



The Second Child Rights Report

Children and adolescents assess
Germany's implementation of
the UN Convention on the Rights
of the Child in 2019



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Content



Background	_____	
> What is the purpose of the Child Rights Report?	4	
> Whom is the Child Rights Report aimed at?	4	
> What is the State Reporting Process?	5	



Making-of	_____	
> Co-ordination	6	
What's in the Child Rights Report and who was involved in writing it?	6	



Intro	_____	10
--------------	-------	----



1. Opinion and participation	_____	12
-------------------------------------	-------	----



2. Discrimination	_____	15
--------------------------	-------	----



3. Protection against violence	_____	18
---------------------------------------	-------	----



4. Privacy	_____	21
-------------------	-------	----



5. Family and other care	_____	23
---------------------------------	-------	----



6. Children/adolescents with disabilities	_____	26
--	-------	----



7. Health	_____	28
------------------	-------	----



8. The environment	_____	30
---------------------------	-------	----



9. Poverty and social security	_____	33
---------------------------------------	-------	----



10. Education	_____	35
----------------------	-------	----



11. Play and leisure	_____	37
-----------------------------	-------	----



12. Refuge and asylum	_____	39
------------------------------	-------	----



13. Awareness of children's rights	_____	41
---	-------	----



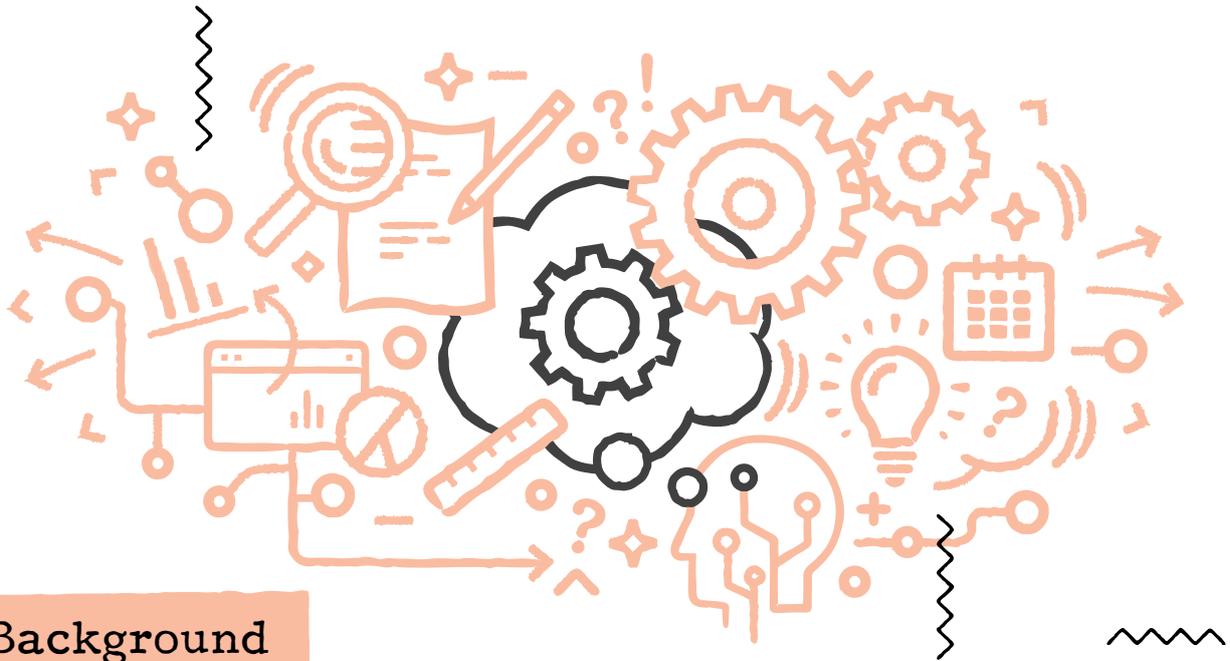
14. Questions and outlook	_____	
> Where can I learn more about children's rights?	43	
> How can I take action myself?	43	
> Further development following on from the First Report on Children and Youth	44	
> What happens after the Child Rights Report?	45	



Acknowledgements/ list of references	_____	46
---	-------	----



Imprint	_____	47
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Background

What is the purpose of the Child Rights Report?

Special rights apply to people under the age of 18: Children's rights. These are established in the United Nations Convention on the Rights of the Child, known as the UNCRC for short. Germany signed the convention in 1992, thereby committing to uphold children's rights in Germany. Just because children's rights exist, doesn't mean they are always respected – which is why it's important to regularly check that they are. That is precisely what this report does. But, as a change from the usual process, it's not adults who are doing the checking here; it's the children and adolescents themselves. After all, they are the experts when it comes to their lives! The right to participate is one of the four basic principles of the UN Convention on the Rights of the Child, and the Child Rights Report considers itself an example of how to

implement and develop this participation. In 2010, the First Report on Children and Youth assessed Germany's implementation of the UN Convention on the Rights of the Child from the perspective of children and adolescents for the first time. The Child Rights Report is now providing this platform for the second time, lending a greater ear to children and adolescents in Germany.

What about children's rights? Which rights are being upheld and which are not? Do children know their rights? When and where are rights breached? Where specifically have there been improvements? Where has there been deterioration? This report provides answers to these questions. Plus: It also serves as an important basis for politics and further upholding children's rights in Germany!

Whom is the Child Rights Report aimed at?

The Child Rights Report is aimed at anyone involved with children's rights, who takes children's and adolescents' needs seriously, and who wants to stand up for children's rights. But there is another very special recipient too: The report is addressed to the **UN Committee on the Rights of the Child**, a body of 18 independent experts from all over the world. Its task is to assess the situation of children's rights worldwide, and provide

recommendations on how governments can best uphold them. Rights for children – and people in general – are anything but a given. The fact that they exist is the result of long developments, which, in the case of children's rights, culminated in the UN convention on 20 November 1989. To ensure successful coexistence, we are all responsible for respecting each other's rights and standing up for them.

What is the State Reporting Process?

As Germany has signed the UN Convention on the Rights of the Child, the federal government is also obliged to uphold children's rights in Germany. This includes regularly reporting implementation progress and difficulties to the UN Committee on the Rights of the Child. And to do this, the federal government



writes a report, known as the **State Report**. To ensure the UN committee can better assess how the UN Convention on the Rights of the Child

is being implemented, there is also another report. The Supplementary Report, also known as the **Shadow Report**, is written by civil society. Civil society particularly includes non-governmental organisations, clubs, associations and initiatives. Over 100 such organisations, which stand up for children's rights in a variety

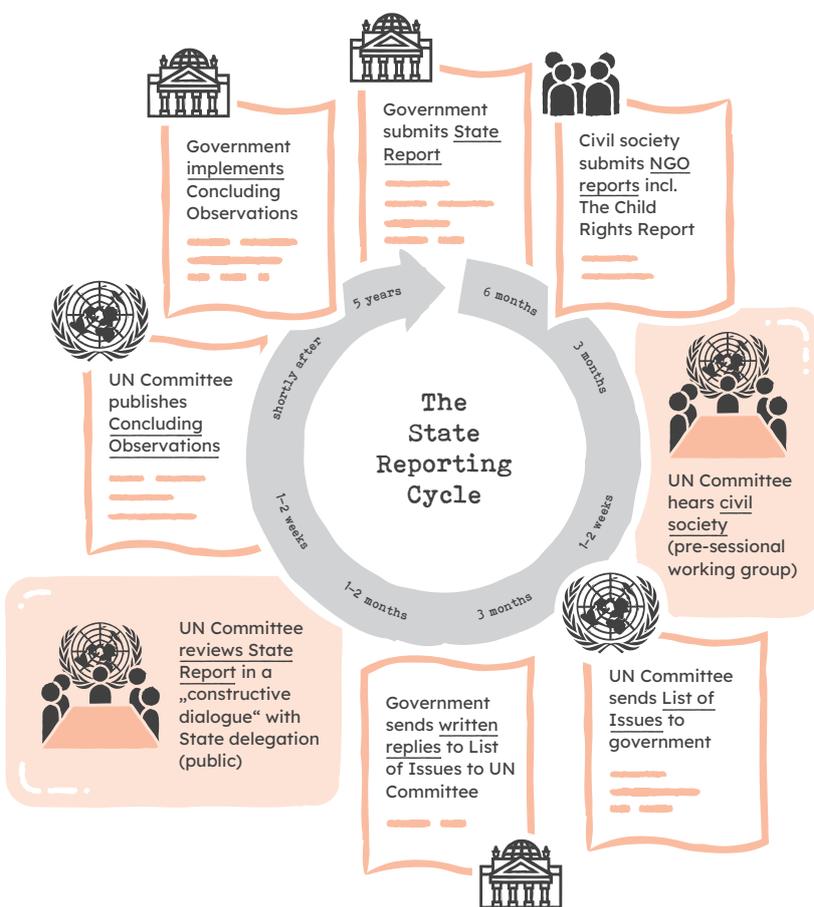


of ways, have joined together to form the National Coalition Deutschland - Netzwerk zur Umsetzung der UN-Kinderrechtskonvention e.V. The shadow report is thus the result of a joint, participative writing process. Civil society also includes children and adolescents, which is why another Supplementary Report has existed in Germany since 2010.

The **Child Rights Report** describes how children and adolescents assess implementation of the UN Convention on the Rights of the Child from their perspective. These reports can be supplemented by additional, independently submitted articles and reports. And based on all of these, the UN Committee on the Rights of the Child can gain an overview of how things currently stand in terms of children's rights.



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So what happens after the committee has read all the reports? It determines the next steps to be taken to improve the situation, and thus assigns tasks and makes recommendations to the government. This 'homework' is then reviewed a few years later, which is why it's important that all participants then work together to implement the UN committee's recommendations before the next report.





Making-of

Co-ordination

How to successfully create a report that reflects the perspectives of children and adolescents?

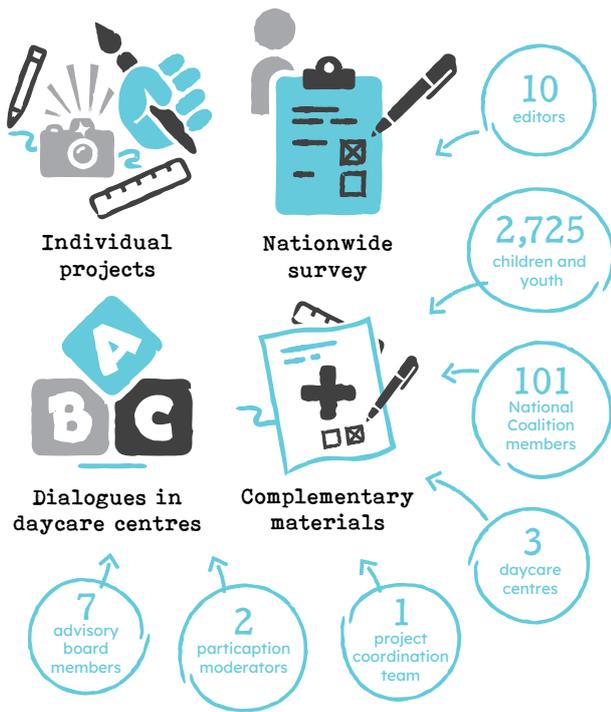
The one-year participative process to establish the Second Child Rights Report was planned and carried out by the National Coalition Germany with the support of its network. The most important players, however, were the dedicated children and adolescents who compiled the report's content. They were invited by the National Coalition's network to participate in the

report in a variety of ways, and their perspectives and experiences from their personal lives serve as the starting point for the report. When it came to participation formats, minimising access barriers was fundamental. This included not requiring any prior knowledge of children's rights or the UN Convention on the Rights of the Child. All contributions were assessed by an editorial team, consisting of children, adolescents and adults, and put together in the Child Rights Report.

What's in the Child Rights Report and who was involved in writing

The Child Rights Report is a mosaic of many opinions, experiences and assessments by a variety of participants, collected in different ways. All perspectives are the subjective perceptions of the children and adolescents who participated in the Child Rights Report.





Independent projects

Taking action was the motto! The Child Rights Report saw twenty-two children and adolescents aged 8 to 17 independently initiate creative projects on a wide range of issues relating to children's rights. In joint workshops, the project groups discussed their interests and ideas, and prepared project plans. After independently carrying out the projects, the results and personal experiences were presented and discussed at a second meeting. The two workshops in Bad Hersfeld and Berlin were planned by participation moderators Wendy Schaak and Fabian Schrader from the stuhlkreis_revolve collective, and carried out in a highly participative manner.

