

Appendices

Child Rights Education Toolkit:

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

First Edition

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

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

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

This raises important issues in relation to CRE:

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

Managing the protection/autonomy balance

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

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

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

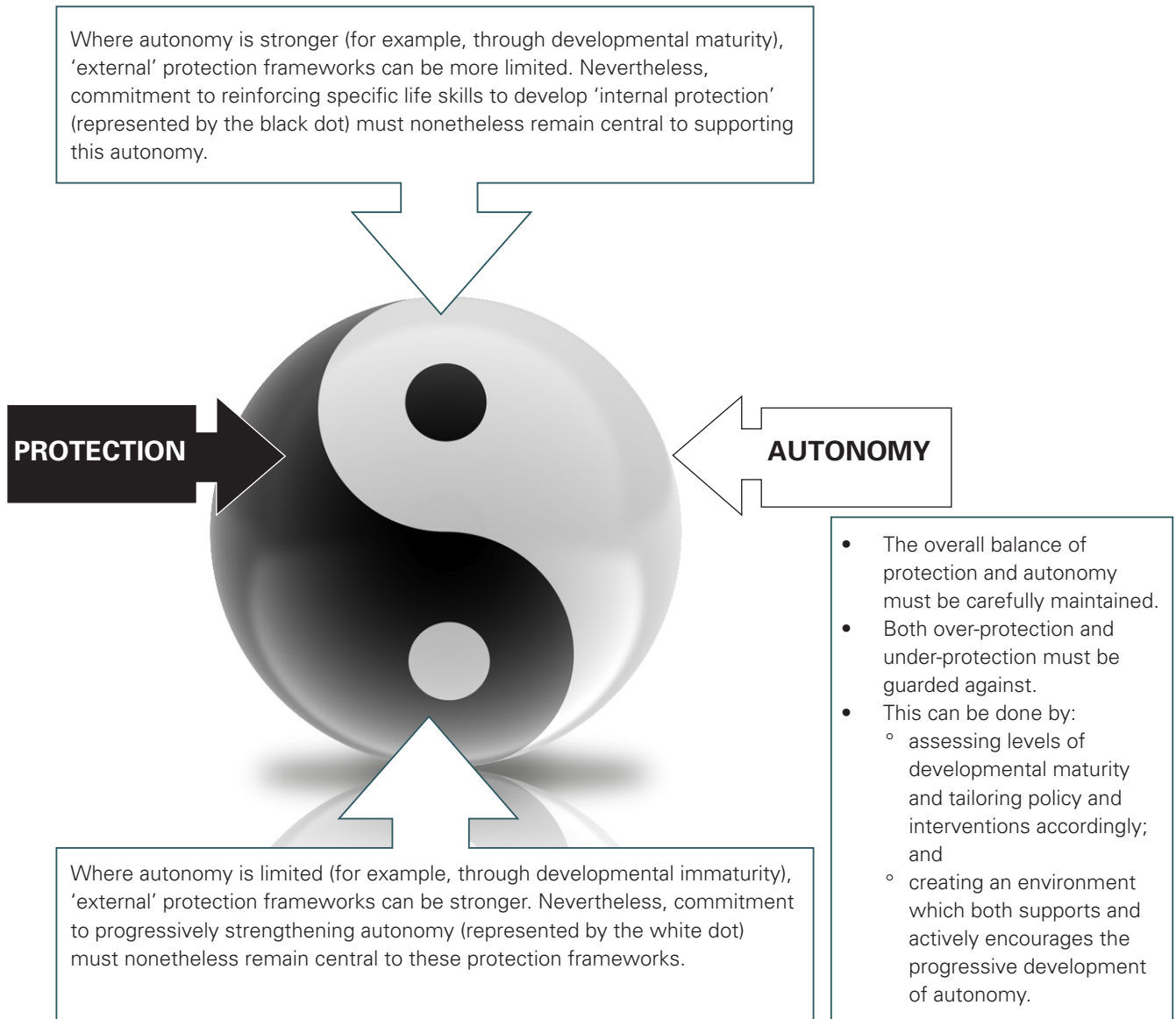
The key results of the project are twofold: a) adolescents and young people are educated about their rights and ICT's opportunities, and protected from ICT's risks through the concept of digital citizenship using diverse communication channels and/or inclusion in school curricula; b) through advocacy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

The project has three outputs:

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

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

Maintaining the protection-autonomy balance¹



In relation to online safety, see also:

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

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

Using ICT to maximize impact and cost-effectiveness of CRE

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

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

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

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

Project example: UNICEF France – Promethean Interactive Whiteboards

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

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

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

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

Why have we recommended this change?

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

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

What is different?

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

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

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

What's it all about?

Rights Respecting

School Award



Appendix 3. Towards a child rights pedagogy²

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

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

The following elements maximize the effectiveness of child rights learning.

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

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

Appendix 4. Mapping tool for education systems:

Tool 1 – Structure of the school system

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

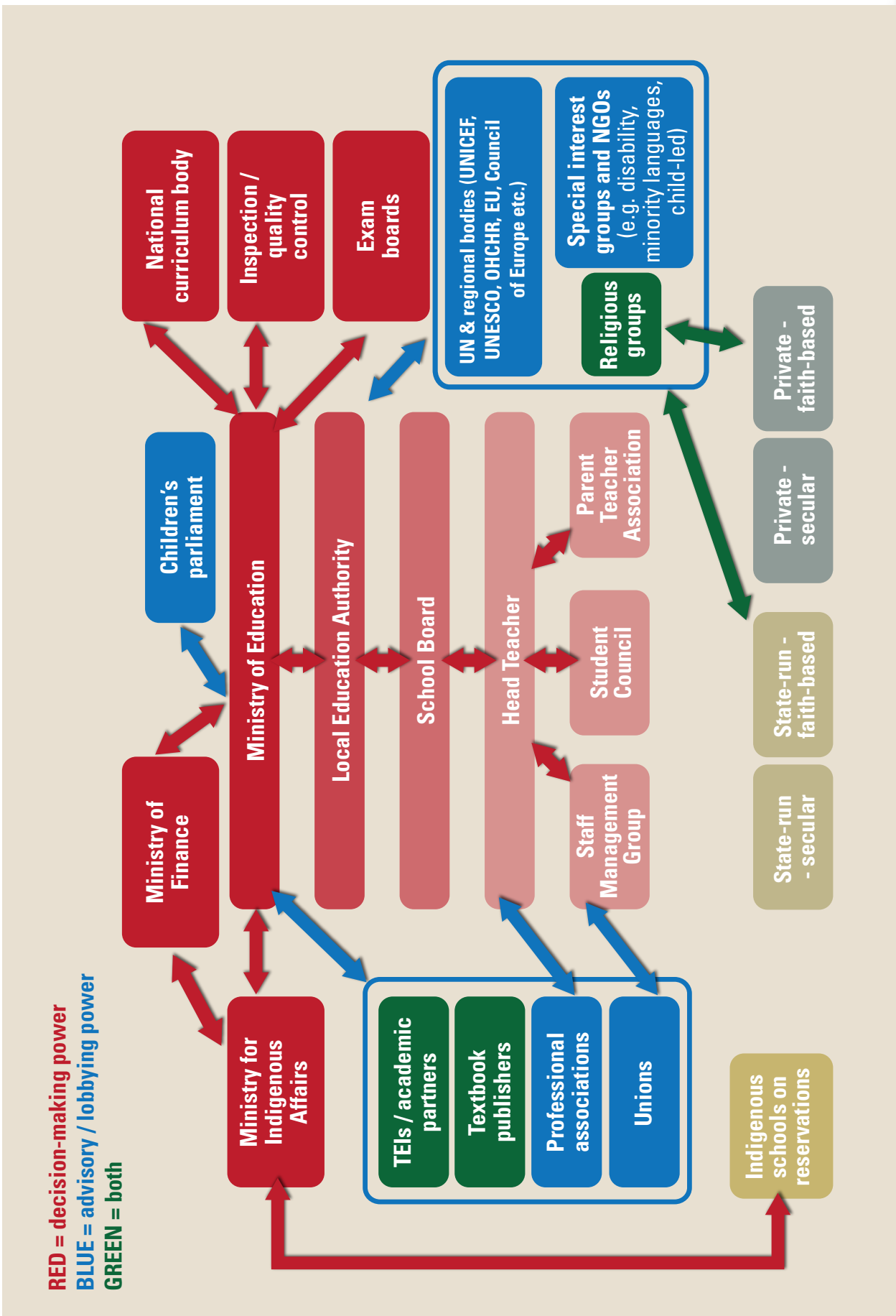
(Systems with multiple jurisdictions [for example, federal/provincial] may require more than one grid)

