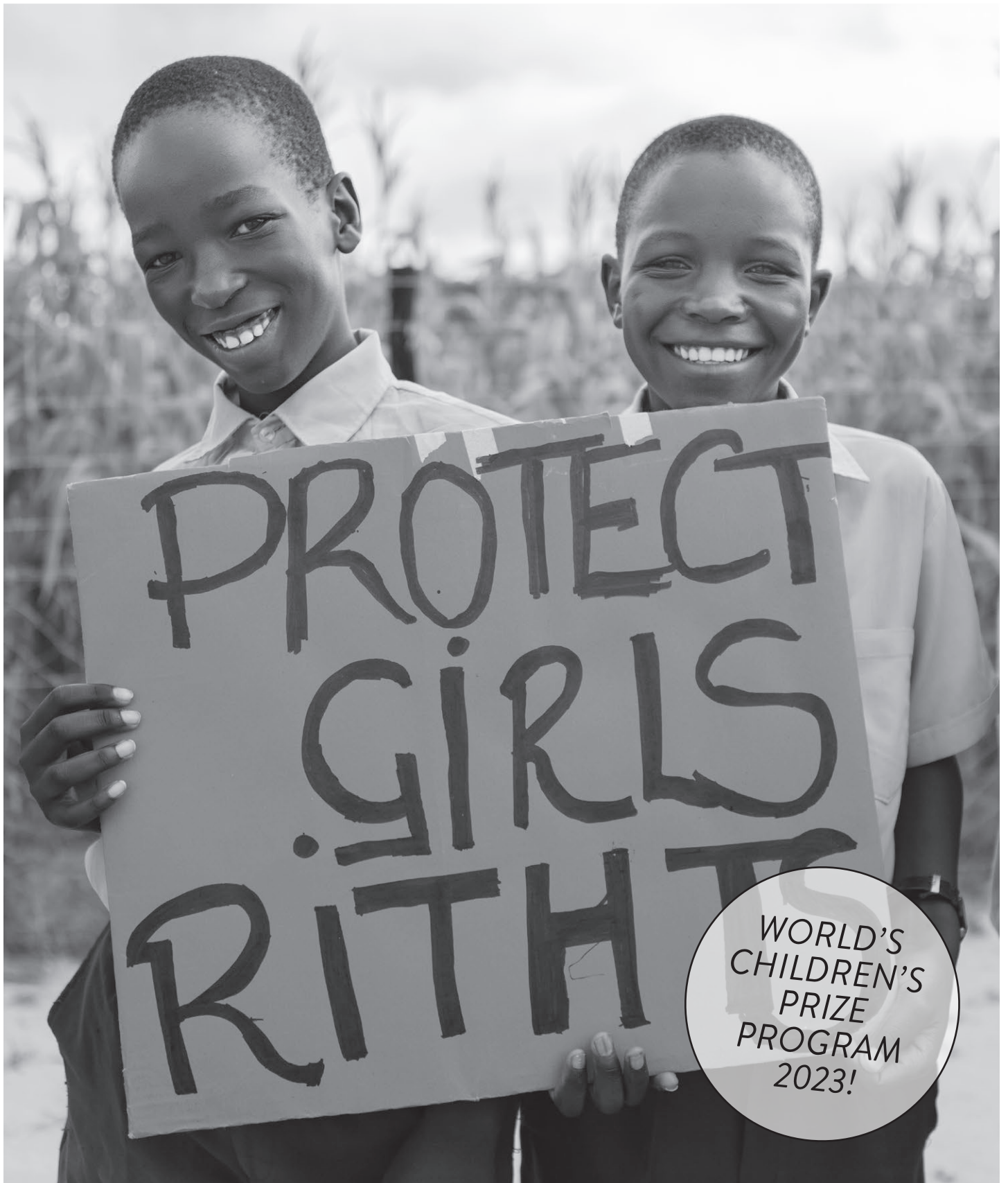


STEP-BY-STEP GUIDE

FOR TEACHERS & WCP CHILD RIGHTS AMBASSADORS



WORLD'S
CHILDREN'S
PRIZE
PROGRAM
2023!

THE WORLD'S
CHILDREN'S
PRIZE FOR
THE RIGHTS
OF THE CHILD

PRIX DES
ENFANTS DU
MONDE POUR
LES DROITS
DE L'ENFANT

PREMIO DE
LOS NIÑOS DEL
MUNDO POR
LOS DERECHOS
DEL NIÑO

PREIS DER
KINDER DER
WELT FÜR
DIE RECHTE
DES KINDES

PRÊMIO DAS
CRIANÇAS DO
MUNDO PELOS
DIREITOS
DA CRIANÇA

बाल अधिकारों
हेतु विश्व बाल
पुरस्कार

THE
Globe

Education for change

The World’s Children’s Prize Program is an educational program used by teachers and students worldwide. It aims to educate and empower children to become changemakers and stand up for the Rights of the Child, in particular girls’ equal rights. So far, 46 million children, many of them in your country, have taken part in the annual program.

This guide for teachers and Child Rights Ambassadors will guide you through the steps of the WCP Program. You can easily adapt its process and activities to your local circumstances and needs.

When the children have learned about their rights, they can share their knowledge with their peers, families and neighbours at home. They can explain why children’s rights must always be respected, and that girls and boys have equal rights. This includes the right to go to school and the right to protection from violence, including corporal punishment such as caning.

Child Rights Ambassadors

In some schools in your country there may be students who are trained as Child Rights Ambassadors. In that case, they will assist the teachers in implementing the Program.

However, in most schools, teachers will run the educational program together with their students.

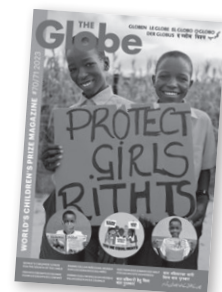


Rich materials

The educational material *The Globe*, which all participating children need

access to, is filled with facts and exciting real-life stories about children and Child Rights Heroes from around the world.

Together with the fact sheet on the situation for the rights of the child in your country, *The Globe* helps you implement the Program in your school. In addition, you can access even more materials, including videos on our educational website.



Fulfilling promises

Your country has pledged to follow the *United Nations Convention on the Rights of the Child*. Begin by teaching students about their rights, and explore whether these rights are respected or violated where you live and in your country. During this work, students will also learn about the UN Global Goals for Sustainable Development, goals that your country is trying to achieve by the year 2030. We are very happy that you and your students want to participate in the WCP Program 2023. Best of luck!

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ABOUT THE WORLD’S CHILDREN’S PRIZE



The World’s Children’s Prize Foundation (WCPF) is independent of all political and religious affiliation. Its global patrons include Malala Yousafzai, H.M. Queen Silvia of Sweden, Graça Machel and the late Nelson Mandela and Desmond Tutu.

Find out more at worldschildrensprize.org

AGE LIMIT

The WCP Program is most suitable for children from the year they turn 10, until the year they turn 18. *The Globe* contains stories on sensitive subjects that sometimes make for difficult reading, so it is important to have adult support throughout.

LEARN FOR CHANGE

All about the Rights of the Child and democracy where you live, in your country and the world.

Child Rights

Learn about Child Rights, especially girls' equal rights, in their own lives. Are their rights in the UN Convention on the Rights of the Child respected

in their family, village or town, school and country?

Child Rights Heroes and Changemakers

Through authentic quotes and stories students get to know three Child Rights Heroes, the children they fight for, and Child Rights



Ambassadors, children who are changemakers in their families and villages or towns.

CREATE FOR CHANGE

Time to summarise the learnings and for the children to list the changes they want to see. Prepare

for *Changemaker Day* by creating everything from election booths to colourful placards and fiery speeches.



CHANGEMAKER DAY

Children make their voices heard about the rights of the child and the changes they want to see.

Global Vote

Organize your own democratic election. Together with other children around the world, students select the recipient of the *World's Children's*

Prize for the Rights of the Child.

My Voice for Change

Children hold speeches and share ideas on strengthening respect for children's rights in your community. They bring placards and banners on a 3 km walk or run in your village or town. Together with children



worldwide they log several laps Round the Globe for Rights and Change. You can pick any date for your school's *Changemaker Day*.

