

CRC Supplementary ResourceBook

A collection for training on the
Convention on the Rights of the Child
for Save the Children members and partners



Editor
William Savage



Save the Children

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Acronyms

BSAF	Bangladesh Shishu Adhikar Forum
CAT	Convention Against Torture and other Cruel, Inhuman and Degrading Treatment or Punishment
CBO	community-based organization
CDCC	Child Development Centers of China
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
CR	child rights
CRC	Convention on the Rights of the Child
EAPRO	East Asia and Pacific Regional Office
HCMC	Ho Chi Minh City
HR	human rights
ICCPR	International Covenant on Civic and Political Rights
ICERD	International Convention on the Elimination of all Forms of Racial Discrimination
ICESCR	International Covenant on Economic, Social and Cultural Rights
ILO	International Labour Organization
INGO	international non-government organization
JDL	juveniles deprived of liberty
KAS	Knowledge, Attitudes and Skills
NGO	non-government organization
PDR	People's Democratic Republic
PEAKS	Perception; Exposure, Experience, Emotion; Attitudes, Knowledge and Skills
PETA	Philippine Education Theater Association
SC	Save the Children
SC/A	Save the Children Australia
SC/N	Save the Children Norway
SC/S	Save the Children Sweden
SC/UK	Save the Children United Kingdom
SEAPRO	Southeast, East Asia Pacific Regional Office
ToT	Training of Trainers
UDHR	Universal Declaration of Human Rights
UN	United Nations
UNDP	United Nations Development Programme
UNICEF	United Nations Children's Fund
URE CRC	Unit for Research and Education on the CRC, University of Victoria, Canada
YO	youth offender



The product of the workshop, this ResourceBook, is a benchmark or gauge of the "state-of-the-art" in regional training by Save the Children members and their partners. It is a snapshot of the stage people have reached in their thinking on CRC training. Producing the ResourceBook allowed the 30 co-authors to further articulate their own understanding of rights, to pass on training methods as they are modelled in the materials, and to internalize approaches to training. Hopefully, this process has also strengthened the training efforts of Save the Children partners and other NGOs. It also provides ideas for what might come next in terms of child rights training.

The diversity of the co-authors' backgrounds allowed for enthusiastic discussions on cultural issues surrounding child rights training, and allowed for an awareness to grow that we were actually building a "group culture" of like-minded colleagues working in the area of child rights. One perceived shared belief among the group was that training is not only about skills development or capacity-building, but that it is also a venue for information-sharing, advocacy, lobbying and community empowerment.

Please use this ResourceBook to take forward your own work by adapting and amending the activities in it to fit your situation.

Good luck to all of us on improving all aspects of Child Rights!

Britta Ostrom
Save the Children
Sweden

October 2000



Foreword

In 1993 and 1994, the International Save the Children Alliance cooperated in developing materials in support of training on the UN Convention on the Rights of the Child (CRC), the result of which was the training package *Promoting the Rights of the Child*. One of the driving ideas for the quick production of the training package was that after its initial use, it would be reviewed and revised.

Understanding the use of *Promoting the Rights of the Child* (and CRC training in general) was supported by a series of Regional CRC Training of Trainers (CRC ToT) workshops that started in 1995 in various countries and continue. In several countries (Cambodia, China [mainland and Hong Kong], Thailand and Vietnam), training manuals have been developed or localized and training efforts have been taken forward. In other countries, a variety of CRC training and support has been done, e.g., in the Republic of Korea, the manual has been translated and in the Philippines much training has been done by local NGOs and institutions.

There was brief regional survey of past CRC ToT participants in 1996; a general consensus was that since work was done in localizing the training package, future effort should focus on developing supplementary materials with visual aides, case studies and activities, especially those reflecting application of CRC.

Thus 30 trainers and materials developers from the region were invited to bring their own materials for discussion and to further develop materials and training ideas at a five-day workshop in Bangkok, Thailand from 8-12 May 2000. The whole group came to an understanding of various issues surrounding CRC training in the region, e.g., current and projected child rights support needs. Participants formed small groups focused on specific ideas, activities and materials. Each group explored the issues in their topic and developed training ideas and materials based on their past experience and future training plans. They documented them so as to be usable by other trainers in the region. During the workshop, the editor, who was responsible for compiling the final CRC Supplementary ResourceBook, worked with the groups to make the production smoother.

Many thanks to the co-authors (see page v) who worked hard to develop this ResourceBook and to people in the organizations who supported the collection of materials and exercises before the workshop and who covered the co-authors' duties while they were away. Thanks are also due to Mr Jay Wisecarver for his committed and enthusiastic facilitation of the workshop, and to his colleagues for their organizational support.



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Child Rights as Human Rights

Mr Glen De Mel and Mr Jay Wisecarver, with all co-authors during a group session, including
Ms Britta Ostrom and Mr William Savage



Using the ResourceBook

The audience for this *CRC Supplementary ResourceBook* is the same as the *Promoting the Rights of the Child* training package: trainer-facilitators in Save the Children member organizations, their partners and other NGOs – through whom the ResourceBook is expected to have an impact on our ultimate target groups. These include children, child clubs and child-to-child groups; parents and mothers and fathers groups; teachers; community leaders and groups; local and national government officials; and policy-makers and planners. Many of the training activities are geared towards training for children themselves on child rights and the CRC, and an emphasis has been placed on actually relating the CRC to children's lives in a practical way. At the beginning of each section, the envisioned immediate target groups for the activities are indicated, but it is hoped that users will adapt the contents for other groups as appropriate.

How is this ResourceBook related to its two predecessors: the *Promoting the Rights of the Child* training package, and the *UN Convention on the Rights of the Child: An International Save the Children Alliance* training kit? They comprise a set, with the latter two focusing on the rights of the child to survival, protection, development and participation, as well as CRC monitoring and reporting. The content of this third volume resulted from the May 2000 workshop participants' identification of issues on which training needs to be strengthened. While the ResourceBook revisits several topics from the first two volumes, it was also clear to the co-authors that there is a need for ideas on how to do training on particularly sensitive issues like child abuse or discrimination against differently-abled children, and more "technical" ones like juvenile justice. It is hoped that taking this step to raise and deal with more controversial matters will lead to a clearer articulation of advocacy issues.

A main purpose of this ResourceBook is to provide trainers with information that can serve as content for training on the CRC in particular and child rights more broadly. But the ResourceBook is not a "finished product" to be handed over; rather it is a compilation of training ideas which can be modified or used as the basis for developing other activities. Thus, flexibility has been built into the presentation of the materials. Nor is the ResourceBook a course for training on the CRC, or a set of modules to be implemented sequentially. The intention is for it to genuinely be a "book of resources" to be drawn from as colleagues build their own capacities through training-by-doing. Indeed, the next section called Training Insights highlights a range of "lessons learned" by the workshop participants and ResourceBook co-authors from their own experiences as facilitators and trainers. And the Appendix contains lists of resources which they and their organizations have developed for regional child rights training.



ResourceBook users will discover that, although the lay-out of the sections has been made consistent, the structuring and wording of the co-authors' text remains such that a range of training approaches, styles and terminology is reflected. Even though it was a challenge to interpret, compile and shape the co-authors' own ideas and text, it has been done in a way that aims at making this ResourceBook widely applicable in a variety of situations. Any feedback from users is most welcome and should be directed to International Save the Children Alliance.

Each of the six sections begins with a rationale for why the particular issue calls for more training and is thus included here. Most of the sections also provide a context for the particular topics as well as information that will prove useful for colleagues with limited experience in certain areas. The numbered annexes that follow each section contain materials to be used for the activities, cross-referenced for easy use, and presented so that they can be reproduced. Acknowledgement is made here of materials which have been borrowed from the co-authors' organizations - many thanks for allowing their inclusion in the ResourceBook!

It was a pleasure working on this collection: in the May 2000 workshop, with the opportunity it provided to get to know and respect a group of dedicated professionals, and in the follow-up production of the ResourceBook, during which time Jay Wisecarver was a constructive and patient advisor.

Enjoy these materials!

William Savage
Editor



Training Insights

Towards the end of the May 2000 workshop, participants were asked to draw on their own expertise as trainers and materials developers in response to two tasks:

Give one example of how you continue to learn and develop as a trainer.

Where you have seen an impact from your own training work, or seen the work carried forward (sustained), what would you say was one contributing factor?

The two following lists thus represent broad “tips for trainers” as expressed by the co-authors of this ResourceBook.

Learning and Developing as a Trainer

- Distinguish between training (content) and facilitating (process management), but also be aware of how the two roles complement each other.
- Attitude and behavior are important because if the trainer is not open to feedback there will be no change. Have an open mind and reflect on what you are learning. Be flexible and brave, learn from mistakes and try new ways – go outside of the boundaries. Be confident about who you are and prepare well, so that you will be able to respond more flexibly.
- Trainers are also learners. Learn from participants during training and from observing and interacting with experienced trainers during other workshops, with other target groups and in other fields. Share approaches that are workable. Training is a high-level skill so we have to develop ourselves through on-going regular practice. Develop learning habits. Learn from situations and approaches that you may not be open to initially. Learn about how people learn, because we all do it differently.
- Training cannot be an activity in itself. It needs to be followed up with assessments from participants and trainers, subsequent impact assessment, and must be fit into the current needs of the situation.
- Set up feedback mechanisms for participants, other trainers and organizers on content and method. Feedback will allow you to know which areas to concentrate on.
- Be aware of the needs of specific groups. Learn about the community you are working in. Meet with children regularly to understand their needs and thoughts. Be able to adapt your training to each group you work with. Set tasks that start with and build on the prior knowledge and experience of participants – start where people are.

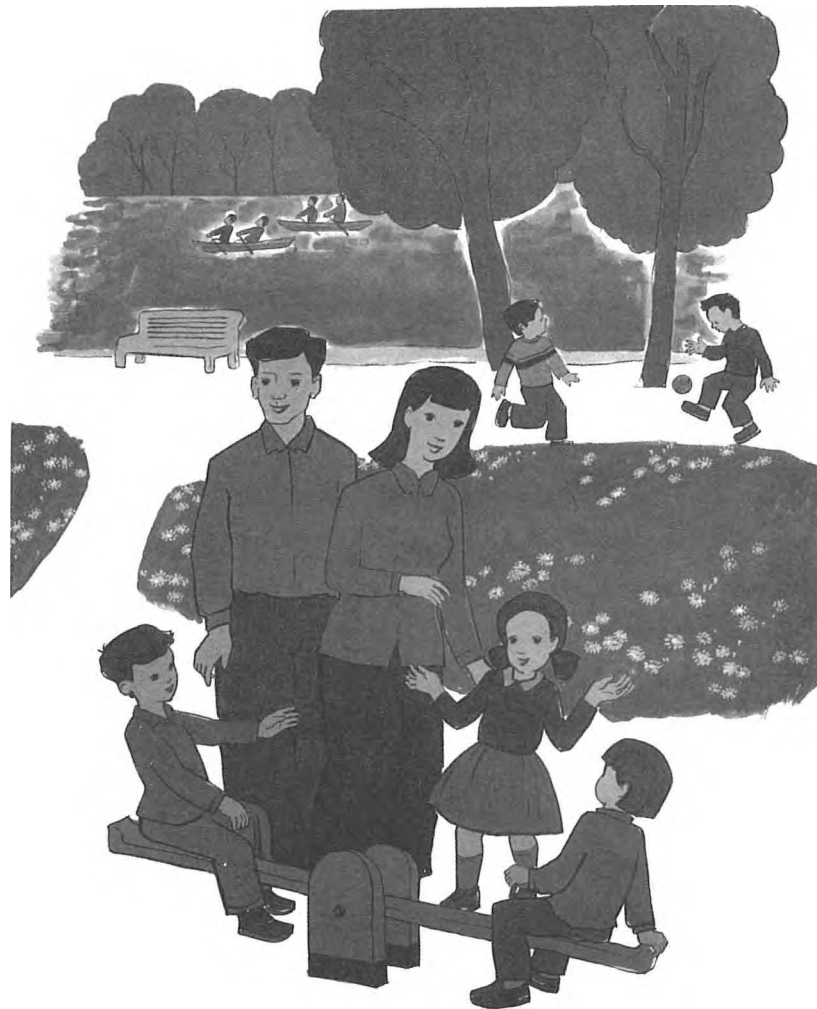


- Read widely and try to incorporate what you learn into your work. Read reports and evaluations. Update your knowledge on child rights by attending conferences, workshops and courses.
- Meet people to share and discuss information within local networks.

Training Impact and Sustainability

- Thinking creatively and working with the participants' imagination as a stimulus
- Revisiting, reflecting and remaking
- Using innovative approaches, building capacity and expanding
- Capturing windows of opportunity
- Identifying with the group and determining shared felt needs
- Meeting the needs and expectations of participants at the right times, with the right materials, in the right ways
- Ensuring availability of resources (e.g., budget, people, materials)
- Building community support to encourage on-going action
- Providing participants with opportunities to internalize concepts, practice and enhance their own training skills
- Building the capacity of participants
- Believing in what you're doing as a trainer, expressing and practicing it
- Inspiring dedication and commitment for the cause
- Changing trainer attitudes towards child rights - thinking as a child might
- Seeking the mandate to carry the subject matter forward
- Capitalizing on favorable social, political, economic and cultural conditions
- Targeting strategically
- Using participatory methods
- Broadening an understanding of knowledge, attitude and skills (KAS) to one of perception; exposure, experience, emotion; attitude, knowledge and skills (PEAKS)
- Institutionalizing training courses and methods by inclusion in curricula
- Creating awareness of child rights within local and national governments
- Promoting advocacy for policy and legislative change
- Networking with other NGOs and government
- Communicating the issues in as many ways as possible
- Following up to ensure the continuity of the training

CRC Monitoring and Reporting



BỘ GIÁO DỤC VÀ ĐÀO TẠO

 RÄDDA BARNEN



CRC Monitoring and Reporting

Rationale

CRC monitoring and reporting are still weak in some countries. At the same time, the reporting system of the CRC Committee in Geneva should be supported and strengthened at the field level. To that end, these issues need to be addressed:

- The concept of child rights monitoring is not clear. It can be confused with program monitoring and monitoring of the CRC itself. In addition, child rights reporting is often not seen as a priority.
- Monitoring is not used for advocacy, follow-up and extension.
- Monitoring is done on an *ad hoc* basis; it is not planned nor regular.
- There is an absence of implementable guidelines and indicators for CRC monitoring. Monitoring guidelines are available but organizations are not clear on how to use them, thus the need for indicators.
- Tools and techniques for monitoring are not well known.
- There is a weakness in baseline information.
- The link between monitoring and report-writing is weak as these are often done by different people. Report-writing skills are also weak.
- Most reports are activity-centered, meaning they are not analytical nor do they reflect change.



Module on CRC Monitoring and Reporting

The audience for this module on CRC monitoring and reporting are NGOs (CBO leaders, both adults and children; local level supervisors; mid-level managers; senior managers/coordinators) and government personnel (district and sub-district officials, department managers, ministry officials).

The overall goal of the module is to enhance participants' knowledge, attitudes and skills on child rights monitoring, reporting and advocacy. We consider monitoring to be a cyclical process of searching for and understanding the effects of any intervention for the purposes of policy and program support and adjustment. Reporting can be thought of as the documentation of actions taken, with results and recommendations. We can take advocacy to mean influencing or persuading others through speaking, writing or working in favor of a cause such as child rights. Such a conceptualization of monitoring, reporting and advocacy can be visualized as shown in Annex 1.1 (page 15), a diagram which can be used to orient training participants.

The contents of this module are:

Topic One: Conceptual Clarity – Child Rights Monitoring and Reporting

Activity 1: Monitoring and CRC Monitoring

Activity 2: Importance of Monitoring and Reporting

Activity 3: Status of Monitoring and Reporting

Topic Two: CR Monitoring

Activity 1: UN Human Rights Monitoring Mechanism

Activity 2: Monitoring Indicators

Activity 3: Monitoring Tools

Activity 4: Monitoring Qualities and Skills

Topic Three: Reporting

Activity 1: CRC Reporting Guidelines

Activity 2: Characteristics of Good Child Rights Reports

Activity 3: Report Writer Qualities and Skills

Activity 4: Dissemination and Audience

Topic Four: Advocacy

Activity 1: Definition of Advocacy

Activity 2: Roles and Functions of GOs and NGOs

Activity 3: Advocacy Programs and Materials

Activity 4: Monitoring and Evaluating Advocacy Interventions



Topic One: Conceptual Clarity – Child Rights Monitoring and Reporting

Activity 1: Monitoring and CRC Monitoring

Objective: Each participant will be able to explain what monitoring and CR monitoring mean to them.

Task questions:

- *What words or points come to your mind when you hear "monitoring"?*
- *Based on your experiences and from the documents you've read, what does "CR monitoring" mean to you?*



Tip: Be open, appreciative and try to reach consensus. Collect more available reading materials.

Method: Small group discussion, presentation, synthesizing

Reading material:

- Promoting the Rights of the Child training package
- UN Convention on the Rights of the Child: An International Save the Children Alliance training kit
- Making a Difference (Bangladesh)
- Guidebook for CR Advocates (Philippines)
- A Sourcebook for Reporting Under the Convention on the Rights of the Child (by Vitit Muntarbhorn for UNICEF, EAPRO and Child Rights ASIANET, 1997)
- Monitoring Guideline (Sri Lanka)

Note for the Facilitator: A training module of this kind assumes that the facilitator is knowledgeable about and experienced with child rights monitoring, reporting and advocacy, and also has access to and can learn further from related materials. In other words, this module cannot simply be "picked up" and used by a person with limited CRC experience. This is especially true given that the module uses "task questions" which solicit participant content that is built on by the facilitator adding his or her own "content" and from the group discussions. The module also assumes that the facilitator will use his or her own methods for each activity, although some general guidance is provided.



Activity 2: Importance of Monitoring and Reporting

Objective: Each participant will be able to describe the importance of monitoring and reporting.

Task question:

- *Why do we need monitoring and reporting?*

Method: Small group discussion, card collection and clustering

Materials: Cards



Tip: During the summary, remind participants of the focus on child rights monitoring and reporting.

Activity 3: Status of Monitoring and Reporting

Objective: Each participant will be able to express where she or he is in CR monitoring and reporting.

Task question:

- *Where are we in terms of monitoring and reporting?*

Method: Presentation by country or organizations, discussion for clarification



Tip: Participants should be invited to prepare presentations.



Topic Two: CR Monitoring

Activity 1: UN Human Rights Monitoring Mechanism

Objective: Each participant will be able to explain the UN human rights monitoring mechanism in relation to child rights activities.

Task question:

- *How does the UN human rights monitoring mechanism relate to child rights activities?*

Method: Presentation, question and answer

Reading material:

- Advocating CRC in the UN System (Clara Sommainn, SCF-Sweden)



Tip: The facilitator should relate the discussion to the country situation.

Activity 2: Monitoring Indicators

Objective: Each participant will be able to develop monitoring indicators for child rights activities.



Tip: The facilitator should ensure that the indicators are specific. After the indicators are generated and listed, the colored dots can be used to show which ones participants consider most important, by asking them to stick dots next to them.

Task questions:

- *What are monitoring indicators for child rights activities?*
- *Which are the most important?*

Method: Listing, dot matrix

Material: Flipcharts, colored dots



Activity 3: Monitoring Tools

Objective: Each participant will be able to develop and use their own tools for child rights monitoring.

Task questions:

- *What are existing tools you use for CR monitoring?*
- *What are some gaps in existing tools?*
- *How can these tools be adjusted and developed using indicators developed in the previous activity?*
- *How can the tools be appropriately used?*

Method: Small group discussion, presentation

Materials: Existing tools



Tip: Before the session, participants should have been invited to bring their existing tools.

Activity 4: Monitoring Qualities and Skills

Objective: Each participant will be able to describe qualities and skills that are necessary for a person to carry out monitoring.

Task question:

- *What are three important qualities and skills of a person who does monitoring?*

Method: Card collection, clustering

Materials: Cards



Tip: The facilitator should propose some "card writing guidelines", such as one idea per card or to write in large letters.



Topic Three: Reporting

Activity 1: CRC Reporting Guidelines

Objective: Each participant will be able to describe key points of the CRC Reporting Guidelines.

Task question:

- *In your mind, which are the key points of the CRC Reporting Guidelines?*

Method: Small group discussion, presentation, synthesizing

Material: CRC Reporting Guidelines (see the Website: www.crin.org)

Activity 2: Characteristics of Good Child Rights Reports

Objective: Each participant will be to identify characteristics of good child rights reports.

Task questions:

- *What do you like or dislike about the reports you read and why?*
- *What are the good points of existing child rights reports, and why?*

Method: Small group discussion, presentation, synthesizing

Materials:

- A Sourcebook for Reporting Under the Convention on the Rights of the Child (by Vitit Muntarbhorn for UNICEF, EAPRO and Child Rights ASIANET, 1997)
- Existing child rights reports



Activity 3: Report Writer Qualities and Skills

Objective: Each participant will be able to describe the qualities and skills of a report writer.



Tip: The facilitator should propose some "card writing guidelines", such as one idea per card or to write in large letters.

Task question:

- *What are three important qualities and skills of a report writer?*

Method: Card collection, clustering

Material: Cards

Activity 4: Dissemination and Audience

Objective: Each participant will be able to identify the roles of each stakeholder in dissemination and audiences for the reports.

Task question:

- *Who should report what, to and for whom?*

Method: Small group discussion, presentation, synthesizing



Tip: Make sure the roles of the concerned government are highlighted.



Topic Four: Advocacy

Activity 1: Definition of Advocacy

Objective: Each participant will be able to explain the concept of advocacy as it pertains to child rights.

Task question:

- *What words or points come to your mind when you hear "advocacy"?*

Method: Small group discussion, presentation, synthesizing



Tip: Be open, appreciative and try to reach consensus.

Activity 2: Roles and Functions of GOs and NGOs

Objective: Each participant will be able to identify roles and functions of government organizations and NGOs in child rights advocacy.

Task question:

- *What are some roles and functions of government organizations and NGOs in child rights advocacy?*

Method: Small group discussion, presentation, synthesizing



Tip: Introduce and encourage participants to use the Concluding Observations on the Country Reports from the UN CRC Committee as a framework for child rights advocacy.



Activity 3: Advocacy Programs and Materials

Objective: Each participant will be able to describe issues to be considered in designing a child rights advocacy plan, program and materials.

Task questions:

- *What should be considered in designing an advocacy plan?*
- *How could an outline for advocacy programs and materials be designed?*

Method: Small group discussion, presentation, synthesizing

Material:

- Guidebook for CR Advocates (Philippines)
- Advocacy Kit on Child Labour (BSAF, Bangladesh)
- Any other program documents and materials available



Tip: Introduce and encourage participants to use the Concluding Observations on the Country Reports from the UN CRC Committee as a framework for child rights advocacy, and collect available local materials.

Activity 4: Monitoring and Evaluating Advocacy Interventions

Objective: Each participant will be able to explain how to monitor and evaluate advocacy interventions on child rights.



Tip: Collect or develop cases, programs and materials.

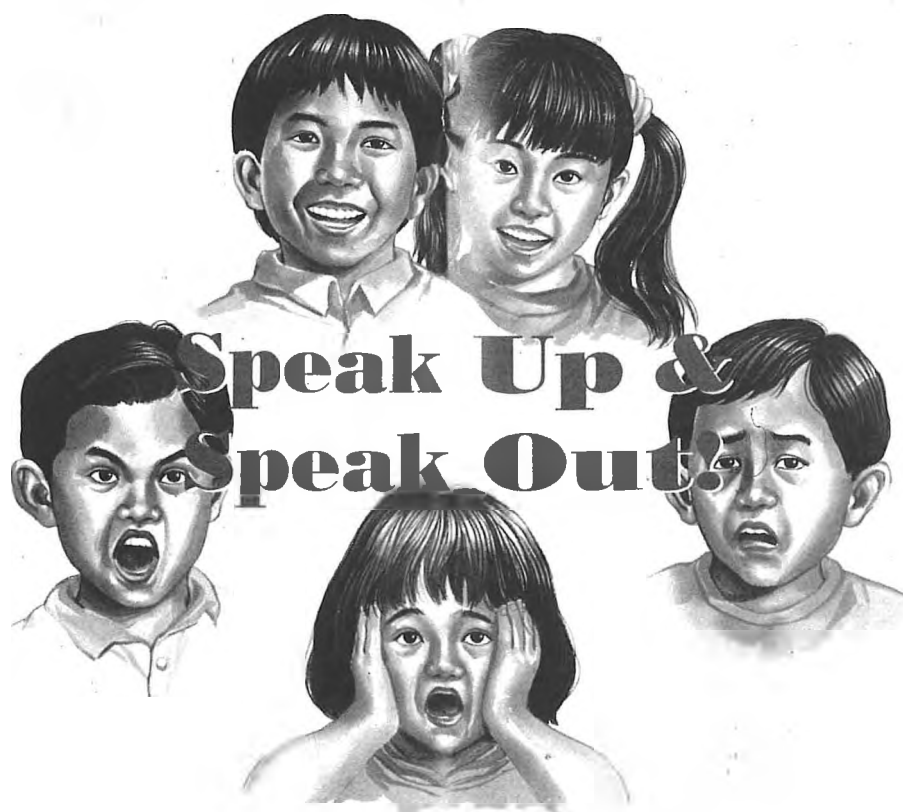
Task question:

- *What are some indicators for monitoring and evaluating child rights interventions?*

Method: Case study

Materials: Advocacy cases, programs and materials

**Let's listen to our
children**



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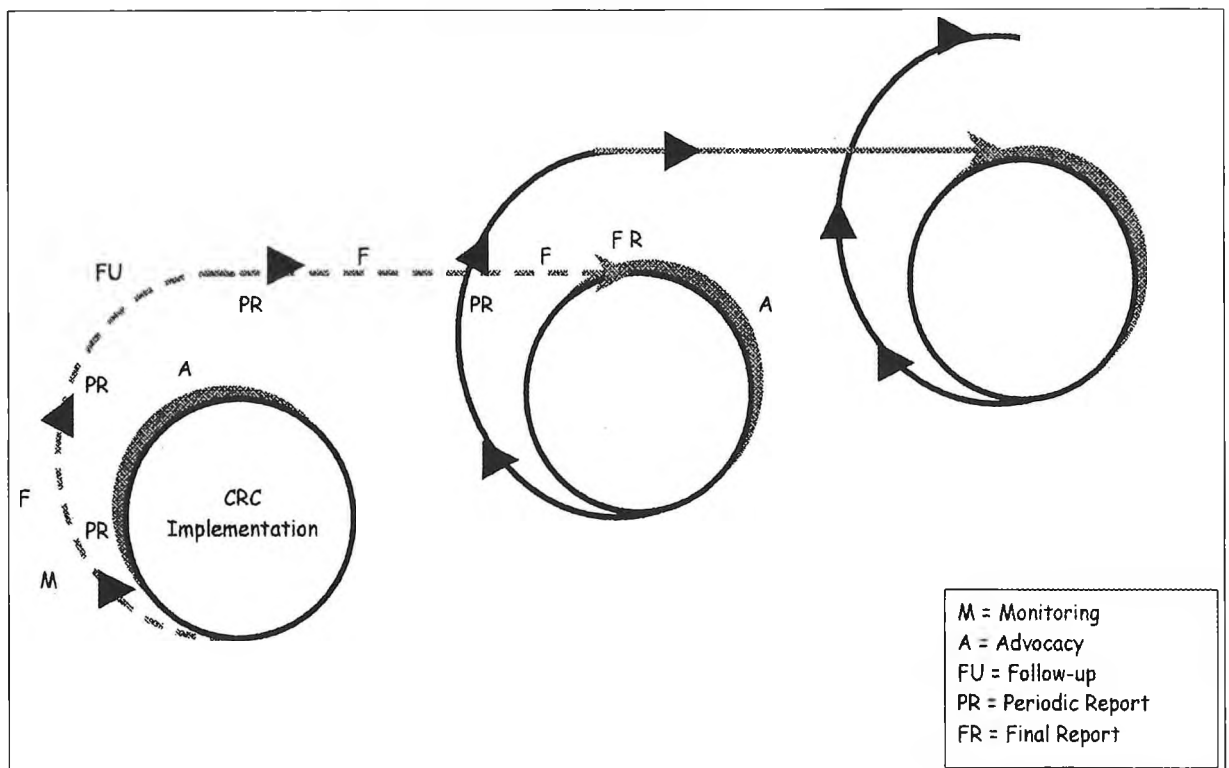
Malaysian Council for
Child Welfare

United Nations Children's
Fund (UNICEF)

Contact your local agency

Annex 1.1*

CRC Monitoring, Reporting and Advocacy



* Module on CRC Monitoring and Reporting (page 4)

Discrimination



BỘ GIÁO DỤC VÀ ĐÀO TẠO

 RÄDDA BARNEN



Discrimination

Rationale

One of the fundamental principles of the CRC is non-discrimination, with Article 2 stating that all the rights provisions of the Convention will be applied to all children without any form of discrimination. But child rights training in most of the countries of the region address the issue generally, not explicitly nor in a focused manner.

Discrimination is a deep-rooted issue in all countries' cultural traditions and therefore difficult to raise, even as it prevents children from enjoying equal rights. In the Asia-Pacific region, specific forms of discrimination that need to be addressed seriously include severe discrimination against girl children, children with disabilities and those belonging to "low castes".

Context

Article 2 of the UN Convention on the Rights of the Child says:

All rights apply to all children without exception. It is the state's obligation to protect children from any form of discrimination and to take positive action to promote their rights.

But in all the countries of the Asia-Pacific region, groups of children are discriminated against in terms of gender, disability, race, color, caste, language, religion, economic status and so on. If a child is discriminated against, then he or she is deprived of all the rights to support his or her holistic development.