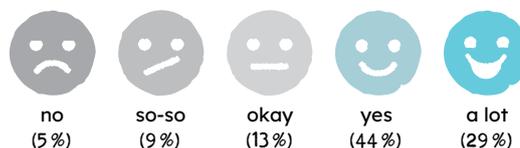
The result was exciting projects with a variety of approaches, themes and formats. The twelve projects include short films, surveys, study groups at schools, and much more. Some participants wanted to get active in their local area, and campaigned for the construction of a football ground. One adolescent wanted to know what school pupils think about the opportunities available for constructive input at their schools. Others, meanwhile, focused on children's rights breaches affecting them or people they knew, and documented this in a video or diary.

Germany-wide survey

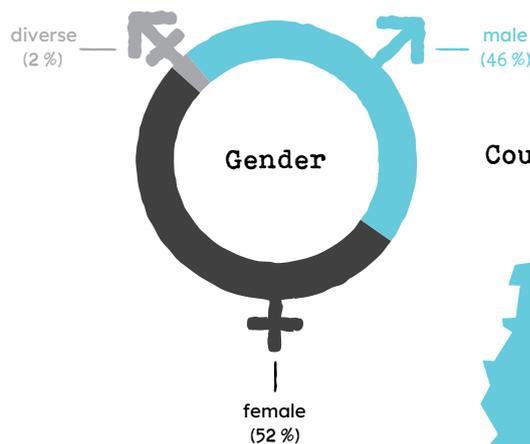
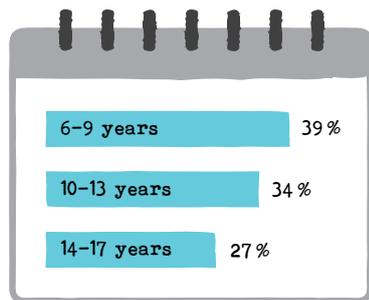
How can as many children and adolescents as possible actively participate in the Child Rights Report and contribute their own perspectives on the implementation of children's rights? A Germany-wide survey gave children and adolescents the chance to share their opinion on issues relating to children's rights. The survey could be taken on

the website of the Child Rights Report, or printed out, completed, and sent in. Two different versions were available, based on age, and questions could be skipped according to interest. A total of 2,725 children and adolescents took part in the survey, providing a comprehensive picture of prevailing attitudes, which has yielded some interesting and informative findings.

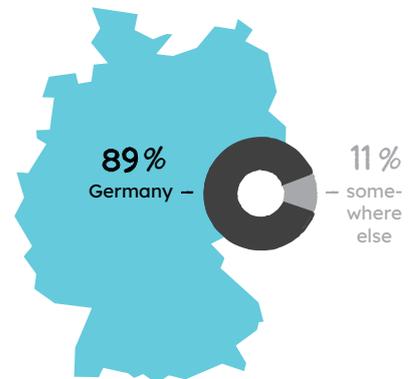
Did you enjoy answering the survey?



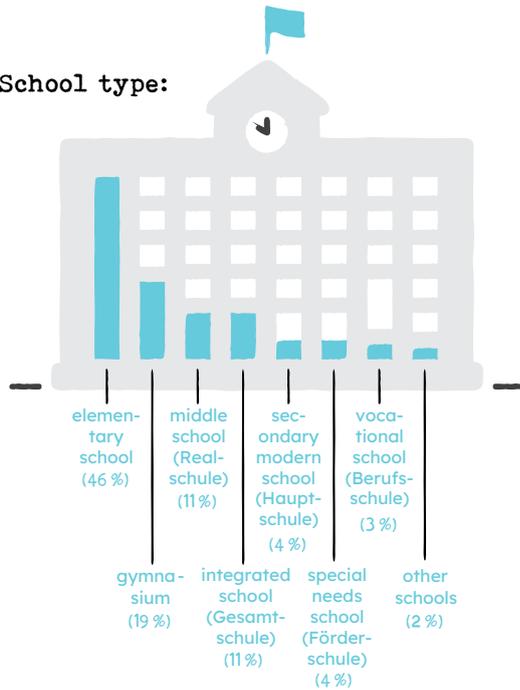
Age:



Country of birth:

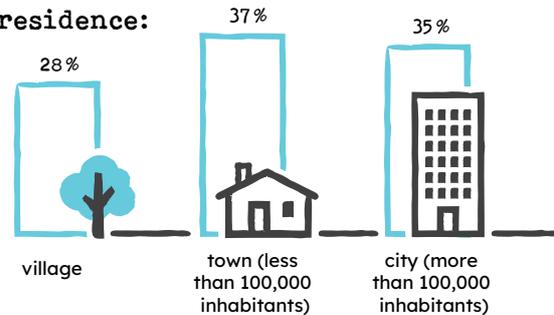


School type:



The children and youth who participated in the survey:

Place of residence:



Dialogue at day-care centres

According to the UN Convention on the Rights of the Child, children's rights apply to all people under 18 years of age, meaning it is important to also give younger children the chance to participate. The project team thus visited three day-care

centres - Berlin Kids International, Kindergarten Käthe and Ina, Kinder.Garten Neue Steinmetzstrasse in Berlin -, where it discussed issues such as personal opinion, participation and privacy with a total of 32 children.



Children's rights and rights in general are abstract concepts for children, which only acquire content when experienced through practice. To do this, the project team read the story of [Paul's Tag voller Rechte](#) (Outlaw gGmbH) to the day-care-centre children - a story which vividly describes various situations in which children's rights are important. The children then shared their personal experiences and opinions on the topics through written pieces or pictures. The discussion showed that, even at a young age, children have things to say about children's rights, and have a strong sense of what is fair and right, and what isn't.

Additional materials

In recent years, members of the National Coalition Germany and a number of other organisations have conducted studies, surveys and participative projects on the upholding of children's rights or a specific children's right. Here, too, the approach was to survey children and adolescents, as experts, on various topics, and involve them in these. Some of the results were taken into account and incorporated as content into the Child Rights Report. The aim was to include all topics deemed important by children and adolescents, and provide an overview of weightings to assess implementation of the UN Convention on the Rights of the Child.



Editorial team

Participative – that was the approach applied when writing and editing the report! Six children and adolescents, who had previously already carried out independent projects, wanted to keep helping compile the report, and thus became part of the editorial team. Together with the project co-ordinators and the advisory committee, the editorial team assessed the resulting content, and collate it in the Child Rights Report.

Project advisors

An expert advisory committee accompanied the process and creation of the Child Rights Report, particularly assisting the project co-ordinators with selecting the children and adolescents and devising the survey. Some advisory committee members also helped with the editorial work, and attended the work meetings to report on their many experiences. The project advisory committee consisted of Luise Pfütze (spokesperson of the National Coalition Germany), Sabine Troitzsch (representative of the youth associations), Holger Hofmann (executive

board member of the National Coalition Germany), and four participants from the last 'UN dialogue': Roberta Bojang, Üwen Ergün, Josephine Hebling and Lara Lippert. They had attended the reading of the First Report on Children and Adolescents to the UN committee as adolescents in 2014, and were able to incorporate this expertise into their work.



Demands

The Child Rights Report not only assesses the current situation, but also raises specific demands. The participating children and adolescents thus provided their own answers to the questions of where action needs to be taken, and what specific improvements need to be made to the children's rights situation in Germany in the future. The demands are based on the perceived needs, and are not limited to specific target groups. They express the wishes and ideas of children and adolescents, which aren't always directly fulfilled at a policy level. In areas where policymakers are able to take action, the children and adolescents call on them to take their suggested improvements seriously and implement them.

Project co-ordination

The Child Rights Report was planned and carried out by a team from the National Coalition Germany: Jonas Deitert, Cora Luise Ripking and Kirsten Schweder. The three-person team spent a year designing and co-ordinating to create the finished report.

Intro

A word from the editorial team:



Tabatha (10) carried out a project relating to awareness of children's rights, and wrote the chapter on privacy.

"Hi! Great that you're reading this! I'm Tabatha, and I'm from Berlin. I'm 10 years old. I hope you find the Child Rights Report interesting! The Child Rights Report project was great, and I'm happy I was part of it. I learned a lot more about children's rights, and can highly recommend reading it. Enjoy!"



"I think it's good that there is a Child Rights Report, because it's written for children, by children. What I like about this report is the fact that it focuses on important rights, and describes these in detail, but still in a way that everyone can understand. That's why I hope it is read and circulated by as many people as possible. My greatest wish for this report is for people to become more aware of children's rights as quickly as possible, and for more people to support the organisations contributing to it."



Celina (15) carried out a project on the environment, and helped write the chapters on health, the environment, and education.

"The Child Rights Report enabled us children to participate in political issues affecting us. We children have worked together as a diverse group to help shape our future. This allowed me to grow personally and with the group.

The entire process of carrying out your own project was and continues to be very exciting. I hope the UN dialogue allows us children to keep being increasingly involved in everything affecting us, so that our rights remain fully accessible to us. I expect to continue standing up for our rights as children, because my motto is: 'Children's rights are human rights, and these are non-negotiable.'"

Sena (10) carried out a project on opinions and participation, and helped write the chapters on discrimination and protection against violence.

Bastian (17) carried out a project on opinions and participation, and helped write the chapters on opinion and participation, family and other care, poverty and social security, asylum, and health.

"The Child Rights Report is a great opportunity to familiarise children and adolescents with politics, and give them a chance to get involved. It's fantastic that so many age groups are covered, and that younger and older people are working together. Carrying out my own project and taking responsibility was time-consuming, but it's awesome to see the project grow, and have a tangible analysis to hold at the end of it all. I hope I will continue to have the opportunity to be politically engaged and that the demands will be implemented."



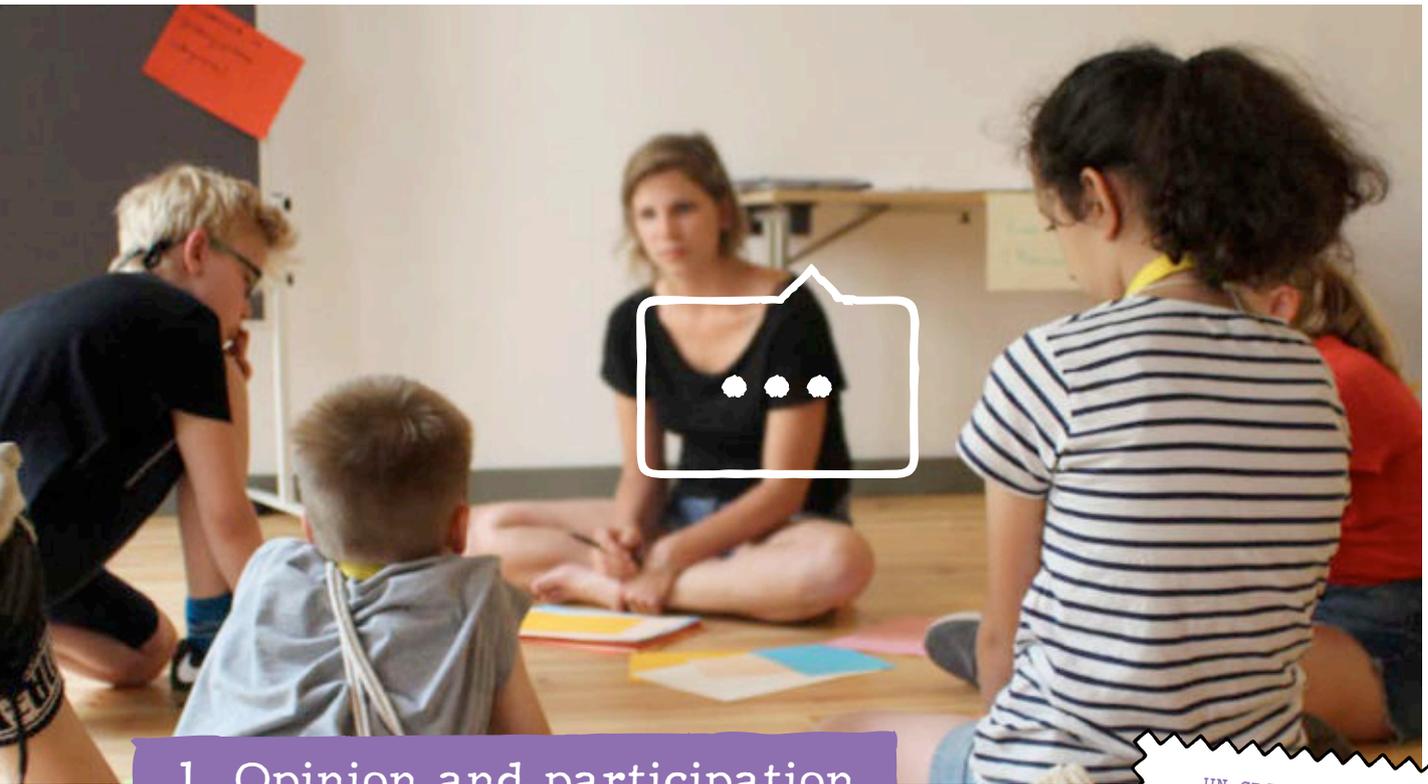
The editorial team also included Kimberly (13) and Justin (16), who carried out a project on awareness. Kimberly also helped write the chapters on discrimination, children and adolescents with disabilities, and play and leisure.



