



**QUEEN'S  
UNIVERSITY  
BELFAST**

**CENTRE FOR  
CHILDREN'S  
RIGHTS**



**GlobalChild**

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# **THE GLOBAL CHILD RIGHTS DIALOGUE (GCRD)**

## **Final Report**

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### **Suggested citation:**

GlobalChild & Centre for Children’s Rights (2019). Global Child Rights Dialogue (GCRD) Final Report. Available from <http://www.globalchildnetwork.com>.

## Background and Rationale

In 2016, the GlobalChild<sup>1</sup> team received funding from the federal government of Canada to develop a child rights monitoring system based on the UN Convention on the Rights of the Child (CRC). Even though almost every country in the world has ratified the CRC, it's difficult to measure how well each country is implementing all of the children's rights that it specifies. At the start of the project, the GlobalChild Indicators Development Team (IDT)<sup>2</sup> began a very comprehensive process to fully understand the different characteristics (also known as attributes) of each right, and the kinds of evidence that would show whether or not each right is being implemented. This research process took two years, and involved a team of five people from different parts of the world.

The first stage of the IDT's research process involved identifying the attributes of each right. For example, the right to freedom of expression (Article 13) has these four attributes:

- (1) Access to information
- (2) Freedom to impart information
- (3) Special duties and responsibilities
- (4) Limitations and restrictions

The second stage of IDT's research built upon the attributes of each article and came up with a list of indicators that would show whether or not each right is being implemented. Here are a few indicators for Article 13, the right to freedom of expression:

- (1) Legislation is in place to regulate online environments to guarantee children's right to freedom of expression and protects against surveillance, censorship and arbitrary interference.
- (2) Proportion of schools that educate children about boundaries of freedom of speech to prevent harmful comments (e.g. racist, sexist, and/or homophobic comments).  
*(Note that this indicator was created as a result of consultations with children!)*
- (3) Proportion of children who report that their right to freedom of expression is respected at school.

From the beginning of the GlobalChild project, the team knew that it would be very important to hear children's opinions about what is important to them. Therefore, the Global Child Rights Dialogue (GCRD) project was planned as a way to consult children all over the world; this project was a partnership between GlobalChild and the Centre for Children's Rights at Queen's University Belfast, with collaboration from Save the Children International, and Initiative for Article 12 (Greece). The things children told us would then be incorporated into the work done by the IDT, to ensure that children's voices were taken seriously. This

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<sup>1</sup> <http://www.globalchildnetwork.com/>

<sup>2</sup> IDT team: Ms. Gerison Lansdown, Mr. Adem Arkadas-Thibert, Dr. Roberta Ruggiero, Dr. Ziba Vaghri, Mr. Christian Whalen

document describes how the GCRD was planned and carried out, reports what the children said and how this influenced decisions made on the indicators.

## Stage 1: The Children’s Advisory Group

To include children’s participation, GlobalChild commissioned The Centre for Children’s Rights at Queen’s University Belfast to employ their unique child’s rights-based methodology and processes throughout the project.<sup>3</sup> This involved the establishment of a children’s advisory group (CAG) to advise on key features of the GCRD, including the production of child-friendly versions of the core attributes of the CRC articles, and the development of an appropriate set of methods for consulting other children across the world on the content of the proposed indicators.

Ethics approval was obtained from Queen’s University Belfast for work with a Children’s Advisory Group (n=25, 13-14 year old females) at a local school.<sup>4</sup> This school has achieved a UNICEF Gold Award as a Rights Respecting School and as such the pupils were already engaged with a rights-respecting language and ethos. Staff from the Centre for Children’s Rights at Queen’s University Belfast<sup>5</sup> met with the group six times at the start of the project. Each meeting consisted of a half-day workshop, with the classroom teacher also in attendance to facilitate the large group. The aim of this stage of the project was to develop a guidance document, through a process of collaboration with the CAG, for facilitators to use when leading consultations with children in other countries. This included developing child-friendly versions of the attributes of each of the CRC Articles and advising on a suggested methodology for the global dialogue.

The Centre for Children’s Rights produced draft child-friendly versions of the attribute papers for each CRC article that had been prepared by the IDT. They then consulted with the CAG to finalise the child-friendly versions of these. The child-friendly attributes for each article were considered in the following clusters (see Appendix 1):

**Cluster 3:** General principles – Arts 2, 3, 6, 12

**Cluster 4:** Civil rights - Arts 7, 8, 13, 14, 15, 16, 17

**Cluster 5:** Protection from violence – Arts 19, 34

**Cluster 6:** Family environment and alternative care - Arts 5, 9, 10, 11, 18, 20, 21, 25

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<sup>3</sup> Lundy, L., & McEvoy, L. (2012). Children’s rights and research processes: Assisting children to (in)formed views. *Childhood*, 19(1), 129-144.

<sup>4</sup> The child advisors were: Aimee, Aliyya, Amanda, Aoife, Beth, Caitlin K, Caitlin W, Caoilfhionn, Cellach, Clíodhna, Dearbhail, Erin, Faith, Frances, Grainne, Kayla, Kaylagh, Leah, Liwia, Lynisha, Meabh, Molly, Niamh, Saoirse and Sophie.

<sup>5</sup> <http://www.qub.ac.uk/CCR>

**Cluster 7:** Disability, health and welfare - *Arts 23, 24, 26, 27, 33*<sup>6</sup>

**Cluster 8:** Education, leisure and cultural activities - *Arts 28, 29, 30, 31*

**Cluster 9:** Special protection measures – *Arts 22, 32, 35, 36, 37, 38, 39, 40*

The CAG members provided insights into whether the attributes developed addressed the key dimensions of the rights in question from their perspective. They helped design and translate the CRC articles into appropriate and accessible child-friendly language and images. A sample of these child-friendly attribute summaries is included in Appendix 2.

## Stage 2: The Global Dialogue

Based on the work carried out with the CAG, a Facilitators' Pack was developed for use by partners around the world to hold consultations with children and young people – the Global Child Rights Dialogue (GCRD) - on the substantive issues. The child-friendly articles and Facilitators' Pack were made available in 7 different languages – Albanian, Arabic, Chinese, English, French, Greek and Spanish. Since the aim of the consultation was to collate children's views on the content of appropriate child rights indicators, consultations were framed around two core questions:

(1) 'How would you know?'

