

Why is UNICEF's



having a positive impact on young people and adults alike?

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THE NEW APPROACH - THE UNCRC AS A GUIDE TO LIVING

The vision:

A Rights Respecting School with the values of the CRC at its heart.

Over the past three years a number of schools have worked with us to explore a way of realising this vision. The outcome is the Rights-Respecting School Award.



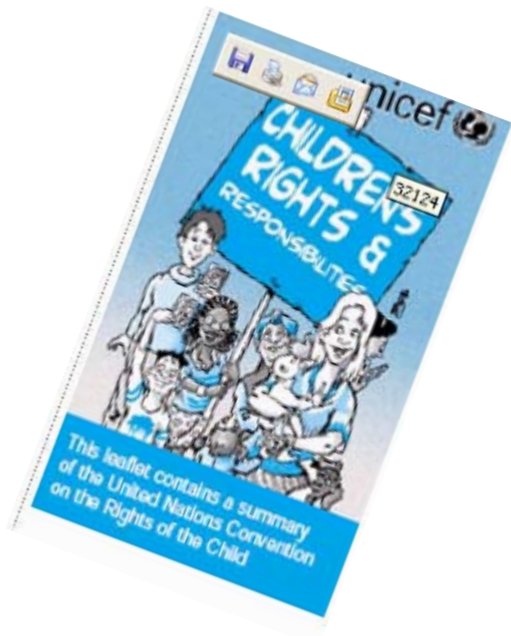
Taking responsibility for each other at UNICEF Rights Respecting School in West London

UNICEF UK'S RIGHTS RESPECTING SCHOOL



1. What is a Rights Respecting School like?
2. What is the Award scheme and how does it work?
3. What is the response so far?
4. Why does it work?
5. What are the benefits?
6. Where next?

1. What is a Rights Respecting School like?



SURVIVAL
PROTECTION
DEVELOPMENT
PARTICIPATION

The earlier we start the better....



What does everyone need to grow up safe and well?"



....it is where young people gain self-esteem by learning about the rights they have from birth and build from there

- I learn about my rights
 - I feel included
- My self-esteem rises
- I can begin to think about others and their rights
 - I learn to negotiate
- My Language and thinking skills are extended

Where children learn . . .

The difference between wants and needs

• That Needs = Rights

• That my rights are also your rights i.e. we now learn we have a responsibility.



Learning about the UNCRC in an infant school in the UK. Displays serve as useful reminders

...It is where young people learn that rights bring responsibilities for adults and children



If children have a right to be protected from conflict, cruelty, exploitation and neglect...
Articles:

... *then* they also have a responsibility not to bully or harm each other.

It is a school where . . .

Everyone
learns to use
the language
of rights,
respect and
responsibility

- adults
model RR
behaviour
and
language



Young people draw up a charter for their class based on the UNCRC. They respect the charter because they have a sense of ownership

