

# OUR PLANET, OUR RIGHTS

Education,  
children's rights  
and **climate change**

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# Let's assert our right to a healthy environment!



November 20 is Universal Children's Day, the day children's rights are celebrated. It's a day for learning, making commitments and action. This year we want to raise awareness about the impact of climate change on children and young people. We want to help them to

act, speak out and have their voices heard. We have designed a mission notebook for your class to note down a collective environmental aim and the individual commitments and goals of each class member. Download a copy at: [www.unicef.es/educa/1001proyectos](http://www.unicef.es/educa/1001proyectos)

#1001ProyectosXelPlaneta

**20NOV**  
UNIVERSAL CHILDREN'S DAY



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# Education, children's rights and climate change

**When you were training to be a teacher you probably never imagined that combatting climate change would be among your goals. And if you were interested in the subject, you may not have associated it with children's rights. Well, the time has come for you to act, climate change can't wait. You'll find a range of excellent classroom ideas in the handbook and we'd like you to join us on our mission by getting your class or school involved in a project to save the planet on Universal Children's Day! We're counting on your support!**

Education is essential in the fight against climate change. Through education, children acquire the **knowledge, skills, attitudes, competencies, and values** they need to create a sustainable environment in the future. Educating about climate change, the environment, and sustainable development extends beyond science class and the classroom: **it affects the entire educational system, cuts across the entire curriculum, and involves laying the groundwork for a learning process that will last a lifetime.** It also involves using teaching methodologies that encourage critical thinking, problem-solving, and develop the ability to foresee and act in a collaborative manner on events caused by changing realities.

Educating children about the environment and their rights speaks to an ethical imperative: **climate change affects children and adolescents in a disproportionate and particularly unfair manner** since they have not caused the problem but will have to bear the consequences.

Our children's present and future will depend on what we adults do for them and what we teach them to do for themselves. In 18 short years, today's children will become the adults of tomorrow who, as consumers, workers, leaders, voters, politicians, and/or other public figures will be responsible for making important decisions about the environment. **As educators, we have the opportunity to provide them with knowledge, encourage responsible and critical decision-making, and help them to develop the competencies they need to become active and committed members of society.**

This handbook aims to offer some ideas and inspiration for schools and teachers who are interested in **teaching climate change from a children's rights perspective**, and in **fostering a sense of responsibility in the pupils by involving them** in the local environment (school, local community, town etc.) and in the wider, global problem.

The handbook suggests age-appropriate **concepts and learning objectives** for each educational level. While some are specifically related to climate change, others are more general and refer to the development of attitudes and competencies related to conscience, responsibility, and decision-making about the environment and children's rights.

## ACTIVITIES AND RESOURCES

# PRE-SCHOOL

Does climate change have anything to do with children? It certainly does: all over the world **it's the youngest children who are most affected by climate change**: heat waves and cold snaps, natural disasters, droughts....It is our responsibility to teach them how to prepare for these events. However, there's no point in trying to explain climate change to children this young, as they would have great difficulty understanding how the atmosphere (a layer of invisible gases) can impact our lives to such an extent. But through appreciating, respecting and protecting nature, **very young children can begin to defend their right to a healthy environment**. The earth is feeling the heat and we need to help it!

### SOME IDEAS FOR DEVELOPING IN THE CLASSROOM

- The Earth is our home and home to all living creatures.
- We should look after nature and our environment the same way we look after our homes and possessions.
- Wind, rain, snow, and sun are all necessary, and even fun at times. But we also need to protect ourselves from them
- If we learn to protect ourselves properly we can enjoy nature more fully.
- Natural resources are limited so we need to look after them.
- You are never too small to help save the planet.

### KEY CONCEPTS

- Protection
- Living in harmony
- Caring
- Nature
- Respect
- Environment
- Self-confidence

### Learning for life

While it is still too early for children at this level to understand the complexities of the climate or to take action against climate change, the groundwork for them to grow up as environmentally responsible and aware citizens can be laid at this stage.





## The three little pigs and big, bad wind

"It blew and it blew and it blew the house down". Some fairy tales can be retold to highlight issues of interest with young children. An example is the story of the three little pigs, which can be used to highlight the importance of being prepared for natural disasters.

Download the story and teaching notes at [www.unicef.es/educa/biblioteca/tres-cerditos-viento-feroz](http://www.unicef.es/educa/biblioteca/tres-cerditos-viento-feroz)



# 20 NOV

#1001ProyectosXelPlaneta

Why not use the story to celebrate your class's commitment to the climate and children's rights on Universal Children's Day (November 20)? You can use it to develop a disaster preparedness action plan? Join in our effort to create 1001 projects to protect the planet! Download the project and mission notebook at [www.unicef.es/educa/1001proyectos](http://www.unicef.es/educa/1001proyectos)



## RESOURCES AND ACTIVITIES

## PRIMARY EDUCATION

One of the major challenges when teaching climate change is the common **perception that it is a faraway problem** caused by other countries that affects other people, and that the **government is responsible for solving it**. Children need to understand at a certain age that the climate belongs to a complex system, and that changes are brought about by different causes; not by one single cause. It is also important for them to see that the consequences of these changes are not entirely foreseeable and that we may be affected directly or indirectly by them. Now is a good time to introduce them to the relationship between our lifestyle and climate change: how our consumer habits affect global warming and how climate change may oblige us to change these habits.

