

Child Rights Education Toolkit:

Rooting Child Rights in Early Childhood Education,
Primary and Secondary Schools

First Edition

unite for
children

unicef 

This first edition of the Child Rights Education Toolkit is a provisional release prepared with a focus on experiences in countries with a UNICEF National Committee presence. It is important to note, however, that the principles and approaches contained in the Toolkit are applicable for all countries. We encourage both National Committee and UNICEF country office colleagues to pilot the Toolkit and to apply its exercises and tools. We kindly request that you send any feedback or suggestions to the Child Rights Advocacy and Education Unit, Private Fundraising and Partnerships Division: jkanics@unicef.org and mwernham@unicef.org. Your inputs will inform the development of a second and final edition of the Toolkit.

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Child Rights Education Toolkit:

Rooting Child Rights in Early Childhood Education,
Primary and Secondary Schools

First Edition

Chapter 1
How to use this Toolkit

Chapter 2
Understanding child rights education

Chapter 3
Introducing the 'CRE Tree'

Chapter 4
Whole school approach

Chapter 5
Learning *as a right*

Chapter 6
Learning *about* rights

Chapter 7
Learning *through* rights

Chapter 8
Learning *for* rights

Chapter 9
Foundations and sustainability

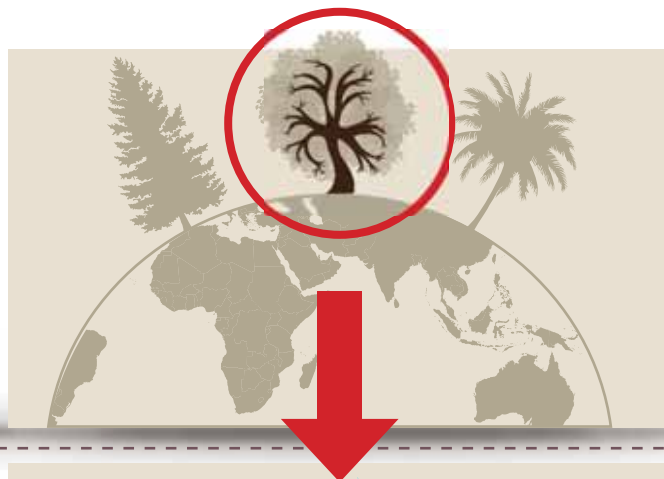
Chapter 10
Programme cycle management

Glossary

Toolkit structure at a glance

Introduction

- **Chapter 1** provides background on the Toolkit.
- **Chapter 2** clarifies what is meant by 'CRE'; situates CRE in school settings in the context of CRE in other settings and in UNICEF's work.
- **Chapter 3** introduces the metaphor of the CRE Tree; situates CRE work at the school level within the context of broader educational reform; outlines the role of advocacy and capacity building.

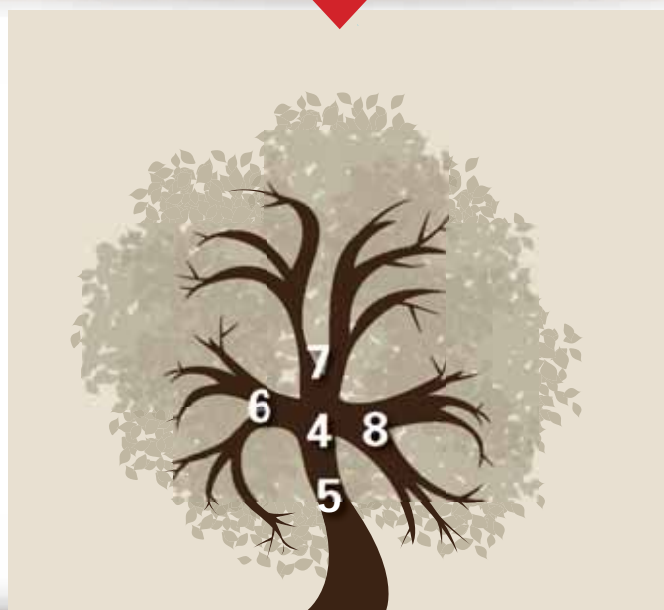


Types of CRE initiatives

Using the CRE Tree, the following chapters provide an overview of types of initiatives:

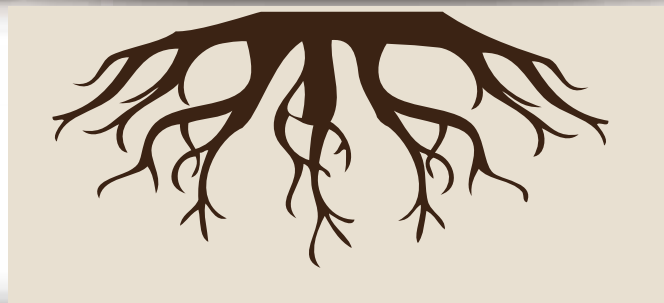
- **Chapter 4:** whole school approach (centre of tree)
- **Chapter 5:** learning *as a* right (tree trunk)
- **Chapter 6:** learning *about* rights (branch)
- **Chapter 7:** learning *through* rights (branch)
- **Chapter 8:** learning *for* rights (branch)

These chapters emphasize the importance of systematic and logical connections between these initiatives.



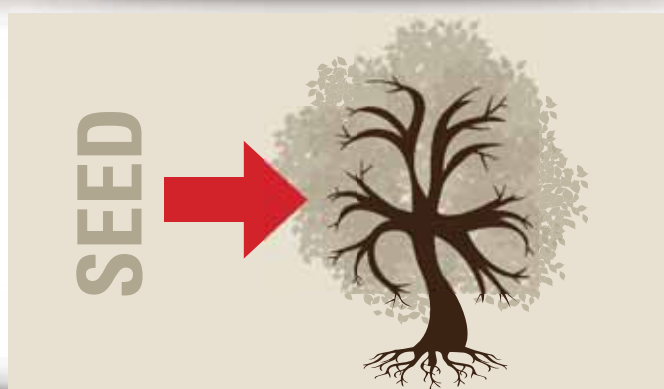
Foundations and sustainability for CRE initiatives

- **Chapter 9** emphasises the need for CRE initiatives to be properly 'rooted' in certain key principles; provides a framework for assessing the CRE Tree's 'growing conditions'.



Programme cycle management for CRE initiatives

- **Chapter 10** outlines four stages 'from seed to tree': situation analysis/needs assessment; planning; implementation and monitoring; evaluation.



Glossary

- Provides explanations of key terms.
- Appendices are available as a separate document, providing additional tools, resources and materials.

Foreword

The child rights education concept speaks to UNICEF's global child rights mandate and should be embedded in our global approach to advocacy. It provides space to engage constructively with children on the realization of rights globally, with emphasis on inequities and the situation of marginalized children in both the developing and the industrialized world.

Child rights education should be understood in a broad sense, far beyond the subject of a lesson plan. It entails teaching and learning about the provisions and principles of the Convention on the Rights of the Child (CRC) as well as the 'child rights approach' to help empower both children and adults to take action and put children's rights into practice in their day-to-day lives – at home, at school, in the community and, more broadly, at the national and global levels. Child rights education is learning *about rights*, learning *through rights* (using rights as an organizing principle to transform the culture of learning) and learning *for rights* (taking action to realize rights).

Child rights education promotes the vision articulated in the CRC Preamble that "the child should be fully prepared to live an individual life in society, and brought up in the spirit of the ideals proclaimed in the Charter of the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity". Child rights education is seen as an essential tool for changing how children's rights are perceived and applied in society. It aims to build the capacity of rights-holders, especially children, to claim their rights and the capacity of duty-bearers to fulfil their obligations. It helps adults and children work together, providing the space and encouragement for meaningful participation and sustained civic engagement.

It is therefore with very great pleasure that I welcome the publication of this ambitious, comprehensive yet practical Child Rights Education Toolkit. The Toolkit is the result of an exciting collaboration between UNICEF's Private Fundraising and Partnerships Division in Geneva and key personnel from UNICEF's Programme Division in New York. This first edition has benefited from multiple consultations with National Committee colleagues and other United Nations and academic experts.

Although this Toolkit focuses on child rights education in the formal learning environment (early childhood education settings, primary and secondary schools), it is hoped that it will also be useful for those working to promote child rights education through other channels, such as in the media, with children's organizations and through children's involvement in advocacy.

This Toolkit supports efforts to achieve the education outcomes of the UNICEF Strategic Plan 2014–2017 and will contribute significantly to achieving the goals of the UNICEF Private Fundraising and Partnerships Plan 2014–2017.

Please join me in promoting child rights education as an essential pathway leading to the respect, protection and fulfilment of all children's rights everywhere.

Leila Pakkala, Director, Private Fundraising and Partnerships

The first edition of this Toolkit includes quotations and project examples particularly relevant to work undertaken by UNICEF National Committees. The second edition will also include material more relevant to UNICEF country offices. The principles and approaches to child rights education, however, are the same for all UNICEF offices, regardless of location.

Acknowledgements

The idea for this Toolkit originated in discussions between the UNICEF National Committee ‘Child Rights Education Think Tank’ (formerly known as the ‘Education for Development Task Force’) and the Child Rights Advocacy and Education section of UNICEF’s Private Fundraising and Partnerships Division based in Geneva. Initially intended to support the Education for Development work of UNICEF National Committees, over a period of time this Toolkit expanded to embrace a vision of ‘child rights education’ relevant for the whole of UNICEF globally.

The project was led by the Child Rights Advocacy and Education section and the Toolkit main drafter. It was guided by the Toolkit Steering Group and the Child Rights Education Think Tank. Staff from UNICEF National Committees provided input and feedback on drafts, and helped to pilot the tools during a series of child rights education workshops in London, Belgrade and Geneva from November 2011 to April 2013. Additional expertise was provided by UNESCO, OHCHR, Amnesty International, Queen’s University Belfast, St Patrick’s College Dublin and individual consultants.

The main drafter, Marie Wernham, would like to thank the following individuals for their invaluable guidance, provision of materials, input into questionnaires and feedback on multiple drafts of the Toolkit, and for their infinite enthusiasm, support and patience.

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Contents

Toolkit structure at a glance.....	5
Foreword	6
Acknowledgements.....	7
List of illustrations, tools and checklists	9
Abbreviations and acronyms	11
CHAPTER 1. How to use this Toolkit	13
1.1 Background.....	14
1.2 Aims and objectives.....	15
1.3 Who is the Toolkit meant for?.....	15
1.4 How to use the Toolkit.....	16
CHAPTER 2. Understanding child rights education	19
2.1 Understanding the basics: What is CRE?	20
2.2 Situating CRE in the context of other concepts.....	29
2.3 Situating CRE in the context of UNICEF's global mission	31
2.4 Why do we need a focus on CRE?	33
CHAPTER 3.	
Child rights education initiatives and context: Introducing the CRE Tree.....	47
3.1 Overview of the CRE Tree	49
3.2 The CRE Tree in the context of broader educational reform.....	50
3.3 Mapping out the education system.....	52
3.4 Mapping out the child rights situation	55
3.5 Advocacy	57
3.6 Capacity building.....	58
CHAPTER 4. Whole school approach (centre of the CRE Tree)	67
4.1 Overview	68
4.2 Child-friendly schools (CFS).....	70
4.3 Rights respecting schools (RRS).....	73
4.4 Amnesty International's Human Rights Friendly Schools	77
CHAPTER 5. Learning <i>as a right</i>: Right of access to education (CRE Tree trunk).....	79
5.1 Overview	80
5.2 Further information	83
CHAPTER 6. Learning <i>about rights</i>: Curriculum.....	85
6.1 Overview	86
6.2 Opportunities and challenges	89
6.3 Overview of different types of curriculum work: What does it look like in practice?	92
6.4 How can I map out the intended curriculum in my country?.....	97
6.5 How can I plan my work on CRE more strategically?.....	98
CHAPTER 7. Learning <i>through rights</i>: Transforming the learning environment.....	103
7.1 Overview	104
7.2 A broad, relevant and inclusive curriculum	105
7.3 Rights-based learning and assessment	106
7.4 Child-friendly, safe and healthy environments	108
7.5 Respect for identity	110
7.6 Respect for participation rights.....	111
7.7 Respect for integrity (protection).....	116
CHAPTER 8. Learning <i>for rights</i>: Transforming the broader environment	121
8.1 Overview	122
8.2 Local community	122
8.3 Global solidarity.....	125

CHAPTER 9. Foundations and sustainability for child rights education	
initiatives: How do I make them last?	129
9.1 Overview	130
9.2 Existing CRE Trees: Health check.....	130
9.3 New CRE Trees: Think before you plant	130
9.4 Diagram: Foundations and sustainability – Roots and growing conditions	131
CHAPTER 10. Programme cycle management for child rights education	
initiatives: How do I go about things more strategically?	135
10.1 Stage 1: Where are we? (Situation analysis)	136
10.2 Stage 2: Where do we want to go and how? (Planning)	137
10.3 Stage 3: Getting there (Implementation and monitoring)	138
10.4 Stage 4: Did we get there and with what success? (Evaluation).....	139
GLOSSARY	141
APPENDICES	available as a separate document

List of illustrations, tools and checklists

Illustrations

Using the Toolkit

Toolkit structure at a glance	5
How to use the Toolkit.....	16

CRE in context

CRE definition and explanation	20
Background on the Convention on the Rights of the Child.....	22
Situating CRE in the context of other concepts.....	29
CRE in different settings, including in formal education	32
Benefits of CRE for many stakeholders.....	36
Dimensions of the curriculum.....	86

Child rights approach

Child rights approach definition and explanation	21
From pawn to person	22
The arch of human rights.....	24
The CRC is not a shopping list of rights.....	24
The table leg test: is the table stable?	25
The child rights approach in full: the ‘arch’ and ‘table’ together	25

‘CRE Tree’

CRE Tree (in full)	48
CRE Tree: whole school approaches	68
CRE Tree: learning <i>as a right</i>	80
CRE Tree: learning <i>about</i> rights	86
CRE Tree: learning <i>through</i> rights.....	104 & 105
CRE Tree: learning <i>for</i> rights	122
Foundations and sustainability – Roots and growing conditions	131
CRE Tree: from seed to tree (programme cycle management)	135

Principles

Key principles of whole school approaches, leading to whole school change	68
Principles and common features of child-friendly schools.....	71

Examples of CRE initiatives

Capacity building of teachers through teacher education institutes	61
Capacity building of other stakeholders.....	63
Different types of curriculum intervention	
• National level – curriculum development (intended curriculum)	92
• National level – development of teaching resources available online for all teachers and/or children (taught curriculum)	93
• Local level – individual schools (taught curriculum).....	94
Initiatives to improve physical environments.....	109
Initiatives to ensure children’s participation.....	112
Initiatives to ensure protection of children’s integrity (protection).....	117
Initiatives in relation to the local community	123
Message from UNICEF Slovenia’s Junior Ambassadors to children and adults on Universal Children’s Day	124
Initiatives in relation to global solidarity	126
Using ICT to maximize impact and cost-effectiveness of CRE.....	Appendix 1
Wall displays and class charters from UNICEF UK Rights Respecting Schools (photos)	Appendices 2 & 7
Sample self-evaluation form for schools taking part in a pilot rights respecting schools project (UNICEF Germany)	Appendix 12

Tools

Mapping tool for education systems:	
Tool 1 – Structure of the school system	54 & Appendix 4
Mapping tool for education systems:	
Tool 2 – Stakeholder relationships and entry points for advocacy and capacity building.....	56 & Appendix 5
Tool to map out the intended curriculum.....	97 & Appendix 9
Mapping out the gaps: Current and future work on CRE in relation to the curriculum and learning environments	99 & Appendix 10
Detailed tools for planning child rights education work.....	100 & Appendix 11
Tool for measuring progress in advocacy.....	Appendix 6

Checklists and guiding questions

Implementation of the child rights approach (arch and table leg test).....	26
What does our country’s CRE Tree look like at the moment and what do we want our tree to look like in the future?.....	50
Whole school approaches.....	77
Exploring opportunities and challenges involved in working on CRE in the curriculum.....	89
Existing CRE Trees:	
Health check (if you are already engaged in CRE initiatives)	130
New CRE Trees: Think before you plant (if you are thinking of starting a new CRE initiative).....	130
Project cycle management for CRE initiatives:	
• Stage 1: Where are we? (Situation analysis).....	136
• Stage 2: Where do we want to go and how? (Planning).....	137
• Stage 3: Getting there (Implementation and monitoring).....	138
• Stage 4: Did we get there and with what success? (Evaluation)	139
Mapping out state obligations in relation to ensuring the right to education:	
• Ensuring adequate training, support and respect for teachers	59
• Access to education.....	81
• A broad, relevant and inclusive curriculum.....	106
• Rights-based learning and assessment.....	107
• Introducing child-friendly, safe and healthy learning environments	108
• Respecting identity	111
• Ensuring children’s participation.....	112
• Protecting integrity (protection).....	117

Abbreviations and acronyms

CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
CE	citizenship education
CFE	child-friendly education
CFS	child-friendly schools
CRC	Convention on the Rights of the Child
CRE	child rights education
CRPD	Convention on the Rights of Persons with Disabilities
ECE	early childhood education
HRE	human rights education
IBE	International Bureau of Education (UNESCO)
ICT	information and communication technologies
ISCED	International Standard Classification of Education
LEA	local education authority
NGO	non-governmental organization
NZ	New Zealand
OHCHR	Office of the United Nations High Commissioner for Human Rights
PGCE	postgraduate certificate in education
RRS	Rights Respecting Schools (UNICEF Canada, but also used in lower case to refer to similar initiatives more generally)
RRSA	Rights Respecting Schools Award (UNICEF UK)
TEI	teacher education institute
UK	United Kingdom of Great Britain and Northern Ireland
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USA	United States of America
WASH	water, sanitation and hygiene
WPHRE	World Programme for Human Rights Education (OHCHR)

Note: this Toolkit is designed to be a reference guide that can be 'dipped into' as well as read from cover to cover; consequently, frequently used abbreviations and acronyms are reintroduced in each chapter where they occur to avoid any possible confusion.



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CHAPTER 1

How to use this Toolkit

This section of the toolkit will help you:

- understand how the 'child rights education' (CRE) concept has evolved from UNICEF's work on Education for Development;
- understand the global reach of CRE and its relevance for all UNICEF offices;
- understand the aims of CRE overall, and the aims and objectives for this Toolkit in particular;
- understand the intended audience for this Toolkit;
- understand the structure of the Toolkit and how to use it.



Definition of 'child' and 'children':

Throughout this Toolkit, the terms 'child' and 'children' refer to all under-18s, including both younger children and adolescents. See Glossary for more details.

1.1 Background

UNICEF is committed to advocating for the protection of children's rights and to striving to establish children's rights as enduring ethical principles and international standards of behaviour towards children, as reflected in UNICEF's Mission Statement.¹

UNICEF activities under the banner of 'Education for Development'² have evolved since the 1960s from explaining the challenges faced by children in developing countries to:

1. **raising awareness about children's rights**
2. **promoting civic engagement and participation**
3. **promoting commitment to global solidarity.**³

Activities pursuing these three objectives fall into two broad areas of work: (1) directly addressing children themselves; and (2) advocacy with, and capacity building for, duty-bearers in the education system, providing them with tools for engagement on the rights and values of the Convention on the Rights of the Child (CRC).⁴ Much of this work takes place in early childhood education, primary and secondary schools.



UNICEF has produced this first edition of the *Child Rights Education Toolkit* to guide the strategic focus of work in these settings and to provide practitioners with a functional set of tools and guidance to support their work.

The second edition will also cover CRE in non-formal education and life skills education – vital for UNICEF country offices to reach out-of-school children.

The Toolkit also seeks to re-frame the work UNICEF is doing under the banner of Education for Development as CRE. The aim is to re-establish a

global vision and understanding across the whole of UNICEF for both National Committees and country offices, similar to the global scope of Education for Development in the early 1990s.⁵ Such a global outlook is clearly warranted, given the organization's universal mandate in relation to the CRC.⁶

The three aims of Education for Development outlined above (raising awareness about children's rights, promoting civic engagement and participation, and promoting commitment to



¹ United Nations Children's Fund, 'UNICEF's mission statement', UNICEF, New York, 2003, <www.unicef.org/about/who/index_mission.html>, accessed 11 July 2013.

² See Glossary for definition of 'Education for Development'.

³ United Nations Children's Fund, *Education for Development Child Rights Awareness, Child Participation, and Engagement for Global Solidarity in Industrialized Countries: A guidance framework for UNICEF National Committees based on board document E/ICEF/1992/L.8*, UNICEF, Geneva, 2008.

⁴ Throughout this Toolkit, where the CRC is mentioned, it includes the three Optional Protocols to the CRC on the involvement of children in armed conflict; the sale of children, child prostitution and child pornography; and a 'communications procedure' (allowing individual children or a group of individuals to submit complaints regarding specific violations of their rights under the CRC and its first two Optional Protocols). See Section 2.1 of this Toolkit for more details.

⁵ Education for Development was initially framed by the 1992 UNICEF Executive Board Document as a global UNICEF programme for both country offices and National Committees (see Glossary for definitions of 'country office' and 'National Committee').

⁶ See the CRC Preamble (children to be brought up in the spirit of peace, dignity, tolerance, freedom, equality and solidarity), Article 42 (making the principles and provisions of the Convention widely known to adults and children), Article 45 (UNICEF's support to the Committee on the Rights of the Child), Article 29 (holistic vision for the aims of education) and the articles relevant to 'children's empowerment' and 'participation' (e.g. Articles 5, 12–15, 17, 31) (Office of the United Nations High Commissioner for Human Rights, 'Convention on the Rights of the Child', OHCHR, Geneva, 1989, <www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx>, accessed 11 July 2013).

global solidarity) are consistent with a global approach to CRE. This is particularly true in an increasingly globalized world where some traditional distinctions between high-, middle- and low-income countries are becoming less and less relevant, and where digital media facilitate more and more direct interaction among children across cultures and continents.⁷

1.2 Aims and objectives

Overall aim of CRE: to advance implementation of the CRC by actively promoting the provisions and principles of the CRC and the 'child rights approach'.

Overall aim of the Toolkit: to assist practitioners and decision-makers in rooting the provisions and principles of the CRC and the 'child rights approach' into early childhood education, primary and secondary schools.

Objectives of the Toolkit:

1. to strengthen the capacities of project managers in UNICEF National Committees and country offices, as well as other stakeholders, to plan, implement, monitor and evaluate programmes that promote child rights in schools and early childhood education settings;
2. to provide an overview and guidance on how to implement and integrate CRE strategically in school curricula, teaching practice and learning environments;
3. to provide examples of CRE initiatives, information and models for strategic planning, monitoring and evaluation of programmes and projects;
4. to promote a global approach to CRE within UNICEF.

1.3 Who is the Toolkit meant for?

- UNICEF National Committees
- UNICEF country offices
- Other United Nations agencies working on CRE in education settings
- Governments
- Civil society organizations, including non-governmental organizations (NGOs) and academic institutions

The Toolkit is aimed particularly at project managers to guide both planning and implementing of CRE initiatives, and related 'upstream' policy work. It covers both practical tools and theoretical guidance to help communicate the concepts in the Toolkit both upwards, to policy-makers and senior managers, and downwards, to practitioners and implementers on the ground.

⁷ See, e.g., Sumner, Andy, *Global Poverty and the New Bottom Billion: What if three-quarters of the world's poor live in middle-income countries?*, Institute of Development Studies, Brighton, 2010.

1.4 How to use the Toolkit

To understand:

See chapter:

CRE concepts and principles and the importance of CRE	→ 2 & 3
How CRE interacts with human rights education, citizenship education and education for sustainable development etc.	→ 2
How CRE fits into child-friendly education and broader educational reform	→ 3
The role of advocacy and capacity building in relation to CRE	→ 3
To get an overview of different types of CRE projects, programmes and approaches	→ 3
To analyse the education system and child rights situation in your country	→ 3
To understand the importance of systematic and logical connections between CRE initiatives, and the importance of 'whole school approaches'	→ 4
To learn more about 'whole school approaches'	→ 4
To learn more about access to education (<i>learning as a right</i>)	→ 5
To learn more about child rights in the curriculum (<i>learning about rights</i>)	→ 6
To learn more about transforming the learning environment (<i>learning through rights</i>)	→ 7
To learn more about transforming the broader environment (<i>learning for rights</i>)	→ 8
To learn about foundations and sustainability for CRE initiatives	→ 9
To explore programme cycle management for CRE initiatives (analysis/assessment, planning, implementation and monitoring, evaluation)	→ 10
To review additional materials and look up definitions of terms used in the Toolkit	→ Appendices (separate document) & Glossary

Assess and adapt as relevant!

- The Toolkit provides a wealth of information but please do not feel overwhelmed! This is a flexible resource for use in a very wide range of country contexts.
- It is up to you to decide which sections and tools are relevant for your particular situation. For example, you may decide that only one of the 'mapping' exercises in Section 3.3 is relevant, or you may think it is not feasible to map out every component of a complex decentralized, federal or provincial system.
- Use only what is relevant for your particular situation and adapt the tools as necessary.
- The Toolkit can be read in full by those who are interested in gaining an in-depth understanding of the issues, or it can be 'dipped into' as a reference guide for information on specific topics.





CHAPTER 2

Understanding child rights education

This section of the Toolkit will help you:

- understand what is meant by child rights education (CRE) in the context of this Toolkit;
- understand how CRE embraces and advances human rights education, global education, citizenship education, Education for Development and civic engagement;
- understand the importance of CRE for UNICEF;
- understand how the focus of this Toolkit (CRE in school settings) complements CRE in other contexts (such as education for caregivers and non-formal education);
- understand the need to focus on CRE in formal education settings.

2.1 Understanding the basics: What is CRE?

In the context of this Toolkit, CRE is understood to mean:

teaching and learning about the provisions and principles of the Convention on the Rights of the Child (CRC) and the 'child rights approach'⁸ in order to empower both adults and children to take action to advocate for and apply these at the family, school, community, national and global levels.⁹

CRE is about taking action. By learning about child rights and the child rights approach children and adults are empowered to bring about change in their immediate environment and the world at large to ensure the full realization of the rights of all children.

CRE promotes the vision articulated in the CRC Preamble that "the child should be fully prepared to live an individual life in society, and brought up in the spirit of the ideals proclaimed in the Charter of the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity".¹⁰

CRE aims to build the capacity of rights-holders – especially children – to claim their rights and the capacity of duty-bearers to fulfil their obligations.¹¹ It helps adults and children work together, providing the space and encouragement for the meaningful participation and sustained civic engagement of children.

Children's rights are human rights and CRE is consequently a specific component of human rights education (HRE).¹²

Like HRE, CRE involves learning *about* rights, learning *through* rights (using rights as an organizing principle to transform the culture of learning) and learning *for* rights (taking action to realize rights), within an overall context of learning *as a* right. This is consistent with the 2011 United Nations Declaration on Human Rights Education and Training.¹³

CRE includes:

- embedding the CRC provisions and principles and the child rights approach in:
 - formal and non-formal learning curricula and learning environments for **children**;
 - the curricula and training of **professionals** working directly with children, or on issues affecting children;
- awareness-raising¹⁴ of the CRC provisions and principles and the child rights approach through the mass media and other informal channels in order to reach **caregivers, community members and other members of the public**;
- **capacity building for children (as rights-holders) and adults (as duty-bearers)** to advocate for and implement these provisions, principles and the child rights approach in daily life and professional practice.

While CRE is not limited to schools or learning environments, as an entry point this Toolkit is focused on CRE in early childhood education (ECE)¹⁵ settings, primary and secondary schools, given that UNICEF works closely with the education sector at the country level. Within school settings, CRE involves integrating child rights into teaching and learning (content and pedagogy). It can also contribute to broader initiatives aimed at transforming education systems as a whole (see Section 3.2 for more details).

In spite of the specific focus in this Toolkit on formal education, aspects may nonetheless be useful for practitioners engaged in CRE in other contexts, such as in non-formal education settings, with youth groups and in media campaigns (see Appendix 1 for details about how to capitalize on information and communication technologies in relation to CRE).

⁸ See text box on the next page and Glossary for definition of the 'child rights approach'.

⁹ See Glossary for definition of 'child rights education'.

¹⁰ OHCHR, 'Convention on the Rights of the Child'.

¹¹ See Glossary for definitions of 'rights-holders' and 'duty-bearers'.

¹² See Glossary for definition of 'human rights education'.

¹³ Office of the United Nations High Commissioner for Human Rights, 'United Nations Declaration on Human Rights Education and Training', OHCHR, Geneva, 2011, <www.ohchr.org/EN/Issues/Education/Training/Pages/UNDHREducationTraining.aspx>, accessed 12 July 2013.

¹⁴ See Glossary for definition of 'awareness-raising'.

¹⁵ See Glossary for definition of 'early childhood education (ECE)'.

What is the child rights approach?

In the context of this Toolkit, understanding of the child rights approach is informed by the definition of the Committee on the Rights of the Child and the United Nations Statement on a Common Understanding of a Human Rights-Based Approach to Development Cooperation (Common Understanding).¹⁶

The child rights approach is one that:

- **further the realization of child rights** as laid down in the CRC and other international human rights instruments;
- **uses child rights standards and principles from the CRC and other international human rights instruments to guide behaviour, actions, policies and programmes** (in particular non-discrimination; the best interests of the child; the right to life, survival and development; the right to be heard and taken seriously; and the child's right to be guided in the exercise of his/her rights by caregivers, parents and community members, in line with the child's evolving capacities);
- **builds the capacity of children as rights-holders to claim their rights and the capacity of duty-bearers to fulfil their obligations to children.**

Please note: Good quality HRE initiatives have long applied the human rights-based approach.¹⁷ CRE and the child rights approach fall under the broader scope of HRE and the human rights-based approach, but they specifically apply child rights provisions and principles in a more systematic manner, particularly CRC Articles 2 (non-discrimination), 3.1 (best interests of the child), 4 (implementation of rights), 5 (guidance by parents, families and communities), 6 (life, survival and development) and 12 (the right to be heard and taken seriously).



There are many ways of defining human and child rights approaches. The definition of the child rights approach used in this Toolkit draws on the definitions below.

The **Committee on the Rights of the Child** has defined the child rights approach as follows.

- “Respect for the dignity, life, survival, well-being, health, development, participation and non-discrimination of the child as a rights-bearing person should be established and championed as the pre-eminent goal of States Parties’ policies concerning children.
- This is best realized by respecting, protecting and fulfilling all of the rights in the Convention (and its Optional Protocols).
- It requires a paradigm shift away from [...] approaches in which children are perceived and treated as ‘objects’ in need of assistance rather than as rights-holders entitled to non-negotiable rights [...].
- A ‘child rights approach’ is one which furthers the realization of the rights of all children as set out in the Convention by developing the capacity of duty-bearers to meet their obligations to respect, protect and fulfil rights (Article 4) and the capacity of rights-holders to claim their rights: guided at all times by the rights to
 - › non-discrimination (Article 2),
 - › consideration of the best interests of the child (Article 3.1),
 - › life, survival and development (Article 6),
 - › and respect for the views of the child (Article 12).
- Children also have the right to be directed and guided in the exercise of their rights by caregivers, parents and community members, in line with children’s evolving capacities (Article 5).

¹⁶ This Toolkit uses the term ‘child rights approach’ (as opposed to ‘child rights-based approach’) consistent with the wording used by the Committee on the Rights of the Child. Similarly, this Toolkit uses the term ‘human rights-based approach’ (as opposed to ‘human rights approach’) consistent with the wording used in the United Nations Common Understanding (see full text of both definitions below and on the next page). See Glossary for definitions of both terms.

¹⁷ “The human rights-based approach applies to how schools and organizations that implement human rights education in schools work. These organizations reflect and promote human rights-based principles, including non-discrimination and inclusion, dignity and respect, accountability, participation and empowerment of learners, educational staff and parents within their organizational structure, governance processes and procedures” (OSCE Office for Democratic Institutions and Human Rights, *Guidelines on Human Rights Education for Secondary School Systems*, OSCE/ODIHR, Warsaw, 2012, p. 21).

- This ‘child rights approach’ is holistic and places emphasis on supporting the strengths and resources of the child him/herself and all social systems of which the child is a part: family, school, community, institutions, religious and cultural systems.”¹⁸

The **United Nations Common Understanding** stipulates the following three principles:

1. “ All programmes of development cooperation, policies and technical assistance should further the realization of human rights as laid down in the Universal Declaration of Human Rights and other international human rights instruments.
2. Human rights standards contained in, and principles derived from, the Universal Declaration of Human Rights and other international human rights instruments guide all development cooperation and programming in all sectors and in all phases of the programming process.
3. Development cooperation contributes to the development of the capacities of ‘duty-bearers’ to meet their obligations and/or of ‘rights-holders’ to claim their rights.”¹⁹

[See Section 2.2 for details of how CRE relates to other concepts such as HRE, global education, citizenship education and education for sustainable development; see Glossary for definitions of all these terms.]

Exploring the child rights approach, which is essential to CRE

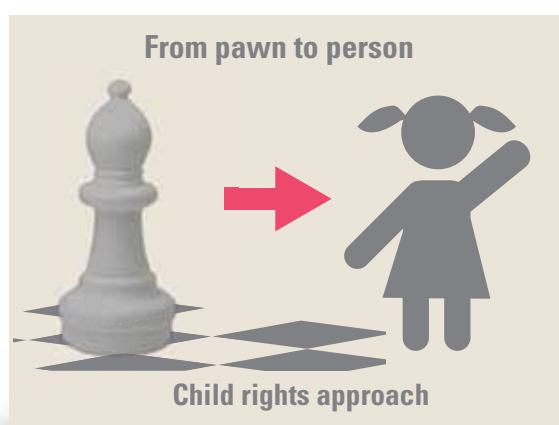
The 1989 Convention on the Rights of the Child (CRC) is the first legally binding international instrument to incorporate the full range of human rights – civil and political rights as well as economic, social and cultural rights. It applies to under-18s. It contains 54 articles in total, divided into four parts: the Preamble sets out the context; Part One contains all the substantive rights addressing provision, protection and participation; Part Two establishes the procedures for monitoring the implementation; Part Three elaborates the mechanisms for ratifying or ‘signing up to’ the Convention. The CRC has been ratified by all countries except Somalia, South Sudan and the USA, although the USA has signed it.

The CRC also has three Optional Protocols. These are additional legal mechanisms that complement and add to the CRC. They need to be ratified separately. They are on the involvement of children in armed conflict; the sale of children, child prostitution and child pornography; and a ‘communications procedure’ (allowing individual children or a group of individuals to submit complaints regarding specific violations of their rights under the CRC and its first two Optional Protocols). For more information on the CRC and its Optional Protocols visit <www.unicef.org/crc> and <www.unicef.org/crc/index_protocols.html>.

CRE is about more than raising awareness of the CRC and its Optional Protocols. Knowledge of the provisions and principles of the CRC is essential, but just as important is the need for all children and adults everywhere to understand and implement the child rights approach.

In light of the fact that the child rights approach forms such a crucial component of CRE, it is important that it is fully understood before embarking on further explanations of CRE as a whole. This section therefore helps to explain exactly what is meant by the child rights approach and offers suggestions on how to explain it to others.

The child rights approach in brief: ‘from pawn to person’



¹⁸ Committee on the Rights of the Child, *General Comment No. 13 (2011): The right of the child to freedom from all forms of violence*, CRC, Geneva, 2011, para. 59, <www2.ohchr.org/english/bodies/crc/docs/CRC.C.GC.13_en.pdf>, accessed 12 July 2013 [bullet points added here for clarity].

¹⁹ United Nations HRBA Portal, ‘The Human Rights Based Approach to Development Cooperation: Towards a common understanding among UN agencies’, United Nations, Stamford, 2003, <<http://hrbaportal.org/thehuman-rights-based-approach-to-development-cooperation-towards-a-common-understanding-among-unagencies>>, accessed 12 July 2013.

As children's capacities and maturity evolve gradually during childhood, caregivers and other adults are vital to ensure children's well-being and appropriate upbringing. Historically, this relative developmental immaturity and dependence has often translated into children being treated as 'objects' rather than 'subjects' – as if they were pawns on a chessboard, moved around by adults, often without respect for their dignity, participation and evolving capacities. This is especially true for marginalized children, including children with disabilities who are perceived as being in need of over-protection and incapable of exercising their voice or taking part in decision-making.²⁰

In the decades since it came into force, the CRC has helped transform attitudes towards children and childhood, changing the way children are viewed and treated from a charity-based to a rights-based approach. UNICEF has been implementing the child rights approach within the umbrella of a human rights-based approach to programming.

As articulated in the Committee's definition, the child rights approach "requires a paradigm shift away from [...] approaches in which children are perceived and treated as 'objects' in need of assistance rather than as rights-holders entitled to non-negotiable rights".²¹ Children are rights-holders at every age because they are human beings. They do not suddenly become human beings – and therefore rights-holders – at the age of 18. In very simple terms, this means treating children as you yourself would wish to be treated: with dignity and respect; without discrimination; with consideration for your best interests and safety; with opportunities to develop to your fullest potential; with support from those around you; and with your opinion actively sought and taken seriously.

This simple perspective is very compatible with concepts and language common to most cultures such as 'respect', 'solidarity', 'brotherhood/sisterhood', 'do unto others as you would have them do unto you', 'living together in harmony', and so on. Under the human rights-based approach this perspective (treating others as you yourself would wish to be treated) applies to all human beings – both adults and children.

The child rights approach falls under the umbrella of the human rights-based approach but it draws explicitly on the more detailed articles and principles of the CRC, in particular Articles 2 (non-discrimination); 3.1 (best interests of the child); 4 (implementation of rights); 5 (guidance by parents, families and communities); 6 (life, survival and development); and 12 (the right to be heard and taken seriously).

In spite of the progress made since the entry into force of the CRC in relation to this paradigm shift ('from object to subject' or 'from pawn to person') there is still much work to be done. This overall change in attitudes towards children is at the heart of the child rights approach, which is, in turn, at the heart of CRE.

The relationship between duty-bearers and rights-holders: 'the arch of human rights'²²

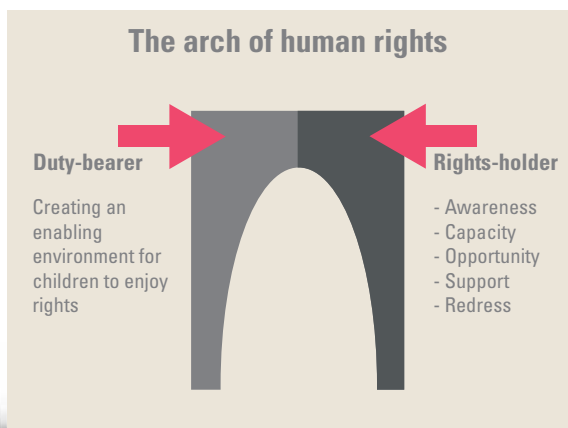
In addition to the overall paradigm shift from 'object' to 'subject', the strength of rights-based approaches, for both adults and children, is the relationship between duty-bearers on one side and rights-holders on the other. This relationship is at the core of both the *human* rights-based approach and the more specific *child* rights approach.

This can be represented by the image of an arch – one of the strongest structures in architecture. Just as an arch supports a building, those of us working on child rights are trying to support strong families, communities, societies and global solidarity. We do this by supporting duty-bearers on the one side to fulfil their obligations and by building the capacity of rights-holders on the other side to claim their rights.

²⁰ See, e.g., United Nations, 'Convention on the Rights of Persons with Disabilities', United Nations, New York, 2006, Article 7, <www.un.org/disabilities/convention/conventionfull.shtml>; Committee on the Rights of the Child, *General Comment No. 9 (2006): The rights of children with disabilities*, CRC, Geneva, 2006, <[www.unhcr.ch/tbs/doc.nsf/\(Symbol\)/CRC.C.GC.9.En](http://www.unhcr.ch/tbs/doc.nsf/(Symbol)/CRC.C.GC.9.En)>, both accessed 12 July 2013.

²¹ Committee on the Rights of the Child, *General Comment No. 13*, para. 59.

²² The 'arch of human rights' was devised by Marie Wernham of CREATE (Child Rights Evaluation, Advice & Training Exchange). It first appeared in Wernham, Marie, *Working with Children in Street Situations – Training Manual 1: Core knowledge, approaches and training techniques*, EveryChild Kyrgyzstan and CREATE: Child Rights Evaluation, Advice & Training Exchange, London, 2007.



In this support we aim to build collaborative relationships between duty-bearers and rights-holders where possible, with both sides meeting in the middle to form a strong 'arch' – or, in other words, strong families, communities and societies. The arch image can also serve to illustrate the importance of respecting the rights of others. It is difficult to build strong arches if you are busy trying to knock down other people's arches or if they are trying to knock down yours; hence the need to respect the rights of others. (Please note: While it is important to respect the rights of others, it should never be suggested or taught that rights are dependent on children fulfilling certain responsibilities. See Section 4.3 and Appendix 2 for further discussion of this issue.)

The arch of human rights applies equally to adults and children.

When considering child rights more specifically, the rights-holders are children while the duty-bearers are the state and, by extension, professionals (including teachers), caregivers, community members and others. The 'arch' relationship reflects the fact that it is a mutually supportive relationship that requires developing capacities on both sides: of duty-bearers to meet their obligations to respect, protect and fulfil rights (Article 4); and of rights-holders to claim their rights.

Applying the CRC principles in order to distinguish the child rights approach within the broader human rights-based approach: the 'table leg test'²³

The CRC...

... is not a 'shopping list' of rights!
Every individual article must be underpinned by the **6 umbrella rights** of the CRC:

- **non-discrimination (Article 2)**
- **best interests (Article 3.1)**
- **implementation (Article 4)**
- **guidance by families and communities, in line with their evolving capacities, to help them exercise their rights (Article 5)**
- **life, survival and development (Article 6)**
- **participation (Article 12).**

In other words, the process of achieving children's rights is just as important as the outcome.

Owing to their particular developmental circumstances and evolving capacities, children have a set of more specific rights, as codified in the CRC.

The Committee on the Rights of the Child has singled out four articles of the CRC which contain rights identified as general principles: Articles 2, 3.1, 6 and 12.²⁴ The Committee also considers two further articles of the CRC to have "all-embracing relevance": Article 4²⁵ and Article 5.²⁶

The Committee thus explicitly refers to six articles in its definition of the child rights approach: "developing the capacity of duty-bearers to meet their obligations to respect, protect and fulfil rights (Article 4) and the capacity of rights-holders to claim their rights: guided at all times by the rights to non-discrimination (Article 2), consideration of the best interests of the child (Article 3.1), life, survival and development (Article 6), and respect for the views of the child (Article 12). Children also have the right to be directed and guided in the exercise of their rights by caregivers, parents and community members, in line with children's evolving capacities (Article 5)."

These six articles are referred to in this Toolkit for convenience as 'umbrella rights'. An easy way to remember them is through the 'table leg test', where Article 6 (life, survival and development) is the table top, Articles 2 (non-discrimination), 3.1 (best interests of the child), 5 (guidance by parents, families and communities) and 12 (expression of opinion) are each table legs, and the whole table rests on the 'rug' or support provided by Article 4 (implementation of rights).

²³ The 'table leg test' was devised by Marie Wernham of CREATE (Child Rights Evaluation, Advice & Training Exchange). It first appeared in Wernham, Marie, *An Outside Chance: Street children and juvenile justice – An international perspective*, Consortium for Street Children, London, 2004, pp. 20–21. It has been updated here by the same author to incorporate reference to Article 5 of the CRC.

²⁴ See, e.g., Committee on the Rights of the Child, *Overview of the Reporting Procedures, CRC/C/33*, United Nations, Geneva, 1994. It is important to remember that these are first and foremost rights. Referring to them *only as* 'principles' can run the risk of diluting their strength.

²⁵ Article 4 already forms part of the Committee's 'general measures of implementation' (Committee on the Rights of the Child, *General Comment No. 5 (2003): General measures of implementation of the Convention on the Rights of the Child (arts. 4, 42 and 44, para. 6)*, CRC, Geneva, 2003, <<http://daccess-ddsny.un.org/doc/UNDOC/GEN/G03/455/14/PDF/G0345514.pdf?OpenElement>>, accessed 12 July 2013) but considering it alongside the 'four general principles' helps to bring it to the forefront.

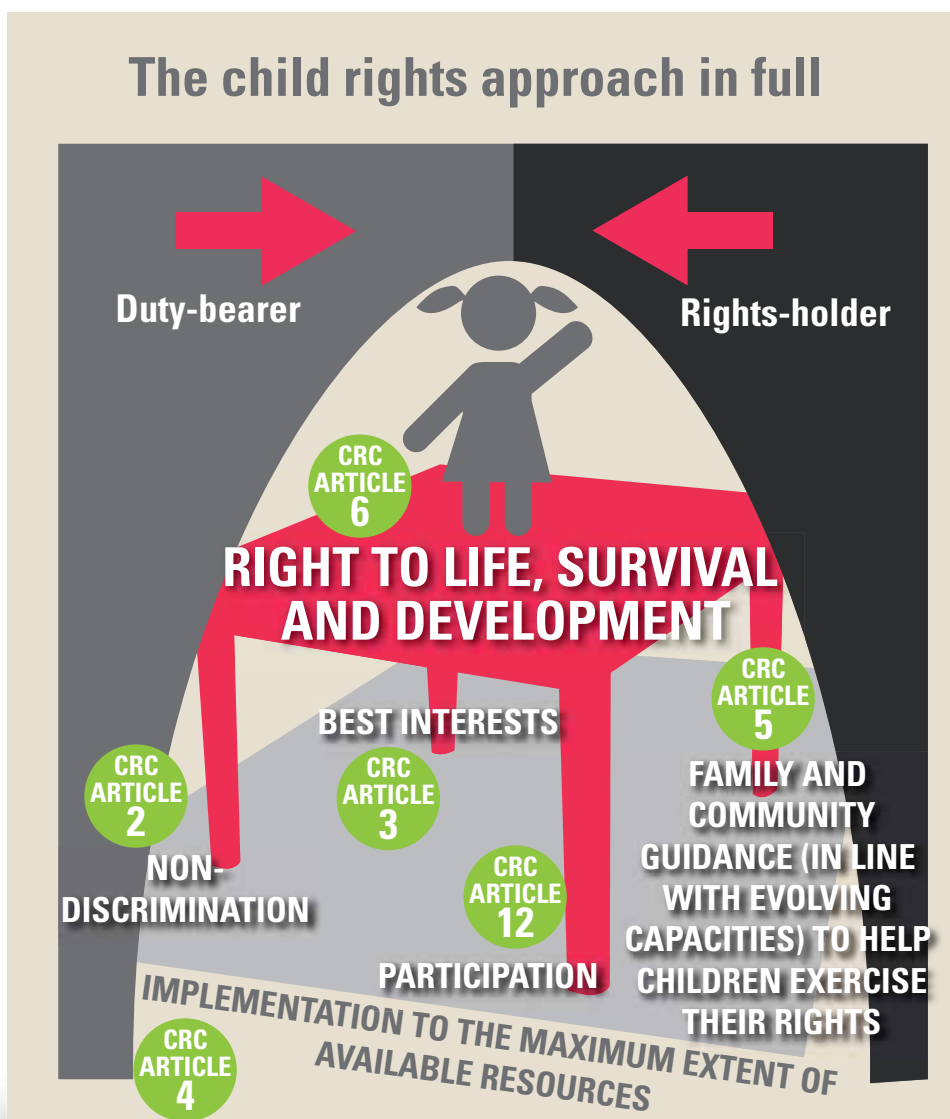
²⁶ See Committee on the Rights of the Child, *General Comment No. 13*, paras. 64–66.

Imagine that a child is sitting on the table. For any project, programme, activity, policy, piece of legislation or behaviour to be considered 'child rights-based', all the umbrella rights have to be taken into consideration. If one of the table legs or the foundation (implementation to the maximum extent of available resources) is missing, the table is not stable and the child will fall.

The child rights approach in full: the 'arch' and 'table' together

Within the overall context of proactively setting out to realize children's rights, the two images of the 'arch' and 'table leg test' come together to illustrate the full child rights approach.

Whatever initiative you are planning, imagine it is sitting on the table with the child. Ask yourself the suggested questions on the following pages. The shaded rows (questions A-I) make up a simple version with one question for each element of the arch and table. The other questions (1-38) go into more detail, depending on the complexity of the initiative.



Guiding questions for implementation of the 'child rights approach' (arch and table leg test)

Overall context	A	Does this initiative proactively further the realisation of children's rights as set out in the CRC and other international human rights instruments? (It must contribute directly, not just incidentally, to the realization of children's rights.)	
	1	What are these specific rights?	
Arch	Duty-bearers	B	Does this initiative help build the capacity of duty-bearers to fulfil their obligations?
		2	Who are the duty-bearers? (Try to be specific.)
		3	What are their obligations? (Try to be specific.)
		4	Are the duty-bearers aware of their obligations?
		5	What is preventing the duty-bearers from fulfilling their obligations?
		6	How does this initiative build their capacity to fulfil their obligations?
	Rights-holders	C	Does this initiative help build the capacity of children as rights-holders to claim their rights?
		7	Who are the rights-holders? (Try to be specific; include children from vulnerable groups to ensure their rights are being addressed.)
		8	What are the particular rights which need to be promoted in this context? (Try to be specific.)
		9	Are the rights-holders aware of their rights?
		10	What is preventing the rights-holders from claiming their rights?
11	How does this initiative build their capacity to claim their rights?		
Table leg test	Table top (Article 6)	D	Does this initiative contribute positively to - and avoid harming - children's right to life, survival and development?
		12	Does this initiative present any risk to children's life or survival?
		13	What measures need to be taken to protect the safety, dignity and well-being of the children involved, including marginalized and excluded children such as children with disabilities and children from minority groups?
		14	How does this initiative positively contribute to children's development to their fullest potential – both individual and groups of children?
	Table leg (Article 2)	E	Is this initiative discriminating against any individual or groups of children?
		15	Is this initiative targeted at a particular group of children? If so, who?
		16	If so, why has this particular group, as opposed to others, been targeted?
		17	If so, what will be the impact on individual and groups of children who are not involved?
	Table leg (Article 3.1)	18	Does this initiative discriminate against any individual or groups of children (including individual or sub-groups of children within the main target group)?
		F	Is this initiative in children's best interests?
		19	Has there been an assessment by competent people of the possible impact (positive and/or negative) of the initiative on the child or children concerned?
		20	Are child-friendly procedures in place to ensure the right of children to express their views and have their best interests taken as a primary consideration?
		21	Is it possible to explain and document why this initiative is in the best interests of the child or children – based on what criteria and how different rights or needs have been weighed against other considerations?
22		Has decision-making taken into account the views of the child, the views of their caregivers, the safety of the child, the child's identity, any situation of vulnerability and the child's specific rights, for example to health and to education?	
23	If there was a conflict in weighing various elements, is it clear that the main purpose of assessing the best interests is to ensure full and effective enjoyment of children's rights and the holistic development of the child?		

Guiding questions for implementation of the 'child rights approach' (arch and table leg test)

Table leg test	Table leg (Article 5)	G	Are family and community stakeholders involved?
		24	Who are the family and community stakeholders involved? (Try to be specific.)
		25	To what extent have you consulted them/involved them in the planning, implementation, monitoring and evaluation?
		26	Is an advocacy process needed in order to gain their support? If so, what does this need to involve?
		27	How does this initiative build their capacity to support children's exercise of their rights in the short, medium and long term?
	Table leg (Article 12)	H	Are <i>all</i> children able to participate in an ethical and meaningful way?
		28	Has this initiative been instigated by adults, by children or by adults and children jointly? (Whose idea was it?)
		29	To what extent have children been consulted/involved in the planning, implementation, monitoring and evaluation?
		30	Have <i>all</i> children been given an equal opportunity to participate, with particular regard to young children, and marginalized and excluded children such as children with disabilities, and children from minority groups?
		31	Does children's participation in this initiative comply with ethical standards and guidelines?
		32	How does this initiative contribute to the changing of attitudes, and the creation/strengthening of mechanisms, processes and spaces for children to speak out and be taken seriously - in the short, medium and long term?
	Foundation / rug (Article 4)	I	Is the initiative being adequately, sustainably and ethically resourced by those responsible?
		33	Does this initiative represent the best use of financial, human and technical resources?
		34	What is and what should be the role and responsibility of CRC States Parties in relation to implementing and resourcing this initiative (see also questions 2-6)? (This may not be relevant to community-level initiatives.)
		35	What partnerships have been developed to facilitate resourcing of this initiative?
		36	How is the initiative being resourced - in the short, medium and long term (including human, financial, technical and material resources)?
		37	Is the resourcing sustainable? (Will the resourcing come to an abrupt end and if so, what will be the consequences?)
		38	Is the resourcing ethical? (Do the funds come from an initiative or process which has, in itself, violated human and/or child rights?)

These guiding questions can apply to any initiative, not just in relation to CRE. Nevertheless, CRE involves deliberately and explicitly promoting the child rights approach (represented by the 'arch and table leg test') so that it becomes widely known and implemented by both adults and children.

