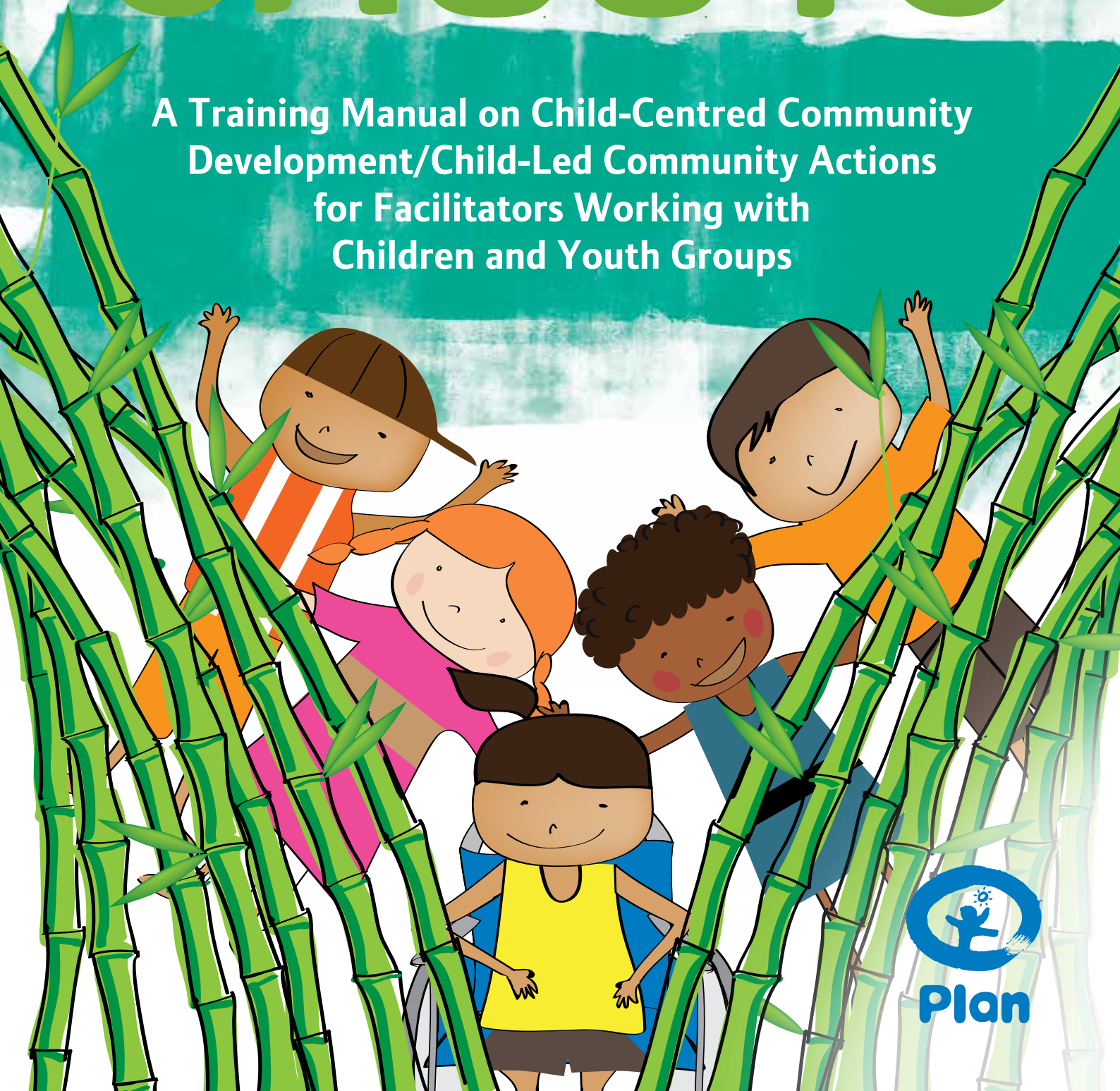


BAMBOO SHOOT

A Training Manual on Child-Centred Community
Development/Child-Led Community Actions
for Facilitators Working with
Children and Youth Groups





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FOREWORD

Growing up with Bamboo Shoots

An introductory word by the Regional Director of Plan Asia

Involvement of children in their own development is one of the essential principles embedded in the child rights framework. Child participation commences with birth: stepping into life opens countless opportunities for every child to learn, explore and gain formative experiences. Unfortunately, the lives of too many girls and boys remain reduced to sheer survival, deprived of this essential ingredient of childhood – turning them into passive objects of care.

Children's participation is a necessity – and more importantly, a right! – that reinforces the responsibility of us adults – whether parents, carers, teachers, or government officials – to invite children's opinions and act on their suggestions. Through their active involvement, children gain access to the realisation of their other rights and feel empowered and well-equipped for their journey into adulthood.

Children's participation has been identified as one of Plan's organisational cornerstones. We've been consistent in listening to children's voices, supporting their actions and helping them develop their full potential. On that path, we need to be competent and confident, and to this very end we are seeking to create practical tools that will contribute to our goal: to create more space for children in the world that they are inheriting while growing up and tracing their own paths.

The Bamboo Shoots manual opens opportunities for children to learn about their own rights and discover the beauty of their potential. Once acquired, this knowledge will help children step out of silence and inequality and into a life of dignity and self-realisation. It is my pleasure to recommend this tool for broad perusal and encourage all child-centred community development (CCCD) practitioners and facilitators to enrich their repertoire of skills with a range of techniques that will transform children's energy and perspectives into actions – actions that will help them grow as strong and flexible as bamboo stalks to meet the challenges of a world of constant change.

Myrna (Mingming) Evora
Regional Director
Plan Asia



PREFACE

Children are the bamboo shoots that will replace the mature bamboo stalks, adults. We, as adults, need to ensure that the bamboo shoots are given the space to grow – in an environment that will protect them and nurture them, for them to become the most flexible bamboo stalks when they reach maturity.

Bamboo Shoots: A Training Manual on Child-Centred Community Development/Child-Led Community Actions for Facilitators Working with Children and Youth Groups is an expression of Plan Cambodia's commitment to ensuring that the rights of children are protected, respected and fulfilled. It is a manual that contains a body of knowledge on rights-based programming and tools and techniques that are deeply rooted in international human rights and child rights principles.

The emphasis of the training is on practical actions that children will come up with following identification of the child rights violations – it therefore creates a platform for them to recognise and address issues affecting them directly. Children are the main actors in their own development, not just on the receiving end of development. Children can critically analyse their situation, including the factors that facilitate or hinder their development. Child-led actions can stimulate duty bearers in their responsibility to protect, fulfil and respect the rights of children.

Pedrito Sandy M. Fortuna

Acting Regional Programme Support Manager and former Country Director at Plan Cambodia



ACKNOWLEDGEMENTS

This manual was initiated by Plan Cambodia with close cooperation and intensive support from the Asia Regional Office (ARO), through the process in which sessions were developed in consultation with children and young people and practitioners working on children's rights and child participation issues. The material was initially piloted in early 2009 with children and the Programme Unit staff of Plan Cambodia. A consultative meeting was then held in Kathmandu, Nepal, where all the Child Rights Advisers from the region were asked to look at the material and make suggestions as to how it could be adapted so that it could be used throughout the global Plan community. The process was coordinated and supervised by the Asia Regional Office, which provided ongoing technical input and assistance.

It is with great pleasure that we acknowledge the invaluable support extended during the planning and compiling of Bamboo Shoots: A Training Manual on Child-Centred Community Development/Child-Led Community Actions for Facilitators working with Children and Youth Groups:

1. Pedrito Sandy M. Fortuna, Acting Regional Programme Support Manager and former Country Director at Plan Cambodia for reviewing and providing comprehensive input and reference materials for this manual;
2. Ms. Siv Senith, former Programme Support Manager and focal person on the development of human rights based approach to development (HRBAD) training manuals, Plan Cambodia, for her technical inputs on the various components of this manual;
3. Mr. Raša Sekulović, Regional Child Rights Programme Specialist, Plan Asia Regional Office, for outlining the conceptual framework of this manual and his valuable inputs on the contents and processes contained in this manual;
4. Mr. Seng Savuth, People and Culture Manager at Plan Cambodia, for providing comments on the conceptual framework, for lending reference materials (hard and soft copies) on Child-centered community development (CCCD) and HRBAD, and for overseeing the administrative aspects involved in the preparation of this manual;
5. Plan Cambodia staff who in one way or another contributed to this training manual on CCCD;
6. Plan Asia Child Rights Advisers, and other participants at the training workshop on children's participation (Kathmandu, September 2009) who offered invaluable contributions to the revision of the draft manual.



The need to develop tools supporting and facilitating realisation of children's right to participate at different levels and in all matters affecting them was identified at Training of Trainers (TOT) - Workshop on Human Rights Based Approach to Development organised by Plan Finland, Plan Norway and Plan's Asia Regional Office in Bangkok in December 2007. We would like to acknowledge the following individuals involved in the workshop who contributed important resources to this manual:

1. Ms. Lalaine Stormoken, the lead facilitator and author of the training materials, many of which were used as reference sources in this manual;
2. Ms. Patricia Ray for documenting and writing the TOT workshop report and modules;
3. Ms. Ruth Santisteban, Ms. Ann-Kristen Vervik and Ms. Judith Ennew for facilitating sessions and contributing key training materials and examples.

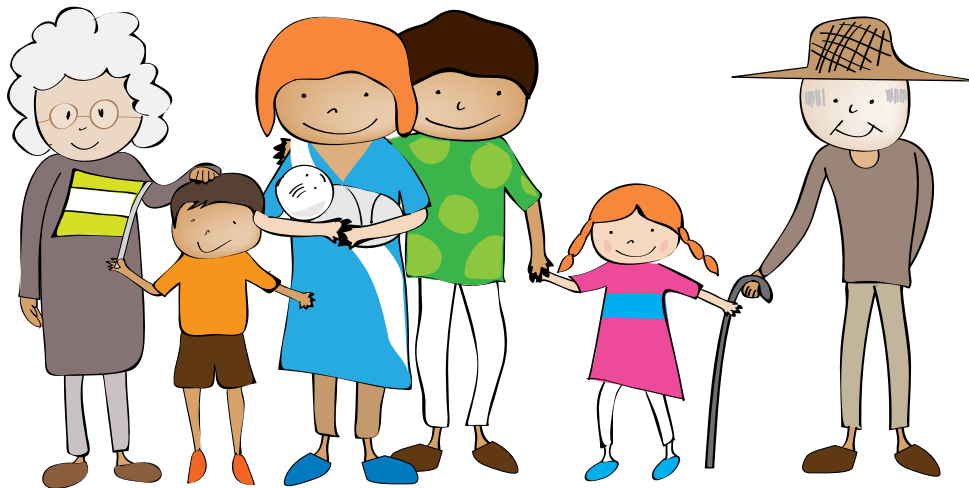
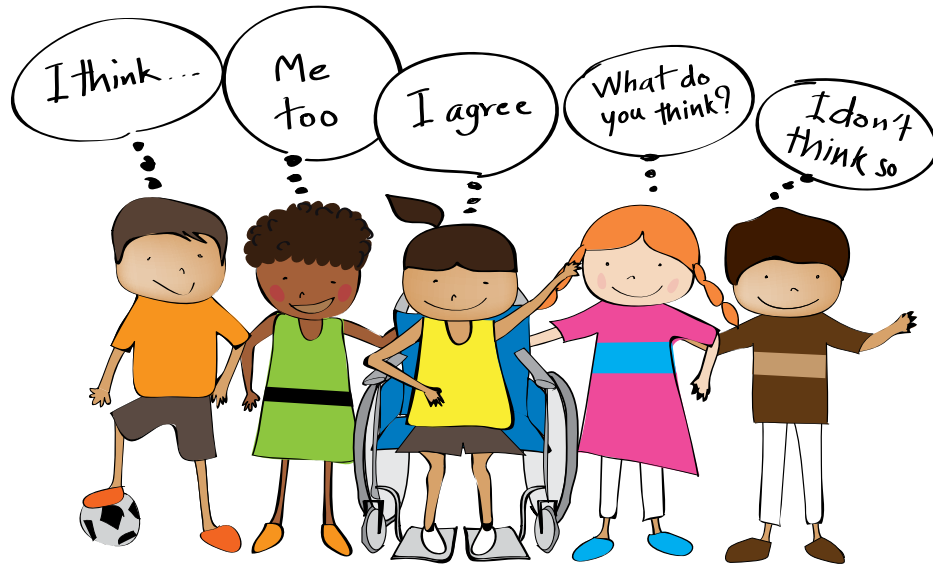
Special thanks go to Stephanie Delaney and Gary Autencio, consultants engaged in the design and compilation of this manual.



ACRONYMS

| | |
|---------------|---|
| CAT | United Nations Convention Against Torture (and Other Cruel, Inhuman or Degrading Treatment or Punishment) |
| CCCD | Child-centred community development |
| CEDAW | United Nations Convention on the Elimination of All Forms of Discrimination Against Women |
| CERD | International Convention on the Elimination of All Forms of Racial Discrimination |
| CG | Children groups |
| CLCA | Child-led community action |
| CR | Child rights |
| CRC | United Nations Convention on the Rights of the Child |
| CRMW | International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families |
| HRBAD | Human rights based approach to development |
| HR | Human rights |
| ICCPR | International Covenant on Civil and Political Rights |
| ICESCR | International Covenant on Economic, Social and Cultural Rights |
| NGO | Non-governmental organisation |
| OP | Optional protocol |
| OPAC | Optional protocol to the CRC on the involvement of children in armed conflict |
| OPSC | Optional protocol to the CRC on the sale of children, child prostitution and child pornography |
| UDHR | Universal Declaration of Human Rights |
| UN | United Nations |
| UNDP | United Nations Development Programme |
| UNCRC | United Nations Convention on the Rights of the Child – usually referred to as the CRC |
| UNICEF | United Nations Children’s Fund |
| WTO | World Trade Organization |







PART ONE

INTRODUCTIONS: BEFORE WE START...

Why the Training was Developed

This training was developed to promote and help ensure that children's rights are upheld by including children in the development of their communities. It was designed to help children develop their potential and create lasting positive changes in their lives by:

1. Increasing children's understanding of their rights as defined by the UNCRC

Providing relevant, accurate and age-appropriate information is an essential condition for the meaningful participation and involvement of children. The manual looks at the human rights framework with a particular emphasis on child rights. These are explored by understanding the concepts and then considering how these are put into practice.

2. Raising children's awareness of their rights and building their capacities to claim them

In addition to increasing the understanding of rights, the materials in the manual will help children explore how rights can be claimed.



3. Creating opportunities for children to recognise, identify and prioritise issues and problems or gaps in relation to child rights violations

After exploring the concept of rights, the manual provides various methods and practical exercises to help children identify child rights violations in their daily lives, understand the causes of these and propose practical solutions to address them.

4. Providing opportunities for children to influence agendas and action regarding identified and prioritised violations

A variety of techniques are given to assist children in exploring actions to address child rights violations. An 'action-oriented approach' is promoted, which gives specific opportunities for child-led activities.

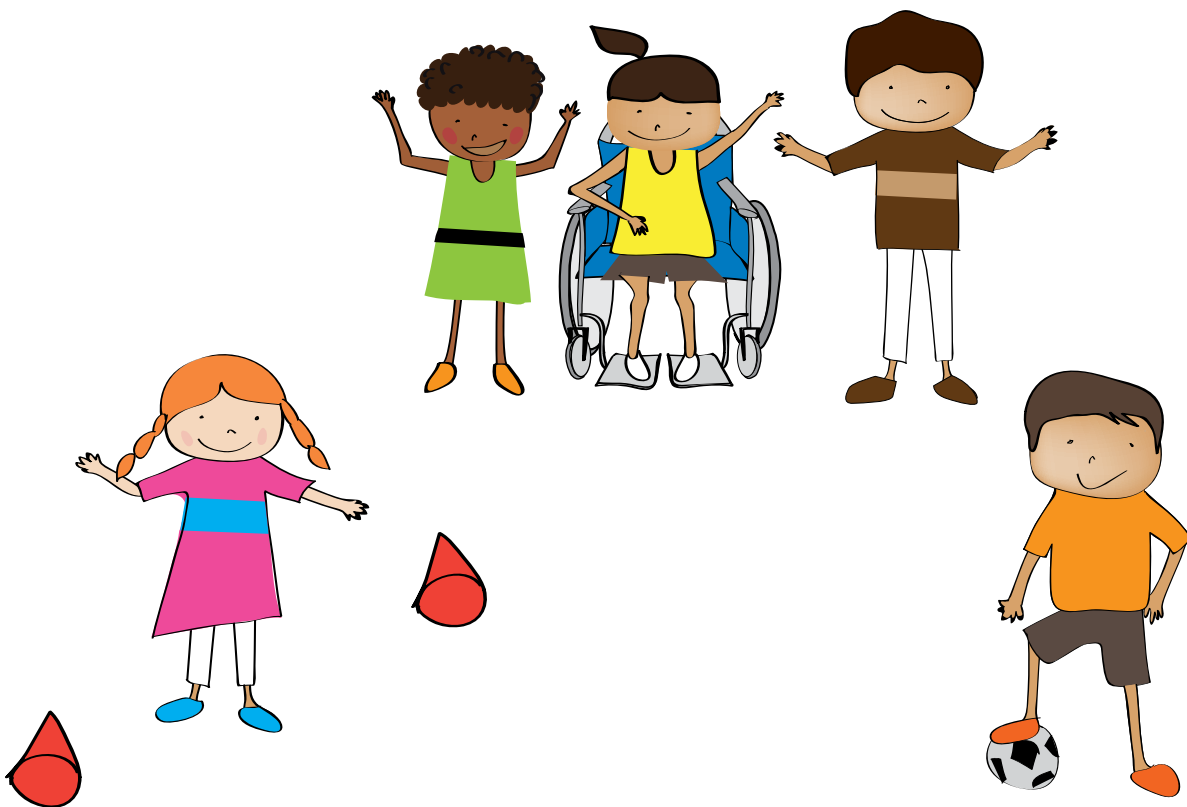
This is the initial version of the manual, and we hope it will be updated and strengthened by users' comments and suggestions for additional materials and activities. If you have any feedback, please contact Plan – Raša Sekulović, (Plan Asia Regional Child Rights Programme Specialist) at rasa.sekulovic@plan-international.org or asia.ro@plan-international.org

Purpose and Objectives of the Training

Overall, the training aims to build and strengthen the capacities of the children in analysing the situation regarding child rights in their communities and in pursuing appropriate solutions. This is done through child-led community action (CLCA), within the CCCD approach.

By the end of the course it is expected that children will:

1. acquire a better understanding of human and child rights and their relevance to their daily lives
2. be able to explain children's rights as defined by the UNCRC
3. gain an insight into the accountabilities as well as opportunities of duty bearers and rights holders to implement children's rights
4. give their perceptions of the problems and violations of human and child rights in their communities
5. propose solutions to the identified problems and specify the support needed from Plan to address these
6. identify other ways that children can be involved in Plan's work.



Format and Content of the Training

The training is based around three modules, which take six full days to complete. These can be run together, or spread over a number of weeks, perhaps as three weekends. It is recommended that each module is run as one complete unit (that is, two days at a time). Timings for each session are flexible and can be adapted, and have been based around a five-hour to six-hour training day.

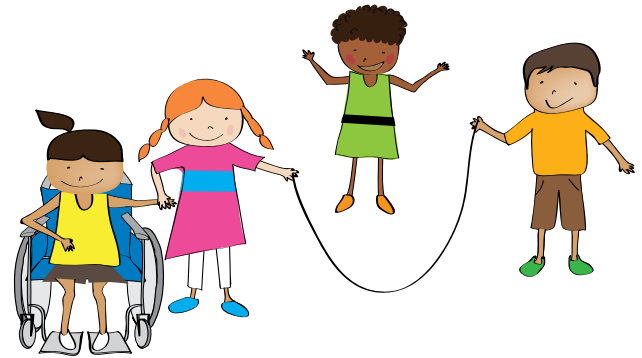
| | | |
|-----------------|---|---|
| MODULE 1 | Understanding Human and Child Rights | <p>DAY ONE:</p> <ul style="list-style-type: none"> • Getting to know each other and setting framework for course • Beginning to understand rights – definitions and principles and why they are important <p>DAY TWO:</p> <ul style="list-style-type: none"> • Duties and responsibilities in relation to child rights • Child participation – making sure everyone is included |
| MODULE 2 | Mapping, Analysing and Responding to Child Rights Situations | <p>DAY THREE:</p> <ul style="list-style-type: none"> • Making children's rights a reality – identifying and exploring gaps in fulfilling children's rights <p>DAY FOUR:</p> <ul style="list-style-type: none"> • Prioritising problems and violations of child rights • Developing an agenda for action – identifying and proposing solutions and practical activities |
| MODULE 3 | Towards Child-Led Community Action (CLCA) | <p>DAY FIVE:</p> <ul style="list-style-type: none"> • Understanding CCCD and child-led community action – and developing a plan <p>DAY SIX:</p> <ul style="list-style-type: none"> • Presenting the action plan to stakeholders • Workshop – summary and review • Goodbyes and follow-up activities |

The approach promoted in the training reflects a rights-based focus. It aims to be inclusive, interactive and child-friendly, with a positive, action-oriented approach. As people learn in different ways, we have included a variety of methods for presenting information and opportunities to learn, such as role playing and case studies – not only does this help children learn, but it also will help stop them from getting bored!

Selection of Participants and Facilitators

Participants

It is important that participants are selected on the basis of being children (under 18 years old). No child should be excluded because of a disability or other reason, such as lack of education. If it is felt that the child will not be able to participate, for example because they will not be able to take part in an activity due to a physical disability, then the exercise should be changed or additional support given so that the child can be included.



Very occasionally, and in special circumstances where there are strong taboos about the mixing of older children for cultural or religious reasons, it may be appropriate to run separate workshops for boys and girls, but this should generally be avoided.

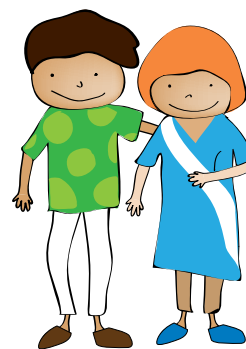
It is necessary to carefully consider the age range in each group as children have more in common the closer they are in age. A maximum range of three to four years in a group is advisable, if possible. This also means that activities can be designed or adapted to appeal to the age of the children. The materials presented in this course are suitable for older children (12 years plus), although they could be revised to suit younger children.

Another issue to think about is the number of children attending the workshops. It is difficult to work with more than 20 children in a session. While it is good to have enough children so that there is an exchange of ideas, it is equally important to make sure that there is time and space for everyone to participate and have their voice heard. If a lot of children want to participate, a better idea may be to hold two or three training sessions at the same time (if possible) and separate the children into groups.

Children's participation must be voluntary. They should be told in advance what the workshop is about and what is its purpose. Nobody should be 'made' to attend (although children who are shy may need to be encouraged). Children should also be free to leave or to not attend the follow-up sessions. If children decide, however, that they do not want to continue, it is always useful to ask why. Many times, the reasons why children are unhappy about attending can be easily solved.

Facilitators

When selecting trainers, it is important to remember that their role is to facilitate the involvement and learning of the participants. It is useful to consider the qualities of a good facilitator and decide if the potential trainer has most, if not all, of these. Sometimes people want to facilitate courses for children because they are enjoyable – this does not mean that they are the right people for the job!



A good facilitator for running training sessions with children:

- Is a good listener and is able to respond to participants' needs and to situations as they arise
- Is sensitive and helps all children feel safe, respected and valued
- Creates a warm and inviting atmosphere where everyone feels welcomed
- Does not discriminate, even if he/she finds some participants more likeable than others
- Encourages and actively facilitates participation on the part of everyone – brings in quiet children when appropriate and asks loud and dominant participants to keep quieter when necessary. A tip for doing this is to ask more dominant children to take on the role of supporting and looking after quieter children.
- Remembers that sometimes a child does not want to participate initially but later becomes active and engaged. Being patient, giving gentle encouragement and allowing children to take their own pace normally works!
- Notices children's learning and increasing skills and gives feedback on this to encourage confidence
- Is aware of the energy levels of the children and, if they seem tired because they have been working hard or they are getting restless and bored, stops what they are doing and plays an energiser or takes a break
- Is able to motivate and actively challenges participants to think
- Provides guidance and leadership as necessary (for example, making sure that the timetable is followed or adapted appropriately if necessary) but is not dominant and does not need to be the centre of attention
- Is ready to refer children to suitable sources of help and support – and does not think he/she needs to know everything or be the expert
- Comments on behaviour rather than a particular child and does not judge too quickly
- Is flexible and able to adapt to the needs of participants but at the same time keeps in mind the time and purpose of the course
- Keeps a sense of the whole workshop in his or her head and is able to guide participants through it, making links as appropriate
- Uses any trainer's manual flexibly and adapts it to fit local circumstances and the needs of the particular group (the dynamics of each group will be different)
- Models the behaviour expected by the participants and sticks to any agreement or ground rules made by the group
- Is organised and makes sure that all practical arrangements have been made
- Has a sense of humour and fun

If possible, two or three facilitators (with a mix of male and female trainers) should work with each group, as this increases the chance of being able to develop a good relationship with the children. This also helps if there is a problem, as one of the facilitators can work to resolve it while the other carries on with the session.

Where the course is spread over a number of weeks and not run as a six-day block, keeping the same workers (or at least one) with the same groups of children will help with continuity and trust.

NOTE: Please remember that while we have tried to make the manual as user-friendly as possible, and to give lots of tips and ideas to trainers, no manual can be a ‘magic pill’ and provide all the answers to every situation. The skills of the facilitators will be important to ensure the success of the training.

Working with groups is a skill that takes time to learn and practice. It helps if newer trainers have the chance to run the training the first few times with another trainer who is more experienced and confident.

Practical Considerations

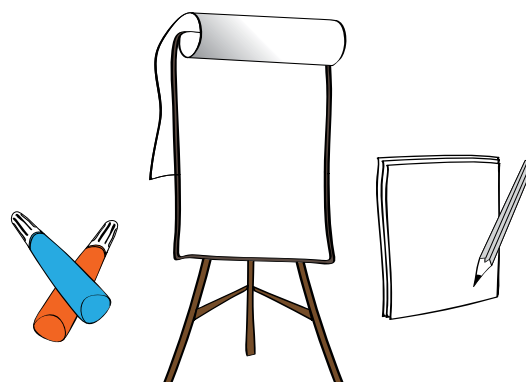
One of the headaches of arranging a workshop can be making the practical arrangements. Often the situation is not ideal, and compromises are necessary in terms of what is available. Here are some things to consider:

- If possible, try and agree on meeting times and places with children according to their constraints and wishes. Where do they feel comfortable to meet? And when is it a good time for them? This may be especially important for children who are working.
- Ideally, try and find a suitable venue where there is plenty of room, light, air and working space. It is good to have somewhere that is private, so what the children are doing does not become ‘entertainment’ for others.
- The venue needs to be somewhere that the children can get to safely and easily. If not, suitable transport arrangements must be made.
- Arrange any seating so that everyone can see everyone else (in a circle). Avoid the traditional school arrangement with chairs in rows, as this gets in the way of communication among the children. In many cases, it is not necessary to have any furniture at all, and children will be happy to sit with the facilitators. Not having any chairs also means that time is not wasted rearranging furniture to make space for activities.



- Think about the need for refreshments. If children miss a meal on account of spending time with us, some refreshments should be provided. Water should always be available.
- Organise any equipment necessary in advance, and make sure that everything needed to run the course, such as materials and photocopies, is prepared. Being well prepared means that facilitating the course will be less stressful as more time can be spent with the children, rather than worrying whether the right materials are ready.
- Make sure that there are arrangements for first aid, in case of an accident.

It is a good idea to always plan to arrive at the venue ahead of participants (by at least 30 minutes), to ensure that the room is ready and to sort out any problems before the session starts. Doing this also means that trainers are available to greet participants as they arrive. This helps create a welcoming environment.



Presence of Other Adults

While it is good to relay the children's views and achievements to the community, the presence of adults often hinders children in their participation. Even though it is always a good idea to inform the parents, carers or guardians of the purpose of the activities, it is important to ensure balance and limit adult attendance, especially at the first sessions. Be polite to the adults, but insist on allowing the children the space to develop their ideas and commit to informing the adults about the meeting in due course. In this training, there is a specific opportunity for children to feedback to the community and others during the last session. This should be explained to adults, ideally when the course is first being organised, so that community members are aware of what is happening and feel included.

Apart from adults from the children's families and community, often other adults want to be present. This might include representatives from funders, partner organisations or other departments from Plan. Even though these adults may not be present for the whole course, it is a good idea to try to get them involved, rather than just watching, which may make the children feel anxious. In any event, the roles and purpose of any visitor should be explained to participants.

Course Materials

The trainers need to agree on the best time to distribute materials to the participants. For example, handouts can be given out either at the start of the workshop or at the end. Giving information at the beginning can be useful as it gives participants the chance to read and learn about the subject beforehand. Sometimes, however, the participants end up reading and not taking part in the session! Handing out materials before the course can also be problematic in cases where participants are required to discover and learn gradually, as they have all the answers already.

The manual contains handouts for participants, but trainers should decide before the course if they are suitable. For example, if children do not go to school and cannot read well, giving a lot of written information will not be suitable. Handouts may need to be adapted or changed according to the age and skills of children.

Warm Ups & Energisers

Warm up exercises are used to help participants get to know each other, and begin to form as a group. Energisers are a useful way to, as their name suggests, bring energy to the training. They can be used when participants are getting tired or distracted.

Energisers are supposed to be quick and fun – try to avoid spending all the session time available on an energiser!

Throughout the training plans, we have suggested suitable energisers and warm up exercises, but trainers can use others from their own experience. Children may also have ideas from previous courses that they have attended. Wherever possible, try and encourage children to take responsibility for running an energiser. This is especially helpful in managing children who may be more lively and dominant, as it gives them a purposeful role and outlet for their energy.

Remember that energisers are supposed to be light-hearted. Care is needed to ensure that they are not a source of embarrassment or making fun of someone in a way that might be hurtful.



Evaluation & Feedback

In conducting any training, it is important regularly to review and evaluate the course, not only at the end of the course but also while it is ongoing. This is necessary to make sure that the course is meeting its objectives, and that participants' knowledge and understanding are increasing. By regularly (normally at the end of each day) assessing how far the course is meeting its goals, successive sessions can be adapted to ensure that any gaps in learning are addressed.

As well as identifying the extent to which participants are developing their understanding, reviews are also important as they can provide useful feedback regarding the structure and content of the course and also the facilitation skills of the trainers. This helps to improve future training events and the skills of facilitators.

The purpose of evaluations is not to test participants. It should be clearly explained to children why evaluations are being carried out. Wherever possible, the methods used for evaluation should be fun and interactive, such as games.

Follow Up & Sustainability of the Training

During the course, participants will be asked to identify areas of concern, and priorities for action. As part of this process, they will be asked to develop an action plan for addressing these issues. This includes noting support needed from Plan (and others) to put the plan into action.

Before conducting the training, facilitators need to clarify the extent of support and resources that will be made available so that they can inform participants. For participation to be meaningful, it is important to be realistic about the resources available and for this to be explained. This is needed so that the expectations of children are not raised beyond what is achievable.

Children and young people who undergo the first runs of this training programme will be encouraged to act as peer educators and run courses for other children. Technical support in the form of coaching, practice teaching and feedback on their performance will need to be provided by Plan.



Making Participation a Reality

The way participatory activities are practiced forms part of the enabling environment for children. Codes of ethics and quality standards help ensure that participation activities are carried out in a way that is both safe and supportive for children.

The following six principles should guide the way we work with children, so that children are able to participate fully:

1. **Non-discrimination and inclusiveness** – treating everybody equally and including all
2. **Democracy and equality of opportunity** – giving everyone the same chances, and allowing people to have their say
3. **Physical, emotional and psychological safety of participants** – making sure that everyone is looked after and nobody is harmed
4. **Adult responsibility** – although children's voices are important and children have skills, it is an adult's role to ensure that children are safe
5. **Voluntarism, informed consent and transparency** – children should be asked if they want to take part, know what they are agreeing to do and what will happen as a result
6. **Participation should be an enjoyable and stimulating experience** – even if it is a serious topic or issue, it does not have to be boring!

From these guiding principles, Plan has developed its own Code of Ethics that all who work with Plan are expected to use.



Plan's Code of Ethics on Children's Participation

1. Children have a right to participate in matters that affect their lives. Their participation should be in line with the general principles of the Convention on the Rights of the Child:
 - Non-discrimination (Article 2)
 - The best interests of the child (Article 3)
 - The right to express his or her opinion freely (Article 12)
 - The right to survival and development (Article 6)
2. Plan can help children realise their rights by acting as a facilitator. It is imperative that all of Plan's actions are respectful of the rights and dignity of children.
3. Adults should be honest with children and themselves about why they are seeking children's involvement. Their expectations of the level of participation by children should be appropriate and respectful of the child's age, skills, gender and evolving capacities.
4. Adults are responsible for ensuring children's physical and mental wellbeing is protected at all times. Participatory processes should contribute to improving protection and not expose children to new or additional risks unless this has been carefully discussed.
5. Children and adults in participatory processes should agree on what information is confidential and how sensitive information will be used.
6. Participation should contribute to a child's personal development. If adults do not think it is in children's best interests to be involved in a particular activity, this should be explained and discussed with children in an open manner and their views sought and considered.
7. Boys' and girls' participation must be voluntary and based on their own and their guardians' informed consent. The choice to 'opt out' must be easy to make throughout the process. (Note: this does not mean that children should always give their time and thoughts without payment. The situation and the age of the child need to be fully considered before deciding whether all expenses or a fee is paid or a token of appreciation given. The key questions are if the child is being taken advantage of and whether an adult would give their time for free for similar commitment and responsibility).
8. Processes for boys and girls to participate should be equitable, non-discriminatory and as inclusive as possible. Special measures should be taken to ensure that children who want to participate are able to do so.
9. A child-friendly environment should be created that convinces children that their participation is respected. This would include providing space, time and an organisational culture and procedures that facilitate children's participation in decision-making.
10. Adults facilitating children's participation should be skilled and confident in their role and responsibilities.
11. Participatory processes should take account of girls' and boys' time commitments (i.e. school, domestic chores and right to recreation) in order to avoid additional burdens and the risk of exploitation.
12. Participants should always be informed of the outcome of the participatory process.

If we want to encourage children to participate actively in the promotion of their own rights and those of their families and communities, it is necessary to establish a relationship with them in which they are considered partners with a responsible and valuable role to play. Children's opinions and efforts must be respected and encouraged, so that they can develop the knowledge, skills, awareness and attitudes which will allow them to fulfil this important role.



This way of working with children is different from the traditional way in which children are seen in most societies, so for many adults it involves a new way of relating to children. Our behaviour with children is often very much dependent on how we were treated as children and society's view of the young. This means it can be difficult to alter our attitudes. Sometimes we are held back by thinking that children are too young, and they do not have the skills or knowledge. Where children have been allowed initiative and responsibility, however, they have done as much, and even more, than was expected.

Although the six principles together with the Plan Code of Ethics give a good overview about what needs to happen to ensure participation, they are quite general in nature. Here are some ideas for practical things that facilitators of this training programme can do to promote the active participation of the children attending. Some of the points have already been covered earlier in this section, but we think that they are so important they are worth repeating.

Important Steps in Working with Children

1. Establish a good working relationship with children

This means a relationship of mutual respect and trust, in which children are considered partners. We can do this if we:

- Give children the same respect as adults – and not treat them as if they know nothing or their views are not important. This does not mean that we have to agree with everything they say, but we do have to respect it as a valid point of view.
- Are tactful and if a mistake is made, or we disagree with something said, rather than telling the child off or criticising, we share our ideas and explore what we think is wrong. Just criticising will destroy any relationship built up so far.
- Remember that it takes time and patience to get to know each other. We need to be patient and encourage children to join in but at the same time be careful not to push too hard or they may feel uncomfortable.
- Do not try to take control – if children can do it themselves, then we should let them. Only help when they need it or ask for it. We all tend to learn best through experience, even when things go wrong!
- Allow children to agree to / establish their own code of conduct / ground rules for the training, and encourage them to follow it.
- Greet children when they arrive, remember to thank them for all their hard work, and give praise for success.
- Remember that being kind and nice gets better results than excessive discipline and control, which tends to make children (and adults!) withdraw and not want to continue. Being nice does not mean always saying yes or agreeing – it is how we interact that shows our intention.
- Be aware that, like adults, children express themselves in different ways (for example verbally and through gestures, such as body language and facial expressions). We need to respect the importance of play for children, both as a means of discovering the world and for expression.
- Treat all children equally – as having favourites can be very destructive.
- Not assume that because we have been told about a child that we ‘know’ everything about them.

