

LANGUAGE ASSOCIATED WITH RIGHTS AND BEING RIGHTS RESPECTING

This document will support you as an aid to develop your knowledge and understanding of rights respecting language. All the vocabulary is relevant to schools as they progress through their rights respecting journey. The language on p 3 to 4 becomes more relevant to schools as they progress from Silver to Gold.

Rights Respecting Language Glossary | Registration, Bronze and Silver

Word	Explanation	How is this referred to/ demonstrated/ brought to life in our school? (appropriate to age and stage) How explicit are we?	How/where/when/why could we use this language? Work together to note down some examples.
Articles	The United Nations Convention on the Rights of the Child (CRC) is an international legal treaty. It sets out the rights that children are entitled to, and each one is referred to as an <i>article</i> . There are 54 <i>articles</i> in the CRC and 42 give specific rights to children and young people under 18.		
Charter	A <i>charter</i> in a Rights Respecting School is an agreement developed in a participatory way with stakeholders to identify relevant rights and how children will respect those rights and adults will respect, protect and promote rights.		
Convention	A <i>convention</i> is an international legally binding agreement, which can also be known as a covenant or treaty. There are conventions on many aspects such as trade, science, transport and crime as well as human rights.		
Duty bearer	<i>Duty-bearers</i> are individuals who have a particular obligation or responsibility to respect, promote and realise human rights and to abstain from human rights violations. With regards to the CRC, all adults who work for the state are <i>duty bearers</i> , such as teachers, the police and social workers.		

Word	Explanation	How is this referred to/ demonstrated/ brought to life in our school? (appropriate to age and stage) How explicit are we?	How/where/when/why could we use this language? Work together to note down some examples.
Human Rights	<i>Human rights</i> are a universal set of standards based on basic human needs that guarantee freedom, dignity, equality and a fair standard of living. They are entitlements for all. The CRC is one of several human rights treaties.		
Respect	Everyone has human rights, so both adults and children should be encouraged to respect each other's rights. This is why in a rights respecting school we speak of rights and respect, and not about rights and responsibilities.		
Rights holder	<i>Rights holders</i> are individuals that have particular entitlements in relation to specific duty-bearers. In general terms, all human beings are <i>rights-holders</i> under the Universal Declaration of Human Rights. However, children hold a specific set of rights outlined in the CRC.		
Unconditional	Rights are a legal entitlement and do not need to be earned. The rights in the CRC are not dependent on children fulfilling any responsibilities or behaving in particular ways.		
United Nations Convention on the Rights of the Child	The United Nations Convention on the Rights of the Child (CRC) is an international legal treaty. It sets out the rights that all children are entitled to. It was adopted by the United Nations in 1989 and is the most widely ratified international human rights treaty. Whilst UNICEF is named in the CRC, it is inaccurate to refer to 'the UNICEF rights'.		
UNICEF	UNICEF is the United Nations Children's Fund. UNICEF works in over 190 countries and territories to save children's lives, to defend their rights, and to help them		

	fulfil their potential, from early childhood through adolescence.		
Universal	The rights within the CRC apply to all children everywhere. Children do not need to be citizens of a country to have these rights.		

Rights Respecting Language Glossary | Gold and Sustaining Gold

In addition to the vocabulary used above, you may also wish to explore the following:

Word	Explanation	How is this referred to/ demonstrated/ made real in our school? How explicit are we?	How/where/when/why could we use this language? Work together to note down some examples.
Absolute	An <i>absolute</i> right is one that applies in every circumstance and can never be limited. There are very few absolute rights. Most rights are qualified or limited (see below).		
Dignity	An important human rights concept that emphasises the inherent worth of every human being. The Universal Declaration of Human Rights recognises, "...the inherent <i>dignity</i> and ... the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world..." Each child is a unique person with intrinsic worth and should be respected and valued in all circumstances.		
Fairness/ Equity	<i>Equity</i> acknowledges that everyone is different and will therefore, have different needs, experiences, and opportunities. An equitable approach recognises that the playing field is not level and emphasises that everyone should not be treated the same, but according to their own needs. <i>Equity</i> may include making appropriate adjustments and removing barriers to ensure individuals' differences are considered and accommodated so that everyone can participate and contribute to their best ability.		

Global citizens	A <i>global citizen</i> in a Rights Respecting School is someone who believes in global justice and acts to make the world a safer, fairer and more sustainable place. In a Rights Respecting School, therefore, a <i>global citizen</i> can be defined as someone who knows their rights and that everybody has rights and is committed to working towards a world where everyone can access their rights. Global citizenship promotes the idea of taking action and building solidarity with people, rather than doing things to or for people.		
Inalienable	Rights cannot be taken away from people. They can be limited or balanced, or they may not always be respected, but no one can 'take away' a right from someone else.		
Indivisible	Rights are all equally important. They interact and depend on each other – so when one right is not respected this will impact on the enjoyment of other rights.		
Inherent	Rights are inherent in human beings. They have them from birth.		
Limited/qualified rights	Most rights are limited or qualified. This means that they can be limited in certain circumstances, such as the right to freedom of expression which must be within the law or need to be balanced with other rights or with the rights of others. For example, a child's right to play must be balanced with their right to an education or other people's right to be safe.		
Sustainable development	Sustainable development is how we must live today if we want a better tomorrow, by meeting present needs without compromising the chances of future generations to meet their needs. The survival of our societies and our shared planet depends on a more sustainable world.		

References: humanrightseducation.dk/Intro_to_HR/assets/Glossary.pdf