## SOME IDEAS FOR DEVELOPING IN THE CLASSROOM

- The climate in a specific area is generated by the climate system, which is complex, changing and global.
- Time and climate are related but different, and it is important to make this distinction.
- Changes in the climate may affect how we live permanently, by denying us access to food and water, spreading diseases, forcing us to migrate, or affecting our chances of finding work.
- There are currently more climate than war refugees in the world.
- The most vulnerable members of society (including children) are also the most affected by the consequences of climate change.
- There are two ways we can combat climate change: mitigation and adaptation.
- Our consumer habits, i.e. what we buy, the food we eat, how we travel, and the energy saving measures we implement, affect greenhouse gas emissions which can be improved through mitigating strategies.
- Our ability to adapt to climate change will depend on whether we learn to recognise and act on the signs of global warming in the environment. We have a right to know how to protect ourselves against natural disasters.



## KEY CONCEPTS

- |                     |                   |
|---------------------|-------------------|
| • Interdependence   | • Prevention      |
| • Problem-solving   | • Controls        |
| • Impact            | • Choice          |
| • Protection        | • Resilience      |
| • Living in harmony | • Adaptation      |
| • Evolution         | • Decision-making |
| • Interests         | • Consequences    |
| • Predictions       | • Sustainability  |

- The importance of using relevant data and sources of information.
- Basic concepts of climate change and environmental stewardship.
- The importance of natural resources for daily life and the economy.
- How to detect and avoid risks: basic disaster preparedness in our daily environment (droughts, flooding, heatwaves etc.)
- Historical factors and future consequences of what we do today for self, others and the local environment.
- Basic ecological cycles (i.e. water and life cycles)
- The relationship between risks, threats, and vulnerabilities.
- Social norms and collective behaviour can be both a risk factor and a protective factor.

### KNOWLEDGE

## What can we learn from climate change?



### ATTITUDES

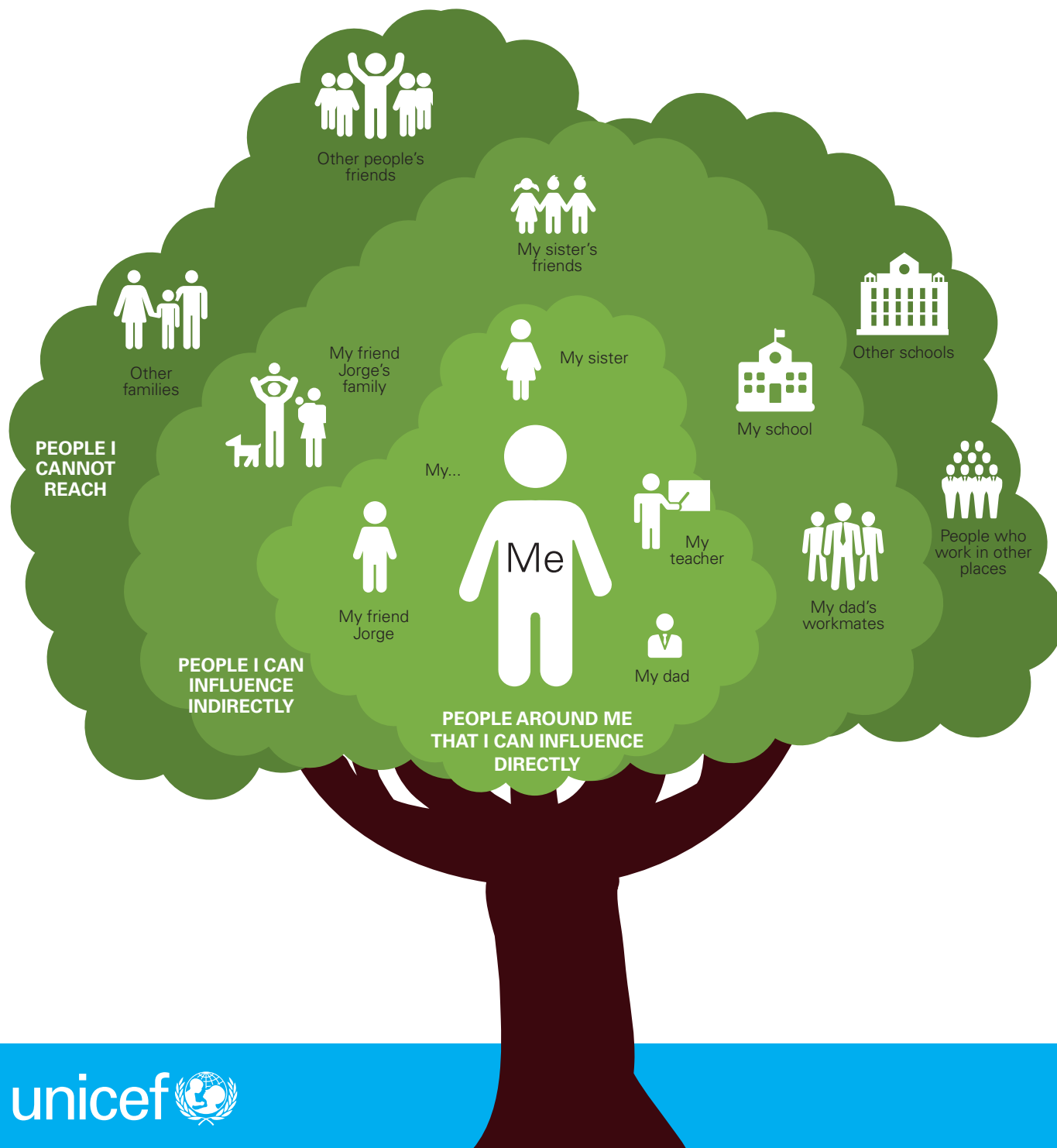
- Concern for and appreciation of the local environment
- Respect and empathy for people with different opinions and in different circumstances
- Appreciation of local knowledge of the environment and cultural adaptation to it
- Awareness of our rights and responsibilities and those of others in protecting the environment and reducing risks
- The responsible use of environmental resources