The four baskets and four fundamental principles of the CRC are simply lost on the horizon for the child who is discriminated against. All of his or her rights to survival, development, protection and participation (the four baskets of child rights) are denied. The fundamental principles of the CRC are also violated: Best Interest of the Child, Survival and Development, Non-discrimination, and Views of the Child to be Respected.



Who then are the children who are discriminated against? In our region, they include girl children (gender discrimination), children with disabilities, children belonging to “low castes”, children of minority groups (religion, language, race, color, ethnicity), gay children, poor children and others in specific countries. In this ResourceBook, we have developed training activities for two of these groups of children, as they are common to all countries in the region: girl children and differently-abled children (children with disabilities). We hope that colleagues in each country will develop training activities on other groups of children who are discriminated against in the effort to eliminate discrimination in the realization of child rights.

Target Group

The primary target group for this module are adults: parents, teachers, social workers and community leaders; but it can also be adapted for children.

As prerequisites to the training, participants should have gone through orientation and training sessions on the CRC to understand the basic concepts of its provisions and principles. They should have engaged in discussions on the four baskets, especially protection, where discrimination is dealt with. They should have basic knowledge about the CRC's fundamental principles of Best Interest of the Child, Survival and Development, Non-discrimination, and Views of the Child to be Respected (participation).

The contents of this module are:

Topic One: Discrimination against Girl Children

Activity 1: Going Back to Childhood

Activity 2: Walking and Observing Posters and Pictures

Activity 3: Case Studies on Gender Discrimination

Activity 4: Video or Slide Show on Gender Discrimination

Activity 5: Interaction with Girl Children

Activity 6: Discrimination and Our Roles, Responsibilities and Obligations

Topic Two: Discrimination against Differently-abled Children

Activity 1: Our Ten Fingers

Activity 2: Disability Awareness Games

Activity 3: A Child from Another Planet

Activity 4: Who's Actually Disabled?

Activity 5: Cases from Real Life

Activity 6: Rights of Differently-abled Children

Topic One: Discrimination against Girl Children

Activity 1: Going Back to Childhood

Objectives: At the end of the session, participants will be able to:

- Relate to and express childhood incidences of sad experiences in the context of her or his role and status in comparison to that of her or his brothers and sisters
- Relate childhood feelings and experiences associated with gender discrimination to existing gender discrimination in society
- Analyze critically the status of and attitude towards expectations from girls in their own families

Materials:

- Soft instrumental music cassette or CD, and player
- Flipcharts and boards
- Markers
- Masking tape

Procedure:

1. Explain about the activity to the participants and start by playing the soft music. Tell the participants: *Make sure that you are comfortably seated on your chairs and relaxed. Let's take three deep breaths and close our eyes as we let our minds clear of all other thoughts. Now, go back to a time when you were a child in the community - a girl or a boy, a daughter or a son in a family - and you were hurt or sad due to an incident when a girl or boy was treated differently.*
2. After about two minutes, ask the participants to come back from the retrospective exercise and share their childhood experience or incident with the participant next to them (ask the pairs to try to find out the cause of the incident).
3. Have the pairs share the incidents with the whole group. Write down the issues highlighted in the presentation, e.g., deprived of play or leisure.
4. Ask the participants: *Has the situation changed now or is it still the same? What about your own daughters? The girls in your families? Is such discrimination still happening in our families and societies?*



Activity 2: Walking and Observing Posters and Pictures

Objective: At the end of the session, participants will be able to:

- Analyze and explain causes of discrimination against girl children in their families and societies

Materials:

- Posters and pictures on gender discrimination and equality (as many situations as possible)
- Flipcharts and boards
- Markers
- Masking tape



Note: Collect posters and pictures on gender discrimination and equality from NGOs, INGOs and UN agencies. Pictures may also be available from magazines and NGO/INGO newspaper clippings.

Procedure:

1. Put up the posters and pictures on the walls inside the room.
2. Divide the participants into small groups.
3. Ask them to walk around and observe the posters and pictures on the walls.
4. Ask the groups to consider these questions:
 - *What situations are projected in the posters and pictures?*
 - *Are they desirable? If yes, why? If not, why not?*
 - *Do these situations happen in your family and society?*
 - *What are reasons that girls do not get equal opportunities?*
 - *How can you contribute to improving girl children's lives?*
5. Have each small group give a brief presentation with a whole group discussion that concludes with causes of discrimination.

Activity 3: Case Studies on Gender Discrimination

Objectives: At the end of the session, participants will be able to:

- Understand and feel the serious discrimination actually happening to girl children
- Explain how badly discrimination affects the lives of girl children and explain about their roles and obligations in improving the quality of girl children's lives

Materials:

- Case studies on gender discrimination (see the samples in Annex 2.1, pages 37-38) (these will need to be read out if some participants are not literate)
- Flipcharts and boards
- Markers
- Masking tape

Procedure:

1. Divide the participants into small groups.
2. Distribute the case studies to the groups (one to each group with enough copies for everybody in the group).
3. Ask the groups to consider the cases and discuss the situation critically using questions like these:
 - *Are you familiar with such a situation of a girl child, in any family, your family, or in the community? Have you seen a girl child suffering like this?*
 - *Why she is discriminated against? What is the cause behind it? Why does this happen? Who is responsible?*
 - *How might this deprivation affect her life and development? What are the rights and opportunities she is being deprived of?*
 - *How can this situation be altered?*
 - *Who are the individuals and groups responsible or obligated to create change for her?*
4. Have each small group give a brief presentation followed by a whole group discussion.
5. Conclude the session with a summary.



Activity 4: Video or Slide Show on Gender Discrimination

Objectives: At the end of the session, participants will be able to:

- Internalize and express the issue of discrimination against girl children
- Realize and explain about the capabilities and capacities of girl children in comparison to boy children

Materials: Videos or slides on gender discrimination and capabilities and capacities of girl children



Note: Appropriate videos and sets of slides need to be found. Examples include *Punki and Granashyam - Discrimination* and the *Meena Series* on the capacities of a girl who is discriminated against, both from Save the Children in Nepal (see Regional Training Resources, page 196). The trainer can find more videos.

Procedure:

1. Choose videos or slides.
2. Show the videos or slides.
3. Open the floor for questions and clarification.
4. Do not ask any questions. Let participants internalize, feel and ponder the video or slides. Have a short break after this to give space for spontaneous discussion among the participants.
5. Try to capture some commitment.

Activity 5: Interaction with Girl Children

Objective: At the end of the session, participants will be able to:

- Comprehend situations of discrimination against girl children and analyze their causes

Preparation:

Arrangements have to be made to invite a group of girl children to the training venue to interact with the participants. The girls have to be properly informed about the purpose, the help and cooperation needed from them, so that they can participate appropriately.

The participants have to be informed about the interaction session. They should be divided into groups (of not more than four) the day before to prepare, e.g., the procedure, how to start the discussion and possible questions. The interaction might be sensitive at times, so careful thinking is needed in advance.

Each group of participants should have two children to interact with. The facilitator should have their names and assign them to be with specific groups.

Procedure:

1. The interaction with the children starts according to the specific plans of the groups. Enough time should be given to build up rapport with the children. Patience is needed for the children to open up and share their feelings.
2. Have each group (children and adults) give a presentation that focuses on a topic of their own choosing, followed by a whole group discussion.



Activity 6: Discrimination and Our Roles, Responsibilities and Obligations

Objectives: At the end of the session, participants will have:

- Written commitments about their own roles, responsibilities and obligations to improve the quality of girl children's lives
- Declared a commitment to create equal opportunities for girl children to develop their potential
- Committed to striving to provide equal status to girls and boys in their families and societies to end discrimination

Materials:

- Newsprint sheet
- Flipcharts and board
- Markers
- Masking tape

Procedure:

1. Divide the participants into small groups.
2. Give them questions to discuss:
 - *Whose responsibility is it to end discrimination?*
 - *What are your own responsibilities and obligations?*
 - *What is your role in ending discrimination against girl children in your society?*
3. Ask the small groups to record their responses to the questions on flipchart paper, and report back to the whole group.
4. Lead the discussion towards a group commitment to end discrimination against girl children.

Topic Two: Discrimination against Differently-abled Children

Context

One out of every ten children in the world has one or more kinds of disability. In every country in the region, children with disabilities, though they should be viewed only as differently-abled, are discriminated against. These children are generally deprived of equal opportunities (food and clothes, parental love and care, education, health facilities and special equipment, play and entertainment, the company of same-aged children, and participation at any level).

Disability is a social stigma. These children are segregated and neglected as objects of pity or ridicule and are sometimes abandoned. Most of the countries in the region do not have appropriate facilities for them to develop their optimum potential to be involved in mainstream life. This is a shame, as these children have enormous potential to contribute to societal development.

There is a crucial need to create awareness and influence policy- and decision-makers to make space for differently-abled children in their plans of action and budget allocations. There is also a need to sensitize families, communities and schools to provide them with equal opportunities. There is a need to talk to all children; they can help create conducive environments for differently-abled children by being friendly, playing the games "they can play", and helping develop their self-esteem.



Tip for the Facilitator: The six activities under Topic Two can be conducted as a set in a full one-day session or can be chosen from as appropriate to the target group.



Activity 1: Our Ten Fingers

Objective: At the end of the session, participants will be able to:

- Express the value and role of children with disabilities in the society
- Advocate for differently-abled children's special needs

Materials:

- A statement on "Our Ten Fingers" which the facilitator should write out and learn
- Cards and markers

Procedure:

1. Start the statement in an informal way, showing both hands and all fingers:
Let's talk about our fingers. We have got ten fingers. Do you know that the small finger of our left hand is the weakest of all? Does that mean that the smallest finger is good for nothing? Worthless? Should we cut it off?
(Complete the whole statement with continuous interaction.)
2. Interact with the participants, acknowledging their responses and continuing the statement. The role and special strength of the small finger should be described. For example, *it is part of our hand, which won't look nice without it. We need it to make a strong fist and to make our grip stronger.* Then relate it to a child with a disability who is part of a family and society. *Should we abandon him or her? Can we do without her or him?*
3. Have pairs of participants discuss the question *What could the special roles of children with disabilities be?* Ask them to share their thoughts with the whole group after they have written them on cards.
4. Put the cards up on a board and cluster them around similar roles.
5. Conclude by stating the importance of advocating for differently-abled children's needs.

Activity 2: Disability Awareness Games

Objective: By the end of the session, participants will:

- Experience how it feels to be disabled
- Understand and realize the strengths and weaknesses of disability
- Find and express the ways of making the lives of children with disabilities easier

Materials:

- Cards
- Wooden splints (used by hospitals to support broken limbs)
- Strips or long pieces of cloth (to fix the wooden splints on the limbs of participants)
- Blindfolds (strips of cloth)
- Collection of odd things (whatever is available) on a tray for the memory game and something to cover the tray

Procedure:

1. Inform the participants that you are going to play some games with them with the opening words: *Do you know or have you seen any child in your neighborhood who is unable to walk or use his or her hands? Who can't see? Who can't hear properly? Who is a bit short of intellect?*
2. If they know such a child, ask *What is the status of that child? How is his or her quality of life?* Write the answers on cards and put them up on the board. Cluster the cards to represent different mindsets or attitudes towards disability. Then ask the participants: *Do you know how they experience their disability? Let's play some games to experience how it feels to be disabled.*
3. Start the game by following the instructions for the Disability Awareness Games (Annex 2.2, pages 39-44). It's always good to start with physical disability, then visual impairment, hearing impairment and then children who can't understand well.
4. After each game, have a discussion with the participants using the questions on the Awareness Games sheets. After all the games are over, conclude with the following messages of a child with disability:



"I can manage with my disability, but the bigger painful burden on me is the negative attitude of the people around me, which is difficult to manage."

"I have a disability and I have accepted it. Accept me as I am with my limitations. Everybody in the world is not perfect and has some limitation. Give me an opportunity to show my capabilities."

Activity 3: A Child from Another Planet

Objective: At the end of the session, participants will:

- Have considered the strengths of children with disabilities, against their weaknesses
- Start to build a positive attitude towards children with disability to advocate for their rights

Materials:

- The story of "The Boy with Two Eyes" (Annex 2.3, pages 45-46)
- The picture of the child and his parents on a transparency sheet, or a paper copy for everybody, or have it on a big sheet drawn to show everyone

Procedure:

It's a story telling session. The facilitator - in a lively, active way - has to tell the story. It is a fantasy - not a real story.

1. Put the transparency with the picture on the OHP (or display the big sheet with the picture).
2. Tell the story by heart so that it is told spontaneously without consulting the paper.
3. At the end of the story, wait for a few silent moments to get a reaction from the audience. Listen and answer questions. Let the audience internalize the story for a few moments. Then, relate the story to the situation of children with disabilities in our own society: *They are seen to be "different" from other children. Actually they are not so different and always have some special quality which flourishes, given the opportunity, encouragement, special care and love.*
4. End the activity on that note.



Activity 4: Who's Actually Disabled?

Objective: At the end of the session, participants will be able to:

- Express the actual definition of disability, impairment and handicap
- Explain situations where somebody is "disabled", "impaired" or "handicapped"
- Internalize that all people in the world become handicapped in specific adverse situations
- Be sensitized that disabilities and handicaps change with the situation and circumstances

Materials: Definitions and Game: What is Handicapped? (Annex 2.4, page 47)

Procedure:

1. Divide the participants into small groups.
2. Distribute the sheet to the group. Ask them the question to play the game and to give answers.
3. Conclude the game with the statement: *Every person in the world in some situation might feel handicapped as it changes with the situation and occasion. Disability situations can be taken care of to prevent them from becoming handicaps. Impairments can be handled medically, whereas disability is a social problem.*
4. Look at the definitions of impairment, disability and handicap. Discuss them to develop and establish a common understanding of the terms.
5. Use a statement like this for discussion: *We have "names" for children with disabilities, e.g., lame, blind, deaf, dumb, stupid. This is an insult to them and violates their rights, because they have got their own name and do not need special names to describe their disabilities.*
6. Introduce alternative terminology for various kinds of disability, e.g., blind: cannot see or visually impaired; deaf: cannot hear or hearing impaired; lame: cannot walk or physically impaired. Let the participants discuss and find new terminology to practice hereafter.

Activity 5: Cases from Real Life

Objective: At the end of the session, participants will be:

- Informed about individual differently-abled children, their achievements and plights
- Sensitized about the capacities and rights of differently-abled children

Materials:

- Cases on Differently-abled Children (One sample is in Annex 2.5, page 48. More can be collected or written.)
- CRC Articles 2 and 23 (Annex 2.6, pages 49 and 53)

Procedure:

1. Divide the participants into small groups.
2. Distribute cases to each group (enough copies for each member).
3. Ask the participants to read through the cases, and prepare a role-play for presentation to the whole group.
4. After each presentation, the whole group should discuss the situation in comparison to the CRC provisions on equal rights of children with disabilities.
5. To continue, the small groups are asked to develop lists of strengths (what the child can do) and weaknesses (what the child cannot do) of the children in the cases.
6. Have the small groups present and compare their lists of strengths and weaknesses. (You will find the list of "can do" is longer than "cannot do".)
7. Conclude with a statement of the provisions of CRC Articles 2 and 23 on a transparency, with appropriate interpretation and explanation.



Activity 6: Rights of Differently-abled Children

Objective: At the end of the session, participants will be able to:

- Discuss the rights of children with disabilities
- Express their respective roles, responsibilities and obligations
- Advocate for the rights of children with disabilities

Materials:

- CRC articles 2, 3, 6, 12 and 23 on OHTs or newsprint sheets (copies in Annex 2.6, pages 49-53)
- Flipcharts and boards
- Markers

Procedure:

1. With the whole group, put up the sheets one by one on the OHP or board with the CRC articles on fundamental principles (2, 3, 6, 12) and 23. Generate discussion while explaining the principles behind the articles.
2. Ask questions like *What is meant by best interest?* Generate discussion that "best interest" has to be thought of in the context of all the articles of the Convention whenever there is a dilemma.
3. Explain article 23 about special care, attention and education for each disability situation.
4. Put up the statement *It's the right of all children with disabilities to enjoy all these provisions. We have to strive to make it a reality.*
5. Divide the participants into small groups and ask them to discuss questions like these:
 - *Who is responsible to realize the rights of children with disabilities?*
 - *What will be your responsibility as an individual, group or organization to improve the quality of life of children who are differently-abled and to help realize their rights?*
6. Have each small group present their work, with whole group discussion and summing up by the facilitator.

আপনার বাসার কাজে নিয়োজিত



শিশুটির প্রতি সদয় হোন!

Annex 2.1*

Case Studies on Gender Discrimination

Case One

In a village community, a poor family lives with two sons and one daughter. The father, a taxi driver, always gets drunk after coming back home. The two sons go to school but the daughter is not allowed to go to school. Her mother takes her to work in the salt fields from Monday to Friday. On Saturday and Sunday, the daughter has to do household chores such as washing and cooking and other household tasks. The daughter always asks her parents if she can go to school but they refuse. They say she has no need to study. Let the sons go to school because they will become breadwinners in the future. Because of hard work, the daughter gets sick. The parents are very frightened. They don't know what to do. They therefore take the door to the hospital to buy medicine because they remember that when the sons got sick, a doctor came to check and wrote the name of the medicine on the door.

Case Two

A family has two children, a son and daughter. The father divorced the mother and married a new wife. In order to support the family, the mother made up her mind to stop the daughter from going to school and the son goes to school every day. Every day the daughter sells vegetables at the market with her mother and then comes back home to do housework: cooking, washing, feeding pigs, watering vegetables and so on. The daughter has little time to relax and make friends with others. She feels very sad and disappointed when she sees other children nearby in the village going to school and playing in groups.

* Topic One, Activity 3 (page 23)



Annex 2.1*

Case Three

There is a girl named Joyful. She is the youngest at seven years with three older brothers. She wants to play with a car, a toy gun and a robot. But her parents don't allow her to. They always say, "You must be mild, wear skirts and not smile loudly. Why do you do that like a boy?" They want her to do everything only as a girl.

Case Four

There is a woman named Jina. She already has two daughters and does not want to have another baby. But her husband and mother-in-law want her to have a son. So she tried to have a baby and now she is pregnant. A few days ago, she went to see a doctor to check the gender of her baby. The doctor said, "You will have a daughter." She is very disappointed but she wants to give birth to the baby. That evening, she told her husband and mother-in-law that she will have a daughter. They were very disappointed and they suggested her to abort. She was very surprised, but her mother-in-law appealed to her strongly. She has no courage to deny her mother-in-law's suggestion.

* Topic One, Activity 3 (page 23)

Annex 2.2*

Disability Awareness Games: Physical

Using Your Hands

These are games to make people more aware of how it might feel to have difficulty using their hands and how they might be able to help.

Have a Sweet

Ask *Does someone want a sweet?* When someone says yes, their fingers are tied with a piece of cloth so it is difficult for them to move them and pick up the sweet. How does it feel?

Tied Fingers

The participants can work together in pairs. One partner ties the fingers of another with string so he or she cannot move them much. They try various tasks like writing, turning the pages of a book, filling a cup with water or eating. They should then try to work out ways to make the tasks easier, for example, wrapping cloth around the pencil for writing.

Talk with the participants

- a) *Do you know any people who cannot use their hands like you can?*
- b) *What do they have difficulty doing?*
- c) *What do other people think?*
- d) *What would it feel like?*

* Topic Two, Activity 2 (page 29)



Annex 2.2*

Disability Awareness Games: Physical

Using Your Legs

These are games to make people more aware of how it might feel to be unable to get around and how they could help.

Stand on the Chair

Ask *Who can stand on this chair?* When someone says *I can*, tie their legs together so it is difficult for him or her to move them much. How does it feel?

Handicapped Football

Choose a person to be “handicapped”. Tie a stick to one or both legs. It is difficult for them to run. Now the participants play football, taking turns to be “handicapped”. The others behave in different ways with the handicapped child. Some help him or her. Some laugh at him or her. Some are friendly. Some do not talk to him or her. Let the participants think of ways to behave.

Talk with the participants

- a) *Do you know a child who cannot run or walk like you? Why can't he or she?*
- b) *Do other children play with this child?*
- c) *Can he or she play games other children play?*
- d) *Do other children help this child or laugh at him or her?*
- e) *Do you like people laughing at you?*

* Topic Two, Activity 2 (page 29)



Annex 2.2*

Disability Games: Visual

Using Your Eyes

These are games to make people more aware of how it might feel to have difficulty seeing and how they might help.

Blindfold Partners

The participants are in pairs; one is blindfolded, the other is his or her guide. The guides take the blindfolded partners for a walk letting them feel different things and taking care of them. After the game, discuss:

- How did it feel not to be able to see?
- What did your guide do that was helpful or unhelpful?
- Did you trust your guide?

Find a Friend

One participant is blindfolded and has to try to identify others by touching them.

Catch-a-thief

The participants stand in a circle. One person is blindfolded in the middle. Around his or her feet are small stones or other objects. Another person tries to pick up the objects. If the person in the middle hears the "thief" and points to him or her, the "thief" has to go out of the game.

What's that Smell?

The participants have to identify things while they are blindfolded by smelling them, e.g., orange, banana, tea leaves and local herbs. Point out that although blind people cannot see, they can often hear and smell better than other people.

Talk with the participants

- a) Do you know any people who cannot see at all?*
- b) Any people who cannot see very well?*
- c) Do you act differently with these people? What do you do?*

* Topic Two, Activity 2 (page 29)



Annex 2.2*

Disability Games: Hearing and Speaking

Using Your Ears and Voice

These are games to make people aware of the importance of hearing and speech, how it might feel to be unable to hear or speak and how they might help a child who has poor hearing or speech.

Listen Listen

All the participants are completely silent for three minutes and listen carefully to the sounds around them. Afterwards they write down or draw everything they heard.

What Did You Say?

Divide into small groups. One participant puts his or her hands over the ears so that he or she cannot hear very well. The other participants whisper an instruction to follow, e.g., *Go and open the door*, very quietly so he or she cannot hear. Talk about what can help when a person cannot hear (for example, gestures or watching people's mouths).

Charades

This is a game where someone explains something to others through actions only – no talking. The others must guess what it is they are trying to explain. Begin with the facilitator acting out a simple phrase. The participants should guess what the facilitator is doing. Next have different participants take turns acting different phrases out. When the others are trying to guess, let them ask questions. The acting participant should respond to the questions by nodding.

Examples: I want a drink of water. I want to go to sleep. Give me a ball. I'm lost and can't find my house. I had a bad dream.

Talk with the participants

- a) Do you know any people who cannot hear?
- b) Do you know any people who cannot speak?
- c) Do you act differently with these people?
- d) Do you try and help? How?

* Topic Two, Activity 2 (page 29)

Annex 2.2*

Disability Games: Understanding

Using Your Mind

These are games to make people more aware of how it would feel if they had difficulty understanding and how they might help children with this problem.

Engleflip

Tell a participant to “Engleflip” (this is a nonsense word but let’s say it means to take a shoe off). Say it louder. Act angrier. Tell several other participants. Give some indication of what you want the person to do (touch the shoe and help the person to take it off). After the participant has done it, praise him or her. After the game, discuss how the participants felt when they could not understand.

Blah, Blah, Blah

Five participants will be asked to do a role-play of pretending to clean the house. Before they start one person goes out of the room. The remaining four persons will be told that after they’ve been cleaning a while, say “blah, blah, blah”. The four persons are told that this means “Go and get some water”, but the fifth person will not know this. The four should be told that they will continue saying “blah, blah, blah” and to add other ways to help the fifth person understand. The fifth person comes back in and they begin.

Going Shopping

One participant is a mother and another a child being sent out shopping. The mother gives him or her a long list of things to buy at the market. The child goes round the room three times and meets lots of people who interrupt him with lots of questions like *What time is it? Where are you going? Which way is the market?* How much can the child remember when he or she gets to the market. Discuss what has happened and how it might be made easier to remember what to buy.

Talk with the participants

- a) *Do you know any children who sometimes can't understand?*
- b) *Do these children play with other children?*
- c) *How do the other children treat this child?*
- d) *What would it feel like?*

* Topic Two, Activity 2 (page 29)



Annex 2.2*

Disability Games: Remembering

Using Your Memory

These are games to make people more aware of how it would feel if they had difficulty remembering and how they might help children with this problem.

Stand Up, Turn Around

Stand up, turn around, jump three times, turn the tap on, pick up a pencil, sit down, clap your hands, cover your eyes, hold your ears.



Ask the participants to do the actions in the above box. Say them all together in one sentence. You should say them quite quickly, not waiting for the participants to do each action before you go to the next one. Repeat louder. Now try again, say them slowly and wait until they do one action before going on to the next. After the game, discuss:

- Why couldn't you do all the things the first time you were asked?
- Why could you do them the second time?

Explain that sometimes children who have trouble understanding may have been confused by too many instructions, but two instructions at once may be too many for a handicapped child.

What's Missing?

Place fourteen items on a table where the participants can see them. Let them look for 30 seconds. Cover them with a cloth and take seven away. Remove the cloth. The participants write down the missing items. Repeat the game using six items and removing three.

* Topic Two, Activity 2 (page 29)

Annex 2.3*

THE BOY WITH TWO EYES

Way, way out in space there is a planet just like Earth. The people who live on the planet are just like us – except for one thing – they have only one eye. But it is a very special eye. With their one eye they can see in the dark. They can see far, far away; and they can see straight through walls.

Women on this planet have children – just like on Earth.

One day a strange child was born. He had two eyes! His mother and father were very upset.

The boy was a happy child. His parents loved him and enjoyed looking after him. But they were worried because he was so unusual. They took him to lots of doctors. The doctors shook their heads and said, “Nothing can be done.”

As the child grew up, he had more and more problems. Since he couldn’t see in the dark, he had to carry a light. When he went to school, he could not read as well as other children. His teachers had to give him extra help. He couldn’t see long distances, so he had to have a special telescope. Then he could see the stars and other planets. Sometimes when he walked home from school he felt very lonely. “Other children see things I can’t see,” he thought. “I must be able to see things they don’t see.”

And one exciting day, he discovered he could see something that nobody else could see. He did not see in black and white as everybody else did. He told his parents how he saw things. He took his parents outside and told them about his thrilling discovery. They were amazed! His friends were amazed as well. He told them wonderful stories. He used words they had never heard before like red and yellow and orange. He talked about green trees and purple flowers. Everybody wanted to know how he saw things. He told wonderful stories about deep blue seas and waves with foaming white tops. Children loved to hear his stories about amazing dragons. They gasped as he described their skin, their eyes and their fiery breath.

One day he met a girl. They fell in love and got married. She didn’t mind that he had two eyes. And then he found that he didn’t mind either. He had now become very famous. People came from all over the planet to hear him talk.

Eventually they had a son. The child was just like all the other children on the planet. He had only one eye.

* Topic Two, Activity 3 (page 31)

Annex 2.3*

THE BOY WITH TWO EYES



* Topic Two, Activity 3 (page 31)

Annex 2.4*

Definitions and Game: What is Handicapped?

Impairment	A medical problem
Disability	Possible result of a medical problem
Handicap	A limited ability to do something in a certain situation
REMEMBER:	An impairment <u>can</u> (does not have to) cause a disability which in turn <u>can</u> (does not have to) cause a handicap.
THEREFORE:	All impairments do not cause disabilities and all disabled persons do not have to be handicapped.
ALSO:	Impairments and disabilities are stable conditions. They may change, but not daily. However, a handicap changes according to the situation.
GAME:	In each set, which of the following people is probably handicapped? Circle a) or b).
e.g.	<ul style="list-style-type: none"> a) Caroline and Carol cannot speak Nepali. They want to explain to a Nepalese mother how to teach her child to feed herself. b) Caroline and Carol want to explain to an English mother how to teach her child to feed himself.
1.	<ul style="list-style-type: none"> a) A blind person making a speech b) A blind person watching a football game
2.	<ul style="list-style-type: none"> a) A mentally retarded person drawing a picture b) A mentally retarded person working with a computer
3.	<ul style="list-style-type: none"> a) A deaf person listening to the radio b) A deaf person reading a book
4.	<ul style="list-style-type: none"> a) An English university professor who cannot speak French, in a meeting in France where the only language spoken is French b) The same professor in France giving a lecture to students who specialize in speaking English
5.	<ul style="list-style-type: none"> a) A small child playing with friends b) The same child in a movie theater sitting behind very large people
6.	<ul style="list-style-type: none"> a) A mentally retarded person throwing a ball b) The same person playing a very complicated game
7.	<ul style="list-style-type: none"> a) A person who cannot read, singing a song that someone has taught him b) That same person singing a song from a music book

* Topic Two, Activity 4 (page 32)



Annex 2.5*

Case on Differently-abled Children

Setting: A rich family in rural Bangladesh

Characters:

Mr. Yunus (42 years), father, rich landowner

Mrs. Yunus (36 years), mother

Sohail (15 years), son

Assad (10 years), son, disabled

Samina (7 years), daughter

Ambia (30 years), domestic servant

Background:

At the age of two, Assad developed polio, which permanently paralyzed his right leg. He walks on crutches. His family provides him all his basic needs (food, clothing, shelter, etc.), and he is attended to and looked after by Ambia. He likes spending time with Ambia, as she is gentle, attentive and caring towards him. While Ambia is fulfilling her other household chores, Assad is usually left to himself. He wishes he could spend more time with his parents and his brother and sister, but they are usually busy with many of their own activities.

Role-Play Script:

One day, Mr. And Mrs. Yunus, Sohail and Samina assemble in the living room. The four of them begin planning a one-week trip to Sylhet that Mrs. Yunus, Sohail and Samina will be taking while Mr. Yunus is attending to his business affairs at home. In the meantime, Assad, who is being served his meal by Ambia in the next room, overhears these plans. He immediately makes his way to the living room and expresses his strong desire to go with them. Mrs. Yunus explains to Assad that because Mr. Yunus will remain at home during this trip, Ambia would also need to stay behind and hence will not be able to accompany Assad and take care of him during the trip. Sohail also explains that they plan on taking long walks in the tea gardens which would be too tiring for Assad. Samina is also hoping to run around and play with her cousins in the fields. Assad continues to insist and plead with his parents to let him come along. In the end, a decision is taken and acted on.