1. **Column 1:** write in what the '**grade**' for each age is called (for example, age 6 might be grade '1' in your country).
2. **Column 2:** shade in the relevant cells to show between what ages education is **compulsory** (for example, between ages 6 and 16).
3. **Column 3:** shade in the relevant cells to show the age groups are divided into **early childhood education (ECE), primary and secondary** education. Depending on your country context you may wish to specify more precisely 'kindergarten', 'junior high', 'senior high', etc. or to use the International Standard Classification of Education (ISCED) levels that governments will start to report against from 2014 – in other words, Level 0 (ECE development), Level 0 (pre-primary education), Level 1 (primary), Level 2 (lower secondary), Level 3 (upper secondary).
4. **Column 4:** shade in the relevant cells to show the age range for which education is available for **children with disabilities (CWD)**.
5. **Column 5:** shade in the relevant cells to show the age range for which education is available for **indigenous or other minority children**.
6. Shade in the relevant cells across **columns 6–9/rows 0–18** to show where education is **free** (for example, from age 4–18 but only in the state-run sector).
7. Across **columns 6–9/rows 0–18**, write in approximately how many schools there are in each part of the system (for example, there might be 6,000 state-run secular primary schools, but only 1,100 private faith-based primary schools).
8. If relevant to your country context, mark in **columns 10, 11 and 12/rows 0–18** the numbers of children of different ages who are **home schooled**, who take part in **extra-curricular school-based activities**, or who are **out of school**.
9. Adapt the grid to include **any other information relevant** to your country context.

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

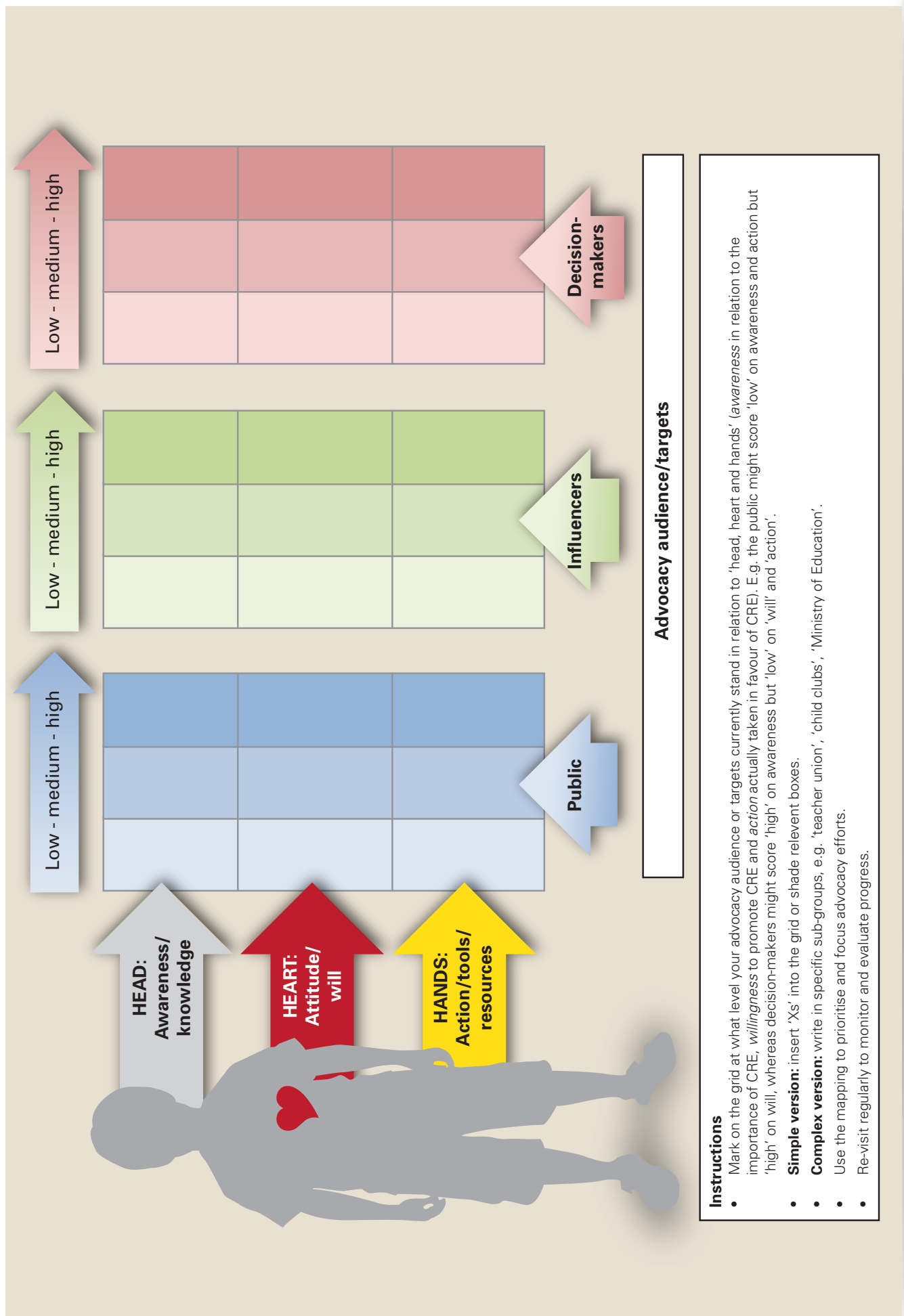
- Where are we already working on child rights education (CRE)? At which age? In which part of the system? In how many schools?
- Who are the most excluded children? Where are they likely to be? Are we reaching them?
- Where do we want to be in 2, 5, 10 or 20 years' time? What is the most strategic way to reach this goal?

Appendix 5. Mapping tool for education systems: Tool 2 - Stakeholder relationships and entry points for advocacy and capacity building



Adapt names and relationships as required. (See Section 3.3 of the main Toolkit for a detailed explanation of this completed example for the fictitious country 'Exland').

Appendix 6. Tool for measuring progress in advocacy



Appendix 7. Further information on child-friendly schools, rights respecting schools and Human Rights Friendly Schools

a. Child-friendly schools (CFS)³

How did it start?

The CFS concept was first used in a systematic way by UNICEF, Save the Children and the World Health Organization in the mid-1990s, largely as the educational equivalent of the 'baby-friendly hospitals' that contributed to standards for hospitals where babies are born. With UNICEF's influence, the concept of CFS was soon widened beyond health and nutrition issues to include broader elements of quality in education, such as gender sensitivity, inclusiveness and human rights. In 1995 a UNICEF Innocenti Research Centre workshop resulted in an informal summary outlining 13 characteristics of a rights-based school that are essential to the CFS concept. In subsequent working papers, the CFS approach was presented as an 'umbrella' under which the diverse activities and goals of UNICEF's work on schools might be consolidated and rationalized.

While these efforts did not produce a formally accepted definition of the CFS model, the idea of '13 defining characteristics' gained currency and continues to be a reference point for the advocacy and implementation of CFS. By the end of 2001, UNICEF promoted a comprehensive and complex quality package that was nuanced to fit different country realities. Despite the difficulties involved in promoting such a complex and flexible approach, in 99 countries an estimated 579,000 schools received support through the CFS initiative. In March 2009 UNICEF published the *Child-Friendly Schools Manual*, which was developed with input from 155 countries. In December 2009, UNICEF published the *Child-Friendly Schools Programming Global Evaluation Report*, based on a review of documentation from all regions and six country site visits.

How does it work?

The 'umbrella'/'package' approach has given rise to variations on the CFS theme within UNICEF and, according to the *Child-Friendly Schools Manual*, the emerging CFS models present a confusing picture. They tend to focus on 'defining characteristics', but the number of characteristics varies from as few as 6 to as many as 16 depending on the context. These models also attempt to define CFS in terms of 'key components', including pedagogy, health, gender sensitivity, community participation, inclusiveness and protection.

