

The Toolkit Values

Values

Examples

Cooperation	Cooperation is working together to achieve a common goal. This value encompasses all the other values of the Toolkit.	Exchanging ideas and pooling our talents to accomplish a group task that is meaningful to all the members of the group.
Respect	Respect is recognizing that every person is important and must be treated with dignity. In the context of human rights, respect does not need to be earned; it is the right of every person in all circumstances.	Treating each person with dignity by calling them by their correct names and avoiding mean-spirited nicknames.
Fairness	Fairness is affording to every person the same importance, the same rights, and the same opportunities.	Choosing together a series of activities that will satisfy the interests of both girls and boys, or both younger and older children.
Inclusion	Inclusion is recognizing that every person is a full member of society and of the group.	Exploring together ways to modify an activity so that everyone can participate (for example, children who are learning the language, who are shy or who are living with a disability).
Respect for diversity	Respect for diversity is recognizing and appreciating individual differences.	Valuing the many differences in the group so that each child can feel proud of who they are, their physical appearance, their individual tastes, their lifestyle, their beliefs, the way they dress, speak or think.
Responsibility	Responsibility is thinking before we act and being ready to accept the consequences of our actions (or inaction).	Behaving in ways that contribute to the positive functioning of the group, for example, listening to and following instructions, picking up our things, and participating to the best of our abilities.
Acceptance	Acceptance ¹ is acting to ensure the full participation of everyone without exception.	Encouraging each child to express his/her ideas without fear of being judged or rejected because of their age, sex, culture, religion, sexual orientation, ability or any other characteristic.

¹ The value of acceptance used in this Toolkit integrates the notion of tolerance as defined by UNESCO in its *Declaration of Principles on Tolerance*, November 16, 1995.

Where do these values come from?

These values **stem from the human rights** as defined in the *Universal Declaration of Human Rights* (UDHR). By promoting these values and incorporating them into our everyday behaviour, we can demonstrate respect for human rights. When these values are not well-understood or respected, incidents of discrimination and racism become more commonplace. The values are fundamental to uphold the key principles of human dignity and equality, underpinning the UDHR.

How to promote these values?

There are several ways to incorporate these values into your programs. In fact, these values are probably already an important part of what you do. Here are some ways to increase the focus on values in your programming.

Add the values to your objectives

It is important to educate employees, parents, and children about the values that your organization promotes through its work. If you are not already doing this, try getting into the habit of referring to your core values when you present your organization or when you talk about what drives your work with children. Values can be mentioned in official documents describing your program and its objectives. They can also be mentioned when recruiting staff, at staff meetings, and during activities with the children.

Increase the visibility of values

When your values are displayed on the wall, it is easier for everyone – children, staff, visitors – to become familiar with the values, to integrate them and to refer to them as needed. Bring the values to life by taking them out into the open where they can be a part of group life. Have the children create a mural that expresses the values and invite them to sign it with a handprint to show that they agree to respect these values.

Establish a values-based Code of Behaviour together

Rules and guidelines established with the participation of the group are more likely to be understood, acted upon and respected over time. Why not involve the children in developing a Code of Behaviour based on these values? The values can form the backbone of many aspects of your work, from establishing new directions and projects to managing employee relationships. For more information refer to *Establishing a Code of Behaviour for the Group*, Reference Sheet 9.

Choose activities that match the values

These values can enrich your programs and enable you to better meet the needs of the children. Your staff may be familiar with activities – beyond those of the Toolkit – that reflect these values and can help children integrate them into their lives.

Staff can consider the following questions as they choose activities that reflect human rights values:

- Are the activities inclusive? Is there a way to include children with special needs?
- Can all the children participate? Is there a way to modify the activities to encourage the participation of children who have difficulty speaking the language or who are living with disabilities?
- Are the activities mostly competitive or can they also promote cooperation?
- Do the activities build an appreciation of diversity? Do the activities encourage the full participation of girls and boys, of younger and older children, or of children from different cultural backgrounds?
- Do the activities encourage children to take responsibility for their actions and attitudes?