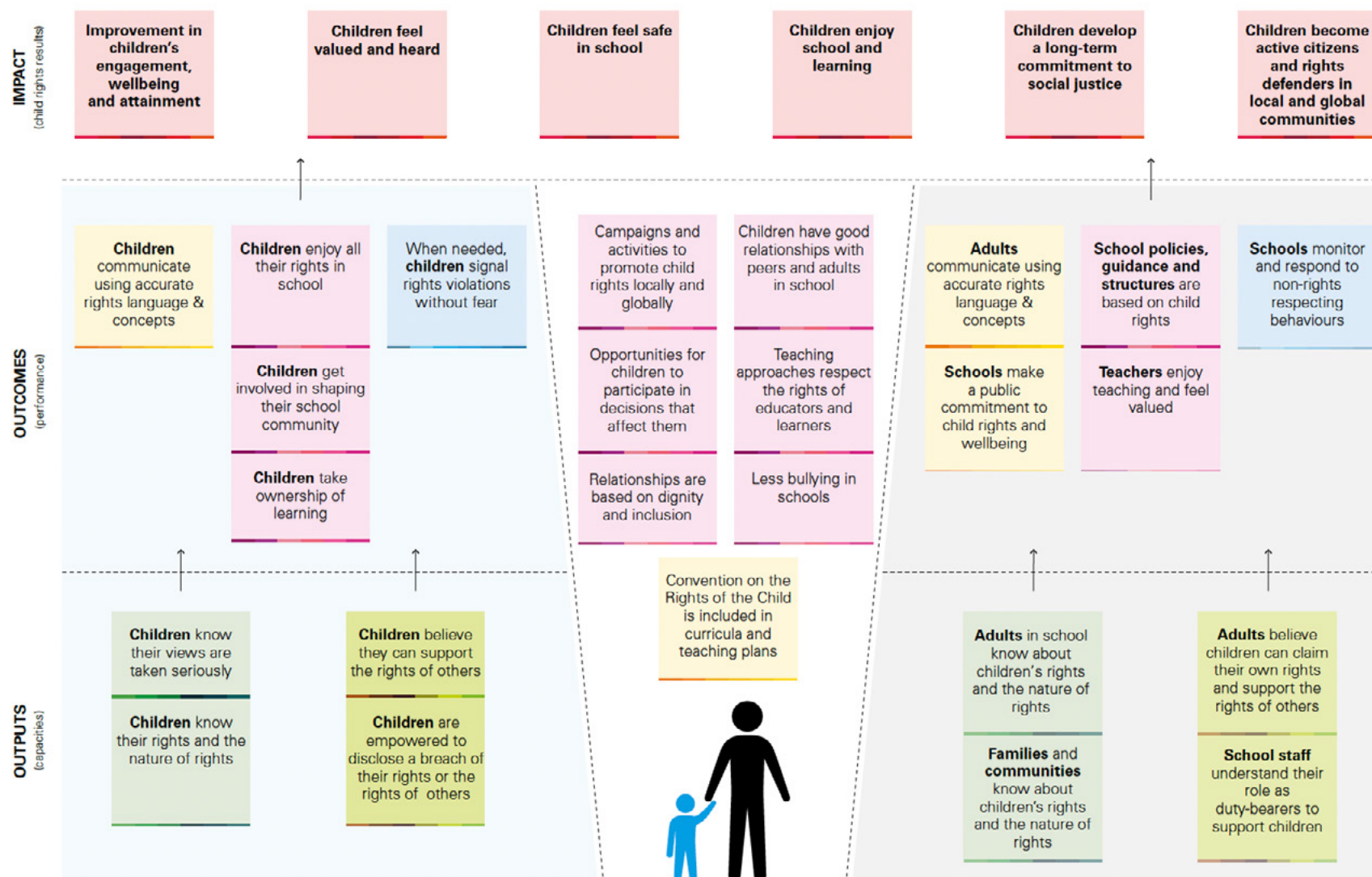
Who will be responsible for checking whether these tasks have actually been carried out?

