A Children's Rights-Lens to Youth Human Rights Advocacy
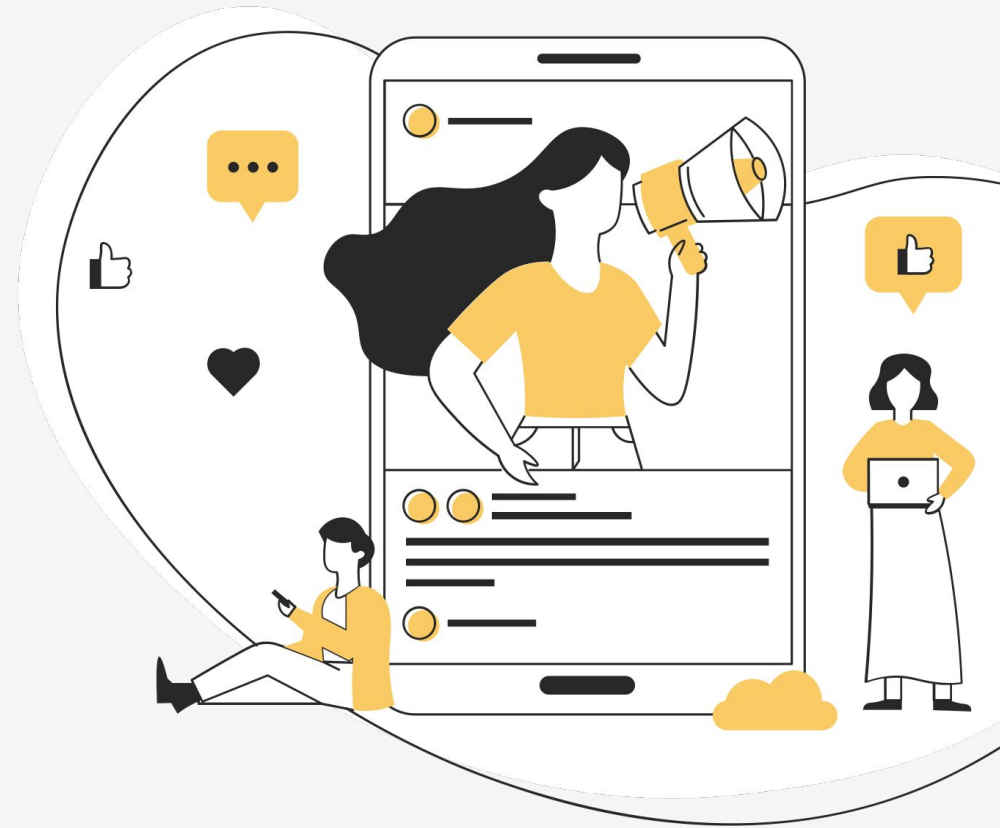
CONTENTS