A focus on emergencies has led to an increasing emphasis on the architectural aspects of CFS – location, design and construction; this also highlights the need to address environmental issues, community participation, the safety of school locations and the provision of 'safe areas' within schools. Most recently, issues of electric power (including solar, wind and other renewable sources) and Internet connectivity are being explored as part of the CFS approach. It is likely that, as in the earlier case of water and sanitation, these elements will become part of CFS models in some countries.

The complexity and flexibility of the approach make it difficult to sell the concept to countries or partner agencies as a coherent model for quality in education. These considerations suggest that it is counterproductive to regard the CFS model as rigid, with a pre-set number of defining characteristics or key components. Rather, it needs to be understood as flexible and adaptable, driven by certain broad principles that invite dialogue and bargaining, draw on proven good practices and embrace new concerns as the reality of different situations demands. In this regard, a CFS model is not so much about a destination at which schools and education systems can arrive and be labelled successful. It has more to do with the pathways along which schools and education systems endeavour to travel in the quest to promote child rights, quality and equity in education.

Based on the Convention on the Rights of the Child (CRC), key principles of the CFS approach can be used to generate desired features/characteristics for CFS in particular settings. These in turn can be reviewed against the reality of available resources over a given timeframe, to arrive at a set of feasible standards for the design and implementation of CFS in a given country.

³ Much of the information here is taken from UNICEF's *Child-Friendly Schools Manual*.

The key principles that drive the CFS process are so interrelated that efforts to interpret and implement any one of these principles invariably set off a 'chain reaction' that leads to other related principles coming into play.

Country example – Italy

The Italian Committee for UNICEF initiated the 'Child-Friendly School Programme' in 2006. The 'Towards a Child-Friendly School' publication outlined a theoretical approach proposing 'nine steps towards a Friendly School'. The central concept is that adults and children must work to create educational contexts where the CRC's principles are not only known but are also implemented in practice.

These are the nine components.

1. A Friendly School is a school of differences and solidarity: acceptance and quality of relationships are at the centre of school life.
2. Children actively share: their opinions are listened to and considered in decision-making.
3. Children are encouraged to lead the process of learning.
4. The learning environment is organized according to children's input.
5. A learning agreement is collaboratively developed with parents and all school stakeholders.
6. In coordination with the child-friendly cities initiative, a 'city strategy' for children is developed through a local plan of action, with schools at the centre of a regional network.
7. The planning for the child-friendly school takes place.
8. The 'Protocol of the Friendly School' is issued as a public agreement.
9. Self-evaluation: an annual monitoring exercise is conducted on the situation of children in the Friendly School.

In 2007, following an evaluation of the first year's activities, the programme started to develop some operational tools to help other schools implement the programme. Indicators have since been developed for seven of the nine steps, resulting in one or more practical questions per step (approximately 30 questions in total), based around the following questions.

- How can we know if a school is really a child-friendly school?
- How can we find out which rights are particularly difficult to implement?
- To what extent have rights been implemented?
- How can we judge whether a project or activity has achieved its purpose?

The questions are intended to elicit objective, concrete answers, not subject to personal opinion or interpretation. The indicators are used by teachers and children themselves. A simplified version has been developed for young children. The resulting picture demonstrates the extent to which different rights are being implemented in the school environment. This information is then used as a basis for participatory planning and implementation of activities and projects to improve the situation. The indicators also act as a baseline against which to measure progress.

The 2012 pilot phase of the programme 'Towards Child-Friendly Schools' involved 1,100 schools (realized by the Italian Committee for UNICEF in cooperation with the Italian Ministry of Education). At the beginning of the year each school is evaluated by a commission made up of the local Ministry of Education authority, a representative of UNICEF and a representative of the Board of Students. Every selected school is given a copy of the Operations Protocol, which provides school administrators with the objectives of the programme and all necessary information needed to implement it. Using this Protocol, including the indicators mentioned previously, the schools analyse the situation of rights implementation and collaboratively plan, with all school stakeholders, interventions to address any gaps. At the end of the pilot project each school will be evaluated by the same commission. The commission awards the best schools the title and certificate of 'child-friendly school'.

The 'Child-Friendly School Programme' requires time and commitment. Acknowledgement of difficulties, and even some failures, is an important part of the learning process. A publication has been developed to elaborate the first of the nine steps: the theme of acceptance. A scheme has also been developed to share good practices, focusing on children's leadership and participation.

b. Rights respecting schools (RRS)

How did it start?

RRS draws inspiration from UNICEF's CFS – see above. In 2000 in Canada, a collaboration between the Children's Rights Centre (Cape Breton University) and the Cape Breton-Victoria Regional School Board sought to encourage the integration of child rights education (CRE) into social studies and health core curricula, and to promote awareness of child rights among professionals working with children. Learning from this initiative led in 2004 to the 'Hampshire Rights, Respect and Responsibility Initiative' – a partnership with the Hampshire Education Authority in England. UNICEF UK then expanded their Rights Respecting Schools Award (RRSA) in 2005–2006; this is currently the largest and most well developed RRS model. The UNICEF Canada Rights Respecting Schools initiative was piloted in September 2008, building on existing CRE work with schools, teacher training and the Global Classroom initiative, and adapting materials from the Rights, Respect and Responsibility Initiative and RRSA. The initiative has now spread to other UNICEF National Committees. UNICEF Slovakia is implementing a version of RRS and models are being piloted by UNICEF in Spain, Germany and Sweden. In November 2011, UNICEF National Committee CRE staff from 17 countries attended a workshop hosted by UNICEF UK to learn more about RRS models.⁴

How does it work?

RRS models are based on 'standards' or 'building blocks' with benchmarks. In the UK model, the school, with support from UNICEF as necessary (for example, regional workshops, visits to schools and 'mentoring' and support from a UNICEF education officer), assesses what is already being done, identifies gaps in the fulfilment of children's rights, and establishes its own action plan to meet and monitor the standards. In the UK a school works through three stages of an 'awards scheme'.

1. **Recognition of Commitment** (by principal and senior leadership: a representative steering group of adults and students is formed to guide, promote and develop the initiative; they develop an action plan and procedures for monitoring impact [3–6 months' duration]);
2. **Level 1** (interim step to achieve full RRS status: school shows good progress [12–18 months' duration]);
3. **Level 2** (school has fully embedded the values and principles of the CRC into its ethos and curriculum and can show how it will maintain this [2–4 years' duration]). The school self-evaluates progress against the Level 1 and 2 standards and, when they believe they have met them, an external assessment by UNICEF takes place resulting either in accreditation or further guidance.

In the Canadian model particular weight is given to professional development and working with teacher education institutes. This provides a supportive and practical framework for educational improvement, with a focus on transforming the whole learning environment with a consistent child rights approach. The initiative is not meant to be delivered as an 'add-on' or new programme for a school, but as a way to bring cohesiveness to existing school programmes. UNICEF Canada's Rights Respecting Schools initiative is based on four building blocks: awareness, student participation, teaching and learning, and leadership (see table below).

The process begins with teacher training and assessing existing school practices. Schools then work with a UNICEF Canada staff member or a UNICEF Canada certified trainer to meet important benchmarks based on the four building blocks. These trainers can be professors with university partners, knowledgeable staff at strategically identified non-governmental organizations (NGOs) or child advocacy government departments.

⁴ Intranet link to workshop materials (for National Committee staff): <www4.intranet.unicef.org/C12571FE002A2C63/5FBBBAC8EDCF6924852571550059E174/6FE411F5EC25585FC12579430038C38A>; (for other UNICEF staff): <<http://intranet.unicef.org/C12571FE002A2C63/5FBBBAC8EDCF6924852571550059E174/6FE411F5EC25585FC12579430038C38A>>.

UK RRSA 'standard'	Canada RRS 'building blocks' and definitions	
1. Rights-respecting values underpin leadership and management.	Leadership	Administrators are committed to promoting respect for children's rights. Children's rights are used as a lens for policies, programme choices, programme implementation and other decision-making.
2. The whole school community learns about the CRC.	Awareness	The school community (students, staff, teachers, parents) knows and understands the concept of children's rights, the rights children have as outlined in the CRC and how children's rights relate to school culture and to their own roles.
3. There is a rights-respecting ethos.	Teaching and learning	The CRC is a reference point for classroom rules, formal and informal curriculum implementation and other decision-making. Adults model rights-respecting attitudes and behaviour, and students are given regular opportunities to learn about and exercise their rights and responsibilities.
4. Children are empowered to become active citizens and learners.	Student participation	Every student has regular opportunities to be an active participant in the school community, and his or her opinions are sought and listened to by decision-makers.