CHANGEMAKER MISSION

As changemakers, children can share their knowledge and stand up for children's rights, in their daily lives, at school and at home. They

talk to parents and siblings, grandparents and neighbours, even local leaders, about the need to respect children's and girls' equal rights.

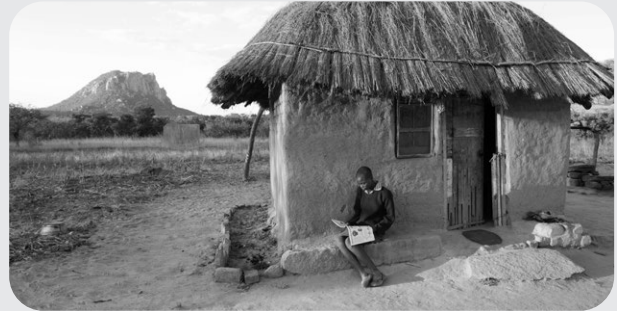


A Child Rights Ambassador reads to family, friends and neighbours.

WCP Program step-by-step



It begins with students learning about children's rights. They talk about how their rights are respected in their daily lives, and what changes they want to see.



Through stories in *The Globe* children learn that girls and boys have the same rights, about their right to protection from violence and abuse, and other child rights violations.



They learn about the brave Child Rights Heroes and the children they fight for through their life stories, as well as facts about climate change and democracy.



Based on new knowledge and insights, children make posters, write speeches and create placards and decorations that will be used on their *Changemaker Day*.



Students make ballot boxes, voting booths and other things needed for the Global Vote, when they will select the recipient of the *World's Children's Prize for the Rights of the Child*.



After a festive opening of *Changemaker Day*, children take turns entering the voting booth where they mark their ballot paper in secrecy before placing it in the ballot box.



The children finish by sharing what changes they want to see, and then walk or run 3 km with their placards, in the *Round the Globe for Rights and Change*.



Participating children are empowered as changemakers who share knowledge and stories in *The Globe* with parents, siblings, their grannies and friends, even with local leaders and the media.

How to use *The Globe*

You have received *The Globe* magazine, which is used by all children and teachers taking part in the WCP Program. The texts in *The Globe* teach your students about the rights of all children, and about how to carry out their own Global Vote and get involved in choosing the recipient of the World's Children's Prize.

Reading the stories in *The Globe* will give them the chance to experience the lives of other children, and find out how the Child Rights Heroes fight for a better life for children. All students need to be given enough time to read *The Globe* and think about the stories.

Enough copies for everyone?

You haven't been given one copy of *The Globe* per student, so it will have to be shared. If several classes are taking part, you may need to use the same copy of *The Globe* across those classes. For example, you can:

- Decide to read extracts from *The Globe* out loud to the whole class, and give the children time to respond after each text.
- Divide the students up into as many groups as there are copies of *The Globe*, and let them take it in turns to read out loud to one another.



At a rural school in war-torn DR Congo the students have divided into groups. The older students, who are Child Rights Ambassadors, read *The Globe* out loud to allow all students to experience the stories and talk about them.

After each text, the group discusses what they have read.

- Keep a register to record which student has borrowed their group's copy of *The Globe* to take home.
- Draw up a plan with other teachers to make sure all classes have enough time to work with *The Globe* before your *Changemaker Day* and Global Vote.

Bring *The Globe* home

Students like to borrow *The Globe* to take home with them, so they can study and read it out to their siblings, parents and grandparents, and maybe even friends and neighbours. *The Globe* has taught many parents that children have rights, and that girls share the same rights as boys. The student becomes a changemaker for children's rights in

their own family, through *The Globe* and the WCP Program.

Learning through stories

Stories in *The Globe* allow the readers to experience other children's lives and challenges. You will also find the life stories of brave Child Rights Heroes and Child Rights Ambassadors. These include stories as well as facts on, for example, girls' equal rights and girls' lives, and climate change and how it affects children.

LOOK FOR THE SYMBOL

The symbol marks learning activities that can be used alongside the stories in *The Globe*.



FAIR SHARE

In the WCP Program, it is important that the students get to talk about different issues in small groups. Use this method to make sure everyone gets a chance to participate. This is a great way of practising democratic dialogue!

1. Work in groups of four, sitting in a circle. Make sure that all participants can see each other as they take turns to talk and listen, one at a time.

2. Each participant is given a number of markers, such as pieces of paper in different colours, or small rocks.

3. Pick a question to discuss. Explain that when a person wants to speak they must place one of their markers in the centre of the circle. No-one may speak apart from the person who has just placed their marker in the centre. A contribution may be long or short, for example agreeing with

the previous speaker and explaining why. No-one else may speak while they are speaking.

4. You can only place a second marker in the centre once everyone has spoken.

5. Continue until everyone has used up all their markers or until time is up.

LEARN FOR CHANGE

The Rights of the Child where you live



Do your students have time to play, or is too much time spent working, for example in the fields and at home?

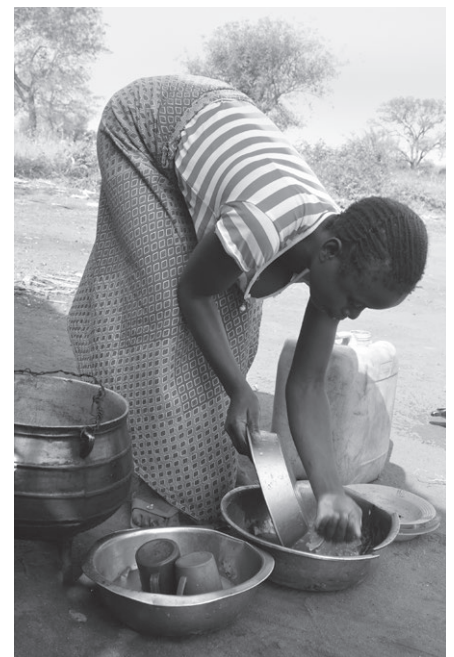
It's important to know one's own rights to be able to respect the rights of others. Therefore, begin with exploring whether children's rights are respected in the students' own lives; at home, in school and in their free time.

FIRST ENCOUNTER WITH THE RIGHTS OF THE CHILD
What is the UN Convention on the Rights of the Child about, and what does it mean for children if a country has pledged to follow it? Ideally, everyone should be able to write down their thoughts, on paper or boards.

- 1. Individually:** Assign the following task: What rights do you think children should have? Tell each student to come up with and note down 5–10 things that should be natural rights for all children everywhere. It can be about:
- Having a safe and comfy home.
 - Being listened to.
 - Having time to play and rest.
 - Going to school.
 - Being healthy.
 - Having enough food every day.

2. Work in pairs: Students pair up take turns to read the rights they have written down to each other. Together, they consider questions such as: Which of the rights are similar? Was there something your friend came up with that you want on your list?

3. Work together: Go through the short version of the UN Convention in *The Globe*. Discuss the differences and similarities with the various rights written down by the students. Is there any article that no-one had thought of? Did anyone come up with a right that is not included in the Convention? Which rights do you think are most difficult to fulfil where you live, in your village or town? Write down the suggestions where everyone can see them.



RESOURCES

- * The UN Convention on the Rights of the Child p. 8–9 in *The Globe* and on wcp.global/childrights
- * Factsheet about children's rights in your country.

Do children where you live...



... have the right to eat every day ...



... have the right to rest in a safe place ...



... have the right to health care ...



... and the right to be listened to?

RIGHTS & RESPONSIBILITIES

Use the basic ideas of the **United Nations' Convention on the Rights of the Child** as a starting point.

- No child should be discriminated against.
- The priority must always be what is in the child's best interests.
- Every child has the right to life and development.
- Every child has the right to share their opinion and adults must listen.

Work in groups or pairs, and discuss how children are treated in your community. Are some treated worse than others? Are some being bullied at school? Use the following questions to get started!

- What are the best and worst things about being a child where you live?
- What are you most afraid of?
- What would you most like to change about your life right now?