- *Tell us how children and others would know that the right is implemented (government is keeping its promises)?*
- *What would be happening? (What various stakeholders should be doing – government, local councils, parents, schools etc.?)*
- *What children should be experiencing/seeing in their lives?*

(2) 'How would you show?'

- *Suggest the type of evidence (proof) that would be needed to show that the right is being implemented (that government has kept its promises).*

All facilitators around the world were able to understand the instructions in one of these languages, however consent forms and information sheets for children and families needed to be translated into several other languages such as: Bahasa, Hindi, Japanese, Portuguese, Swahili and Thai.

The GCRD team obtained ethical approval from the University of Victoria<sup>7</sup> for the workshop guidelines, and facilitators at each site were instructed to follow their organization's policies with respect to ethics, recruitment, consent and protection. To inform facilitators about the GCRD team's expectations for ethical considerations, consent, anonymity, and other protections, the facilitators' guide contained a comprehensive appendix with information about the ethical conduct of research. This appendix included examples of information

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<sup>6</sup> Article 33 was grouped into Cluster 5 for the workshops described in this report. This was so each group had three or four articles. See Appendix 1.

<sup>7</sup> [www.uvic.ca](http://www.uvic.ca)

leaflets and consent forms in standard and low-literacy versions, and an ethics declaration form for workshop facilitators. The guide also contained comprehensive information about how to conduct the consultations, including:

- background information about the study and the partnering organizations,
- guidelines for workshop methods and capacity-building activities,
- research questions,
- sample work done by the CAG,
- an example activity for low-literacy participants,
- instructions for recording and managing data, and
- a reporting template to complete and share with the research team.

### Recruitment of Facilitators around the World

Recruitment of workshop facilitators used several methods including use of the GlobalChild electronic mailing list and the professional networks of team members and partner agencies, and posting on the project website and Twitter. Additional facilitators joined the project through snowball sampling. Quota sampling was used and efforts were made to recruit more facilitators from the more populous regions of the world (i.e. Asia and Africa), with the goal of having representation proportional to the number of the world's children living in each region (see Table 1). These efforts ensured that children from developing regions of the world also had opportunities to participate and to have their voices heard. After several months of recruitment and workshops, the GlobalChild team assessed the sample and found that the larger regions of the world were underrepresented. The team sent further communication about the project through their networks, which was successful in recruiting more sites and coming closer to meeting the project quota. Facilitators around the world were child rights advocates in various capacities, working in universities, NGOs, and government departments. Figure 1 shows approximate locations of sites that participated in the GCRD.

Figure 1: GCRD participating sites



Facilitators signed up for the GCRD project by completing a participation form. In addition to demographic and logistical information, this form asked for facilitators' preferred cluster(s) of the CRC to discuss during their workshop(s). To make workshops more manageable, larger clusters were divided into two groups so that only three or four articles would be discussed at each workshop. This form confirmed that facilitators had access to adequate resources to host at least one workshop. While 72% of the 52 participating sites absorbed the cost of the workshops, a small cost-recovery budget was provided for sites that would have otherwise faced financial barriers to participation. Facilitators understood that participation would entail becoming familiar with the instructions as described in the facilitators' guide; planning the *space* (Lundy, 2007)<sup>8</sup> for the workshop, including refreshments; recruiting local children to participate, obtaining and documenting informed consent; hosting the workshops and collecting data; and sharing the data report with the GCRD team. Project staff maintained communication via email with facilitators to ensure that they were prepared and felt comfortable to host workshops.

#### Assignment of Clusters for Discussion and Provision of Workshop Material

Assignment of CRC cluster groups to each site for discussion took the following into consideration:

- (a) the preferences of each facilitator, including the appropriateness of each cluster for the local children;

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<sup>8</sup> Lundy, L. (2007). 'Voice' is not enough: Conceptualising Article 12 of the United Nations Convention on the Rights of the Child. *British Educational Research Journal*, 33(6), 927-942. doi:10.1080/01411920701657033

- (b) coverage of clusters globally to obtain feedback on all articles from children in all five regions of the globe; and
- (c) roughly even discussion of all clusters.

Once cluster group(s) were assigned to a site, the relevant child-friendly articles, the facilitator’s guide and additional resource documents, were shared with facilitators via an encrypted Canadian cloud storage platform, Sync<sup>9</sup>, and email. Sync folders were created by the GCRD team and shared with the facilitator at each site; facilitators could not view or access each other’s folders. The facilitator’s guide and child-friendly articles were shared in the language requested by facilitators; the ethics sections of the facilitators’ guide were translated by facilitators into additional languages for children as needed. As facilitators worked through these resource materials, the GCRD staff provided any needed clarification.

### **Recruitment of Children, Consent and Holding the Workshops**

Facilitators recruited local children, ages 10-17 years old (i.e., before their 18<sup>th</sup> birthday), to attend their workshop(s). Children were recruited through the facilitator’s own organization or one of their partner organizations, through local schools, or through a specific population of children with whom the facilitator had a prior relationship (e.g. street-involved youth). Table 1 shows how many countries, sites and children were involved in the consultations, by UN region.

*Table 1: Children involved in the consultations*

Region	Projected # of Countries	Actual # of Countries	Actual # of Sites	Total # Children
Africa	10	13	21	1,010
Asia Pacific	15	10	12	342
Eastern Europe	3	4	5	169
Latin America/Caribbean	4	3	3	92
Western Europe/Other	8	5	11	223

While children aged 11-17 years were the focus of this project, a few workshops included participants above and below this age range. This is because some of the participating organizations hosted their workshop(s) with groups of children with whom they already had regular contact, or groups of children who were recruited through partner organizations, and facilitators did not want to exclude anyone.

Children who participated in GCRD workshops were diverse. Some groups consisted of children who knew each other prior to the workshop, while others were recruited from different places specifically to participate in this project. Some of the workshops engaged children who already belonged to a social justice club or participated in a youth parliament;

<sup>9</sup> <https://www.sync.com/>



these children were more likely to have prior knowledge of children's rights. While many of the participants lived with their parents, had most of their needs met, and belonged to the majority group where the workshop took place, there were also a lot of participants living in or with challenging circumstances. For example:

- Some children had mental and physical disabilities, such as attention deficit disorders, learning disabilities, mental health issues, physical disabilities, or visual or hearing impairments.
- Some children attended alternative schools, while some worked and did not go to school.
- Some children did not live with their biological family: some had been removed from their family and were under protection of the state or an NGO (e.g. in group homes or foster care), some were homeless or live in shelters, and some were orphans.
- Some children had experienced various types of migration, such as being immigrants, refugees, asylum-seekers, or unaccompanied migrants; or being displaced and now living in temporary settlements (refugee camps); or having parent(s) who moved within their country to find work.
- Many children belonged to a religious or ethnic minority group.
- Many children lived in vulnerable circumstances, such as in poverty; in a slum or ghetto; in an area with high crime rates and poor access to education, health, protection and other services; or in a community with high death rates from communicable diseases.
- Some children have been involved in illegal activities or have come into contact with the justice system.
- Some children have experienced gender-based and other forms of violence, trauma, bullying, exploitation, abuse and marginalization.