**This is an important task!**

\_\_\_\_\_  
**Signature, Rights Council**

\_\_\_\_\_  
**Signature, School Management**

## Annex 9 – UNICEF Child Rights Schools Theory of Change





## Annex 10 - Taking it further: a more detailed questionnaire

### Does your school environment give everyone a chance to enjoy their rights?

Source: Jerome, L., & Starkey, H. (2021). *Children's Rights Education in Diverse Classrooms: Pedagogy, principles and practice*. London: Bloomsbury pp 212-214. Revised from Osler, A., & Starkey, H. (1998). Children's Rights and Citizenship: Some Implications for the Management of Schools. *The International Journal of Children's Rights*, 6, 313-333. [Reproduced here with permission of the authors].

Students and staff can both experience the denial of their rights and freedoms. The list below will enable you to judge quickly and easily whether the spirit of the Convention on the Rights of the Child is followed in a variety of situations in your school.

PROVISION	Always	Sometimes	Never
1. Students and teachers have opportunities to learn about the UN Convention on the Rights of the Child and to consider its implications for the school (Article 29).			
2. Girls and boys have equal access to all activities, sports, subjects, lessons and clubs in the school (Articles 2, 28, 29, 31).			
3. All tests take account of cultural differences in the school population (Articles 2, 28, 29.1c, 30).			
4. In the teaching of national history, due weight is given to women and minorities and to their versions of history (Articles 2, 13, 28, 29.1c & d, 30).			
5. Extra-curricular activities organised by the school are available to all regardless of ability to pay (Articles 2, 28, 31).			
6. The school is accessible to people with disabilities (Articles 2, 23, 28).			
7. Care is taken that students' names are recorded and pronounced appropriately (Article 7).			
8. The school devotes resources to ensure regular attendance (Article 28).			
9. The school provides opportunities for students to express themselves through art, music, drama and other creative media (Articles 13, 14, 29, 31).			

PROTECTION	Always	Sometimes	Never
10. Staff and students are careful not to cause physical or emotional harm (Articles 19, 28.2). For example: Within the school, including indoor and outdoor areas, the following are considered unacceptable: <ul style="list-style-type: none"> <li>• aggressive shouting</li> <li>• insults</li> <li>• jokes that make fun of individuals or groups</li> <li>• bullying</li> <li>• physical violence</li> </ul>			
11. Students' lockers are considered to be private property (Article 16).			
12. Any personal files on a student kept by the school can be inspected by the student whose file it is and the parents, if appropriate. The file can be checked and corrected if necessary (Articles 5, 16, 17, 18).			

	Always	Sometimes	Never
13.The contents of any files, whether personal or vocational may not be communicated to a third party without the permission of the student and her or his parents if appropriate (Articles 15, 16, 18).			
14.Any person receiving information from a school file accepts that they are bound by confidentiality (Article 16).			
15.No posters, images or drawings of a racist, sexist or discriminatory kind may be displayed anywhere on school premises (Articles 2, 17, 29.1b, c, d).			
16.People encourage each other to be respectful, particularly of those who appear different (Article 29).			
17.When there is an incident that may lead to the exclusion of a student or disciplinary action, an impartial hearing is organised. In other words, all those involved get a hearing (Articles 28.2, 40).			
18.A student accused of breaking the rules is presumed innocent until proven guilty and carries on with classes (Article 28.2, 40).			
19.Where a student has infringed someone's rights - student or adult - reparation is expected (Articles 2, 19).			
20.Adults infringing students' rights are also expected to make reparation (Articles 2, 19).			