* Topic Two, Activity 5 (page 33)

Annex 2.6*

CRC Articles

Article 2

1. *States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.*
2. *States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.*

Non-discrimination: All rights apply to all children without exception. It is the State's obligation to protect children from any form of discrimination and to take positive action to promote their rights.

* Topic Two, Activity 5 (page 33) and Activity 6 (page 34)



Annex 2.6*

Article 3

1. *In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.*
2. *States Parties undertake to ensure the child such protection and care as is necessary for his or her well-being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures.*
3. *States Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff, as well as competent supervision.*

Best interests of the child: All actions concerning the child shall take full account of his or her best interests. The State shall provide the child with adequate care when parents, or others charged with that responsibility, fail to do so.

* Topic Two, Activity 6 (page 34)

Annex 2.6*

Article 6

- 1. States Parties recognize that every child has the inherent right to life.*
- 2. States Parties shall ensure to the maximum extent possible the survival and development of the child.*

Survival and development: Every child has the inherent right to life, and the State has an obligation to ensure the child's survival and development.

* Topic Two, Activity 6 (page 34)



Annex 2.6*

Article 12

1. *States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.*
2. *For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.*

The child's opinion: The child has the right to express his or her opinion freely and to have that opinion taken into account in any matter or procedure affecting the child.

* Topic Two, Activity 6 (page 34)


**Annex 2.6****Article 23*

1. *States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community.*
2. *States Parties recognize the right of the disabled child to special care and shall encourage and ensure the extension, subject to available resources, to the eligible child and those responsible for his or her care, of assistance for which application is made and which is appropriate to the child's condition and to the circumstances of the parents or others caring for the child.*
3. *Recognizing the special needs of a disabled child, assistance extended in accordance with paragraph 2 of the present article shall be provided free of charge, whenever possible, taking into account the financial resources of the parents or others caring for the child, and shall be designed to ensure that the disabled child has effective access to and receives education, training, health care services, and rehabilitation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development.*
4. *States Parties shall promote, in the spirit of international cooperation, the exchange of appropriate information in the field of preventive health care and of medical, psychological and functional treatment of disabled children, including dissemination of and access to information concerning methods of rehabilitation, education and vocational services, with the aim of enabling States Parties to improve their capabilities and skills and to widen their experience in these areas. In this regard, particular account shall be taken of the needs of developing countries.*

* Topic Two, Activity 5 (page 33)
and Activity 6 (page 34)

Disabled children: A disabled child has the right to special care, education and training to help him or her enjoy a full and decent life in dignity and achieve the greatest degree of self-reliance and social integration possible.

**THE ONG FAMILY
HAS A BIG PROBLEM.
MR.ONG IS MOLESTING
HIS 6 YEAR-OLD NEPHEW.
HOW DO THEY KEEP
THE BOY FROM
TALKING ABOUT IT?**



**SEXUAL CRIMES AGAINST CHILDREN WON'T STOP UNLESS
WE START SPEAKING UP. CALL 03-283 6887.**

Child Sexual Abuse Awareness week is led by P.S. The Children, Malaysian Child Resource Institute in coalition with:

- Selangor Council of Social Welfare • National CBR Coordinating Committee Malaysia • All Women's Action Society • Malaysian Paediatric Association
- Yayasan Selam Malaysia • Malaysian Association for the Protection of Children • Community Support Network (Selangor) • Children at Risk Network, Malaysia (CARNet) • Malaysian Association for Shopping and Highrise Complex Management • Sathya Sai Central Council of Malaysia (SSCCM) • Persatuan Tadika Malaysia • Budimas Charitable Foundation • Persatuan Kebajikan Kanda Dinda Selangor dan Wilayah Persekutuan



Child Abuse

Rationale

Child abuse is a world-wide, international problem facing children. Even though there is quite a lot of information available, there is a lack in some countries. Child abuse is also a sensitive issue in some countries, even though it is a cross-cutting one for child rights. Thus there is a need for the development of skills so that people can get involved in training with children to promote the prevention of child abuse.

This module is a one-day workshop designed for children 10-12 years old, but it can be adapted for other age groups. Its overall objectives are for children to be:

- provided with information on child abuse, the touching rules and support systems
- informed of their rights to protection against child abuse
- equipped with skills in decision-making and assertiveness that could enable them to apply the provided information practically or for dissemination purposes
- strengthened in their capacity to raise their self-esteem and be empowered to use the skills when needed

The contents of this workshop are:

Topic One: What is Child Abuse?

Activity 1: Assessing Children's Understanding of Abuse

Activity 2: Types of Abuse

Activity 3: Role-Play

Activity 4: Effects of Abuse and the CRC

Topic Two: Children and Their Bodies

Activity 1: It's My Body

Activity 2: Touching Rules

Activity 3: Touch Continuum

Topic Three: Assertiveness and Support

Activity 1: Role-Play on Assertiveness

Activity 2: Safety and Trust - The Telling Tree



Topic One: What is Child Abuse?

Activity 1: Assessing Children's Understanding of Abuse

Objective: For children to understand the meaning of abuse

Procedure:

1. Ask children to form into small groups to discuss the word "abuse" and what it means to them, or ask them to just give examples only.
2. Each group will then present their answers.



Facilitator's Role: The facilitator should make notes while the children are presenting their level of understanding. The facilitator may have to explain abuse and the types of abuse.

Notes for the Facilitator:

Physical abuse is when parents or adults deliberately or knowingly inflict injuries on a child, or do not prevent them. It includes hitting, shaking, burning or biting. It also includes using excessive force when feeding, changing or handling a child. Giving a child poisonous substances, inappropriate drugs or alcohol, or attempting to suffocate or drown a child are also examples of physical abuse.

Neglect occurs when adults fail to meet their child's essential needs, such as adequate food, clothing, warmth and medical care. Leaving children who are too young to look after themselves alone or without proper supervision is also an example of neglect which results in physical and emotional harm.

Emotional abuse is when parents continuously fail to show their child love or affection, or when they threaten, taunt or shout at a child, causing him or her to lose confidence and self-esteem and to become nervous or withdrawn.

Sexual abuse takes place when an adult coerces, tricks or forces a child to take part in a sexual activity, using the child to satisfy his or her own sexual desires. This can involve:

- Exhibitionism, in which an adult exposes his genitals to a child.
- Voyeurism or peeping tom, when an adult watches a child undress, bathe or use the bathroom.
- Kissing, in which the adult gives the child lingering or intimate kisses, especially on the mouth and perhaps with the adult's tongue stuck in the child's mouth.
- Fondling or molesting, in which an offender touches, caresses or rubs a child's genitals or breasts, or has the child similarly touch his body.
- Fellatio or cunnilingus, in which an adult forces a child to have oral-genital contact with him.
- Vaginal or anal intercourse, in which the adult penetrates the child's vaginal or anal opening with a finger, penis or object.
- Pornography can be a special instance of child sexual abuse, when it involves the use of pictures, videotape or film depicting graphically specific sexual acts between adults, adults and children, or children.
- Obscene phone calls, in which a call is made to scare or upset the person who answers. It might include heavy breathing, obscene language or suggestions of sexual contact.
- Rape, in which one person forces another into sexual intercourse. Sometimes a weapon is used and often the rapist wants to hurt and humiliate another human being. Forced sex is the way they do it. It is not the forced person's fault.
- Incest, in which one person is tricked, forced or persuaded into having sexual relations with someone in the family.



Activity 2: Types of Abuse

Objective: Be able to identify the four different types of abuse

Procedure:

1. Have a set of pictures depicting the four different types of abuse (see Annex 3.1, pages 73-78, for examples).
2. Divide the children into four groups representing the four different types of abuse. Each group is given the whole set of pictures and asked to select the picture showing their group's type of abuse, be it sexual, physical, emotional or neglect.
3. After the selection of pictures, a group representative will present their pictures to the whole group and put them one at a time into a box or basket identifying their group type as shown below:

Sexual	Physical	Emotional	Neglect
--------	----------	-----------	---------

4. Stick the selected pictures on the wall, board or flipchart.

Another Option for Activity 2:



Note: This option can be used if you only have one set of pictures available.

Procedure:

1. Mix all the pictures of the four types of abuse together.
2. Empty all the pictures together onto the floor.
3. Ask each group to come and select pictures that relate to their group's type of abuse until all the groups have picked up theirs.
4. Display them on a flipchart, present to the group and put them into a box as above, or display them on the floor.

Activity 3: Role-Play

Objective: Be able to identify the four different types of abuse

Procedure:

1. Have children remain in their groups and provide them with scenarios like the sample below, or ones that the facilitator or children themselves can formulate.
2. Each group is to role-play the scenario and identify the abuse.
3. The rest of the children can also identify the types of abuse.



Facilitator's Role:

- The facilitator will need to produce short scenarios for the role-play.
- The facilitator should give as many scenarios as possible.
- Each scenario should have indicators of the different types of abuse.

Sample Scenario of Neglect and Emotional Abuse

Ann is 12 years old and the oldest of three children. She is busy all day doing housework, looking after her younger brother and baby sister as well as trying to do her school work. Her parents leave for work very early and come home very late at night. Ann gets scolded often for not cleaning the house well enough and is constantly yelled at for getting low grades. Nothing Ann does pleases her parents.



Activity 4: Effects of Abuse and the CRC

Objectives: At the end of the session, children will be:

- Aware of the effects of child abuse
- Informed of the articles in the CRC which stipulate their rights to protection against abuse

Materials:

- Relevant CRC articles on an OHT or flipchart paper in large print (Annex 3.2, pages 79-80)

Procedure:

1. Divide the children into four groups.
2. The four groups will discuss and list the effects or consequences of the four types of abuse.
3. Have each small group give a brief presentation with comments from the facilitator. (See the Notes for the Facilitator on the next page for a range of possible responses.)
4. Summarize and supplement. After that, tell the children that there are legal documents which provide children with the right to be protected from all kinds of abuse. Show the OHTs of the related articles and explain.



Note: Reference can be made back to the pictures used in Topic One, Activity 2 (Annex 3.1, pages 73-78).

Notes for the Facilitator:

Physical abuse can result in:

- Broken bones
- Scars
- Permanent disfigurement
- Serious internal injuries
- Brain damage
- Bruising
- Death

Emotional abuse can result in:

- Depression
- Suicide
- No or very low self-esteem
- Aggression
- Loss of appetite
- Starvation
- Anti-social behavior

Neglect can result in:

- Physical harm
- Illness
- Starvation
- Deformity in physical, social, emotional and moral development
- No or low self-esteem
- Suicide
- Depression

Sexual abuse through "minor" incidents may cause temporary emotional disturbances:

- Embarrassment
- Fear
- Confusion
- Guilt
- Anxiety
- Sense of rejection
- Distrust of adults and strangers

Severe sexual abuse incidents may lead to:

- Behavioral problems - withdrawal, difficulty at school, aggressive behavior and running away
- Psychological harm - nightmares, extreme depression or anxiety
- Physical harm - cuts, bruises, venereal disease and pregnancy



Topic Two: Children and Their Bodies

Activity 1: It's My Body

Objective: To introduce children to the concept of their own special body

Materials:

- Drawings (Annex 3.3, pages 81-82) of a boy and girl. (The illustrations of the body can either include their genitals or be covered with a bikini or swimming trunks. Even though it is not common for Asian girls to wear a bikini, it is advisable to illustrate the child in a bikini so that you can explain that *the parts that are covered by your bathing suit are your private parts.*)
- Twelve markers, stickers or balloons; three of each color - green, red and yellow - that represent touchable, untouchable and acceptable respectively.

Procedure:

1. Divide the children into four groups.
2. Give each group a set of drawings (two groups will each receive the drawing of the boy, and the two other groups will each receive the drawing of the girl).
3. Each group will then have to discuss the following questions and mark on the body maps :
 - Which parts of the body will you allow anyone to touch? (mark green)
 - Which parts of the body will you not allow anyone to touch? (mark red)
 - Which parts of the body is for free contact, e.g. a handshake? (mark yellow)
4. A representative from each group will present their work.



Facilitator's Role: Comment on and discuss each group's presentation. Ensure that children know that the parts marked red are their private body parts, and that their body belongs to them and they have the right to protect it. To make sure that the children know what their private parts are, the facilitator will ask *do you know the names of your private parts?*

Note for the Facilitator: Private body parts include breast and nipples, penis and scrotum (testicles), buttocks, vagina, anus and lips. Children need not remember these specific names. They can use their own jargon or lingo. However, the facilitator should use the proper scientific names.

Activity 2: Touching Rules

Objective: To introduce children to the safety rules for their body

Procedure:

1. Facilitator: *Okay children, we have spent some time getting to know about our bodies. We each have one body and it is our own special body. We have special rules for our body.*

Rule 1: No one should touch your private body.

Rule 2: If someone touches you in a way you don't like, say "no" and get away.

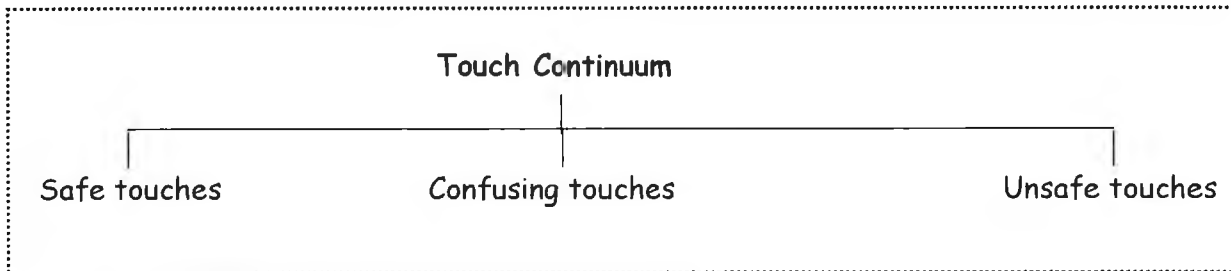
Rule 3: Tell someone and keep telling until someone helps you.

2. Ask children to identify the ways we keep our bodies clean. Examples are bathing, brushing our teeth, taking care of wounds and going to the doctor.
3. Talk about things that keep them (children) clean and healthy that you don't like, e.g., getting an injection, a baby getting a diaper change.
4. Tell the children: *No one should ask you to touch your private body parts.*



Activity 3: Touch Continuum

Objective: To introduce the concept of safe, unsafe and confusing touches



Procedure:

1. Begin by drawing the touch continuum on a board, explaining that there are different kinds of touches and feelings about touches.
2. Ask the children to write down examples of what they think are, for example, safe touches (good or happy) and unsafe touches (angry, sad or scared).
3. Under "safe touches" place the examples of touches that make the children feel good or happy.
4. Under "unsafe touches", place the example touches that make the children feel angry, sad or scared.
5. Write down all the examples given by the children.



Facilitator's Role: Give or add as many examples as possible. Explain what confusing touch means through a story or scenario, and what determines the nature of touch. When discussing the different kinds of touches, remember to put it together with feelings so that the children can begin to understand how to use their feelings to make judgements and later to keep themselves safe. Look out for touch examples from children which could indicate a child has a problem.

Notes for the Facilitator:

Safe touches are those which make the receiver feel affirmed. These touches and attention are experienced by the receiver (child) as warm, caring, nurturing and supportive. All persons need to receive this kind of touch.

Unsafe touches are those that hurt the receiver, that make the receiver feel bad, that inflict pain or that seem to disregard the receiver's (child's) feelings. It is usually very clear that the child does not want this kind of touch or attention, which he or she may describe as manipulative, coercive and frightening.

Confusing touches are those which make the receiver feel uncomfortable, uneasy, confused or unsure. The receiver experiences confusion and conflicting feelings about the touch and/or about the person who does the touching. The intent of the adult may be unclear; the touch or attention may be unfamiliar. There are times when this kind of attention "feels good" but is also frightening, such as a touch that is sexually stimulating, or an adult stating in front of your friends how wonderful you are. Thus, the attention or touch that "feels good" is not always good or safe.

Determining the nature of touch: Whether the touch or attention is "safe", "unsafe" or "confusing" is determined by how the receiver experiences it, not by the intentions of the person giving the attention or doing the touching. The adult may intend the touch or attention to convey a certain kind of message (like support or affection) but the message is entirely dependent upon how the receiver perceives the touch or attention, and the adult has no control over this. The intentions of the adult or the person who is doing the touching are irrelevant.



Topic Three: Assertiveness and Support

Activity 1: Role-Play on Assertiveness

Objectives:

- To provide children with skills on assertiveness and problem solving
- To empower children to say no to any indicators of abuse

Procedure:

1. Children are divided into groups to discuss the scenarios below.
2. Children will have to respond to the questions and act out the three responses, i.e., assertive, passive and aggressive (see the Note on the next page).

Scenario 1

I am 12 years old, studying at a secondary school. One day, my uncle visited my family. He said he had not seen me for ages. He hugged me very tight and kept on touching me. My mother and father enjoy talking with my uncle. What would you say? What would you do?

Scenario 2

After dinner, I was in the bedroom doing school homework. Simultaneously, my father and uncle were watching World Cup football on TV while drinking alcohol (beer). As the football players were shooting goals, they clapped their hands loudly and kept asking me to serve them more beer. What would you say? What would you do?

Scenario 3

Early in the morning, my mother woke me up to clean the living room. It was an additional daily routine for me. I didn't have enough time for breakfast because I had to rush to school. What would you say? What would you do?

3. Then ask the children how the following situations could be handled in an assertive way?
 - a. Ms Taina asks to borrow money from you and will repay you at the end of the week. You lend her the money and a week has gone by and she has not repaid you. Your response?
 - b. You saw your classmate taking drugs and overdose on them. He was crossing the road when he fell and lay in the street. He could not pick himself up and any moment he could have been run over by a car. What would you do?
 - c. An auntie asks you to help her carry a bag to someone she calls a friend who is a total stranger to you. You are not informed of the bag's content. What are you going to do?

Note for the Facilitator: See Annex 5.8 (page 159) in the Child Participation section for definitions of Assertive, Passive and Aggressive.



Activity 2: Safety and Trust - The Telling Tree

Objectives:

- Introduce the child's right to safety
- Identify trusted adults that children can go to for help

Procedure:

1. Read and discuss with the children the following questions:
 - *Do you know what it feels like when you are safe?*
 - *How do you know you are safe?*
 - *Which parts of your body tell you that you're safe?*
2. Inform the children that:
 - *We all have the right to feel safe with other people.*
 - *You have the right to feel safe with other people.*
 - *I have the right to feel safe with other people.*
 - *There are lots of grown-ups who can help us stay safe.*
3. Have the children break into groups to discuss:
 - The kind of people they feel they can trust.
 - Why they feel they can trust these people to talk to them about anything, including abuse.
 - Pass out the "Telling Tree" sheet (Annex 3.4, page 83) to every child. Ask them to decide and paste a photo of their trusted adults, draw their picture or write their name. Allow the children to identify the trusted adults themselves.

ব্যক্তিপূর্ণ ও দীর্ঘ সময়ের কাজে



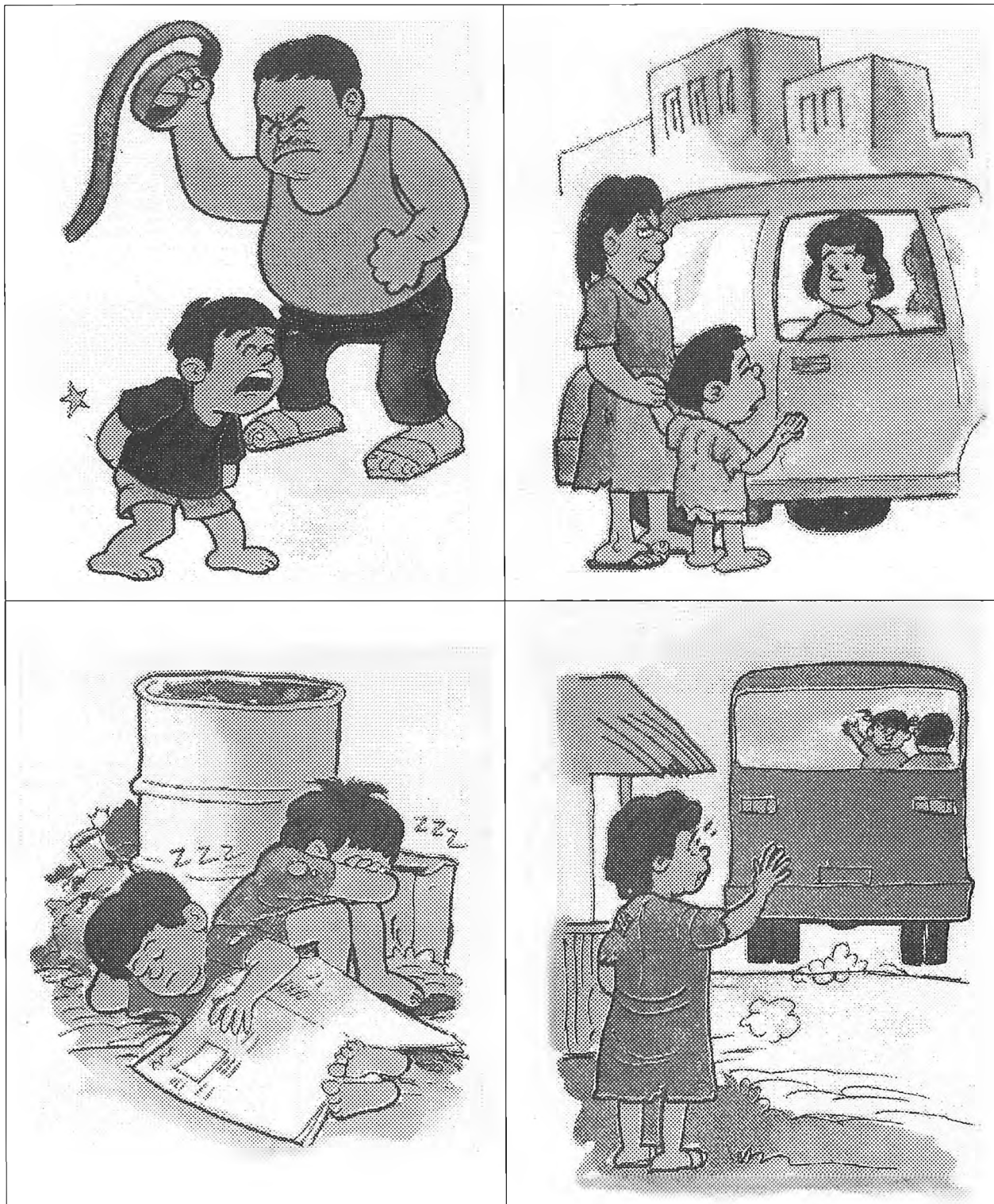
শিশুদেরকে নিয়োগ বন্ধ করুন!

Annex 3.1*



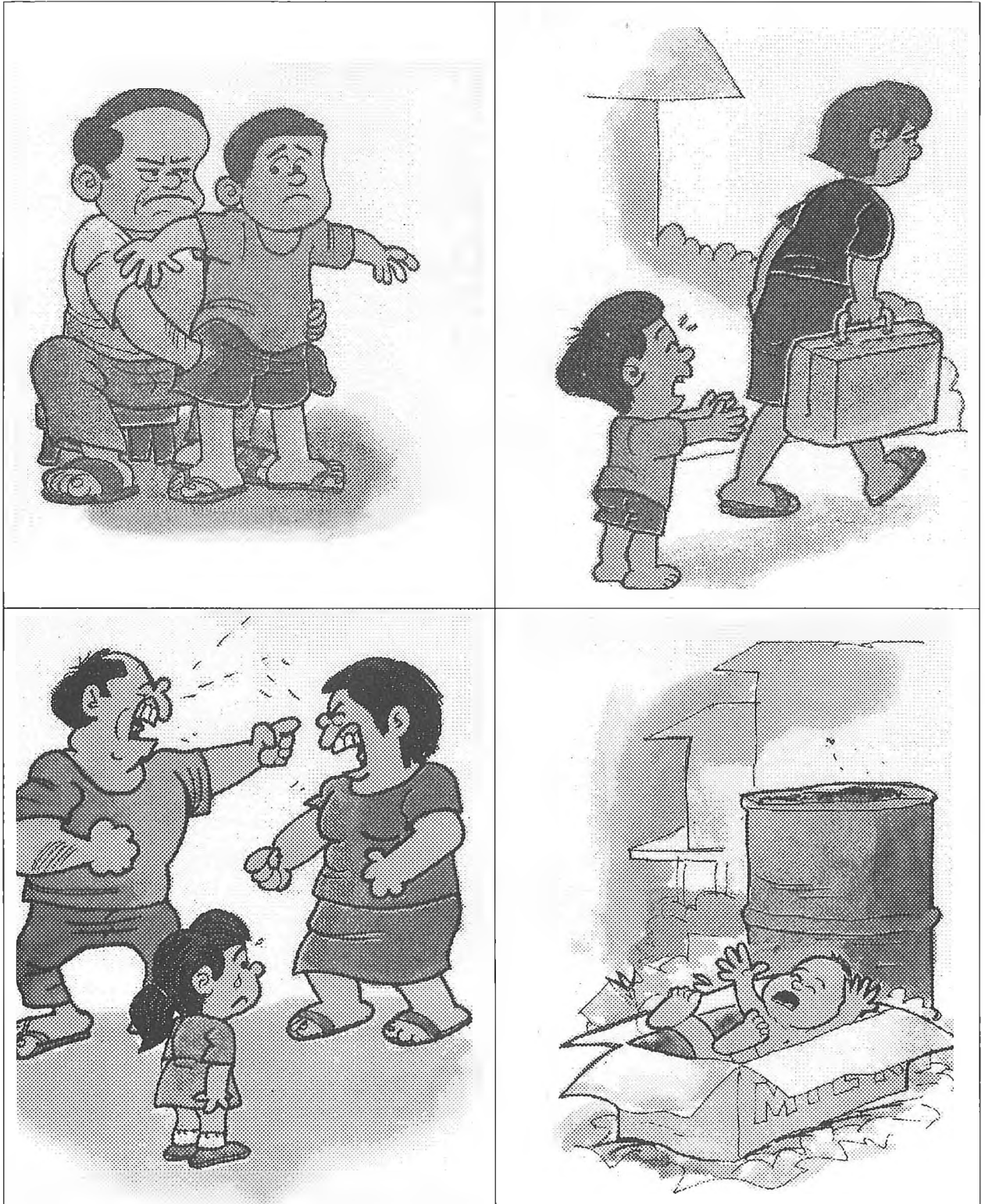
* Topic One, Activity 2 (page 60)

Annex 3.1*



* Topic One, Activity 2 (page 60)

Annex 3.1*



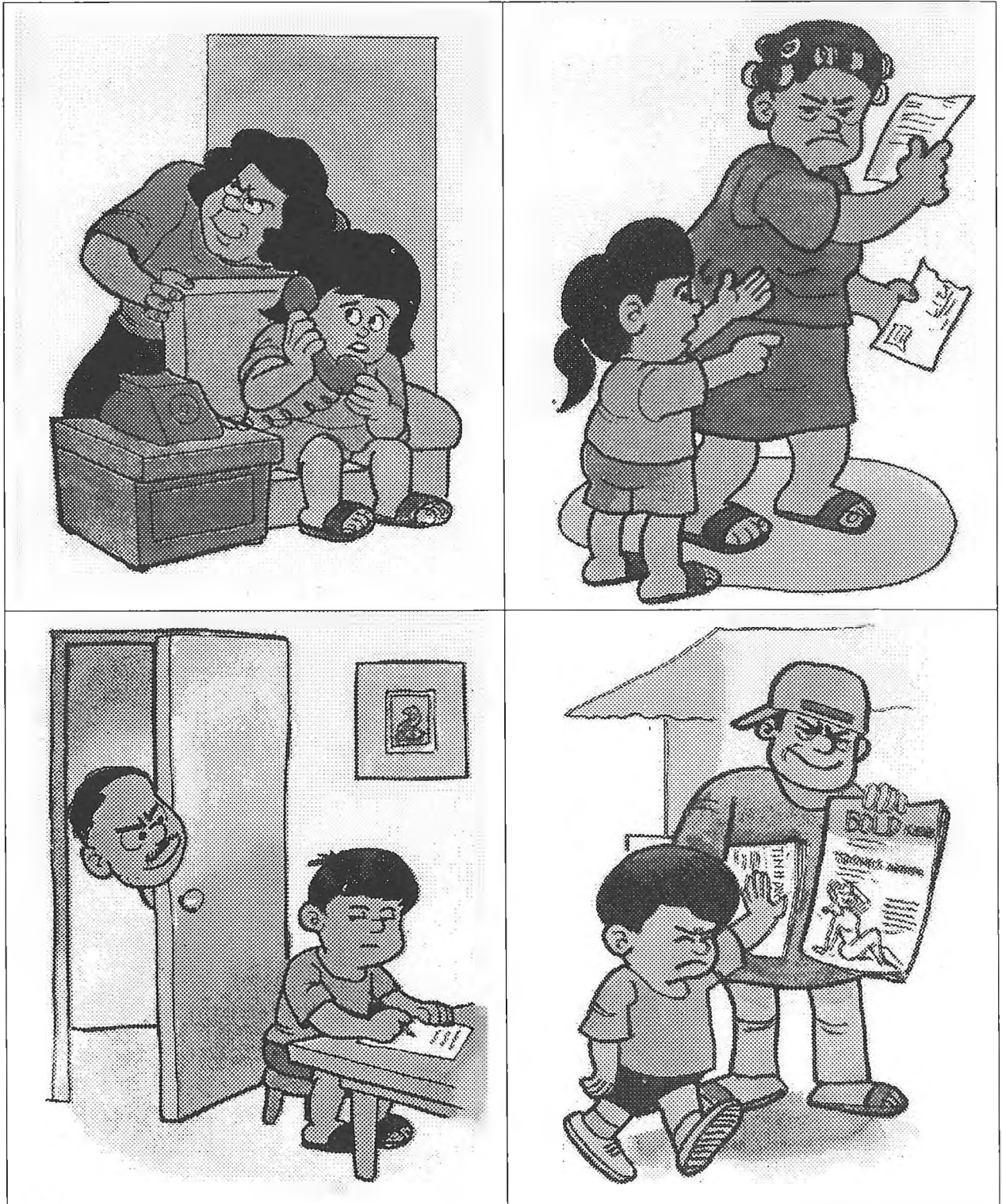
* Topic One, Activity 2 (page 60)