Workshop instructions in the Facilitators' Pack were to aim for 15-20 children per workshop, then divide the participants into smaller discussion groups of 4-6 children, each with its own facilitator. The methodology was designed to be flexible enough to allow for this range of workshop size, provided there were enough facilitators to allow each child adequate opportunity to speak. Workshops were a maximum of four hours, including at least one refreshment break.

All workshops began by seeking consent from children and parents/guardians in attendance. Each site planned the best way to host their workshop(s) so that they would be as inclusive and accommodating as possible (the *space* component of the Lundy, 2007 model). For example, some facilitators travelled to the children's community whereas some arranged transport for children to a central location.

As per the facilitators' guide, each workshop began with building children's capacity to engage in discussions about the CRC and what should be happening in their lives if their rights were being implemented, thereby fulfilling the *voice* component of the Lundy (2007) model.

Facilitators supported the children to respond to the research questions (i.e., ‘How would you know? and How would you show?’) for the specific articles that were assigned to their site, by giving examples and asking probing questions as necessary to ensure that the children were fully informed and could participate in the discussion. Some groups grasped the task readily and provided focused responses that followed the core questions. In other instances, children spoke about the reality of the implementation of the right from their lived experience. Both types of responses were used in the data analysis (described below) as evidence of what matters to children in terms of the implementation of their rights under the CRC.

### **Summarizing Data and Reporting to the GCRD Team**

Each site chose the best way to record and summarize their data. Facilitators took notes throughout the workshop, then organized these notes by article and sent them to the GCRD team (the *audience* component of the Lundy, 2007 model). Most used flipcharts to record what the children said during the workshops, and this data was shared with us as well. Some used audio recorders and sent transcriptions. When needed, data was translated into English before being shared with us.

The reporting template, provided within the facilitators’ guide, recorded organizational and demographic information. The information was not associated with any particular child, nor did we collect names or other identifiers. The reporting template also asked facilitators to provide their reflections on the workshop and photographs of any work that the children might have produced (e.g. drawings).

Data received from the global consultations were analysed by staff at the Centre for Children’s Rights, who then themed the children’s responses about evidence that would show whether or not each CRC article was being implemented, from the children’s perspective. The majority of these articles had 3-4 themes. Each theme for each article was summarised using direct quotations from the children to help explain what was important to children under each theme. See Appendix 3 for a list of themes for each article.

For example, the themes found for Article 13, Freedom of expression, were:

- (a) information should be easy for children to access,
- (b) children should be able to share information, and
- (c) children should be safe accessing information.

A sample of quotes that supported the first theme, *Information should be easy for children to access*, are:

- (a) ‘Schools and municipalities should allocate more funds for opportunities for children to have access to various information resource.’
- (b) ‘Government should provide each and every school with computer which has internet access. Government should make it compulsory for every school to have library and computer labs to facilitate children’s access to information.’

- (c) 'The government should provide free data or Wi-Fi. Government (posts) notices on where free Wi-Fi is available.'

### **Stage 3: Incorporating the children's responses into the indicators.**

The summaries of the children's responses in the global dialogue were forwarded to the IDT who reviewed the children's suggestions with a view to incorporating any additional relevant information from the children (the *influence* component of Lundy, 2007).

In general, children's views were in alignment with the draft indicators, but in other instances the review of the children's responses resulted in specific and direct changes to the proposed indicators. The IDT made 26 changes because of the children's suggestions (see Appendix 4). For example, in article 8, the IDT relayed useful nuances gained from the children's insights that they were taking into account. These were issues of missing children, teaching children about rights, worrying about being kidnapped, teaching children signs of manipulation, children born out of wedlock, and children in street situations. The IDT recommended that based on the children's views, two additional indicators were added to article 8: i) The law provides for the rights to a name and identity of all children, and ii) There are preventive measures in place such as missing children helplines, public information campaigns for families and children about preservation of identity. In another example, the children said that the 'government should create guidelines in schools to teach the students about the boundaries of their freedom of speech to prevent racist/sexist/harmful comments.' The IDT took this feedback and updated one of the indicators of Article 13: 'Proportion of schools that educate children about boundaries of freedom of speech to prevent harmful comments (e.g. racist, sexist, and/or homophobic comments).'

### **Stage 4: Feeding back to the CAG and designing dissemination material.**

To pool all the children's information together, it was felt that direct quotations could be used alongside the child-friendly attribute articles developed by the CAG in stage 1. The GlobalChild team and the IDT reviewed all the data and carefully selected a few quotations or summaries of children's responses for each article to represent children's thoughts, and also developed several designs for a potential information leaflet.

The children's advisory group (CAG) was again gathered to provide their thoughts on how best we could share this information with other children. They were shown examples of the child-friendly articles they had helped to create by way of a reminder. They remembered the workshops previously held, and the time spent adapting the language for each attribute within each article and choosing the design, colours and icons for each article.

The CAG was divided into five smaller groups with five students in each. Each group was supplied with a copy of five example information leaflets (i.e., each design had different colours, graphics and layouts). They went through each design, and worked by dismissing their least preferred options first. The features that the children favoured were relevant graphics, less empty space, more children's quotes (four quotes instead of two quotes), and a practical and accessible design that was consistent with the other products designed for the project. See Appendix 5 for the final design.

In addition, the CAG helped the team from the Centre for Children's Rights to coproduce a child-friendly version of this report, using the design and icons consistent with the other outputs from the project (example front cover Appendix 6). In their smaller groups they were provided with key headings on a four-page layout and summary statements for each section of this report, which they helped to reduce in length and translate into child-friendly language. This will be available in multiple languages and disseminated to the facilitators and organizations who took part in the consultations. These organizations will be asked to share this information with the children who participated in the workshops.