As you read through this Toolkit, think about how you can share and promote an understanding of the child rights approach with others and how you can apply it to your activities and programming. Even if you are doing only one of the CRE initiatives shown on the 'CRE Tree' (Section 3.1), you should still apply the 'arch and table leg test' to both the end **product** and the **process**. For example, if – after doing an appropriate needs assessment – you are producing a teaching resource on climate change, you should apply the following guidelines.

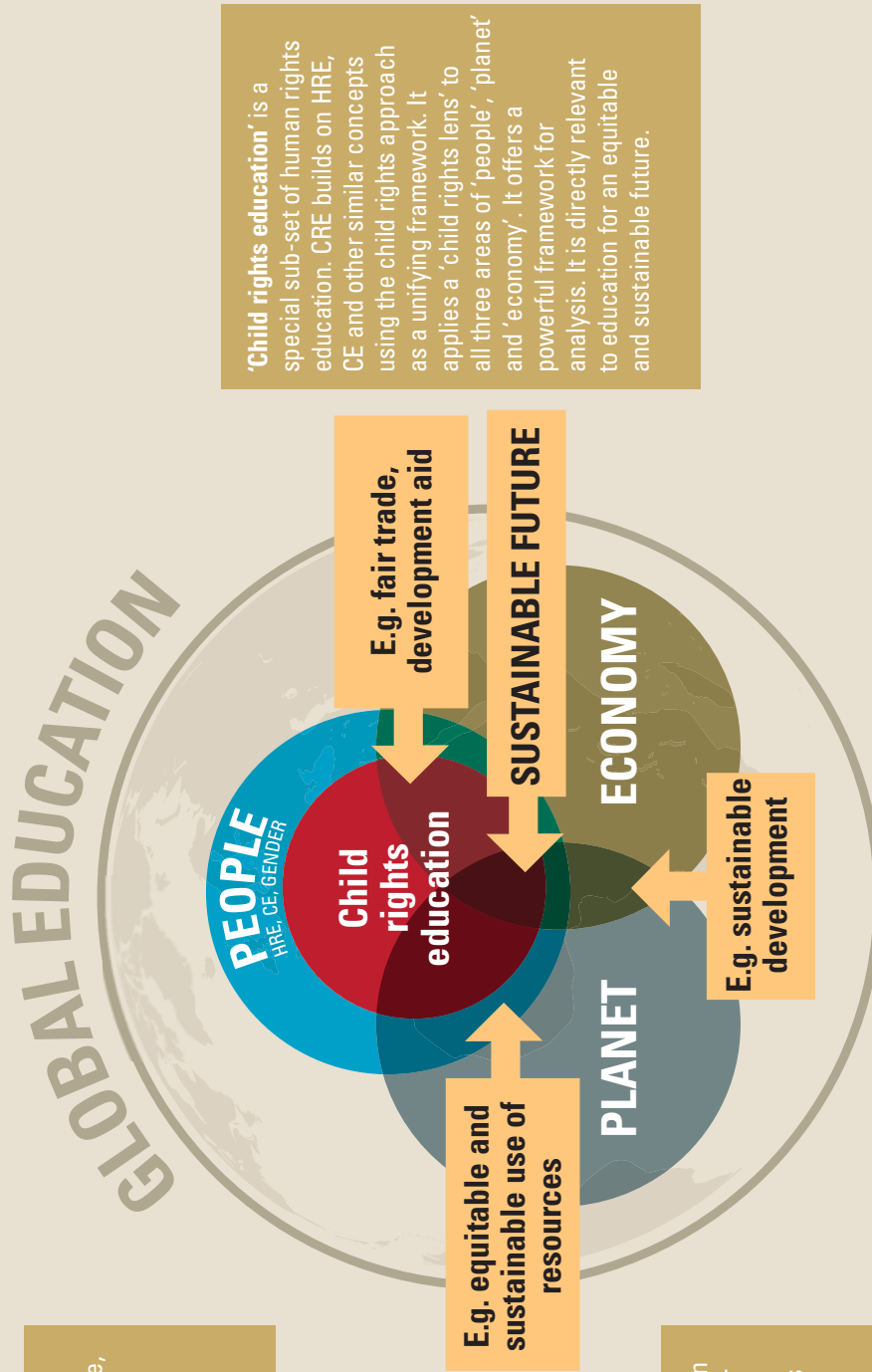
Product: The resource itself should make educational links to the duty-bearer/rights-holder relationship and the six umbrella rights. This is in addition to any other topic-specific rights. For example, it should outline:

- who the duty-bearers and rights-holders are;
- how climate change affects children's rights to life, survival and development (Article 6);
- how it disproportionately affects poorer children/children with disabilities/children in vulnerable climates (discrimination) (Article 2);
- how it is not in the best interests of the child (Article 3.1);
- how (the maximum extent of available) resources can be used more effectively to prevent it (Article 4);
- how children themselves can speak out about the issue (Article 12 etc.); and
- how families and communities can support children to learn about it and take action (Article 5).

Process: The process of actually developing the resource should also pass the 'arch and table leg test'. The following questions are useful examples.

- Can the process of actively involving duty-bearers and rights-holders in the development of the resource help to build their capacity?
- Is it in the best interests of the child to produce this particular resource on climate change, as opposed to a resource on a different topic, or as opposed to focusing efforts on a different initiative altogether (Article 3.1)?
- Have children themselves, including marginalized and vulnerable children, been involved in developing the resource (Article 12 etc.)?
- Does the language of the resource discriminate against any particular groups of children (is it patronising towards poorer children/accessible to children with disabilities, etc.) (Article 2)?
- Does the resource jeopardize any child's right to life, survival or development (for example, child protection concerns regarding the identity of children cited in case studies/whether their story is being used with informed consent/is not patronising, disempowering or disrespectful etc.) (Article 6)?
- How is the production of this teaching resource being 'resourced'? Is it making the best use of existing human and financial resources? What additional resources are needed to make sure it is being used in practice (Article 4)?
- How will families and communities react to this resource? Will it cause problems between the child and their family/community if they learn about this in school? How can you prepare and support families and communities to accept the materials and further support their child's learning on this topic (for example, suggest extension activities to do at home with caregivers) (Article 5)?

2.2 Situating CRE in the context of other concepts



'Global education' is a very broad term. It is often divided into three areas: people, planet and economy (also known as 'society, environment and economy' or 'socio-cultural, ecological and economic areas').

'Child rights education' is a special sub-set of human rights education. CRE builds on HRE, CE and other similar concepts using the child rights approach as a unifying framework. It applies a 'child rights lens' to all three areas of 'people', 'planet' and 'economy'. It offers a powerful framework for analysis. It is directly relevant to education for an equitable and sustainable future.

'People' includes human rights education (HRE), citizenship education (CE), gender studies etc. In other words, issues applying to all human beings, both adults and children.

There is significant overlap between CRE and HRE: children's rights are a sub-set of human rights, and the essential relationship between duty-bearer and rights-holder is the same for both adult and child human rights approaches (see Section 2.1 for detail on the 'arch of human rights'). It is important for both adults and children to gain an understanding of what 'human rights' are before moving onto 'child rights' more specifically.

The CRC was the first human rights instrument to articulate the entire set of rights relevant to children: civil, cultural, economic, political and social. It was also the first United Nations human rights treaty to recognize children as social actors and active holders of their rights. The field of child rights and CRE therefore includes additional specific rights, principles and approaches beyond the scope of HRE as applied to human rights in general.

There is also significant overlap between HRE (and therefore the sub-set of CRE) and citizenship education (CE). CE concentrates primarily on democratic rights and responsibilities and active participation, in relation to the civic, political, social, economic, legal and cultural spheres of society. HRE, on the other hand, is concerned with the *broader* spectrum of human rights and fundamental freedoms in every aspect of people's lives.²⁷ HRE is therefore broader than CE. HRE has been said to 'unite and subsume' other types of education such as CE, education for sustainable development, peace education and antiracism education.²⁸

Less has been written about the relationship between CE and CRE more specifically (as opposed to HRE more broadly). Nevertheless, some experts suggest that the goal of CRE is:

The term 'child rights education' (CRE) is preferred to 'Education for Development' because CRE articulates more explicitly the link to the CRC as a universal platform for promoting a more globalized and equitable approach to education. CRE applies to UNICEF National Committee and country office contexts more equally than Education for Development, which has traditionally been associated more with National Committees. Furthermore, CRE explicitly promotes the all-important child rights approach outlined in Section 2.1.

"to provide the knowledge, attitudes, values and skills that people need if they are going to build, sustain, or rebuild a society that is democratic and respects human rights. [...] Children's rights education is important as a pathway to citizenship and to citizenship education and as a vehicle for the development of the values and practices of a global citizenship".²⁹

The promotion of CRE is consistent with a concern for participative democracy and CE which avoids narrow definitions of 'citizenship' that define nationality in terms of ethnic, religious or cultural identity.

The concept of 'Education for Development' (as used by UNICEF to describe raising awareness about children's rights, promoting civic engagement and participation, and promoting commitment to global solidarity: see Section 1.1), is understood to be subsumed within the broader – and conceptually stronger – category of CRE.

²⁷ See, e.g., Osler, Audrey and Hugh Starkey, *Teachers and Human Rights Education*, Trentham, Stoke on Trent, 2010 and *Changing Citizenship: Democracy and Inclusion in Education*, Open University Press, Maidenhead, 2005; Covell, Katherine, 'School Engagement and Rights-respecting Schools', *Cambridge Journal of Education*, vol. 40, no. 1, 2010, pp. 29–51; Howe, R. Brian and Katherine Covell, *Empowering Children: Children's rights education as a pathway to citizenship*, University of Toronto Press, Toronto, 2005; Banks, James A., et al, *Democracy and Diversity: Principles and concepts for educating citizens in a global age*, Center for Multicultural Education, University of Washington, Seattle, 2005.

²⁸ Flowers, Nancy, 'How to define human rights education? A complex answer to a simple question' in *International Perspectives in Human Rights Education*, edited by Viola B. Georgi and Michael Seberich, (pp. 105-127), Bertelsmann Foundation Publishers, Gütersloh, 2004, pp. 105-127 (p.118).

²⁹ Howe and Covell, *Empowering Children*, pp. 7-8.

2.3 Situating CRE in the context of UNICEF's global mission

CRE is an essential pathway to advance UNICEF's mission in line with the opening of its Mission Statement.

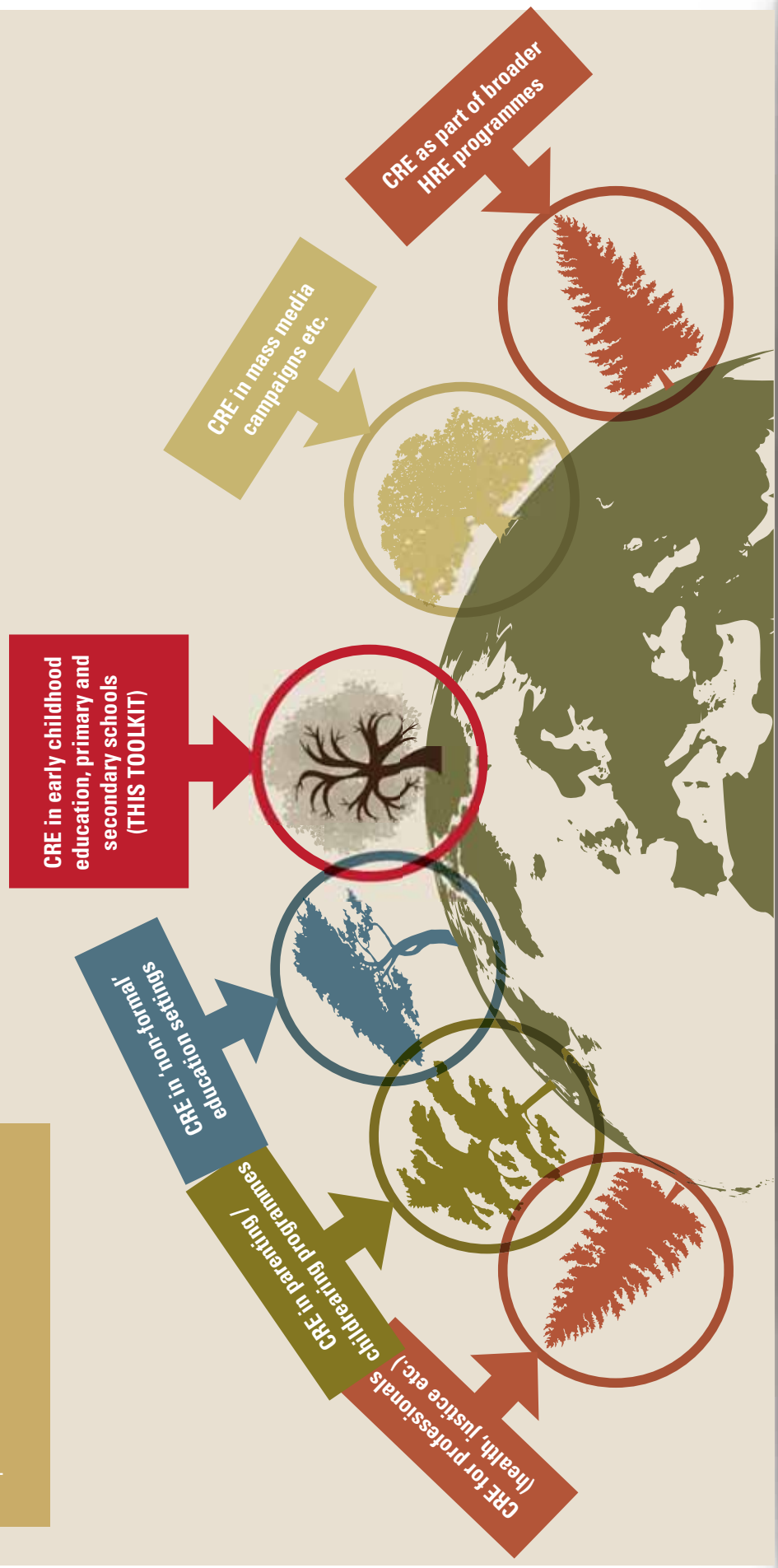
- “UNICEF is mandated by the United Nations General Assembly to advocate for the protection of children's rights [...] and to expand their opportunities to reach their full potential.
- UNICEF is guided by the Convention on the Rights of the Child and strives to establish children's rights as enduring ethical principles and international standards of behaviour towards children.”

UNICEF's mandate to ensure that all rights for all children are met has resulted in several cross-cutting areas of specialization within the organization. These include gender, rights, communication for development, disability, civil society partnerships, adolescent development and participation, urbanization and climate change. CRE should take these and other issues into account by following the guidance provided in international human rights instruments – in particular the CRC, the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and the Convention on the Rights of Persons with Disabilities (CRPD).³⁰ CRE should also take into account that issues such as gender, ethnicity, disability and other factors can intersect, leading to multiple discrimination and multiple barriers to some children's opportunities to learn as a right, about rights, through rights and for rights.

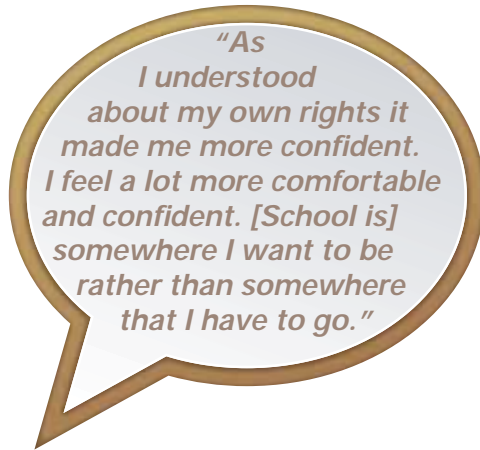
³⁰ A useful resource in relation to disability is Lansdown, Gerison, *Using the human rights framework to promote the rights of children with disabilities: Working paper – An analysis of the synergies between CRC, CRPD and CEDAW*, UNICEF, New York, 2012, <www.unicef.org/disabilities/files/Using_Human_Rights_Working_Paper-2012.pdf>, accessed 15 July 2013.

UNICEF is already engaged in CRE globally in a range of different contexts. This toolkit focuses only on CRE in 'formal' education settings for early years, primary and secondary schools.

Other CRE initiatives may include: awareness raising at national, regional and international levels; working with donors and the corporate sector; CRE in emergencies, etc. All of these initiatives complement each other.



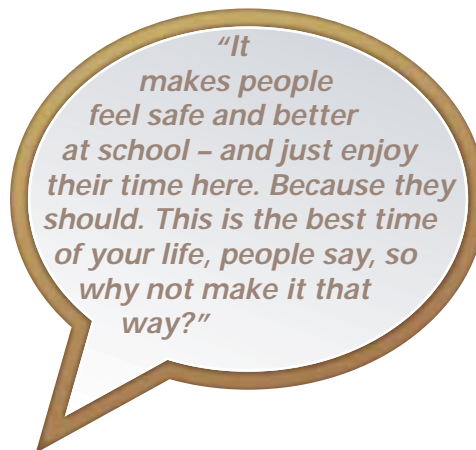
2.4 Why do we need a focus on CRE?



(15–16-year-old girl, UK)³¹



(11-year-old boy from a school participating in the UNICEF UK Rights Respecting Schools Award)



(15–16-year-old boy, UK, on the impact of his school adopting a whole school approach to CRE)³²

³¹ LaunchPad Productions, *Living up to the Promise: Rights, respect and responsibilities across Hampshire* [DVD], Hampshire County Council and UNICEF UK, Winchester.

³² LaunchPad Productions, *Living up to the Promise*. See Chapter 4 for more information on whole school approaches.

According to the CRC:³³

- “ Considering that the child should be fully prepared to live an individual life in society, and brought up in the spirit of the ideals proclaimed in the Charter of the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity [...]” (Preamble);
- “ States Parties undertake to make the principles and provisions of the Convention widely known, by appropriate and active means, to adults and children alike” (Article 42);
- “ States Parties agree that the education of the child shall be directed to [among other things]: the development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations; and the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous³⁴ origin” (Article 29(1) (b); (d)).

According to the Committee on the Rights of the Child:

- “ The education to which every child has a right is one designed to provide the child with life skills, to strengthen the child’s capacity to enjoy the full range of human rights and to promote a culture which is infused by appropriate human rights values. The goal is to empower the child by developing his or her skills, learning and other capacities, human dignity, self-esteem and self-confidence” .³⁵

Raising awareness and improving understanding of child rights principles and provisions is an obligation in its own right. It is also an essential pre-requisite to the implementation of these child rights principles and provisions in practice.

CRE through ‘appropriate and active means’ is necessary for all adults and children. It can take place in many different contexts. For many children the formal education system provides an ideal opportunity to learn about rights, not only as part of the curriculum³⁶ but by experiencing respect for these rights within the learning environment as a whole. This learning ‘about rights’ and ‘through rights’ in turn builds the capacity of children to become active participants ‘for rights’, promoting respect for, and implementation of, the rights of others in the local and global community. Of course, by ‘all children’ is meant girls and boys, children in minority groups, children with disabilities and other groups of vulnerable children. Education that is inclusive and respectful of diversity and of the rights of children with disabilities and children from socially excluded groups improves the learning environment for all children. It enables children to internalize these values, which they carry into their communities.

Education systems and approaches need to be transformed in order for them to become transformative for the children, communities and countries they serve. CRE is an important pathway to achieving this goal.

³³ Other international human rights treaties of great relevance to UNICEF are CEDAW and CRPD.

³⁴ See also United Nations, ‘Declaration on the Rights of Indigenous Peoples’, United Nations, New York, 2007, <www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf>, accessed 15 July 2013.

³⁵ Committee on the Rights of the Child, *General Comment No. 1 (2001): Article 29 (1) – The aims of education*, CRC, Geneva, 2001, para. 2, <<http://daccess-dds-ny.un.org/doc/UNDOC/GEN/G01/412/53/PDF/G0141253.pdf?OpenElement>>, accessed 15 July 2013.

³⁶ See Glossary for definition of ‘curriculum’.

CRE is consistent with Education First, the United Nations Secretary-General's initiative to ensure high-quality, relevant and transformative education for everyone, which states that:

- the power of education to transform lives is universal;
- education can unleash the potential of the human spirit;
- Education First seeks to unleash human potential by nurturing the unique gifts that every child brings to the world.

"Our shared ideals are simple. We want all children to attend primary school and to progress to secondary school and relevant higher education. We want them to acquire the literacy, numeracy and critical-thinking skills that will help them to succeed in life and live as engaged and productive global citizens."

Ban Ki-moon,
UN Secretary-General,
New York, September 2012

CRE is particularly relevant to two of the three Education First priority areas: "Improve the quality of learning" and "Foster global citizenship". It contributes directly to the initiative's three "Key Actions" to foster global citizenship:

- "Develop the values, knowledge and skills necessary for peace, tolerance and respect for diversity.
- Cultivate a sense of community and active participation in giving back to society.
- Ensure schools are free of all forms of discrimination, including gender inequality, bullying, violence, xenophobia and exploitation."³⁷

An increasing body of evidence from around the world testifies to the transformative nature of comprehensive CRE,³⁸ as in the following examples.

- In the UK, over a five-year period (2004–2008), schools in which a 'whole school approach' to CRE was fully implemented have shown improvements in children's school engagement, school climate, citizenship values and behaviours, and peer and teacher relationships; and decreases in anti-social behaviour, bullying and teacher burnout.³⁹
- Whole school approaches to CRE can have particularly positive outcomes in schools with children from socially disadvantaged backgrounds. These outcomes include a dramatic decrease in exclusion days, an increase in academic achievement and retention of staff, and improved relationships with parents and the wider community.⁴⁰

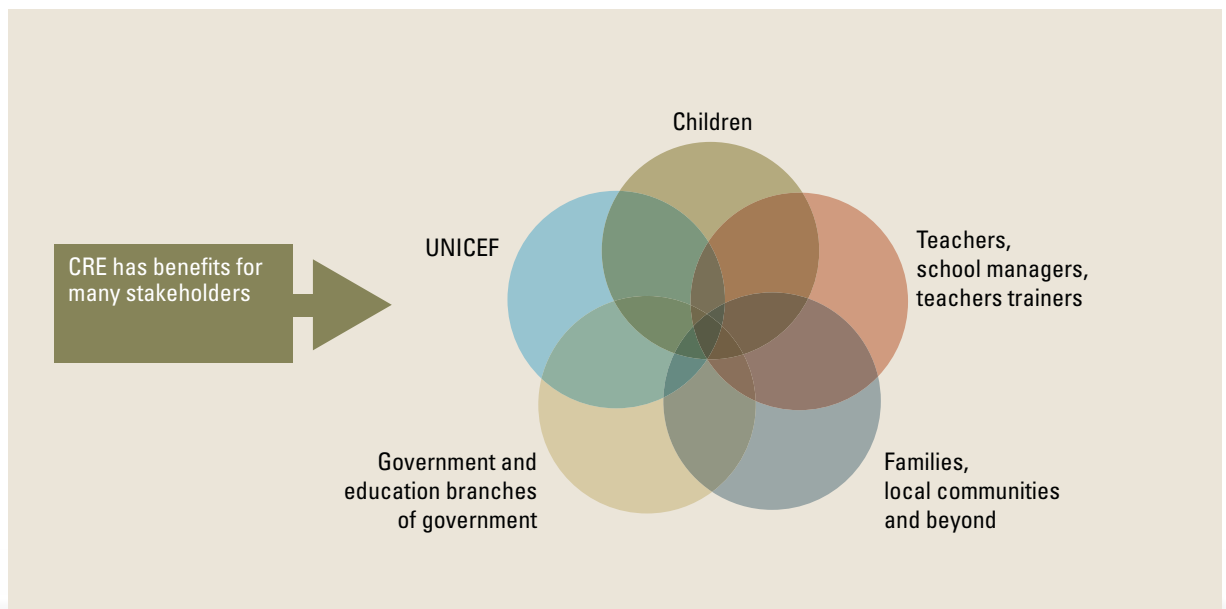
³⁷ United Nations, *Global Education First Initiative: An initiative of the United Nations Secretary-General*, United Nations, New York, 2012, pp. 2, 31, 10, 3, 12–13 and 25 respectively, <www.gloaleducationfirst.org>, accessed 15 July 2013.

³⁸ It should be noted that a lot of the existing research has been on outcomes for children. Research to date (and indeed practice in schools) has not focused sufficiently on the impact on duty-bearers (for example that they now understand the CRC better and are in a position to respect, protect and fulfil children's rights through education). Care should be taken to avoid an over-emphasis on 'changing' children which can distort a true rights-based approach where there should be equal emphasis on changing duty-bearers' attitudes, understanding and behaviour.

³⁹ Covell, Katherine and R. Brian Howe, *Rights, Respect and Responsibility: Final report on the County of Hampshire Rights Education Initiative*, Children's Rights Centre, Cape Breton University, Nova Scotia, 2008; Covell, Katherine, Justin K. McNeil and R. Brian Howe, 'Reducing Teacher Burnout by Increasing Student Engagement: A children's rights approach', *School Psychology International*, vol. 30, no. 3, 2009, pp. 282–290, referring to implementation of the 'Rights, Respect and Responsibilities' programme. See Chapter 4 for more information on whole school approaches.

⁴⁰ Covell, Katherine, R. Brian Howe and Jillian Polegato, 'Children's Human Rights Education as a Counter to Social

- 70–85 per cent of principals from schools involved in the higher level of UNICEF UK's Rights Respecting Schools Award report that this whole school approach to CRE has had a 'significant impact' on the following issues. "Children and young people: have improved respect for themselves and others; develop positive relationships and behaviour, including finding their peers 'kind and helpful'; demonstrate positive attitudes towards diversity in society and overcoming prejudices"; and "feel empowered to respect the rights of others locally, nationally and globally, and uphold their own rights." This increases to 95–100 per cent when taking into account 'some noticeable impact' as well as 'significant impact'.⁴¹
- According to a 2012 study in Spain, the integration of child rights as ethical principles and universal behaviour rules makes a deep transformation in the school: improving the students' self-esteem; easing the way to diversity and lowering prejudices; improving general behaviour and the relationships among students; giving teachers satisfaction in their work; fostering integration and recognition within the educative community; and transferring involvement to other educational areas, improving academic results.⁴²
- Senior management personnel in German schools involved in whole school CRE pilot initiatives stated: "We started out with low expectations but in fact we had set an avalanche in motion"; "Overcoming the initial hurdles in the project we have learned to find our own pace and the most suitable way towards the goal of a child-friendly school. It was worth it – the atmosphere and attitude of children has improved considerably."⁴³
- According to an evaluation conducted for the Korean Committee for UNICEF, use of their CRE textbooks in primary schools has led to significant improvement in awareness of human rights, understanding of the characteristics of child rights and knowledge of the CRC.⁴⁴



Disadvantage: A case study from England', *Educational Research: Special Issue Intercultural, Citizenship and Human Rights Education*, vol. 53, no. 2, 2011, pp. 193–206, referring to implementation of the 'Rights, Respect and Responsibilities' programme.

⁴¹ Information taken from an internal analysis of evaluation reports undertaken by Frances Bestley, Programme Director of Rights Respecting Schools Award (RRSA), UNICEF UK.

⁴² Based on a 2012 study with schools around Spain conducted by the University of Lleida in association with UNICEF Spain.

⁴³ Assistant Director and Principal of two schools engaged in a pilot UNICEF 'rights respecting school' project in Germany.

⁴⁴ The study compared two groups of approximately 180 students each: one group using the UNICEF CRE textbooks and the other group not using the textbooks. Awareness of human rights rose from 42.0 per cent to 74.6 per cent of children after using the textbooks, compared to an increase from 35.6 per cent to 51.6 per cent of children after a class which did not use the textbooks. After using the textbooks, 45.4 per cent of children had an understanding that children, just like adults, have rights and can exercise these rights, up from 32.8 per cent. This is compared to the control group whose understanding of this issue, without using the textbooks, fell from 32.2 per cent to 28.6 per cent. 71.3 per cent of children in the textbook class had previously never heard of the CRC but this fell to 28.3 per cent after using the textbooks. In comparison, 70.0 per cent of children in the control group had previously never heard of the CRC but this fell only to 53.8 per cent following the session which did not use the textbooks.

Benefits for children

Research has identified three basic benefits of CRE for children: they become informed of their rights and the nature of the rights; they develop the attitudes and values underpinning democracy and global citizenship; and they become empowered to take positive action to protect the rights of others.⁴⁵ CRE facilitates children's participation in their near environments (school and community) where their opinions and decisions can be properly acknowledged and taken into account. CRE also assists children to understand the national and global environments and provides them with the knowledge and skills to act at a broader level.

"I have rights and I hope they will be respected."

(10-year-old student, Sweden, from a school which had received a visit from a UNICEF Child Rights Informant)

*[Recalling how an understanding of rights transformed a little girl into a 'beautiful flower']
"...a beautiful flower grown in this dusty lot. Rights give her an identity that she doesn't have to go searching for in the wrong places."*

(Primary school teacher, Canada)

"We know how to respect each other...we actually know why and how we are respecting that person, we are listening to what they are telling us, we are being kind to everyone. It's pretty awesome."

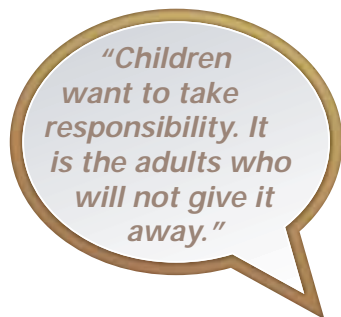
(Girl, Canada, on what it means that her school has adopted a whole school approach to child rights education)

"I changed, to be honest. [...] I think it will always be with you, so when you are out at work or college or university, it will just be part of how I work then, so I will respect others, I will be helpful to them, I'll be responsible. I think it will be something that sticks and really helps me with decisions that I have to make in the future."

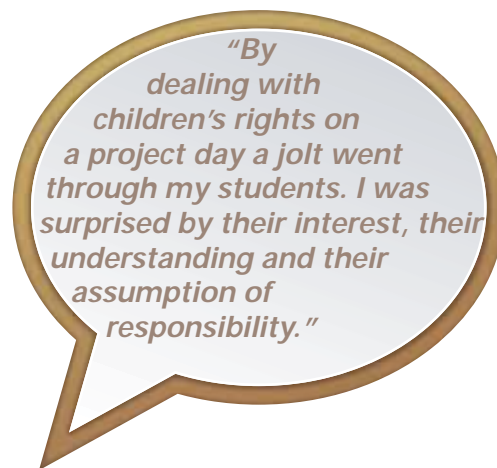
(15–16-year-old boy, UK)⁴⁵

⁴⁵ Tibbitts, Felisa, *The Annotated Primer for Selecting Democratic and Human Rights Education Teaching Materials*, Open Society Institute, Budapest, 1997.

⁴⁶ LaunchPad Productions, *Living up to the Promise*.



(16-year-old girl, Denmark)



(Secondary school teacher, Germany)

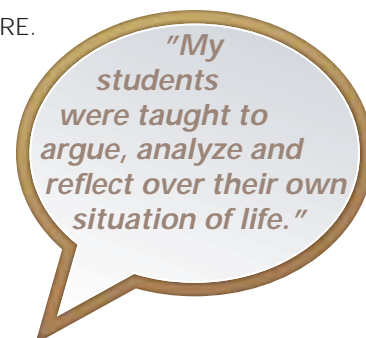
Benefits for teachers, school managers and teacher trainers

High-quality CRE applies the child rights approach (see Section 2.1) to teaching and learning, including – among other things – respect for children’s participation, their best interests, development to their fullest potential and non-discrimination. This is consistent with – and can help to build on – good interactive, learner-centred pedagogy already in use by many teachers worldwide.

The pedagogical implications of CRE for teachers have been examined by a number of researchers in relation to dignity and security; participation; identity and inclusivity; freedom; access to information; and privacy.⁴⁷ Researchers highlight the importance of using interactive, learner-centred pedagogical approaches that are motivating and humanizing,⁴⁸ and which are used to achieve transformational and empowering HRE and CRE. These approaches are experiential and activity-centred; participative; dialectical; analytical; healing (promoting human rights in intra- and interpersonal relations); problem-solving; and goal and action-oriented.⁴⁹ Skills relating to social and emotional learning such as critical thinking, conflict resolution, empathy and understanding are important components of HRE and CRE.⁵⁰

Staff from UNICEF Spain comment that in their work with teachers, a focus on child rights has proved to be a valuable framework to structure teaching because the universal consensus on child rights helps to overcome pre-existing ideological differences; a child rights focus clusters and structures the numerous demands of education, providing a consistent value base; and child rights offers a framework that is flexible yet sophisticated, easing the way to the resolution of specific conflicts.

See Appendix 3 for more information on the pedagogy of CRE.



(Teacher, Sweden, from a school that had received a visit from a UNICEF Child Rights Informant)

⁴⁷ See, e.g., Osler and Starkey, *Changing citizenship*.

⁴⁸ Tibbitts, Felisa, ‘Understanding What we Do: Emerging models for HRE’, in *International Review of Education*, vol. 48, nos. 3, 4, 2002, pp. 159–171.

⁴⁹ Tibbitts, Felisa and Peter Fritzsche, ‘Editorial: International perspectives of human rights education’, *Journal of Social Science Education*, special issue, 2006, p. 1.

⁵⁰ Jennings, Todd, ‘Human Rights Education Standards for Teachers and Teacher Education’, in *Teaching Education*, vol. 17, no. 4, 2006, pp. 287–298.

“Staff attitudes have changed dramatically according to both staff and pupils. Every member of staff has been affected by the improvement in the quality of relationships between staff, and between staff and pupils. [...] Staff and pupils have developed respect for one another and it has been a shared learning journey.”

(Background research on the impact of whole school approaches to CRE for UNICEF UK’s Rights Respecting Schools Award)

“I am very proud of sending children off to secondary school with a basis and an understanding of their rights as children. They are able to participate effectively. One of the best things we can do for children is send them off to secondary school still wanting to learn, still wanting to do their best and, you know, to be something - to contribute something to society.”

(Principal, UK primary school that has adopted a whole school approach to CRE)⁵¹

Benefits for families, local communities and beyond

High-quality CRE has a positive impact on families, local communities and beyond. Caregivers and other family members share in their children’s increased knowledge about rights and global issues.

They witness and benefit from children’s improved communication and behaviour within the context of respectful relationships that are being modelled in the school environment. CRE motivates children to take action in relation to local and global initiatives to promote respect for child and human rights. For example, having transformed their school into a rights-respecting environment (through a comprehensive whole school CRE initiative), one school in Andover in the UK has made the natural progression to transforming their town into a rights-respecting environment. There is great potential to link CRE within schools to ‘child-friendly cities’ initiatives and similar community programmes.

“If we bring [rights and respect] out into Andover and if other communities see what we’re doing, then we might change and affect how the other communities behave. We might take a small part in changing the world.”

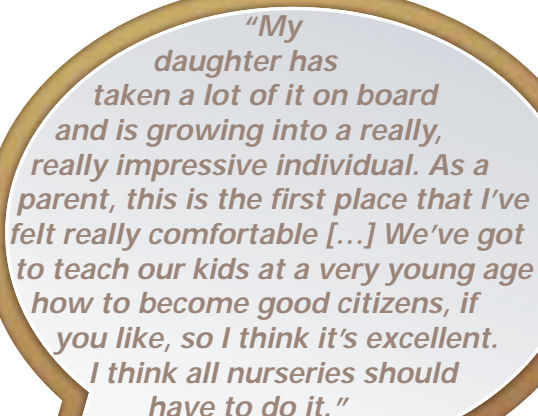
(10–11-year-old girls, UK)⁵²

⁵¹ LaunchPad Productions, *Living up to the Promise*.

⁵² LaunchPad Productions, *Living up to the Promise*.

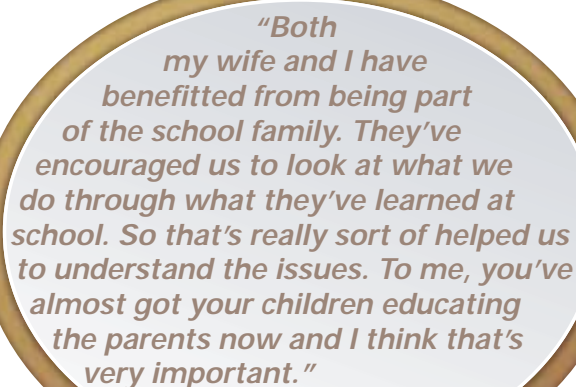
Furthermore, many schools use CRE as the framework to explore the situation of child rights in other countries. This often results in practical advocacy, communication and fundraising projects to support child rights globally, such as awareness-raising campaigns, government lobbying, school twinning and innovative fundraising for specific causes.

Parents speak about the benefits of whole school CRE approaches, as exemplified in these examples from the UK.



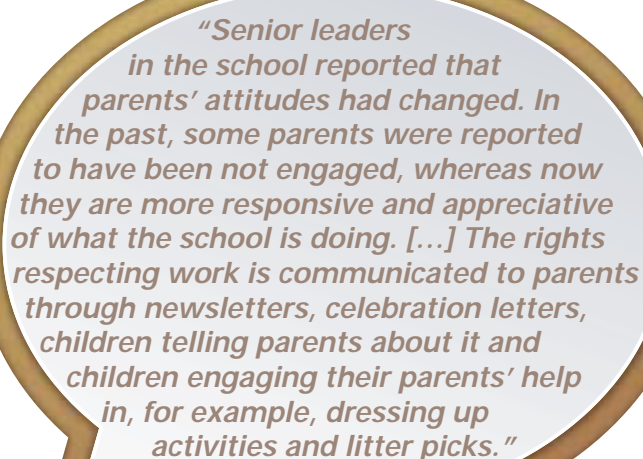
"My daughter has taken a lot of it on board and is growing into a really, really impressive individual. As a parent, this is the first place that I've felt really comfortable [...] We've got to teach our kids at a very young age how to become good citizens, if you like, so I think it's excellent. I think all nurseries should have to do it."

(Parent, UK, early childhood education)⁵³



"Both my wife and I have benefitted from being part of the school family. They've encouraged us to look at what we do through what they've learned at school. So that's really sort of helped us to understand the issues. To me, you've almost got your children educating the parents now and I think that's very important."

(Parent, UK, primary school)⁵⁴



"Senior leaders in the school reported that parents' attitudes had changed. In the past, some parents were reported to have been not engaged, whereas now they are more responsive and appreciative of what the school is doing. [...] The rights respecting work is communicated to parents through newsletters, celebration letters, children telling parents about it and children engaging their parents' help in, for example, dressing up activities and litter picks."

(Background research on the impact of whole school approaches to CRE for UNICEF UK's Rights Respecting Schools Award)

⁵³ LaunchPad Productions, *Living up to the Promise*.

⁵⁴ LaunchPad Productions, *Living up to the Promise*.

Benefits for governments and education branches of government (such as ministries of education)

It helps States Parties to fulfil their obligations regarding the CRC, CRPD, CEDAW and other international and regional instruments which outline commitments to HRE and CRE.

It provides a strong framework for tying together existing approaches to educational improvements and curriculum areas such as those listed below, applying a 'child rights lens' to the broader area of HRE. CRE complements, advances and further develops existing concepts and initiatives such as those listed below.

Concepts

- Human rights education
- Global education
- Inclusive education
- Education for sustainable development
- Citizenship education
- Peace education
- 'Learning to live together'
- Restorative practices in schools
- Protective environment framework in schools (including but not limited to anti-bullying initiatives)
- Holistic education (beyond literacy and numeracy)
- Social and emotional learning
- Equity (including but not limited to anti-exclusion initiatives)

Initiatives

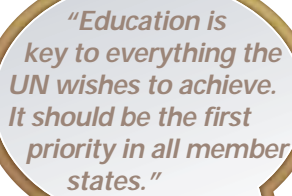
- Education First
- Child-friendly education
- Child-friendly schools
- Child-friendly cities
- International Bureau of Education (IBE) technical assistance on curriculum development
- Awareness-raising on CRC
- World Programme for Human Rights Education

(See Section 2.2 for more details on how some of these concepts relate to each other).

Applying whole school approaches (see Chapter 4) to CRE can significantly contribute to existing government efforts to improve the quality of education. According to some research it promotes children's engagement with schools, which in turn is linked to increased academic and social efficacy. Furthermore, children who attend rights respecting schools are more likely to make positive comments about their schools and about the social climate than their peers in traditional schools.⁵⁵ As seen earlier in this section, other benefits include an increase in academic achievement; improved relationships with peers, teachers, parents and the wider community; improvements in citizenship values and behaviours; a decrease in anti-social behaviour and bullying; reduced teacher burnout and increased retention of staff; and benefits for children from socially disadvantaged backgrounds.⁵⁶

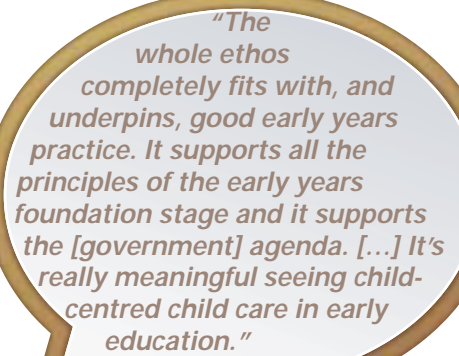
⁵⁵ Covell, 'School Engagement and Rights-respecting Schools'.

⁵⁶ See, e.g., Covell and Howe, *Rights, Respect and Responsibility*; Covell, Howe and Polegato, 'Children's human rights education as a counter to social disadvantage', referring to implementation of the 'Rights, Respect and Responsibilities' programme.




“Education is key to everything the UN wishes to achieve. It should be the first priority in all member states.”

(UN Secretary-General Ban Ki-moon, 30 July 2012)



“The whole ethos completely fits with, and underpins, good early years practice. It supports all the principles of the early years foundation stage and it supports the [government] agenda. [...] It’s really meaningful seeing child-centred child care in early education.”

(Early childhood education support teacher, UK⁵⁷)



“To create a generation that values the common good, we must understand how young people see the world today—and our schools must find ways to foster a broader vision. Goals and targets should be set around 21st century skills and regularly assessed to measure progress. Open discussion of tolerance and human rights can be politically sensitive, but it is critical if we want to overcome divisions and expand the prospects for peace and prosperity. Success will require support from a wide range of stakeholders, including the highest levels of government.”

(United Nations, *Global Education First Initiative*, p. 21)

Benefits for UNICEF

CRE is an essential pathway to advance UNICEF’s mission. As shown in Section 2.3, according to its Mission Statement UNICEF is mandated to advocate for the protection of children’s rights, is guided by the CRC and “strives to establish children’s rights as enduring ethical principles and international standards of behaviour towards children” .

Comprehensive approaches to CRE in schools build on and advance the existing work being undertaken by UNICEF in the context of Education for Development, child-friendly education, child-friendly schools, rights respecting schools, the ‘protective environment framework’ as applied to schools, child-friendly cities and the equity approach. CRE contributes directly to the education outcomes of the UNICEF Strategic Plan 2014–2017⁵⁸ and the goals of the United Nations Secretary-General’s Education First initiative.

CRE roots the provisions and principles of the CRC and the

⁵⁷ LaunchPad Productions, *Living up to the Promise*.

⁵⁸ United Nations Children’s Fund, *The UNICEF Strategic Plan, 2014–2017: Realizing the rights of every child, especially the most disadvantaged*, UNICEF, New York, 2013. For more details see <www.unicef.org/strategicplan>.

child rights approach as articulated by the Committee on the Rights of the Child (see Section 2.1) in the content, methodology and environment of teaching and learning. It contributes significantly towards transforming environments such as schools, families and communities to become child rights-based.

Strengthening CRE is also a means to build the demand for services, including the demand to reach the most marginalized and excluded children, consistent with UNICEF's overall focus on equity.⁵⁹

CRE provides a unifying, consistent global approach for both UNICEF National Committees and UNICEF country offices.

"The child rights education concept speaks to UNICEF's global child rights mandate. CRE is recognised in the UNICEF Strategic Plan 2014-2017. It contributes to many of the Strategic Plan's outcomes for education. Furthermore, the UNICEF Private Fundraising and Partnerships Plan 2014-2017 recognises CRE as an important and necessary component of the work of National Committees. The transformative nature of whole school approaches to CRE is particularly exciting and the potential impact on children is huge."

(Jens Matthes, Senior Policy Specialist,
Advocacy, UNICEF HQ)

The need for more work on CRE

The benefits of CRE are therefore clear. Nevertheless, in spite of the positive impact being achieved by high-quality, holistic CRE initiatives in many countries, work in this area is inconsistent and there is still much to be done. Too many children in school continue to experience violations of their rights, including poor-quality education, violence, and lack of teaching and learning about human and child rights.⁶⁰ For example, according to research with children in the European Union:⁶¹

- human rights and children's rights do not appear to be topics much thought about in everyday life by young citizens of the European Union. They are able to talk fairly freely about human rights when prompted but find it more difficult when considering children's specific rights: *"I have heard of it [human rights] but I don't know what it is"* (Girl, Spain);
- few children think much, if at all, about human rights and do not automatically associate them with their own situation and the situations of those they know. They think even less about children's specific rights, although they believe that most human rights also apply to children;
- children want more information such as talks about children's rights in schools and information on places they can go for help.

Taking Slovakia as a country example, according to a study conducted by UNICEF in 2009 on how children see their rights, only one third of 13–15-year-old respondents had any knowledge of their rights. Of these children, the majority had received this information in school. Only one quarter of the children in last grades of primary schools were fully satisfied with education on children's rights.

⁵⁹ See Glossary for definition of 'equity'.

⁶⁰ See, e.g., United Nations, *Global Education First Initiative*; Office of the Special Representative of the Secretary General on Violence against Children, *Tackling Violence in Schools: A global perspective – Bridging the gap between standards and practice*, SRSG on Violence against Children, New York, 2012; Pinheiro, Paulo Sérgio, *World Report on Violence Against Children*, United Nations Secretary-General's Study on Violence against Children, New York, 2006.

⁶¹ European Commission Directorate-General for Justice, *Children's Rights, As They See Them*, Publications Office of the European Union, Luxembourg, 2011, pp. 12, 5 and 6 respectively.



(Children, Slovakia)⁶²

Similarly, an online questionnaire among approximately 6,000 children aged 7–17 in Slovakia revealed that 31.6 per cent of children believe that teachers ‘hardly ever’ or ‘never’ take their views into account; 32 per cent think that teachers ‘sometimes’ take their views seriously; and 32.6 per cent believe that teachers listen to their views ‘most of the time’ or ‘always’. The study recommends providing more training and education to teachers about how to listen to children and take their views seriously. The same survey found that children were most likely to feel they have influence over decisions made in their family, in the area where they live and by their doctor and health worker. Nevertheless, with respect to school, only 9.4 per cent felt they had ‘a lot of influence’, 41.0 per cent ‘some influence’, 33.5 per cent ‘little influence’ and 12.6 per cent ‘no influence’ on decisions taken in their school.⁶³

Why now?

This Toolkit is well-timed to capitalize on, and promote, the authoritative interpretation of the child rights approach, issued in 2011 by the Committee on the Rights of the Child.⁶⁴ This Toolkit comes at a time when the United Nations Secretary-General has highlighted a ‘crisis’ in education, launching the Education First initiative to “spur a global movement to put quality, relevant and transformative education right at the heart of the social, political and development agendas”, and to provide “a platform to generate open discussion on the purpose of education in today’s context; we must put in place the foundation needed to prepare children for life”.⁶⁵

Comprehensive CRE is ideally positioned not only to help fulfil international and national commitments to child rights but also to address these pressing socio-economic, cultural and political issues, building on and strengthening existing educational and human rights-based approaches and initiatives.

This Toolkit aims to provide practical guidance on how CRE can contribute to the transformation needed within education systems. It contributes to building the capacity of duty-bearers to deliver CRE, leading towards high-quality, relevant, transformative, equitable and inclusive education.⁶⁶ The Toolkit focuses on formal education systems as a starting point, capitalizing on the existing work of UNICEF in this area and its strong presence in school environments in many countries. Nevertheless, aspects of the Toolkit are equally relevant for CRE in other settings.

⁶² United Nations Children’s Fund, *How Children See their Rights*, UNICEF, Slovakia, 2009 [Survey results are only available in Slovak at <www.unicef.sk/sk/prava-deti/dohovor-o-pravach-dietata/vyskum-na-slovensku>, accessed 16 July 2013].

⁶³ Council of Europe, *Child and Youth Participation in the Slovak Republic: A Council of Europe policy review*, Council of Europe, Strasbourg, 2012, pp. 25–26 and 28–29.

⁶⁴ Committee on the Rights of the Child, *General Comment No. 13*, para. 59.

⁶⁵ United Nations, *Global Education First Initiative*, pp. 6 and 10.

⁶⁶ See Glossary for definition of ‘inclusive education’.

“A nation’s human capital - the skills, knowledge and values that education makes possible - is the truest source of its wealth. More than at any time in history, the destiny of nations and the well-being of their people, now depend on their ability to expand this human capital.”

“We must rethink the purpose of education and prepare students for life, not exams alone.”

“[A] good education is more than an entry point into the job market. Education has the power to transform people and bring shared values to life. People around the world are connected as never before. In the face of global pandemics, conflict, climate change and economic turmoil, it is clear we sink or swim together. We must forge a new way of relating to each other— as individuals, communities, and countries. Education can cultivate in us a vision that sees beyond one’s immediate interests to the world at large. It can give us a profound understanding that we are tied together as citizens of the global community, and that our challenges are interconnected.”

(United Nations, *Global Education First Initiative*, pp. 5, 20, 4)



CHAPTER 3

Child rights education initiatives and context: Introducing the 'CRE Tree'

This section of the Toolkit will help you:

- gain an overview of different types of child rights education (CRE) initiatives and how they relate to one another, through the image of the CRE Tree;
- understand how CRE fits into the concept of child-friendly education and broader educational reform;
- map out the education system as a whole in your country in terms of:
 - structure of the school system (number and types of schools)
 - stakeholder relationships and advocacy entry points;
- understand the role of advocacy and capacity building in relation to CRE.

ADVOCACY & CAPACITY BUILDING



3.1 Overview of the 'CRE Tree'

Refer to the diagram on the previous page.

- CRE, as a specific component of human rights education (HRE), is concerned mainly with learning *about*, *through* and *for* rights (the three main tree branches). It is, however, situated in the context of child-friendly education, which is also concerned with reform of broader educational systems (the context in which the tree is growing) and learning *as a right/the right to access education* (shown here as the main tree trunk) (see Section 3.2 and Glossary for more information on child-friendly education).
- All these components – learning *as a right*, *about* rights, *through* rights and *for* rights – are interrelated and help to reinforce each other.
- The elements shown in orange are the key components of a human rights-based approach to education (taken from the UNICEF/UNESCO 2007 framework *A Human Rights-Based Approach to Education for All*⁶⁷):
 - **right of access to education** – available and accessible, equity, lifecycle/lifelong approach;⁶⁸
 - **right to quality education** – broad, relevant and inclusive curriculum, rights-based learning and assessment, child-friendly safe and healthy environment;
 - **right to respect in the learning environment** – identity, participation, integrity.
- CRE therefore encompasses learning about human and child rights (left branch), transforming the learning environment (middle branch), and transforming the broader environment (right branch) to be respecting of child rights.
- Specific initiatives, programmes, projects and activities are shown as smaller branches and leaves within each of the main areas, but the impact of these is more effective if they are underpinned by high-quality whole school approaches (shown in the centre of the tree).
- All initiatives need to be supported by advocacy and capacity building (shown in blue at the top). This requires joint planning and implementation with colleagues working on advocacy. Capacity building is required, particularly of teachers (see Sections 3.5 and 3.6 for more details).

CRE initiatives range from global approaches, such as child-friendly education, through national programmes to transform whole school environments, such as child-friendly schools and rights respecting schools. They also include one-off projects whereby, for example, a celebrity or UNICEF staff member or volunteer gives a talk about child rights in a local school. The diagram on the previous page aims to demonstrate the diversity of such initiatives and how initiatives (represented by leaves and branches on the CRE Tree) can be linked to more sustainable and longer-term whole school approaches (represented by the centre of the CRE Tree). All of this takes place within a context of reform of the broader education system.

This Toolkit is promoting a more strategic approach to CRE initiatives, in particular the value of whole school approaches based on principles and the transformational process of change, applying the child rights approach as defined by the Committee on the Rights of the Child and the United Nations Common Understanding (see Section 2.1). Any other initiatives will naturally spring from this transformational change. Whole school approaches to CRE provide a coherent and sustainable framework to link all other CRE initiatives (the smaller branches and leaves).

This Toolkit accepts that specific projects and programmes may provide an entry point to scale up towards whole school approaches, but the idea is to move away from disjointed, isolated projects and move towards transformation of the whole school environment. For example, rather than running an 'anti-violence campaign' in a school, a holistic approach to creating a protective environment for children in school is needed that goes beyond simply raising awareness about violence and which instead transforms the fundamental relationships among children and between children and staff. This could be reflected through

⁶⁷ United Nations Children's Fund/United Nations Educational, Scientific and Cultural Organization, *A Human Rights-Based Approach to Education for All: A framework for the realization of children's right to education and rights within education*, UNICEF and UNESCO, New York and Paris, 2007, <www.unicef.org/publications/index_42104.html>, accessed 16 July 2013.