Annex 3.1*



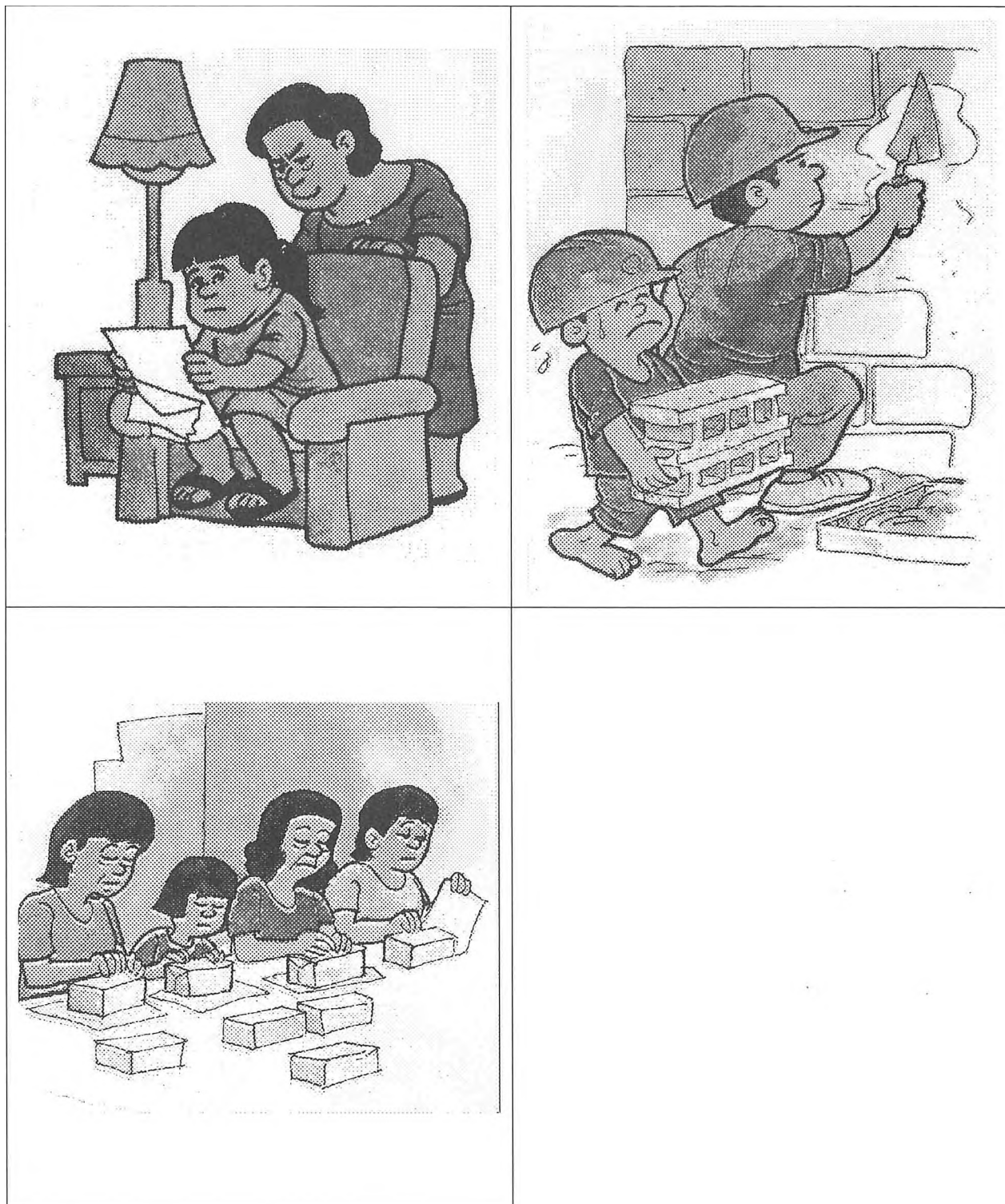
* Topic One, Activity 2 (page 60)

Annex 3.1*



* Topic One, Activity 2 (page 60)

Annex 3.1*



* Topic One, Activity 2 (page 60)

Annex 3.2*

Article 12: The right to express your opinions

You have the right to express your thoughts, e.g., to say NO to the kind of touches that you don't like, and adults have to take that seriously.

Article 13: Freedom of expression

You have the right to express your view. You can say what you think through speaking, writing, art etc. unless it breaks the rights of others. You must be asked, your opinions must be respected in all decisions which concern you, at home, in school, by authorities and courts. You have the right to think what you like or dislike.

Article 17: Right to appropriate information

All children have the right to information from different parts of the world. You have the right to sex education, to know how to protect yourself.

Article 18: Parental responsibilities

The family is very important for the development and well-being of the child. Your parents have the primary responsibilities for your upbringing and security. Both of your parents should be involved in bringing you up and they should do what is best for you.

Article 19: Right to protection from abuse and neglect

No child shall be maltreated, exploited or neglected. No child shall be forced to harmful labor. No child shall be abused. If you are maltreated, you shall get protection and assistance. No one should hurt you in any way. Adults should make sure that you are protected from abuse, violence and neglect. Even your parents have no right to hurt you.

* Topic One, Activity 4 (page 62)



Annex 3.2*

Article 24: Right to health and health services

You have the right to good health, to get the help and care (professional help and medicine) you need, when you are not feeling well. Adults should try their hardest to make sure that children do not get sick in the first place by feeding and taking good care of them.

Article 31: Right to leisure, recreation and cultural activities

All children have the right to rest, play and live in a good environment.

Article 32: Right to protection against child labour

Children have the right to be protected from work that threatens their health, education and development.

Article 33: Drug abuse

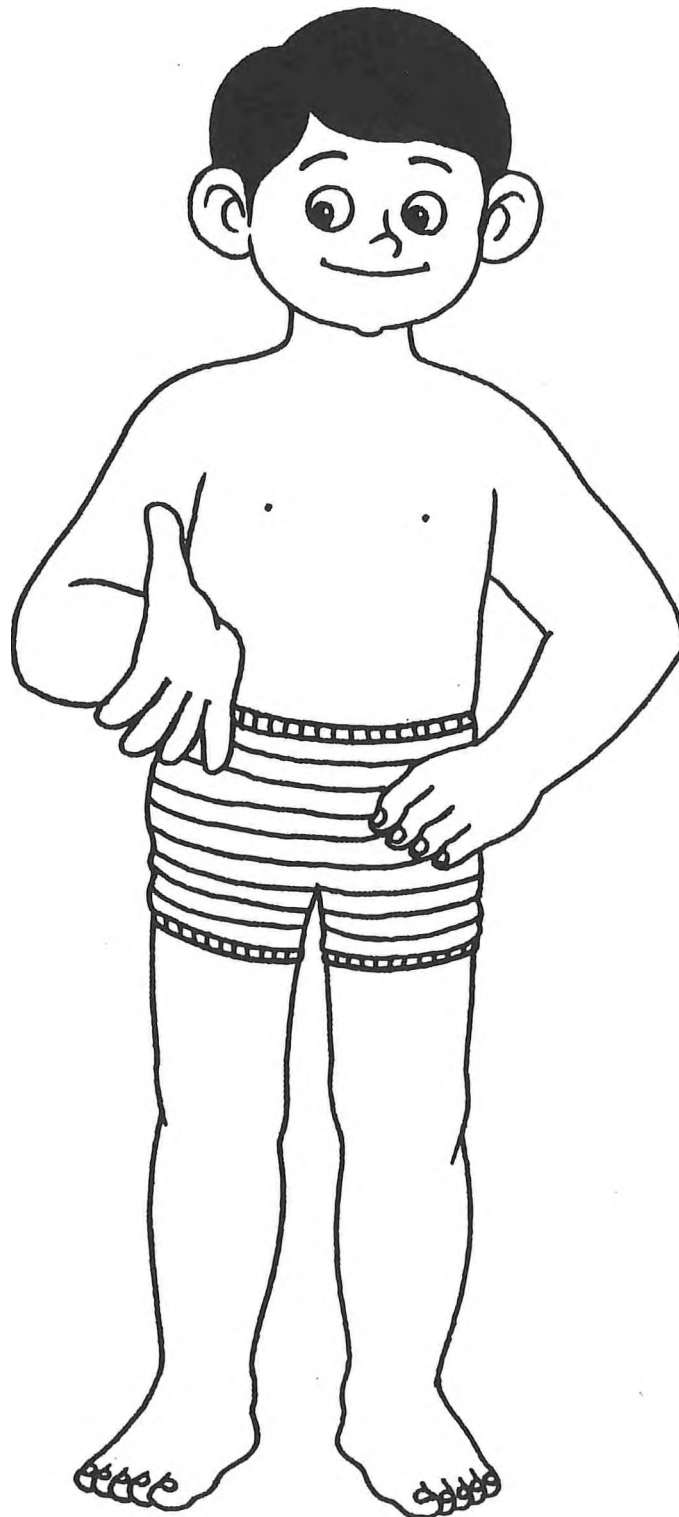
Children have the right to be protected from drugs, as well as being involved in its distribution.

Articles 34 & 36: Protection against sexual abuse and exploitation

You have the right to be protected from sexual abuse and exploitation. This means that nobody can do anything to your body that you do not want, such as touching you or taking pictures of you. Children have the right to be protected from all forms of abuse and exploitation.

* Topic One, Activity 4 (page 62)

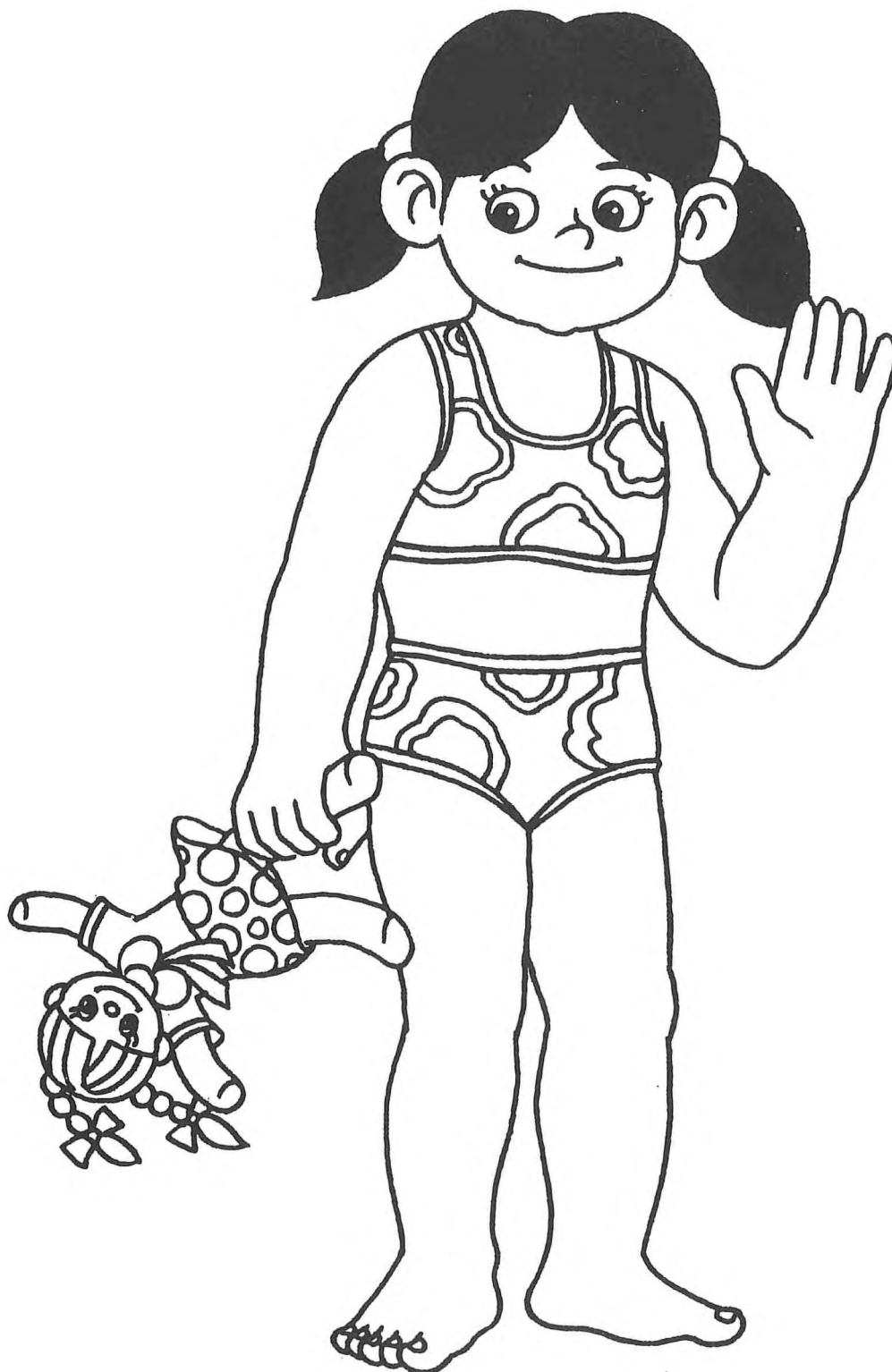
Annex 3.3*



* Topic Two, Activity 1 (page 64)



Annex 3.3*

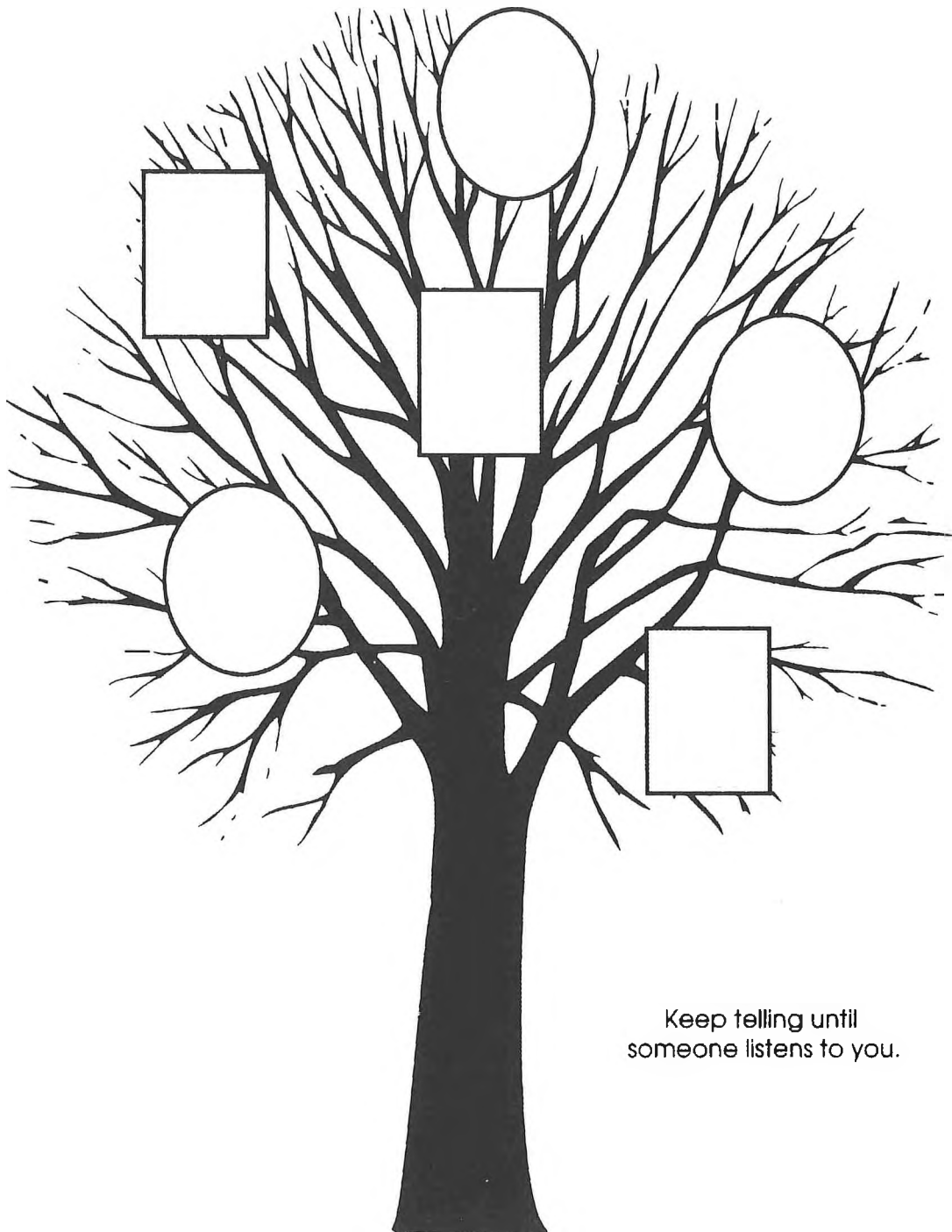


* Topic Two, Activity 1 (page 64)

Annex 3.4*

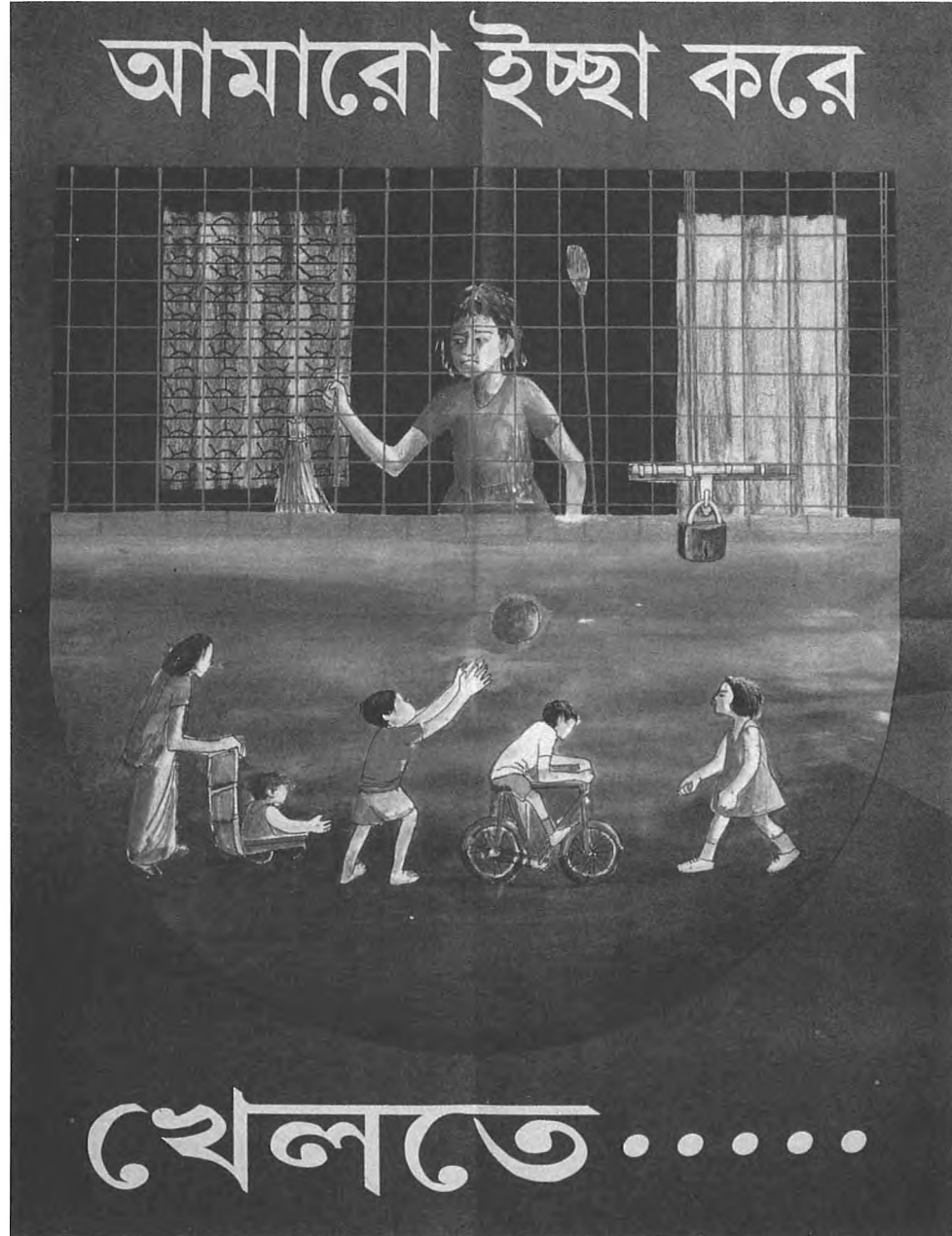
Telling Tree

If someone touches you and you don't like it, say No, Run and Tell someone you trust.
You can tell ...



Keep telling until
someone listens to you.

* Topic Three, Activity 2 (page 70)





Juvenile Justice

Rationale

Juvenile justice is a difficult topic that often involves only highly specialized people like lawyers and judges. It is a concept that is often difficult to comprehend, and is therefore left to juvenile justice professionals. Many countries do not have appropriate child-sensitive juvenile justice systems (children are often considered as offenders who should be punished, not as victims of circumstances), and it is an issue that should be understood and dealt with, not only by professionals. Therefore, there is a need to involve the community and children themselves in this critical issue.

This topic has not been adequately documented in previous materials and there is a limited number of training publications. Information on criminal justice through case studies needs to be disseminated. Thus, it is a area of concern for training in the region. There is also a need to consider how to train and access legal professionals like lawyers and judges.

Context

The UN CRC requires States Parties to promote the establishment of laws, procedures, authorities and institutions specifically applicable to children who come in conflict with the penal law as provided for in Article 40.

The UN Committee on the Rights of the Child has recommended to many Asian countries that they reform their juvenile justice systems and, in so doing, adhere to international standards concerning juvenile justice, including the Beijing Rules, the Riyadh Guidelines and the United Nations Rules for the Protection of Juveniles Deprived of Liberty (JDL Rules).



Basic Information on Juvenile Justice

The following are some basic concepts and terms relating to juvenile justice that will be helpful in using this material:

Juvenile justice refers to the legal procedure applied to children in conflict with the law, starting from initial contact of the child up to the reintegration of the child into society. Initial contact may be through (1) arrest by police officers or (2) issuance of a summons by government lawyers or prosecutors. A summons is an order for the juvenile alleged to have committed a crime to submit his answer to the complaint against him and/or to appear before the authorities to answer some complaint or charges.

Age of criminal responsibility is the age wherein the child can be brought to the juvenile justice system and is presumably the age where the child has discernment, thus he is aware of the consequences of his actions. This is the minimum age below which children are presumed not to have the capacity to infringe the penal law (CRC Article 40.3). (See Annexes 4.1 and 4.2, pages 101-105, for information from Hong Kong.)

Diversion is an alternative child-appropriate process of determining a child's responsibility for an alleged offense as well as the determination and imposition of measures or programs, if any, to be imposed without resorting to formal court adjudication. Diversion programs that are recommended to communities may include family counseling, issuing a citation, writing a letter of apology, restitution and community service. The concept of diversion is found in the Beijing Rules. It is an act with the end goal of disposing of the case involving a juvenile without resorting to formal trial by a competent authority (e.g., court, tribunal, board, council).

A *juvenile* is a child or young person who, under the respective legal systems, may be dealt with for an offence in a manner which is different from an adult (Article 2, Paragraph a. of the Beijing Rules).

A *juvenile offender* is a child or young person who is alleged to have committed, or who has been found to have committed, an offense (Article 2, Paragraph c. of the Beijing Rules).

An *offence* is any behavior (act or omission) that is punishable by law under the respective legal systems (Article 2, Paragraph b. of the Beijing Rules).

Interest Groups

Juvenile justice is a government's administration of justice to children who come in conflict with the law. The following are various stakeholders in the juvenile justice system:

- a. *Judiciary* - judges, magistrates, lawyers and the police, who are critical in the administration of justice
- b. *Legislature* - the body which draws up laws that govern the system
- c. *Executive* - various related government departments which play a coordinating role; those who play an important role in the rehabilitative aspect of the system, such as staff in jails and correctional facilities
- d. *Community* - community leaders, teachers, parents and children
- e. *Independent bodies* - those who act as monitoring bodies like ombudsman, national human rights commissions or non-governmental human rights groups



Note: All the stakeholders except for "d." may be "difficult to crack" groups that need to be addressed further.



Basic Information on Juvenile Justice Training

With the varied interest groups, it is hard to come up with one training design for all. Note that the training design proposed here is only a recommendation and can be changed depending on the context in which the training is conducted and the number and kind of participants.

Training Values

The following values are suggested in conducting training:

Participatory - The trainer should act as a facilitator of learning and the learners should be treated as resource persons. Training will be an exchange of information, knowledge and solutions to problems between the trainer and participants. To the extent possible, children should be invited to the training. They can be good resource people when they have experienced the system.

To encourage judges and lawyers to attend training, they could be invited as reactors or resource speakers. Organizers are also encouraged to secure executive orders or memoranda from their superiors for them to attend.

Empowering - Training could be a venue wherein participants will be empowered. It is a venue for them to identify their problems, and articulate possible solutions to their perceived problems. Thus, it is encouraged that on the last day of training, concrete actions be taken by the learners to advance their stated solutions to the problems.

Dynamic - The training design presented is limited. The user is encouraged to be dynamic in its application, considering all the factors for effective training. For lawyers and judges, a different training design would likely be applicable.

Indicators of Success

Some possible indicators of success should be noted to guide the trainer in his or her training:

Organizing, grouping or uniting learners - There are instances when after the training, learners and participants have decided to form an organization or group to move forward their agenda relating to juvenile justice. This is a good sign that the training was able to mobilize the participants towards concrete action.

Unified action during training - Sometimes learners and participants come to an agreement on specific issues and decide to do something about it. The action may be in the form of passing a resolution to be submitted to the appropriate government agency, manifesto signing, or calling of a press conference on the results of their training.

Direct action to answer the problems identified - There are instances when learners decide to group themselves and implement solutions they have articulated for perceived problems. This is an indicator of an empowered group of learners. It is a community initiative that should be encouraged.

Concrete plan of action - Learners could come up with a plan of action as a result of the training.

Lobbying - There are instances when the laws on juvenile justice are inappropriate and inadequate. Thus, learners may decide to take up lobbying activities for law reform.



Juvenile Justice Training Module

Aim: To ensure that the country's juvenile justice system conforms to the UN Convention on the Rights of the Child (CRC) and other international standards



Note: This training module is meant to be a guideline and not a definitive format. It needs to be reviewed with reference to the context, targeted audience and participant profile. Modifications and additions are strongly encouraged!

Objectives:

- To raise awareness about the issue of juvenile justice, especially the rights of children and juveniles
- To identify and evaluate gaps and problems relating to juvenile justice
- To evaluate if the domestic/national law is in consonance with the standards enunciated by international conventions or rules
- To evaluate if the domestic/national laws are implemented
- To explore possible solutions to the issues and problems of juvenile justice

Training Profile: Training as a venue for lobbying

This could mean lobbying for the *formulation* of a new law or the *reform* of existing laws that are not child-sensitive. It could also mean lobbying for the *implementation* of existing child-friendly laws.

In this new area of concern, it is assumed that inadequate and inappropriate laws exist in Asian countries, and that they need to be amended and changed. Thus, in this kind of training, learners and participants will be faced with hopelessness if they cannot recognize that it is in their power to change the laws for a child-sensitive society.

There is the need for an empowering kind of training wherein learners are encouraged to act to address their problems. In this way, participants leave the training inspired and hopeful.

Target groups: Community leaders, NGO workers, juveniles and children

Content of the Training

This module includes:

Topic One: Laws, Rights, Age and Rehabilitation

Activity 1: Switching On

Topic Two: Situation and Rights of Children in Conflict with the Law

Activity 1: Interaction with Children

Activity 2: Evaluation of National Laws - A Workshop Session

Training Materials:

1. International Laws Relating to Juvenile Justice

The following are the International Conventions and Standards:

- The Beijing Rules: United Nations Standard Minimum Rules for the Administration of Juvenile Justice, 1985
- The Riyadh Guidelines: United Nations Guidelines for the Prevention of Juvenile Delinquency, 1990
- The JDL Rules: United Nations Rules for the Protection of Juveniles Deprived of Liberty, 1990
- Geneva Conventions
- Universal Declaration of Human Rights

Transparencies could be used to highlight salient points in these conventions. Case studies are suggested to make the discussion meaningful and to drive the points home. Lectures are discouraged and the trainer can come up with executive summaries of these documents.

2. Domestic/national Laws

The trainer should consolidate and collate all the relevant laws in their country relating to juvenile justice. A flowchart will be helpful in explaining the system (see Annex 4.3, pages 106-108, for an example from the Philippines).



