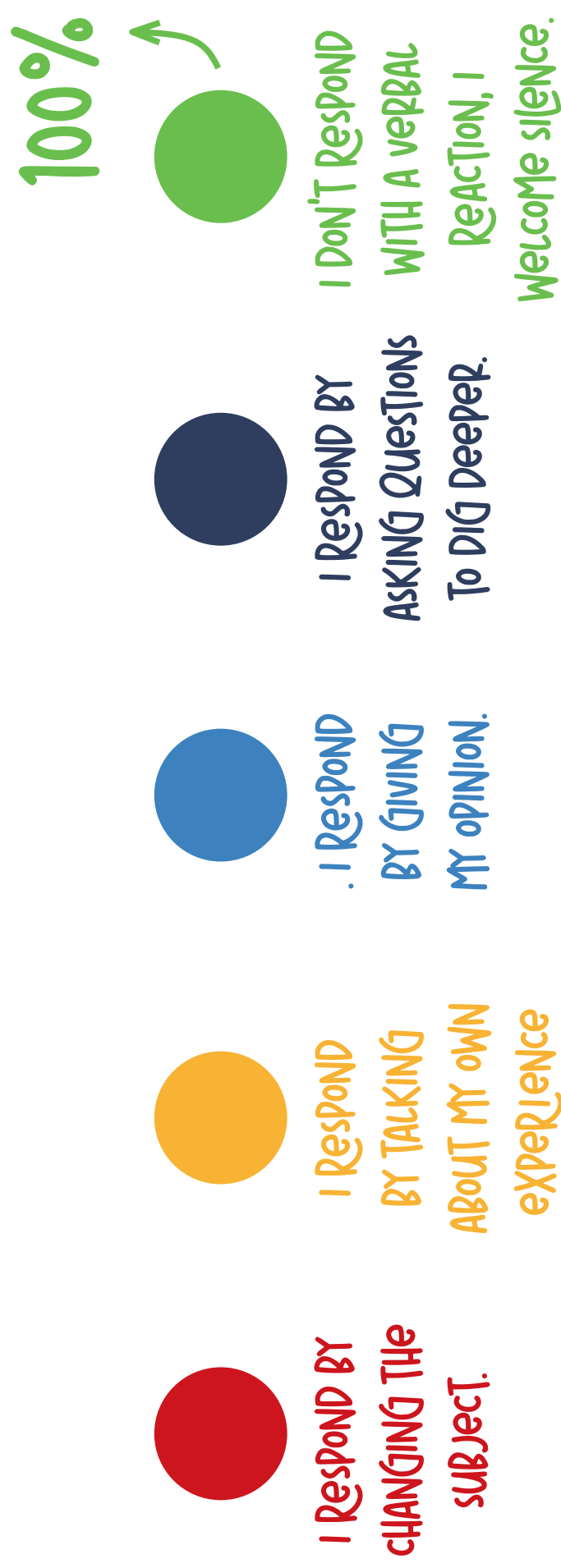


ANNEXES

TOOLBOX ACTIVE CITIZENSHIP

FOR YOUTH



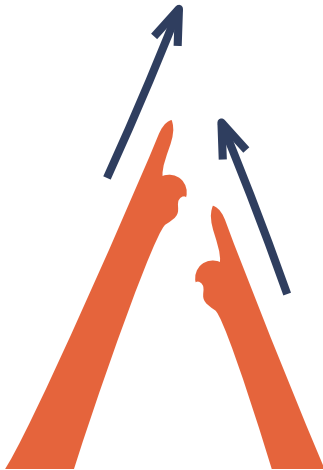




AGRee



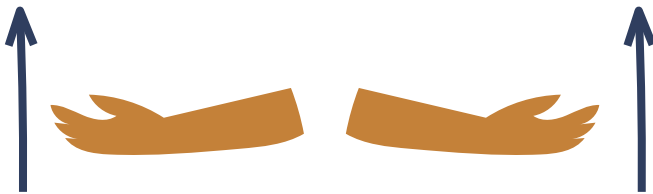
DISAGRee



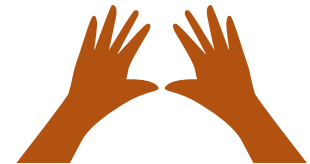
DIRECT ReACTION



ASK THE FLOOR



TALK LOUDER PLEASE



CONCENTRATE



REPETITIVE, OFF-TOPIC OR TOO MUCH TALK.



SPECIFY OR CLARIFY

INDIA

Place your hands together before your chest, elbows pushed outward and lean slightly forward towards the other.

POLYNESIA

Kiss on the cheek and rub the back of the people you greet.

UNITED STATES

Hug the other while lightly patting them on the back.

MAORI (NEW ZEALAND)

The Hongi: place your hands on the shoulders of the other person. Pressing your noses and foreheads together. Afterwards, shake each other's hands.

BELGIUM

Give the other three kisses, moving from one cheek to the other

INUIT

Inuit Kiss: Take the head of the other person with both hands. Push your nose to their cheek. The more tightly you hold the other, the more warmth and affection is shown.

ARABIC

Make a movement with your right hand, first touching the heart (left to the chest), then the forehead, and finally directing the hand upwards. You can say "As-salamu alaikum" (السلام عليكم), meaning "peace be upon you".

MALAWI

Shake the other person's hand with your right hand and lightly grasp your right forearm with your left hand.

MALAYSIA

Stretch out your hands and bring your fingertips against those of the other person. Then bring your hands towards your heart (left to the chest). This means "I welcome you from the bottom of my heart". In Malaysian culture, men only do this gesture towards other men, and women towards women.

MOZAMBIQUE

Shake the hand of the other person, place your left hand on the upper arm of the other person.

SOUTH AFRICA

Shake the other persons hand, make eye contact and smile.

THAILAND

Place your hands together in prayer position on your chest and bow slightly. The higher your hands are placed on your chest, the more you show respect towards the other, but do not place your hands above your head, because it would be interpreted as an insult.

TIBET

Stick out your tongue. This shows sincerity and respect.

SOUTHERN EUROPE

With both hands, take the right hand of the other person. Shake your hands for a long time. Then, touch the forearm or elbow of the other person with your left hand. Still holding their hand with your right hand.

JAPAN

Lean slightly forward and say "Konnichiwa". (こんにちは).

TÜRKIYE


Shake both hands of the other person and kiss them on both cheeks.

KENYA

Smack the palm of the other person like you would with an 'High Five' and grab their fingers, close your hands into a fist.

GERMANY

Give the other a short and firm handshake with your right hand.

- 
- Explain why you chose this talent.
 - Describe a situation or context where you use this talent. In these situations: what do you feel?
 - What descriptions on the talent card do you recognize?
 - What do you disagree with or does not apply?
 - What other ideas or insights does this card bring you?

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- Describe a situation or context where you use this talent. In these situations: what do you feel?
- What descriptions on the talent card do you recognize?
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1. PERSON A: THINK ABOUT A MOMENT THAT MADE YOU VERY HAPPY AND ENERGIZED

It is important to choose a very specific moment • memory. Not “I’m always happy when I go to the beach with my friends”, but “This one time when we were at the beach with person X, Y and Z, and we were singing this song and decided to ...”

2. PERSON A: EXPLAIN THIS MOMENT • ACTIVITY VERY DETAILED TO YOUR PARTNER.

Person B: Ask these questions to start.

- Why did you get so happy during this activity?
- How exactly did it go? What happened?
- Who was involved?
- Whose idea was it?
- What made it so special or different?
- Where was this? Can you describe the setting?

Be a private detective: keep asking extra questions to really understand the story and your partner’s role in it.

3. TOGETHER, EXPLORE WHAT TALENTS ARE HIDING IN THIS STORY!

Use the list with talents for an overview, take the Talent Cards for more profound understanding.

ARCHITECT OF STRENGTHS	BUSY BEE	ENGAGED LISTENER	PAST–PRESENT CONNECTOR
SOLID ROCK	VISIBLE ACHIEVER	FAIR–PLAY PROMOTOR	MINDFUL MOVER
THINK THINGS THROUGH	PEOPLE CONNECTOR	BRIDGE BUILDER	COMMUNITY MEMBER
VISUAL ORGANIZER	HERE AND NOW CHAMPION	HANDCRAFTER	SILVER–LINING CATCHER
YES TROOPER	INTUITIVE THINKER	QUIET ASSISTANT	BALANCE SEEKER
PERSISTENT DOER	THOUGHT REWINDER	SOURCE OF UNIQUE IDEAS	BELIEFS ACTOR
LOYAL FRIEND	MOOD READER	NOVELTY SEEKER	BOUNDARY PUSHER
KNOWLEDGE SPONGE	TO–DO PLANNER	FUTURE USER	INSPIRING CAPTAIN
SELECTIVE PERFECTIONIST	ERROR EAGLE	BEAUTY SEEKER	IGNITION KEY
GROWTH NURTURER	WORDSMITH	STRUCTURE FINDER	...

WHERE DO I GET MY DRIVE FROM

Yes trooper
Error eagle
Busy bee
Solid rock
Visable achiever
Ignition key
Novelty seeker
Boundary pusher

HOW DO I INTERACT WITH OTHERS AND THE ENVIRONMENT?

Mood reader
Engaged listener
Fair-play promotor
Wordsmith
Quiet assistant
Loyal friend

HOW DO I ORGANISE AND CREATE?

To-do planner
Persistent doer
Mindful mover
Source of unique ideas
Visual organiser
Beauty seeker
Here and now champion

HOW DO I BUILD KNOWLEDGE AND SOLVE PROBLEMS?

Balance seeker
Knowledge sponge
Think things through
Structure finder
Past-present connector
Thought rewinder
Future user

HOW DO I GET OTHERS TO MOVE?

Selective perfectionnist
Growth nurturer
Inspiring captain
Bridge builder
Architects of strenghts
Silver-lining catcher
People connector

**HOW DO I
ORGANISE AND
CREATE?**

**HOW DO I BUILD
KNOWLEDGE AND
SOLVE PROBLEMS?**

**HOW DO I
INTERACT WITH
OTHERS AND THE
ENVIRONMENT?**

**HOW DO I GET
OTHERS TO MOVE?**

WHERE DO I GET MY DRIVE FROM









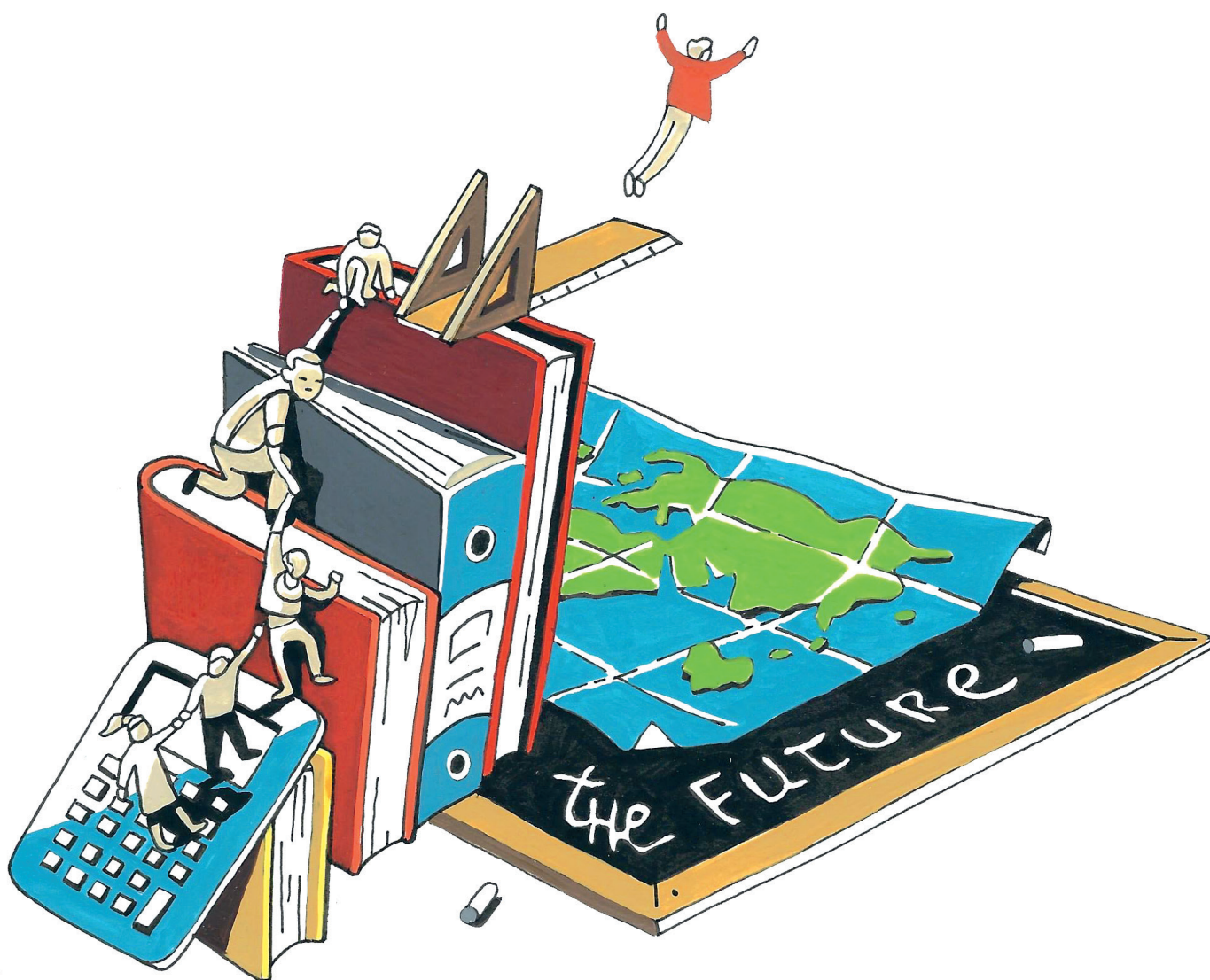














A child is any person under the age of 18.



All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason.



When adults make decisions, they should think about how their decisions will affect children. All adults should do what is best for children. Governments should make sure children are protected and looked after by their parents, or by other people when this is needed. Governments should make sure that people and places responsible for looking after children are doing a good job.



Governments must do all they can to make sure that every child in their countries can enjoy all the rights in this Convention.



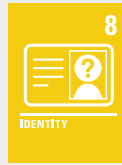
Governments should let families and communities guide their children so that, as they grow up, they learn to use their rights in the best way. The more children grow, the less guidance they will need.



Every child has the right to be alive. Governments must make sure that children survive and develop in the best possible way.



Children must be registered when they are born and given a name which is officially recognized by the government. Children must have a nationality (belong to a country). Whenever possible, children should know their parents and be looked after by them.



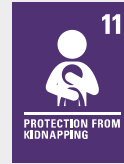
Children have the right to their own identity – an official record of who they are which includes their name, nationality and family relations. No one should take this away from them, but if this happens, governments must help children to quickly get their identity back.



Children should not be separated from their parents unless they are not being properly looked after – for example, if a parent hurts or does not take care of a child. Children whose parents don't live together should stay in contact with both parents unless this might harm the child.



If a child lives in a different country than their parents, governments must let the child and parents travel so that they can stay in contact and be together.



Governments must stop children being taken out of the country when this is against the law – for example, being kidnapped by someone or held abroad by a parent when the other parent does not agree.



Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.



Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people.



Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights. Parents can guide children so that as they grow up, they learn to properly use this right.



Children can join or set up groups or organisations, and they can meet with others, as long as this does not harm other people.



Every child has the right to privacy. The law must protect children's privacy, family, home, communications and reputation (or good name) from any attack.



Children have the right to get information from the Internet, radio, television, newspapers, books and other sources. Adults should make sure the information they are getting is not harmful. Governments should encourage the media to share information from lots of different sources, in languages that all children can understand.



Parents are the main people responsible for bringing up a child. When the child does not have any parents, another adult will have this responsibility and they are called a "guardian". Parents and guardians should always consider what is best for that child. Governments should help them. Where a child has both parents, both of them should be responsible for bringing up the child.



Governments must protect children from violence, abuse and being neglected by anyone who looks after them.



Every child who cannot be looked after by their own family has the right to be looked after properly by people who respect the child's religion, culture, language and other aspects of their life.