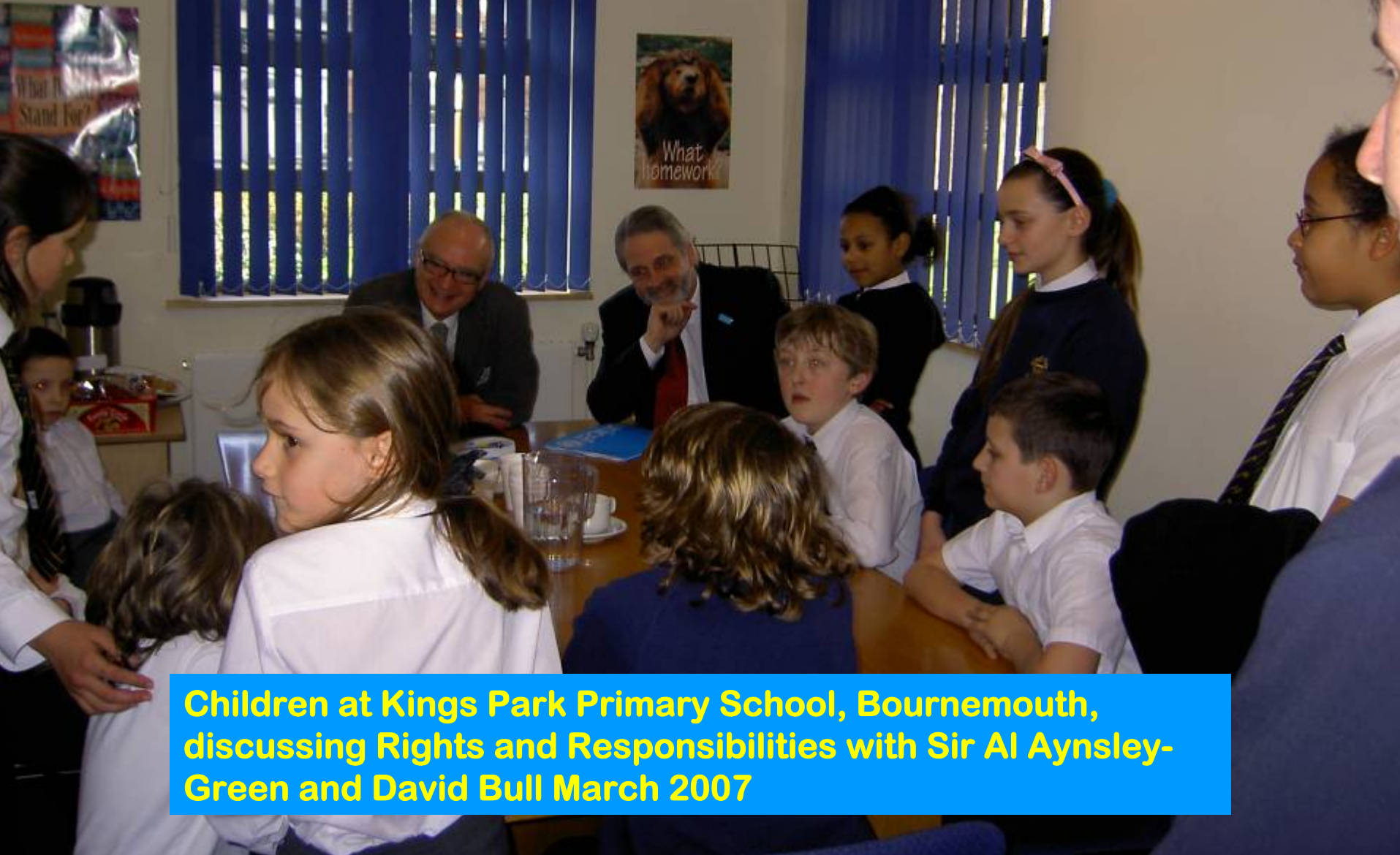
.....where children become active global citizens

- Universality of human rights
- Identity
- Challenge injustice, inequality and poverty in the world



Display of children's work on Fair Trade at Kings Park Primary School, Bournemouth. The theme: Trade and rights and responsibilities