In the Slovakian model schools work towards obtaining a certificate by fulfilling a set of criteria set by UNICEF Slovakia. Part of the assessment process requires that students evaluate their school's progress and communicate this information directly to the UNICEF programme coordinators, without it being filtered through adult intermediaries. After two years of being a RRS the school takes a more individual path, setting their own goals and actions to be taken for the next period.

In all countries, a multi-sectoral approach could be initiated to ensure integration with child protection efforts, among other things.

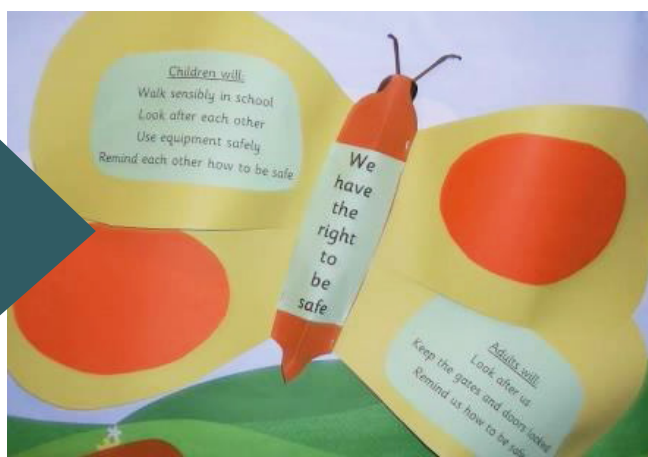
The process by which schools achieve the standards is not uniform: each school must find its own pathway. Nevertheless, a typical 'journey' of a school in the UK RRSA might follow these steps.

- **A teacher or principal hears about the RRSA**, often by word of mouth from a colleague in a school which is already involved in the scheme. (UNICEF UK does not proactively advertise: as of 2011 it was getting 10–15 new requests every week, purely by word of mouth.)
- **The teacher finds out more from the RRSA website and 'registers' the school online** (paying a small fee which encourages ownership, reduces drop-out and ensures that the principal is involved, as their approval is necessary for the release of school funds).
- The school receives an **introductory email** from the relevant UNICEF regional education officer, inviting it to attend a regional workshop. In some areas the local education authority, rather than the UNICEF education officer, has been trained to take on the local focal point role. The UNICEF education officer also contacts the relevant local volunteer to keep everyone in the loop.
- **The teacher attends a regional UNICEF workshop** which equips him or her to take the initiative forward in their school.
- The principal and senior leadership are enthusiastic and supportive. **The teacher explains the scheme and the concepts of the child rights approach and gets the 'buy-in' of all the teachers and support staff (and children).**
- Simultaneously, **a representative steering group** of teachers, non-teaching staff (for example, administrators, caterers, playground supervisors), students (supposed to make

up 50 per cent of the steering group), parents and governors is formed in order to guide, promote and develop the RRSA initiative. They develop an action plan and procedures for monitoring impact. They might start by conducting a **baseline survey of knowledge, attitudes and practice** in the school (via questionnaires and focus group discussions) and an 'audit' of existing records (for example, levels of attendance, staff sick leave, behaviour warnings and incidents of violence).

- This leads to the **development of the action plan** which is sent to the UNICEF education officer (or local education authority in places where it acts as the focal point) along with a summary of the baseline feedback and a letter from the principal showing commitment to the initiative, accompanied by evidence such as a copy of a leaflet sent to parents.
- Time is given, particularly at the beginning of the school year, to **introduce child rights to the children**, through whole school talks and classroom activities, in particular the participatory development of a class 'charter'.

Trimdon Village
Community Infant and
Nursery School, UK



King Street Primary
School, UK





Students choose selected CRC rights they think are particularly important for their school and create a wall display outlining the rights they are entitled to and the actions they have to take to ensure that other people can also enjoy these rights. Each student and the teacher signs the charter (for example, with a name, thumb print or photo), which is then displayed in the classroom and reviewed (for example, at the start of each term). Some schools also develop a whole 'school charter'. UNICEF UK reports that the more time spent really understanding rights, the better the charter development process will be. The development of charters should therefore not be rushed into. The 'rights charters' replace traditional 'school rules'. In the case of misbehaviour, the student is invited to reflect on the charter that they signed and think about the impact of their behaviour on the rights of others in the class. In some schools this has been further developed (based on the idea of children themselves) into a 'rights reflection sheet' which children take home to discuss with their parents, replacing, for example, 'behaviour warning sheets'. This has resulted in significant improvements in behaviour, according to feedback from both staff and students.

- After some initial specific activities on explaining the concepts of child rights, teachers are able to **begin to integrate child rights into their subject lesson plans** on an ongoing basis, and children and staff naturally come up with **ideas for child rights-related projects, displays and events**. Resources and ideas are available on the **RRSA Virtual Learning Environment website**, which is accessible to schools who have signed up to the RRSA.
- The school is **supported through the process** by the UNICEF education officer and volunteer (or local education authority focal point in some areas) and this relationship continues via email, phone and on-site visits as necessary until the school achieves the RRSA Level 2 standards.
- The whole process may take 2–4 years, but **after the initial up-front input from UNICEF**, schools are motivated by the positive impact on the school and become **increasingly self-sufficient**.
- **A follow-up takes place by UNICEF 3 years after a school has achieved Level 2** to ensure that standards are being maintained.

How widespread are RRS initiatives?

- 2,500 out of 25,000 schools in the UK were involved in RRSA as of 2011, reaching approximately 750,000 children. This includes primary schools, secondary schools, special schools and student referral units.
- 15 schools across Canada were involved in the RRS as of late 2012. UNICEF Canada will also develop an RRS initiative for secondary schools and Canadian Aboriginal schools. The long-term strategy involves expanding the 'train the trainer' model, in which regional

school board staff across Canada are trained and can be the leaders in their districts, eventually reaching 20 per cent of Canada's approximately 700 school boards, or 20 per cent of Canada's school-aged children (deemed to be reasonable given the challenging context of Canada's geographically vast and highly decentralized education system).

- UNICEF Slovakia has a 'child-friendly school' initiative inspired by the UK RRS model: 82 schools were registered in all regions of Slovakia as of 2011, with about 50 per cent obtaining a certificate to date.
- UNICEF Spain had a pilot initiative (December 2010 – March 2012) on implementing the CRC into school educational plans through school councils, working with 72 schools in different autonomies.
- UNICEF Spain in Catalonia had a pilot project starting mid-2011 – 'A school with rights' (*Una escola amb drets*) with three schools in Barcelona (one primary, one public secondary and one private secondary school).
- UNICEF Germany had a pilot initiative (2010–2012), 'Pilot school-Network for Children's Rights' (*Modellschulen in Hessen*) in collaboration with the NGO Makista to establish 10 RRS in the Land Hessen. The evaluation of this pilot will lead to the integration of new criteria as standards of good quality schools. The 10 schools will be empowered to train other schools belonging to existing networks like 'Democratic schools'.
- UNICEF Sweden piloted the UK RRS model in two schools in southern Sweden (2009–2012). The evaluation will assess if UNICEF has the capacity to continue to spread the RRS model and how this could be done.

How is it funded?

- Both the UK and Canada operate a cost-recovery/cost-sharing model. In the UK they charge schools for regional courses, school visits, local authority support, assessments and other activities. In both the UK and Canada the schools pay for the release time required to send teachers to the workshops, all photocopying and copying of teachers' resources, along with optional additional costs for, for example, hosting external speakers at a school. The RRS programmes do not make a profit but they aim to cover the running costs.
- The UNICEF Slovakia initiative is funded by national grants, partnerships and fundraising (a share of fundraising done by schools goes to Education for Development projects). The UNICEF Spain initiatives are funded by UNICEF, the Spanish Agency for Development Cooperation and the Catalan government. The UNICEF Germany pilot is funded by two foundations and UNICEF. The UNICEF Sweden pilot is funded by the European Union.

c. Amnesty International's Human Rights Friendly Schools project

This project is founded on the 10 Global Principles for Human Rights Friendly Schools. These are based on international human rights standards, norms and instruments such as the Universal Declaration on Human Rights. The Global Principles outline how schools can take the values and rights enshrined in these human rights instruments and apply them to a school setting.