- Is it particularly difficult for some groups of children where you live? If so, for which groups, and why?
- Do adults listen to you enough, for example teachers and parents?
- What is the most important thing to change for children where you live?

After working in pairs and groups, everyone presents their conclusions. If children's rights are being violated, are there any suggestions for solutions to the problems?

With rights come responsibilities:

- Listen to and respect other people's points of view.
- Stand up for your rights but also for the rights of others.
- Think about your actions and how they can impact others.
- Support people who need more care than ourselves.

Give everyone time to think about other responsibilities they might have. What happens if they don't take responsibility?

HEADS TOGETHER

The students talk in groups based on the model **Heads together**, with discussion questions as support. This method can be used for any topic.

- 1. Divide the students** into groups of four. Give the students in each group a number, 1 to 4.
- 2. Ask one of the questions** and then say: "Heads together". Use our questions or choose your own questions and topics.
- 3. The students lean in** and speak softly/whisper about what they think is the answer, and possible solutions to problems. Once everyone agrees, they lean back and stay quiet to show that they are finished.
- 4. When all groups** are finished, say a number, allowing the students who have this number to share the group's thoughts and ideas.

- 5. Ask another question.** Have the groups discuss in the same manner. Then announce a new number that lets other students share what the group came up with.

- 6. Continue until everyone** has had the opportunity to talk or when you are finished with the questions.

Suggested questions

- Do all children where you live...
- ... have enough to eat every day?
 - ... have a safe place to rest?
 - ... go to a doctor when they are ill?
 - ... get listened to and a chance to say what they think in matters that concern them?
 - ... go to school?
 - ... have enough free time to do homework?
 - ... have protection against abuse and violence?
 - ... feel that they are listened to?

LEARN FOR CHANGE

Girls' equal rights



Girls and boys must work together for girls' equal rights, to make real change!

All girls and boys share the same rights and should have the same opportunities to lead a decent life. In *The Globe* and this Guide your students learn from other girls and boys, explore if girls' rights are respected where they live, and if not, what changes they want to see in their families, village or town and country.



In You Me Equal Rights, children, teachers, parents, local leaders and organizations work with the WCP for equal rights for girls.



Djiba, 13, in Senegal wants to do less household work and have more time to study.



THE OPINION LINE

Use this simple activity in the classroom or outside to help participants make their opinions heard, and listen to others. Here, we focus on gender equality, but you can use it for almost any topic!

1. Mark a line on the floor using paper or string, or simply draw

a line in the dirt. Ask students to stand on the line. One end represents YES, the other NO.

2. Explain that you will read out statements, and everybody will choose where to stand on the line based on how much or how little they agree with a statement. It is always OK to change your opinion and thus your position on the line after having listened to other people's arguments.

3. Start with simple statements to help the participants understand the method, like: "Buses travel faster than bicycles".

4. Move on to statements about what it is like for girls and boys

where you live. (Add your own or rephrase if you like.) Begin each statement with "Where you live do..."

- ... girls and boys have time to play and do sport.
- ... girls and boys share household chores.
- ... girls and boys have equal time to do their homework.
- ... parents treat girls and boys the same.
- ... all girls get to decide when they get married.
- ... girls and boys have the same opportunities.

5. Between each statement, students can comment on their position if they like! Perhaps their ideas and arguments will make someone change their point of view!

Do girls where you live have...



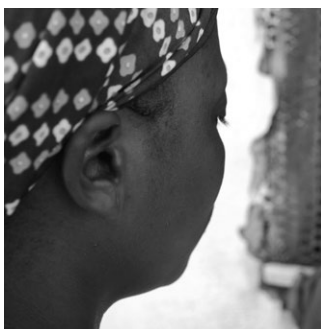
... the right to play, rest and leisure time (article 31 in the UN Convention on the Rights of the Child). Often, girls do the cleaning, laundry, cook meals and look after younger siblings while their brothers get free time. What's it like where you live?



... the right to go to school and enough time for homework...



... the right to decide when to get married ...



... the right to protection from violence from a parent or partner ...



... the right to not be subjected to harmful traditional practices?

Use stories about Bindu from Nepal, or Alcina from Mozambique, who was married off and had to leave school (p. 16–17 in *The Globe*) as starting points for this activity.



LISTEN TO GIRLS

Girls and boys have the same right to say what they think and participate in decisions that affect them. Choose a story in *The Globe* as your starting point.

- 1. Read the story** aloud to the class. It can be, for example, about Bindu who was trafficked (p. 20–21), or about Djiba and Anita who both want to be heard (p. 28–31).
- 2. Ask everyone to** think quietly about the story to themselves for 1–2 minutes. Have they experienced or seen anything similar happen where you live?
- 3. Let the students** talk about the story in pairs using these questions:
 - What injustices do girls experience that do not affect boys?
 - What has the girl herself done to make others listen to her?
 - Has the girl received any help from others, such as a parent, a teacher or her peers? Has anyone made her situation worse?
 - What would you do in the girl's situation?
 - Could something similar happen where they live?
- 4. Gather everyone and** have students give examples of what they talked about.
- 5. Read Articles 12–15** aloud in *The Globe* (p. 9), about the equal right for all children to be listened to and make their voices heard. Then, depending on which story you are working with, pick a suitable text about girls' rights from p. 26–27, for example about Article 33 or p. 34–35 and read it aloud.
- 6. The students work** in groups of four and imagine they are organizing a rally for equal rights for girls inspired by the story you read. What messages would they write on their signs? Ask each group to come up with at least three suggestions.
- 7. Gather everyone and** let them show their ideas to each other. Then finish with reflection and open questions.

RESOURCES

- * Facts and stories about girls' rights on p. 25–41 in *The Globe* and on wcp.global/girlsrights
- * Many other stories in *The Globe* about girls' lives are found, for example, in the jury section, and in stories about the Child Rights Heroes, especially on p. 52–67.

LEARN FOR CHANGE

Children's rights and global goals

The United Nations global goals are closely related to children's rights. Your country has agreed to work to achieve the goals by 2030. If it succeeds, it will end extreme poverty, reduce inequality, and stop climate change.

There are 17 global goals for sustainable development that all countries of the world agreed on in 2015. If they are achieved, this will have a positive impact on children's lives and futures.

Right to knowledge

The UN has said that all children must learn about the global goals. They should know that governments and authorities are responsible for achieving the goals. But also, that everyone can help through small, everyday actions. As a teacher or Child Rights Ambassador, you can give children the necessary knowledge.



All children have the right to learn about the global goals for sustainable development.

Global Goals in *The Globe*

Find out in *The Globe* how the global goals relate to children's rights



Global goal 13 is about stopping climate change, which will protect children from harm.

(p. 42–43), and how the Child Rights Heroes contribute to strengthening children's rights and achieving the goals (p. 51–97). In addition, the many stories on girls' rights are related to Goal 5, gender equality (p. 25–36).

Climate change and children

Learn about climate change (goal 13) in *The Globe* and how it can increase droughts, flooding, natural disasters and more damage that can affect children badly. Learn about the ecological footprint we all leave through our lifestyles. And what everyday actions we can take to impact change for the environment (p. 42–47). Also, find out how flooding worsened by climate change can affect

children's right to education (p. 52–67, 92). Many stories in *The Globe* link children's rights to environmental issues. Learn, for example, about how both children, particularly girls, and wildlife in southern Africa suffer from extreme weather and the climate crisis (p. 37–41).

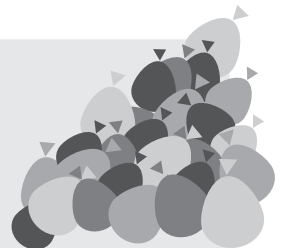
Changemaker Day

At the end of the WCP program, when students organize their own *Changemaker Day*, they can make their voices heard on what changes they want to see to fulfil children's rights and achieve the global goals. It's about stopping everything from child marriage to climate change and having more just and inclusive societies. Find out more on p. 21–25.

No Litter Day

To support a culture of no littering and environmental awareness in your school and community, always organize an annual No Litter Day at your school. On a day of your choosing, children in your school can be part of a *No Litter Generation*.