The combined work of all children and adolescents involved was great fun. It was very impressive to see the energy and exciting perspectives that were contributed to the project. Perhaps reading this report has also made you want to take action? You can help raise awareness of children's rights. Show the report to your friends,

teachers, parents, club or kids'/youth group. If there's an issue you're particularly passionate about, page 43 has some ideas and tips for you.

Happy reading!
The project team



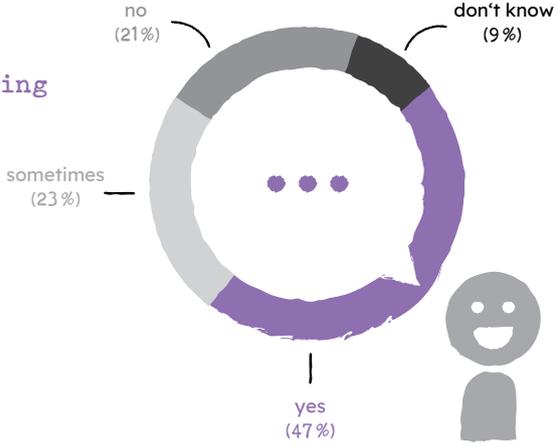
1. Opinion and participation

UN-CRC articles:
3, 12-14
Chapters in the State
Report and NGO Report:
3 b) and d), 4 c), d) and e)

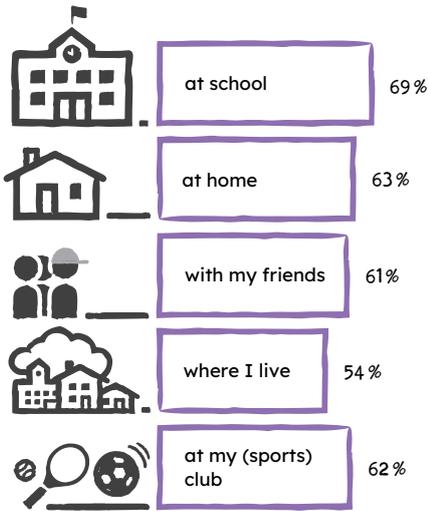
In Germany and many other countries, policy-makers obtain opinions from several people in order to jointly find a sound and fair solution to problems. They try and obtain multiple opinions for general public interest, but one section of the population is usually forgotten or simply omitted entirely. Although children and adolescents make up about a fifth of the population, and have just as much of a right to co-determination as adults, their opinion is not usually obtained - not even for issues directly affecting them. This is not okay, which is why there are a few projects and surveys designed to help children and adolescents finally

be heard. To ensure children and adolescents are given a chance to be heard in the first place, they need people willing to listen to them. It's important that children and adolescents are given the opportunity to participate. Survey results show that, while these opportunities exist, half of children and adolescents still feel this doesn't really achieve much. More co-determination is important not just among family or friends, but also in places like schools, which should work on allowing children to have their say.

Would you like more opportunities for sharing your opinion?



Where would you like to have your say more often?



When has something been decided on you that disregarded your own wishes?



'Photos with me have been shared on websites like facebook.'

'When my parents divorced.'

'Never really blatantly - but in a way all the time.'

SCHOOL SURVEY ON CO-DETERMINATION

by Bastian (17)

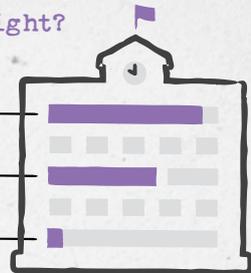
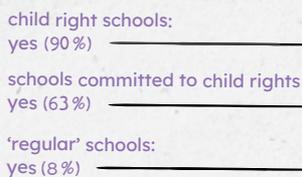
363 school pupils from all over Germany participated in Bastian's written survey on the topics of personal opinion, co-determination, and awareness of children's rights. The respondents were pupils from three different types of schools: A school in which children's rights were taught as a subject, a school in which children's rights are covered in project weeks, and schools where children's rights are not explicitly addressed. It is interesting to compare the results of the various schools.



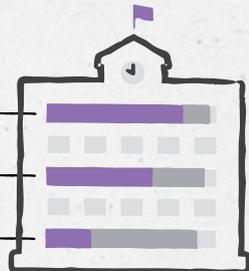
The answer to the question of 'Would you like to learn more about children's rights?' was clear: Almost everyone said yes, that they would like to learn more about them, while the rest said 'Yes, I'm very interested!' For Bastian, it is therefore clear that 'school is a place where children already have a presence, so it would be the perfect place to specifically teach them more about

children's rights.' When carrying out the project, Bastian found it difficult to find participating schools and, as an adolescent, have his idea taken seriously by principals.

Do you know a child right?



Do you have the opportunity to share your views on issues that concern you without any problems?



SETTING UP A CHILD AND YOUTH PARLIAMENT

In order to establish greater participation among young people in their home town of Bielefeld, the project team set itself the goal of setting up a child and youth parliament. After a networking and planning phase, things got underway. Year two and three pupils from three Bielefeld schools were able to elect four interested children to participate in the inaugural conference. The first meeting focused on issues aimed at improving the schoolyard and the teacher & childcare worker situation. The project team is planning to keep developing the parliament and find more participating schools and children.



by Sena (10)



and Emin (9)

'My playground is still being built. I would have liked to have a say in the decision. For example, there should be a swing there.'
(Domingo, 6)

'I think it's good when people ask me what I want.'
(Oskar, 6)

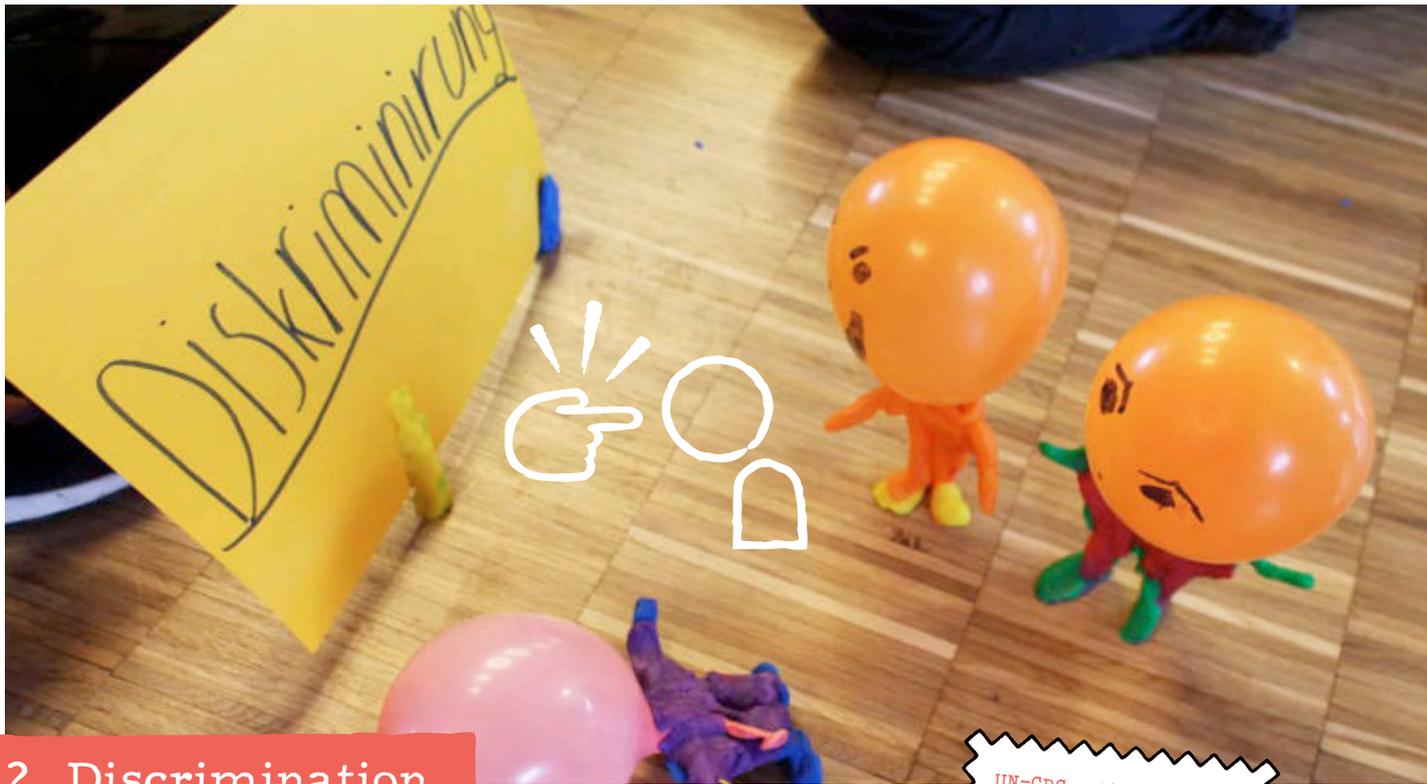
'I think it's good when I'm allowed to decide what I want to do after day care.'
(Theodor, 5)



Demands

Child and youth parliaments are an important participation instrument. They already exist in many cities and communities, and are networked nationally and sometimes even internationally. One example of the proliferation of this participation option is the founding of the child parliament in Memmingen, in Germany's Allgäu region, initiated by the Kinderschutzbund. Since February 2019, it has been enabling 28 children from 14 schools to incorporate issues such as the expansion of play facilities, waste sorting, and drink fountains into local government policies. In addition to child and youth parliaments, many cities and communities also have participation offices, child and youth groups, and other contact points for getting involved and taking action.

- »»» Policymakers must take responsibility for making political structures, processes and content accessible to children and youths in plain, simple language.
- »»» Children and adolescents must be able to vote - and the more regional the issue, the lower the voting age, because it's about their future.
- »»» Important and complex issues must be explained in child-friendly language.
- »»» It must be compulsory for children and adolescents to participate in decisions affecting them.
- »»» Participation rights must be strengthened and established in the German Constitution.
- »»» All children and youths must be given the opportunity to practise their religion and faith.
- »»» Children and adolescents must be allowed to say more, and their freedom of expression must be protected.



2. Discrimination

Discrimination is an issue concerning many people. The word comes from the Latin, and means 'distinction/differentiation'. In politics, it is used in cases such as when people receive poorer treatment because of their skin colour, background, sexual orientation, language, culture, origin or body. Discrimination happens whenever

children's and human rights are abused. It is often apparent as bullying, and can even be seen as a form of violence, which is mostly emotional.

33 percent of youths and 35 percent of children said they have often or sometimes been bullied by a group. School should be a place of learning and helping one

UN-CRC articles: 2, 6, 19, 24, 30, 34, 37 and 39
 Chapters in the State Report and NGO Report: 3 a) and 5

another. But instead, many young people tend to experience the opposite. Bullying is a very dangerous issue. The consequences can be minor, or enormous. Bullying can even be a contributing factor in children or adolescents taking their own life.