...and where children gain a powerful voice

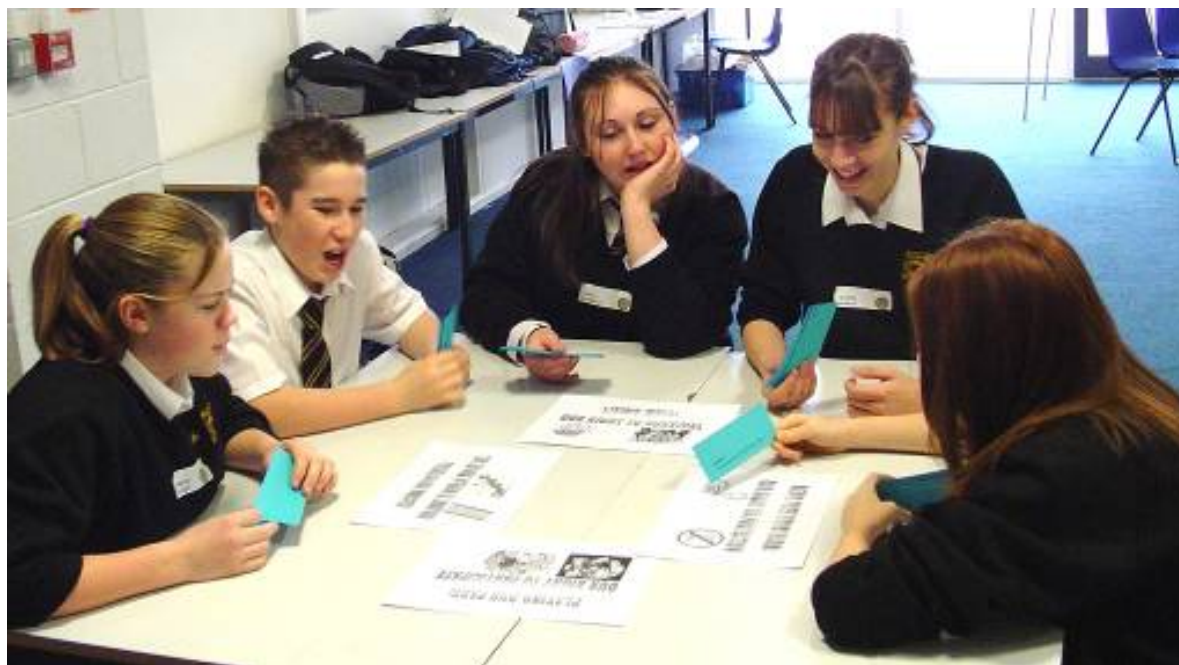


Children at Kings Park Primary School, Bournemouth, discussing Rights and Responsibilities with Sir Al Aynsley-Green and David Bull March 2007

By 10 years of age, most children in Rights Respecting Primary Schools can . . .

- Give examples of how their own actions have consequences – positive and negative – for the rights of others globally
- Have a close working familiarity with the articles of the UN Convention on the Rights of the Child
- Give a range of examples of rights abuses from the immediate context of the school to the global context
- Use the UNCRC as a framework for making moral judgements across a range of issues concerning justice and sustainability
- Understand that their own rights are linked with a wide range of personal responsibilities
- Critically evaluate the actions of those with power, including governments, through reference to human rights

Secondary Schools need to develop a Rights- Respecting ethos too.



Young people at a secondary school in Hampshire learning about the UNCRC as part of their training to become peer educators.

Young people are ready to take the lead in creating rights-respecting classrooms



15 and 11 year old secondary school students work together to plan a role play as part of the training session they will put on for others in the school

They can take a lead in the RR training for primary children



Year 11s (16yrs) supporting a joint UNICEF /Dorset County training day for primary school children and teachers from 30 schools.

...Students and adults learn to work in partnership

- Whole school planning
- Leadership issue



- Induction to and support for RRSA (dual roles)
- The power of peer education

2. WHAT IS THE AWARD SCHEME AND HOW DOES IT WORK?



The UNICEF Award in a nutshell

For Schools that demonstrate the UNCRC is embedded in their ethos and curriculum so that a rights-respecting culture has been developed to a certain standard

- UNICEF provides benchmarks, validation statements and action plan
- Level 1 of the Award before Level 2 status
- Self-evaluation and external assessment

The Award recognises achievement of Rights-Respecting Status

The Schools shown in the previous section found ways to embed the UNCRC in their ethos and curriculum so that a rights-respecting culture has been developed.



Level 1 Certificate

Key elements on the journey to the RRSA

- 🌐 The benchmarks
- 🌐 School Action plan
- 🌐 Training and support
- 🌐 School Community RRSA steering group
- 🌐 Pupil focus groups
- 🌐 Parents focus group
- 🌐 Self-evaluation
- 🌐 External assessment

Outstanding Rights-respecting school award

UNICEF recognises your commitment and achievement in developing a rights-respecting community promoting active global citizenship.

This Level 2 Award confirms that the values of the UN Convention on the Rights of the Child have permeated all aspects of the school community.

Lord Putnam
President

David Bull
Executive Director

Edward Waller
Head of Education

Date



UNICEF is the world's leading charity working for children and their rights.



Level 2 Certificate

HOW DOES THE RRSA WORK?