01
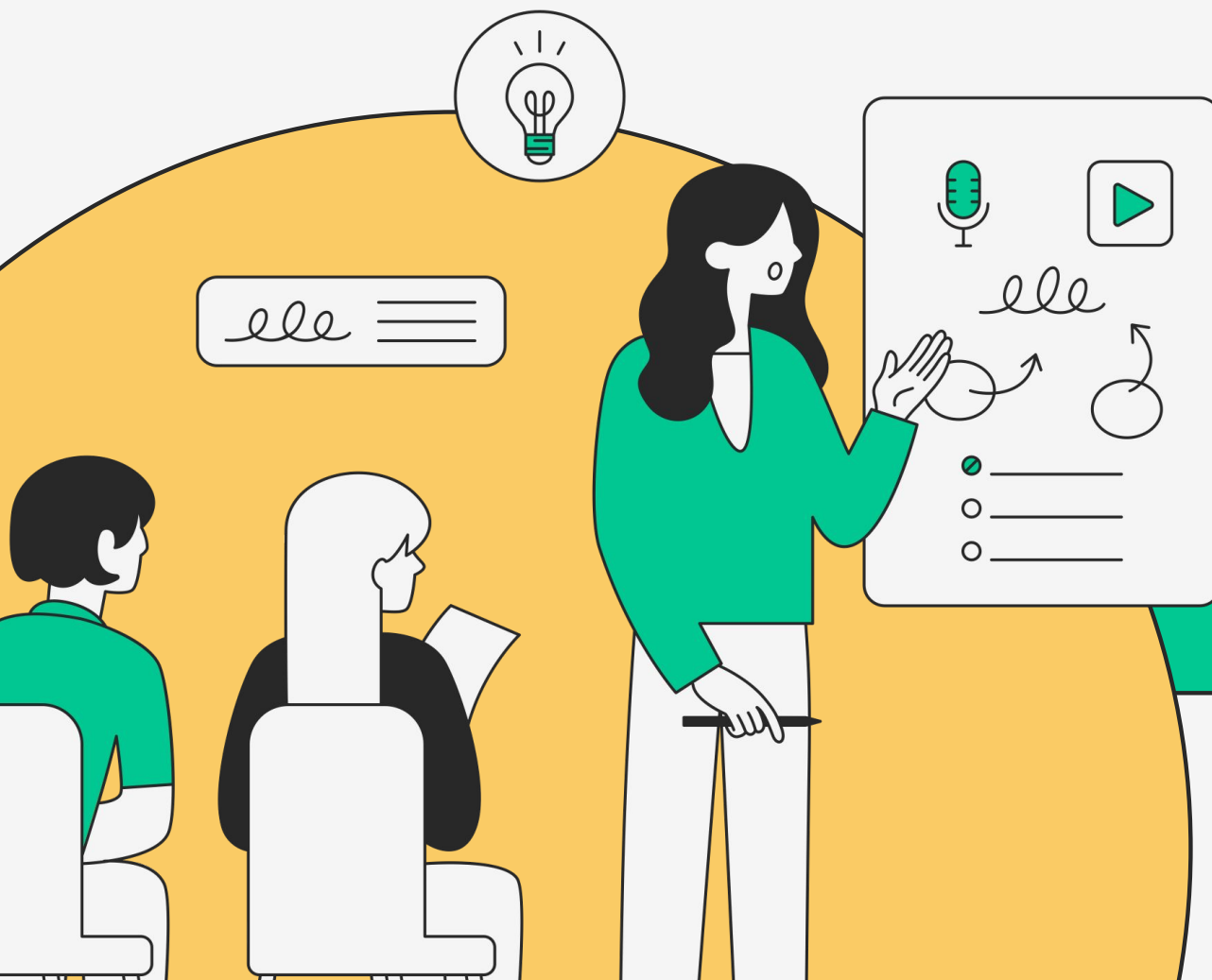
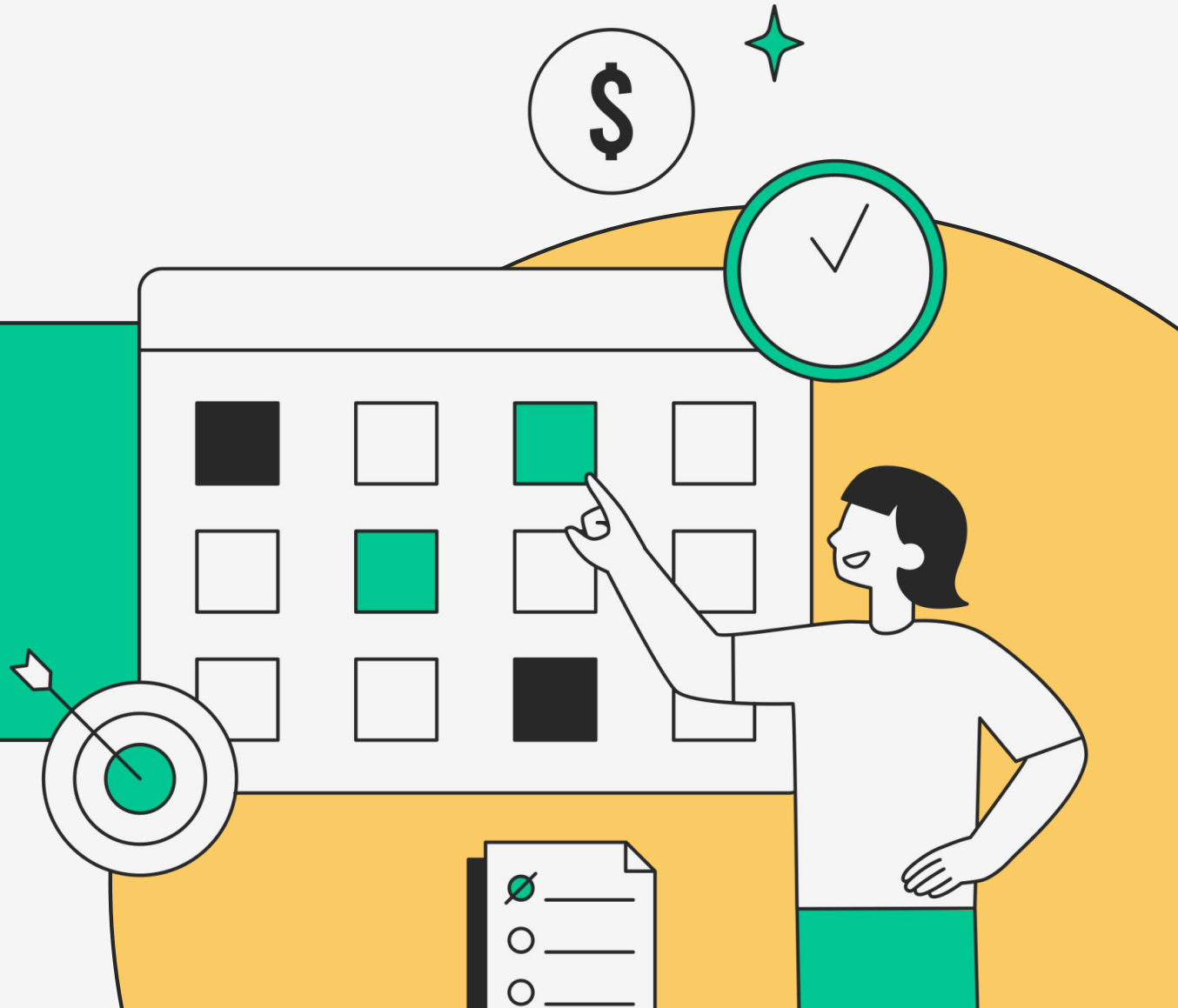Warm up and Introductions