Topic One: Laws, Rights, Age and Rehabilitation

Activity 1: Switching On

Objectives:

- To trigger points for discussion related to the subject matter
- To gather information from the participants about their level of understanding

Procedure:

1. Give a quiz with the questions decided upon according to the participant profile. Some possible questions:
 - *What are some international laws on juvenile justice that you know of? Name at least one.*
 - *What are the domestic/national laws on juvenile justice that you know of?*
 - *What are the rights of juveniles? (See Annex 4.4, page 109, for a Philippine example)*
 - *What is the age of criminal responsibility in your country?*
 - *What kind of juvenile rehabilitation activities do you know of?*
2. Carry out a brainstorming and discussion session centered around the question: *What is your concept of juvenile justice?* There are no wrong or right answers, but the discussion should encompass what people mean by juvenile justice, and what they understand by the conventions. In other words, what is the juvenile justice system supposed to achieve?

Topic Two: Situation and Rights of Children in Conflict with the Law

Activity 1: Interaction with Children

Objectives:

- To present the actual situation of children in conflict with the law from their point of view
- To determine what rights of children who are in conflict with the law have been violated

Presentation through Role-play:

1. Children can do a role-play of their experiences, highlighting their apprehension, investigation, prosecution, sentencing and discharge (where this has happened).
2. They can use cards to introduce their theme, e.g., torture. Allow about 10 to 15 minutes for each group of children.
3. Wait for responses from the audience. Then begin the introspection.



Note: For participants who are likely to be less inhibited (e.g., NGO staff in contrast to the judiciary or police), an option would be to reverse the role-play, that is, with adults playing juveniles while children enact the roles of law enforcement officials.

Presentation through Testimony:

1. A panel discussion using the testimonial format could be organized with someone chairing the session. One of the facilitators could chair the session to cut down on the time and to keep the discussion focused.
2. Let the children talk. They can narrate their background, experiences and views.
3. Highlight the salient points of the children's testimony by gentle questioning (some guiding questions could be prepared beforehand). Allow about 3 to 5 minutes per child.
4. Wait for responses from the audience. Then begin the introspection.



Notes for the Trainer:

1. It is suggested that children who have come in conflict with law be invited (through court orders if necessary) or those who are on probation or have been released. The children should have had experience of the juvenile justice system.
2. However, if this is not possible, other children who have not had the experience may also be invited. In this instance, the issue of discernment (when the child is aware that what he or she has done is wrong) could be highlighted. In those countries that have children's organizations, their leaders could also be invited.
3. A separate workshop with children might be required to prepare them for this particular activity. Indeed, having a parallel workshop of perhaps a day's duration might be a good idea. However, as a lot of sensitivity is involved, a long process of interaction is recommended with children, especially those known to have been offenders.
4. For the children's workshop, select children who are sensitive and do not have a superior attitude towards children who have been offenders.
5. Give children respect and protect them from hostile questioning by adult participants, perhaps by avoiding any questioning.
6. Children can choose names other than their real ones if that makes them feel more comfortable.

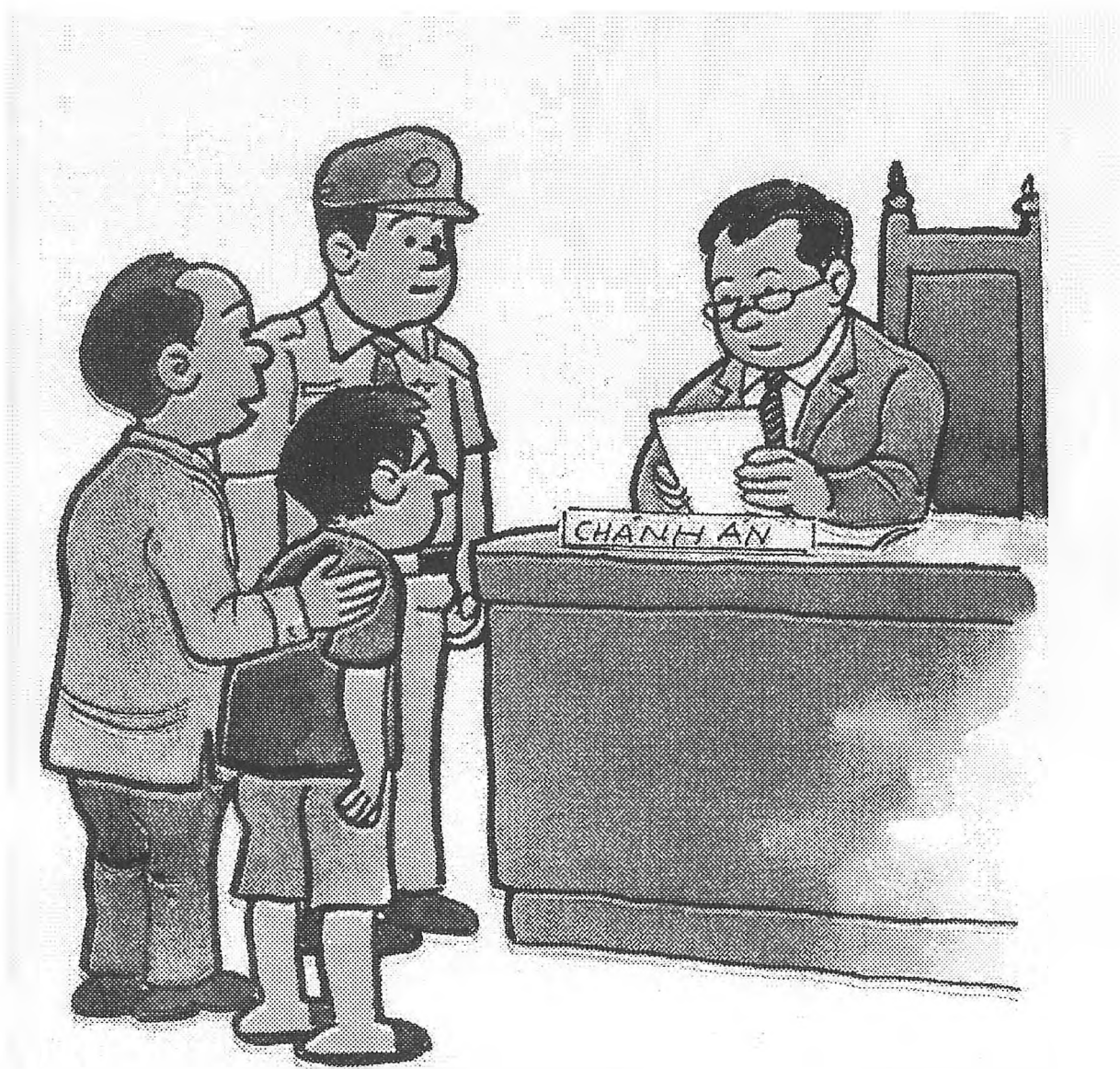
Activity 2: Evaluation of National Laws – A Workshop Session

Objectives:

- To evaluate and review whether domestic/national laws relating to juvenile justice are in consonance with international standards
- To evaluate if the national laws have been implemented
- To know the problems and issues relating to juvenile justice in the country

Procedure:

1. Learners are divided into groups, the number of which is dependent on the overall size of the group. It is encouraged that 5-7 people comprise a group to maximize the level of discussion and sharing.
2. The groups will be assigned specific questions for them to respond to and bring back to the whole group. The questions are:
 - a. *What are the prevention programs in your area? What are your recommendations?*
 - b. *What are the problems and issues relating to the administration of juvenile justice? What are your recommendations?*
 - c. *What are problems and issues relating to rehabilitation and reintegration of juveniles in your area? What are your recommendations?*
3. The groups will present their responses to the whole group, with questions and discussion. While the groups are presenting, their responses should be consolidated into a table format that can be used as the basis for the whole group discussion. (Annex 4.5, page 110, shows a sample format and contents from the Philippines.)
4. The facilitator should be open to suggestions and plans for action that might come out during the discussion. It is during the open forum where action-oriented questions are noted.
5. A session is suggested for learners to develop an action plan. The participants may take the following actions:
 - manifesto
 - resolution
 - press conferences
 - organizing
 - effective community initiatives identified and implemented
 - seek mandatory training for the judiciary



Annex 4.1*

HONG KONG COMMITTEE ON CHILDREN'S RIGHTS RESPONDING TO THE CONSULTATION ON THE MINIMUM AGE OF CRIMINAL RESPONSIBILITY

EXECUTIVE SUMMARY

The Hong Kong Committee on Children's Rights (HKCCR) is very concerned about the very low age of 7 adopted in Hong Kong Law as the minimum age of criminal responsibility.

We have indicated in our report on The Rights of the Child in Hong Kong 1995, that was sent to the UN Committee on the Rights of the Child in Geneva in 1996, page 21 paragraph 9.8:

"The age of criminal responsibility is seven years in Hong Kong. The committee considers this to be inherently unacceptably low and out of line internationally."

Among the many issues the UN Committee raised regarding the implementation of the Convention was the extremely low minimum age of criminal responsibility set at 7 in Hong Kong. The UN Committee is of the view that the low age is not in conformity with the principles and provisions of the convention and regrets the decision not to raise the age of criminal responsibility (Concluding Observations, October 1996).

This Committee initiated a number of meetings with professional groups and a position paper was prepared and sent to the Department of Justice, Security Bureau, Bar Association and different NGOs in December 1997. A press conference was held on 29 April 1998 disseminating the arguments covered in our position paper.

In view of the calls to raise the minimum age of criminal responsibility, the Chief Justice and the Secretary for Justice requested the Law Reform Commission to review the existing law in this respect. The Law Reform Commission issued a paper for Public Consultation in January 1999.

After another series of discussions with concerned groups and individuals, and a recent telephone survey conducted in December 1999 by this Committee in cooperation with Ms. Angela Tsun, Hong Kong Baptist University, we compiled this executive summary, reflecting the essence of our arguments and reiterating our urge to raise the minimum age of criminal responsibility to 14 years of age.

1. Anti-Social Behavior is not Condoned

First of all we do not condone anti-social behavior. The adverse nature of anti-social behavior inflicted by the very young is the same as that inflicted by adults. The immaturity and the incapacity of the young to comprehend the act and shoulder responsibility would not right a wrong. Therefore, like most people in the community, we urge that behavior adversely affecting the community should be made widely known and strategic means adopted to stop or prevent such behavior.

* Basic Information on Juvenile Justice (page 88)



Annex 4.1*

2. Do Not Criminalize Children under Age 14

We do not condone or suggest tolerating anti-social behavior. But we do not support criminalizing those individuals who are too immature and incapable to judge right from wrong independently, or those who are incapable of making conscious decisions independently. For children whose cognitive ability, mental state and capabilities are still undergoing maturation and who are under adult guidance and protection, it should be control, education, supervision, counseling and rehabilitation, and not criminalization.

3. Why Age 14?

- 3.1 Out of 79 jurisdictions included in the Consultation Paper pp. 62-63, only 13 have their age of criminal responsibility at 7, 66 have it at 8-18. In these 66 jurisdictions, 40 have criminal responsibility from age 1-18 and 26 have it from 8-13. For Asian countries such as China, Taiwan, Macao and Japan, the minimum age of criminal responsibility is 14-16.

Hong Kong is by far among the very few places in the world having the minimum age of criminal responsibility at age 7; this is probably a colonial legacy.

- 3.2 There is no evidence indicating that children in Hong Kong are more mature or are more capable of judging right from wrong, and in making conscious decisions than other countries. Nor do we have evidence indicating that our 7-14 year olds are more vicious. Why are we discriminating against our 7-14 year olds? We do not see why we should 'over-expose' our 7-14 year olds to shoulder criminal responsibilities with the criminalizing consequences.
- 3.3 Age 14 is consistent with the Criminal Procedure Ordinance (1995) on vulnerable witnesses.
- 3.4 Some people argue to retain the minimum age of criminal responsibility at 7 as they believe that juvenile crime is rising at an alarming rate and that retaining this low age would help to stop young people from being exploited by adult criminals.

We disagree with this argument as such because the child is abused as a victim of such criminal adults and the society should not double-victimize the victim but should rather penalize the adult criminals for this abuse. Parents and guardians should be required to be more serious about parenting.

Furthermore there is, again, no evidence to show that retaining this low age would reduce the juvenile crime rate. Children alone are not contributing to the increase of juvenile crimes. Factors in the social, structural and political levels of society should be uncovered so that appropriate measures can be developed to control the problem.

Recent studies have found that juveniles convicted in the adult system are 30% more likely to become repeat offenders than those committing similar crimes and handled in the juvenile system. Studies also indicated that treatment, counseling and therapy, provided if necessary in a confined setting, is more effective.

* Basic Information on Juvenile Justice (page 88)

Annex 4.1*

4. Beware the Adverse Consequences of Criminalizing the Young

An argument in the Consultation paper that children are no longer subject to draconian penalties, and thus there is no point in raising the age of criminal responsibility, is not valid. The society must be fully aware of the traumatic and stressful impact of criminal proceedings and the sometimes long term and irreversible consequences on the 7-14 year olds if they are to be held criminally responsible.

Facilitative methods and preventive strategies, which can be adopted in community rehabilitation, and treatment programs, rather than coercive and punitive interventions, are more favored by the majority of respondents from the survey conducted by this Committee in cooperation with Ms. Angela Tsun, Hong Kong Baptist University, and found to be effective in correcting anti-social behavior in some surveys.

Conclusion

There are inconsistencies in our legislation and in our approach to children in Hong Kong. The UN Convention on the Rights of the Child defines any child as below 18; the Hong Kong Criminal Procedure Ordinance, a person under 17 in the case of an offence of sexual abuse. Schooling is compulsory up to 15 and Employment of Children Regulations prohibits children under 15 from being employed. The legislation relating to vulnerable witnesses and the sworn evidence of the children is 14. The minimum age of criminal responsibility is 7!!

Children do not need to go through traumatic criminal proceedings or to shoulder the criminal consequences when they are still immature and not capable enough to independently judge right from wrong and to make conscious decisions. It is society's responsibility to ensure education, guidance and protection for the optimal growth and development of our children and to ensure their guidance and rehabilitation when they have gone astray and to assist them to turn a new leaf.

To strengthen our children and youth and to prevent juvenile crimes from increasing, instead of penalizing our vulnerable victims, we should be supporting and strengthening those most responsible for the welfare of children, their parents and carers, and we should adopt facilitative means rather than criminalizing young children before they are mature enough to shoulder such responsibility.

* Basic Information on Juvenile Justice (page 88)



Annex 4.2*

Hong Kong's age of criminal responsibility must be reconsidered

Making kids criminals

Thomas Mulvey

FEW countries or governments have an age of criminal responsibility for children under the age of 14. In Hong Kong it is seven, a colonial legacy from Britain. Northern Ireland (eight), Scotland (eight) and England and Wales (10) have similarly young ages, and like Hong Kong there needs to be proof that a child under age 14 knows the nature of the "criminal" act is seriously wrong.

The age of criminal responsibility in Britain is low compared with other European countries where civil court proceedings are generally used for young people who exhibit criminal behaviour. Some Asian countries such as China and Japan have 14 or above as the relevant age.

The extension of the Convention on the Rights of the Child to Hong Kong in 1994, and the assumption of sovereignty over Hong Kong by China, provides a good opportunity to review the Age of Criminal Responsibility in the SAR. The United Nations Committee on the Convention on the Rights of the Child has expressed concern at the young age in Hong Kong. In the past, the Hong Kong Family Law Association has proposed the age be 14 and other associations have also supported a raising of the age. The matter is being reconsidered by a number of these associations.

Being labelled or defined a criminal has serious implications for a person, in addition to any action taken as a consequence of being charged and found guilty of a criminal offence, for example imprisonment. A "criminal" will have problems in his future

career, finding employment, getting credit, emigrating, possibly getting visas for travel, for adoption and in a whole range of life opportunities both minor and major.

Why should we act to criminalise a child so early? Neither judges, lawyers, nor police officers are trained to assess a child's physical or mental development.

Is a 13-year-old mature? He cannot sign any contract, he cannot give up school, he/she cannot give consent to sexual intercourse and cannot marry for several years. Age 14 is set in Hong Kong as the age at which a child has developed reasoning capacity and can give sworn evidence in court proceedings.

Why have seven or 10 as the relevant age for criminal responsibility? Why not five or six, or even younger? Is it the "act" or the age which is important? Is it the capacity for understanding? Should it be whether the child can be used for crime by others more adult? At what age and with what mental capacity?

The Hong Kong Committee on Children's Rights believes the issue should be the child's moral development and level of moral reasoning, while taking account of the need to protect society and manage children's behaviour. Society's concern, and adherence to the convention, implies the rights of children should be protected.

By the age of 14 a child may be considered to have grown physically and in reasoning to begin the transition to adulthood. To criminalise a child earlier is to deny him his rights to childhood.

If it is accepted that a child does not have the necessary reasoning capacity until he is aged 14, and other laws in Hong Kong seem to deny this

capacity earlier, then society may be concerned at how to handle serious anti-social acts by such a child.

Even a child aged five may be able to shoot a gun or fatally injure another child. Treatment or/and control may be necessary for any child. How do we handle such situations at present?

Usually children aged between seven and 10 years who commit an offence are cautioned rather than prosecuted. Cases, other than homicide, involving a child up to 14 years of age (also those aged 14 to 16) are heard in juvenile court.

Young people charged with an offence in criminal proceedings may be deprived of liberty by being sent to a detention centre, training centre, etc, depending on their ages and nature of offence. These centres aim to instil respect for the law, develop self-respect, develop work habits, and prepare the child for return to the community.

Other forms of punishment, or rehabilitation, include probation orders under which the child receives counselling and work or study as directed by the probation officer, who is a social worker. Long-term offenders under 16 may be sent to a reformatory school which offers academic, pre-vocational and community service programmes. The Police Superintendent's Discretion Scheme covers first-time juvenile offenders under 18.

A child may also be deprived of liberty in civil court proceedings if found to be in need of care and protection under the Protection of Children and Juveniles Ordinance, for example, he may be placed in a children's home. A care or supervision

order may be made by a court in respect of a child under 18 who has been abused, neglected or is beyond control to the extent that harm may be caused to him or to others.

Placement in residential care under the ordinance, for reasons of protection or control, may result in the child being admitted to a children's home, a boys' and girls' home or hostel or half-way house. All these homes cater for children who may have emotional or behavioural problems. These homes have relatively structured routines and help the children through disciplined training, group treatment and other programmes to develop life skills, and prepare them for rehabilitation.

Whether a child becomes a "criminal" or a child in need of "protection" can be circumstantial or good fortune. Use of updated, enlightened, civil court proceedings for a child who has not yet reached the age of 14 would be more appropriate, without depriving the court system of measures to treat, control and discipline such children.

Until he reaches an age at which he can be assumed with confidence to be morally responsible, the Hong Kong Committee on Children's Rights believes he should be afforded "care and protection" or "guidance, control and treatment" for behaviour and actions which seriously offend or threaten society. This alternative process can bring benefits to both, without any extra costs and with genuine savings.

Criminalising a child continues an early process of alienation from society from which nobody truly gains.

Thomas Mulvey is vice-chairman, Hong Kong Committee on Children's Rights.

Source: South China Sunday Morning Post

* Basic Information on Juvenile Justice (page 88)

Annex 4.2*

Age of criminal liability barbaric, says campaigner

NIALL FRASER

A child rights campaigner says the age of criminal responsibility in the SAR – set at seven – is barbaric and those who oppose raising it are ignorant.

The attack followed yesterday's release of a Law Reform Commission public consultation paper exploring possible changes to the Juvenile Offenders Ordinance.

It gives Hong Kong one of the lowest criminal liability thresholds in the world.

On the mainland the age is 14 and in some South American countries it is as high as 18.

Last night, Thomas Mulvey, chairman of the Hong Kong Committee on Children's Rights, said: "The

UNDER AGE	
Age of criminal responsibility world-wide:	
Brazil	18
Mainland	14
England and Wales	10
Scotland	8
Thailand	7
India	7
Singapore	7
Hong Kong	7

present age is barbaric, a colonial legacy which leaves us 50 years behind much of the rest of the world.

"Those who argue that prosecuting children of such a young age instils a warning and sense of responsibility are ignorant."

Mr Mulvey, also vice-chairman of the Hong Kong Family Welfare Society, said that it was widely accepted that 13 or 14 was a more suitable age.

Last year, 5,834 children aged between seven and 15 were arrested, against 5,964 in 1997 and 6,479 in 1996.

Mr Mulvey said he expected some opposition from law enforcement agencies.

Stuart Stoker, secretary of the Law Reform Commission, said the move for consultation had been driven by a recommendation from the United Nations Committee on the Rights of the Child for the minimum age of criminal responsibility to be raised.

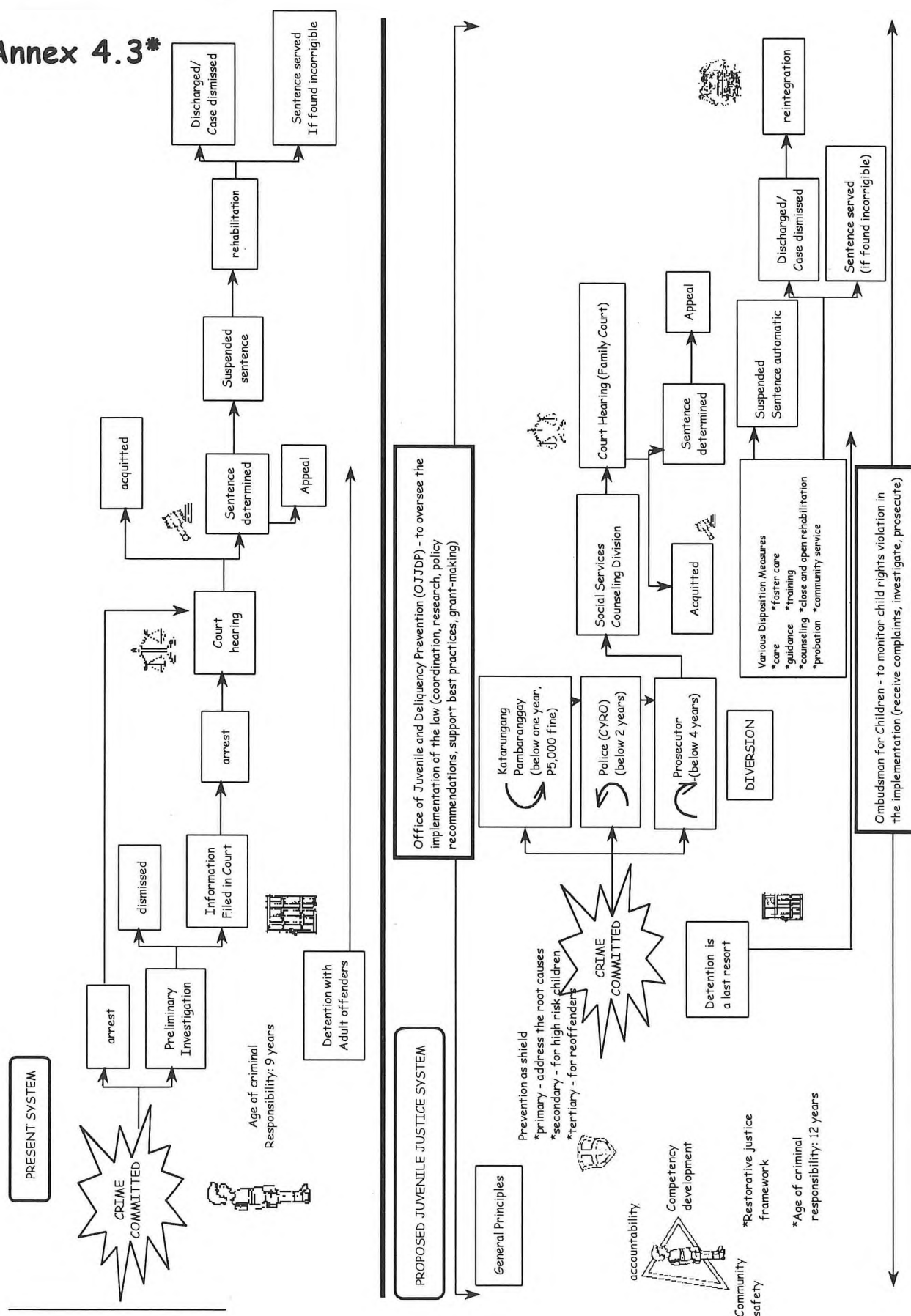
The consultation period will end on March 31.

Source: South China Morning Post, 14 January 1999

* Basic Information on Juvenile Justice (page 88)



Annex 4.3*



*Content of the Training, Training Materials (page 93)

Annex 4.3*

A COMPARISON BETWEEN THE PRESENT SYSTEM AND THE PROPOSED COMPREHENSIVE JUVENILE JUSTICE SYSTEM		
Basis of Comparison	Present System	Proposed Comprehensive Juvenile Justice System
Purpose	Rehabilitation	Restorative Justice
Minimum Age of Criminal Responsibility	9 years Note: Children aged 9 to 15 if acting with discernment can be held criminally liable.	12 years
Prevention	None is provided for but under P.D. 603 the roles of the family, community and educational institutions on the development of the child is defined.	LGU has the main task of implementing a comprehensive delinquency prevention program. High risk children such as those below age of criminal responsibility but commit crimes, those used for criminal activities and street children are addressed.
Diversion	None is provided.	Diversion is available at three levels, i.e., Katarungang Pambarangay, Police and Prosecutor, for crimes with imposable penalties below four years imprisonment.
Court Procedures	Same as adult	Special procedures for children
Sentence	Sentence is suspended upon application by the youth offender (YO) except for those where imposable penalty is capital punishment and if YO is a recidivist.	Sentence is automatically suspended without any exceptions.
Disposition after Suspension of Sentence	YO is placed in a closed rehabilitation center.	Various disposition measures such as counseling, care and guidance, treatment orders, foster care, open centers, aside from closed rehabilitation center.

* Content of the Training, Training Materials (page 93)

**Annex 4.3***

Basis of Comparison	Present System	Proposed Comprehensive Juvenile Justice System
Penalty Imposed	Can exempt from criminal liability or lowered by one or two degrees because of the age of minority. Death penalty and life imprisonment cannot be imposed.	Can exempt from criminal liability or lowered by one or two degrees because of the age of minority. No capital punishment.
Openness and Formality of Procedure	Hearings are open to the public and are governed by formal rules of procedure.	Hearings are closed to the public and governed by IRR of the Family Court Act.
Release of Information	Confidential	Confidential
Persons and Institutions Involved	Law Enforcement Officers, Prosecutor, Judges, Department of Interior and Local Government (DILG) and Department of Social Welfare and Development (DSWD)	Same; plus Office of Juvenile Justice and Delinquency Prevention (OJJDP) and Office of the Child Ombudsman
Involvement of Parents	Parents or guardians should be informed from the time the youth is apprehended.	It is mandatory for parents and guardians to participate in the proceedings.
Detention Facilities Available	Rehabilitation Centers, Detention Homes and separate quarters in Penal Institutions, Agricultural and Forest Camps.	Rehabilitation Centers, Detention Homes and Agricultural and Forest Camps.

* Content of the Training, Training Materials (page 93)

Annex 4.4*

Rights of the Youthful Offender in Various Phases of the Criminal Justice System

I. Apprehension/Arrest of Youthful Offender

1. No unnecessary force in arresting or searching the youth will be employed.
2. A female youth shall only be searched by a female officer.
3. Vulgar or profane words shall not be used.
4. Unless absolutely necessary, handcuffs or other instruments of restraint shall not be used on the youth.
5. Right to be informed of his legal rights and the reason for apprehension.
6. If the officer is not in uniform, he shall identify himself and present identification papers.

II. Investigation of the Youthful Offender

1. Right to counsel.
2. Whenever possible, the presence of the youth's parents, guardian or social worker will be secured, who will be advised of the rights of the youth.
3. The interview shall be held privately.
4. The right to a physical and medical examination.
5. Right to be detained by DSWD, local rehabilitation center, detention home, or in a penal institution separate from adults.

III. Prosecution

1. Same with adults, like right to speedy trial, right to confront witnesses against him/her, right against self-incrimination, right to be presumed innocent until proven guilty.
2. If found guilty, to apply for suspension of sentence.

IV. Discharge of the Youthful Offender

1. Right to have his records immediately destroyed after an acquittal or dismissal.
2. Right not to disclose or acknowledge previous criminal offence.
3. Right to have all records.

V. Pronouncement of Sentence/Conviction

1. Right to be confined in a regional rehabilitation center.
2. If still under twenty-one (21) years old, and is serving sentence in a penal institution, right to have separate quarters from adults.
3. Right to serve sentence in agricultural or forestry camps in lieu of confinement in regular penal institutions
4. Right to apply for probation.