### SKILLS

- Communicate openly and respectfully about reducing risks and living in harmony with the local environment.
- Identify local natural resources and their uses (e.g. raw materials).
- Review daily practices and implement changes to become better environmental stewards.
- Learn to recognize and deal with fear, grief and loss.
- Seek help when needed.
- Distinguish between causes, consequences, and relationships.

## What can I do?

Believing that the solution to the problem is out of their control can be so frustrating that they **give up on both the problem and the solution**. Therefore it is very important in primary education that we focus on the aspects of the problem that the children themselves can act on, or can influence others to do so. Success at this stage will encourage them as they grow to take on more complex projects which require greater commitment.





The key to the success of the reflection process lies in the children discovering that their actions will have much more impact if they work as a team and involve their network of friends and relations. To help them understand this, each student can draw a map of their circle of influence (like the one shown here) so that they get a realistic idea of the potential impact of their actions. This will illustrate:

- What they can do by themselves: e.g. recycle the paper they use, look after a plant, or make a poster.
- Who can help them or they can influence: e.g. they can ask teachers to encourage their pupils to recycle the paper they use in class or ask their parents to take them to a garden centre or ask a sibling for help in designing a poster.
- The extent of their circle of influence. Their teacher can ask the school management to start a paper recycling drive, or a sibling can get his/her friends to help them with their campaigns.
- The limit of their circle of influence: it is difficult to reach people they don't know so they need to be realistic about their aims. However, this does not mean they cannot come up with ways of extending the scope of their influence. They could record a podcast that other schools can listen to, write to the town hall, or ask a parent to post a tweet about their campaign, etc.



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Why not get the whole class involved in an action plan to celebrate their commitment to the climate and children's rights on Universal Children's Day (November 20)? Join us in our effort to create 1001 projects to protect the planet! Download the project and mission notebook at [www.unicef.es/educa/1001proyectos](http://www.unicef.es/educa/1001proyectos)

## RESOURCES AND ACTIVITIES

## SECONDARY EDUCATION

During adolescence, a teenager's capacity to empathise and understand ethical and moral questions grows considerably, which is essential in understanding social phenomena such as climate change. This is when they make the transition from understanding caring for the environment as a daily, personal responsibility to **seeing its impact from the perspective of citizens who are participating in a democracy**. At secondary school, technical training, the Baccalaureate cycle, and subsequent levels of education, students can engage in social actions and movements heretofore beyond their sphere, e.g. they can become active politically, join associations, do a service apprenticeship or become involved in social entrepreneurship etc.

## IDEAS FOR DEVELOPING IN THE CLASSROOM

- Climate change has been scientifically proven, but ideological and public media controversy still persists. In order to establish a critical and informed opinion, it is important to understand the difference between the motivations and methods used in science and those used by other groups of influence.
- While climate change has primarily been the focus of scientists (climatologists), its impact on society, culture, the economy, law, health, and human rights has also received the attention of experts from other specialist fields. The potential solutions to climate change are multidisciplinary.
- Climate change affects different people, communities, and groups of interest differently, and this complicates the process of reaching agreements and implementing common solutions.
- We adapt to our natural environment by operating within a given social context in a sustainable or non-sustainable way. Therefore, cultural and technological changes may need to be promoted and implemented in order to foster sustainable practices.
- Legal, economic, technical, cultural, political, and sentimental considerations must be taken into account when searching for logical and rational ways of addressing global warming issues.
- Children and adolescents are not directly responsible for today's level of global warming, but their lives are affected by the consequences and they need our help to find a solution to a more sustainable future. They have a right to participate and a right to a healthy environment.

## KEY CONCEPTS

- Decision-making
- Criteria
- Controversy
- Social Justice
- Interdependence
- Mediation
- Action
- Pluralism
- Globalization
- Systems
- Repercussions
- Processes
- Negotiation
- Adaptation
- Provision
- Sustainability



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# What can be learnt from studying climate change?

Many things, apart from scientific knowledge, can be learnt from studying climate change at secondary and further levels of education. Many of the potential solutions and adaptations to global warming are associated with technology, education, economics, industry, and social change. **Irrespective of their vocational orientation, the knowledge, attitudes, and skills acquired through the study of climate change will benefit the academic, personal, professional, and civic development of every student.**

## CONTENT

- How to identify and analyse relevant information: what criteria indicate the reliability of information, how to identify quality scientific publications and the requirements proper scientific methodology must fulfil.
- The adaptation and mitigation of climate change.
- The life cycles (e.g. water, nutrients) involved in the sustainability of local resources; how these interact with other environmental, social and economic factors.
- The life cycle of consumer products; caring for the environment (including the reuse, recycling and conservation of environmental resources).
- Conflicts of interest among the different stakeholders and victims of global warming (industry, food producers, the health care systems, consumers, tourism, climate refugees, small farmers, the public sector etc.).
- How local and global policies interact and the potential impact on climate change.
- Natural disaster preparedness; how to determine local risks, threats, and vulnerabilities and how they are interrelated.
- How social norms and collective behaviour affect risk and protection protocols.