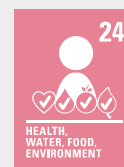
When children are adopted, the most important thing is to do what is best for them. If a child cannot be properly looked after in their own country – for example by living with another family – then they might be adopted in another country.



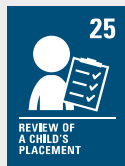
22 Children who move from their home country to another country as refugees (because it was not safe for them to stay there) should get help and protection and have the same rights as children born in that country.



23 Every child with a disability should enjoy the best possible life in society. Governments should remove all obstacles for children with disabilities to become independent and to participate actively in the community.



24 Children have the right to the best health care possible, clean water to drink, healthy food and a clean and safe environment to live in. All adults and children should have information about how to stay safe and healthy.



25 Every child who has been placed somewhere away from home - for their care, protection or health - should have their situation checked regularly to see if everything is going well and if this is still the best place for the child to be.



26 Governments should provide money or other support to help children from poor families.



27 Children have the right to food, clothing and a safe place to live so they can develop in the best possible way. The government should help families and children who cannot afford this.



28 Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible. Discipline in schools should respect children's rights and never use violence.



29 Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.



30 Children have the right to use their own language, culture and religion - even if these are not shared by most people in the country where they live.



31 Every child has the right to rest, relax, play and to take part in cultural and creative activities.



32 Children have the right to be protected from doing work that is dangerous or bad for their education, health or development. If children work, they have the right to be safe and paid fairly.



33 Governments must protect children from taking, making, carrying or selling harmful drugs.



34 The government should protect children from sexual exploitation (being taken advantage of) and sexual abuse, including by people forcing children to have sex for money, or making sexual pictures or films of them.



35 Governments must make sure that children are not kidnapped or sold, or taken to other countries or places to be exploited (taken advantage of).



36 Children have the right to be protected from all other kinds of exploitation (being taken advantage of), even if these are not specifically mentioned in this Convention.



37 Children who are accused of breaking the law should not be killed, tortured, treated cruelly, put in prison forever, or put in prison with adults. Prison should always be the last choice and only for the shortest possible time. Children in prison should have legal help and be able to stay in contact with their family.



38 Children have the right to be protected during war. No child under 15 can join the army or take part in war.



39 Children have the right to get help if they have been hurt, neglected, treated badly or affected by war, so they can get back their health and dignity.



40 Children accused of breaking the law have the right to legal help and fair treatment. There should be lots of solutions to help these children become good members of their communities. Prison should only be the last choice.



41 If the laws of a country protect children's rights better than this Convention, then those laws should be used.



42 Governments should actively tell children and adults about this Convention so that everyone knows about children's rights.



43-54 These articles explain how governments, the United Nations - including the Committee on the Rights of the Child and UNICEF - and other organisations work to make sure all children enjoy all their rights.

CHILDREN'S RIGHTS BACKGROUND INFORMATION

THE CONVENTION ON THE RIGHTS OF THE CHILD WAS ADOPTED IN 1989.
IT CONSISTS OF 54 ARTICLES LINKED TO DIFFERENT RIGHTS.

GENERAL PRINCIPLES (ARTICLE 1 TO 6)

ARTICLE 1. WHO IS A CHILD: Everyone under the age of 18 is protected by the Convention on the Rights of the Child.

ARTICLE 2. NO DISCRIMINATION: Children's rights apply to all children, no one is excluded. Children must be protected from discrimination, and treated fairly whoever they are.

ARTICLE 3. BEST INTERESTS OF THE CHILD: When adults make decisions, they should think about how their decisions will affect children. All adults should do what is best for children rather than themselves. Governments should make sure children are protected and looked after by their parents, or by other people when this is needed. Governments should make sure that people and places responsible for looking after children are doing a good job.

- a Role of the government: The government must do everything it can to ensure that children get what they are entitled to. The government must therefore ensure that children can grow up safely and healthily. Richer countries must help other countries that are less well-off.
- b Role of the parents: Parents must ensure that children get healthy food, have a safe home and can go to school. Parents should also give you love, attention and appreciation. They should help children grow up well, so that they can take good care of themselves and others later.

ARTICLE 4. MAKING RIGHTS REAL: Governments must do all they can to make sure that every child in their countries can enjoy all the rights in this Convention.

ARTICLE 5. FAMILY GUIDANCE AS CHILDREN DEVELOP: Governments should let families and communities guide their children so that, as they grow up, they learn to use their rights in the best way. The more children grow, the less guidance they will need.

ARTICLE 6. LIFE, SURVIVAL AND DEVELOPMENT: Children must be supported to grow up into what they want to be without harmful interference. Children have the right to live, adults (government and others) must provide a safe environment in which children can grow up undisturbed and develop properly.

THE ARTICLES LINKED TO THE 9 CATEGORIES

To maintain a clear overview, KIYO regroupes the other articles into 9 categories (it concerns articles 7 to 40):



FAMILY: Every child and young person has the right to know his parents and to live with them or with other family members. After a divorce, the child has the right to have contact with both parents. This group of rights also includes parental involvement in the school.

ARTICLE 9. DIVORCE: You must be able to live and grow up with your parents. Sometimes this is not possible, for example if your parents are getting divorced. Then you must at least be able to keep in touch with both parents. Only if it is really not good for you and you do not want it, an exception can be made. Contact with one or both parents can then be limited or perhaps even broken off completely. When

deciding who you will live with, you can tell us what you think about it. The judge must take your opinion into account.

ARTICLE 10. STAYING TOGETHER: If your father, mother or both parents live in another country, you must be able to visit them and you must be able to live together as a family. The government of the country where your parents live must help with this.

ARTICLE 20. CHILDREN WHO DO NOT LIVE AT HOME WITH THEIR MOTHER AND FATHER: These children end up with family, with a foster family or in a shelter.

ARTICLE 21. ADOPTION: When a child who can no longer live with his own parents gets new parents, we call it adoption. This can only happen with the permission of a judge and if it improves the child's life. If adoption is not possible in their own country, children are given new parents in another country.

ARTICLE 22. REFUGEE CHILDREN: Children who move from their home country to another country as refugees (because it was not safe for them to stay there) should get help and protection and have the same rights as children born in that country.

ARTICLE 25. OUT-OF-HOME PLACEMENT: Every child who does not live with his parents must be treated well. This under the watchful eye of the government.



SAFETY AND PROTECTION: These rights must ensure that children and young people can grow up in a completely safe environment, including their home but also their neighborhood. They must be protected from all harm, such as war, violence and exploitation through child labor. Furthermore, young people must be protected from drugs and have access to healthcare.

ARTICLE 11. NO KIDNAPPING: You may not be kidnapped. You may not be taken to another country or forced to stay there without your own

will or without your parents' permission. If your father or mother does this without the other parent's consent, it is not allowed either. The government must ensure that this does not happen.

ARTICLE 19. PROTECTION FROM VIOLENCE: No one may mistreat children. Governments must protect children from violence, abuse and being neglected by anyone who looks after them. They should always be cared for when necessary.

ARTICLE 24. HEALTH: Every child has the right to the best possible health. Everything that is bad for their health should be banned. Parents must provide the necessary protection against illness and accidents. If a child is sick, he or she should be able to go to a doctor. Pregnant women and newborn babies have the right to special care to prevent them from dying. All children have the right to drinkable water and food. Children should not be in danger from environmental pollution. Adults and children have the right to know how they can improve their health.

ARTICLE 26. FINANCIAL ASSISTANCE: Every child has the right to social security facilities available in his or her country. This ensures that as few children as possible live in poverty.

ARTICLE 32. PROTECTION FROM HARMFUL WORK: Children have the right to be protected from doing work that is dangerous or bad for their education, health or development. If children work, they have the right to be safe and paid fairly.

ARTICLE 33. CHILDREN MUST BE PROTECTED FROM DRUGS: They are not allowed to buy, sell or make them themselves. Parents should not set a bad example for their children. You need to be protected from drug use and learn about its risks at school.

ARTICLE 34. PROTECTION FROM SEXUAL ABUSE: People may not force you to have sex or persuade you until you do it. And no photos or films of children may be taken that involve sex (this is called child pornography).

ARTICLE 35. PREVENTION FROM SALE AND TRAFFICKING: Adults must ensure that children are not kidnapped or sold or taken to other countries or places to be exploited (taken advantage of).

ARTICLE 36. PROTECTION FROM EXPLOITATION:

You have the right to protection against all forms of exploitation. (being taken advantage of), This means that others are not allowed to use you for things that are harmful to you.

ARTICLE 37. CHILDREN IN DETENTION:

Children who do something that is not allowed should never be locked up in the same prison as adults. Detention is only possible if there is absolutely no other option and then only if they are treated well, are allowed to see their parents and, if necessary, receive help. They can never receive the death penalty or life imprisonment or be tortured. The judge, police and prison guards must adhere to all the rules.

ARTICLE 38. PROTECTION IN WAR:

No child under the age of 15 may become a soldier and fight in a war. Children living in war zones have the right to extra protection and care.

ARTICLE 39. RECOVERY AND REINTEGRATION:

If you are a victim of violence, war, abuse of any nature neglect or exploitation you must receive good help. You need help to get on with your life.

ARTICLE 40. CHILDREN WHO BREAK THE LAW:

Children must receive punishments that are appropriate for children. If you do something that is prohibited by law, a juvenile judge must determine what punishment you will receive. He or she must take your age into account. You should be able to get help from someone who knows the law well, for example a lawyer



PRIVACY: Youth have the right to keep certain things to themselves. No one should interfere in a young person's life without his or her consent, just as no one should reveal a young person's secrets to anyone else. At the same time, children and youth also have the right to come together and unite.

ARTICLE 16. PRIVACY:

No one is allowed to interfere with your life. People are not allowed to come to your home uninvited or view letters, text messages or emails that you write or

receive without your permission. If you have a diary, you can decide who can read it. And if someone wants to take a photo of you and use it, they have to ask you and your parents first. The law must protect children's privacy, family, home, communications and reputation (or good name) from any attack.



PARTICIPATION: This right explicitly states that youth are allowed to have their own opinions and express them. Their opinions should be taken into account, especially when it comes to decisions that affect them. Participation of children and youth must take place at home, but also at school, for example through a student council.

ARTICLE 12. RESPECT FOR CHILDREN'S VIEWS

OWN OPINION: You can give your opinion, especially when it concerns yourself, for example who you want to live with if your parents are divorced. Or if you have problems, what ideas do you have to solve those problems? Your opinion should be asked and really listened to, even if ultimately it is the adults who make the decision. The government must ensure this. This right does not depend on your age.

ARTICLE 13. SHARING THOUGHTS FREELY:

Right to freedom of expression. You are free to give your opinion. However, you must treat others with respect: swearing or insulting someone is not the intention. If you want to have an opinion about something, you obviously have to know something about it. You are free to collect information to form your own opinion.



HEALTHY ENVIRONMENT: There are some basic services that are essential in the lives of all children and youth. Think of healthy food, clothing, clean air, access to drinking water and safe housing.

ARTICLE 18. RESPONSIBILITY OF PARENTS: Your parents must take care of you. This means that they have to ensure that you get love and attention, healthy and good food, a bed to sleep in, clothes to wear and that you can go to school. They should provide everything you need to grow up happily. The government helps your parents with money, help and care. If your parents work, there must be childcare available. And if things aren't going well at home, the government must ensure that you are taken care of somewhere else.

ARTICLE 27. FOOD, CLOTHING AND A SAFE HOME: You have the right to a house to live in, food and drink every day and clothes to wear. These are all basic things you need, to grow up well. Your parents must take care of this. If they cannot, the government should help your parents.



CULTURE AND RECREATION: As a young person you have the right to develop and enjoy meaningful leisure activities, through sports, art and games. You should also be able to have your own faith and culture.

ARTICLE 14. FREEDOM OF BELIEF AND RELIGION: You are free to think whatever you want. You are allowed to have your own opinion about what is good and bad. You can also believe what you want: if you are religious, you can choose your own religion. However this should not stop other people from enjoying their rights. Your parents will help you with this, but they must always listen to your opinion.

ARTICLE 15. SETTING UP AND JOINING GROUPS: You may get together with other children, become a member of an association or start a club yourself. as long as this does not harm other people.

ARTICLE 30. MINORITY CULTURE, LANGUAGE OR RELIGION: Children with a language and culture different from those of most people in the country where they live have the right to speak their own language and experience their own culture and faith. (This article can also be placed under "identity".)

ARTICLE 31. REST, PLAY, CULTURE AND ARTS: As a child you have the right to free time and rest. In your spare time you should be able to play, do something you love.



NON-DISCRIMINATION: All children and youth have the same rights, regardless of their origin, skin color, gender, language, religion, political opinion, nationality, ethnicity, social background or disability. All children and youth must therefore be treated equally.

ARTICLE 23. DISABILITY: Every child with a disability has the right to extra care and the same opportunities as any other child. When the child becomes an adult, he or she should be able to do as much as possible what any other child can do. The parents of a child with a disability must receive special help to care for the child. Governments should remove all obstacles for children with disabilities to become independent and to participate actively in the community.



IDENTITY: From birth you are entitled to a first and last name and to official registration. You also have the right to a nationality and to your own language. The right to identity is also about being yourself and developing your sense of identity.

ARTICLE 7. NAME AND NATIONALITY: When you are born, you are given a first name and a surname. Your parents must report your date of birth and name to the town hall. Then the government knows who you are and that you exist. You must also get a nationality. If possible, you grow up with your parents. If you do not grow up with your parents, for example if you are adopted or live with foster parents, you do have the right to know who your parents are. (This article can also be placed under “family”).

ARTICLE 8. IDENTITY: You have the right to protect your identity (who you are, what your name is, where you come from). Your identity cannot simply be changed.



QUALITY EDUCATION: All children and youth have the right to be informed and to receive an education. Primary education, up to the age of 12, should be free. In other words, the right to learn must be guaranteed.

ARTICLE 17. ACCESS TO INFORMATION: You have the right to receive information that is understandable to you. Information about everything that is important to you. You get that information at home, at school, on the internet, through friends, television, radio, newspapers or books. The government must ensure that there is enough understandable information for you and protect you against information that is not good for you.

ARTICLE 28. ACCESS TO EDUCATION: You have

the right to go to school. You have a duty to learn, which means you have to learn about the world so that you can take care of yourself later. The government must ensure that primary school is free and that you can also follow good secondary and higher education afterwards. Countries must help each other to ensure that every child can learn.

ARTICLE 29. AIMS OF EDUCATION: You must be able to develop your talents at school. You have to learn what you need to take care of yourself later and also be good to others. You should also learn about children’s rights at school. And you must learn to respect others and nature. After all, you do not live in your own world, but together with others in the same world.

ARTICLE 42. INFORMATION ABOUT CHILDREN’S RIGHTS: If you do not know what your rights are, you cannot stand up for your rights. That is why you and your parents, for example, must receive information about your rights. The government must ensure that everyone knows what children’s rights are.

PROCEDURES (ARTICLES 41 TO 54)

These articles explain how governments, the United Nations – including the Committee on the Rights of the Child and UNICEF – and other organisations work to make sure all children enjoy all their rights.

ARTICLE 41: BETTER RULES: It may be that rules have been agreed in the law of a country that are even better for children than the rules in the Convention on the Rights of the Child. Then those rules take precedence. This is true for rules in one country, but also for agreements between multiple countries.

ARTICLE 43: SURVEILLANCE. A group of people from all over the world who know a lot about children’s rights sit on the Children’s Rights Committee, which monitors whether countries that have promised to adhere to children’s rights actually do so.

ARTICLE 44: REPORT. All countries that have promised to adhere to children’s rights write to

the Committee on the Rights of the Child every five years to find out how they are doing. If children's rights are not going well in a country, the Children's Rights Committee recommends how things can be improved.

ARTICLE 45: ORGANIZATIONS FOR CHILDREN:

Organizations that work with and for children must pay close attention to ensuring that children receive what they are entitled to. They may also write to the Children's Rights Committee about how children's rights are going in a country. Young people can give their own opinion and talk to the Children's Rights Committee.

RULES OF THE TREATY (ARTICLES 46 TO 54)

The final articles of the Convention on the Rights of the Child contain rules about the treaty itself. Such as that all States may choose to become parties, when the treaty enters into force and what procedure applies to make changes (that is not possible just like that!). So rules about rules. Not the most exciting part of the treaty, but still important. Imagine if it were simply possible to change the agreements in the treaty? That would be a bit crazy. Children's rights, just like children, also need some protection.