## Closing Remarks

The Global Child Rights Dialogue (GCRD) project was a partnership between GlobalChild and the Centre for Children's Rights, with collaboration from Save the Children International and Initiative for Article 12. The GlobalChild team is building a child rights monitoring platform that consists of a comprehensive set of indicators for each substantive right of the Convention on the Rights of the Child. The Centre for Children's Rights at Queen's University Belfast is very experienced in consulting children around the world about their rights. The GCRD project was designed to consult children around the world about the implementation of their rights, centring on two questions: 'How would you know?' and 'How would you show?' The responses that children gave were invaluable in ensuring that the GlobalChild monitoring platform would measure what matters most to children. The IDT integrated many of the children's responses into the indicator sets (see Appendix 4).

The overall feedback from facilitators and participants was very positive. The level of understanding of children's rights varied largely around the globe, but both facilitators and participants found the topic very interesting and reported a desire to host or attend more workshops to learn more about children's rights. A strength of this project was its scale; 1,836 children from 52 sites in 35 countries shared their opinions about their rights for seven clusters of the CRC. Taken together, these children were diverse, living all over the world in a variety of circumstances, and coming from varied socioeconomic and cultural backgrounds. Facilitators worked for a variety of organizations (e.g., NGOs, universities, government departments), and all had experience working with children.

Translation of the Facilitators' Pack and child-friendly attribute summaries was necessary for the scale and representativeness of the project. All facilitators were able to understand the instructions in one of the initial languages (i.e., English, French, Arabic, Spanish, Chinese), however consent forms and information sheets for children and families needed to be translated into additional languages so they could be understood. Sometimes, these translations took longer than planned.

Reaching out to child rights networks was essential to the success of the project. Communicating about the project through these professional networks helped recruit organizations, both NGOs and academic institutions, that would have been difficult to reach through other methods. The project was well-received; however we underestimated the number of organizations that were enthusiastic to participate, particularly mid-way through the project when further communications were sent to recruit more sites in underrepresented regions. As we wanted to welcome this enthusiasm, and to help meet the project's goals, the GlobalChild team agreed to add all organizations that expressed interest. While these sites helped to expand the scale of the project and representativeness of the participants, this also resulted in the last few months of the study being busier than planned. In retrospect, if we had more frequently assessed our coverage, we could have organized the new sites in waves to optimally utilize project staff resources.

The costs of hosting the GCRD workshop(s) entailed printing materials and providing snacks. In most cases, the GlobalChild team asked the participating organizations to absorb this nominal cost and most centers were able to do this. In a few cases, however, GlobalChild did provide a small budget to a few organizations who would not have been able to participate otherwise. This flexibility helped ensure that cost was not a barrier to participating in this project, but it also underlined the importance of securing an adequate fund for the project from the beginning. In future projects, we recognise the importance of planning for the costs of children's participation from the outset and including the costs for staff time in the participating organisations.

There were also several types of delays throughout the project, leading to some workshops being held later than planned, or not at all. Due to technical reasons beyond the research team's control, several sites around the world had trouble accessing the project website, which hindered communication about and enrolment in the project. This project used a Canadian cloud storage website to share documents. While this service had many benefits, including end-to-end encryption (which confers a higher level of data security), extra troubleshooting was required because some sites found it difficult to navigate. In addition to these technological problems, severe weather, power outages, and changes in the schedules or priorities of facilitators' organizations sometimes resulted in workshops being delayed or cancelled. Communication in this project presented some additional challenges, due to the large number of participating sites, and differences in time zones between the research coordinating office (Western Canada) and workshop sites (all over the world). Despite all these challenges the study closed with an impressive level of participation.

The number of children who participated in the GCRD exceeded our expectations and we were happy to receive and take on board their valuable feedback. Many facilitators told us that the children who participated in these workshops learned a lot about their rights, and hoped to attend more sessions like this in the future. As described in this report, we have used the children's feedback to improve the indicators in the GlobalChild rights-monitoring platform. This work will contribute to improving the compliance of the states parties with the CRC throughout the world.

## APPENDIX 1: CRC ARTICLE CLUSTERS

ARTICLE	TITLE OF ARTICLE	WORKSHOP GROUPS	RANK TOP CHOICES		
<b>CLUSTER 4: CIVIL AND POLITICAL RIGHTS</b>					
7	Right to a name, nationality, and to know and be cared for by parents	Cluster 4 Group 1 (C4G1)			
13	Freedom of expression				
14	Freedom of thought, conscience and religion				
16	Protection of privacy				
8	Preservation of child's identity	C4G2			
15	freedom of association and peaceful assembly				
17	Child's access to information, and role of mass media				
<b>CLUSTER 6: FAMILY ENVIRONMENT AND ALTERNATIVE CARE</b>					
5	Parental guidance and child's evolving capacities	C6G1			
9	Separation from parents				
10	Family reunification				
11	Illicit transfer and non-return				
18	Social security and childcare services and facilities	C6G2			
20	Children deprived of their family environment				
21	Adoption: national and inter-country				
25	Periodic review of placement and treatment				
<b>CLUSTER 9: SPECIAL PROTECTION MEASURES</b>					
22	Migrant and displaced children and children seeking asylum	C9G1			
32	Economic exploitation, child labour and applicable minimum age				
35	Sale, trafficking and abduction				
36	Other forms of exploitation				
37	Sentencing, life sentence, prohibition of capital punishment and alternative restorative approaches (a) Children deprived of liberty (b-d)	C9G2			
38	Children in armed conflict and their physical and psychological recovery and reintegration				
39	Promotion of the physical and psychological recovery of child victims				
40	Administration of juvenile justice, existence of specialized and separate courts				
<b>CLUSTER 8: EDUCATION, LEISURE, AND CULTURAL ACTIVITIES</b>					
28	Right to education	C8			
29	Aims of education				
30	Cultural rights of children belonging to minority groups				
31	Right to leisure, play and participation in cultural /artistic activities				
<b>CLUSTER 7: DISABILITY, BASIC HEALTH, AND WELFARE</b>					
23	Children with disabilities	C7			
24	Health and health services, in particular primary health care				
26	Social security				
27	Standard of living, basic material needs and recovery of maintenance				
33	Measures to protect children from substance abuse	C5+			
<b>CLUSTER 5: PROTECTION FROM VIOLENCE</b>					
19	Protection from all forms of violence				
34	Sexual exploitation and sexual abuse				
<b>CLUSTER 3: GENERAL PRINCIPLES</b>					
2	Non-discrimination	C3			
3	Best interests of the child				
6	Right to life, survival and development				
12	Respect for the views of the child				