INTRODUCTION

Name, Pronouns

Location

Role, Organization

02

Content Discussion

The World Programme for Human Rights Education

The United Nations General Assembly, in resolution 59/113A of 10 December 2004, proclaimed the **World Programme for Human Rights Education (2005-ongoing)** as a global initiative structured in consecutive phases to advance HRE programming in all sectors..

The [fifth phase](#) (2025-2029) of the [World Programme for Human Rights Education](#) (World Programme) will focus on **human rights education for children and youth,** with special emphasis on **human rights education and digital technologies**, **the environment and climate change**, and **gender equality**.

- [Fifth phase (2025-2029)](#)

- [Fourth phase (2020-2024)](#)

- [Third phase (2015-2019)](#)

- [Second phase (2010-2014)](#)

- [First phase (2005-2009)](#)

Children's Treaty - Articles 12, 13, 29

UN Convention on the Rights of the Child (CRC, 1989) - 196 ratifications, 1 signee who has not yet ratified the treaty (guess who!)

Article 12: Right to Be Heard
Children have the right to form their own views and be heard

Article 13: Right to Freedom of Expression
❏ **1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.**

❏ **The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:**
   (a) For respect of the rights or reputations of others; or
   (b) For the protection of national security or of public order (ordre public), or of public health or morals.

