

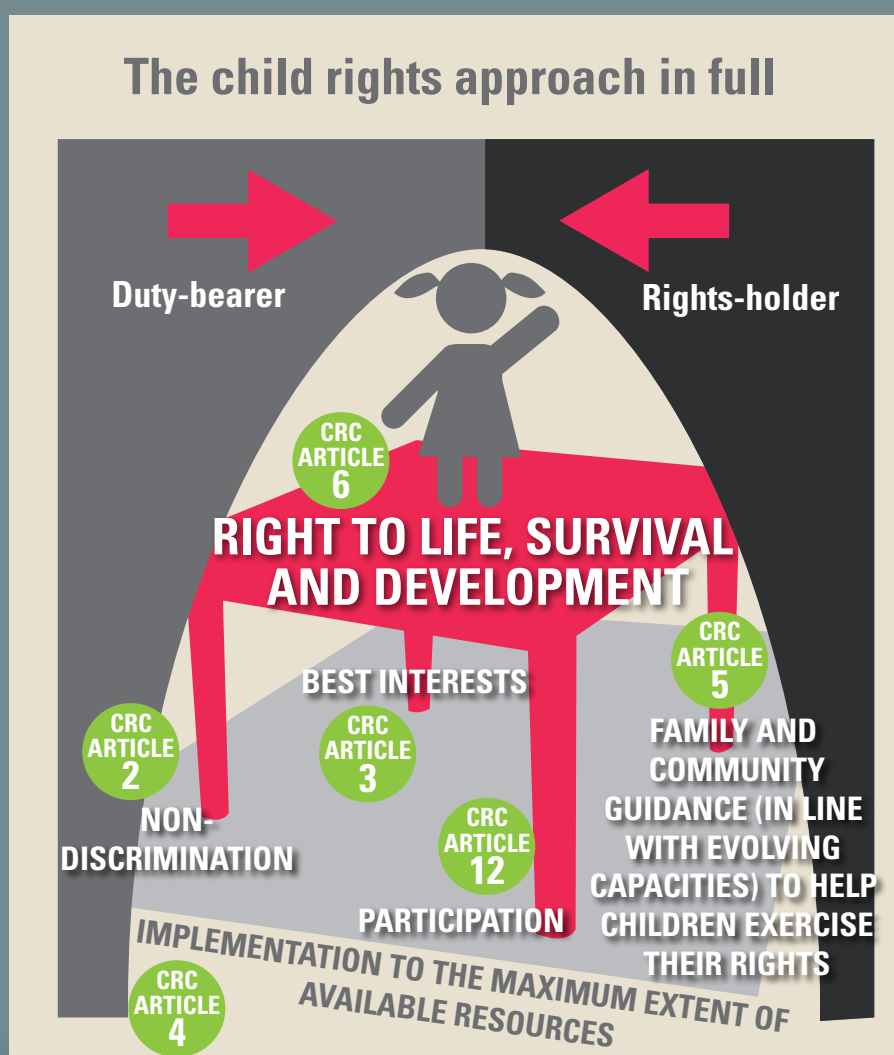
Always apply the child rights approach!

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.

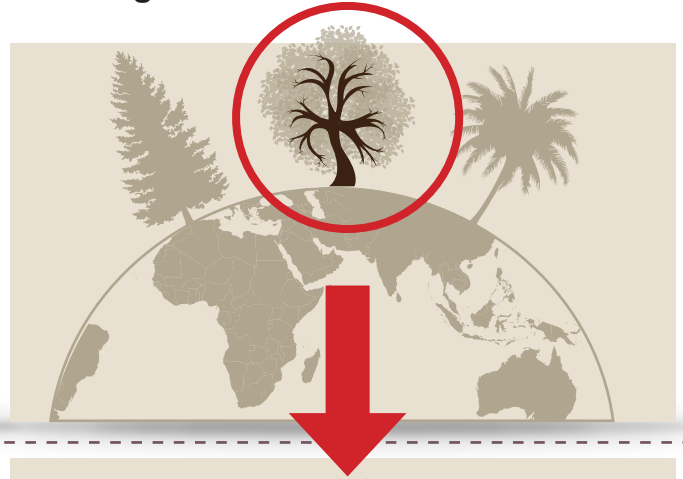


Child rights education and the **child rights approach** fall under the broader scope of **human rights education** and the **human rights-based approach**, but they specifically apply *child* rights provisions and principles in a more systematic manner (particularly the 6 CRC umbrella rights).