The 10 Global Principles – A Human Rights Friendly School

Promotes non-discrimination and inclusion by...	being a community where equality, non-discrimination, dignity and respect underpin all aspects of school life;
	providing a learning environment where all human rights are respected, protected and promoted;
	embracing inclusion in all aspects of school life.
Promotes participation by...	Encouraging all members of the school community to participate freely, actively and meaningfully in school life and in shaping school policies and practices regardless of gender, status or difference;
	ensuring everyone in the community has the information they need to participate fully in school life.
Ensures accountability by...	being fair, accountable and transparent in all its planning, processes and policies;
	protecting all members of the school community regardless of gender, status or difference, by making safety and security a shared priority and responsibility.
Prioritizes empowerment through teaching and learning by...	integrating human rights into all aspects of teaching and the curriculum;
	working to empower all students to reach their full potential through education, in particular those students who are marginalized due to their gender, status or difference;
	empowering students and staff to become active members of a global community, sharing their knowledge, understanding and learning with others and taking action to create a world where human rights are respected, protected and promoted.

How did it start?

The Human Rights Friendly Schools project was developed by Amnesty International within the context of the United Nations World Programme for Human Rights Education. The project developed out of Amnesty International's experience working on formal education, implementing human rights education activities such as teacher training and extra-curricular 'Human Rights Clubs' in schools. Building on these activities and its relationships with schools, Amnesty International started to implement the Human Rights Friendly Schools project in 2009 based on a whole school approach and founded on the belief that by increasing knowledge and changing attitudes and behaviours in entire communities, a global culture of human rights becomes possible.

How does it work?

The Human Rights Friendly Schools project is implemented by schools, with the involvement of the whole community and support from Amnesty International. The school has full creative control over how to integrate human rights, taking into account the framework of the national educational system and the social and cultural context in which it is situated.

As with CFS and RRS, it is a flexible model which is adapted to fit particular contexts. Nevertheless, a typical process might involve the following steps.

1. At the country level, contact is made between the national Amnesty International section and one or more schools. The approach may be initiated from either side.
2. The school decides, with the support of Amnesty International, if the project is right for the school.
3. Agreement is secured from the school leadership.
4. A Human Rights Friendly Schools Project Working Group is set up, with representation from students, teachers, non-teaching staff and parents. The Working Group is in charge of project planning, implementation, monitoring and evaluation and is the main point of contact with Amnesty International.

5. Awareness of the project is raised among students, teachers and the whole school community. The whole school community undertakes a self-assessment activity to map out the human rights situation in the school, often using the 'Human Rights Temperature Activity'.
6. The school develops a vision for becoming Human Rights Friendly, stating the main goal of the school.
7. The school develops an Action Plan: Amnesty International supports the school to develop a logical framework-type action plan, based on the school's wishes and capacity. The action plan sets out indicators and activities in order to integrate the 10 Global Principles into the four key areas of school life (governance, relationships, curriculum and extra-curricular activities, and school environment). Amnesty International provides guiding questions and suggestions on how to make changes in each of the four key areas.
8. Activities are implemented throughout the year. The component of education for rights can be linked to Amnesty International campaigns, taking advantage of the organization's strong advocacy messaging. For example, students might invite members of the wider community to take part in a debate on the death penalty. Amnesty International staff, supported by interns and volunteers, remain available for guidance throughout the year.
9. At the end of the year, the school undertakes a self-assessment using monitoring and evaluation tools developed for the schools. This is fed into a participatory, visual tool to measure the activities implemented and the changes seen.
10. The end-of-year assessment feeds into the revised action plan for the following year. In countries with more than one school involved in the Human Rights Friendly Schools project, a national network may be established to facilitate peer mentoring, joint trainings and competitions. Amnesty International Secretariat compiles a newsletter for the global network every two months, sharing case studies, project examples and other information.

Lessons learned

- The format of the project, using an action plan developed by the school itself, ensures the school's ownership of the project as school members identify their needs, the areas of work and the activities they want and are able to implement throughout the year. Amnesty International works in partnership with schools and provides guidance ensuring the school feels supported.
- Ownership and buy-in of the school leadership are essential, as is the establishment of a good, fully representative working group.
- It is helpful to clarify respective Amnesty International and school roles and responsibilities in a transparent and comprehensive memorandum of understanding.
- Training for teachers on how to teach in a rights-respecting way and how to integrate human rights into the curriculum is important and greatly appreciated.
- The more a school learns about human rights, the more self-critical they may become. A school may therefore judge itself more harshly in self-assessments as the years go by, even though they make increasingly good progress.
- Inter-country school exchange visits are very useful but are resource intensive.
- National networks are working well.
- The project is exploring ways to maximize opportunities for horizontal sharing of information through information and communication technologies.
- Translation to and from local languages requires resources and coordination in order to maximize cross-fertilization of learning between countries.
- There is currently no global lobbying strategy in relation to government engagement, but in many countries national authorities have been invited to participate in school events and this has led to dialogue about expanding the project to more schools, and ways to integrate human rights into the curriculum.

For further details, see Amnesty International, 'Becoming a Human Rights Friendly School: A guide for schools around the world', Amnesty International, London, 2012, <www.amnesty.org/en/library/info/POL32/001/2012/en>, accessed 19 July 2013.

Appendix 8. UNICEF principles for working with curriculum⁵

Principles for working with curriculum	Principles for curriculum design
	1. Curriculum is a process, not just textbooks and other learning materials. It includes the intended, taught and learned curriculum.
The intended curriculum	Principles for curriculum design continued
	2. National goals for education need to be linked with national assessment, students' learning outcomes, school curriculum and teacher training curricula.
	3. Curriculum needs to extend beyond an emphasis on acquiring fact-based knowledge to include skills, attitudes and values.
	4. Curriculum must specify adequate instruction time for basic subjects, especially language development and mathematics in primary grades.
	5. Professionals with current teaching experience need to be involved at all levels of writing, developing and evaluating curriculum.
	6. Curriculum should be widely validated by parents, community members, teachers, ministries across sectors and the business community. This will build understanding, support and confidence in schools and teachers.
	Textbooks and materials
	7. Textbooks need to follow the clear, well-organized scope and sequence of the curriculum and to be available when a new official curriculum is published.
	8. Textbooks and materials need to be piloted before they are distributed widely.
	9. National investments need to make provision for updates and changes to textbooks and learning materials.
	Curriculum review and evaluation
	10. The curriculum review and development cycle must proceed expeditiously to ensure that the curriculum is relevant and current. For example, a 10-year cycle is too long.
	11. Effective curriculum evaluation examines and makes judgments on the value of intended, taught and learned curriculum according to pre-set standards. Summative evaluation should precede curriculum revision.
	Curriculum integration
	12. Curriculum needs to be responsive to emerging issues as they arise, for example, life skills approaches, whether they relate to HIV/AIDS prevention, Environment Education, Peace Education, or Education for Development. It will often be necessary to incorporate new agendas into curriculum.
	Teaching and teacher education
	13. Student achievement is enhanced if students first become literate in their mother tongue, but investments in first language texts of increasing complexity may be prohibitively expensive. Whatever the languages policy may be, however, teaching must be effective for students to achieve.

⁵ United Nations Children's Fund, *Curriculum Report Card*, pp. 7–8. The table format aligning the principles with the three dimensions of the curriculum has been adapted for this Toolkit.

The taught curriculum	Teaching and teacher education continued <ol style="list-style-type: none"> 14. Curriculum also consists of how the teacher teaches and makes links with what children already know. Direct improvement of teaching and learning at the classroom level can contribute to better learning outcomes, even in the face of a less than optimal curriculum. 15. Teacher education and professional development need to include a curriculum development focus that helps teachers understand both curricula content and the processes involved in supporting learning (for example, how to teach reading and writing and how to assess student learning).
The learned curriculum	Learning outcomes <ol style="list-style-type: none"> 16. The curriculum development process is most effective when learning outcomes and performance standards are established first and then linked to what teachers must do to ensure that learning takes place. 17. Learning outcomes should describe what children should know and can do, and they should be observable in the course of classroom life through a variety of mechanisms. Learning outcomes, not written tests, should drive the curriculum. 18. Establishing clear learning outcomes provides the context for practical assessment.
	Assessment <ol style="list-style-type: none"> 19. Assessing student ability to perform specific learning outcomes needs to be viewed as a tool which helps teachers to know whether learning is occurring or not. 20. Assessment is more than testing children's understanding. It also involves assessing the entire educational system's ability to provide learning opportunities for children.
Curriculum change	Curriculum change <ol style="list-style-type: none"> 21. System-wide support is necessary for true curriculum change, especially for change at the most important level, the classroom.