# ARTICLE 17

Every child has the right to information from the media that will benefit them  
(books, newspapers, TV, radio, internet)



Children should be able to access information from lots of sources

There should be radio, TV, books and magazines made specifically for children

Information should be made available in different ways such as news, music, drama and art

Material should be published that is helpful to children's development

Governments should encourage all media to provide information that will help children to lead healthy positive lives

All children should be able to access the media

Governments should make sure that schools have computers

Books should be available in the language children use at home

Blind children should be able to get information in ways that they can read it

Governments should make sure that children do not see or read things that will harm them

There should be age limits on films and games

Children should be helped to keep themselves safe online

[www.globalchildnetwork.com](http://www.globalchildnetwork.com)



## APPENDIX 3: THEMATIC SUMMARIES OF CHILDREN’S FEEDBACK

CLUSTER 3: GENERAL PRINCIPLES	
ARTICLE	THEMES
Article 2: Non-discrimination	<ol style="list-style-type: none"> <li>1. Children and parents are educated about discrimination</li> <li>2. Adults are trained to treat children equally and to help children who face discrimination</li> <li>3. The government and media promote equality</li> <li>4. Discrimination is monitored</li> <li>5. There are ways of complaining and getting it stopped</li> </ol>
Article 3: Best interests of the child	<ol style="list-style-type: none"> <li>1. Laws and policies promote the best interests principle</li> <li>2. Government monitors how children are doing</li> <li>3. Children’s views are taken into account when deciding</li> <li>4. Adults are trained to understand and put it into practice</li> <li>5. There are enough resources available</li> </ol>
Article 6: Life, survival and development	<ol style="list-style-type: none"> <li>1. Parents are educated on healthy child development</li> <li>2. There is good education and health provision and financial support for families who need it</li> <li>3. Children have access to healthy ways to play and exercise</li> <li>4. There are good systems for monitoring children’s development</li> </ol>
Article 12: Respect for the views of the child	<ol style="list-style-type: none"> <li>1. Children are given information, time, space and support</li> <li>2. Adults are trained</li> <li>3. Systems are in place to make sure children are heard</li> <li>4. Compliance is monitored</li> </ol>
CLUSTER 4: CIVIL AND POLITICAL RIGHTS	
ARTICLE	THEMES
Article 7: Birth registration, nationality, cared for by parents	<ol style="list-style-type: none"> <li>1. A good registration system: simple, free, fast and for all children</li> <li>2. Parents: educated about the value and encouraged</li> <li>3. Health and social services: provide checks</li> <li>4. Schools: provide checks</li> </ol>
Article 8: Preservation of identity	<ol style="list-style-type: none"> <li>1. Registration is easy to accessible, free, and mandatory</li> <li>2. Registration is open to all</li> <li>3. Parents are encouraged to register children</li> <li>4. Laws and policies support registration</li> </ol>
Article 13: Freedom of expression	<ol style="list-style-type: none"> <li>1. Information should be easy for children to access</li> <li>2. Children should be able to share information</li> <li>3. Children should be safe accessing information</li> </ol>
Article 14: Freedom of thought, conscience and religion	<ol style="list-style-type: none"> <li>1. Parents support children to exercise the right</li> <li>2. Schools support children to exercise the right</li> <li>3. Government support children to exercise the right</li> </ol>

Article 15: Freedom of association and peaceful assembly	<ol style="list-style-type: none"> <li>1. There are safe and appropriate spaces for children to meet</li> <li>2. Children are facilitated to exercise the right</li> <li>3. Laws support children to enjoy the right to freedom of association</li> </ol>
Article 16: Protection of privacy	<ol style="list-style-type: none"> <li>1. There are laws and policies to protect privacy</li> <li>2. Children and the public are educated about how to protect their privacy</li> <li>3. Children are asked for their consent</li> </ol>
Article 17: Access to information and role of mass media	<ol style="list-style-type: none"> <li>1. Government makes laws and policies to support children to exercise the right safely</li> <li>2. Resources are provided to enable children to exercise the right</li> <li>3. Business supports children to exercise the right safely</li> </ol>
<b>CLUSTER 5: PROTECTION FROM VIOLENCE</b>	
<b>ARTICLE</b>	<b>THEMES</b>
Article 19: Protection from all forms of violence, abuse and neglect	<ol style="list-style-type: none"> <li>1. Children and young people should be educated and informed about what constitutes violence, abuse and neglect</li> <li>2. There should be support systems in place for children and young people</li> <li>3. There should be clear laws, policies and procedures in place</li> <li>4. States should monitor and evaluate actions in this area and produce a report</li> </ol>
Article 34: Right to be safe from all forms of sexual exploitation and sexual abuse	<ol style="list-style-type: none"> <li>1. Government should provide information to the public</li> <li>2. Schools should provide information to families and children</li> <li>3. Laws to protect children from sexual exploitation and abuse</li> <li>4. There should be support for children who experience sexual exploitation or abuse</li> </ol>
<b>CLUSTER 6: FAMILY ENVIRONMENT AND ALTERNATIVE CARE</b>	
<b>ARTICLE</b>	<b>THEMES</b>
Article 5: Parents supporting children in exercising their rights/evolving capacities	<ol style="list-style-type: none"> <li>1. Parents should have access to training and support so they can fulfil their role</li> <li>2. Government should only intervene if there is a very good reason for doing so</li> <li>3. Children should be involved in decision making about the advice they are given</li> </ol>
Article 9: Right of children not to be separated from parents unless there is a good reason	<ol style="list-style-type: none"> <li>1. There should be clear laws in place about the circumstances in which children can be separated from parents</li> <li>2. Children who are separated from their parents should be able to stay in contact unless there is a good reason</li> <li>3. Children should be able to express their views about parental separation and contact</li> </ol>