THERE ARE 4 PRINCIPLES OF CHILDREN'S RIGHTS

These need to always be taken into account when you work with or for children

NO DISCRIMINATION (ARTICLE 2): Children's rights apply to all children, no one is excluded. Children must be protected from discrimination, and treated fairly whoever they are.

BEST INTERESTS OF THE CHILD (ARTICLE 3): When adults make decisions, they should think about how their decisions will affect children. All adults should do what is best for children rather than themselves. Governments should make sure children are protected and looked

after by their parents, or by other people when this is needed. Governments should make sure that people and places responsible for looking after children are doing a good job.

- Role of the government: The government must do everything it can to ensure that children get what they are entitled to. The government must therefore ensure that children can grow up safely and healthily. Richer countries must help other countries that are less well off.
- Role of the parents: Parents must ensure that children get healthy food, have a safe home and can go to school. Parents should also give you love, attention and appreciation. They should help children grow up well, so that they can take good care of themselves and others later.

LIFE, SURVIVAL AND DEVELOPMENT (ARTICLE 6): Children must be supported to grow up into what they want to be without harmful interference. Children have the right to live, adults (government and others) must provide a safe environment in which children can grow up undisturbed and develop properly.

RESPECT FOR CHILDREN'S VIEWS • OWN OPINION (ARTICLE 12): You can give your opinion, especially when it concerns yourself, for example who you want to live with if your parents are divorced. Or if you have problems, what ideas do you have to solve those problems? Your opinion should be asked and really listened to, even if ultimately it is the adults who make the decision. The government must ensure this. This right does not depend on your age.

SOURCE:

For an overview of the convention of the rights of the child, please consult the following resources:

- <https://www.unicef.org/child-rights-convention>
- <https://www.unicef.org/media/56661/file>

STATEMENTS

QUALITY EDUCATION:

- “I feel that I am learning the necessary things at school to be ready for the future.”
- “I believe school grades and diploma outcomes are based on the student’s capacities, nothing else.”

IDENTITY:

- “In our society, everyone can be themselves”
- “I’m always myself. I behave the same in every context.”
- “The way I express myself is different depending on the context.”
- “I’m the same person with my friends as I am with my family.”
- “I am the one choosing who I want to be, no one else has a say in this.”
- “I am who I am because of the people around me, my family, my friends, my school, ...”

NON-DISCRIMINATION:

- “In my country, all youth have the same opportunities, regardless of their background.”
- “Uniforms (at school/jobs) are a good way to diminish discrimination.”
- “Uniforms are a good way to ensure everyone is treated equally.”
- “Everyone should always be treated equally.”
- “Context might permit different treatment of two people in the same circumstances.”

CULTURE & RECREATION:

- “My environment offers me opportunities to participate in sports, cultural and leisure activities.”
- “Tickets for cultural activities should have different prices, based on a person’s income.”
- “Every youth should be in at least one hobby club.”

PARTICIPATION:

- “In my family my opinion is very much taken into account.”
- “Youth should be allowed to vote as from 16 years old.”
- “I know where I can share my ideas to improve the neighbourhood.”
- “I listen to people who are older than me even if I have a different opinion. It is a matter of respect.”

SAFETY & PROTECTION:

- “If I am harassed or experience other problems, I know who I can talk to and where to find help.”
- “I dare to walk/cycle/drive home alone at any hour of the day/night.”
- “If I would file a complaint of any kind (sexual harassment, racism, bullying, ...), I think people would believe my word.”
- “When someone would harm me or when I am in danger, I’m convinced that the legal system (police, judges, lawyers, ...) will protect me.”

A HEALTHY ENVIRONMENT:

- “The big companies have to change their habits, not me.”
- “Everything with a big carbon footprint (meat, flights, ...) should become more expensive”.
- “It doesn’t matter if I consume less, the big companies are still going to make more stuff.”
- “I feel connected to my neighbors and neighborhood.”
- “In my neighborhood, everyone uses the public space to relax and meet each other.”

PRIVACY:

- “I wouldn’t mind if my parents have full access to my phone and spent 1 hour a day checking everything. I have nothing to hide.”
- “Anyone posting a picture I’m in, should first ask my consent.”
- “Anyone taking a picture I’m in, should first ask my consent.”

RIGHTS BASED APPROACH QUIZ

1 • EDUCATION

How many children in the world, didn't go to school at all in 2023?

- a 20 million
- b 37 million
- c 78 million

Answer : 78 million → because of conflict, climate disasters and displacement.

Source :

[78 million children don't go to school at all, warns UN chief in call for action | UN News](#)



2 • CHILD MARRIAGE

- a How many girls married in childhood across the globe? (formal marriage or informal union between a child under 18 and an adult or another child)
 - i. 1 in 100
 - ii. 1 in 20
 - iii. 1 in 5

Answer : 1 in 5

- b True or false: There is no such thing as child marriage among boys.

Answer: False → it is prevalent across a range of countries around the world (for example sub-Saharan Africa, Latin America and the Caribbean, South Asia, and East Asia and the Pacific)

But globally, the rate of child marriage for boys is only one-sixth of that for girls.

Sources :

[Child marriage | UNICEF](#)

[115 million boys and men around the world married as children - UNICEF](#)

3 • HOW MANY CHILDREN WORLDWIDE ARE SUBJECT TO CHILD LABOUR, WITH SOME OF THEM FORCED INTO HAZARDOUS WORK?

- a 1 in 30
- b 1 in 20
- c 1 in 10 (and 1 in 5 in the poorest countries)

Answer: 1 in 10 (and 1 in 5 in the poorest countries)

Child labour is widespread in the DRC's cobalt mining, crucial for making rechargeable batteries for electronics and electric cars.

In Côte d'Ivoire, the largest cocoa producer, child labour is widespread in the cocoa-sector. Turkey, the seventh-largest cotton producer, sees children involved in cotton harvesting due to (among other reasons) low skill requirements.

Sources :

[Guidance-Note-Child-Labour-and-Responsible-Business-Conduct-June-22_1.pdf.pdf \(unicef.org\)](#)

<https://www.unicef.org/protection/child-labour>



4 • HOW MANY CHILDREN WORLDWIDE ARE NOW ZERO-DOSE OR UNDER-VACCINATED, MEANING THEY'VE MISSED OUT ENTIRELY OR PARTIALLY ON ROUTINE IMMUNIZATION BECAUSE OF INEQUITY, POVERTY AND UNDERSERVED COMMUNITIES.

- a 1 in 20
- b 1 in 5 (Over 75% of these children reside in 20 countries in the most remote rural areas, urban slums, crisis-hit regions, and among migrant and refugee communities.)
- c 1 in 3

Answer : 1 in 5 (Over 75% of these children reside in 20 countries in the most remote rural areas, urban slums, crisis-hit regions, and among migrant and refugee communities.)

Source :
<https://www.unicef.org/reports/state-worlds-children-2023>

5 • TRUE OR FALSE:

‘Survival rates of children vary greatly according to their place of birth.’

Answer : True - Children born in sub-Saharan Africa are at the highest risk of infant mortality in the world - (15 times more than children in Europe and North America. Causes: access to and availability of quality health care (preterm birth, complications during delivery, infectious diseases...)

Source :
<https://www.unicef.be/nl/news/2021-stierf-elke-44-seconden-een-kind-jongere>

6 • WAR

6.1. Which statement is correct?

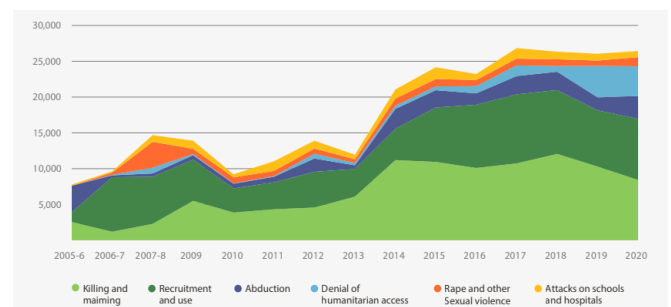
- a In war zones, the annual rate of serious child rights violations has increased since 2005.
- b In war zones, the annual rate of serious child rights violations has decreased since 2005.
- c In war zones, the annual rate of serious child rights violations has remained the same since 2005.

Answer: In war zones, the annual rate of serious child rights violations has increased since 2005.

→ This is due in part to the growing number of armed non-state actors, the development, and deployment of new means and methods of warfare, the use of improvised explosive devices and other explosive weapons,

Source :
[25 Years Children in Armed Conflict.pdf \(unicef.org\)](https://www.unicef.org/25-years-children-in-armed-conflict)

Number of grave violations against children over time



Information presented in this graph reflects exclusively cases of grave violations verified since 2005. Observations about increases or decreases from one year to another and any comparison between violations should be cautioned because the ability of the United Nations to document and verify violations can vary from one year, situation, or violation to another.

6.2. Which statement is correct?

- a Since 2005, more than 100 000 children have been recruited and used by parties in conflict.
- b Since 2005, less than 100 000 children have been recruited and used by parties in conflict.

Answer: Since 2005, more than 100 000 children have been recruited and used by parties in conflict.

Over 105,000 children were confirmed to have been recruited and utilized by groups involved in conflicts, though it's thought that the real number is likely much greater.

Commonly known as “child soldiers,” these young individuals endure various types of exploitation and mistreatment beyond what the term suggests. In addition to being used as combatants, they're also employed for tasks like scouting, cooking, carrying loads, standing guard, delivering messages, and other roles. Many, particularly girls, also face violence based on their gender

Sources :

[Children recruited by armed forces or armed groups | UNICEF](#)

[25 Years Children in Armed Conflict.pdf \(unicef.org\)](#)

Children recruited and used globally since 2005



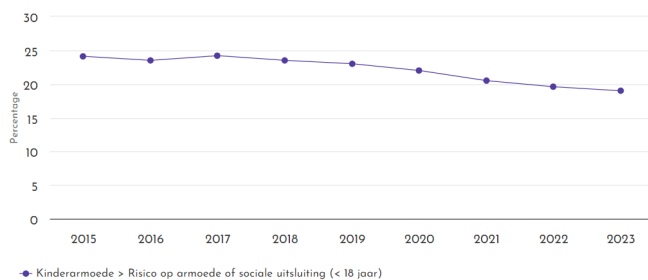
Information presented in this graph reflects exclusively cases verified since 2005. Comparison between country situations

7 • IN BELGIUM IN 2023, THE RISK OF CHILD POVERTY OR SOCIAL EXCLUSION OF CHILDREN WAS...

- a 47%
- b 19%
- c 7,9%

Answer : 19%

Source : [Kinderarmoede | Armoedecijfers.be](https://www.kinderarmoede.be)



9 • HOW MANY ADOLESCENT LIVES WERE LOST BECAUSE OF MENTAL HEALTH DIFFICULTIES IN EUROPE EVERY SINGLE DAY DURING 2021?

- a 0,5
- b 3
- c 10

Answer : 3 In Europe, after road injuries, is suicide the second leading cause of death among youth. This Suffering is caused by the failure to address the burden of mental health problems.

Source :

[The Mental Health Burden Affecting Europe's Children | UNICEF European Union](#)

8 • TRUE OR FALSE

Compared to 2022, the Netherlands did better in 2023 in terms of child rights compliance.

Answer: False - in the KidsRights Index report* of 2023, the Netherlands drops from place 4 (2022) to place 20 in the ranking of countries that comply best with children's rights. The drop is partly caused by poor scores on health and favourable climate for children's rights.

- annual report measuring the extent to which children's rights are respected world-wide and the extent to which countries are making efforts to improve childrens' rights.

Sources :

[Research - KidsRights Index - Stichting KidsRights](#)

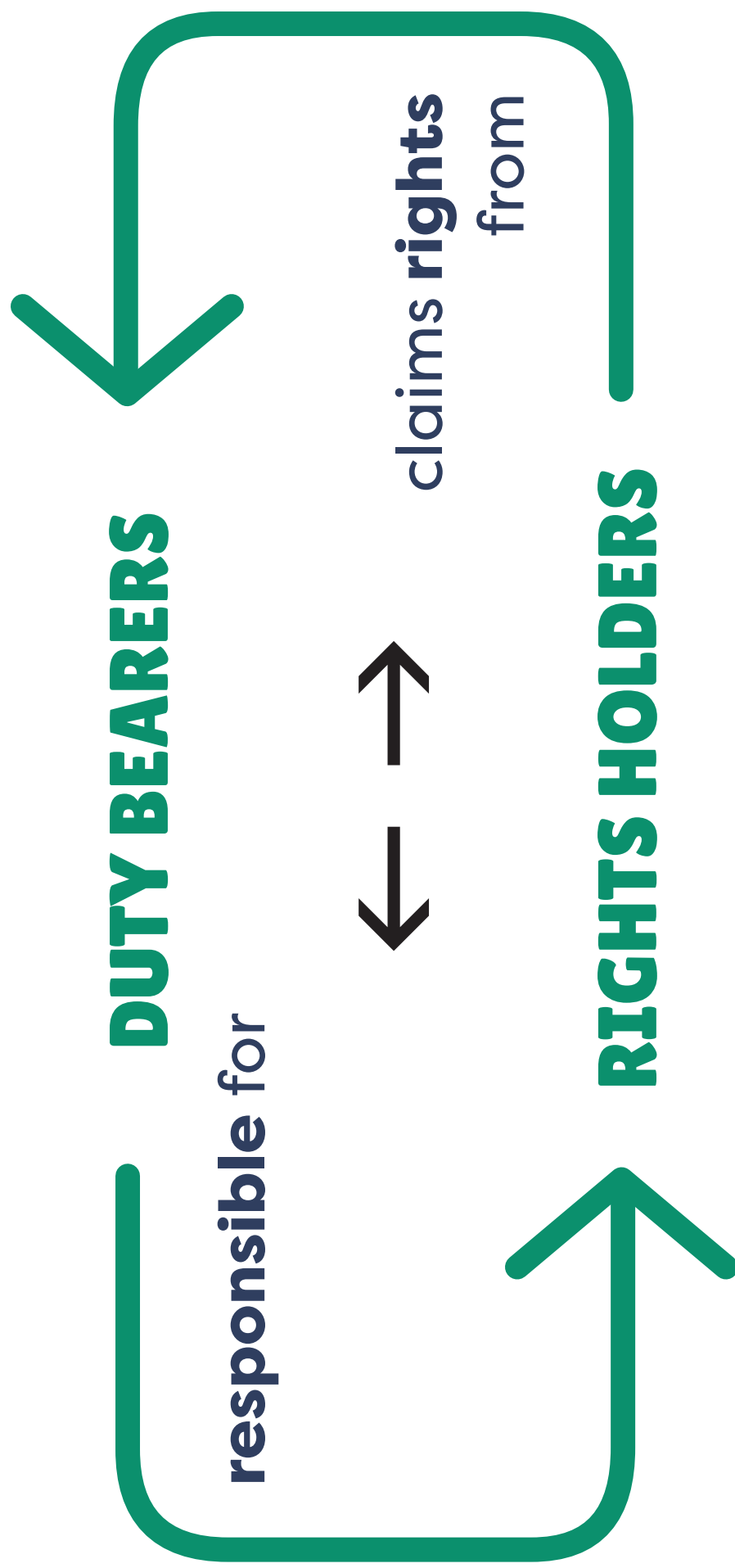
* [KidsRights Index 2023: 'Nederland daalt 16 plaatsen op KidsRights Index en schendt een aantal fundamentele kinderrechten' - Stichting KidsRights](#)

NEEDS–BASED APPROACH	RIGHTS–BASED APPROACH
Based on assessed needs.	Based on established human rights.
Needs are the point of reference, implying interventions at a local or micro level.	Violations of rights are the triggers that lead to analysis and actions at the structural and macro levels.
Needs are pertinent to the group that has such a need.	Rights are universal and apply to all people everywhere.
Considers finding more resources.	Considers the redistribution of existing resources.
Keeps away from politics and policy-making processes.	Politics is at the very heart of the development process.
Needs are handled individually.	Rights are non-negotiable and indivisible.
It may be solved by addressing the symptoms (if we provide resources to cover the needs).	Must analyse and address structural, systemic, and even global causes of problems.
Asks state officials and power holders for help.	Holds state officials and power holders accountable.
Accessibility of food.	Keep people's existing access to food.
Putting needy people in an inferior position by asking others to meet their needs.	Helping people to restore their dignity by claiming their rights as human beings and citizens.
No obligation to meet the needs. We satisfy the needs when resources are available.	States, power holders, and international entities have obligations to fulfil the rights.
Tends to care for those in need, but not those who are most needy. (Low cost, high- impact preference).	Tends to work more with people whose rights are most violated or denied.
Aims at relieving suffering.	Aims at addressing structural injustices.
Usually, it is not legally binding to the stakeholders.	Carries a legal force to the development work.
Encourages participation from within the community, with possible collaboration with other groups.	Forces collective action and alliances from different groups.