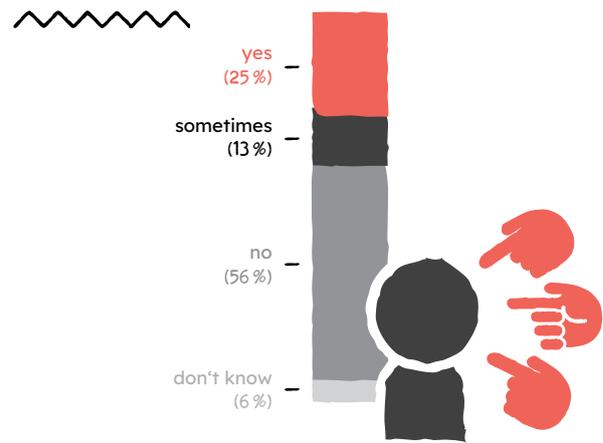


'No one is allowed to shame or insult you, because it is a breach of your personal rights.'
 (Tabatha, 10)



Many people believe they are bullied because of their body or background, though many others do not wish to share the reasons. At a time when even young children have their own mobile phones, it is easy to bully via the Internet. 31 percent of adolescents have often or sometimes been bullied online. 16 percent of children have also already experienced this. Bullying can start with being laughed at, but can also be physically harmful. For pupils going through this, it is not easy to go to school and concentrate.

Have you been bullied from other children and youth?

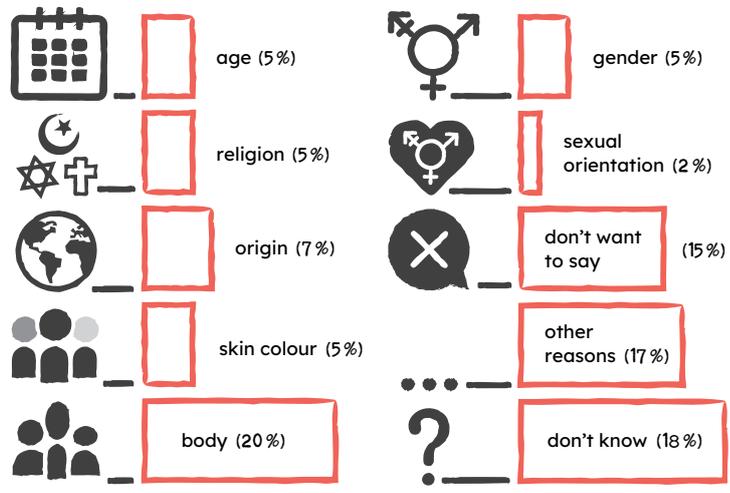


'Because the cool girls perceived me as a threat to them.'

'Because of my mannery. Sometimes I tend to be forgetful and disorganised.'

'Cause I'm different from everyone else.'

For what reasons were you bullied?



'My mum is lesbian, my hair colour has also been the reason once.'

'I simply don't fit in the others' image, I don't follow the mainstream, do my thing, have a different taste in clothing etc.'

'Because I don't have friends and I hurt myself.'

WORK GROUP ON 'OBJECTIVE ASSESSMENTS'

What can be done if pupils believe teachers have assessed them unfairly? 'We want everyone to be assessed equally. Not: If I don't like your face, you'll get a bad mark,' says Bakary, who wants to organise a work group at school to address this issue. Grades should solely come down to performance, regardless of factors such as sex, skin colour, religion or clothing style.

Bakary has had problems establishing this work group at school. He reported that the school had failed to support him on it. The experience of devising a project independently was an important one. But it would also have been helpful to receive some sort of support in challenging moments.



by Bakary (13)



Discrimination at school was also an issue in the **experiences recounted by young refugees:**

'It was difficult. The German boys and girls said so many bad words about refugees, and I was alone, from another country, and I understood it but couldn't answer.'

(‘Jugendliche ohne Grenzen’ (‘Youth without borders’) authors’ collective, 2018: 48)



Demands

- Parents and teachers must be better educated about discrimination, emotional abuse, and bullying at schools.
- Bullying of pupils must stop, and there must be set consequences for bullies.
- Educational institutions must have more facilities enabling children and adolescents to discuss their problems and breaches of their rights.
- Racism and discrimination must be tackled more seriously.
- Schools must participate in projects and programmes aimed at combating racism.

- Everyone must be given equal opportunities.
- Different cultures must be better respected in the media.
- There must not be any discrimination at workplaces, when assigning housing, or in relation to salaries. This creates poverty, which is passed down to the children.
- People must be better informed about cyberbullying. Schools must address this issue.
- Children and youths must not receive poorer treatment because of their background.
- All children and adolescents must be treated equally, and spoken to on their level.



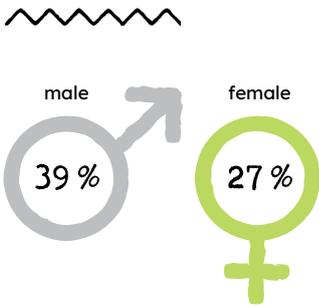
3. Protection against violence

Children need to be shielded from danger everywhere - be it at school, at home, in their surroundings or online. The UN Convention on the Rights of the Child contains various articles aimed at protecting children and adolescents from physical and emotional abuse, exploitation, and neglect. It is important for every child to know that he or she is entitled to a life free from violence. Even though an additional law preventing violent child-raising has been in effect in Germany since 2000,

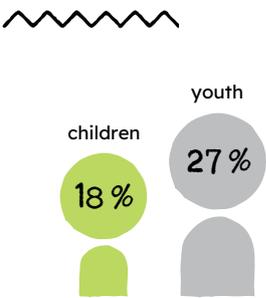
many children and adolescents still experience this in their everyday life. Children and adolescents particularly suffer in instances of domestic violence.

UN-CRC articles:
30, 32-39
Chapter in the State
Report and NGO Report:
9

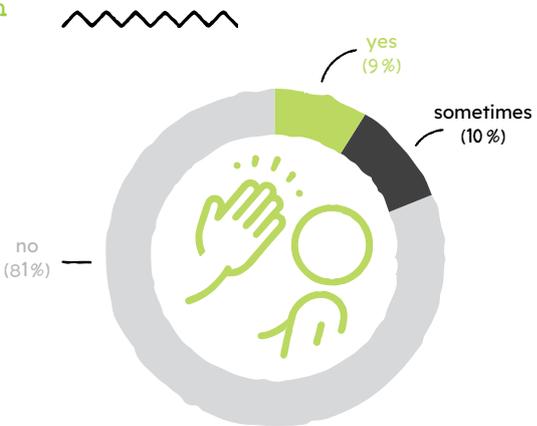
I am between 7- 12 years old and have been physically hurt by other children or youth:



The government does not do enough to make children and youth feel safe:



I have experienced physical violence from my parents, foster-parents, step-parents or caretaker:



The survey shows that 19 percent of interviewed children and adolescents often or sometimes experience physical violence from adults who are actually supposed to be caring for them. Growing up in an environment where violence is present can

be very difficult and frightening. And it's not just at home that it's important to have a non-violent atmosphere; this also needs to apply at day-care centres and schools. 38 percent of adolescents and 50 percent of children report that they

have already often or sometimes been physically harmed. This is a very high number. Whether emotional or physical, a child should be able to grow up in a calm, peaceful environment, especially during this important stage of life.

'STOP! THAT'S GOING TOO FAR!' FILM

The film is about violence within the family, and the internal conflict children and adolescents can face in such cases: On the one hand, they want to demand their right to not experience violence, and on the other, they don't want to betray their parents or relatives. The film also raises additional issues often faced by outsiders. How do they best handle this issue? How can they help without jeopardising friendships and causing more harm to the affected people?

In a second film, Mathilde and Charlotte portray the call for help of a girl who has experienced violence. In doing so, they demonstrate that no one should have to deal with violence on their own, and thus encourage young people to talk about their experiences.

by Mathilde (10)

and Charlotte (11)



Gewaltfreie Erziehung



NON-VIOLENCE CHILD-RAISING FOLDER

by Adrian (11)

The folder contains explanations on non-violent child-raising, and interviews conducted by Adrian with adults. He illustrates that non-violent child-raising doesn't just mean free from physical violence, but also free from verbal, emotional and sexual violence. Children must thus not be beaten, and similarly not insulted, manipulated or sexually abused.

The ten adults interviewed all considered non-violent child-raising to be very important. One response was that children would otherwise pass on those experiences of violence to their own children in future. Children are people with equal rights, and should be treated as such!



At the **Children's Summit** project run worldwide by the Papiertheater of Nuremberg between 2014 and 2018, children and adolescents focused on the question of what is invaluable. This yielded interesting responses, with the common denominator being children's wellbeing. Tying in with this was one of the summit's most important demands: That weapons be banned and war be ended. An art campaign saw children and adolescents from all over the world send in plastic weapons, which were then made into a 'Sculpture of peace' at the 2nd Children's Summit. This contribution was made during the 1st summit:

'We already learn in kindergarten that violence is not a solution, yet grown-ups still bash each other up over objects or simple things. I ask myself: If we children are taught not to hit people, scratch people or pull people's hair, but then see adults do just that, it sucks and is totally incomprehensible. I mean, they're such simple rules, which makes me wonder if these people even went to kindergarten.'

(Simon, 12 Jahre)

'A girl in my class cut herself. But no one dared to speak to her. Fortunately there was a psychologist who was able to help.'

(2018 Hessian Charter on Children's and Adolescents' Rights: 104)



Demands

- »»» Children and adolescents must be aware of the right to non-violent child-raising, which is why it must be a mandatory subject matter in the education system.
- »»» There must be enough trained staff in all areas, such as medicine, justice and schooling.
- »»» Children and adolescents should have safe spaces where they can talk about injuries and experiences of violence.
- »»» There must be more and better measures in place to combat domestic violence and promote non-violent child-raising.
- »»» The Youth Welfare Office must be given the necessary resources to prevent children from having to suffer violence.
- »»» There must be clear contact points and people for children and adolescents experiencing violence.
- »»» Prison sentences for adolescents must be abolished.

What should be done so that you can feel safe in your environment?



'Better and more bicycle lanes!'

'Society as a whole is not very child-friendly. Protection and solidarity are not especially prioritised.'

'Promotion of child emergency numbers!'

'More education about racism and sexism!'





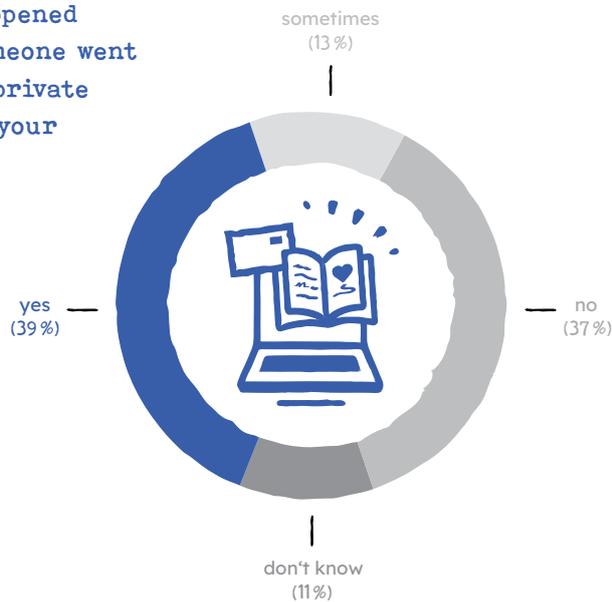
4. Privacy

'Do you think children should be allowed to have secrets?'

(A child as part of [Checked children's rights yet?](#) 2018: 36)

The right to privacy means you are allowed to have your own peace and boundaries, and no one is allowed to touch your

Has it ever happened to you that someone went through your private stuff without your consent?



things without permission. In other words, you should only enter somewhere, such as someone's bedroom or the bathroom, if you have their permission, or if you have advised beforehand, such as by knocking, calling or making an arrangement. The same is true for objects belonging to you. Things like touching

UN-CRC article:
16
Chapter in the State Report and NGO Report:
4 f)

your phone without your permission, or taking things out of your bag without asking first, is a breach of privacy rights.

Yet many children and adolescents experience this - according to the survey, more than one in two children.

During the survey at day-care centres, the children expressed their displeasure at people hiding their things or going through their private pigeonholes. When it comes to the right to privacy, mutual respect for differing personal needs is fundamental.



