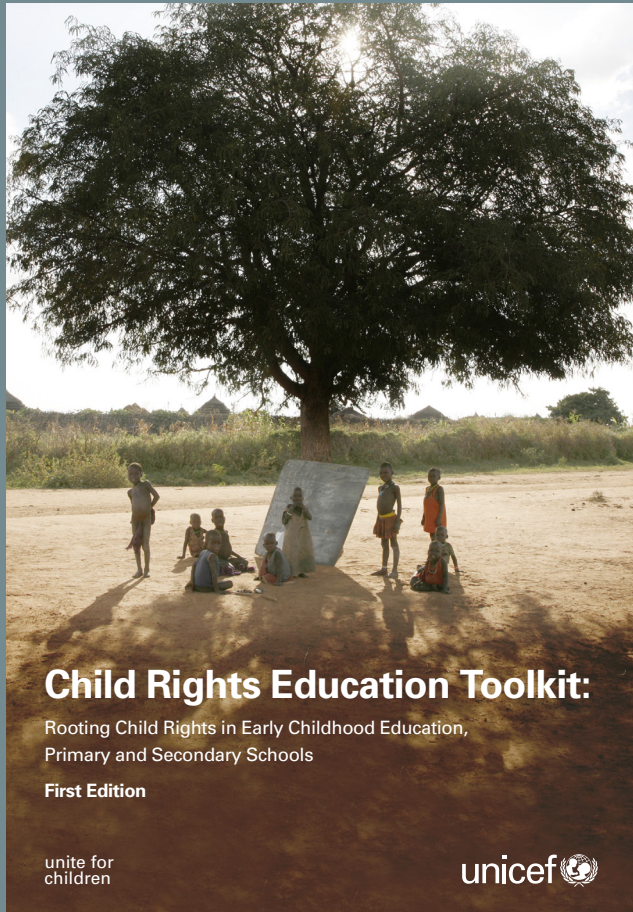




What is child rights education (CRE)?

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

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

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

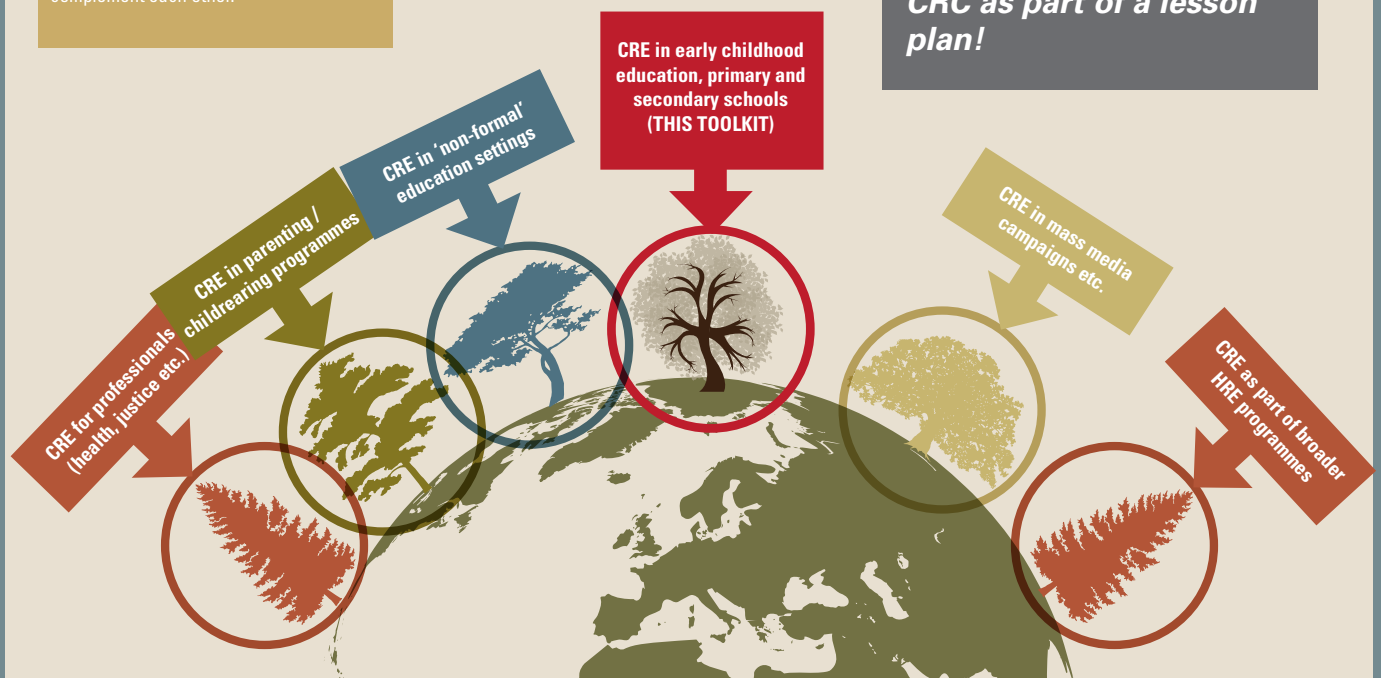
Children's rights are human rights and CRE is consequently a specific component of human rights education.

Like human rights education, CRE involves **learning about rights, learning through rights** (using rights as an organizing principle to transform the culture of learning) and **learning for rights** (taking action to realize rights), within an overall context of **learning as a right**.

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

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

Child rights education involves much more than just teaching about the CRC as part of a lesson plan!



Always apply the child rights approach!

The child rights approach is one approach that:

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

Does your initiative pass the 'arch and table leg test' of the child rights approach?

Imagine that a child is sitting on the table. For any project, programme, activity, policy, piece of legislation or behaviour to be considered 'child rights-based', it needs to: further the realization of child rights; build the capacity of rights-holders and duty-bearers; and take all of the umbrella rights into consideration (CRC Articles 2, 3, 4, 5, 6, 12). If one of the table legs or the foundation (implementation to the maximum extent of available resources) is missing, the table is not stable and the child will fall.



Child rights education and the **child rights approach** fall under the broader scope of **human rights education** and the **human rights-based approach**, but they specifically apply *child* rights provisions and principles in a more systematic manner (particularly the 6 CRC umbrella rights).