Article 29: Right to Education
Children have a right to an education to prepare them for the responsible life of a citizen in a free and democratic society (i.e., includes human rights education)

Another consideration: Children's Rights!
ALLOW ME TO HAVE A FUTURE

Global Context for Youth Participation

1. Discourse on the importance of **children's rights has become more prevalent and research on young people's participation is increasing** (Levine, 2018; McMellone & Tisdall, 2020; Tisdall, 2017).

2. Research conducted at the Center for Information and Research on Civic Learning and Engagement (CIRCLE) (2021) found that **youth actively participate when they have opportunities,** but such opportunities are not available in many communities (Levine, 2018).

3. Youth are **often excluded research partners** in the development of projects, including data collection, analysis, and interpretation (Tisdall, 2017).
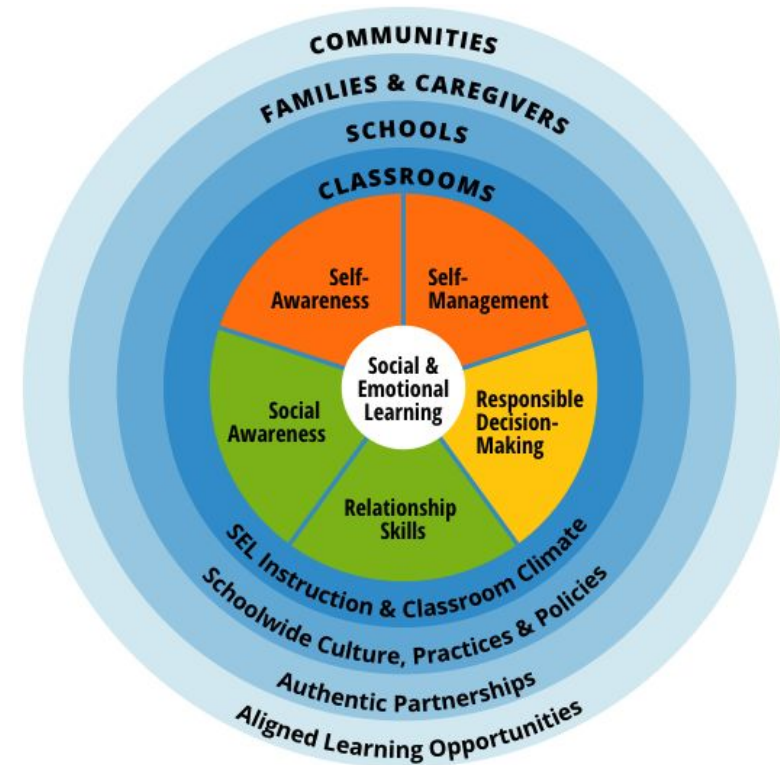
The World As It Could Be (2022)

The arch of human rights

Duty-bearers:
Governments

Rights-holders:
Children and Care Givers

Duty-bearer

Creating an enabling environment for children to enjoy rights

Rights-holder

- Awareness
- Capacity
- Opportunity
- Support
- Redress

Supporting YOUTH Participation in Homes, Cities, Schools, and Communities

● 4/5 children think that they could help politicians improve the country, if consulted (UNICEF USA, 2019).

● Integrates Individual and Collective Youth-Led Advocacy Initiatives through Human Rights Learning, Primary Sources and Storytelling, and Changemaker Approaches.

● Draws on civic engagement, youth & community development, service-learning, and human rights education research.