Justice for Juveniles: The Agenda

* Topic One, Activity 1 (page 94)

* Topic Two, Activity 2 (page 97)

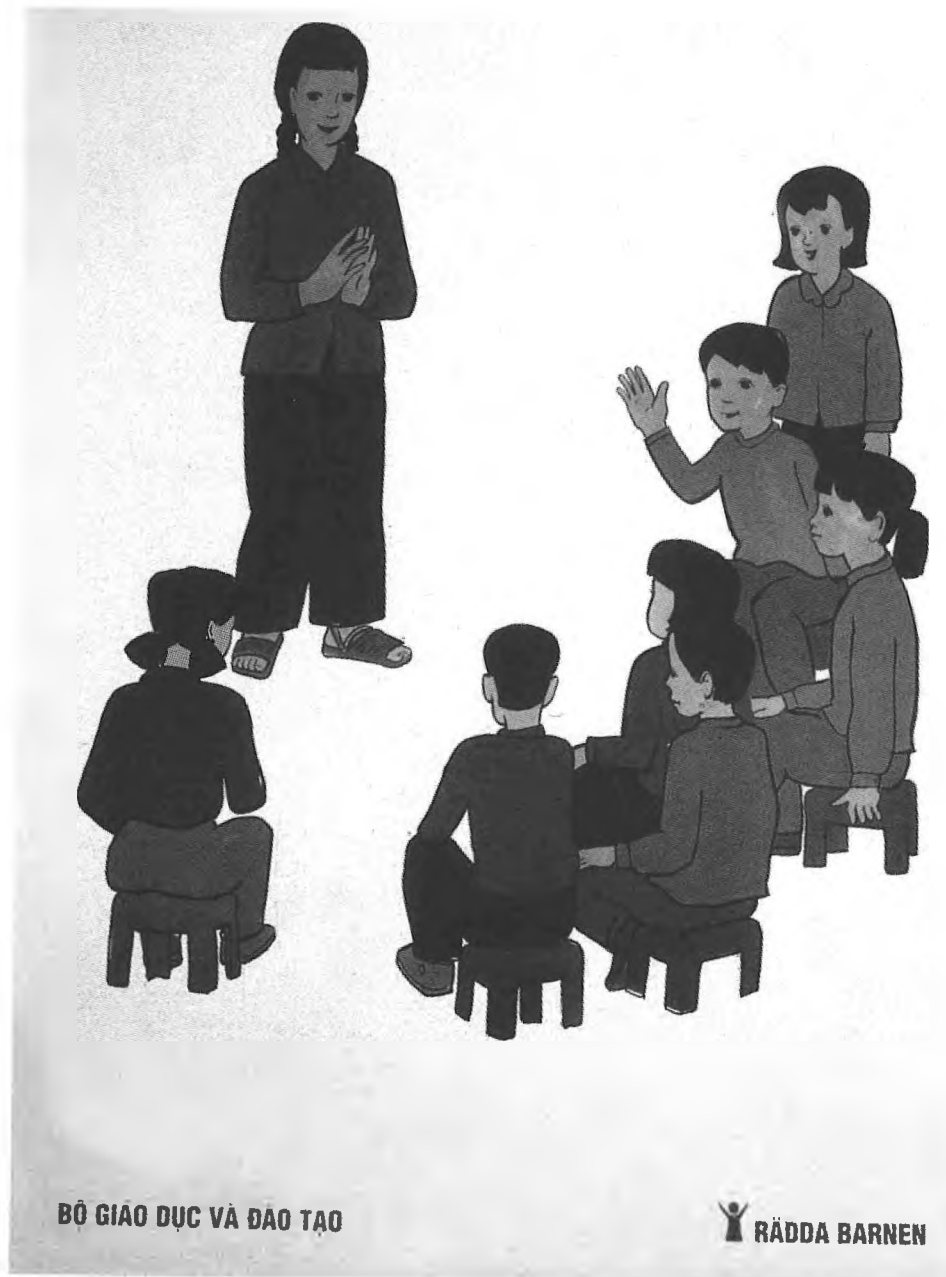
	PREVENTION	COMMISSION OF THE CRIME/ BEFORE COURT PROCEEDINGS
PROBLEMS/ ISSUES	<ul style="list-style-type: none"> • Parents lack parenting skills • Parents and community lack knowledge on CRC • Dysfunctional families resulting in delinquency • Media/peer influence, particularly porno materials which encourage delinquency • Lack of alternative recreational and educational facilities for children • Weak law enforcement • Child labor, children cannot go to school, resulting in delinquency • Bad labeling of children causes stigmatization, the psychological effect of which might lead to delinquency • No community support, citizens passive to the needs of children and youth 	<ul style="list-style-type: none"> • Children's programs are less prioritized by LGUs • Act committed by YO is not actually a crime • Acts penalized should not have been a crime, particularly for children (inappropriate law, i.e. vagrancy) • Child wrongly arrested and charged with a crime • Absence of support structures in the community • Parents are not cooperative or attentive to needs • No proper detention home for YO separate from adults, poor detention facilities • Torture and abuse is committed during investigation and after arrest
RECOMMEND- ATIONS	<ul style="list-style-type: none"> • Fund support for programs geared towards prevention of delinquency • Immediate passage of a law for a Comprehensive Juvenile Justice System • Implementation of existing laws for YOs • Government to expand programs on anti-poverty other than livelihood assistance • Strengthen Provincial Councils for the Welfare of Children 	<ul style="list-style-type: none"> • Set a high standard of qualification for law enforcers • Disciplinary measures for erring officers • Skills training for handling cases and paralegal skills by law enforcers • Preparation of a training module and popularize and mainstream issues on juvenile justice • Integrate diversion into Comprehensive Juvenile Justice System



Annex 4.5*

COURT PROCEEDINGS	POST-COURT PROCEEDINGS/REHABILITATION AND REINTEGRATION
<ul style="list-style-type: none">• Diversion is absent/not maximized• Accused child has no lawyer or incompetent counsel or counsel not known to the child• Court proceedings are delayed such that the detention of the child exceeds the imposed penalty• In order not to delay the case, the child is forced to plead guilty• Judges, prosecutors, lawyers, social workers are not child and gender-sensitive• Proceedings not understandable to the YO• Court proceedings not child-friendly	<ul style="list-style-type: none">• Physical environment in the court is intimidating• Absence of special rules of court for YO• Detention is the rule rather than an exception, even before arraignment• Absence of rehabilitation center for girl offenders• Limited rehab centers for YOs• Poor rehab programs, inadequate training, no/limited recreational activities. Poor condition and inaccessibility of rehabilitation centers• Corporal punishment, isolation, inappropriate punishments are applied in some centers, which has damaging effect on the child• Rehab centers lack competent staff, understaffed• Concept of rehabilitation is not fully appreciated by center staff
<ul style="list-style-type: none">• Speedy trial• Implementation of Family Courts Law• Enforcement of the law relating to YOs• Confidentiality of proceedings should be enforced• Maximize the use of recognizance	<ul style="list-style-type: none">• Put up more rehabilitation centers in strategic areas• Improve quality of rehabilitation facilities• Implement a comprehensive program for YO rehabilitation• Active participation of parents in the rehabilitation process• Establish community centers for the rehabilitation of YOs• Additional fund support for reintegration of YOs to community

Child Participation





Child Participation

Rationale

Child participation is one pillar article of the CRC not being effectively dealt with in many countries, where it may be a new concept, as may participation itself. Adults are usually not comfortable with the notion of children's participation. They may see children as objects for support rather than as subjects with their own capacity to actively participate, believing that they should neither participate nor have opportunities to express their views. Adults themselves often have limited opportunities to participate; this may influence their views on children's participation, and cause them not to fully understand what participation is and its value. Children's participation is also tied up with larger issues of governance, i.e., whether children are represented on councils or policy-making bodies.

Some organizations do not yet have the capacity to promote participation. But there is a growing interest to understand more about children's participation to enable adults and children to work together as partners. It is necessary for adults to learn about participation by experiencing it themselves, and to build an awareness about what is required to provide opportunities for children to participate. Thus, the first topic in this section deals with creating an enabling environment for children's participation. For children, it is necessary to develop the skills which will enable them to participate once opportunities for them to do so have been created. Therefore, this section's second topic includes activities aimed at empowering children.



The contents of this section are:

Topic One: Enabling Environment

- Activity 1: Introduction
- Activity 2: Ice-breaker
- Activity 3: Sharing Game – You Tell Me, I'll Tell You
- Activity 4: Expectations Check
- Activity 5: Children's Rights
- Activity 6: The CRC
- Activity 7: NEWS – A Situationer
- Activity 8: Dreams for Children
- Activity 9: Gap Identification and Analysis 1
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- Activity 11: Dreams for Child Participation
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- Activity 13: Gap Identification and Analysis 2
- Activity 14: Practical Plans for an Enabling Environment
- Activity 15: Implementation Needs Assessment
- Activity 16: Recap and Synthesis
- Activity 17: Evaluation
- Activity 18: Closing

Topic Two: Empowering Children

- Activity 1: Participation and Skills
- Activity 2: Expression Skills
- Activity 3: Decision Making
- Activity 4: Assertiveness Skills
- Activity 5: Negotiation Skills
- Activity 6: Skills for Gathering and Sharing Information

Topic One: Enabling Environment

Training Designers' Goal:

Develop a training module with a set of activities aimed at creating and strengthening an enabling environment for child participation that is process-oriented and highly participatory, and provides a venue for participants to share and discuss ideas regarding children's representation and policies to promote child participation.

General Training Objectives:

By the end of the training, participants will be able to:

- Gain an understanding of children's rights, the CRC and child participation
- Analyze actual situations of children vis-à-vis the CRC and child participation
- Develop plans to create and strengthen an enabling environment for the CRC and child participation
- Assess and identify implementation needs of drafted action plans

Target Participants:

Adult groups composed of parents, teachers, social workers and community leaders

Assumptions about Participants:

- May or may not have knowledge about children's rights, the CRC and child participation
- Have direct or indirect connections and relations with children within their institutional environment, which becomes their area for learning application
- Can share about actual situations and problems of children
- Not necessarily acquainted with each other

Venue Requirements:

- Indoor or outdoor covered space large enough to accommodate 30 participants
- Has provisions for writing boards
- Allows mobility of participants
- May or may not have tables and chairs



Activity 1: Introduction

Objective: Provide a brief introduction about the training (rationale, objectives, coverage, organizers and so on)

Methodology/procedure: Friendly and informal "speech" and introductions



Remark: Introduction must be brief, crisp and succinct.

Activity 2: Ice-breaker

Objective: Release inhibitions

Methodology/procedure:

1. Facilitators prepare pieces of paper, each divided into grids that create cells to be filled with information questions. Facilitators can prepare, say, five generic questions while the rest can come from the participants. Questions must provide information about participants.
2. Facilitators distribute papers to each participant.
3. Participants move around to gather signatures of people who sign in the particular cell which applies to them. Participants are encouraged to get as many signatures as they can.
4. Participants gather in a whole group to determine who has the most signatures based on a particular question or piece of information.
5. The persons concerned will share his or her data with the group.
6. The process is carried on to the next questions.

Logistics/materials: Prepared sheets with questions or information in grid form (see an example in Annex 5.1, page 141)



Remark: The questions must generate relevant information that can help the facilitators further diagnose the level of knowledge-skills-attitude (KSA) of the participants in relation to the CRC and child participation. Also discuss about cells left unfilled.



Activity 3: Sharing Game – You Tell Me, I'll Tell You

Objectives:

- Acquaint participants, facilitators and staff with each other
- Solicit information about each other

Methodology/procedure:

1. Participants group in pairs, preferably male to female, or as the situation allows.
2. Each participant shares about themselves according to three aspects of their lives: for example, name (meaning, history), favorite childhood memory, present occupation.
3. Back in the whole group, each pair shares their discussion by having partners talk about their co-partners, using the first person point of view.
4. Sharing moves from one pair to another.



Remark: Participants should wear name cards. The facilitator may also want to require that each person has only 30 seconds or so to talk about their partner. If so, state this when giving directions and also before anyone starts.



Activity 4: Expectations Check

Objectives:

- Surface participants' expectations
- Present detailed training objectives
- Level-off and agree on realistic targets (content and process)

Methodology/procedure:

1. Distribute, say, five cards to each participant.
2. Ask each participant to write down their expectations on the cards, one expectation per card. Keywords or sentences are okay, but preferably short and concise.
3. Upon completion of listing, the facilitator collects the cards and with the help of the participants, clusters the ideas presented on them according to similarities.
4. The facilitator then presents the training objectives for discussion.
5. A discussion follows to level-off and arrive at a consensus on realistic and practical targets (in terms of content and process).

Logistics/materials:

- Cards
- Pens or crayons
- Masking tape
- Bulletin board
- List of the General Training Objectives (page 115)



Remark: Questionnaires can previously be sent to participants and gathered. Data gathering of the responses from all invited and confirmed participants can help tremendously in enriching the training design, custom-fitting it to the actual group.

Activity 5: Children's Rights

Objective: Introduce basic concepts on children's rights

Methodology/procedure:

1. Participants are divided into groups.
2. A set of pictures is distributed to each group.
3. Participants analyze the pictures, noting the capacities and needs of the people in the picture.
4. The whole group comes back together to report.
5. The facilitator raises questions about capacities and needs, towards introducing the concepts of rights and responsibilities.
6. The facilitator leads a discussion of rights in the context of the child, towards introducing children's rights.

Logistics/materials: Pictures from magazines and newspapers that depict people's capacities and needs



Remark: Pictures preferably must be different to allow a wide scope of discussion. Discussion may not be limited by what's depicted in the pictures. As an introduction, discussion need not cover specific details about children's rights, but must cover important aspects such as the best interest of the child; non-discrimination; participation; and survival, protection and development.



Activity 6: The CRC

Objectives:

- Provide input and discuss the CRC as a primary tool to promote child rights
- Cover basic principles underlying the CRC; historical context; the four categories; and implementation, reporting and monitoring

Methodology/procedure:

1. *Chalk-Drawing Talk:* Using available visual aids, the facilitator provides a brief input on CRC principles, history, and the four categories of survival, protection, development and participation (see Annex 5.2, page 142).
2. *CRC Card Game:*
 - a. Participants are grouped into four teams.
 - b. Sets of CRC Clustering Cards (Annex 5.3, pages 143-151) are distributed randomly to each team, each receiving at least ten cards.
 - c. Based on the four rights categories, participants analyze each card and classify it accordingly by pasting the card under the appropriate category on the bulletin board.
 - d. A whole group discussion is facilitated to deepen understanding about the four rights categories, taking notes of overlapping and/or unclassified cards.
3. *Factsheets:* The facilitator presents a factsheet on milestones achieved since ratification of the CRC.

Logistics/materials:

- Visual aids: posters, flyers, pictures
- CRC Clustering Cards (Annex 5.3, pages 143-151)
- Bulletin board
- Masking tape
- Factsheet



Remark: Data for the factsheet must be researched, or can be generated as an activity with the participants. It can be presented in bullet form.

Activity 7: NEWS - A Situationer

Objective: To know the situation in terms of what's happening and what's being done, using CRC as the basis

Methodology/procedure: Follow the steps below for the four sub-activities: NEWS, Case Study, Story-building and Dramatization, and Chalk-talk Processing.

NEWS

1. Using the grouping in the previous activity, each team is provided a set of newspapers.
2. Participants are asked to scan the newspaper for articles, photos or features about children, and to cut them out.
3. Participants are given a big illustration board (e.g., 4' x 4') which is divided into four cells by drawing the North-South poles and West-East axis (hence, NEWS). The cells are labeled using the four rights categories.
4. Participants paste the pieces of paper according to categories: which ones are issues of Survival?; which ones are about Protection?; Development?; Participation?

Logistics/materials:

- Newspapers
- Scissors
- Paste, glue or tape
- Illustration boards
- Pens

Case Study

1. Teams are given different sets of case studies.
2. Participants use the case studies to deepen the investigation of the situation.

Logistics/materials: Case studies



Remark: Distinct case studies must be prepared from research or experience with actual cases, or from news sources.



Story-building and Dramatization

1. Each team will develop a story based on the NEWS exercise and case studies, clearly exposing the situations of children in various contexts.
2. Teams improvise the story into a short play.
3. Showcase the presentations.



Remark: It may help if participants are given at least a framework for making a story, as simple as beginning, middle and end. Some vital elements of the story may be pointed out: characters, conflict, setting and so on.

Chalk-talk Processing

1. The participants gather back in the whole group.
2. The facilitator leads the discussion towards reaching a clear statement of the situation of children.

Logistics/materials:

- Whiteboard
- Board marker



Remark: In processing, it will be easier if the facilitator first solicits the participants' reactions by providing guide questions, such as:

- How do we assess children's situations in each of the categories of survival, protection, development and participation?
- How does this assessment vary with different children? For example, girls, economically deprived, private and public school students, urban, rural and so forth.

Activity 8: Dreams for Children

Objective: Surface participants' visions for children

Methodology/procedure:

1. Participants are divided into groups.
2. Each group will brainstorm on their visions or dreams for children.
3. Each team will think about how they can present their ideas in visual form. They may brainstorm on visual or artistic media already used or known in the community.
4. The groups spend time creating their visions.
5. Team creations are exhibited and the whole space becomes a small art gallery.
6. Go on a gallery tour featuring works on DREAMS FOR CHILDREN. During each stop of the tour, the team who created the visual art will share their work by providing some explanation.
7. The facilitator synthesizes with statements of collective DREAMS FOR CHILDREN.



Remark:

- The group may opt to conduct a ceremonial opening of the gallery with a simple ribbon cutting.
- It would be more interactive if the viewers are given the chance to speak first of their interpretations of the artwork.
- Some groups may ask to make a story or drama instead, so the next follow-on activity may need to be explained, or the facilitator may need to help the group compare feelings and ideas across media.



Activity 9: Gap Identification and Analysis 1

Objectives:

- Identify problems and gaps
- Analyze the gaps

Methodology/procedure:

Comparing NEWS and DREAMS FOR CHILDREN

1. The NEWS collages about the situation are grouped together.
2. The works on DREAMS FOR CHILDREN are collected together.
3. Place both works side by side.
4. The facilitator asks the participants: *Do both works speak of the same conditions? How are they different? How much are they different?*
5. The facilitator separates the works by providing a distance between them and asks participants if that gap is enough. That gap or distance will then be analyzed, that is, the gap between the actual situation of children and a vision for children.

Logistics/materials:

- NEWS collages
- DREAMS FOR CHILDREN work



Remark: If possible, pin both works on the wall. If not, they can be laid down on the floor.

Planning and Strategizing

1. Participants analyze the gap and brainstorm solutions and strategies.
2. Discussion proceeds to focus on participation as a strategy.



Remark: Analysis may not center much on the details of strategies listed. The facilitator must be able to lead the group towards centering the discussion on participation.



Activity 10: Child Participation

Objectives:

- Know the importance of participation
- Introduce the concept of child participation

Methodology/procedure:

1. Participants brainstorm on the importance of participation.
2. The facilitator lists down the ideas on a board.
3. The facilitator introduces guide questions: *Who will bridge the gap? Who will implement the plans? Who can participate?*
4. Discussion proceeds to focus on child participation.



Remark: Participants may not necessarily come up with a single statement on participation and child participation. If children do not come up in the "who" list, the facilitator can ask a follow-up question: *What about children?* If already within the list, the facilitator leads the discussion to center on children.



Activity 11: Dreams for Child Participation

Objective: Review CRC articles specific to child participation

Methodology/procedure:

1. The facilitator leads the participants in reviewing CRC articles on participation (Articles 3, 12, 13, and 17 in Annex 5.4, pages 152-155).
2. Participants are asked to paste the articles on an illustration board. Drawings like clouds and stars (or other appropriate symbols) can be added to signify a dream situation. (The collage of articles becomes the image of DREAMS FOR CHILD PARTICIPATION.)

Logistics/materials:

- Articles on child participation reproduced and cut into pieces, one article per piece.



Remark: If reproduced articles are not available, participants can write the main headings of the articles on the board.

Activity 12: Child Participation in the Community

Objective: Review situations of children in the context of child participation

Methodology/procedure:

1. Based on the other three categories (survival, protection and development), participants are asked: *How does child participation happen in your community?*
2. Participants are asked to write down their answers on cards.
3. Participants are then asked to cluster their ideas under the three categories.
4. The facilitator leads a discussion on the link of participation with the other three categories and vice versa. The discussion must emphasize the importance of this interconnection.

Activity 13: Gap Identification and Analysis 2

Objectives:

- Identify problems and gaps
- Analyze the gaps

Methodology/procedure:

1. The facilitator, with the help of the participants, randomly picks up at least three ideas (preferably sampling one from each cluster in Activity 12).
2. Participants are asked to place the cards in relative distance to the DREAMS FOR CHILD PARTICIPATION. Close proximity may mean high level of child participation, whereas the opposite may mean low child participation.
3. Participants are grouped into two teams. One team lists down what they think are the possible benefits of child participation; the other team focuses on doubts which people may have about it.
4. The two teams report on the benefits and doubts.
5. Participants are then asked to analyze the gaps between these benefits and doubts by identifying contributing and hindering factors in child participation.

Logistics/materials: DREAMS FOR CHILD PARTICIPATION (from Activity 11)



Remark: It will be more exciting if ideas picked-up represent varying levels of child participation.



Activity 14: Practical Plans for an Enabling Environment

Objective: Draft practical plans to create and strengthen an enabling environment for child participation

Methodology/procedure:

Strategizing

1. Participants brainstorm on practical strategies to promote child participation.
2. The facilitator leads a discussion on the strategies, emphasizing the importance of an EMPOWERING AND ENABLING ENVIRONMENT.

Planning

1. Participants are grouped according to institution (i.e., parents among themselves, teachers among themselves, or they decide in which group they may fit) and are asked to brainstorm concrete plans that will create and strengthen an enabling environment for child participation.
2. Groups are provided a simple format using the 5Ws: WHOM, WHAT, WHERE, WHEN, HOW.
3. The small groups report back to the whole group.
4. To enrich the discussion, the facilitator should share about efforts being undertaken in other areas and countries.

Logistics/materials:

- Flipcharts
- pens



Remark:

- Some points the group may consider in the planning: creating awareness, helping appropriate stakeholders, reaching different audiences, deepening understanding and training.
- Grouping according to institution is optional and depends on the training needs.

Activity 15: Implementation Needs Assessment

Objective: Review the plan based on implementation needs

Methodology/procedure:

1. Participants are asked to identify possible implementation difficulties, and necessary skills and capacities for implementation.
2. The facilitator solicits recommendations on immediate action and follow-up mechanisms, such as advocacy or training, to respond to the needs identified.

Activity 16: Recap and Synthesis

Objectives:

- Recap
- Synthesize the learnings and dilemmas

Activity 17: Evaluation

Objectives:

- Evaluate the training in terms of content and process
- Gauge the level of change in knowledge-skills-attitudes of all people involved

Activity 18: Closing

Objective: End the training



Topic Two: Empowering Children

Target Group: Children 12–15 years old

General Objectives:

- To enhance children's understanding of participation
- To develop skills which are necessary for their effective participation

Activity 1: Participation and Skills

Objective: At the end of the session, participants will be able to:

- Understand the meaning of participation and the different ways they participate
- Understand the importance of developing participation skills

Procedure:

1. Begin by asking: *What does participation mean to you?*
2. Then ask children to write down on cards a response to the question: *In what activities do you take part in your family, your school or the community?*
3. Ask them to categorize those activities as "voluntarily take part", or "someone encourages or gives an opportunity to take part".
4. Show Article 12 of the CRC (in Annex 5.4, page 153) and emphasize that they have a right not just to take part in activities but to make their voices heard when decisions are made by others about them.
5. Then ask them in what activities they would like to take part in their family and school related to the above article, but they are not able to do so, and why?
6. Then emphasize that some of the difficulties lie with children, that they don't have the necessary skills and knowledge to participate; and that some are with adults, that they don't give children a chance to participate.
7. Then emphasize that we should develop our skills to participate effectively in activities in our families, schools and communities.

Activity 2: Expression Skills

Objectives: At the end of the session, participants will be able to:

- Develop their ideas and messages clearly
- Express their ideas and messages to another person effectively

Procedure:

1. Start the activity with the Blind Friend Game (Annex 5.5, page 156).
2. After the Blind Friend Game, give each child a card and ask them to write two messages:
 - a message they want to give to their parents
 - a message they want to give to their teachers
3. Then ask each child to pair with the one next to them, share those messages and agree on one exciting message for parents and one for teachers, instead of two.
4. Then ask them to form groups of four and share their messages and agree on one each for parents and teachers.
5. Ask these groups to prepare that message in any form of expression and present that to the whole group.
6. When each group presents their message to the whole group, the others should become teachers or parents and listen to the message and see whether it is clearly communicated. The criteria to be applied are:
 - *Is the message clear?*
 - *Does it have a logical sequence?*
 - *Is it appealing to you and does it make you want to respond?*
7. Then the facilitator should give some inputs on developing and presenting messages clearly, logically and effectively. The following points should be emphasized:
 - We should be clear about the message we want to give. It is better to construct it with appropriate words and illustrations.
 - The message should be developed logically.
 - A proper medium should be selected to present the message. It should be familiar to the sender and also to the receiver.
8. Then the facilitator should explain that the freedom of expression is a right of children. Use the illustration of Article 13 (Annex 5.4, page 154) to facilitate the discussion.



Activity 3: Decision Making

Objectives: At the end of the session, participants will be able to:

- Learn better ways of looking at problems
- Understand oneself better
- Identify the steps in making correct decisions

Materials: Scenario Cards (Annex 5.6, page 157)

Procedure:

1. Form small groups and give one scenario card to each group.
2. Ask each group to simulate their scenario.
3. Each group presents their scenario and the others comment on the appropriateness or effectiveness of the decisions they simulate:
 - How do you feel about the decision?
 - How could you improve the decision?
4. Then the facilitator will give an input on Decision Making Steps (Annex 5.7, page 158).
5. Using Article 3 of the CRC (Annex 5.4, page 152), help children understand that if any decision is to be made, it should be in the best interest of the child.
6. Ask the participants to go back to their own groups and make a decision on the scenario by using these steps and applying the best interest principle.
7. In the plenary, each group will present their decision and also explain how it differs from the earlier decision.

Activity 4: Assertiveness Skills

Objectives: At the end of the session, participants will be able to:

- Evaluate the types of solutions to problems
- Focus on assertive solutions to achieving goals

Materials:

- Hand-out on the definitions of Assertive, Passive and Aggressive (Annex 5.8, page 159)
- Scenario cards (Annex 5.9, pages 160-161)
- Sheet on consequences (Annex 5.10, page 162)

Procedure:

1. The session will start with a facilitator input on three ways of dealing with problems by being Assertive, Passive or Aggressive (Annex 5.8, page 159).
2. Form small groups and give the scenario cards (Annex 5.9, pages 160-161) to each group and ask them to: a. Write a clear definition of the problem; b. Identify solutions using the three ways discussed in the session.
3. Ask each group to present their solutions to the whole group.
4. The facilitator should then ask the participants to think about the consequences of each category of solution (see Annex 5.10, page 162, for a suggested framework).



Activity 5: Negotiation Skills

Objectives: At the end of the session, participants will be able to:

- Understand the importance of negotiation in their lives
- Demonstrate skills of negotiation

Materials:

- Scenario cards (Annex 5.11, page 163)

Procedure:

1. The session will start with a facilitator input to introduce negotiating skills.
2. Ask children to work in pairs and select two examples, one in school and one in the family, on which they negotiate for something.
3. Ask them to list the things they normally do when they negotiate for something.
4. Ask them to form small groups and share what they have discussed in pairs and list the things they do when they negotiate. Then ask them to identify the differences in approaches when they negotiate for something in the family and in school.
5. Then in the whole group, ask the small groups to present their findings. The facilitator should group the findings under the situations "Family" and "School".
6. During these presentations, try to emphasize the following points:
 - Approaches to negotiation are different from situation to situation. We use some techniques and behaviors to influence others according to the relationship we have with them. For example, when it comes to parents, we show them love and help them in family work and negotiate for things we need. When it is related to something more official we do it by presenting facts and logical arguments.
 - When we negotiate for something we should prepare with facts and develop our arguments logically.

- It is important to present our arguments clearly and also in a convincing way. We should understand the characteristics and behavior patterns of the person with whom we are going to negotiate. Our approach should be formulated accordingly.
7. Participants can then be divided into small groups and given scenarios (Annex 5.11, page 163) to develop some arguments to negotiate in these situations. They can prepare a role-play to present to the whole group.
 8. In the whole group session, children can present their role-plays and the whole group can assess the effectiveness of their negotiation based on the inputs they received.
 9. Finally, the facilitator sums up the session by emphasizing points about negotiation.



Activity 6: Skills for Gathering and Sharing Information

Objectives: At the end of the session, participants will be able to:

- Value the importance of information in their lives
- Identify ways and means of gathering information
- Identify ways to disseminate information

Materials:

- Ropes for the Rope-Game
- Newspapers

Procedure:

Rope-Game

The objective of the Rope-Game is to encourage participants to work in cooperation with others when solving problems.

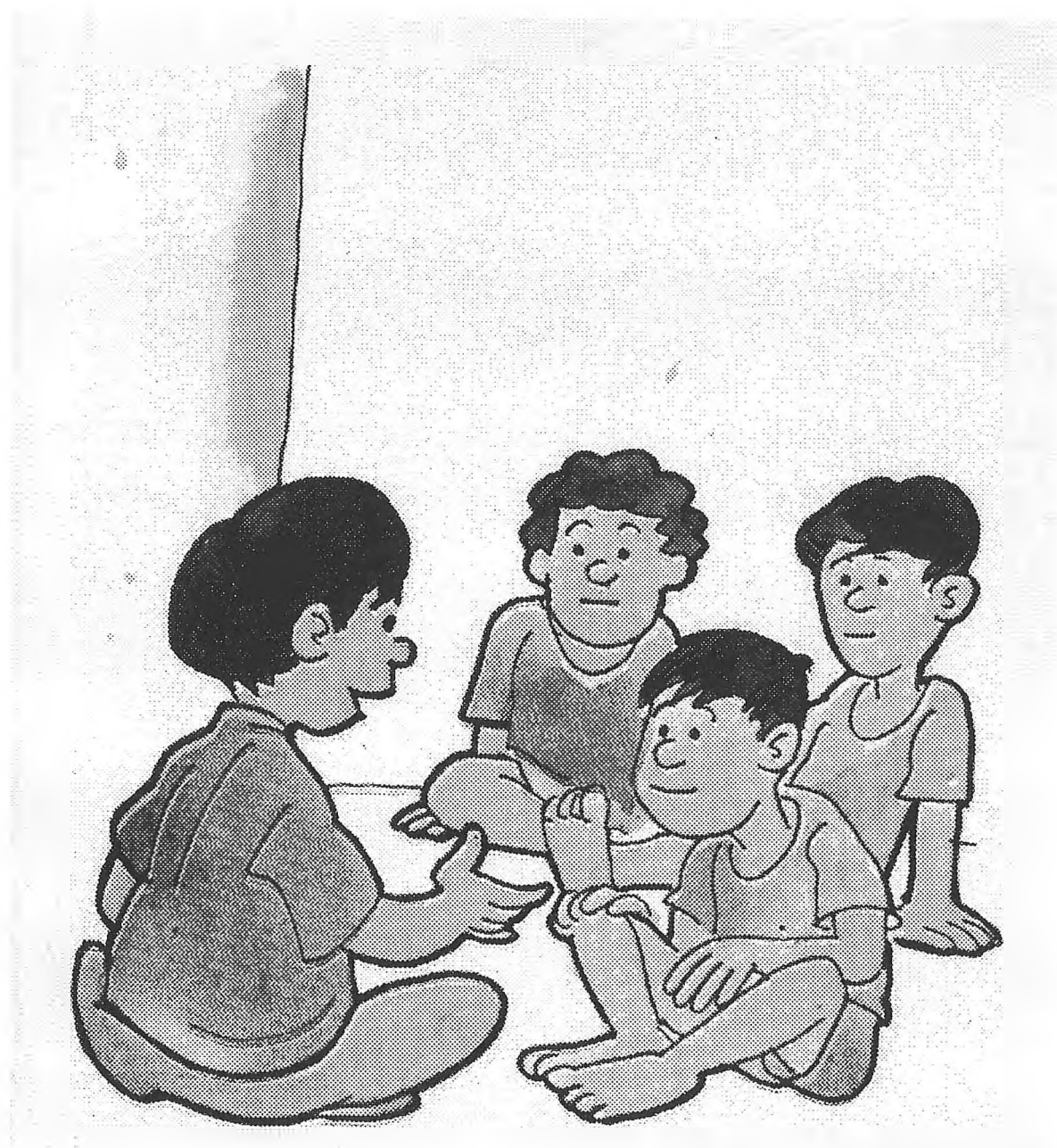
1. Ask participants to form pairs and give them two pieces of meter-length rope.
2. Then ask participants to tie the rope onto their two hands, but before the other person ties up his or her hands, the rope should fall across the other person's rope.
3. Then the participants should be asked to solve the mess without untying the rope from their hands.
4. After the game, the facilitator should emphasize the importance of cooperation and also creative thinking.