They collect litter in their communities and inform everyone in your community of the benefits of recycling; the right of all children to grow up in a clean, healthy environment; and the need to stop climate change.



Democracy

Let the students study the history of democratic development in the world, and how democracy works where they live and in their countries. This is particularly important to do before their own Global Vote, when children vote for their Child Rights Heroes.

Explain the basic principles of democracy, as outlined in *The Globe* on p. 48–50. Tell the students that they will later conduct a democratic election, using the same rules and principles that should be applied to local elections in your village or town and national elections in your country. Talk about the importance of running a fair election campaign, without corruption or lies, what is sometimes called fake news. Give examples of how adult elections can sometimes be manipulated. Powerful people may



Children can make their own election posters.

try to influence how regular people vote, by offering money or threatening violence. In a fair election, no-one should influence your decision!

Perhaps your students want to organize their own election campaign,

including making election posters, writing speeches and role playing as the candidates. This is a good way to make sure that all children know enough about what all the candidates have achieved for children and what they want to do in the future.

FOLLOW THE TIMELINE

Use the timeline in *The Globe* (p. 48–50) describing how democracy has developed in the world over the centuries.

1. Study the timeline in *The Globe* together. Let students read sections out loud to one another, make comments and ask questions.

2. Based on the different types of democratic systems explained in *The Globe*, ask the students if they know which type of system is used in your country, but also in your local government.

3. Split learners up into pairs/groups and let them work together on, for example:

- Adding things on the timeline



Students in Senegal created their own poster based on the timeline of democracy history.

that they think are missing, for example from their own country.

- Making a timeline of the democratic development in your country.
- Picking one event or person mentioned on the timeline, such as Nelson Mandela, and the first democratic election in South Africa – discuss and find out more about this particular event and/or person together.

4. Gather the class and reflect together. Ask each group or pair to share what they have talked about, and let students ask questions and make comments. Also ask students to reflect on the future where they live and in their country. Tell them that some people think that children should be allowed to vote in local and national elections. How do they feel about that?

LEARN FOR CHANGE

Child Rights Heroes & changemakers



The stories about the Child Rights Heroes in *The Globe* catch the students' attention.



The Child Rights Heroes inspire children to become changemakers.

Be inspired by three brave Child Rights Heroes, nominated for the *World's Children's Prize for the Rights of the Child*.

The three Child Rights Heroes become role models as the students learn about their childhoods, how they created their organizations and about the children they fight for. Later, they will vote for their favourite Child Rights Hero in the Global Vote.

Action brings hope

Through the life stories of the Child Rights Heroes, learners will gain knowledge about child rights issues and possible solutions to problems and violations of children's rights. The stories describe the Child Rights Heroes' organizations: how they support children directly but also how they bring about long-term change in their communities and countries. Learning about the Child Rights Heroes' ideas for change can spark

ideas for how your students can make a difference in their own lives, villages and towns.

Explore the challenges

The Child Rights Heroes deal with many issues, including children who:

- are orphans or live in care;
- belong to Indigenous groups that face discrimination and abuse;
- are denied proper health care;
- can't go to school or receive low quality education;
- are harmed by extreme weather and natural disasters, made worse by climate change;
- are forcibly separated from their families;
- are mistreated because they are differently abled.

Learning activities

Find more information and activities on p. 13–17. Use them to help the students understand the reasons for and effects of problems, and possible solutions.



The Child Rights Heroes contribute to the fight for children's rights.

RESOURCES

- * Stories about the candidates and the children they fight for on the website and on p. 28–89 in *The Globe*.
- * Video about the candidates at wcp.global/video

Child Rights Heroes & changemakers



Mohammed Rezwan

BANGLADESH

Mohammed has been fighting for 25 years for the right of children, and especially girls, to go to school, despite flooding and increased poverty that have been made worse by the climate crisis. Every year thousands of schools and routes to school are destroyed by flooding in Bangladesh. Schooling for millions of children is affected and many of them never return to school. Instead they are forced to start working, while girls are often married off. Mohammed's idea for floating schools has spread throughout Bangladesh and to eight other countries.

Mohammed and his organisation are helping to strengthen the rights of the child and to achieve the global goals as follows:

- 26 floating schools have provided an education to 22,000 children to date.
- The children are collected from their homes, so that they can go to school even if the roads are under water.
- Operating floating libraries and health clinics, and vocational training for 15,000 young women.
- Running girls' rights clubs that work to promote girls' rights and to combat child marriage.



Cindy Blackstock

CANADA

Cindy has been fighting for 30 years for equal rights for Indigenous children to get a good education, be healthy, grow up in a safe, loving home and be proud of their language and culture. Hundreds of thousands of Indigenous children in Canada suffer discrimination because of their descent. For over 100 years, these children, who were known at that time as 'Indians', were taken from their families to residential schools, where they would be made to forget their language and culture. Many got sick and thousands died. Even today, Indigenous families get separated, and the children are poorer, with inferior schools and healthcare.

Cindy and her organisation are helping to strengthen the rights of the child and to achieve the global goals as follows:

- Pursuing legal cases to ensure the government of Canada complies with legislation and establishes more child-friendly laws.
- Creating change that has provided better schools, equal health and medical care and a safer childhood for 165,000 First Nations children and other Indigenous children.
- Raising awareness about history and the present situation to empower children to fight for their own and others' rights.



Thích Nu Minh Tú

VIETNAM

Minh Tú has been fighting for orphans, children whose families cannot afford to support them and poor children who are unable to go to school for 49 years. She grew up during decades of war and saw how the violence resulted in great poverty, famine and millions of orphaned and homeless children. This led her to become a Buddhist nun, working to help and empower vulnerable children. There are still many children in Vietnam today who need support owing to poverty, flooding and accidents. There are also those whose parents have made the tough decision to give up their child.

Minh Tú is helping to strengthen the rights of the child and to achieve the global goals as follows:

- Providing security, love, medicines, healthcare and a place to play.
- Providing assistance in the form of obtaining birth certificates and naming children so they can go to school, get school materials, uniforms and grants for higher education.
- Supporting children with special needs.
- Searching for children's biological families, and reuniting them where possible.
- Teaching the children life skills so that they can have a good life and be self-reliant.

LEARN FOR CHANGE

Child Rights Heroes

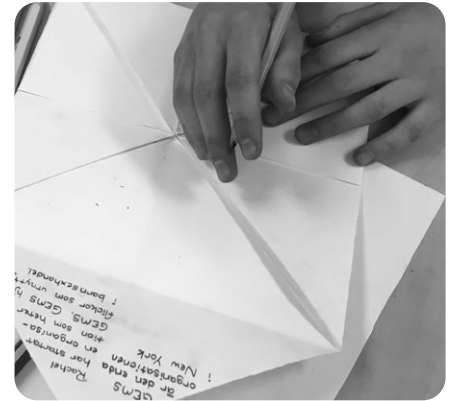
Organize fun learning activities inspired by the Child Rights Heroes.



Representing the Child Rights Heroes!



Give a speech inspired by the heroes.



Write letters to the candidates, a child, or a politician.



Children can interview each other in a mock-up press conference.



Act out scenes from the life of the Child Rights Heroes and the children they fight for.

PROBLEM TREE

Work together with the whole class to find causes, effects and solutions linked to the challenges and problems facing Child Rights Heroes. Work with one problem at a time.

1. Draw a large tree on the blackboard or a large sheet of paper. Write the *problem/challenge* on the tree trunk, for example, children who can't go to school or are married off as children.
2. Write down possible *causes* of the problem on the tree's roots,

such as poverty, prejudices, ancient tradition, or discrimination against certain groups. Other causes can be climate change and conflict.

3. Write down *effects* and consequences of the problem and "place" on the branches. For example health problems or not being able to read and write.
4. Take a step back and see if any of the causes and effects should be switched round?
5. Try to come up with ideas for *solutions*. Draw fruit and write the



solutions on them before 'hanging' the fruit on the branches.

6. Ask the students to comment and reflect.



The students can choose events from the lives of the Child Rights Heroes' stories and act them out with role play.