The Changemakers

Soufiane Henanni
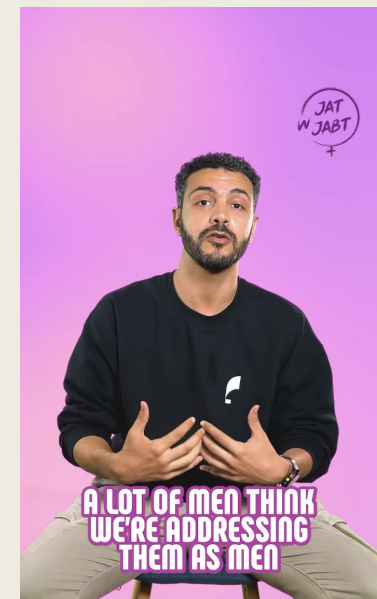
Dejana Stosic

Irfaan Mangera

Soufiane

Morocco

Activist for gender justice and bodily and sexual freedoms in Morocco. His particular focus is on issues related to masculinities.

Ex-vice-coordinator of the youth advisory committee at Amnesty International Morocco.

"Being part of a network of young people who do human rights education that promote human rights is an opportunity and a hope."

Podcast <u>MACHI ROJOLA</u>: aiming to rethink and promote positive masculinities in Morocco

Dejana Dexi Stošić

Serbia

Educator and activist. Her work is primarily about gender-based violence with accent on sexual violence.

"We are passing the skills to new generations, to younger girls who are going to continue the work."

Created **"SOS Girls Corner",** safe space to educate on rights, won the 2020 With and For Girls award.

#NisamPrijavila (#IdidntReport: she explained why she didnt report sexual violence
- 21,000 women used the same hashtag to tell their stories about violence they survived but never reported.

Irfaan Mangera

South Africa

Activist, organiser, and community builder.

Manager at the **Ahmed Kathrada Foundation**, organising, mobilising and developing socio-political consciousness of young people across 30+ community based youth activist clubs.

National Youth Coalition with many other activists, in building a space for youth in South Africa to strengthen their voice in creating systemic change.

"Human rights education gives us that framework where we ensure that there's an active participant in society, that our generation is one that is proactive on a day-to-day basis."

Key Takeaways

Education is a tool for empowerment, and it doesn't always look like a classroom.
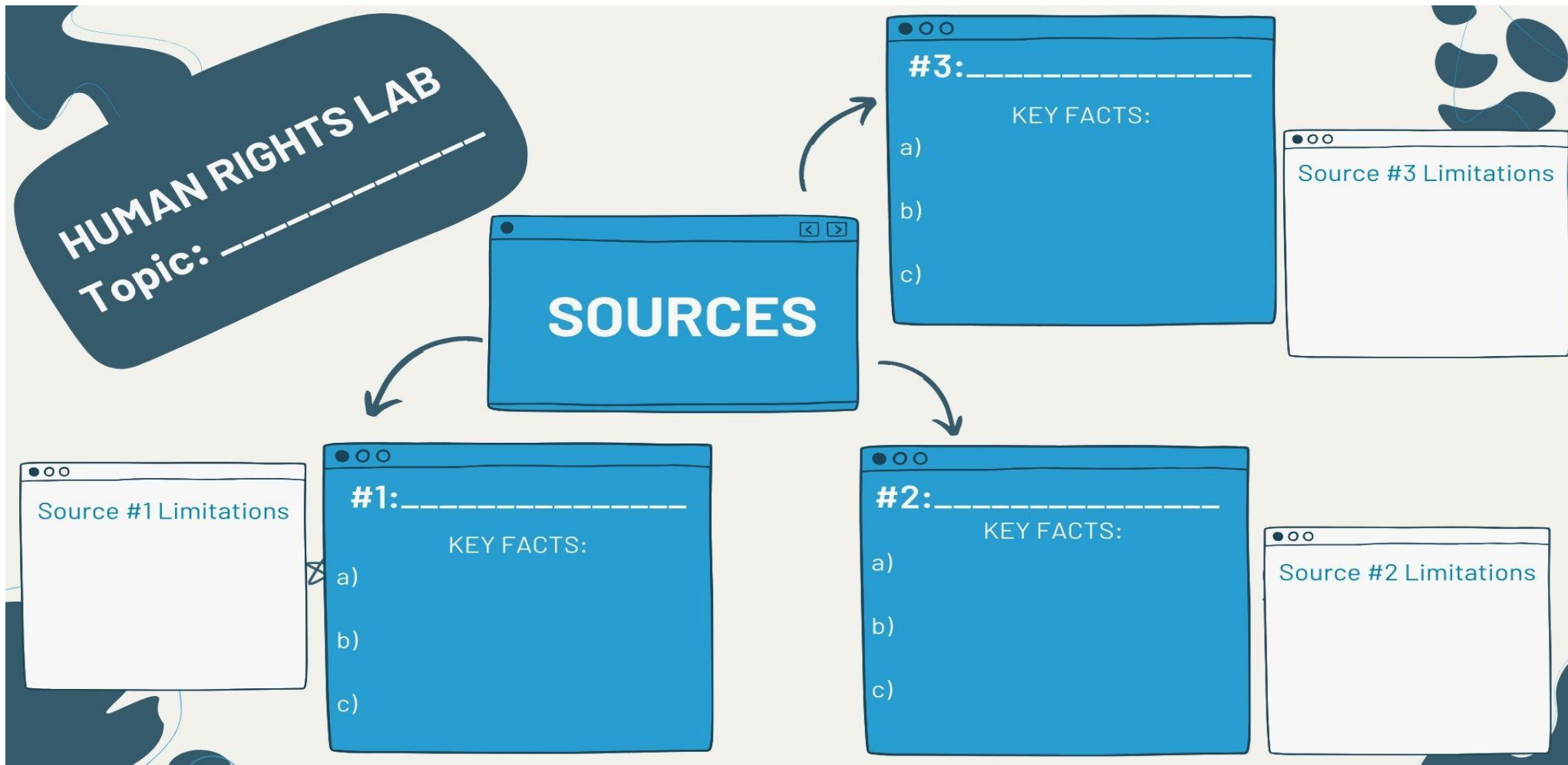
Collaboration strengthens impact