The Session

1. Start with a discussion on the importance of information in human life. The following points should be emphasized:
 - To make proper decisions we should have appropriate information, e.g., if you want to make a decision on a school, you should know about the schools available.
 - Everyday we make choices. To make the best choices we need information.
 - Information gives us strength to behave in a more constructive way. Children can be more empowered if they have access to correct information.



2. Then ask the participants to work in small groups and identify the ways and means they use to get information.
3. Each small group then shares what they have discussed with the whole group. The facilitator should categorize the different methods of collecting information such as:
 - Print media (books, magazines, newspapers, brochures, newsletters)
 - Electronic media (television, radio, internet)
 - Interactive media (discussions, seminars, conferences, workshops, theater, camps)
4. Then the facilitator should sum up the discussion by emphasizing effective ways of using these methods to get information.
5. Emphasize that children have a right of access to appropriate information (CRC Article 17 in Annex 5.4, page 155). Use the illustration to facilitate the discussion. Here it is important to emphasize that children also have a responsibility to select the most appropriate information for themselves. Not everything in the media is appropriate.
6. Then ask participants to form small groups and give them four subjects such as Education, Health, Recreation and Governance. Give them some newspapers and ask them to create a first page of a Child Newspaper by using the news items and articles on the given subjects and also creating articles, pictures and cartoons.
7. Each group presents their newspaper page to the full group. Finally, the facilitator should discuss other ways they can use to disseminate information and emphasize that children have a responsibility to inform their peers on subjects and issues close to them and also what they have learned from these sessions. Children's groups could be assigned some projects to take these messages to their peers in schools and communities by using one of the methods they are more familiar with.



Annex 5.1*

Information Sheet

	Signatures
Was discriminated against in your participation in an activity	
Felt angry that a parent did not let you participate in an after-school activity	
Remembered when a child organized an activity for fellow neighborhood children	
Had to move away from friends and school while still a child	
Felt included in family discussions about money while a teenager	

* Topic One, Activity 2 (page 116)



Annex 5.2*

Four Rights Categories

Survival Rights

These cover the right to life and the right to the highest standard of health and medical care attainable.

Protection Rights

These include protection from discrimination, from abuse and neglect (including exploitation), protection for children in emergencies and special situations.

Development Rights

These include all kinds of education (formal and non-formal) and the right to a standard of living which is adequate for the child's physical, mental, spiritual, moral and social development.

Participation Rights

These cover the right of a child to be listened to, and to have their ideas taken seriously (to have his/her views valued and given importance).

It is important to stress that these categories are not mutually exclusive and that several rights fit into more than one category.

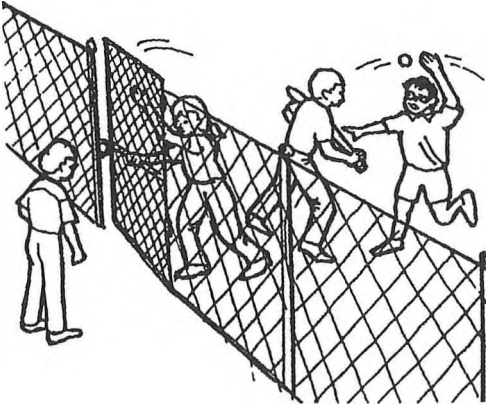
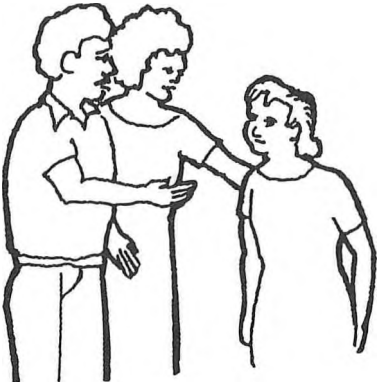


It is also important to note that rights can be in conflict. For example, the right of a child to freedom of thought and expression may be in conflict with the parents' understanding of the right to protect the child from outside "harmful" influences. When any rights seem to be in conflict, then we must rely on the three underlying principles:

1. A child is anyone under 18 years of age.
2. All rights apply equally to all children without exception (non-discrimination).
3. All actions must be done in the best interests of the child.

* Topic One, Activity 6 (page 120)

Annex 5.3*

CRC Clustering Cards

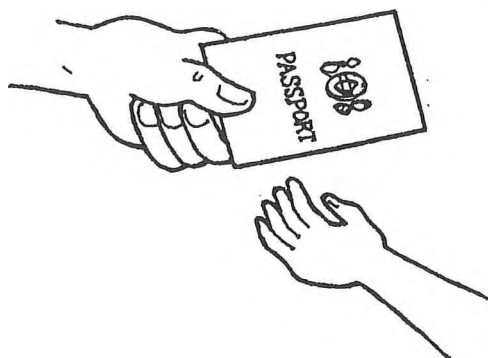
 <p>Article 2: All rights apply to all children, and children shall be protected from all forms of discrimination.</p>	 <p>Article 5: The State must respect the rights and responsibilities of parents to provide guidance for the child that is appropriate to her or his evolving capacities.</p>
 <p>Article 6: Every child has the right to life, and the State has an obligation to ensure the child's survival and development.</p>	 <p>Article 7: Each child has the right to a name and nationality, to know his or her parents and be cared for by them.</p>



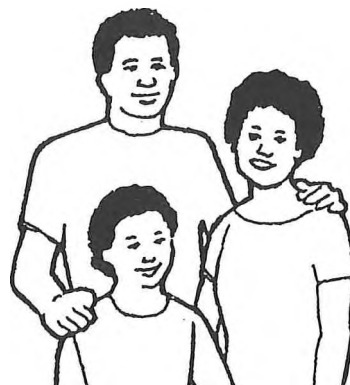
* Topic One, Activity 6 (page 120)



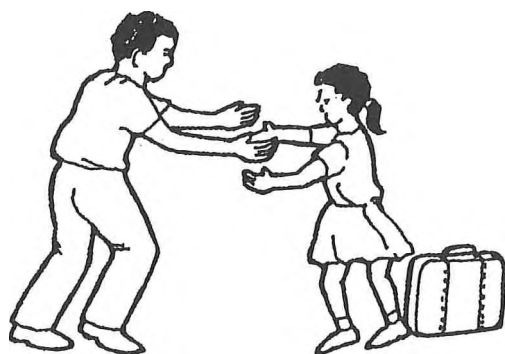
Annex 5.3*



Article 8: The State has an obligation to protect, and if necessary, to re-establish the child's identity. This includes name, nationality and family ties.



Article 9: The child has a right to live with his or her parents unless this is not in the child's best interests. The child has the right to maintain contact with both parents if separated from one or both.



Article 10: Children and their parents have the right to leave any country or enter their own to be reunited, and maintain the parent-child relationship.




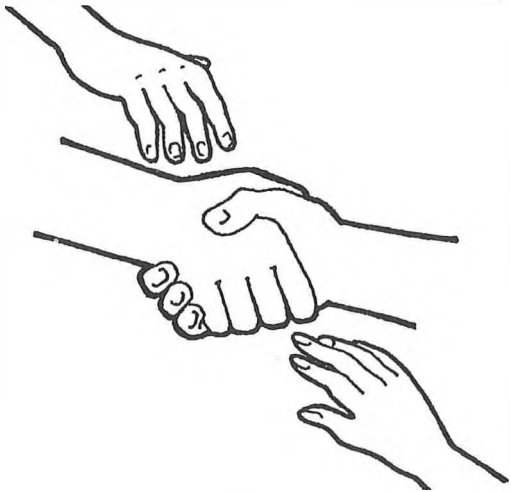


Article 11: The State has an obligation to prevent and remedy the kidnapping or holding of children abroad by a parent or third party.



* Topic One, Activity 6 (page 120)

Annex 5.3*

 <p>Article 12: Children have the right to express their opinions freely, and have their opinions taken into account in matters that affect them.</p>	 <p>Article 13: Children have the right to express their views, obtain information, and make ideas or information known, regardless of frontiers.</p>
 <p>Article 14: Children have the right to freedom of thought, conscience and religion, subject to appropriate parental guidance.</p>	 <p>Article 15: Children have a right to meet with others, and to join or form associations.</p>



* Topic One, Activity 6 (page 120)



Annex 5.3*



Article 16: Children have the right to protection from interference with privacy, family, home and correspondence, and from attacks on their character or reputation.



Article 17: Children shall have access to information from national and international sources. The media shall encourage materials which are beneficial, and discourage those which are harmful to children.



Article 18: Parents have joint responsibility for raising the child, and the State shall support them in this.



Article 19: Children shall be protected from abuse and neglect. States shall provide programmes for the prevention of abuse and treatment of those who have suffered from abuse.



* Topic One, Activity 6 (page 120)

Annex 5.3*



Article 20: Children without a family are entitled to special protection, and appropriate alternative family or institutional care, with regard for the child's cultural background.



Article 21: Where adoption is allowed, it shall be carried out in the best interests of the child, under the supervision of competent authorities, with safeguards for the child.



Article 22: Children who are refugees, or seeking refugee status, are entitled to special protection.



Article 23: Disabled children have the right to special care, education and training that will help them to enjoy a full and decent life with the greatest degree of self-reliance and social integration possible.



* Topic One, Activity 6 (page 120)



Annex 5.3*



Article 25: A child who is placed by the State for reasons of care, protection or treatment of his or her physical or mental health is entitled to have that placement evaluated regularly.



Article 26: Children have the right to benefit from social security including social insurance.



Article 29: Education should develop the child's personality, talents, mental and physical abilities. Children should be prepared for active participation in a free society, and learn to respect their own culture and that of others.

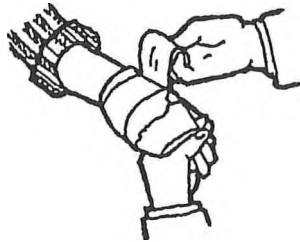


Article 34: Children shall be protected from sexual exploitation and abuse, including prostitution and involvement in pornography.



* Topic One, Activity 6 (page 120)

Annex 5.3*



Article 24: Children have the right to the highest possible standard of health, and to access to health and medical services.



Article 27: Children have the right to a standard of living adequate for their physical, mental, spiritual, moral and social development. Parents have the primary responsibility to ensure that the child has an adequate standard of living. The State's duty is to ensure that this responsibility is fulfilled.



Article 28: Children have the right to education. Primary education should be free and compulsory. Secondary education should be accessible to every child. Higher education should be available to all on the basis of capacity. School discipline shall be consistent with the child's rights and dignity.



Article 30: Children have the right, if members of a minority group, to practise their own culture, religion and language.



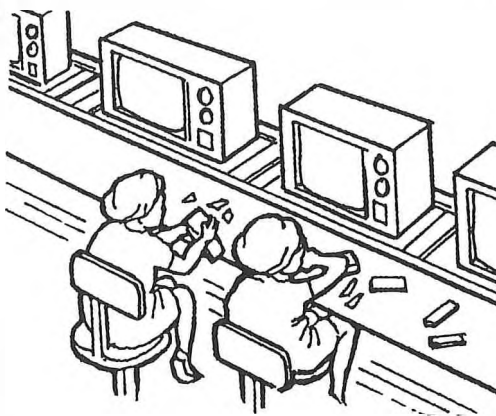
* Topic One, Activity 6 (page 120)



Annex 5.3*



Article 31: Children have the right to rest, leisure, play, and participation in cultural and artistic activities.



Article 32: Children have the right to be protected from economic exploitation, from having to participate in work that threatens their health, education, or development. The State shall set minimum ages for employment and regulate working conditions.



Article 33: Children have the right to protection from the use of drugs, and from being involved in their production or distribution.







Article 38: Children under age 15 shall have no direct part in armed conflict. Children who are affected by armed conflict are entitled to special protection and care.



* Topic One, Activity 6 (page 120)

Annex 5.3*

 <p>Article 35: The State shall take all appropriate measures to prevent the sale, trafficking and abduction of children.</p>	 <p>Article 37: No child shall be subjected to torture, cruel treatment or punishment, unlawful arrest or deprivation of liberty. Capital punishment and life imprisonment are prohibited for offences committed by persons below 18 years of age. A child who is detained has the right to legal assistance and contact with the family.</p>
 <p>Article 39: Children who have experienced armed conflict, torture, neglect or exploitation shall receive appropriate treatment for their recovery and social reintegration.</p>	 <p>Article 40: Children in conflict with the law are entitled to legal guarantees and assistance, and treatment that promotes their sense of dignity and aims to help them take a constructive role in society.</p>



* Topic One, Activity 6 (page 120)



Annex 5.4*



Article – 3

Best interests of the child

All actions concerning the child should take full account of his or her best interests.

* Topic One, Activity 11 (page 126) and Topic Two, Activity 3 (page 132)

Annex 5.4*



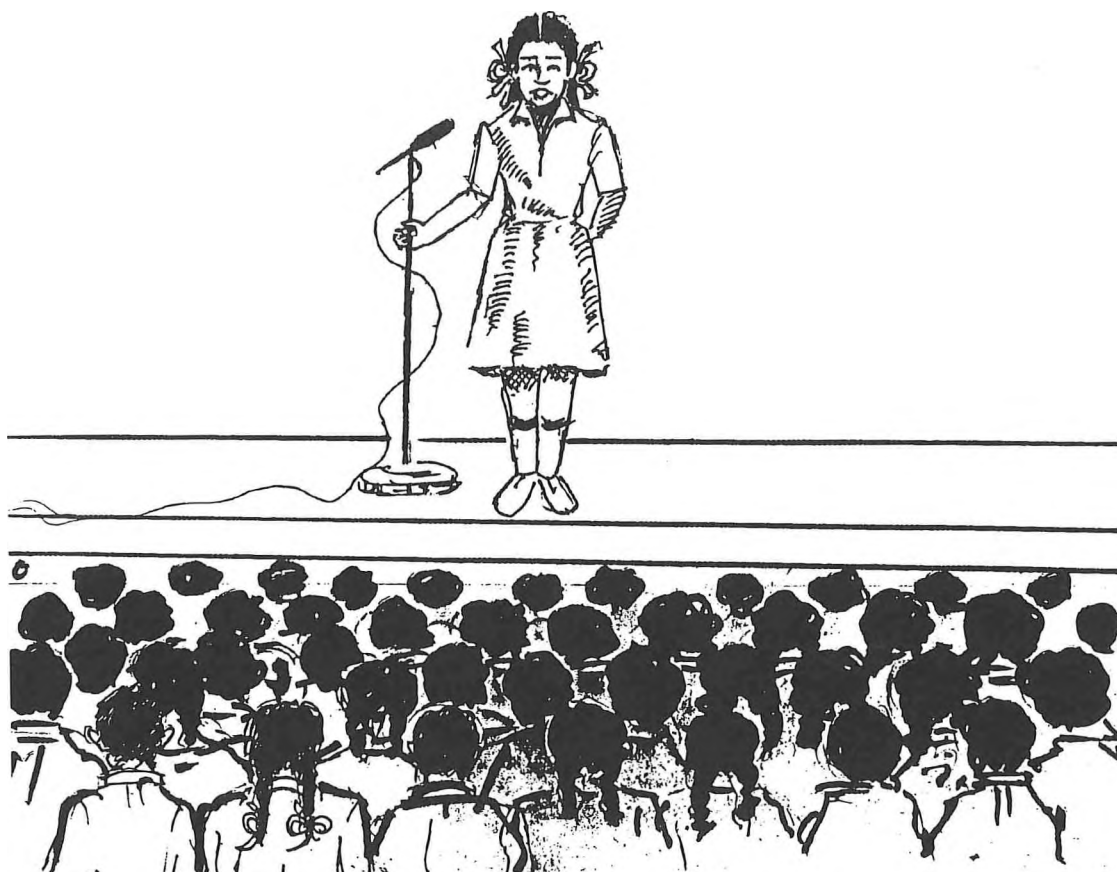
Article – 12 The child's opinion

The child's right to express an opinion, and to have that opinion taken into account, in any matter or procedure affecting the child.

* Topic One, Activity 11 (page 126) and Topic Two, Activity 1 (page 130)



Annex 5.4*



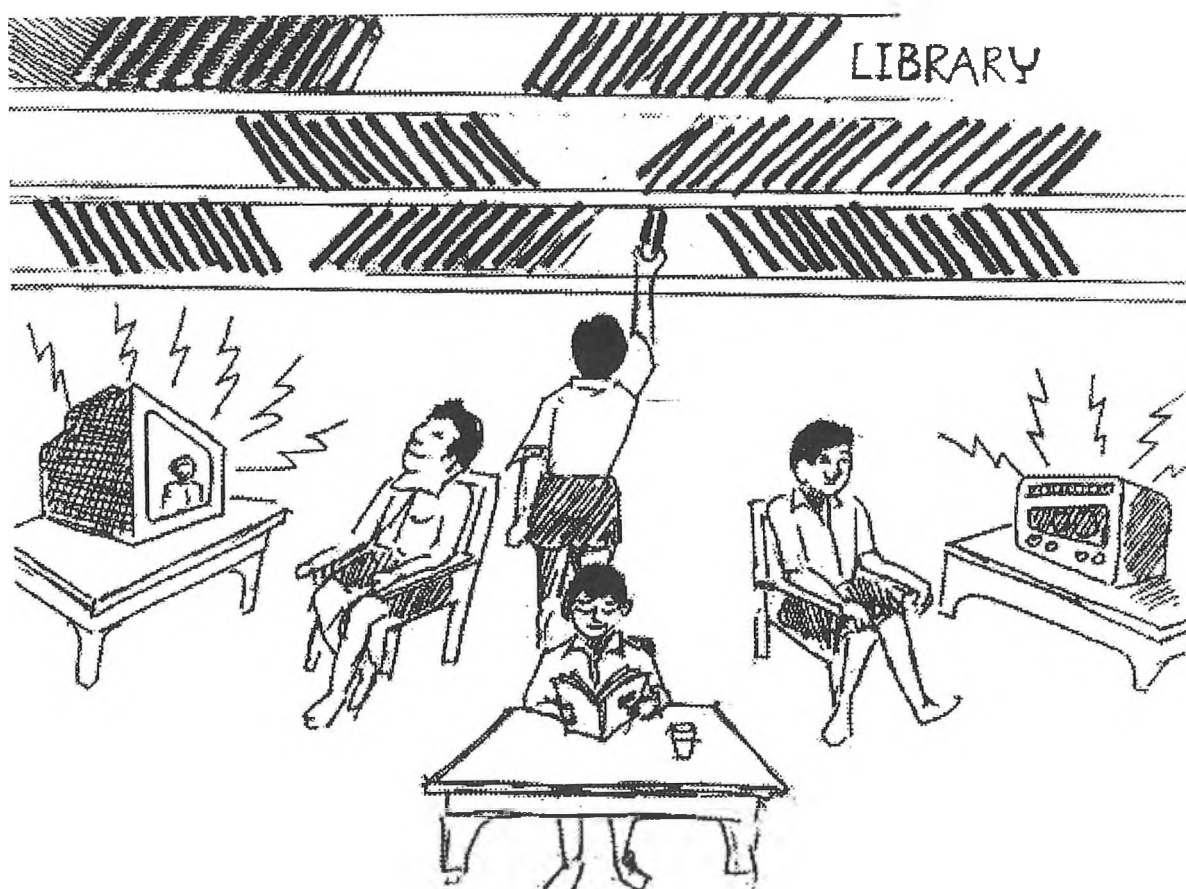
Article – 13

Freedom of expression

The child's right to obtain and make known information, and to express his or her views, unless this would violate the rights of others.

* Topic One, Activity 11 (page 126) and Topic Two, Activity 2 (page 131)

Annex 5.4*



Article – 17

Access to appropriate information

The role of media in disseminating information to children that is consistent with moral well-being and knowledge and understanding among peoples.

* Topic One, Activity 11 (page 126) and Topic Two, Activity 6 (page 136)



Annex 5.5*

The Blind Friend Game

Objective:

To create an awareness of the purpose of the training and participants' roles. The game involves the concept of the need for knowledge in order to disperse information. Participants, as the ones seeking knowledge and giving out information, must have enough facts in their hands. As an informer, they have to have self-confidence and be able to convince others in fulfilling their task as a facilitator.

Material: Cloth to cover the eyes

Procedure:

Participants have to be in pairs. One participant acts as a blind friend and the other as a guide. The guide has to give directions only by command; he or she is not allowed to hold the blind friend. The guide has to make sure the blind friend reaches the destination safely.

Follow-up:

- What do you understand from the game?
- How do you feel as the blind friend; the guide?
- What do you think your friend should do to enable you to be a better guide or a better follower (blind friend)?

* Topic Two, Activity 2 (page 131)

Annex 5.6*

Scenario Cards

Scenario 1

It was Tuesday night, and Suraini had her math final on Wednesday. She had not studied yet, so she decided she would stay up late Tuesday night and study a lot. Her friend, Lili, called and asked her to go out to a friend's house. Suraini went with Lili, and by the time she got home it was too late to study. Suraini failed her math test and failed the class.

Scenario 2

Ali occasionally used cocaine but did not consider himself a heavy drug user and never sold drugs. One day he met a really nice lady who seemed to be interested in him. After talking for a while, she asked him if he could buy some cocaine for her. Since he wanted to impress her, he found someone who sold him some cocaine. When he brought it to his new lady friend, she told him she was an undercover police officer and arrested him.

Scenario 3

Razak and Amir are housemates. Razak is very neat and clean, whereas Amir rarely puts anything away. Razak cleaned the entire house this morning because he knew his parents were coming over for dinner. About an hour before his parents are scheduled to arrive, he returns from the supermarket to observe Amir dropping his candy wrappers on the floor as he watches TV. Razak, feeling very angry, notices that Amir's clothes are strewn around the living room as well.

Scenario 4

Group discussion meets every Tuesday at the classroom. Liza and Irma attend the group which meets to discuss tough subjects. Liza frequently interrupts Irma when it is Irma's turn to talk. Although Liza has already spoken to her about this problem, she has not changed her behavior. Today is one week after the discussion with Liza, and Irma has decided to follow-up on her initial request the next time she interrupts her in group. Irma says "I have something to discuss today..." and, sure enough, several minutes after she begins to talk, Liza interrupts her and begins talking.

* Topic Two, Activity 3 (page 132)



Annex 5.7*

Decision Making Steps

1. Is there a problem?
2. Stop and think (define the problem).
3. Why is there a problem?
4. What do I want?
5. Think of solutions (generate as many solutions as possible).
6. Look at the consequences of all the solutions (evaluate the solutions).
7. Choose what to do and do it (make a choice and act on it).
8. Evaluate the results.

* Topic Two, Activity 3 (page 132)

Annex 5.8*

Definitions:

Assertive

An assertive person has a positive self-image, cares about himself or herself and also cares about others. An assertive person speaks up, expresses honest feelings, and acts in his or her own best interest. At the same time, the person is careful not to step on other people's rights or feelings. It is standing up for your rights as long as it does not infringe on other people's rights.

Passive

A passive person may withdraw from a situation or let others choose a goal for him or her. This person generally gives in to others and often will not protest when his or her rights are violated. Thus, while the passive person rarely hurts others, he or she suffers by not meeting his or her own needs. A passive person's self-image may be poor. It is allowing others to stand up for their rights or desires at the expense of your rights.

Aggressive

An aggressive person seeks self-fulfillment at the expense of others. He or she usually chooses for everyone, is very domineering, and often resorts to physical abuse to get his or her own way. An aggressive person usually does not feel good about himself or herself and takes it out on others. It is when you stand up for your rights at the expense of someone else's rights.

* Topic Two, Activity 4 (page 133) and Child Abuse, Topic Three, Activity 1 (page 68)



Annex 5.9*

Scenario 1:

Shazana had two best friends, Juliana and Hani. They all liked the same rock group and were happy when Shazana's dad told her he would get three tickets for the next performance. Shazana was glad she could invite both Juliana and Hani because they were both good friends of hers and had done a lot of things for her in the past. However, at the last minute Shazana's dad could only get two tickets.

- Write a clear definition of Shazana's problem.
- List three ways she could solve it.

Scenario 2:

Amir had spent the last six months locked up in a juvenile institution. He was really getting tired of it all – from the lack of privacy to not being able to watch his favorite TV program. One afternoon he walked into the dayroom at his cottage, hoping to watch his favorite TV show, but another boy was watching a show Amir didn't like. The other boy seemed to be half-asleep.

- Write a clear definition of Amir's problem.
- List three ways he could solve it.

* Topic Two, Activity 4 (page 133)

Annex 5.9*

Scenario 3:

Your brother asks you to come over to his house on Saturday and work in the yard with him, cleaning it up. You planned to watch a football game and movie on TV this Saturday. What do you say when your brother calls and make this request to you? He is your favorite brother.

- Write a clear definition of your problem.
- List three ways you could solve it.

Scenario 4:

Raju keeps telling you how to design your projects even though you are supposed to do it on your own and you have already had your own idea.

- Write a clear definition of your problem.
- List three ways you could solve it.

* Topic Two, Activity 4 (page 133)

**Annex 5.10*****Consequences of Assertive, Aggressive and Passive Behavior**

Assertive	Aggressive	Passive
<i>Social Consequences</i>		
Others are pleased that their wants are considered. Others view me with respect. Others are motivated to treat me in a similar way. Others seek out my company.	Others are angry that their wants are not considered. Others view me with fear. Others are motivated to treat me in a similar way. Others avoid my company.	Others are pleased that their wants are considered. Others lack respect for me. Others do not trust me to be truthful. Others treat me as a doormat.
<i>Thinking Consequences</i>		
I expect the world to be friendly. I expect others to be helpful with regard to my wants. I expect that my wants will be fulfilled. I think that I have some control over my environment. I expect to achieve my goals.	I expect the world to be hostile and uncaring. I expect others will thwart my wants to take advantage. I expect that my wants will be fulfilled. I think that I have to control my environment. I expect to achieve my goals.	I expect the world to be hostile and uncaring. I expect others to be uninterested in my wants. I expect that my wants will not be fulfilled. I think that others control my environment. I do not expect to achieve my goals.
<i>Behavioral Consequences</i>		
Positive approach	Negative approach	Avoidance Episodes of negative approach
<i>Feeling Consequences</i>		
Happiness	Anger Fear	Fear Sadness Anger

* Topic Two, Activity 4 (page 133)

Annex 5.11*

Scenario 1

Normally during the spring, schools in China organize an outing in the park. It is an annual picnic activity. Chong Hwa Primary School had decided to go to the Minority Village Park for their outing. Most of the children have been to the park and they wanted the school to pick another venue for the occasion. Now by using your negotiation skills, how do you negotiate with your teacher and school authority in order to change the venue. Present this as a role-play.