Source : <https://advocacy.knowledgesouk.org/comparison-between-rights-based-approach-and-needs-based-approach/>

ASPECT OF RIGHT	OBLIGATION TO RESPECT	OBLIGATION TO PROTECT	OBLIGATION TO FULFIL
Accessibility of food	Keep people's existing access to food.	Keep others from infringing on this enjoyment (for example, developers who take over farmland).	Enact programs to ensure greater access to food.
The nutritional content of food	Keep existing nutritional levels.	Protect purity of nutritional quality of food away from contamination (for example, by use of toxic fertilizers).	Take steps to increase nutritional intake and nutritional quality of food.
Access to education	Refrain from actions that limit access to education.	Keep third parties, such as companies or individuals, from obstructing access to education. (for example adopting laws that prohibit child labour so that children are not forced to work instead of going to school.).	Take proactive steps to ensure that education is accessible and available to all children, (for example building schools, training teachers, ...).
Possibility for children to participate	Respect laws that already provide for the participation of children.	Keep other institutions from violating existing laws by not involving the children or not taking their opinions into account.	Create more opportunities for young people to express their views both in their private lives and in different policy areas.

Source : <https://advocacy.knowledgesouk.org/right-holders-and-duty-bearers/>



RIGHTS AND RESPONSIBILITIES

CHILDREN'S · HUMAN RIGHTS	INDIVIDUAL RESPONSIBILITY TO ENSURE OTHERS CAN ENJOY THE RIGHT	RESPONSIBILITY OF AUTHORITIES (GOVERNMENT, SCHOOL, ..) TO ENSURE THE RIGHT

A and B are 14 years old. A while ago, their parents decided to divorce. They now live permanently with their mom and have not seen their dad for 2 years. Their mom does not want them to have any contact with their dad.

Since the death of their mom and dad, Q and his sisters have been living on the streets.

The children living in a smaller village are unable to attend a primary school, as there is no such school available within reasonable distance.

At school Y, students are not consulted when school rules are decided on.

X's mom has access to all of X's social media; she checks every day if X is not receiving suspicious text messages or if he is not doing anything wrong.

Due to a war raging in his country, X (8 years old) was taken out of school and is now undergoing military training.

If O does something wrong, she gets a physical punishment.

During the renovation of a park, the mayor of city P did not consider whether children and youth would also find the park a pleasant place.

Because Q's parents practice Islam, Q is also required to do so.

Children who commit murder in country Q are sent to prison. In some cases, they may receive life sentences.

For so-called practical reasons, physically disabled people such as wheelchair users are not allowed to attend cultural events at the local theatre.

J's (16 years old) uncle is involved in local drug trafficking. Occasionally, his uncle asks him to deliver drugs to various customers. When J agrees, he receives 50 euros per customer.

S (6 years old) is not allowed by his parents to go to school, they want him to work and earn money. He doesn't really know if he can do anything about it.

To earn some extra money, U (10 years old) sometimes works in the mines located outside his city. She doesn't mind missing school days because of this.

G is being neglected at home. She is often verbally abused and sent to bed without food. She once dared to tell her school teacher about it, but the teacher refused to do anything or help her in any way.

Q (5 years old) dreams of becoming a famous dancer some day. Unfortunately, her family does not have enough resources to send her to dance lessons. This is also why Q doesn't really have hobbies. They also rarely do activities together as a family.

CASES SUGGESTED ANSWERS

The following articles are related to the principles of the CRC and should always be taken into account:

- Art. 2 No discrimination
- Art. 3 Best interest of the child
- Art. 6 Life, survival and development
- Art. 12 Respect for children's views

CASES	ARTICLES CRC	CR CATEGORIES
A and B are 14 years old. A while ago, their parents decided to divorce. They now live permanently with their mom and have not seen their dad for 2 years. Their mom does not want them to have any contact with their dad.	• Art. 9 Keeping families together	Family
The children living in a smaller village are unable to attend a primary school, as there is no such school available within reasonable distance.	• Art. 28 Access to education	Quality education
X's mom has access to all of X's social media; she checks every day if X is not receiving suspicious text messages or if he is not doing anything wrong.	• Art. 16 Protection of privacy	Safety and protection
If O does something wrong, she gets a physical punishment.	• Art. 19 Protection from violence	Safety and protection
Since the death of their mom and dad, Q and his sisters have been living on the streets.	• Art. 20 Children without families • Art. 27 Food, clothing, a safe home • Art. 19 Protection from violence	Family Safety and protection
At school Y, students are not consulted when school rules are decided on.	• Art.12 Respect for children's views	Participation
Due to a war raging in his country, X (8 years old) was taken out of school and is now undergoing military training.	• Art. 38 Protection in war	Safety and protection
During the renovation of a park, the mayor of city P did not consider whether children and youth would also find the park a pleasant place.	• Art.12 Respect for children's views • Art. 24 Health, water, food, environment	Participation Health environment
Because Q's parents practice Islam, Q is also required to do so.	• Art.14 Freedom of thought and religion	Identity

CASES	ARTICLES CRC	ARTICLES CRCCR
For so-called practical reasons, physically disabled people such as wheelchair users are not allowed to attend cultural events at the local theatre.	<ul style="list-style-type: none"> • Art. 23 Children with disabilities • Art. 31 Rest, play, culture and arts 	Non-discrimination Culture and recreation
S (6 years old) is not allowed by his parents to go to school, they want him to work and earn money. He doesn't really know if he can do anything about it.	<ul style="list-style-type: none"> • Art. 12 Respect for children's views • Art. 28 Access to education • Art. 32 Protection from harmful work 	Participation Quality education Safety and protection
G is being neglected at home. She is often verbally abused and sent to bed without food. She once dared to tell her school teacher about it, but the teacher refused to do anything or help her in any way.	<ul style="list-style-type: none"> • Art. 36 Protection from exploitation 	Safety and protection Family
Children who commit murder in country Q are sent to prison. In some cases, they may receive life sentences.	<ul style="list-style-type: none"> • Art. 37 Children in detention 	Safety and protection
J's (16 years old) uncle is involved in local drug trafficking. Occasionally, his uncle asks him to deliver drugs to various customers. When J agrees, he receives 50 euros per customer	<ul style="list-style-type: none"> • Art. 33 Protection from harmful drugs • Art. 36 Protection from exploitation 	Safety and protection
To earn some extra money, U (10 years old) sometimes works in the mines located outside his city. She doesn't mind missing school days because of this.	<ul style="list-style-type: none"> • Art. 28 Access to education • Art. 32 Protection from harmful work 	Quality education Safety and protection
Q (5 years old) dreams of becoming a famous dancer some day. Unfortunately, her family does not have enough resources to send her to dance lessons. This is also why Q doesn't really have hobbies. They also rarely do activities together as a family.	<ul style="list-style-type: none"> • Art. 31 Rest, play, culture, arts 	Culture and recreation

PRIORITIZE THE CHALLENGES

What children's rights challenges do you see in your direct environment? Which ones do you want to tackle first? Rank from 1 (I see a lot of challenges regarding this right in my direct environment) to 9 (I see almost no challenges regarding this right in my direct environment).

Write down your arguments in some keywords

RANKING	CHILDREN'S RIGHTS	WHY
	PARTICIPATION You have the right to your own opinion, to voice what you think or how you feel, and people are taking this into account.	
	NON-DISCRIMINATION All youth have the same rights, no matter their origin, skin colour, gender, language, religion, nationality, ethnicity, social background or disability. You have the right to be treated equally.	
	IDENTITY From birth, you have the right to a pre- and surname, nationality and language. You have the right to be yourself.	
	FAMILY You have the right to know your parents and to live together with other family members.	
	CULTURE AND RECREATION You have the right to recreation: to play, do sports, ... You have the right to your own religion and culture.	
	HEALTHY LIVING ENVIRONMENT You have the right to healthy food, water, clothing and housing.	
	QUALITY EDUCATION All children and youth have the right to be informed, to follow an education and to learn.	
	SAFETY AND PROTECTION You have the right to grow up in a safe environment, including your house, neighbourhood, and school. You have the right to be protected from harm, such as violence, and to have access to healthcare.	
	PRIVACY • MEETING EACH OTHER You have the right to keep things for yourself. You have the right to meet others and unite yourselves.	

PARTICIPATION	<input type="radio"/>
NON-DISCRIMINATION	<input type="radio"/>
OWN IDENTITY	<input type="radio"/>
FAMILY	<input type="radio"/>
CULTURE AND RELAXATION	<input type="radio"/>
A HEALTHY ENVIRONMENT	<input type="radio"/>
GOOD QUALITY EDUCATION	<input type="radio"/>
SAFETY AND PROTECTION	<input type="radio"/>
PRIVACY	<input type="radio"/>

PARTICIPATION	<input type="radio"/>
NON-DISCRIMINATION	<input type="radio"/>
OWN IDENTITY	<input type="radio"/>
FAMILY	<input type="radio"/>
CULTURE AND RELAXATION	<input type="radio"/>
A HEALTHY ENVIRONMENT	<input type="radio"/>
GOOD QUALITY EDUCATION	<input type="radio"/>
SAFETY AND PROTECTION	<input type="radio"/>
PRIVACY	<input type="radio"/>



PARTICIPATION	<input type="radio"/>
NON-DISCRIMINATION	<input type="radio"/>
OWN IDENTITY	<input type="radio"/>
FAMILY	<input type="radio"/>
CULTURE AND RELAXATION	<input type="radio"/>
A HEALTHY ENVIRONMENT	<input type="radio"/>
GOOD QUALITY EDUCATION	<input type="radio"/>
SAFETY AND PROTECTION	<input type="radio"/>
PRIVACY	<input type="radio"/>

PARTICIPATION	<input type="radio"/>
NON-DISCRIMINATION	<input type="radio"/>
OWN IDENTITY	<input type="radio"/>
FAMILY	<input type="radio"/>
CULTURE AND RELAXATION	<input type="radio"/>
A HEALTHY ENVIRONMENT	<input type="radio"/>
GOOD QUALITY EDUCATION	<input type="radio"/>
SAFETY AND PROTECTION	<input type="radio"/>
PRIVACY	<input type="radio"/>



GUIDELINE GROUP WORK 1

1 IN THE TABLE BELOW, MAKE AN OVERVIEW OF HOW MANY GROUP MEMBERS PUT EACH RIGHT IN THEIR TOP 3

	Priority nr 1	Priority nr 2	Priority nr 3
Participation			
Non-discrimination			
Identity			
Family			
Culture and recreation			
Healthy living environment			
Quality education			
Safety and protection			
Privacy • meeting each other			

2 GO AROUND THE TABLE TO LET EVERY PERSON SHARE THEIR ARGUMENTATION FOR THEIR TOP 3. LISTEN CAREFULLY AND DON'T INTERRUPT EACH OTHER. ARE THERE ANY QUESTIONS • REMARKS?

3 LET'S VOTE AGAIN FOR THE NR 1 PRIORITY. EVERY GROUP MEMBER GETS 1 VOTE. FEEL FREE TO CHANGE YOUR CHOICE BASED ON THE ARGUMENTS OF OTHERS!

Participation	
Non-discrimination	
Identity	
Family	
Culture and recreation	
Healthy living environment	
Quality education	
Safety and protection	
Privacy • meeting each other	

CONGRATULATIONS, YOU HAVE NOW SELECTED YOUR GROUP PRIORITY!

GUIDELINE GROUP WORK 2

3 THESE QUESTIONS WILL HELP TO FURTHER CHALLENGE YOUR DECISION AND IMPROVE IT.

- Take some minutes to list the arguments in favor of the most popular right.
- Go around the table, so every group member can share how they think or feel about this choice. Are there still important arguments against the decision?
- Explain why you think this is a problem, what could be the consequences – and suggest solutions.

Challenge yourselves to see concerns and objections as gifts! It is extra knowledge to enrich the groups' decision and reach the common goal (improving children rights in the direct environment of the group). Use these insights and the perspective of the minority to improve your decision.

- Discuss the objections, concerns and suggestions, and see if you can integrate them in the arguments for your number 1. Try to reach a decision with 'consent': it is 'good enough' • safe enough for now' for all participants.

4 PREPARE AN ELEVATOR PITCH OF 2 MIN TO CONVINCE THE OTHER GROUPS OF YOUR CHOICE

Collect all ideas. These guiding questions can help.

- What right did you choose and why?
- What arguments were mentioned?
- What would the ideal situation look like, what would be different if this right was guaranteed to everyone in your environment?
- Make it specific, use examples.

Agree on who will say what.

Practice and time your pitch (you only have 2 minutes!).

SUSTAINABLE DEVELOPMENT GOALS



SDG CHECKLIST

EVALUATE THE CONNECTION WITH YOUR PROJECT

SUSTAINABLE DEVELOPMENT GOALS (SDGS)

	The main aim of our project is to contribute to this SDG	The project contributes significantly	Not concerned
1. No poverty (End poverty in all its forms everywhere)			
2. “Zero” hunger (End hunger, achieve food security and improved nutrition and promote sustainable agriculture)			
3. Good health and well-being (Ensure healthy lives and promote well-being for all at all ages)			
4. Quality education (Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all)			
5. Gender equality (Achieve gender equality and empower all women and girls)			
6. Clean water and sanitation (Ensure availability and sustainable management of water and sanitation for all)			
7. Affordable and clean energy (Ensure access to affordable, reliable, sustainable and modern energy for all)			
8. Decent work and economic growth (Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all)			
9. Industry, innovation and infrastructure (Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation)			
10. Reduced inequalities (Reduce inequality within and among countries)			
11. Sustainable cities and communities (Make cities and human settlements inclusive, safe, resilient and sustainable)			
12. Responsible consumption and production (Ensure sustainable consumption and production patterns)			
13. Climate change (Make urgent action to combat climate change and its impacts)			
14. Life underwater (Conserve and sustainably use the oceans, seas and marine resources for sustainable development)			
15. Life on land (Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, halt and reverse land degradation, and halt biodiversity loss)			
16. Peace, justice and strong institutions (Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels)			
17. Partnerships for the goals (Strengthen the means of implementation and revitalize the global partnership for sustainable development)			

5.3.1 CHECKLIST

DEFINITION GLOBAL CITIZENSHIP BY UNESCO

“Global citizenship means a sense of belonging to a broader community, beyond national boundaries, that emphasizes our **common humanity** and draws on the **interconnectedness** between peoples as well as between the local and the global. Global citizenship is based on the universal values of **human rights, democracy, non-discrimination and diversity.**”

Source: <https://unesdoc.unesco.org/>

GLOBAL CHALLENGES CATEGORIES

CLIMATE CHANGE	EXTREMIST VIOLENCE
HEALTH CRISES	WARS
MIGRATION	POVERTY
INEQUALITY	WORLD TRADE
...	...

IDENTIFY A CHALLENGE

THE FOLLOWING QUESTIONS MAY HELP TO GET THE CHALLENGE SHARPER:

- What children's right is the challenge linked to?
- What SDG is the challenge linked to?
- Describe the challenge in maximum 5 words.
- Describe the challenge in maximum 1 sentence.

THE FOLLOWING QUESTIONS MAY HELP TO GET THE CHALLENGE CLEARER:

- Who is (more) affected? (Directly • indirectly)
(For example: young • old people, people living in difficult circumstances, people with a migrant or refugee background, people without diploma, men, women, queer community, ...)
- When is the challenge the most prevalent?
(In summer • winter, during the day • night, during the holidays • exams, during what age in a person's life, ...)
- Who is part of the problem? (youth, teachers, adults, politicians, board, ...)
- Who is part of the solution right now?
Who can be part of the solution in the future?



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Who can be part of the solution in the future?