⁶⁸ See Glossary for definition of 'life-cycle approach'.


(for example) child rights charters outlining positive behaviour, easily accessible complaints mechanisms, modelling of positive behaviour by adults, and understanding and implementation of positive discipline techniques by teachers.

The tree structure is merely a way to group initiatives and understand them in relation to each other and the bigger picture. It does not necessarily imply that the leaves represent logical 'outcomes' from the branches.

Different countries have very different educational contexts and experiences of CRE initiatives.

**Every CRE Tree is different!
Is yours a palm tree? Fir? Gingko? Baobab? Oak?**

As you look at the sample CRE Tree here, start to think – or draw.

- 
- 1. What does our country's CRE Tree look like at the moment?** What existing initiatives or policies are in place? Are they connected logically to each other, one branch leading to another, or are they disjointed - leaves flying in the wind?
 - 2. What do we want our tree to look like in the future?** What is realistic 2 / 5 / 10 / 20 years from now?

3.2 The CRE Tree in the context of broader educational reform

The CRE Tree itself has been presented first of all to give an idea of the range of possible CRE initiatives and to help orient readers who are already engaged in CRE initiatives. Before examining the various components of the tree in more detail, however, it is necessary both to understand the broader context of educational reform as a whole in which the tree is growing and to develop a detailed understanding of the national school system (see Section 3.3 for a sample school system mapping exercise). CRE implementation happens at different levels – from classroom projects, through whole school approaches and local education authority initiatives, to engagement with national/state/provincial education systems and cooperation with regional and international support provided via the United Nations and other agencies. As such, it is important to be aware of and, where possible, to integrate and collaborate with, existing educational reform initiatives at each of these levels. A sample of various types of such initiatives is provided here.

International context

- The **Education First** initiative of the United Nations Secretary-General launched in 2012 has three basic priorities: to expand access to education, to improve the quality of learning and to foster global citizenship. CRE is particularly relevant to improving the quality of learning and fostering global citizenship (see Section 2.4 for more details).
- Through the **Education for All** movement, 164 governments pledged in 2000 to achieve Education for All and identified six goals with wide-ranging targets to be met by 2015. CRE is particularly relevant to Goal 1: Expanding and improving comprehensive early childhood care and education; Goal 3: Ensuring that the learning needs of all children, young people and adults are met through equitable access to appropriate learning and life skills programmes; and Goal 6: Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.⁶⁹
- CRE provides a child rights lens to advance implementation of the **World Programme for Human Rights Education (WPHRE)**. The WPHRE seeks to promote a common understanding of basic principles and methodologies of HRE, to provide a concrete framework for action and to strengthen partnerships and cooperation from the international level down to grass roots.⁷⁰
- CRE also provides an important contribution to the **United Nations Decade of Education for Sustainable Development (2005–2014)**, which encourages governments to incorporate the principles, values and practices of sustainable development into teaching and learning in order to address social, economic, cultural and environmental challenges.
- **Child-friendly education (CFE)**⁷¹ underpins UNICEF support to education sector planning. The CFE approach is a systems perspective on equitable high-quality education grounded in both human rights and the Convention on the Rights of the Child (CRC). CFE ensures that the CRC principles of inclusion, child-centredness, participation and protection permeate every aspect of education systems – formal and non-formal – from planning, costing, strategy development, implementation, to monitoring and evaluation. CFE builds on the work of **child-friendly schools (CFS)** at the level of schools and communities, using this evidence to inform ‘upstream’ inter-sectoral policy and planning for education as a whole (see Section 4.2 and Glossary for more information on child-friendly schools). The CFE and CFS approaches focus particularly on learning as a right and learning through rights – i.e. access to education and transforming the learning environment. CRE adds to this a stronger focus on learning about rights and learning for rights – i.e. learning about the child rights approach, provisions and principles of the CRC and implementing them not only in the learning environment itself, but also encouraging children to advocate and take action to implement them in their local communities and globally.
- The **International Bureau of Education (IBE)** is the United Nations Educational, Scientific and Cultural Organization (UNESCO) institute specializing in educational contents, methods and structures. Its overall mission is to contribute to the attainment of quality Education for All. It is a global centre in the area of curriculum development. It aims to enhance capacities for the design, management and implementation of curriculum development processes among specialists, practitioners and decision-makers; improve the quality of curriculummaking processes and products; and inform innovative policies and practices in the field of curriculum reform and change. The IBE provides assistance and advice to, and training of, national teams responsible for curriculum innovation and reform processes. It provides networking support to a Community of Practice in Curriculum Development, a unique global network of curriculum specialists, practitioners, national officers and researchers. The IBE knowledge base consists of a wide range of specialized resources, including World Data on Education – a database containing detailed and systematized information on education systems in many countries worldwide, with a particular emphasis on curricula and curriculum development processes.

⁶⁹ See Glossary for definition of ‘life skills’.

⁷⁰ The first phase (2005–2009) focused on HRE in the primary and secondary school systems. The second phase (2010–2014) focuses on HRE for higher education and on human rights training programmes for teachers and educators, civil servants, law enforcement officials and military personnel.

⁷¹ See Glossary for definition of ‘child-friendly education’.

National context

- Educational reform at the national level is often a high priority in many countries. **Key stakeholders can include** ministries of education, finance and indigenous affairs; national curriculum bodies; agencies for inspection and quality control; examination boards; teacher education institutes (TEIs)⁷²; academic partners; textbook publishers; professional associations; teacher unions; United Nations bodies; child parliaments; child ombudsmen; local education authorities; school boards; parent-teacher associations ; and special interest groups and non-governmental organizations (NGOs) (for example, in relation to disability, indigenous and other minority groups, religious groups and child-led organizations). These stakeholders may also be collaborating with bodies and initiatives at the regional level (such as the European Union and Council of Europe) and/or the international level. (See Section 3.3 for a sample stakeholder mapping exercise).
- Depending on the national context, educational reform may address, for example, legislation, policy, administration, budgeting and resources, monitoring and evaluation, structure and hierarchy of the education system, curriculum development, capacity building and remuneration of professionals (including teacher training), qualifications and assessment of student achievement, and the physical infrastructure of education facilities.
- In federal or decentralized government systems, the degree of power and autonomy over educational reform exercised at the state or provincial level – compared to the ‘national’ level – will vary depending on the particular country context.

Local context

- Depending on the degree of autonomy exercised at the local level, local education authorities may, for example, have significant decision-making power in relation to policy, curriculum content and/or teacher education; support the implementation and monitoring of innovative pilot projects; and support partnerships, networking and peer mentoring among local schools.

3.3 Mapping the education system

Bearing in mind this context of broader educational reforms, mapping out the education system as a whole can be an important starting point for any work you plan to do on CRE initiatives. It will help to give a clear overview of where existing work is taking place, where the gaps are and strategic entry points for advocacy and capacity building.

As stated previously, this Toolkit is concerned primarily with CRE in formal education settings. Mapping out the education system can, however, also help to identify how many children are excluded from formal school settings, what types of children these are, why they are excluded and how to reach them.



Remember:

- Only use the tools if you find them useful – and adapt them to fit your country context.
- In relation to a focus on equity, these tools can help to identify the barriers, bottlenecks and enabling factors for excluded children to have the right to education. This applies particularly to children with disabilities and from other marginalized groups.
- These exercises should involve consultation with children themselves, caregivers and communities where possible. They can be adapted for use as a classroom activity.

Two mapping tools are provided here.

- The first tool maps out the structure of the school system in terms of the number and types of schools in the country.
- The second tool maps out stakeholder relationships and entry points for advocacy and capacity building.

⁷² See Glossary for definition of ‘teacher education institute (TEI)’.

Once you have mapped out the basic system in your country, start to identify answers to the following questions.

1. Where are we already working on CRE? At which age? In which part of the system? At the national or sub-national level? In how many schools?
2. Who are the most excluded children and where are they likely to be? Are we reaching them? This includes not only out-of-school children but also children who attend school, but who are shunned by their peers and ignored by adult duty-bearers, rendering them vulnerable to targeted bullying and denial of their rights (known in some countries as 'isolated children'). These may also be children with disabilities and/or children who are members of minority ethnic or religious groups.
3. Where do we want to be in 2, 5, 10 or 20 years' time? What is the most strategic way to reach this goal?

Much of the information needed to complete these mapping tools can be found in the **country profiles** produced by the **IBE** (<www.ibe.unesco.org/en/services/onlinematerials/world-data-on-education.html>). If your country is not included in the most recent database, check in the previous archived version. The profile can be downloaded as a PDF document. In the PDF, click on the left hand link to 'Structure and organization of the education system'. If the information in the country profile is not up to date, it can be supplemented with information from other sources such as line ministry websites; country reports to, and concluding observations from, the Committee on the Rights of the Child (<www2.ohchr.org/english/bodies/crc>); research and reports from national human rights bodies, teaching unions, NGOs and children's organizations, etc.

Mapping tool for education systems: Tool 1 – Structure of the school system

The sample format on the following page gives an overview of the key components of the system: ages and grades; compulsory years of education; division into early years, primary and secondary; provision of education for children with disabilities and indigenous and other minority children; which schools are free and which are paid for; the number of state-run, private⁷³, secular or faith-based schools; the number of children involved in home schooling (although this may be illegal in some countries); the number of children involved in extra-curricular school-based activities; and the number of children who are out of school, including disaggregated data such as for gender.

See Appendix 4 for a template of this mapping tool, which you can adapt to your own country context.

'Exland' – fictitious country example (see page 54)

In Exland, there are approximately 8.5 million children in total. Of these, the majority are in school, although 100,000 are out of school, mostly at the secondary level, in particular between the ages of 16 and 18, and with a higher percentage of girls (78) than boys (22) overall. Only 9,000 children are home schooled, most of them for religious reasons or because of bullying at school. 6 million children are engaged in extra-curricular school-based activities, of whom 75 per cent are at the secondary level and 41 per cent overall are girls.

Schooling is compulsory between the ages of 6 and 16. State-run schools are free from age 4–16. Early childhood education is from age 0–5 years; primary from 6–11 years and secondary from 12–18 years. Children with disabilities aged 0–18 are mainstreamed in the school system, but culturally appropriate education opportunities for indigenous and other minority children are only available between the ages of 3 and 16.

Private education in Exland is popular, with approximately 3.6 million children enrolled in private schools. Approximately 57 per cent of the country's 27,800 schools are state-run, while 43 per cent are private. There are secular and faith-based schools in both the state run and private sectors.

⁷³ See Glossary for definition of 'private/independent schools'.

Mapping tool for education systems: Tool 1 – Structure of the school system in Exland (fictitious country example)

				Age	Grade	State run		Private		Home-school	Extra-curricular school-based activities	Out-of-school children
						Secular	Faith-based	Secular	Faith-based			
										(# of schools)		(# of children, sex-disaggregated)
				18	13	2700	50	850	1200	2000 (1,000F/1,000M)	1.5million (560,000F/940,000M)	40,000 (35,000F/5,000M)
				17	12							
Indigenous/minority children	Children with disabilities	Secondary	Compulsory	16	11							
				15	10							
				14	9	5000	300	2000	1700	3000 (2,000F/1,000M)	3million (1,200,000F/1,800,000M)	30,000 (21,000F/9,000M)
				13	8	FREE						
				12	7	FREE						
		11	6									
		10	5					1000 (750F/250M)	1million (450,000F/550,000M)	10,000 (6,000F/4,000M)		
		9	4	6000	150	2000	1100					
		8	3	FREE								
		7	2	FREE								
		ECE		6	1							
				5								
				4		1500	50	2500				
				3				700	3000 (2,000F/1,000M)	0.5million (250,000F/250,000M)	20,000 (16,000F/4,000M)	
				2								
				1								
				0								

Mapping tool for education systems: Tool 2 – Stakeholder relationships and entry points for advocacy and capacity building

In addition to the number and type of schools, it is important also to map out the governance structures. The example on page 56 shows the relationship between different stakeholders. Bodies with decision-making power are shown in red. Bodies with advisory or lobbying power are shown in blue. Those which have dual powers, depending on the context, are shown in green (for example, a religious group may have decision-making power in relation to private faith-based schools, but only advisory power in relation to influencing the public system).

Having mapped out the stakeholders, this tool can be used to identify strategic entry points for advocacy and capacity building.

Some useful questions to ask as part of the mapping process include the following.

- What type of education system is this? Is it centralized or decentralized?
- Who funds different aspects of education? Is the funding local or national in origin?
- To what extent is the education system 'assessment driven' – i.e. guided by an emphasis on the achievement of examination results and qualifications?

- In relation to teacher education, how does initial teacher education and continuing professional development work? Who is responsible for this?
- How influential are teacher unions/professional associations/parent bodies/school boards of management/child-led organizations etc.?

See Appendix 5 for a template of this mapping tool, which you can adapt to your own country context.

'Exland' – fictitious country example (see page 56)

In Exland, the education system is largely centralized with some flexibility at the level of local education authorities and individual schools in relation to detailed curriculum content and teaching methods. At the national level the main decision making body is the Ministry of Education, working in collaboration with the Ministry of Finance regarding budgeting, and with the Ministry for Indigenous Affairs (which has specific responsibility for indigenous schools on reservations). The Ministry of Education also works closely with the National Curriculum Body, School Inspection Board and Exam Board, which are independent of the Ministry but retain decision-making powers in relation to their particular areas of expertise. There is a children's parliament but this has an advisory role only.

Decisions made at the national level filter down through the local education authorities to the school boards and principals. Within individual schools, decisions are made by the principal, who collaborates closely with the staff management group, student council and parent-teacher association. The professional association of principals is very influential in Exland, whereas other teachers and non-teaching staff have close links to their unions. The TEIs and other academic groups, along with school textbook publishers, have some flexibility in decision-making, but they also have an advisory role to the Ministry of Education.

United Nations and regional bodies, special interest groups and religious organizations can advise and lobby the system at the national, local and individual school levels. The religious organizations also have some decision-making power in relation to faith-based but not secular schools.

3.4 Mapping out the child rights situation

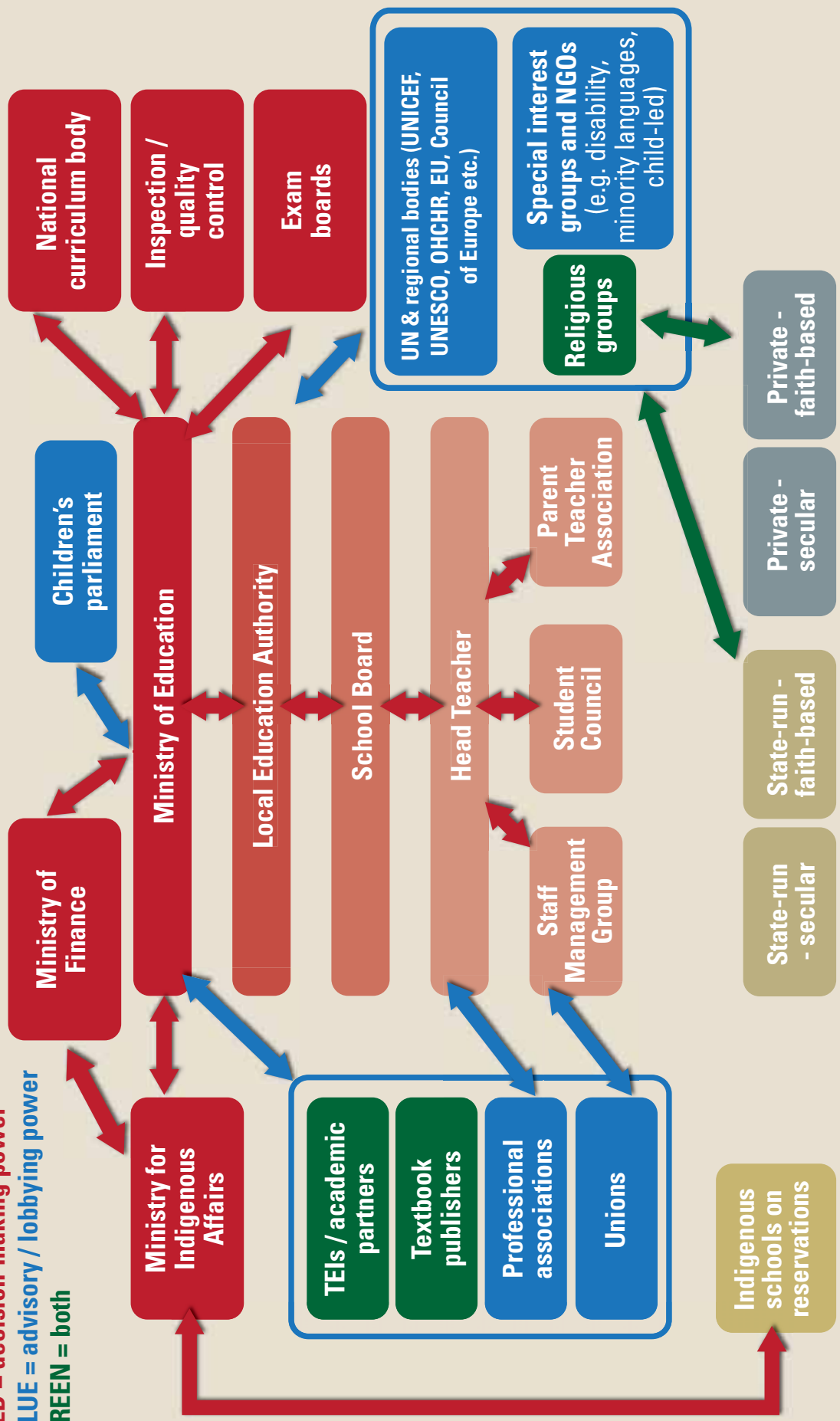
In addition to mapping out the education system, it can be useful to have an overview of the current child rights situation in the country, as this information will help inform any decisions on how to proceed with CRE in your particular country context.

The following documents, among others, offer guidance on mapping out the child rights situation.

- United Nations Children's Fund, *Guidance on Conducting a Situation Analysis of Children's and Women's Rights: Taking a rights-based, equity-focused approach to Situation Analysis*, UNICEF Division of Policy and Strategy, New York, 2012, <www.unicefinemergencies.com/downloads/eresource/docs/Rights%20based%20equity%20focused%20Situation%20Analysis%20guidance.pdf>, accessed 16 July 2013
- Save the Children Sweden, *Child Rights Situation Analysis*, Save the Children Sweden Regional Office for Southeast Asia and Pacific, Bangkok, 2008, <www.crin.org/docs/Child_Rights_Situation_Analysis_Final%5B1%5D.pdf>, accessed 16 July 2013
- United Nations Children's Fund, *Child Protection System Mapping and Assessment Toolkit*, UNICEF, New York, 2010 (including 'User's guide', 'Core toolkit', 'Comprehensive toolkit', available in English, French and Spanish), <www.unicef.org/protection/57929_58022.html#core>, accessed 16 July 2013

Mapping tool for education systems: Tool 2 - Stakeholder relationships and entry points for advocacy and capacity building (fictitious country example)

RED = decision-making power
BLUE = advisory / lobbying power
GREEN = both



3.5 Advocacy⁷⁴

In combination with the exercises provided in this Toolkit, including the tool for measuring progress in advocacy in Appendix 6, readers are advised to refer to UNICEF's *Advocacy Toolkit*,⁷⁵ which contains comprehensive information on how to plan, implement, monitor and evaluate advocacy strategies effectively.

Advocacy for CRE is needed at whatever level CRE work is taking place, whether in the broader education system or at the level of individual schools. Advocacy is needed in order to create the spaces and conditions necessary for children, including children with disabilities and from other marginalized groups, to learn as a right (access to education), about rights (in the curriculum), through rights (transforming the learning environment) and for rights (transforming the broader environment).

Advocacy is therefore included here as a strategy that can apply to any and all the CRE initiatives outlined in the CRE Tree itself as well as the context in which it is growing. It requires cross-sectoral working and collaboration between education, communication and advocacy colleagues, ensuring a cohesive approach to CRE and ensuring that CRE is an integral part of the organization's overall advocacy strategy.

Policy advocacy may be necessary at the outset of an initiative to enable the work on CRE to happen at the local and/or national government level. Nevertheless, the need for advocacy may crop up at any time in relation to various themes, 'branches' or 'leaves'. For example, advocacy may be needed to engage stakeholders regarding a particular initiative or topic – such as child participation – or if there has been a change of leadership, or to overcome particular challenges as they arise in ongoing implementation. The information provided here can therefore apply to any aspect of the growing environment, roots, branches or leaves. Advocacy may be a timebound, specific intervention or an ongoing process.

It should be noted that, because UNICEF does not deliver programmes in National Committee countries, many of the approaches to advancing children's rights in education are based on advocacy. The advocacy focus on the education sector is based on the recognition that the education sector has a major influence as a mediator in relation to children's rights.

Research findings on advocacy specifically in relation to HRE and CRE include the following.

- Policy initiatives in education can often be grounded in the policy-maker's perspective, assuming that teachers and context will adjust to policy – but not necessarily that policy will adjust to teachers and context.⁷⁶
- One researcher has drawn attention to the prevalence of policy-makers 'rolling out' new policies. The popularity of this 'rolling out' metaphor suggests that educational change is akin to carpet laying, effectively smoothing out from view the complexities involved in engaging with policy texts and changing practice.⁷⁷ This is something worth bearing in mind when engaging in advocacy.
- In some contexts, pressure to reform and become innovative in education has resulted in many schools adopting reforms that they do not have the capacity to implement. This has resulted in some structures being altered on the surface without changes being made to the practice of teaching.⁷⁸ This highlights the need to link advocacy with capacity building.
- Attention must be paid to the way in which people at all levels of the education system actually experience change, as distinct from how it might have been intended. It is important to have a process that develops a shared understanding towards solutions. "The main reason that change fails to occur in the first place on any scale, and does not get sustained when it does, is that the infrastructure is weak, unhelpful, or working at cross purposes."⁷⁹

⁷⁴ See Glossary for definition of 'advocacy'.

⁷⁵ United Nations Children's Fund, *Advocacy Toolkit: A guide to influencing decisions that improve children's lives*, UNICEF, New York, 2010, <www.unicef.org/evaluation/files/Advocacy_Toolkit.pdf>, accessed 16 July 2013.

⁷⁶ Ball, Stephen J., *Education reform: a critical and post-structural approach*, Open University Press, Buckingham, 1994.

⁷⁷ Daniels, Harry, 'Young people at risk of social exclusion: interagency working and professional learning' (Key note talk, *Participation, Inclusion and Equity Research Network (PIER), Seminar 4*, Iris Murdoch Centre, University of Stirling, 7 June 2005).

⁷⁸ Fullan, Michael, *The New Meaning of Education Change*, 3rd ed., Teachers College Columbia University, New York, 2001.

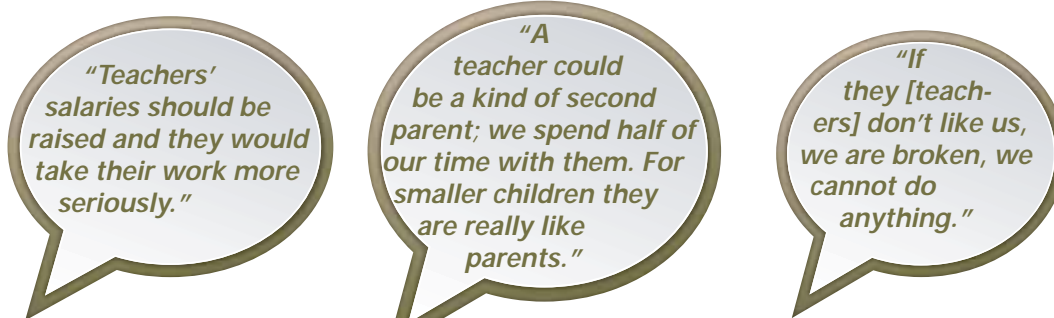
⁷⁹ Fullan, *The New Meaning of Education Change*, p. 18.

- An evaluation of an HRE project in Ireland found that while teachers and schools involved in the initiative recognized the need for HRE, it was their opinion that this awareness was not shared by the broader education community that had not experienced the programme.⁸⁰ This highlights the need for careful stakeholder mapping and participation of a wide range of stakeholders.

Advocacy initiatives should pass the ‘arch and table leg test’ of the child rights approach (see Section 2.1).

3.6 Capacity building

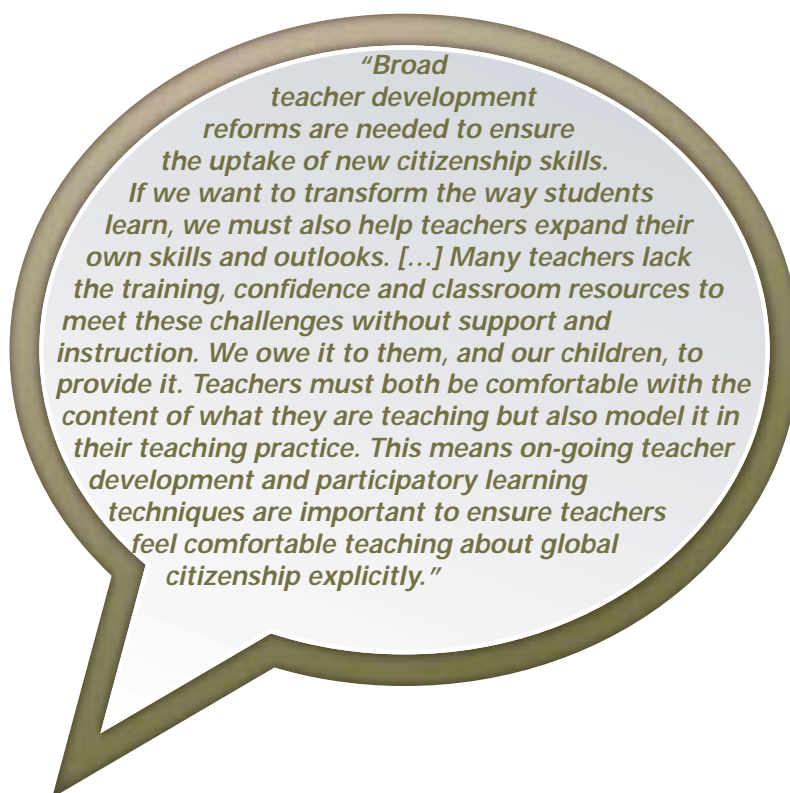
As with advocacy, capacity building of stakeholders is also needed at each level where CRE work is taking place, whether in the broader education system environment or at the level of individual schools. Capacity building can also apply to any and all the CRE initiatives outlined in the CRE Tree itself, as well as the context in which it is growing. Capacity building is likely to take place following on from initial advocacy work, once some level of interest or commitment has been expressed. This section focuses particularly on capacity building of teachers.



(Lithuania, boy)

(Bulgaria, girl)

(France, boy)⁸¹



(United Nations, *Global Education First Initiative*, p.21)

⁸⁰ Morgan, Mark and Karl Kitching, *An Evaluation of 'Lift Off': The Cross border Primary Human Rights Education Initiative*, Amnesty International Irish Section, Dublin, 2006.

⁸¹ European Commission Directorate-General for Justice, *Children's Rights, As They See Them*, pp. 19,10.

“Ensuring adequate training, support and respect for teachers:

Creating a child-friendly school, based on respect for human rights, necessitates very different skills and styles from teaching in a traditional school, and teachers will need support in helping them understand, appreciate and implement the changes. Teacher training courses [and faculties of education] need to include a rights-based approach designed to build capacities and competencies on such issues as:

- child-centred education
- evolving capacities of children
- learning through participation
- acting as a learning facilitator
- children’s rights, including the principle of non-discrimination
- positive forms of discipline and class management
- teaching in inclusive environments
- the participation of children at all levels in educational environments.

It is necessary to review both initial and in-service training and to develop a rolling programme to provide all teachers with training on the rights-based framework. In addition, it can be invaluable to build in a system of ongoing support for teachers – through, for example, fortnightly or monthly meetings of teachers in schools in the local community – to allow for opportunities to share ideas, challenges, strategies and solutions. UNESCO has developed a range of resources designed to help teachers create inclusive environments that an evaluation shows to have had significant impact on teacher capacity.⁸²

It is imperative that, alongside a commitment to respect the rights of children, there is equal recognition afforded to the rights of teachers. [...]. Ultimately, unless the rights of teachers are respected, a quality education for children cannot be achieved. Lack of support, low status, poor pay and inadequate training and supervision diminish the quality of teachers.

There is widespread evidence among teachers in some countries of poor attendance, persistent lateness and low motivation. Improved management, higher pay, effective appraisal systems, forums through which teachers can influence policy, acknowledgement of their concerns, and opportunities for them to identify their training and other needs would all contribute to improving morale and motivation and, in consequence, raise teaching standards.”⁸³

The following table is included for those who are interested in mapping out state obligations in relation to ensuring the right to education. Similar tables based on the ‘Checklist for Action’ in the UNICEF/UNESCO framework are included at other points in this Toolkit.

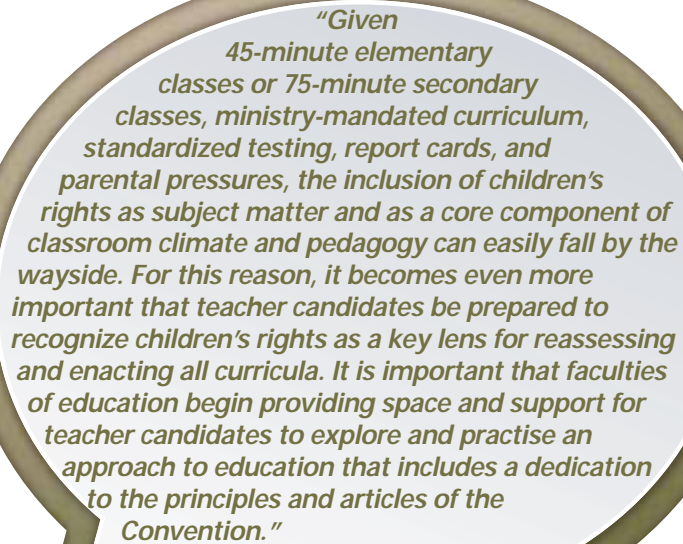
Ensuring adequate training, support and respect for teachers⁸⁴ (The following actions can also serve as benchmarks or indicators for monitoring implementation)

	Actions	Yes	To some degree	No	Don't know	Comments
1	Introduction of initial and in-service training for teachers consistent with working in CFS					
2	Introduction of measures to protect the rights of teachers – levels of pay, management support, etc.					

⁸² See, e.g., United Nations Educational, Scientific and Cultural Organization Bangkok, *Embracing Diversity: Toolkit for creating inclusive, learning-friendly environments*, UNESCO Bangkok, 2005, <<http://unesdoc.unesco.org/images/0013/001375/137522e.pdf>>, accessed 17 July 2013.

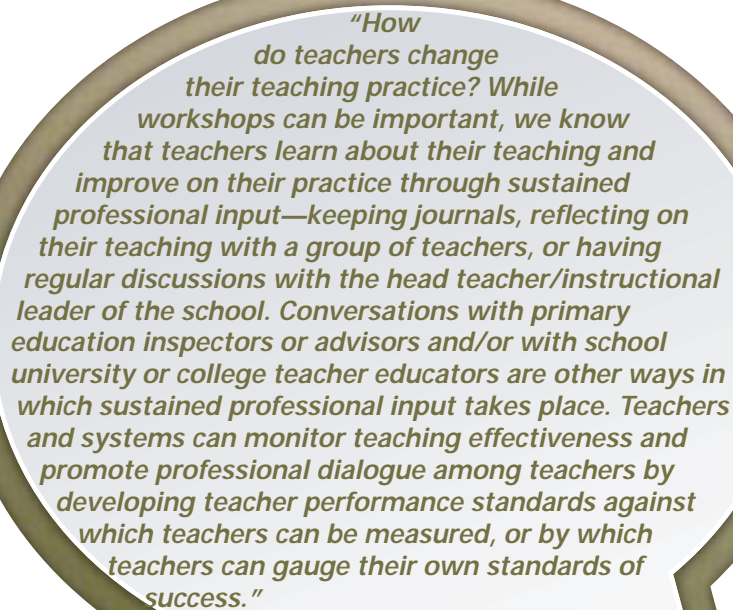
⁸³ UNICEF/UNESCO, *A Human Rights-Based Approach to Education for All*, pp. 71–72.

⁸⁴ Table adapted from ‘Checklist for Action: State obligations in ensuring the right to education’ in UNICEF/UNESCO, *A Human Rights-Based Approach to Education for All*, p. 126.



"Given 45-minute elementary classes or 75-minute secondary classes, ministry-mandated curriculum, standardized testing, report cards, and parental pressures, the inclusion of children's rights as subject matter and as a core component of classroom climate and pedagogy can easily fall by the wayside. For this reason, it becomes even more important that teacher candidates be prepared to recognize children's rights as a key lens for reassessing and enacting all curricula. It is important that faculties of education begin providing space and support for teacher candidates to explore and practise an approach to education that includes a dedication to the principles and articles of the Convention."

[UNICEF Canada]⁸⁵



"How do teachers change their teaching practice? While workshops can be important, we know that teachers learn about their teaching and improve on their practice through sustained professional input—keeping journals, reflecting on their teaching with a group of teachers, or having regular discussions with the head teacher/instructional leader of the school. Conversations with primary education inspectors or advisors and/or with school university or college teacher educators are other ways in which sustained professional input takes place. Teachers and systems can monitor teaching effectiveness and promote professional dialogue among teachers by developing teacher performance standards against which teachers can be measured, or by which teachers can gauge their own standards of success."

(UNICEF, Curriculum Report Card)⁸⁶

⁸⁵ United Nations Children's Fund Canada, Ontario Institute for Studies in Education and Canadian International Development Agency, *Children's Rights in Education: Applying a rights-based approach to education – A resource guide and activity toolkit*, UNICEF Canada, Toronto, 2012, p. 30.

⁸⁶ United Nations Children's Fund, *Curriculum Report Card* [Working Paper Series, Education Section/Programme Division], UNICEF, New York, 2000, <www.unicef.org/education/files/Curricard.PDF>, p. 39.

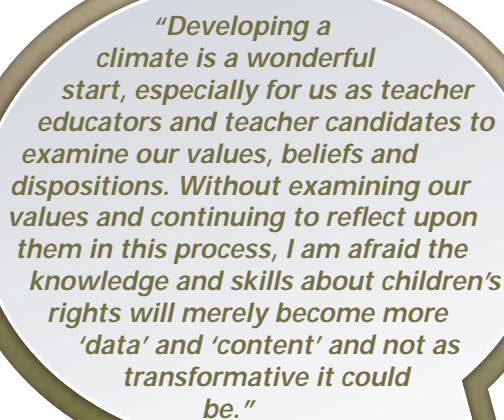
Many UNICEF staff are already doing good work on building the capacity of teachers in relation to CRE. The following table shows some examples of work with TEIs.

Examples of capacity building of teachers through TEIs

Key features	Country examples	More information
<ul style="list-style-type: none"> • Institutions responsible for the training of teachers at early years, primary and secondary level integrate CRE into their training curriculum. This includes: understanding and implementing the child rights approach to teaching; how to teach child rights as a subject in its own right; how child rights can be integrated across the whole school curriculum; how child rights can be integrated into whole school activities such as assemblies; the benefits of whole school approaches to CRE such as CFS and rights repeating schools and how these can be implemented in practice. • CRE is integrated not only into pre-service training, but also in-service training and continuing professional development. • TEIs and trainee teachers have access to CRE online resource centres which are actively publicized among trainees. • TEI libraries contain quality and relevant CRE hard copy resources. • TEIs benefit from visiting CRE speakers (in person, via video link, or via a pre-recorded video presentation) – especially teachers who have experience of teaching CRE in practice in a variety of contexts and who have worked in and/or promoted whole school CRE approaches such as CFS and RRS in an actual school setting. • TEIs have links with local schools who are implementing CRE, either for educational visits or for more formal teaching practice experience. • TEIs equip and support trainee teachers to promote whole school CRE initiatives (e.g. CFS and RRS) in practice schools which are not yet implementing such initiatives. • TEIs have an alumni network of graduates who continue to share experiences of CRE in practice following graduation. 	<p>Italy: UNICEF is recognized by the Ministry of Education as an official agency for training.</p> <p>Canada: UNICEF conducts teacher training in faculties of education as part of the Global Classroom initiative and is happy to share resources. Official faculty partnerships support Rights Respecting Schools through workshops, research and data collection.</p> <p>Finland: In 2008, an official course on the CRC was piloted at the University of Helsinki's Open University (adult education institution). This course is taken by many students who study education, social sciences or law.</p> <p>UK: UNICEF is piloting the Rights Respecting School Award (RRSA) initiative with 2 TEIs ('Rights-Respecting Approach to PGCE' [Post-graduate Certificate of Education – the main teaching qualification in the UK]). Trainees can experience problems when undergoing teaching practice in schools which are not involved in whole school CRE initiatives and where their CRE learning is therefore not reinforced in a real teaching environment. Nevertheless one young teacher going into teaching practice in London had such a huge impact in her school that it led to 36 schools within the area joining the RRSA within a year.</p> <p>Greece: UNICEF provides seminars to educators in cooperation with the Ministry of Education.</p> <p>Northern Ireland: All trainee teachers at Queen's University Belfast undertake a compulsory 3-hour session on child rights.</p> <p>Ireland: The Centre for Human Rights and Citizenship Education (CHRCE) has created a framework and related support for staff and students to increase the visibility and impact of human rights, citizenship, and intercultural education within initial teacher education at St. Patrick's College, Ireland. Through both dedicated courses and cross-curricular integration, all students have the opportunity to critically engage with HRE and associated pedagogies. Students also have access to an internal college online resource site containing lecture notes, teaching materials, links and recommended readings.</p> <p>Slovenia: In cooperation with Slovenian Platform of NGOs and supported by Institute of Education, UNICEF prepared a 3-day seminar on global education, including CRE.</p> <p>Many other UNICEF National Committees undertake CRE work in TEIs, e.g. Republic of Korea and Slovakia.</p>	<p>Italy: <www.unicef.it/scuola></p> <p>Canada: <www.globalclassroom.unicef.ca></p> <p>Finland: <www.unicef.fi></p> <p>UK: <www.unicef.org.uk/Education/Rights-Respecting-Schools-Award></p> <p>Greece: <www.unicef.gr></p> <p>Ireland: <www.spd.dcu.ie/hosted/chrce/index.htm></p> <p>Slovenia: <www.unicef.si></p> <p>Republic of Korea: <www.unicef.or.kr></p> <p>Slovakia: <www.unicef.sk/sk></p>

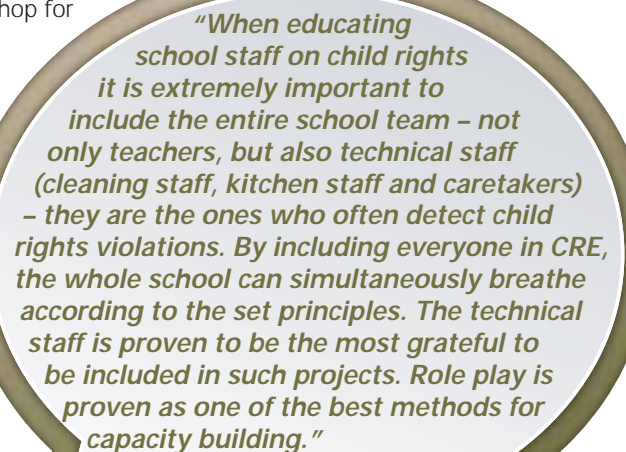
The impact of working with TEIs is clear. For example, UNICEF Canada regularly ensures participant evaluations of workshops they conduct in TEIs. The following is a summary analysis of these forms from September 2009 to May 2012 (2,170 completed evaluation forms from 100 workshops in nine TEIs across four provinces):

- Out of 536 participants in 22 workshops, 76–83 per cent of respondents thought that the activities would be useful in their teaching practice and their future teaching career; workshop materials on children’s rights and global education would inform their future interactions with the students; and the activities strongly supported the curriculum outcomes.
- Out of 485 participants in 35 workshops, 85–92 per cent of respondents felt comfortable or very comfortable after the workshop in relation to teaching their students about children’s rights; integrating children’s rights into their teaching practices; and using the activities presented in the workshop in their own classrooms.
- Out of 1,149 participants in 43 workshops, 76–90 per cent of respondents agreed that the content presented in the workshop was relevant for their future careers; the workshop made them interested in integrating global education and children’s rights in their daily teaching practices; the workshop made them interested in learning more about global education and children’s rights; and the content presented was related to the provincial curriculum and the professional competencies.



“Developing a climate is a wonderful start, especially for us as teacher educators and teacher candidates to examine our values, beliefs and dispositions. Without examining our values and continuing to reflect upon them in this process, I am afraid the knowledge and skills about children’s rights will merely become more ‘data’ and ‘content’ and not as transformative it could be.”

[Participant in a UNICEF Canada workshop for teacher educators on ‘Creating Rights-Respecting Climates’⁸⁷]



“When educating school staff on child rights it is extremely important to include the entire school team – not only teachers, but also technical staff (cleaning staff, kitchen staff and caretakers) – they are the ones who often detect child rights violations. By including everyone in CRE, the whole school can simultaneously breathe according to the set principles. The technical staff is proven to be the most grateful to be included in such projects. Role play is proven as one of the best methods for capacity building.”

(Advocacy Officer, UNICEF Slovenia)

⁸⁷ United Nations Children’s Fund Canada, *Strengthening Global Education Training in Canadian Faculties of Education: UNICEF Canada final evaluation report on the 2009–2012 faculty of education partnerships*, UNICEF Canada, Toronto, 2012.

In addition to work with TEIs, as shown above, the following types of initiatives can be undertaken to build the capacity of other stakeholders to implement CRE in practice.

Area of transformation	Examples
Ministry of Education	Curriculum development (collaboration with intergovernmental organisations such as the IBE)
	Getting CRE into official ministry policies and initiatives
	Scaling up successful pilot initiatives to national level
	Getting CRE components into the assessment of student competencies
	Getting CRE components into school inspection standards
Local education authorities/school districts/school boards	Supporting whole school approaches (pilot projects and more widespread initiatives)
	Adopting a 'cluster' approach to supporting groups of schools
	Involvement in 'train the trainers' initiatives
	Facilitating peer mentoring between schools
	Supporting awareness-raising and learning exchange events (e.g. 'CRE fairs')
Teacher unions	Promoting advocacy and awareness/allaying common fears and misunderstandings regarding CRE
	Holding joint events
	Tapping into information dissemination networks, professional development initiatives and organizational structures (e.g. training union staff to work with schools to incorporate CRE)
Individual schools	Offering support for schools to implement whole school CRE approaches
	Providing speakers and resources
	Organizing events and competitions
	Setting up partnerships with NGOs
	Facilitating mutually respectful and constructive twinning and relationships with overseas schools

Research findings on capacity building specifically in relation to HRE and CRE include the following.

- Pre-service teacher education has an impact on the readiness of teachers to implement CRE.⁸⁸
- If teachers are to provide students with opportunities to engage with controversial issues, it helps for the teacher to adopt an open, critical and positive stance.⁸⁹
- The way in which change is introduced into teacher education is important. Often there is a lack of opportunity for teachers to engage in deeper questioning and sustained learning. Teachers can therefore misinterpret reform and change surface features (for example, they may include more group work and use more 'real world' problem scenarios), but they may fail to alter their basic approach to teaching.⁹⁰
- Change needs to occur not only in relation to teachers' attitudes and practice, but also in relation to their theoretical knowledge. If knowledge is absent about why they are doing what they are doing, implementation will be superficial and teachers will lack the understanding needed in order to deepen their practice or to sustain new practices in the face of changing contexts.⁹¹
- Changes in attitudes and practice need to be addressed on a continuous basis through communities of practice, on the understanding that attitudinal change can be most effectively discussed after people have had some experience in attempting new practices.

⁸⁸ Covell, Katherine, R. Brian Howe and Justin K. McNeil, 'Implementing Children's Human Rights Education in Schools', *Improving Schools*, vol. 13, no. 2, 2010, pp. 1–16.

⁸⁹ Maitles, Henry and Ross Deuchar, 'We Don't Learn Democracy, We Live It!: Consulting the pupil voice in Scottish schools', *Education, Citizenship and Social Justice*, vol. 1, no. 3, 2006, pp. 249–266.

⁹⁰ Ball, Deborah L. and David K. Cohen, 'Reform by the Book: What is, or might be, the role of curriculum materials in teacher learning and instructional reform?', *Educational Researcher*, vol. 25, no. 9, 1996, pp. 8–14.

⁹¹ McLaughlin, Milbrey and Dana L. Mitra, 'Theory-based Change and Change-based Theory: Going deeper, going broader', *Journal of Educational Change*, vol. 3, no. 1, 2001, pp. 301–323.

- Change occurs at the individual level, but organizational changes are often necessary to provide supportive or stimulating conditions to foster and maintain change in practice. Support mechanisms are particularly important in the early stages of change as people try out new ideas. Teachers require considerable energy to transform the status quo. This energy and motivation is fed, and ongoing problem solving occurs, when teachers find moral and intellectual meaning in their work. Confusion, overload and a low sense of efficacy deplete this energy.
- Teachers may be reluctant or resistant to change owing to:
 - existing heavy workloads and lack of time to take on a 'new initiative';
 - lack of knowledge, or misunderstanding of the CRC, its principles and provisions which require that teachers in particular are educated in child rights as part of their professional studies. While teachers may be committed to values and principles that accord with the child rights approach, they are often unfamiliar with human rights instruments and unclear about the precise meaning of CRE and how to implement the child rights approach in the classroom;⁹²
 - no conception of children as rights holders;⁹³
 - perception of children's rights as a threat to adult authority;⁹⁴
 - lack of familiarity with active and participative methodologies;
 - limited life experience of student teachers in relation to diversity. Gaps in their understanding of rights-related issues can have an impact upon their understanding of HRE and CRE within initial teacher education programmes.⁹⁵

Capacity building initiatives should pass the 'arch and table leg test' of the child rights approach (Section 2.1).

⁹² Osler, Audrey and Hugh Starkey, 'Fundamental issues in teacher education for human rights: A European perspective', *Journal of Moral Education*, vol. 23, no. 3, 1994, pp. 349–360; Waldron, Fionnuala et al., *Teachers, Human Rights and Human Rights Education: Knowledge, perspectives and practices of primary school teachers in Ireland*, Centre for Human Rights and Citizenship Education, Dublin, 2011.

⁹³ Waldron et al., *Teachers, Human Rights and Human Rights Education*.

⁹⁴ Howe, R. Brian and Katherine Covell, 'Miseducating Children about their Rights', *Education, Citizenship and Social Justice*, vol. 5, no. 91, 2010, pp. 91–102.

⁹⁵ Dillon, Sheila and Karen O'Shea, *From the College to the Classroom: The impact of DICE courses on the inclusion of development education and intercultural education in the primary classroom*, DICE Project, Dublin, 2009; Leavy, Aisling, "'When I Meet them I Talk to them": The challenges of diversity for preservice teacher education', *Irish Educational Studies*, vol. 24, no. 2, 2005, pp. 159–177.



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CHAPTER 4

Whole school approach (centre of the CRE Tree)

This section of the Toolkit will help you:

- understand the importance of whole school approaches to child rights education (CRE) initiatives;
- familiarize yourself with three types of whole school approaches to CRE (child-friendly schools, rights respecting schools and Human Rights Friendly Schools);
- start thinking about how to implement or improve whole school approaches to CRE in your country context.

4.1 Overview



Key principles of whole school approaches, leading to whole school change

Whole school approaches to CRE are flexible and can apply to any school, regardless of the age of children, whether it is state-run or privately funded, or other considerations. Whole school approaches need to be developed within the specific context in which they are being applied. They should be based on an overall assessment of gaps within the education sector and the human rights situation in the education context as a whole. Regardless of the specific characteristics of a particular model, whole school approaches have certain principles in common. Schools should be:⁹⁶

- inclusive (based on a life-cycle/lifelong approach to learning);
- child-centred;
- democratic;
- protective;
- sustainable;
- actively promoting and implementing the child rights approach, and the provisions and principles of the Convention on the Rights of the Child (CRC).

As outlined in the previous chapter, CRE initiatives take place within the context of overall educational reform and systems building, supported by advocacy and capacity building. Out of all of the CRE initiatives represented by the CRE Tree, only good quality whole school approaches to CRE can be described as “full-blown rights education” – a concept that has been described as the “only approach that takes the Convention seriously” and “combines talk with action”.⁹⁷ In this approach human and child rights, and respecting the rights of others, are taught in a democratic classroom and school environment characterized by mutual respect among students and between teachers and students. Students are provided with both the knowledge and skills that provide the foundation for effective democratic citizenship. This is an environment in which children’s rights - including the rights of children with disabilities and from other marginalised groups - are not just taught, but are respected and modelled. Children are treated as citizens of the present, not simply of the future.⁹⁸

Whole school approaches to CRE can be contrasted with CRE initiatives that, for example:

- teach children about the roles and rights that they will acquire as future adult citizens;
- may inform children they have rights but not allow for their exercise;
- teach rights in a selective way, focusing narrowly on such issues as how fortunate children are to have (for example) protection rights;
- teach about violations of children’s rights in developing countries.⁹⁹

(15–16-year-old girl, UK)

“It’s obviously something that you’re taught and that you’re aware of, but it’s also a feeling within the school and both between pupils and adults alike”.

⁹⁶ Based on learning from whole school approaches such as child-friendly schools and rights respecting schools.

⁹⁷ Alderson, Priscilla, ‘Human rights and democracy in schools: do they mean more than picking up litter and not killing whales?’, *International Journal of Child Rights* vol. 7, no. 2, 1999, pp. 185–205 (p. 196).

⁹⁸ Alderson, ‘Human rights and democracy in schools’, p. 196.

⁹⁹ Alderson, Priscilla and Sean Arnold, ‘Civil rights in schools’, *ESRC Children 5–16 Briefing*, vol. 1, Economic and Social Research Council, Swindon, 1999.

In summary, the child rights approach (see Section 2.1) is applied to the whole school environment. Whole school approaches aim to address fundamental attitudinal and behavioural change of staff and children in line with an understanding of the child rights approach, not just individual articles of the CRC. High-quality whole school approaches integrate elements from all the CRE Tree branches (learning *about*, *through* and *for* rights). They can increase the impact and effectiveness of CRE initiatives. Some specific examples of whole school approaches are therefore provided in this chapter before examining the individual CRE Tree branches in subsequent chapters.

Experience shows that whole school approaches, which embed child rights into the everyday management, functioning and atmosphere of the school, are more effective and sustainable than merely integrating child rights into certain lesson plans or activities, or running ad hoc child rights-themed talks, projects and events.¹⁰⁰ Nevertheless, as shown in Chapters 9 and 10, the process of developing whole school approaches is crucial to their success (for example, engagement with local education authorities and learning from well-documented pilot projects): without a good process, whole school initiatives may end up being implemented only superficially in schools. While one-off activities or small scale projects in schools will not have the same impact as a well-implemented and monitored whole school initiative, they can nonetheless provide an entry point to more strategic work. Once whole school approaches are in place, they act as the centre of the CRE Tree from which other child rights programmes and projects tend to grow as a natural consequence: the deeprooted understanding of child rights by all stakeholders automatically informs, enthuses and underpins all aspects of school life.

"Changes affecting the whole organization are more enduring."

(UNICEF Spain)

"Prior to 2006 [our teaching resources] were used as stand-alone resources and education officers visited schools and did 'one-off' assemblies or lessons. This made little or no impact to developing an understanding of child rights in the UK. [Now] we use our resources to support [a whole school approach]."

(Education for Development Officer, UNICEF UK)

"There is less work on rights-related issues and policies affecting education than on CRC in education curricula. There needs to be more attention to issues such as rights-based discipline, responsible digital citizenship, supporting children with disabilities in education, privacy issues and equity etc. Adapting the general measures used in school governance may be relevant (e.g. adapting child impact assessment to create a simple tool to apply a child rights lens to school policy)."

(Advocacy Officer, UNICEF Canada)

¹⁰⁰ Values, dispositions and attitudes are best embodied in, and developed through, lived experience, becoming part of the whole school experience in the present, avoiding future-oriented 'not yet' approaches (Alderson, 'Human Rights and Democracy in Schools'). One-off 'anti-poverty' or 'single issue' campaigns in schools associated with fundraising can lead to students to perceive this as hypocrisy if their participation is limited to such bounded, isolated initiatives without their having a genuine say in matters relating to everyday learning and teaching (Covell, Katherine and R. Brian Howe, 'Moral Education through the 3 Rs: Rights, Respect and Responsibility', *Journal of Moral Education*, vol. 30, no. 1, 2001, pp. 29–41). See also Deuchar, Ross, 'Changing Paradigms: The potential of enterprise education as an adequate vehicle for promoting and enhancing education for active and responsible citizenship – Illustrations from a Scottish perspective', *Oxford Review of Education*, vol. 30, no. 2, 2004, pp. 223–239; Levin, Benjamin, 'Putting Students at the Centre in Education Reform', *Journal of Educational Change*, vol. 1, no. 2, 2000, pp. 155–172; Carter, Charlotte and Audrey Osler, 'Human Rights, Identities and Conflict Management: A study of school culture as experienced through classroom relationships', *Cambridge Journal of Education*, vol. 30, no. 3, 2000, pp. 335–356 (p. 353).