ASPECT 1. Leadership and Manage

The School's Provision

1. **A Rights Respecting School has the UN Convention on the Rights of the Child (UNCRC) at the heart of the core values of the school.**
2. **The processes of developing as a Rights Respecting School:**
 - a. **informs the school's arrangements for planning, development and review**
 - b. **prepares the school community to recognise the universality of children's rights and to support the rights of others locally and globally**
 - c. **ensures the school has**

The benchmarks

There are benchmarks for each of 4 aspects of school life

1. Leadership and Management for embedding the values of the UNCRC in the life of the school
2. Knowledge and understanding of the UNCRC
3. Rights-Respecting Classrooms
4. Pupils actively participate in decision-making throughout the school

All four aspects contain elements contributing to the development of an active global citizen

The benchmarks are set out in an action plan. Schools identify where they are on the action plan by checking themselves against the validation statements

ASPECT 4. Pupils actively participate in decision-making throughout the school				
The School's Provision	What validation/ evidence is required?	What is already in place?	What needs to be done? (Who? When? What?)	What evidence shows that this has been done?
1. There are effective and inclusive arrangements in the school for pupils actively to participate in decision making. (Article 12)	1. Pupils report they have a voice in different aspects of the running of the school.			
2. The school ensures that pupils have the information they need to make informed decisions. (Articles 13 and 17)	2. Pupils participate in peer education and support systems.			
3. The school community makes provision for pupils to support the rights of others, globally, nationally and locally.	3. Adults in school support pupil voice in all aspects in the life of the school.			
4. All members of the school community understand their responsibility to listen pupils.	4. Pupils have taken action on local, national or global issues to support the rights of others.			
	5. The school follows national guidelines to ensure that a pupil has a voice in situations such as his or her <u>stigmatising</u> / exclusion.			

These validation statements are for Level 1 of the Award

This extract shows the validation statements for the two levels of Aspect 3

ASPECT 3. Teaching and Learning in the classrooms of a Rights Respecting School

The School's Provision

The values of the UNCRC are reflected in the following aspects of the classroom experience:

- a. **Systematic opportunities are provided for children to participate in decisions which affect them.**
- b. **Children can think freely about, and express their views.**
- c. **There is a classroom climate which allows for different perspectives and views. Opinions can be expressed without loss of dignity.**
- d. **There is fair and equitable treatment for all.**
- e. **Children learn how to be active contributors to class, community and society.**

Validation/Evidence for Level 1

1. Pupils recognise where teaching and opportunities for learning about the UNCRC are occurring in the school.
2. Pupils report positive classroom atmosphere and classroom climate.
3. Pupils report satisfaction with opportunities to learn in a variety of ways.
4. Pupils recognising that rights holders also have responsibilities.
5. Some teaching staff recognise the importance of modelling rights and undertake a rights respecting approach in their classrooms and throughout the school.
6. Most teaching staff recognise the importance of matching learning styles to pupil needs and how participatory teaching methods enhance pupil achievement and well being.
7. There is recognition and respect for each others' cultures
8. There is an inclusive policy and practice towards pupils for whom English is not the first language
9. Learners have regular opportunities to give teachers feedback on the helpfulness of teachers teaching

Validation/Evidence for Level 2

1. All teaching staff recognise the importance of modelling rights and undertake a rights-respecting approach in their classrooms.
2. All teaching staff use a wide range of teaching and learning methods, with high levels of participatory teaching and opportunities for pupil interaction.
3. All teaching staff give pupils opportunities to make choices in their learning within the framework of the required curriculum, so curriculum requirements and pupils' interests and concerns are met.
4. Pupils have opportunities to give constructive feedback to their teachers.
5. All teachers include aspects of the global dimension in their lessons, as appropriate, and with a children's rights dimension. This is reflected in the schemes of work.
6. Pupils are using a Rights respecting approach to resolving conflict.

WORKING WITH SCHOOLS

- **During the course of the pilot scheme Education Officers worked initially to support individual schools, helping them to identify priorities on the action plan.**
- **They conducted the pupil focus groups, a key element in ensuring young people are actively involved from the outset**
- **As more and more asked to join the scheme a cluster-group approach was adopted. This made training and support more efficient and encouraged schools to collaborate, sharing good practice, including running the focus groups themselves.**

ASSESSMENT FOR THE AWARD

When a school has conducted a self-evaluation of its progress using the validation statements, it invites an Education Officer to conduct an external assessment. This is done in pairs at present to ensure consistency. Following the external assessment, a judgement is made and a verbal and then (later) a written report is given.



