

FORMAT		
1. Name of resource	Adapting the Child-friendly Example of the Convention on the Rights of the Child (Convention) With and For Children in Your Context	
2. Location	https://resourcecentre.savethechildren.net/pdf/Adapting-the-Child-friendly-example-of-the-Convention-on-the-Rights-of-the-Child-Convention-with-and-for-children-in-your-context-.pdf/	
3. Alternative location		
4. Author[s]	Anon.	
5. Publisher/producer/host	Centre for Children's Rights, Queen's University Belfast, Child Rights Connect, UNICEF, United Nations Children's Fund	
6. Year	2021	
7. Suggested citation	Anon. (2021). Adapting the Child-friendly Example of the Convention on the Rights of the Child (Convention) With and For Children in Your Context. Centre for Children's Rights, Queen's University Belfast, Child Rights Connect, UNICEF, United Nations Children's Fund, available at https://resourcecentre.savethechildren.net/pdf/Adapting-the-Child-friendly-example-of-the-Convention-on-the-Rights-of-the-Child-Convention-with-and-for-children-in-your-context-.pdf/	
8. Languages in which available	English	
9. Geographic area resource relates to	Global	
10. Does the resource relate to a specific time frame?		
11. Type	Report	
	Toolkit/Framework/Roadmap	Yes
	Sign-post to other resource (database)	
	Case studies	
	Other	
12. If this is part of an initiative, what is the initiative?		
COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS		
13. Explicit links to collections	No	
14. Explicit links to museums/libraries/archives	No	
	Museums	X

15. Types of institutions the resource covers	Archives	X
	Libraries	X
	Other	X
16. Does the resource relate to specific disciplines?	Arts, humanities and social sciences: philosophy, psychology, religion, social sciences, law, politics, language, arts and recreation, architecture, literature, history, geography and ethnology, anthropology, archaeology	X
	Science, natural history, technology, medicine, engineering, manufacturing	X
17. If no explicit links to collections, justification for inclusion	The resource can be used by collections-based institutions to plan their education and awareness programmes for young people, including in exhibitions.	
HOW IT CONTRIBUTES TO SUSTAINABLE DEVELOPMENT		
18. Collections-related activities the resource relates to (mark all that apply)		
Develop collections to protect and safeguard wider cultural and natural heritage more effectively , for example by targeting collecting to threatened forms of heritage in strategic ways		
Use collections to promote learning and educational opportunities that contribute to sustainable development more effectively , for example education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development and/or skills development relating to collections		X
Use collections to promote cultural participation/social inclusion more effectively , for example by reducing barriers to participation, to ensure no-one is 'left behind'		X
Use collections to promote sustainable tourism more effectively , for example by developing new products based on local cultural heritage, and/or considering the rights of stakeholder groups in relation to collections		
Use collections to support research that contributes to sustainable development (including all forms of personal and self-directed research at all levels that make use of stored collections)		

more effectively, for example by providing effective facilities, collections and information to meet researchers' needs	
Make decisions around collections that contribute to sustainable development more effectively	
i. employment (recruiting, staff training, staff safety)	
ii. energy consumption, greenhouse gas emissions, reduction, monitoring and reporting	
iii. waste management and reduction of waste	
iv. transport (forms of transport, energy use)	
v. commercial activities including copyright and IP	
vi. governance and management	
vii. security, disaster preparedness and risk reduction	
Direct external leadership, partnerships and collaborations towards sustainable development more effectively , for example by developing impactful partnerships	
19. Does the resource relate clearly to any international conventions (mark all that apply)?	
Culture conventions:	
1952, 71 Protection of Copyright and Neighbouring Rights	
1954 Protection of Cultural Property in the Event of Armed Conflict	
1970 Fighting Against the Illicit Trafficking of Cultural Property	
1972 Protection of the World Cultural and Natural Heritage	
2001 Protection of the Underwater Cultural Heritage	
2003 Safeguarding of the Intangible Cultural Heritage	
2005 Protection and Promotion of the Diversity of Cultural Expressions	
Rio Conventions:	
Convention on Biological Diversity (CBD), Convention to Combat Desertification (UNCCD), Framework Convention on Climate Change (UNFCCC)	
AIMS AND CONTENT	
20. What issues does the resource aim to address?	"This guide has been prepared to help those who want to produce a child-friendly version of the Convention on the Right of the Child. It describes why and how you can work with children to adapt the example provided in annex 1 so that it is relevant and understood by the children in your context. "
21. Intended audience of resource	[Educators, authorities working with children and their rights]
22. Process of development	
23. Organisation/structure/contents	1. Purpose of the guide 2 2. Why to produce child-friendly versions of the Convention? 2 3. What skills are needed to carry out the adaptation? 3 4. What does it mean to be child-friendly? 3

	<p>5. How can you adapt the example for children in your context? 4</p> <p>6. How can you get children involved? 4</p> <p>a. Step 1: Selecting children 4</p> <p>b. Step 2: Getting consent 5</p> <p>7. How can you plan the session? 5</p> <p>8. How can you undertake the consultation on the text? 6</p> <p>9. The BIG challenge: Balancing accessibility and accuracy 7</p> <p>10. How can you use the child-friendly version with children? 7</p> <p>11. The question frequently asked by children (and how to answer it) 8</p> <p>12. Reporting back. 9</p> <p>Annex 1 – UN Convention on the Rights of the Child: Children’s version 10</p> <p>Annex 2 – Sample consent forms 14</p> <p>Annex 3 – CRC 9 basic requirements for child participation 20</p> <p>Annex 4 – Documentation format 22</p> <p>Annex 5 – Tips on communicating with children and adolescents with disability 24</p> <p>Annex 6 – Consulting children on the short text in the icons 26</p>
FRAMEWORKS	
6. Framework structure	The process of developing a document is set out as a framework.
7. Relevant policy considerations	Yes
8. Resources for implementation identified	Yes
9. Specific assessment points/indicators/milestones/action plan for monitoring	Yes
10. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)	
People (social sustainability)	X
Planet (environmental sustainability)	
Prosperity (economic sustainability)	X
Peace	X
Partnerships	
11. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)	
Gender perspectives	X
North and South perspectives	