2. Help children learn and develop their potential

Children spend most of their time learning and preparing for adult life. Through play and imitating others, they are experimenting all the time and discovering as much as they can about the world. We should encourage this as much as possible. The training programme gives many opportunities for children to express themselves in creative ways.

As children are naturally curious, we should stimulate this with questions, discussions and activities which help their intellectual development. It is important in the training course that the facilitators ensure that they promote this curiosity by questioning and discussing issues and in encouraging children to participate rather than telling them the answers or what to do.

Wherever possible we should encourage participants to discover things for themselves and to learn to think, observe, question and explore. Finding out what the children know already and basing future work on their experience and knowledge is important to ensuring that children are engaged in the learning process.

3. Building self-confidence and self-esteem

If children (and adults) are to play an active role in their communities, they need to feel able to do so and that they are valuable members of that community. All the activities contained within the training programme can be an opportunity to increase children's confidence and self-esteem.

Allowing and encouraging children to develop their own ideas and initiative, and to express these, is one way of helping children to increase their sense of worth. Even if their ideas are not the best possible, by acknowledging them we can help children feel that they are valued. This does not mean that we cannot disagree or point out mistakes, but where we do so this should be done in a friendly and constructive way, which also emphasises the good parts. Noticing the positive things that people do, and praising children, is an important part of increasing confidence and self-esteem.

Similarly, giving children control and responsibility, as long as it is appropriate for their age, is a way of developing children's sense of value and competence. Ways that this can be done in a training course include asking children to develop their own ground rules, giving children the responsibility for organising or facilitating sessions (with support where necessary) and giving choices wherever possible. This can be as simple as asking whether children want to carry on and finish an activity if it is going over time or take a short break.

Finally, we must remember that work with children always needs to be planned very well. If one of the actions arising from the course is that children are to perform or make a presentation, for example in school, the community or on the radio, then they need to be prepared or they might not feel comfortable and confident. Once confidence is lost, it is often difficult to regain.

4. Encouraging children to develop a responsible attitude towards others and a sense of community

Encourage children to be cooperative, rather than competitive – and to help those who are more shy or a bit slower or have difficulties understanding.

Wherever possible, if the information children bring from their homes and communities is used as a basis for work in the sessions, this makes it immediately relevant. This allows children to take what they learn back into their communities where it may be of use. Throughout the training we have attempted to design sessions that are practical and applicable in everyday life.



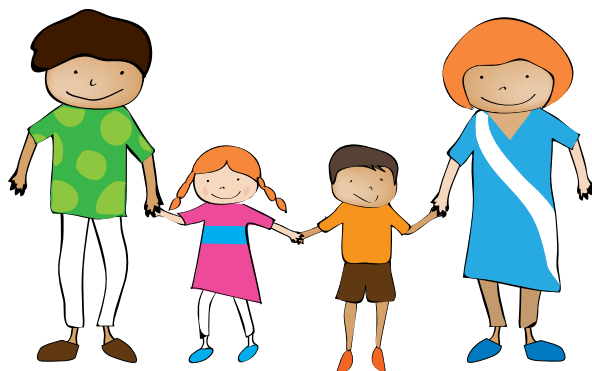
Making Participation Safe

Participation can help children to protect themselves. It can enhance their coping skills, self-esteem and confidence. It is important however to consider carefully the protection of children who are participants in a course. This can range from very practical things, like making sure the venue is not dangerous, to ensuring that children are protected from abuse.

Under the UNCRC children have a specific right to protection. Plan has a responsibility to ensure the protection of children during contact with Plan, such as when attending a training course. Plan's Child Protection Policy, called '*Say 'Yes!' to keeping children safe*' (revised 2010), is Plan's overriding framework to protect children in contact with Plan volunteers, employees, consultants, contractors, representatives of partner organisations and local government officials. It forms the foundation for the safety of children who are participating in and benefiting from child-centred community development. All facilitators should ensure that they are familiar with the Child Protection Policy and the responsibility it places on them before running any sessions. If you are not clear about any aspect of the policy then you should ask your supervisor or a senior member of Plan's staff.

Each facilitator has a 'duty of care', which means that they must take responsibility for ensuring that their own behaviour does not abuse children physically, sexually, emotionally or mentally, and to do all they can to protect children.

Trainers need to be familiar with situations that may present risks and learn how to deal with these or minimise their impact. This can include physical dangers. For example, it may be necessary to provide transport if it is unsafe for children to travel to the venue, or if there is a busy road nearby, it might be necessary to ensure that there is an agreement about not crossing the road. Alternatively there might be other forms of risk of abuse, such as making sure that children are not left unsupervised with someone who is not a facilitator or taken out of training by someone who is not working for Plan (for example, a visitor).



It is important that facilitators help create an environment where children are able to recognise unacceptable behaviour and feel able to discuss their rights and concerns. Part of this means raising concerns about all cases of suspected abuse. This should be done in accordance with the applicable local procedures, so facilitators should be aware of these before starting the course, or know who they should talk to in Plan if they have any concerns. Facilitators also need to know sources of support for children who may find the training upsetting or know where they can find details of such resources.

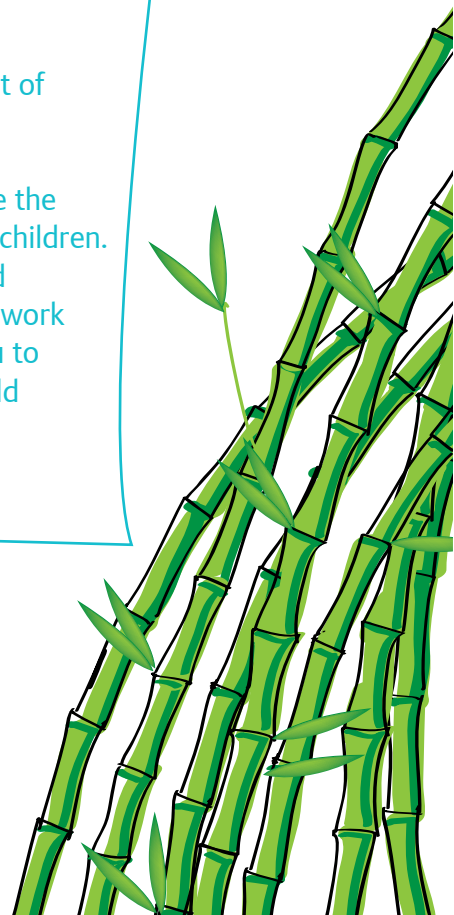
Although it was recommended earlier that children are given the opportunity to develop their own code of conduct/ground rules for the training programme, for protection and safety reasons it may be necessary for the trainers to ensure that a specific item is covered. Where this happens, it is critical that the reasons for including the item are carefully explained to participants.

One of the dangers of participation is that by encouraging children to participate and speak out, this can leave children vulnerable to negative reactions from their families and communities. For example, if a child is critical about something that happens in his or her family or village, the child's relatives or community leaders may feel angry with the child, and Plan, for raising the issue. This is one reason why it is necessary to make sure that children's participation is discussed with families and communities in advance of activities taking place.

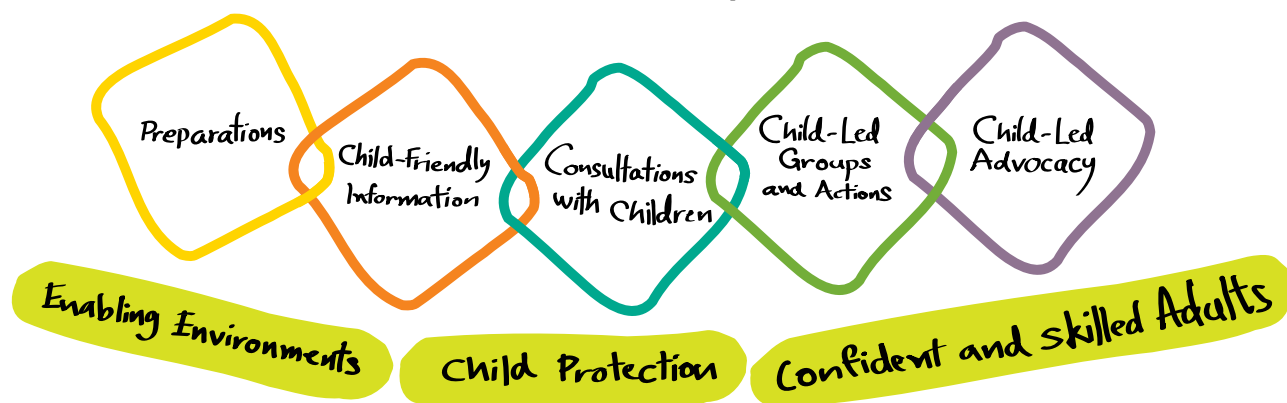
Remember:

The guiding principle of our work is always 'the best interest of the child'.

When working with a group of children, we need to balance the best interests of each child with the best interests of all the children. If a child seems particularly withdrawn or distressed, try and encourage them to participate and talk, but if this does not work then seek support (perhaps from a co-trainer) to enable you to continue working with the rest of the children while the child concerned is given more assistance.



Chain of Child Participation



Facilitation Techniques and Tools

The training sessions use a variety of different exercises and methods to keep the course interesting and to meet different learning styles. As mentioned earlier, trainers may decide to adapt the materials in order to better meet the expectations and needs of the group.

The following are some facilitation techniques and tools that can be used in implementing Bamboo Shoots, if sessions are altered:

1. Role-play

A role-play is a little drama by the children. It is mostly improvised, although normally some guidance is given as to the scope or purpose of the role-play, or what it is to demonstrate. It aims to bring to life circumstances or events that can be both familiar and unfamiliar to children. Role-plays can improve understanding of a situation and encourage empathy towards those who are in it. For example, in a role-play about a robbery, children, by acting the part of the victim, can gain insight into what it is like to be the victim of crime.

Be careful about using role-play – although it is enjoyable, it can seem very ‘real’. Children can become upset and need support. Children should NEVER be asked to role play situations of sexual abuse.

2. Pairs and groups

Dividing the children into pairs or groups gives children more opportunities for participating and cooperating. It is especially helpful in providing an opportunity to talk for children who may be shy and not want to speak out in front of a large group.

Pairs and groups can be useful to generate a lot of ideas very quickly or to help the group to think about an issue in more depth or in terms of their own experiences. For example, if we are studying the right to life, we could give pairs or groups five minutes to decide “Is it ever right to kill someone?”, before returning to the whole group / plenary for further discussion.

3. Idea-storming (sometimes called brainstorming)

Idea-storming is a way to encourage creativity and to generate a lot of ideas very quickly. It can be used for solving a specific problem or answering a question. For example, the group could start a study of the right to citizenship by storming answers to the question: “What reasons do you think a government might use for taking away someone’s citizenship?”



4. Whole Group Discussion

Large group discussions are a useful way for everyone to hear each others’ views and to explore points and issues. Discussions are an opportunity to practice listening, speaking in turn, and other group skills that are important in respecting other people’s rights. It can be more difficult, however, for shy children to participate in large group discussions and to find the time and space for everyone to contribute. For this reason they should be balanced with other activities.

5. Questioning

We use questions every day, but some questions are more helpful than others. Questions such as “What did I just say?” tend to be controlling and often ridicule children in front of others. Other questions that are used a lot are closed questions. These questions can only be answered with a yes or no (for example, Do you think rights are important?), and although they can be useful to clarify a point, they tend to close down discussion and not encourage exploration of an issue.



In discussions, it is important to encourage participation and analysis, even with very young children.

Here are some examples of ‘open’ questions that can be used to help this process. Sometimes people find it difficult to use open questions initially, but the more we practice using them, the easier it becomes.

Different types of questions include:

Hypothetical questions: “What would you do/think if...?”

Speculating: “How might we help to solve this problem?”

Encouraging/supporting: “That’s interesting, what happened next?” These questions help draw out children’s own experiences and views.

Opinion seeking: “What do you think or feel about...?” This tells children that their opinion is important and interesting.

Probing: “What makes you think that?” If asked in a non-aggressive way, this can help children to think more deeply and analyse their opinions.



Clarifying/summarising: “Am I right to say that you think...?”

Summarising what is said and checking if we understand it will help other children to think whether they agree with what is being said. It also shows that we have listened!

Identifying agreement: “Do most of us agree that...?” This type of question can provoke discussion or can come at the end where, by using a question like “Have we finished that part...?”, we can agree to move on to the next topic.

We should take care when using a question that begins with ‘why?’, as this can often feel as though someone is having to justify what they are saying, rather than explain their view. ‘Why’ questions can be especially difficult for younger children to answer at times as they are much more abstract than more concrete questions such as ‘what’, ‘when’, ‘how’ or ‘where’.

6. Projects

Projects are the independent investigation of topics by children over an extended period. Projects are useful for helping children learn about many subjects, including human rights, because they:

- Help children to see links between subjects and the outside, ‘real’ world
- Give children practice at organising themselves for action, planning their own time and working to a schedule
- Allow children to take control of their own learning, with the guidance of the facilitator
- Create opportunities for children to interact with each other and with diverse people in the community outside their normal relationships
- Give children practice at presenting and defending their own findings and opinions in public – an important skill for life.

The possibility for using a project within the training will be dependant upon how the course is organised. If the training is run in one block of six days there will be little opportunity for using projects, but if the course modules are run at different times then it may be possible. When a project is given as an activity, it is important to ensure that sufficient time is allowed within the schedule when the group next meets for children to give feedback on their projects.

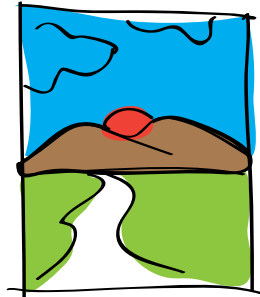
7. ‘Buzz Session’

A buzz session can be used to change the pace of the session, for example after a presentation by the facilitator. It is an opportunity to talk in pairs or threes. Children have five minutes to react to what has just been said or shown. They can say how they feel, what they think, or ask each other questions about things they did not understand. After the buzz session, groups or pairs may be invited to share ideas or questions with the larger group.

8. Drawing

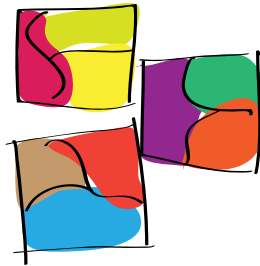
Drawing can be used in the sessions to develop observation and cooperation skills, imagination, feelings of empathy for people in the pictures, or to get to know the other members of the group. Drawing is useful especially if the work of the group can be exhibited to communicate to others, such as with posters.

Drawing should be used with sensitivity. Children should not be asked to draw painful or difficult memories in a training session.



9. Pictures and photographs

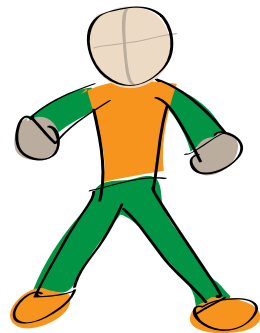
Although pictures or photographs appear to be the same to all viewers, they are actually interpreted by us all in different ways. For this reason they can be extremely effective for showing children how we all see things differently.



10. Cartoons and comics

Cartoons and comics can be powerful influences on children and young people. They can entertain and inform or encourage prejudices and stereotypes. They can be used for training in many different ways. For example, to prepare for a discussion about violence, children can be asked to count how many episodes of violence occur in cartoons and comics in a week.

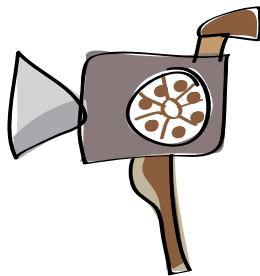
Cartoons can also be drawn by the children themselves as a way to communicate issues.



11. Video

Many organisations have produced videos for training. Clips of the TV news or a documentary can also be useful either to give information to children or to stimulate discussion. Children can be invited to process the information received from videos in different ways. For example, they could use their imagination to write a diary from the point of view of a character seen in the video, or use the video as the basis for a discussion of ideas.

Be careful about choosing to use a video unless you are sure that the necessary equipment (and electricity!) will be available.



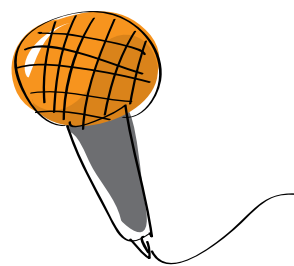
12. Newspapers

The media is essential for enabling information to circulate in a democratic society. However, sometimes we find subjective reporting using stereotypes and prejudices. Identifying and analysing prejudice in newspapers prepares children to identify it and oppose it in everyday situations. This sort of activity also improves children's communication skills.



13. Interviewing

When learning about a subject such as human rights, we can look in books for the letter of the law, but for concrete examples in action we can look around us in our own communities. For example, if the group is studying the rights of the child, their parents and their grandparents will be an important source of information about how the lives of children have changed over the years.



Interviews are a good way to bring a wider range of views into the discussion and to improve children's skills in dealing with all sorts of people.

14. Word association

This method can be used with a group at the beginning of a topic to find out how much they already know. At the end of a topic, it can be used to find out how much has been learnt.

One way that this can be done is to take a key word related to the issue being studied and to ask children quickly to write down other words which they think of when they hear this word. This is a very short exercise; a minute or two is enough time. Writing nothing at all is also acceptable. The result is a 'snapshot' of the range of vocabulary which the children associate with the original trigger word. To evaluate the learning process, 'before' and 'after' results can be compared. This can help facilitators to consider the effectiveness of their training and also for children to see the progress they are making.

15. Re-creating information

A good way to internalise and understand information is to re-create it in another form, for example, to listen to a story and then retell it in pictures. Children will have to identify the most important part of the information and decide how to re-create it. This technique helps to develop the imagination, as well as skills of observation, selection and reasoning.



A decorative illustration of green bamboo stalks and leaves, positioned in the bottom right corner of the page. The bamboo stalks are green with dark green outlines and nodes, and the leaves are small, green, and pointed.







PART TWO

TRAINING MATERIALS

PART TWO - TRAINING MATERIALS

Welcome to Part Two of the training manual. In this section you will find all the session plans, together with the suggested exercises and handouts needed to enable you to facilitate the training course.

Although we have already looked at the programme for the course in Part One, for ease of reference, here it is again:

| | | |
|-----------------|---|---|
| MODULE 1 | Understanding Human and Child Rights | <p>DAY ONE:</p> <ul style="list-style-type: none"> • Getting to know each other and setting framework for course • Beginning to understand rights – definitions and principles and why they are important <p>DAY TWO:</p> <ul style="list-style-type: none"> • Duties and responsibilities in relation to child rights • Child participation – making sure everyone is included |
| MODULE 2 | Mapping, Analysing and Responding to Child Rights Situations | <p>DAY THREE:</p> <ul style="list-style-type: none"> • Making children's rights a reality – identifying and exploring gaps in fulfilling children's rights <p>DAY FOUR:</p> <ul style="list-style-type: none"> • Prioritising problems and violations of child rights • Developing an agenda for action – identifying and proposing solutions and practical activities |
| MODULE 3 | Towards Child-Led Community Action (CLCA) | <p>DAY FIVE:</p> <ul style="list-style-type: none"> • Understanding CCCD and CLCA – and developing a plan <p>DAY SIX:</p> <ul style="list-style-type: none"> • Presenting the action plan to stakeholders • Workshop – summary and review • Goodbyes and follow-up activities |



Each session plan follows the same format:

- **Goals** to be accomplished – That is what we want to cover in the session.
- **Time** – An idea of how long it will take to cover the materials in the session. This is a rough guide only. Some groups will move through some sessions more quickly, while others will need more time. It is important that trainers monitor time to make sure that they do not run out of time to cover all of the material. This may mean that some exercises may have to be left out or shortened or adapted. We have left it to trainers to decide when they take breaks. Sometimes it makes sense to do this at the end of the sessions, but for longer sessions (more than an hour) facilitators might like to include a small break during the session itself (depending on the energy levels of the participants). Please note that the debriefing and evaluation exercises should also be conducted within the time allotted for the session.
- **Activities/Session plans** – This is the main part of the materials and contains instructions on how to run the exercises. We have included some notes and options which apply to that particular session as additional instructions for facilitators.
- **Debriefing/Evaluation exercise** – Debriefing and evaluation is important to make sure that children have understood the materials presented and also to see how ‘successful’ the session has been. This feedback is useful to help plan following sessions (for example, if children say they did not like working in small groups or did not enjoy the exercise, then this should be amended on following days) and in giving feedback to Plan on how the course is working.
- **Suggestions for follow-up/Ideas for action** – This section gives some ideas for activities that children can be asked to undertake as ‘homework’ or a project, or other things that can be done during the course to build upon the learning in the session.
- **Additional tips for trainers** – Although Part One contains a lot of general information and tips for trainers, the tips in this section help give further guidance for trainers, especially in relation to the session.
- Space for the trainers to write their own comments and reflections on the session and to add their experience.

We have tried to make this section as user-friendly as possible and to use language that we think will be helpful for the trainer in explaining the material to children. Some of this work, however, the trainers will need to do for themselves as they will know best the children with whom they will be working.

Trainers should make sure to read through all the materials, and discuss with each other how they will use the materials and what, if any, changes should be made.

The trainers also need to make sure that they understand the terms used. There is information at the back of the manual in the glossary, but if this is not enough, then trainers should ask for support and help from the country programme.





MODULE 1

UNDERSTANDING HUMAN AND CHILD RIGHTS

DAY ONE**Session 1: Getting Started****Session 2: Exploring Rights****Session 3: The History of Human Rights and International Treaties and Conventions****SESSION 1****Getting Started****Goals to be accomplished:**

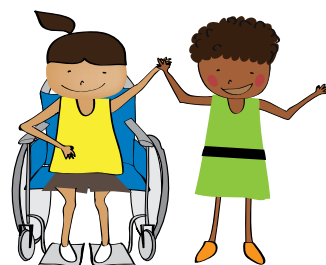
1. Get to know each other
2. Participate in activities that promote openness and interaction and create group cohesion during the training and beyond
3. Share expectations, hopes and fears related to the workshop
4. Agree on ground rules
5. Explore current level of information on child rights among the participants
6. Explain the training design (rationale, goals and objectives, etc.)
7. Give out any necessary information regarding safety and protection

**Time: Two hours****Session Plan / Activities:****1. Getting to Know You Better**

Begin by welcoming the children and introducing the trainers.

Briefly introduce the course and explain that it is meant to help children understand their rights and what they can do to enjoy their rights, especially using CCCD and CLCA. Tell the children that at this time they do not need to worry about understanding everything – as the course carries on, things will be explained in more detail. For now, the purpose is to get to know everyone and decide how to work together.

Ask the children for their ideas on how knowing the other participants better, in and outside of training, will be of help to them.



Introduce the game **Apsara Tells You** with the following instructions:

“I will say, ‘Apsara tells you to group together with others who have the same..... (favourite subject in school, number of people in your family, special skills, likes, dislikes, etc.)’. I will count to 10 for you to find the others in your group.

Then I will ask you to share with the big group what it is that your group has in common.”

Repeat this exercise a number of times, using different topics until most of the children have interacted with each other.

This exercise is a good energiser, often with a lot of running around and noise!

If trainers wish, and think it is more relevant, they can change the name Apsara to one more common in the community.

NOTE: Be aware that the purpose of this game is to help the children get to know each other so that they can begin to form a group. Choose carefully what subjects you ask the children to form groups on, and BE ALERT to any children who may not ‘fit’ in a group – they may need support to feel part of the group and not isolated.

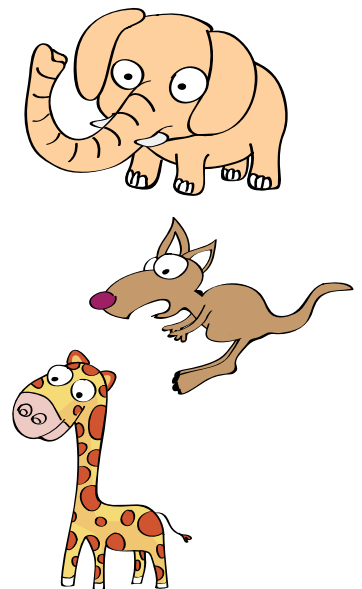
2. Ice-breaker: Kangaroo, Giraffe, Elephant

Explain that ice-breaker activities in a training programme are important because they help people practice working together. This helps create a positive group dynamic during training and beyond.

Ask the children to form a circle. Tell them that this game asks for their alertness and coordination – two important skills in learning and working with others.

Ask the children if anyone has seen a kangaroo, a giraffe, and an elephant. Show pictures or stuffed toys to make sure everyone knows what these animals look like. Ask them to mention distinct features of each of these 3 animals, for example, a giraffe has a long neck.

Trainers can decide to use three different animals which are common in the country. However, remember that children like to learn, so even if they have not seen the animals before, they may enjoy learning about them.



Explain that you will go around in the middle of the circle repeatedly saying “kangaroo, giraffe, and elephant”. You may stop in front of one of the children and point, naming one of the 3 animals. Then the person pointed at, with the two people on each side of them, has to act as the animal:

For kangaroo, the person should join his/her hands in front and away from the stomach (like the pouch of the mother kangaroo). Both people on either side link arms with the person (like the arms of the kangaroo) and all three hop together as many times as possible.

For giraffe, the person should join his/her hands and raise them above their head like the long neck of the giraffe. Both persons on his/her side bend their bodies with arms touching the floor (like the legs of the giraffe).

For elephant, the person should join his/her hands and swing them to the right and to the left (like the trunk of the elephant). Both persons on his/her side put one arm over their head and stretch the other arm while moving their fingers (like the big ears of the elephant).

Before beginning the game, ask the children what they would like those who make mistakes to do (a forfeit), but be careful to make sure that nothing humiliating is agreed on. One idea might be to get children to hop on one leg.

Run through the game once to practice and then play the actual game. As a variation, you can ask children to volunteer to be the person calling out the animal names.

NOTE: The timing of this exercise can be adjusted to suit the available time. It is quite complicated to explain at the beginning but can be used again as an energiser later in the course, as necessary. Children can also be asked to think of some more ice-breakers, or different animals that can be mimed.

3. Training Overview

Ask children to come back to the main group. Using the PowerPoint in Part Three (Visual Aids), explain the following aspects of the training: why this training is needed, what are the goals and objectives, the content and the timetable.

At this point, the definitions of CCCD and CLCA should be shared with the group. It should be explained that in order to help ensure that CCCD and CLCA can be put into action, children need to know their rights. This is why the first part of the training explores the issues of rights.

4. Sharing of Expectations, Hopes and Concerns

Ask the children to get into small groups of 4-6 people. Explain that, at this time, it does not matter what groups children are in, because everyone will be mixing during the course and so they will not stay in the same groups all the time.

Explain that each group's participant are going to discuss their expectations, hopes and concerns using the questions below to help them think about their answers. They are to write each response on a metaplan card.

NOTE: A metaplan card is simply a piece of paper or card on which is written one idea / issue / topic. Using cards in this way is more flexible than flipchart paper as the items can be reordered, grouped together and displayed in different ways, rather than just as a list.

Each group should write at least two expectations, two hopes and two concerns – although they can write more if they want (six cards in total).

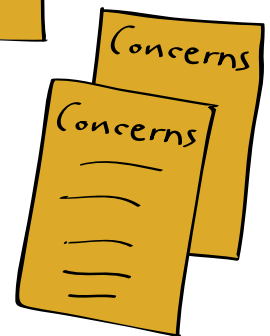
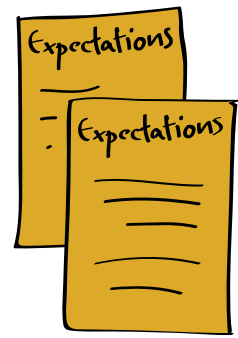
Use the guiding questions to help children think through their responses:

| | |
|------------------|---|
| Expectations | What would you like to learn? How do you like to learn? What do you need others to do to help you learn? |
| Hopes & Concerns | What are your hopes for this training and beyond? What are your concerns or problems or issues that you hope will be addressed in this training? |

After the groups have finished their discussions, ask for a volunteer from each group to give feedback. Pin up the metaplan cards on the wall, grouping similar cards together.

Discuss the points together in a large group, linking the participants' expectations with the training design. Do the children think that their expectations can be met, given the way the training has been designed?

NOTE: It is appropriate also to share the facilitators' expectations. These could include coming on time to the training sessions, actively participating in activities, working together and being open to giving and receiving feedback from peers and facilitators.



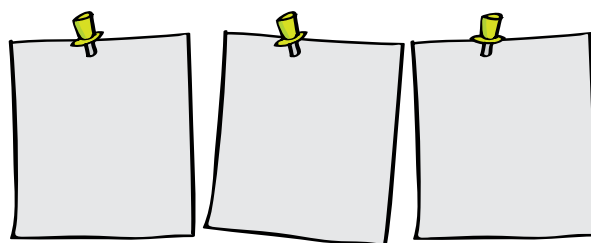
NOTE: During this exercise, it may become apparent that the reason children are there and their expectations are not in line with the course content and objectives. Although trainers should adapt the materials so that participants' expectations are met, at the same time it is important not to lose sight of the purpose of the course. Facilitators may need to spend some time discussing these issues with the participants, who may decide not to stay. Ensuring that children are properly prepared and consulted before the workshop will help to reduce the chance of misunderstandings.

5. Setting Ground Rules

In the same small groups, ask the children to talk about why rules are necessary to help create a positive learning atmosphere and for successful training (for example, listening to each other) so that their expectations and hopes can be met, and their concerns reduced/eliminated.

Each group should write their ideas on metaplan cards – a minimum of three per group.

A volunteer from each group should give feedback, with the cards being pinned on the wall (again, group similar cards together).



Go through the ground rules and check if everyone is prepared to commit to following them. Check with the group if there anything that has not been covered that should be added to the list.

At this time, if you want to take photographs during the course, seek permission from the children. It should be explained to children why the photographs will be taken, what they will be used for and who will see the copies.

NOTE: It is also appropriate for facilitators to encourage agreement on and adoption of rules rules (especially relating to safety issues) although avoid being directive. Remember, the facilitators are also expected to stick to the rules!

6. Exploring Current Level

Discuss with participants the importance of finding out what participants already know and what they think they need to know about the areas to be covered during training, such as child rights. What ideas do they have about the use of this information for the children, facilitators and the organisation?

NOTE: It is important to emphasise to children that the assessment is not a test – it is to help ensure that the training is suitable and covers the areas needed, and to check if the facilitators are carrying out their roles effectively.

Carry out the pre-training assessment exercise, taking care to explain each of the four parts, at each stage.

Distribute the **Pre-Training Assessment Exercise** “Finding Out What You Already Know and What You Need to Know About Child Rights,” which can be found at the end of the session plans for Day One. Make sure that the answer / correction sheets are not given to the participants before they have completed the exercise!

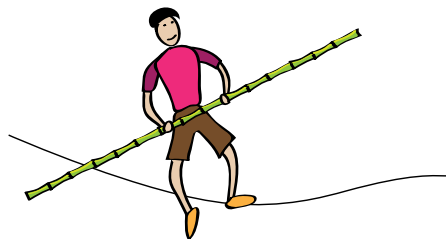
Explain that the results of this exercise will help the facilitators respond to participants’ specific areas for development. It will also help participants see their progress in the workshop.

There are four parts to the assessment. The first three parts are exercises. The fourth part asks participants to examine a short case and answer some questions.

Detailed directions are given for each part of this exercise. Answers can be written on the worksheets for each part of the exercise.

At the end of the exercise, spend time discussing the answers given to each part of the exercise. Facilitators can use the answer/correction sheets at this time to help them answer children’s questions or clarify any misunderstandings.

Debriefing and Evaluation



Just before the end of the session, ask the children to recall:

- the activities conducted in this preliminary session
- the purpose of each activity
- their reactions
- their outputs/outcomes

Using their responses, ask participants if they think the goals for the session have been accomplished. You may need to remind the children that the purpose of the training is to develop or enhance their skills – not necessarily to answer all questions at once!





Suggestions for Follow-Up / Ideas for Action

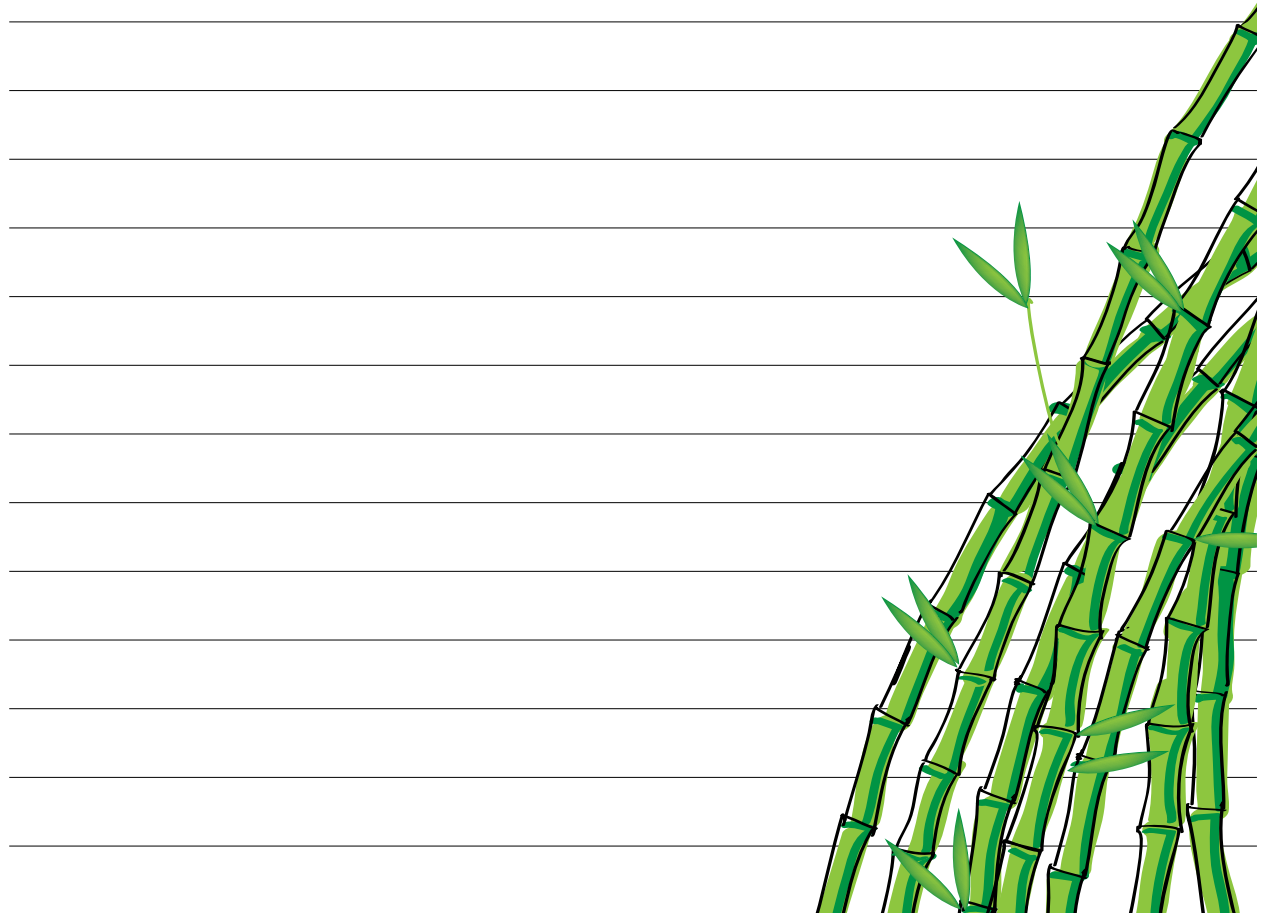
Create a **Freedom Wall** where any ideas, comments and feedback during the training can be written or displayed. It can be in the form of letters, phrases, drawings and songs directed to the other children or to the facilitators. The **Freedom Wall** can be made by marking out some space on the wall in the training room that will be left blank of presentations or other group work. Each day of the training, the group should visit the Freedom Wall and look at any contributions made.