There is no single model for developing a whole school approach to CRE. This chapter examines three particular models of whole school approaches: UNICEF's **child-friendly schools (CFS)**, UNICEF's **rights respecting schools (RRS)**¹⁰¹ and Amnesty International's **Human Rights Friendly Schools project**. Readers are encouraged to adapt elements from these examples as appropriate to their context. Both UNICEF models (CFS and RRS) take the CRC as their foundation and emphasize the importance of engagement with communities and government. All three emphasize that their value lies in the process or 'journey' schools must go through, rather than merely achieving 'artificial' goals. Each UNICEF model has much to learn from the other: the CFS approach has tended to focus more on changing teaching methodologies and environments (for example, through water, sanitation and health (WASH) programmes and creating protective environments) and less on democratic participation and citizenship education; these are key strengths of the RRS approach. The CFS model is associated more with UNICEF country offices, the RRS model with UNICEF National Committees. Nevertheless, given their similarities this distinction seems somewhat artificial. Amnesty International's project has also been implemented in both industrialized and developing countries.

"The values of peace, human rights, respect, cultural diversity and justice are often not embodied in the ethos of schools. Instead of empowering students to learn and thrive, schools often replicate social inequalities and reinforce social pathologies by tolerating bullying and gender-based violence and subjecting children to physical and psychological punishment. Young people learn much from schools, but what they learn is not only in their lessons. Teachers and administrators must learn to model the skills we want students to develop, such as good environmental practices, participatory decision-making, and the control and prevention of violence through reporting policies and clear codes of conduct."

(United Nations, *Global Education First Initiative*, p. 21)

4.2 Child-Friendly Schools (CFS)¹⁰²

CFS are the manifestation of what child-friendly *education* looks like at the school level (see Section 3.2 and Glossary for more information on child-friendly education). The CFS approach provides a comprehensive and high-quality package that can be adapted to widely varying country contexts. It is based on four key principles:

- child-centredness
- democratic participation
- inclusiveness
- protection, safety and sustainability.

The participatory transformation process a school goes through is more important than simply implementing a series of pre-determined features. There is therefore no one particular 'model' of a child-friendly school, and quality of implementation can vary widely – for example, it has been noted that child participation in many CFS is still relatively weak. There are, however, a number of common features of CFS.

¹⁰¹ The generic term 'rights respecting schools' in lower case letters is used to refer to all similar initiatives. In individual countries the exact name given to such initiatives may vary, including in the use of capital letters.

¹⁰² Much of the information here is taken from United Nations Children's Fund, *Child-Friendly Schools Manual*, UNICEF, New York, 2009, <www.unicef.org/publications/index_49574.html>, accessed 17 July 2013.

Principles	Common features
Child-centredness	<ul style="list-style-type: none"> • Act in the interest of the 'whole' child • Child-centred pedagogy; child-centred teaching and learning • Healthy learning environment (WASH, nutrition, de-worming, vaccination) • Child-friendly architecture and design (location of facilities, gender-sensitive toilets, selection of equipment and furniture) • Gender-sensitive life skills-based curriculum promoting peace education and conflict resolution • Compensating for home-based problems and disadvantages
Democratic participation	<ul style="list-style-type: none"> • Child participation by all children in curriculum design, school management and school design/architecture • Caregiver/community participation in curriculum design, school management and school design/architecture • Strong links and mechanisms of cooperation between caregivers/community and teachers/school administrators • Establishing and strengthening school governing bodies and parent-teacher associations (PTAs) • Rules and norms that are rights-based, fair and applied impartially in practice
Inclusiveness	<ul style="list-style-type: none"> • Learning environment inclusive and welcoming of girls and boys, children with disabilities, children from ethnic and other minorities etc. • Equity in relation to access, quality of education and opportunities to participate in curriculum design, school management and school design/architecture • Curriculum that contributes to conflict prevention and peace-building and is inclusive to girls and boys, children with disabilities and children from other minority groups • Curriculum and environment that are gender-sensitive in all aspects, including non-discriminatory in relation to sexual orientation • Respectful challenging of cultural norms which are counter to human and child rights
Protection, safety and sustainability	<ul style="list-style-type: none"> • Protective learning environment: participatory development of comprehensive child protection policies addressing emotional, physical and sexual violence and abuse – including peer and adult behaviour codes of conduct (positive, non-violent discipline), ICT safety, reporting mechanisms and systems for responding to violence; peer mentoring; particular awareness of gender-based violence and violence/discrimination affecting children with disabilities and other marginalised groups; disaster risk reduction and emergency-preparedness • Safe learning environment (school design and construction including accessibility, playgrounds, gender-separated latrines, kitchen and cafeteria, etc.)

Impact and challenges

As of 2011, 88 countries had adopted CFS or similar standards. An additional 42 countries reported the partial development of quality standards, indicating that a large number of country programmes have supported the mainstreaming of CFS into national policies and plans. In 99 countries, an estimated 579,000 schools received support through the CFS initiative. National standards for quality based on CFS have been or are being developed in China, the former Yugoslav Republic of Macedonia, Rwanda and the Lao People's Democratic Republic.

Impact ¹⁰²	Challenges
CFS successfully manage to apply the key principles in very different national contexts, with different levels of resources, and serving populations with different needs. CFS have succeeded in being child-centered, inclusive and in promoting democratic participation.	Schools struggle to be fully inclusive, particularly in the case of students with disabilities. Few say that schools in their countries take concrete actions to make their schools inclusive. Most say that teachers have insufficient training in supporting children with disabilities.
Schools that had high levels of family and community participation and use of child-centered pedagogical approaches had better conditions for learning: students felt safer, supported, engaged, and believed that the adults in the school support the inclusion and success of each student.	Although CFS in the six evaluation countries (Nigeria, South Africa, the Philippines, Thailand, Guyana and Nicaragua) have been successful in creating welcoming classroom environments and providing academic and emotional support to children, they have been less successful in creating conditions in which students feel emotionally and physically safe—factors which have been demonstrated to affect attendance, academic performance, and school drop-out.
The CFS initiative has been effective in engaging stakeholders at all levels of education systems in creating schools with conditions that reflect effective, child-focused teaching and learning, and in encouraging educators to think about how to serve the whole child.	Principals and teachers identified the lack of trained teachers who can implement child-centered instructional methods as a challenge in the six countries. UNICEF Education Specialists concurred that teachers do not have the training they need to implement CFS.
The majority of schools provide safe and comfortable environments conducive to learning (e.g. structurally sound buildings and classrooms, students protected from dangers such as toxic materials, sufficiently ventilated classrooms).	Although having well-built, safe schools that provide comfortable learning environments is important, this alone is not sufficient to make a school child-friendly. School architectural features do not predict school climate. Rather, it is other, less tangible aspects that determine whether a school is child-friendly—factors such as child-centeredness, engaged parents, and mutual respect among students and teachers.
There are high levels of student involvement in many schools; schools make substantial efforts to create a welcoming atmosphere for parents and encourage parent and community participation in school events and decision-making.	Although principals, teachers and parents enthusiastically embrace the idea of parent and community involvement in schools, they also identified obstacles to involving them in meaningful ways. Moreover, less than 3 per cent of UNICEF's CFS budget supports community involvement.
CFS have created an environment where both female and male students feel included.	

Lessons learned and recommendations¹⁰⁴

- Apply principles, not prescribed characteristics, to a particular setting and context. There is no fixed set of features that must be in every child-friendly school. Adherence to a fixed set of characteristics can produce superficial models of CFS that create confusion, invite scepticism and trivialize the concept itself.
- When CFS principles are applied consistently in different settings and contexts, similar, although not identical, characteristics ensue. These should not be mistaken for the products of a rigid recipe or blueprint.
- Some characteristics, such as child participation in the learning process, can be considered the inevitable, logical outcomes of applying CFS principles to almost any setting or context and may therefore be intuitively recommended for CFS.
- Making schools child-friendly is not an 'all-or-nothing' process. It can begin with one principle and phase in others over time in a strategic sequence that fits local realities, promoting a 'progressive realization' of the CFS model.

¹⁰³ Impact and challenges table based on findings from United Nations Children's Fund, *Child Friendly Schools Programming Global Evaluation Report*, UNICEF, New York, 2009, <www.unicef.org/evaldatabase/files/Global_CFS_Evaluation_Report_Uploaded_Version.pdf>, accessed 17 July 2013.

¹⁰⁴ Adapted from *Child Friendly Schools Manual*, UNICEF 2009, Chapter 2, pp.1-2.

- The key principles that drive the CFS process are so interrelated that interpreting and implementing any one principle invariably sets off a chain reaction that leads to related principles.
- The training of teachers and principals can usually be a good starting point for making schools child-friendly. Teachers and principals do not simply work in these schools, they make and maintain their schools' child-friendly nature.
- Link key elements of the CFS model to gain important synergies. For instance, connect teacher training to the preparation and provision of appropriate pedagogic materials to make the implementation of high-quality learning in the classroom more efficient.
- Make cost savings through economies of scale. Shift the implementation of CFS models from single-school pilots to clusters of schools, to district-wide, province-wide and finally sector-wide coverage.
- Adopt a logical, consistent approach to CFS programming that can be applied in different settings in order for the child-friendly model to be taken seriously as an area for national investment.
- Develop standards, guidelines and specifications to show how to implement the CFS approach across the education sector as a whole.

Further information

- See Appendix 7 for more details about CFS.
- See <www.unicef.org/cfs>.

4.3 Rights respecting schools (RRS)

The RRS model draws inspiration from UNICEF's CFS approach. It places the CRC at the heart of a school's planning, policies, practice and ethos, enhancing an inclusive, participatory and respectful school culture for children and adults. It involves learning *as* a right, learning *about* rights, learning *through* rights and learning *for* rights. In some countries it is implemented as an 'awards scheme', where schools work to achieve standards followed by accreditation by UNICEF. As with CFS, the process by which schools achieve the standards is not uniform: each school must find its own pathway.

The RRS model teaches and models both rights and respecting the rights of others: between teachers/adults and students, between adults, and between students. It brings children into early contact with the ideals of respect for oneself and for others and for the environment, in the school community and in an interdependent world. It provides opportunities for children to voice opinions about their school, to participate in school and classroom decisions and to contribute to resolving problems. The model is premised on the understanding that for children to want to achieve, they have to feel included, that they belong and that they matter.

It gives coherence to daily tasks of teaching curriculum, administering policy, managing programmes and dealing with issues, opportunities and challenges. As a framework for educational improvement, it supports existing educational policies and curriculum and helps schools address the whole learning environment with a consistent, rights-based approach.

UNICEF UK and UNICEF Canada have developed the most comprehensive models to date, but UNICEF Slovakia is also implementing a version of RRS and models are being piloted by UNICEF in Spain, Germany and Sweden. As of 2011 the scale was 2,500 schools in the UK, 82 schools in Slovakia, 72 schools in Spain, 10 schools in Germany, 15 schools in Canada and 2 schools in Sweden.

What impact does it have?

"After 16 years as a head teacher I cannot think of anything else that we have introduced that has had such an impact."

(UK principal)

"It's not fair if other schools don't have Rights Respecting Schools."

(UK primary school student)

"The [UK] Rights Respecting Schools Award (RRSA) has had a profound effect on the majority of the schools involved in the programme."

(Evaluation of RRSA by the Universities of Sussex and Brighton)

"You [the teacher] are more organized now after we became a rights respecting school and it's nicer to be at school and I learn better."

(UK primary school student)

"You definitely know when you walk through the halls the values of the school and how the CRC is integrated into everything. Rights are touching each part of the curriculum and the learning process."

(Education consultant visiting a Rights Respecting School in Canada)

"Thanks to the RRSA work we started we are now at the forefront of implementing the new national curriculum that demands that we respect, integrate and teach about the CRC in schools. The RRS model was a good, practical tool for us to start a change of the whole organization towards a rights based approach."

(Principal at RRS pilot school in Sweden)

"You often think that these are issues where the pupils can't be involved in the decision making, but they can! It's just me who needs to 'grind my square thinking'. The question is how we talk about rights and practice them fully at the same time - so that the students don't think that we say they have rights and then still organize, teach and decide everything in our own way anyway."

(Teacher at RRSA pilot school in Sweden)

UNICEF UK

The pattern emerging since 2007 – from schools' self-evaluation, UNICEF UK education officer visits and external researchers¹⁰⁵ – is consistent for all types of schools and settings in England, Wales, Scotland and Northern Ireland.

Evidence suggests that the main areas of impact are:

- improved self-esteem¹⁰⁶ and well-being;
- improved behaviour and relationships (reductions in bullying and exclusions, and improved attendance); positive attitudes towards diversity;
- improved engagement in learning;
- children's support for global justice;
- children becoming more engaged in discussing, planning and reviewing their own learning;
- teachers developing a greater degree of satisfaction in their work;
- parents reporting support for the values and principles of the CRC – this is based on the beneficial impact they see when their children adopt rights-respecting language and behaviour.

UNICEF Slovakia

- Lack of motivation of teachers in Slovakia is a serious problem due to poor financial support of the education sector, including very low teacher salaries. Within this context, one of the most important positive impacts has been the motivation and positive atmosphere created for teachers in schools.
- Joint meetings with parents, children and teachers are part of the RRS programme in Slovakia. Teachers agree that these meetings have a positive influence: the behaviour of students who are present during such meetings changes in a positive way and they start to participate more in class. One principal noted: *"It is very nice to observe how an official praising in front of their parents helps them to improve their self-esteem."*

¹⁰⁵ United Nations Children's Fund, UNICEF UK: *Rights Respecting Schools Award*, UNICEF UK, London, 2011 and the external evaluation: Sebba, Judy and Carol Robinson, *Evaluation of UNICEF UK's Rights Respecting Schools Award: Final report*, September 2010, UNICEF UK, London, 2010, <www.unicef.org.uk/Latest/Publications/RRSA-Evaluation-Sussex-Brighton>, accessed 17 July 2013.

¹⁰⁶ Good self-esteem alone should not be taken for granted as resulting in positive behaviour. Some research now relates high levels of self-esteem with bullying. When high self-esteem or self-confidence goes hand in hand with respect for others, however, this creates a positive impact.

Lessons learned

Both UNICEF UK and UNICEF Canada are still actively learning and reflecting on what works best, and it is important to understand that what works in one context may not work in another. Nevertheless, several lessons have been learned to date.

- **Research base:** In the UK the RRSA evolved from a ‘common sense good idea’. Countries starting from scratch, however, would benefit greatly from good baseline research on CRE knowledge, attitudes and practice in order to provide evidence for advocacy and long-term planning, and a reference point against which to measure progress and impact.
- **Transitions:** UNICEF UK has a huge proportion of primary schools in the scheme (approximately 88 per cent of all schools involved in RRS). Young children accustomed to the RRS model at the primary level then sometimes encounter problems when they move to ‘traditional’ secondary schools. There is some experience of primary school students in this situation approaching secondary school principals to demand that the secondary school becomes rights respecting. Nevertheless, it is important to think carefully about transitions so that children don’t lose the RRS basis from the ages of 11–18. The ‘Educate Together’ model in Ireland has encountered similar difficulties.
- **Conflicting demands on secondary schools:** it has proved easier to implement the RRS model at the primary level, where there is perceived to be more flexibility regarding the curriculum and more room for experimentation compared to the secondary level.¹⁰⁷
- **Commitment and ownership:** Principals need to take an ‘active role’, not just ‘be committed’ (UK).¹⁰⁸ On the other hand, it is not enough for a principal to impose it on the school: all teachers need to be involved and have a say on whether or not their school becomes involved in RRS, to ensure long-term sustainability. The process of developing ownership is crucial and it is essential that the entire school community ‘buy in’ to this initiative (Canada). UNICEF Canada has found that the RRS model must be embedded as a ‘rights-respecting lens’ through which teachers view all their work: it doesn’t work just to start talking about the CRC – proper capacity building of teachers is required first. Requiring schools to pay to register on the RRSA scheme has improved commitment and reduced drop-out (UK). The ‘award scheme’ acts as an incentive in the UK context, but may not be appropriate elsewhere. Teachers enjoy the collaborative process of working together as a community (Canada), and it can be very helpful to the schools to have a ‘partner’ school they can buddy up with.
- **Sustainability and scaling up:** it is important to get things written into development plans in order to embed change (UK). Working with a large number of schools is not the same as working with a small number of schools: it requires rethinking the whole approach rather than simply ‘doing more of the same thing’ (UK). It is also important to partner with local non-governmental organizations (NGOs), school boards or education associations, as these can be useful groups to assist in delivering any professional development that is required or requested, and to collect the supporting data and surveys. In Canada, teacher workshops implemented in association with such partners are critical to the successful integration of the RRS model into the culture of the school. A ‘train the trainer’ model can be extremely effective in terms of ensuring sustainability and support from a school. The UNICEF-trained facilitator can be a school board employee, or working with a relevant NGO or supportive and like-minded organization, such as a provincial child and youth advocates office (Canada).
- **Monitoring and evaluation:** UNICEF UK is improving its assessment criteria to better reflect *impact* rather than the *process* of merely ‘having things in place’ – for example, measuring resulting changes in behaviour rather than simply ‘having a charter in place’. Further improvement is needed to ensure consistency in RRSA standards – i.e. to ensure that a Level 2 RRSA is at the same standard in different regions/types of schools and across primary and secondary schools (UK). UNICEF Canada is exploring ways to establish clearer indicators or benchmarks regarding what a child or teacher should know/be able to demonstrate at different stages. UNICEF Canada is partnering with researchers to more effectively administer and gather data showing the impact of rights-respecting education on schools and students.

¹⁰⁷ Some researchers note that, given the current wider educational context where literacy and mathematics are prioritized, CRE may fare better in situations where schools have greater individual autonomy over curriculum implementation. See, e.g., Bron, Jeroen and Annette Thijs, ‘Leaving it to the Schools: Citizenship, diversity and human rights education in the Netherlands’, *Educational Research*, vol. 53, no. 2, 2011, pp. 123–136.

¹⁰⁸ The central role of principals in supporting whole school implementation is also emphasized in Covell, Howe and McNeil, ‘Implementing children’s human rights education in schools’.

- **Assessment of schools:** UNICEF UK has set up an external group to conduct assessments of schools in conjunction with education officers but acknowledges that this requires more development. UNICEF UK is debating whether or not it is necessary or useful to have two levels in the award scheme rather than just one – i.e. the pros and cons of an interim ‘encouragement’ stage versus simply ‘having’ a RRSA or not. Both UNICEF UK and UNICEF Germany cite the importance of visiting schools in person for assessments rather than relying on paper-based communication. UNICEF Canada collects extensive baseline, formative and summative data, seeing the benefit of self-assessment as a means of encouraging sustainability of the initiative.
- **Support to schools:** it is important to show schools that there are many ways to become rights-respecting; it is not a ‘cookie-cutter’ approach (UK). UNICEF UK’s draft resource ‘101 ways to implement the RRSA’ (<www.unicef.org.uk/Education/Training-Support-and-Assessments/Training/Courses/101-Ways>) has proved to be popular: it is a deliberately eclectic collection of simple ideas, activities, games and approaches, presented without unnecessary explanation, which can be dipped into for inspiration.
- **Engaging parents and caregivers:** parents and caregivers can initially feel uneasy about it due to a misunderstanding of rights, but the RRS approach soon trickles out positively into relationships at home; it is important to show that children’s rights are taught alongside actions needed to respect other people’s rights (UK).



Rights and responsibilities: it should never be suggested or taught that rights are *dependent* on children fulfilling certain responsibilities. For example, it should never be implied that a child does not have a right to, for example, freedom of expression if they have failed to respect someone else’s right to freedom of expression. Human and child rights are *inalienable*, meaning they cannot be surrendered or transferred. If rights are to be taught alongside ‘responsibilities’, this must be framed in terms of actions or attitudes needed to respect other people’s rights, *not* used as a punitive method of controlling children’s behaviour through the threatened ‘withdrawal’ of rights. See Appendix 2 for more details.



Terminology and copyright: the term ‘rights respecting schools’ (using lower case letters) and its acronym ‘RRS’ are used here to refer generically to all similar UNICEF programmes. In some countries, specific terms and logos have been copyrighted by UNICEF at the national level in order to ensure quality control of their programmes, especially programmes that involve schools obtaining official accreditation. For example, the name ‘Rights Respecting Schools’ (using capital letters) is copyrighted in Canada: UNICEF Canada has agreements that schools, facilitators and partner NGOs must sign concerning the use of logos and in relation to media work. Likewise the name ‘Rights Respecting Schools Award’ (RRSA) and its accompanying logo are copyrighted in the UK. UNICEF offices are free to use similar terms as they develop initiatives in their own countries and to establish and monitor how these terms are used by their government and NGO partners. Non-UNICEF actors who are interested in establishing RRS programmes are strongly encouraged to seek partnership and support from the UNICEF office in their country.

Further information

- See Appendix 7 for more details about RRS.
- UK: <www.unicef.org.uk/rrsa>
- Canada: <www.rightsrespectingschools.ca>
<www.unicef.ca/en/teachers/article/global-classroom>
- Slovakia: <www.unicef.sk/sk/skoly/spd>
- Spain: <www.unicef.es>
- Germany: <www.unicef.de/projekte/themen/kinderrechte/projekte>
- Sweden: <<http://unicef.se>>

4.4 Amnesty International's 'Human Rights Friendly Schools'

This whole school approach shares many similarities with the UNICEF RRS model and is also based on the concepts of education *about*, *through* and *for* human rights. Since 2009, Amnesty International has worked in partnership with over 40 secondary schools around the world to implement the Human Rights Friendly Schools project in over 20 countries, including Benin, Bermuda, Chile, Côte d'Ivoire, the Czech Republic, Denmark, Ghana, Hungary, India, Ireland, Israel, Italy, Kenya, Mongolia, Morocco, Paraguay, Poland, Republic of Moldova, Senegal, South Africa and the UK.

The Human Rights Friendly Schools project aims to empower children and promote active participation of all members of the school community in integrating human rights values and principles into all areas of school life. Participating schools work towards developing a whole school approach to human rights education, integrating human rights values and principles into four key areas of school life.

1. **Governance:** everyone in the school community gets involved in the way the school is governed and managed, including school leadership, vision and policies.
2. **Relationships:** respect, dignity and non-discrimination are promoted among teachers, students, parents and throughout the wider community.
3. **Curriculum and extra-curricular activities:** human rights are integrated into the curriculum and extra-curricular activities, ensuring that all students have the opportunity to learn about human rights and become actively involved in promoting them.
4. **School environment:** a Human Rights Friendly School is a safe, respectful environment where a human rights culture can develop and flourish.

A positive impact has been noted on individuals, schools and communities and at the national level. Schools' governance systems are based on participation and accountability; relationships among members of the school are more inclusive and positive; teachers feel comfortable teaching human rights and adapting their teaching methodology; whole school communities participate in extra-curricular activities related to human rights; school members are more aware of their school environment; and efforts have been made to enhance the general atmosphere of schools. National authorities also appreciate the positive impact in schools. As a result, in various countries the project has sparked discussions with government ministries on how to integrate human rights into the national curriculum.

Before moving to the next chapter, you are encouraged to think about the following questions.

A. If you are already implementing a whole school approach

1. Are all the aspects of the CRE Tree which are relevant in our context being addressed? If not then where are the gaps?
2. Are our initiatives clearly connected to each other through the whole school approach?
3. Are these initiatives underpinned by the child rights approach? Do they pass the 'arch and table leg test' (see Section 2.1)?
4. Where can we make improvements in relation to quality, quantity and impact?

B. If you are not yet implementing a whole school approach

1. Where do our existing initiatives fit into the CRE Tree? Are we focusing more on learning *about* rights (e.g. through provision of teaching materials), learning *through* rights (e.g. applying the child rights approach to the learning environment) or learning *for* rights (e.g. encouraging children to take action for their own and others' rights beyond the learning environment)?
2. Are these initiatives underpinned by the child rights approach? Do they pass the 'arch and table leg test' (see Section 2.1)?
3. Do these initiatives complement and reinforce each other? Are there logical connections that can be made between initiatives?
4. Where can we make improvements in relation to quality, quantity and impact?
5. Is there any scope to use these initiatives as an entry point to a more holistic whole school approach?

The process by which a school becomes 'Human Rights Friendly' is very similar to the RRS process as described in Appendix 7. **Further information**

- See Appendix 7 for more details about Amnesty International's Human Rights Friendly Schools, including the '10 Global Principles of a Human Rights Friendly School'.
- Amnesty International: <<http://amnesty.org>> or contact <HumanRightsFriendlySchools@amnesty.org>
- Practical guidance is available in Amnesty International, 'Becoming a Human Rights Friendly School: A guide for schools around the world', Amnesty International, London, 2012. <www.amnesty.org/en/library/info/POL32/001/2012/en>, accessed 17 July 2013.



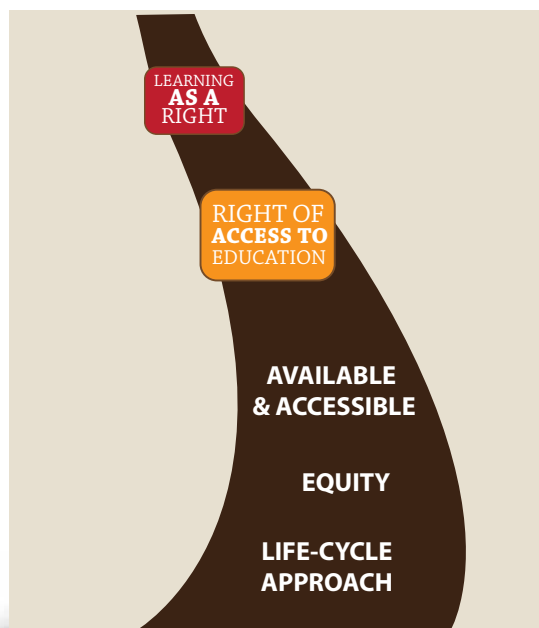
CHAPTER 5

Learning as a right: Right of access to education (CRE Tree trunk)

This section of the Toolkit will help you:

- situate the rights of access to education as one of UNICEF's and UNESCO's three dimensions of a rights-based approach to education;
- understand some of the key policy points that underpin the right of access to education;
- gain an overview of state obligations in ensuring the right of access to education in the form of a checklist;
- understand that a more detailed analysis of the right of access to education is beyond the scope of this Toolkit;
- access more detailed resources on the right of access to education.

5.1 Overview



In 2007 UNICEF and UNESCO articulated a conceptual framework for a rights-based approach to education, based on international human rights law.¹⁰⁹ It embodies three interlinked and interdependent dimensions. It contends that human rights related to education cannot be realized unless and until all three of the following are addressed:

- the right of access to education
- the right to quality education
- the right to respect within the learning environment.¹¹⁰

The first of these, the right of access to education, is dealt with briefly in this chapter (learning as a right) and is represented as the CRE Tree trunk. The remaining two aspects (quality and respect in the learning environment) fall under 'learning *through* rights' and are dealt with in Chapter 7 as branches of the CRE Tree.

The right of access to education: the UNICEF/UNESCO framework describes the right of access to education as “the right of every child to education on the basis of equality of opportunity and without discrimination on any grounds. To achieve this goal, education must be available for, accessible to, and inclusive of, all children.”¹¹¹ It outlines three central elements of the right of access to education:

- education throughout all stages of childhood and beyond
 - availability and accessibility of education
 - equality of opportunity.
- “Learning is a lifelong process. A rights-based approach to education seeks to build opportunities for children to achieve their optimum capacities throughout their childhood and beyond. It requires a life-cycle approach, investing in learning and ensuring effective transitions at each stage of the child’s life.” This includes early childhood, primary and secondary education and education beyond the age of 18.
 - “States have obligations to establish the legislative and policy framework, together with sufficient resources, to fulfil the right to education for every child. Each child must therefore be provided with an available school place or learning opportunity, together with appropriately qualified teachers and adequate and appropriate resources and equipment. [...] All learning environments must be both physically and economically accessible for every child, including the most marginalized. It is important to recognize that a school that is accessible to one child may not be accessible to another. Schools must be within safe physical reach or accessible through technology (for example, access to a ‘distance learning’ programme). They must also be affordable to all.”
 - “Every child has an equal right to attend school. Making schools accessible and available is an important first step in fulfilling this right but not sufficient to ensure its realization. Equality of opportunity can only be achieved by removing barriers in the community and in schools. Even where schools exist, economic, social and cultural factors – including gender, disability, AIDS, household poverty, ethnicity, minority status, orphanhood and child labour – often interlink to keep children out of school.

¹⁰⁹ Including, *inter alia*, Universal Declaration of Human Rights, 1948 (Articles 1, 2, 26); International Covenant on Economic, Social and Cultural Rights, 1966 (Article 13); International Covenant on Civil and Political Rights, 1966 (Articles 18, 19, 27); Convention on the Rights of the Child, 1989 (Articles 2, 3, 5, 6, 12, 13, 14, 15, 16, 17, 19, 22, 23, 27, 28, 29, 31, 32); Convention on the Elimination of All Forms of Discrimination against Women, 1979 (Article 10); Convention on the Rights of Persons with Disabilities, 2006 (Article 24); UNESCO Convention against Discrimination in Education, 1966 (Articles 4, 5); Committee on the Rights of the Child, *General Comment No. 1 and General Comment No. 7 (2005): Implementing child rights in early childhood*, CRC, Geneva, 2005; Committee on Economic, Social and Cultural Rights, *General Comment No. 13: The right to education (Article 13)*, OHCHR, Geneva, 1999.

¹¹⁰ UNICEF/UNESCO, *A Human Rights-Based Approach to Education for All*, p. 4.

¹¹¹ UNICEF/UNESCO, *A Human Rights-Based Approach to Education for All*, p. 4.

Governments have obligations to develop legislation, policies and support services to remove barriers in the family and community that impede children's access to school. Schools can directly or indirectly impede the access of some children, for example, through reflecting a male-dominated culture, pervading patterns of violence and sexual abuse or prevailing societal norms, such as caste bias. Negative teacher attitudes towards girls, biases in the curriculum, lack of female teachers and role models, and lack of adequate access to hygiene and sanitation can also inhibit enrolment and contribute to poor attainment and high drop-out levels.¹¹² Schools may refuse to accept children with disabilities or [affected by] AIDS. Inflexibility in school systems may exclude many working children. Governments should take action to ensure the provision of education that is both inclusive and non-discriminatory and that is adapted to ensure the equal opportunity of every child to attend."¹¹³

The following table is included for those who are interested in mapping out state obligations in relation to ensuring the right to education. Similar tables based on the 'Checklist for Action' in the UNICEF/UNESCO framework are included at other points in this Toolkit. These checklists are optional tools for those interested in mapping out the broader educational policy environment.

Access to education¹¹⁴

(The following actions can also serve as benchmarks or indicators for monitoring implementation.)

	Actions	Yes	To some degree	No	Don't know	Comments
	Adopting a life-cycle approach					
1	Budgetary allocation for the provision of early childhood education					
2	Measures to promote the introduction of early childhood education and appropriate transitioning strategies with parent and family involvement					
3	Measures to develop the accessibility of secondary education to every child, for example, by offering financial assistance to those in need					
4	Full commitment to universal access to free secondary education					
5	Consistency of legal ages for completion of compulsory education and admission into full time employment					
6	Legislation to raise the minimum age of employment where this falls below 15 years					
	Providing available and accessible schools					
7	Legislation specifying the minimum number of years of free and compulsory education					
8	Legislation defining the entitlement to education in terms of numbers of hours and weeks of teaching, qualifications of teachers, etc.					
9	Budgetary analysis and allocation to ensure sufficiency of provision in accordance with the school-aged population - commitment of 20 per cent of government revenues to education					
10	Measures to ensure accessibility of schools for all children, including the physical environment, provision of appropriate facilities and resources for children with disabilities, water and sanitation facilities, etc.					
11	Measures to promote school attendance and reduce school drop-out, including consideration of location of schools, and respect for children's differing capacities and their culture, language and religion					

¹¹² For example, menstrual hygiene management contributes to girls' right to dignity and thus reduced drop-out.

¹¹³ UNICEF/UNESCO, *A Human Rights-Based Approach to Education for All*, pp. 30–31; see also pp. 56–66 for more details.

¹¹⁴ Table adapted from 'Checklist for Action' in UNICEF/UNESCO, *A Human Rights-Based Approach to Education for All*, pp. 123–125.

12	Measures to ensure equality of access to education for children in situations of emergency, including extreme poverty, HIV and AIDS and armed conflict					
13	Review of all aspects of education supplies, including textbooks, notebooks, etc., their manufacture and supply, logistics and distribution, as well as taxation and import tariffs if not produced in the country					
14	Establishment of robust, reliable educational information systems to provide disaggregated data for planning, budgeting and assessment of performance against standards					
15	Disaggregation of data on enrolment, attendance, completion and attainment according to socioeconomic status, gender, disability, ethnicity, geographic location, etc.					
Removing the economic barriers to education						
16	Inclusion of specific measures such as stipends and cash transfers in national plans of action and poverty reduction strategy papers					
17	Abolition of fees for primary education					
18	Collaboration with the non-formal education sector to promote and facilitate access to education including other learning spaces and opportunities, and effective transitions into formal education					
Promoting inclusion and ending discrimination						
19	Introduction of legislation to prohibit all forms of discrimination in relation to access to education					
20	Measures to overcome all forms of direct and indirect discrimination impeding access to education, including sensitization of families and communities to the universal right to education					
21	Introduction of policies to address girls' right to education					
22	Introduction of inclusive education, including flexible approaches to timetabling to accommodate working children and agricultural harvests, and support and facilities to accommodate the differing learning needs of children with disabilities					
23	Introduction of legislation and policies to ensure universal access to birth registration					
24	Consultation with local communities to identify the barriers faced and strategies for overcoming them					



Please note: This Toolkit deals more with learning *about* rights, *through* rights and *for* rights within the school environment rather than learning *as* a right or the right to education in the first place. There is therefore less detail included in this chapter compared to these other areas. Learning *about*, *through* and *for* rights is nonetheless an excellent way to empower children and other stakeholders to examine, and advocate the removal of, the barriers in their local and national context which violate the rights of out-of-school children to access education.

5.2 Further information

The following resources are recommended in relation to learning as a right which incorporates the right of access to education.

- United Nations Children's Fund/United Nations Educational, Scientific and Cultural Organization, ***A Human Rights-Based Approach to Education for All: A framework for the realization of children's right to education and rights within education***, UNICEF and UNESCO, New York and Paris, 2007, <www.unicef.org/publications/index_42104.html>, accessed 16 July 2013.
- United Nations, ***Global Education First Initiative: An initiative of the United Nations Secretary-General***, United Nations, New York, 2012, <www.globaleducationfirst.org>, accessed 15 July 2013.
- United Nations Girls' Education Initiative, UNAIDS Inter-Agency Task Team on Education, Global Task Force on Child Labour and Education for All, Education for All Flagship on the Right to Education for Persons with Disabilities, and Education for All Fast Track Initiative Secretariat, ***Equity and Inclusion in Education: A guide to support education sector plan preparation, revision, and appraisal***, EFA FTI Secretariat (World Bank), Washington, 2010, <www.unicef.org/education/files/Equity_and_Inclusion_Guide.pdf>, accessed 17 July 2013.
- United Nations Children's Fund, ***The Right of Children with Disabilities to Education: A rights-based approach to inclusive education – Position paper***, UNICEF Regional Office for Central and Eastern Europe and the Commonwealth of Independent States (CEECIS), Geneva, 2012, <www.unicef.org/ceecis/IEPositionPaper_ENGLISH.pdf>, accessed 17 July 2013.
- United Nations Children's Fund and United Nations Educational, Scientific and Cultural Organization Institute for Statistics, ***Global Initiative on Out-of-School Children***, UNICEF and UNESCO, New York and Montreal 2011, <www.unicef.org/education/files/OOSCI_flyer_FINAL.pdf> and <www.uis.unesco.org/Education/Pages/out-of-school-children.aspx>, both accessed 17 July 2013.
- United Nations Children's Fund, ***UNICEF Education and Equity Strategy***, UNICEF Education Section, New York, 2011, <www.usaid.gov/aidissues/did/Documents/unicefreap-prog-rep-annexe-7.pdf>, accessed 24 July 2013.
- Epstein, Andrew, ***Making the Case for an Equity Focus in Education***, UNICEF HQ Education Section, New York, 2010, <www.academia.edu/887841/Making_the_Case_for_an_Equity_Focus_in_Education>, accessed 17 July 2013.
- United Nations Educational, Scientific and Cultural Organization, ***UNESCO and Education: Everyone has the right to education***, UNESCO, Paris, 2011, <<http://unesdoc.unesco.org/images/0021/002127/212715e.pdf>>, accessed 17 July 2013.
- Rieser, Richard, ***Implementing Inclusive Education: A Commonwealth guide to implementing Article 24 of the United Nations Convention on the Rights of Persons with Disabilities***, 2nd ed., Commonwealth Secretariat, London, 2012, <www.worldofinclusion.com/res/internat/Commonwealth_Guide.doc>, accessed 17 July 2013.
- Office of the Special Representative of the Secretary-General On Violence against Children, ***Tackling Violence in Schools: A global perspective – Bridging the gap between standards and practice***, SRSG on Violence against Children, New York, 2012, <<http://srsg.violenceagainstchildren.org/sites/default/files/publications/Tackling%20Violence%20in%20Schools%20final.pdf>>, accessed 17 July 2013.
- ***UNICEF core child protection resources***: <www.unicef.org/protection/57929_58022.html#core>, accessed 17 July 2013.



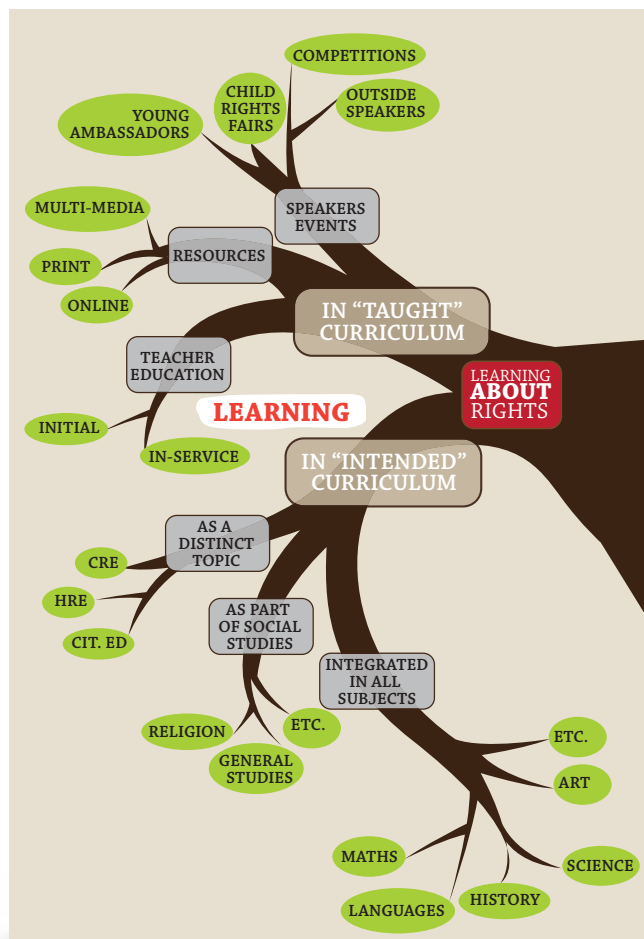
CHAPTER 6

Learning *about* rights: Curriculum

This section of the Toolkit will help you:

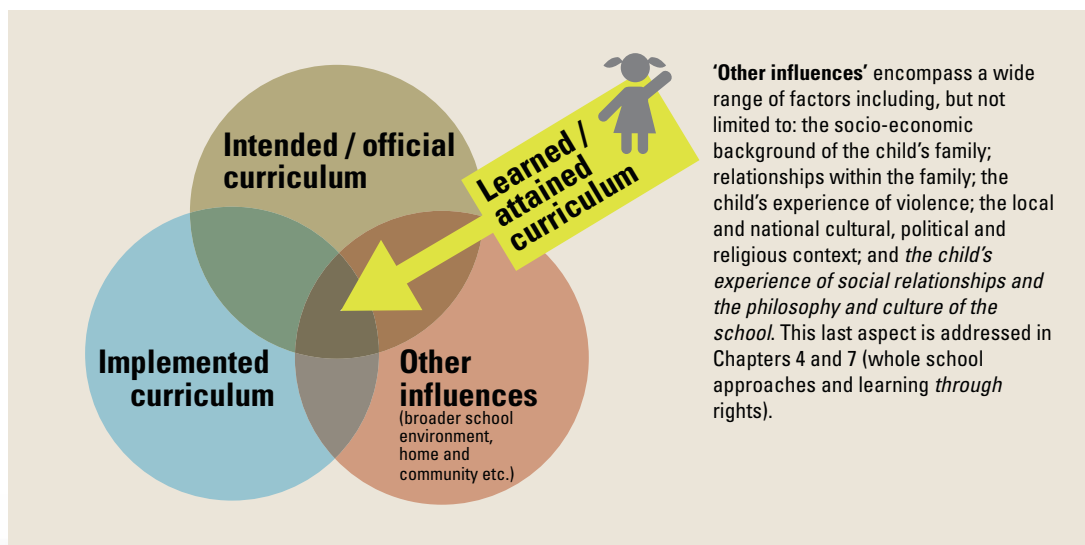
- understand the three dimensions of the curriculum (the intended, taught and learned curriculum), how these influence each other and how they are influenced in turn by other factors – including the wider school environment;
- examine opportunities and challenges involved in working on the taught curriculum;
- gain an overview of different types of child rights education (CRE) initiatives in relation to the intended and taught curriculum at different levels and in different countries;
- map out the intended curriculum in your country;
- conduct a quick mapping of your current and future work on CRE in relation to the intended and taught curriculum and transforming the learning environment, and in relation to what others are already doing;
- conduct a series of more detailed planning exercises on how to map out and complement the work of other stakeholders in relation to dimensions of curriculum and education policy reform which are relevant to your work.

6.1 Overview



One of the core components of CRE is learning *about* rights. In order to learn about rights, there needs to be sufficient space within the curriculum for children to spend time learning about rights in a structured and guided environment. This ‘class time’ space usually needs to be integrated into the **‘official’** or **‘intended curriculum’**. In addition to including CRE or human rights education (HRE) into the official curriculum, children need age-appropriate facilitation by trained and motivated educators. The **‘implemented curriculum’** – also known as the **‘taught curriculum’** – (the process of how the official curriculum is actually taught in practice) is therefore just as important.

Furthermore, children learn just as much about rights outside formal classroom teaching – for example, from their experiences in the wider school environment, at home and in the community. All this feeds into what children actually learn in practice – i.e. what they take away from their school experience. This is known as the **‘learned’** or **‘attained curriculum’**. All these dimensions have an impact on and reinforce each other (see Appendix 8 for details of principles for working with curriculum).



The International Bureau of Education (IBE) is the specialized institute of the United Nations Educational, Scientific and Cultural Organization (UNESCO) providing technical assistance to governments in relation to curriculum issues. The IBE makes a distinction between three interrelated dimensions of the curriculum.¹¹⁵

¹¹⁵ International Bureau of Education, ‘IBE and Curriculum Development’, UNESCO IBE, Geneva, 2013, <www.ibe.unesco.org/en/themes/curricular-themes/curriculum-development/about.html>, accessed 18 July 2013. This approach is widely used, not only by the IBE but also, for example, in the framework of the TIMSS and PIRLS global studies (Trends in International Mathematics and Science Study/Progress in International Reading Literacy Study: <<http://timssandpirls.bc.edu>>).

Curriculum dimension		Comments
Intended or official curriculum	The curriculum as defined in guidelines and frameworks that specify what students are expected to learn and should be able to do	<p>Developing the content of the curriculum and supporting teachers to deliver it includes influencing decision-makers to create space within the curriculum to impart knowledge about child rights; developing resources to assist teachers in delivering CRE content; training teachers to use the child rights approach in the delivery of all curricular content (including and beyond CRE).</p> <p>Some contemporary intended/official curriculum frameworks go beyond merely outlining study content; they increasingly provide descriptions or prescriptions of the main features that characterise supportive learning environments.</p> <p>Some intended/official curriculum frameworks at national level outline cross-cutting competencies that children are expected to acquire, leaving it up to decentralised bodies to devise the actual curriculum study content.</p>
Implemented curriculum (also known as the 'taught curriculum')	How the intended / official curriculum is actually taught in the classroom, including how it is delivered and who teaches it	
Learned or attained curriculum	This represents what students have actually learned of the curriculum, as evidenced through competencies and assessment results	The third dimension is qualitatively different as it relates to the outcomes of what is sought rather than the input. The learned or attained curriculum is also heavily dependent on other influences such as the child's experiences in the wider school environment, at home and in the community.

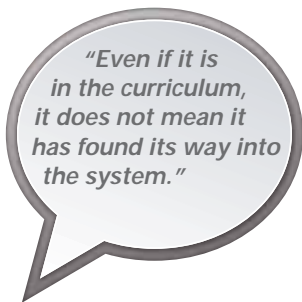
Another important dimension to consider is the **'hidden curriculum'**, whereby norms, values and beliefs are conveyed to students in the classroom and school environment through 'hidden messages', often unintentionally. For example, textbook examples and illustrations may reinforce negative gender stereotypes, or a teacher may implement the curriculum in a biased way, reflecting their own personal beliefs. The hidden curriculum can serve to advance the agendas of various groups in society, thus reproducing social inequalities.

The **'null curriculum'** refers to content and skills which are intentionally or unintentionally ignored in the curriculum. For example, instruction about HIV/AIDS or women's contributions to society throughout a nation's history may not be included in the intended or taught curriculum. A gender-inclusive curriculum may not be a national priority and therefore not part of the curriculum. If students do not and cannot learn about particular concepts from curriculum materials or teachers, these learning areas fall into the category of the null curriculum.¹¹⁶ In many countries, this includes CRE.

"Ensuring coherence and congruence between curriculum policy documents, the actual pedagogical process and learning outcomes is a common challenge faced by educational authorities around the world".¹¹⁷ Embedding child rights into the 'curriculum' is therefore not a straightforward process and it should not be separated from embedding child rights into the whole school environment and school ethos.

The term 'curriculum' in this Toolkit therefore refers not only to CRE as a subject to be taught in the classroom (intended curriculum) but also how it is taught (taught curriculum) and assessed (learned curriculum).

(Advocacy Officer, UNICEF Slovakia)



¹¹⁶ United Nations Children's Fund, *Curriculum Report Card*, p. 11.

¹¹⁷ International Bureau of Education, 'IBE and Curriculum Development'.



The role of UNICEF is to work in partnership with others.

National or provincial/federal governments are responsible for planning and implementing education that is relevant for, and responsive to, all children's learning needs. Education should be:

- inclusive (based on a life-cycle/lifelong approach to learning);
- child-centred;
- democratic;
- protective;
- sustainable;
- actively promoting and implementing the child rights approach, provisions and principles of the Convention on the Rights of the Child (CRC).

This may mean that the government needs to focus on:

- changes in the *intended* curriculum (for example, ensuring it is inclusive, relevant and rights-respecting);
- changes in the *taught* curriculum (for example, teacher training and pedagogical approaches that are child rights-based and relevant to the context);
- changes in the *learned* curriculum (for example, development of appropriate standards, competencies and assessment criteria for students);
- changes in the broader school environment and ethos (for example, transforming the learning environment to be child-friendly and rights-respecting);
- changes in overall education policies and planning (for example, 'upstream' cross-sector planning consistent with child-friendly education).

Consistent with a human rights and child rights approach (the 'arch and table leg test'), UNICEF's role, in collaboration with others, is to help build the capacity of governments to fulfil these obligations and to help build the capacity of children, families and communities to claim their rights to accessible, relevant, quality, rights-based education.

The following tools and exercises should be seen within this overarching context of partnership.

"Reviews from around the world find that today's curricula and textbooks often reinforce stereotypes, exacerbate social divisions, and foster fear and resentment of other groups or nationalities. Rarely are curricula developed through a participatory process that embraces excluded and marginalized groups. But change is possible when educators adopt a vision of ethical global citizenship. Lessons from India and Ghana, for example, show that explicitly teaching good citizenship as a subject can have powerful results with more empowered and ethical students emerging. Deeply entrenched beliefs take time to change. But young people are open to new perspectives, and schools are ideally positioned to convey them."

(United Nations, *Global Education First Initiative*, p.20)

6.2 Opportunities and challenges

Having mapped out the overall education system (see Section 3.3) and considered whole school approaches to CRE (see Chapter 4), the following table encourages you to start thinking about the opportunities and challenges involved in working more specifically on CRE in the curriculum.

	Actions	Yes	To some degree	No	Don't know	Comments
1	Are you already doing CRE work in schools or in the education system in relation to: a. the intended curriculum?					
	b. the taught curriculum?					
2	If yes for either (a) or (b), go to Q3; if no for both (a) and (b) – are you interested in doing CRE work in relation to: a: the intended curriculum?					
	b. the taught curriculum?					
	If yes for either (a) or (b), go to Q9; if no for both (a) and (b), stop here.					
3	Is it having an impact? If yes, use the 'comments' column to specify on whom.					
4	Is it reaching the most marginalized and vulnerable?					
5	Is it strategic?					
6	Is it sustainable?					
7	Is it time to scale up?					
8	Where do you want to have a greater impact?					
9	In your particular country context, what level of intervention will be most effective: a) with current resources? and					
	b) if more resources were available?					
10	Is anyone else already doing this work?					
11	If yes, are you currently working with them?					
12	If yes to Q10, are they better placed and better resourced than you to do this work? (Consider what UNICEF's added value is in this context.)					
13	If yes to Q10, can you: a) leave them to it?					
	b) [continue to] support them?					
	c) [continue to] work in partnership with them?					
14	If there is no existing strong work in this area by others, can UNICEF take the lead in relation to promoting CRE in: a. the intended curriculum?					
	b. the taught curriculum?					

This section will guide you through the thinking and planning process step by step and in more detail.

	Opportunities	Challenges
1. CRE into intended/ official curriculum	<ul style="list-style-type: none"> • Provides a 'mandate'/legitimacy to work with stakeholders on CRE (for example, teachers, students, schools, teacher education institutes (TEIs), local education authorities, ministries of education, curriculum bodies and councils, non-governmental organizations (NGOs) and national human rights bodies) • May be an effective place to start if the education system is heavily centralized and 'top-down' • Provides a common, concrete framework on which to base other work • Is long-term and sustainable • Provides a good advocacy platform from which to promote other CRE initiatives • Demonstrates political commitment to CRE and enables UNICEF to identify and work with child rights champions within the system • Offers an opportunity to follow up on Concluding Observations from the Committee on the Rights of the Child and recommendations from other international, regional and national human rights organizations which relate specifically to the curriculum 	<ul style="list-style-type: none"> • May be a difficult and time-consuming process • Is generally not high on the political agenda (more attention is given to core subjects which are seen as directly relevant to the labour market – particularly in times of economic crisis) • Faces potential resistance from teachers: fear that the curriculum is already overloaded
2. CRE into implemented/ taught curriculum	<ul style="list-style-type: none"> • Is easier to achieve: this is the level where much work is already going on (for example, building teacher capacity and providing resources) • Offers potential for direct and visible impact on children • Provides a range of entry points suited to all UNICEF offices, regardless of resources, from individual schools to TEIs and national teachers' associations 	<ul style="list-style-type: none"> • Is potentially less sustainable/at the whim of individual teachers if not embedded in the intended/official curriculum • Requires awareness that mere provision of materials does not mean that they are being accessed or used in practice • Is at risk of getting squeezed out by other political priorities/pressures on the curriculum • May be resource intensive and less cost-effective: if not scaled up, work with individual teachers and schools has less impact than work at the national level • Is vulnerable to staff turnover, particularly at the level of principals/school leadership

Ideally, we want to have an impact in both of these dimensions aimed at integrating CRE into student learning outcomes (the 'learned curriculum'). The key question is how to do this more effectively and strategically, in any given country context. Even if you are already doing great work, there may be opportunities to make it even more effective, sustainable and equitable!

"Here in our school [the CRE whole school approach] is embedded throughout every subject in the curriculum. It's not an add-on at all: it's part of everyday teaching. It comes into every subject in the curriculum. It's part of our teaching and learning. It's got the same value as literacy or numeracy or science - it's such an important area of the curriculum. We are trying to encourage children to be creative thinking young people who will grow up as thinking, creative, caring adults and if they have this understanding [...] I think they're able to work cooperatively and with respect and empathy towards other people."