ROLE PLAY

Use role play as a way of illustrating different stories and experiences that students learn about from stories in *The Globe*. Before this activity, participants need to have read about the Child Rights Heroes and the children they are fighting for.

1. **Explain that the** students will act out scenes based on stories in *The Globe*. Also, explain that role play will give them an opportunity to practise expressing themselves and getting a message across. Point out the importance of speaking clearly and also slowly enough so that everybody in the audience can understand.
2. **Divide the participants** into groups of four. They can choose between the scenarios or come up with their own.
3. **Once the group** has decided on a scenario, the groups will prepare together. They can use the method Fair share (p. 15), to make sure that all members of the group can make suggestions and pick the best ones together.
4. **Allow time for practice.** If they want to, they can use props and dress up. You can visit each group, listen and give suggestions and encouragement if a group is stuck.
5. **Let the groups** act out their scenarios in front of one another, or perhaps for an invited audience.

SCENARIO 1: An important moment

The group acts out an important moment in the life of one of the Child Rights Heroes. They play different roles, one being the Child Rights Hero while the others play key individuals, perhaps a parent, a child, a teacher etc. Inspired by a story from *The Globe*, they improvise based on the situation they have chosen.

SCENARIO 2: A child's story

The group acts out a story in *The Globe* about a child who has received support from a Child Rights Hero, based on an important event in the child's life. They play different roles, perhaps a parent, a teacher or the Child Rights Hero, in addition to the role-playing children. They improvise based on the situation they have chosen.

SCENARIO 3: Press conference/interview

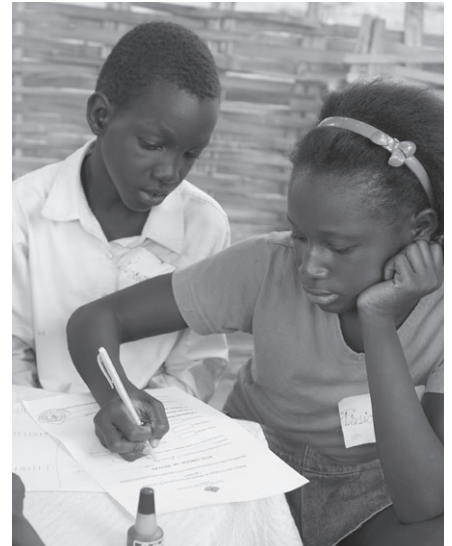
Two members of the group can play journalists, one is a Child Rights Hero and one is a child that has received support. They act out a press conference or interview, and the journalists pose questions to the Child Rights Hero and child. The group can agree on the questions and answers beforehand, or simply improvise.

CREATE FOR CHANGE

Prepare My Voice for Change



In preparation for *Changemaker Day*, students can make decorations, posters, and placards that are later used in the activities *My Voice for Change* and the *Round the Globe for Change*. Here, girls in Nepal are preparing for a festive day.



Write a speech or a short play about an important local child rights issue.

Students decide which child rights issues they want to draw attention to, where you live, and in your country. Based on their new knowledge and insights, they can produce essays and poems, as well as short placard messages and speeches for *Changemaker Day*!

Everything that the students produce can later be used in the activities *My Voice for Change* and *Round the Globe for Rights and Change*. You can connect this work to school subjects, such as languages, arts and social studies.

During the work on this year's WCP Program, the students explore many different child rights issues in *The Globe* that are linked with calls to action such as:

- Children have a right to education.
- Girls have equal rights.
- Protect children against violence.

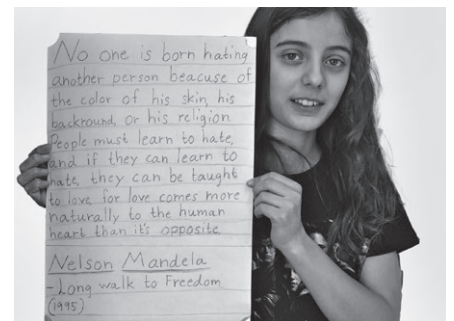
- Stop climate change.
- End child marriage.
- Children need a safe home.
- Health care for all children.
- Protect refugee children.
- Stop child labour.

Children choose

Now, your students have a chance to make their voices heard. They choose what they want to say to friends and family, neighbours, local leaders and the media. Use the method on p. 5 to help students find the best way of formulating messages about what is most important to them.



A poster about the right to go to school.



Maybe make a poster featuring a quote from a Child Rights Hero?



What will your students write on their placards and banners?

CREATE EFFECTIVE COMMUNICATION

Let your students try different ways of formulating messages, and find out what is most effective.

1. Repeat which children's rights issues the students have learned about in the WCP Program and *The Globe* – everything from girls' rights to threats against the environment, children not being able to go to school and much more. You can give some examples to get the students started.

2. Let the students think quietly for a moment and pick at least two areas where they want the respect for children's rights to increase. At least one suggestion should be about things they experience in their own everyday life.

3. Explain that there are different ways to spread knowledge and demand change. Give some examples (see below) and then let the students suggest their own ideas. They can:

- Paint posters and placards with short, powerful calls to action.
- Write speeches, poems or short plays.
- If you have internet access and electronic devices, you can also use social media and post memes, photos, videos and text on platforms like Instagram and TikTok.



Share your message in a speech or a play.

4. Show inspiring examples in *The Globe* on p. 34–36, and 98–113.

5. Let the students work individually, in pairs or groups and create placards and other materials with their messages. They should have access to materials such as pens, brushes and paint, large sheets of paper or cardboard.

6. Let all students show and talk about what they have produced, and what reactions they think they will get.



Big letters and short, concise messages can be seen from afar – that's effective communication!



Try a combination of a written message and simple shapes and forms, like here – a heart works well.



SAME MESSAGE IN THREE DIFFERENT WAYS:

Stop marrying off girls when they are children.
Which of these messages is more effective on a placard?



CREATE FOR CHANGE

Prepare the Global Vote

The Global Vote is the children's own election about the Rights of the Child. Just as before an election in your country, the Global Vote must be carefully prepared.

Firstly, it's important that every child knows enough about all the candidates to be able to make an informed choice in the Global Vote. No one should interfere with the child's choice of candidate.



Appoint key people

- *Presiding Officers.* Tick off voters on the voting register and give out ballot papers.
- *Election Supervisors.* Oversee the voting and vote count, and check that all who have voted get a paint or ink mark.
- *Vote Counters.* Count the votes and send in the result.



Voting register

The voting register includes all children who have a right to vote.



Ballot papers

Cut out ballots from the ballot sheets that you have received. Each ballot paper includes all three candidates! If you need more and can't make copies, make your own but make sure the candidates' names are placed in the same order as on the original ballot!



Election booth for secrecy

A voting booth is necessary to make sure voting is secret. In the Brazilian rainforest, students cover bamboo frames with leaves. Use your creativity and local materials! Some schools contact local electoral authorities and borrow voting booths from them.



Ballot boxes

The students can make ballot boxes from cardboard boxes, tin cans or anything that could hold ballot papers (in this photo a calabash).



Prevent cheating

Prepare ink or paint that the voting officers can use to mark the students' fingers or nails once they have cast their votes. Examples of inks that are hard to wash off include juice from cactus fruit, ink from an inkpad, or a marker pen. Some children make their own paint, using local plants.



Divide the tasks

In the run-up to the election, all students can become involved in the practical preparations. Share the tasks so that everyone can take part.

RESOURCES

- * Find more ideas for how to prepare the Global Vote in *The Globe* on p. 98–99 and online at wcp.global/education-gv



Students in Zimbabwe produce signs for the Global Vote, helping everyone to find their way.



Cutting out the ballot papers in Pakistan—be careful of sharp scissors.



Children in Cote D'Ivoire build a voting booth out of bamboo.

Make brilliant ballot boxes

Vote in a boat in Cameroon.



Tiny houses waiting for your ballot paper.



Flower ballot box made of paper in Cambodia.