Additional Tips for Facilitators

- Make the **Getting to Know You Better** activity and the ice-breaker activity as lively as possible to loosen up the group and 'break the ice'. These should be fun!
- Move from one group to the other during group work, making sure everyone knows what they are doing, and is participating.
- Remind groups to share tasks so everyone can participate.
- Avoid being directive and issuing commands or orders.
- Ask for volunteers from the children to help in facilitating ice-breakers or other activities.
- Carefully document children's contributions and newly created contents, local practices and experiences during the sessions for further use and modification of this tool kit – a camera can be useful for this.

A decorative illustration of green bamboo stalks and leaves in the bottom right corner of the page. The bamboo stalks are green with black outlines and are arranged diagonally. Several green leaves are attached to the stalks, also with black outlines. The illustration is located in the bottom right corner of the page.



SESSION 2

Exploring Rights

Goals to be accomplished:

1. Define rights, human, and child rights
2. Share examples of rights
3. Provide a definition of what is meant by a 'child'
4. Discuss the need for specific child rights even when there are human rights



Time: One hour and 30 minutes

Session Plan / Activities:

1. Exploring Human and Child Rights

Ask the children to draw two silhouettes of human beings on the flipchart or large sheets of paper – one child and one adult (to reinforce the idea that humans are children and adults).

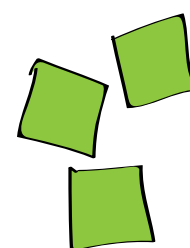
Ask the children to think about what people NEED. They should write the needs on yellow metaplan cards. If they experience difficulty in coming up with suggestions, facilitators can give some examples such as food, water, shelter, education, etc.

The yellow metaplan cards should be stuck on top of the drawings, grouping together similar items. Ask the children if they can think of a title for the groups of needs (for example, for survival).



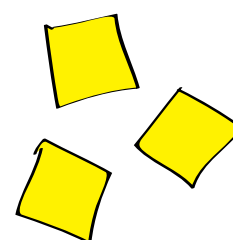
Ask the participants what they think has to happen to ensure that needs are met. These ideas should be written on green metaplan cards. If necessary, provide explanations and examples (such as guidance from parents or guardians, education, friendship, etc).

As with the yellow cards, the green metaplan cards should be stuck on the drawings, grouping similar items.



Ask children for their ideas on 'rights' and write their responses on the board / flipchart paper. Allow time for children to explain their ideas and seek examples – making suggestions as necessary to encourage discussion.

Referring to the drawings and metaplan cards, and the children's ideas about rights written on the board / flipchart, ask the children what they understand by the term 'human rights'. These answers should also be written on the board.



During the discussions, facilitators should highlight that human rights are:

- entitlements that everybody (including children) should claim and hold
- the same for all human beings regardless of their sex, race, colour, language, national origin, age, class, religion or political beliefs
- not to be taken away from anyone
- equally important
- connected to each other

Ask the children why 'child rights' are necessary if children are human beings and are already covered by human rights?

Trainers should make sure that it is explained to children that:

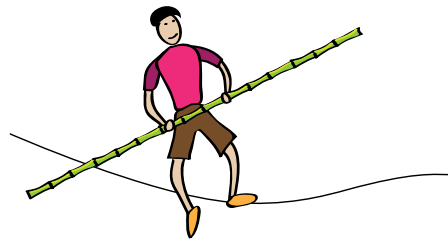
- a human being below the age of eighteen is considered a child
- children's rights are additional rights to safeguard the care, protection, development and wellbeing of the child

Ask the children to come up with one statement on human rights. Discuss their ideas until everyone agrees with the definition.

Finally, ask for volunteers to summarise important points covered in the session.

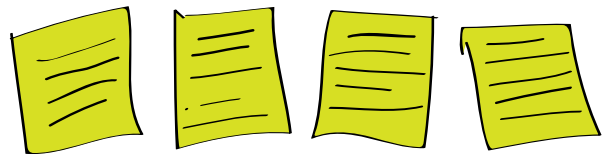
Debriefing and Evaluation

Ask the children if there are things that they would like clarified regarding the terms used in this session. If there are, ask some participants to reply. Only when nobody can give the correct answer should the facilitator respond.



Conduct an evaluation game: **Jumbled Words**

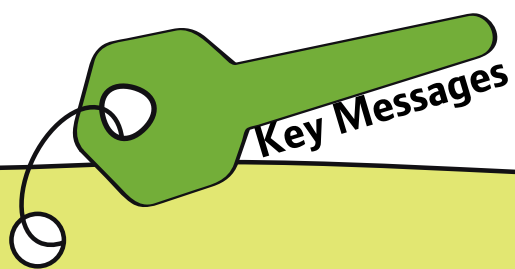
- Divide the children into four groups
- Give a set of words written on pieces of paper (one word, one paper) that, when put in the right order, is the meaning of a key idea discussed in this session (right, child rights, child, and human rights)
- At the go signal, ask each group to arrange the words to form the definition
- Invite children to see and provide reactions to the outputs of other groups. Where necessary, clarify any misunderstandings.



Conduct an interactive discussion of the important points on children and human rights ensuring that it is made clear that a lack of interest and responsibility in claiming and holding rights should NOT exclude people from being entitled to rights.

Finally, discuss the key messages of this session as a way of summarising its coverage.





- Child rights are meant to safeguard the care, protection, development and wellbeing of the child.
- Awareness and understanding of the rights by the children will empower them to claim and hold their rights, although a lack of interest / knowledge of rights does not exclude people from being entitled to their rights.



Suggestions for Follow-Up / Ideas for Action

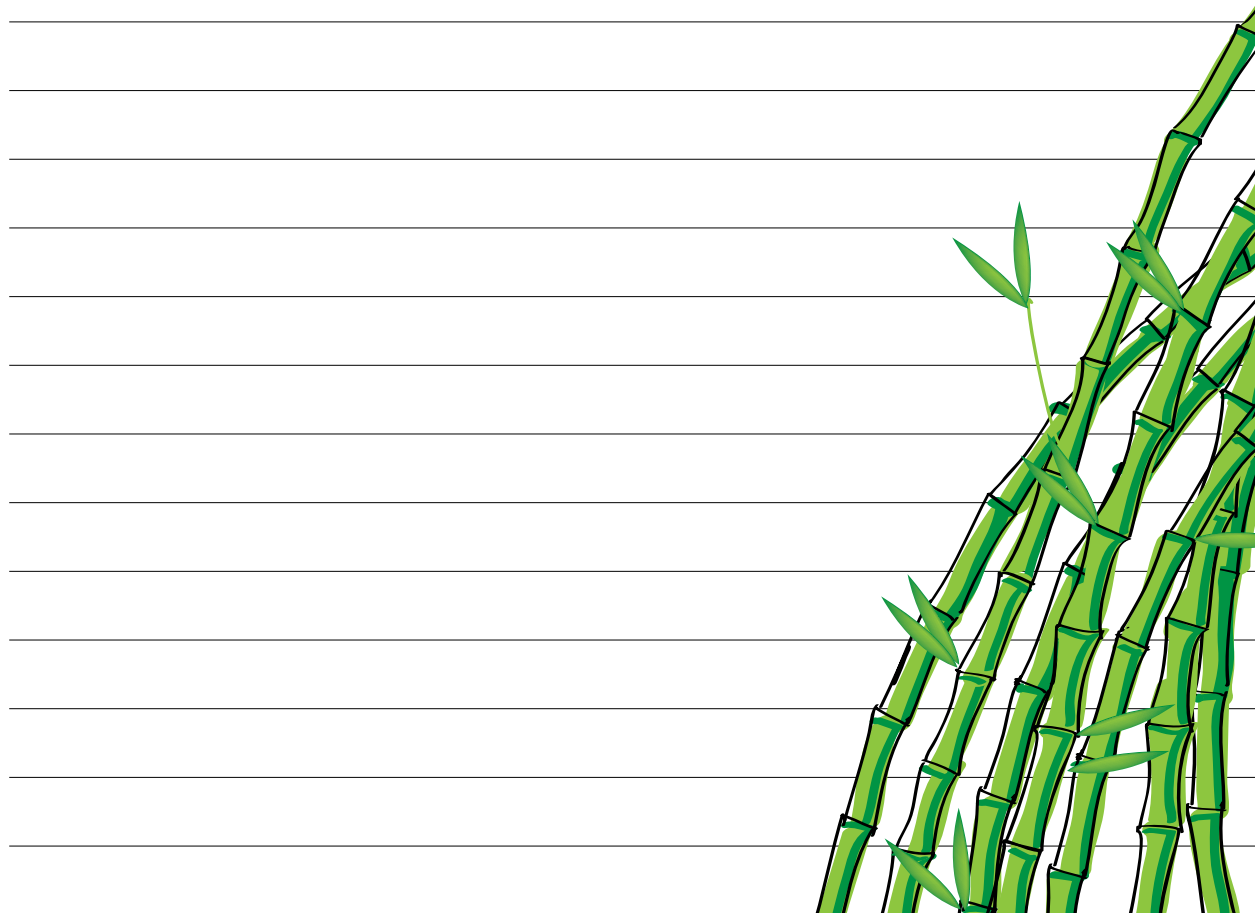
- Remind the children that in the coming sessions, they will learn about the history / evolution, principles and grouping of human and child rights. This will help increase their understanding of rights. They are not expected to know everything now!
- Post outputs from the session on the wall inside the training room.



Additional Tips for Facilitators

- Provide as many examples as possible – the facilitators' reading sheets for Day One give a lot of detail, and trainers should make sure that they are familiar with the topic before starting the training.
- Make sure that the children can restate important points and key messages to help retain knowledge.
- Ensure that everyone has the chance to participate in small group work.

A decorative illustration of green bamboo stalks and leaves in the bottom right corner of a lined paper background. The bamboo stalks are green with black outlines and are arranged diagonally. Small green leaves are attached to the stalks. The background is white with horizontal grey lines.



SESSION 3

The History of Human Rights and International Treaties and Conventions

How human and child rights evolved and the international treaties on human and child rights

Goals to be accomplished:

1. Explore the history and evolution of human rights
2. Learn about the major international treaties and conventions on human and child rights



Time: Two hours and 15 minutes

Session Plan / Activities:

1. If necessary, start the session with an energiser, ideally from a volunteer.

2. History of Rights

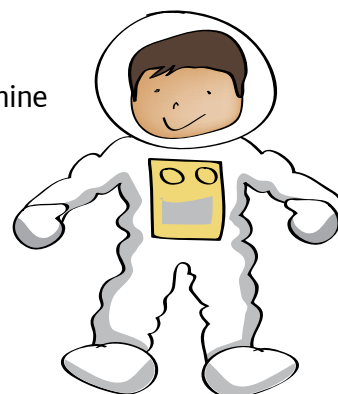
These activities help children to appreciate that rights have not just appeared and are not a new idea. They have been around for a long time. Knowing this can help as children explore later in the course why, if rights have existed for a long time, there might still be barriers to rights being met.

There are two exercises included here – **Travel Back in Time** and **Arranging the Cards**. Trainers can run either both or only one of the exercises, depending upon time, resources and level of interest of the group.

2a. Travel Back in Time – Optional Activity

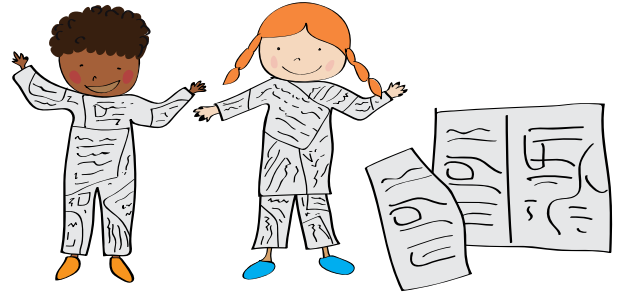
Ask the participants if they are interested in riding a time travel machine to trace the history of human and child rights. To join this trip, they should wear unique travel suits (similar to what astronauts wear).

Invite children to make a costume to wear on their travels. Available resources should be old newspapers, scotch tape and used flipchart paper. Provide approximately 15 minutes for this activity.



While children are preparing their costumes, prepare and post time sequences with illustrations on the wall. Identify volunteers to tell the story for each time frame using the text in the handout.

Ask for volunteers to be pilot and co-pilot. Then, tell the children to board the time machine. Go through the motion of taking off with sound effects (loud sounds similar to that of a jet taking off, to be produced by the children themselves). Together, walk towards the first time sequences posted on the wall. After one minute, announce that they will now land on their first destination (first time sequences posted on the wall). Go through the motion of landing, also with sound effects.



Read the story on how human and child rights evolved in that time frame (from the facilitators' handout for the session).

After the story, invite the children to ask questions (amongst themselves) regarding the story and to summarise important events in that time frame.

Repeat the steps above until all the time frames have been visited.

End by simulating the flight back to the room. At this point they may remove their newspaper costumes.

Ask children for their thoughts and ideas from the activity, and have a general discussion about what they learnt from the activity.

NOTE: Some trainers may be anxious about this exercise and worry that perhaps the children will spend more time enjoying the dressing up than learning about the history of rights. This is OK! Children will be spending a lot of time on the course, and it is important also to have fun! As an alternative to this exercise, the optional activity **Arranging the Cards** can be expanded and adapted to also cover the most important historical information.

2b. Arranging the Cards – Optional Activity

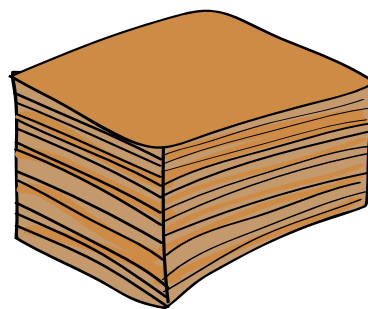
If children have carried out the exercise “Travel Back in Time”, tell the children that they will play a quick game that will help them recall the significant international historical events related to human and child rights.

Explain that if they cannot remember well, they may make guesses and it is alright to make mistakes.

If children have not carried out the time travel exercise, then explain that this exercise will help them explore and understand the significant historical events related to rights.

Divide the children into groups of 3-5 persons. Assign some groups to work on human rights and others on child rights. Give each group a set of shuffled cards according to the group.

Ask the groups to review what is written on the cards and then to arrange them in order, starting with what happened first up to recent-day developments.



When each group has rearranged their cards, ask the participants to go around and see how other groups have arranged their cards and provide comments. Groups may change the sequence of their cards based on the comments they get from other participants.

Using the PowerPoint visuals, explain the significant international historical events related to human and child rights. While this is being done, ask the groups to check the order of their cards, and rearrange as necessary.

Summarise the discussion, ensuring the following key points are raised:

- The development of human rights is usually linked to Western philosophy but concepts of individual freedom and personal rights exist in both Asian and Western traditions.
- The foundation of the UN and the drafting of the Universal Declaration of Human Rights were influenced by the experience of the two World Wars.
- The dignity and worth of human beings and their equal and unalienable rights are the key ideas on which the Universal Declaration of Human Rights is based.

NOTE: If there is insufficient time to carry out the time travel exercise or the participants are not interested, then this exercise can be adapted to explore the historical development of rights, by expanding the history of rights and going through it in more detail.

3. Human Rights Instruments and Treaties

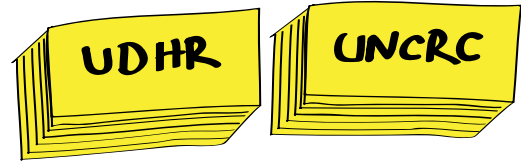
In a large group, the trainer should briefly explain the following:

1. UDHR
2. UNCRC
3. Examples of international treaties addressing

concerns of specific groups such as:

- International Convention on the Elimination of All Forms of Racial Discrimination (CERD)
- Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)
- International Convention on the Protection of the Rights of Migrant Workers and Members of Their Families (CRMW)
- International Convention on the Rights of Persons With Disabilities

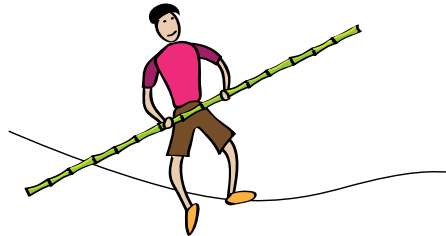
NOTE: If necessary, refer to the material in the facilitators' reading sheets. This is quite a detailed session – trainers should not attempt to explain all the information in detail. Children only need a brief overview. Trainers may also leave out this information if they think it will be too confusing.



Encourage children to ask and answer questions.

Summarise and process the activity by asking the following questions:

- What can you say about the international human rights instruments and treaties?
- Was it difficult to understand them?
- What new learning were you able to acquire?
- What child rights principles were demonstrated in this activity? Why do you say so?



Debriefing and Evaluation

Ask the children to share their reactions to the **Travel Back in Time** activity through the following guided questions:

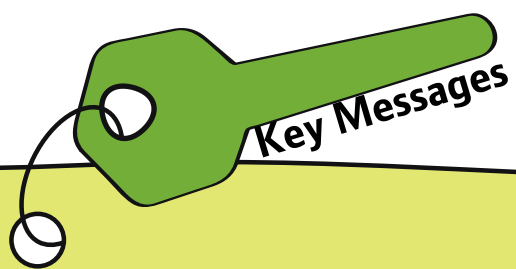
- How did you feel about the activity you went through? Did you enjoy it?
- Why do you think you need to know the history of human rights?
- How can this knowledge help you and others?
- Will you be able to recall the history of human rights?
- What new information or learning were you able to get from the activity?

Ask children to share their reflections on the **Arranging the Cards** exercise through the following questions:

- What did you enjoy most about the game?
- Was it easy or difficult?
- What part was easy? Difficult?
- What did you learn from the activity?

Summarise the discussions from the session, making sure to include the key messages.





- The struggle for human rights started in early civilisation and is ongoing.
- Human and child rights are in place, but there are challenges in claiming and holding them.



Suggestions for Follow-Up / Ideas for Action

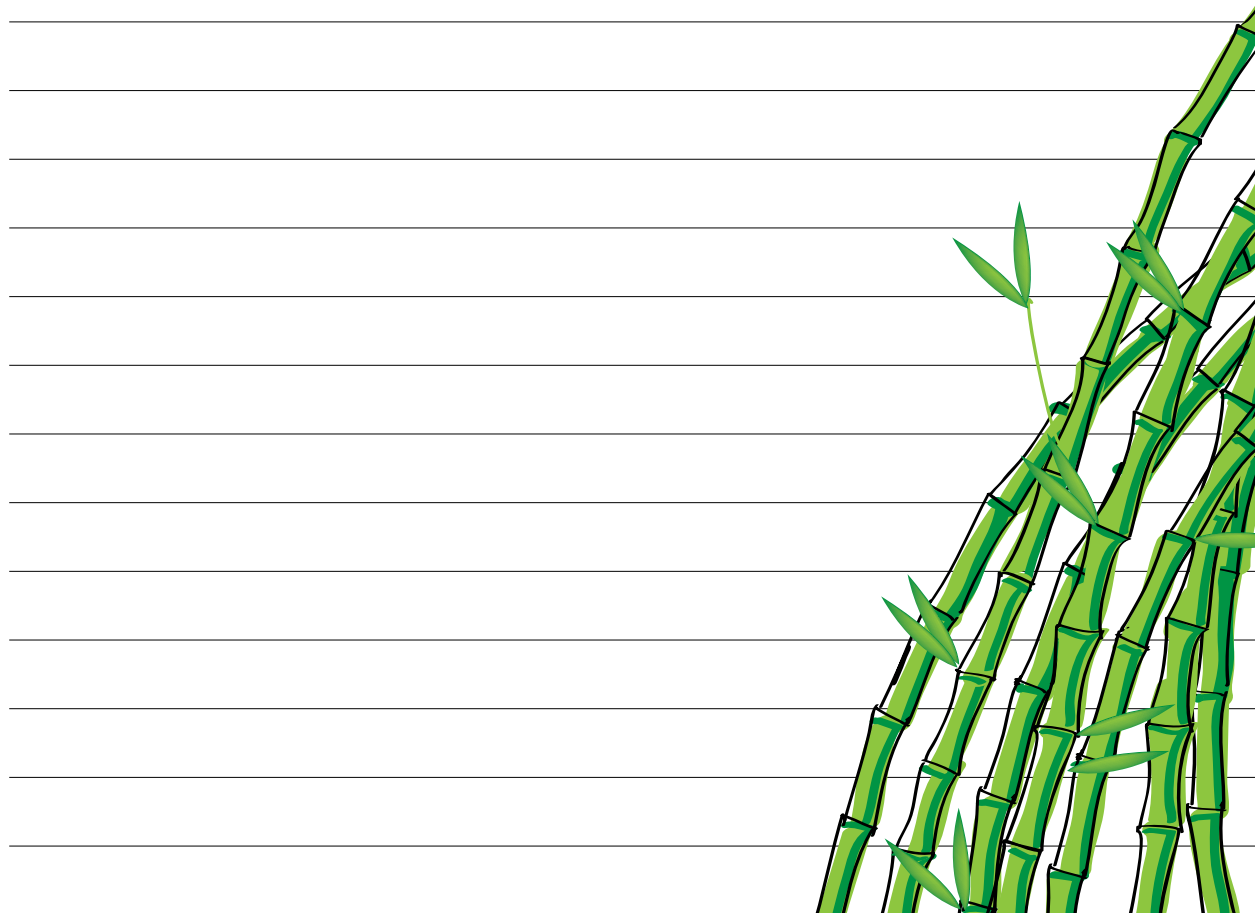
- Conduct a short review of this session before the start of the next session to help reinforce learning.
- Encourage children to read the handout for this session outside training hours.



Additional Tips for Facilitators

- Make sure to adjust the game based on the age and knowledge of the children.
- To facilitate recall and memory of the significant events in the history of human and child rights, use the fade-out technique. Post the cards on the board in the right order. Ask children to read the cards. Then, remove one card and ask them to read again including the one card that was taken out. Do this again until most if not all the cards have been removed.
- Conduct a short game to recall human rights as embodied in the main international human rights treaties. Post a card with a treaty written on it (for example, the International Convention on the Elimination of All Forms of Racial Discrimination, CERD, 1965). Then ask participants to say what right or rights is/are being covered by the document.
- This session can become very 'text heavy' – that is, filled with a lot of written information. Trainers need to make sure that this is suitable for the group they are working with. If not, handouts etc should be simplified. Alternatively, provide extra time, and ask children to draw pictures that illustrate the various points.

A decorative illustration of green bamboo stalks and leaves in the bottom right corner of a lined paper background. The bamboo stalks are green with black outlines and are arranged in a cluster, leaning upwards. Several green leaves are attached to the stalks, also with black outlines. The background is white with horizontal grey lines.



MODULE 1, Day One

Readings, Handouts & Exercise Sheets

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PRE-TRAINING ASSESSMENT EXERCISE

There are four parts to the assessment.

PART ONE - TYPES OF RIGHTS

Directions:

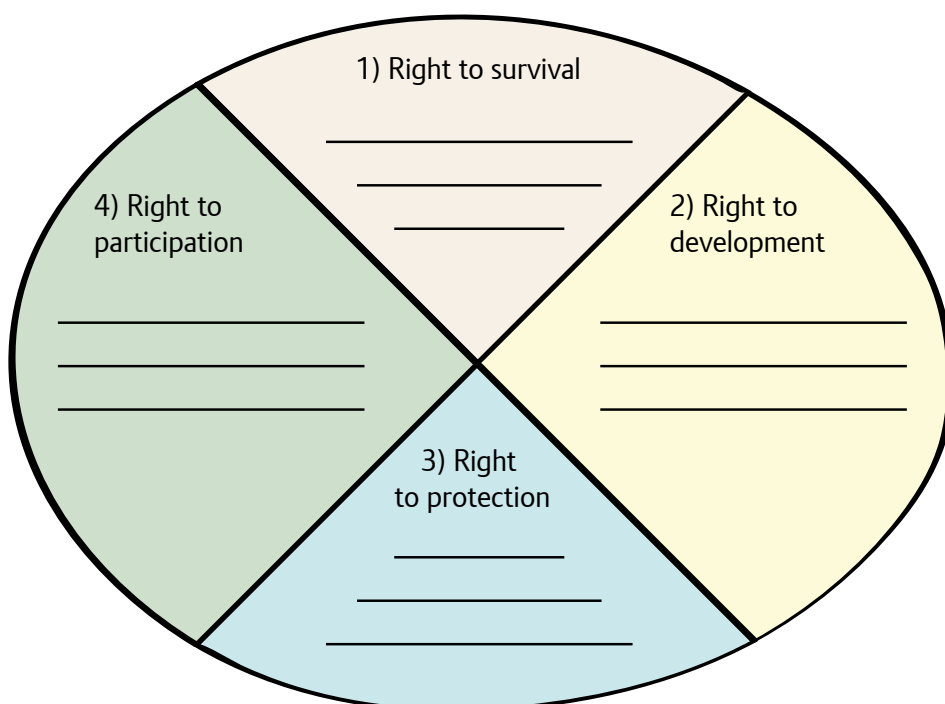
There are four groups of child rights. These are:

- 1) Right to survival
- 2) Right to development
- 3) Right to protection
- 4) Right to participation

Here are eight examples of child rights:

- A. The right to have enough food and shelter and to have a healthy body
- B. The right to be given the opportunity for play and leisure
- C. The right to be looked after in difficult circumstances, such as war, and natural and man-made disasters (such as floods)
- D. The right to join associations, such as clubs, and peaceful assemblies
- E. The right to be defended and assisted by the government
- F. The right to express views and opinions
- G. The right to have a good education
- H. The right to be given protection against abuse, harm, and violence

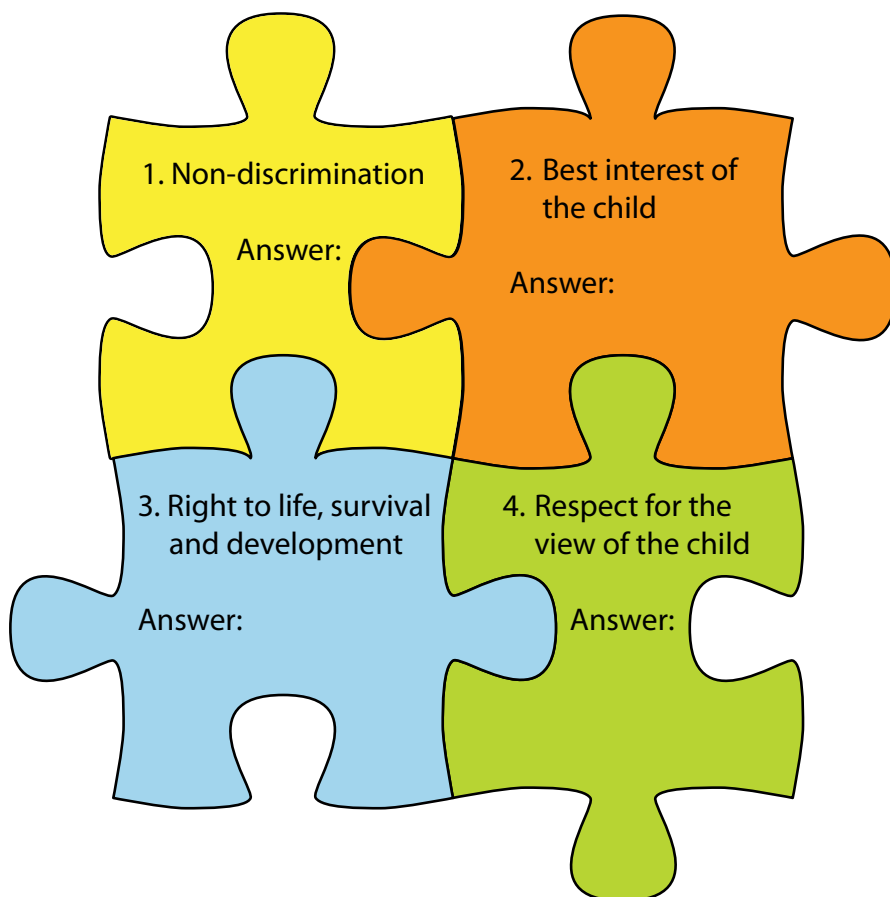
For each of the four groups of child rights, write the letters of two examples in the spaces provided in the diagram.



PART TWO - PRINCIPLES

Directions:

There are four child rights principles given in the puzzle pieces.

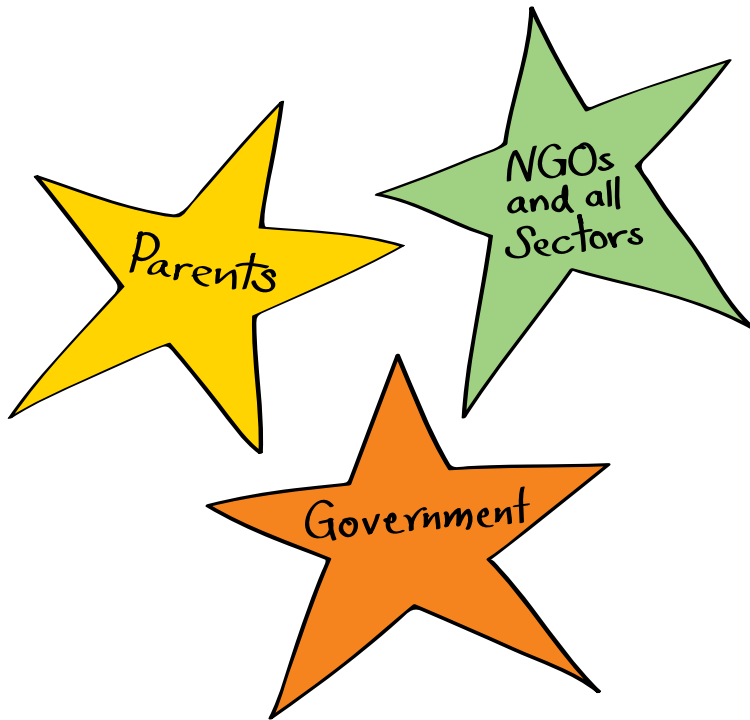


Match the correct description from the list below with the right puzzle piece. Write the letter of the answer in the space provided.

Descriptions:

- A. Children's ideas and opinions should be asked for, heard, respected and considered in all matters that affect their life.
- B. All children should be given equal treatment, provided the same protection, and access to goods, services and opportunities.
- C. Decisions of parents, legal guardians, government, and other sectors of society should always consider what is good for children.
- D. Parents, legal guardians, government and members of society should ensure that basic rights are respected.

PART THREE - WHO SHOULD DO WHAT?

**Directions:**

Three groups of people have responsibilities under the Convention on the Rights of the Child (CRC).

Identify whose duty is given in the questions below. If it is the duty of government, write G on the space provided before the item; if it is the parents write P; and if it is NGOs and all sectors of society, write NASS.

If they do not know what some of the words mean, that is OK – by the end of the course, they will!

- _____ 1. Upbringing and development of the child; the best interest of the child will be their basic concern.
- _____ 2. Assist the government in carrying out its duty.
- _____ 3. Secure as far as they can the conditions of living necessary for the child's survival and development.
- _____ 4. Respect and make sure that the rights set out in the CRC are implemented without discrimination.
- _____ 5. Provide direction and guidance to support children in claiming their rights.
- _____ 6. Enhance capacity of government, parents and children on CRC implementation, monitoring and evaluation.
- _____ 7. Implement the CRC and make sure that non-state providers (i.e. NGOs) follow the CRC.
- _____ 8. Assist parents in meeting their responsibility to provide an adequate standard of living for the child.

PART FOUR - PUTTING RIGHTS INTO PRACTICE

Directions:

Read the story given below and then answer the questions.

Sophal is a 14-year-old daughter of a family who has a small business in Pursat Province. Her parents believe that she doesn't need high school education and will be better off helping them in their business. Sophal thinks otherwise and hopes her parents will allow her to continue high school.



Sophal has many friends who were her former classmates. Most of them are child club members. One day, Sophal's friends came to her house and asked her parents why they would not allow Sophal to continue her studies. Sophal's parents did not answer. Sophal was very sad and thought that her dream of going to high school would never happen.



After a week, Sophal's friends came back to the house. Her friends talked to her about the importance of education. They also shared the new knowledge and skills they had recently acquired from school. One of her friends said, "In school, we were taught about child rights. One of those is the right to education. Our teacher said that this is one of the responsibilities of our parents and our government."



Sophal's parents overheard their conversation and decided to allow her to continue her studies. Sophal jumped with joy and rushed to tell her friends the good news. Happy with the results of their action, Sophal's friends promised to visit other children who stopped going to school.



Questions:

1. What was Sophal's problem?

2. Why didn't her parents allow her to continue her studies?

3. What child right was violated in the early part of the story?

4. Why is it considered a violation of the Convention on the Rights of the Child?

5. Whose responsibility is the child's right to education?

6. Why do you say so?

7. How did Sophal regain her right?

8. What did Sophal's friends do to help her with her problem?

9. Was their action helpful? Why?

10. What are they planning to do next?



ANSWER SHEET FOR PRE-TRAINING ASSESSMENT EXERCISE

Part ONE:

1. 1 and 3
2. 2 and 7
3. 5 and 8
4. 4 and 6

Part TWO:

1. b
2. c
3. d
4. a

Part THREE:

1. P
2. NASS
3. P
4. G
5. P
6. NASS
7. G
8. G

Part FOUR:

1. What was Sophal's problem?
 - Her parents would not allow her to continue her studies.
2. Why didn't her parents allow her to continue her studies?
 - They believed she was better off helping them in their business.
3. What child right was violated in the early part of the story?
 - Right to education and right to participation (in making decisions).
4. Why was it violated?
 - Because Sophal could no longer continue to develop herself and also because she was not consulted.
5. Whose responsibility is the child's right to education?
 - Primarily the government and the parents.
6. Why do you say so?
 - This is what the CRC says.
7. How did Sophal regain her right?
 - Thanks to her peers' action, her parents changed their decision and let her go back to school.
8. What did Sophal's friends do to help her with her problem?
 - Tried to convince her parents.
9. Was their action helpful? Why?
 - Yes, it produced good results.
10. What are they planning to do next?
 - Convince parents of other children who are not sent to school.

Reading for Facilitators

RIGHTS, CHILD RIGHTS & HUMAN RIGHTS

This sheet provides additional guidance and information on rights that facilitators may find useful. It contains a lot of information that trainers should be familiar with before attempting the workshop session.

1. What are rights?

- Rights are entitlements that everybody (including children) should claim and hold.
- Rights are promises or guarantees given to someone by another party (like the government).

Important Points:

- Children and human rights are NOT to be conditioned by any kind of responsibilities.
- Everyone should be proactive and participate in claiming and holding his / her rights.
- Since participation to claiming and holding children and human rights is voluntary, it is up to each individual to assume this responsibility.
- Lack of personal engagement and responsibility in claiming and holding rights should NOT exclude them from entitlements to rights.

Examples:

“I have a right to go to school and acquire a good education, so I can have a decent life.”

“I have a right to health care when I do not feel well in any circumstances.”

“As a child, I have a right to be given the opportunity for play and leisure.”

“It is our right to be defended and assisted by the government, especially in times of disaster.”

“It is the right of the child to express his / her own views, especially on matters affecting them.”

“I can join associations like the Child Club and peaceful assemblies. It is my right as a child.”



2. What are human rights?

Human rights belong to all people regardless of their sex, race, colour, language, national origin, age, class, religion, or political beliefs. They are:

- universal = the same for all human beings
- inalienable = cannot be taken away; no one has the right to deprive another person of their rights for any reason
- indivisible = equal importance of each human right. A person cannot be denied a right because someone has decided it is “less important” or “nonessential”.
- interdependent = rights are connected to each other; enjoyment of any individual human rights depends upon the recognition and respect for other human rights
- a guarantee of respect for human dignity and integrity

3. Who is a child?

Until the age of 18 years, a person is considered a child and has all the rights as contained in the United Nations Convention on the Rights of the Child (CRC).

4. What are child rights?

- Child rights are human rights with additional rights / provisions to safeguard the care, protection, development and wellbeing of the child.
- These are contained in various international treaties and conventions. Foremost of these is the Convention on the Rights of the Child (CRC).