THE 9 CATEGORIES



FAMILY



SAFETY AND PROTECTION



PRIVACY



PARTICIPATION



A HEALTHY ENVIRONMENT



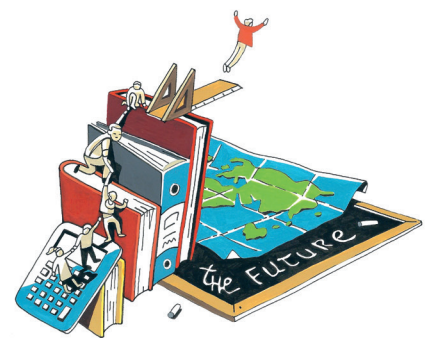
CULTURE & RECREATION



NON-DISCRIMINATION



IDENTITY



QUALITY EDUCATION

PLAN AN ACTION

1 AWAKEN YOUR IMAGINATION TO GET A CLEAR IMAGE OF THE DESIRED CHANGE:

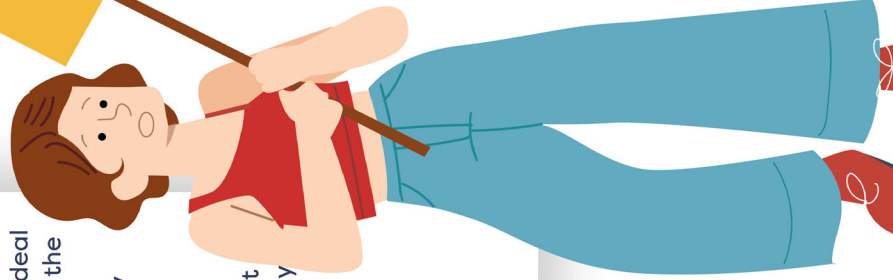
- Describe the ideal situation in 1 to 3 sentences. What would it look like? How can we notice the change? What difference would it make for you • for others? How would you (or the target group) feel in the ideal situation?
- On a scale of 1 (worse possible situation) to 10 (ideal situation), where do you stand today regarding the challenge?
 - If it's not zero: Why not lower? What is already going well? How did you manage to get here? Who • what contributed to that?
- What could be a small next step to move 1 point closer to 10? What small things could you do/say tomorrow to make this change reality? What would be the first signs to show that you are evolving in the right direction?

With all these questions, the magical bonus question is “**What else?**”.

2 BEFORE WE MAKE IT SPECIFIC AND DEFINE THE TYPE OF ACTION, LOOK AT SOME PRACTICAL IMPLICATIONS TO MAKE YOUR PLAN REALISTIC:

- What kind of action do you choose and why?
 - Plan an activity
 - Interview & article
 - Making a (short)film
 - Poster campaign
 - Bring your concern to X (the person who is in power, for example the school board, city, head of the organization, ...)
 - Petition
 - (Free engagement: empty template for own ideas)
- What is your goal? What will have changed when your action has been successful?

BE CREATIVE!



6.3.2 PLACEMATS

PLAN AN ACTION



Describe the goal of this action in one sentence /what will the situation look like when your action has been successful?

CONTENT

What questions do you have?

b Who do you want to talk to?

Whose opinions or ideas do you want to include?

How will you reach them and convince them to collaborate?

c Who is your target group and where can you reach them?

How will you distribute your article? Social media/smart-school/handouts/posters/local press/...

d What thoughts and feelings do you want to introduce to the people reading/watching/hearing your story?

What do you want them to do after reading it?

What is the format of your article? Video/
vlog/interview/podcast/text/pictures/
collage/...

PRACTICAL

I | What are the different tasks?

Who will take them on?

What are important deadlines? Consider making a 'retro planning'

What could go wrong?

How can you prevent this?

REMEMBER FOLLOWING QUESTIONS

- Who is the target group?
- Who benefits from this action?
- Who might lose something?
- Who cannot participate or is left out?
- Is there any negative impact of our action?
- Did we take into account all our attention points from the reversed brainstorm?

MAKING A MOVIE

GOAL RAISING AWARENESS • INFORMING OTHERS

Describe the goal of this action in one sentence /what will the situation look like when your action has been successful?

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BE CREATIVE!

CONTENT

a What is the overall story of the movie?

.....

.....

to introduce to the people reading/ watching/hearing your story?

b Who is your target group and where can you reach them?

.....

.....

What do you want them to do after reading it?

d Who will write the script?

e Who will be the actor(s)?

f Who will do the filming?

c What thoughts and feelings do you want

.....

.....

g What material do you need?

h Where will the filming take place?

What attributes, costumes, ... do you need?

i Who will do the editing?

j How will you distribute your movie? Social media/smartschool/posters with QR/...

k Is there someone you need to ask for permission?

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PRACTICAL

l What are the different tasks?

.....

.....

Who will take them on?

.....

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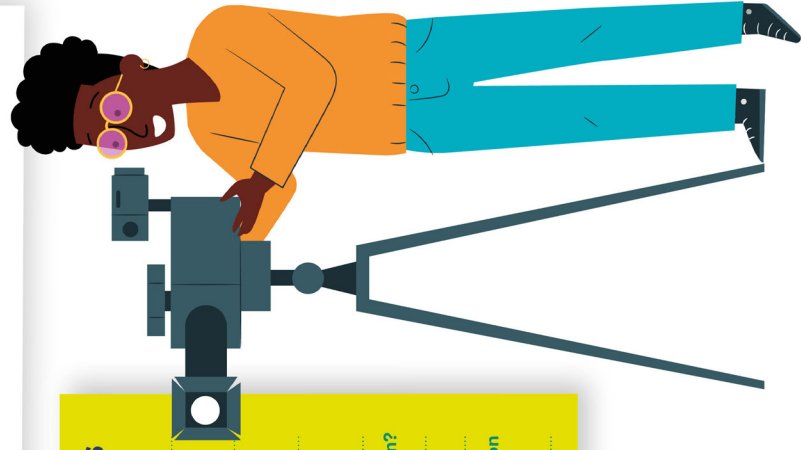
How can you prevent this?

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REMEMBER FOLLOWING QUESTIONS

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- Who might lose something?
- Who cannot participate or is left out?
- Is there any negative impact of our action?
- Did we take into account all our attention points from the reversed brainstorm?



POSTER CAMPAIGN

GOAL MAKE OTHERS AWARE OF THE CHALLENGE OR THE SOLUTION.

Describe the goal of this action in one sentence /what will the situation look like when your action has been successful?

CONTENT

How will you design the poster?

a What message do you want to bring?

Online (for example canva) or offline, collage, painting, drawing, ... Make it creative!

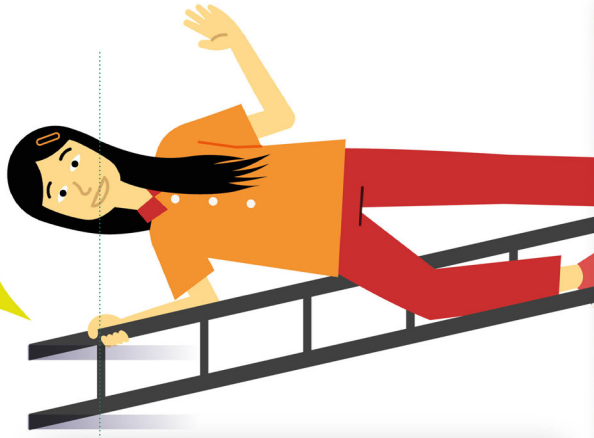
What text should be on the poster?
Make it a short and powerful message!

c How will you distribute your poster?

Online/offline, social media/smartschool/
bulletin board/in the street/...

What atmosphere do you want to create?

BE CREATIVE!



PRACTICAL

l What are the different tasks?

m What are important deadlines?
Consider making a 'retro planning'.

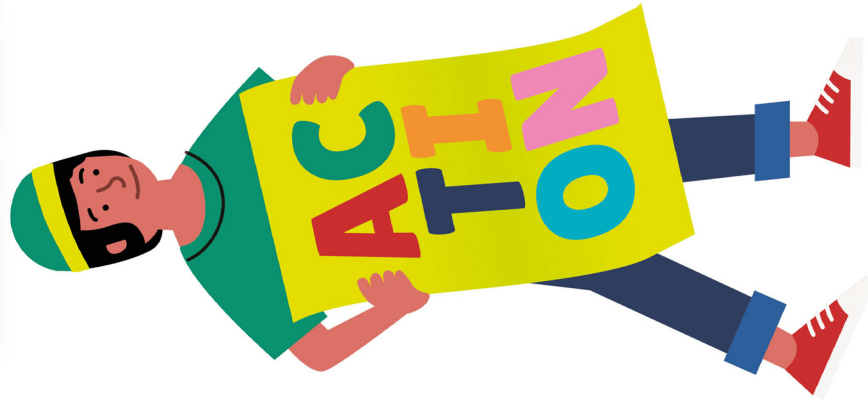
n What could go wrong?

Who will take them on?

How can you prevent this?

REMEMBER FOLLOWING QUESTIONS

- Who is the target group?
- Who benefits from this action?
- Who might lose something?
- Who cannot participate or is left out?
- Is there any negative impact of our action?
- Did we take into account all our attention points from the reversed brainstorm?



BRING YOUR CONCERN TO X

(THE PERSON WHO IS IN POWER, FOR EXAMPLE THE SCHOOL BOARD, CITY, HEAD OF THE ORGANIZATION, ...)

GOAL MAKE THE PEOPLE IN POWER AWARE OF YOUR CONCERNS; FEED THEM IDEAS TO DO BETTER AND GET INFORMATION ON WHY IT IS NOT BETTER YET.

Describe the goal of this action in one sentence /what will the situation look like when your action has been successful?

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CONTENT	
a What is the function of X?
What is their position in the situation?
How are they/can they be part of the problem?	.....
How are they/can they be part of the solution?	.....
b How will you present the challenge to X?	.....
Whose voices do you want to amplify?	.....
Oral, presentation, testimonials, photos, ...	.....
c What suggestions do you want to make to the board?	.....
What do you need from X?	.....
How will this suggestion transform the challenge at hand?	.....
State the suggestion, make it clear and concrete.	.....

PRACTICAL	
I What are the different tasks?	.....
Who will take them on?	.....
m What are important deadlines? Consider making a 'retro planning'.	.....
n What could go wrong?	.....
How can you prevent this?	.....

BE CREATIVE!

REMEMBER FOLLOWING QUESTIONS

- Who is the target group?
- Who benefits from this action?
- Who might lose something?
- Who cannot participate or is left out?
- Is there any negative impact of our action?
- Did we take into account all our attention points from the reversed brainstorm?

PETITION

GOAL FIND SUPPORT FOR YOUR MESSAGE AND DEMAND CHANGE.

Describe the goal of this action in one sentence /what will the situation look like when your action has been successful?

BE CREATIVE!

CONTENT

a What is the message you want to bring?

How many can you collect?

How many do you need to give a strong sign?

d How will you distribute your petition?

Online/offline?

e Who writes the text?

b Who do you address this petition to?
(for example board, teacher, minister, municipality, government, ...)

c Whose signatures do you need?

f Who transforms the text into an appealing design?

g Who distributes the petition?

h What will you do with the results?

PRACTICAL

i What are the different tasks?

Who will take them on?

m What are important deadlines?
Consider making a 'retro planning'.

n What could go wrong?

How can you prevent this?

REMEMBER FOLLOWING QUESTIONS

- Who is the target group?
- Who benefits from this action?
- Who might lose something?
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- Is there any negative impact of our action?
- Did we take into account all our attention points from the reversed brainstorm?



PLAN AN ACTIVITY

GOAL SOCIAL COHESION

Describe the goal of this action in one sentence / what will the situation look like when your action has been successful?

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BE CREATIVE!

CONTENT

a Who is your target group?

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.....

.....

b What activity do you want to plan?

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c When will you plan this activity?

Where will it take place?

.....

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d How and when will you inform your target group?

.....

e What materials do you need?

.....

.....

.....

Do you require any budget?

Where will you get it?

.....

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f Is there someone you need to ask for permission?

.....

.....

g Who can participate in this activity, who cannot?

.....

.....

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PRACTICAL

i What are the different tasks?

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Who will take them on?

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m What are important deadlines?

Consider making a 'retro planning'.

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How can you prevent this?

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- Did we take into account all our attention points from the reversed brainstorm?



Describe the goal of this action in one sentence /what will the situation look like when your action has been successful?

[illegible][illegible]

BE CREATIVE!

A stylized illustration of a woman with dark skin, black hair in a bun, and a red headband. She is holding a large pink sign with the words 'EQUAL RIGHTS' written in white, bold, sans-serif capital letters. The sign is oriented vertically, with the text reading from top to bottom. The woman is wearing a yellow top and a teal skirt. The background is white.

PRACTICAL

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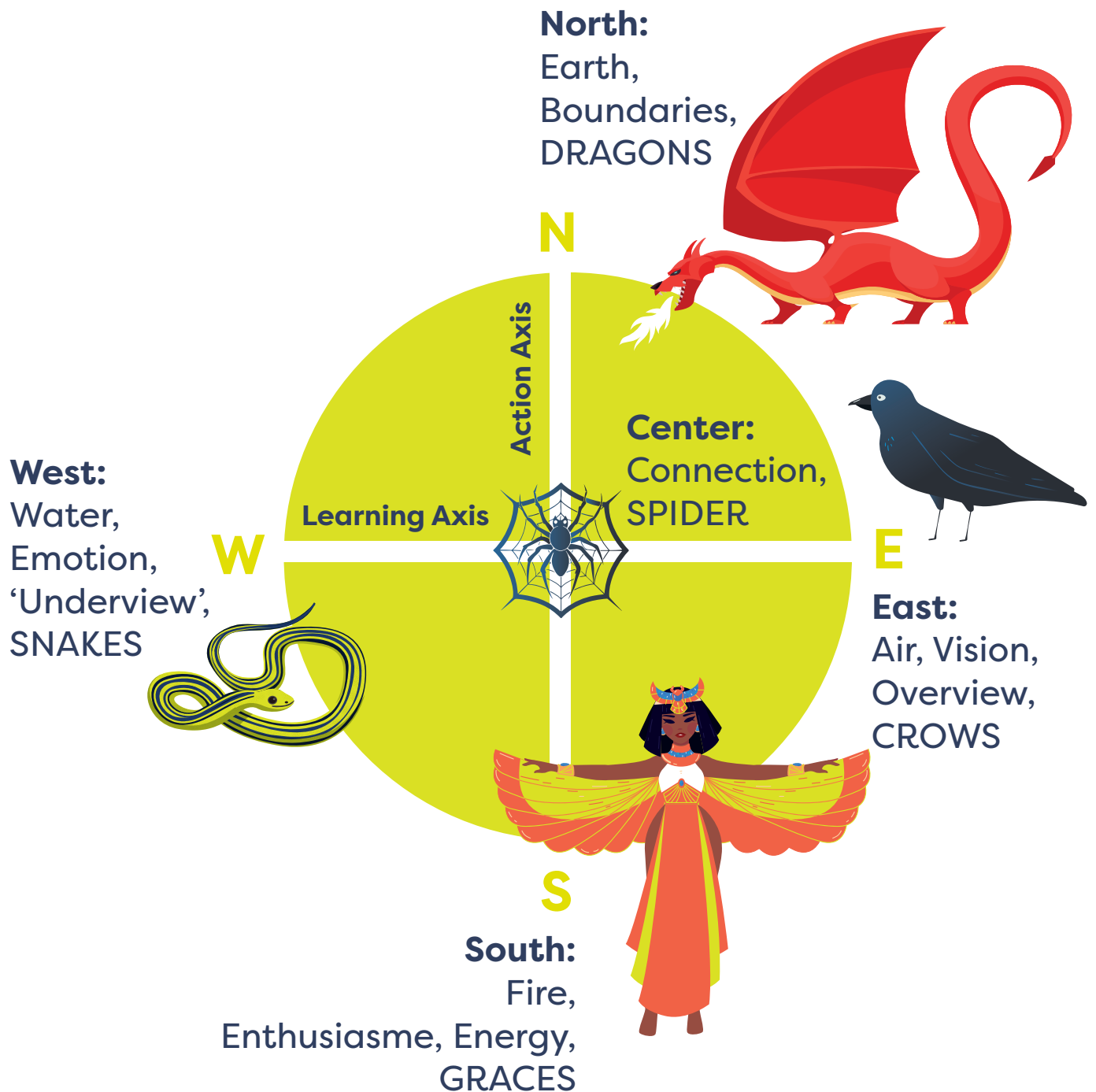
- Did we take into account all our attention points from the reversed brainstorm?