## PARTICIPATION

	Always	Sometimes	Never
21.Students are considered as citizens with rights and entitlement to respect (Articles 12, 19, 29.1c).			
22.Student publications, such as a newspaper or website, are treated like any other publication, subject to the law, but not subject to additional censorship (Article 13).			
23.Students may organise for themselves clubs and societies, including an independent student union, and these are recognized by the school authorities (Article 15).			
24.There are formal and informal mechanisms for learners to make a complaint or suggestions for improving the life of the school (Articles 12, 13).			
25.In their schoolwork, students have the freedom to express their own political, religious or other opinions, whatever the opinions of the teacher (Articles 12, 13, 14, 17).			
26.Students and staff are consulted about the quality of the teaching in the school (Article 5, 12, 18).			
27.There is an elected student council (Articles 12, 13, 15, 17).			
28.Students are represented on the governing body of the school (Article 12).			
29.Students have opportunities to express views on the appointment of senior staff, for instance by participating in interviews (Article 12).			

Source: Jerome, L., & Starkey, H. (2021). *Children's Rights Education in Diverse Classrooms: Pedagogy, principles and practice*. London: Bloomsbury pp 212-214. Revised from Osler, A., & Starkey, H. (1998). Children's Rights and Citizenship: Some Implications for the Management of Schools. *The International Journal of Children's Rights*, 6, 313-333. [Reproduced here with permission of the authors].

## Annex 11 - Taking it further: safety walks and accessibility walks

Surveys can reveal a deeper insight and understanding of some of the themes examined through the Child Rights Poll. For example, if results reveal that children do not feel safe at school, a safety survey could be conducted to understand why. Likewise, if the Child Rights Poll reveals problems with all children being able to use the school's facilities equally, an accessibility survey can be conducted.

### Sample safety survey

**Methodology:** The purpose of the safety walk is to explore children's right to a safe school and leisure environment, and to find out in particular if some places make children feel unsafe. If such places are discovered, children are asked why they feel unsafe there, and they are asked to suggest improvements. With the help of the teacher, the class decides which places to visit, and they go on the safety walk together. The teacher should make it clear that the students will not get into trouble for speaking freely about what makes them feel safe or unsafe. Students can speak anonymously; their names will not be recorded. The teacher discusses the questions below at each stop on the safety walk. The students and the teacher then discuss the results of the survey when they return to the classroom. The summary can then be used as the basis for an action plan. The same process can be followed in schools, leisure or social centres, and in the community *where it is safe to do so, and where it will not put children at risk of harm*. Safety surveys should be made in accessible formats for children with disabilities and should be administered with support for those children who need it when responding.

### SAFETY SURVEY

Write your answer here

<b>We are in:</b>
• Name of school / leisure / social centre
• Class
<b>We are:</b>
• Number of children in the group
• Gender ratio within the group (mark the % of girls)
• Staff name
• Date (day / month / year)
Do you ever feel unsafe at the school / leisure centre / social centre?
Where do you feel unsafe?

---

---

---

---

---

---

---

---

---

---

[If the discussion does not start by itself, it may be good to mention one of the following places as a prompt: classroom, outdoor area, toilets, hallway / staircases, dining hall, handicraft room, art room, music room, library, office, staffroom, club room, playground, parking lot].

Where do you feel unsafe? (site 1)
Why don't you feel safe here?
What needs to be done so you can feel safe here?
Where do you feel unsafe? (site 2)
Why don't you feel safe here?
What needs to be done so you can feel safe here?
Where do you feel unsafe? (site 3)
Why don't you feel safe here?
What needs to be done so you can feel safe here?

---

---

---

---

---

---

---

---

---

---

Etc.

Is there anything else you want to say?
---

---

---

---

An alternative tool is available in the [Disability-inclusive Child Safeguarding Toolkit](#) (Able Child Africa and Save the Children, 2021), page 50- Tool 7 Environment walk: Children and youth with disabilities identifying safe spaces.

### Sample accessibility survey

The same methodology can be applied to examine different themes. The accessibility walk below was developed by UNICEF Iceland. It is intended to provide a basic overview across a range of accessibility issues, suitable as an initial activity for children.