The following table gives a comparison of two major international documents on human and child rights – the Universal Declaration of Human Rights (UDHR) and Convention on the Rights of the Child (CRC).

| Human Rights | Child Rights | CRC Provision not specifically provided in the UDHR |
|---|---|--|
| Art 1 - Everyone is equal | Art 2 - Non-discrimination | Art 8 - Right to identity |
| Art 2 - Non-discrimination | Art 2 - Non-discrimination | Art 9 - Right against separation of children from their parents except when necessary for best interests |
| Art 3 - Right to life, liberty and personal security | Art 6 - Right to life, survival and development, Art 11 - protection from illicit transfer and non-return | Art 19 - Protection from abuse |
| Art 4 - Prohibition of slavery and servitude | Art 36 - Protection from other forms of exploitation | Art 20 - Right to alternative care of children without a family |
| Art 5 - Prohibition of torture, cruel, inhuman or degrading treatment or punishment | Art 37 - Protection from torture, cruel, inhuman or degrading treatment or punishment | Art 21 - Right to adoption |
| Art 6 - Everyone recognised as person before the law | | Art 23 - Right to children with disabilities |
| Art 7 - Everyone is equal before the law | Art 12 - Right to juvenile justice | Art 25 - Right to periodic review of placement and treatment |
| Art 8 - Everyone can go to court for remedy of violation of rights | Art 12 - Right to juvenile justice | Art 30 - Rights of minority/ indigenous children |
| Art 9 - Protection from arbitrary arrest, detention, exile | Art 12 - Protection from arbitrary arrest, detention, exile | Art 33 - Protection from drug abuse |
| Art 10 - Right to fair and public trial | Art 12 - Right to privacy fully respected at every stage of the proceedings | Art 34 - Protection from sexual exploitation and abuse |
| Art 11 - Presumption of innocence until proven guilty, protection from conviction when act not a crime at time it was committed | Art 12 - Presumption of innocence until proven guilty, protection from conviction when act not a crime at time it was committed | Art 35 - Protection from sale, abduction and trafficking |
| Art 12 - Protection of privacy | Art 16 - Right to privacy | Art 38 - Protection of children affected by armed conflict |



| Human Rights | Child Rights | CRC Provision not specifically provided in the UDHR |
|---|---|---|
| Art 13 - Freedom of movement | Art 10 - Entering or leaving countries for family reunification | Art 39 - Right to rehabilitation |
| Art 14 - Right to asylum | Art 22 - Right of child refugees | |
| Art 15 - Right to nationality | Art 7 - Right to a name and nationality | |
| Art 16 - Freedom to choose in marriage matters, equality of men and women in marriage | Art 12 - Respect for the views of the child | |
| Art 17 - Right to property | Art 6 - Right to life, survival and development | |
| Art 18 - Freedom of thought, conscience and religion | Art 14 - Freedom of thought, conscience and religion | |

Handout for Participants

RIGHTS, CHILD RIGHTS & HUMAN RIGHTS

1. What are rights?

Rights are things that people are entitled to have by law. Examples include:

“I have a right to go to school and acquire a good education, so I can have a decent life.”

“I have a right to health care when I do not feel well.”

“As a child, I have a right to be given the opportunity for play and leisure.”

“It is our right to be defended and assisted by the government, especially in times of disaster.”

“It is the right of the child to express his/her own views, especially on matters affecting them.”

“I can join associations like the Child Club and peaceful assemblies. It is my right as a child.”

Having a right does not mean that it can stop someone else from having their rights, too.

2. What are human rights?

Human rights are:

- Things that everybody (including children) should claim and hold
- The same for all human beings regardless of their sex, race, colour, language, national origin, age, class, religion or political beliefs
- Not to be taken away
- Equally important
- Connected to each other – being able to enjoy a right fully depends on other rights

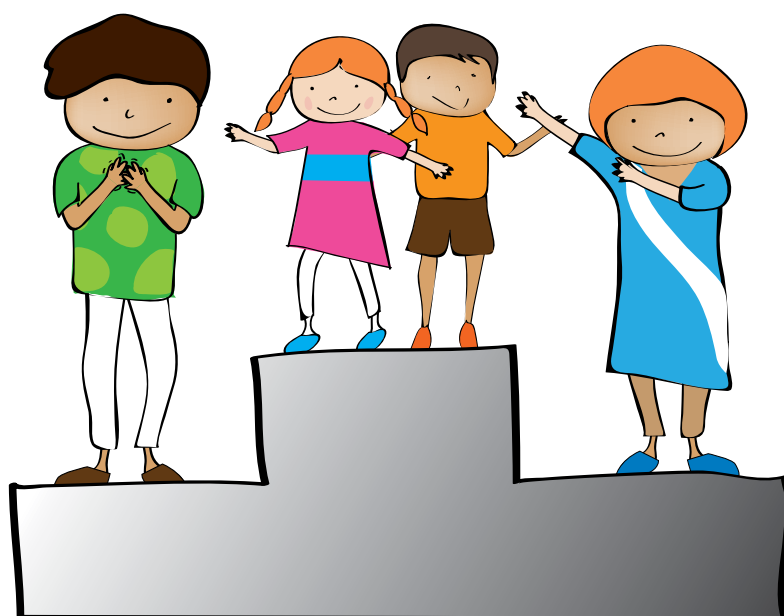


3. Who is a child?

Until you are 18 years old, you are considered a child and have all the rights as contained in the United Nations Convention on the Rights of the Child (CRC or UNCRC for short).

4. What are child rights?

- Child rights are human rights with additional rights to safeguard the care, protection, development and wellbeing of children.
- These are contained in the UN Convention on the Rights of the Child and various international treaties and conventions. The UNCRC is the most important document for children's rights.



Reading for Facilitators

EVOLUTION & HISTORY OF RIGHTS

How human and child rights evolved and what are the international treaties on human and child rights

NOTE: This is a very complex handout but it is included here as trainers need to know this information to a greater or lesser extent and it is designed to support their work in session three.

1. The story of human rights**Early Civilisation**

During early civilisation, there were no international laws in the modern sense. However, different leaders and law-makers such as Menes, Hammurabi, Moses, Daco and Manu began to outline standards of conduct for people mainly within the territory of their countries.

In Asia, Confucius (551-479 BC) emerged as a dominant Chinese philosopher both morally and politically. His ideas were adopted in the Han Dynasty in ancient China as the official moral and political doctrine of the state. Among his teachings are: to love others, honour one's parents, do what is right instead of what is of advantage, do not do to others what you would not want for yourself, and to rule by moral example instead of force and violence.

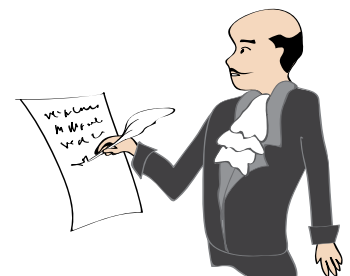
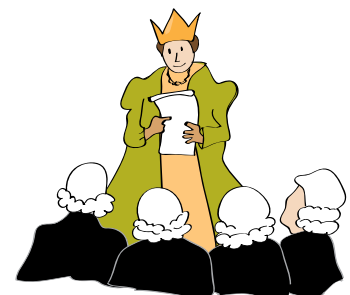
A Confucian idea related to human rights says: "When the Ta Tao or Great Way prevails, the world is for the welfare of all...Provisions are made for the aged, employment is provided for the able-bodied, and education is afforded to the young. Widows and widowers, orphans and the childless, the deformed and the diseased, are all cared for."

Magna Carta

Many significant events in the development of human rights happened in this period. Britain's King John was forced by his lords to sign the Magna Carta in 1215. This is a set of laws where freemen are entitled to judgment by their peers and where the King is not above the law.

Hugo Grotius, the Dutch jurist, was credited with the birth of international law on brotherhood and the need to treat all people fairly (from 1583 to 1645).

Also during this period the British Petition of Rights and later the Bill of Rights in 1689 were adopted.



US: Independence and France: Rights of Man

This period experienced more developments in human rights. In 1776, the United States declared independence and proclaimed the concept of natural rights: "All men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness."

This was followed by the incorporation of the freedom of speech, press, and fair trial into the Bill of Rights in the new US Constitution in 1791.

In France, the Rights of Man and Citizen was adopted in 1789. This defined a set of individual and collective rights of the people (universal, not only to French citizens but to all men without exception).

World War I and Inter-War Years

World War I took place from 1914 to 1918; primarily in Europe. Over 40 million casualties resulted, including approximately 20 million military and civilian deaths. It was triggered by the assassination of Archduke Franz Ferdinand, heir to the Austro-Hungarian throne, by Gavrilo Princip, a Bosnian Serb citizen of Austria-Hungary. The retaliation by Austria-Hungary against the Kingdom of Serbia activated a series of alliances that set off a chain reaction of war declarations.



In 1920, after the end of World War I, the League of Nations under the Treaty of Versailles was formed. The League's goals included disarmament, preventing war through collective security, settling disputes between countries through negotiation, diplomacy and improving global welfare. It aimed to prevent war and promote global welfare, including many of the rights which were later included in the UDHR.

The International Labour Organization was established as an agency of the League of Nations (although it is now part of the United Nations). Its focus was to promote opportunities for women and men to obtain decent and productive work in conditions of freedom, equity, security and human dignity.

Despite the establishment of the League of Nations, World War II broke out in 1939. This was a global military conflict which involved the majority of the world's nations, including all of the great powers. These were organised into two opposing military alliances: the Allies and the Axis. The war involved the mobilisation of over 100 million military personnel, making it the most widespread war in history. Over 70 million people, the majority of them civilians, were killed, making it the deadliest conflict in human history.

The war started with the German invasion of Poland, followed by declarations of war on Germany by the United Kingdom, France and the British Dominions. The war became complex as a result of other events such as attacks on Pearl Harbour and British and Dutch colonies in South

East Asia. The Soviet Union and the United States emerged from the war as the world's leading superpowers. This set the stage for the Cold War, which lasted for the next 45 years. This was a period of deep distrust between countries – particularly between the US and the Soviet Union.

After World War II

Following the end of World War II, the United Nations was formed in the hope of preventing another such conflict. The self-determination spawned by the war accelerated decolonisation movements in Asia and Africa, while Western Europe itself began moving toward integration.

In 1948, the Universal Declaration of Human Rights (UDHR) as a non-binding instrument was adopted by the United Nations General Assembly as part of the response to the barbarism of World War II. Member nations are urged to promote a number of human, civil, economic and social rights, as part of the foundation of freedom, justice and peace in the world. This was the first international legal effort to limit the behaviour of states and press upon them duties to their citizens.

The UDHR was framed by members of the Human Rights Commission with Eleanor Roosevelt as Chair.

In 1966, the International Covenant on Economic, Social and Cultural Rights (ICESCR) and the International Covenant on Civil and Political Rights (ICCPR) were adopted as legally binding instruments.

More recently, there have been adoptions of detailed conventions related to specific issues, such as racial discrimination and torture, and to the rights of specific groups, such as women and children.



2. How did child rights evolve?

In 1924, the League of Nations adopted the Declaration of Child Rights as the Geneva Declaration of the Rights of the Child. These were adopted by the UN in 1959.

Between 1979 and 1988, the drafting of the CRC was undertaken by a working group of the UN, mainly composed of northern country representatives. This was adopted in 1989 by the UN General Assembly.

3. What is the UDHR?

The Universal Declaration of Human Rights (UDHR) was drafted by the Commission on Human Rights and adopted as a resolution by the General Assembly in 1948. It is considered to be customary international human rights law, and there is general acceptance of the norms and standards that it sets. It was the first international set of human rights and includes economic, social and cultural rights, as well as civil and political rights.



Why was it adopted?

- To prevent war through collective security, settling disputes between countries through negotiation, diplomacy and improving global welfare.
- To promote global welfare and human rights.

What are the positive mandatory actions?

- To support many of the former colonies of Western European colonial powers during their transition from colony to independent state
- To respect and support civil, political, economic, social and cultural rights of all peoples

The UDHR resulted in the drafting of the International Covenant on Civil and Political Rights (ICCPR) and the International Covenant on Economic and Social Rights (ICESCR). The rights contained in these two Covenants are:

Civil and Political Rights (CPR)

- right to life, liberty and security
- freedom from slavery and servitude
- freedom from torture and inhuman treatment or punishment
- right to recognition as a person before the law
- freedom from arbitrary arrest, detention or exile
- right to equal protection of the law
- right to an effective remedy
- right to a fair trial
- right to privacy
- freedom of movement and residence
- right to a nationality
- freedom of thought, conscience and religion
- freedom of opinion and expression
- freedom of assembly and association
- right to property
- right to participate in the government of one's country

**Economic, Social and Cultural Rights (ESCR)**

- right to social security
- right to work
- right to an adequate standard of living (including health, food, clothing and housing)
- health
- right to education
- right to rest and leisure
- right to participate in cultural life

The UDHR, the ICCPR and the ICESCR make up what is known as the International Bill of Rights.

4. Examples of international human rights treaties addressing concerns of specific groups

International Convention on the Elimination of All Forms of Racial Discrimination (CERD) 1965

To address distinction, exclusion, restriction or preference based on race, colour, descent, or national or ethnic origin which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural or any other field of public life.

Some of the positive mandatory actions included are that each state party:

- should not sponsor, defend or support racial discrimination by any persons or organisations
- will review governmental, national and local policies, and amend or nullify any laws and regulations which have the effect of creating or perpetuating racial discrimination wherever it exists
- will prohibit and bring to an end, by all appropriate means, including legislation as required by circumstances, racial discrimination by any persons, group or organisation
- should encourage multiracial organisations and movements and other means of eliminating barriers between races and discourage anything which tends to strengthen racial division

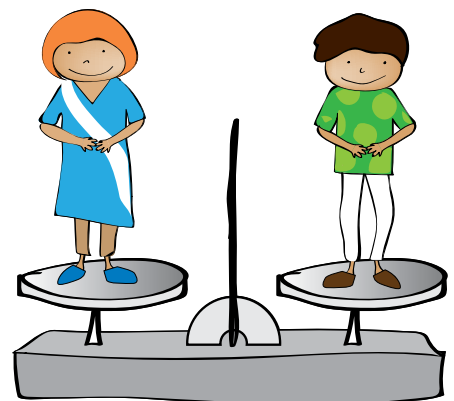


Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) 1979 and 1 Optional Protocol

To address distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on the basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.

Some of the positive mandatory actions included are that states ratifying the convention are required to:

- enshrine gender equality into their domestic legislation
- repeal all discriminatory provisions in their laws, and enact new provisions to guard against discrimination against women
- establish tribunals and public institutions to guarantee women effective protection against discrimination
- take steps to eliminate all forms of discrimination practiced against women by individuals, organisations and enterprises



International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (CRMW) 1990

To address the state of vulnerability in which migrant workers and members of their families frequently find themselves.

Positive mandatory actions included are that each state party shall abide with the provisions of the convention covering non-discrimination with respect to human rights of all migrant workers and their families, and promotion of sound, equitable, humane, and lawful conditions of migrant workers and their families.



International Convention on the Rights of Persons with Disabilities 2006 and 1 Optional Protocol

To address the need to promote and protect the human rights of all persons with disabilities, including those who require more intensive support.

Some of the positive mandatory actions included are that each state party is required to:

- take all appropriate measures, including legislation, to modify or abolish existing laws, regulations, customs and practices that discriminate against persons with disabilities
- take into account the protection and promotion of the human rights of persons with disabilities in all policies and programmes
- take all appropriate measures to eliminate discrimination on the basis of disability by any person, organisation or private enterprise
- provide accessible information to persons with disabilities about mobility aids, devices and assistive technologies, including new technologies, as well as other forms of assistance, support services and facilities
- promote the training of professionals and staff working with persons with disabilities



Handout for Participants

HISTORY AND EVOLUTION: INTERNATIONAL TREATIES AND CONVENTIONS

How human and child rights evolved and what are the international treaties on human and child rights

1. The history of human rights

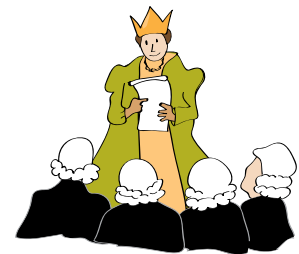
Early Civilisation

- There were no international laws.
- Leaders and philosophers such as Hammurabi, Moses, Daco, Manu and Confucius began to outline acceptable behaviour of people mainly within their territory.



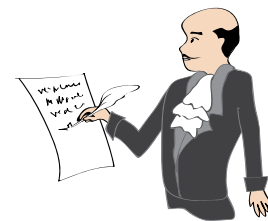
Magna Carta

- 1215: Britain's King John was forced by his lords to sign the Magna Carta in which freemen are entitled to judgment by their peers and the King is not above the law.



US Independence and France's Rights of Man

- 1776: The United States declared independence and proclaimed that "all men are created equal".
- 1789: France adopted the Rights of Man and Citizen which defined a set of individual and collective rights of the people.



World War I & Inter-War Years

- 1920: After World War 1, the League of Nations was formed. The League aimed to prevent war and promote global welfare and human rights.



World War II

- 1945: The United Nations was formed in the hope of preventing wars.
- 1948: The Universal Declaration of Human Rights (UDHR) was adopted by the United Nations General Assembly.

Onwards and Recent

- Onwards: adoption of detailed conventions related to specific issues, such as racial discrimination and torture, and to the rights of specific groups, such as women and children
- Recent/2007: adoption of the Convention on the Rights of Persons with Disabilities

2. How did child rights evolve?

- 1924: adoption of the Declaration of Child Rights by the League of Nations as the Geneva Declaration of the Rights of the Child
- 1959: adoption of the Declaration of Child Rights by the UN
- 1989: adoption of the CRC by the UN General Assembly



3. What is the UDHR?

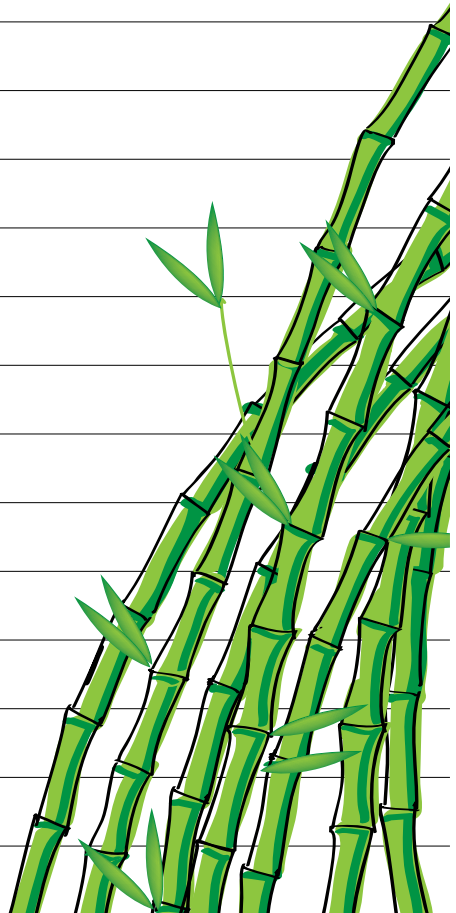
The Universal Declaration of Human Rights (UDHR) is an international human rights treaty which was adopted by the General Assembly in 1948 to prevent war and promote global welfare and human rights. It is the first international set of human rights and includes economic, social and cultural rights as well as civil and political rights.

4. Examples of international human rights treaties addressing concerns of specific groups

- *International Convention on the Elimination of All Forms of Racial Discrimination* (CERD) 1965
- *Convention on the Elimination of All Forms of Discrimination Against Women* (CEDAW) 1979 and 1 Optional Protocol
- *International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families* (CRMW) 1990
- *International Convention on the Rights of Persons with Disabilities* 2006 and 1 Optional Protocol, not yet enforced



A decorative illustration of green bamboo stalks and leaves in the bottom right corner of a lined paper background. The bamboo stalks are green with dark green outlines and are arranged in a cluster, leaning upwards. Several green leaves are attached to the stalks, also with dark green outlines. The background is white with horizontal grey lines.



DAY TWO

Session 4: Children's Rights as Human Rights: The Principles of the CRC and Putting Rights into Practice

Session 5: Duties and Responsibilities in Relation to Child Rights

Session 6: Making Sure Children are Involved

Session 7: Summary and Synthesis

SESSION 4

Children's Rights as Human Rights: The Principles of the CRC and Putting Rights into Practice

Goals to be accomplished:

1. Review the learning from Day One
2. Explore further understanding of children's rights
3. Explain the four essential child rights and principles
4. Describe how child rights can be applied in day-to-day life



Time: Two hours

Activities / Session Plan:

1. Focusing and Energising

In small groups, ask the participants to talk about what they learnt from Day One. Small groups should give feedback to the main group of at least two things they can remember, while the facilitator makes note of these on flipchart paper.



Although this exercise is not particularly comprehensive, it helps participants 'come back' to the topic and the course. It should be kept brief – a maximum of 15 minutes.

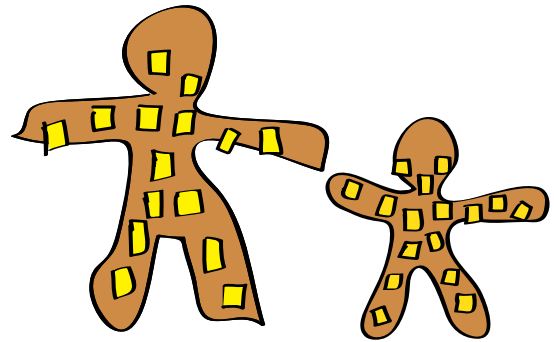
NOTE: A good way to assist with the review of Day One, assuming the technology is available, is to download photographs taken throughout Day One and show these as a photo display on PowerPoint. Remember, before taking photos to use in this way, the children must have been asked for permission!

2. Warm Up Activity – Describing Children and Adults

Begin by posting a cut-out of a child and an adult on the board. The drawings made in sessions on Day One can be used.

In small groups, ask the children to describe ‘children’ and ‘adults’. Their ideas should be written on metaplan cards (one idea per card).

Invite the groups to come and stick the description beside the cut-out of the adult or child depending on who the description fits.



In the large group, discuss the descriptions of children. Are any the bases for child rights (such as special protection, given their particular situation of vulnerability and dependency on adults)?

NOTE: This activity helps connect Day One with Day Two. Additional input into the session can be provided by using the ‘Children’s Rights are Human Rights’ visuals from Part Three of this manual.

3. How are children’s rights applied to everyday living?

NOTE: This exercise seems complicated but is actually quite simple. The trainers need to be prepared, however and make sure that they well understand the ideas which will be discussed. It is a good idea to make sure that all the necessary cards and flipcharts are prepared before the activity starts so that there is less time spent waiting for this to be done in the session.

Ask the children to think about important parts of their lives and the lives of their friends. This helps make the CRC seem more real and relevant. Write the responses on the board as children call out their ideas.

Introduce the CRC to the participants, and ensure that everyone is familiar with the document by giving each child a copy of the child-friendly CRC.

Briefly go through each of the articles in the CRC, checking that children understand its meaning, and ask for comments or thoughts about the CRC.

NOTE: If the group is finding the exercise difficult, you could show the PowerPoint from Part Three (Visual Aids) which summarises the CRC content areas.

Tell the participants that they are going to play a game that will help them identify the 'baskets', or groups, of child rights and the child rights principles.

Using the categories of rights and principles shown below, write on separate cards each of the points (eight cards in total):

Four main areas or 'baskets' (groups) of rights:

- The right to survival
- The right to development
- The right to protection
- The right to participation

Four main child rights principles:

- Non-discrimination
- Best interests of the child
- The right to life, survival and development
- Respect for the views of the child



On the board, write or pin the headings 'basket of rights' and 'basket of principles'.

Divide the children into groups of 3 or 4 and give each group a card. The children are to read what is on the card and then to stick the card on the board under the correct title. Repeat this process until all the cards have been pinned on the board.

Provide explanations on each of the items under the baskets of rights and child rights principles, using the PowerPoint visuals, if necessary. Examples include:

Four main areas or 'baskets' of rights:

| | |
|------------------------|--|
| Right to survival | Right to have enough food and shelter to have a healthy body Right to be looked after in difficult circumstances such as war or disasters |
| Right to development | Right to have a good education Right to be given opportunity for play and leisure |
| Right to protection | Right to be given protection against abuse, harm and violence Right to be defended and assisted by the government |
| Right to participation | Right to join clubs and meetings Right to express views and opinions |

Four main child rights principles:

| | |
|---|--|
| Non-discrimination | All children should be given equal treatment, provided with the same protection and access to goods, services and opportunities, regardless of their race, ethnicity, social background etc. |
| Best interests of the child | Decisions of parents, legal guardians, government and other sectors of society should always consider what is best for the children. |
| Right to life, survival and development | Parents, legal guardians, government and other sectors of society should ensure that these basic rights are observed and implemented. |
| Respect for the views of the child | Children's ideas and opinions should be sought, heard, respected and considered. |

NOTE: Principles can be described to children as being the basis from which all rights are formed.

Ask children to divide into four groups to think of more examples of daily life situations relevant to each 'basket' of rights:

- Group 1: to consider the right to survival
- Group 2: to consider the right to development
- Group 3: to consider the right to protection
- Group 4: to consider the right to participation

Each group should write their ideas and examples of daily living situations on the flipchart and then present these to the whole group.

NOTE: If participants struggle to come up with further examples, it may be necessary to give them some more guidance using the ideas below:

Right to survival:

1. When I am sick, my parents bring me to the clinic.
2. Both my parents are working in the field to earn money for our food, clothing, shelter, education and other needs.

Right to development:

1. Mother helps me with my school homework.
2. My parents let me play with my friends.



Right to protection:

1. If I do something wrong, my parents do not beat me. Instead, they explain why it was wrong.
2. I don't talk to suspicious-looking strangers.

Right to participation:

1. I have been a Child Club member for two years now.
2. I give suggestions to my parents on solutions to our problems.

Repeat the exercise, considering the four principles of child rights below:

Non-discrimination:

1. Rich or poor, every one of us is entitled to free elementary education.
2. Our health centre provides services to all.

Best interests of the child:

1. Sokha is now an orphan. Relatives and the government are talking about what is best for him and where he should live.
2. Although my father has no regular work, he does not want me to stop going to school.

Right to life, survival and development:

1. We boil water for drinking. Mother said it is safer.
2. My parents advised me to attend English classes in the evenings, organised by the Child Club and Plan.

Respect for the views of the child:

1. If I think I am right, I tell my parents my ideas.
2. I suggested to the teacher that we talk to our commune leaders about our problem with not having enough chairs in our classroom.

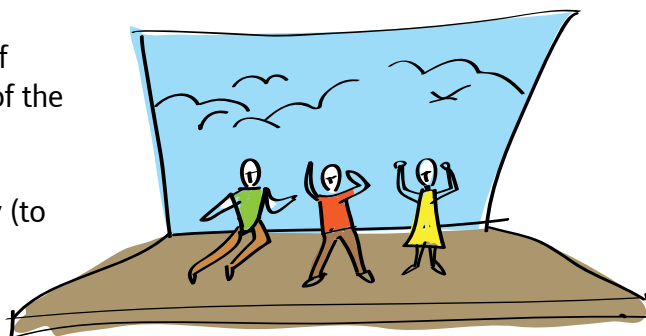
NOTE: If time permits, or as a variation, children can show their examples in any way that they want, for example, through a short story, a role play or drawing.

End the exercise by discussing any thoughts that children might have on the activity.

4. CRC Plays

Participants should divide into different teams of three or four. Give each group a card with one of the articles of the CRC on it.

Teams are given 15 minutes to plan a short play (to last no more than five minutes) that shows the article given to them. Although they can talk in the play, they must not mention the article.



At the end of each presentation, the other teams try to guess which CRC article was shown in the play. There should then be a short discussion highlighting the provisions of the article and the areas in their life that it covers.

NOTE: It is important to ensure that the articles given to the groups cover a variety of areas in children's lives.

5. Taking Responsibility for Our Rights

Explain to the participants that now we have talked about child rights and principles, we will start to think about what it means in practice. We will begin by thinking about our own responsibility for our rights.

In pairs, ask children to write their responses on metaplan cards (one response per card) using the following sentence starters when thinking about children's rights:

I will start doing.....

I will stop doing

I will continue doing.....



For ease of reference, the facilitator can write the three statements on three pieces of flipchart paper (one statement per piece).

Invite the children to pin their cards on the flipcharts and then move around the room, looking at the ideas of other children. Does anything surprise them?

Ask children if they see people / children with physical and mental disabilities in their community. Do they think that people with disabilities are able to claim their rights as easily as other people?

Have a short discussion about the rights of people, especially children with physical and mental disabilities, using the following questions to guide the discussion:

What do disabled people need to have in order to live and work safely and happily in our community and participate in community activities?

Do people with disabilities have a right to have their needs met? Why?

Do children with these disabilities have special needs? How are they met?

What are some ways in which our community helps these people?

What are some of the ways by which you could help a person with physical or mental disability?



Trainers should explain Article 23 of the CRC: “Children with disabilities have a right to assistance to enjoy human rights”.

Ask the children to think of other children in their village or who they know. Can they think of other children who are not included? Why is this? (For example, because they are working or are a girl or are young).

Trainers should emphasise in discussion that children’s rights apply to everyone equally.

6. Awareness-Raising Exercise – Optional Activity

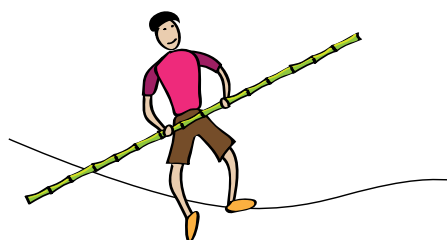
If there is enough time, children can be asked to prepare awareness-raising material, such as a poster or audio presentation for children with hearing or seeing disabilities, regarding child rights.

NOTE: If children with disabilities are in the training group, as mentioned in Part One of the manual, it is important to make sure that they are fully included. However, it is critical to be sensitive when discussing disabilities so that they do not feel self-conscious and different from the rest of the group.

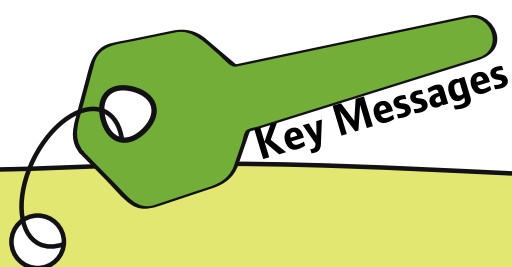
Debriefing and Evaluation

Ask the participants for feedback on the session, using the following questions to help guide discussion:

- What was the most enjoyable activity?
- What did you enjoy least in the session?
- In what activity do you think you learnt the most? What makes you say that?
- How would you sum up what you have learnt in this session to your parents?



Summarise the session, making sure to highlight the key messages.



- Children’s rights belong to a family of human rights
- The enjoyment (or violation) of human rights of parents and people in the community affects children’s enjoyment of their own rights
- Other international laws are also applicable to children
- People with different needs, such as those with disabilities, have a right to those needs being met



Suggestions for Follow-Up / Ideas for Action

- If optional activity number six on awareness-raising was not carried out, ask children to do this as a piece of homework / project work. Remember, if the children are asked to do this, then space must be allowed at the beginning of the next module to make sure that their work is shared and discussed.
- Encourage children to begin thinking about how these principles are currently implemented by the duty bearers (state, parents and other stakeholders) in their day-to-day life situations. Ask the children to identify the child rights principles that are widely observed and those that are not given much attention by the duty bearers (state, parents) and other stakeholders.
- Remind the children to remember their rights when discussing the duties and responsibilities of duty bearers and right holders.



Additional Tips for Facilitators

- Conduct the discussions, including debriefing, in an interactive manner. When there is a lot of information to give, it is tempting to 'talk at' children, but ask for as many ideas as possible from the participants. It does not matter if children do not get the right terminology, as long as they understand the concept / idea.
- Make sure to adjust the level of the activities to the children's age, reading skills and previous knowledge of human rights. For older children and those with previous knowledge of rights, it will be possible to cover more material and give more examples.

Add your own ideas and experiences!



SESSION 5

Duties and Responsibilities in Relation to Child Rights

Who is responsible for what on child rights, including children themselves

Goals to be accomplished:

1. Further explore the connections between needs and rights
2. Analyse the responsibilities of the duty bearers and rights holders
3. Describe the state's level of obligation
4. Identify secondary duty bearers and their contributions to the implementation of child rights
5. Explore children's roles and responsibilities as rights holders



Time: One hour

Activities / Session Plan:

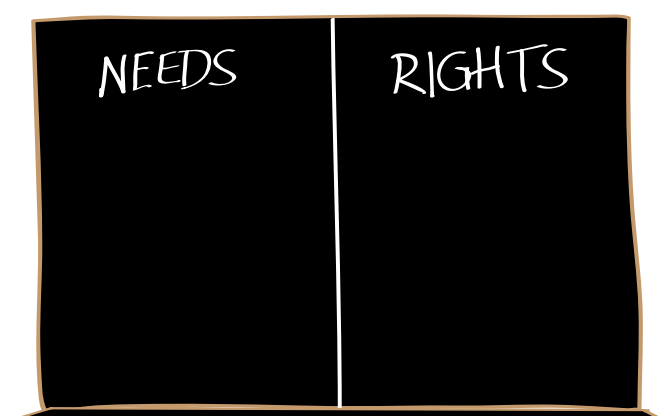
1. Energising Activity - Needs vs. Rights

Write the words NEEDS on one side of the board and RIGHTS on the other side of the board.

In the large group, ask the children for their ideas about these two terms (remembering what has been discussed on Day One). Write their ideas under the words on the board.

Summarise their ideas, and provide additional input, if necessary, using PowerPoint "Needs vs. Rights" from Section Three, Visual Aids, of this manual.

Tell the children that you are going to read one statement after the other. Based on their understanding of the statement, they run to the right side of the room if they think it is a need and to the left if it is a right. After participants have moved to the side of the room they think is the answer, discuss why



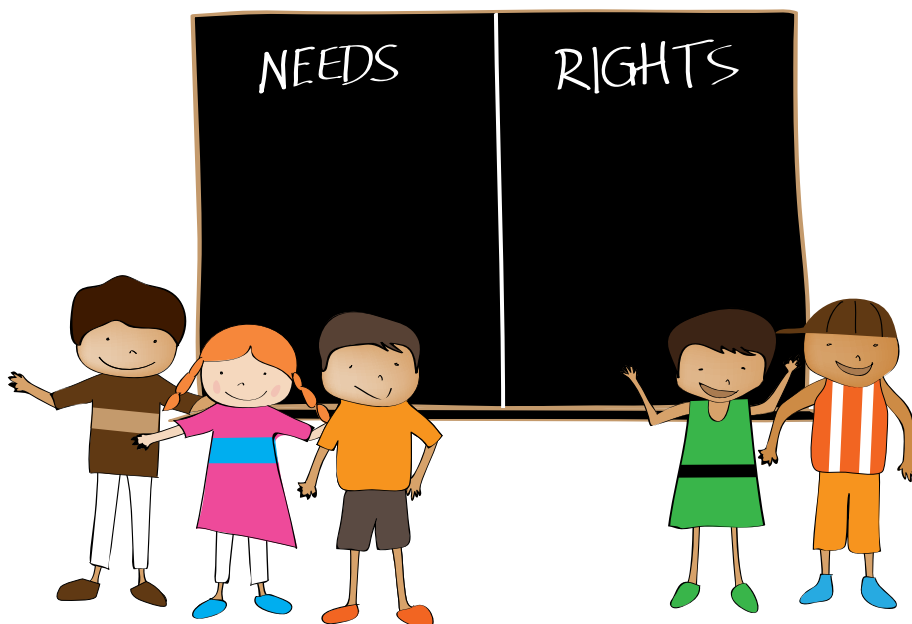
they chose that side of the room. What were their reasons for deciding if it was a right or a need?

Suggested statements:

1. Education of children is a _____.
2. Children _____ nutritious food for their physical and mental development.
3. To be adequately provided with food, clothing and shelter are children's _____.
4. Children _____ to have a name and a nationality.
5. To have a name and a nationality are children's _____.
6. Children _____ to participate in development activities.
7. Participation in development activities by the children is their _____.
8. Children _____ guidance from their parents or guardians.
9. It is a _____ of children to be guided by their parents or guardians.

NOTE: This exercise is designed to reinforce understanding of the terms 'needs' and 'rights'. Trainers may want to also discuss 'wants'. Needs are something we have to have in order to survive and thrive; rights are something we are entitled to; wants are something we would like. Just because we want something does not mean we need it or have a right to it! Sometimes what we want can be bad for us.