Article 10: Family reunification	<ol style="list-style-type: none"> <li>1. Government should support families living in different countries who wish to be together</li> <li>2. Children and parents who are living in different countries should be given support to stay in contact with each other</li> </ol>
Article 11: Right not to be taken out of the country illegally and not returned	<ol style="list-style-type: none"> <li>1. Government should provide education and training to parents, children, professionals and the public about the dangers of child abduction</li> <li>2. Clear law and procedures about when a child can be taken out of the country</li> <li>3. Governments should work with other organisations and countries</li> </ol>
ARTICLE 18: Social security and childcare services and facilities	<ol style="list-style-type: none"> <li>1. Government should set up organisations and services to support parents and children</li> <li>2. Government should provide support for parents to exercise their responsibilities</li> <li>3. Government should develop opportunities and activities for children</li> </ol>
ARTICLE 20: Rights of children who live outside the family environment	<ol style="list-style-type: none"> <li>1. Alternative environments to the family home should be healthy and support children to develop their potential</li> <li>2. An assessment should be carried out before removing a child from their family home</li> </ol>
Article 21: Adoption: national and inter-country	<ol style="list-style-type: none"> <li>1. There should be clear laws and procedures about adoption</li> </ol>
Article 25: Periodic review of placement and treatment	<ol style="list-style-type: none"> <li>1. Professionals should check on children who live outside the family home</li> <li>2. Children who live outside the family home should be able to access the same care and services as children who live with their family</li> </ol>
<b>CLUSTER 7: DISABILITY, BASIC HEALTH AND WELFARE</b>	
<b>ARTICLE</b>	<b>THEMES</b>
Article 23: The rights of children with disabilities	<ol style="list-style-type: none"> <li>1. Government should raise awareness about the rights of children with disabilities</li> <li>2. Laws forbidding discrimination against children with disabilities</li> <li>3. Children with disabilities should have access to education in mainstream schools</li> <li>4. Buildings and facilities should be accessible</li> <li>5. Government should collect information on the experiences of children with disabilities</li> <li>6. Children with disabilities should be able to access support and technology, including financial support</li> </ol>

Article 24: Health and health services, particularly primary care	<ol style="list-style-type: none"> <li>1. Government should provide information about health issues to parents and children</li> <li>2. Healthcare services should be available and accessible</li> <li>3. Children should have access to a healthy environment</li> <li>4. Health professionals should be properly trained</li> <li>5. Healthcare services should keep records about treatment</li> </ol>
Article 26: Right to social security	<ol style="list-style-type: none"> <li>1. Government should provide support for children who are disadvantaged and their families</li> <li>2. Government should consider the particular circumstances of each family when deciding what support to provide</li> <li>3. Children should be able to ask for help if they are struggling</li> </ol>
Article 27: Adequate standard of living, basic material needs and recovery of maintenance	<ol style="list-style-type: none"> <li>1. Governments should ensure that children have access to the things they need for an adequate standard of living</li> <li>2. Government should develop support programmes to facilitate an adequate standard of living</li> <li>3. Governments should monitor the conditions in which children live</li> </ol>
Article 33: Protection from drugs that are harmful and illegal	<ol style="list-style-type: none"> <li>1. Governments should implement and enforce laws</li> <li>2. Government should make children, and all those who work with children, aware of the dangers of harmful and illegal drugs</li> </ol>
<b>CLUSTER 8: EDUCATION, LEISURE, AND CULTURAL ACTIVITIES</b>	
<b>ARTICLE</b>	<b>THEMES</b>
Articles 28 and 29: Education	<ol style="list-style-type: none"> <li>1. There should be sufficient resources to enable all children to access education</li> <li>2. Schools should offer a broad and engaging curriculum</li> <li>3. Children should be involved in decision-making</li> <li>4. Education should improve life opportunities for all children</li> <li>5. School should be safe</li> </ol>
Article 30: Cultural rights of children belonging to minority groups	<ol style="list-style-type: none"> <li>1. Schools should support children to learn about different religions and cultures</li> </ol>
Article 31: Rest, play, leisure, culture	<ol style="list-style-type: none"> <li>1. Equal access</li> <li>2. Safety</li> <li>3. Time</li> <li>4. Adults facilitate</li> </ol>
<b>CLUSTER 9: SPECIAL PROTECTION MEASURES</b>	
Article 22: Migrant and displaced children and children seeking asylum	<ol style="list-style-type: none"> <li>1. Children receive support</li> <li>2. Children are safe</li> <li>3. Refugees are made welcome</li> <li>4. Stop discrimination</li> </ol>

Article 32: Economic exploitation, child labour, and applicable minimum wage	<ol style="list-style-type: none"> <li>1. Make sure children are able to go to school</li> <li>2. Promote awareness with parents and the public</li> <li>3. Financial support</li> <li>4. Enforcing laws</li> </ol>
Article 35: Sale, trafficking and abduction	<ol style="list-style-type: none"> <li>1. Laws are made and enforced</li> <li>2. There should be good policing and monitoring systems</li> <li>3. Parents and the public should be educated to prevent trafficking</li> <li>4. Children should be educated to protect themselves</li> </ol>
Article 36: Protection from exploitation	<ol style="list-style-type: none"> <li>1. Parents are educated and supported</li> <li>2. Children are protected, educated and supported</li> <li>3. The public are educated and supported</li> <li>4. Laws to protect children are made and enforced</li> </ol>
Article 37: Sentencing, life sentence, prohibition of capital punishment and alternative restoration approaches; and children deprived of liberty	<ol style="list-style-type: none"> <li>1. Systems are child-friendly</li> <li>2. Children receive advice and support</li> <li>3. Children are safe</li> </ol>
Article 38: Children in armed conflict and their recovery and reintegration	<ol style="list-style-type: none"> <li>1. Measures to prevent children being recruited into conflict</li> <li>2. Support for child victims</li> </ol>
Article 39: Physical and psychological recovery of child victims	<ol style="list-style-type: none"> <li>1. Support is available</li> </ol>
Article 40: Juvenile justice, specialized and separate courts	<ol style="list-style-type: none"> <li>1. Adults are trained in children's rights</li> <li>2. Children have access to information on their rights</li> <li>3. There are child-friendly systems</li> </ol>