(Teacher, UK, early childhood education setting)¹¹⁸

"Sweden has come far when it comes to integrating the CRC into the official curriculum. Since 2011 all primary and secondary schools are obligated to teach about the CRC and integrate the principles behind the Convention into the school ethos. But they don't always know how. UNICEF Sweden plays an important role in giving schools the practical and theoretical input on what implementation of the CRC means for everyday life in school."

(Education for Development Officer, UNICEF Sweden)

"It's crucial that we make sure that the young people feel that there is an element of relevance of what they are studying, and focusing it in on these key rights that they have which are codified within the Convention on the Rights of the Child provides a very useful focus in most subject areas."

(Principal, UK secondary school)¹¹⁹

¹¹⁸ LaunchPad Productions, *Living up to the Promise*.

¹¹⁹ LaunchPad Productions, *Living up to the Promise*.

6.3 Overview of different types of curriculum work: What does it look like in practice?

Here are some examples of different types of curriculum intervention.

Type of curriculum: Intended Type of intervention: National level – curriculum development		
Key features	Country examples	More information
<ul style="list-style-type: none"> • ‘Child rights’ or ‘human rights’ are explicitly mentioned in the curricula for early childhood education (ECE), primary and secondary schools. • Human/child rights values, knowledge and attitudes are acknowledged as basic competencies, complementing literacy and numeracy. • A national curriculum is prepared specifically for HRE and CRE, setting out concepts and goals, teaching and learning objectives and approaches. • The status of HRE/CRE within the curriculum is defined, according to the school level, as obligatory or optional, subject-based and/or cross-curricular (whereby human rights are included in all curriculum subjects). • HRE/CRE is made a fully-fledged and explicit component, particularly of citizenship education, social studies and history. • Guidelines for revising textbooks are adopted so that they are in line with HRE/CRE principles and specific textbooks are developed for HRE/CRE. 	<p>Republic of Korea: The Korean Committee for UNICEF successfully appealed to the Ministry of Education to highlight the importance of the CRC for the Textbook Development Committee and got the CRC included in the national curriculum guidelines. The Korean Committee for UNICEF and Korea National University of Education are collaborating to develop primary school textbooks to promote inclusion of CRC in the curriculum. They have also developed workbooks on CRE extra-curricular activities. The next step is to train teachers how to practise the extra-curricular activities and to measure their effectiveness.</p> <p>Finland: UNICEF, along with others, successfully lobbied for the inclusion of the CRC in the school curriculum (agreed by the National Board of Education in June 2010). The Ombudsman for Children was crucial in this lobbying process – and UNICEF was influential getting the CRC into the job description of the Ombudsman in the first place. UNICEF is also present on the Advisory Board of the Ombudsman and has a seat on the working group of the National Board of Education (responsible for the school curriculum). Lessons learned include: carefully identify key individuals/decision-makers and have personal meetings; get messages into CRC Concluding Observations and then use them for lobbying; and make sure the coalition is not too large. In 2011 schools started to update their individual curricula along with the national curriculum guidelines.</p> <p>Albania: The Albanian Ministry of Education and Science with UNESCO worked on development of HRE curricula, resources and teacher training materials, promoted in a national strategy of in-service ‘cascade’ teacher training: 180 trained Albanian teachers have reached over 3,000 of their peers (primary and secondary teachers). (The initiative also involves the development of a whole school, or ‘effective schools’, approach for the promotion of human rights and a democratic climate.)¹²¹</p> <p>Netherlands: UNICEF has facilitated inclusion of child rights in books produced by educational publishers.</p> <p>Ireland: Amnesty International, working with teacher organizations, unions and Education International, set up the ‘Lift Off’ initiative of collaboratively developed primary school teaching materials enabling the mainstreaming of human rights across the curricula by highlighting cross-curricular links.¹²² It also developed educational approaches to empower children. This has also been implemented in Denmark, Italy, Malaysia and Sierra Leone.</p> <p>Slovenia: The Institute of Education (financially supported by the government and the executive body of the Ministry of Education) confirmed that UNICEF’s ‘Child Rights School’ is a cross-curricular project. The project is now approved by the government as a theme which can be linked across all subjects in the school, but it is still optional and is not included in the intended curriculum. Teachers can choose CRE as an ‘innovative project’ or teach it as an optional subject.</p>	<p>Republic of Korea: <www.unicef.or.kr></p> <p>Finland: <www.unicef.fi></p> <p>Albania: <www.mash.gov.al></p> <p>IBE: <www.ibe.unesco.org></p> <p>Netherlands: <www.unicef.nl></p> <p>Ireland: <www.amnesty.org.uk/content.asp?CategoryID=748></p> <p>Slovenia: <www.unicef.si></p>

¹²⁰ Adapted from Office of the United Nations High Commissioner for Human Rights and United Nations Educational, Scientific and Cultural Organization, *Plan of Action: World Programme for Human Rights Education – First phase*, OHCHR and UNESCO, Geneva and Paris, 2006, p. 39, <www.ohchr.org/Documents/Publications/PActionEducationen.pdf>, accessed 18 July 2013.

¹²¹ Office for Democratic Institutions and Human Rights of the Organization for Security and Co-operation in Europe, Council of Europe, Office of the United Nations High Commissioner for Human Rights and United Nations Educational, Scientific and Cultural Organization, *Human Rights Education in the School Systems of Europe, Central Asia and North America: A compendium of good practice*, OSCE/ODIHR, Warsaw, 2009, pp. 52–53, <www.ohchr.org/Documents/Publications/CompendiumHRE.pdf>, accessed 18 July 2013.

Type of curriculum: Intended Type of intervention: National level – curriculum development (continued)		
Key features	Country examples	More information
<ul style="list-style-type: none"> Appropriate procedures are developed for assessment of, and feedback on, students' achievements on human and child rights values, knowledge and attitudes.¹²⁰ 	<p>Australia, Barbados, Chile, Côte d'Ivoire, Cuba, Indonesia, Namibia and Zambia report that HRE is integrated in the national curriculum and in educational standards. In Costa Rica, 'human rights, democracy and peace' is one of the four cross-cutting transversal axes of the curriculum. The Russian Federation teaches human and child rights as a single subject as well as integrating them in other subjects, such as social sciences or law. In Thailand, human rights appears in three subject areas: social, religious and culture subject area (including human and child rights); health and physical education subject area (including freedom from sexual abuse); and the occupational and technologies subject area (including the right to work). El Salvador and Italy integrate HRE into early childhood learning through age-appropriate activities.¹²³</p>	

Type of curriculum: Taught Type of intervention: National level – development of teaching resources available online for all teachers and/or children		
Key features	Country examples	More information
<p>Teachers, schools, children and other key stakeholders actively participate in the co-production and piloting of materials, resulting in materials that are context-specific and schools that are actively engaged in CRE. These might include the following:</p> <ul style="list-style-type: none"> an online, open access resource centre of well categorized and easy-to-find materials in local languages, clearly targeted at specific age-appropriate levels and subjects for teachers and/or children – the resource centre should be easy to find via generic Internet search engines by typing (e.g.) 'child rights education', 'child rights teacher resources', 'child rights classroom activities', 'child rights games'; 	<p>Canada: 'Global Classroom' – supports and expands teaching and learning for global citizenship and rights-respecting education through a child rights approach.</p> <p>USA: 'Teach UNICEF' – free global education resources for children aged age 3–17. Resources are interdisciplinary (social studies, science, maths, English/language arts, foreign/world languages) and align with standards. The lesson plans, stories and multimedia cover topics ranging from the Millennium Development Goals to water and sanitation.</p> <p>Global: 'Voices of Youth Connect' – free educational programme to link classrooms and youth centres around the world, currently taking place in the USA and four countries in Africa (Liberia, Madagascar, South Africa and Zambia). Participants engage in active dialogue around topics of shared global concern such as access to health care and common misconceptions of their communities. Discussions unfold via an innovative online platform which promotes group interaction and collaborative work in a cross-cultural environment. Activities are developed jointly with partners and educators, taking full advantage of existing curricula and learning resources.</p> <p>UK: UNICEF Rights Respecting Schools Award (RRSA) Virtual Learning Environment – online resource centre for schools taking part in the RRSA scheme. Requires password access.</p>	<p>Canada: <www.unicef.ca/en/teachers/article/global-classroom></p> <p>USA: <http://teachunicef.org> (Teach UNICEF)</p> <p>Voices of Youth Connect: <http://voicesofyouth.org/connect></p> <p>UK: <www.rrsa.org.uk></p>

¹²² OSCE/ODIHR, CoE, OHCHR and UNESCO, *Human Rights Education in the School Systems of Europe, Central Asia and North America*, pp. 147–148.

¹²³ United Nations Inter-Agency Coordinating Committee on Human Rights Education in the School System (UNIACC), *Final evaluation of the implementation of the first phase of the World Programme for Human Rights Education, A/65/322*, United Nations General Assembly, New York, 2010, paras. 23–27, <<http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N10/493/11/PDF/N1049311.pdf?OpenElement>>, accessed 18 July 2013.

Type of curriculum: Taught

Type of intervention: National level – development of teaching resources available online for all teachers and/or children (continued)

Key features	Country examples	More information
<ul style="list-style-type: none"> online communities of practice for teachers and/or students: membership facilitates (e.g.) chatroom discussions, subscription to email newsletters, invitations to CRE events, the opportunity to post resources; an online 'newsroom' where up-to-date CRE-related world events are posted (for example, making use of UNICEF press releases, podcasts, video clips) – with or without guidance on how they can be used in a classroom setting; posting of quality video clips directly on YouTube, easily searchable; ensuring good dissemination of resources through targeted newsletters, partnering with other organizations, working with textbook publishers and distributors, contacting existing partner schools directly, tapping into teachers' natural communication networks and working with ministry of education distribution mechanisms to get coverage of all schools. 	<p>Netherlands: UNICEF online posting of child rights-based news for children in the classroom, with assignments for every news fact – this is instead of a standard 'lesson plan' (in response to feedback from busy teachers). The site receives approximately 1,800 visitors per week, rising to approximately 4,000 per week in the period following dissemination of materials to schools about UNICEF's 'national lecture campaign'. The National Committee has 2,000 'friends' on the main Dutch junior social networking site. Positive feedback has been received from focus groups of teachers.</p> <p>France: an innovative partnership between UNICEF France and the producers of interactive whiteboards, Promethean, resulted in all their whiteboards in France carrying automatically pre-installed CRE curriculum materials ready for use in the classroom.</p> <p>Germany: in cooperation with the Ministry of the Exterior, UNICEF holds a national project day on the CRC in November. Online and printed CRE materials are produced for primary and secondary schools. The aim is to promote discussion between students and members of parliament on the CRC, facilitated by an online tool which encourages contributions from both sides.</p> <p>New Zealand (NZ): free online and low-cost print resources from ECE through to secondary school, teaching children about the CRC and encouraging them to take informed action in response to issues that affect children in their communities and globally. All resources are cross-curricular, relate directly to the NZ National Curriculum and are based on the Inquiry Learning Model. A free picture book based on the CRC, written specifically for NZ children and illustrated by NZ artists, was distributed to all primary schools and some ECE centres. The book is supported by free learning materials to encourage its use as a teaching resource at the primary level.</p> <p>Many National Committees have CRE online resource pages in local languages.</p>	<p>Netherlands: <www.unicefenjij.nu></p> <p>France: <www.unicef.fr/contenu/infohumanitaire-unicef/desparcours-pedagogiquesinteractifs></p> <p>Germany: <www.unicef.de></p> <p>NZ: <www.unicef.org.nz></p>

Type of curriculum: Taught

Type of intervention: Local level – individual schools

Key features	Country examples	More information
<ul style="list-style-type: none"> Individual schools or groups of schools have a relationship with UNICEF above and beyond being able to (e.g.) access publicly available online CRE resources. 	<p>Sweden: UNICEF has partnered with the NGO Retoy to teach children aged 4–7 about the CRC through toy exchange events at art museums and public libraries.</p> <p>Sweden: the UNICEF 'Child Rights Informants' project was established in 2008 to offer lectures for schools all over Sweden about UNICEF and the CRC, conducted by trained volunteers.</p>	<p>Sweden: <http://retoy.se/engstart.html>, <http://unicef.se></p>

Type of curriculum: Taught

Type of intervention: Local level – individual schools (continued)

Key features	Country examples	More information
<ul style="list-style-type: none"> • CRE training and capacity building is conducted for individual schools or clusters of schools, either with children directly (e.g. through talks, activities, events or competitions) or with teachers. • ‘Child rights clubs’ are established in schools to raise awareness of child rights, organize events and conduct advocacy (activities are determined by the children themselves). (See also Section 7.6 for information on participation in school councils etc.) • A ‘CRE champion teacher’ within a school is identified and trained to train other teachers in the school on CRE. Such ‘cascade’ training or ‘train the trainer’ approaches can be expanded to clusters of schools. • Small numbers of schools are involved in pilot whole school initiatives such as child-friendly schools and rights respecting schools with careful monitoring and evaluation to assess the possibilities of scaling up at a later date. • A ‘CRE fair’ is hosted to introduce children and teachers to CRE, either as a stand-alone event, or a ‘CRE stand’ is hosted at existing teacher conferences to promote CRE resources and whole school approaches. • Clusters of schools form CRE networks, supported by local education authorities, to exchange experiences, resources, maintain motivation and/or provide peer mentoring for CRE. 	<p>Portugal: UNICEF works with schools, community-based organizations and municipalities to promote a whole school approach to CRE, involving children’s empowerment and participation. The Citizenship Programme established in 2000 has focused on child rights training and capacity building for educators, parents and staff. Since 2009 it has introduced CRE into five schools (ECE, primary and secondary).</p> <p>Netherlands: telemarketing has helped UNICEF to increase the number of schools participating in their ‘national lecture day’ so that half of all Dutch primary schools now take part.</p> <p>France: established in 1990, UNICEF Youth Clubs (<i>Clubs Unicef Jeunes</i>) for children aged 10–15 do research on UNICEF issues, create exhibitions, undertake small fundraising actions and conduct advocacy and awareness-raising projects. The clubs are managed by a teacher inside schools with the support of a volunteer from the local community. There are 80 clubs (80 schools) involving 1,200 children across the country.</p> <p>France: established in 2006, UNICEF Young Ambassadors (<i>Jeunes ambassadeurs</i>) are children aged 15–17 who promote commitment to children and their right to expression. They manage their own advocacy and awareness-raising projects with the support of an adult community volunteer. The scheme involved 346 children across the country as of 2011.</p> <p>Australia: UNICEF Youth Advocate programme for primary, secondary, university, college students or Girl Guides gives students of all ages the opportunity to learn more about the issues facing children globally and help raise awareness of, and support for, UNICEF’s work on behalf of children around the world.</p> <p>Luxembourg: established in 2010, the UNICEF ‘KANNERLIICHT’ project is an award ceremony/competition to motivate children to learn about child rights and give them the opportunity to take action. The best ideas receive awards in different categories (schools, small group of children, individual child). It is inspired by the Swiss National Committee’s ‘<i>Sternenwochen</i>’ and the German National Committee’s ‘<i>Juniorbotschafter</i>’ projects. Rather than limiting activities to a drawing competition (as in the past) the project provides children with a platform where they can develop their own ideas and take action on behalf of others.</p> <p>Hong Kong, China: UNICEF conducts school talks and coordinates the ‘Global Hand-Washing Day’ every year.</p>	<p>Portugal: <www.unicef.pt></p> <p>Netherlands: <www.unicef.nl></p> <p>France: <www.unicef.fr></p> <p>Australia: <www.unicef.org.au></p> <p>Luxembourg: <www.unicef.lu></p> <p>Hong Kong, China: <www.unicef.org.hk></p>

Type of curriculum: Taught
Type of intervention: Local level – individual schools (continued)

Key features	Country examples	More information
	<p>Greece: UNICEF provides seminars for educators and runs two other projects in cooperation with the Ministry of Education. Established in 1994, the ‘Schools as Defenders of Children’ project for ECE, primary, secondary and university students raises awareness about UNICEF and the CRC. Students do research on UNICEF issues, use social media, create exhibitions, theatre or musical performances and raise funds. These schools are given awards. Approximately 300 schools and 9,000 students are involved across the country every year. Established in 1999, ‘Children Write and Paint their Rights’ is a project to disseminate the CRC. ECE and primary school students create group work on child rights (posters, fairy tales, books and newspapers). All participants are given awards. The best works receive a special award during an exhibition/ceremony close to the CRC anniversary. Approximately 7,000 children participated in 2011.</p> <p>NZ: Youth Advocacy Programme includes Youth Ambassadors, writers for ‘3 Youth’ – a news blog for children and young people in collaboration with TV 3 Network, and participatory forums for children and young people. Three consultations sought the views of children and young people in the lead up to Rio +20. In 2011 a Youth Forum was held with 50 students from across the country to learn about advocacy, development issues and the work of UNICEF. In 2012 a Children’s Photography Project gave 24 children aged 11–13 who experienced the 2011 Christchurch earthquake a voice on how the experience affected their lives and communities (supported by UNESCO, Canon and Rotary NZ).</p> <p>Hungary: in June 2012 UNICEF undertook CRE initiatives with approximately 100 children in schools and ECE settings to coincide with the CRC reporting process.</p>	<p>Greece: <www.unicef.gr> NZ: <www.unicef.org.nz> Hungary: <www.unicef.hu></p>

(See also Section 3.6 on capacity building for examples of initiatives working with TEIs which cut across all components of CRE but are particularly associated with the ‘taught curriculum’.)

*“Be very clear and explicit about cognitive capacity and age-appropriate lessons, activities and approaches.”
 “Material must be appropriate for each age group.”*

(Education for Development Officers, UNICEF Canada and Greece)

“Ensure language is child-friendly in any materials developed. Students engage with, and understand more fully, the CRC when real life stories are provided as a teaching resource.”

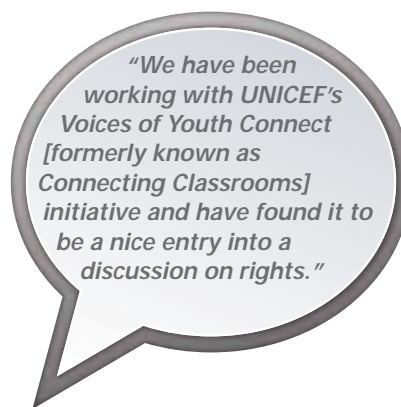
(Advocacy Officer, UNICEF Australia)

“Lesson plans should be thought of as guides to enhance an existing curriculum. The lessons should be adapted to best meet the needs of the students in that particular class and should not be simply cut and pasted into all classrooms.”

(Education for Development Officer, U.S. Fund for UNICEF)



(Education for Development Officer, UNICEF Slovakia)



(Education for Development Officer, U.S. Fund for UNICEF)

A 'good practice review' of nine schools taking part in the UNICEF UK Rights Respecting Schools Award (RRSA) identified the following examples of good practice in relation to the taught curriculum.

- When schools teach an area of (for example) history or geography it is related explicitly to the relevant CRC articles, exploring the ways in which the rights of people are realized or ignored within that context.
- A common approach is to take one CRC article per half term and try to ensure that all teaching staff address it in their curriculum planning.
- Based on a student's idea, one school holds a 'Respect Week': for one week each term all the introductory sessions in every second period of the day are based around respecting rights. These sessions are the same across the whole school. Students discuss with staff what these sessions should include, taking into consideration what they think might engage other students.¹²⁴

6.4 How can I map out the intended curriculum in my country?

The exercises in Section 3.3 on mapping out the overall education system – in terms of school structure, stakeholder relationships (and the overall child rights context in Section 3.4) are relevant for all aspects of CRE work. They provide a picture of the overall context in which CRE initiatives operate. This Toolkit contains a further exercise to enable you to focus on the intended curriculum in your country.

- **For those who are not yet working on reform of the intended curriculum**, the tool (set out in full in Appendix 9) will help you to determine the extent to which there is already space in the intended curriculum for CRE and therefore whether or not this is an area in which you could or should get involved.
- **For those who are already working on reform of the intended curriculum**, the tool will help you to plan your work more strategically.

The tool is divided into three parts.

- **PART A: Overview** – this helps to map out the extent to which spaces already exist where CRE already is, or can be, included in cross-cutting or distinct topics like human rights education or citizenship education, and/or in flexible class or whole school meetings.

¹²⁴ Sebba, Judy and Carol Robinson, *UNICEF UK Rights Respecting Schools Award Good Practice Review: Emerging themes from the case studies*, UNICEF UK, London, 2012, p.6.

- **PART B: Subject mapping** – this maps out subjects taught for different age groups and the proportion of time allocated to each in order to identify how CRE can be integrated across all curriculum subjects and/or prioritize particular subjects for the development of resources showing how CRE can be integrated into, for example, maths or languages at different levels.
- **PART C: Planning** – based on the above, follow the flowchart to determine whether proactive reform of the intended curriculum is needed in the first place, and if so, whether UNICEF has a comparative advantage in working on this reform.

See Appendix 9 for this tool

6.5 How can I plan my work on CRE more strategically?

Based on the information and exercises included in this Toolkit so far, you may have started to identify ways in which to improve the effectiveness and impact of your work in relation to CRE.

The tool in Appendix 9 looked specifically at the *intended* curriculum. The tool for mapping out the gaps in current and future work on CRE in Appendix 10 can be used to produce a snapshot of where your current CRE work is targeted overall – in relation to the intended curriculum, the taught curriculum and transforming learning environments. It can also help to identify where you would like to be working in 5 years' time.

An example of a completed mapping exercise is shown on the following page (for fictitious country 'Exland'). It tells the following story.

Current work in Exland

- **Early childhood education (ECE)**
 - UNICEF in Exland currently has very little focus on ECE. It occasionally produces CRE materials for the taught curriculum at the request of teachers, but this work is ad hoc and not strategic.
 - There is, however, a particular NGO with a very strong project on transforming ECE into rights-respecting settings (learning environment).
- **Primary level**
 - UNICEF in Exland is currently heavily involved in reform of the intended curriculum at the primary level to ensure that child rights are included.
 - It also strongly supports a local education authority (LEA) initiative on primary teacher training. It is producing CRE resources in relation to the changes being made in the intended curriculum and running 'train the trainer' sessions for teacher trainers on how to implement these resources.
- **Secondary level**
 - The IBE is providing technical assistance to the government of Exland in relation to reform of the intended secondary curriculum. UNICEF is working in partnership with the IBE to provide specific input on CRE.
 - The country's leading TEI has taken the initiative, at the lobbying of UNICEF, to start educating all its students on the changes being made to the intended curriculum, but this initiative is still in the early stages.

What is desirable and realistic in 5 years' time in Exland

Based on a multi-sectoral consultation exercise in Exland (which included focus group discussions with children of all ages and questionnaire feedback from teachers, parents and the education authorities) the following plan was made.

- **ECE**
 - Given the demand from teachers and children, UNICEF decided to support a much stronger focus on ECE in the next 5 years. It has developed a comprehensive programme which involves intense input into intended curriculum reform, building on UNICEF's

existing experience of working on the primary intended curriculum; strengthening existing work on the taught curriculum and tying it strategically to reform of the intended curriculum; continuing the excellent work started by the NGO on transforming ECE settings (learning environment) to compensate for the NGO gradually withdrawing from this area.

- **Primary level**

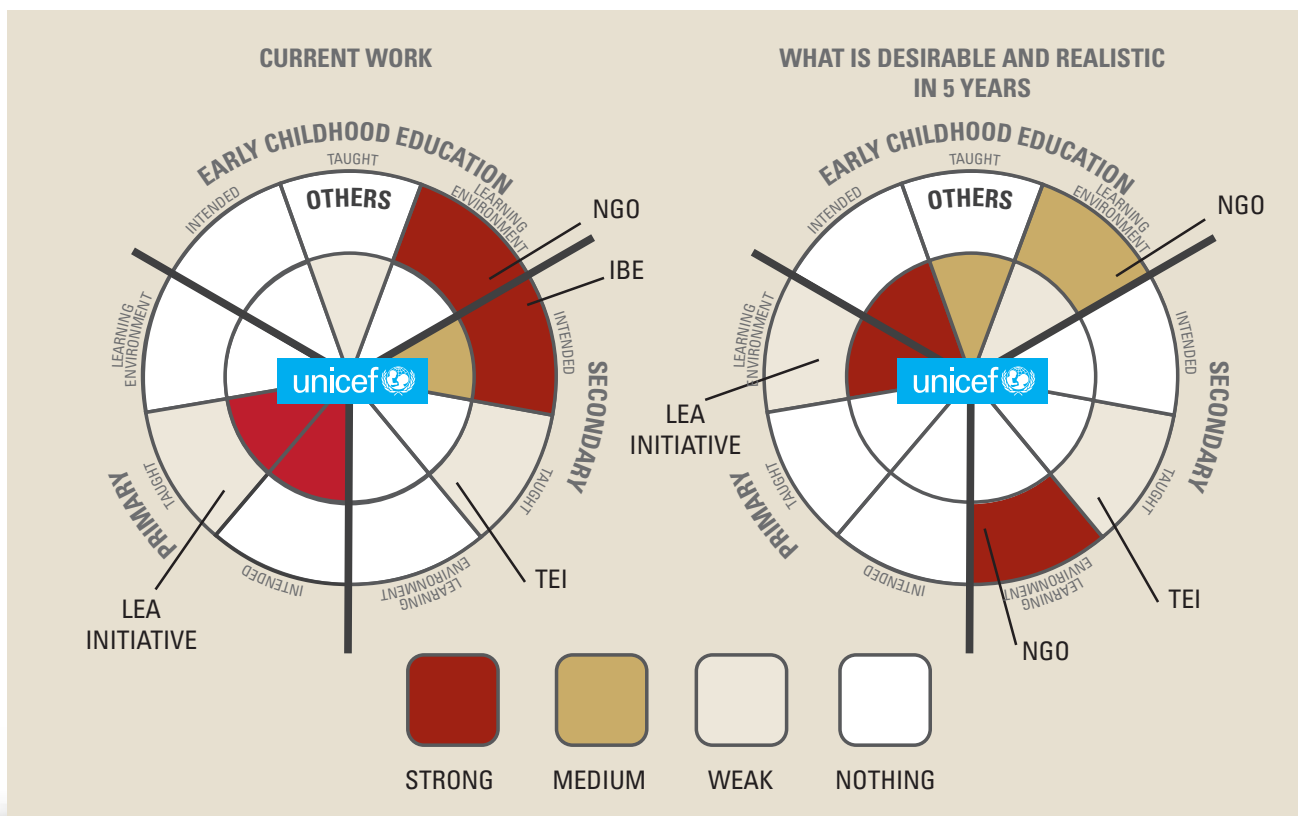
- It is anticipated that reform of the intended curriculum at the primary level will be complete and so UNICEF will no longer be involved in this.
- It is also anticipated that the LEA initiative on primary teacher training (taught curriculum) will have been made sustainable (through the 'train the trainer' approach).
- The focus of UNICEF's work in relation to primary schools will therefore shift to the learning environment where, in association with the LEA, it is piloting a rights respecting schools initiative. This will build on the work already done to ensure that child rights are implemented in practice as part of a whole school approach.

- **Secondary level**

- The IBE/UNICEF work on reform of the intended secondary curriculum will be completed.
- The TEI initiative at the level of the taught curriculum is gaining strength and UNICEF is providing some limited resources to assist with this.
- The NGO formerly working on rights respecting schools at the ECE level received a grant to expand this work at the secondary level. UNICEF was initially interested in supporting this work but, after consultation with the NGO, decided to concentrate instead on filling the gap left by the exit strategy of the NGO at the ECE level. UNICEF also decided that, given its new focus on ECE, it did not have the resources to spread itself too thinly at this stage.

Sample completed mapping exercise of the CRE work on curriculum and learning environments in country 'Exland' (see Appendix 10 for the actual tool).

(UNICEF's work is shown in the central circles and the work of others in the outer circles).



From the previous tools, you should now have an idea of which of the curriculum dimensions you are best placed to work on:

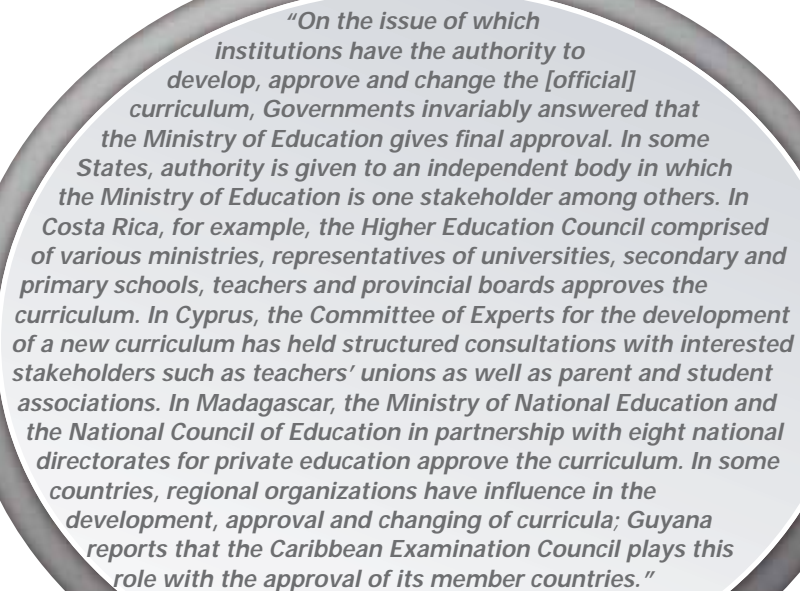
- intended curriculum and/or
- taught curriculum.

You might also be complementing this work with transforming learning environments as well as advocacy and capacity building for reform of 'upstream' education policy as a whole.

The decision on where to focus will be based on a variety of factors including the country context and UNICEF capacity: in other words, where there is a need, where there are gaps left by others and where UNICEF has a comparative advantage or added value to contribute.

The detailed planning exercises for CRE work in Appendix 11 should now help you in relation to any or all of these areas.

These exercises should also take into account the guidance in Sections 3.5 and 3.6 (advocacy and capacity building) and in Chapters 9 and 10 of the Toolkit.



"On the issue of which institutions have the authority to develop, approve and change the [official] curriculum, Governments invariably answered that the Ministry of Education gives final approval. In some States, authority is given to an independent body in which the Ministry of Education is one stakeholder among others. In Costa Rica, for example, the Higher Education Council comprised of various ministries, representatives of universities, secondary and primary schools, teachers and provincial boards approves the curriculum. In Cyprus, the Committee of Experts for the development of a new curriculum has held structured consultations with interested stakeholders such as teachers' unions as well as parent and student associations. In Madagascar, the Ministry of National Education and the National Council of Education in partnership with eight national directorates for private education approve the curriculum. In some countries, regional organizations have influence in the development, approval and changing of curricula; Guyana reports that the Caribbean Examination Council plays this role with the approval of its member countries."

(United Nations Inter-Agency Coordinating Committee on Human Rights Education in the School System (UNIACC), *Final evaluation of the implementation of the first phase of the World Programme for Human Rights Education*, para. 28.)



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CHAPTER 7

Learning *through* rights: Transforming the learning environment

This section of the Toolkit will help you:

- understand how 'learning *through* rights' comprises 'the right to quality education' and the 'right to respect in the [safe] learning environment', which are two of UNICEF's and UNESCO's three dimensions of a rights-based approach to education (the latter is referred to in this Toolkit as the 'safe' learning environment in order to emphasize the importance of comprehensive child protection measures);
- understand some of the key policy points which underpin the right to quality education and the right to respect in the safe learning environment;
- gain an overview of state obligations in ensuring the right to quality education and the right to respect in the safe learning environment in the form of a checklist;
- gain an overview of different types of child rights education (CRE) initiatives in relation to learning through rights/transforming the safe learning environment.

"Start early [talking about human rights] and play it in so it will be a matter of course."

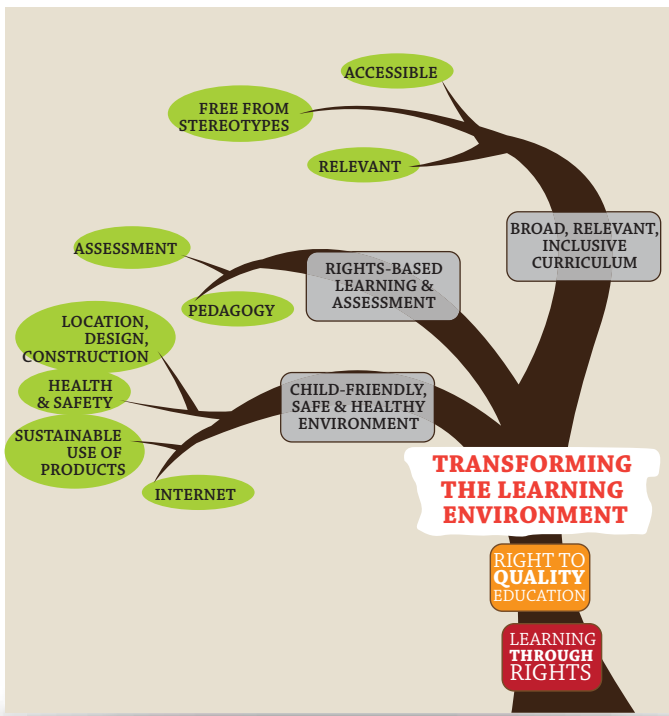
(Girl, Sweden)

"The biggest challenge was to change the mindset – to have child rights considered and approached as a natural, given part of our daily lives and practices here at the school. We had to take the time, take small steps at a time – but we are on the right track!"

(Principal, primary school – pilot rights respecting schools (RRS) project in Germany)

"The school is a place of enlightenment on human rights."

(Boy, Germany)¹²⁵



7.1 Overview

The right to quality education: the UNICEF/UNESCO framework describes the right to quality education as “ the right of every child to a quality education that enables him or her to fulfil his or her potential, realize opportunities for employment and develop life skills. To achieve this goal, education needs to be child-centred, relevant and embrace a broad curriculum, and be appropriately resourced and monitored.”¹²⁶ It outlines three central elements of the right to quality education which make up the sub-sections of this Toolkit chapter:

- a broad, relevant and inclusive curriculum
- rights-based learning and assessment
- child-friendly, safe and healthy environments.

¹²⁵ European Commission Directorate-General for Justice, *Children's Rights, As They See Them*, p. 17.

¹²⁶ UNICEF/UNESCO, *A Human Rights-Based Approach to Education for All*, p. 4.

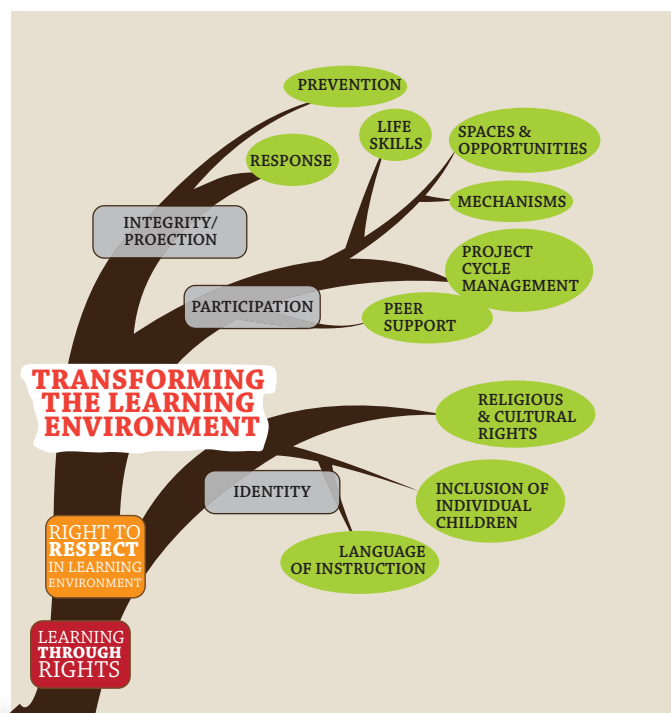
The right to respect in the [safe] learning environment: the UNICEF/UNESCO framework describes right to respect within the learning environment as “the right of every child to respect for her or his inherent dignity and to have her or his universal human rights respected within the education system”.

“To achieve this goal, education must be provided in a way that is consistent with human rights, including equal respect for every child, opportunities for meaningful participation, freedom from all forms of violence, and respect for language, culture and religion.”¹²⁷

It outlines three central elements of the right to respect in the learning environment which make up the sub-sections of this Toolkit chapter:

- respect for identity
- respect for participation rights
- respect for integrity.

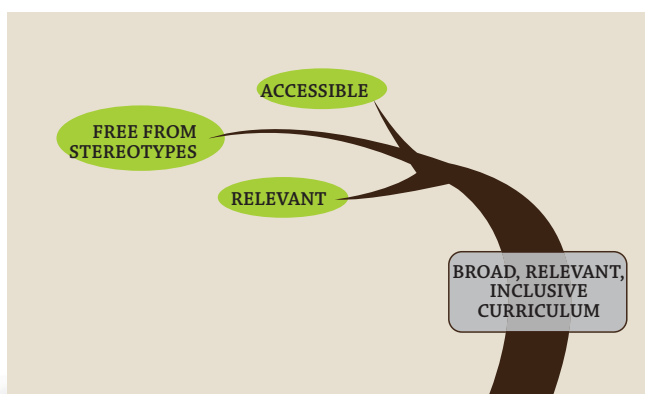
Sections 7.2–7.7 examine each of these six elements in more detail.



7.2 A broad, relevant and inclusive curriculum

In addition to including CRE as a specific topic within the intended and taught curriculum – learning *about* rights (as outlined in Chapter 6), quality education requires the following.

- “The curriculum must enable every child to acquire the core academic curriculum and basic cognitive skills, together with essential life skills that equip children to face life challenges, make well-balanced decisions and develop a healthy lifestyle, good social relationships, critical thinking and the capacity for non-violent conflict resolution. It must develop respect for human rights and fundamental freedoms, and promote respect for different cultures and values and for the natural environment. The Committee on the Rights of the Child stipulates that the curriculum, both in early childhood provision and in school, ‘must be of direct relevance to the child’s social, cultural, environmental and economic context, and to his or her present and future needs and take full account of the child’s evolving capacities’.”
- “The curriculum must be inclusive and tailored to the needs of children in different or difficult circumstances. All teaching and learning materials should be free from gender stereotypes and from harmful or negative representations of any ethnic or indigenous groups. To enable all children with disabilities to fulfil their potential, provision must be made to enable them to, for example, learn Braille, orientation or sign language.”¹²⁸
- Comprehensive sexuality education is very important and should be gender sensitive and age-appropriate.



¹²⁷ UNICEF/UNESCO, *A Human Rights-Based Approach to Education for All*, p. 4.

¹²⁸ UNICEF/UNESCO, *A Human Rights-Based Approach to Education for All*, p. 33; see pp. 68–70 for more details.

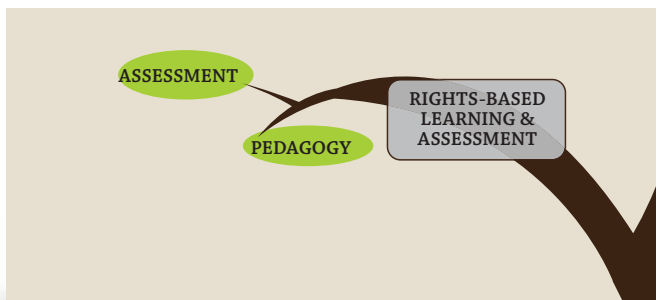
The following table is included for those who are interested in mapping out state obligations in relation to ensuring the right to education. Similar tables based on the 'Checklist for Action' in the UNICEF/UNESCO framework are included at other points in this Toolkit. These checklists are optional tools for those interested in mapping out the broader educational policy environment.

A broad, relevant and inclusive curriculum¹²⁹

(The following actions can also serve as benchmarks or indicators for monitoring implementation)

	Actions	Yes	To some degree	No	Don't know	Comments
1	Broad-based curriculum that equips children with numeracy and literacy, as well as a wider range of subjects including science, humanities, sport, the arts and opportunities for play consistent with the right to optimum development (for <i>all</i> children, including those with disabilities)					
2	Inclusion of human rights education within an environment that reflects human rights principles and practices					
3	Review of curriculum to eliminate gender, racial, disability and other bias					
4	Bilingual or multilingual education provided to children not familiar with the language of instruction in schools					

In other words, the curriculum as a whole should pass the 'arch and table leg test' of the child rights approach (see Section 2.1).



7.3 Rights-based learning and assessment

Transforming the learning environment requires applying the child rights approach to both pedagogy (the theory and practice of teaching) and the way learning is assessed. This builds on the Toolkit introduction to the 'taught curriculum' (see Chapter 6) and overlaps with Section 3.6 on capacity building of teachers.

- “ The way in which children are provided with the opportunity to learn is as important as what they learn. Traditional models of schooling that silence children and perceive them as passive recipients are not consistent with a rights-based approach to learning. There should be respect for the agency of children and young people, who should be recognized as active contributors to their own learning, rather than passive recipients of education. There should also be respect for the evolving and differing capacities of children, together with recognition that children do not acquire skills and knowledge at fixed or pre-determined ages. Teaching and learning must involve a variety of interactive methodologies to create stimulating and participatory environments. Rather than simply transmitting knowledge, educators involved in creating or strengthening learning opportunities should facilitate participatory learning. Learning environments should be child-friendly and conducive to the optimum development of children's capacities.”

¹²⁹ Table adapted from 'Checklist for Action' in UNICEF/UNESCO, *A Human Rights-Based Approach to Education for All*, p. 125.

- "Assessment of learning achievement is vital. Testing enables schools to identify learning needs and develop targeted initiatives to provide support to individual children. Analysis of results enables governments to assess whether they are achieving their educational objectives and to adjust policy and resources accordingly. Dissemination of results is a necessary aspect of accountability and transparency in education and facilitates discussions on the quality of education [...] A commitment to realizing children's rights to their optimum capacities implies the need for sensitive and constructive methods of appraising and monitoring children's work that take account of their differing abilities and do not discriminate against those with particular learning needs."¹³⁰

The following table is included for those who are interested in mapping out state obligations in relation to ensuring the right to education. Similar tables based on the 'Checklist for Action' in the UNICEF/UNESCO framework are included at other points in this Toolkit. These checklists are optional tools for those interested in mapping out the broader educational policy environment.

Rights-based learning and assessment¹³¹

(The following actions can also serve as benchmarks or indicators for monitoring implementation)

	Actions	Yes	To some degree	No	Don't know	Comments
1	Introduction of child-friendly (or rights respecting) schools that are rooted in a culture of respect for human rights and have regard to participatory and inclusive teaching methods that take account of the evolving capacities of the child					
2	Measures to promote the active participation of children, parents and members of the local community at all levels of the school					
3	Provision of the appropriate level of resources to schools – books, equipment, furniture and improved teacher–student ratios					
4	Assessment procedures consistent with respect for the dignity of the child and designed to promote self-esteem and optimum development					

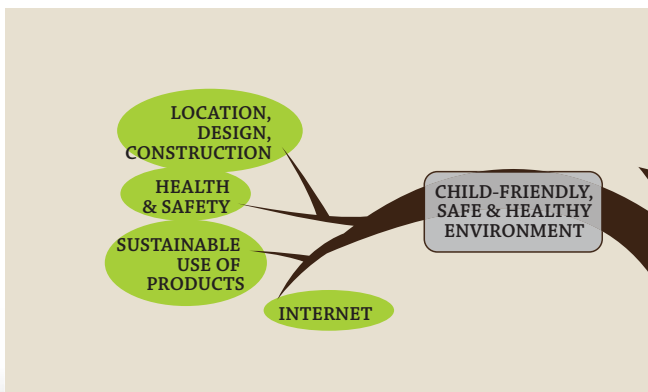
In other words, learning and assessment should pass the 'arch and table leg test' of the child rights approach (see Section 2.1).

¹³⁰ UNICEF/UNESCO, *A Human Rights-Based Approach to Education for All*, pp. 33–34; see also pp. 70–72 for more details.

¹³¹ Table adapted from 'Checklist for Action' in UNICEF/UNESCO, *A Human Rights-Based Approach to Education for All*, pp. 125–126.

7.4 Child-friendly, safe and healthy environments

Applying the child rights approach to the learning environment applies also to the physical environment.



- “The obligation to give primacy to the best interests of children and to ensure their optimum development requires that learning environments are welcoming, gender-sensitive, healthy, safe and protective. Although situations of extreme poverty, emergency and conflict may often impede this, children should never be expected to attend schools where the environment is detrimental to their health and well-being [or places them at risk of violence].”
- “Schools should take measures to contribute towards children’s [safety,] health and well-being, taking into account the differing needs of children. This will necessitate measures to ensure that obstacles to health and safety are removed – for example, consideration as to the location of schools, travel to and from school, factors that might cause illness or accidents in the classroom or playgrounds, and appropriate facilities for girls [and children with disabilities]. It also requires the proactive provision of facilities, services and policies to promote the health and safety of children and the active participation of the local community. A healthy environment also needs to provide safe and stimulating opportunities for play and recreation.”¹³²

The following table is included for those who are interested in mapping out state obligations in relation to ensuring the right to education. Similar tables based on the ‘Checklist for Action’ in the UNICEF/UNESCO framework are included at other points in this Toolkit. These checklists are optional tools for those interested in mapping out the broader educational policy environment.

Introducing child-friendly, safe and healthy learning environments¹³³

(The following actions can also serve as benchmarks or indicators for monitoring implementation)

	Actions	Yes	To some degree	No	Don't know	Comments
1	Introduction of minimum health and safety standards in education – including health and safety management and the teaching of health and safety in the curriculum					
2	Number and frequency of inspections of schools to ensure conformity with minimum standards					
3	Every school familiar with requirements on health and safety in respect of buildings, play areas, first aid, child protection systems					
4	Provision of packages of health care delivered through community-based school programmes, including nutrition, screening, health checks, malaria prevention and attention to children affected by HIV/AIDS					

¹³² UNICEF/UNESCO, *A Human Rights-Based Approach to Education for All*, p. 34; see pp. 72–75 for more details.

¹³³ Table adapted from ‘Checklist for Action’ in UNICEF/UNESCO, *A Human Rights-Based Approach to Education for All*, pp. 125–126.

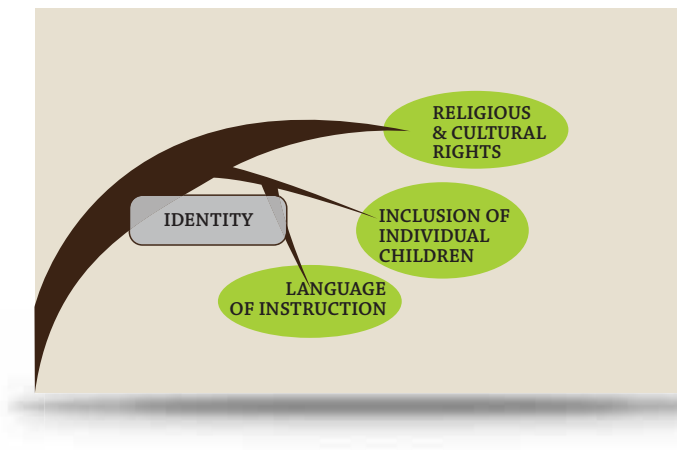
In practice, the following types of initiatives are often undertaken to improve early childhood education and school physical environments.

Area of transformation	Examples
Location, design and construction (see also the UNICEF page on School Design and Construction at < www.unicef.org/education/index_56204.html >)	Design
	Decoration
Health and safety	WASH initiatives (see also UNICEF WASH resources for children and teachers at < www.unicef.org/wash/schools/index.html >)
	Nutrition – provision of nutritious food during school time and education about nutrition
	Child-friendly spaces
	First aid
	Emergency preparedness and disaster risk reduction (see the Children in a Changing Climate Coalition at < www.childreninachangingclimate.org >)
	Comprehensive child protection measures (see Section 7.7 for more details)
Sustainable use of resources	Energy
	Water
	Waste
	Reduce, reuse, recycle
Internet	Equity of access
	Safety

Many of these initiatives are common features of child-friendly schools. Nevertheless, the child rights approach requires not only that transformation of these areas takes place for the benefit of children (in other words as an end result), but that the process by which these initiatives are planned, implemented, monitored and evaluated also takes into account the child rights approach. For example, have children themselves – including the most marginalized and vulnerable – been involved in the planning (Article 12), did this include all relevant groups of children (Article 2), and so on?

In other words, physical learning environments should pass the ‘arch and table leg test’ of the child rights approach (see Section 2.1).

A good example is the Children’s Participatory Assessment Toolkit for Transitional Learning Spaces in Emergency Contexts, developed by UNICEF HQ in cooperation with Children’s Environments Research Group and Childwatch International. The toolkit is entirely image-based, giving all children the ability to evaluate and report on the conditions of their educational environment, such as the physical design and safety of learning spaces, water quality and sanitation, security and health:
<<http://cergnyc.org/2012/03/30/education-in-emergencies>>



7.5 Respect for identity

Another aspect of learning through rights is ensuring respect for children's identity. This includes the language of instruction and respect for religious and cultural rights. It also includes the rights of indigenous children to receive a culturally acceptable education, to learn their indigenous language and to learn about the history of their peoples. It is in the area of identity that tensions between children, parents and governments in respect of education are often most acute.

- Various international conventions protect the educational rights of national minorities and introduce obligations to respect cultural diversity through educational programmes.¹³⁴ Article 30 of the Convention on the Rights of the Child (CRC) stresses the right of children to enjoy their own culture, practise their own religion and use their own language. International human rights law also requires States to respect the freedom of parents to decide the kind of education they would like for their child. Governments are entitled to determine which religion, if any, should be taught in schools, as well as the medium of instruction for schools. The CRC, in its recognition of the right of children to express their views on all matters of concern to them and to have those views given due weight, introduces a further dimension to the issue of choice and freedom in education provision. The United Nations Declaration on the Rights of Indigenous Peoples also contains specific provisions relevant to education and identity.¹³⁵ Children of ethnic and religious minorities who are disabled are even more at risk of not having their rights recognized, so special care must be afforded to ensure respect for their rights.
- "There is no simple solution to these tensions, nor any one correct approach. Whatever approach is adopted, however, governments have obligations to ensure that children do not experience discrimination, that respect is afforded to their culture and religion, and that every effort is made to prevent social exclusion and educational disadvantage as a consequence of speaking a minority language. In determining the most appropriate system for addressing respect for identity, a rights-based approach requires that children, families and communities are consulted and involved. And if relevant obligations are not being fulfilled, mechanisms should be in place to challenge schools, education authorities and the government."¹³⁶

The following table is included for those who are interested in mapping out state obligations in relation to ensuring the right to education. Similar tables based on the 'Checklist for Action' in the UNICEF/UNESCO framework are included at other point in this Toolkit. These checklists are optional tools for those interested in mapping out the broader educational policy environment.

¹³⁴ For example, UNESCO's Convention against Discrimination in Education (1960) protects the right to be taught in one's own language, provided this does not exclude minorities from understanding the language and culture of the community as a whole and that this does not result in a lower standard of education. See also the Convention on the Protection and Promotion of Diversity in Cultural Expressions (2005).

¹³⁵ See, e.g., Articles 12 (1), 14 and 13 (1).

¹³⁶ UNICEF/UNESCO, *A Human Rights-Based Approach to Education for All*, pp. 35–36; see pp. 76–79 for more details.

Respecting identity¹³⁷

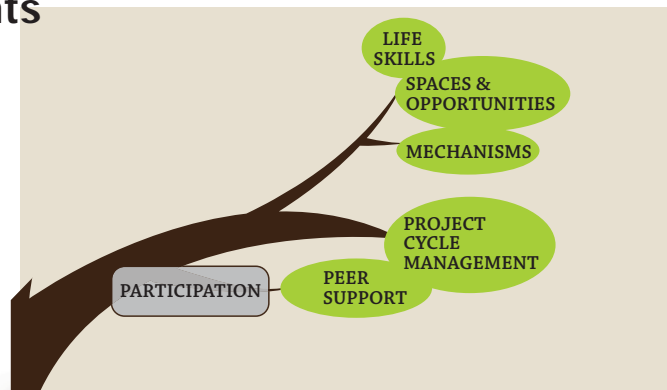
(The following actions can also serve as benchmarks or indicators for monitoring implementation)

	Actions	Yes	To some degree	No	Don't know	Comments
1	Bilingual or multilingual education provided to children not familiar with the language of instruction in schools (this should also include sign language for children who are hearing impaired)					
2	Consultations with local communities on measures to ensure respect for religion, culture and language					

Initiatives ensuring respect for children's right to identity should pass the 'arch and table leg test' of the child rights approach (see Section 2.1).

7.6 Respect for participation rights

An essential component of the child rights approach is the right of the child to be listened to and to have their views taken seriously (Article 12 of the CRC). As one of the 'six umbrella rights' (or one of the main 'table legs' in the 'arch and table leg test'), this should underpin all efforts to transform learning environments. As 'children's participation', particularly the participation of children with disabilities, is one of the areas which often receives the least amount of attention, some specific initiatives are highlighted here.