## ATTITUDES

- Concern for environmental sustainability and disaster risk.
- Awareness of their own and other people's rights and responsibilities (including local indigenous groups) in environmental stewardship and disaster risk reduction.
- Assuming personal responsibility in the use of environmental resources and demanding shared social, economic, and political responsibilities.
- Consideration of the environmental and social impact of consumer items before purchasing.
- Appreciation for the complexity of interacting environmental, economic and social issues.

## SKILLS

- Communicate openly and respectfully about living in harmony with the local environment and reducing environmental risks.
- Provide examples of how to contribute as a group to environmental stewardship, climate change adaptation and mitigation, and disaster risk reduction
- Identify and use local, natural resources in a sustainable way.
- Act locally to preserve the environment and to reduce risk
- Exercise the rights and responsibilities of active citizenship to achieve positive social goals.
- Learn effective ways of coping with resistance, risk, fear, grief, and loss.
- Create and sustain support networks

## SUCCESSFUL PROJECTS

Any climate change educational project stands a much better chance of being successful if, in collaboration with the rest of the educational community, children and young people are involved in the planning, development and implementation of the project. In order to achieve the project's educational objectives (as well as the social and environmental objectives), the students need to feel they "own" the project. As facilitators, we can support them by helping them to identify aspects they feel are important, and helping them to come up with solutions they think might work and to plan feasible actions. To the right, you will find a simple model for creating an action plan.

**STEP 1:** Find out more about climate change and its different impacts, on the environment, society, economy, health, work, migration etc.)

**STEP 2:** Identify an issue in their immediate environment they want to work on.

**STEP 3:** Create an action plan.

**STEP 4:** Implement the action plan.

**STEP 5:** Make the project known so as to increase its impact. Study the possibility of involving other members of the community or local government.

**STEP 6:** Reflect, evaluate, and analyse the experience in order to propose improvements.

**STEP 7:** Draw up a list of new steps and, if necessary, initiate a further project.



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# From knowledge to action

Climate change mitigation and adaptation are strategies which are based on changing people's conduct and this applies to both the reduction of greenhouse gas emissions (mitigation) as well as to overcoming the impact of global warming (adaptation). Both require a change of habits, customs, and behaviour. What part does education play in this changing of people's conduct?

In most developed countries and in a growing number of developing countries, climate change forms part of the **official school curriculum**, mostly within the natural sciences or environmental studies syllabus. Over the last few decades, **many schoolbooks** have been published on the subject and a wide and comprehensive range of age appropriate material is readily available. Despite this, studies carried out in several countries point to a decline in pro-environmental attitudes among young people. Many educational climate change programmes seek to raise young people's awareness in the

hope that they will be moved into action. However, **knowing more about an issue isn't enough in itself to lead to changes in behaviour**, particularly if we are lacking the confidence, capacity, or will to take the necessary measures. Only by raising their awareness and educating them about the issue, empowering and getting them to take on responsibility, will our youth understand the true impact of climate change on their lives, realise what they can do to solve the problem, and how they can become actively involved as citizens against global warming.

## SUCCESSFUL ENVIRONMENTAL EDUCATION PROGRAMMES:

9. Evaluate changes in conduct and celebrate successful results.

1. Focus on specific and measurable changes in conduct.

2. Encourage action plans and empower participants.

8. Encourage the dissemination of proposals and results in the community and on social media.

3. Evaluate and challenge current conducts and systems.

7. Promote a public arena in which to act.

4. Identify and overcome barriers that prevent action.

6. Promote contact with nature.

5. Develop and put into practice relevant management skills.

### Examples of an enhanced approach to education may include, for example:

- the pursuit of transversality in the curriculum,
- an emphasis on the acquisition of transferrable skills,
- providing students with the opportunity of participating in improving their immediate environment
- designing projects which allow children and adolescents to become active participants in the solution.

Specific strategies may be appropriate in certain circumstances, while in others a more global approach or once-off intervention may be preferable.





## Engaging the entire educational community

In order to teach sustainable development from a children's rights and global citizenship perspective, the entire educational community needs to be involved so that the same criteria apply across the curriculum, teaching methodology, school management, and community participation:

**1. LEARNING:** Aims to develop knowledge, attitudes, and skills associated with the protection of the environment and the promotion of sustainable development.

**2. METHODOLOGY:** Aims to develop critical thinking, problem solving skills, and the ability to anticipate threats to the human and natural ecosystems in order to act pre-emptively and collectively.

**3. INTERDEPENDENCE:** Aims to foster an understanding of the complexity and interrelatedness of the different challenges caused by climate change, including the relationship between cause and effect, and an examination of the feasible courses of action from a transversal and multidisciplinary perspective.

**4. RIGHTS:** Aims to encourage a rights-centred education which focuses on the social and human rights issues arising from climate change, with a special emphasis on children's rights.

**5. ACTION:** Aims to develop the students' capacity to respond and adapt to climate change, through informed decision-making, coping with natural disasters and developing risk reduction strategies.

**6. MITIGATION:** Aims to encourage responsible action through adopting a more sustainable lifestyle in order to reduce greenhouse gas emissions.

**7. PARTICIPATION OF CHILDREN AND ADOLESCENTS:** Aims to create forums and opportunities for the students to act as citizens against climate change.