'I didn't like it when my things were hidden. But it was funny to hide the other people's things.'
(Day-care child)

'I didn't like it when something was taken out of my pigeonhole, because I don't want someone going through my pigeonhole. That's mean. We have put labels on the pigeonholes specially, so that people know whose is whose.'
(Alma, 5)

Children and adolescents are increasingly facing situations in which photos or videos of them are appearing online without their consent. Although their classmates, parents or friends usually mean no harm when doing this, it can be very unpleasant. The [Children. Pictures. Rights. – Children's personal rights in the context of digital media usage within the family study](#) (Deutsches Kinderhilfswerk e. V. 2018: 53 ff.) shows that children consider it important to be asked for their consent before things are shared with others, e.g. on Instagram or Facebook. They often have a clear understanding of when it is okay for photos of them to be taken and shared. But many of the surveyed children have found that their parents don't usually ask them. This is often an invasion of children's privacy, just like having their messages read by parents or being subject to unsolicited controls and checks via apps for parents. durch Apps für Eltern.



Demands

- »»» The right to self-determination must be upheld.
- »»» All children must be given the opportunity to have a private, protected area to themselves.
- »»» No one should put photos of children and adolescents on Instagram or Facebook if the children and adolescents don't want this.
- »»» The right to one's own picture also applies to children and adolescents. Personal things must not be published online without consent. The government must implement more regulations here, which companies must uphold.
- »»» Guardians must place more trust in children and adolescents, accept their privacy, and obey rules.
- »»» Adults must be made more aware of the issue.





5. Family and other care

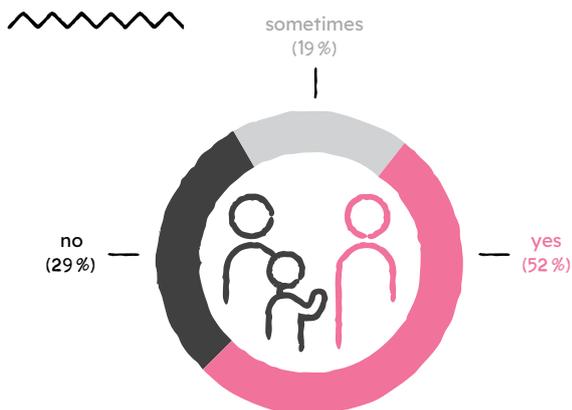
All children should feel comfortable where they live. Not all children can live with their parents, such as in cases when the parents cannot look after them properly or do not get on with the child. Families and parents do not necessarily have to be the biological parents, for there are many different types of families and many different types of parents. The people with whom children grow up must ensure the children are okay and can develop properly. It is the government's job to help them with this.

What sort of family setups do children and adolescents live in?

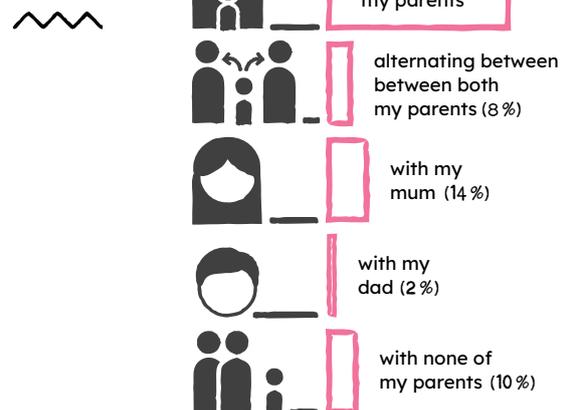
While two thirds grow up with two parents, 16 percent of surveyed children live with only one parent. They are all entitled to regularly visit the other parent. But what happens in reality? There can be a wide range of reasons as to why children are unable to visit their parents. Whether or not these constitute a breach of 'visitation rights' depends on the individual case.

UN-CRC articles: 5, 9-11, 18, 20, 21, 25 and 27
Chapter in the State Report and NGO Report: 6

For the 14% of children and youth who live together with their mother: Can you see your father or your



I live ...



'PROTECTION AGAINST VIOLENCE WITHIN THE FAMILY' THEATRE PROJECT

The theatre project involved year three and four pupils from several classes, various guests, and professional actors from the local theatre group. The difficult current situation was portrayed using the Bloggs family: The parents are under



by Ann-Sophie (9)

pressure. The work troubles are compounded by an alcohol-addiction problem. This results in a marriage crisis, the consequences of which are borne by the children in the form of physical and emotional abuse, as well as a lack of food. They receive little care.

After the theatre performance, the participating children pooled suggestions as to how the situation could be improved. These included asking the parents not to shout, and ensuring the children could do their homework in peace in their rooms.

The play was then performed again, incorporating the new ideas.



and Samuel (9)

STOP-MOTION FILM 'YOU ARE NEVER ALONE - THE STORY OF LEON AND LUKAS'

by A. (12) and S. (13)

The film is about two children who have both experienced violence within the family. Leon brings some bad grades home, and is beaten for this by his father. And it's not just the beating that humiliates him; it's also the verbal communication between them. 'Don't come to me with an apology. You're a total disappointment.' In doing so, the father breaches the right to non-violent child-raising. Unfortunately, Leon isn't yet aware of children's rights. But then Lukas appears, and is able to help.

'You should know that there are always other people going through similar things. You can help each other, just like Leon and Lukas in the film.' The film was shot with Lego and stop-motion technology.



THE CHILDREN'S RIGHTS BOOK

by Jeremie (9)

In the Children's rights book, Jeremie describes his personal story as a foster child. He has grown up with his foster mother, and wants to keep living with her. But his biological mother wants to take him back, against Jeremie's will. The story is one of appointments with the Youth Welfare Office, experts, whom he finds unfriendly, contact with his biological mother, and the feeling of people making decisions for him, without considering his needs.

Children living with foster parents often don't know whether and how long they can stay there. Their status sometimes remains 'temporary' for several years, resulting in these children frequently living in a constant state of uncertainty.

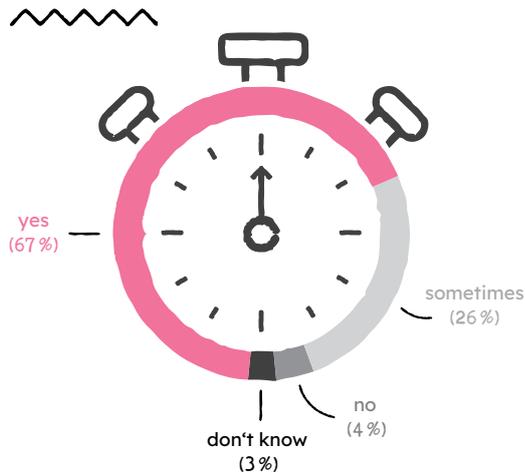


'My dad often doesn't come home until after I've gone to bed. I find that stupid.'
(2018 Hessian Charter on Children's and Adolescents' Rights: 89)

'My mum is a loving mum, but she has to work the whole day so that we can have something to eat, and that means we don't have much time for each other.'
(Johanna, year 3)

'When my parents fight, I find a quiet corner for myself.'
(Noah, 6)

I can spend enough time with my family and my parents:



How much time can parents spend with their children? That depends heavily on the family setup. The **Children's Worlds+** study (Bertelsmann Stiftung 2019: 123) found a key difference here. Between 69 and 79 percent of children aged between 10 and 14, and who are growing up with their mother and father, said their parent's could spend enough time with them. For all other family setups, on the other hand, yielded results of between 63 and 69 percent. The parents' work is often the reason for the lack of time spent together. If both parents work full time, or solo parents are working, they lack this time for their children. In the case of unemployed parents, this is compounded by financial problems and everyday struggles.

! Demands

- »»» Children and adolescents must not be separated from their siblings.
- »»» Children and adolescents must have more freedom, including in alternative living situations.
- »»» Specialists at homes and alternative accommodation facilities must receive better ongoing training in trauma education and sexual orientation.
- »»» Children and adolescents living in care homes must be given more decision-making freedom and co-determination rights.
- »»» Parents, guardians or carers must place more trust in children and adolescents, and accept their privacy.
- »»» Children and adolescents living in care homes must not have to spend part of their money on accommodation.
- »»» There must be clear contact persons that children and adolescents can consult if they have family problems.
- »»» Children must not live on the street.
- »»» Non-violent child-raising must be better monitored.



6. Children and adolescents with disabilities

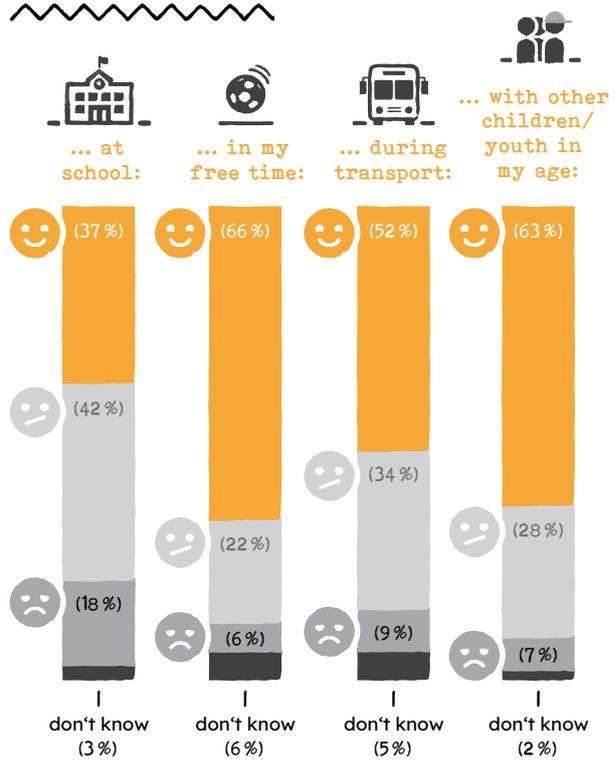
UN-CRC article:
23
Chapter in the State
Report and NGO Report:
7

Children and adolescents with disabilities are entitled to all the rights established in the convention, so as to ensure they can actively participate in society, are not excluded, and can lead a good life. The government must take all suitable measures to enable these children and adolescents to play an active role. This includes not having any barriers in public spaces, on websites, or in other (digital) spaces.



'I think all children and adolescents with disabilities should have the right to be treated equally. Everyone should have the opportunity to get a good education, regardless of whether or not they have a disability.'
(Kimberly, 13)

I feel this well ...



Places should be designed so that children and adolescents with disabilities can feel comfortable there. Barriers, other people's behaviour, and additional factors can heavily influence a sense of wellbeing and comfort. Where do children and adolescents with disabilities feel comfortable?

School rates comparatively poorly. In other words, there is still a lot of work to do before children and adolescents with disabilities can feel comfortable at their schools. One key reason for this may be bullying, which occurs more than twice as often to children with disabilities than to any other children.

To ensure disabilities are not seen as something 'abnormal', it is important to create numerous contact points. Inclusive schools, where children and adolescents with and without disabilities learn together, can help here.

The 2018 LBS Children's Barometer for Germany (LBS Group 2018: 24) found that more non-disabled children aged between 9 and 14 have made friends with people with disabilities in recent years, though their percentage, currently a third, is still low. Most children have 'little' (13 percent) to 'no' (46 percent) friendships with people with disabilities.

'I'm missing people who truly understand and accept me. I do that too! I don't care how people look like ect. I just want to be accepted for what I am.'

'My parents had to fight long and hard for me to be able to attend a regular school. I found that very hurtful. Just because I have a problem with my legs, doesn't mean I also have a problem with my head.'