- "Article 12 of the CRC establishes that children are entitled to express their views on all matters of concern to them and to have these given due weight in accordance with their age and maturity. This principle of participation is affirmed by other rights to freedom of expression, religion and association. These rights apply to all aspects of their education and have profound implications for the status of children throughout the education system.
- Participation rights do not simply extend to the pedagogic relationships in the classroom but also across the school and in the development of legislation and policy. The Committee on the Rights of the Child has frequently recommended that governments take steps to encourage greater participation by children in schools. Children can also play an important role in advocating for the realization of their rights. Governments need to introduce legislation and policy to establish and support these rights at all levels in the education system."¹³⁸

The following table is included for those who are interested in mapping out state obligations in relation to ensuring the right to education. Similar tables based on the 'Checklist for Action' in the UNICEF/UNESCO framework are included at other points in this Toolkit. These checklists are optional tools for those interested in mapping out the broader educational policy environment.

¹³⁷ Table adapted from 'Checklist for Action' in UNICEF/UNESCO, *A Human Rights-Based Approach to Education for All*, p. 127.

¹³⁸ UNICEF/UNESCO, *A Human Rights-Based Approach to Education for All*, pp. 36–37; see pp. 79–81 for more details.

Ensuring children's participation¹³⁹

(The following actions can also serve as benchmarks or indicators for monitoring implementation)

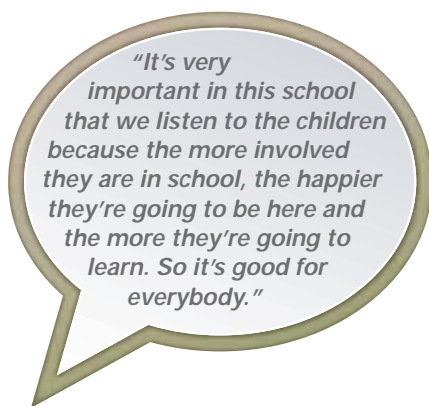
	Actions	Yes	To some degree	No	Don't know	Comments
1	Systems for student participation at all levels throughout schools					
2	Involvement of children in development of school policies on issues relating to, for example, non-discrimination, disciplinary codes					
3	Evidence of institutionalized consultation between children, community and minority groups, and ministries of education and other bodies responsible for realizing the right to education					

In practice, the following types of initiatives are often undertaken to ensure children's participation.

Area of transformation	Examples	Comments
Life skills (www.unicef.org/lifeskills)	Integrated into learning methodologies	For example, critical thinking is embedded into the way all topics are taught and learned.
	Taught explicitly – often alongside technical skills/health education etc.	For example, life skills are taught in relation to HIV/AIDS.
Mechanisms to institutionalize child participation in school governance	General school council/management board	Children are nominated by their peers to represent children's voices on decision-making boards, either alongside adults or as part of separate student councils where children's decisions are then fed into the adult decision-making processes.
	Issue-specific committees, e.g. child rights clubs, peer complaints boards	Peer-nominated children serve on boards with a mandate to deal with particular issues in the life of the school.
Spaces and opportunities for participation	Circle time or group time	There are regular opportunities (e.g. at the beginning and/or end of each day) for children to sit in a circle with teachers and share their ideas and experiences. This encourages communication and mutual respect and can help with conflict resolution.
	Child-led assemblies	Children are given the opportunity to choose, prepare and present issues of interest to them in the form of whole school meetings and events.
	Comments box	An easily accessible anonymous comments box is placed in the school and/or each classroom for children to make suggestions or complaints.

¹³⁹ Table adapted from 'Checklist for Action' in UNICEF/UNESCO, *A Human Rights-Based Approach to Education for All*, p. 127.

Area of transformation (continued)	Examples	Comments
Participation in programme cycle management	Research	Children choose issues they are interested in and plan and conduct research to find out more about these issues from their perspective. This can be child-led, adult-led (with child input), or jointly led between children and adults.
	Planning	Children either lead or take part in planning initiatives which, based on the research, will lead to improved respect for rights – either at school, in the community, nationally or globally.
	Implementation	Based on the research and planning, children lead or take part in the implementation of initiatives to improve respect for rights.
	Monitoring and evaluation	Children lead or take part in monitoring and evaluating the progress and impact of these initiatives.
Peer support	'Buddy' system/mentoring	Children who are interested in providing emotional and/or academic support to other children are supported by adults to do this in a safe and rights-respecting way. A child 'buddy' or 'mentor' may be matched up with a particular child in need of support, as part of an ongoing relationship. Alternatively they might wear a 'Buddy Badge' or other form of identification so that children in need of support can approach them on an ad hoc basis.
	Welcome committee for new students	Children volunteer to be part of a group responsible for making new students welcome at school. This might involve showing the new student around, introducing them to rights-respecting charters, making welcome posters and cards, and being available to help with information and friendship while the new student settles in.
	'I need a friend' playground meeting point	Children choose a particular place in the playground which is then designated as the permanent meeting point where any child can go if they feel lonely or want to play with someone. All children – and/or 'buddies' in particular – are encouraged to keep an eye on this meeting point and spend time with the children who go there.



(Principal, junior special school [for children with disabilities], UK)



(9-year-old girl, Slovenia – UNICEF Junior Ambassador)

"You get to have your say with what the teachers are deciding for the school. You're in more of a friendly environment where you can speak to them like they're your friends instead of teachers."

"I don't have to be afraid of the power of children."

(Primary school teacher, Rights Respecting School, Canada)

(15–16-year-old girl, UK, elected to be on the governance board linked to a whole school CRE initiative)¹⁴⁰

"When you are talking people listen to you and they don't interrupt. They give you the right to speak up."

(Girl, Canada, on what it means that her school has adopted a whole school CRE approach)

A 'good practice review' of nine schools taking part in the UNICEF UK Rights Respecting Schools Award (RRSA) identified the following examples of good practice in relation to student participation and engagement:

- inclusively recruited student councils, changing the membership every year and having other student groups working alongside the main council so that many students have responsibilities, thus maximizing engagement;
- involving students directly in staff appointments through interview panels and/or giving feedback on candidates' teaching;
- students writing reports on their teachers and their principal;
- 13-year-old school council members evaluating two lessons of all new staff, looking specifically for signs of a rights-respecting approach;
- students training new staff in rights-respecting approaches, including lunchtime supervisors, teaching assistants, site managers and technicians;
- in most of the schools, some students acting as rights-respecting ambassadors, giving talks to other schools in the community;
- in two schools the students speaking to the Children's Commissioner (ombudsman) about their experiences of the RRSA;
- in Fife (Scotland), students undertaking Level 1 RRSA assessments in other schools, encouraging the exchange of ideas between schools.¹⁴¹

¹⁴⁰ LaunchPad Productions, *Living up to the Promise*.

¹⁴¹ United Nations Children's Fund, *UNICEF UK Rights Respecting Schools Award: A good practice review*, UNICEF UK, London, 2013.

Lessons learned in relation to the participation of children in school councils

- School councils can give students a sense of agency and a means by which they can identify their role in the processes of change. Students argued that involvement in decision-making increased their motivation to achieve and made them feel part of the school. It gave them a sense of confidence and involvement, which improved student–teacher and often student–student relations.¹⁴²
- The presence of school councils does not necessarily indicate increased participation by children.¹⁴³ Students can be seen as data sources rather than as genuine participants in a change agenda.¹⁴⁴ There is a danger that the management style of the student council results in children merely being ‘consulted and informed’ or, at worst, experiencing tokenistic forms of participatory practice where they seem to have a voice but where the school hierarchy remains unchallenged.¹⁴⁵
- If children’s participation is reduced to isolated opportunities to take action on humanitarian causes, or to bounded actions, rather than characterizing their lived experience as members of a school community this tokenism will ultimately be disempowering. Good practice would therefore entail whole school democratic and participative structures. School councils should be at the centre of a web of practices at the school level that include other kinds of committees and structures.¹⁴⁶
- It is essential that student councils are represented as the centre and symbol of school-wide democratic practice.¹⁴⁷
- There can be a tendency for schools to involve an elite group of students in the expectation that they will represent their peers.
- School councils can easily be ‘hijacked’. In other words, students may be selected to concur with and support school policy and positions. There is a perception of student councils being ‘dominated by good girls’ and only engaging in social or fundraising activities which leads to cynicism among students about participation, consultation and governance.¹⁴⁸
- Reforms tend not to be as interesting, innovative and/or deep and sustainable as they might be.
- The democratic approach is not an easy option. Mutual respect and trust are essential to its success.¹⁴⁹

Initiatives ensuring respect for children’s right to participation should pass the ‘arch and table leg test’ of the child rights approach (see Section 2.1).

Please note: For more information on child participation in general, see the *UNICEF Child and Youth Participation Resource Guide*, UNICEF East Asia and Pacific Regional Office, 2006, <www.unicef.org/adolescence/cypguide/index_intro.html>, accessed 10 October 2013.



¹⁴² Osler, Audrey, ‘Children’s rights, responsibilities and understandings of school discipline’, *Research Papers in Education*, vol. 15, no. 1, 2000, pp. 49–67.

¹⁴³ Alderson, ‘Human Rights and Democracy in Schools’.

¹⁴⁴ Fielding, Michael, ‘Students as Radical Agents of Change’, *Journal of Educational Change*, vol. 2, no. 2, 2001, pp. 123–141.

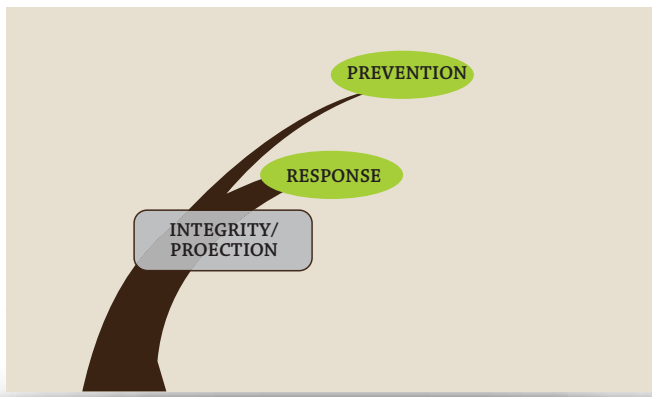
¹⁴⁵ Baginsky, Mary and Derry Hannam, *School Councils: The views of students and teachers*, National Society for the Prevention of Cruelty to Children, London, 1999; Dobie, Tom, ‘Pupil Councils in Primary and Secondary Schools’ in *Values Education for Democracy and Citizenship*, edited by Donald Christie, Henry Maitles and John Halliday, Gordon Cook Foundation/University of Strathclyde, Aberdeen, 1998, pp. 72–75; Hart, Roger, *Children’s Participation: The theory and practice of involving young citizens in community development and environmental care*, Earthscan and UNICEF, London and New York, 1997.

¹⁴⁶ Maitles and Deuchar, ‘We Don’t Learn Democracy, We Live It!’.

¹⁴⁷ Baginsky, and Hannam, *School Councils*.

¹⁴⁸ Alderson, ‘Human Rights and Democracy in Schools’: Chamberlin, Rosemary, ‘Citizenship? Only if you Haven’t Got a Life: Secondary school pupils’ views of Citizenship Education’, *Westminster Studies in Education*, vol. 26, no. 2, 2003, pp. 87–97.

¹⁴⁹ Maitles, and Deuchar, ‘We Don’t Learn Democracy, We Live It!’, pp. 249–266. For further research findings on children’s participation in school councils see also Fielding, Michael, ‘Leadership, radical student engagement and the necessity of person-centred education’, *International Journal of Leadership in Education*, vol. 9, no. 4, 2006, pp. 299–313; Ross, Hamish, Pamela Munn and Jane Brown, ‘What Counts as Student Voice in Active Citizenship Case Studies? Education for Citizenship in Scotland’, *Education, Citizenship and Social Justice*, vol. 2, no. 3, 2007, pp. 237–256; Maitles, Henry and Isabel Gilchrist, ‘Never too Young to Learn Democracy! A case study of a democratic approach to learning in a religious and moral education secondary class in the West of Scotland’, *Educational Review*, vol. 58, no. 1, 2006, pp. 67–85; Trafford, Bernard, *School Councils, School Democracy, School Improvement: Why, what, how*, Secondary Heads Association, Leicester, 2003 and ‘Democratic Schools: Towards a definition’ in *The Sage Handbook of Education for Citizenship and Democracy*, edited by James Arthur, Ian Davies and Carole Hahn, Sage Publications, London, 2008, pp. 410–423; Kerr, David, Anne Lines, Sarah Blenkinsop, and Ian Schagen, *Citizenship and Education at Age 14: A summary of the international findings and preliminary results for England*, DFES, London, 2001 and *What Citizenship and Education Mean to 14-Year-Olds: England’s results from the IEA Citizenship Education Study*, DFES/NFER, London, 2002.



7.7 Respect for integrity (protection)

Another essential component of the child rights approach is the right of the child to have their dignity respected and to be protected against all forms of violence (emotional, physical and sexual). This is implicit in Article 6 (right to life, survival and development) and Article 3 (best interests of the child) of the CRC, among others (which make up the ‘table top’ and ‘table leg’ in the ‘arch and table leg test’). Respect for integrity and a holistic approach to creating a protective environment for children should underpin *all* efforts to transform learning environments.

This applies not only to transforming relationships between teachers and students (as highlighted below in the UNICEF/UNESCO framework), but also to addressing peer violence and protection in relation to information and communication technologies (ICT). Nevertheless, protection initiatives at school need to be integrated into national systems. These include the legal and policy frameworks, services (including through a referral system) and a more comprehensive communication strategy to promote positive social and behavioural change in general.

- “The Convention demands not only that children are protected from all forms of violence but also that school discipline is administered in a manner consistent with the child’s dignity. However, frequent and severe violence, including emotional abuse and humiliation in school, remains widespread in countries throughout the world. The Committee on the Rights of the Child has consistently argued that such punishments constitute a violation of the rights of the child and a denial of children’s integrity. Much violence is also perpetrated by children against children and children against teachers, and it is equally important to challenge such behaviour.”
- “Physical and other forms of humiliating and abusive treatment are not only a violation of the child’s right to protection from violence, but also highly counterproductive to learning. Children cite violence as a significant factor contributing to school drop-out. Furthermore, it diminishes self-esteem and promotes the message that violence is acceptable. Many factors contribute to the continued use of violence towards children in schools, including:
 - Social and legal acceptance of violence against children.
 - Lack of adequate training for teachers, resulting in poor classroom management and a consequent breakdown of discipline.
 - Lack of knowledge of the benefits associated with positive discipline and how to promote it.
 - A failure to understand the harmful impact of physical punishment.
 - Lack of understanding of the different ways in which children learn, and the fact that children will differ in their development and their capacities to understand.
- Action must be taken to address all these barriers and to achieve rights-respecting educational environments in which all forms of physical and humiliating punishments are prohibited and a commitment to non-violent conflict resolution is promoted.”¹⁵⁰

The following table is included for those who are interested in mapping out state obligations in relation to ensuring the right to education. Similar tables based on the ‘Checklist for Action’ in the UNICEF/UNESCO framework are included at other points in this Toolkit. These checklists are optional tools for those interested in mapping out the broader educational policy environment.

¹⁵⁰ UNICEF/UNESCO, *A Human Rights-Based Approach to Education for All*, p. 37; see pp. 82–84 for more details.

Protecting integrity¹⁵¹

(The following actions can also serve as benchmarks or indicators for monitoring implementation)

	Actions	Yes	To some degree	No	Don't know	Comments
1	Provision of legislation, training and practice to end physical and humiliating punishment of children (this includes enactment or amendment of legislation at the national and sub-national levels)					
2	Review of schools' disciplinary rules and practices (including codes of conduct or 'charters' for school staff and children)					
3	Introduction of mechanisms for challenging violations of the right to integrity					
4	Support and training for teachers in ending physical punishment and introducing strategies for non-violent conflict resolution					

In practice, the following types of initiatives are often undertaken to ensure protection of children's integrity.

Area of transformation	Examples	Comments
Prevention	Sensitization with parents and positive childrearing programmes	To enable them to understand why physical and humiliating punishment should not be used in any setting; children's right to protection from violence; and the detrimental impact of violence on children's learning.
	Training for teachers	On the rights of children; the counterproductive impact of violent and humiliating punishment on children's education; the harm that it can cause; and strategies for promoting positive classroom discipline and behaviour among children and school staff.
	Media and awareness campaigns	To promote awareness of children's right to protection from violence, including information for children about their rights to protection from all forms of violence and the need to respect other people's protection from violence, including teachers.
	Safety to and from schools	Including easy and safe access and transport.

¹⁵¹ Table adapted from 'Checklist for Action' in UNICEF/UNESCO, A Human Rights-Based Approach to Education for All, p. 127.

Area of transformation (continued)	Examples	Comments
Prevention	Peace education	Introducing ideas of non-violent conflict resolution and teaching children such skills as mediation, listening and negotiation as tools for dealing with conflict.
	Comprehensive child protection policies, developed in participation with all stakeholders, including children themselves	Including requirements for staff recruitment (including screening) and training; management structures to support and monitor positive staff behaviour; adult and child behaviour codes of conduct (which can be replaced with more positive 'rights charters'); communication guidelines, including ICT safety policies and procedures; safe and accessible reporting mechanisms; and consequences of staff and child misconduct (development of child protection policies and procedures should be underpinned by the child rights approach, consultation, ownership, confidentiality of information, transparency of systems and sensitivity to stakeholders' own life experiences).
	Positive, rights-respecting whole school ethos	Promotion of harmonious co-existence within a comprehensive rights-respecting ethos (promoting awareness of rights and the need to respect the rights of others), as a result of which school management promotes and supports strategies for positive child and adult relationships and non-violent conflict resolution; child and adult bullying or violence is not tolerated; children are actively engaged in their positive development.
Response	Early intervention	Ensuring that children and staff are vigilant/sensitive to all forms of violence, recognize indicators of abuse and are able to take appropriate action; playground monitors are specially trained and easily visible/accessible.
	Mediation and conflict resolution/peace education	Where appropriate, applying mediation by trained peers and adults to resolve conflicts using, for example, restorative justice questions and other practices (circle conferencing etc.).
	Safe and accessible reporting/complaints mechanism (as set out in the comprehensive protection policy)	Enabling children to challenge violations of their rights in the knowledge that they will be taken seriously; easily understandable flow-charts and visual images disseminated widely/prominently displayed; anonymous suggestions/complaint boxes; designated child protection officer or school counsellor within the school who has undertaken additional, specialized training on the handling of cases and is able to support children and advise senior management on appropriate action; peer support available for children.
	External referrals are made as appropriate	For example, to police, medical services, social welfare bodies – ensuring that the child is made fully aware, in age-appropriate language, of what is happening at each stage, and is accompanied throughout the process by a trusted adult.

"It is important for us, children, to know and understand the CRC. This is the only way that we know how to react if our rights are violated. If my friend has some problems at home, she should know where to go for help. And it is also important for me to know how can I help her. So CRC education in school helps us to understand our rights and it also encourages us to react when our rights are violated."

(12-year-old girl, Slovenia)¹⁵²

"I would put into the school programme some lessons that would concentrate on talking about violence and on giving information; what should be done when you suffer from violence at home, in school or on the streets. In school they do not talk about it at all."

(Girl, Estonia)¹⁵³

"Children feel safe, bullying is almost non-existent, and behaviour is outstanding. There are no exclusions. Children love their school: 97 per cent attendance is perhaps a performance indicator. An environment has been created in which everyone's needs, interests, faith and culture are respected. The students are encouraged to make reasoned judgments based on the values and language of the CRC." "The principal explained how children had taken [the rights-respecting] ethos into their homes, and cited two child protection disclosures as examples of the 'most profound impact' that learning about and applying the CRC can have to empower and protect children."

(Schools taking part in the UNICEF UK Rights Respecting Schools Award)

Initiatives ensuring respect for children's right to integrity should pass the 'arch and table leg test' of the child rights approach (see Section 2.1).

¹⁵² European Commission Directorate-General for Justice, *Children's Rights, As They See Them*, p. 19.

¹⁵³ European Commission Directorate-General for Justice, *Children's Rights, As They See Them*, p. 21.

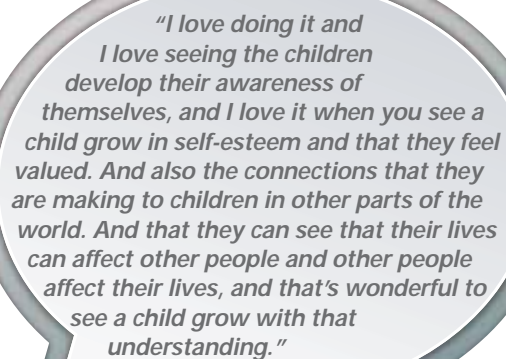


CHAPTER 8

Learning *for* rights: Transforming the broader environment

This section of the Toolkit will help you:

- understand how learning *about* rights and *through* rights leads naturally into learning *for* rights, promoting respect for children's rights in all these settings – both within and beyond the learning environment;
- gain an overview of different types of child rights education (CRE) initiatives in relation to transforming the broader environment at both the local and global levels.



"I love doing it and I love seeing the children develop their awareness of themselves, and I love it when you see a child grow in self-esteem and that they feel valued. And also the connections that they are making to children in other parts of the world. And that they can see that their lives can affect other people and other people affect their lives, and that's wonderful to see a child grow with that understanding."

(Teacher, early childhood education setting, UK)¹⁵⁴

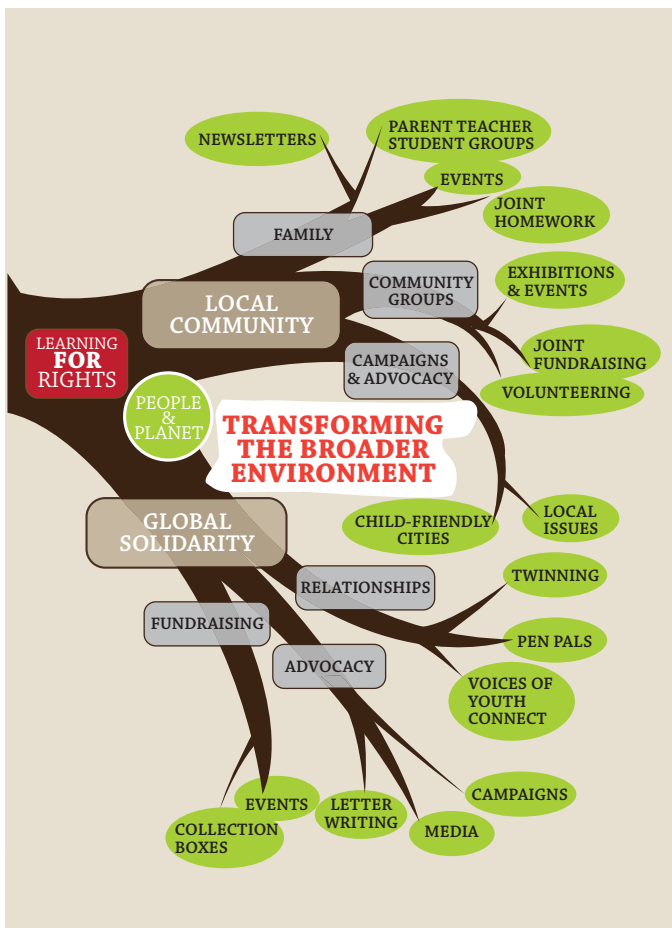
¹⁵⁴ LaunchPad Productions, *Living up to the Promise*.

8.1 Overview

Learning *about* rights and learning *through* rights by transforming the learning environment leads naturally into learning *for* rights: in other words, transforming the broader environment beyond the school gates. This involves actively claiming one's own rights and promoting respect for the rights of others and of the environment. In relation to working together for a sustainable future (see diagram in Section 2.2), this usually involves awareness-raising, advocacy, campaigning and taking action for the spheres of 'people' and 'planet'. (In theory this could also apply to the sphere of 'economy', but this is much less frequently addressed in the context of education settings.)

As shown by the double-ended arrows in the main CRE Tree diagram (see Section 3.1), all the 'learning' areas (as a right, *about* rights, *through* rights and *for* rights) reinforce each other. Hence 'transforming the learning environment' will 'transform the broader environment' (families and communities etc.) and vice versa, promoting respect for children's rights in all these settings. Learning *for* rights will also have a positive impact on learning *as* a right, as children become advocates for children who are currently excluded from mainstream education.

The CRE Tree divides learning *for* rights (for 'people' and 'planet') into two sections: the local community and global solidarity. UNICEF is well-positioned to make the connections between local and global settings for children's learning and action.

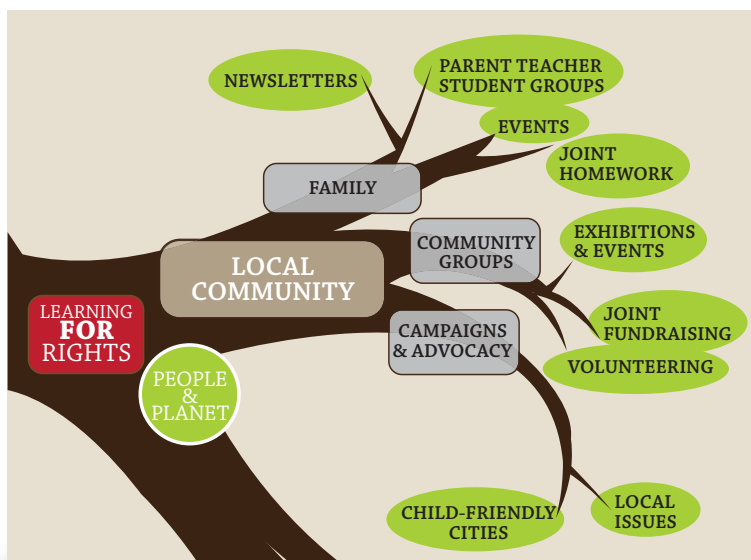


8.2 Local community

"Some schools [involved in the UNICEF UK Rights Respecting Schools Award] inform parents of any developments through newsletters, whilst others also use photographic evidence to enhance access to communications for parents with limited literacy. Schools also reported an increase in the number of pupils working within the local community as volunteers in, for example, nursing homes, churches and local charity shops."

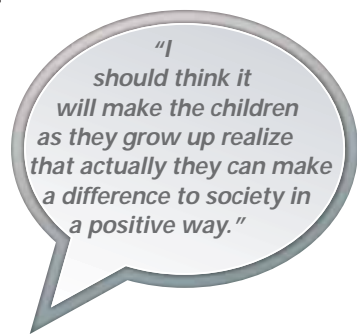
(UNICEF UK Rights Respecting Schools Award: A good practice review, p. 24)

In practice, the following types of initiatives are often undertaken in relation to the local community.

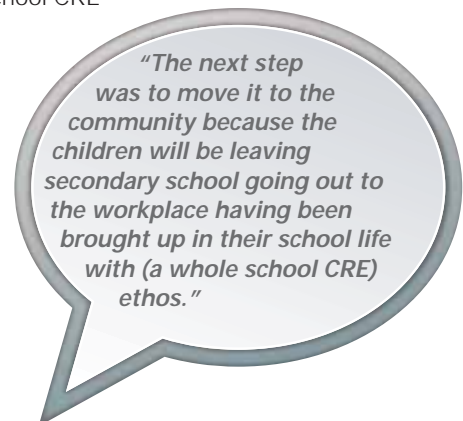


Area of transformation	Examples	Comments
Caregivers and families	Newsletters	Information about rights respecting schools or child-friendly schools, child rights and other actions taken by children at school is disseminated to parents and caregivers to raise awareness and get them involved (for example, raising awareness of 'fair trade' campaigns at school and encouraging parents to buy fair trade products).
	Parent-teacher-student groups	Democratic participation/promoting child participation/engagement of parents and caregivers etc.
	Behaviour change	Transformation of positive relationships in the learning environment (where children and staff respect each other's rights) filters into behaviour at home – parents/caregivers report improved behaviour of children and reassessing how they themselves behave with children.
	Joint child-caregiver homework tasks	To encourage caregivers to get involved and support children's development and understanding of child rights issues in their own and other countries.
	Events	For example, school child rights/human rights/environmental awareness fairs and exhibitions, drama and musical events to which caregivers are invited.
Community groups	Exhibitions and events	Children work with local groups (such as faith-based groups, business leaders, community-based organizations) to raise awareness of child rights/human rights/environmental rights issues in the community.
	Joint fundraising	Children work with local groups to raise money for mutually agreed good causes promoting child rights, human rights or environmental rights.
Campaigns/ advocacy	Rights-respecting communities/child-friendly cities	More concerted efforts, in collaboration with local stakeholders, to transform local communities into rights-respecting communities or child-friendly cities, often with the school as the focal point for activities.
	Local issues of importance	Children identify issues of importance to them locally and organize action (for example, campaigns against litter, dog mess and lack of recreational facilities, and for road safety).

One town in the UK, Andover, where most schools are already involved in whole school CRE initiatives has taken the next step:



(Deputy Principal, primary school, UK)



(Principal, primary school, UK)

"When we go out in the community we all talk about rights, respect and responsibilities so we tell a lot more people and then hopefully they'll go on and tell other people, so hopefully we'll become a rights-respecting community. [...] It's created a much better environment and much better community around Andover, so hopefully we can all take part in that and make it happen."

(10–11-year-old boy, UK)¹⁵⁵

UNICEF Slovenia made a direct link between their CRE initiative in primary schools and the country's child-friendly cities. In celebration of the anniversary of the Convention on the Rights of the Child (CRC), the UNICEF primary school 'Junior Ambassadors' sent their advocacy message on children's rights to all child-friendly city mayors. The mayors were encouraged to support children and to be actively involved in school events in their local communities on the CRC anniversary. UNICEF facilitated the contact between the Junior Ambassadors and the child-friendly municipalities and supported additional activities as part of the process. The Junior Ambassadors' message was shared with government ministries and the media and focused much-needed attention on children's participation. 185 schools and 205 early childhood education settings (approximately 50 per cent of all Slovenian schools) were invited to commemorate Children's Day by reading the message on the school radio. Some schools organized bigger events at which the message was read out.

"When children know their rights it empowers them to make a difference in their community. They become leaders. They end up becoming more responsible for their actions for leadership, friendship and in relationships. They're not so much me-centred. It all comes from kids knowing they have rights."

(Primary school teacher, Rights Respecting School, Canada)

Message from UNICEF Slovenia's Junior Ambassadors to children and adults on Universal Children's Day

Dear adults,

- Help us understand and know our rights.
- Give us all the same attention, regardless of whether we are rich or poor, small or big.
- We children know best, what being a child is like.
- Therefore, listen to us when we want to share our opinion and accept our ideas.
- Kind words and a warm hug mean much more to us than toys. Therefore, as much as possible embrace us and tell us that you love us.

Dear children,

- We children are all special and all different, but we all have the same rights.
- We must help each other.
- It cannot always be the way we want it to be.
- If we want to make our ideas heard, we must say them out loud and be persistent.

Junior Ambassadors will continue to help children in need. We want all children to become equal, have equal opportunities and to live in prosperity.

Kids, join us and become more active in matters that concern you!

Adults, give us the opportunity!

Junior Ambassadors UNICEF Slovenia

Research findings in relation to local community action:

- When implementing a rights-based approach in schools it is important to involve everyone in the school community, not just the teachers and students, but also parents and guardians.¹⁵⁶ This is needed to ensure that families are

¹⁵⁵ LaunchPad Productions, *Living up to the Promise*.

¹⁵⁶ I'Anson, John and Julie Allan, 'Children's Rights in Practice: A study of change within a primary school' in *International Journal of Children's Spirituality*, vol. 11, no. 2, 2006, pp. 265–279.

supportive towards children’s increased participation at school, rather than obstructive; that they feel part of the change in a positive way and not threatened by it in ways that might result in a negative backlash against children at home.¹⁵⁷

- Local community action may require support from local government authorities and integrated thinking within the local authority between departments (for example, between departments of education, urban planning and recreation/sports).

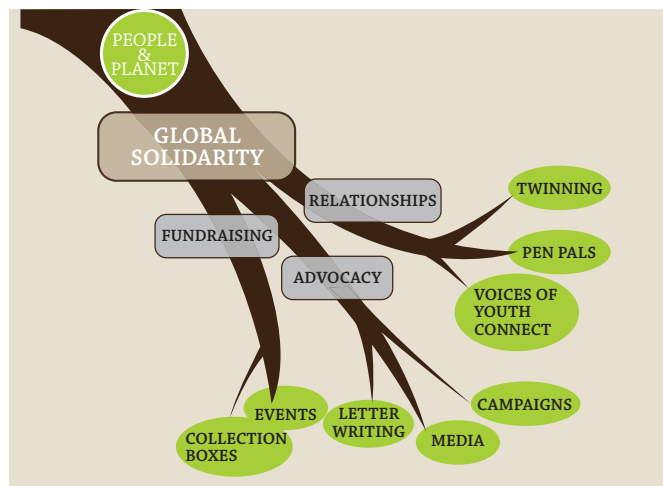


(Boy, Belgium)¹⁵⁸

Initiatives in the local community should pass the ‘arch and table leg test’ of the child rights approach (see Section 2.1).

8.3 Global solidarity

The term ‘global solidarity’ is used here to refer to raising awareness, leading to positive action, about global interdependence. This includes understanding the impact that actions in one place or country have on another; and that children and adults can change the world, promoting “social progress and better standards of life” and “freedom, justice and peace in the world” for the “human family” in which children have a place and a value equal to that of adults (in the words of the CRC Preamble). In practice, the following types of initiatives are often undertaken in relation to global solidarity.



¹⁵⁷ Rudduck, Jean and Julia Flutter, *How to Improve your School*, Continuum, London, 2004, p. 157.

¹⁵⁸ European Commission Directorate-General for Justice, *Children’s Rights, As They See Them*, p. 11.

Area of transformation	Examples	Comments
Relationships	School twinning projects	Children learn about the experience of children in other countries and a relationship develops between individual schools. This may involve exchanging letters and information (either in hard copy or electronically), conducting joint research projects (for example, in relation to climate monitoring, or growing plants at the same time) and sometimes carefully managed exchange visits.
	Pen pals	This is often a component of school twinning projects, but can also involve children connecting with children from a range of different schools and countries. (See, for example, <www.epals.com>.)
	Voices of Youth Connect (formerly known as 'Connecting Classrooms')	This free educational programme links classrooms and youth centres around the world: <http://voicesofyouth.org/connect>.
Advocacy	Campaigns/lobbying/policy advocacy	As children learn about violations of other children's rights, human rights or environmental rights (often through educational materials supplied by UNICEF and non-governmental organizations), they are encouraged to take action, including letter-writing and other activities.
	Media – including communities of practice	Children are encouraged to monitor media reports about child rights. They are supported to develop media reporting skills, often linked to language classes – for example, writing press releases; practising interviewing and research skills; using evidence to support their claims; developing and producing video reports; and participating responsibly in online communities of practice/discussion forums/social networking sites to disseminate their advocacy messages.
Fundraising	Events	Often linked to the advocacy work in relation to a particular cause, children come up with creative ways to raise money through events. For example, children from a rights-respecting UK primary school in a low-income community had the idea to hold a crafts week where they made items from recycled materials which they then sold. The children then jointly decided which overseas project they would send the profits to.
	Collection boxes	Children may decide to collect money on an ongoing basis for a particular issue or project throughout the school term or year. The whole school might vote for their favourite cause at the beginning of the year or there might be a child-led 'fundraising committee' which makes the decision.

"Children feel empowered to stand up to others about their rights. They understand that all children in the world have the same rights and should be treated fairly."

(School taking part in the UNICEF UK Rights Respecting Schools Award)

"It was an eye-opener to see all the things we take for granted."

(12-year-old student, Sweden – from a school that had received a visit from a UNICEF Child Rights Informant)

One strategy, which was used by a class teacher to integrate CRE and global citizenship in schools, was to introduce a weekly 'International News Day' session. In this session students were encouraged to bring in news stories that were of interest to them. These stories were then discussed by the teacher and the class. Researchers found that the discussions provided a forum for students to express aspects of their political interest and demonstrate their strong engagement in world affairs, often at a very mature level. The main philosophical view underpinning the class teacher's approach appeared to be the need for openness and creating an ethos of encouragement for students to express their opinions, often in relation to quite controversial issues. She used an approach called 'critical affirmation', which allows students to develop their arguments. The relationship, trust and respect between the students and the teacher became central in this approach.¹⁵⁹

A study of six primary and six secondary schools in one region in the UK reveals the benefits and challenges of working on global issues. The study involved lesson observation, working with child researchers and conducting interviews with teachers, students and staff in three initial teacher education institutes and officers in 13 local education authorities. The study found children to have a sophisticated concept of global citizenship and a keen interest in the wider world, particularly contemporary wars and conflicts. They were aware of the dangers of stereotyping others according to their origin and spontaneously raised issues of racism and discrimination. In spite of this, teachers often felt uncomfortable with handling controversial issues and felt ill prepared to undertake such assignments with confidence.¹⁶⁰

Country example – Italy: "We Adopt a Project"

The Italian Committee for UNICEF provides schools with free teaching materials on the theme of rights, particularly the right to education. This is linked to support for UNICEF's work on child-friendly schools in Africa. During the academic year, schools or even individual classes can pledge their support online to a specific country. Subsequently the Italian National Committee sends a DVD and card to the country project. Following the offer of support sent from the school, they send a letter of thanks together with a diploma with the logo of the country. At the end of the year they send a report on the state of the overseas project and the results that have been achieved.

Initiatives in the global community should pass the 'arch and table leg test' of the child rights approach (see Section 2.1).

¹⁵⁹ Davies, Lynne, Clive Harber and Hiromi Yamashita, *Global Citizenship Education: The needs of teachers and learners*, Centre for International Education and Research, Birmingham, 2005.

¹⁶⁰ Davies, Harber and Yamashita, *Global Citizenship Education*.



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CHAPTER 9

Foundations and sustainability for child rights education initiatives: How do I make them last?

This section of the Toolkit will help you:

- assess the context in which your child rights education (CRE) initiatives are growing in order to ensure their relevance and to maximize their effectiveness – whether you are adapting existing CRE initiatives or implementing new ones;
- identify the inputs needed to ensure healthy growing conditions and sustainability for your CRE initiatives.

9.1 Overview

Obviously the CRE Tree trunk and branches cannot survive in a vacuum. Initiatives need to have solid roots and fertile growing conditions. They need to be nurtured and monitored in order for them to flourish year after year. Occasionally branches may need to be pruned for the health and balance of the tree overall. This section of the Toolkit extends the metaphor of the CRE Tree to encourage you to think about the context and sustainability of CRE initiatives.

9.2 Existing CRE Trees: Health check

If you are already engaged in CRE initiatives, look at the diagram in Section 9.4 and consider the following questions.

1. Is your initiative **suited to the local terrain**? Different trees grow in different climates: Is yours fully adapted to suit the local political, cultural, social and administrative environment?
2. When you started, **was the ground already fertile** or did you need to add some compost? In other words, was the environment receptive, neutral or hostile? Did you need to do much advocacy? How is the ground now?
3. **How deeply rooted is your initiative**? Is it based on the right foundations? Do any of the roots need attention? Have they died off through lack of nourishment?
4. Is your CRE Tree **vulnerable to predators**? This may be particularly relevant if the tree is very young or if it is growing in an exposed position (in other words, in a hostile or changing policy environment). Does it require extra protection on a temporary or permanent basis?
5. **Where are the inputs currently coming from**? Are they sustainable (energy and enthusiasm, and human, financial, material and technical resources)? Are they being used in the most efficient way in order to maximize productivity of the CRE Tree?
6. **Do any of the branches need pruning**? Are any projects or programmes out of date or failing to produce fruit?
7. Does your planning take into account the **seasonal calendar**? For example, if autumn is a busy period (at the start of the school year) then what preparations need to be done in the preceding winter/spring/summer?

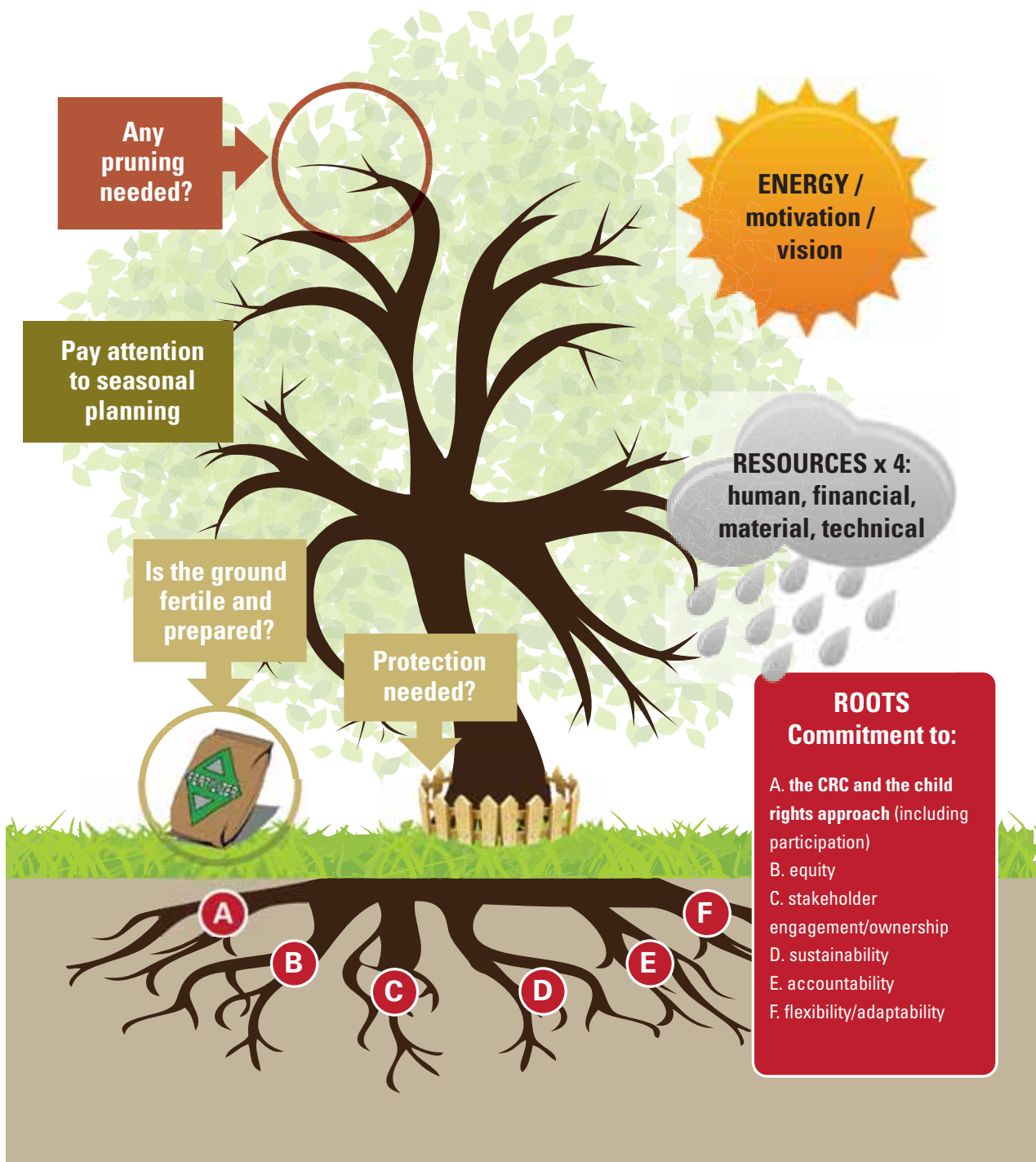
9.3 New CRE Trees: Think before you plant

If you are thinking of starting a new CRE initiative, look at the diagram in Section 9.4 and consider the following questions.

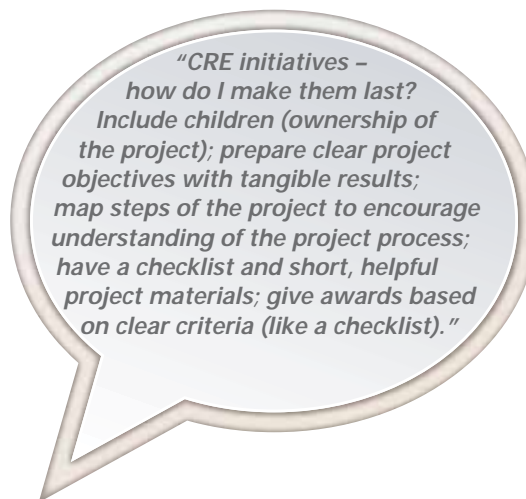
1. **What type of initiative would be best suited to the local terrain**? Different trees grow in different climates: Is what you are considering adapted to suit the local political, cultural, social and administrative environment? What types of CRE Trees are growing in countries with a similar climate?
2. **Is the ground fertile** or do you need to add some compost? In other words, is the environment receptive, neutral or hostile? Do you need to do much advocacy? If so, who can you work with?
3. **Consider the roots**: How can you ensure it has the right foundations from the start and that these principles infuse all subsequent initiatives?
4. Is your CRE Tree going to be **vulnerable to predators**? This may be particularly relevant for new or very young trees or trees growing in an exposed position (in other words in a hostile or changing policy environment). Will your tree require extra protection on a temporary or permanent basis?

5. **Where are the inputs going to come from** in both the start-up and follow-on phases? Will they be sustainable (energy and enthusiasm, and human, financial, material and technical resources)? How can your planning help to ensure they are used in the most efficient way in order to maximize productivity of the CRE Tree?
6. Do any of your **ideas need pruning**? Are your plans realistic? Do they allow for gradual, phased periods of growth which can be carefully monitored?
7. Does your planning take into account the **seasonal calendar**? For example, if autumn is a busy period (the start of the school year in some countries) then what preparations need to be done in the preceding winter/spring/summer?

9.4 Diagram: Foundations and sustainability – Roots and growing conditions



- A. The Convention on the Rights of the Child (CRC) and the child rights approach** (including child participation): see Section 2.1 and the 'arch and table leg test'. Elements of the child rights approach overlap with the other tree roots.
- B. Equity:** in any mapping you do of beneficiaries and stakeholders, who are the most vulnerable children and are they being reached and involved? Are their rights being respected on an equal basis with others? This applies not only to out-of-school children but also 'isolated children' within education settings (children who attend school, but who are shunned by their peers and ignored by adult duty-bearers). See Section 5.2 for a list of resources on equity in relation to education.
- C. Stakeholder engagement/ownership:** see Section 3.3 for a stakeholder mapping exercise for CRE initiatives. Appropriate and non-discriminatory involvement of all relevant stakeholders will greatly improve the relevance, quality and sustainability of any CRE initiatives. Advocacy and capacity building may be necessary (see Sections 3.5 and 3.6).
- D. Sustainability:** this is only possible through stakeholder engagement and ownership. CRE initiatives need to be politically and programmatically sustainable as much as possible, and also sustainable in terms of human, financial, material and technical resources. This may require strong partnerships; advocacy and capacity building (see Sections 3.5 and 3.6); good quality programme cycle management (see Chapter 10), particularly monitoring and evaluation in order to prove the impact of CRE initiatives. Programme management must be innovative and responsive to changing circumstances in order to anticipate and overcome threats to sustainability.
- E. Accountability:** the programme should clearly identify who is responsible for what through mutually agreed terms of reference, memoranda of understanding and partnership agreements. Programme steering committees, representative of key stakeholders and including children of appropriate ages, should monitor implementation and hold each other accountable for both progress and impact of the initiative.
- F. Flexibility/adaptability:** ensure that programme cycle management approaches and processes are flexible enough to be able to anticipate and respond to changing circumstances. This includes capitalizing on positive opportunities, such as media events, and dealing with any threats to the programme.



(Advocacy Officer, UNICEF Slovenia)

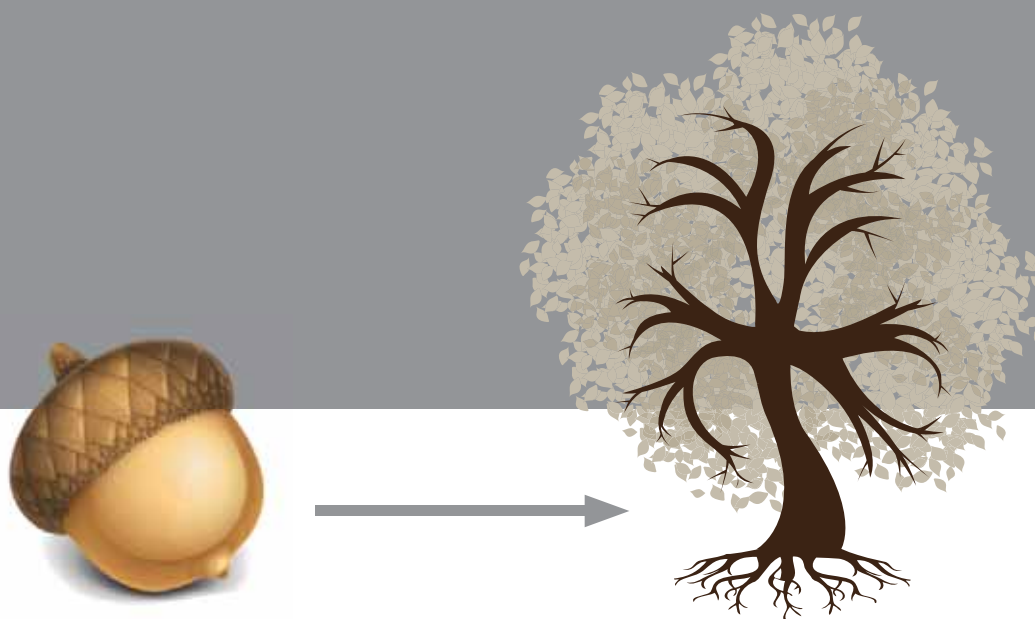


CHAPTER 10

Programme cycle management for child rights education initiatives: How do I go about things more strategically?

This section of the Toolkit will help you:

- think through the four stages of programme cycle management, using the metaphor of the CRE Tree, to ensure that initiatives are strategic and effective;
- relate the four stages to the Plan of Action outlined by the World Programme for Human Rights Education (WPHRE);
- remember to involve the participation of children and other stakeholders throughout.



Otherwise known as
'The CRE Tree: from seed to tree'



(Advocacy Officer, UNICEF Slovenia)

In order to ensure consistency with existing international initiatives, the stages here mirror those in the overall strategy for planning, monitoring and evaluating human rights education (HRE) in primary and secondary school systems as set out in the Plan of Action for the first phase (2005–2009) of the WPHRE.¹⁶¹ This Plan proposes four stages of planning, implementation and evaluation of HRE in the school system as part of a comprehensive national process, but these same stages can also be applied on a smaller scale for any child rights education (CRE) initiative being undertaken.

10.1 Stage 1: Where are we? (Situation analysis)

WPHRE – Plan of Action	CRE Tree metaphor
<ul style="list-style-type: none"> Analyse the current situation of HRE in the school system (and the overall human/child rights situation in the country concerned). The Plan of Action calls for a national study on HRE in the school system, followed by wide dissemination and discussion to form the basis for developing a national implementation strategy for HRE in Stage 2. 	<p>Conduct a mapping of existing CRE/HRE trees in the country (and identify any previous mapping exercises already undertaken). How can children themselves (including children with disabilities and from other marginalized groups) and other key stakeholders be involved in this situation analysis process?</p> <ul style="list-style-type: none"> What is the location, type, age and health of existing trees? Are they fruitful (effective/having an impact)? Are they making efficient use of resources? What is the balance of inputs to outputs? Who is looking after the existing trees? Do they need help? Are there any trees missing? Are trees being cut down? Deforestation? Are new trees being planted? If so, what type?

"The problem with implementing change, such as introducing child rights education, is not absence of innovation in schools – but rather the presence of many disconnected, episodic, fragmented and superficially adorned projects."

"The biggest problem facing schools is fragmentation and overload. Schools suffer from the burden of having a torrent of unwanted, uncoordinated policies and innovations raining down upon them from hierarchical bureaucracies."¹⁶²

¹⁶¹ OHCHR and UNESCO, *Plan of Action*.

¹⁶² Adapted from Thomson, Pat, 'Involving Children and Young People in Educational Change: Possibilities and challenges' in *Second International Handbook of Educational Change*, Springer International Handbooks of Education vol. 23, edited by Andy Hargreaves, Ann Lieberman, Michael Fullan and David Hopkins, 2009, pp. 809–824.