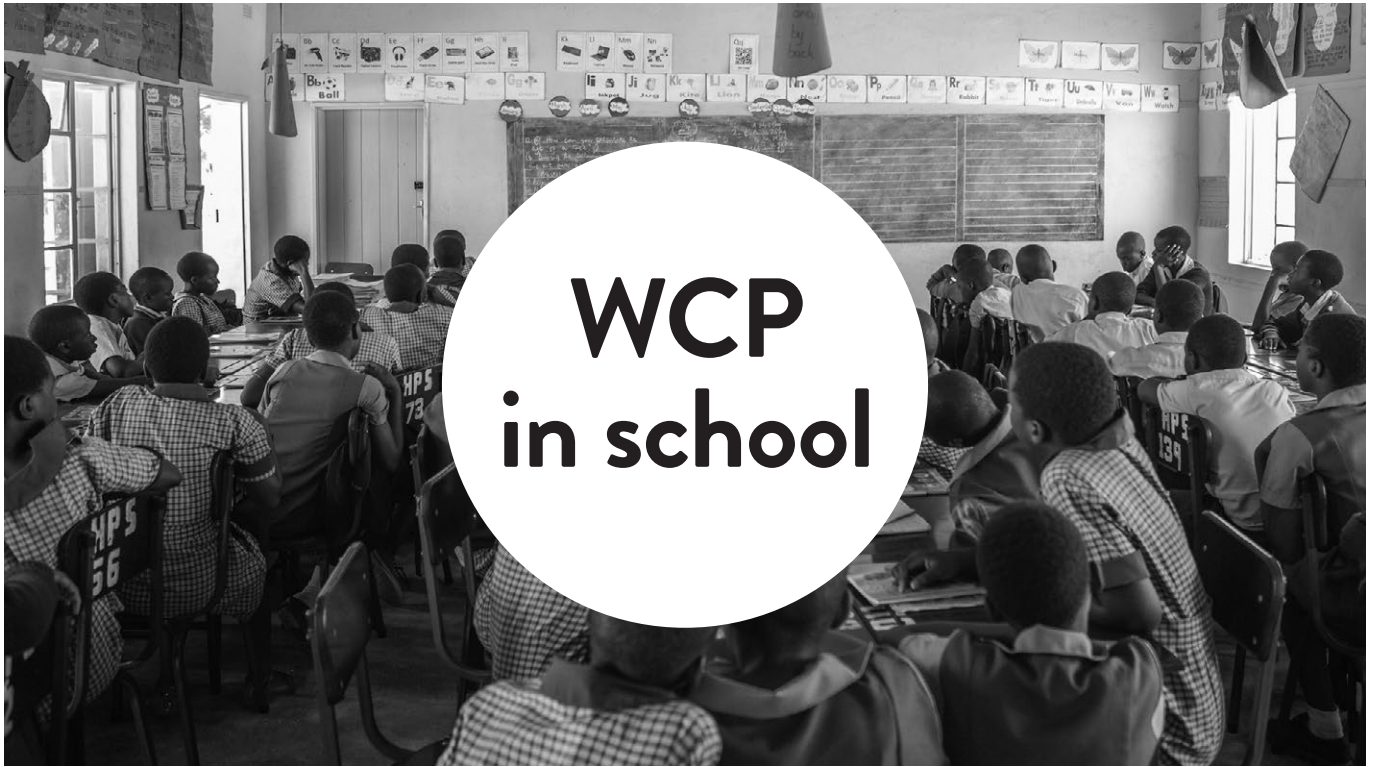
A big clay pot can hold many votes.



Tin cans of all sizes work well and are fun to decorate.

Cardboard boxes made into multicultural ballot boxes.





WCP in school

Every year, the WCP Program, is used in classrooms, in many different subjects from maths to social sciences, music and art. *The Globe's* real-life stories make the lessons feel more meaningful.



Language

The WCP Program provides lots of opportunities for reading, writing, speaking and listening, and developing critical thinking. The students can write their own stories, essays and plays, and make presentations and posters, inspired by the stories in *The Globe*.



Social sciences

The heart of the WCP Program is child rights and children's lives, issues that are important in all subjects but especially in social sciences and civic education. In the stories about Child Rights Heroes and Ambassadors you will find information about their countries and societies. It is important to also look at the positive aspects of the cultures you are studying, to give

a balanced and respectful view of each country and its people.



Arts

The WCP Program gives lots of opportunities for creating art: posters, presentations and media of all sorts.



Mathematics

Explore the world through numbers and statistics, for example using the fact sheet about children in your country and p. 10–11 in *The Globe*. These indicate how your country and the whole world are living up to the *UN Convention on the Rights of the Child* and what must be done to achieve the *Global Goals for Sustainable Development*.



Science

Explore how science has an impact on us both positively and negatively, and what solutions are available for the

world's most pressing challenges, for example, access to food and clean water, climate change, energy sources, housing and health. Read about the environment and climate change on p. 44–47 in *The Globe*.



Corporal punishment

Every year, children in *The Globe* tell stories of being beaten at school and at home. Despite the fact that corporal punishment is a violation of children's rights, only 64 countries in the world have banned all forms of physical punishment of children. Article 19 of the *UN Convention on the Rights of the Child* says that all children have the right to protection from all forms of violence, neglect, mistreatment and abuse. Despite this, every year 40 million children are beaten so badly that they need medical care. Ask your students to discuss corporal punishment, taking children's stories in *The Globe* and their own experiences as a starting point. Talk about how things are in your country. Is there a law against hitting children? Ask the students to think about how they will treat children once they are adults.

CHANGEMAKER DAY

As part of the grand finale of your work on this year's WCP Program, students vote for their role models and speak out about the changes they want to see. *Changemaker Day* is held alongside children and schools worldwide, on whatever day suits you best.



Children's Global Vote

In the Global Vote, students take on the roles of election officers and observers. They vote for their rights and, along with children worldwide, choose the recipient of the *World's Children's Prize for the Rights of the Child* in their own democratic election before making their voices heard.

Find out on p. 22–23

My Voice for Change

Students make their voices heard, expressing their desire to see greater respect for children's rights. They give speeches and share their messages on placards and banners with other children. Invite parents, local politicians and the media, so they can learn about the rights of the child, and discover what changes children want where you live, and in your country.

Find out on p. 24



Round the Globe for Change

Students end *Changemaker Day* by bringing their placards and banners on a 3 km walk or run – sharing them with many more people, and raising awareness about the rights of the child. Together with children worldwide they cover lap after lap around the globe, for a better village or town, country and world.

Find out on p. 25

CHANGEMAKER DAY activities form a complete package – if your school can't carry out all the activities on the same day, you can spread it across two different days.

CHANGEMAKER DAY

Global Vote

When students participate and work practically with the voting process on *Changemaker Day*, it helps them understand how democracy works in practice.

Organize the space for the vote by decorating and setting up tables for election officials, the ballot box and the voting booths.



Election officers assist

One by one students step up to one of the election officials. The election officials hand out a ballot paper to each child, and tick them off in the voting register.



Step into the booth

The children step into the voting booth alone, one at a time, with their ballot paper in hand. Once inside they mark their choice. They fold the marked ballot paper so that nobody can see how they voted.



Cast the vote

After leaving the booth, each child takes their folded ballot paper and casts their vote in the ballot box.



No cheating!

Each person who has voted is marked with ink, a stamp or pen, to make sure that no one tries to vote twice!

Count the votes

Once everyone has voted, the vote counters and election supervisors begin their work, counting the number of votes for each candidate. Finally, the result of the school's Global Vote can be announced.



All are honoured!

The Global Vote is not a competition. Whoever gets the majority of the votes receives the *World's Children's Prize for the Rights of the Child*. The other two receive the *World's Children's Honorary Award*. All are honoured at the WCP Ceremony and receive prize money towards their work for children's rights.

Report the votes!