**8. PROJECTS:** Aims to encourage children's and young people's participation in external environmental projects such as service apprenticeships etc.

**9. AGENDA 21:** Aims to create more sustainable schools by engaging student participation and implementing Agenda 21-friendly, community-appropriate social, geographic, and economic measures in an effort to reduce the school's impact on the environment.



## Human rights education and climate change

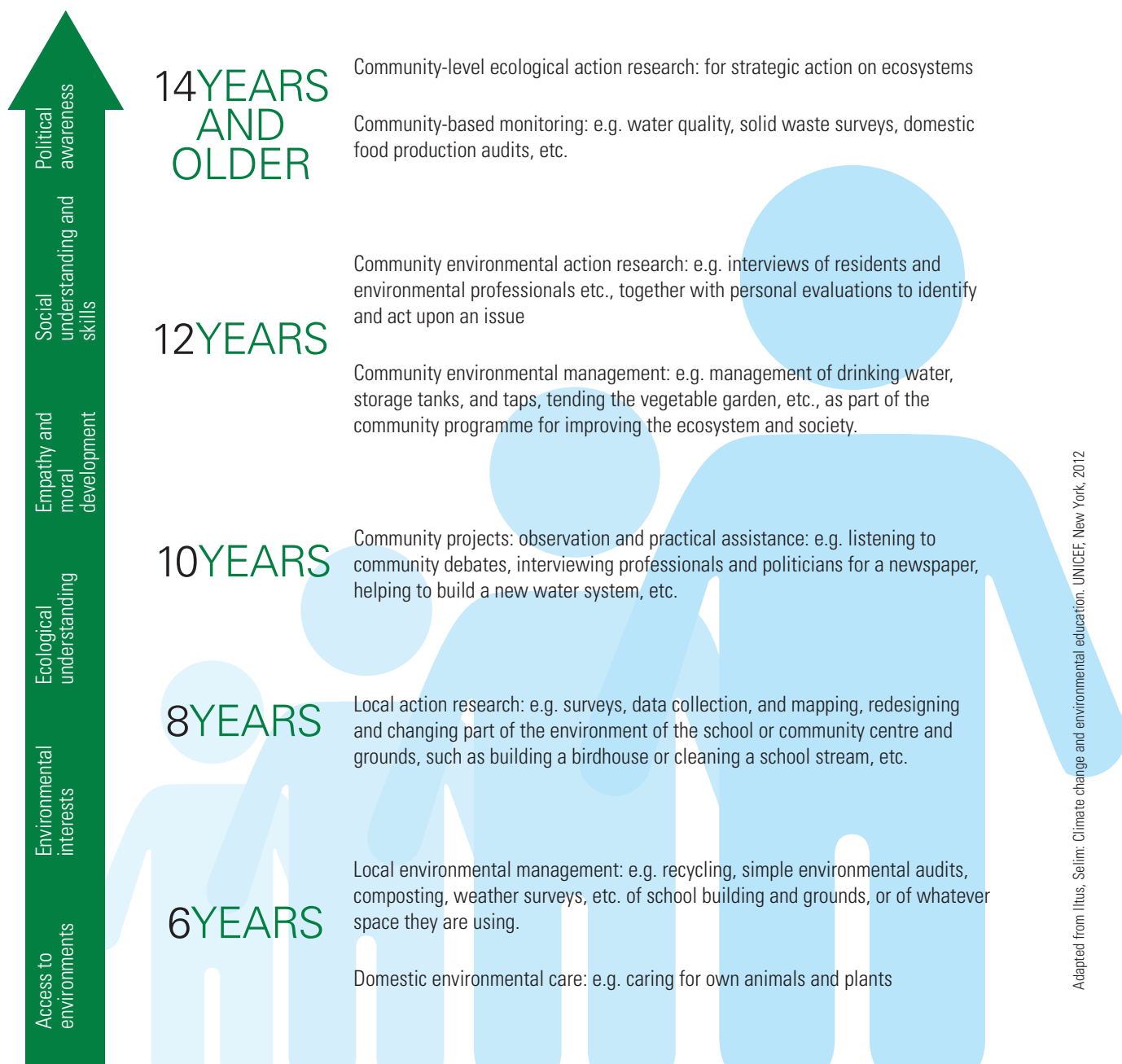
When a school undertakes a climate change action programme, four areas of Children's Rights Education and Global Citizenship are involved: knowledge, child protection, participation, and school environment. Depending on the circumstances, it may be possible to do some of the following:

- Create a climate change committee with active student members.
- Carry out an environmental assessment of the school (insulation, energy efficiency, paper consumption, positive habits, etc.).
- Draw up an action plan with specific, measurable, achievable, and realistic goals.
- Supervise and evaluate the plan.
- Keep the school community informed and involved.