10.2 Stage 2: Where do we want to go and how? (Planning)

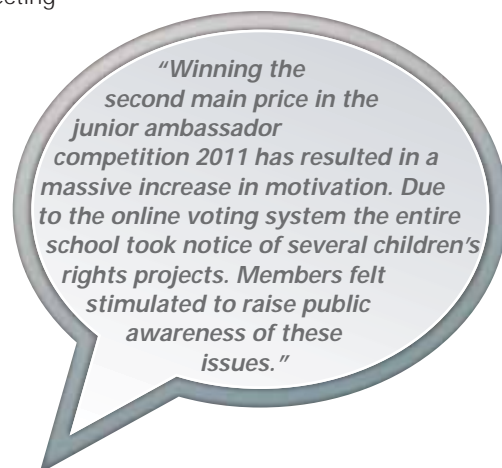
WPHRE – Plan of Action	CRE Tree metaphor
<ul style="list-style-type: none"> • Set priorities and develop a national implementation strategy. • The strategy proposed in this stage in the Plan of Action addresses five key components (educational policies, policy implementation, the learning environment, teaching and learning, education and professional development) and focuses on issues that can have a sustainable impact. It sets realistic objectives and priorities. 	<p>How can children themselves (including children with disabilities and from other marginalized groups) and other key stakeholders be involved in this planning process? Based on the tree survey in Stage 1, consider the following points.</p> <ul style="list-style-type: none"> • What is needed: <ul style="list-style-type: none"> – assisting others to better manage their existing tree(s)? – pruning an old tree to make it more effective and efficient? – grafting a new initiative onto an existing tree? – planting a new tree altogether? – scaling up <i>or</i> mainstreaming an existing tree – in other words, planting more of the same trees <i>or</i> influencing the policy of the national forestry department to take on the task? • With this in mind, what is UNICEF’s comparative advantage/added value? How is UNICEF best placed to contribute? Consider, for example, brand name, profile, contacts, technical expertise, financial support, working directly with children or building the capacity of other adults to do so (teachers, education personnel etc.). • Remember the CRE Tree ‘roots’ during the planning process: the child rights approach (including child participation); equity; stakeholder engagement/ownership; sustainability; accountability; flexibility/adaptability. • Planning activities should take into consideration the ‘growing conditions’ outlined in Section 9.4 – both the current conditions and changes needed in those conditions for moving forward (energy, resources, fertility and preparation of the ground, protection, seasonal planning and pruning). • Planning activities can include stakeholder mapping (identifying stakeholders and their level of positive or negative influence); establishing baseline data; developing indicators; establishing a participatory system of monitoring and evaluation from the beginning.

10.3 Stage 3: Getting there (Implementation and monitoring)

WPHRE – Plan of Action	CRE Tree metaphor
<ul style="list-style-type: none"> • In this stage the Plan of Action calls for the national implementation strategy to be widely disseminated and put into practice. • Its progress should be monitored using fixed milestones. • Outcomes will vary according to national priorities, but might include legislation, new or revised learning materials and methodologies, training courses or non-discriminatory policies protecting all members of the school community. 	<p>How can children themselves (including children with disabilities and from other marginalized groups) and other key stakeholders be involved in implementation and monitoring processes?</p> <ul style="list-style-type: none"> • Follow and monitor implementation of the indicators, action plan and timeline, respecting an appropriate division of responsibility among implementation team members (team/stakeholder roles and responsibilities should be clearly defined). Emphasize the need for a baseline founded on situation analysis conducted prior to the development of the action plan/strategies. It needs to take into account existing capacities and resources. Make sure women and girls and people with disabilities are involved from the beginning. • Pay attention to both participatory: <ul style="list-style-type: none"> ◦ <i>process</i> monitoring – Are we doing what we said we'd do, on time? and ◦ <i>impact</i> monitoring – What difference is it making? Do we need to change our implementation activities and/or approach? <p>('Monitoring' is ongoing; 'evaluation' is an assessment at a particular point in time.)</p>



(Principal, primary school – pilot rights respecting schools (RRS) project in Germany)



(Principal, primary school – pilot RRS project in Germany)

10.4 Stage 4: Did we get there and with what success? (Evaluation)

WPHRE – Plan of Action	CRE Tree metaphor
<ul style="list-style-type: none"> • Using evaluation as a means of both accountability and learning for the future, this stage in the Plan of Action calls for an assessment of what the implementation strategy has accomplished. • It results in a report on the national implementation strategy for HRE in schools, with recommendations for future action based on lessons learned. 	<p>How can children themselves (including children with disabilities and from other marginalized groups) and other key stakeholders be involved in evaluation?</p> <ul style="list-style-type: none"> • Pay attention to participatory: <ul style="list-style-type: none"> ◦ <i>process</i> evaluation – Did we do what we said we'd do, on time? and ◦ <i>impact</i> evaluation – Did it achieve the desired outcomes? What difference did it make? • Think about the future: Where should we go from here (recommendations)? How can we make sure this learning is shared with others and that it feeds back into the programme cycle?

- The U.S. Fund for UNICEF does a study on the impact of resources by issuing a pre- and post-knowledge quiz in relation to after-school materials for grades 5–8.
- UNICEF Poland has a web-based evaluation form for schools to complete in relation to activities undertaken. Children also prepared a film on child rights which was a good indicator of how much they had learned.
- The Korean Committee for UNICEF has developed three different workbooks for different levels of elementary school students for CRE. Spring 2012 was the first semester to implement the workbooks in elementary schools, and an educational evaluation professional conducted research to evaluate the effectiveness of the programme.
- UNICEF Canada conducts paper-based and online evaluations of workshops, and follows up with phone calls to participants as necessary to ensure that learning is captured.
- See Appendix 12 for a sample self-evaluation form for schools taking part in a pilot rights respecting schools project (UNICEF Germany).



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Glossary

Advocacy¹⁶³

Advocacy is the deliberate process, based on demonstrated evidence, to directly and indirectly influence decision-makers, stakeholders and relevant audiences to support and implement actions that contribute to the fulfilment of children's and women's rights.

Awareness-raising

Awareness-raising is the process of deliberately bringing issues to the attention of a general and/or targeted audience, to increase their knowledge and understanding of those issues. It is one of the key elements of **advocacy**.

Child

Consistent with Article 1 of the Convention on the Rights of the Child (CRC), for the purposes of this Toolkit, a child means every human being below the age of 18 years unless, under the law applicable to the child, majority is attained earlier. The terms 'adolescent' and 'young person' are also used in many countries to refer to under-18s. Nevertheless, consistent with the terminology used by the Committee on the Rights of the Child, and in order to avoid confusion, the terms 'adolescent', 'young person' and 'young people' are avoided in this Toolkit except when referring to over-18s (in the case of 'young person/young people'), or when citing other people's direct words in quotations.

Child-friendly education (CFE)

- CFE underpins UNICEF support to education sector planning. The CFE approach is a systems perspective on equitable quality education grounded in both human rights and the CRC. CFE ensures the CRC principles of inclusion, child-centredness, participation and protection permeate every aspect of education systems – formal and non-formal – from planning, costing, strategy development, implementation, to monitoring and evaluation.
- UNICEF and national partners work through **advocacy**, technical support and capacity development to ensure that the principles of CFE are embedded in every aspect of basic education, from national education policies, sector plans, and legal and regulatory frameworks to operational aspects of schooling.
- CFE systems enable consideration of the inputs and the changes needed across formal and non-formal education delivery in five key areas: policies, legislation, norms (enabling environment); learning and teaching (**curriculum** and pedagogy); learning environments (understood in the CFE context to mean inclusive and sustainable infrastructure and facilities); teachers and other education personnel capacities (for them to integrate and impart child rights-based content and pedagogy); and learning outcomes.
- The aim is to ensure that *all* children, including those with disabilities and from other marginalized groups, access quality education and achieve quality learning outcomes, especially in literacy and numeracy, but also in critical areas such as life skills. CFE policies guarantee equal rights and opportunities to all children through proactive inclusion, democratic participation, child-centredness and gender equality.
- CFE promotes inter-sectoral planning to ensure that education is delivered in the best interests of the child, contributing to his or her optimal development and resulting in positive outcomes across multiple areas such as health; nutrition; water, sanitation and hygiene (WASH); child protection; inclusion; child-led climate change adaptation and disaster risk reduction; and participation (including children as agents of change in relation to civic engagement and democracy).
- CFE builds on the work of **child-friendly schools (CFS)** at the level of schools and communities, using this evidence to inform 'upstream' inter-sectoral policy and planning for education as a whole.
- The CFE and CFS approaches are based on the CRC and focus particularly on learning *as a right* and learning *through* rights – i.e. access to education and transforming the learning environment. **Child rights education** adds to this a stronger focus on learning *about* rights and learning for rights – i.e. learning about the child rights approach,

163 Adapted from UNICEF, *Advocacy Toolkit*.

provisions and principles of the CRC and not only implementing them in the learning environment itself, but also encouraging children to advocate and take action to implement them in their local communities and globally.

Child-friendly schools (CFS)¹⁶⁴

- CFS provide opportunities for cross-sectoral and inter-ministerial collaboration by promoting a healthy, safe and protective environment for children's emotional, psychological and physical well-being, including school-based health and nutrition services, life skills, and provision of water and sanitation facilities. In addition, these schools enforce policies that guarantee children's safety and protection from violence and harassment.
- CFS take a holistic, child-centred and inter-sectoral approach to quality education that promotes protective environments for learning and strives to provide quality basic education in both everyday circumstances and emergencies. The CFS approach is based on the CRC and its human rights principles of child-centredness, inclusion, participation and protection. CFS act in the interest of the 'whole' child and foster respect for human rights and participation of all children, along with instructional programmes that promote relevant learning.
- CFS have resulted in a movement towards **child-friendly education (CFE)** because they encourage a more systematic application of the CFS approach at the policy and planning levels. At the level of the school and the community, CFS are demonstrating their capacity as incubators of good practice in quality education. This good practice in turn informs national educational policies and plans, national standards, teacher development and learning outcomes.
- The goal is to refocus UNICEF's CFS inter-sectoral approach to encompass a more holistic approach combining equal access, quality and learning outcomes, as well formal and non-formal paths, climate change and environmental education, and teaching and learning methods. It includes a focus on learning assessments and using the results to improve tracking and learning for all, based on robust data collection and analysis. **Early childhood education (ECE)**, particularly in the form of school readiness, will eventually be part of this.¹⁶⁵

Child rights approach

In the context of this Toolkit, understanding of the child rights approach is informed by the definition of the Committee on the Rights of the Child and the United Nations Statement on a Common Understanding of a Human Rights-Based Approach to Development Cooperation (Common Understanding).¹⁶⁶

The child rights approach is an approach that:

- *further the realization of child rights* as laid down in the CRC and other international human rights instruments;
- *uses child rights standards and principles from the CRC and other international human rights instruments to guide behaviour, actions, policies and programmes* (in particular non-discrimination; the best interests of the child; the right to life, survival and development; the right to be heard and taken seriously; and the child's right to be guided in the exercise of his/her rights by caregivers, parents and community members, in line with the child's evolving capacities);
- *builds the capacity of children as **rights-holders** to claim their rights and the capacity of **duty-bearers** to fulfil their obligations to children.*

Child rights education (CRE)

- CRE involves teaching and learning about the provisions and principles of the CRC and the **child rights approach** in order to empower both adults and children to take action to advocate for and apply these at the family, school, community, national and global levels.

¹⁶⁴ Adapted from United Nations Children's Fund, *Child-Friendly Schools: Pathways to quality education and learning outcomes in Africa* [draft internal document], UNICEF, New York, 2012.

¹⁶⁵ *UNICEF Education and Equity Strategy*.

¹⁶⁶ Committee on the Rights of the Child, *General Comment No. 13*, para. 59; United Nations HRBA Portal, 'Towards a common understanding'.

- CRE is about taking action. By learning about child rights and the **child rights approach** children and adults are empowered to bring about change in their immediate environment and the world at large to ensure the full realization of the rights of all children.
- CRE promotes the vision articulated in the CRC Preamble that “the child should be fully prepared to live an individual life in society, and brought up in the spirit of the ideals proclaimed in the Charter of the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity”.
- CRE aims to build the capacity of **rights-holders**, especially children, to claim their rights and the capacity of **duty-bearers** to fulfil their obligations. It helps adults and children work together, providing the space and encouragement for the meaningful participation and sustained civic engagement of children.
- Children’s rights are human rights and CRE is consequently a specific component of **human rights education (HRE)**.
- Like HRE, CRE involves learning *about* rights, learning *through* rights (using rights as an organizing principle to transform the culture of learning) and learning *for* rights (taking action to realize rights), within an overall context of learning as a right. This is consistent with the 2011 United Nations Declaration on Human Rights Education and Training.¹⁶⁷
- Within school settings, CRE involves integrating child rights into teaching and learning (content and pedagogy). It can also contribute to broader initiatives aimed at transforming education systems as a whole (see **child-friendly education (CFE)**).
- CRE includes:
 - embedding the CRC provisions and principles and the **child rights approach** in:
 - formal and non-formal learning curricula and learning environments for *children*;
 - the curricula and training of *professionals* working directly with children, or on issues affecting children;
 - **awareness-raising** of the CRC provisions and principles and the **child rights approach** through the mass media and other informal channels in order to reach *caregivers, community members and other members of the public*;
 - *capacity building for children* (as **rights-holders**) and adults (as **duty-bearers**) to advocate for and implement these provisions, principles and the **child rights approach** in daily life and professional practice.

Citizenship education (CE)

Learning activities, **curriculum** and/or educational programmes, at any educational level, concerned with rights and responsibilities of citizenship. CE concentrates primarily on democratic rights and responsibilities and active participation, in relation to the civic, political, social, economic, legal and cultural spheres of society. CE is predicated on the participation of the child as a citizen and the school and community as sites for the practice of citizenship.

Country office

UNICEF offices in over 150 ‘developing’ or ‘middle-income’ countries, which carry out UNICEF’s mission through a programme of cooperation developed with the host government.

Curriculum¹⁶⁸

A crucial component of any educational process, it addresses questions such as what students should learn and be able to do, why, when, how and how well. Contemporary approaches to curriculum development far exceed the traditional understanding of curricula as merely plans of study or lists of prescribed content. The United Nations Educational, Scientific and Cultural Organization (UNESCO)’s International Bureau of Education (IBE), among others, identifies at least three interrelated dimensions:

1. the *intended or official curriculum* as defined in guidelines, frameworks and guides that specify what students are expected to learn and should be able to do;
2. the *implemented curriculum* (also known as the ‘taught curriculum’) that is actually taught in the classroom, including how it is delivered and who teaches it;
3. the *learned or attained curriculum* that represents what students have actually learned.

¹⁶⁷ OHCHR, ‘United Nations Declaration on Human Rights Education and Training’, Article 2.

¹⁶⁸ Based on the IBE’s definition of ‘curriculum’: <www.ibe.unesco.org/en/themes/curricularthemes/curriculum-development.html>.

This Toolkit adopts these three dimensions in its understanding and use of the term 'curriculum' and also emphasizes the importance of other influences on the curriculum – for example, children's experiences in the wider school environment, at home and in the community. This therefore includes how children learn child rights not only through classroom teaching, but through their experience of social relationships and the philosophy and culture of the school. **CRE** involves rooting the **child rights approach**, provisions and principles of the CRC into all these dimensions of 'curriculum', as well as into the learning environment.

Duty-bearer¹⁶⁹

Duty-bearers are those defined as having obligations under the CRC and other international human rights conventions. The state is the main duty-bearer. It has obligations to respect, protect and fulfil people's rights. The state maintains ultimate responsibility but it may delegate some of its responsibilities to others (such as private companies or civil society groups). The international community also has obligations to support the state in meeting its responsibilities to fulfil children's rights. Parents and others who care for children are also duty-bearers, with specific responsibilities towards children. They may be described as secondary duty-bearers. Other individuals and groups may have certain responsibilities for children, depending on the moral codes of the particular society or culture. These are generally moral duties rather than legal duties.

Early childhood education (ECE)¹⁷⁰

In the context of this Toolkit, ECE is understood to mean all formal educational settings for children aged between 0 and 8 years (i.e. under the auspices of the ministry of education or local education authority). This includes the following settings as referred to in particular country contexts: 'pre-school', 'pre-primary', 'pre-elementary', 'kindergarten', 'pre-kindergarten', and 'nursery', as well as early grades of primary school (which are considered transitional years enabling children to settle into primary school). ECE may be compulsory or voluntary, depending on the country context.

Education for Development

According to UNICEF, "Education for Development is a range of activities that promote the development in children and young people of attitudes and values, such as global solidarity, peace, tolerance, social justice and environmental awareness, which equip them with the knowledge and skills to promote these values and bring about change in their own lives and communities and advance child rights in general, both locally and globally. This entails raising awareness about child rights, creating opportunities and space for children and young people's civic engagement and participation, and promoting commitment to global responsibility and solidarity."¹⁷¹

In the UNICEF context it incorporates three objectives:

1. *Child rights awareness*: raising awareness about child rights;
2. *Global (solidarity) education*: promoting commitment to global responsibility and solidarity (also referred to as 'Global Citizenship');
3. *Child participation and civic engagement*: creating opportunities and space for children and young people's civic engagement and participation.¹⁷²

Nevertheless, this framework articulates what UNICEF is doing rather than what it wants to achieve. Education for Development and its aims are supported and furthered by CRE. The Council of Europe considers Education for Development to fall within the broader category of **global education**.

¹⁶⁹ Adapted from O'Neill, Kathryn, ed., *Getting it Right for Children: A practitioner's guide to child rights programming*, Save the Children UK, London, 2007, p. 10, <<http://resourcecentre.savethechildren.se/library/getting-it-right-children-practitioners-guide-child-rights-programming>>, accessed 21 July 2013.

¹⁷⁰ See Committee on the Rights of the Child, *General Comment No. 7*, para. 4; United Nations, *Resolution adopted by the General Assembly [on the report of the Third Committee (A/65/452)] on the rights of the child*, A/RES/65/197, United Nations General Assembly, New York, 2011, para. 28.

¹⁷¹ As defined in the Cooperation Agreement between UNICEF National Committees and UNICEF [internal document].

¹⁷² UNICEF, 'Guidance Framework on Education for Development', 2008.

Education for sustainable development¹⁷³

“Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.” Sustainable development is generally thought to have three intertwined components: environment, society and economy. The sustainability paradigm rejects the contention that casualties in the environmental and social realms are inevitable and acceptable consequences of economic development. Sustainability is a paradigm for thinking about a future in which environmental, societal and economic considerations are balanced in the pursuit of development and improved quality of life.

Equity¹⁷⁴

- For UNICEF, equity means that all children have an equal opportunity to survive, develop and reach their full potential without discrimination, bias or favouritism. This interpretation is consistent with the CRC, which guarantees the fundamental rights of every child, regardless of gender, race, religious beliefs, income, physical attributes, geographical location or other status.
- Equity in education has two dimensions. The first is fairness, which basically means making sure that personal and social circumstances – for example, gender, socio-economic status, ethnic origin or disability – are not an obstacle to achieving educational potential. The second is inclusion – in other words, ensuring a basic minimum standard of education for all – for example, that everyone should, to the best of their ability, be able to read, write and do simple arithmetic. The two dimensions are closely intertwined: tackling access to education and the failure to achieve school outcomes helps to overcome the effects of social deprivation, which often causes lack of access and quality outcomes.
- UNICEF’s approach to equity in education involves removing barriers within and outside education systems to provide equal educational and learning opportunities for all, with particular attention to marginalized children. The focus on equity strengthens education as an empowering and transforming influence challenging the reproduction of commonly accepted values and social norms that may be antithetical to the realization of human rights. Significantly this entails working across communities – and in particular sustaining the commitment and capacities within schools and communities.

Global education¹⁷⁵

“Global education is an education perspective which arises from the fact that contemporary people live and interact in an increasingly globalized world. This makes it crucial for education to give learners the opportunity and competences to reflect and share their own point of view and role within a global, interconnected society, as well as to understand and discuss complex relationships of common social, ecological, political and economic issues, so as to derive new ways of thinking and acting. However, global education should not be presented as an approach that we may all accept uncritically, since we already know there are dilemmas, tensions, doubts and different perceptions in an education process when dealing with global issues. There are many definitions of global education. The Maastricht Global Education Declaration (2002) states:

- Global education is education that opens people’s eyes and minds to the realities of the globalized world and awakens them to bring about a world of greater justice, **equity** and human rights for all.
- Global education is understood to encompass development education, human rights education, education for sustainability, education for peace and conflict prevention and intercultural education; being the global dimension of education for citizenship.”

¹⁷³ Based on United Nations Organization for Education, Science and Culture, *Education for Sustainable Development Toolkit*, UNESCO, Paris, 2006, p. 10; World Commission on Environment and Development, *From One Earth to One World: An overview*. Oxford University Press, Oxford, 1987.

¹⁷⁴ Adapted from *UNICEF Education and Equity Strategy*.

¹⁷⁵ North-South Centre of the Council of Europe, *Global Education Guidelines: Concepts and methodologies on global education for educators and policy makers*, 2nd ed., North-South Centre of the Council of Europe, 2010, p10.

Human rights-based approach¹⁷⁶

The United Nations Statement on a Common Understanding specifically refers to a human rights-based approach to the development cooperation and development programming by United Nations agencies and includes the following points.

1. All programmes of development cooperation, policies and technical assistance should further the realization of human rights as laid down in the Universal Declaration of Human Rights and other international human rights instruments.
2. Human rights standards contained in, and principles derived from, the Universal Declaration of Human Rights and other international human rights instruments guide all development cooperation and programming in all sectors and in all phases of the programming process.
3. Development cooperation contributes to the development of the capacities of **'duty-bearers'** to meet their obligations and/or of **'rights-holders'** to claim their rights.

Human rights education (HRE)¹⁷⁷

"Human rights education can be defined as education, training and information aimed at building a universal culture of human rights. A comprehensive education in human rights not only provides knowledge about human rights and the mechanisms that protect them, but also imparts the skills needed to promote, defend and apply human rights in daily life. Human rights education fosters the attitudes and behaviours needed to uphold human rights for all members of society." "Human rights education promotes a holistic, rights-based approach that includes both 'human rights *through* education,' ensuring that all the components and processes of education – including curricula, materials, methods and training – are conducive to the learning of human rights and 'human rights *in* education', ensuring that the human rights of all members of the school community are respected."

Inclusive education

- UNESCO sees inclusive education as a process of addressing and responding to the diversity of needs of learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. This involves changes in content, approaches, structures and strategies, with a common vision which covers all children within an appropriate age range. It embodies the conviction that it is the responsibility of the mainstream education system to educate all children.¹⁷⁸
- Inclusive education seeks to address the learning needs of all children, young people and adults, with a specific focus on those who are vulnerable to marginalization and exclusion. Schools should accommodate all children, regardless of their physical, intellectual, social, emotional, linguistic or other impairments. They should provide for disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other marginalized areas or groups.¹⁷⁹
- "Article 24 of the United Nations Convention on the Rights of Persons with Disabilities requires the development of an inclusive education system at all levels, where children and students with disabilities can be part of their local school alongside their non-disabled peers, with the right support and accommodation to develop academically and socially."¹⁸⁰

Life-cycle approach to education¹⁸¹

"Learning is a lifelong process. A rights-based approach to education seeks to build opportunities for children to achieve their optimum capacities throughout their childhood and beyond. It requires a life-cycle approach, investing in learning and ensuring effective transitions at each stage of the child's life." "The right to an education that brings about their optimum development requires investment in children throughout their childhood. In terms of national policy and planning, a life-cycle approach based on the human rights of children necessitates action beyond the basic provision of universal access to primary education to include pre- and post-primary provision."

¹⁷⁶ United Nations HRBA Portal, 'Towards a common understanding'.

¹⁷⁷ OHCHR and UNESCO, *Plan of Action*.

¹⁷⁸ United Nations Organization for Education, Science and Culture, *Guidelines for Inclusion: Ensuring access to education for all*, UNESCO, Paris, 2005, p. 13, <<http://unesdoc.unesco.org/images/0014/001402/140224e.pdf>>, accessed 21 July 2013.

¹⁷⁹ Reiser, *Implementing Inclusive Education*, p. 43.

¹⁸⁰ Reiser, *Implementing Inclusive Education*, p. xiii.

¹⁸¹ UNICEF/UNESCO, *A Human Rights-Based Approach to Education for All*, pp. 31, 56–57.

Life skills

- “ ‘Life skills’ are defined as psychosocial abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. They are loosely grouped into three broad categories of skills: cognitive skills for analyzing and using information, personal skills for developing personal agency and managing oneself, and inter-personal skills for communicating and interacting effectively with others.”¹⁸²
- Life skills include decision-making, goal-setting, problem-solving, coping with stress, coping with emotions, negotiating friendships and interpersonal relationships, empathy (concern for others), critical thinking, resisting peer pressure and assertiveness. The World Health Organization groups core life skills as follows: 1. decision-making and problem-solving; 2. critical thinking and creative thinking; 3. communication and interpersonal relationships; 4. self-awareness and empathy; and 5. coping with stress and coping with emotion. The outcomes of life skills include, for example, teamwork, self-esteem, confidence and learning from each other.
- Life skills should not be confused with:
 - *Livelihood skills* – time management, getting a job, interview skills, computing skills, cooking, driving, etc.;
 - *Learning (study) skills* – reading, reporting, numeracy, etc.;
 - *Technical/health skills* – cleaning teeth, putting on a condom, road safety, giving oral rehydration, etc.¹⁸³

National Committees

Non-governmental organizations representing UNICEF in 36 ‘industrialized’ countries, advocating for children’s rights, raising awareness and raising funds, selling UNICEF products, creating key corporate and civil society partnerships, and supporting civil engagement for UNICEF and children’s rights.

Private/independent schools

Schools which are not funded by government, but which are usually approved or recognized by government. Although in most cases private schools closely follow the **curriculum** and examination requirements of the ministry of education, they are independent from the state-run system and may espouse the life values of the communities they represent.

Rights-holder

Rights-holders are individuals and groups with valid claims to the rights set out in the CRC and other international human rights conventions. In the case of child rights, the main rights-holders are children (under-18s, according to Article 1 of the CRC). A rights-holder is entitled to rights, entitled to claim rights and entitled to hold **duty-bearers** accountable for the fulfilment of their obligations. A child’s ability to do this directly will change over time according to his/her evolving capacities. All rights-holders, including children, are strongly encouraged to respect the rights of others, but rights are not contingent on rights-holders fulfilling duties or responsibilities towards others.

Teacher education institute (TEI)

In the context of this Toolkit, a TEI is used to refer to any institution which runs an accredited academic programme to enable students to attain professional teaching qualifications. This includes, for example, universities or other tertiary or vocational education establishments running undergraduate or postgraduate programmes for teacher training – either as separate ‘teacher education colleges’ or as a ‘department’ within a university. They may be referred to as ‘teacher colleges’, ‘teacher training colleges’ or ‘teacher training institutes’ among other terms depending on the local context.

¹⁸² United Nations Children’s Fund, ‘Life Skills – Definition of Terms’, UNICEF, New York, 2003, <www.unicef.org/lifeskills/index_7308.html>, accessed 24 July 2013.

¹⁸³ Hanbury, Clare, *Life Skills: An active learning handbook for working with street children*, Macmillan Education, Oxford, 2002.

COVER PHOTO:

UGANDA, 2007

Karamojong children attend an ABEK class beneath the shade of a large tree in the northern Kotido District. A blackboard leans against the tree. Behind them, their 'manyatta' (semi-permanent village) is visible. The UNICEF-supported ABEK programme is a non-formal learning initiative that promotes education by respecting traditional culture and offering a flexible schedule that meets the needs of the semi-nomadic pastoralist community. Teachers are from within the community, parents and elders are encouraged to participate and classes are scheduled so that students can fulfil their work and domestic obligations.

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Appendices

Child Rights Education Toolkit:

Rooting Child Rights in Early Childhood Education,
Primary and Secondary Schools

First Edition

CONTENTS

Appendix 1.	How can we capitalize on information and communication technologies in relation to child rights education?	3
Appendix 2.	Clarifying rights, respect and responsibilities in the UNICEF UK Rights Respecting Schools Award (RRSA)	6
Appendix 3.	Towards a child rights pedagogy.....	8
Appendix 4.	Mapping tool for education systems: Tool 1 - Structure of the school system	9
Appendix 5.	Mapping tool for education systems: Tool 2 - Stakeholder relationships and entry points for advocacy and capacity building.....	11
Appendix 6.	Tool for measuring progress in advocacy.....	12
Appendix 7.	Further information on child-friendly schools, rights respecting schools and Human Rights Friendly Schools	13
Appendix 8.	UNICEF principles for working with curriculum	22
Appendix 9.	Tool to map out the intended curriculum in my country	24
Appendix 10.	Mapping out the gaps: Current and future work on child rights education in relation to the curriculum and learning environments	27
Appendix 11.	Detailed tools for planning child rights education work	29
Appendix 12.	Sample self-evaluation form for schools taking part in a pilot rights respecting schools project (UNICEF Germany).....	33

Appendix 1. How can we capitalize on information and communication technologies in relation to child rights education?

Overview: the Convention on the Rights of the Child (CRC) in the digital era

While past generations of children have accessed information and expressed themselves through traditional media, such as radio and written publications, the digital era brings new opportunities of information access and means of expression that are directly relevant for child rights education (CRE). Rights such as the right to be heard and taken seriously (Article 12), the right to freedom of expression (Article 13), the right to assembly (Article 15) and the right to access information (Article 17) can all be exercised in the digital sphere. These rights recognize the potential of digital technologies to amplify freedom of expression and expand access to information.

This raises important issues in relation to CRE:

- equity of access to information and communication technologies (ICT);
- how to manage the balance between promoting children's autonomy in relation to ICT use and ensuring that they are adequately protected from harm;
- how to make the most of ICT to maximize the impact and cost-effectiveness of CRE initiatives;
- how to make CRE messages stand out in a context of 'information overload' and competing messages targeted at children;
- how to support 'online activism' (as part of learning for rights) with 'off-line engagement' with, and support for, children that is long-term and sustainable.

Managing the protection/autonomy balance

Digital technologies come with risks that children themselves, their caregivers, communities, professionals, the private sector and state duty-bearers need to recognize, assess and minimize as much as possible. This must be done in a way that respects the balance between protecting children on the one hand while respecting and building their capacity to make age-appropriate autonomous decisions on the other.

UNICEF concept note: Digital Citizenship and Safety for Adolescents and Young People

Digital Citizenship is a novel concept that builds a culture of responsibility online and teaches adolescents and young people online the ability to judge, navigate, create and analyse a range of media content and services while operating a system of selection, control and protection. Currently active in eight countries (and three continents), the project started 2 years ago in collaboration with Harvard University.

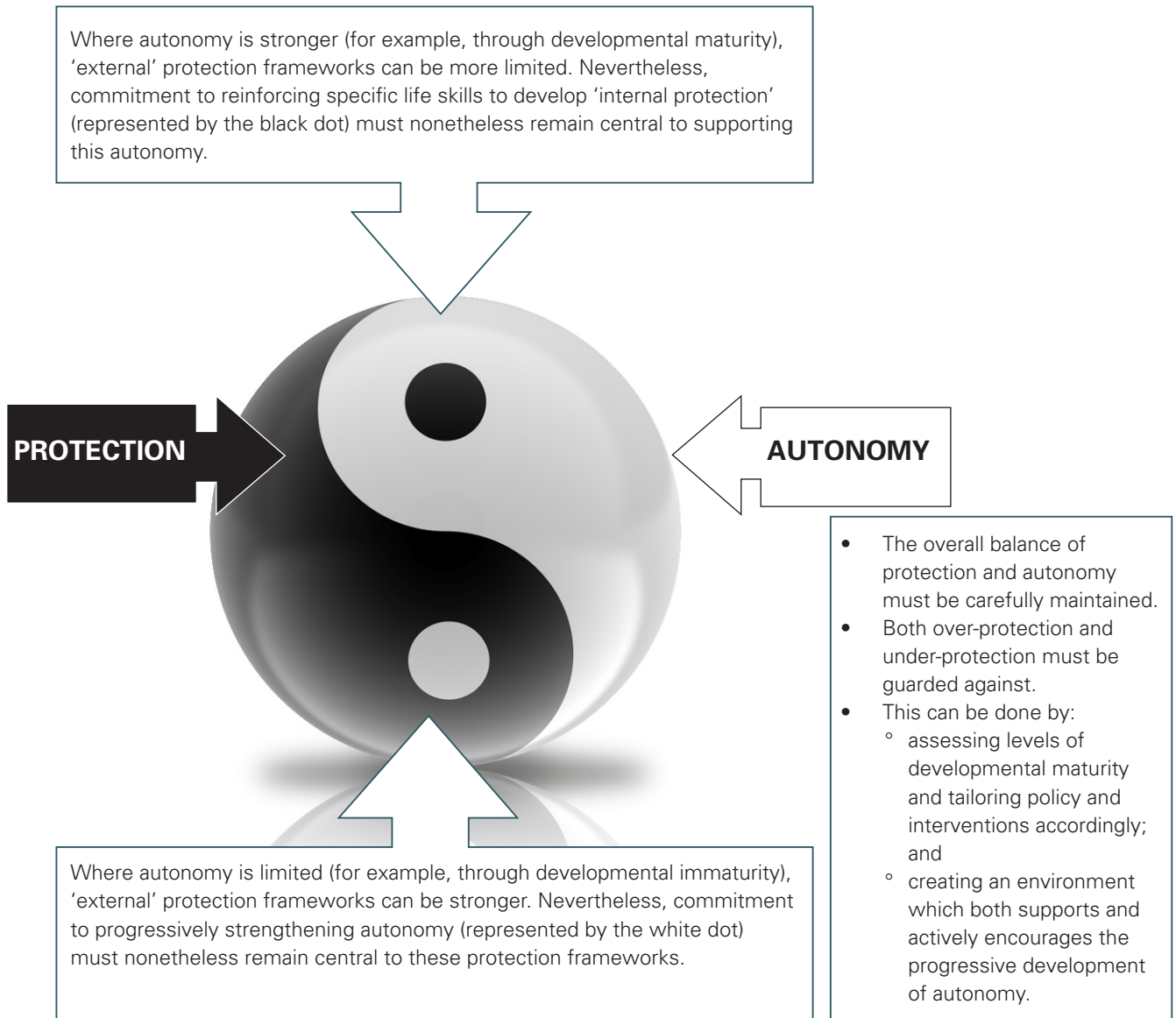
The key results of the project are twofold: a) adolescents and young people are educated about their rights and ICT's opportunities, and protected from ICT's risks through the concept of digital citizenship using diverse communication channels and/or inclusion in school curricula; b) through advocacy work, policy-makers are provided with evidence-based policy recommendations to maximize ICT's opportunities and minimize ICT's risks.

The project has three outputs:

1. **data collection:** an exploratory paper presenting findings on digital landscape of a country based on secondary data, a workshop to validate the findings from exploratory research, quantitative and qualitative data collection (if gaps identified in the exploratory research findings) – quantitative surveys and qualitative focus groups among adolescents and young people to be conducted on key questions such as their access, use and risks while using ICT, in order to further understand findings from exploratory research and quantitative surveys;

2. **campaign mobilization:** a communication strategy developed to include digital awareness and participation as a priority in the country – part of the communication strategy is to engage the local youth in the production of rights-focused digital content, and based on the research findings, UNICEF to strategize with local networks on the most effective way to disseminate the produced content, taking into consideration the digital realities of the targeted youth;
3. **policy advocacy:** policy-makers provided with evidence-based policy recommendations – advocacy among local governmental actors engaged in youth-related use of ICT, which will be organized through workshops, seminars and conferences to introduce the concept of Digital Citizenship and discuss other innovative ways of dealing with ICT and its safety concerns.

Maintaining the protection-autonomy balance¹



In relation to online safety, see also:

- Lansdown, Gerison, *Child Safety Online: Global challenges and strategies – Technical report*, UNICEF Innocenti Publications, 2012, <www.unicef-irc.org/publications/652>, accessed 19 July 2013.
- As part of a European Union-funded project, UNICEF Slovakia, in partnership with the non-governmental organization (NGO) 'eSlovensko', has produced a series of short animated films, translated into many European languages, to raise awareness of online protection risks at <www.sheeplive.eu>. The website links to a reporting 'hotline'.

¹ Diagram taken from Lansdown, Gerison and Marie Wernham, *Understanding Young People's Right to Decide: Are protection and autonomy opposing concepts?*, International Planned Parenthood Federation, London, 2011, p. 11.

Using ICT to maximize impact and cost-effectiveness of CRE

The use of Internet, blogs, chatrooms, platforms, webinars, social networking sites such as Facebook, Twitter, interactive whiteboards, smartphones and mobile phones is increasingly common in relation to CRE. When considering such initiatives, however, it is essential to start at the level of children themselves, working in collaboration with children, rather than imposing ICT initiatives on them. Further research is needed on the impact and effectiveness of ICT initiatives in relation to CRE. This includes further exploration of the extent to which 'online activism' needs to still be supported by 'off-line engagement' with children (in other words, ongoing face-to-face communication and support). ICT initiatives specific to CRE include the following.

- **Twitter:** UNICEF New Zealand's youth programme has a Twitter account linked with one of the main news stations in the country. In order to systematize the organization's dissemination of Twitter messages, the U.S. Fund for UNICEF has developed a calendar for outgoing messages channeled through just one 'TeachUNICEF' account for which the entire team is responsible.
- **Social networking:** the Korean Committee for UNICEF proactively makes use of social networking sites. They report widespread distribution but have identified the need for the initiative to be made more systematic, with greater participation and initiation by children themselves.
- **Resources:** educators and children can capitalize on video and audio media made available in online resource centres and via YouTube.
- **Online discussion groups** for educators, children and young people such as:
 - Voices of Youth Connect (formerly known as Connecting Classrooms): <<http://voicesofyouth.org/connect>>;
 - iEARN (International Education and Resource Network) – a platform to share education resources and projects: <www.iearn.org>;
 - TakingITGlobal – provides support in creating online platforms and offers online courses: <www.tigweb.org>;
 - ePals – a safe email forum to connect children around the world: <www.epals.org>.
- **Mobile, smartphone and tablet technology:** this can be used for social networking on CRE issues, research and advocacy – for example, electronic data capture and online voting in surveys. CRE apps can be made available for smart phones and tablet computers. UNICEF France has developed an iPhone app: <<https://itunes.apple.com/fr/app/unicef-france/id388461026?mt=8>>.
- **'Digital drums':** these rugged solar-powered kiosks feature computers built into recycled oil drums. The drum's computers are preloaded with dynamic multimedia content on health, education, employment training and other services: <www.unicefusa.org/news/releases/unicefs-digital-drum-chosen.html>.
- **Current events and campaigns:** linking up-to-date child rights United Nations and NGO initiatives to CRE school curricula (for example, subject-specific email 'alerts' for teachers and students regarding emerging campaigns).

Project example: UNICEF Netherlands Digital Platform: <www.unicefenjij.nu> Following requests for more information on child rights from teachers, UNICEF Netherlands set up the platform aimed at 10–12 year olds, on which it publishes current news items and exercises that can be used in classrooms. The aim is to get three new messages published per week. Teachers are asked to use the beginning of the school day to raise the issues. Students can then take action by working on the educational activities around current events related to children's rights. The platform links to a branded *Hyves* page (a Dutch social media platform for children under the age of 16, accessible only outside school hours). There has been positive anecdotal feedback so far on the first phase of this project.

- **Interactive whiteboards:** in place of traditional blackboards or whiteboards, these consist of a large interactive display connected to a computer. A projector projects the computer's desktop onto the board's surface where teachers and children control the computer using a pen, finger, stylus or other device.

Project example: UNICEF France – Promethean Interactive Whiteboards

(<www.unicef.fr/contenu/actualite-humanitaire-unicef/nouveaux-contenuspedagogiques-interactifs-2010-11-04>)

UNICEF France, in partnership with Promethean (one of the main producers of interactive whiteboards), has developed a series of modules on children's rights for interactive whiteboards (downloadable from the Promethean website and pre-installed on new interactive whiteboards). This partnership was initiated in 2010 and aims to bring the CRC to the classroom through a range of different topics. The partnership was set up with no cost to the French National Committee, although it requires a substantial amount of human resources and time. UNICEF France suggested the topics and Promethean identified teachers to develop the modules. An active community of practice for teachers exists on the Promethean website. The interactive whiteboards encourage active participation of students and the visual and audio resources lend themselves well to different ways of learning. Although no formal monitoring and evaluation of the partnership or tools has yet been carried out, teachers have given positive feedback on using these modules and are appreciative of the innovative methodology. At one point the UNICEF modules were one of the most popular downloads from the Promethean site.

Appendix 2. Clarifying rights, respect and responsibilities in the UNICEF UK Rights Respecting School Award (RRSA)

In August 2011 UNICEF UK released new guidance for class and school charters.

Why have we recommended this change?

We want to ensure that the RRSA community is faithful to the general principles of the Convention on the Rights of the Child (CRC). The CRC applies to all children and they are the designated rights-holders. Adults such as parents, teachers, local and central government are duty-bearers. Rights are unconditional; they are therefore not dependent upon a responsibility and cannot be taken away, earned or used as a reward. Because they are universal, however, children and adults should be encouraged to show rights-respecting behaviours. In this way individual children can both enjoy their own rights and respect the rights of others.

We want all the adults, children and young people in rights respecting schools to understand the nature of rights as inalienable, universal, unconditional, inherent and indivisible. Rights do not come with responsibilities attached. It may be possible to refer to responsibilities if you can ensure that everybody understands that children are not the duty-bearers and that the rights are not a reward for the fulfilment of a responsibility.

What is different?

Our custom and practice was to recommend that schools established a negotiated agreement which focused on children's rights and their responsibility to behave and speak in a way which respected that right. Over time we have come to see this as a risk. By linking rights and responsibilities so closely it may lead to a fundamental misunderstanding.

The new guidance has been developed to strengthen the school ethos by incorporating the role of the duty-bearers. Our new charters are negotiated agreements which identify the rights-respecting attitudes and actions of children and adults and the language has shifted from responsibility to respect.

[...] We recommend that before you next revise your charters you provide staff training and ensure that the whole school moves to 'rights-respecting actions or attitudes' and 'respect for rights'; rather than **only** coupling the word 'right' with 'responsibility'. Constant repetition may distort the balance and have the unintended consequence that adults and children believe that access to rights is dependent on 'responsible' or 'good' behaviour. Of course we want children to grow up to be 'responsible citizens' who behave in a way that respects the rights of others; and a school ethos of mutual respect certainly supports this.

What's it all about?

Rights Respecting School Award

Do I have rights?

Yes, all children have rights

The CRC is at the heart of our school!

Do I have to earn my rights?

No, but it is important that you respect your own and each others rights

Each class looked at Articles. They looked at what it meant. Thought about children who did not get the right now and in the past, and how they could respect this right.

We looked at what we want, and what we need.

What are my rights?

Your rights are all of the things that you need to make sure that you are happy, healthy and safe.

Are my rights the same as grown ups?

No, the CRC has special rights for children up to the age of 18.

Can my rights be taken away?

No.

What's really important about?

unicef

Appendix 3. Towards a child rights pedagogy²

Pedagogical principles that allow the child, according to age, to understand her or his rights and how to defend them are based on these principles.

- **Active learning rather than merely gaining awareness:** activities should help children to learn by encouraging them to find their own meaning.
- **Involvement of all stakeholders:** children are not the only ones learning – educators or facilitators are equally involved in this process of mutual enrichment.
- **Continuity:** a cycle of interventions allows for better assimilation of knowledge.
- **Interactivity:** interactions between children and facilitators are encouraged.
- **Experience:** knowledge will be stimulated by the creation of ‘unforgettable’ experiences fostering emotional engagement.
- **Communication:** children express themselves in relation to each topic.
- **Coherence:** this must exist between the rights of the child and the methodology applied.
- **Group dynamics:** respect and dignity of each individual, as well as solidarity, are at the heart of interactions.
- **Freedom and identity of the child:** children develop confidence in themselves and in others and are accepted for who they are as individuals.

The following elements maximize the effectiveness of child rights learning.

- **Key qualities of teachers include:** patience, tolerance, open-mindedness, objectivity, flexibility, enthusiasm, commitment, empathy and modesty.
- **Key elements of the learning environment include the constituents listed below.**
 - **Confidence:** if children feel confident, they will dare to participate freely and unconstrained.
 - **Complicity:** an informal relationship between the facilitator and the child fosters active child participation.
 - **Humour:** without turning sessions into a mockery, care must nonetheless be taken not to turn the facilitation into a sombre and boring exercise.
 - **Suspense:** in order to maintain children’s curiosity, it is good not to divulge all of the activity or process at once.
 - **Non-controversy:** some themes are subject to intense debate. Care should be taken that these discussions do not become endless and contradictory, thus deflecting away from learning.
 - **Positive modelling:** children practise what they see. Rather than telling children what *not* to do, it is more effective to provide positive models for what we want children to *do* (such as being generous, fair, honest, caring and responsible). This helps reinforce positive action and thought.
- Animate the debate by drawing on the values, feelings and questions raised by each participant. Avoid interpretation, provide feedback and synthesize the group’s contributions and expectations. Correct or add additional information where possible.

² Translated and adapted from Levy, Jonathan, *Pour une Pédagogie des Droits de L’enfant: Outil pédagogique à l’attention des 6–18 ans*, *Enfant du Monde – Droits de l’Homme* and UNESCO, Paris, 2010.

Appendix 4. Mapping tool for education systems: Tool 1 – Structure of the school system

(Print out the grid on the next page and follow the instructions here. See Section 3.3 of the main Toolkit for a completed example for the fictitious country 'Exland')

(Systems with multiple jurisdictions [for example, federal/provincial] may require more than one grid)

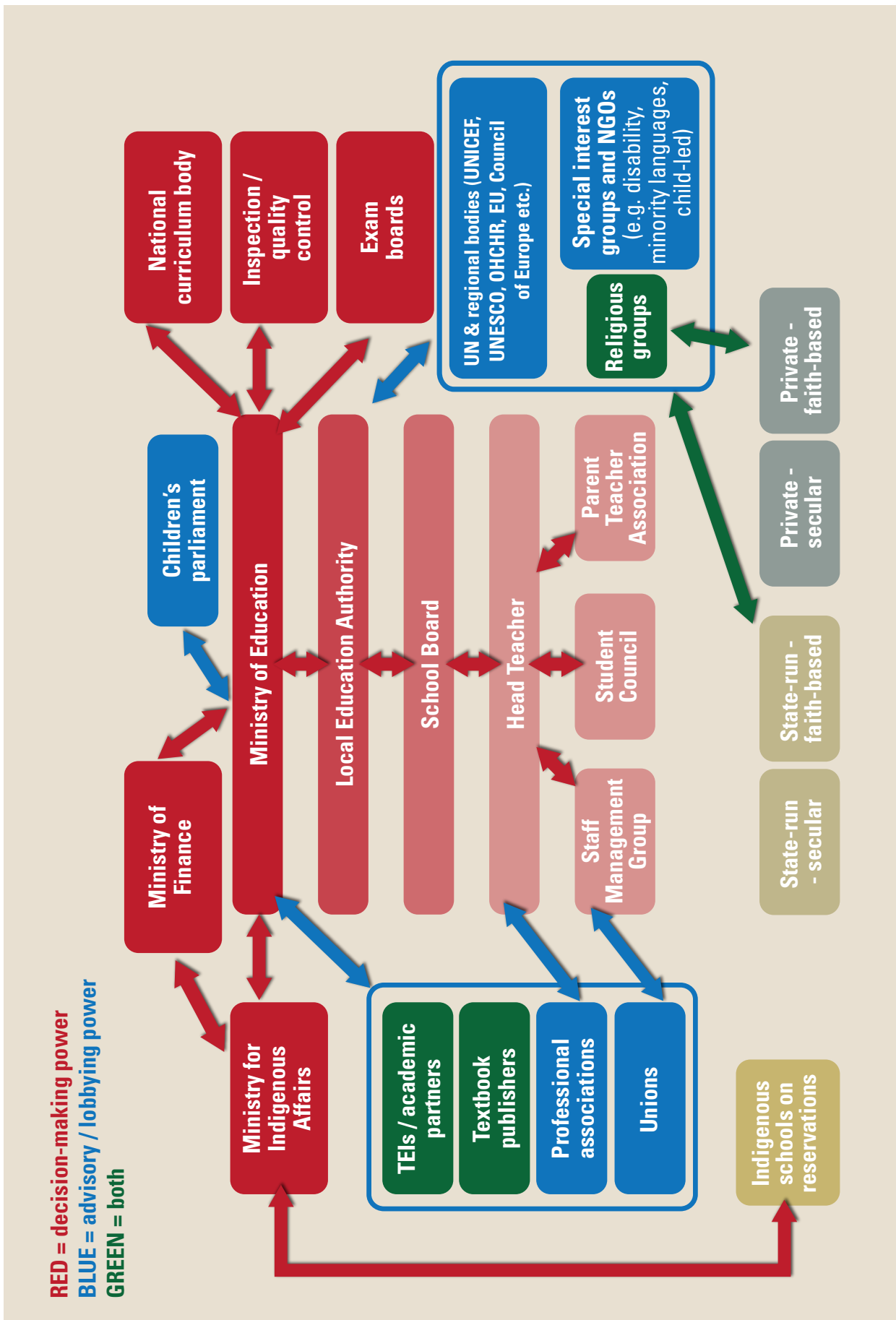
1. **Column 1:** write in what the '**grade**' for each age is called (for example, age 6 might be grade '1' in your country).
2. **Column 2:** shade in the relevant cells to show between what ages education is **compulsory** (for example, between ages 6 and 16).
3. **Column 3:** shade in the relevant cells to show the age groups are divided into **early childhood education (ECE), primary and secondary** education. Depending on your country context you may wish to specify more precisely 'kindergarten', 'junior high', 'senior high', etc. or to use the International Standard Classification of Education (ISCED) levels that governments will start to report against from 2014 – in other words, Level 0 (ECE development), Level 0 (pre-primary education), Level 1 (primary), Level 2 (lower secondary), Level 3 (upper secondary).
4. **Column 4:** shade in the relevant cells to show the age range for which education is available for **children with disabilities (CWD)**.
5. **Column 5:** shade in the relevant cells to show the age range for which education is available for **indigenous or other minority children**.
6. Shade in the relevant cells across **columns 6–9/rows 0–18** to show where education is **free** (for example, from age 4–18 but only in the state-run sector).
7. Across **columns 6–9/rows 0–18**, write in approximately how many schools there are in each part of the system (for example, there might be 6,000 state-run secular primary schools, but only 1,100 private faith-based primary schools).
8. If relevant to your country context, mark in **columns 10, 11 and 12/rows 0–18** the numbers of children of different ages who are **home schooled**, who take part in **extra-curricular school-based activities**, or who are **out of school**.
9. Adapt the grid to include **any other information relevant** to your country context.

Once you have mapped out the basic system in your country, start to identify answers to the following questions.

- Where are we already working on child rights education (CRE)? At which age? In which part of the system? In how many schools?
- Who are the most excluded children? Where are they likely to be? Are we reaching them?
- Where do we want to be in 2, 5, 10 or 20 years' time? What is the most strategic way to reach this goal?

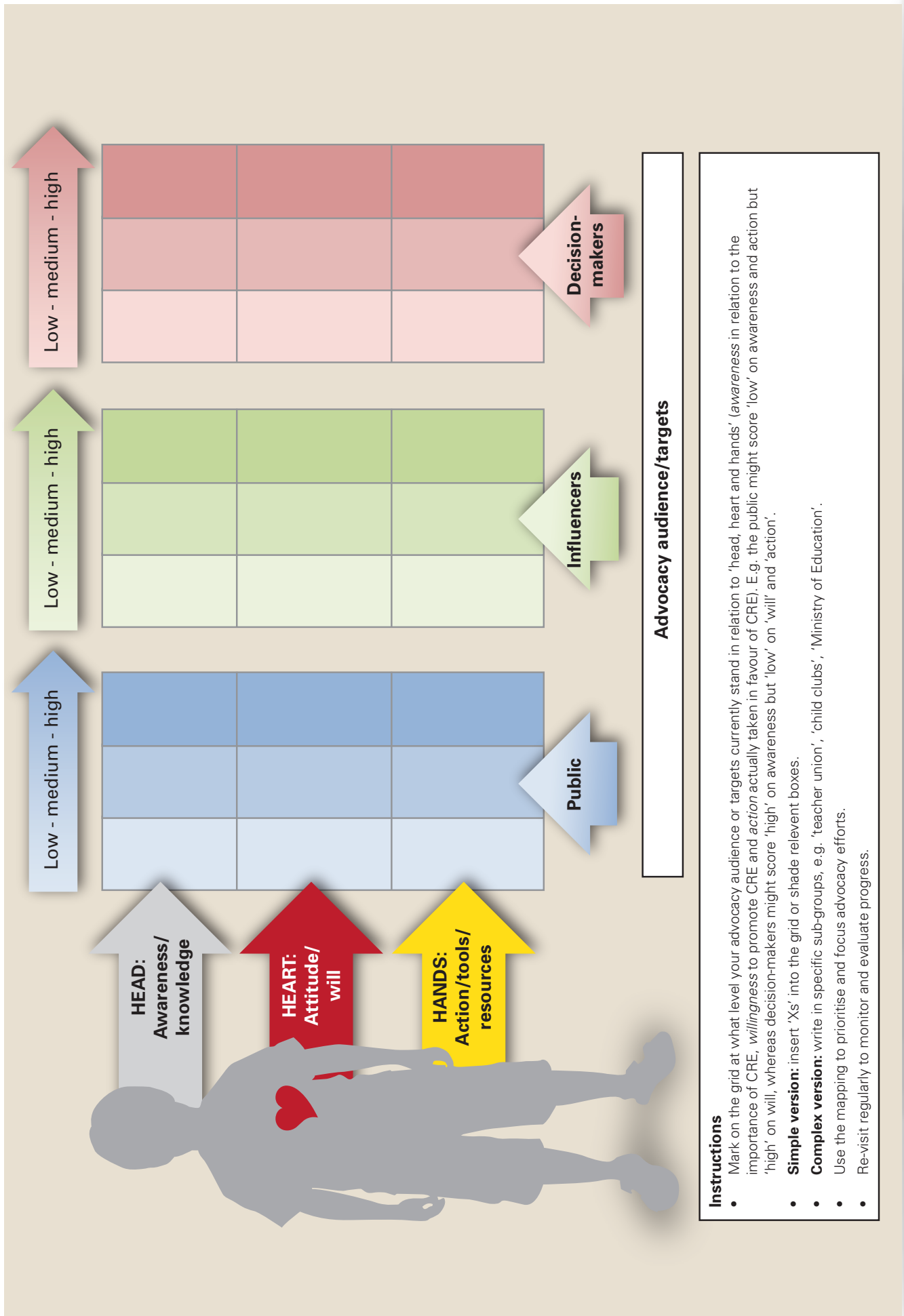
5	4	3	2	0	1	6		7		8		9	10	11	12
						State-run	Secular	Faith-based	Private	Secular	Faith-based				
Education for indigenous / minority children	Education for CWD	ECE / primary / secondary	Compulsory	Age	Grade	(# of schools)						(# of children, sex-disaggregated)			
				18											
				17											
				16											
				15											
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Appendix 5. Mapping tool for education systems: Tool 2 - Stakeholder relationships and entry points for advocacy and capacity building



Adapt names and relationships as required. (See Section 3.3 of the main Toolkit for a detailed explanation of this completed example for the fictitious country 'Exland').