Local change in their own communities to eventually bring global change beyond

The Human Rights LAB Model

HUMAN RIGHTS LAB Topic: _____

SOURCES

#3: _____
KEY FACTS:
a)

b)

c)

Source #3 Limitations

#1: _____
KEY FACTS:
a)

b)

c)

Source #1 Limitations

#2: _____
KEY FACTS:
a)

b)

c)

Source #2 Limitations

The Human Rights LAB Model
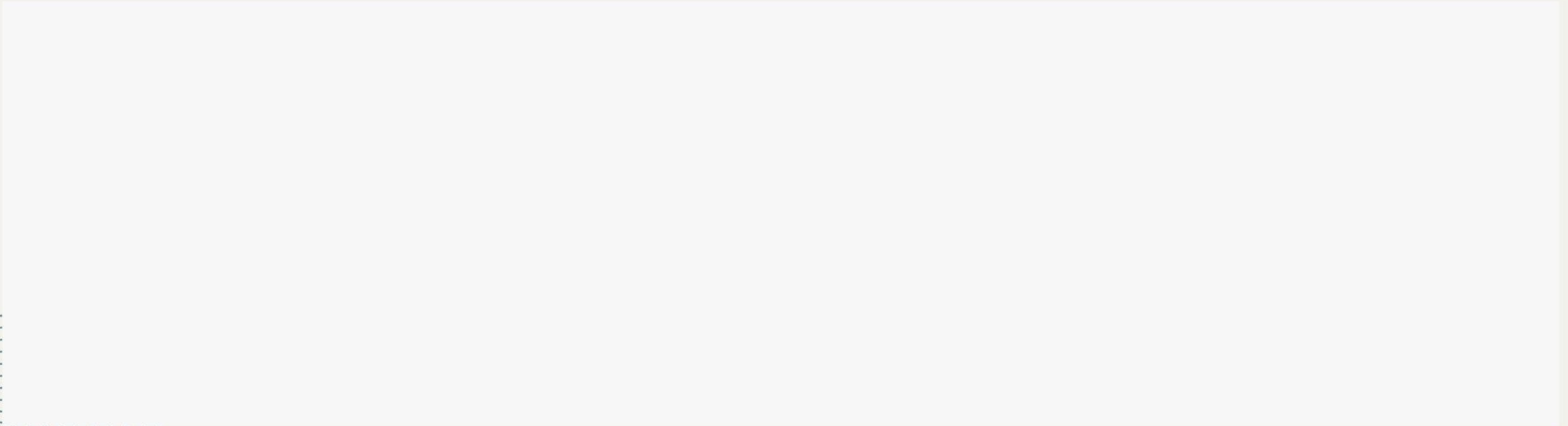
The Human Rights LAB Model