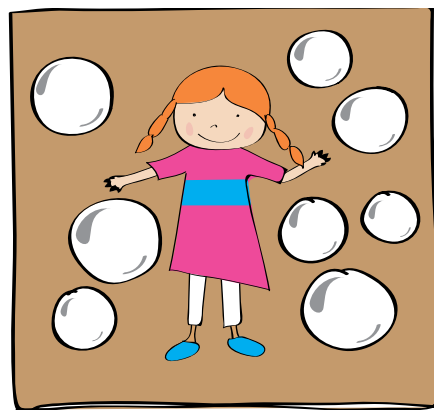
To end the activity, ask for volunteers to restate their understanding of needs and rights. In the discussion, make sure that it is understood that needs and rights are connected. They are not opposites. Rights help ensure that people's needs are met.



2. What Helps and Who Does What

Tell the children that they will have an activity that will help them identify the helpful things that others do to and for them as well as those things that they do themselves.

Begin by posting a drawing of a child on the board (again, to save time, the outline drawing of a child from Day One can be used here). Put circles around the picture. Then ask the children to think about their communities. What groups are responsible for making sure that child rights happen? As children call out their ideas, write their responses in the circles, grouping together similar issues.



Explain that making sure that rights happen is called ‘implementation’.

Ask children to get into four groups.

Group 1 is to discuss the **state or government**

Group 2 is to discuss **parents or guardians**

Group 3 is to discuss **children themselves**

Group 4 is to discuss **secondary duty bearers**

Ask the participants to discuss what their group (i.e. for group 2, parents) are currently doing regarding children’s rights, and secondly, what else do they need to do to ensure that rights are implemented.

Groups should then draw their answers on the flipchart.

Once the groups have finished, ask representatives of each group to present their drawing. Before the group explains their drawing, first ask for the interpretation of other groups – what do they think the group is trying to say in their drawing?

Summarise the important points reflected in the drawings.

Trainers should explain the state’s level of obligation:

- Respect – refrain from any action that would interfere with the individual’s enjoyment of rights
- Protect – prevent violation of human rights by others (third parties)
- Fulfil – take positive action to achieve the full realisation of rights

NOTE: Depending upon the interest and level of understanding in the group, additional input covering responsibilities of the state, parents or guardians and secondary duty bearers can be included by using the PowerPoint visuals contained in Part Three, Visual Aids.

Ask the children what they think are their duties or roles in implementing the CRC, writing their responses on the board.

Summarise the responses and provide the following additional inputs, if not already covered by children's feedback:

- Children are not passive beneficiaries, just waiting and grateful for goods and services in the implementation of CRC – they are rights holders, and as such, they should be involved in a variety of activities that will ensure the full implementation of the CRC. This includes:
 - information dissemination (distribution)
 - claiming their rights
 - monitoring and reporting child rights violations
 - advocacy on CRC areas not implemented

Ask the children what their roles are in claiming and advocating their own rights, writing their responses on the board / flipchart. Encourage further discussion by asking questions such as 'Are children doing this now?' and 'What could be done to strengthen children's efforts to advocate for and claim their rights?'

Explain that future parts of the workshop will give some ideas of what more they can do to claim their own rights, such as, for example, through child-led advocacy.

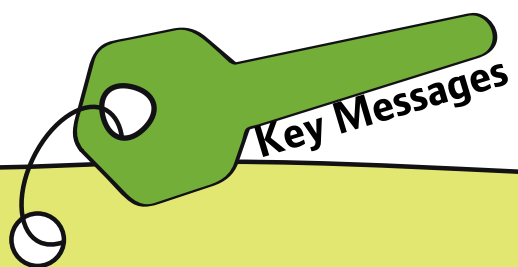
3. Optional Exercise on Monitoring Rights Implementation (for older children)

NOTE: Before running this optional additional exercise, facilitators should make sure that they have a good understanding of the monitoring mechanism and who are the relevant organisations that take part in their country. The example given below is of Cambodia.

Trainers should facilitate a discussion on *mechanisms for monitoring child rights implementation*, covering the following points:

- CRC stresses that governments must self-monitor implementation efforts according to their obligations under the CRC.
- Governments must prepare and submit reports to the UN Child Rights Committee on their implementation of the CRC.
- A shadow report (an alternative to the state's report) of the implementation by governments of the CRC must be prepared and submitted by a non-governmental monitoring body. In Cambodia, this is done by the NGO CRC. This is an umbrella organisation of a number of local and international NGOs implementing programmes for children and their communities in Cambodia.
- Government reports are reviewed by an 18-member Child Rights Committee in Geneva, Switzerland.
- The Committee provides conclusions and recommendations, which governments are expected to action.

Summarise the session, making sure to discuss the key message.

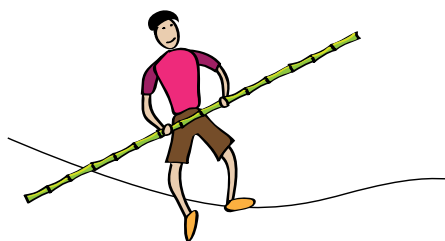


CHILD RIGHTS ARE EVERYBODY'S BUSINESS! All sectors in the community should work for the implementation of child rights. This should happen at all levels, from local to national and international.

Debriefing and Evaluation

Ask the children for their feedback on the session, using the following questions as a guide:

- What did you find the most interesting part of the session? And the least interesting?
- What ideas about needs and rights were reinforced?
- How did it feel identifying what others and what you are doing regarding children's rights?
- Were there many things that you think that the people or group you discussed need to do?
- What would you do to improve the session?



Suggestions for Follow-Up / Ideas for Action

- Remind children to be more observant of how the various stakeholders of children's rights are performing their duties.
- Invite children to think more and discuss with their friends the connection between responsibilities and rights. For example: the state or government as a duty bearer has a responsibility to provide free elementary education – which children's right is being responded to? Right to education.
- Leave material developed during the session pinned to the wall, and invite children to review and add to the material after a day or so.
- Ask children in groups to list their needs. After coming up with this list, ask them to find the rights in the CRC that respond to their identified needs.



- ## Add your own ideas and experiences!

A stylized illustration of several green bamboo stalks with black outlines, growing diagonally upwards. Small green leaves are attached to the stalks. The background is white with faint horizontal lines.

SESSION 6

Making Sure Children are Involved

Goals to be accomplished:

1. Explain child participation as a right and an underlying CRC principle
2. Analyse the importance of relevant CRC articles on child participation
3. Explore the participants' current level of participation
4. Raise awareness on excluded and disadvantaged groups of children deprived of their right to participate
5. Discuss Plan's views on child participation



Time: One hour and 30 minutes

Activities / Session Plan:

NOTE: This session is not intended to give children comprehensive training on participation – just to highlight some of the main aspects. Trainers will need to prepare the jigsaw puzzles in advance of the session.

1. Jigsaw Puzzle Activity – Participation Means to Me...

Begin the session by discussing with the children briefly what is their understanding of child participation and what does participation mean to them?

Ask the participants to divide into four groups. For variation, ask for a volunteer to help the groups form. Try to encourage children to work with different people than in the last sessions.

Give each group a set of puzzle pieces, using the pictures for the puzzles below:



Illustrations by Chea Sovann

Ask the groups to choose two members who will be ‘observers’. Once chosen, tell them that they will only look at how their group members join the pieces together. They are not allowed to talk, give non-verbal signals or touch the puzzle pieces.

The groups should work together to form the picture as quickly as possible.

Once the puzzle is completed, the groups are to make up a story to explain what the children are doing in the picture.

Invite children to share their stories with the group.

Ask the children to think about what happened in their groups, using the following questions as a guide for discussion:

What did each one in your group do?

Who functioned as leader?

How did he/she emerge as a leader? Chosen? Assumed?

What were helpful actions done by some group members?

What made it difficult, or were barriers, to completing the task?

Invite the observers to share what it felt like not to participate. What can they say about how everyone in their group contributed to achieving the target? How did it feel to just look at group-mates and not be able to take part?

Discuss together if there are situations at home, school or in your community that are similar to what was experienced in this activity? What do they think they can do to participate in activities related to their rights as children?

Write ideas from the groups on the board.



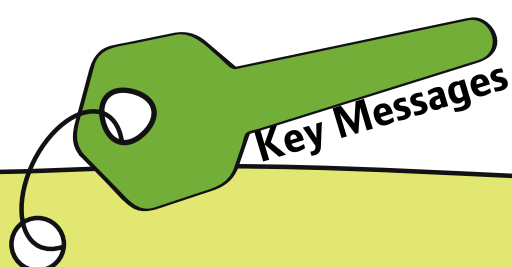
Illustrations by Chea Sovann

NOTE: Trainers might want to refer to Plan's Code of Ethics for participation (included in Part One of the manual).

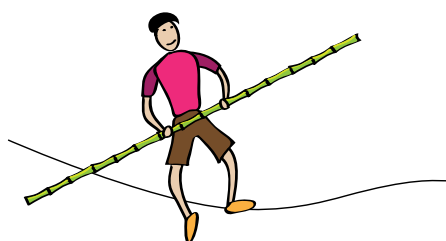
Invite comments and questions from the children, linking it to the earlier session when excluded children were discussed.

NOTE: Trainers can use this as an opportunity to explain again Plan's use of CCCD and CLCA – but remember, this will be explored over the coming days in any event.

To end the session, sum up the discussions, making sure to mention the key messages.



- Children's participation is the process of involving children in all stages of decision-making and implementation – not just consultation
- The capacity of children to take part in decision-making changes over time as they develop and learn – participation is related to this
- Participation is a right guaranteed to all children
- Participation helps develop the skills of children in claiming and holding their rights
- Participation can begin at home and be reinforced in school and in the community



Debriefing and Evaluation

Ask the participants to discuss in pairs what they thought about the session. Things to consider:

What were the most important things they learnt in the session?

What would they like to have spent more time talking about/ exploring?

Was there anything they would change about the session?



- 

- For older children, guide questions for observers / observation sheet can be developed and given for use during the session. This will help deepen the quality of feedback on the ways the group worked together.
- Remind participants that people with disabilities have the same basic needs and rights as everyone, including the need and right to participate.
- Reinforce that even small children should be supported to participate

A stylized illustration of several green bamboo stalks with visible nodes, growing upwards and slightly to the right. Small green leaves are attached to the stalks. The illustration is positioned on the right side of a white background with horizontal grey lines, resembling a sheet of paper.

SESSION 7

Module Summary and Synthesis

What have we learnt so far?

Goals to be accomplished:

1. Review and summarise concepts and material covered in Module 1
2. Identify significant learning and insights
3. Discuss ways of applying learning and insights from the training to real life



Time: One hour and 30 minutes



Activities / Session Plan:

1. Review of Module 1

This session contains two exercises. If time is running short because other sessions have taken more time or if there are not enough resources or space to run the **Trip to Child Rights Wonderland** game, then trainers should consider using the alternative activity described in 1b (below).

1a. Trip to Child Rights Wonderland game

NOTE: Before starting this session, the facilitators need to prepare a lot of materials and ensure that these are in place beforehand. Steps for the game (which can be found at the end of the session plans for Day Two) need to be either printed out on large-size paper or drawn onto the flipchart and then placed around the floor in order, like a board game. Steps should be about one metre apart. Some steps need a prop to carry out the instructions, so make sure that these are available. Questions also need to be prepared. These should be written on a small sheet of paper (one question on each piece) and then folded up and placed in a basket or box.



Sample questions include:

- Explain what ‘respect for the views of the child’ means
- Define what is a ‘child’
- What does CRC stand for?
- Who are the rights holders of the CRC?
- Name one of the four child rights principles
- What is a right?
- Name one of the four baskets of children’s rights
- What does child participation mean?
- Who are the duty bearers of CRC?
- Explain ‘non-discrimination’
- Name one duty of parents or legal guardians suggested in the CRC
- What are the state’s levels of obligation?
- Give an example of the secondary duty bearer of the CRC
- Give an example of one of the articles of the CRC

Tell the children that this session is meant to help them remember what was covered in the previous sessions and reflect on how they can use their learning in day to-day-life. This will be done by playing a game called **Trip to Child Rights Wonderland**.

Distribute the handouts from this module and (pages 120 – 121) invite children to read through to help refresh their memories.

Divide children into groups of five to eight. Each group should choose one member who will be their ‘marker’.



Explain how the game works:

Groups will take turns playing. To decide the order of play, each group will throw the dice. The group with the highest number will have the first turn and so on.

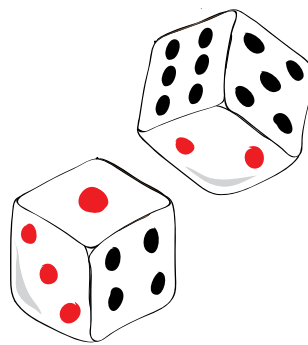
When it is a group's turn, a group member picks a question from the basket and reads it out to the group. The group members can briefly discuss the question before giving their answer.

If the answer is correct, the dice will be thrown and the marker will move forward the number of steps according to the number on the dice. The marker reads the instructions on the step and follows the instructions.

If the answer is wrong, then other groups can make suggestions, but the group's marker stays where he / she is (nobody moves).

The group that reaches the last step of the game first is the winner.

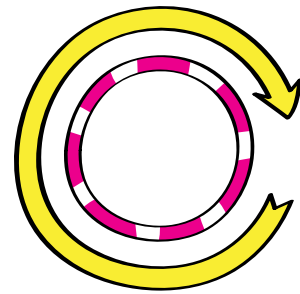
NOTE: Remember to ensure that the game is interactive and encourage discussion about each question.



1b. Circle Review (Alternative Activity)

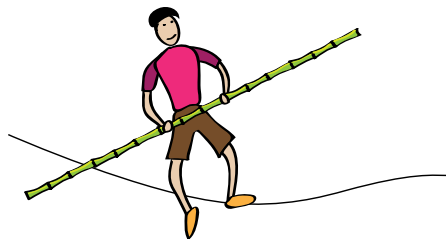
Ask half of the children to make a circle in the middle of the room, facing outwards (to the wall). The other half of the children should make an outer circle by standing face to face with those in the inner circle.

Children should talk with their partner (the person they are facing) about the most important things they have learnt so far and what they are going to do to apply this learning in their life.



After five minutes, those in the outer circle should move clockwise, passing four people. They should share their ideas again with their new partner. Repeat this process three or four times, depending on the amount of time available.

Invite the children back to the large group and discuss what issues were talked about, recording some of the most important points on the board / flipchart.



Debriefing and Evaluation

Discuss the session with the participants, using the following questions as a guide:

- Did you enjoy the activity?
- What was the best part? And the worst?
- What did you remember most about?
- What questions were easiest to answer? And hardest?
- Was anyone surprised at how much they had learnt?

Provide feedback on the activity – summarising from the facilitators' view how the session went and give observations on the children's learning.

Reinforce children's learning and insights by having an interactive discussion of the key messages in this module.

Hand out the 'Thermometer' evaluation sheet, and ask children to complete and hand this in before leaving.

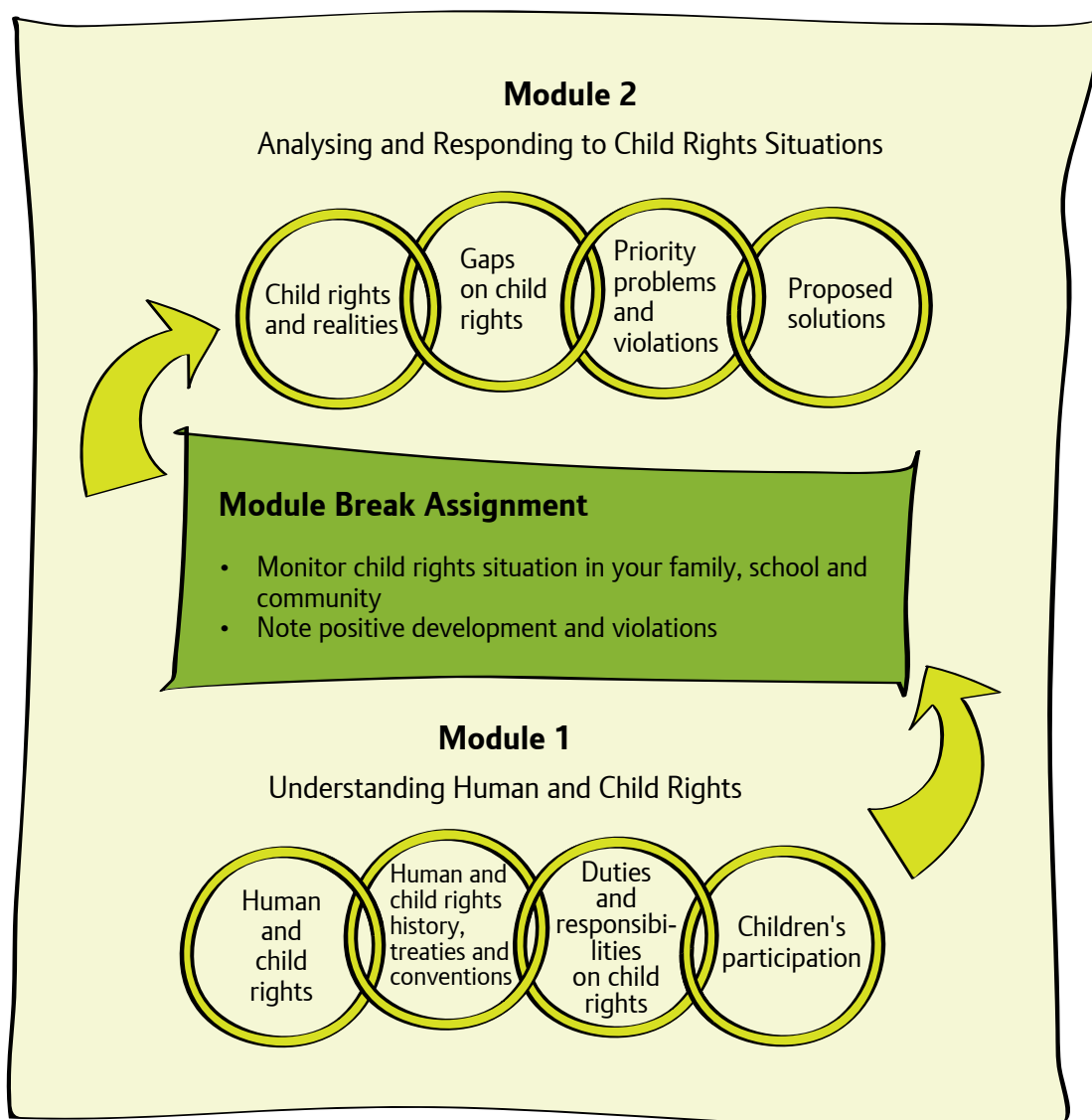
Remember to thank children for their participation over the last couple of days, and to make sure that they are clear about when the next module will take place (and any project / homework that might have been given).





Suggestions for Follow-Up / Ideas for Action

- Encourage children to read their handouts as often as they can.
- If there is a gap between running Modules 1 and 2, suggest a task that will keep the newly acquired knowledge and skills alive until the next module. For example, ask them to think about child rights in their community, family, and school – then make a note of positive developments and violations to share in Module 2.





- ## Add your own ideas and experiences!

A stylized illustration of several green bamboo stalks with black outlines, growing diagonally upwards. Small green leaves are attached to the stalks. The background is white with faint horizontal lines.

MODULE 1, Day Two

Readings, Handouts & Exercise Sheets

Session 4

Reading for Facilitators

Children's Rights as Human Rights – Principles & Implications 103
How child rights principles are applied to daily living

Handout for Participants

Child Friendly Version of the United Nations Convention on the Rights of the Child 106

Session 5

Reading for Facilitators

Duties and Responsibilities in Relation to Child Rights 111
Who is responsible for what on child rights, including children themselves

Handout for Participants

Duties and Responsibilities in Relation to Child Rights 114
Who is responsible for what on child rights, including children themselves

Session 6

Reading for Facilitators

Children's Participation 115

Handouts for Participants

Children's Participation 118
How should children's participation be implemented?

Session 7

Trip to Child Rights Wonderland game

120

Thermometer Reflection Sheet

122

Reading for Facilitators

Children's Rights as Human Rights – Principles and Implications

How child rights principles are applied to daily living

Note: This sheet contains a lot of information, some of which is a duplication of material from Day One. We have included it here so that trainers have all the material in one place.

How are children's rights related to human rights?

- CRC's key concept is that children as individual human beings have rights, which must be counted, be legally binding and made specific to the evolving development of the child.
- Children should benefit from almost all of the same human rights that are accorded to adults. The same threats, however to the rights of adults can affect children differently. Children require additional different types of human rights protection and promotion.
- The rights of children as individuals are closely linked to the rights of other persons who are significant to them, such as parents.
- Many human rights protections for adults are based on the idea that adults have the opportunity to take decisions or will have the opportunity to represent her views. A baby or very young child clearly cannot make such decisions and is dependent on older persons.
- The protection of the human rights of children often gives an important role to an adult, usually a child's parents or other legal guardian. This means that the protection and promotion of a child's rights is linked to the effective protection and promotion of those adults important to the child.
- According to their age, children may be less able to protect themselves from violations of their rights, or even to take advantage of protections that may be available.
- Children benefit from a wide range of human rights instruments and provisions. Many of these are the same as the human rights protection available to adults. The CRC provides the single most comprehensive human rights protection for children.



What is the CRC / UNCRC?

- The Convention on the Rights of the Child or CRC was unanimously adopted by the UN General Assembly in November 1989 and entered into force on 2 September 1990.
- It is the first legally binding international instrument to incorporate the full range of human rights – civil, cultural, economic, political and social – specifically for children.
- It is an instrument that covers a number of areas on child rights that define universal principles for children.
- It provides children with basic human rights and freedoms that consider their need for special assistance and protection due to their vulnerability.
- It is presently the most widely ratified international human rights instrument. Nearly every country in the world has ratified the Convention on the Rights of the Child except for Somalia and the United States of America.

The child rights principles?

- Children's rights are subject to the principles of international human rights law.
- Additional principles that have been derived from the text of the CRC are:
 - Non-discrimination (Article 2)
 - Best interests of the child (Article 3)
 - The right to life, survival and development (Article 6)
 - Respect for the views of the child (Article 12)

The CRC's content areas

- The CRC consists of 54 articles that are clustered around these themes:
 - Definition of the child (Article 1)
 - General measures of implementation (Articles 4, 42, 44.6)
 - General principles (Articles 2, 3, 6, 12)
 - Civil rights and freedoms (Articles 7, 8, 13, 14, 15, 16, 17, 19, 37(a))
 - Family environment and alternative care (Articles 5, 9, 10, 11, 18, 20, 21, 25, 27.4)
 - Basic health and welfare (Articles 18, 23, 24, 26, 27)
 - Education, leisure and cultural activities (Articles 28, 29, 31)
 - Special protection measures (Articles 22, 30, 32, 33, 34, 35, 37, 38, 39, 40)

- The general measures of implementation require governments to fulfil their obligations under the CRC. These include:
 - Appropriate local laws
 - Offices and personnel
 - Policies and plans
 - Monitoring processes
 - Awareness-raising of the Convention

The children's baskets of rights

The children's rights contained in the articles fall under four main categories or 'baskets' of rights:

- The right to survival
- The right to development
- The right to protection
- The right to participation



Handout for Participants

Child-Friendly Version of the United Nations Convention on the Rights of the Child

Article 1: Definition of a child

Until you are eighteen, you are considered a child and have all the rights in this convention.

Article 2: Freedom from discrimination

You should not be discriminated against for any reason, including your race, colour, sex, language, religion, opinion, origin, social or economic status, disability, birth, or any other quality of your parents or guardians.

Article 3: The child's best interest

All actions and decisions that affect children should be based on what is best for you or any child.

Article 4: Enjoying the rights in the Convention

Government should make these rights available to you and all children.

Article 5: Parental guidance and the child's growing abilities

Your family has the main responsibility for guiding you so that, as you grow, you learn to use your rights properly. Governments should respect this right.

Article 6: Right to life and development

You have the right to live and grow well. Governments should ensure that you survive and develop healthily.

Article 7: Birth registration, name, nationality and parental care

You have the right to have your birth legally registered, to have a name and nationality and to know and to be cared for by your parents.

Article 8: Preservation of identity

Governments should respect your right to a name, a nationality and family ties.

Article 9: Separation from parents

You should not be separated from your parents unless it is for your own good (for example, if a parent mistreats or neglects you). If your parents have separated, you have the right to stay in contact with both of them unless this might hurt you.



Article 10: Family reunification

If your parents live in different countries, you should be allowed to move between those countries so that you can stay in contact with your parents or get back together as a family.

Article 11: Protection from illegal transfer to another country

Governments must take steps to stop you being taken out of your country illegally.

Article 12: Respect for the child's opinion

When adults are making decisions that affect you, you have the right to say freely what you think should happen and to have your opinion taken into account.

Article 13: Freedom of expression and information

You have the right to seek, get and share information in all forms (i.e. through writing, art, television, radio and internet) as long as the information is not damaging to you or to others.

**Article 14: Freedom of thought, conscience and religion**

You have the right to think and believe what you want and to practice your religion as long as you do not stop other people from enjoying their rights. Your parents should guide you on these matters.

Article 15: Freedom of association and peaceful assembly

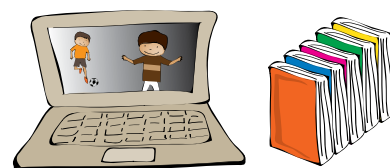
You have the right to meet and to join groups and organisations with other children as long as this does not stop other people from enjoying their rights.

Article 16: Privacy, honour and reputation

You have a right to privacy. No one should harm your good name, enter your house, open your letters and emails or bother you or your family without a good reason.

Article 17: Access to information and media

You have the right to reliable information from a variety of sources, including books, newspapers and magazines, television, radio and internet. Information should be beneficial and understandable to you.

**Article 18: Parents' joint responsibilities**

Both your parents share responsibility for bringing you up and should always consider what is best for you. Governments should provide services to help parents, especially if both parents work.

Article 19: Protection from all forms of violence, abuse and neglect

Governments should ensure that you are properly cared for and protect you from violence, abuse and neglect by your parents or anyone else who looks after you.



Article 20: Alternative care

If parents and family cannot care for you properly, then you must be looked after by people who respect your religion, traditions and language.

Article 21: Adoption

If you are adopted, the first concern must be what is best for you, whether you are adopted in your birth country or if you are taken to live in another country.

Article 22: Refugee children

If you have come to a new country because your home country was unsafe, you have the right to protection and support. You have the same rights as children born in that country.



Article 23: Disabled children

If you have any kind of disability, you should have special care, support and education so that you can lead a full and independent life and participate in the community to the best of your ability.

Article 24: Healthcare and health services

You have the right to good quality healthcare (i.e. medicine, hospitals, health professionals). You have the right to clean water, nutritious food, a clean environment and health education so that you can stay healthy. Rich countries should help poorer countries achieve this.

Article 25: Periodic review of treatment

If you are looked after by local authorities or institutions rather than by your parents, you should have your situation reviewed regularly to make sure you have good care and treatment.

Article 26: Benefit from social security

The society in which you live should provide you with benefits of social security that help you develop and live in good conditions (i.e. education, culture, nutrition, health, social welfare). The government should provide extra money for the children of families in need.



Article 27: Adequate standard of living

You should live in good conditions that help you develop physically, mentally, spiritually, morally and socially. The government should help families who cannot afford to provide this.

Article 28: Right to education

You have a right to education. Discipline in schools should respect your human dignity. Primary education should be free and required. Rich countries should help poorer countries achieve this.

**Article 29: The aims of education**

Education should develop your personality, talents and mental and physical skills to the fullest. It should prepare you for life and encourage you to respect your parents and your own and other nations and cultures. You have a right to learn about your rights.

Article 30: Children of minorities and native origin

You have a right to learn and use the traditions, religion and language of your family, whether or not these are shared by most people in your country.

Article 31: Leisure, play and culture

You have a right to relax and to join in a wide range of recreational and cultural activities.

Article 32: Child labour

The government should protect you from work that is dangerous to your health or development, that interferes with your education or that might lead people to take advantage of you.

**Article 33: Children and drug abuse**

The government should provide ways of protecting you from using, producing or distributing dangerous drugs.

Article 34: Protection from sexual exploitation

The government should protect you from sexual abuse.

Article 35: Protection from trafficking, sale and abduction

The government should make sure that you are not kidnapped, sold or taken to other countries to be exploited.

**Article 36: Protection from other forms of exploitation**

You should be protected from any activities that could harm your development and wellbeing.

Article 37: Protection from torture, degrading treatment and loss of liberty

If you break the law, you should not be treated cruelly. You should not be put in prison with adults and should be able to stay in contact with your family.

Article 38 Protection of children affected by armed conflict

If you are under fifteen (under eighteen in most European countries), governments should not allow you to join the army or take any direct part in warfare. Children in war zones should receive special protection.



Article 39: Rehabilitation of child victims

If you were neglected, tortured or abused, were a victim of exploitation and warfare, or were put in prison, you should receive special help to regain your physical and mental health and rejoin society.

Article 40: Juvenile justice

If you are accused of breaking the law, you must be treated in a way that respects your dignity. You should receive legal help and only be given a prison sentence for the most serious crimes.

Article 41: Respect for higher human rights standards

If the laws of your country are better for children than the articles of the Convention, then those laws should be followed.



Article 42: Making the Convention widely known

The government should make the Convention known to all parents, institutions and children.

Articles 43-54: Duties of governments

These articles explain how adults and governments should work together to make sure all children get all their rights.

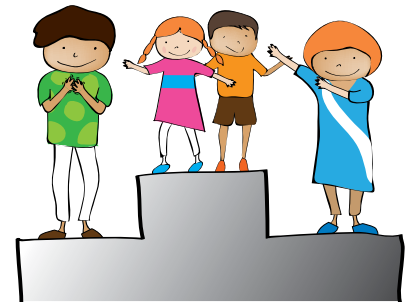
Reading for Facilitators

Duties and Responsibilities in Relation to Child Rights

Who is responsible for what on child rights, including children themselves

How are needs and rights inter-related?

- Needs are the things that will sustain life and help us function effectively. Needs come in levels. The most basic of human needs are focused on survival. Examples are food, clothing, and shelter.
- Rights are entitlements everybody should claim and hold.
- The core human rights instruments like the UDHR and CRC were developed to ensure adequate response to meeting human needs. They transformed needs into rights which are guaranteed by parties like the state.



What are the responsibilities of the primary duty bearers, rights holders and secondary bearers in the implementation of the CRC?

- The CRC defines two primary duty bearers: parents and other legal guardians; and the state.
- Parents, legal guardians and others responsible for the child:
 - Have primary responsibility for the upbringing and development of the child, and the best interest of the child is their basic concern (Article 18)
 - Should secure, as far as they can, the living conditions necessary for the child's survival and development (Article 27)
 - Should provide direction and guidance for the child to claim their rights (Article 5)
- The state:
 - Must observe three levels of fulfilment of human rights:
 - To respect: not to do any action that would interfere with rights
 - To protect: to prevent violation of human rights by others (third parties)
 - To fulfil: to take positive action to ensure that rights are met
 - In addition, the state:
 - Has overall responsibility to ensure that there is no discrimination (Article 2)
 - Should take necessary action to implement the CRC (Articles 4, 42, 44.6)
 - Should respect the responsibilities, rights and duties of parents and legal guardians (Article 5)

- Should assist parents to meet their responsibility to provide an adequate standard of living for the child (Article 27)
 - Should ensure that non-state service providers, such as NGOs, operate in accordance with the CRC (General Comment Number 5)
- In times of disaster and emergencies, states must take extra care to ensure rights are fulfilled.
 - Rights holders (children 18 years old and below):
Although the CRC does not specify the duties or responsibilities of children, General Comment Number 5 on the General Measures of the Implementation of the CRC does note that children have responsibilities to respect the rights of others.
 - Secondary duty bearers (non-state actors including NGOs, businesses and communities):
General Comment Number 5 identifies the need to involve all sectors of society in the implementation of the CRC and that while the state is ultimately responsible, all members of society have responsibilities regarding the rights contained in the CRC.
 - The role of international cooperation is mentioned in the CRC and expanded in General Comment Number 5. This views the achievement of access for all to basic social services as a shared responsibility of developing country and donor states.
 - UN agencies provide technical assistance related to implementation of the CRC, while the World Bank, International Monetary Fund and World Trade Organization should ensure that their activities give primary consideration to the best interests of the child and promote the full implementation of the CRC.

What are the roles of children in CRC implementation?

Children are not passive beneficiaries. They are rights holders and as such, they should be involved in a variety of activities that will ensure the full implementation of the CRC. This includes:

- Information dissemination
- Claiming their rights
- Monitoring and reporting child rights violations
- Advocacy on CRC areas not implemented

What are some mechanisms for monitoring child rights implementation?

- CRC stresses that governments must self-monitor implementation efforts.
- Governments must prepare and submit reports to the UNCRC on their implementation of the CRC.
- A shadow report (an alternative to the state's report) on CRC implementation by governments must be prepared and submitted by a non-governmental monitoring body.
- Government reports are reviewed by an 18-member Child Rights Committee in Geneva, Switzerland. The Committee provides conclusions and recommendations, which states are expected to action.

What is Plan's role as a secondary duty bearer?

Plan's vision is a world in which all children realise their full potential in societies which respect people's rights and dignity.

In countries, Plan normally works with a number of partners to implement programmes in support of CRC implementation, reaching more than half a million children and their families. Plan seeks to meet the needs of children and youth in terms of education, health practice, water and sanitation, participation and protection and household economic security.

Plan works to build the capacities of rights holders and duty bearers and to strengthen the relationship between them. The aim is that when Plan leaves an area, rights holders are capable of claiming their rights and duty bearers are capable of fulfilling their obligations.



Handout for Participants

Duties and Responsibilities in Relation to Child Rights

Who is responsible for what on child rights, including children themselves

How are needs and rights connected?

- Needs are the things that we need to survive so that we can develop. Needs come in levels. The most basic of human needs are those for survival, such as food, clothing and shelter.
- Rights are claims that we are justified in making. These are all things that people can be entitled to expect, given the promises or guarantees that have been undertaken by the government (state).

Wants are things that we would like, but they are not always good for us! Just because we want something does not mean that we need it or have a right to it.

What are the responsibilities of parents and state in the implementation of the CRC?

(Remember, 'implementation' means 'to make happen')

- Parents and legal guardians are responsible for the upbringing, development and best interests of the child.
- The state is obliged to respect, protect, and fulfil the rights of the child.

What are the roles of children in implementing their rights?

Children are rights holders, and as such, they should be involved in a variety of activities that will ensure the full implementation of the CRC.

This includes:

- Providing and sharing information
- Claiming their rights
- Monitoring and reporting child rights violations (that means letting people know when rights are not being met)
- Advocacy on CRC and child rights

What is Plan's role as a secondary duty bearer?

In countries, Plan works with a number of partners to implement programmes in support of CRC implementation. Plan reaches more than half a million children and their families. Plan seeks to meet the needs of children and youth in terms of education, health practices, water and sanitation, participation, protection and household economic security (that means making sure that families have enough money so they can afford the things they need).

Reading for Facilitators

Children's Participation

What is participation?

- All people are entitled to participate actively in decision-making processes that affect them and to have ownership and control over development processes in all stages of the programme cycle.
- An enabling environment should be created in which participation can be active, free and meaningful.
- The right to participation is both a goal and a means of achieving development and human rights.

What is children's participation?

- Participation is the process of involving children and young people in decision-making, taking into account their age and capacities (which change over time).
- Child participation can begin at home and be reinforced in schools, in organisations such as child clubs, and in the community. It should take place at local, national and international levels.

Why is children's participation important?

- It builds citizenship, democracy and capacity.
- It develops leadership and empowers children through involvement in activities.
- It helps build sustainability through strengthening of community organisations (including organisations of children's groups).
- It contributes to the relevance of programmes focused on children.



What does the CRC say about children's participation?

- The CRC promotes children's participation as an underlying principle that reinforces all other rights and provides them with relevance of children's perspectives. Article 12 of the CRC says that: "States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child".
- Other participation rights are expressed in:
 - Article 13 (freedom of expression)
 - Article 14 (freedom of thought, conscience and religion)
 - Article 15 (freedom of association and peaceful assembly)

- Participation has been interpreted not only as a principle applicable to the CRC but an area of rights – one of the four ‘baskets’ of rights.
- There is no minimum age for participation. Children’s participation should be based on their capacities.