Appendix 9. Tool to map out the intended curriculum in my country

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

ISCED Level ⁶ ▶		0: early childhood educational development	0: pre-primary education	1: primary	2: lower secondary	3: upper secondary
Age ▶		0–2	From 3 to start of primary education	From 5–7 to 10–12	From 10–13 to 14–16	From 11–14 to 17–20
1	HRE/CRE is highlighted as a ‘principle’ or ‘approach’ in official education policy					
2	a. HRE/CRE is a cross-cutting theme across all subjects (either as a cross-cutting theme in its own right or as a dimension of a broader cross-cutting theme such as ‘ethics’ or ‘relating to people’)					
	b. Teachers are trained how to teach HRE/CRE as a cross-cutting theme					
	c. Guidelines exist to help teachers integrate HRE/CRE into all subjects as a cross-cutting theme					
	d. The proportion of time to be allocated to HRE/CRE as a cross-cutting theme is specified					
3	HRE/CRE is a separate subject in its own right					
4	HRE/CRE is mentioned explicitly in relation to other specific topics (e.g. history, social studies, etc.: specify which)					
5	Related, distinct subjects exist like ‘citizenship education’ or ‘learning to live together’/‘global solidarity’/ ‘moral education’ ⁷					
6	There are regular ‘whole school’, ‘whole class’ or ‘whole year group’ meetings with a flexible/open agenda (for example, assemblies, free class time) into which CRE can be integrated					
7	HRE/CRE is formally assessed as a student learning outcome/competency/examination subject					
8	a. % of the curriculum which is developed at the national or central level (or state/provincial level in federal/provincial systems)					
	b. % of the curriculum which is developed at the local level (local education authority or individual schools)					
9	a. % of the curriculum which is compulsory (non-negotiable)					
	b. % of the curriculum which is flexible (left to the discretion of individual schools)					

⁶ International Standard Classification of Education (ISCED). For more details on the revised ISCED Levels that governments will start to report against from 2014 see United Nations Organization for Education, Science and Culture, *Revision of the International Standard Classification of Education (ISCED)*, General Conference 36th session, UNESCO, Paris, 2011, Sections 100–103, 122, 141 and 164 <www.uis.unesco.org/Education/Documents/UNESCO_GC_36C-19_ISCED_EN.pdf>, accessed 19 July 2013.

⁷ i.e. there is a distinct subject area that lends itself easily to having CRE integrated into it, even if CRE/HRE does not exist as a subject in its own right.

PART B: SUBJECT MAPPING – to map out subjects taught at different levels, and the proportion of time allocated to each, in order to identify how CRE can be integrated across all curriculum subjects and/or prioritize particular subjects for the development of resources, showing how CRE can be integrated into, for example, maths or languages at different levels.

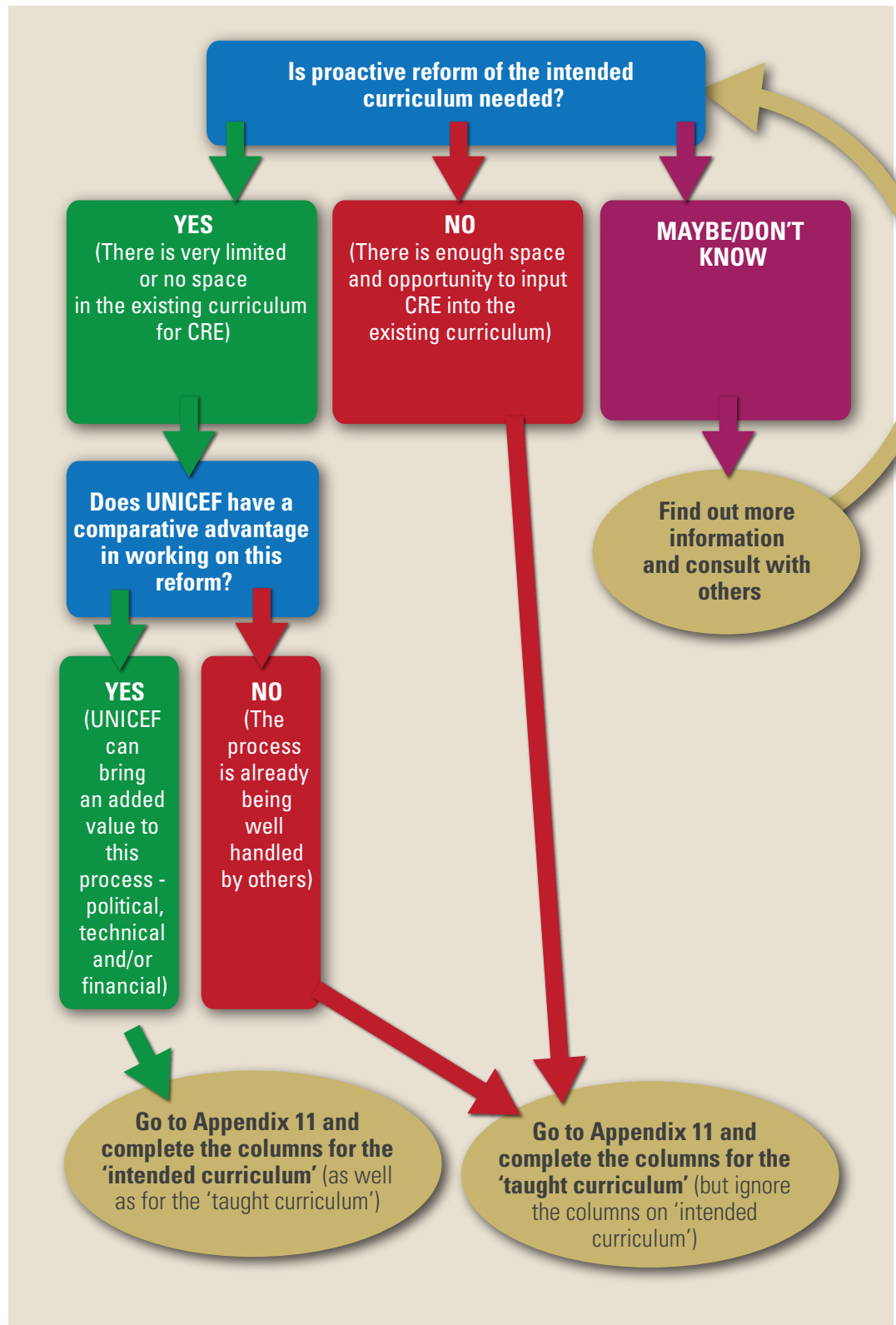
- If the education system in your country is complex, you may decide to focus on the most common type of education (in terms of enrolment), or on compulsory education only. Alternatively, you may decide to complete multiple versions of the table for different aspects of the system or decide that, given the complexity, subject mapping is not a useful exercise at all. Examples of ‘complex’ education systems include decentralized administrations or those in countries where there are a wide range of academic, technical and vocational education and training options, particularly at the secondary level.
- Adapt the list of subjects in the table as necessary for your country context. For example, some subjects may be combined (such as ‘national language and literature’; geography may be considered a part of social sciences; or information and communication technologies (ICT) may be integrated across many subjects, etc.). Subjects may also be cross-cutting, stand-alone or elective at different ages.
- **Simple version:** check/tick or shade the cells which apply.
- **Complex version:** write in each relevant cell the time allocated to each subject at different levels.⁸

ISCED Level ►		0: early childhood educational development	0: pre-primary education	1: primary	2: lower secondary	3: upper secondary
Age ►		0–2	From 3 to start of primary education	From 5–7 to 10–12	From 10–13 to 14–16	From 11–14 to 17–20
1	Integrated subjects/learning areas (especially younger ages)					
2	National language (including literacy)					
3	National literature					
4	Mathematics					
5	Science					
6	ICT					
7	History					
8	Geography					
9	Social sciences					
10	Modern foreign languages					
11	Art and design					
12	Music					
13	Physical education					
14	Social studies					
15	Religious education					
16	Moral education/ethics					
17	Citizenship					
18	Other (specify)					

⁸ Time allocation is often expressed as percentage of overall curriculum, number of hours per week or number of teaching periods per week. Adapt as relevant for your country context.