Toolkit structure at a glance

Introduction

- **Chapter 1** provides background on the Toolkit.
- **Chapter 2** clarifies what is meant by 'CRE'; situates CRE in school settings in the context of CRE in other settings and in UNICEF's work.
- **Chapter 3** introduces the metaphor of the CRE Tree; situates CRE work at the school level within the context of broader educational reform; outlines the role of advocacy and capacity building.

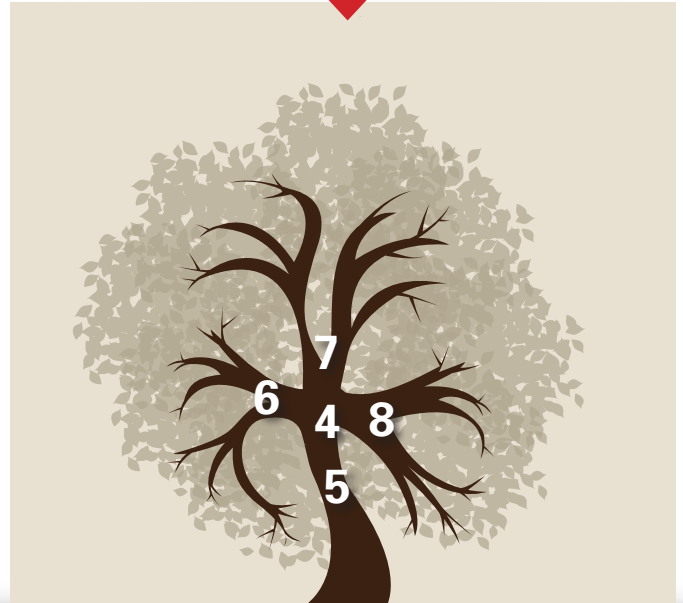


Types of CRE initiatives

Using the CRE Tree, the following chapters provide an overview of types of initiatives:

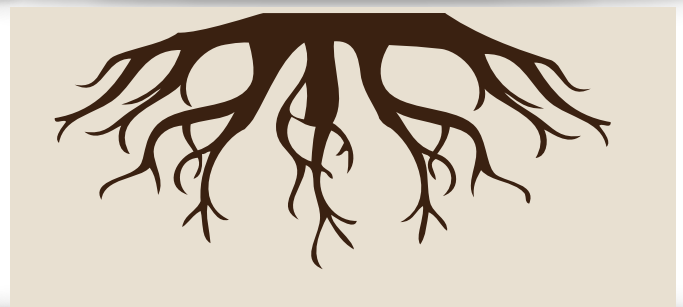
- **Chapter 4:** whole school approach (centre of tree)
- **Chapter 5:** learning *as a* right (tree trunk)
- **Chapter 6:** learning *about* rights (branch)
- **Chapter 7:** learning *through* rights (branch)
- **Chapter 8:** learning *for* rights (branch)

These chapters emphasize the importance of systematic and logical connections between these initiatives.



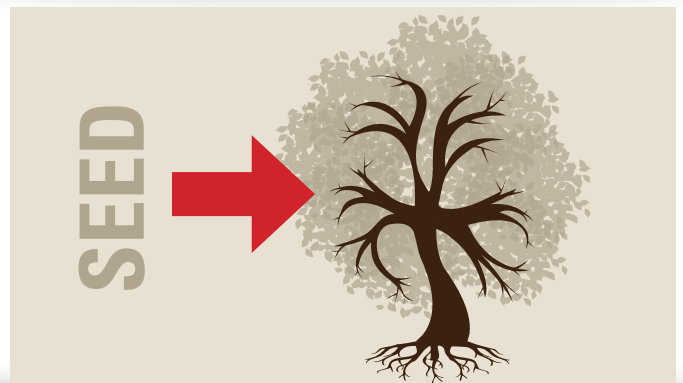
Foundations and sustainability for CRE initiatives

- **Chapter 9** emphasises the need for CRE initiatives to be properly 'rooted' in certain key principles; provides a framework for assessing the CRE Tree's 'growing conditions'.



Programme cycle management for CRE initiatives

- **Chapter 10** outlines four stages 'from seed to tree': situation analysis/needs assessment; planning; implementation and monitoring; evaluation.



Glossary

- Provides explanations of key terms.
- Appendices are available as a separate document, providing additional tools, resources and materials.