However, in relation to physical accessibility, schools are also encouraged to go further: they can review, with children, which aspects of the [17 checklists in the UNICEF Accessibility Toolkit](#) are relevant for their particular context and conduct deep-dive assessments of each of these aspects over a period of time. The 17 checklists cover: Vehicles (cars, vans, buses); Parking; External pathways; Security booths and checks; Ramps; Reception areas; Doorways; Stairs; Elevators/ lifts; Corridors/hallways; Typical equipment and fittings in a room; Toilets; Meeting rooms/offices/ classrooms; Canteens, tea rooms, kitchens; Living spaces, bedrooms, shelters; Water access points; Playgrounds.

### ACCESSIBILITY SURVEY

Write your answer here

<b>We are in:</b>	
• Name of school / leisure / social centre	
• Class	
<b>We are:</b>	
• Number of children in the group	
• Gender ratio within the group (mark the % of girls)	
• Staff name	
• Date (day / month / year)	

	Write your answer here
<b>Lobby</b>	
1. Can a wheelchair easily pass through the exit you use?	
2. Do the doors open automatically?	
3. Is the exit accessible to people using a wheelchair (are there stairs or something else that limits accessibility)?	
4. Are signs displayed in formats that are easy to understand?	
<b>Elevators, floors, and stairs</b>	
5. Are there elevators in the building?	
6. Do the elevators reach every floor of the building?	
7. Is there room for a wheelchair in the elevator (minimum 1.1 x1.4 metres)?	
8. Is the elevator easy to use for those who need it? (It can be uncomfortable if the elevator is too far away or locked)	
9. Is there something to prevent people from slipping outside when it is icy? (No need to check, just discuss within the group)	
10. Are the top and bottom steps of stairs marked clearly (e.g. with colour) so that people with limited vision can see them?	
11. Are there railings alongside every staircase so that people can hold on?	
<b>The classroom and books</b>	
12. Can a wheelchair pass easily through the doors to the classroom (minimum 85-90 cm)?	
13. Is the number of the classroom marked with Braille?	
14. Can people using a wheelchair reach doorknobs and open the door themselves?	
15. Are the schoolbooks and study materials available in languages other than the main language of the school?	
16. Is information on the activities of the school (e.g. events and other announcements) available in other languages and in other accessible formats such as sign, CART, audio description, Easy-Read and Braille?	
<b>Toilets</b>	
17. Is there a toilet in the building that is specifically accessible for people with mobility challenges?	
18. Are there other toilets in the building that are accessible for people using a wheelchair (approximately 2 x 2 metres)?	
19. Are there toilets accessible for people using a wheelchair on every floor of the building?	
20. Are the mirrors, sinks and towels at the right height for people using a wheelchair?	
<b>Allergies, air quality, lighting, and acoustics</b>	
21. Can children get information about the food in the cafeteria (e.g. if it contains dairy products, nuts and so on)?	
22. Can children with allergies or other personal needs get food that is fit for them?	
23. Is there good ventilation in the building? Is the air quality good in the classroom?	
24. Is the heating good in the building, not too warm or too cold?	
25. Are there any disruptive sounds in the building?	
26. Is the lighting good enough?	
27. Is there an echo or other things that make it difficult for people with hearing challenges to participate in lessons or groupwork?	

An alternative tool is available in the [Disability-inclusive Child Safeguarding Toolkit](#) (Able Child Africa and Save the Children, 2021), page 54- Tool 8 Accessibility audit: Identifying safe and inclusive spaces.



DECEMBER 2022



**Published by UNICEF**

Education and Adolescent Development  
Programme Group  
3 United Nations Plaza  
New York, NY 10017, USA

© United Nations Children's Fund (UNICEF) December 2022



This document was co-funded by the European Union's Rights, Equality and Citizenship Programme (2014-2020).

The content of this document represents the views of the author only and is their sole responsibility. The European Commission does not accept any responsibility for use that may be made of the information it contains.