Extracts from Assessment reports

(A primary school)

Teaching and Learning in Rights Respecting Classrooms

..... The language of the UNCRC was extremely fluent. Aspects of the UNCRC are included throughout the curriculum and this is reflected in the school's curriculum planning. The global dimension of rights was effectively taught. There were many examples of this including....

Pupils actively participate in decision-making throughout the school

.....There is a very active pupil council which has high status and is supported by all pupils in the school. When we spoke to a group of pupils they were very clear that they wanted to be elected on to the Pupil Council next year because it was seen as important.Pupils have realistic views as to what the Pupil Council can achieve..... they saw that the Headteacher and other staff clearly respect the view of all pupils. Pupils showed themselves to be confident in their expression of opinions including commendable toleration and support of the views of **others**.

Extracts from Assessment reports

Leadership and Management for embedding the values of the UNCRC in the life of the school.

The school's vision statement begins, *'A school where everyone is aware of their rights and responsibilities towards themselves and others.'*The values and language of the UNCRC are reflected in the school's policies and underpin the daily life of the school..... The universality of the UNCRC has been used to encourage the children to see themselves as 'global citizens'.....

The children have been centrally involved in the process of becoming a 'Rights-Respecting School'. The School Council has reviewed school policies and with some policies, e.g. Anti-Bullying, all of the children were involved in policy development and review. Children interviewed said, *'All adults respect our rights.'*

.....The staff who supervise children at lunchtime and playtime along with the school's administrative staff are able to reward positive, rights-respecting behaviour from children. This approach has contributed to the successful embedding of a rights-respecting culture throughout the school....

.....The school has also taken steps to communicate the importance given to the UNCRC to parents and carers.

SCHOOLS ARE PROUD TO DISPLAY THE UNICEF RRSA LOGO

Assuming the school's self-assessment is confirmed, a certificate is issued and the school is entitled to use the RRSA logo for 3 years. This usually goes on their website.

The screenshot shows the website for Ranvilles Infant School. At the top, the URL is <http://www.hants.gov.uk/school/ranvilles/>. The main heading is "Ranvilles Infant School". Below this, the address is listed as "Ranvilles Infant School, Oldbury Way, FAREHAM, Hampshire PO14 3BN" and the telephone number as "Tel : 01329 041653". There is a link to "Click to Email : Ranvilles Infant School ; 3/5/2007".

The website features a grid of educational resources with the following categories and images:

- Information: Image of a smiling boy.
- Diary & News: Image of a globe.
- Photographs: Image of eyes wearing glasses.
- Art & Design: Image of a pencil.
- Health: Image of a girl's face.
- Resources: Image of a clock.
- Learning: Image of a boy reading.
- Games: Image of colorful dots.
- Literacy: Image of two children laughing.
- ICT Work: Image of a computer mouse.
- Physical Activity: Image of a girl's face.
- Geography: Image of a pair of glasses.

Logos displayed on the website include:

- Rights Respecting School UNICEF logo.
- Healthy Schools logo.
- Arts Council Artsmark Gold England logo.
- Quality Mark logo.
- Education Resources logo.
- ict logo.

At the bottom, there is a login section for the "Frontier Virtual Learning Environment" with fields for Username, Password, and a dropdown menu for language (English), and a "Log in" button.

3. WHAT IS THE RESPONSE SO FAR?

Summary and evaluation of pilot

- UNICEF's aim of using the RRSA to insert the values of the CRC into a school's ethos and curriculum has been very successfully piloted.
- In the three years since the pilot began almost 30 schools have now attained level 1 of the Award and five have attained Level Two. All the others do not yet feel ready for assessment. The average time to progress to L1 is 18 months
- The difference between the levels is clear and worth preserving. There are many shining examples at Level 1 whilst in the L2 schools are quite outstanding.
- Most of the 150 schools participating are primary but a significant increase in active secondary interest is now being shown

EVALUATION OF PILOT SCHEME (cont.)