## APPENDIX 4: HOW CHILDREN’S FEEDBACK CHANGED THE GLOBALCHILD INDICATORS

Cluster 3: General Principles		
ARTICLE	QUOTE FROM CHILDREN	CHANGE TO INDICATORS
Article 2 Change 1	<p>“This kind of activities, like the one that we are doing right now, should happen more in our schools. To make us overcome stereotypes. To be closer to each other and become better friends”</p> <p>“Youth parliament or similar institutions representing all groups of children of the society and different ages should operate throughout the year and express their opinion to Ministers on all relevant draft laws. The same should happen with local authorities and all public agencies”</p>	<p><b>New process indicator:</b> Support and training provided to facilitate children to become human rights defenders to address discrimination.</p>
Article 2 Change 2	<p>“Opportunities should be given in school for familiarization with diversity. Meetings should be organised with students from different counties. We should learn about cultures of other countries and learn to live together and not to be racist.”</p>	<p><b>New outcome indicator:</b> Number of children trained as human rights defenders.</p>
Article 12 Change 1	<p>“When parents make decisions or something related to their children, they should discuss with their children and make decisions based on best interests of their children.”</p>	<p><b>Revised outcome indicator:</b> Percentage of parents/caregivers expressing positive attitudes towards children’s right to be heard.</p>
Article 12 Change 2	<p>“When children are abused, adults should carefully listen to them in order to understand how this has happened. They should first build trust with them.”</p> <p>“Everyone working with children should be well educated and trained how to listen to children. Professionals should be trained to understand children also through their drawings.”</p>	<p><b>New outcome indicator:</b> Percentage of children who feel they have a trusted adult they can talk to.</p>
Article 12 Change 3	<p>“Adults should first learn how to listen to children.”</p> <p>“Adults do not understand, they usually do not care about our sentiments.”</p>	<p><b>New outcome indicator:</b> Percentage of children who feel listened to and respected by their parents or carers.</p>

Cluster 4: Civil and Political Rights		
ARTICLE	QUOTE FROM CHILDREN	CHANGE TO INDICATORS
Article 8 Change 1	<p>“Children are allowed to take passports as a right to their names, family and nationality.”</p> <p>“Countries should make birth certificates free”, one individual saying it is “ridiculous that some individuals have to pay for birth certificates” identity.</p>	<p><b>New structural indicator:</b> The law provides for the rights to a name and identity of all children.</p>
Article 8 Change 2	<p>“It's important that the government does not make the process to get the documents too complicated.”</p> <p>Government should aware every parent on the process and importance of child birth registration.</p>	<p><b>New process indicator:</b> There are preventive measures in place such as missing children helplines, public information campaigns for families and children about preservation of identity.</p>
Article 13 Change 1	<p>Government should create guidelines in schools to teach the students about the boundaries of their freedom of speech to prevent racist/sexist/harmful comments.</p>	<p><b>Revised process indicator:</b> Proportion of schools that educate children about boundaries of freedom of speech to prevent harmful comments (e.g. racist, sexist, and/or homophobic comments).</p>
Article 15 Change 1	<p>“What are the laws put forth by the government for those stopping us to peacefully associate ourselves in public and community places?”</p>	<p><b>New process indicator:</b> Percentage of police with appropriate training to support and protect children engaging in peaceful assembly.</p>
Article 15 Change 2	<p>Schools should offer opportunities to develop activities as a group and should provide with information that students are able to organize and form groups based on topics of mutual interest “example basketball club.”</p>	<p><b>New outcome indicator:</b> Percentage of children who report having adequate opportunity to spend time with friends.</p>
Article 17 Change 1	<p>“Informing students of reliable sources/websites”; and “how to critique news”</p> <p>The opportunity to have access to information, libraries, schools, websites in order to, we quote, ‘be smart and know what to say’.</p>	<p><b>New process indicator:</b> School curriculum includes digital literacy education to provide children with the competence and resilience to engage safely and wisely in the digital environment.</p>
Cluster 5: Protection From Violence		
ARTICLE	QUOTE FROM CHILDREN	CHANGE TO INDICATORS
Article 34 Change 1	<p>"There should be more information/ training about the dangers of personal exposure on dating sites and apps, but this information should be transmitted according to the child's level of maturity. Ex: When giving information in schools to younger students, this often causes more curiosity than protection.”</p>	<p><b>Revised structural indicator:</b> Protection of children online is covered (in the media and information communications technologies (ICTs) such as mobile, internet, chat rooms, social media sites, dating apps and self-created images etc).</p>



Cluster 6: Family Environment and Alternative Care		
ARTICLE	QUOTE FROM CHILDREN	CHANGE TO INDICATORS
Article 9 Change 1	'Are children's voices being heard when separated from parents?'	<b>Revised outcome indicator:</b> Proportion of children separated from parents who believe that their voices were heard and considered.
Article 9 Change 2	'The government should make and enforce rules and regulations that guide relatives/guardians in the care of their ward and in allowing them enough contacts with their parent.'  'Children are allowed to visit their parent when they so desire'  'When a child who lives with another person asides his parent is allowed to see/call them without any restrictions.'	<b>New outcome indicator:</b> Proportion of children who report being satisfied with the nature and amount of their family contact.
Article 20 Change 1	'More in-depth screening process for foster parents to ensure the housing placement will be safe before the follow-up.'	<b>New outcome indicator:</b> Government provides and/or supports and supervises training courses for all foster families to ensure they provide good care.
Article 20 Change 2	'Although ... only mature and independent youth receive youth agreements, these youth still need constant supervision to ensure their needs are being met, their housing is safe, and that they are not entering a "downward spiral".'	<b>New outcome indicator:</b> Number of reviews made and support provided for children who matured out of care placement per 100,000 children matured out from formal care.
Cluster 7: Disability, Basic Health, and Welfare		
ARTICLE	QUOTE FROM CHILDREN	CHANGE TO INDICATORS
Article 23 Change 1	'Existence of laws such as anti-discrimination law would protect children with disabilities from discrimination. Some children with disabilities have been abused by other people. Just like my younger brother who has a disability. He has been bullied. That is abusive for him.'	<b>New process indicator:</b> Awareness-raising and information programmes are provided for parents of children with disabilities.
Article 23 Change 2	'Government should give free assistive devices. Our [district] sometimes gives away assistive devices during medical missions only and upon request from the Department of Health. Sometimes patients in public hospitals have to pay for these assistive devices.'  'Are the technological devices that serve to better the life conditions of children living with a handicap free? (ex: computers, wheelchairs, implants, hearing aids).'	<b>Emphasized outcome indicator:</b> Percentage of children with disabilities with access to appropriate and affordable services, devices and other assistance for disability-related needs.