PART C: PLANNING – based on Parts A and B, follow the flowchart to determine whether proactive reform of the intended curriculum is needed in the first place, and if so, whether UNICEF has a comparative advantage in working on this reform.

1. Using a coloured pen, circle areas in the tables in parts A and B **where CRE/HRE already exists**.
2. Using a different coloured pen, circle areas in the two tables where there is a **strong possibility** of getting CRE into the curriculum.
3. (Optional) Using a third coloured pen, circle areas in the two tables where there is a **medium (less strong) possibility** of getting CRE into the curriculum.
4. Based on this mapping, follow the flowchart below.



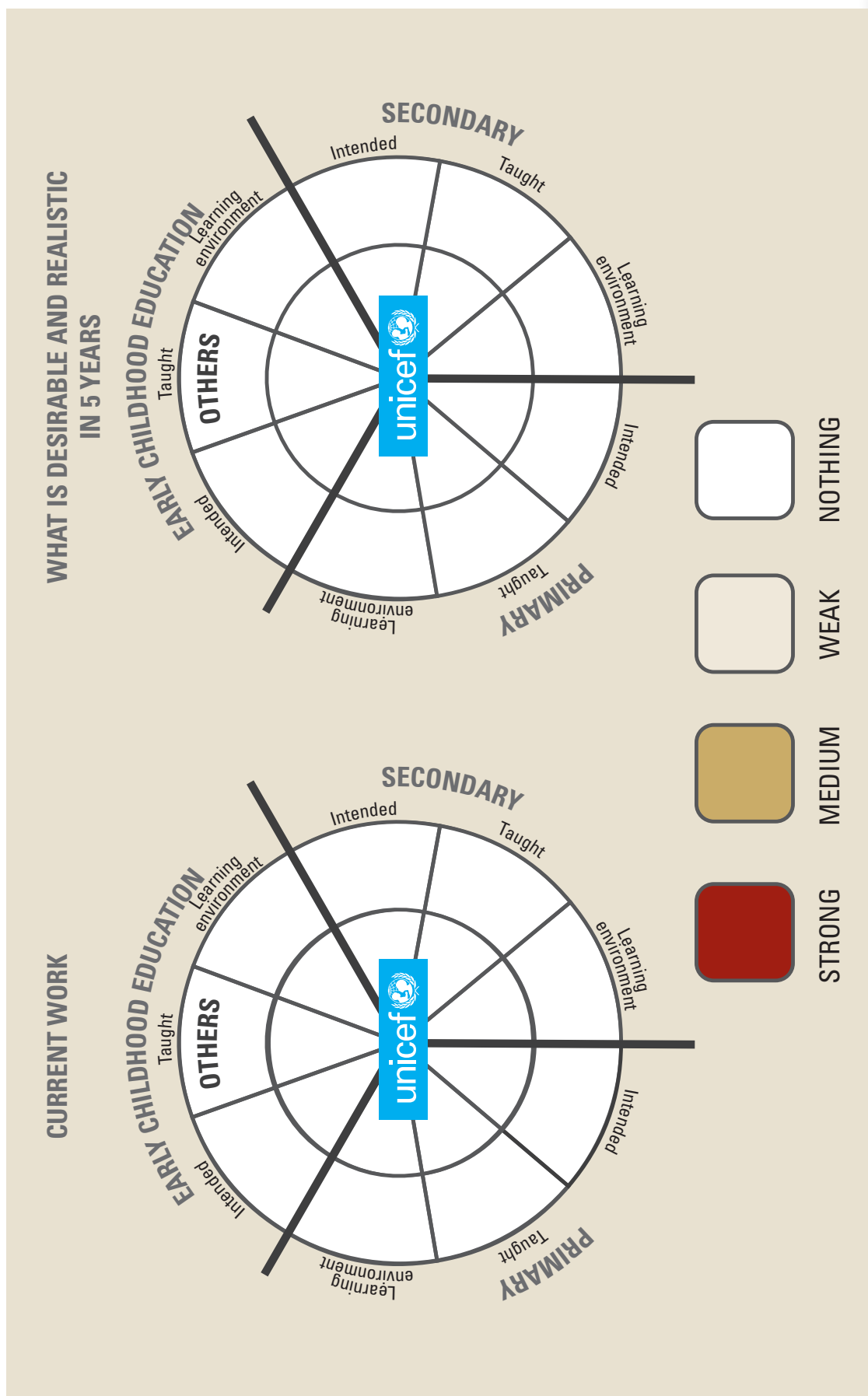
Appendix 10. Mapping out the gaps: Current and future work on child rights education in relation to the curriculum and learning environments

Instructions:

1. Print off the following page.
2. On the left hand side ('current work'), think about where UNICEF is already working on child rights education (CRE).
 - Is it in early childhood education, primary and/or secondary schools? Identify the correct third(s) of the circle.
 - Within each of these settings, is UNICEF working on the intended curriculum, the taught curriculum and/or transforming learning environments? Identify the correct slices of the circle within each third.
 - How effective is this work in each of these relevant areas? Strong, medium or weak? Identify whether the shading needs to be strong, medium or weak.
3. In the inner, blue circle (which represents UNICEF's work), shade in the areas where UNICEF is already working on CRE either strongly (to represent strong/effective work), medium strongly or very lightly (to represent weaker implementation/effectiveness).
4. Leave the areas where UNICEF is not working blank.
5. Repeat the exercise in relation to work that others are doing in the outer circle, consulting them as necessary.
6. Repeat the whole exercise from the beginning on the right-hand side ('what is desirable and realistic in 5 years' time') as a visioning exercise. Which areas do you want to strengthen? Will you be able to expand the types of settings you are working in? Should you be strategically withdrawing from a particular area if there are already others working well there? Etc.

Top tip: the exercise can be done using tracing paper to map out the work of different actors over different periods of time. By superimposing the tracing paper sheets over the diagram, the gaps can then be easily identified. The aim would be eventually to have all segments of the circle strongly shaded, indicating that good work is or has been done in all areas of the curriculum and learning environments at all levels.

See Section 6.5 of the main Toolkit ('How can I plan my work on CRE more strategically?') for an example of a completed exercise.



Appendix 11. Detailed tools for planning child rights education work

Adapt column or row headings to suit your context. From the previous tools, you should now have an idea of which area you are best suited to work on, based on the country context and UNICEF capacity: in other words, where there is a need, where there are gaps left by others and where UNICEF has a comparative advantage or added value to contribute. *You therefore only need to complete the columns and questions that are relevant to your particular context.*

1. **Who else is working on reform of the intended and taught curriculum, transforming learning environments and broader upstream education policy?** (Insert either '✓', or 'Yes'/'No'/'?', or more detailed notes as preferred.)

	Intended curriculum	Taught curriculum	Transforming learning environments	'Upstream' education policy
Government (specify who)				
Intergovernmental organization (specify)				
Regional bodies (e.g. Council of Europe, African Union, Organization of American States) (specify)				
Bilateral cooperation agency (specify)				
Teacher associations/unions (specify)				
Academic institutions (specify)				
Non-governmental organizations (NGOs) (specify)				
Faith-based organizations (specify)				
Parents' groups				
Children/youth groups				
Other (specify)				

2. **In the table in Q1, mark in different colours:**
 - a. who you are already working with
 - b. who you could potentially work with.
3. **Referring back to Appendix 5** ('Mapping tool for education systems: Tool 2 – Stakeholder relationships and entry points for advocacy and capacity building') consider the following questions.
 - a. **Who is responsible for developing the intended curriculum for general education?** In other words, who are the decision-makers? (Insert either '✓', or 'Yes'/'No'/'?', or more detailed notes as preferred.)
 - b. **Is this the same for all education settings** (early childhood education (ECE), primary and secondary schools)? Are there any additional, specific stakeholders responsible for issues relating to children with disabilities or children from other marginalized groups (indigenous, ethnic or linguistic minorities, children in street situations etc.)?
 - c. **Is the process participatory?** Are children, parents and other stakeholders being consulted?