- Fear and misrepresentation of children's rights in the media and amongst politicians has created a tricky climate. Govt. priority is Respect agenda.
- **HOWEVER**, despite this, there is huge enthusiasm from participating schools, especially when they can see the impact. Children become most convincing advocates.
- Parents often guarded at first (mass media effect) but are soon won over when RRSA is explained and they see the impact on their child. A frequent comment is that it has improved their relationship at home and family has a more positive attitude to school.
- Growing support from within the education sector (e.g. NAHT full support, DfES funding, Secretary of State endorsement)
- Cautious support from a few politicians.
- Emerging evidence of positive impact, although mainly anecdotal, includes some independent research already. This is powerful . Feeling that independently-researched evidence will be significant.

Some recurring themes in young people's comments

- Since learning what our rights really are it makes me more confident.
- Now that we know our rights we can see we need responsibilities too.
- If someone said “what are you learning about rights and responsibilities for? I’d say: “Because it is the most important lesson you can learn”
- Our classroom charter is based on the CRC. This is better than rules because they are for all the time.
- The CRC is like a code for living.
- We know how to sort things out between ourselves better
- Inequality and poverty are about the denial of human rights

Some recurring themes in teachers and school supervisors' comments

- RRSA has helped improve relationships between young people.
- Much less falling out. Much greater readiness to take responsibility for sorting things out themselves.
- Young people look out for each other more.
- The atmosphere in the classroom encourages you to be more adventurous in your teaching.
- It is really important for we adults to model RR behaviour in all we do and say.
- The language development through RRSA has been powerful
- Young people grow to expect to have a say in their own learning. They want to get involved more.

RAISING ADULTS EXPECTATIONS



Y1 class using mind maps to plan their work

4. WHY DOES THE RRSA WORK?

1. UNCRC appeals to young people's self-interest
2. They also like its universality.
3. They understand the relationship between rights and responsibilities and find it is an acceptable basis for class and school charters
4. They like the fact that it derives from a "higher authority" which is not school-based
5. Young people can see that it provides them with a guide for living which they can take with them through their lives
6. The values and the articles are equally acceptable to all faiths
7. The articles and their values are acceptable to parents and adults working with children.
8. It gives coherence to school policies enhancing school leadership
9. Young people and adults working with them find the CRC empowering and helps to improve their relationships

SOME CAVEATS

- ④ Understanding and Training
- ④ Unconditionality
- ④ Whole school community
- ④ Action Planning
- ④ Support
- ④ Resources

- ④Leadership



5. What are the benefits of becoming a Rights-Respecting School?

- a. Improvements in children's well-being
- b. A values framework giving greater coherence to school improvement strategies
- c. School community cohesion through shared values

a. Improvements in children's well-being

There is growing evidence that becoming a RRS contributes to:

- Improved pupil self-esteem
- Pupils' enhanced moral development
- Improved behaviour and relationships
- More positive attitudes towards diversity in society and the reduction of prejudice
- Pupils' development as global citizens
- Enhanced job satisfaction for teachers
- Overall school improvement including better attendance, learning and academic standards

So the Government's concerns are addressed:

Improved:

- Behaviour
- Attendance
- Academic standards



“We would place pupils’ rights and responsibilities at the heart of an effective school” – MacGilchrist, Myers and Reed in “The Intelligent School” (2004)

Independent evidence that rights-respecting classrooms improve teaching and learning

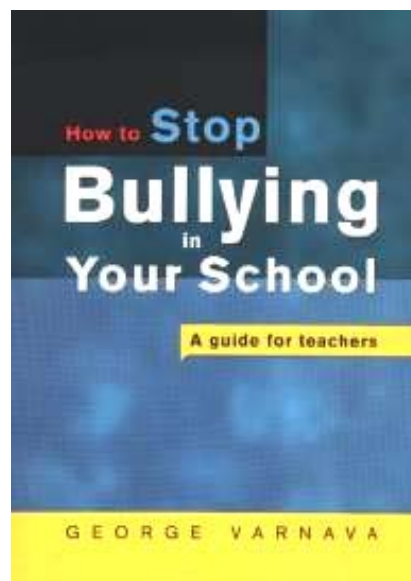
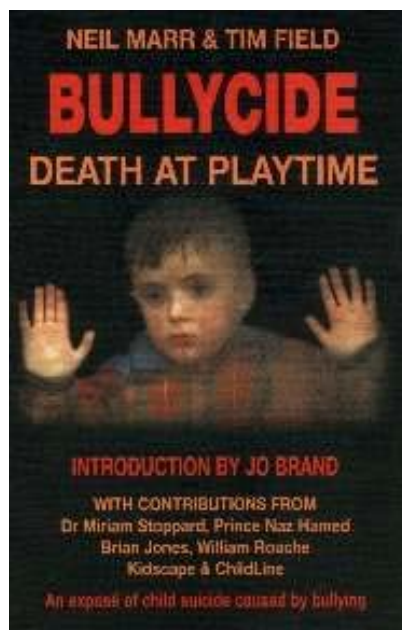
**Ofsted (State inspectors) report 2006.
Infant School working with UNICEF
towards RRSA L1:**