Find out how to start a children's rights educational project at [www.unicef.es/educa](http://www.unicef.es/educa)

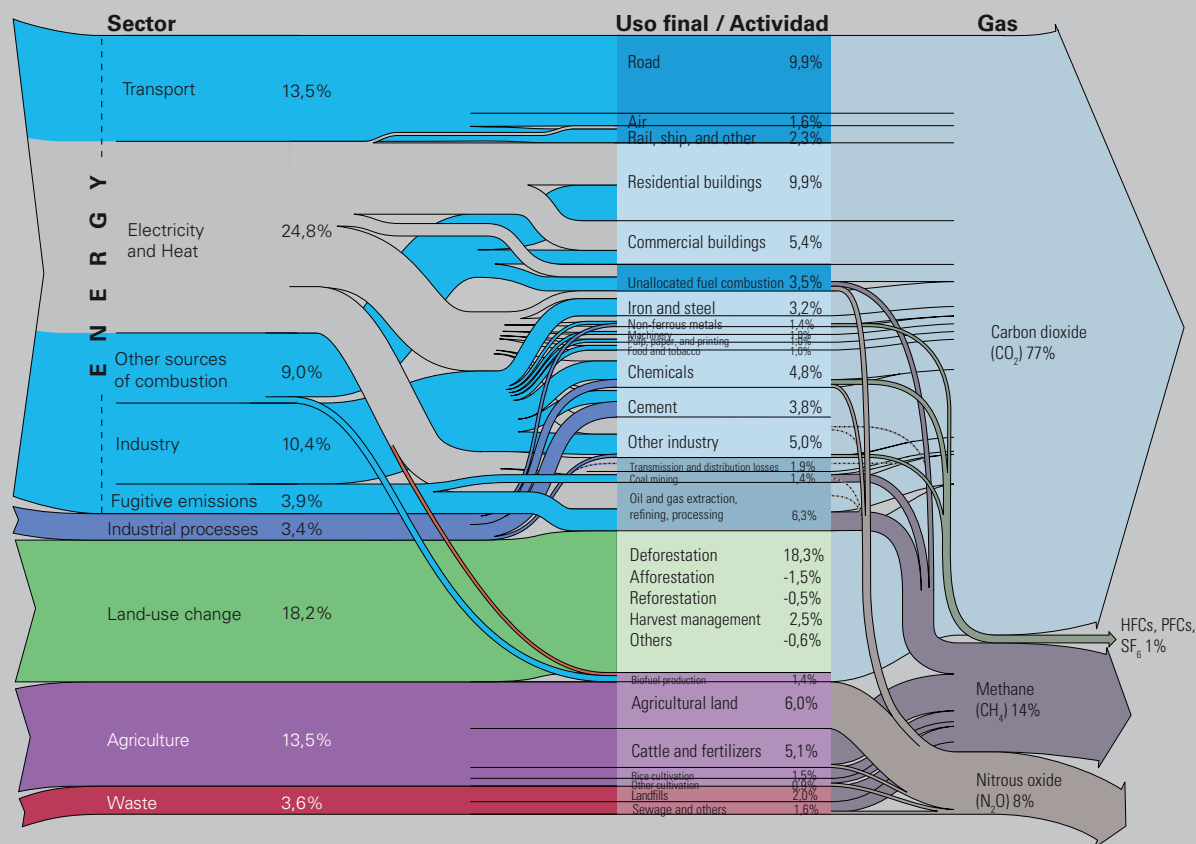
# What is the right age?

Attempting to solve issues when you are too young to do so can prove very frustrating. What may seem complex and overwhelming to a child may be unchallenging and demotivating for a teenager. The key to success lies in coming up with a project that will match and test the students' skills and competency levels.





Adapted from Baumert, K.A.; Herzog, T.; Pershing, J.: Navigating the numbers: Greenhouse gas data and International Climate Policy. World Resources Institute, 2005.



## Where do greenhouse gases come from?

Information regarding the countries that produce the most greenhouse gases has always been readily available. However, this data can be misleading as the end products of the industry, deforestation, and agricultural exploitation of a particular country may be used to supply another. And knowing that a country is responsible for emitting greenhouse gases without knowing the exact cause does not help to address the issue.

One way to make people more aware of man's impact on global warming is by attributing greenhouse gas emissions to the sector responsible. **In order to design classroom projects that will cause a positive impact, we first need to understand which human activities are causing the most greenhouse gas emissions.** What information do we need about emission management in our environment? How do our consumer habits affect these emissions? How much of it is unavoidable? Where can we make improvements if we can get others to help?

# Integrating the curriculum

Teaching climate change in science class is a good way of learning about the phenomenon, and its causes and effects on the environment, but it does not help the students to adopt the adaptation and mitigation strategies needed to combat global warming. Climate change can also be studied in different subjects and can contribute to the general overall development of the student.





# Key questions

These questions are intended to help develop some key concepts in Education for Sustainable Development regarding Climate Change.

## Social justice

- Is it fair that the most vulnerable people in society are those who are most affected by climate change?
- Is the environmental legacy we have inherited from previous generations fair? Will the legacy we leave after us be fair?
- How can we avoid perpetuating this injustice?
- What impact does climate change have on human rights?
- Is it fair that people are forced to migrate or seek refuge because of climate change?

## Image and perceptions

- What image do you have of ecologists and people who work to combat climate change? Does everyone in society see them the same way?
- What do you think of those who deny that climate change exists and refuse to act?
- What is stereotypically cast as “good weather” or “bad weather”? What do you think it is based on?

## Interdependence

- Are we affected by drought or flooding that occurs in other countries? How?
- Name some potential political, social, and economic repercussions of climate change?
- How do political decisions, social customs, and economic models affect climate change?
- What effect does deforestation have on global warming?

## Change and the future

- How would things be different if there were no climate change? Would we notice any difference?
- What would the world be like if the average temperature were 2 degrees higher? What about 4 degrees higher? Would we notice the difference?
- What would the future be like if we could stop climate change?
- What can we do about the current state of climate change?
- What future scenarios do you envisage depending on the decisions we take?
- What mark do you think you'll leave on the world?