What gives wind in the sails,
what is already there?

What are the first
steps you can take?



MANDALA OF ROLES



Source :

Own elaboration from (Starhawk,2021)

Descriptions extracted from (Starhawk,2021)

MANDALA OF ROLES: BACKGROUND

LEARNING AREA

SOUTH-FIRE-GRACES

“The Graces represent the enthusiasm and passion that we associate with fire (...) through their benevolence, they attract people into the group and make them feel good there. They are the hosts who welcome the new arrivals. Towards the oldest, they are warm and show the esteem which is the corollary of acquired social power.



NORTH-LAND-DRAGONS

“They constitute the concrete anchor of the group – they assume responsibility for the general functioning of the group, asking thorny questions such as: “do we have the means to finance this project? “. The Dragons also play a protective and defensive role for the group. They ensure that the group does not suffer intrusion and does not break up due to internal pressures. They guard the boundaries of the group and manage what happens at the margins, these dynamic zones where the culture of the group intersects with the broader forces at work around it.



AREA OF ACTION

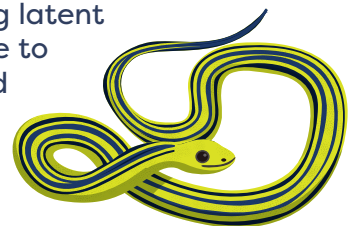
EAST-AIR-CROWS

They keep an overview (what are our objectives, how are we going to achieve them?; What changes does the future hold for us? Who keeps their commitments and who tends to give up?). Crows keep us on the right path by looking forward. They summarize what has been achieved and determine what still needs to be done to achieve our objectives.



WEST-WATER-SNAKES

Snakes see things from below. They are in direct contact with the group’s operating methods and help it adopt practices and projects that strengthen ties. They are attentive to emotional and communication patterns in the group and bring latent conflicts to light. They question the group’s habits of thought, are attentive to gossip and anything that is not expressed directly or openly. Snakes tend to be disruptive, which is why it is not an easy role to play. But, by nature, snakes are destined to change their skin and renew themselves. Groups also sometimes need to change to get rid of bad practices and old sterile patterns. Ultimately, snakes help build trust in the group by bringing latent conflicts to the surface.



CENTER-CONNECTION-SPIDERS

Spiders stand in the center of their web and this position allows them to perceive the slightest movement from any point. In groups, Spiders play the role of liaison agents, attentive to all exchanges in the group. They can set up communication channels – a discussion list, an efficient website, telephone call chains. They ask questions such as: “Who needs to be informed about this decision?” Who is involved?



1 INDIVIDUAL REFLECTION (5MIN):

- What roles do you tend to take on?
In your life ? In the group ?
- Which roles do you identify with most?
- What roles are you least comfortable with?
Which ones do you avoid?

2 PAIR DISCUSSION (10MIN):

- What roles can we identify in this group?
- What roles are clearly assigned?
And on the contrary: which roles are not assigned?
- In this group, what roles confer social power?

3 GROUP WORK (15MIN)

- What are the advantages and disadvantages of each role?
- What roles are more likely to generate resistance or conflict?
- What are the roles that confer most social power?

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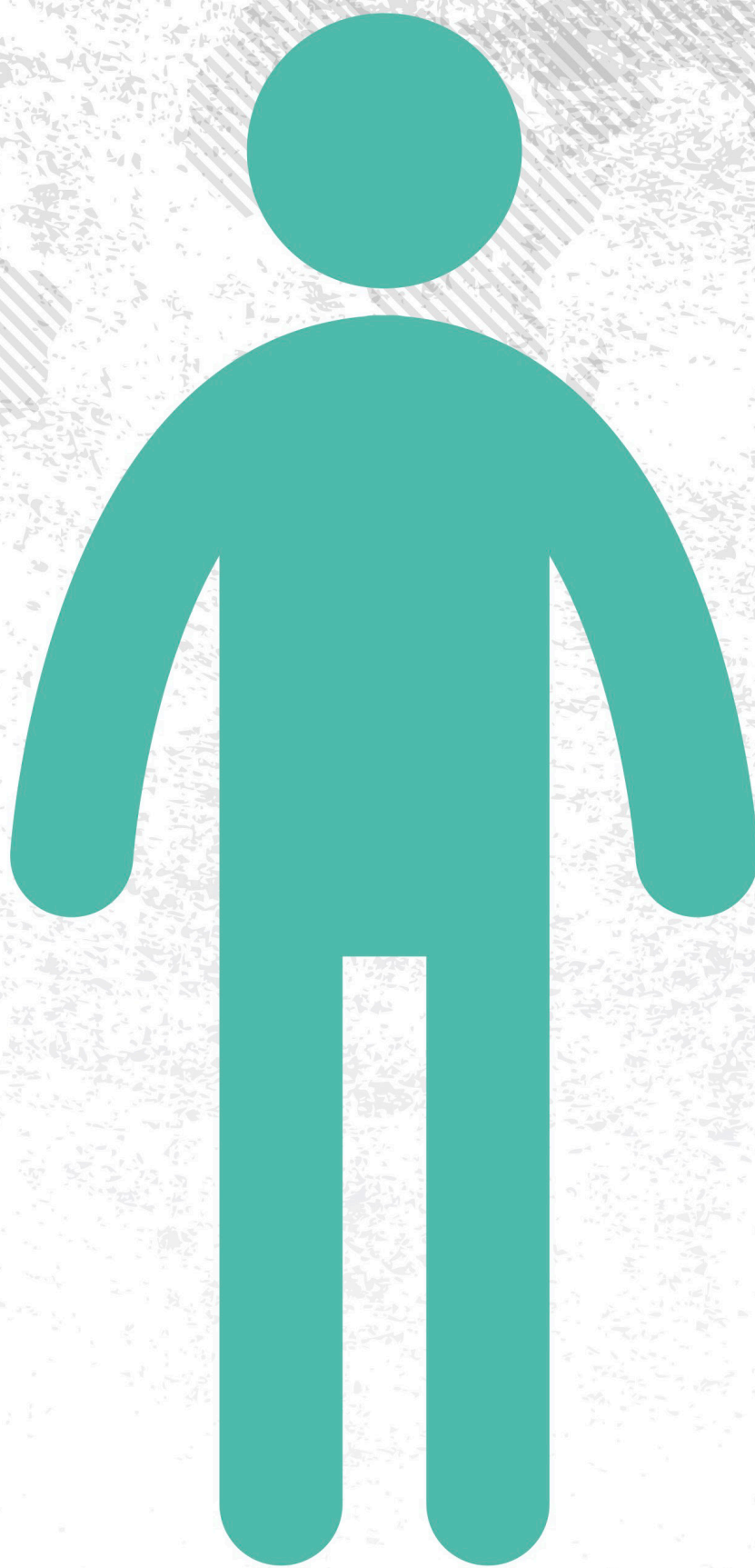
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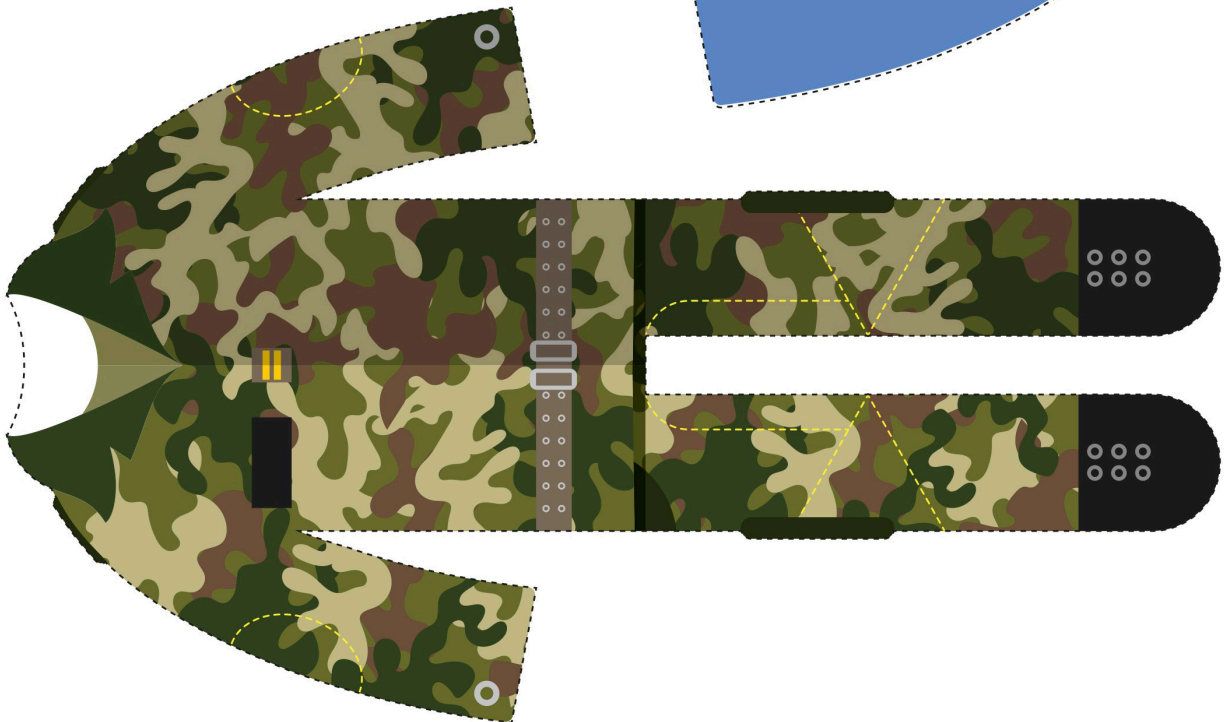
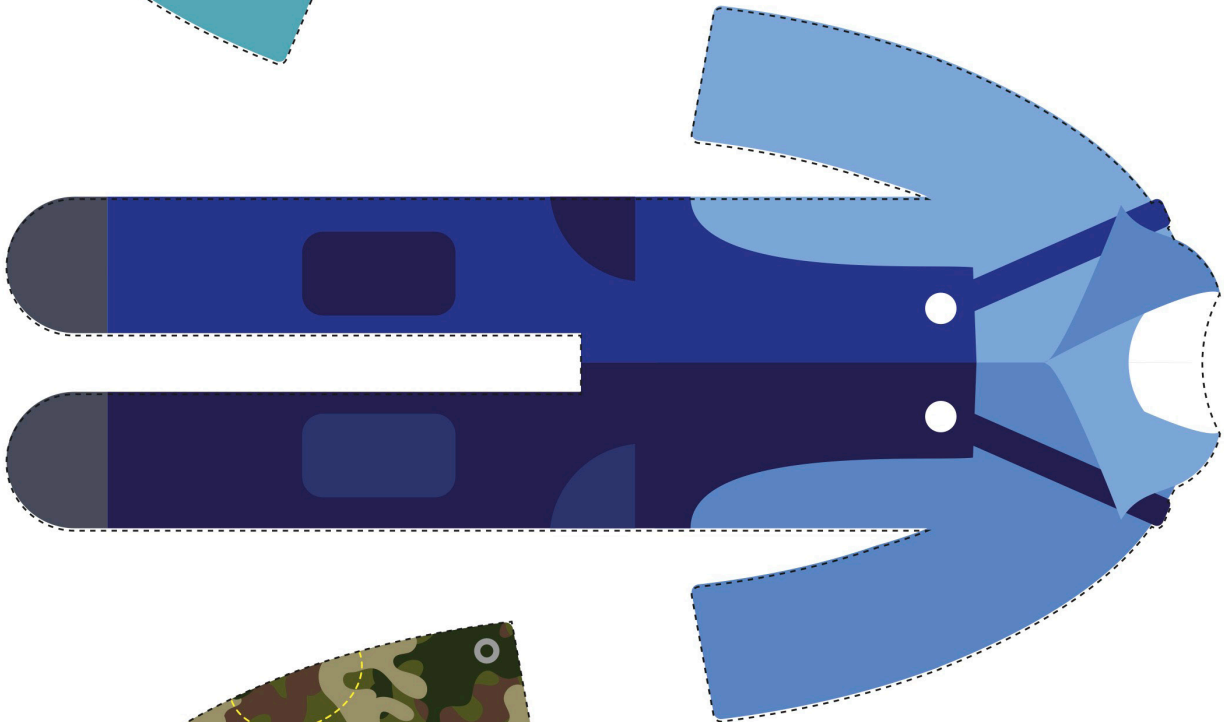
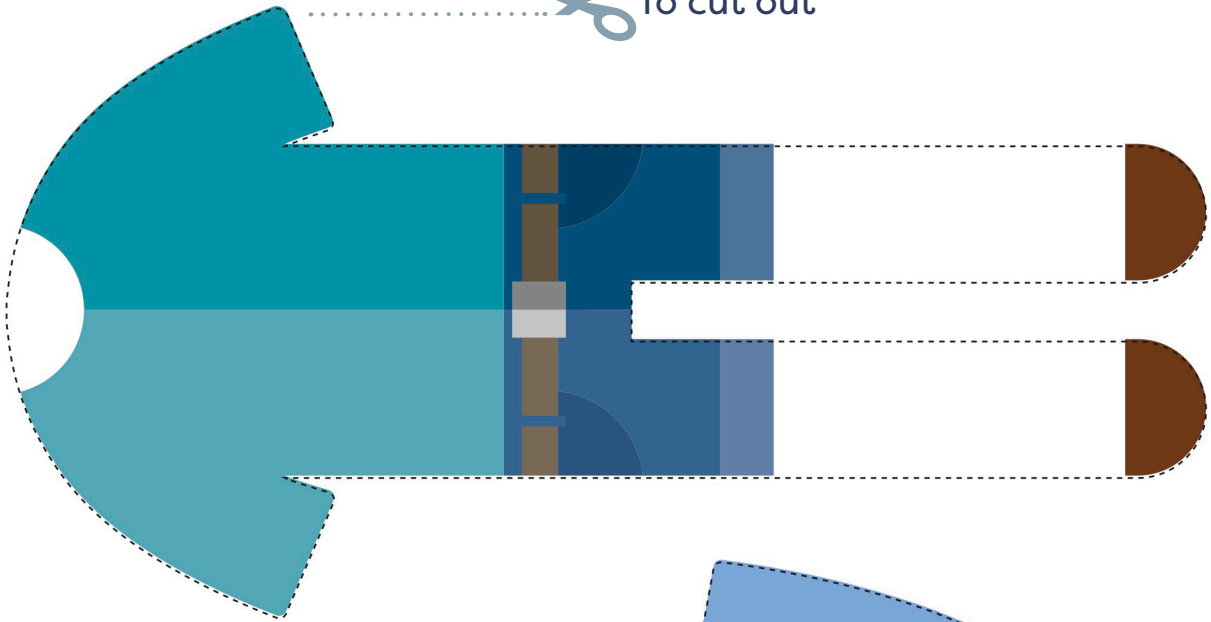
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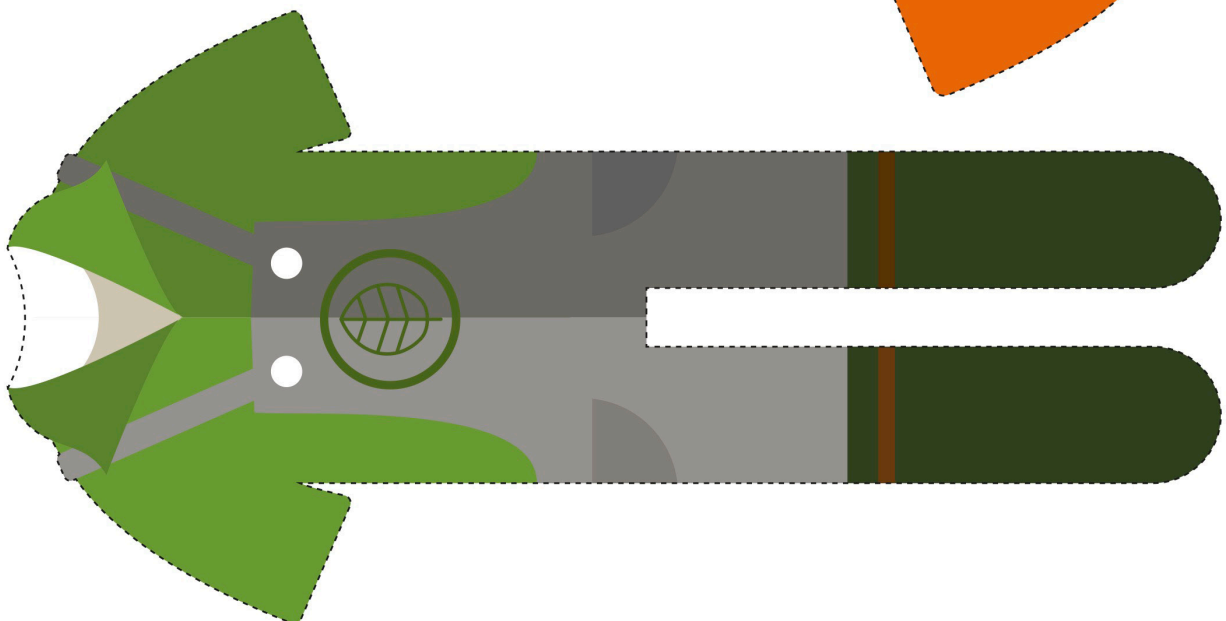
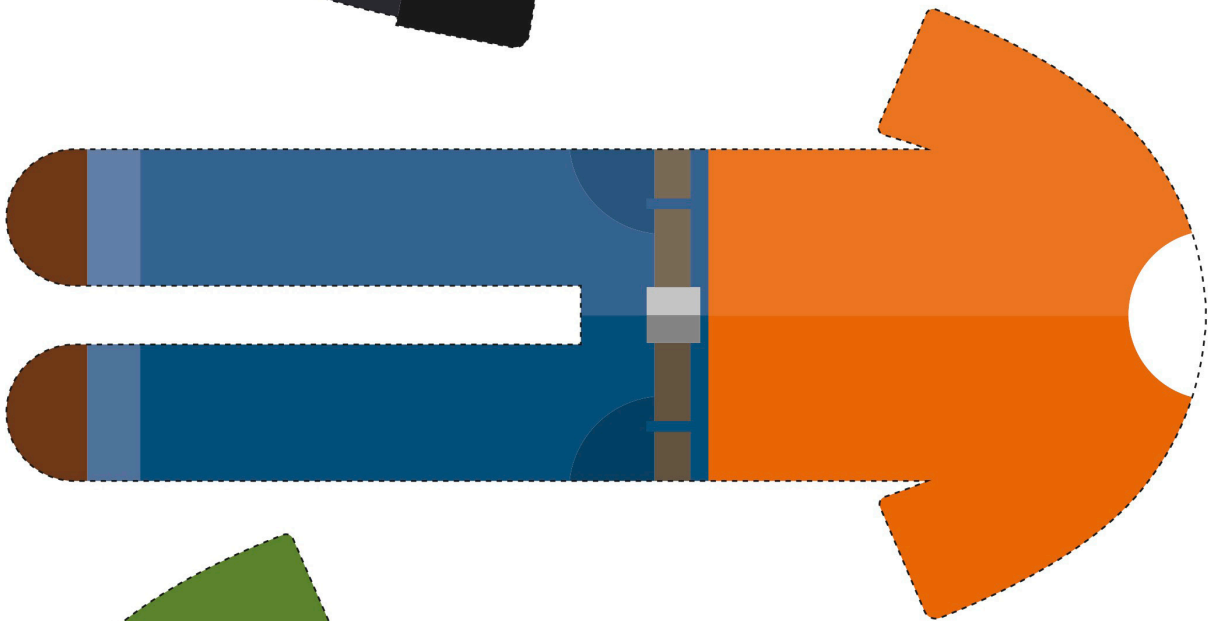
PARTNERSHIP PUZZLE