Make Your Claim

Question: How did leaders and organizations play a role in the movement for children's rights?

Be sure to use 2-3 evidence examples in your claim.

04

Activity/Break out

Break Out Rooms:

01 Barriers to Expression

02 Campaigning and Advocacy strategies

03 Upholding a role in decision making

ACTION ITEMS?

Add to our Google Doc!

Child Rights Education and CFCI

Incorporating child rights awareness throughout the process

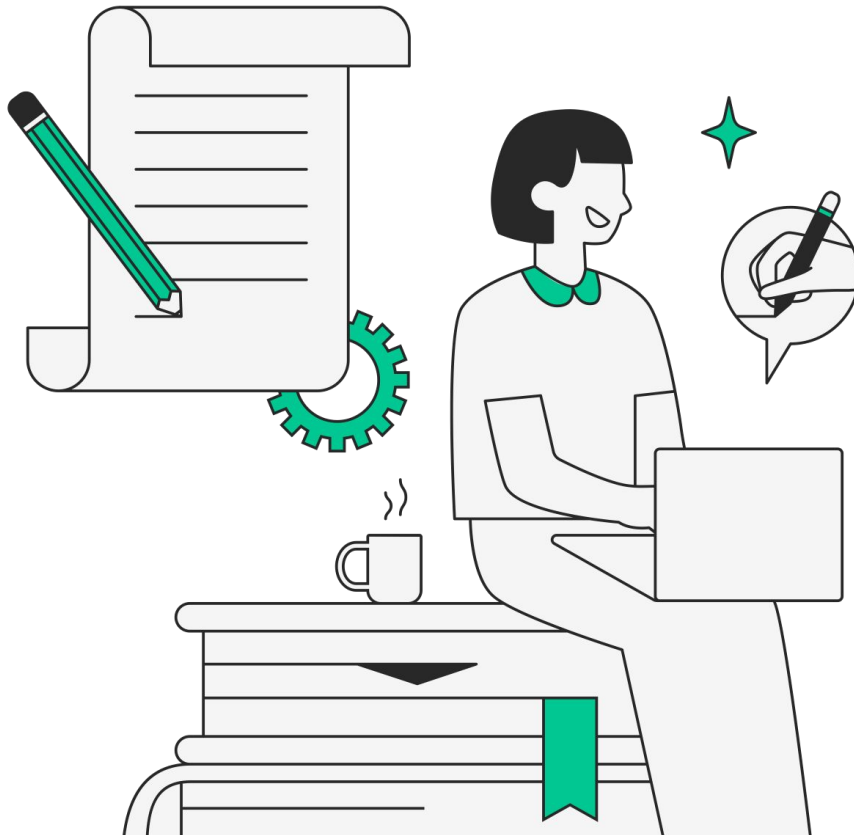Roger Hart's Ladder of Youth Participation (1992)

