

Collecting children's inputs for the Day of General Discussions (DGD) 2018 Concept Note

Guiding Questions for facilitators

Aim of workshops: to gather children's views on children human rights defenders to inform the DGD concept note, which will be published by the UN Committee on the Rights of the Child in February 2018. The guiding questions below are therefore a means to introducing the topic and get children's views on the scope of the DGD, with specific suggestions on the areas of focus.

Based on the findings of these first consultations and on the DGD concept note, a second round of consultations will take place between February and June 2018, to collect more in-depth experiences, personal stories and solution-oriented recommendations that will be submitted to the Committee and discussed during the DGD. Selected stories will be shown as part of the DGD exhibition.

Before asking the questions, share with the children the child-friendly version of the proposal, explain why you/they are there and make sure that the children:

- understand what human rights are and that children's rights are human rights
- know who the CRC Committee is and how it monitors the UNCRC
- understand what a DGD is and the process of this specific DGD
- are familiar with the definition of "human rights defender" as per the UN Declaration on human rights defenders – brainstorm on the term here
- know who the Special Rapporteur on human rights defenders is and what it does

Useful resources for the facilitator:

- ✓ [DGD proposal](#)
- ✓ [Child-friendly version of the DGD proposal](#)
- ✓ [Flowchart of the DGD 2018 process](#)
- ✓ Video about the UNCRC of the Center for Children's Rights
<https://www.youtube.com/watch?v=TFMqTDIYI2U>
- ✓ Child Rights Connect's [Fact-sheet DGD](#)
- ✓ [Concept note](#) of the 2016 DGD as example
- ✓ [UN Declaration human rights defenders](#) and its [Commentary](#)
- ✓ Website of Special Rapporteur on human rights defenders
<https://www.protecting-defenders.org/en>

Guiding questions for interviews or surveys with children:

- Do you see yourself as a human rights defender? Yes/no

If YES >

- When do you feel the need to defend human rights?
- Where? school, neighborhood, public transportation...
- Do others see you as a human rights defender? Yes/no/do you know why?

If NO >

- Would you like to become a human rights defender? Yes/no/why

ALL >

- Do adults want you to be human rights defenders? Do they help you? How?
- **Activity 1:** What is the biggest challenge and the biggest opportunity for you to act as a human rights defender?

Using a picture of two children, ask what makes it easy to defend human rights and what makes it hard. Ask the children to write their answers on the picture.

- Do you think other children human rights defenders have similar challenges and opportunities? How might they be different?

For instance, children compared to adults, girls compared to boys, children who are in school or out of school, different cultural backgrounds, different countries, children living in war situations, children in street situations.

- **Activity 2:** Which children's rights are of most concern for children human rights defenders?

Please note that the following question is aimed at identifying the articles of the Convention that children think should be given more emphasis during the DGD – assuming that Articles 3 (best interests), 4 (protection of rights) and 5 (adults' responsibilities) will be overarching all the discussions.

You should refer to the scope section of the DGD proposal. Children should determine which rights are of most concern to them just now, using a [diamond ranking exercise](#).

- Regarding the following rights and brainstorming along the way, which are the ones which are of most concern to you for children who are or want to be human rights defenders?

Children...:

- Are treated equally and are not discriminated against
- Are safe and their privacy is protected
- Have a name, nationality and identity so as they can act as human rights defenders
- Can speak freely without suffering bad consequences
- Children are listened to by adults
- Children are taken seriously by adults, who act on what children say
- Can create groups and associations to support their cause
- Can access relevant information in a language and format that they can easily understand
- Are able to go to school and get a good education
- Have been taught about rights, public decision-making and politics
- Are not subjected to violence, torture or other bad treatments as a consequence of their work as human rights defenders
- Are not intimidated, punished or have their rights violated for what they do as human rights defenders
- Are not imprisoned because they are human rights defenders

- In your context (country, city, community, school), which are the 3 groups who need more support to act as human rights defenders? Here are a few examples:
 - Children who are victims of different types of violence
 - Children who are bullied
 - Children who need additional support (children with behavior issues and low self-esteem)
 - refugee children
 - children with disabilities
 - indigenous children
 - LGBTI
 - Working children
 - Girls
 - Children living in poverty
 - Children affected by armed conflict
 - Minority children
 - Children in street situations
 - Others.....

- **Your advice to the Committee: You have a five-minute meeting with the Committee. The Committee would like your advice on the main issues to discuss during the DGD. You only have time to offer 2 key points. What would they be?**