(Hessian Charter on Children's and Adolescents' Rights)



Demands

- >>> Vorurteile und Berührungsängste müssen überwunden werden.
- >>> Kinder und Jugendliche mit Behinderung sollen mehr Unterstützung beim Lesen und Rechnen erhalten.
- >>> Jede Schülerin und jeder Schüler soll einen barrierefreien Zugang zu Bildung haben.
- >>> Es soll mehr Geld für die Forschung an seltenen Krankheiten und Behinderungen zur Verfügung gestellt werden.
- >>> Es soll mehr Freizeitangebote für Kinder und Jugendliche mit Behinderung geben.
- >>> Städte und insbesondere Schulen sollen behindertenfreundlicher und barrierefrei sein.
- >>> Kinder und Jugendliche sollen besondere Fürsorge und Förderung erfahren, um aktiv am Leben teilnehmen zu können.
- >>> Es soll mehr Inklusionsschulen geben statt Förderschulen.



inclusion





7. Health

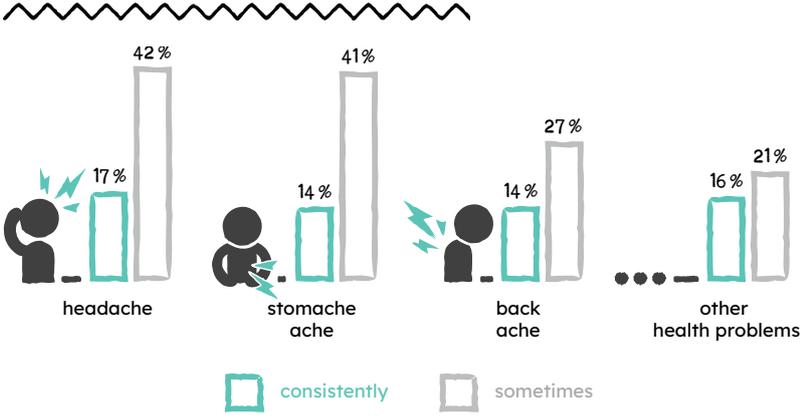
The right to health means that a child should live in the best possible health conditions. This includes, for instance, healthy food, clean drinking water, and medical care. In the event of illness, every effort must be made to restore all children's health using the right treatment. All children should also grow up in a safe, healthy environment so that they don't fall sick in

the first place. At least one in seven children and adolescents live with recurring headaches, stomach aches, back aches or other physical pain. This shows that many children and adolescents do not have appropriate environments or lifestyles in which their bodies feel comfortable. Two examples of this are air pollution and noise. These do not only reduce the standard of

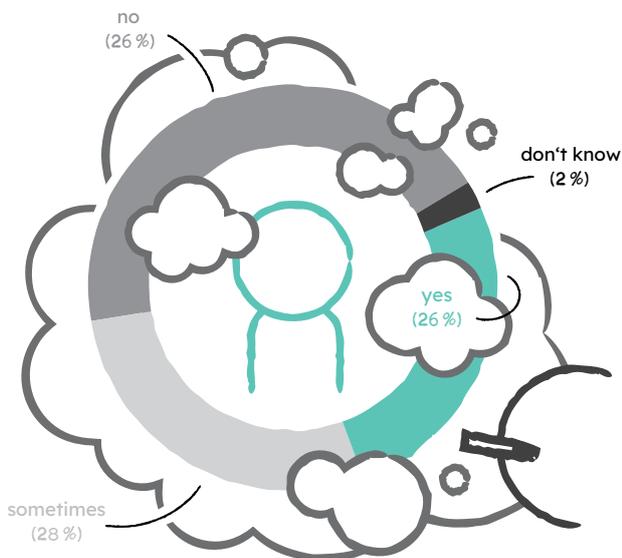
UN-CRC articles:
6, 24, 27 and 33
Chapter in the State
Report and NGO Report:
7

living, but can also have negative impacts on health. More than half of all survey respondents were exposed to cigarette smoke and thus a high health risk through passive smoking. Noise is also a big problem for wellbeing.

What about your health? Are you in pain?



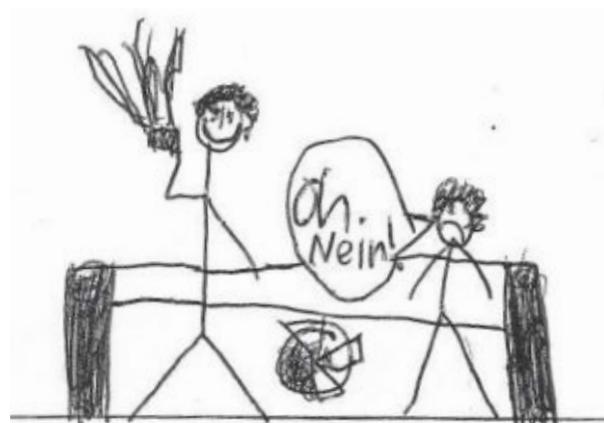
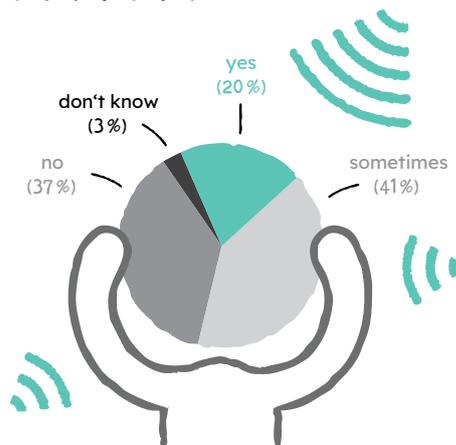
Some adults around me smoke and I have to breathe in cigarette smoke:



'I painted the picture because my health is being harmed by my mother's smoking. I don't want her to smoke and harm my health during visits.'

(Jeremie, 9)

It is often noisy at the place I live or spend time:



Demands

- >>> More medical aids must be made available for children and adolescents all over the world.
- >>> Sick and weak children and adolescents should not be disadvantaged; they need appropriate help.
- >>> Children and adolescents must be able to have a greater say in their medical treatment.
- >>> Something must be done to prevent the number of chronically ill children and adolescents from further increasing due to factors such as environmental pollution.

- >>> Children and adolescents must not smoke, and nor should adults when in their immediate vicinity.
- >>> There must be adequate treatment and care facilities available for mental illnesses.

'We want tobacco sales to be banned. Because we have a right to health.'

(A child as part of the 'Unfair tobacco!' school project)

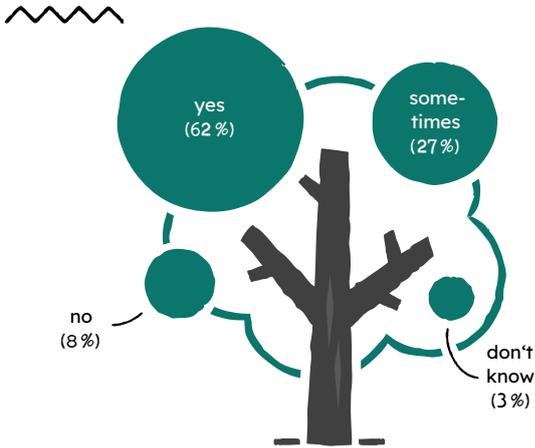


8. The environment

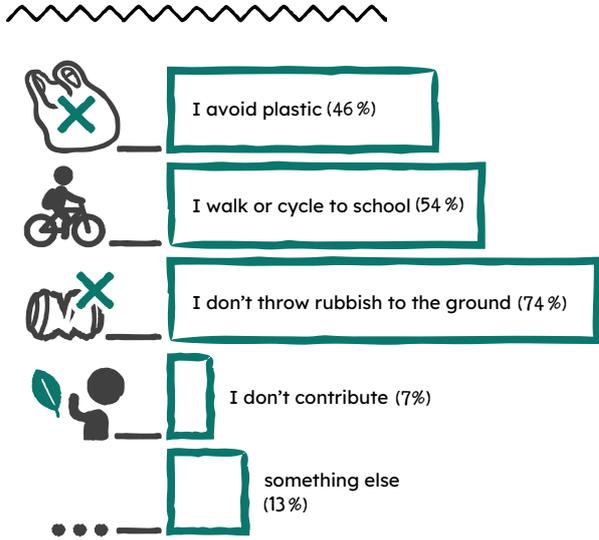
UN-CRC article:
6
Chapter in the State
Report and NGO Report:
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While the UN Convention on the Rights of the Child does not contain a specific right with regards to the environment, a number of other rights all relate to this, such as the right to health. The environment has a major influence on quality of life. The right to optimum development can also only be upheld when the environment is sound. The survey shows that lots and lots of children and adolescents are very worried about the state of our environment. Many get involved in 'Fridays for Future', and take action themselves to better protect the environment and climate.

I am concerned about environment protection:



What do you contribute towards the protection of the environment?



More answers given under 'something else':



'I went to the forest with my friend to collect rubbish.'

'I don't take a plastic bag at the bakery.'

'I have never flown on a plane.'

'Avoid palm oil'

'Eat minimal animal products'

'I've persuaded my parents to holiday by rail.'

'Rubbish collection campaigns.'

'I'm a vegan and have never flown on a plane.'

'I go to Fridays for Future.'

'I sell or regift my worn but well kept clothing to give them a second chance.'

'I fight for the environment in my youth parliament and in protests.'

'To me, ecological children's rights mean that everything possible is being done, including for future generations, to stop global warming and thus ensure a planet protected against natural disasters.'

This is a quote from a 17-year-old girl from Hamburg, expressing the government's responsibility as part of the National Coalition Germany's Children's Rights Check.

'It shouldn't just be up to the youth to take responsibility for prioritising climate protection. But as policymakers are hardly doing anything in this respect, we feel forced to keep striking until action is taken!'

(Statement from the 'Fridays for Future' movement)



The fact that not enough is currently being done to protect the environment is reflected in the young people's concerns and in political activism. This is a motivating force for children and adolescents in Germany to strike, and thus call for action. The 'Fridays for Future' movement makes demands on politicians, and is supported by over 27,000 scientists in the German-speaking world. The 'Fridays for Future' movement is calling for a global-warming threshold of 1.5°C

not to be exceeded, and for human-caused environmental damage to be contained. To achieve this goal, the youth movement is calling for 'net zero' greenhouse gases by 2035, a coal phase-out by 2030, and a 100% renewable energy supply by 2035. In view of the right to living conditions that enable children to grow up in healthy environments (Article 27), the government must fulfil its responsibility to younger generations with regards to the environment.





RESEARCH INTO MOSS WALLS IN CITIES

by Celina (15)

The air in cities is much too polluted - something needs to change! That's why Celina looked into the options for achieving this. Moss walls are one solution. They're a great way of purifying the air in cities, plus they also help with sound-proofing, and are easy-care. But there are still hardly any of them around. Celina believes there should be more moss walls and rooftop vegetation!



Demands

- »»» People must have a right to a healthy environment.
- »»» The government must fulfil its responsibility to the environment and future generations as per Article 20a of the Constitution (German Basic Law) and Universal Declaration of Human Rights.
- »»» The targets of the Paris Climate Agreement must be upheld.
- »»» Every effort must be made to stop global warming. All measures taken must be subject to independent scientific checks that assess their effectiveness.
- »»» The facts about the global climate balance must be taught at schools.
- »»» Young people must be more involved in the democratic process due to the fact that they are particularly affected.
- »»» Plastic bags must be banned.
- »»» Children and adolescents must be able to live in a clean and healthy environment.
- »»» Animals at risk of extinction must be protected.
- »»» There must be fewer car exhaust fumes, and renewable energies must be promoted.

If you were a politician, what would you do for the protection of the environment?

'I would put a huge tax on meat and dairy and ban flights at least within Germany.'

'Regarding this topic I would listen more to facts and not just on your personal opinion.'

'Everything is wrapped 5 times in plastic ... There is plastic inside plastic everywhere. I would like to reduce, but how am I supposed to do it? It annoys me.'



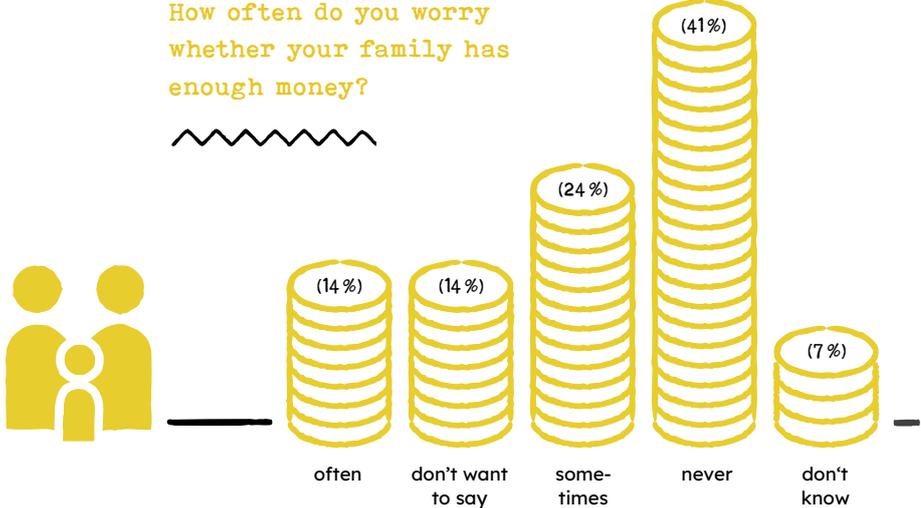
9. Poverty and social security

UN-CRC article:
26
Chapter in the State
Report and NGO Report:
7 f)

The gap between rich and poor in society continues to widen. This also increases child poverty. One in five children under the age of 15 is now affected by poverty. That's two million children in Germany. This results in everyday problems for many families. Children also have needs and wants, but these cannot always be fulfilled, because a lack of money precludes this. Poverty can be very stressful, and can even make people sick. This is just one of many reasons social security is so important for children and adolescents.