Development of intended curriculum						
	Leading role	Coordination role	Consultative role	Support role	Formal approval	Additional comments
Central/national government (e.g. Ministry of Education)						
Ad hoc high-level committee/ commission						
Specialized national institute for curriculum development						
Provincial government (in a federal system)						
Local education authority						
Local school board						
Specialized agency						
Inter-agency task force						
Teacher associations/unions						
Academic institutions (specify)						
NGOs (specify)						
Faith-based organizations (specify)						
Parents' groups						
Children/youth groups						
Intergovernmental organizations (specify)						
Regional bodies (e.g. Council of Europe, African Union, Organization of American States) (specify)						
Bilateral cooperation agency (specify)						
Other (specify)						

4. **How often is policy and practice reviewed in relation to the intended curriculum, the taught curriculum, the learning environment and upstream education policy?** (Insert, for example, number of years, 'it depends', 'ad hoc', 'following new legislation', etc., as appropriate.) Is this the same for all education settings (ECE, primary and secondary schools)?

Intended curriculum	Taught curriculum	Learning environment	'Upstream' education policy	Additional comments

5. a. **When was the intended curriculum, the taught curriculum, the learning environment and upstream education policy last reviewed?** (In other words, when does the current policy date from?)
b. **When are they next due for review/updating?** (Insert, for example, number of years, 'it depends', 'ad hoc', 'following new legislation', etc., as appropriate.)
c. **Are there any other specific opportunities for reviewing or updating the policy and/or curriculum outside of the official review dates** (such as political elections, as a response to research findings, at the request or pressure of teachers' associations/unions, and so on)?
d. **Is this the same for all education settings** (ECE, primary and secondary schools)?

	Intended curriculum	Taught curriculum	Learning environment	'Upstream' education policy	Additional comments
a. Last updated					
b. Due for review					
c. Ad hoc opportunities					

6. **How are the intended curriculum, the taught curriculum, the learning environment and upstream education policy reviewed?** What steps are involved? (Insert, for example, '✓' or '?'.) Is this the same for all education settings (ECE, primary and secondary schools)?

	Intended curriculum	Taught curriculum	Learning environment	'Upstream' education policy	Additional comments
Internal government working group					
Open public consultation with stakeholders (specify who)					
Series of consultation meetings with selected representatives from stakeholder groups (specify who)					
Outsourced to an academic or specialized agency (specify who)					
Accept written submissions from stakeholder groups (specify who)					
Draft produced					
Draft circulated for comment (specify who to)					
Draft revised and finalized					
Other (specify)					

7. **Analyse the steps.**

- In what order do these steps (from Q6) take place?
- Is there an opportunity to input into any of these steps, either directly (as UNICEF) or indirectly (via another stakeholder)? (Insert 'Yes'/'No'/'?'.)
- When will this step take place? (Insert date.)
- Who else from Q1 could do this on your behalf or who could you work with for each step?
- Any other comments?

	a. Step	b. Opportunity to input?		c. When?	d. Who else?	E. Comments
		Directly?	Indirectly?			
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

8. **Develop the information in Q7 into an action plan** (adapt format as necessary). (Refer also to Sections 3.5 and 3.6 in the main Toolkit on advocacy and capacity building for more guidance.)

	a. Step	b. Who is responsible?		c. By when?	d. Resources needed	e. Comments/ how to overcome obstacles
		UNICEF (specify name)	Other (specify)			
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

Appendix 12. Sample self-evaluation form for schools taking part in a pilot rights respecting schools project (UNICEF Germany)

School name	
-------------	--

Active participants in the project should fill in the questionnaire as a group. For each question, please give your assessment of the situation at the current time, on a scale of 0 to 10.

1. Development progress

Please evaluate the progress of the development process of the implementation of children's rights in your school.

We are still at the beginning of development	0	1	2	3	4	5	6	7	8	9	10	Our development process is already complete
--	---	---	---	---	---	---	---	---	---	---	----	---

What do you think your **colleagues'** opinion of it is?

We are still at the beginning of development	0	1	2	3	4	5	6	7	8	9	10	Our development process is already complete
--	---	---	---	---	---	---	---	---	---	---	----	---

2. The goals

Please evaluate how far you think the goals of the project have been achieved.

We did not succeed in establishing children's rights as an integral part of lessons .	0	1	2	3	4	5	6	7	8	9	10	Children's rights are a continuing integral part of lessons .
--	---	---	---	---	---	---	---	---	---	---	----	--

Making children's rights known to all students was not successful.	0	1	2	3	4	5	6	7	8	9	10	All students have come to know children's rights through lessons and project work.
---	---	---	---	---	---	---	---	---	---	---	----	---

Making children's rights known to all teaching staff was not successful.	0	1	2	3	4	5	6	7	8	9	10	All teaching staff have come to know children's rights through lessons and project work.
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Making children's rights known to all parents was not successful.	0	1	2	3	4	5	6	7	8	9	10	All parents have come to know children's rights through project work, celebrations etc.
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How well do you think the goals of the pilot project have been reached within the school **staff**?

The participation of staff in creating a rights respecting school was not achieved.	0	1	2	3	4	5	6	7	8	9	10	The participation of staff in creating a rights respecting school was comprehensive.
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How well do you think the goals of the pilot project have been reached within the **parent body**?

The **participation of parents** in creating a rights respecting school was not achieved.

0	1	2	3	4	5	6	7	8	9	10
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The **participation of parents** in creating a rights respecting school was comprehensive.

Please evaluate the **quality of cooperation** between the school and its partners.

All interest groups are following their own ideas. There is no cooperation.

0	1	2	3	4	5	6	7	8	9	10
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All interest groups cooperate closely and mutually agree on all measures.

3. Energy

Please evaluate the level of energy with which you and your colleagues are moving towards a rights respecting school.

During the project, colleagues have not received any motivation to engage in the topic.

0	1	2	3	4	5	6	7	8	9	10
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We are highly motivated to further strengthen our school as a rights respecting school.

4. Current level of acceptance

Please evaluate **your** willingness for change.

As active participants in the project, we are happy with the status quo and do not wish further changes.

0	1	2	3	4	5	6	7	8	9	10
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As active participants in the project, we see a great chance for the establishment of children's rights in our school and, in the future, are open to, and ready for, further changes.

What do you think is the opinion of the majority of your **colleagues**?

We do not wish to change the status quo.

0	1	2	3	4	5	6	7	8	9	10
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We see a great chance for the establishment of children's rights in our school and, in the future, are open to, and ready for, further changes.

5. School climate

Please evaluate how the school climate has changed as a result of the project.

Among the **students**, nothing has changed regarding communication, behaviour and resorting to violence as a result of the project.

0	1	2	3	4	5	6	7	8	9	10
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Among the **students** there has been a very positive development in communication, behaviour and attitude to violence through the focus on children's rights.

The attention to children's rights has had no impact on the communication of the **staff**.

0	1	2	3	4	5	6	7	8	9	10
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Through the joint attention to children's rights, communication of the **staff** has noticeably improved.

6. School development

Please evaluate the implementation of children's rights into the structure of the school programme.

We don't consider it necessary to implement children's rights in the school programme structure.	0	1	2	3	4	5	6	7	8	9	10	We have taken children's rights into the core of our programme and therefore ensure that they remain a key part of the school's development process.
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7. Project resources

Please evaluate the resources offered by the pilot project.

The network meetings have been of no use to us and, due to the high time commitment, were rather tiresome.	0	1	2	3	4	5	6	7	8	9	10	The network meetings were highly informative and the exchange was essential in supporting us in the project's development.
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The training opportunities were of no use to us and, due to the high time commitment, were rather tiresome.	0	1	2	3	4	5	6	7	8	9	10	The training opportunities were essential to developing our competence in the area of children's rights.
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The work materials were of no particular use to us and could not be applied.	0	1	2	3	4	5	6	7	8	9	10	The work materials were put to full use.
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The project newsletter and the website were of no use to us.	0	1	2	3	4	5	6	7	8	9	10	The project newsletter and website were highly informative and supported us in the project development.
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Thank you for your cooperation!

Frankfurt, April 2012