The school's 'Rights, Respect and Responsibilities' project is very successful in promoting these core values. The three themes are incorporated into lessons well, modelled very well by teachers, and provide a strong link to the Every Child Matters outcomes.'

A RRS removes the reasons for bullying

ODAY:

A Report by the Office of the Children's Commissioner, with Recommendations and Links to Practitioner Tools



OFFICE OF THE
Children's
COMMISSIONER

'Bullying is a nightmare'
Carys, aged 10, Gloucestershire.

Entry to Children's Commissioner's 'Shout' competition, 2008.

7.5 Recommendations

All schools should consider the benefits of UNICEF's Rights Respecting Schools Programme:

Rights-based programmes in schools have the potential to enhance pro-social behaviour and self-esteem, and to reduce classroom aggression and disaffection.

It empowers young people to participate effectively

**The Guardian, Tuesday 20th March 2007-
report on Sir AAG's speech to Barnado's
Conference**

He cites King's Park Primary School in Bournemouth - an "exceptional school in terms of ethos" - where rights and respect are not taught as an add-on to the curriculum but are embedded in the school's entire philosophy. Pupils understand they have the right to be listened to and the right to an education not distracted by bullies, he says.

b. A values framework giving greater coherence to school improvement strategies



c. School community cohesion is enhanced through shared values

Through the RRSA, the values of the CRC bridge the gap between:

- The school's vision:

e.g. “develop the whole child” + school rules

(all coming from the school)

and

- The reality for many young people outside of school:

e.g. lack of tolerance, abusive relations, neglect

The idea in a nutshell

Children and young

people can:

- raise their achievement at school and
- improve the quality of their own and their families' lives

IF they learn.....

- exactly what their rights and responsibilities are according to the UN CRC

and

- how to use this understanding as a guide to living.

6. Where do we go next?

- The DfES grant

£.5M over 3 years to extend the project

This will allow us to increase the number of trained teachers and others to work with UNICEF to roll out the scheme and provide support for an increasing number of clusters of schools.

- External Research by Sussex University over 3 years:

- Validate our award procedure
- Guide schools in gathering data to monitor their own progress, with a particular emphasis on developing children as researchers
- Research evidence of the impact of the RRSA on children's well-being
- Produce a range of additional resources including training DVDs and web-based classroom materials

THE RRSA VIRTUAL LEARNING ENVIRONMENT

The VLE will be developed.

This is the RRSA's virtual learning environment – an interactive web-based resource



www.unicef.org.uk/rrsa

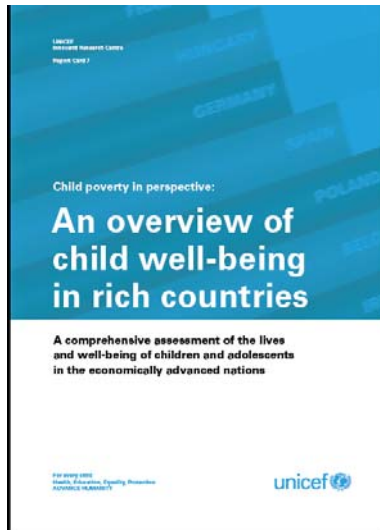
and register by email

AND LOOKING FURTHER AHEAD?

**RRSs....Children's
services and
towns...**

QUICK REMINDER

UNICEF REPORT CARD 7- 6 different dimensions



1. Material well-being
2. Education
3. Health and safety
4. Peer and family relationships
5. Risky behaviours
6. Young person's own subjective sense of well-being.

Is this



the
missing
link?