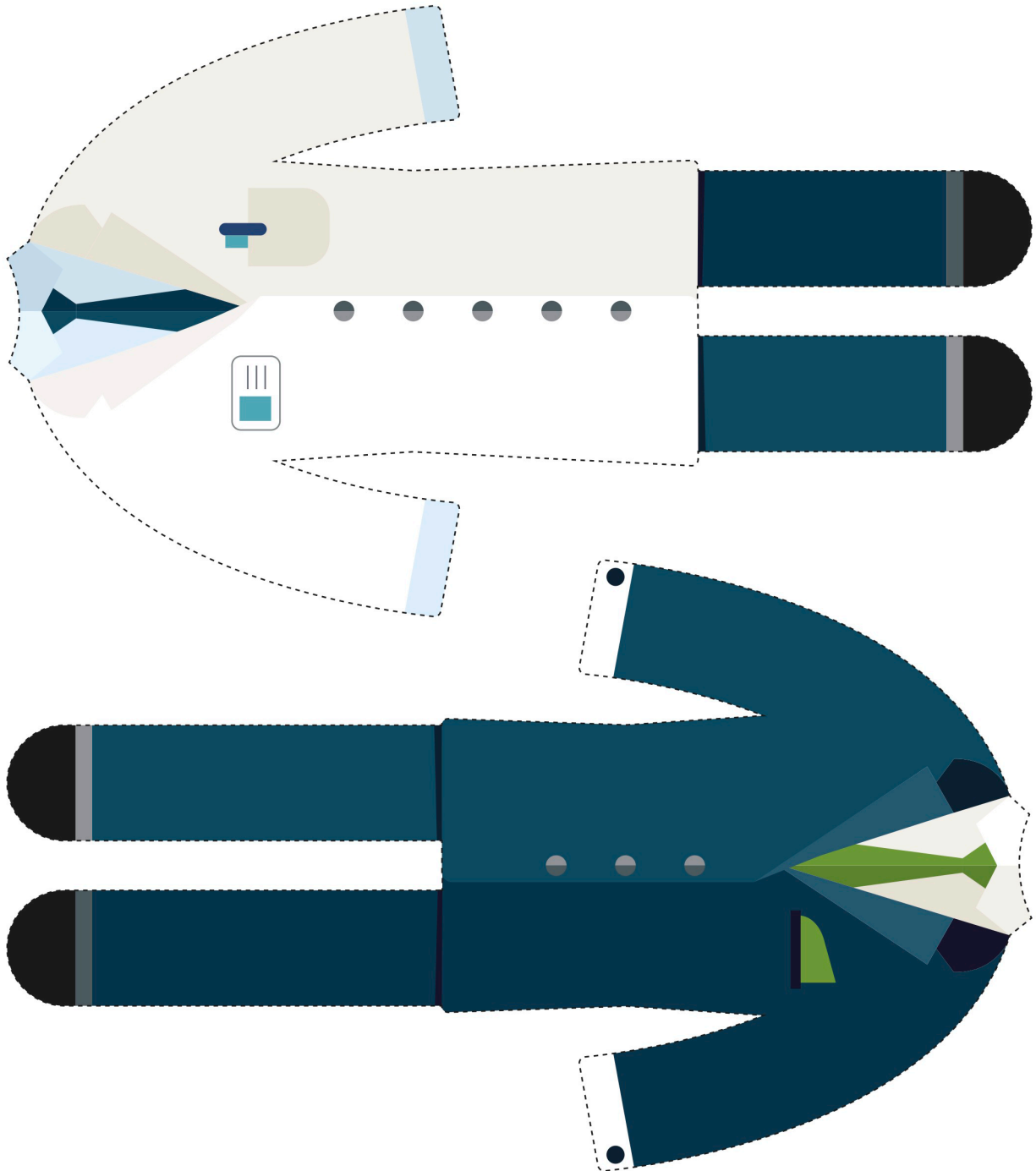
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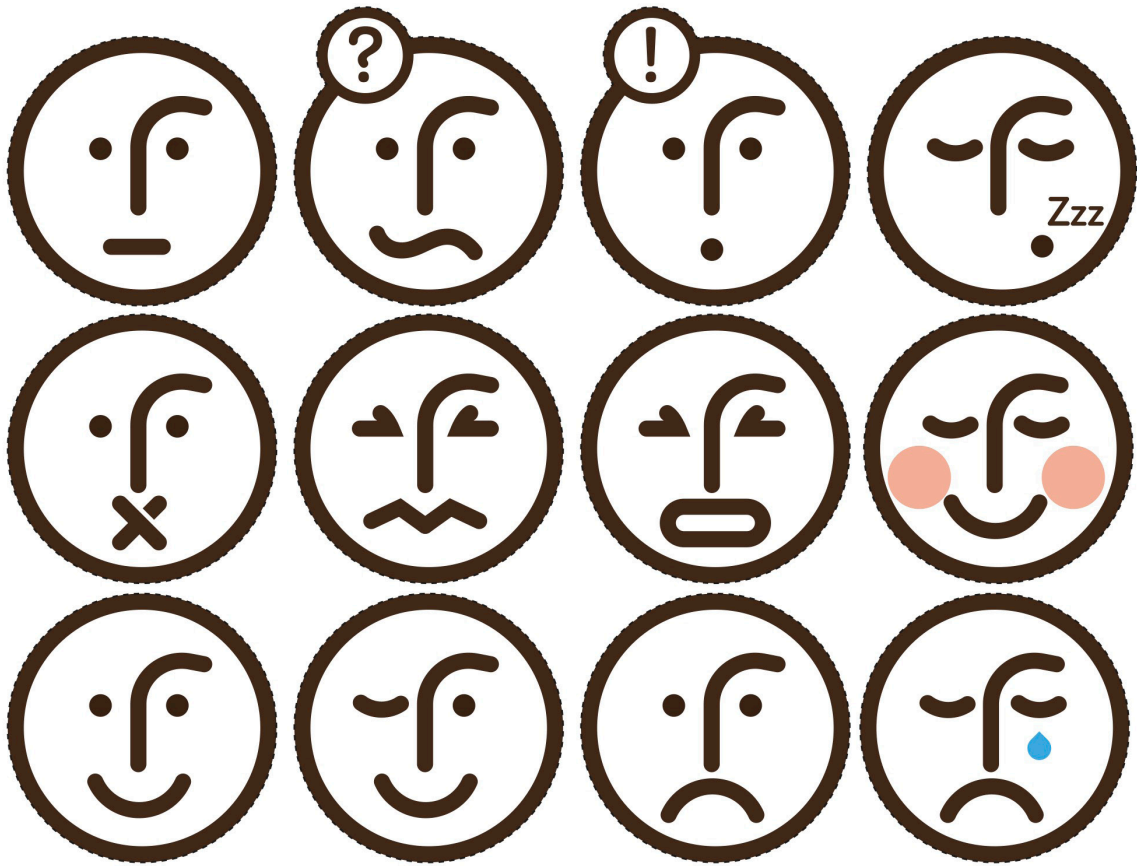
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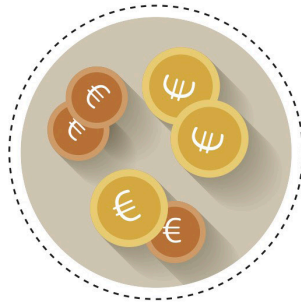
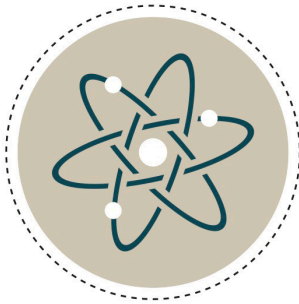
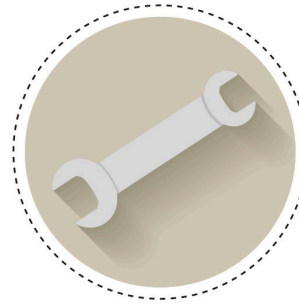
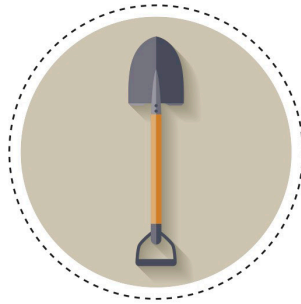
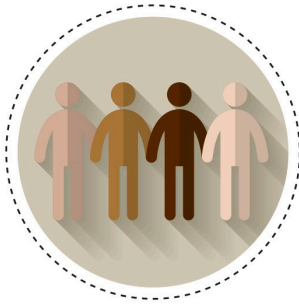
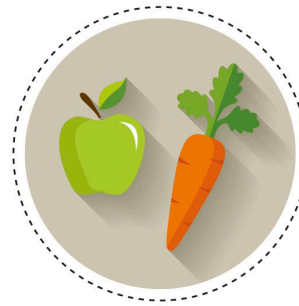
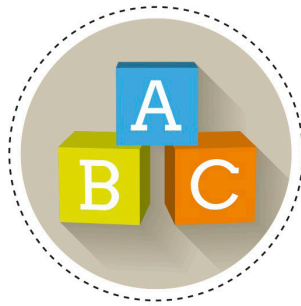
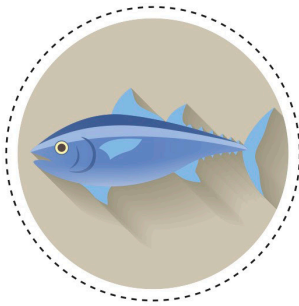


Bla !! Blabla, bla blabla bla bla,
balbla bla bla, bla, blabla bla bla
bla, blablabla !!! Bla bla blabla bla,
balbla bla bla, bla, **blabla bla bla**
bla, blablabla, bla bla. Blabla bla bla,
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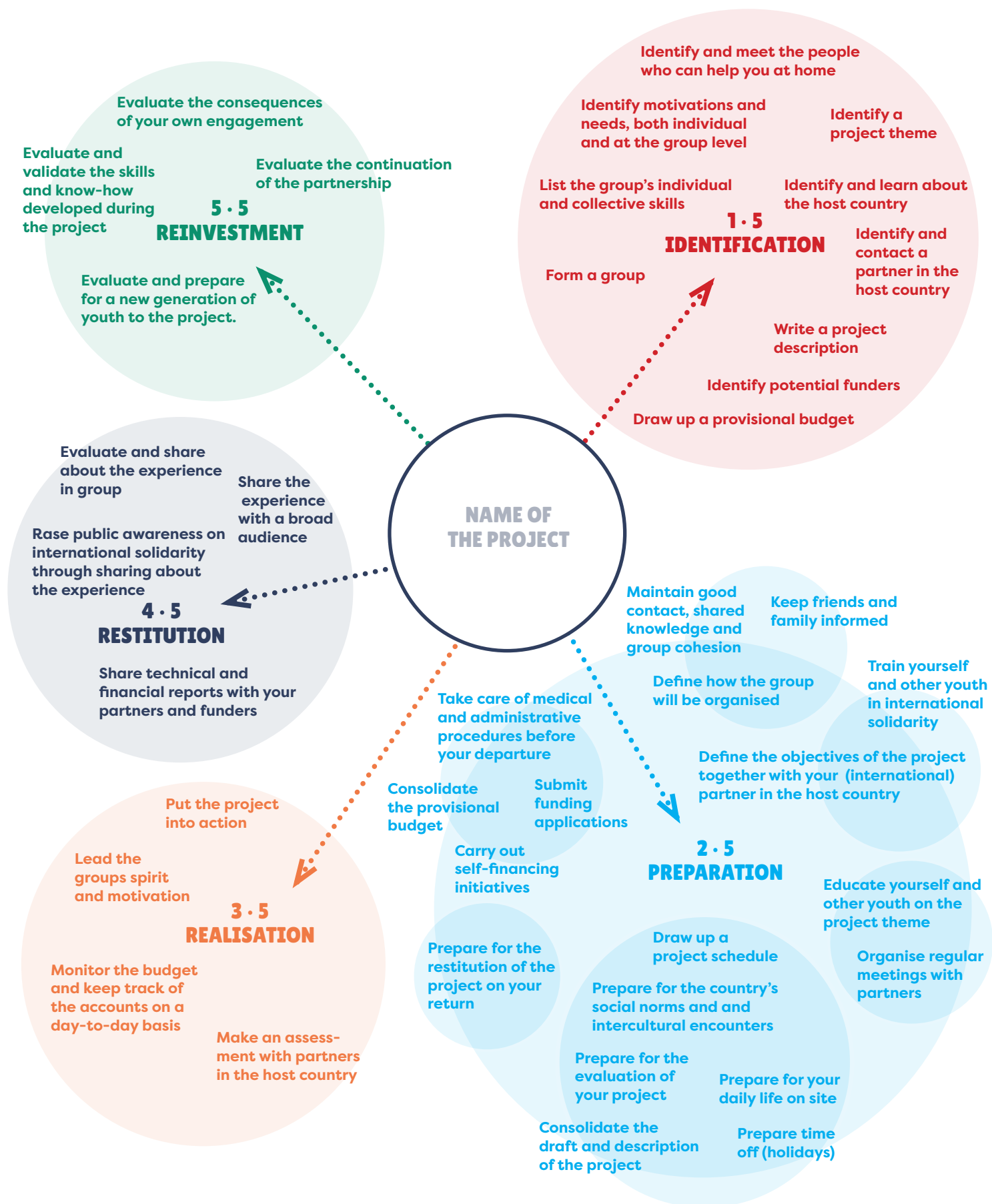




- How did you find your partner?
- What will be the relationship with your partner (financial, technical, loan of equipment, exchange of experience and knowledge, communication, support, etc.)?
- What is the complementarity/reciprocity between you and your partners? Think about the needs of each partner, how does the project enrich each partner?
- What are the cultural or intercultural assets and risks of the partnership?
- List the strengths and weaknesses of the partnership, then answer the questions: How can the strengths be reinforced? How can the weaknesses be overcome?