What does the CRC say about children with disabilities and discrimination?

Article 2 of the CRC states that children must not be discriminated against for any reason including race, colour, sex, language, religion, opinion, origin, social or economic status, disability, birth or any other quality of their parents or guardians.

What are Plan’s views on Child Participation?

- Children and young people, as members of the community, have the right to participate in activities affecting their lives, their families and their communities’ development.
- Children have the right to participate in all stages of the project based on their evolving capacities.
- Every child should have the opportunity to participate, influence and benefit from development processes.
- It is important to remember that children, like adults, are not a homogenous group and have different capacities and limitations.
- Children’s voices should be heard and acted upon.
- Although children have often had marginal voices, putting them at the centre does not mean excluding adults and other marginal members of the community from the process.

What are Plan’s standard processes and procedures regarding children’s participation?

Plan’s standards and processes regarding participation are reflected in the Code of Ethics and the Child Protection Policy.

Overall guidance on children’s participation:

- In line with the CRC, specifically on the right to express opinions freely (Articles 12, 13, 15, and 17).
- Support the principles of non-discrimination (Article 2), the best interest of the child (Article 3) and the right to survival and development (Article 6).

Starting point for children's participation:

- Appropriate and child-friendly information provided to help the child decide to participate (or not)
- Informed and voluntary – not forced upon anyone
- Informed consent obtained from children and their parents/guardians
- Level of participation should be appropriate and respect age, skills, gender and evolving capacity
- Selection process should be equitable and non-discriminatory
- Work with those interested but get to know why others are not interested

Processes for children's participation:

- Based on mutual respect between adults and children
- Adequate space, environment, time and resources given
- Support of adults should be available at all times
- Continuous process with ensured follow-up actions based on children's opinions and recommendations
- Transparent and honest, respecting consistency of support and fair and balanced relationships and exchanges between children and adults
- Peer-supporting processes, encouraging child-led approaches whenever possible
- Thorough preparations
- Respect children's time commitments (i.e. it should not remove them from school) and their right to leisure time and activities
- Culturally relevant and appropriate
- Confidentiality of information gathered and used
- Protected and safe both during and after the participatory process
- Not tokenistic with children being 'decoration'
- Not manipulated by adults during the process



Plan's Child Protection Policy is essential and must be incorporated in all participation work.

Handout for Participants

Children's Participation

How should children's participation be implemented?

What is participation?

All people (including children) are entitled to take part and be involved in making decisions that affect them.

What is children's participation?

- Children's participation is the process of involving children and young people in decision-making, taking into account their age and abilities.
- Children's participation can begin and take place at home, in schools, in organisations such as child clubs, and in the community. It should happen at local, national and international levels.

Why is children's participation important?

It is their right! It also helps children to claim their own rights, which is useful to them so they can contribute to the wellbeing of their families and communities. Child participation also helps children become more self-confident and feel valued so they are able to make the best of opportunities in their lives.



What does the CRC say about children's participation?

- The CRC says that participation is important to help make sure that other rights are met. Article 12 of the CRC says that when adults are making decisions that affect children, children have the right to say freely what they think should happen.
- Children of all ages should be able to participate – and adults should take into account the children's ages and abilities to make sure they are included.

What does the CRC say about the participation of children with disabilities?

Article 2 of the CRC says that children should not be discriminated against for any reason, including race, colour, sex, language, religion, opinion, origin, social or economic status, disability, birth, or because of anything to do with their parents or guardians.



TRIP TO CHILD RIGHTS WONDERLAND GAME

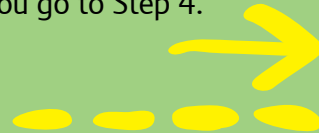
These are the steps for the **Trip to Child Rights Wonderland** game. They should be either photocopied onto large sheets, or re-written on flipchart paper and then placed on the floor so that children can step onto them as part of the game.

START HERE



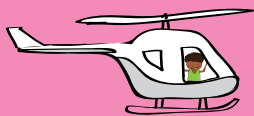
Step # 1:

You are now aware of your rights. Smile as you go to Step 4.



Step # 10:

If you can say any article of the CRC, a helicopter will fly you 2 steps forward.



Step # 9:

Ask your team to read aloud Article 2 of the CRC



Step # 8:

You met NGO staff with a car on the way to the community and are able to hitch a ride to step #10



Step # 11:

Ask your team to read aloud Article 19 of the CRC



Step # 12:

A child trafficker scared you and made you run back 1 step screaming.



Step # 13:

Ask your team to read aloud Article 21 of the CRC



FINISH

Welcome to Child Rights Wonderland – where all child rights are fulfilled!

Step # 20:

A kidnapper is running after you. Hide on step # 16.



Step # 2:

Ask your team to read aloud Article 2 of the CRC

**Step # 3:**

A child rights violator lives here. Get the witch's broom and fly back to step 1.

**Step # 4:**

Ask your team to read aloud Article 12 of the CRC

**Step # 7:**

Disabled children should not be discriminated against. Hop on one leg 2 steps forward.

**Step # 6:**

Ask your team to read aloud Article 15 of the CRC

**Step # 5:**

This is a community with many out-of-school children. Convince their parents to send them to school. Then, swim to the next step.

Step # 14:

Many children here die of preventable diseases. If you can propose a solution, this rope bridge will carry you across a deep ravine and move you 2 steps forward.

Step # 15:

Ask your team to read aloud Article 28 of the CRC

**Step # 16:**

This is Candy Land! Eat one candy, give one candy each to your group mates and chant "child rights".

**Step # 19:**

Go back 3 steps.

**Step # 18:**

You were thinking about the lack of child participation in your community and did not notice that you stepped on a banana peel – slip back 2 steps.

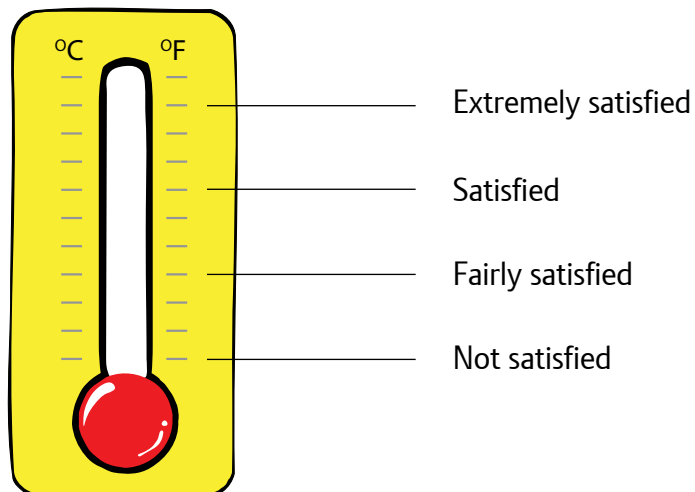
Step # 17:

This is a bouncing board. Give an example of secondary duty bearer to make you jump to step # 19.



THERMOMETER REFLECTION SHEET

Thinking about the last two days, think about how satisfied you are with the course. Show this by marking the level of the mercury on the thermometer.



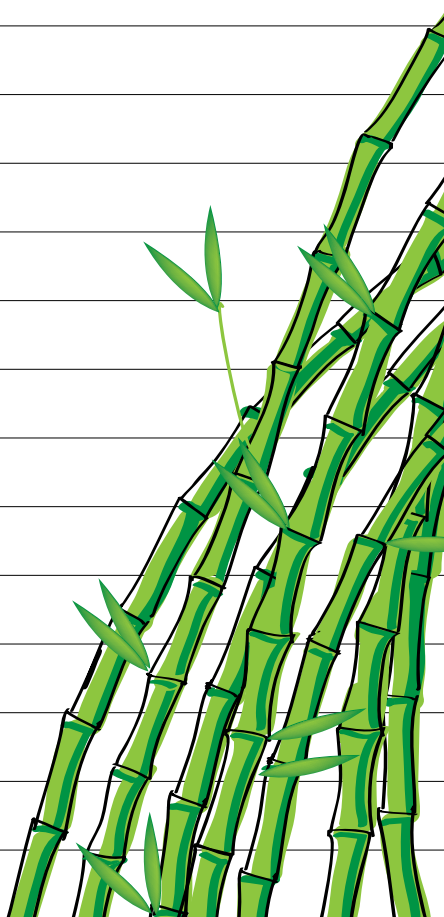
Indicate what you thought about each of the following areas by drawing:

- One star if poor ★
- Two stars if average ★ ★
- Three stars if good ★ ★ ★
- Four stars if excellent ★ ★ ★ ★

There is also space for you to write any comments or suggestions.

1. Topics and information covered
2. How useful the topics are
3. How much people took part
4. Activities and exercises used
5. How well you think the facilitators did

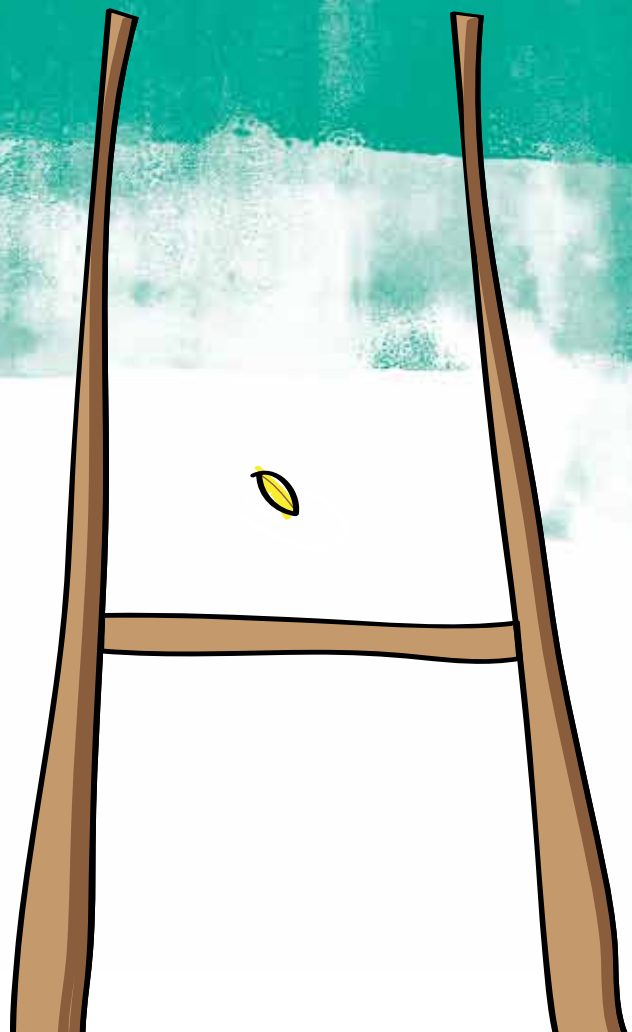
Add your own ideas and experiences!

A decorative illustration of green bamboo stalks and leaves in the bottom right corner of a lined paper background. The bamboo stalks are green with black outlines and are arranged diagonally. Small green leaves are attached to the stalks. The background is white with horizontal grey lines.



MODULE 2

MAPPING, ANALYSING AND
RESPONDING TO CHILD RIGHTS
SITUATIONS IN COMMUNITIES



DAY THREE

Session 8: Review of Module 1 and Overview/Linkage to Module 2

Session 9: Child Rights and Daily Realities

Session 10: Gaps in Fulfilling Child Rights

SESSION 8

Review of Module 1 and Overview/Linkage to Module 2

Goals to be accomplished:

1. Recall concepts covered in Module 1
2. Discuss the content of Module 2 and its links to Module 1
3. Get to know any newcomers to the groups (if any)



Time: Two hours

Session Plan / Activities:

1. Focusing and Energising

Begin by welcoming the children to Module 2 of this training programme and explain that it is focused on analysing and responding to child rights situations.

Check if there are new people in the group, and, if so, make sure that everyone is introduced.



NOTE: Since Module 1 contains so much information, asking new children to join the group at this stage should be avoided if possible.

If there has been a gap between Modules 1 and 2:

Ask children to consider the ground rules prepared at the beginning of Module 1, Day One and check if everyone is still happy to accept the ground rules. Does anything need to be added/changed?

Conduct a quick energiser, such as Farmer Phirun and His Cows:

1. Divide children into four groups.
2. Give each group a sound:
Group 1: Phirun (clap twice)
Group 2: Cows (maaa, maaaa)
Group 3: Frogs (op, op)
Group 4: Forest (shhh, shhh)
3. Practice alertness of the groups by saying the word or name assigned to the groups. The groups should then respond with the correct sound.
4. Tell participants that you will read a short story slowly but loudly. Each time the word given to their group is mentioned they have to produce the sound.



Story:

Once upon a time, there was a farmer named Phirun. Phirun had many cows that lived with him in the forest where there were many frogs. Phirun had two brown cows and four white cows. Phirun and his cows travelled from the forest to the rice field and back every day. Unfortunately Phirun and his cows were afraid of the frogs in the forest.

One day, Phirun and his cows were going to the rice field from the forest. Phirun and his cows saw two small frogs and five big frogs in the forest. Phirun and his cows were scared of the frogs. Phirun and his cows ran out of the forest because of the frogs. Poor Phirun, poor cows!

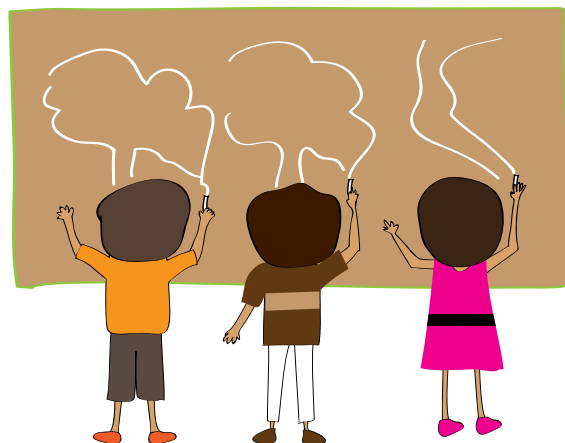
Phirun decided to move away with his cows, never again to return to the forest.

If a task was assigned to be completed between Modules 1 and 2:

Ask the participants to share the main points from their task in small groups. Each group should give a short summary feedback to the main group, followed by a general discussion together on points arising.

2. Review and Linkage Murals

Tell participants that the first thing that we will do is to remind each other what was learned in Module 1 and think about how this will relate to what will be learnt in Module 2. This will be done by making a mural. Check if participants know what a mural is (a big painting or picture, often on the wall or on the concrete fence of a building).

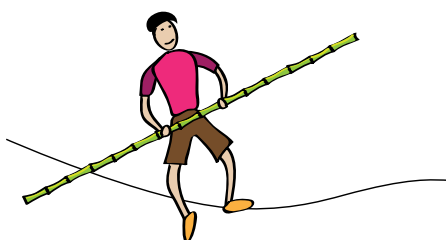


Making a mural

1. Participants should divide into three groups.
2. Provide each group with flipchart paper that they will mount on the wall and other materials such as crayons, watercolours etc. Make sure that each group has plenty of space to work.
3. Each group should make a mural called “What We Learned in Module 1”. Allow at least 20 minutes for this activity.
4. When the murals are finished, display around the room on walls. Ask the groups to interpret the murals of other groups. Groups should be given time to respond to comments on their murals and say what they meant.

Trainers should ensure that all the main points from Module 1 have been covered, reminding children of anything left out, if necessary

Explain that the rest of this module will use the knowledge from Module 1 to begin to think about how children’s rights can be implemented.



Debriefing and Evaluation

Process the activity by asking the following questions:

- Did you enjoy the activity?
- Was it difficult to transform your ideas into drawings?
- Did others have difficulty interpreting your murals? Why?
- In carrying out the activity, did you remember anything that they had forgotten?



- 

- Make the energiser as lively as possible to break the ice.
- Encourage groups to ask questions if there are things that need to be clarified or something about which they cannot remember all the details.

A decorative illustration of several green bamboo stalks with leaves, positioned on the right side of the page. The stalks are vertical and segmented, with small green leaves sprouting from them. The illustration is simple and cartoonish, with black outlines and green fill.

SESSION 9

Child Rights and Daily Realities

Where and how are child rights observed in your communities?

Goals to be accomplished:

1. Map out community places / points important for children's rights
2. Explore how these places contribute to fulfilling children rights



Time: Two hours



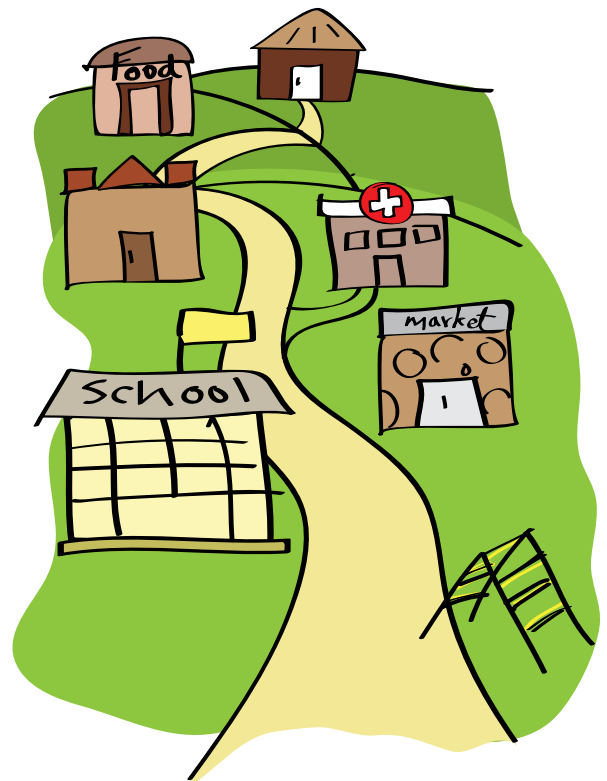
Session Plan / Activities:

1. Child Rights Map

1. Ask the children to sit in a circle and tell a story about a day in the life of a child in the community – from morning till evening. One child starts, saying one thing that the child does/happens, the next continues and so on until the story of the day is complete.

NOTE: The purpose of the story is to help participants focus on children's lives in the community. Ideally, the story should finish at the end of the circle, so that every child has a chance to speak.

2. Ask children to call out the important places in their communities. Then invite them to divide into small groups (5-6 children in each group). Give each group flipchart paper, markers and art supplies.
3. Tell the children that the task in their group is to draw a map of their community. They should reflect in their map the streets, homes, schools, offices, clinics, police station, market, playground, stores, restaurants, places of worship and any other location that they feel is important.
4. Once the maps are completed, ask the children to discuss what child rights they associate with places they have shown on their maps. For example, school with right to education, town hall with birth registration, name, and nationality, etc.



5. Ask children to write the CRC articles next to the places on their maps.

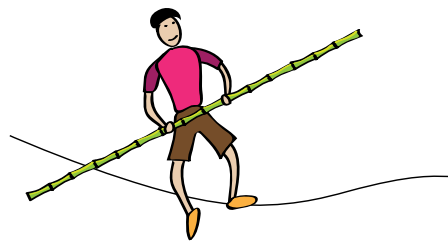
NOTE: Children may find it useful to refer to the handout for this session as a reminder of the articles from the CRC.

6. Ask each group to present their map to the whole group. Each group should give a summary of the human and child rights that they have noted.

Facilitators should summarise the participants' work by highlighting similarities and differences and by discussing the key messages from the session.



Debriefing and Evaluation



Discuss the activity with the whole group, using the following questions as a basis for the conversation:

- How did you find the activity?
- Was it hard to draw the map of your community? Why?
- Did anyone learn anything new from doing the activity? If so, what?
- Did any part of your map have a high concentration of rights? How do you explain this?
- Did any part have a few or no rights? How do you explain this?
- Are there articles of the CRC that no group included on their map? Why might this be so?





Suggestions for Follow-Up / Ideas for Action

- Display maps on the walls of the training room, and ask children to refer to these in future sessions when they are considering how and where children's rights are implemented.
- Invite community leaders, parents, and representatives from the various sectors in the community to the training room, and ask groups to present their maps to the visitors (remember, however, that Module 3 contains a specific opportunity for presenting to the community).

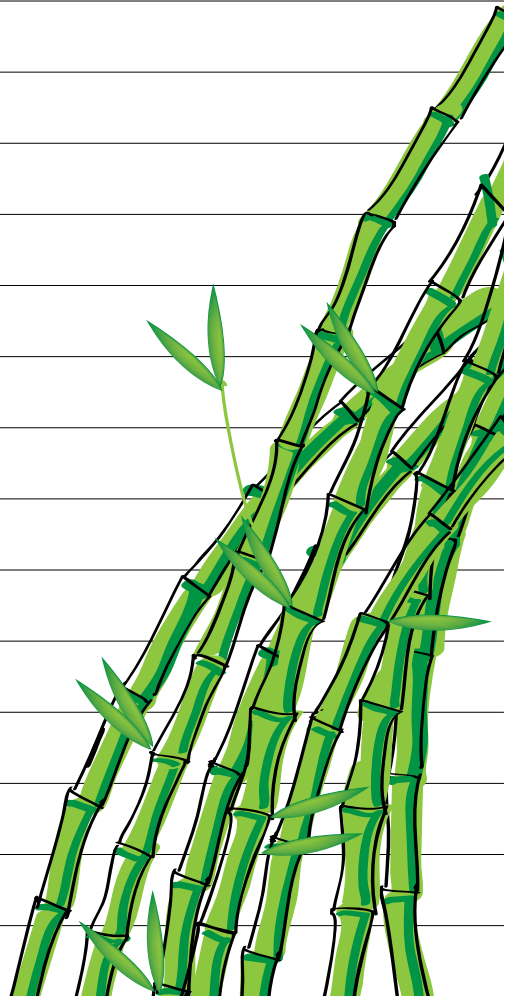


Additional Tips for Facilitators

- It may be helpful to review the CRC before this activity – especially if, from the earlier review session, children seem to find it difficult to remember the articles.
- Use the training room and its surroundings to make a map as an example before asking children to make the map of their community – this may help explain the exercise if children seem confused.
- Do not tell children how to show different locations on their maps – let them decide what symbols or signs (if any) they want to use.
- If children have difficulty remembering the locations of important places in their community, allow them 10-15 minutes to walk around the community (although trainers must consider safety issues before deciding to do this).

Module 2

A decorative illustration of green bamboo stalks and leaves in the bottom right corner of a lined paper background. The bamboo stalks are green with black outlines and are arranged diagonally. Several green leaves are attached to the stalks, also with black outlines. The background is white with horizontal grey lines.



SESSION 10

Gaps in Fulfilling Child Rights

What is missing or lacking in how children's rights are met in your communities?

Goals to be accomplished:

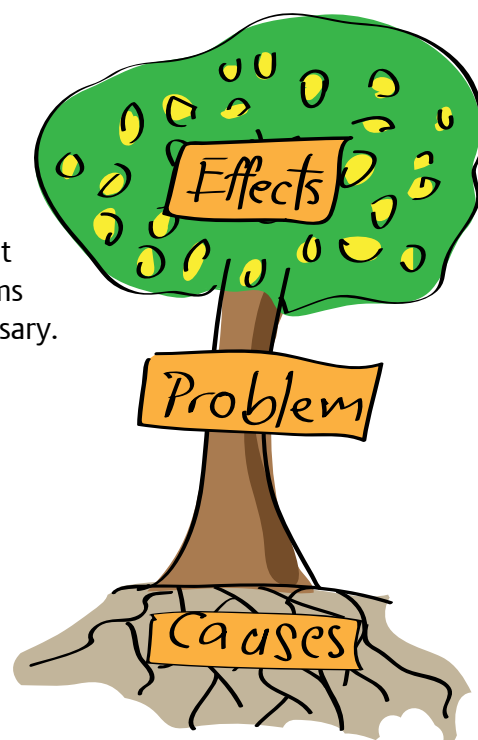
1. Begin to identify problems in fulfilling child rights
2. Understand and analyse the causes and effects of these problems

Time: One hour and 45 minutes

Session Plan/Activities:

1a. Identifying Problems in Fulfilling Child Rights

1. Considering the community maps prepared in the previous session, ask the children to come up with a list of child rights that are not observed in their community. Write these on a board.
2. Ask the children if they can think of ways of grouping together the rights that are not being observed.
3. Conduct a short discussion of what a problem is. Ask the children for their ideas, and then discuss these in relation to child rights. Trainers can use the PowerPoint from Part Three, Visual Aids, to show what the problems are and the effects of problems to help explain if necessary.
4. Invite children to get in groups, and then ask them to consider the rights that are not observed. If there are many examples of rights not being observed, then facilitators may wish to divide these among the groups to make sure they are all covered.



5. Ask for feedback to the main group.
6. From Part Three, Visual Aids, show the diagram of the 'Problem Tree' model, and explain what is meant by causes of problems and effects. Ask participants for examples (and provide examples if necessary) to encourage discussion.

As an example:

- Problem – children not going to school
- Cause – parents want children to work so that they can help with bills
- Effects – children do not get an education and so do not have many choices for work as adults

7. Ask children to go back to their groups to think more about the problems they have identified. They should discuss what are the causes and effects. Then on flipchart paper draw a tree and write causes on yellow metaplan cards and effects on light green metaplan cards. Cards should be stuck on the tree.
8. Ask the groups to share their trees with the large group, encouraging participants to ask questions, provide feedback and give suggestions, summarising the discussion.

NOTE: During this exercise children may need coaching in their groups. Trainers should make sure they visit each group several times during the activity.

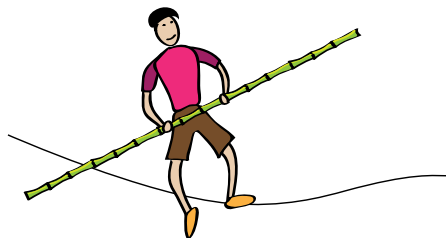
1b. Optional Additional Exercise (for older children)

NOTE: This exercise requires facilitators to do some research before the session is conducted, and to prepare a PowerPoint or other presentations.

1. Summarise the discussion and share the problems of CRC implementation in the country as identified by NGO groups, UNICEF and the views of Plan representatives in the Asia region, using PowerPoint visuals or other presentations.
2. Ask participants for their reactions on the views of adults on the progress of and problem with child rights implementation.



Debriefing and Evaluation



Discuss the exercise, using the following questions as a basis:

- How did you feel while doing this activity?
- What problems do you usually encounter?
- What do you usually do about your problems?
- How do you compare your way of thinking about your problems with how you did it in this activity?
- Was it difficult or easy to analyse problems on rights?
- What did you learn from the activity?
- How could you use what you have learnt from this activity?

Summarise the session, highlighting the key messages.



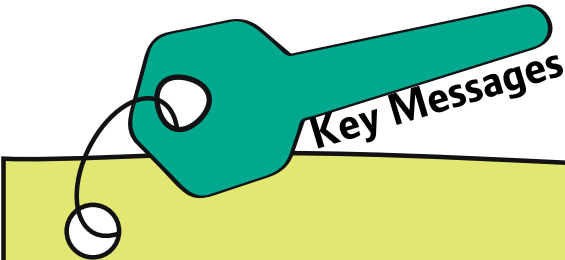
Suggestions for Follow-Up / Ideas for Action

- Display group work on the walls of the training room, and ask children to begin thinking about possible ways of solving the problems.
- Encourage children to revise their problem trees based on the comments and suggestions from the groups made in the session.



Additional Tips for Facilitators

- Remind the children that sessions are inter-related. Discussions and learnings from the previous session were used in this session, and the same will happen in the next session.
- If children have difficulty with identifying the causes and effects of the problems, provide more examples through interactive discussion.



- Problems or violations of child rights are connected.
- Children's everyday lives are affected by implementation or violation of child rights.
- Children should be consulted and involved in identifying and evaluating solutions to problems regarding child rights.
- Finding solutions to problems of child rights, and making them work, needs the cooperation of all.

Add your own ideas and experiences!

A stylized illustration of several green bamboo stalks and leaves. The stalks are segmented and grow diagonally upwards from the bottom right towards the top right. Small, pointed green leaves are attached to the stalks. The background is white with faint, horizontal grey lines, suggesting a notebook or a clean, minimalist design.

MODULE 2, Day Three

Readings, Handouts & Exercise Sheets

Session 9:

Handout for Participants

How are child rights observed in your communities?

137

Session 10:

Reading for Facilitators

What is missing or lacking in where and how children's rights are implemented in communities?

139

Session 10:

Handout for Participants

What is missing or lacking in how children's rights are observed in your communities?

141

HANDOUT FOR PARTICIPANTS

CHILD RIGHTS AND DAILY REALITIES

How are child rights observed in your communities?

This is a quick reference for the **Child Rights Map** activity, which may help you in your work.

Quick reference for the activity **Child Rights Map**

| Child Rights | Remarks |
|--|---------|
| Article 1: Definition of a child | |
| Article 2: Freedom from discrimination | |
| Article 3: The child's best interest | |
| Article 4: Enjoying the rights in the Convention | |
| Article 5: Parental guidance and the child's growing abilities | |
| Article 6: Right to life and development | |
| Article 7: Birth registration, name, nationality and parental care | |
| Article 8: Preservation of identity | |
| Article 9: Separation from parents | |
| Article 10: Family reunification | |
| Article 11: Protection from illegal transfer to another country | |
| Article 12: Respect for the child's opinion | |
| Article 13: Freedom of expression and information | |
| Article 14: Freedom of thought, conscience and religion | |
| Article 15: Freedom of association and peaceful assembly | |
| Article 16: Privacy, honour and reputation | |
| Article 17: Access to information and media | |
| Article 18: Parents' joint responsibilities | |



| Child Rights | Remarks |
|--|---------|
| Article 19: Protection from all forms of violence, abuse and neglect | |
| Article 20: Alternative care | |
| Article 21: Adoption | |
| Article 22: Refugee children | |
| Article 23: Disabled children | |
| Article 24: Healthcare and health services | |
| Article 25: Periodic review of treatment | |
| Article 26: Benefit from social security | |
| Article 27: Adequate standard of living | |
| Article 28: Right to education | |
| Article 29: The aims of education | |
| Article 30: Children of minorities and native origin | |
| Article 31: Leisure, play and culture | |
| Article 32: Child labour | |
| Article 33: Children and drug abuse | |
| Article 34: Protection from sexual exploitation | |
| Article 35: Protection from trafficking, sale and abduction | |
| Article 36: Protection from other forms of exploitation | |
| Article 37: Protection from torture, degrading treatment and loss of liberty | |
| Article 38: Protection of children affected by armed conflict | |
| Article 39: Rehabilitation of child victims | |
| Article 40: Juvenile justice | |
| Article 41: Respect for higher human rights standards | |
| Article 42: Making the Convention widely known | |
| Articles 43-54: Duties of governments | |

Reading for Facilitators

Gaps in Fulfilling Child Rights

What is missing or lacking in where and how children's rights are implemented in communities?

This worksheet will help trainers explain problems-causes-effects to children.

What is a problem?

In this workshop, a problem is a gap between what is and what should be.

In the context of child rights, what should be is: "All children are enjoying all their rights as enshrined in the CRC." In real life however there could be many rights that are not enjoyed by children. This is a child right violation and it is a gap and, therefore, a problem.

Violations can be intentional, where the persons responsible are aware of the child rights but continue to do things which are in conflict. Violations can also be caused by neglect and / or lack of action by the persons responsible.

What are causes of a problem?

Causes of a problem are situations that contribute to the problem occurring. For example:

Problem: Widespread malnutrition among pre-school children
Cause: Limited health services or food

What are the effects of a problem?

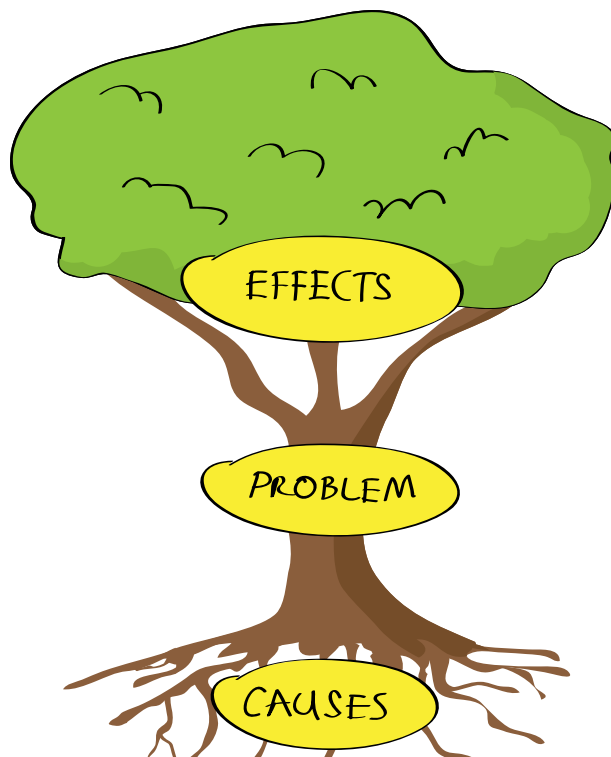
Effects of a problem are the results or outcomes of the problem. For example:

Problem: Widespread malnutrition among pre-school children
Effect: Poor physical and mental development



What is a 'Problem Tree'?

A Problem Tree is a tool that visually presents the causes and effects of a problem.



What are typical problems in CRC implementation as identified by NGOs and others?

Data collection – not sure what the situation really is
 Low levels of birth registration
 International adoption
 Inadequate basic health and welfare services
 Insufficient education, leisure and cultural services
 Child labour, trafficking and exploitation
 Juvenile crimes and drug addiction

More specific information can be obtained from the country report and recommendations to the Committee on the Convention of the Rights of the Child.

How do some Plan staff view compliance by government of the CRC in the Asia region?

- Lack of political will by governments
- Some legislation is in place but generally not complete
- National Plans of Action have been developed but not all actions implemented
- Child rights violations are still widespread

Handout for Participants

Gaps in Fulfilling Child Rights

What is missing or lacking in how children's rights are observed in your communities?

What is a problem?

A problem is a gap between what is and what should be. For example:

| | | |
|-----------------------|---|---|
| What should be | - | all children are enjoying all their rights given in the CRC |
| What is | - | many rights are not enjoyed by children |
| Problem or gap | - | rights that are not enjoyed by children |

What are causes of a problem?

The causes of a problem are reasons that lead to a problem occurring. For example:

| | |
|-----------------|--|
| Problem: | Many pre-school children are weak and sick |
| Cause: | Few health services or little food |

A problem can have more than one cause.

What are the effects of a problem?