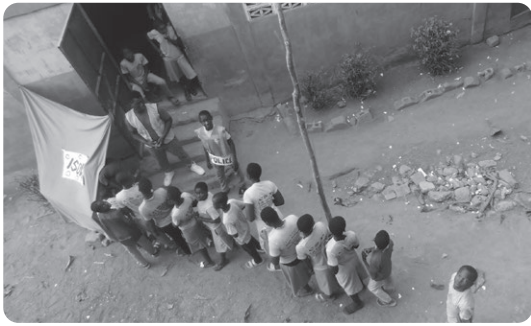
Your Global Vote can take place anytime up to 1 October 2023. On that day, by midnight at the latest, your votes must be reported to the WCP. All votes from around the world are added together, so tell us the results for each of the candidates!

→ If you have a WCP Coordinator in your country, report to them (see p. 30). Otherwise, report to info@worldschildrensprize.org



The Global Vote step-by-step

1.



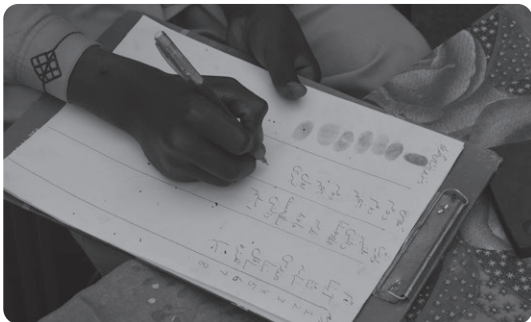
Line up.

2.



First in line steps up to meet the voting officials.

3.



Get checked off in the voting register.

4.



Walk to the voting booth.

5.



Step into the voting booth alone, mark the ballot paper and fold it before stepping out.

6.



Place the folded ballot paper in the ballot box. Voting completed!

7.



Receive a mark that prevents cheating.

8.



Count the votes and announce your result. Report the number of votes for each candidate to the WCP!

Next step: Make your voices heard

CHANGEMAKER DAY

My Voice for Change



Before students in Hurungwe in Zimbabwe set off on their Round the Globe trek they gather to share their messages and give speeches.



Children can invite local media to get their messages out to more people.

It is time for the children to make their voices heard and tell us what changes they want to see where they live, in their country and even the world.

Begin with a gathering in the school grounds, perhaps with music and performances. If you have invited parents, perhaps also local leaders and media, the students can welcome them and show their messages on placards and posters. The children

may have prepared speeches, poems or quotes from Child Rights Heroes and vulnerable children, to read out loud. They can answer questions from the audience and highlight challenges in their own everyday lives. They also talk about the changes they want to see for increased respect for children's rights in your village or town and country. Finally, the students end the day by walking, dancing or running *Round the Globe for Rights and Change*.



A girl in India speaks about the changes she wants to see in order to increase respect for children's rights where she lives.



Children in Sweden have formed a human chain – a symbol for giving the earth a warm hug – before they set off on skis with their placards!

CHANGEMAKER DAY

Round the Globe for Change



Children in Benin walk and dance for girls' equal rights.



Girls in Zimbabwe highlight their most important issues.

The students bring their messages on a 3 km trek for rights and change – a natural and powerful end to *Changemaker Day*.

Together with other children around the world, the students cover many laps around the globe and share their messages about rights and change with everyone around them and with local media. They can walk or run, dance or even roller skate!

Pick a good destination

Maybe the students want to walk to the town centre or to a place where decision makers gather? The more people who get to see what the children have to say, the better and more fun and exciting it is.



Children in D.R. Congo want gender equality!



Some children, like here in Kathmandu, Nepal, ask local police to walk with them for safety, especially if there is heavy traffic in the area.



Report how many children participated in *Round the Globe for Rights and Change*. If you have a WCP Coordinator in your country, report to them (see p. 31). Otherwise, report via email to info@worldschildrensprize.org. Then we can calculate how many laps around the globe the children have completed so far!

Well done Changemakers!

CHANGEMAKER MISSION

Where you live and in your country

All children who have participated in the World's Children's Program can act as changemakers. Their mission, if they accept it, is to promote children's rights in their families, villages or towns and country. Some children get very engaged, starting Child Rights Clubs and studying to become Child Rights Ambassadors. They accompany friends home, informing their families and neighbours about children's rights. They also sometimes share information with local leaders and ask for their help in increasing respect for children's rights and girls' equal rights.

Once children have learned new things and have been empowered through the WCP Program, they can contribute to change in many ways, together and on their own. This can be everything from small, everyday actions to Child Rights Ambassadors bringing ideas to the government of your country! It also happens that they



Children can bring *The Globe* home and share stories and facts on children's rights with their families and friends.

share food with a vulnerable friend or collect funds to help with, for example, school fees, books or a school uniform.

Sharing information

Children can let family, friends and neighbours know that for example:

- Your country has promised to fulfil children's rights.
- Children are not to be hit or abused in any way, at home or in school.
- Girls have the same rights as boys.
- It is forbidden to marry off children.
- All children have the right to go to school.
- Children have the right to be heard

regarding important issues in their lives.

Make change together

Children can work with a friend or a group of friends and, for example:

- Support other children, letting them know they have rights and give support to those in need.
- Inform adults, such as local leaders, about children's rights and equal rights for girls.
- Visit families where children are not going to school or are at risk of being married off etc., to share information and support.
- Write letters to local and even national politicians about what changes they want to see to increase respect for the rights of the child.

Make change on their own

There is also a lot children can do by themselves. Such as:

- Bringing *The Globe* home to let parents read, or reading aloud to family, friends and neighbours.
- Being a good friend, listening to others and supporting them.
- Keeping an eye out for children being mistreated, reporting wrongdoings if they occur.
- Treating others the way you want to be treated.



Kim from Zimbabwe talks to girls in her village who have been forced to marry as children about their right to go back to school and to protection from violence and abuse.

Share knowledge



Children can gather a group of friends in the village and share what they have learned. Children ask questions and talk about whether children's rights are respected where they live.



A boy in Cameroon tells his mother what he learned about children's rights through the WCP Program, not least girls' equal rights.

Support and listen



Children can reach out to families suffering due to poverty or other reasons – give support and assist children in asking parents to, for example, let them go to school instead of marrying them off.



Aicha, Antoinette, Rachel and Blandine are Child Rights Ambassadors. Village children know they can go to them if their rights have been violated. Once the girls have listened to the children, they meet with village or school leaders and try to find a solution for the child.

Reach out with support



With support from adults, girls in Mozambique from 50 schools asked local and national education authorities for support and managed to stop sexual abuse at their schools.



Children reach out to the media and hold press conferences – here in The Philippines. Adults, such as teachers and WCP focal points, can help with equipment, preparations, and inviting journalists.



Child Rights Ambassadors Hassan and Kim inform local leaders in Zimbabwe about girls and boys having equal rights and climate change.

CHANGEMAKER MISSION

Set up a Child Rights Club



Child Rights Clubs can meet anywhere and anytime – in a classroom, under a tree, or in someone’s home.

Let’s meet!

- **Share experiences**
Let everyone share what’s happened since the last meeting. This can be how club members have promoted children’s rights in school or at home. Or if any problem has turned up that you need to address.
- **Activity time**
Pick one or two activities that members have agreed on and get to work!
- **Talk about new ideas**
Let everybody suggest ideas for future events and activities.

Children can run Child Rights Clubs at your school or where they live. Teachers can support their students but should never decide what they do. That is up to the children!

In a Child Rights Club or other group, children can come together to discuss their rights, support each other and share experiences. They can learn and teach, and support friends and families where they live. Club members can act for change in their villages or towns; inform other children about their rights; support those who have had their rights violated; organize changemaker activities such as rallies; and encourage adults to listen to children’s ideas and problems.

What to do?

At club meetings, everybody should have a say in what they should do. Then, they can take a vote on what to do first. Activities can include:

- Bringing *The Globe* home to share

stories with family, friends and neighbours.

- Organizing meetings and rallies.
- Putting on plays and writing stories.
- Holding competitions and debates.
- Informing local leaders and authority figures about children’s rights and equal rights for girls.

Who does what?

Tasks can be divided amongst the club members. They can pick different areas of responsibility or take turns doing different things. Someone can take notes at the meetings to keep track of what the club agrees on. Some may want to volunteer to watch for warning signals from children and reach out to children and families that need support.

Remember!