## Conflict resolution

- Does everyone in the world agree about what should be done about climate change?
- What conflicts of interest do you think there might be?
- Do you think it is possible to reach an agreement that will benefit everyone? How would you go about it?



# Books on climate change

There are several books and novels where children and teenagers can learn about the subject of climate change, global warming and natural disasters. Some books encourage the reader to reflect on the effect our daily habits are having on the planet. Others lead the reader to empathize with the plight of the victims of natural disasters. A dystopian view is presented in others and, in some, readers are called to action.

These books help children of different ages to see the problem from an emotional and values viewpoint, which is key to their developing a sense of environmental stewardship. A range of books are available at: [www.unicef.es/educa/biblioteca/lij-cambio-climatico](http://www.unicef.es/educa/biblioteca/lij-cambio-climatico). We would also welcome any recommendations you may have.

Books can help children of different ages to view the problem from an emotional and values perspective.



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## FOR MORE INFORMATION

This handbook is based on several publications by UNICEF and other organizations. If you are interested in obtaining more information on education for sustainable development, disaster prevention, and climate change and children's rights, you can download them at (some are only available in English):

[www.unicef.es/educa/biblioteca/publicaciones-cambio-climatico-infancia](http://www.unicef.es/educa/biblioteca/publicaciones-cambio-climatico-infancia)

# DROP BY DROP!

Take part in a race 2017-2018:  
get your race bib at  
[www.unicef.es/educa/gotas-para-niger](http://www.unicef.es/educa/gotas-para-niger)

**A big thank you to all the schools that organized a "Water for Niger" race in 2016-2017!** Every contribution helps UNICEF to roll out water, sanitation, and hygiene programmes all over country:

**Emergency relief:** Due to the vast number of people fleeing from drought and compounded by the situation of instability caused by Boko Haram, UNICEF is concentrating efforts on providing the refugee and displacement camps with water, hygiene and sanitation.

**Water supplies:** 58% of the population in Niger now have access to water (as against 47% in 2007) thanks to the installation of new wells in their villages.

**Sanitation and hygiene:** While proper sanitation facilities and hygiene education are a vital means of preventing potentially fatal illnesses in children, only 5% of the rural population have access to sanitation facilities.





# DID YOU KNOW?

## Climate change and food security

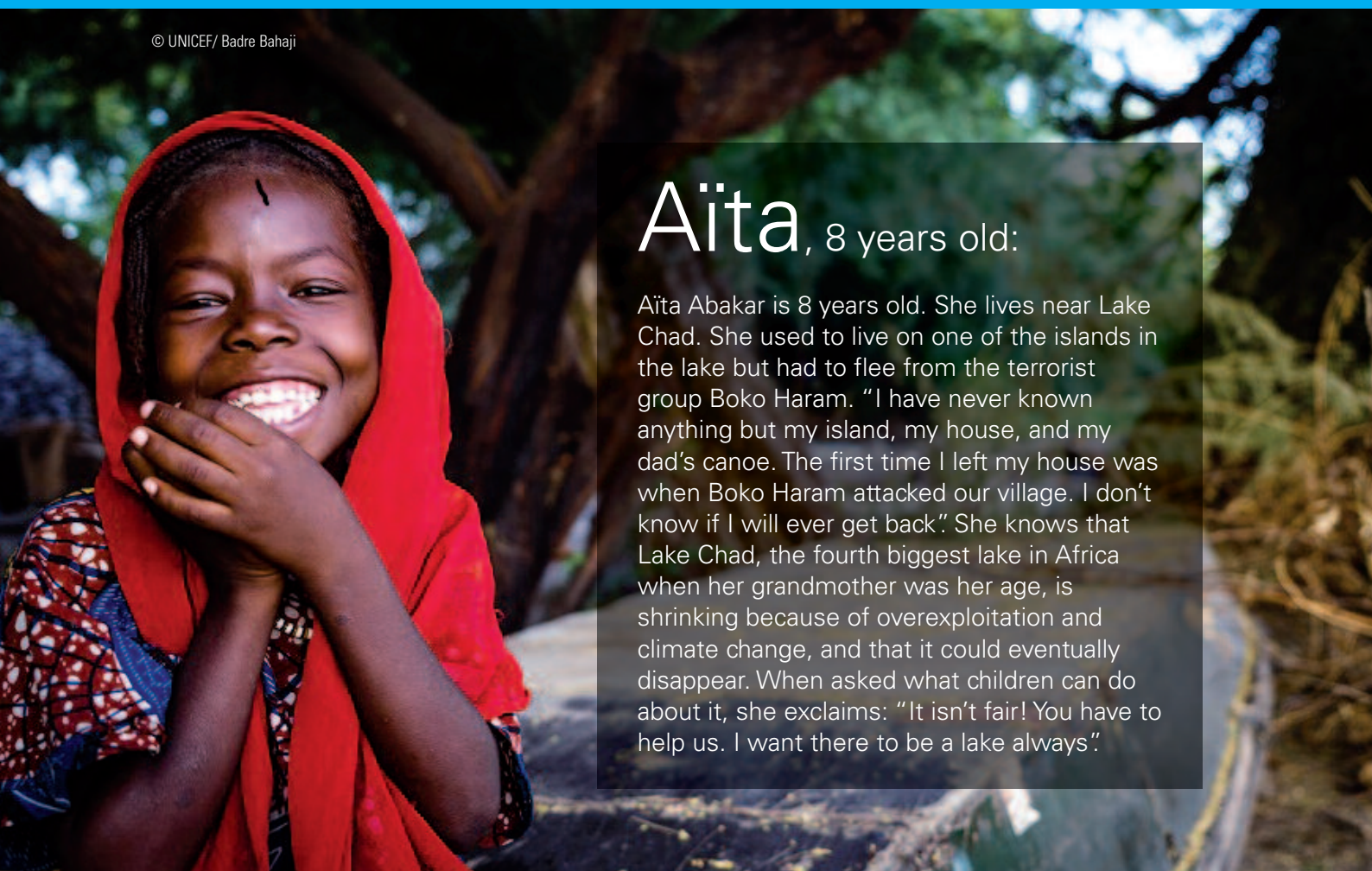
The food supply and local economy in most of Africa is based on dryland agriculture (96% of the crops in Sub-Saharan Africa are dryland). This means that agricultural production depends on rainfall. If small farmers cannot grow their crops because of climate change, the rural population is forced to migrate to avoid starvation and famine.