Out of ten children surveyed, at least four are worried about whether or not their family has enough money. Many don't dare to talk about it.

How often do you worry whether your family has enough money?





If the parents aren't in work or don't earn enough, they receive government support. But this is often nowhere near enough to properly care for children. Children and adolescents think not enough is being done to successfully combat child poverty: The **2018 Children's Report for Germany** (Kinderreport, Deutsches Kinderhilfswerk e. V. 2018: 21 ff.) found that only 23 percent of 10 to 17-year-olds believe many measures are being taken, while 67 percent think little is being done. There are a number of ways to improve the situation of children and adolescents from poor households.

In the Kinderreport compiled by the Deutsches Kinderhilfswerk, children and adolescents were most in favour of free books and teaching materials at schools (97 percent found this important), more specialists and social workers at schools and day-care centres to attend to disadvantaged children (93 percent), free breakfast and lunch at day-care centres and schools (92 percent), and raising the standard rates established for children under the Hartz IV reform (92 percent). There are many problems that come with poverty. For example, children and youths affected by poverty are more likely to experience

bullying, discrimination, and violence. In the **Children's World+** (Bertelsmann Stiftung 2019: 95) study, nearly half of the children and adolescents who were worried about money in their families reported experiencing these things. 55 percent stated they had experienced exclusion or violence at least once in the last month. Only 45 percent had not. Children and adolescents 'without money worries' in their families had a completely different experience: Only 30 percent reported experiencing assaults in the last month, while 70 percent had had no such experiences.



Demands

- Children of poor parents often become poor themselves later on. Policymakers must help change this.
- Children and adolescents must not suffer social uncertainty.
- Parents must receive more money.
- Children and adolescents must not have to go hungry if their parents can't work. An appropriate monthly allowance for food must be provided.
- Money must not be the key to a good education. It must be ensured that all children and adolescents have access to school materials.

- There must be enough affordable housing.
- There must be enough places where people can feel comfortable and which are affordable.
- Children and adolescents who don't have enough money must be given the opportunity to participate in cultural life.
- There must be more free or low-cost offerings for children and adolescents, such as free meals at school.



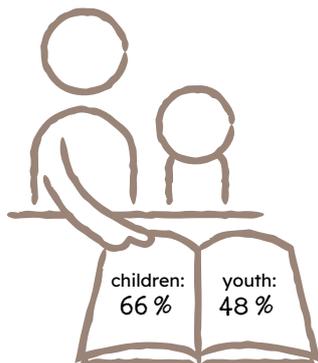
10. Education

The right to education states that every child can go to school and get a good education. Education should help foster children’s and adolescents’ talents and abilities. Good education for children and adolescents also means ensuring the ‘trappings’ are right too. A great many children want more involvement, say and support at school. There are also a number of other factors influencing education quality. While the amount of full-day schools in Germany continues to grow, so too does the risk of

children not having enough of their own free time. As learning speed is not the same for all pupils, it is fundamental they have access to support. Parents and guardians cannot always provide the necessary help, which is why school is an important place for many children and adolescents. But the survey shows that children and adolescents don’t always receive the help they need there.

UN-CRC articles:
28 and 29
Chapters in the State
Report and NGO Report:
8 a) and b)

I receive support at school whenever I have trouble with learning:



The level of schooling primary-school children aspire to and achieve depends heavily on their social background – i.e. how much money their parents have. The 4th World Vision Children’s Study (World Vision Deutschland e. V., 2018: 4) found that only 17 percent of children living in poverty wanted to achieve their a-levels (Abitur). This figure rose to 39 percent among middle-class children, and 72 percent for children of rich parents. But although some children from socially underprivileged families rated their academic performance as good or very good, only 29 percent of them still aspired to take the Abitur examination. Even 66 percent of upper-class children who didn’t believe themselves to be particularly academic still said they wanted to take the Abitur examination.



QUESTIONNAIRE FOR SCHOOL PUPILS

The project team developed a questionnaire for school pupils on the topic of education, specifically the following aspects: Pressure at school, private tutoring, and bullying. 22 children and adolescents took part and answered the questions, including at a meeting at the Botschaft für Kinder ('Embassy for Children') in Berlin.

The respondents' schools received an overall grade of 3 (C) in terms of how well they uphold the right to education. The lack of private tutoring options or facilities to participate in decision-making was often viewed negatively. Bullying was a significant issue, as were the potential negative impacts on academic performance. The questionnaire also identified needs for more support, quiet places for talking, and more mediators. Leyla and Joelina want the schools to respond to the grievances and tackle the problems.

by Leyla (12)

and
Joelina
(14)



CHARITY FLEA MARKET

by Seedy (11)

Being able to learn productively at school requires appropriate equipment and materials. But what happens when a school doesn't have enough money to replace old boards and chairs? Seedy wants to help his school get better material and modern equipment, and has set up a flea market whose proceeds will go to the school. His initiative may also alert others to existing problems.



Demands

- »»» More money must be provided for schools.
- »»» There must be better school materials for everyone, and parents and pupils should not incur any unnecessary costs.
- »»» Teachers must be given more support to appropriately teach disadvantaged pupils.
- »»» School faculty meetings must not just consist of teachers, but also of pupils.
- »»» Parents' income and education should not play such a major role in a child's schooling. The school system is excessively exclusive.

- »»» Parents and teachers must be made aware of the fact that performance pressure is unhealthy, and that children and adolescents need free time.
- »»» School curricula must focus more on the issue of (children's) rights and politics.
- »»» Schools and classrooms must be upgraded, and have age-appropriate, contemporary furniture, layout and equipment.
- »»» School grades must depend less on teachers' subjective opinions and be transparent.
- »»» Private tutoring and homework assistance must be available at all schools.
- »»» Education and school rules must be the same in all German states.
- »»» All children and adolescents must be entitled to achieve a school-leaving certificate, and be given as many opportunities to achieve this as required.

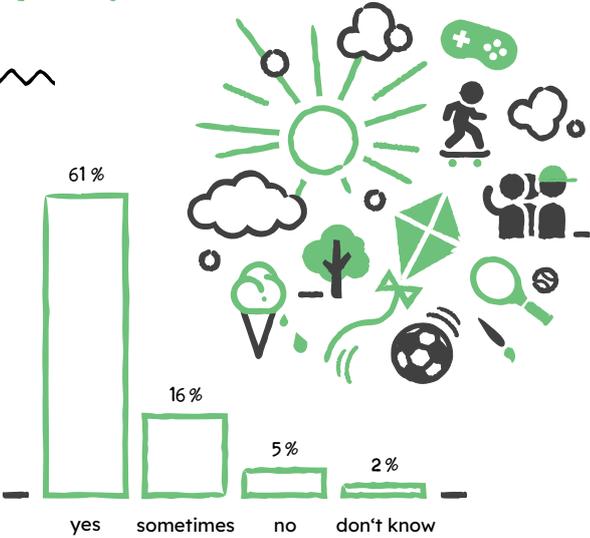


11. Play and leisure

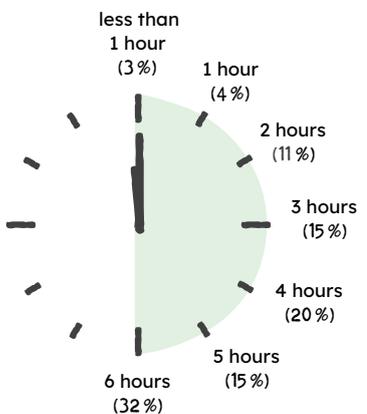
UN-CRC article:
31
Chapter in the State
Report and NGO Report:
8 e)

The right to play and leisure means that all children have the right to playgrounds and areas where children can play. Children have a right to leisure and their own free time, e.g. to pursue a hobby, to relax, and to participate in social and cultural life. Most of the surveyed children and adolescents (82 percent) had three or more hours of free time per day, and could largely choose how they wanted to spend it:

I can decide on my own how to spend my free time:



My average hours of free time per day:





'Sometimes I go home,
sometimes I go to the
pirate playground, and
sometimes I go
somewhere else.'

(Miran, 4)

How do children use their free time? Among 10 to 14-year-olds, the **Children's Worlds+** (Bertelsmann Stiftung 2019: 117) study found that 'playing and being outside' is only more popular than social-media use for the 10-year-old age group. From the age of eleven and over, time is spent less on playing and more on social media, computer games or resting.

'OUR FOOTBALL GROUND' FILM PROJECT

Despite long-time announcements and promises by the community, there is still no proper football ground in Tiefenbach. The film project wanted to investigate this grievance, and set about finding a solution. Many responsible people from the region, including the mayor, were asked for advice, and gave their opinion. The two boys' film got people listening and prompted action. The municipal council has now decided that a team of adults and children will take charge of organising the new football ground.

Luca and Mats think this should just be the beginning, and that children and adolescents in their village need to be asked to participate much more frequently when something needs to be decided on. Although standing up for one's rights is pretty stressful and time-consuming, the pair have learned that it is definitely worth it, and that you can achieve things! Mats and Luca will definitely be staying on the ball.

by Luca-Finn
(12, left)
and Mats
(11, right)



Demands

- >>> Recreational facilities must be better and sustainably supported.
- >>> All children and adolescents must have the opportunity to use their free time appropriately and creatively.
- >>> There must be more playgrounds and open spaces for children and adolescents.
- >>> There must be fewer ugly new buildings in cities, and more spaces for children.
- >>> Recreational facilities, such as football grounds, must be appropriately tended and maintained.
- >>> There must be better playgrounds where children won't injure themselves on broken objects.
- >>> Children and adolescents must have enough free time and no performance pressure.



12. Refuge and asylum

Wars and conflicts in the world, as well as environmental disasters or extreme poverty, force many people around the globe to flee their homelands as refugees. This process often sees families torn apart, and children and adolescents left on their own.

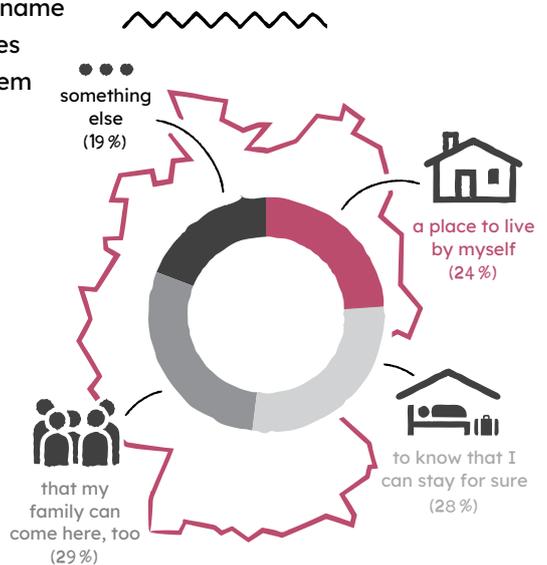
In recent years, many families and even unaccompanied children and adolescents have fled to Germany. According to the UN Convention on the Rights of the Child, refugee children and adolescents particularly require protection. Unfortunately, there are many reports of racism and discrimination, problems accessing education or day care, difficulties with official formalities,

and non-child-friendly accommodation facilities.

Of all people surveyed, 4 percent had fled to Germany from other countries. Of these, 78 percent attended regular schools. The rest attended language-support classes or similar. The refugee children and adolescents had many fears and wishes regarding their future. They were asked to name which of these future wishes were most important to them at the time of the survey.

UN-CRC article:
22
Chapter in the State
Report and NGO Report:
9 a)

What is your biggest wish for your life in Germany?



The results show that it always depends on each personal situation, and that it is impossible to generalise what is important to everyone. A quarter of the children and adolescents wanted their own home so as not to have to keep living in accommodation facilities. 28 percent wanted the certainty and security of being allowed to stay in the country, because they are constantly afraid of being deported. This fear can create a great burden, which is not healthy at such a young age. 29 percent of survey respondents wanted their family to be allowed to join them. Although many of the respondents were living without their family, 78 percent of the adolescents and 71 percent of the children said they had someone they could talk to. This shows that there are many people who care, but that nearly 30 percent do not always have someone to turn to when something is wrong.