<p><b>Article 27</b> Change 1</p>	<p>“Government should help provide Housing and Clothing facilities to the children that will help us realize our potentials.”</p> <p>“Adults would understand that what defines ‘good standard of living’ can be different depending on the youth. Success is different for everybody. For instance, my outreach worker thought my consistently messy home was a warning sign, but it actually was a major improvement from the moldy dishes and dirty laundry on the floor I had been living in for months before that.”</p>	<p><b>Emphasized structural indicator:</b> There is explicit recognition of the right to right to a standard of living adequate for the child’s physical, mental, spiritual, moral and social development in constitution and subsequent legislation.</p>
<p><b>Article 33</b> Change 1</p>	<p>School have courses for students and communities to understand well the consequences of harmful drug and know how to deal with the activities of drug trading.</p> <p>“Within school programme, provide for the visits of former addicts.”</p>	<p><b>New process indicator:</b> Proportion of schools offering evidence-based education about:</p> <ol style="list-style-type: none"> <li>1. The harms of drugs</li> <li>2. Safe environments</li> <li>3. Illicit use of pharmaceuticals (control of illicit trade in pharmaceuticals and controlled drugs).</li> </ol>
<b>Cluster 8: Education</b>		
<b>ARTICLE</b>	<b>QUOTE FROM CHILDREN</b>	<b>CHANGE TO INDICATORS</b>
<p><b>Article 28</b> Change 1</p>	<p>“I would tell him to fix the lower income places where these schools are ... because some of the schools the cafeteria do not serve proper food for the children at lunch time and stuff.”</p>	<p><b>New process indicator:</b> Food programmes are established, ensuring adequate nutrition, especially for children from low-income families.</p>
<p><b>Article 29</b> Change 1</p>	<p>“Students’ parliament is better heard, its opinion is respected when decisions concerning children are made.”</p> <p>“Public call should be announced for students to give their views and proposal what should they learn in particular educational programs or educational profiles.”</p> <p>“Inspections should be more frequent and spontaneous (unannounced). When inspectors announce the inspection, then teachers know in advance and they instruct students what are they going to teach, which questions will they ask students and what should students say.”</p>	<p><b>New structural indicator:</b> Legislation guarantees:</p> <ol style="list-style-type: none"> <li>1. Establishment of school councils</li> <li>2. Child participation in the development of school policies and curricula at the national level</li> <li>3. Evaluations of teacher and administration appraisal of schools in a meaningful and safe manner.</li> </ol>

<p><b>Article 31</b> Change 1</p>	<p>“We have to make sure that school establishment organise artistic and cultural competition.”</p> <p>“Inclusion of traditions in school subjects and student clubs (Glee club, different native instruments, arts club, Flores de Mayo/Santacruzán, Language Month).”</p> <p>Through schooling they should learn more about their culture and knowledge. One of the children expressed her concern that children make fun when she speaks in her local dialect.</p>	<p><b>Revised structural indicator:</b> National school curriculum (if in place) incorporates provision for culture and the arts, reflecting all cultural and minority ethnic groups living in the State party.</p>
<p><b>Article 31</b> Change 2</p>	<p>The playing areas outside the camp are very far where parents should accompany their children so at the end the parents will stop doing that because of having more priority duties for living.</p>	<p><b>New outcome indicator:</b> Proportion of parents who value self directed play in the home.</p>
<p><b>Cluster 9: Special Protection Measures</b></p>		
<p><b>ARTICLE</b></p>	<p><b>QUOTE FROM CHILDREN</b></p>	<p><b>CHANGE TO INDICATORS</b></p>
<p><b>Article 38</b> Change 1</p>	<p>Awareness Workshops for children against recruitment to the armed conflicts and to be a child soldier.</p>	<p><b>Emphasized outcome indicator:</b> Percentage of children aware of their right to protection from participation in hostilities.</p>
<p><b>Article 38</b> Change 2</p>	<p>Useful activities to engage children with rather than having free time to engage in those military parties.</p> <p>“Children have to be educated on the dangers of arm conflict. A law has to be there that would protect children from participating in arm conflict.”</p>	<p><b>New process indicator:</b> Programmes for children are in place, where appropriate to:</p> <ol style="list-style-type: none"> <li>1. Raise awareness of the risks of participation in hostilities</li> <li>2. Raise awareness of rights to protection from participation in hostilities</li> <li>3. Provide alternative opportunities to reduce likelihood of participation.</li> </ol>

## APPENDIX 5: CHOSEN DESIGN – SAMPLE 2 SIDED INDEX CARD

<h3>ARTICLE 2</h3> <p>All children enjoy the rights under the UNCRC. No child should be treated differently because of their sex, gender, religion, race, age or because they have a disability</p>  <p>The right applies to all children in the country (not just those who are citizens)</p> <p>Children who are refugees should enjoy the same rights as others</p> <p>Children should not be discriminated against because of their families' beliefs or actions</p> <p>Children should not be treated differently because their parents are not married</p> <p>A child should not be removed from school because of the actions of their brother or sister</p> <p><b>Steps to stop discrimination include:</b></p> <ul style="list-style-type: none"> <li>• Gather good information and data</li> <li>• Research into discrimination</li> <li>• Provide information and raise awareness</li> <li>• Involve religious, community and political leaders</li> <li>• Provide education to promote respect for difference</li> </ul> <p><a href="http://www.globalchildnetwork.com">www.globalchildnetwork.com</a></p>	<h3>ARTICLE 2</h3> <p>Examples from children on how we know if article 2 rights are being upheld</p>  <p><i>"Psychologists and social workers should help for the identification of such incidents and propose proper response to them"</i> (Europe)</p> <p><i>"Information in the media is so important. Media should not reproduce stereotypes and news discriminating on ethnic origin. Social media affect us 100%. We should use social media for good. We need information. But we must change information for good."</i> (Europe)</p> <p><i>"Opportunities should be given in school for familiarization with diversity. Meetings should be organized with students from different counties. We should learn about cultures of other countries and learn to live together and not to be racist."</i> (Europe)</p> <p><i>"The government should develop policies to ensure that every child can receive nine years of compulsory education, especially for those children who come to live and study in the big cities with their parents"</i> (Asia Pacific)</p> <p><a href="http://www.globalchildnetwork.com">www.globalchildnetwork.com</a></p>
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FRONT

BACK

# THE GLOBAL DISCUSSIONS ON CHILDREN'S RIGHTS



**Our name is GlobalChild.**

**We are a group of experts from Canada and across the world who worked together to promote children's rights. Together with the UN Committee on the Rights of the Child, we aimed to include children in the conversation about their rights.**

**We are developing a set of indicators\* that will help governments and others check that they are keeping their promises under the Convention on the Rights of the Child (CRC)\*.**

**We wanted to be sure that children across the world got the chance to be involved in this work.**

**\*Indicators - are ways to show that something is happening. In this case they show that governments are keeping their promises to children.**

**\*The CRC is a set of promises that governments have made to make sure that all children can have a good life.**