No one should be pressured to share their experiences! If a child is in great distress or danger, seek help from a responsible adult you trust and/or a WCP Focal Point. If members cannot get adult support, they can “blow the whistle”. Find out how on p. 30.



Pierre, 14, runs a Child Rights Club with his friends. “Children can come and talk to us about their experiences of rights violations. Then we take it up with the village leaders ... we will continue fighting until every kind of child rights violation finally stops.” Find out more on p. 25–32 in *The Globe*.



A Child Rights Club member in Nepal listens to her friend and offers support.

Become a Child Rights Ambassador

World's Children's Prize

Child Rights Ambassadors are changemakers in their villages or towns and country. They educate, empower and support other children where they live, and also teach adults about child rights, especially girls' equal rights.

The ambassadors are role models for children and adults. They share information with family, neighbours and friends, and carry out training sessions for other children and adults where they live and in their schools. Some accompany their friends home to their families, for example, if a child needs assistance in persuading parents to allow them to stay in school instead of dropping out to work or get married. Many set up and run WCP Child Rights Clubs in their schools or villages. They also help organize the WCP Program. *The Globe* and this Guide are used as support.



A Child Rights Ambassador in Mozambique informs local police about girls' rights to protection and equal rights.

Teaching adults

Child Rights Ambassadors inform neighbours, politicians, traditional leaders, police officers, teachers and school principals about the importance of respecting children's rights. Some have even taken their complaints and ideas to local and national governments in their country.



Child Rights Ambassadors in Cameroon on their way by boat to a remote village to visit schools, leaders and support the community.

Become a Child Rights Ambassador

Tens of thousands of children worldwide have participated in workshops to become Child Rights Ambassadors. These are usually held over two days and highlight everything from the *UN Convention on the Rights of the Child* to practical ways of contributing to change through everyday actions in their communities.

Unfortunately, the number of workshops is not enough to accommodate all interested children. However, children can use *The Globe* and this Guide to study together in a group or as individuals. By reading stories, studying facts, and improving their knowledge and skills, they can learn how to become Child Rights Ambassadors.

In addition, for those with internet access, the WCP is developing an online course with which children as well as study groups can become ambassadors. Contact us at cra@worldschildrensprize.org or contact a WCP Focal Point if you are interested in learning more. Or go to worldschildrensprize.org/cra



A Nepalese girl studying at home to become a Child Rights Ambassador.

RESOURCES

- * *The Globe*, notably p. 4–41, 98–113, and this Guide.
- * A film about being a Child Rights Ambassador. A WCP focal point in your country can supply you with the video (p. 31). It can also be found at wcp.global/wcpstory
- * An online training course for Child Rights Ambassadors on worldschildrensprize.org/cra

CHANGEMAKER MISSION

Blow the whistle

Everyone involved in organizing the WCP Program must respect children's rights. If you, while working with the WCP Program, witness any wrongdoing or if any child is being mistreated, you must say something. People who report something that is wrong are called whistleblowers.

If you see any wrongdoings in connection with the WCP Program, try to report it to the right people or authorities where you live. If that is not possible, you should contact WCP. Examples of things that should not happen in connection with running the WCP Program are if an adult, such as a teacher, subjects any child to:

- Violence, including sexual violence.
- Bullying, hate speech or any other form of psychological violence.
- Infringement of a child's privacy (for example, if someone takes a photo of a child or shares personal information against their will or without asking).



If what you're reporting has nothing to do with the WCP Program, or if someone needs urgent, immediate help, please get in touch with the proper authorities where you live.

The Globe is free!

The Globe is a free magazine and teaching aid that can be used by children and schools participating in the WCP Program. If you see anyone selling *The Globe*, or selling something else related to the WCP Program, that's wrong. Tell us here at WCP, or your school.

How to report

The safest way to report what has happened to WCP is to use our



Children in Cameroon keeping a look-out for any wrongdoing during a Global Vote.

Whistleblower form at worldschildrensprize.org/whistle. You can also email whistle@worldschildrensprize.org or call us at +46-15912900. Your report will be sent to a person in a position of responsibility at WCP, who will handle your information in the strictest confidence.

Not allowed in the WCP Program



Selling *The Globe*, or any other materials or services connected to the WCP Program.



Hitting, bullying, harassing or abusing a child or a group of children.



No-one should take/use your picture or personal information without permission.

Contact us!

Please submit your voting results for all candidates to the *WCP Coordinator* in your country.

If there is no local coordinator, report your votes to the ballot box on: worldschildrensprize.org or to: info@worldschildrensprize.org

Benin: Agbodjan Salomé/
Fassinou Camille (Juriste Echos Consult), juristeechos@gmail.com, tel. 62056001/97603294.

Burkina Faso: Tiemtoré Delwendé Prisée (Afrique Seconde Famille), afriquesecondefamille@yahoo.fr, tel. 76262991, 72135758, 78402431.

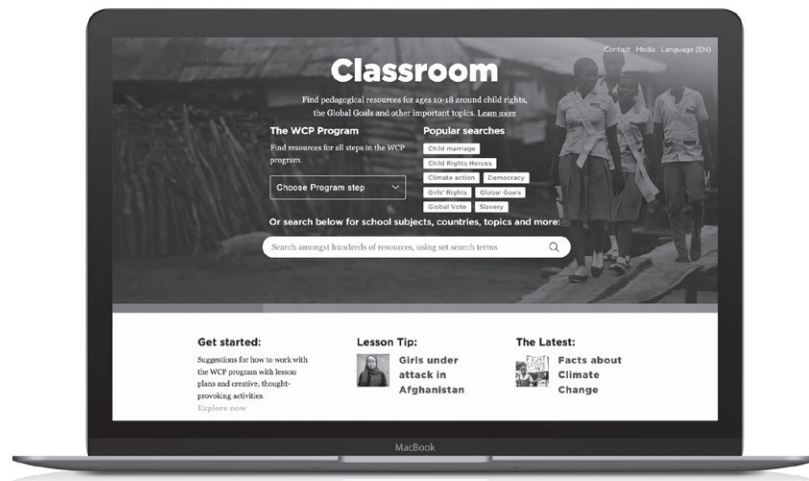
Burundi: Evariste Nimubona (DAJBU), ninaburundi@yahoo.fr, tel. 79921935.

Cameroon: Mofeme Nangolo (KOSA), kosa.cam@googlemail.com, tel. 97101820, 75062151.

Congo (Brazzaville): Lysias Yoane Mylandou (CDECU), mylandou.lysias@gmail.com, tel. 069513955. Hervé-Yves-Ulrich Mandilou (C.F. Gothia), hervyvesulrichmandilou@yahoo.fr, tel. 055316946.

DR Congo (Kinshasa): Myra Sabina fordesk.rdc@live.fr, tel. 990606557. Vincent Bikaya/Sifa Tesi (BVES Bukavu) dreintegrationscol.bves@gmail.com, psvbvesbukavu@gmail.com, tel. 853716525, 893272631. Carol Sifa/Tumain Ange (BVES Goma) carolsifa.bves.dj@gmail.com, bvesagencegoma016@gmail.com, tel. 995304576, 99551496.

Ghana: Ekuah Ansah Eshon (ATCWAR), atcwar@rocketmail.com, tel. 201655595, 262342515.



FIND MORE materials and videos online on our website for teachers, on worldschildrensprize.org/education

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Mozambique: Amelia Mabecuane, (SANTAC), Santac.wepc@gmail.com, tel. 0844895451, 828490110.

Nepal: Madhu Regmi (Maiti Nepal), madhu.maitinepal@gmail.com, tel. 14492904.

Nigeria: Moses Adedeji (CHRINET), moses.adedeji@gmail.com, tel. 08030415288, 08076286288.

Pakistan: Liaqat Javed (BRIC), bricpakistan@yahoo.com, tel. 0423-5341070, 0300-4646112.

Philippines: Karen Joy Saloria (Voice of the Free – VF Foundation inc.), karen.amlon@voiceofthefree.org.ph, tel. 9113986. Camarines Sur: Lowel Bisenio, lbisenio@yahoo.com, tel. 9288718497.

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