Two studies conducted by Save the Children focus on the upholding of children’s rights for refugee children and adolescents. The **Psychosocial support for girls with refugee experiences** (Save the Children Deutschland e. V., 2019) recorded the needs of girls at four different accommodation facilities. As part of the qualitative study, girls most frequently

mentioned problems with medical care and food supplies, negative experiences with facility staff, and mental strain caused by concern for their family. What the respondents wanted most for their future was to attend regular schools, to improve their language skills, and to have a career.



Demands

- »»» Refugees should not be excluded; they must be treated equally.
- »»» Refugees must swiftly be given housing, and the children must be able to start school quickly.
- »»» Refugee children and adolescents must not be separated from their parents or siblings, and family members must be allowed to join them.
- »»» Topics such as refugees, asylum and integration must be covered at schools in order to prevent xenophobia.
- »»» Refugees must be allowed to stay in Germany.
- »»» Refugees must be allowed to feel comfortable and not have to live in fear.
- »»» More regard should be shown for the situation of refugee children and adolescents at schools.
- »»» Parents with refugee children must be given more money.

What would you change on the situation of children who fled to Germany?



'Why aren't all people allowed to live where they want, just because they are born in a different country and had to flee?'

'Start teaching political and social studies earlier at school, to better understand the situation of refugees.'

'Ban weapon exports, offer flights to create safe pathways.'

'That no child is forced to flee.'

'Improve psychological support.'



13. Awareness of children's rights

UN-CRC article:
42
Chapter in the State
Report and NGO Report:
1 g)

The government must ensure all children know their rights. Only those who know their rights can demand them.

So how aware are children and adolescents of their rights? Most have heard of children's rights:

Where can children and adolescents learn more? Children's rights as a school subject or in the curriculum? This differs from school to school and state to state. There are also examples as to how children can take control of learning about their rights.



Have you heard of child rights before?



CHILDREN'S RIGHTS WORK GROUP



Tabatha learned about children's rights in her life skills class by shooting a short film for the children's rights film festival with her classmates. To get other children similarly enthused

about children's rights, she and Zainab set up a project group at their school. The pair advertised the group by creating an info-poster and hanging it up at their school. This school year is set to be a trial year, with the project group properly starting up next year. Two pupils from year one and two attended the first meeting. The meeting discussed children's rights using pictures. The participants were given a certificate for their involvement. The plan for next year is to write and perform a play on children's rights. They already have a plot; they now just need to execute it.

by
Zainab
(10) and
Tabatha
(10)



CHILDREN'S RIGHTS WORKSHOPS

by Kimberly
(13)



Justin and Kimberly volunteer for the Youth Red Cross, where they run workshops on children's rights. The groups consist of six to seven children, and covers a different topic each week, such as the right to education or the right to play and leisure.

Various materials are used, some of which have been prepared or researched by Justin and Kimberly themselves.

and Justin (16)



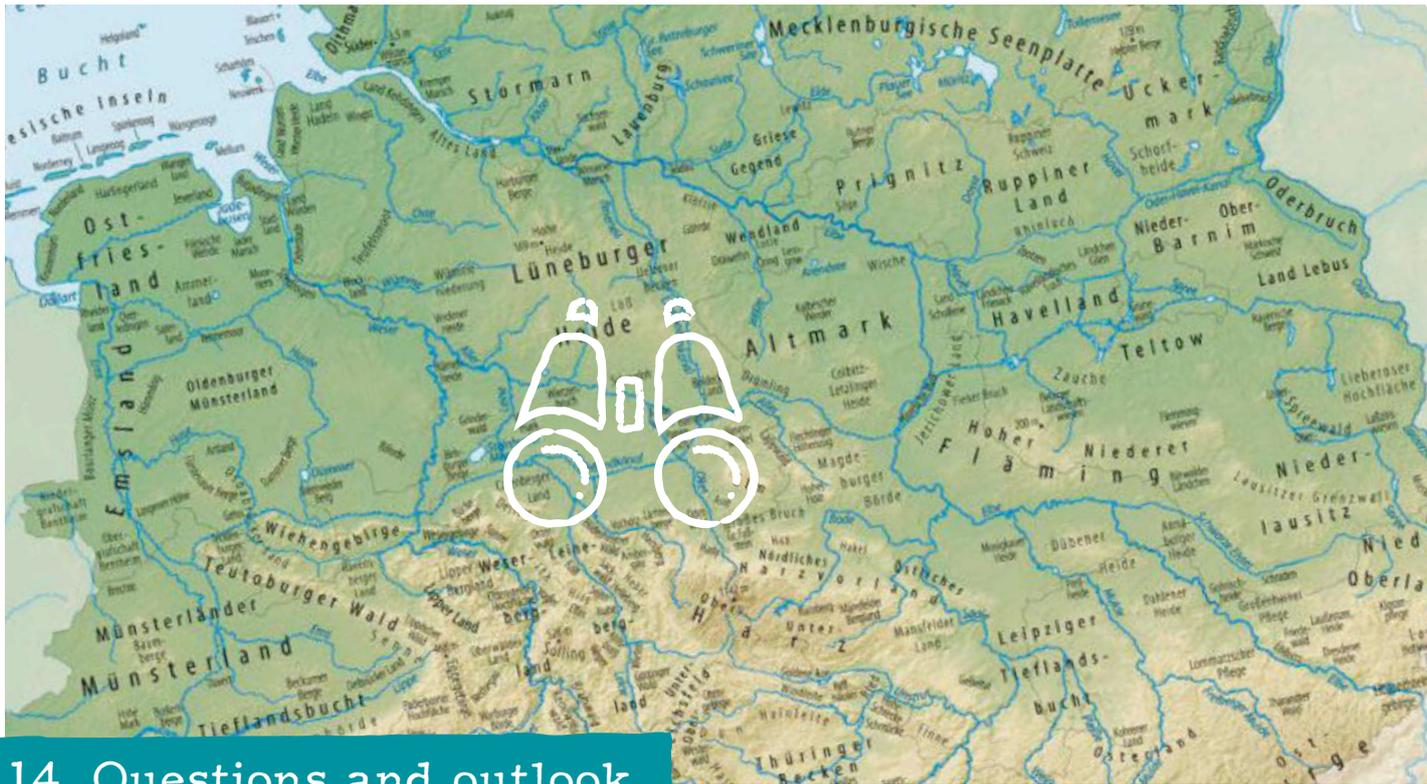
8-year-olds to 60 percent among 14-year-olds. But being familiar with the rights doesn't mean they are upheld: 'I have lots of rights, but they can only be upheld a little bit,' a child from Coburg complained.

According to the survey on the Child Rights Report, a large number of children and adolescents (78 percent) had already heard of children's rights. The 2018 LBS Children's Barometer for Germany Deutschland 2018 (LBS Group 2018: 218) recorded how many children and adolescents had also heard of the UN convention: 46 percent had, 54 percent had not. But having heard of the rights doesn't mean being properly familiar with them. How many children know their specific rights? The Children's Worlds+ (Bertelsmann Stiftung 2019: 51) study asked children aged between 8 and 14 this very question. The older the survey respondents, the more they knew: Ranging from 24.6 percent among



Demands

- »»» Children's rights must be firmly established in curricula.
- »»» It must be ensured that all children and adolescents know their rights.
- »»» Children's rights must be established in the German Constitution. This will also make them better known among adults and children.
- »»» Children's rights must finally be taken seriously.
- »»» Children's rights must be made available to everyone in child-friendly language.



14. Questions and outlook

Where can I learn more about children's rights?

A number of reports, links and materials with further information on children’s rights are available at www.kinderrechtreport.de (in German). It also contains the full articles from the independent projects. The films can be viewed on the National Coalition Germany’s Vimeo

account: www.vimeo.com/netzwerkinderrechte. The ‘Nummer gegen Kummer’ helpline is available on 116 111 for children and adolescents wanting assistance in difficult situations, or who are at a loss with certain issues. They can seek the support anonymously.

How can I take action myself?

Here are a few ideas and suggestions for any children or adolescents who now feel they want to take action themselves. Whether you want to stand up for children’s rights in general, or for a specific right, there are a number of different options. Involvement and participation is a fundamental principle of the UN Convention on the Rights of the Child, and one of the most important topics in the Child Rights Report. To claim your right and have greater co-determi-

nation yourself, it is best to first take a look around you:

- Find out whether **contact points** and **opportunities for participation** already exist for children and adolescents where you live. This may include child and adolescent affairs offices, children’s ombudsmen, child and youth parliaments, and youth groups or associations.
- Get active at your school and find out whether **children’s rights** are taught. If not, you

can get pupils together to campaign to the school principals to have this changed.

- Organise a school project on children’s rights, establish your own children’s rights project group, or join the **students’ representatives committee** to have a greater say in matters.



If there's a particular children's right that's important to you, you can take targeted action to stand up for this. Here are a few suggested ways to do this:

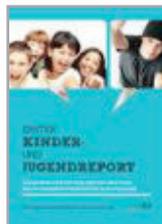
»»» Read up on strategies combating exclusion and organise workshops on cyberbullying and discrimination.

- »»» Take action to protect the environment and get involved in a sustainable environmental policy.
- »»» Check whether your privacy is being respected, including on social networks. Educate other people about the right to privacy, and about what is permitted and what is not.

Whether it be a school project, YouTube channel, demonstrations, info posters, discussion sessions, art campaigns or simply a direct conversation, there are endless creative ways to take action. And they're most fun when done with others!

Further development following on from the First Report on Children and Youth

The [First Report on Children and Youth](#) was met with great interest when published in 2010, and received a lot of positive feedback. So it was clear that the next UN dialogue should also involve a report by children and adolescents.



Germany were once again collected in a questionnaire. Unlike previously, however, there was this time an online version, offline version, a version for younger children, and a version for older children.

Another addition is the fact that day-care-centre children have also been involved on a small scale. As there had never been much exposure to this age group, and only limited resources were available, the Second Report on Children and Youth started with three day-care centres in Berlin. Participation, including for younger children,

is set to keep being developed for future projects. For the first time ever, an editorial group was set up to collate the results. This work was spread over many people. The expertise gained by the children and adolescents from the last reporting process was also to be incorporated into the Second Report on Children and Youth. Four of the participants who had attended the last UN dialogue and government hearing (see page 5: What is the state reporting process? supported the project through their involvement on the project advisory committee.

Picking up on the concept of the first version, it has been supplemented with additional elements. As was the case the first time, workshops were once again organised for children and adolescents, who planned and carried out their own projects. The opinions of children and adolescents from all over



What does it contain? What are the main changes compared to the last edition?

»»» The topics of participation, non-violent child-raising, discrimination and bullying were very important to participating children and adolescents in both reports.

»»» Compared to the First Report on Children and Youth, 81 percent of children and adolescents continue not to experience any violence from parents or guardians; there does, however, tend to be a shift in other responses: In 2010, 16 percent said they had sometimes experienced violence, and 4 percent said they had often experienced it. This time, 10 percent report that they had sometimes experienced physical violence from parents or guardians, and 9 percent they had experienced this regularly.

»»» One of the focuses of the Second Child Rights Report is the issue of the environment. While the First Report on Children and Youth contained a few demands in relation to animal welfare, air pollution, environmental pollution and climate change, the second had a number of additional detailed claims, many on the topics of climate change and global warming. This indicates that the problem has significantly gained importance among children and adolescents as a result of the 'Fridays for Future' movement.

»»» In the First Report on Children and Youth, children and adolescents demanded that their local towns have more places where they can play and spend time. It was particularly important for these places to be maintained and adapted to their needs. These demands are once again similarly reflected in the latest edition of the report.



What happens after the Child Rights Report?

As part of the state reporting process (see info graphic on page 5), once the reports have been sent to the UN committee, civil-society and federal-government hearings will be held in 2020. As was the case during the last reporting process, the aim is to ensure a delegation of children and adolescents are

once again able to present their report to the UN Committee. At this 'UN dialogue' discussing the report's content, children and adolescents participating in the Second Child Rights Report shall have the opportunity to present their views and demands, and learn more about political processes and the UN by the

by. Thereafter, it is a question of waiting and seeing which tasks of the UN Committee on the Rights of the Child are sent to the federal government, and how these are implemented at the follow-up by the time the next reporting process comes around – because the cycle continues!

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