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<p>PROJECT NAME</p>	<p>1 . 5 IDENTIFICATION</p>
<p>2 . 5 PREPARATION</p>	<p>3 . 5 REALISATION</p>
<p>4 . 5 RESTITUTION</p>	<p>5 . 5 REINVESTMENT</p>

	IDENTIFICATION	PREPARATION	REALISATION	RESTITUTION	REINVESTMENT
TO DO					
IN PROGRESS					
DONE					





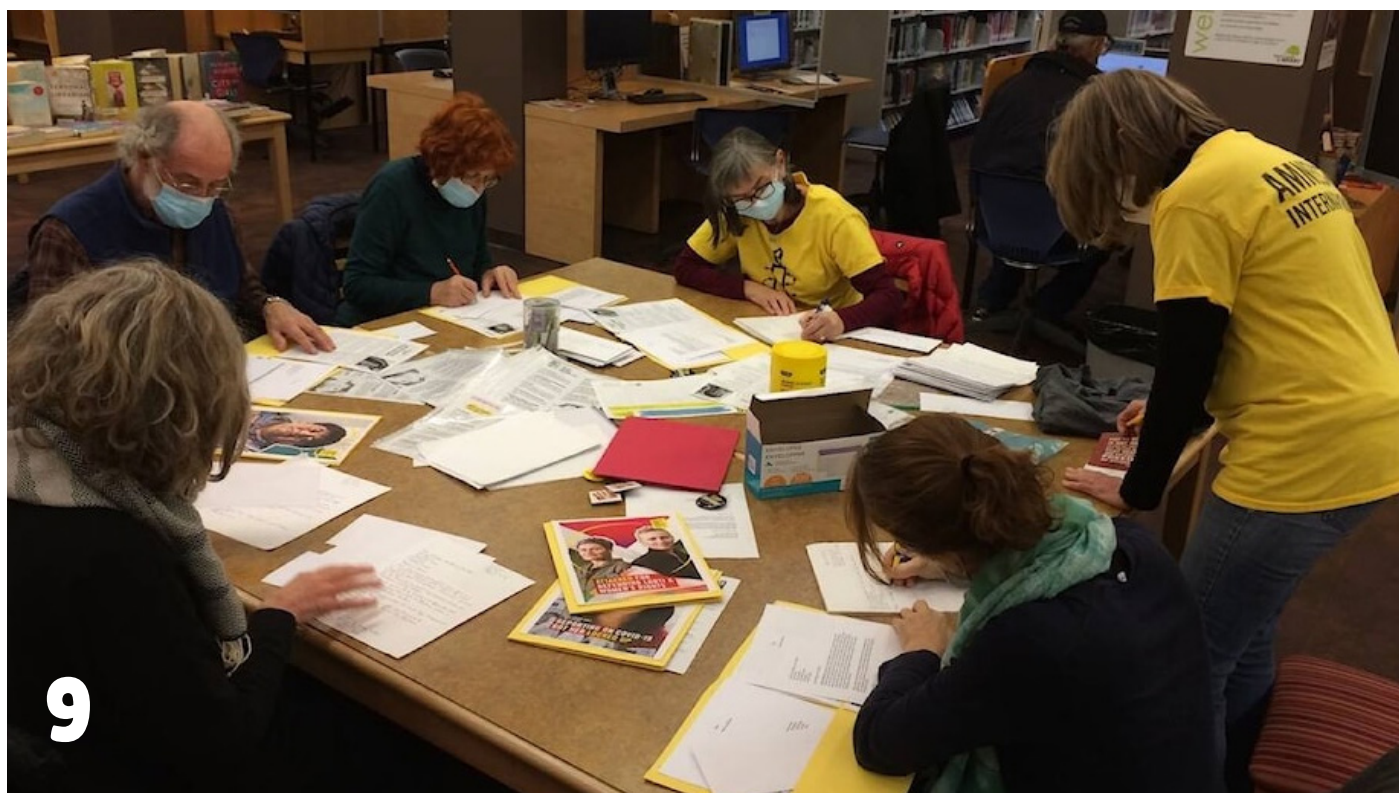


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6







BACKGROUND INFO PICTURES



1 CLIMATE ACTIVISTS SPRAY PAINT ON STONEHENGE

Two people with large spray cans run toward the Stonehenge monument in the English county of Wiltshire and spray it with the orange paint. The persons are members of the climate action group 'just stop oil'. This group calls on their government to stop licensing new oil and gas projects in the UK. They are demanding that the incoming UK government commit to working with other governments to agree an equitable plan to end the extraction and burning of oil, gas and coal by 2030.

Sources:

<https://juststopoil.org/>

<https://juststopoil.org/2024/06/19/its-time-for-megalithic-action-just-stop-oil-decorate-stonehenge/>



2 PROTEST AGAINST TESLA PLANT NEAR BERLIN EXPANDS: 'THIS IS ABOUT MORE THAN WATER'

Protests against the automaker Tesla have been ongoing for months in the forests east of Berlin. Tesla plans to expand its factory, which requires clearing 100 hectares of forest. The main concerns revolve around the impact on groundwater, as the factory is located within a drinking water protection area. Villagers are complaining that while the factory consumes a significant amount of water, households are being placed on water rations.

German eco-activists' interest in Tesla all started with local Manu Hoyer, the face of the anti-Tesla residents group the Grünheide Citizens' Initiative (Bürgerinitiative Grünheide). The 64-year-old has lived in the Tesla's local municipality of Grünheide for the past two decades, and ever since the factory's arrival was first announced in 2019 she has worried about its impact on local water supplies. She is not only concerned about Tesla using up local water supplies but also the potential that the company will contaminate them.

They were just a handful of locals trying to hold the German public's attention through the pandemic and its aftermath. Then, last year, she had the idea to reach out to left-wing groups in Berlin, who she thought might help the cause regain some momentum. "We are too small to mobilize significant amounts of people on our own," she says. That idea worked!

Esther Kamm wishes more resources were being spent on building affordable public transport networks, not replacing fossil-fuel cars with electric ones. The green transition was supposed to be an opportunity to radically restructure the economy, she says, not just electrify the one we already have.

Sources:

<https://nos.nl/artikel/2519870-protest-tegen-teslafabriek-bij-berlijn-breidt-zich-uit-dit-gaat-om-meer-dan-water>

<https://www.wired.com/story/tesla-for-est-protest-environment-sham/>



3 "ALL BELGIAN 16 AND 17-YEAR-OLDS OBLIGED TO VOTE IN EUROPEAN ELECTIONS"

Youngsters aged 16 or 17 will have to vote in the elections for the European Parliament on 9 June. Belgium's Constitutional Court has ruled they should be treated in the same way as all other - adult - voters.

Source:

<https://www.standupforeurope.org/binding-the-youth-vote-belgium-s-mandatory-shift-in-eu-election-participation>



4 FARMERS BLOCK HIGHWAY FRENCH-SPANISH BORDER

Farmers reprised the road blockades with the intention of raising their concerns ahead of the European elections.

This joint action by French and Spanish farmers targets highways and crossing points on the border. In total, eight crossing points, as well as toll booths, between France and Spain were blocked, located in the Pyrenees, spanning from Catalonia to Basque Country.

The action has largely been organized on a local level without the involvement of the major farming unions.

"When I talk to the government, they tell me that 80 percent of agricultural legislation is decided in Brussels, so we've understood that the battle is no longer national, it's European," said Jérôme Bayle, a cattle farmer from Haute-Garonne who became a figure in the agricultural protest movement at the beginning of the year (2024).

"We're not asking for the earth, just for Europe to be standardised in terms of regulations and taxes."

Source:

<https://www.thelocal.com/20240603/french-and-spanish-farmers-blockade-roads-ahead-of-european-elections>



5 STUDENTS PITCH TENTS IN BRUSSELS TO DENOUNCE INCREASED COSTS OF STUDENT LIFE

Some fifty members of Comac, the youth movement of the radical-left PVDA party in Belgium, took action Monday morning at Place des Martyrs in Brussels to denounce the increased costs of student life. Whether it's rent, energy or food, the price increases are becoming increasingly "unsustainable," Comac said.

Source:

<https://www.bruzz.be/samenleving/comac-plaatst-tentjes>



6 'HELP, I'M STILL CHOKING!'

40 schools take part in 'Help, I'm still choking!' action in Brussels

With the action "Help, I'm still suffocating!" the movement once again demands a more livable, safer and healthier city on children's terms. Several streets were closed for a few minutes. Some schools in Antwerp also participated.

Source:

<https://www.thelocal.com/>



7 CHILDREN COLOR THEIR OWN FOREST ON 'CONCRETE-LIKE' SQUARE IN ANTWERP.

With the government formation and the summer coming up, these children call attention to more green (play)space in the city.

100 students from three different schools were involved. The action was an initiative of several organizations, Bond Beter Leefmilieu, BOS+, Breekijzer, Greenpeace en Klimplant

Source:

<https://bosplus.be/nieuws/>



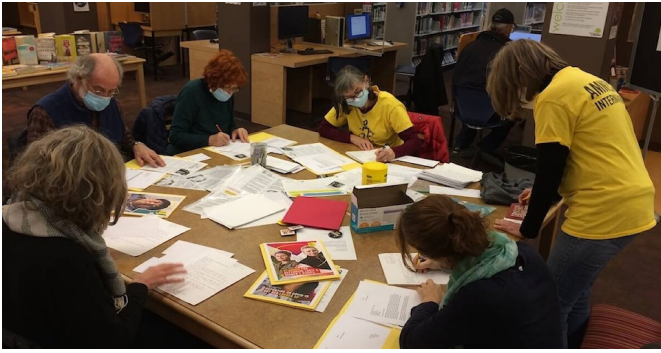
8 THE BUEREN STAIRS IN LIÈGE, BELGIUM WERE REPAINTED OVERNIGHT WITH THE FLAG OF PALESTINE.

More information on the action in this video:

<https://www.youtube.com/watch?v=nUWuovY-CJmo> or search Activists painted the Palestinian flag on this 374-step staircase in Liège, Belgium. By The Political Issue.

More information about the cities reaction in Dutch in this article:

https://www.standaard.be/cnt/dmf20240318_97309628



9 WRITE FOR RIGHTS BY AMNESTY INTERNATIONAL

For over 20 years, Amnesty International's annual Write for Rights campaign has transformed the lives of people whose rights have been wronged. Using the power of their words, Write for Rights supporters have united behind a common purpose: together, we can change lives for the better.

Join the world's largest human rights event. Write letters and sign petitions in support of people at risk of human rights abuses. The campaign begins in October 2024. For more information visit the website of Amnesty International: <https://amnesty.ca/write-for-rights/>



10 INCREDIBLE EDIBLE

Once upon a time, about ten years ago, Pam and Mary met with a group of friends to dream and make a plan. In their northern market town they saw unloved places and wondered if they planted vegetables in them and encouraged people to take what they needed they could create a conversation that would enable people to think differently about the power and

potential of their future. So spades in hand, they set to work. Growing spaces led to conversations that encouraged people to imagine that the power of these small actions could help people live happy, healthy and prosperous lives. Lives lived in connected communities, built out of the power of their own will, their own imagination and grown through the power of small actions.

Link to the story: <https://www.incredibleedible.org.uk/>

Link to Instagram photo's: <https://www.instagram.com/p/CXeGh2IIJ9N/> ; https://www.instagram.com/p/CxxgrLzoY3a/?img_index=1



11 STUDENTS COUNCIL

Student councils are the voice of all students. You think about and help improve your programme, you give advice on the structure of the curriculum and feedback on the content of your programme. You help ensure a good spread of exams, a good atmosphere on campus and the use of student rooms. Your voice counts!

Text by <https://thomasmore.be>

Photo by <https://www.aggs.school.nz>

- Wat do you see? What do you think is happening here?
- What could be the story of the main characters?
- What could be the goal of the action? Can you guess what topic they want to address or what change they want to see?
- What do you think about it? Do you like the action? Do you think it will be effective?
- Do you know other examples of similar actions?



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THE FESTIVAL OF POSSIBILITIES

September – October National – France and Belgium

The Collective for a Citizen Transition (CTC) offers everyone who wishes to take part in the Festival of Possibilities: a festive time to amplify our actions. The collective equips and supports all those who wish, in order to help them organize events that promote concrete actions that everyone can take ownership of, and initiatives that everyone can join. The objective: together, act in favor of a more sustainable, just and united world.

fete-des-possibles.org



FOOD FESTIVAL

October – November International

The ALIMENTERRE Festival is an unmissable event on sustainable and inclusive food. Around a selection of documentaries, it encourages citizens to learn about and understand agricultural and food issues in France and around the world, so that they participate in the co-construction of sustainable and supportive food systems and related laws.

www.alimenterre.org



FESTISOL

November – December International

Festisol is an international meeting to promote and celebrate solidarity open to the world and to others. Each year, associations, communities, educational establishments, socio-cultural structures, social economy players, citizen groups, etc. participate and organise more than 4,400 friendly and committed events to give citizens of all ages the desire to act for a just, united and sustainable world. An educational festival: at the heart of the action, global citizenship education.

www.festivaldessolidarites.org

MIGRANT SCÈNE FESTIVAL

November – December National – France

It is a committed festival, supported by the French association Cimade, which aims to fight against stereotypes and prejudices against foreigners, to bring together and build a fairer and more humane society. Awareness is raised through live shows, debate screenings, art, culture, etc.

www.migrantscene.org



PROMISE TO MYSELF



I,
promise myself to take up the following
commitment in the near future:
.....
.....
.....
.....
thus contributing to the realization of the right to
.....
and/or attaining SDG nr
.....
Date
Name
Signature

I,
promise myself to take up the following
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.....
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VISIONING QUESTIONS

Person A closes their eyes and reflects on how the situation is today.

Person B asks the following questions. Do this from a 'wonderment': Imagine that from now on, all person A describes is true, as if you are in their imagined future.

- I want you to imagine how our society is organised today. What do you see, what do you think, what do you hear, what do you feel? What is going well, what is not going well in our society? Who is affected by this?
- Now take a step forward, into the future, to a time when you will live in the society of your dreams.
- How does this society look like? Where would people live? Where would they work? How would they get to their schools and workplaces? On their days off, where would they go and what would they do? What kind of a house would you live in? What kind of energy would be used for heating? For transportation? For travel? Where would it come from? How would the air, water, and environment be kept clean? (these questions can be adapted to the context • challenge youth want to discuss).
- You are the one who contributed to this better society. What do you see, what do you hear and feel? Do you see anything special? What is different?
- What was the first step to achieve this improvement?
- What challenges did you go through?
- Who did you meet? Who helped you?
- Thank you

Now switch positions: person B closes their eyes, person A asks the questions.

After the exercise, exchange your their feelings and impressions:

- What did you notice?
- How does our society look like?
- What will be different in our society?
- Who will benefit?

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COLOFON

Concept and copyright: KIYO and Lianes Cooperation

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partner in development



AFD



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