HOW THE RESOURCE CONTRIBUTES TO AGENDA 2030 AND THE SDGs	
HOW AGENDA 2030 AND THE SDGs FEATURE IN THE RESOURCE	
12. SDGs and Agenda 2030 specifically mentioned?	No
13. SDGs specifically mentioned?	No
14. SDG targets specifically mentioned?	No
15. SDG indicators specifically mentioned?	No
SDGs AND SDG TARGETS AND LINKAGES	
16. Comments on SDG linkages	The resource is most closely related to SDGs around education and access to information, especially concerning human rights, including SDGs 4.7 (education for sustainable development), 4.A (effective learning environments), 9.1 (resilient infrastructure), 10.2 (universal inclusion), 11.7 (safe and inclusive public spaces), 12.6 (sustainable practices and reporting), 16.6 (effective, accountable and transparent institutions), 16.10 (fundamental freedoms) and 16.B (support laws and policies for sustainable development).
17. SDGs and SDG targets the resource helps advance	
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development	Numbers of people in each type of programme drawing on collections from different demographic groups. Increases in numbers of people in each type of programme from different demographic groups. Proportion of people involved in such programmes in relation to overall audience size. Evidence that learners have acquired knowledge and skills to promote sustainable development.
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.A Build and upgrade education facilities that are child, disability	Number and proportion of education facilities that are child, disability and gender sensitive. Proportion of education facilities that provide safe, non-violent, inclusive and effective learning environments for all.

<p>and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all</p>	<p>Number and type of initiatives to improve effectiveness of learning environments.</p> <p>Support given to other education facilities to make them more inclusive and effective.</p>
<p>SDG 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation 9.1 Develop quality, reliable, sustainable and resilient infrastructure, including regional and transborder infrastructure, to support economic development and human well-being, with a focus on affordable and equitable access for all</p>	<p>Development of research-useful collections to support reliable, sustainable and resilient use by researchers and others.</p> <p>Number and proportion of collections facilities and stores that support economic development and human well-being.</p> <p>Number and proportion of collections facilities and stores that provide affordable and equitable access for all.</p> <p>Investment in collections facilities.</p> <p>Inclusion of collections information in regional and transborder initiatives, notably via digital access for discoverability.</p>
<p>SDG 10. Reduce inequality within and between countries 10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status</p>	<p>Collections development to ensure that collections effectively meet the needs of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.</p> <p>Number and proportion of educational and participatory programmes that promote participation irrespective of social or other status.</p> <p>Numbers and proportions of people making use of collections in relation to the demographic of the local population.</p> <p>Numbers and proportions of people involved in focused programmes aimed at promoting social, economic and political inclusion.</p> <p>Numbers and proportions of people from different demographic groups involved in decision-making processes relating to collections and collections-based institutions.</p>

	<p>Number and types of partnerships that build relationships with marginalized groups, individuals and communities.</p>
<p>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable 11.7 By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities</p>	<p>Numbers of people accessing collecting institutions from different demographic groups, notably women, children, older people and persons with disabilities.</p> <p>Increases in numbers of people accessing collecting institutions from different demographic groups.</p> <p>Measures taken to remove barriers to access green and public spaces.</p> <p>Extent of green space provided by collections institutions.</p>
<p>SDG 12 Ensure sustainable consumption and production patterns 12.6 Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle</p>	<p>Clear visions, strategies and plans in place for all aspects of sustainability – environmental, social and economic (people, planet, prosperity)- across all areas of activity.</p> <p>Visions, strategies and plans relating to sustainability to be publicly available and incorporated into planning documents.</p> <p>Commitments to be in line with local, regional, national and/or international targets and ambitions.</p> <p>Incorporation of sustainability into reporting for funders and other stakeholders, including the public. Reporting to include commitments and progress towards targets.</p>
<p>SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. 16.6 Develop effective, accountable and transparent institutions at all levels</p>	<p>16.6.2 Proportion of the population [audience/users/non-users] satisfied with their last experience of public services Access to information, and accountability policies and mechanisms, in place.</p> <p>Effective institutional arrangements, both for own working and for working in partnership with other sectors, in place.</p> <p>Plans and arrangements in place for extraordinary circumstances such as natural and human-caused disasters.</p>

			Effective arrangements in place to fulfil legal and social obligations and responsibilities.		
			Effective arrangements in place for transparent communication and reporting of institutional performance.		
			Effective arrangements in place for transparent decision-making and accountability.		
SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.			Adopt and implement constitutional, statutory and/or policy guarantees for public access to information.		
16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements			Plans in place, and plans implemented to enhance public access to information relating to collections.		
			Plans in place, and plans implemented to support fundamental freedoms, in line with human rights, national and international agreements and legislation.		
			Plans and procedures in place for public access to information relating to the operation and management of collections-based institutions.		
			Complaint mechanism in place for public to use where public access to information and fundamental freedoms not supported or fulfilled.		
SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.			<i>16.B.1 Proportion of population [audience/users/non-users] reporting having personally felt discriminated against or harassed in the previous 12 months on the basis of a ground of discrimination prohibited under international human rights law</i>		
16.B Promote and enforce non-discriminatory laws and policies for sustainable development			Number and proportion of policies that incorporate sustainable development considerations, in the full sense of recognizing all three of social, economic and environmental considerations.		
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	