The effects of a problem are the results, or what happens, because of a problem. For example:

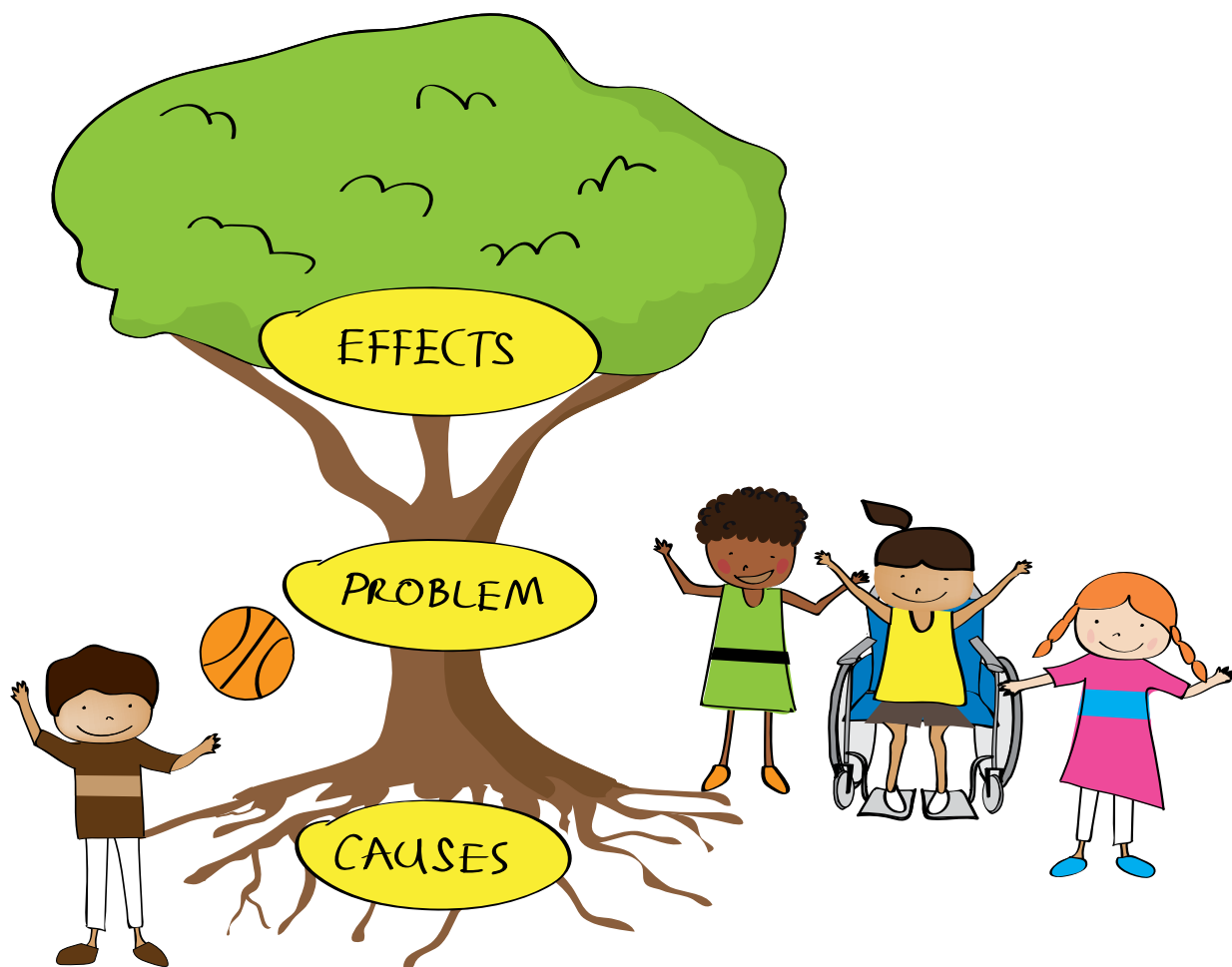
| | |
|-----------------|--|
| Problem: | Many pre-school children are weak and sick |
| Effect: | Poor physical and mental development |

A problem can have more than one effect.

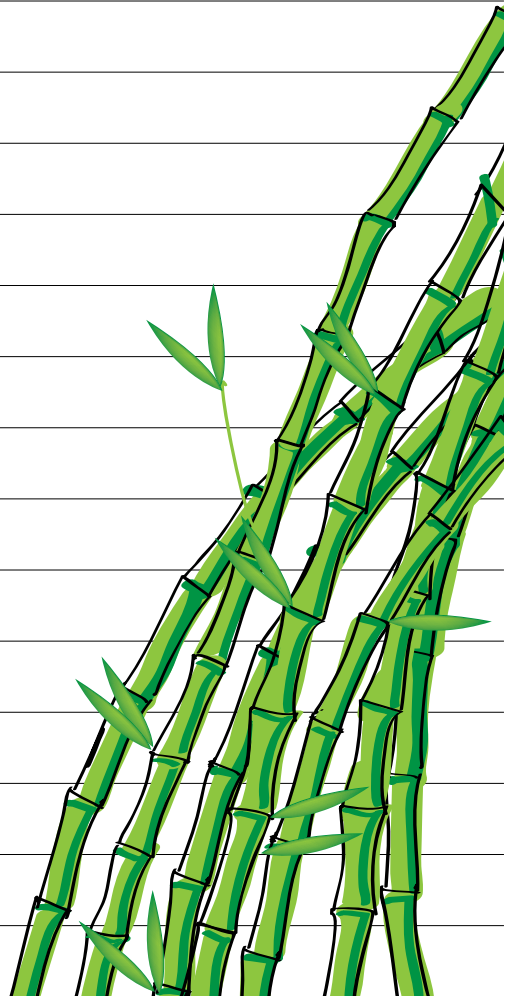


What is a 'Problem Tree'?

A Problem Tree is a diagram that shows the causes and effects of a problem.



A decorative illustration of green bamboo stalks and leaves in the bottom right corner of a lined paper background. The bamboo stalks are green with black outlines and nodes, and the leaves are small and green. The background is white with horizontal grey lines.



DAY FOUR

Session 11: Setting Priority Problems and Violations of Child Rights

Session 12: Action Agenda / Proposed Solutions to Gaps Identified

Session 13: Module Summary and Synthesis

SESSION 11

Setting Priority Problems and Violations of Child Rights

How we prioritise problems on child rights implementation

Goals to be accomplished:

1. Discuss considerations for prioritising problems
2. Prioritise problems and violations of child rights in the community

Time: Two hours

Session Plan / Activities:

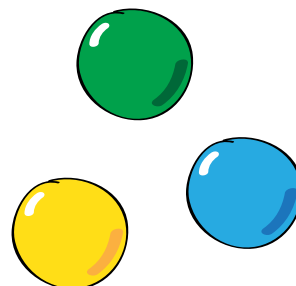
Welcome children back to the workshop. Ask for a volunteer quickly to summarise what happened on the first day of Module 2, and check if children have any comments or questions.

1. Dot Voting and Diamond Ranking to Prioritise

Introduce the session by telling the children that rights are indivisible (cannot be separated). That means if one right is not implemented then other rights suffer as a result. Explain that in the implementation of child rights (covered in the previous session), they noted quite a number of problems or violations.

Ask children for their ideas on why it is important to prioritise (decide which are the most important).

Summarise their answers on a flipchart, highlighting that since we cannot adequately respond to all problems at the same time, there is a need to prioritise them. Once solutions are in place for the most important problems, we can then resolve the other problems.



Trainers should lead a discussion on what criteria can be used to prioritise. Criteria can include:

Is the problem or violation mild, average or severe?

Are there many children and families affected?

Urgency –

Does it need to be acted upon right away?

Do the children and the people caring for them feel the problem or violation is of utmost importance to them?

Effects or impact –

Are the effects or impact long-lasting and very dangerous / detrimental to the children?

Do they cover many children and families?

Summarise the discussion, providing additional input as necessary to ensure all points are covered.

On flipchart paper, list the problems and violations that the children identified in the previous session, making sure to leave some space next to each item.

NOTE: As an optional activity for older children, if in the earlier session the NGO CRC Report was shared (in the optional activity), look at the problems that the NGO report raised. Compare these to the list from participants, and ask for children's reactions.

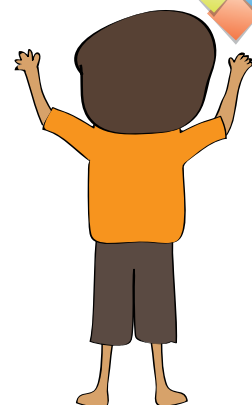
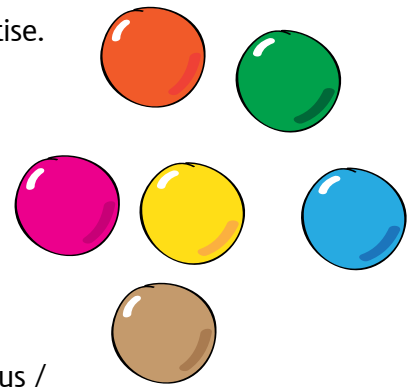
Give everyone three sticky dots and ask them to place their dots next to the three problems that they consider the most important (priority). Trainers may like to give the participants a few minutes to discuss in pairs before asking the children to make their selection.

When all the dots have been placed, choose the top nine problems by counting the total number of dots per item.

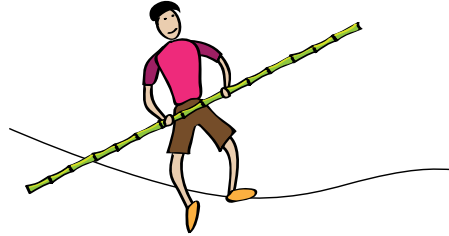
Write these problems on A4 coloured paper, one item per sheet.

Ask the children to prioritise the problems by arranging the paper in a diamond shape, with the most important at the top and the least important at the bottom. The sheets should be moved around until they reach an order with which they are all happy, as a group.

NOTE: As an alternative, especially if there is a large group, ask the children to do the diamond ranking exercises in smaller groups, and then compare the ideas of the groups.



Debriefing and Evaluation



Discuss the two activities, using the following questions as a basis:

Dot Voting –

What do you like best / least about the **Dot Voting** activity?

In what other situations could you use this process?

Diamond Ranking –

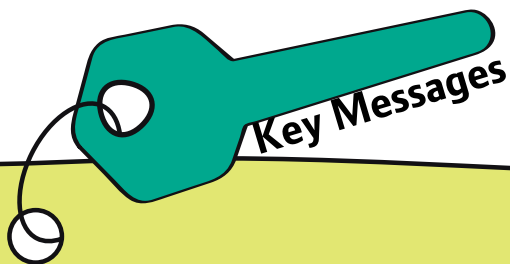
Was **Diamond Ranking** a good way to prioritise problems of child rights?

Why?

How was the exercise, easy or difficult?

Any ideas for other ways to decide the order of priority?

Summarise responses, and discuss the key messages.



- We cannot usually solve all problems or violations of child rights at the same time.
- We need to prioritise problems and then act on the top priority first, moving on to the next priorities as we find solutions.
- Cooperation of all sectors is necessary to solve the problems of child rights.

SESSION 12

Action Agenda/Proposed Solutions to Gaps Identified

What solutions to priority problems and violations of child rights can be suggested?

Goals to be accomplished:

1. Review the results of earlier activities (identification of problems or violations of child rights, problem tree analysis, analysis of domestic legislations, identification of missing legislations, etc.)
2. Outline proposed solutions/practical actions for priority problems identified



Time: One hour and 45 minutes



Session Plan / Activities:

1. Trading Ideas

NOTE: This exercise uses a lot of different-shaped and coloured cards – trainers should prepare these in advance.

Remind children of the priority problems and violations of child rights from the **Dot Voting** and **Diamond Ranking** exercises in the previous session.

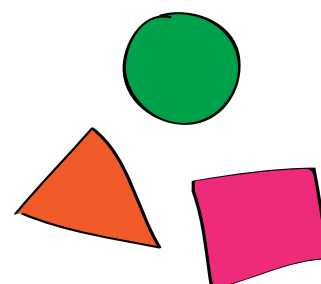
Divide the priority problems into two groups (problems 1-4 for Group 1 and problems 5-9 for Group 2). Write these on flipchart paper with corresponding numbers (problem 1 etc.)

NOTE: To stop children from getting restless, facilitators should prepare the lists before the session starts, or should ask children to help prepare the lists.

Show the first half of the priority problems (numbers 1-4). Ask children, based on the earlier activities (identification of problems/problem tree analysis), to come up with solutions or practical activities they think would help solve the problem.

Invite children to write the problem number and one proposed solution or practical activity for each of the four problems on a metaplan card (using one card per problem). They should work alone, and write down the proposed solution without talking to others.

Give each child a cut-out of a circle, triangle and square (different colour per shape).

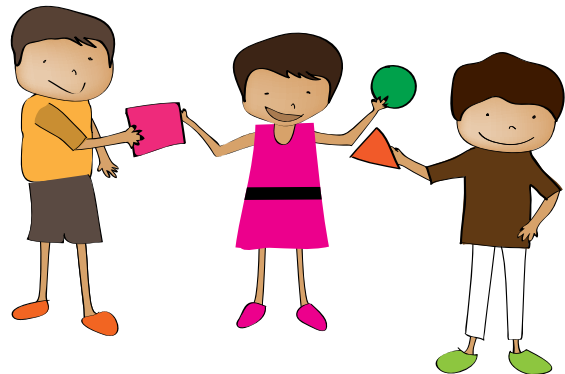


Explain the exercise:

Tell the children that they are going to trade solutions / practical activities. At the go signal, they are to go around and share the ideas they have written on the metaplan cards with as many children as possible.

If the idea is very good, then it is worth a circle; if good, a square and if fair or OK, a triangle. Metaplan cards can be swapped more than once. Every time a metaplan is swapped, make a note on the card of the shapes it is given by other participants.

Allow 20 minutes for the activity.



At the end of the given time, ask children to total the points per metaplan card, and stick their metaplan cards for Problem 1 on the board. Then, arrange the cards based on the total points from the highest to the lowest.

Repeat this process for problems 2-4.

Mark the top four most popular proposed solutions for each problem and summarise.

NOTE: As an alternative, instead of working individually, children can conduct the activity in pairs.

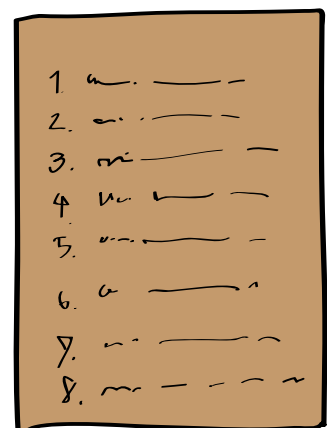
2. Thematic Group Workshop

Ask children to get into five groups. Show the list of problems 5 to 9, and give each group one of the problems to consider. Invite children to swap places with others if there is a problem they are most interested in, but try to keep group sizes roughly the same.

Ask the groups to idea-storm proposed solutions to the problem their group has been given. They should then choose the five ideas they like the best and write these on flipchart paper.

Invite a representative from each group to present their ideas to the large group, seeking feedback and suggestions from the rest of the participants.

Summarise proposed solutions produced so far, and ask participants to give feedback to the ideas.



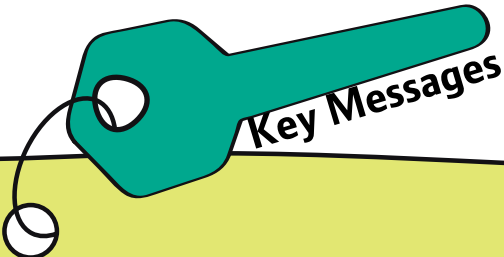
NOTE: If possible, or for older groups, share the recommendations from the NGO report to the CRC Committee either on flipchart, PowerPoint or handout, and discuss the participants' thoughts and ideas in the large group.

Debriefing and Evaluation

Ask children for feedback on the session, based on the following questions:

- How did it feel to identify solutions to problems or violations of child rights?
- How well did the activities help you come up with proposed solutions?
- Do you think your proposed solutions are workable?
- Who are the key players in your proposed solutions?
- Who do you need to partner with to bring the solutions about?
- What role will you and other children play in planning and implementing the proposed solution?

Summarise responses of children, making sure to highlight key messages.



- Children should have a say on solutions to problems or violations of child rights.
- There could be many solutions to a problem. Choose the most workable.
- We need to consider the help needed (from inside and outside the community) when choosing solutions.

Suggestions for Follow-Up / Ideas for Action



Ask children to discuss the problems they have identified with their friends and families. What solutions can they think of?

SESSION 13

Module Summary and Synthesis

What insights have we gained from this module?

Goals to be accomplished:

1. Summarise concepts covered in Module 2
2. Identify significant learning and insights
3. Discuss ways of applying learning and insights from the training to their personal lives and to their being productive members of their communities



Time: One hour and 45 minutes

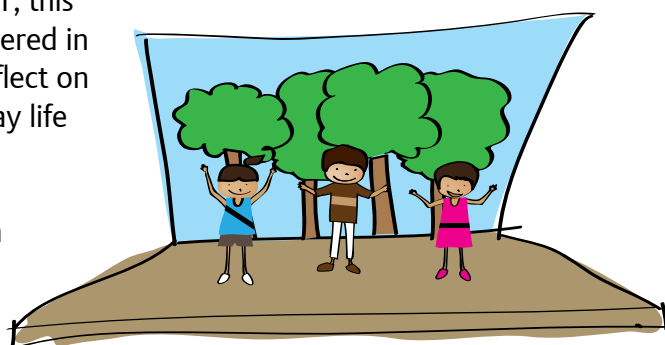


Session Plan / Activities:

1. Review Skit

Explain to children that, just like at the end of Module 1, this session is meant to help them remember what was covered in the previous sessions over the past two days and to reflect on how they can use their insights or learning in day-to-day life situations.

Give children some time to review concepts covered in this module by reading the handouts given for the module, and looking at the displays of work from the groups.



Ask children to divide into groups of 6-8.

In their groups, children should discuss the following questions:

What are the most important things you have learnt in this module?

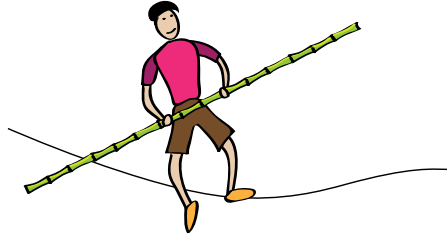
How can you use your learning and insights in day-to-day situations?

Invite groups to prepare a skit, or short play no longer than ten minutes, to illustrate their answers to the two questions (for example, a radio reporter covering a child rights violation). Encourage them to use props and instant costumes using old newspapers or material in the training room.

Allow 30 minutes preparation time.

Each group should then perform their skit for the large group. At the end of each presentation, ask other groups for their interpretation of each act. Allow the presenting group to respond.

Summarise input and feedback from participants.



Debriefing and Evaluation

Discuss the session with the children, using the following questions as a basis:

Did you enjoy the activity?

Were the learning and insights clearly depicted in the skits?

How can learning and insights be put in practice in day-to-day situations?

If required, reinforce children's learning through an interactive discussion of the key messages in this module.

Ask the children to fill in Module 2 Reflection Sheet (included at the back of the module after session plans). After completing the forms individually, ask children to discuss their responses in groups of three, before giving feedback to the main group.

Explain the assignment to be conducted before Module 3 (see Suggestions for Follow-Up/Ideas for Action).

Remember to thank children for their participation throughout the module, and to confirm they are aware about the arrangements for when and where the final module (3) will take place.



Suggestions for Follow-Up / Ideas for Action

- Encourage the children to read their handouts from Modules 1 and 2 as often as they can.
- If there is a gap between Modules 2 and 3, give an assignment for the children to do in the break before Module 3. For example, visit a Plan-assisted community and gather information relevant to the following questions to share in Module 3:
 - What is the project supported by Plan in the community?
 - What child rights problem or violation is it responding to?
 - Who is responsible for doing what?
 - What is the participation of the children in this project?
 - What are the results so far?
 - What are the good points you observe? How can it be improved?
- Ask the groups to prepare a write-up of their skit and pin it up on the wall of the training room together with some pictures of their performance.

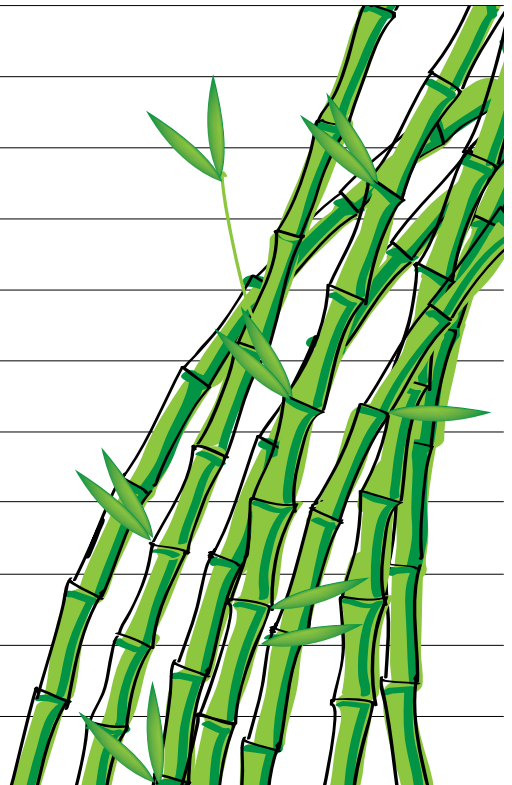




Additional Tips for Facilitators

- Provide adequate time for preparation and rehearsal. If the 30 minutes mentioned earlier is not enough, extend preparation time.
- If the children agree, invite some community officials to see the children's presentation.
- Provide special awards for each group (best skit, best costume, most-applauded presentation, etc.), but make sure each group gets an award.
- Video the skits and play it back for everyone to see before discussing their presentations and/or for use as a reminder in the next module. Alternatively, take photos.

Add your own ideas and experiences!

A stylized illustration of several green bamboo stalks with black outlines and small green leaves, positioned on the right side of the page. The stalks are vertical and slightly curved, with some leaves branching out. The background is white with horizontal grey lines.

MODULE 2, Day Four

Reflection Sheet

Session 13

Children's Rights as Human Rights

Instructions: Please finish the following statements

1. In this module, I was excited about

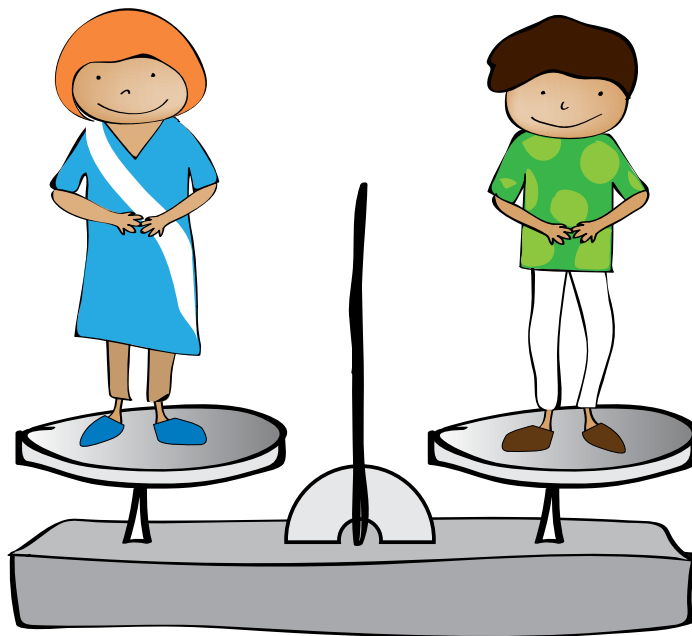
2. One thing I like about this module is

3. However, I'm sad about

4. I wish

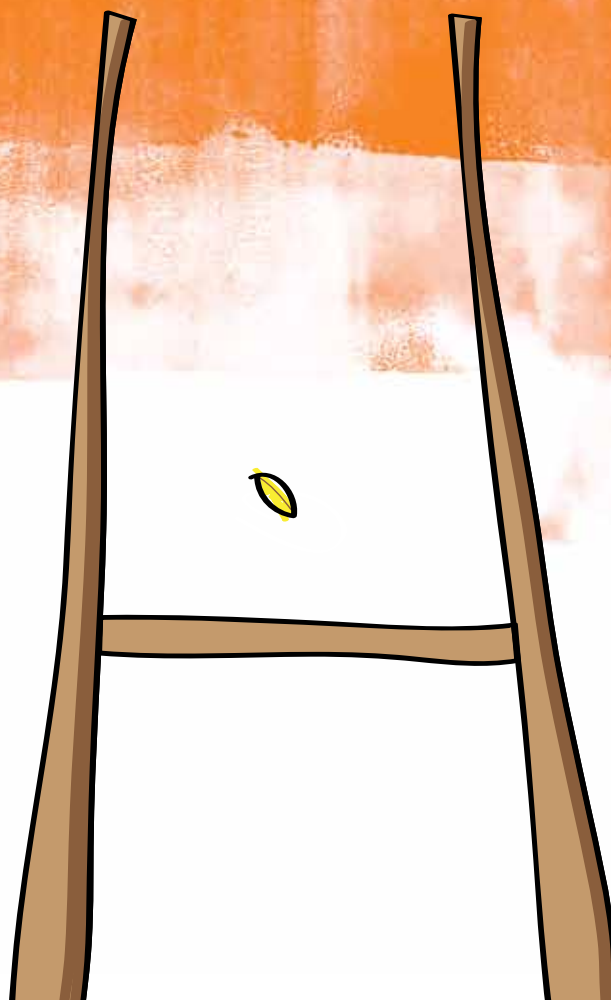
Please add anything else you would like to say about the module:





MODULE 3

TOWARDS CHILD-LED
COMMUNITY ACTION (CLCA)



DAY FIVE

Session 14: Recalling What We Have Done So Far...

Session 15: The Child-Centred Community Development (CCCD) Approach

NOTE: It is difficult to predict how quickly the material will be covered in Day Five, as much is dependent upon the input of children, considering their experiences of participation. If the day finishes early, then facilitators can encourage children to use the time to start thinking about the presentations they will make to the community on Day Six. (One idea would be to begin the sessions from Day Six).

SESSION 14

Recalling What We Have Done So Far.....

Goals to be accomplished:

1. Recall concepts covered in Modules 1 and 2
2. Review homework activity from Module 2 (if given)
3. Explore links between work already done and content of Module 3

Time: Two hours and 30 minutes

NOTE: Since this session includes feedback from participants, it may be difficult to keep to time, especially if it is a large group. However, it is important to make sure that all children have the time to present the work carried out between the modules. Trainers will need to adjust the timings of the following sessions accordingly.



Session Plan / Activities:

1. Welcome Back and Energiser

Welcome the children again, and conduct an energiser to focus everyone on the work for the day.

NOTE: At this stage, it will be very difficult to include any children who have not attended the previous training. Consider asking any new children who arrive to attend another course.

Ask children to stand in a circle. Provide either a soft ball or a ball of rolled-up paper. The ball should be thrown around the circle. Each time someone catches it, they should say one of the rights contained in the CRC. They then throw the ball to another person, saying the name of the person as they throw it. Continue doing this until all the participants (and facilitators) have given an example of child rights.



2. Our Vision

Ask children to work in groups of three.

In their groups, children should prepare their vision and understanding of their rights based on what they have learnt from Modules 1 and 2. They can present their vision in any form they like – a picture, poem, song, etc.

Invite groups to share their visions, getting feedback from other participants.

3. Review of Modules 1 & 2 and Links to Module 3

Ask the children to get into three groups. One group should consider Module 1, another Module 2 and the third group Module 3.

Ask each group to think about the module they are considering and to come up with five bullet points. For Modules 1 and 2, bullet points should focus on what was covered and what they learnt. The group working on Module 3 should focus on their understanding of what will be covered and what they think they will be able to learn.

NOTE: Make sure that children understand what is meant by bullet points – short sentences that capture the most important points. Trainers can use CRC as an example.

CRC:

- was adopted in November 1989
- provides children with basic human rights
- is the most widely-ratified international human rights instrument

NOTE: This exercise may be extremely difficult for the group working on Module 3. Trainers should consider only dividing into two groups (to look at Modules 1 and 2), and then after the presentations are made, the trainers should help make links to what will be covered in Module 3.

Trainers should remind children of any materials covered in Modules 1 and 2 not raised in the work of the groups, checking if children have any points to add.

If Module 3 has not been considered, then at this time the trainers should give a brief overview of the contents of Module 3 (using visual aids from Part Three, if necessary).

4. Sharing of Assignment During Break Between Modules 2 and 3

Group the children based on the Plan-assisted communities they visited over the break between Modules 2 and 3.

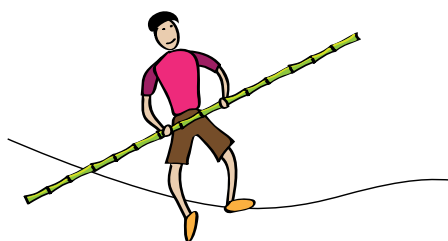
Ask the children to discuss in their groups their observations from these visits – what did they think? What did they feel? What ideas and thoughts do they have?

Invite the groups to prepare a summary of their observations, to be presented to the large group. Tell the groups that they can present in any way that they like (for example, some might want to use the flipchart, others just speak, some may want to sing a song) but that they will only have 10 minutes maximum to present.

When the groups have finished preparing their presentations, invite each group to present to the large group.

NOTE: Time can be allowed for comments on the presentations/further questions, but keep this short. There are no right or wrong answers to this activity, and it is important that groups do not feel criticised. Make sure that appreciation is shown for everyone's work.

Debriefing and Evaluation



Process the activity by asking the following questions:

Did you enjoy the activities?

Was it difficult to transform your ideas into bullet points and visions?

Did you learn anything new from the activity? Or did the activity make you remember or think about something in a different way?

SESSION 15

The Child-Centred Community Development (CCCD) Approach

Goals to be accomplished:

1. Explore the CCCD approach that Plan uses in development
2. Consider the benefits for children and their communities of using the CCCD approach, as a way of promoting child-led community action



Time: Two hours and 45 minutes

Session Plan / Activities:

NOTE: Trainers should identify examples either from within the country or within the region of how children have been involved in community actions.

Explain to the participants that CCCD is a way of working that Plan uses in its development work, and that now we will look at what that means. Allow the presenting group to respond.

1. Study Groups

Ask children what they understand by CCCD.

Divide the children into two study groups. Give an area of study to each group –

Group 1: CCCD Foundations

Group 2: Cornerstone Components

Assign a coach per group (a Plan staff member / facilitator). Ask the members of the group and the coach to sit on the floor in a circle.

The groups are to consider the study area given to them. If they have questions or if they need explanations or more examples, they can ask the coach for help. Aside from discussing their assigned topics, they will also need to discuss how the CCCD features can be implemented in their communities, highlighting children's participation.



Towards the end of the allotted time (30 minutes), the coach should ask the children to summarise their understanding of the area of study on CCCD assigned to them and how this is seen in the community.

Ask both groups to present a summary of their discussion, allowing time for questions and comments.



Trainers should facilitate a large group discussion on CCCD.

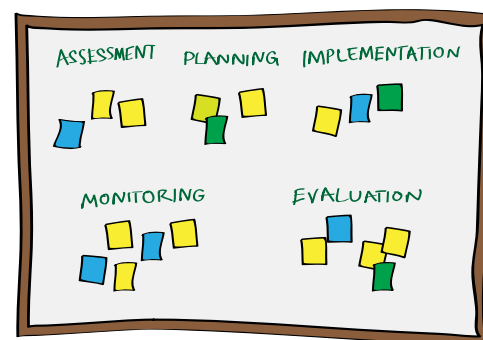
2. Child Involvement in the Programme Process

In the large group, discuss what might be the advantages of CCCD.

In small groups, ask children to think about their involvement in projects in their communities, and to write these on cards (1 idea, 1 card). Then, invite the children to post their cards on the board.

Write the different stages of the project cycle on the board (ASSESSMENT – PLANNING – IMPLEMENTATION – MONITORING – EVALUATION), and discuss what each stage means to make sure children understand the terms.

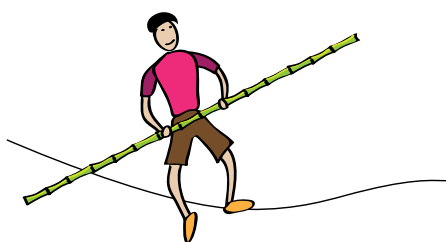
Discuss the ideas given by the children regarding their involvement, and move the cards to the appropriate stage. Then, ask the children to think about the results. If they experience difficulty, facilitators should help prompt discussion by asking questions such as: at what stage are children most involved? Why is that? Why are children not involved in other stages?



Invite children to share their participation in Plan-assisted community projects.

Sum up conversation, and emphasise the importance and benefits of children being involved in the development process.

NOTE: Children might find it easier to complete this exercise if they are given the handout on CCCD to refer to during the activity.

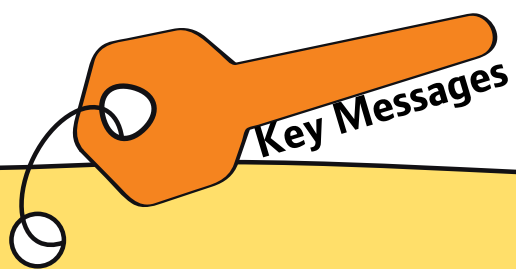


Debriefing and Evaluation

Debrief the session, using the following questions as a guide for discussion:

- Were you able to learn about CCCD through this session? How?
- What did you learn?
- What did you notice about the involvement and participation of children in the various stages of the programme/project?
- What project stages had the most cards? What does it mean? Are you happy with it? Why?
- Are there any examples of action by children that you have learnt about, and would like to be involved with in your community?
- If so, what?

Sum up the discussion, making sure to highlight key messages.



- Children's best interests should be considered at all times.
- Children's participation is the heart of development.
- All sectors must be involved in strengthening children's skills in understanding, claiming and holding their rights.



Suggestions for Follow-Up / Ideas for Action

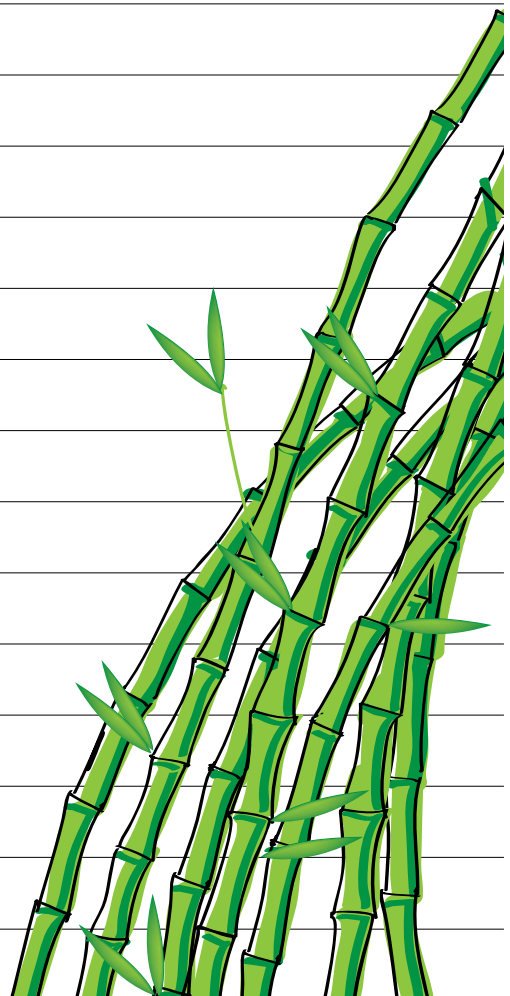
- Give the children time to read again their handouts on CCCD.
- Invite children to approach the training staff if they still have questions about CCCD.
- Prepare a mini exhibit of pictures that depict the use of CCCD in Plan-assisted communities. Post these on the wall, and then review them with children.



Additional Tips for Facilitators

Make sure that plenty of time is allowed for discussion, and be prepared to 'coach' children where necessary – use the facilitators' reading sheets for additional information.

A decorative illustration of green bamboo stalks and leaves in the bottom right corner of a lined paper background. The bamboo stalks are green with black outlines and are arranged diagonally. Small green leaves are attached to the stalks. The background is white with horizontal grey lines.



MODULE 3, Day Five

Readings, Handouts & Exercise Sheets

Session 15

Reading for Facilitators

CCCD, Promoter of Child-Led Community Action

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Handout for Participants

CCCD, Promoter of Child-Led Community Action

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Reading for Facilitators

CCCD, Promoter of Child-Led Community Action

What are the similarities and differences between a needs-based approach and a rights-based approach?

Similarities:

- Both desire to help people survive and develop to their full potential
- Both have to identify the types of assistance and actions needed to help people survive and develop to their full potential

Differences:

Needs-based approach

- Usually does not come with accountability
- No moral or legal obligation on the government or its agencies to protect and assist
- Rights holders are seen as objects of charity
- Predominantly addresses only immediate and burning problems

Rights-based approach

- Adds legal and moral obligations and accountability
- Rights holders are encouraged and empowered to claim their rights
- Rights holders are not seen as objects of charity, their rights are guaranteed
- Focuses on root causes of different problems and lasting solutions for them

What is Child-Centred Community Development or CCCD?