© UNICEF/UN029176/Phelps

A young boy walks through millet field in Kadazaki (Zinder province, Niger). Millet is a very nutritious cereal and is the staple food of the people of Niger.

© UNICEF/ Badre Bahaji



## Aïta, 8 years old:

Aïta Abakar is 8 years old. She lives near Lake Chad. She used to live on one of the islands in the lake but had to flee from the terrorist group Boko Haram. "I have never known anything but my island, my house, and my dad's canoe. The first time I left my house was when Boko Haram attacked our village. I don't know if I will ever get back." She knows that Lake Chad, the fourth biggest lake in Africa when her grandmother was her age, is shrinking because of overexploitation and climate change, and that it could eventually disappear. When asked what children can do about it, she exclaims: "It isn't fair! You have to help us. I want there to be a lake always"







## BECOME A UNICEF CHILD-FRIENDLY SCHOOL!

# CHILD-FRIENDLY SCHOOLS PROMOTE A CHILDREN'S RIGHTS AND GLOBAL CITIZENSHIP APPROACH TO EDUCATION

**More and more schools are committed to children's rights nowadays: they are at the centre of every decision, every project, and every class. They are a source of inspiration for the entire educational community.**

For this reason we have decided to recognise these schools and the people who help them stand out from the rest by setting an example of how to implement children's rights in everyday school life.

Is your school involved in a children's rights educational project that deserves to be recognised by UNICEF? Check out the schools that have already earned recognition and find out how your school can apply next year at [www.unicef.es/educa/centros-referentes](http://www.unicef.es/educa/centros-referentes)

## Don't forget!

In order to gain initial recognition, the teaching staff need to have completed a course in human rights education. Find out how to apply for upcoming courses at [www.unicef.es/educa/educacion-derechos](http://www.unicef.es/educa/educacion-derechos)

## Contact us

For queries about how to implement a human rights approach, or how to evaluate your school or apply for recognition as a child-friendly centre, or to receive the teacher's handbook free of charge, please write to: [educacion@unicef.es](mailto:educacion@unicef.es)

## A SCHOOL THAT IMPLEMENTS A HUMAN RIGHTS APPROACH TO EDUCATION

- Helps students to learn about their rights, exercise them and respect, defend and promote other people's rights.
- Helps to create a climate of respect and participation in all school activities.
- Collaborates with the local environment (institutions, neighbourhood, and town) in order to create a safe environment for children in and outside school.
- Builds an active and caring educational community aimed at supporting the development of children in the school and all over the world.

# GET OUT AND ABOUT WITH FREDO FOX!

Intrepid reporter Fredo Fox has just completed an important mission. He has been out and about meeting some of his young friends at schools around the country. He was even interviewed on the radio! The latest season of Siempre hay que ayudar shows us what we can do to further children's rights. And you don't even have to go very far to be able to help!



**Hi! I'm Fredo**, reporter and children's rights superhero. I love reading, eating watermelon, going to the park, but most of all, I love talking and listening to children from all over the world.

Do you know the one thing they all tell me? They say they'd love to be able to help others and that you're never too small to do big things. And I couldn't agree more!

Some of them tell me they are worried about the environment because there's more and more pollution and climate change might affect the lives of children everywhere. Did you know that every child has a right to a healthy environment? As superheroes, our mission is to protect it. Ubuntu!

You can watch the entire Fredo Fox adventure series including the latest season at [www.unicef.es/educa/fredo-fox](http://www.unicef.es/educa/fredo-fox)  
Don't miss it!



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**UNICEF** promotes the rights and welfare of all children in everything we do. In alliance with our partners, we work in 190 countries and territories to transform this commitment into practical actions, focusing our main efforts in reaching the most vulnerable children, to the benefit of every child everywhere.



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# DATES IMPORTANT

Apart from **November 20**, here is a list of days that are suitable for organizing activities and using material that focuses on children's rights and the environment:

**January 30:** World Peace Day

**March 22:** World Water Day

**September 16:** International Day for the Preservation of the Ozone Layer

**October 13:** International Day for Disaster Reduction

**April 22:** International Mother Earth Day

**May 22:** International Biodiversity Day

**June 5:** International Environment Day

**June 17:** World Day to Combat Desertification and Drought

[www.unicef.es/educa/dias-mundiales](http://www.unicef.es/educa/dias-mundiales)



Is there a municipal board in your town that children and young people can join?

**The activities and the handbook can be used as a springboard for meetings with the town hall and the children can share the results with the mayor.**

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