Appendix 6. Tool for measuring progress in advocacy



Appendix 7. Further information on child-friendly schools, rights respecting schools and Human Rights Friendly Schools

a. Child-friendly schools (CFS)³

How did it start?

The CFS concept was first used in a systematic way by UNICEF, Save the Children and the World Health Organization in the mid-1990s, largely as the educational equivalent of the 'baby-friendly hospitals' that contributed to standards for hospitals where babies are born. With UNICEF's influence, the concept of CFS was soon widened beyond health and nutrition issues to include broader elements of quality in education, such as gender sensitivity, inclusiveness and human rights. In 1995 a UNICEF Innocenti Research Centre workshop resulted in an informal summary outlining 13 characteristics of a rights-based school that are essential to the CFS concept. In subsequent working papers, the CFS approach was presented as an 'umbrella' under which the diverse activities and goals of UNICEF's work on schools might be consolidated and rationalized.

While these efforts did not produce a formally accepted definition of the CFS model, the idea of '13 defining characteristics' gained currency and continues to be a reference point for the advocacy and implementation of CFS. By the end of 2001, UNICEF promoted a comprehensive and complex quality package that was nuanced to fit different country realities. Despite the difficulties involved in promoting such a complex and flexible approach, in 99 countries an estimated 579,000 schools received support through the CFS initiative. In March 2009 UNICEF published the *Child-Friendly Schools Manual*, which was developed with input from 155 countries. In December 2009, UNICEF published the *Child-Friendly Schools Programming Global Evaluation Report*, based on a review of documentation from all regions and six country site visits.

How does it work?

The 'umbrella/'package' approach has given rise to variations on the CFS theme within UNICEF and, according to the *Child-Friendly Schools Manual*, the emerging CFS models present a confusing picture. They tend to focus on 'defining characteristics', but the number of characteristics varies from as few as 6 to as many as 16 depending on the context. These models also attempt to define CFS in terms of 'key components', including pedagogy, health, gender sensitivity, community participation, inclusiveness and protection.

A focus on emergencies has led to an increasing emphasis on the architectural aspects of CFS – location, design and construction; this also highlights the need to address environmental issues, community participation, the safety of school locations and the provision of 'safe areas' within schools. Most recently, issues of electric power (including solar, wind and other renewable sources) and Internet connectivity are being explored as part of the CFS approach. It is likely that, as in the earlier case of water and sanitation, these elements will become part of CFS models in some countries.

The complexity and flexibility of the approach make it difficult to sell the concept to countries or partner agencies as a coherent model for quality in education. These considerations suggest that it is counterproductive to regard the CFS model as rigid, with a pre-set number of defining characteristics or key components. Rather, it needs to be understood as flexible and adaptable, driven by certain broad principles that invite dialogue and bargaining, draw on proven good practices and embrace new concerns as the reality of different situations demands. In this regard, a CFS model is not so much about a destination at which schools and education systems can arrive and be labelled successful. It has more to do with the pathways along which schools and education systems endeavour to travel in the quest to promote child rights, quality and equity in education.

Based on the Convention on the Rights of the Child (CRC), key principles of the CFS approach can be used to generate desired features/characteristics for CFS in particular settings. These in turn can be reviewed against the reality of available resources over a given timeframe, to arrive at a set of feasible standards for the design and implementation of CFS in a given country.

³ Much of the information here is taken from UNICEF's *Child-Friendly Schools Manual*.

The key principles that drive the CFS process are so interrelated that efforts to interpret and implement any one of these principles invariably set off a 'chain reaction' that leads to other related principles coming into play.

Country example – Italy

The Italian Committee for UNICEF initiated the 'Child-Friendly School Programme' in 2006. The 'Towards a Child-Friendly School' publication outlined a theoretical approach proposing 'nine steps towards a Friendly School'. The central concept is that adults and children must work to create educational contexts where the CRC's principles are not only known but are also implemented in practice.

These are the nine components.

1. A Friendly School is a school of differences and solidarity: acceptance and quality of relationships are at the centre of school life.
2. Children actively share: their opinions are listened to and considered in decision-making.
3. Children are encouraged to lead the process of learning.
4. The learning environment is organized according to children's input.
5. A learning agreement is collaboratively developed with parents and all school stakeholders.
6. In coordination with the child-friendly cities initiative, a 'city strategy' for children is developed through a local plan of action, with schools at the centre of a regional network.
7. The planning for the child-friendly school takes place.
8. The 'Protocol of the Friendly School' is issued as a public agreement.
9. Self-evaluation: an annual monitoring exercise is conducted on the situation of children in the Friendly School.

In 2007, following an evaluation of the first year's activities, the programme started to develop some operational tools to help other schools implement the programme. Indicators have since been developed for seven of the nine steps, resulting in one or more practical questions per step (approximately 30 questions in total), based around the following questions.

- How can we know if a school is really a child-friendly school?
- How can we find out which rights are particularly difficult to implement?
- To what extent have rights been implemented?
- How can we judge whether a project or activity has achieved its purpose?

The questions are intended to elicit objective, concrete answers, not subject to personal opinion or interpretation. The indicators are used by teachers and children themselves. A simplified version has been developed for young children. The resulting picture demonstrates the extent to which different rights are being implemented in the school environment. This information is then used as a basis for participatory planning and implementation of activities and projects to improve the situation. The indicators also act as a baseline against which to measure progress.

The 2012 pilot phase of the programme 'Towards Child-Friendly Schools' involved 1,100 schools (realized by the Italian Committee for UNICEF in cooperation with the Italian Ministry of Education). At the beginning of the year each school is evaluated by a commission made up of the local Ministry of Education authority, a representative of UNICEF and a representative of the Board of Students. Every selected school is given a copy of the Operations Protocol, which provides school administrators with the objectives of the programme and all necessary information needed to implement it. Using this Protocol, including the indicators mentioned previously, the schools analyse the situation of rights implementation and collaboratively plan, with all school stakeholders, interventions to address any gaps. At the end of the pilot project each school will be evaluated by the same commission. The commission awards the best schools the title and certificate of 'child-friendly school'.

The 'Child-Friendly School Programme' requires time and commitment. Acknowledgement of difficulties, and even some failures, is an important part of the learning process. A publication has been developed to elaborate the first of the nine steps: the theme of acceptance. A scheme has also been developed to share good practices, focusing on children's leadership and participation.

b. Rights respecting schools (RRS)

How did it start?

RRS draws inspiration from UNICEF's CFS – see above. In 2000 in Canada, a collaboration between the Children's Rights Centre (Cape Breton University) and the Cape Breton-Victoria Regional School Board sought to encourage the integration of child rights education (CRE) into social studies and health core curricula, and to promote awareness of child rights among professionals working with children. Learning from this initiative led in 2004 to the 'Hampshire Rights, Respect and Responsibility Initiative' – a partnership with the Hampshire Education Authority in England. UNICEF UK then expanded their Rights Respecting Schools Award (RRSA) in 2005–2006; this is currently the largest and most well developed RRS model. The UNICEF Canada Rights Respecting Schools initiative was piloted in September 2008, building on existing CRE work with schools, teacher training and the Global Classroom initiative, and adapting materials from the Rights, Respect and Responsibility Initiative and RRSA. The initiative has now spread to other UNICEF National Committees. UNICEF Slovakia is implementing a version of RRS and models are being piloted by UNICEF in Spain, Germany and Sweden. In November 2011, UNICEF National Committee CRE staff from 17 countries attended a workshop hosted by UNICEF UK to learn more about RRS models.⁴

How does it work?

RRS models are based on 'standards' or 'building blocks' with benchmarks. In the UK model, the school, with support from UNICEF as necessary (for example, regional workshops, visits to schools and 'mentoring' and support from a UNICEF education officer), assesses what is already being done, identifies gaps in the fulfilment of children's rights, and establishes its own action plan to meet and monitor the standards. In the UK a school works through three stages of an 'awards scheme'.

- 1. Recognition of Commitment** (by principal and senior leadership: a representative steering group of adults and students is formed to guide, promote and develop the initiative; they develop an action plan and procedures for monitoring impact [3–6 months' duration]);
- 2. Level 1** (interim step to achieve full RRS status: school shows good progress [12–18 months' duration]);
- 3. Level 2** (school has fully embedded the values and principles of the CRC into its ethos and curriculum and can show how it will maintain this [2–4 years' duration]). The school self-evaluates progress against the Level 1 and 2 standards and, when they believe they have met them, an external assessment by UNICEF takes place resulting either in accreditation or further guidance.

In the Canadian model particular weight is given to professional development and working with teacher education institutes. This provides a supportive and practical framework for educational improvement, with a focus on transforming the whole learning environment with a consistent child rights approach. The initiative is not meant to be delivered as an 'add-on' or new programme for a school, but as a way to bring cohesiveness to existing school programmes. UNICEF Canada's Rights Respecting Schools initiative is based on four building blocks: awareness, student participation, teaching and learning, and leadership (see table below).

The process begins with teacher training and assessing existing school practices. Schools then work with a UNICEF Canada staff member or a UNICEF Canada certified trainer to meet important benchmarks based on the four building blocks. These trainers can be professors with university partners, knowledgeable staff at strategically identified non-governmental organizations (NGOs) or child advocacy government departments.

⁴ Intranet link to workshop materials (for National Committee staff): <www4.intranet.unicef.org/C12571FE002A2C63/5FBBBAC8EDCF6924852571550059E174/6FE411F5EC25585FC12579430038C38A>; (for other UNICEF staff): <<http://intranet.unicef.org/C12571FE002A2C63/5FBBBAC8EDCF6924852571550059E174/6FE411F5EC25585FC12579430038C38A>>.

UK RRSA 'standard'	Canada RRS 'building blocks' and definitions	
1. Rights-respecting values underpin leadership and management.	Leadership	Administrators are committed to promoting respect for children's rights. Children's rights are used as a lens for policies, programme choices, programme implementation and other decision-making.
2. The whole school community learns about the CRC.	Awareness	The school community (students, staff, teachers, parents) knows and understands the concept of children's rights, the rights children have as outlined in the CRC and how children's rights relate to school culture and to their own roles.
3. There is a rights-respecting ethos.	Teaching and learning	The CRC is a reference point for classroom rules, formal and informal curriculum implementation and other decision-making. Adults model rights-respecting attitudes and behaviour, and students are given regular opportunities to learn about and exercise their rights and responsibilities.
4. Children are empowered to become active citizens and learners.	Student participation	Every student has regular opportunities to be an active participant in the school community, and his or her opinions are sought and listened to by decision-makers.

In the Slovakian model schools work towards obtaining a certificate by fulfilling a set of criteria set by UNICEF Slovakia. Part of the assessment process requires that students evaluate their school's progress and communicate this information directly to the UNICEF programme coordinators, without it being filtered through adult intermediaries. After two years of being a RRS the school takes a more individual path, setting their own goals and actions to be taken for the next period.

In all countries, a multi-sectoral approach could be initiated to ensure integration with child protection efforts, among other things.

The process by which schools achieve the standards is not uniform: each school must find its own pathway. Nevertheless, a typical 'journey' of a school in the UK RRSA might follow these steps.

- **A teacher or principal hears about the RRSA**, often by word of mouth from a colleague in a school which is already involved in the scheme. (UNICEF UK does not proactively advertise: as of 2011 it was getting 10–15 new requests every week, purely by word of mouth.)
- **The teacher finds out more from the RRSA website and 'registers' the school online** (paying a small fee which encourages ownership, reduces drop-out and ensures that the principal is involved, as their approval is necessary for the release of school funds).
- The school receives an **introductory email** from the relevant UNICEF regional education officer, inviting it to attend a regional workshop. In some areas the local education authority, rather than the UNICEF education officer, has been trained to take on the local focal point role. The UNICEF education officer also contacts the relevant local volunteer to keep everyone in the loop.
- **The teacher attends a regional UNICEF workshop** which equips him or her to take the initiative forward in their school.
- The principal and senior leadership are enthusiastic and supportive. **The teacher explains the scheme and the concepts of the child rights approach and gets the 'buy-in' of all the teachers and support staff (and children).**
- Simultaneously, **a representative steering group** of teachers, non-teaching staff (for example, administrators, caterers, playground supervisors), students (supposed to make

up to 50 per cent of the steering group), parents and governors is formed in order to guide, promote and develop the RRSA initiative. They develop an action plan and procedures for monitoring impact. They might start by conducting a **baseline survey of knowledge, attitudes and practice** in the school (via questionnaires and focus group discussions) and an 'audit' of existing records (for example, levels of attendance, staff sick leave, behaviour warnings and incidents of violence).

- This leads to the **development of the action plan** which is sent to the UNICEF education officer (or local education authority in places where it acts as the focal point) along with a summary of the baseline feedback and a letter from the principal showing commitment to the initiative, accompanied by evidence such as a copy of a leaflet sent to parents.
- Time is given, particularly at the beginning of the school year, to **introduce child rights to the children**, through whole school talks and classroom activities, in particular the participatory development of a class 'charter'.



Godolphin Infant School, UK



Students choose selected CRC rights they think are particularly important for their school and create a wall display outlining the rights they are entitled to and the actions they have to take to ensure that other people can also enjoy these rights. Each student and the teacher signs the charter (for example, with a name, thumb print or photo), which is then displayed in the classroom and reviewed (for example, at the start of each term). Some schools also develop a whole 'school charter'. UNICEF UK reports that the more time spent really understanding rights, the better the charter development process will be. The development of charters should therefore not be rushed into. The 'rights charters' replace traditional 'school rules'. In the case of misbehaviour, the student is invited to reflect on the charter that they signed and think about the impact of their behaviour on the rights of others in the class. In some schools this has been further developed (based on the idea of children themselves) into a 'rights reflection sheet' which children take home to discuss with their parents, replacing, for example, 'behaviour warning sheets'. This has resulted in significant improvements in behaviour, according to feedback from both staff and students.

- After some initial specific activities on explaining the concepts of child rights, teachers are able to **begin to integrate child rights into their subject lesson plans** on an ongoing basis, and children and staff naturally come up with **ideas for child rights-related projects, displays and events**. Resources and ideas are available on the **RRSA Virtual Learning Environment website**, which is accessible to schools who have signed up to the RRSA.
- The school is **supported through the process** by the UNICEF education officer and volunteer (or local education authority focal point in some areas) and this relationship continues via email, phone and on-site visits as necessary until the school achieves the RRSA Level 2 standards.
- The whole process may take 2–4 years, but **after the initial up-front input from UNICEF**, schools are motivated by the positive impact on the school and become **increasingly self-sufficient**.
- **A follow-up takes place by UNICEF 3 years after a school has achieved Level 2** to ensure that standards are being maintained.

How widespread are RRS initiatives?

- 2,500 out of 25,000 schools in the UK were involved in RRSA as of 2011, reaching approximately 750,000 children. This includes primary schools, secondary schools, special schools and student referral units.
- 15 schools across Canada were involved in the RRS as of late 2012. UNICEF Canada will also develop an RRS initiative for secondary schools and Canadian Aboriginal schools. The long-term strategy involves expanding the 'train the trainer' model, in which regional

school board staff across Canada are trained and can be the leaders in their districts, eventually reaching 20 per cent of Canada's approximately 700 school boards, or 20 per cent of Canada's school-aged children (deemed to be reasonable given the challenging context of Canada's geographically vast and highly decentralized education system).

- UNICEF Slovakia has a 'child-friendly school' initiative inspired by the UK RRS model: 82 schools were registered in all regions of Slovakia as of 2011, with about 50 per cent obtaining a certificate to date.
- UNICEF Spain had a pilot initiative (December 2010 – March 2012) on implementing the CRC into school educational plans through school councils, working with 72 schools in different autonomies.
- UNICEF Spain in Catalonia had a pilot project starting mid-2011 – 'A school with rights' (*Una escola amb drets*) with three schools in Barcelona (one primary, one public secondary and one private secondary school).
- UNICEF Germany had a pilot initiative (2010–2012), 'Pilot school-Network for Children's Rights' (*Modellschulen in Hessen*) in collaboration with the NGO Makista to establish 10 RRS in the Land Hessen. The evaluation of this pilot will lead to the integration of new criteria as standards of good quality schools. The 10 schools will be empowered to train other schools belonging to existing networks like 'Democratic schools'.
- UNICEF Sweden piloted the UK RRS model in two schools in southern Sweden (2009–2012). The evaluation will assess if UNICEF has the capacity to continue to spread the RRS model and how this could be done.

How is it funded?

- Both the UK and Canada operate a cost-recovery/cost-sharing model. In the UK they charge schools for regional courses, school visits, local authority support, assessments and other activities. In both the UK and Canada the schools pay for the release time required to send teachers to the workshops, all photocopying and copying of teachers' resources, along with optional additional costs for, for example, hosting external speakers at a school. The RRS programmes do not make a profit but they aim to cover the running costs.
- The UNICEF Slovakia initiative is funded by national grants, partnerships and fundraising (a share of fundraising done by schools goes to Education for Development projects). The UNICEF Spain initiatives are funded by UNICEF, the Spanish Agency for Development Cooperation and the Catalan government. The UNICEF Germany pilot is funded by two foundations and UNICEF. The UNICEF Sweden pilot is funded by the European Union.

c. Amnesty International's Human Rights Friendly Schools project

This project is founded on the 10 Global Principles for Human Rights Friendly Schools. These are based on international human rights standards, norms and instruments such as the Universal Declaration on Human Rights. The Global Principles outline how schools can take the values and rights enshrined in these human rights instruments and apply them to a school setting.

The 10 Global Principles – A Human Rights Friendly School

Promotes non-discrimination and inclusion by...	being a community where equality, non-discrimination, dignity and respect underpin all aspects of school life;
	providing a learning environment where all human rights are respected, protected and promoted;
	embracing inclusion in all aspects of school life.
Promotes participation by...	Encouraging all members of the school community to participate freely, actively and meaningfully in school life and in shaping school policies and practices regardless of gender, status or difference;
	ensuring everyone in the community has the information they need to participate fully in school life.
Ensures accountability by...	being fair, accountable and transparent in all its planning, processes and policies;
	protecting all members of the school community regardless of gender, status or difference, by making safety and security a shared priority and responsibility.
Prioritizes empowerment through teaching and learning by...	integrating human rights into all aspects of teaching and the curriculum;
	working to empower all students to reach their full potential through education, in particular those students who are marginalized due to their gender, status or difference;
	empowering students and staff to become active members of a global community, sharing their knowledge, understanding and learning with others and taking action to create a world where human rights are respected, protected and promoted.

How did it start?

The Human Rights Friendly Schools project was developed by Amnesty International within the context of the United Nations World Programme for Human Rights Education. The project developed out of Amnesty International's experience working on formal education, implementing human rights education activities such as teacher training and extra-curricular 'Human Rights Clubs' in schools. Building on these activities and its relationships with schools, Amnesty International started to implement the Human Rights Friendly Schools project in 2009 based on a whole school approach and founded on the belief that by increasing knowledge and changing attitudes and behaviours in entire communities, a global culture of human rights becomes possible.

How does it work?

The Human Rights Friendly Schools project is implemented by schools, with the involvement of the whole community and support from Amnesty International. The school has full creative control over how to integrate human rights, taking into account the framework of the national educational system and the social and cultural context in which it is situated.

As with CFS and RRS, it is a flexible model which is adapted to fit particular contexts. Nevertheless, a typical process might involve the following steps.

1. At the country level, contact is made between the national Amnesty International section and one or more schools. The approach may be initiated from either side.
2. The school decides, with the support of Amnesty International, if the project is right for the school.
3. Agreement is secured from the school leadership.
4. A Human Rights Friendly Schools Project Working Group is set up, with representation from students, teachers, non-teaching staff and parents. The Working Group is in charge of project planning, implementation, monitoring and evaluation and is the main point of contact with Amnesty International.

5. Awareness of the project is raised among students, teachers and the whole school community. The whole school community undertakes a self-assessment activity to map out the human rights situation in the school, often using the 'Human Rights Temperature Activity'.
6. The school develops a vision for becoming Human Rights Friendly, stating the main goal of the school.
7. The school develops an Action Plan: Amnesty International supports the school to develop a logical framework-type action plan, based on the school's wishes and capacity. The action plan sets out indicators and activities in order to integrate the 10 Global Principles into the four key areas of school life (governance, relationships, curriculum and extra-curricular activities, and school environment). Amnesty International provides guiding questions and suggestions on how to make changes in each of the four key areas.
8. Activities are implemented throughout the year. The component of education for rights can be linked to Amnesty International campaigns, taking advantage of the organization's strong advocacy messaging. For example, students might invite members of the wider community to take part in a debate on the death penalty. Amnesty International staff, supported by interns and volunteers, remain available for guidance throughout the year.
9. At the end of the year, the school undertakes a self-assessment using monitoring and evaluation tools developed for the schools. This is fed into a participatory, visual tool to measure the activities implemented and the changes seen.
10. The end-of-year assessment feeds into the revised action plan for the following year. In countries with more than one school involved in the Human Rights Friendly Schools project, a national network may be established to facilitate peer mentoring, joint trainings and competitions. Amnesty International Secretariat compiles a newsletter for the global network every two months, sharing case studies, project examples and other information.

Lessons learned

- The format of the project, using an action plan developed by the school itself, ensures the school's ownership of the project as school members identify their needs, the areas of work and the activities they want and are able to implement throughout the year. Amnesty International works in partnership with schools and provides guidance ensuring the school feels supported.
- Ownership and buy-in of the school leadership are essential, as is the establishment of a good, fully representative working group.
- It is helpful to clarify respective Amnesty International and school roles and responsibilities in a transparent and comprehensive memorandum of understanding.
- Training for teachers on how to teach in a rights-respecting way and how to integrate human rights into the curriculum is important and greatly appreciated.
- The more a school learns about human rights, the more self-critical they may become. A school may therefore judge itself more harshly in self-assessments as the years go by, even though they make increasingly good progress.
- Inter-country school exchange visits are very useful but are resource intensive.
- National networks are working well.
- The project is exploring ways to maximize opportunities for horizontal sharing of information through information and communication technologies.
- Translation to and from local languages requires resources and coordination in order to maximize cross-fertilization of learning between countries.
- There is currently no global lobbying strategy in relation to government engagement, but in many countries national authorities have been invited to participate in school events and this has led to dialogue about expanding the project to more schools, and ways to integrate human rights into the curriculum.

For further details, see Amnesty International, 'Becoming a Human Rights Friendly School: A guide for schools around the world', Amnesty International, London, 2012, <www.amnesty.org/en/library/info/POL32/001/2012/en>, accessed 19 July 2013.

Appendix 8. UNICEF principles for working with curriculum⁵

Principles for working with curriculum	<p>Principles for curriculum design</p> <p>1. Curriculum is a process, not just textbooks and other learning materials. It includes the intended, taught and learned curriculum.</p>
The intended curriculum	<p>Principles for curriculum design continued</p> <p>2. National goals for education need to be linked with national assessment, students' learning outcomes, school curriculum and teacher training curricula.</p> <p>3. Curriculum needs to extend beyond an emphasis on acquiring fact-based knowledge to include skills, attitudes and values.</p> <p>4. Curriculum must specify adequate instruction time for basic subjects, especially language development and mathematics in primary grades.</p> <p>5. Professionals with current teaching experience need to be involved at all levels of writing, developing and evaluating curriculum.</p> <p>6. Curriculum should be widely validated by parents, community members, teachers, ministries across sectors and the business community. This will build understanding, support and confidence in schools and teachers.</p> <p>Textbooks and materials</p> <p>7. Textbooks need to follow the clear, well-organized scope and sequence of the curriculum and to be available when a new official curriculum is published.</p> <p>8. Textbooks and materials need to be piloted before they are distributed widely.</p> <p>9. National investments need to make provision for updates and changes to textbooks and learning materials.</p> <p>Curriculum review and evaluation</p> <p>10. The curriculum review and development cycle must proceed expeditiously to ensure that the curriculum is relevant and current. For example, a 10-year cycle is too long.</p> <p>11. Effective curriculum evaluation examines and makes judgments on the value of intended, taught and learned curriculum according to pre-set standards. Summative evaluation should precede curriculum revision.</p> <p>Curriculum integration</p> <p>12. Curriculum needs to be responsive to emerging issues as they arise, for example, life skills approaches, whether they relate to HIV/AIDS prevention, Environment Education, Peace Education, or Education for Development. It will often be necessary to incorporate new agendas into curriculum.</p> <p>Teaching and teacher education</p> <p>13. Student achievement is enhanced if students first become literate in their mother tongue, but investments in first language texts of increasing complexity may be prohibitively expensive. Whatever the languages policy may be, however, teaching must be effective for students to achieve.</p>

⁵ United Nations Children's Fund, *Curriculum Report Card*, pp. 7–8. The table format aligning the principles with the three dimensions of the curriculum has been adapted for this Toolkit.

The taught curriculum	<p>Teaching and teacher education continued</p> <p>14. Curriculum also consists of how the teacher teaches and makes links with what children already know. Direct improvement of teaching and learning at the classroom level can contribute to better learning outcomes, even in the face of a less than optimal curriculum.</p> <p>15. Teacher education and professional development need to include a curriculum development focus that helps teachers understand both curricula content and the processes involved in supporting learning (for example, how to teach reading and writing and how to assess student learning).</p>
The learned curriculum	<p>Learning outcomes</p> <p>16. The curriculum development process is most effective when learning outcomes and performance standards are established first and then linked to what teachers must do to ensure that learning takes place.</p> <p>17. Learning outcomes should describe what children should know and can do, and they should be observable in the course of classroom life through a variety of mechanisms. Learning outcomes, not written tests, should drive the curriculum.</p> <p>18. Establishing clear learning outcomes provides the context for practical assessment.</p> <p>Assessment</p> <p>19. Assessing student ability to perform specific learning outcomes needs to be viewed as a tool which helps teachers to know whether learning is occurring or not.</p> <p>20. Assessment is more than testing children’s understanding. It also involves assessing the entire educational system’s ability to provide learning opportunities for children.</p>
Curriculum change	<p>Curriculum change</p> <p>21. System-wide support is necessary for true curriculum change, especially for change at the most important level, the classroom.</p>

Appendix 9. Tool to map out the intended curriculum in my country

PART A: OVERVIEW – to map out the extent to which spaces already exist where child rights education (CRE) already is, or can be, included in cross-cutting or distinct topics like human rights education (HRE) or citizenship education, and/or in flexible class or whole school meetings.

ISCED Level ⁶ ▶		0: early childhood educational development	0: pre-primary education	1: primary	2: lower secondary	3: upper secondary
Age ▶		0–2	From 3 to start of primary education	From 5–7 to 10–12	From 10–13 to 14–16	From 11–14 to 17–20
1	HRE/CRE is highlighted as a 'principle' or 'approach' in official education policy					
2	a. HRE/CRE is a cross-cutting theme across all subjects (either as a cross-cutting theme in its own right or as a dimension of a broader cross-cutting theme such as 'ethics' or 'relating to people')					
	b. Teachers are trained how to teach HRE/CRE as a cross-cutting theme					
	c. Guidelines exist to help teachers integrate HRE/CRE into all subjects as a cross-cutting theme					
	d. The proportion of time to be allocated to HRE/CRE as a cross-cutting theme is specified					
3	HRE/CRE is a separate subject in its own right					
4	HRE/CRE is mentioned explicitly in relation to other specific topics (e.g. history, social studies, etc.: specify which)					
5	Related, distinct subjects exist like 'citizenship education' or 'learning to live together'/'global solidarity'/'moral education' ⁷					
6	There are regular 'whole school', 'whole class' or 'whole year group' meetings with a flexible/open agenda (for example, assemblies, free class time) into which CRE can be integrated					
7	HRE/CRE is formally assessed as a student learning outcome/competency/examination subject					
8	a. % of the curriculum which is developed at the national or central level (or state/provincial level in federal/provincial systems)					
	b. % of the curriculum which is developed at the local level (local education authority or individual schools)					
9	a. % of the curriculum which is compulsory (non-negotiable)					
	b. % of the curriculum which is flexible (left to the discretion of individual schools)					

⁶ International Standard Classification of Education (ISCED). For more details on the revised ISCED Levels that governments will start to report against from 2014 see United Nations Organization for Education, Science and Culture, *Revision of the International Standard Classification of Education (ISCED)*, General Conference 36th session, UNESCO, Paris, 2011, Sections 100–103, 122, 141 and 164 <www.uis.unesco.org/Education/Documents/UNESCO_GC_36C-19_ISCED_EN.pdf>, accessed 19 July 2013.

⁷ i.e. there is a distinct subject area that lends itself easily to having CRE integrated into it, even if CRE/HRE does not exist as a subject in its own right.

PART B: SUBJECT MAPPING – to map out subjects taught at different levels, and the proportion of time allocated to each, in order to identify how CRE can be integrated across all curriculum subjects and/or prioritize particular subjects for the development of resources, showing how CRE can be integrated into, for example, maths or languages at different levels.

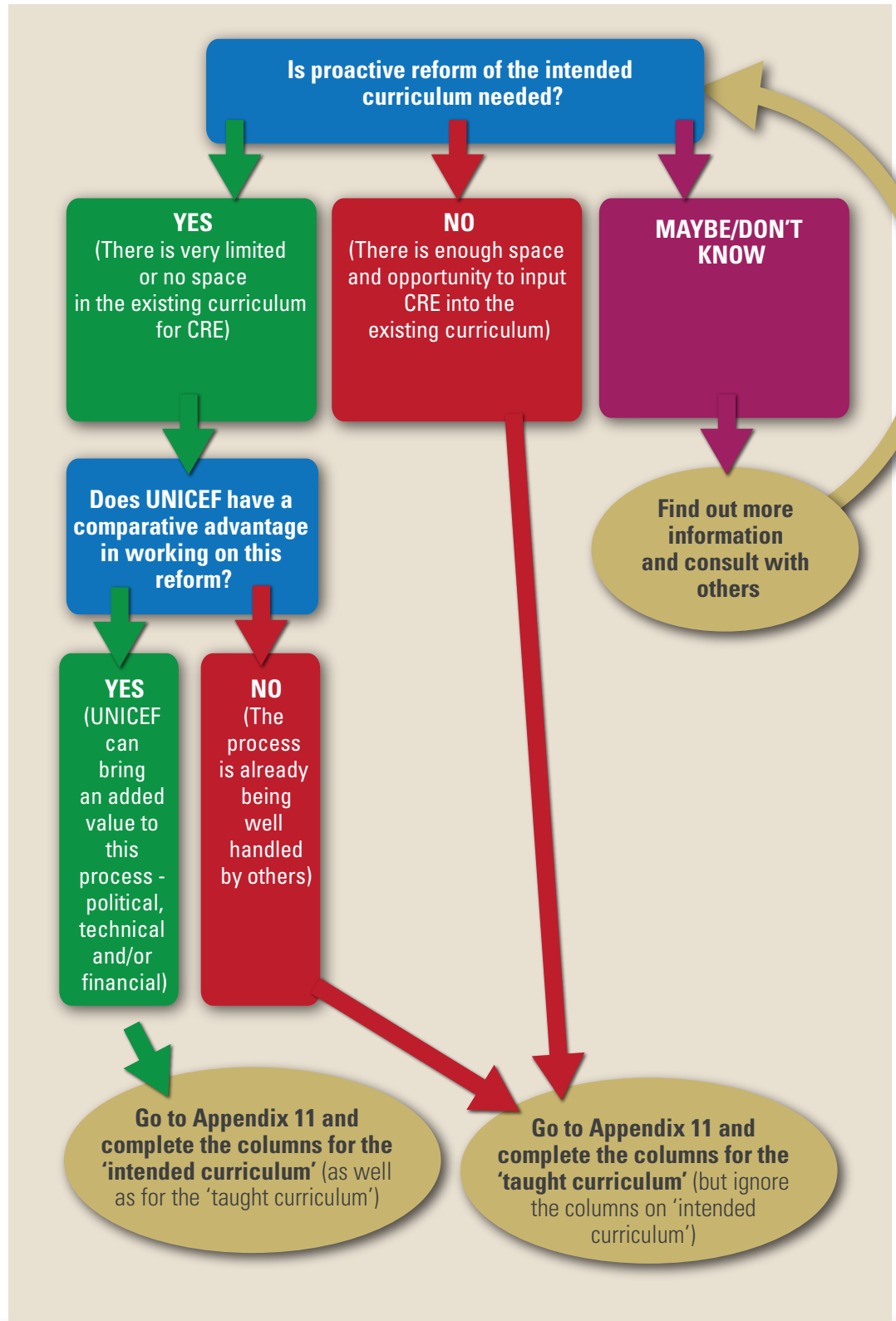
- If the education system in your country is complex, you may decide to focus on the most common type of education (in terms of enrolment), or on compulsory education only. Alternatively, you may decide to complete multiple versions of the table for different aspects of the system or decide that, given the complexity, subject mapping is not a useful exercise at all. Examples of ‘complex’ education systems include decentralized administrations or those in countries where there are a wide range of academic, technical and vocational education and training options, particularly at the secondary level.
- Adapt the list of subjects in the table as necessary for your country context. For example, some subjects may be combined (such as ‘national language and literature’; geography may be considered a part of social sciences; or information and communication technologies (ICT) may be integrated across many subjects, etc.). Subjects may also be cross-cutting, stand-alone or elective at different ages.
- **Simple version:** check/tick or shade the cells which apply.
- **Complex version:** write in each relevant cell the time allocated to each subject at different levels.⁸

ISCED Level ▶		0: early childhood educational development	0: pre-primary education	1: primary	2: lower secondary	3: upper secondary
Age ▶		0–2	From 3 to start of primary education	From 5–7 to 10–12	From 10–13 to 14–16	From 11–14 to 17–20
1	Integrated subjects/learning areas (especially younger ages)					
2	National language (including literacy)					
3	National literature					
4	Mathematics					
5	Science					
6	ICT					
7	History					
8	Geography					
9	Social sciences					
10	Modern foreign languages					
11	Art and design					
12	Music					
13	Physical education					
14	Social studies					
15	Religious education					
16	Moral education/ethics					
17	Citizenship					
18	Other (specify)					

⁸ Time allocation is often expressed as percentage of overall curriculum, number of hours per week or number of teaching periods per week. Adapt as relevant for your country context.

PART C: PLANNING – based on Parts A and B, follow the flowchart to determine whether proactive reform of the intended curriculum is needed in the first place, and if so, whether UNICEF has a comparative advantage in working on this reform.

1. Using a coloured pen, circle areas in the tables in parts A and B **where CRE/HRE already exists**.
2. Using a different coloured pen, circle areas in the two tables where there is a **strong possibility** of getting CRE into the curriculum.
3. (Optional) Using a third coloured pen, circle areas in the two tables where there is a **medium (less strong) possibility** of getting CRE into the curriculum.
4. Based on this mapping, follow the flowchart below.



Appendix 10. Mapping out the gaps: Current and future work on child rights education in relation to the curriculum and learning environments

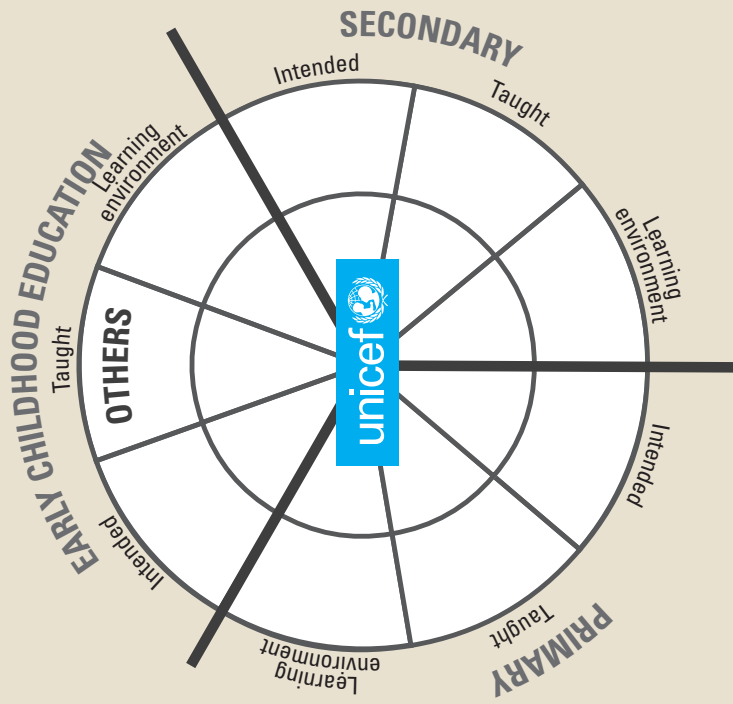
Instructions:

1. Print off the following page.
2. On the left hand side ('current work'), think about where UNICEF is already working on child rights education (CRE).
 - Is it in early childhood education, primary and/or secondary schools? Identify the correct third(s) of the circle.
 - Within each of these settings, is UNICEF working on the intended curriculum, the taught curriculum and/or transforming learning environments? Identify the correct slices of the circle within each third.
 - How effective is this work in each of these relevant areas? Strong, medium or weak? Identify whether the shading needs to be strong, medium or weak.
3. In the inner, blue circle (which represents UNICEF's work), shade in the areas where UNICEF is already working on CRE either strongly (to represent strong/effective work), medium strongly or very lightly (to represent weaker implementation/effectiveness).
4. Leave the areas where UNICEF is not working blank.
5. Repeat the exercise in relation to work that others are doing in the outer circle, consulting them as necessary.
6. Repeat the whole exercise from the beginning on the right-hand side ('what is desirable and realistic in 5 years' time') as a visioning exercise. Which areas do you want to strengthen? Will you be able to expand the types of settings you are working in? Should you be strategically withdrawing from a particular area if there are already others working well there? Etc.

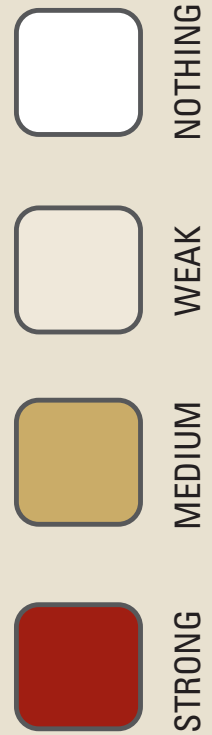
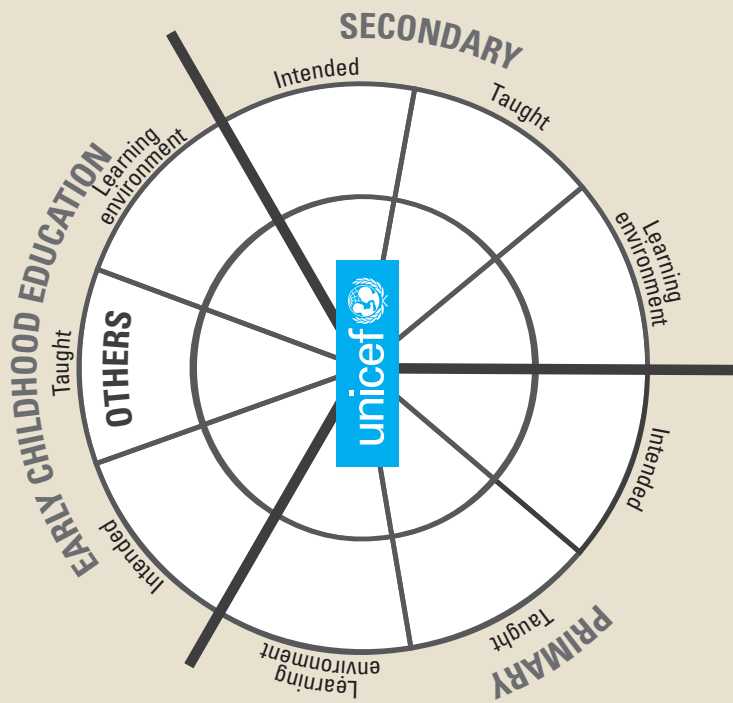
Top tip: the exercise can be done using tracing paper to map out the work of different actors over different periods of time. By superimposing the tracing paper sheets over the diagram, the gaps can then be easily identified. The aim would be eventually to have all segments of the circle strongly shaded, indicating that good work is or has been done in all areas of the curriculum and learning environments at all levels.

See Section 6.5 of the main Toolkit ('How can I plan my work on CRE more strategically?') for an example of a completed exercise.

**WHAT IS DESIRABLE AND REALISTIC
IN 5 YEARS**



CURRENT WORK



Appendix 11. Detailed tools for planning child rights education work

Adapt column or row headings to suit your context. From the previous tools, you should now have an idea of which area you are best suited to work on, based on the country context and UNICEF capacity: in other words, where there is a need, where there are gaps left by others and where UNICEF has a comparative advantage or added value to contribute. *You therefore only need to complete the columns and questions that are relevant to your particular context.*

1. **Who else is working on reform of the intended and taught curriculum, transforming learning environments and broader upstream education policy?** (Insert either '✓', or 'Yes'/'No'/'?', or more detailed notes as preferred.)

	Intended curriculum	Taught curriculum	Transforming learning environments	'Upstream' education policy
Government (specify who)				
Intergovernmental organization (specify)				
Regional bodies (e.g. Council of Europe, African Union, Organization of American States) (specify)				
Bilateral cooperation agency (specify)				
Teacher associations/unions (specify)				
Academic institutions (specify)				
Non-governmental organizations (NGOs) (specify)				
Faith-based organizations (specify)				
Parents' groups				
Children/youth groups				
Other (specify)				

2. **In the table in Q1, mark in different colours:**

- who you are already working with
- who you could potentially work with.

3. **Referring back to Appendix 5** ('Mapping tool for education systems: Tool 2 – Stakeholder relationships and entry points for advocacy and capacity building') consider the following questions.

- Who is responsible for developing the intended curriculum for general education?** In other words, who are the decision-makers? (Insert either '✓', or 'Yes'/'No'/'?', or more detailed notes as preferred.)
- Is this the same for all education settings** (early childhood education (ECE), primary and secondary schools)? Are there any additional, specific stakeholders responsible for issues relating to children with disabilities or children from other marginalized groups (indigenous, ethnic or linguistic minorities, children in street situations etc.)?
- Is the process participatory?** Are children, parents and other stakeholders being consulted?

Development of intended curriculum						
	Leading role	Coordination role	Consultative role	Support role	Formal approval	Additional comments
Central/national government (e.g. Ministry of Education)						
Ad hoc high-level committee/ commission						
Specialized national institute for curriculum development						
Provincial government (in a federal system)						
Local education authority						
Local school board						
Specialized agency						
Inter-agency task force						
Teacher associations/unions						
Academic institutions (specify)						
NGOs (specify)						
Faith-based organizations (specify)						
Parents' groups						
Children/youth groups						
Intergovernmental organizations (specify)						
Regional bodies (e.g. Council of Europe, African Union, Organization of American States) (specify)						
Bilateral cooperation agency (specify)						
Other (specify)						

4. **How often is policy and practice reviewed in relation to the intended curriculum, the taught curriculum, the learning environment and upstream education policy?** (Insert, for example, number of years, 'it depends', 'ad hoc', 'following new legislation', etc., as appropriate.) Is this the same for all education settings (ECE, primary and secondary schools)?

Intended curriculum	Taught curriculum	Learning environment	'Upstream' education policy	Additional comments

5. a. **When was the intended curriculum, the taught curriculum, the learning environment and upstream education policy last reviewed?** (In other words, when does the current policy date from?)
b. **When are they next due for review/updating?** (Insert, for example, number of years, 'it depends', 'ad hoc', 'following new legislation', etc., as appropriate.)
c. **Are there any other specific opportunities for reviewing or updating the policy and/or curriculum outside of the official review dates** (such as political elections, as a response to research findings, at the request or pressure of teachers' associations/unions, and so on)?
d. **Is this the same for all education settings** (ECE, primary and secondary schools)?

	Intended curriculum	Taught curriculum	Learning environment	'Upstream' education policy	Additional comments
a. Last updated					
b. Due for review					
c. Ad hoc opportunities					

6. **How are the intended curriculum, the taught curriculum, the learning environment and upstream education policy reviewed?** What steps are involved? (Insert, for example, '√' or '?'.) Is this the same for all education settings (ECE, primary and secondary schools)?

	Intended curriculum	Taught curriculum	Learning environment	'Upstream' education policy	Additional comments
Internal government working group					
Open public consultation with stakeholders (specify who)					
Series of consultation meetings with selected representatives from stakeholder groups (specify who)					
Outsourced to an academic or specialized agency (specify who)					
Accept written submissions from stakeholder groups (specify who)					
Draft produced					
Draft circulated for comment (specify who to)					
Draft revised and finalized					
Other (specify)					

7. Analyse the steps.

- a. In what order do these steps (from Q6) take place?
- b. Is there an opportunity to input into any of these steps, either directly (as UNICEF) or indirectly (via another stakeholder)? (Insert 'Yes'/'No'/'?'.)
- c. When will this step take place? (Insert date.)
- d. Who else from Q1 could do this on your behalf or who could you work with for each step?
- e. Any other comments?

	a. Step	b. Opportunity to input?		c. When?	d. Who else?	E. Comments
		Directly?	Indirectly?			
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

8. Develop the information in Q7 into an action plan (adapt format as necessary). (Refer also to Sections 3.5 and 3.6 in the main Toolkit on advocacy and capacity building for more guidance.)

	a. Step	b. Who is responsible?		c. By when?	d. Resources needed	e. Comments/ how to overcome obstacles
		UNICEF (specify name)	Other (specify)			
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

Appendix 12. Sample self-evaluation form for schools taking part in a pilot rights respecting schools project (UNICEF Germany)

School name	
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Active participants in the project should fill in the questionnaire as a group. For each question, please give your assessment of the situation at the current time, on a scale of 0 to 10.

1. Development progress

Please evaluate the progress of the development process of the implementation of children's rights in your school.

We are still at the beginning of development	0	1	2	3	4	5	6	7	8	9	10	Our development process is already complete
--	----------	---	---	---	---	----------	---	---	---	---	-----------	---

What do you think your **colleagues'** opinion of it is?

We are still at the beginning of development	0	1	2	3	4	5	6	7	8	9	10	Our development process is already complete
--	----------	---	---	---	---	----------	---	---	---	---	-----------	---

2. The goals

Please evaluate how far you think the goals of the project have been achieved.

We did not succeed in establishing children's rights as an integral part of lessons .	0	1	2	3	4	5	6	7	8	9	10	Children's rights are a continuing integral part of lessons .
--	----------	---	---	---	---	----------	---	---	---	---	-----------	--

Making children's rights known to all students was not successful.	0	1	2	3	4	5	6	7	8	9	10	All students have come to know children's rights through lessons and project work.
---	----------	---	---	---	---	----------	---	---	---	---	-----------	---

Making children's rights known to all teaching staff was not successful.	0	1	2	3	4	5	6	7	8	9	10	All teaching staff have come to know children's rights through lessons and project work.
---	----------	---	---	---	---	----------	---	---	---	---	-----------	---

Making children's rights known to all parents was not successful.	0	1	2	3	4	5	6	7	8	9	10	All parents have come to know children's rights through project work, celebrations etc.
--	----------	---	---	---	---	----------	---	---	---	---	-----------	--

How well do you think the goals of the pilot project have been reached within the school **staff**?

The participation of staff in creating a rights respecting school was not achieved.	0	1	2	3	4	5	6	7	8	9	10	The participation of staff in creating a rights respecting school was comprehensive.
--	----------	---	---	---	---	----------	---	---	---	---	-----------	---

How well do you think the goals of the pilot project have been reached within the **parent body**?

The participation of parents in creating a rights respecting school was not achieved.	0	1	2	3	4	5	6	7	8	9	10	The participation of parents in creating a rights respecting school was comprehensive.
--	----------	---	---	---	---	----------	---	---	---	---	-----------	---

Please evaluate the **quality of cooperation** between the school and its partners.

All interest groups are following their own ideas. There is no cooperation.	0	1	2	3	4	5	6	7	8	9	10	All interest groups cooperate closely and mutually agree on all measures.
---	----------	---	---	---	---	----------	---	---	---	---	-----------	---

3. Energy

Please evaluate the level of energy with which you and your colleagues are moving towards a rights respecting school.

During the project, colleagues have not received any motivation to engage in the topic.	0	1	2	3	4	5	6	7	8	9	10	We are highly motivated to further strengthen our school as a rights respecting school.
---	----------	---	---	---	---	----------	---	---	---	---	-----------	---

4. Current level of acceptance

Please evaluate **your** willingness for change.

As active participants in the project, we are happy with the status quo and do not wish further changes.	0	1	2	3	4	5	6	7	8	9	10	As active participants in the project, we see a great chance for the establishment of children's rights in our school and, in the future, are open to, and ready for, further changes.
--	----------	---	---	---	---	----------	---	---	---	---	-----------	--

What do you think is the opinion of the majority of your **colleagues**?

We do not wish to change the status quo.	0	1	2	3	4	5	6	7	8	9	10	We see a great chance for the establishment of children's rights in our school and, in the future, are open to, and ready for, further changes.
--	----------	---	---	---	---	----------	---	---	---	---	-----------	---

5. School climate

Please evaluate how the school climate has changed as a result of the project.

Among the students , nothing has changed regarding communication, behaviour and resorting to violence as a result of the project.	0	1	2	3	4	5	6	7	8	9	10	Among the students there has been a very positive development in communication, behaviour and attitude to violence through the focus on children's rights.
--	----------	---	---	---	---	----------	---	---	---	---	-----------	---

The attention to children's rights has had no impact on the communication of the staff .	0	1	2	3	4	5	6	7	8	9	10	Through the joint attention to children's rights, communication of the staff has noticeably improved.
---	----------	---	---	---	---	----------	---	---	---	---	-----------	--

6. School development

Please evaluate the implementation of children's rights into the structure of the school programme.

We don't consider it necessary to implement children's rights in the school programme structure.	0	1	2	3	4	5	6	7	8	9	10	We have taken children's rights into the core of our programme and therefore ensure that they remain a key part of the school's development process.
--	---	---	---	---	---	---	---	---	---	---	----	--

7. Project resources

Please evaluate the resources offered by the pilot project.

The network meetings have been of no use to us and, due to the high time commitment, were rather tiresome.	0	1	2	3	4	5	6	7	8	9	10	The network meetings were highly informative and the exchange was essential in supporting us in the project's development.
---	---	---	---	---	---	---	---	---	---	---	----	---

The training opportunities were of no use to us and, due to the high time commitment, were rather tiresome.	0	1	2	3	4	5	6	7	8	9	10	The training opportunities were essential to developing our competence in the area of children's rights.
--	---	---	---	---	---	---	---	---	---	---	----	---

The work materials were of no particular use to us and could not be applied.	0	1	2	3	4	5	6	7	8	9	10	The work materials were put to full use.
---	---	---	---	---	---	---	---	---	---	---	----	---

The project newsletter and the website were of no use to us.	0	1	2	3	4	5	6	7	8	9	10	The project newsletter and website were highly informative and supported us in the project development.
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Thank you for your cooperation!

Frankfurt, April 2012