Age Group	Stakeholder Engagement	Situation Analysis	Action Planning	Monitoring Progress	Evaluating Results
	How can children and youth be involved in the design of CFCIs?	How can children and youth share their views about their communities?	How can children and youth contribute to the CFCI action plan?	How can children and youth track successes and challenges of the CFCI?	How can children and youth be involved in evaluating CFCIs?
0-3	Parent engagement in CFCI planning committees	Parent engagement in community assessments	Parent priorities and solutions are in plan	Parent engagement in periodic focus groups or surveys	Parent engagement in evaluation activities
4-5	Drawing, photography and stories on how they define a child friendly city	Drawing, photography and stories about each CFCI goal area	Children's priorities and solutions are in plan; draw storyboards for change	Listening sessions to learn of what is working or not working	Children's participation in evaluation activities
6-8	Photovoice about how to make the city more child friendly	Participate in interactive surveys using play-based scoring techniques	Children's priorities and solutions are in the plan; photovoice for change	Photovoice of what is working or not working	Children's participation in evaluation activities
9-12	Peer interviews or videos on what makes a city child friendly	Participate in interactive surveys using stickers, local objects, Poll Everywhere	Children's priorities and solutions are in the plan; mapping for change	Community mapping of what is working or not working	Children's participation in evaluation activities
13-18	Serve on the CFCI Task Force through existing or new youth councils	Design, lead and participate in interactive surveys and data analysis	Youth priorities and solutions are in the plan; Youth design and lead intergenerational workshops	Social media likes, shares, youth blogs about what is working or not working	Youth participation in evaluation activities; youth-led evaluation

Child Friendly Cities Initiative, UNICEF USA

Participation Mechanisms

Examples of sustainable and meaningful child/youth participation mechanisms

Youth Commissions or Councils
Policy Impact Assessments
Participatory Budgeting

Community Planning Boards
Youth-Led Campaigns
Regular Community Assessments

Youth Participatory Evaluation
Program Design/Planning Committees
Regular Service Assessments

Child Friendly Cities Initiative, UNICEF USA

Continuum of Participation Mechanisms

Questions to examine when planning a continuum of participation mechanisms for children and youth ages 18 and under

What opportunities do young people have to participate in decisions about policies and budgets that affect them? What resources has the city invested for participation?

City

What opportunities do young people have in decision making processes about their communities?

Community

How do child and youth serving organizations empower young people to design, plan and evaluate programs and services?

Organizations and Institutions

05

Closing

HUMAN RIGHTS EDUCATION NOW!

Training As Action Series
2024–2025

OVERVIEW

Human Rights Educators USA's annual Training as Action Series (TAAS) is a virtual training series focused on bridging personal and collective action on some of the most critical human rights issues of today. TAAS creates an educational space to connect and collaborate with others in human rights education and training. It also gives participants the skills and information needed to take action on rights issues in their communities.

The 2024-2025 training series will center on the theme, "Youth Power, Defending Human Rights: Learnings and Actions for the 35th Anniversary of the Convention on the Rights of the Child (CRC)." Sessions will discuss topics such as youth rights, international youth solidarity, the theory of change, digital citizenship, and mental wellness.

Those who attend six or more sessions will receive a certificate from HRE USA.

SESSIONS

Saturday, September 21st, 11 am ET
- Introduction to HRE USA and Human Rights Education

Monday, September 30th, 7 pm ET
- Module 1: Youth Power, Defending Human Rights
- Register here

Monday, October 21st, 7 pm ET
- Module 2: Know Your (Human) Rights: Education for Youth Empowerment
- Register here

Monday, November 18th, 7 pm ET
- Module 3: Trust Kids! Dismantling Hierarchy in Human Rights Advocacy
- Register here

Monday, December 2nd, 7 pm ET
- Module 4: A Children's Rights-Lens to Youth Human Rights Advocacy
- Register here

Monday, February 10th, 7 pm ET
- Module 5: Digital Citizenship & Human Rights in the Age of Disinformation
- Register here

Monday, February 24th, 7 pm ET
- Module 6: Challenging U.S.-Centric Models, Building International Youth Solidarity
- Register here

Monday, March 10th, 7 pm ET
- Module 7: Big Actions, Big Feelings: Practical Empathy in Human Rights
- Register here

Monday, April 14th, 7 pm ET
- Module 8: Theory of Change: Designing Youth Spaces/Places in Human Rights
- Register here

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