- CCCD is an approach to development based on human and child rights where children, families and communities are active and leading participants in their own development
- CCCD is the approach being used by Plan globally. It is their way of putting the human rights based approach (HRBA) to programming into action
- The key words are child-centred and community development:
 - Community Development – to support communities to develop or enhance structures (organisations) and skills needed to provide a safe and healthy environment in which children are able to realise their full potential
 - Child-centred – means development can be achieved only if children's best interests are at the heart of everything we do and if children actively participate in the process

The Foundations of CCCD

Civil society – CCCD allows the poorest and most marginalised to identify their needs and demand quality services to meet those needs by:

- Encouraging and enabling all members of a community to participate in formal community structures
- Strengthening the skills of community-based organisations
- Using position, experience and networks of support to raise awareness of the issues involved through development education and advocacy

Rights and principles – Every human being has an equal right to participate in society and to access opportunities that support and enable them to reach their full potential by:

- Building and extending expertise on rights-based programming
- Ensuring that principles are put into practice in all work
- Accepting that we alone cannot address every abuse of children's rights
- Analysing and acknowledging all aspects of all children's rights



Scaling up – Taking successful initiatives, replicating them and using lessons learnt to strengthen the services provided by organisations and government in addressing priority issues identified by the community by:

- Working with families, communities and partners to identify why children are living in poverty and excluded from opportunity
- Using this information to support changes in policy and community management of quality services
- Using knowledge and experience to influence national policies and advocate for change at the international level

CCCD's Cornerstone Components

Partnerships, Networking and Relationship-Building

Creating networks and establishing partnerships and alliances are vital aspects by which awareness is created, policy is influenced and structures surrounding the child can become more participatory and child-friendly. This is achieved by:

- Working in an even more open and cooperative way and developing the skills necessary to form positive and successful partnerships
- Understanding the roles of different stakeholders and working effectively with them at all levels
- Looking at our current relationships within communities and, where necessary, transforming our working style to ensure mutual learning

Child-Centred Programming

Children are active participants in the development process. This is achieved by:

- Ensuring that children are participating meaningfully in the development process in a way that is relevant to their circumstances
- Working closely with communities to identify the type of programmes and interventions required
- Being careful not to build expectations that cannot be met



Facilitating Participatory Processes

Support for children, women, their families and communities in advocating to and working with 'service suppliers' of basic services at the district and national level. Building their capacity to address the issues involved and demand quality services. This can be achieved by:

- Working with Plan staff and communities on better understanding / appreciation of and reason for a participatory approach
- Demonstrating to adults that CCCD does not mean that they will be marginalised in favour of children
- Understanding what local institutions can and cannot do to build the capacity of communities to demand better quality services from them

CCCD and Links to HRBA

Adoption of features of HRBA but making it specific for children is the way that CCCD is used by Plan to put into action their rights-based programme.

HRBA is a process of human development based on international human rights standards that promote and protect human rights. HRBA has the following features:

- Responds to the structural causes of poverty
- Sustains development through:
 - Defining the accountabilities of the duty bearers and rights holders established by international law
 - Building capacities of communities to be active participants in their own development and in claiming their rights

What is in CCCD for children?

Active Participation of Children in the Development Process

One of the two key words in CCCD is 'child-centred', which means development can be achieved only if children's best interests are at the heart of everything we do and if children actively participate in the process.

Children as Rights Holders to Claim Their Rights

CCCD being a rights-based approach will endeavour to strengthen the capacities of the children in understanding their rights and, most of all, to claim them from the duty bearers.

Child participation throughout the programme / project stages

Asking girls and boys how they can be involved in the project stages is the best way to make sure that their views are being incorporated.

Development workers should keep in mind however, that children (as with other stakeholders) may not want to be involved in the same level at each stage of the project. This should be determined in the planning stage and double-checked at every project stage.

The stages in the programme / project cycle are:

Assessment:

This is the preparatory phase of the project/programme cycle. It involves:

- Discussing and analysing the issues and concerns of the community
- Identifying problems, their causes and effects
- Discussing potential solutions

The objective of children's participation in this stage is to ensure that girls and boys play an active role in identifying issues, causes and possible solutions for problems in their communities, thereby giving adults an understanding of community issues from a child's perspective.

Some success factors related to children's participation in assessment include:

- Stakeholders understand and accept that children will be involved
- Variety of assessment tools (for example, transit walks, community mapping, consultation sessions, role play, art and video)
- Appropriate activities and tasks for the age group
- Balance between seriousness and fun
- Convenient time and relaxed atmosphere
- Adequate detail in the information that is required
- Equal participation (no domination)
- Children's perspectives integrated with those of the adults



Planning:

Planning is the stage in the project cycle when stakeholders design a development intervention based on the issues and problems identified in the assessment phase.

The objective of children's participation in the planning phase is to enable children to present their views and opinions and have them considered during the design of a development intervention.

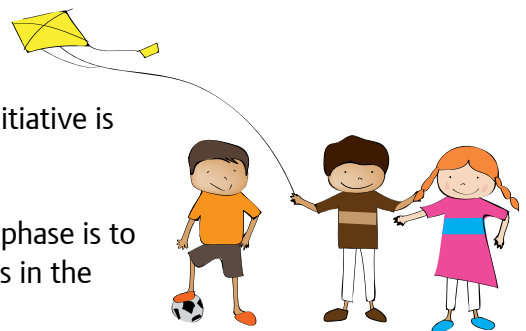
Some success factors related to children's participation in planning include:

- Participation of boys and girls in the planning stage at an equal level with adults (such as review of the analysis, prioritisation and identified solutions)
- Children feel that they have influenced the project design and have been taken seriously by adults
- Children feel that they have learnt from and had fun with the planning process
- Children are interested in participating in future planning workshops
- Children feel that their participation has been voluntary

Implementation:

This is the stage of the project cycle where the development initiative is carried out.

The objective of children's participation in the implementation phase is to ensure continued involvement by boys and girls as stakeholders in the development process.



Some success factors related to children's participation in implementation include:

- Projects led by children (i.e. children's parliament, child-to-child, children managing a garden)
 - Children receive all the tools they need to implement their own projects
 - Children receive appropriate support from adults when requested by the children
 - Dynamics between children are managed (leaders vs. followers, gender issues, age, race, ethnicity, etc.)
 - Conflicts are resolved, if they arise, in collaboration with the children
 - Minimal adult interference
- Projects led by adults (i.e. radio programme produced by adults, newspapers, projects at school, birth registration, vaccination)
 - Components that could be led by children are identified
 - Children receive the preparation, training and tools they need to implement the project
 - Children receive appropriate support from adults
 - Dynamics between children are managed (leaders vs. followers, gender issues, age, race, ethnicity, caste, etc.)
 - Relationship between children and adults is positive for appropriate levels of children's participation
 - Appropriate amount of information is provided
 - Conflicts resolved, if any, in collaboration with all stakeholders

- Projects where girls and boys participate as part of the community (i.e. water and sanitation projects, micro-credit, adult training)
 - Children are informed of the project
 - Children's opinions during assessment and planning phases are listened to
 - Girls' and boys' roles in the monitoring and evaluation phases are identified in the assessment and planning stages

Monitoring:

Monitoring is the stage of the project concerned about checking if work is on track and, if not, why and what changes need to be made. It is:

- Continuous- it happens throughout project implementation
- Systematic- we check regularly and in an organised way
- About gathering information and asking the right questions
- Feeding this information back into implementation and ensuring amendments are made, if necessary

Objectives of children's participation in the monitoring phase include ensuring there is ongoing child participation across all project phases (children are either active participants or consumers of the project and, therefore, have a view of the project's progress).

Some success factors related to children's participation in monitoring:

- Children are fully involved in the process
- Children identify their own indicators of success
- Methods are simple and open with immediate sharing of results
- Children's participation is dependent on the type of project
- Children assume any or a combination of the following roles: active monitors, designers of the monitoring, reporters and informants
- Stages of participatory monitoring (and evaluation) with children undertaken (i.e. identification of long-term indicators of success)
- Project managers receive the feedback from girls and boys on the progress of the project
- Child-friendly logistics for monitoring

Evaluation:

This is the stage of the project cycle concerned about determining the effectiveness and efficiency of an outcome of an action/activity for the purpose of improving future actions.

The objective of children's participation in the evaluation phase is to ensure continued involvement by boys and girls as stakeholders in the development process, and to determine how children's participation in the evaluation can provide useful lessons for the next round of project planning.

Some success factors related to children's participation in evaluation:

- The rationale for children's participation in evaluation is clear to all stakeholders
- Commitments on what will happen as a result of their involvement are made to the children
- Children's perspectives on information on the project's success are sought and woven into the evaluation design
- Children's opinions and views are sought and incorporated in the evaluation documents
- Context and subject of the data are considered to determine whether it is appropriate for children to collect the evaluation information
- Children are asked to provide interpretation of information gathered from other children
- Girls and boys are included in the review and analysis team
- Full feedback on the findings is shared with children who gave information towards the evaluation
- Findings are shared with girls and boys in a way that they can easily understand



Handout for Participants

CCCD, Promoter of Child-Led Community Action

Similarities and differences between a needs-based approach and a rights-based approach

Similarities:

- Both want to help people survive and develop to their full potential
- Both want to identify the type of help they need to provide

Differences:

Needs-based approach

- No moral or legal obligation on governments to protect and assist
- Rights holders are seen as objects of charity

Rights-based approach

- Adds legal and moral responsibility and accountability
- Rights holders are encouraged and empowered to claim their rights

Child-Centred Community Development or CCCD

CCCD is a rights-based approach to development based on human and child rights where children, families and communities are active and leading participants in their own development.

Foundations of CCCD

a. Civil Society

CCCD allows the poorest and people who are not given attention to identify their needs and demand quality services to meet those needs.

b. Rights and Principles

Every human being has an equal right to participate in society and to access opportunities that support and enable them to reach their full potential.

c. Scaling Up

Taking successful initiatives, copying them and using lessons learnt to strengthen the services provided by organisations and government in addressing priority issues identified by the community.

Components of CCCD

a. Partnerships, Networking and Relationship-Building

Working with various groups to:

- Create awareness of issues and concerns
- Influence policies (laws and directions)
- Encourage child participation

b. Child-Centred Programming

Children are active participants of the development process.

c. Facilitating Participatory Processes

Supporting children, women, their families and communities in:

- Advocating to and working with agencies providing basic services at district and national level
- Building their skills to address the relevant issues and demand quality services

d. Supporting Groups and Organisations

Encourage community members to form and use their organisations to:

- Speak out about the issues affecting their lives
- Identify and access resources to meet their needs

What is in CCCD for children?

- **Active Participation of Children in the Development Process:**
One of the two key words in CCCD is 'child-centred' which means development can be achieved only if children's best interests are at the heart of everything we do and if children actively participate in the process.
- **Children as Rights Holders to Claim Their Rights**
Strengthening the capacities of children in understanding their rights and, most of all, to claim them from duty bearers.



DAY SIX

Session 16: Planning and Supporting Child-Led Community Action

Session 17: Workshop Summary, Synthesis and Evaluation

SESSION 16

Planning and Supporting Child-Led Community Action

Goals to be accomplished:

1. Agree on priority actions to respond to problems and child rights violations
2. Prepare and present action plans to stakeholders, including Plan
3. Agree on the next steps



Time: Two hours and 30 minutes



Session Plan / Activities:

Explain to the participants that in this session we will formulate plans and present them to interested people from their families, communities and Plan.

1. Exploring Presentations

Tell participants that since they are going to be presenting their action plans, we are going to spend some time thinking about what makes a good presentation.

Ask the children to get into groups of 5-6. In their groups they are to think about the presentations made about the homework session (made at the beginning of this module), and discuss what things made the presentations interesting as well as things that were not so good about the presentations.



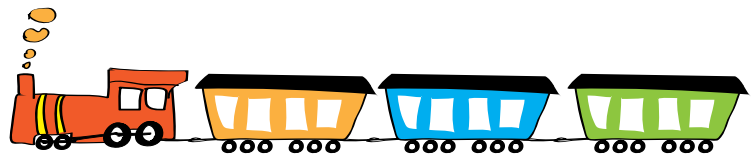
Ask each group just to think about what happened – it is not to point out individual faults or things people did wrong. Invite the groups to record their ideas on the flipchart, then share their ideas with the large group.

The facilitators will sum up the main ideas, adding any points as necessary. Things to cover include: clear presentations, facing the audience, speaking slowly and clearly, being well prepared, remembering to introduce themselves and to thank the audience for listening, listening to and answering questions, not getting angry if people in the audience do not agree, and not being rude.

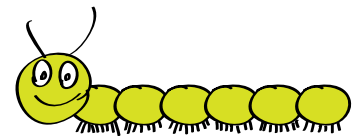
2. Action Planning and Presentation to Stakeholders

In the large group, review the outputs of the participants in Module 2, Sessions 10 and 11 (Action Agenda / Proposed Solutions to Gaps Identified). Ask the children to double-check their outputs and, if needed, go through the process of rearranging priorities.

Tell the children that in this session, they are going to use those outputs in preparing action plans.



Go through the action plan format given in the handout (at the end of this section), explaining the analogy of the train in relation to action plans. A train has many coaches that are connected to each other. Each coach is like a component of an action plan.



NOTE: If the image of a train does not work in the cultural context, replace this with a bus (with the coaches being seats), or a caterpillar (with the coaches being parts of the body), or use another image that feels more appropriate.

To make sure children are clear, provide examples of the following items in the action plan:

- Priority Problem or Violation of Child Rights
- Proposed Solutions
- Activities
- Resources Needed
- Time Frame (beginning and ending)
- Person(s) Responsible (and Who Do We Want to Partner With)
- Opportunities and Challenges / Obstacles

NOTE: Trainers should try and get the children to give examples first. Ask the children to divide into nine small groups. Assign a priority problem with corresponding action agenda / proposed solutions identified in Sessions 10 and 11. Each group should focus on one problem only.

Invite each group to prepare the action plan following the format, using flipchart paper.

NOTE: Remember, children are to come up with their own action plans, while the facilitators can talk through whether something is a good idea or practical, to help children think through their ideas. It is important that the plan developed is the children's, not from the adults.

A representative of each group should share their group's work with the large group, and seek agreement that everyone is happy with the suggestions of the group.

Once everything has been agreed, allow some time for the groups to make any necessary changes, and provide other art or drawing materials for participants to use in presenting their work (if they want).

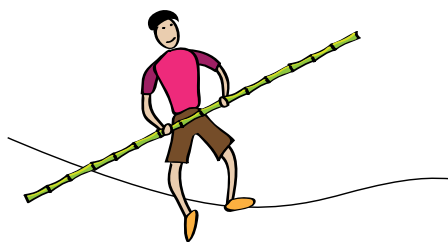
3. Presentation to Stakeholders

Invite the groups to present their work again, but this time to stakeholders, including Plan staff.

At the end of each presentation, provide time for the stakeholders to ask questions, remembering to let the children answer!

After the last presentation has been made, ask the stakeholders for their pledge of support to a specific activity or proposed solution to a problem (of their choosing).

Close the presentation by giving appreciation and thanks to the stakeholders (and also the children).



Debriefing and Evaluation

After the stakeholders have left, process the activity in a large group discussion by asking the children the following questions:

How was the experience of preparing an action plan?

What did you feel while doing this activity?

Was it difficult? Why?

What can you say about your experience of presenting your action plan to the stakeholders?

What did you learn from all these activities?

Summarise children's responses and highlight important points. Reinforce that planning is the future of child rights.



Suggestions for Follow-Up / Ideas for Action

- Encourage children to pursue their action plan after the training.
- Ask the children to develop next steps, such as scheduling a meeting with Plan and other duty bearers.
- Put together the action plans of the various groups that underwent this training for the possible provision of technical and financial support.



Additional Tips for Facilitators

- Provide a common time frame for the action plans (for example, one year).
- Assist the groups in finalising the action plans prior to presentation to stakeholders. However, avoid giving ideas – these should be from the children!
- Allow adequate time for preparing the presentations, and for the presentations themselves.
- If funding allows, consider providing refreshments to the stakeholders, to create a ‘celebration’ of the hard work done by the children.
- Remind children that just because it is their idea, this does not mean that everyone will automatically agree with it!

Add your own ideas and experiences!

A stylized illustration of several green bamboo stalks with black outlines and nodes, growing diagonally upwards from the bottom right corner. Small green leaves are attached to the stalks. The background is white with horizontal grey lines.

SESSION 17

Workshop Summary, Synthesis and Evaluation

How we sustain our learning and insights from this training

Goals to be accomplished:

1. Summarise concepts covered in Module 3
2. Identify significant learning and insights
3. Discuss ways of applying learning and insights from the training to children's lives outside the workshop
4. Evaluate the entire training workshop

Time: Two hours

Session Plan / Activities:

Begin the session by telling the children that the training is about to end, as this is the last session. It is not really the end, however, as real actions are yet to begin!

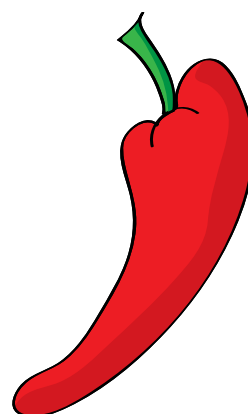
Do a review of the coverage of Module 3 by discussing key points arising from the sessions in this module.

1. Hot Pepper Review

NOTE: Before beginning the game, the facilitators should prepare questions on slips of paper (one question per piece of paper), based upon the contents of the course. The facilitators should provide a mix of questions that they know the participants will easily be able to answer and also to think about the sessions that the children had more problems with to give them another opportunity to consider the material.

Explain the instructions for the game:

- Everyone stands in a big circle
- The trainer gives a red pepper to one of the participants – if a red pepper is not available, use another object, such as a ball
- Person holding the pepper passes it to the person on their right
- As this happens, everyone says “hot” continuously and claps their hands as the pepper is passed around the circle
- When the trainer says “pepper”, whoever is holding the pepper will answer a review question drawn from the basket
- If the answer is correct, the pepper is passed again. If wrong, other children should be asked to help
- The game is stopped when most of the questions in the basket have been answered



2. Road Map to Learning

Summarise the content and processes used in Modules 1 to 3 using the PowerPoint visuals on **Road Map to Learning** from Part Three. Present these visuals in an interactive manner by asking the children to describe the content and process in each of the sessions before providing explanations.

Ask the children the most important thing that they learnt, how they will use it and how they will keep using it.

3. Poster on Understandings

Invite the children to get into groups of four. Each group should make a poster on their “Understanding of Child Rights and Proposed Actions to Address Child Rights Violations Identified”.

After 20 minutes, ask children to share their posters with the large group. Ask non-group members to interpret the posters and validate the group’s point of view.



4. Post-Training Assessment Exercise

Carry out the post-training assessment exercise, shown on the handout.

Ask children to compare their assessment results with the pre-training assessment results. Where do they think they have increased their learning and understanding most?

5. Training Evaluation

NOTE: Trainers should prepare the coloured stars and list of areas for evaluation before starting the exercise.

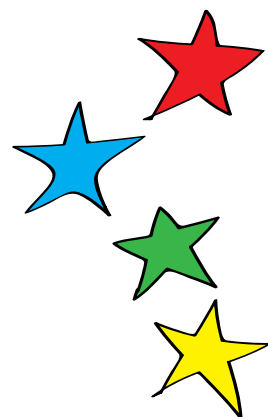
Suggested areas for evaluation include:

1. Meeting the goals of training
2. Handouts and training materials
3. Training content
4. Training methods
5. Opportunities for participation
6. Performance of facilitators
7. Accommodation (if provided)
8. Training room
9. Food and refreshments

Explain to the children that the purpose of the evaluation is to think about how the course went and how it can be improved in the future.

Explain the method:

- On the board will be a list of the main areas for evaluation. Under each training area, children should pin a coloured star which represents their opinion of that section. For example, red means excellent, blue means very good, green means good and yellow means fair.
- Children will also be given some paper for their comments and suggestions about the course generally, which they can pin on the board.



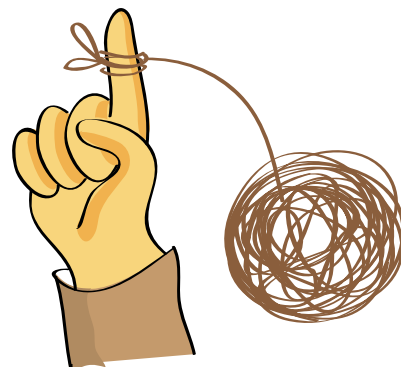
After children have posted their stars, invite children to interpret the results.

6. Commitment Web

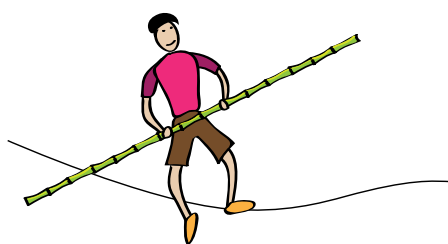
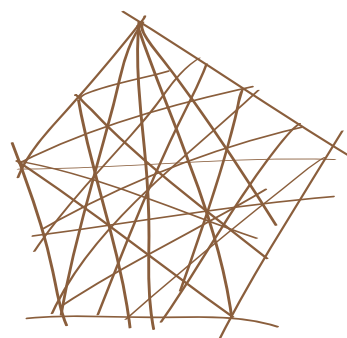
Invite the children to stand in a circle.

Ask children to think of one specific thing that they will do after the training in support of the action plan (for example: I will lead the children to network with Plan and other partners on the implementation of our action plan).

The first person ties the end of a ball of string to their finger and then says their commitment. The ball of string is then thrown to someone in the circle. When they catch the ball of string, they tie the string to their finger and say their commitment. This process continues until everyone has a string tied to one of their fingers and has said their commitment.



Trainers should acknowledge the commitments mentioned by the children and reinforce the need for more action to make their plans happen. Then, using scissors, the string should be cut so that each person has a knot left on their finger to remind them of their commitment.



Debriefing and Evaluation

Ask the participants to reflect on the last session, using the following questions to prompt discussion, if necessary:

- What do you think about the activities that you just went through?
- Were they helpful in making you see how your knowledge and skills on child rights has changed since the start of the course? How?
- What do you like best about the activities that were done in this session? Like least?
- What can you say about what you will do after the training?

Summarise responses.

Ending/ Wrapping Up

It is important that children have the chance to say goodbye, and to thank them for all their hard work.

If they have been provided, certificates should be distributed and a group photo taken.

NOTE: If trainers wish, they can end the session by sharing the message of the children representatives from various countries (A World Fit for Us) from the Meeting of Under-18 Delegates to the United Nations Special Session on Children, New York, 5-7 May 2002 (included in handouts at the end of this part).



Suggestions for Follow-Up / Ideas for Action

- In addition to the evaluation from the participants, the trainers should also evaluate from their perspective how the course went.
- Invite children to review the areas from their assessment that have been identified as areas they need to increase or develop their knowledge in – and to consider how they can build their skills.



Additional Tips for Facilitators

- It is important for children to have a chance to say goodbye, and to remember to thank them for all their hard work.
- Discuss with the children what to do with the materials they have produced during the workshop – do they want to keep them or take them back to the office?
- Make sure to take photographs of all the work, so that even if children take their work home, the trainers have a record.

MODULE 3, Day Six

Readings, Handouts & Exercise Sheets

Session 16

Handout for Participants
Planning Format

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Session 17

Handout for Participants
Training on CCCD for Children's Groups

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A World Fit For Us

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Action Plan Sample

Priority Problem 1 (or Violation of Child Right):

Handout for Participants

Training on CCCD for Children's Groups

Finding out your progress in learning

The results of this exercise will provide you feedback on how far you have progressed in learning about child rights, and it will also provide information on child rights areas that you need to learn about further.

After completing the exercise, discuss in groups how your answers have changed from the beginning of the course, when you first completed the exercise.



A World Fit for Us

*From the Meeting of Under-18 Delegates to the United Nations Special Session on Children, New York
5-7 May 2002*

We are the world's children.

We are the victims of exploitation and abuse.

We are street children.

We are the children of war.

We are the victims and orphans of HIV/AIDS.

We are denied good quality education and health care.

We are victims of political, economic, cultural, religious and environmental discrimination.

We are children whose voices are not being heard: it is time we are taken into account.

We want a world fit for children, because a world fit for us is a world fit for everyone.

In this world,

We see respect for the rights of the child:

- Governments and adults having a real and effective commitment to the principle of children's rights and applying the Convention on the Rights of the Child to all children
- Safe, secure and healthy environments for children in families, communities, and nations

We see an end to exploitation, abuse and violence:

- Laws that protect children from exploitation and abuse being implemented and respected by all
- Centres and programmes that help to rebuild the lives of victimized children

We see an end to war:

- World leaders resolving conflict through peaceful dialogue instead of by using force
- Child refugees and child victims of war protected in every way and having the same opportunities as all other children
- Disarmament, elimination of the arms trade and an end to the use of child soldiers



We see the provision of health care:

- Affordable and accessible life-saving drugs and treatment for all children
- Strong and accountable partnerships established among all to promote better health for children

We see the eradication of HIV/AIDS:

- Educational systems that include HIV prevention programmes, free testing and counselling centres
- Information about HIV/AIDS freely available to the public
- Orphans of AIDS and children living with HIV/AIDS cared for and enjoying the same opportunities as all other children

We see the protection of the environment:

- Conservation and rescue of natural resources
- Awareness of the need to live in environments that are healthy and favourable to our development
- Accessible surroundings for children with special needs

We see an end to the vicious cycle of poverty:

- Anti-poverty committees that bring about transparency in expenditure and give attention to the needs of all children
- Cancellation of the debt that impedes progress for children.

We see the provision of education:

- Equal opportunities and access to quality education that is free and compulsory
- School environments in which children feel happy about learning
- Education for life that goes beyond the academic and includes lessons in understanding, human rights, peace, acceptance and active citizenship

We see the active participation of children:

- Raised awareness and respect among people of all ages about every child's right to full and meaningful participation, in the spirit of the Convention on the Rights of the Child
- Children actively involved in decision-making at all levels and in planning, implementing, monitoring and evaluating all matters affecting the rights of the child

We pledge an equal partnership in this fight for children's rights.

And while we promise to support the actions you take on behalf of children, we also ask for your commitment and support in the actions we are taking – because the children of the world are misunderstood.

We are not the sources of problems; we are the resources that are needed to solve them.

We are not expenses; we are investments.

We are not just young people; we are people and citizens of this world.

Until others accept their responsibility to us, we will fight for our rights.

We have the will, the knowledge, the sensitivity and the dedication.

We promise that as adults we will defend children's rights with the same passion that we have now as children.

We promise to treat each other with dignity and respect. We promise to be open and sensitive to our differences.

We are the children of the world, and despite our different backgrounds, we share a common reality.

We are united by our struggle to make the world a better place for all.

You call us the future, but we are also the present.



Add your own ideas for improvement of this Manual...

A decorative illustration of several green bamboo stalks with black outlines and small green leaves, positioned in the bottom right corner of the page. The stalks are diagonal, rising from the bottom towards the right. The leaves are small and pointed, attached to the stalks. The entire page is filled with horizontal grey lines for writing.



RESOURCES AND REFERENCES

GLOSSARY OF HUMAN AND CHILD RIGHTS AND OTHER TERMS USED IN THIS TRAINING MANUAL

CAUSES OF PROBLEMS

Causes of the problem are situations that contribute to the problem or rights violations. For example:

Problem: Widespread malnutrition among pre-school children

Cause: Limited health services

CHILD

A person below eighteen years of age, who has all the rights as contained in the United Nations Convention on the Rights of the Child (UNCRC).

CHILD RIGHTS

Child rights are human rights with additional conditions to safeguard the care, protection, development and wellbeing of children. These are contained in various international agreements (also sometimes called treaties and conventions), the main one being the United Nations Convention on the Rights of the Child.

CHILDREN'S PARTICIPATION

This is the process of involving children and young people in decision-making. This is connected to children's age, and capacity to make decisions, which obviously evolves as children grow and develop.

CIVIL AND POLITICAL RIGHTS

The rights of citizens to liberty and equality; sometimes referred to as first generation rights. Civil rights include freedom to worship, to think and express oneself, to vote, to take part in political life, and to have access to information.

COLLECTIVE RIGHTS

The rights of groups to protect their interests and identities.

COMMISSION ON HUMAN RIGHTS

Body formed by the ECONOMIC AND SOCIAL COUNCIL (ECOSOC) of the UN to deal with human rights; one of the first and most important international human rights bodies.


CONSTITUTION

The main set of laws that define the nature, functions, and limits of a government and its people. Can also apply to organisations and institutions.

CONVENTION

Binding agreements between states; sometimes also called a TREATY or COVENANT. Conventions are stronger than DECLARATIONS because they are legally binding for governments that have signed them. When the UN GENERAL ASSEMBLY adopts a convention, it creates international standards. Once a convention is adopted by the UN General Assembly,





MEMBER STATES can then RATIFY the convention, promising to uphold it. The UN can then ask governments that violate the standards set in a convention to take action to uphold the standards.

CONVENTION ON THE ELIMINATION OF ALL FORMS OF DISCRIMINATION AGAINST WOMEN (United Nations) - CEDAW

The first legally binding international document prohibiting discrimination against women and obligating governments to take affirmative steps to advance the equality of women (adopted in 1979 and entered into force in 1981).

CONVENTION ON THE RIGHTS OF THE CHILD (United Nations) - CRC / UNCRC

1989 convention setting forth a full range of civil, cultural, economic, social and political rights for children.

COVENANT

A binding agreement between states; sometimes called a convention or a treaty.

CUSTOMARY INTERNATIONAL LAW

Law that becomes binding on states although it is not written down because enough states have begun to behave as though it is law. This means it becomes law ‘by use’. This is one of the main sources of international law.

DECLARATION

Document stating agreed standards but which is not legally binding.

DOMESTIC LAW / LEGISLATION

This is local or national law developed by individual countries.

DUTY BEARER

This is the person, or people, responsible for ensuring that rights are met and upheld. In the case of human and children’s rights, the main duty bearer (sometimes called the ‘primary’ duty bearer) is the state. NGOs and other organisations working with people and providing services are often called secondary duty bearers.

ECONOMIC AND SOCIAL COUNCIL (ECOSOC)

A UN Council of 54 members, primarily concerned with population, economic development, human rights and criminal justice. This high-ranking body receives and issues human rights reports in a variety of ways.

ECONOMIC, SOCIAL AND CULTURAL RIGHTS

Rights that concern the production, development, and management of material for the necessities of life. Includes the right to preserve and develop one’s cultural identity. Generally, these rights give people social and economic security and are sometimes referred to as security-oriented or second generation rights. Examples are the right to food, shelter and health care.

ENVIRONMENTAL, CULTURAL AND DEVELOPMENTAL RIGHTS

Sometimes referred to as third generation rights, these rights recognise that people have the right to live in a safe and healthy environment and that groups of people have the right to cultural, political and economic development.

HUMAN RIGHTS

The rights people are entitled to simply because they are human beings and which are not dependant upon citizenship, nationality, race, ethnicity, language, gender, sexuality, or abilities.

INALIENABLE

Rights that belong to every person and cannot be taken from a person under any circumstances.

INDIVISIBLE

All human rights are of equal importance. A person cannot be denied a right because someone has decided it is 'less important' or 'not essential'.

INTERDEPENDENT

All rights are equally important, and many rights are linked to others. For example, the ability to participate in government is directly affected by the right to expression, the right to an education and even the right to the necessities of life.

INTERNATIONAL BILL OF HUMAN RIGHTS

The combination of the UNIVERSAL DECLARATION OF HUMAN RIGHTS (UDHR), the INTERNATIONAL COVENANT ON CIVIL AND POLITICAL RIGHTS (ICCPR) and its optional protocol, and the INTERNATIONAL COVENANT ON ECONOMIC, SOCIAL AND CULTURAL RIGHTS (ICESCR).

INTERNATIONAL COVENANT ON CIVIL AND POLITICAL RIGHTS (ICCPR)

Adopted in 1966, and entered into force in 1976, the ICCPR declared that all people have a broad range of civil and political rights. The ICCPR is one of the components of the INTERNATIONAL BILL OF HUMAN RIGHTS.

INTERNATIONAL COVENANT ON ECONOMIC, SOCIAL AND CULTURAL RIGHTS (ICESCR)

Adopted in 1966, and entered into force in 1976, the ICESCR declares that all people have a broad range of economic, social and cultural rights. It is one of the components of the INTERNATIONAL BILL OF RIGHTS.

INTERNATIONAL LABOUR OFFICE (ILO)

Established to improve working conditions and promote social justice; the ILO is a special agency of the United Nations.

LAW

A rule of conduct or procedure established by custom, agreement, or authority.



LEGAL RIGHTS

Rights that are laid down in law and can be defended and brought before courts.

MEMBER STATES

Countries that are members of the United Nations.

NEEDS

Needs are the things that sustain life and allow us to function effectively. There are different levels of needs. The most basic of human needs are focused on survival. Examples are food, clothing and shelter.

NON-BINDING

Non-binding means that a document has been agreed to, but those signing the document do not have to comply. It may, however, carry moral obligations or attain the force of law as INTERNATIONAL CUSTOMARY LAW.

NON-GOVERNMENTAL ORGANISATIONS (NGOs)

Organisations formed by people outside of government, and for many purposes. Some are large and international (i.e. Plan and Save the Children) while others may be small and local or concentrate on specific issues, such as to advocate for people with disabilities. Unlike companies and businesses, NGOs are not established to make profit for the owners.

PARTICIPATION

All people are entitled to take part actively in decision-making processes that affect them and have ownership and control over development processes in all stages of the programme cycle.

POLITICAL RIGHTS

The right of people to participate in the political life of their communities and society. For example, the right to vote for their government or run for office.

PROBLEM

A gap between what is and what should be. In the context of child rights, what should be is: "All children are enjoying all their rights as enshrined in the CRC." In any actual situation, however, there could be many rights that are not enjoyed by the children. Sometimes the violations are intentionally done. This means that the persons responsible are aware of the child rights but continue to do things which are in conflict with the CRC. CRC violations can also be caused by neglect and/or lack of action by persons responsible.

PROTOCOL

A treaty that modifies another treaty, for example by adding additional procedures.



RATIFICATION, RATIFY

The process by which the legislative body of a state confirms a government's action in signing a treaty. This is the formal procedure needed so that a state becomes bound to a treaty.

RIGHTS

Rights are privileges that people are entitled to expect and claim. They are promises or guarantees given by another party (such as the government).

STATE

A group of people permanently occupying a fixed territory having common laws and government and capable of conducting international affairs. Often referred to as a country.

STATE PARTY / PARTIES

Those countries that have RATIFIED a COVENANT or a CONVENTION and are therefore bound to carry out its conditions.

TREATY

Formal agreement between STATES that defines and modifies their duties and obligations. Sometimes referred to as a CONVENTION or a COVENANT.

UNICEF

Officially known as the UNITED NATIONS CHILDREN'S FUND, this body has been given the responsibility by The UNITED NATIONS GENERAL ASSEMBLY to advocate the protection of children's rights, to help meet their basic needs and to expand their opportunities to reach their full potential.

UNITED NATIONS GENERAL ASSEMBLY

One of the principal parts of the UN, consisting of representatives from all member states. The General Assembly issues DECLARATIONS, and adopts CONVENTIONS, debates relevant issues, and censures states that violate human rights. The actions of the General Assembly are governed by the UNITED NATIONS CHARTER.

UNIVERSAL DECLARATION OF HUMAN RIGHTS (UDHR)

Adopted by the General Assembly on 10 December 1948, this is the primary UN document establishing human rights. All member states have agreed to uphold the UDHR. Although the declaration was intended to be NON-BINDING, through time its various provisions have become so respected by STATES that it can now be said to be CUSTOMARY INTERNATIONAL LAW.

UNIVERSALITY

A principle that all human rights are held by all persons in all states and societies in the world.



GENERAL REFERENCES & SOURCES OF INFORMATION

Please note, attempts have been made to provide full details of publications. For older publications, especially those not widely distributed, it has not always been possible to provide full citations.

As with much training, exercises and information tend to be passed around, shared and adapted over time. We have tried to acknowledge all sources of information, but if you feel that you have not been credited appropriately, please contact Plan and we will ensure that material is updated in subsequent editions of this training manual.

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See You Soon!





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About Bamboo Shoots

The Bamboo Shoots training manual was developed to promote and help ensure that children's rights are upheld by including children in their own development. It was designed to help children develop their full potential by increasing their own understanding of their rights as defined by the UN Convention on the Rights of the Child.

Learning about their own rights and building their capacities to claim them create opportunities for children to recognise, identify and prioritise issues affecting their daily lives. As rights holders and resourceful members of their communities, children's ideas and actions provide invaluable contributions to practical solutions creating lasting positive changes in their lives.



About Plan

Plan is a child-centred community development organisation working with children, their families, communities, organisations and governments to promote child rights to end child poverty. When children and adults work together as part of the change process, it is more likely that programmes will be successful and sustainable.

Founded over 70 years ago, Plan is one of the oldest and largest children's development organisations in the world. We work in 48 developing countries across Africa, Asia and the Americas to promote child rights and lift millions of children out of poverty.

Plan's vision is of a world in which all children realise their full potential in societies that respect people's rights and dignity. Plan works with more than 3.5 million families and their communities each year. We are independent, with no religious, political or governmental affiliations.



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