Scenario 2

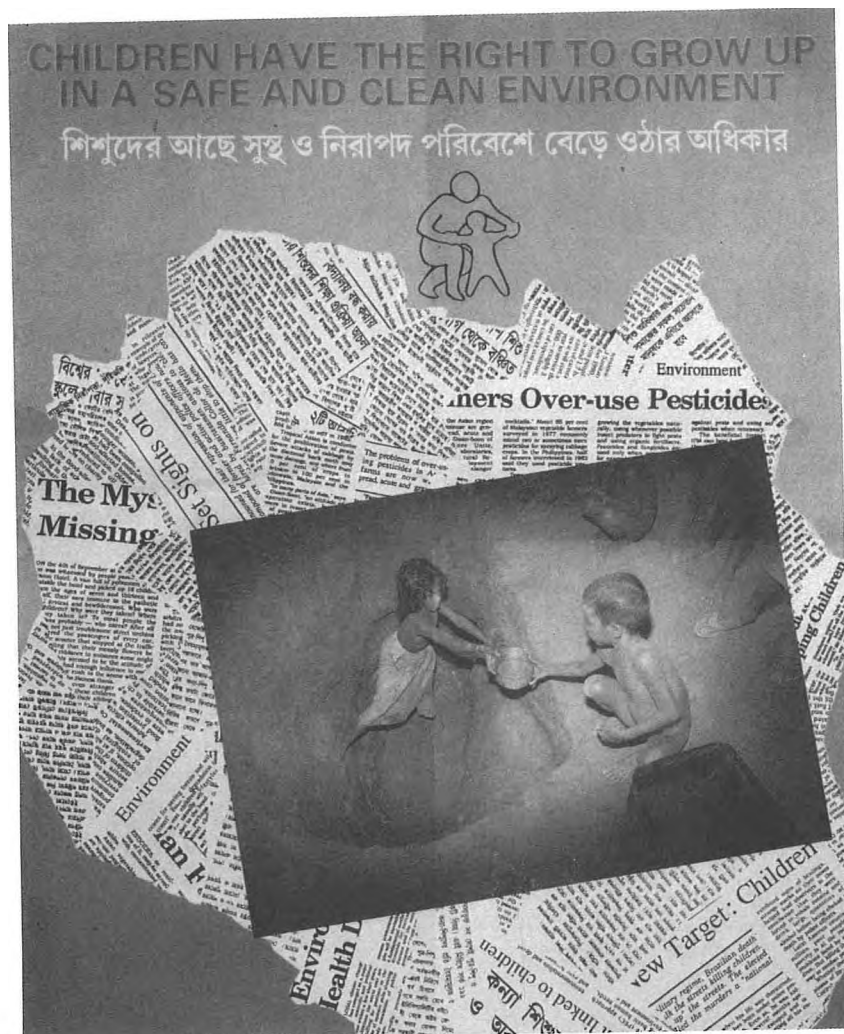
Karen is a 14-year-old girl. She is a middle school student. She is living with her parents, two brothers and two sisters. Her parents have jobs to support the family. They are not rich enough to give their children large monthly allowances. They are kind but a bit strict with their children. They don't have much time to take care of their children or the household. So, they ask the eldest girl Karen to take care of her sisters, brothers and other things in the family. She gets an allowance that covers her work for the family. But she thinks her allowance is not enough to buy books, snacks and some other things. She wants to go out with her friends to the theater, to buy her favorite books and to buy opera tickets. How should Karen negotiate effectively? Role-play the situation.

Scenario 3

Mei Ling, a 14-year old, was chosen to be in a special school program where three different languages are taught. The languages are English, Japanese and French. Mei Ling was very interested in the English class because the future prospects for English language are very good. But, sadly, the school thinks that Mei Ling has a better opportunity if she knows Japanese. How should she negotiate with the school? Role-play the situation.

* Topic Two, Activity 5 (page 134)

Child Rights as Human Rights





Child Rights as Human Rights

Rationale

A major issue in training on the UN CRC is the concept of rights. Although most people agree that concepts of human rights are universal, there are sometimes disagreements about what human rights actually are in detail. This module aims at providing ways of exploring meanings of rights, moving towards common understandings, and giving information which can be used to explain *Child Rights as Human Rights*.

Target Group

The primary target group for this module are adults, in particular trainers in their own and partner organizations, whether they be NGOs or government.

Objectives

By the end of the module, participants will be able to explain:

- the basic concept of "right"
- how child rights can be seen in the context of human rights

Training Activities

This module includes:

Activity 1: Wants and Needs Cards

Activity 2: "Rights" in Other Languages

Activity 3: Defining "Rights"

Activity 4: Concepts and History of "Rights"



Context

At present, child rights training is often not based on a broader human rights framework. Part of the rationale for this is that in some countries, it is less threatening to talk of child rights (CR) than human rights (HR), and therefore CR has been disconnected from larger HR discussions, even though CR may be an entry point for discussion of HR in general. Some feel that this approach can lead to an assumption that the concept of child rights was invented by the "West/North", is being imposed on other countries and is foreign to many Asians.

If CR training is looked at within the broader framework of HR, it may facilitate the understanding of child rights as one of the milestones in the human rights movement. It may also add clarity to the arguments we present on CR, since the UN CRC (1989) followed the Universal Declaration of Human Rights (1948) and the Convention on the Elimination of All Forms of Discrimination Against Women (1979) and a long history of the conceptual development of HR.

The historical background and conceptual framework of HR provide a strong foundation to establish arguments on CR. History, especially in Africa, Asia and Latin America, provides a strong basis for the HR approach.

A start can be made with religious and philosophical texts which reflect the importance of equality, dignity and responsibility to help others: Hindu Vedas, Agamas and Upanishads; Judaic text of the Torah; Buddhist Tripitaka and Anguttara-Nikaya; Confucian Analects, Doctrine of the Mean and Great Learning; the Christian New Testament; the Islamic Qur'an; and the Codes of conduct, e.g., Asoka, Solon and Manu.

Movements for social and economic rights in India and the West went rapidly forward in the 1800s. In addition to the women usually cited, Tan Sitong in China and Toshiko Kishida in Japan argued for gender equality. World-wide there were more than 50 bilateral treaties on abolition of the slave trade during this time.

People rose up against colonialism and imperialism, with independence movements and riots in Europe, Africa and Asia in the 1900s. In the mid-1900s, independence movements blossomed with many nations becoming independent and/or newly formed to take forward peoples' right to self-determination and the rule of law over feudalism.



These events, among others, led to the formation of the UN and the development of the Universal Declaration of Human Rights (UDHR - 1948). Since the UDHR, there have been several major HR instruments adopted by the international community:

- International Convention on the Elimination of All Forms of Racial Discrimination (ICERD - adopted 1965, entered into force 1969)
- International Covenant on Civil and Political Rights (ICCPR - adopted 1966, entered into force 1976)
- International Covenant on Economic, Social and Cultural Rights (ICESCR - adopted 1966, entered into force 1976)
- Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW - adopted 1979, entered into force 1981)
- Convention Against Torture and other Cruel, Inhuman and Degrading Treatment or Punishment (CAT - adopted 1984, entered into force 1989)

These historical events all fed into the conceptual framework of HR which emphasizes these points:

- **Universality of human rights:** Human rights are inherent. Every man, woman and child is entitled to enjoy his or her human rights simply by virtue of being alive. It is this universality of HR which distinguishes them from other types of rights such as citizenship or contractual rights.
- **Human rights are inalienable:** They cannot be taken away by others, nor can one give them up voluntarily (*UNDP Human Development Report 2000*, page 16). In cases where rights are not being fulfilled, this does not mean that the rights are lost or are no longer important.
- **Human rights are indivisible:** There are no hierarchies among different kinds of rights. They are all equally necessary for life and dignity. Some cannot be suppressed so that others may be promoted (*UNDP Human Development Report 2000*, page 16).
- **Human rights are premised on the recognition of the equal worth** (non-discrimination, equal access to public resources) and **dignity** (liberty, freedom and autonomy of each person) of all humans irrespective of any distinguishing characteristics.
- **Human rights are realized** when individuals enjoy the freedoms covered by those rights and their enjoyment of the rights are secure. Rights are realized if and only if social arrangements are in place to protect against standard threats to the enjoyment of freedoms covered by those rights (*UNDP Human Development Report 2000*, page 16).



All of the above instruments and concepts apply to children, but many people felt there was a need for a separate convention, as children often are vulnerable and need additional or more focused attention and protection. The drafting of the UN Convention on the Rights of the Child took ten years and was finally presented to the UN General Assembly in 1989 and entered into force in 1990. It is important in discussions to emphasize that the CRC is not something which happened haphazardly, but is an integral part of the overall HR movement. In the entire HR framework, children are not the objects of rights but the very subject of them, and the CRC more clearly reflects their status - that children are rights holders.

Prior to any training session, it will be useful to check the country's status on each of the HR instruments:

- Has the government become a States Party?
- What reservations, understandings and declarations has the government submitted about the instruments?
- What has the government reported on the instrument's child-specific articles?



Approaches to Understanding (Child) Rights

There are several approaches to understanding the idea of rights. What follows are several which people sometimes use.

Definitions and Synonyms of "Right":

1. that which is just, fair or morally correct (synonyms: good, virtue, morality, equity)
2. (sometimes plural) that which is due to a person naturally or legally (synonyms: privilege, title or entitlement, prerogative, freedom, birthright)
3. that which conforms with logic, reason or fact (synonyms: soundness/sound, veracity, truth, logic, reason, verity, reality, rationality)

Source: Wordsmyth Educational Dictionary-Thesaurus

Conceptual Guides

- Every child is born with rights.
- Child rights are a part of human rights, monitored and guaranteed internationally.
- Child rights are innate in (born in) each child with corresponding duties of adults, parents, community and government, towards whom the child also has duties.
- Child rights are borderless and know no frontiers.
- Child rights apply to 100 percent of all children.
- In child rights there are no priorities of particular rights - all are equally important.

Source: National Council for Child and Youth Development (Thailand) and others

Conceptual Groupings

People sometimes raise disagreements in their discussion about the concepts and apparent dichotomies of rights. Questions are also brought up about how rights are to be implemented or even how they are to be understood. The primary concept in the CRC of "the best interest of the child" needs to be repeatedly raised in cases where there may be disagreement or perceived dichotomies.



Below are a few of the differences raised in discussions in the region and globally.

1. *Immediate <-> Progressive*

Human rights law has always recognized that there is a distinction between rights that should be implemented immediately and those that can be implemented progressively.

The reason for this is that it would be unrealistic to expect a country lacking resources to implement the second category overnight.

Immediate rights - These cover civil and political rights. They include such things as discrimination, punishment, right to a fair hearing of criminal cases and a separate system for juvenile justice, right to life, right to nationality, right to re-unification with family and some of the protection rights.

Progressive rights - These cover economic, social and cultural rights. They include health and education and the rights that are not covered by the first category. They are recognized in the CRC under Article 4 which states: *With regard to economic, social and cultural rights, States Parties shall undertake such measures to the maximum extent of their available resources and, where needed, within the framework of international cooperation.*

There are differences of opinion among human rights activists over which of these categories certain rights fall under. For example, activists disagree over child labor. Is the right of a child not to have to work in a factory a civil right that should be implemented immediately or is it progressive according to the economic situation of the country?

The concept of "the best interest of the child" has been applied here with most people now focusing on quality of the work environment, the number of hours involved, the capacity of the child to do the work, and how other rights of the child (e.g., access to education) might be violated, before making any judgment.



2. Individual <-> Group

Although in many countries and cultures, the individual is seen as the basis of rights discussions, in others, the group (especially society as a whole) is seen as the basis for discussions on rights. Human rights activism is usually seen as focusing on the individual as the basis of rights. As this view is often seen contrasting with Asian or local values, it is especially important to raise the individual-group dichotomy (see point 4 below on CRC as a legal document).

3. Singling out minorities and others of difference (physical or situational) <-> Protection of groups

Sometimes groups may feel it is problematic raising issues of difference when rights are to apply to 100 percent of children, all the time. This is done to be able to identify children who are at risk of having their rights violated, so that special measures can be taken to ensure the fulfillment of their rights.

4. Natural (Inherent) <-> Legal

What rights people are born with and what they acquire as a result of laws and legal instruments is sometimes disputed. Many people agree that rights are acquired at birth, while some may suggest that they are given by the State.

With child rights in Asia, it is possible to side-step the issues of individual-group and natural-legal, as all Asian countries are States Parties to the CRC; regardless of where and how these rights have come about, we are bound to ensure their fulfillment as part of our obligations.

5. State responsibility <-> Others' responsibility

While human rights are primarily a state responsibility, are others responsible as well? States that have ratified the international human rights instruments are in effect assuming the commitment to the promotion and protection of human rights. However, part of Article 30 of the UDHR reads: *groups and individuals may not engage in any activity or perform any act aimed at the destruction of any of the rights and freedoms set forth therein*. This means that human rights are both a responsibility of state and non-state actors.

Note: For the preceding, the original sources are unknown, but it is based on training kits and documents from International Save the Children Alliance and UNICEF-Vietnam.



Supporting Documents

In addition to the human rights instruments listed in the Context section (page 169), there are other supporting documents:

- Declaration(s) on the Rights of the Child (Geneva - 1924, UN - 1959)
- UN Charter (1945)
- UN CRC - Optional protocols to the Convention on the Rights of the Child: On the involvement of children in armed conflict; On the sale of children, child prostitution and child pornography
- United Nations Guidelines for the Prevention of Juvenile Delinquency (Riyadh Guidelines)
- United Nations Standard Minimum Rules for the Administration of Juvenile Justice (Beijing Rules)
- United Nations Rules for the Protection of Juveniles Deprived of Liberty (JDL Rules)
- Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding between Peoples
- Convention on the Consent to Marriage, Minimum Age for Marriage and Registration of Marriages
- Convention on the Suppression of the Traffic in Persons and of the Exploitation of the Prostitution of Others
- Declaration on Social and Legal Principles relating to the Protection and Welfare of Children, with special reference to Foster Placement and Adoption Nationally and Internationally
- Convention Fixing the Minimum Age for Admission to Industrial Employment (ILO Convention 59)
- Convention Concerning the Minimum Age for Admission to Employment (ILO Convention 138)
- Recommendation Concerning the Minimum Age for Admission to Employment (ILO Convention 146)
- Convention Concerning the Medical Examination for Fitness for Employment in Industry of Children and Young Persons (ILO Convention 77)
- Convention Concerning the Night Work of Young Persons Employed in Industry (ILO Convention 90)
- ILO Worst Forms of Child Labor Convention (1999)
- Conventions and Declarations on Genocide, Refugees, Racial Discrimination, Torture, Migrant Workers

Note: Additional information may be found in Annex 6.2 (pages 185-186): The Ongoing Global Struggle for Human Rights from UNDP Report 2000: Development from a Rights Perspective, pages 27-28.

Training Activities

Activity 1: Wants and Needs Cards

An activity that many people use in understanding rights is found in *It's Only Right! A Practical Guide to Learning About the Convention on the Rights of the Child*.¹ This activity was included in the previous International Save the Children Alliance training package.

By doing the Wants and Needs Cards exercise, people can understand the concept of basic needs and how they can be agreed upon as, or turned into, rights. It can also be used to raise the issue of immediate-progressive rights.

The cards are included in Annex 6.1 (pages 181-184) and can be used with the following steps:

1. Divide the participants into small groups. Ask everyone to look at the cards to make sure everything on the cards is what children or adults might want to ensure that children develop well and will have a good life. After 10 to 15 minutes, check with the groups to confirm that all have been identified.
2. Then tell the groups that there has been a calamity (base it on a local situation), and that only 16 of these wants can be met. Ask the groups to discuss and agree on the 16 most important ones. After 10 to 15 minutes, check with the groups, re-confirm that agreement has been made and that 16 have been chosen.
3. Then tell the groups that there has been an economic calamity (again, base it on a local situation, e.g., currency devaluation, the 1997 economic "crash"), and that only eight of these wants can be met. Ask the groups to discuss and agree on the eight most important ones. After 10 to 15 minutes, check with the groups to confirm that agreement has been made and that eight have been chosen.
4. Ask the participants to compare their choices, by taping them on a flipchart or whiteboard. The first group should put their cards in a row at the top. Each following group puts their cards up. If any cards match the previous group, they should be put in the same column. New cards should be put into new columns.

¹ Susan Fountain, (C) UN Children's Fund 1993, ISBN 92-8063056-3



The follow-up discussion should identify similarities and differences in choices, where possible getting similar odd cards together, e.g., put "rights to various medical services" together. The group can then discuss whether these 8-10 cards could be considered as basic needs. This can lead into a discussion of how basic needs can be considered as basic rights. If any of the groups brought more than eight cards up as their priorities, ask them why (an answer often given is that the item did not cost money). Bring up the issue if no group does. This can lead into a brief discussion of immediate-progressive rights.

The prioritization of wants can be repeated so that participants must agree on four, if it's a large group or if the trainer wants to emphasize the difference between wants and rights – that wants can always be prioritized and cuts made, while rights remain whether they are fulfilled or not.

Activity 2: "Rights" in Other Languages

Another activity which can supplement Activity 1 is to consider the word for "rights" in local languages. An example is Cebuano, a language of the Philippines, where the word for rights is *katungod*. The root word *tungod* means "because", and also "being" or "my position", thus "because I am."

Another variation is to go to culture-specific terms. For example, in Vietnam, trainees have been asked for other terms for "rights", and how strong or hard they think the terms are. Trainees can be asked if any are child-specific.

Activity 3: Defining "Rights"

Ask participants to list what they feel are human needs. Ask the group to consider what are the basic rights listed among the needs. From this discussion, ask the participants to define rights. Have them choose the best definition (by consensus).

If time allows and the participants are ready for a conceptual discussion, then ask what guiding principles they used in developing the definition. This can be a springboard into raising the issues of dignity, equality and responsibility to help others, as well as the points emphasized in the Context section (page 168).

Finally, compare human rights and child rights: are there differences? Do you think that these "adult" rights relate to children?



Activity 4: Concepts and History of “Rights”

Reflect on the five dichotomies listed above (in the *Conceptual Groupings* section, pages 172-173) to give people a full taste of the variety of thinking which has gone into the development of rights concepts.

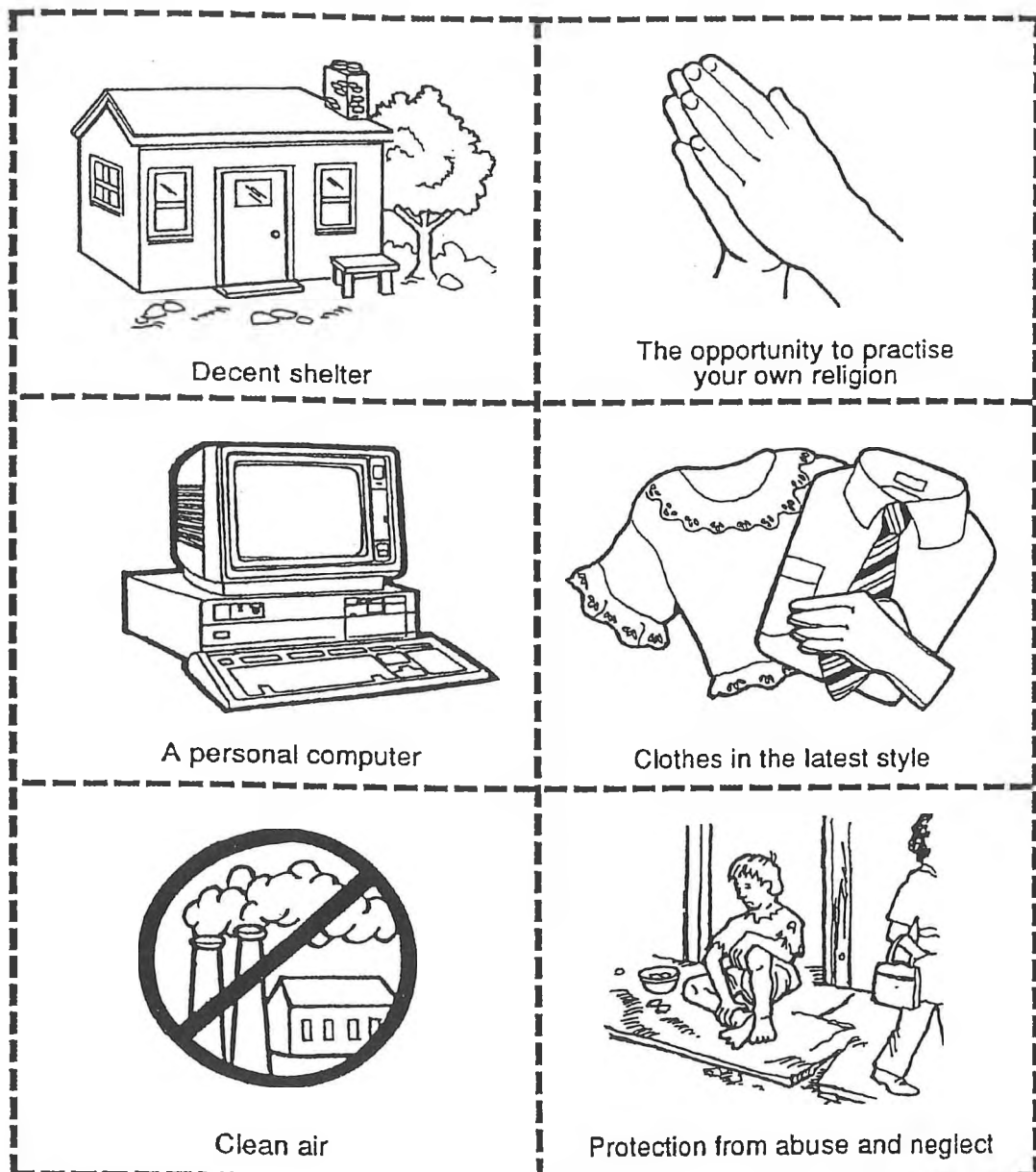
Finally, go through a historical perspective of child and human rights. The history can be done as a time-line, posting dates which seem to be key to local understanding of the historical development. It can be based on the ISCA training package, or started earlier in history, looking at overall development of human rights (see Annex 6.2, pages 185-186: *The Ongoing Global Struggle for Human Rights* from *UNDP Report 2000: Development from a Rights Perspective*, pages 27-28). It is important to reflect on the national and cultural milestones which support the concept of rights, e.g., independence from colonial powers and shifts to the rule of law from feudalism.





Annex 6.1*

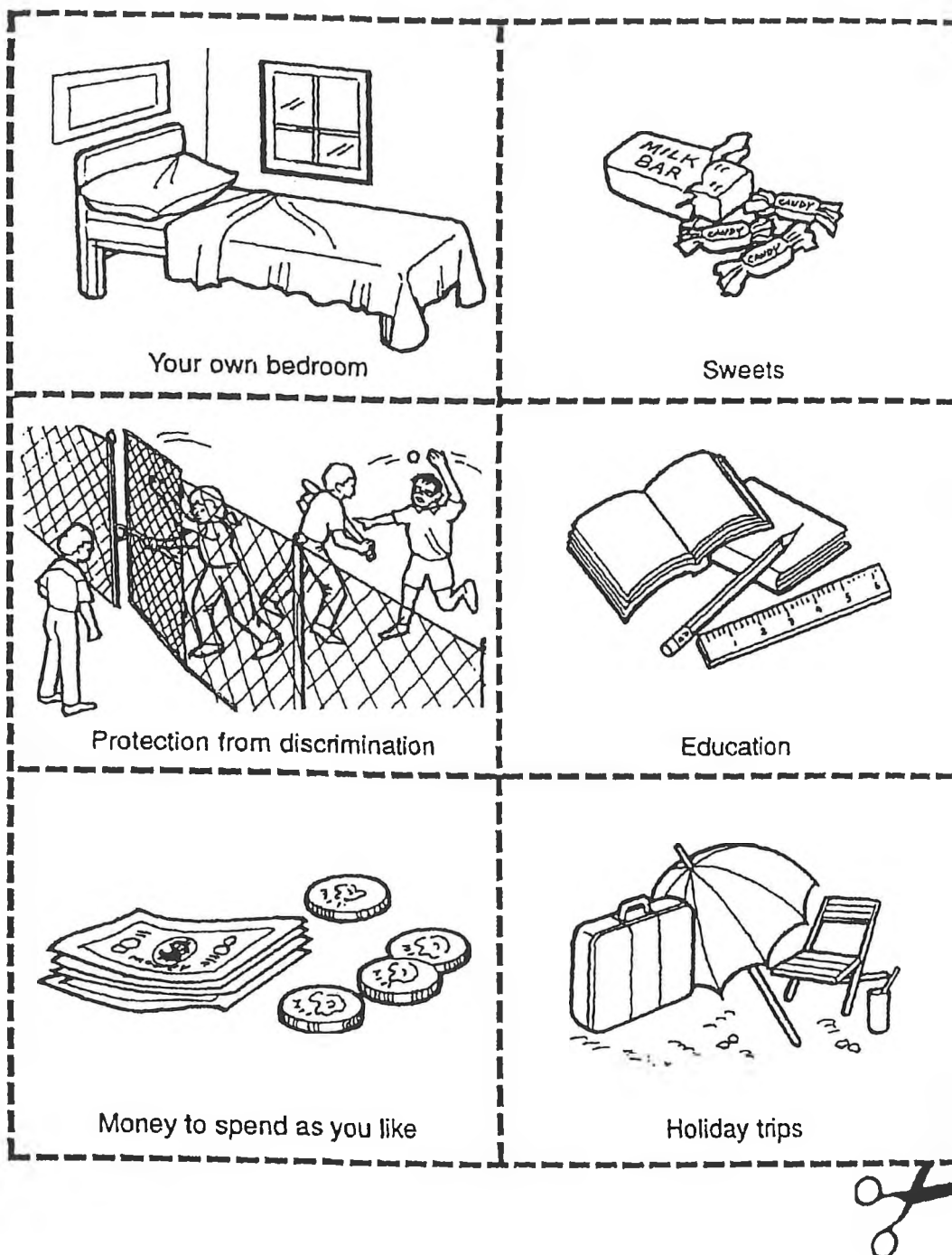
Wants and Needs Cards



* Activity 1 (page 175)



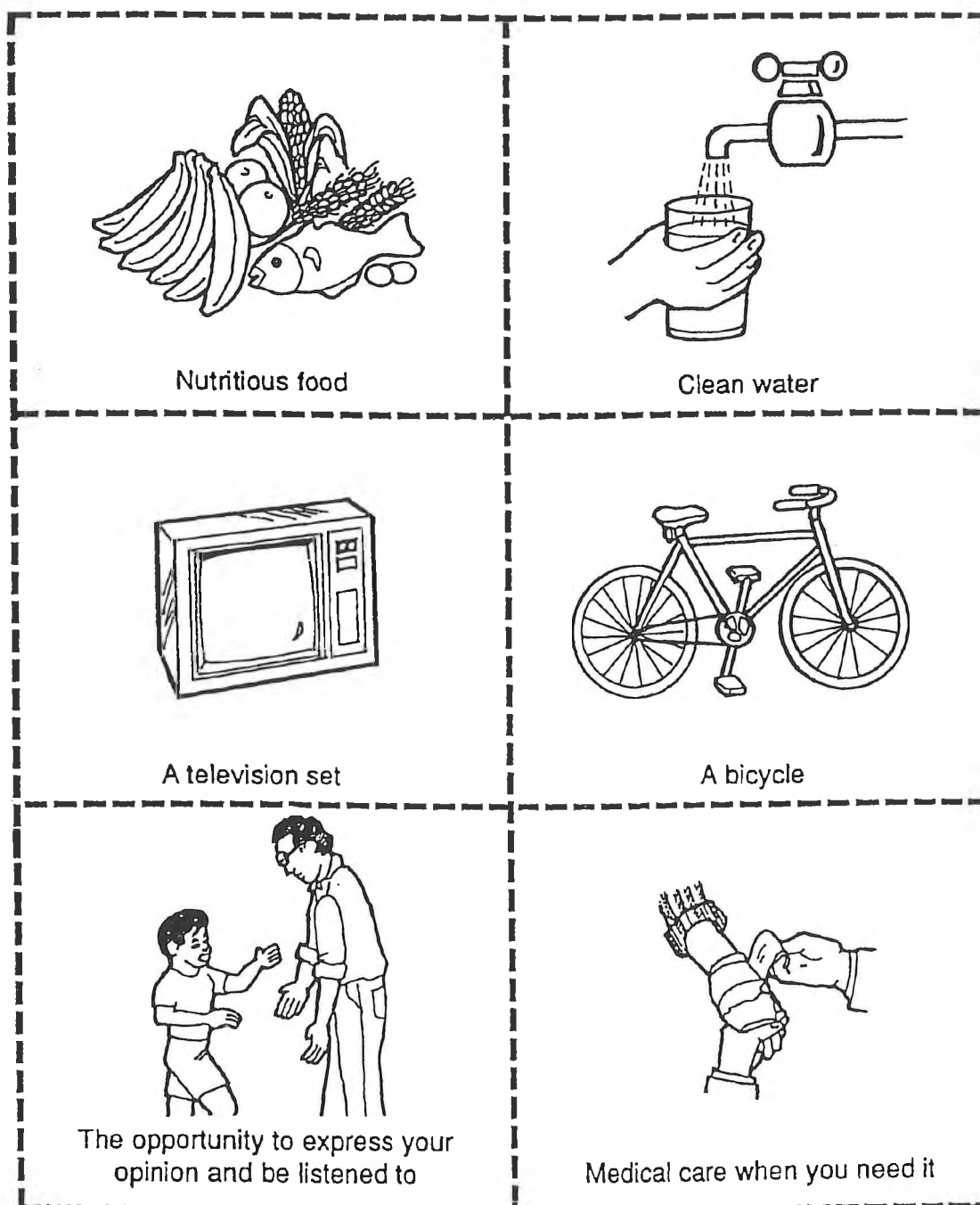
Annex 6.1*



* Activity 1 (page 175)



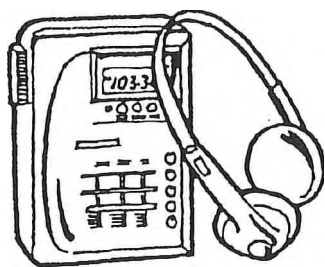
Annex 6.1*



* Activity 1 (page 175)



Annex 6.1*



A personal stereo



Playgrounds and recreation centres



* Activity 1 (page 175)



Annex 6.2*

THE ONGOING STRUGGLE FOR HUMAN RIGHTS

Struggles and historical events	Conferences, documents and declarations	Institutions
<p>THROUGH THE 17TH CENTURY Many religious texts emphasize the importance of equality, dignity and responsibility to help others Over 3,000 years ago Hindu Vedas, Agamas and Upanishads; Judaic text the Torah 2,500 years ago Buddhist Tripitaka and Anguttara-Niyaka and Confucianist Analects, Doctrine of the Mean and Great Learning 2,000 years ago Christian New Testament, and 600 years later, Islamic Qur'an</p>	<p>Codes of conduct – Menes, Asoka, Hammurabi, Draco, Cyrus, Moses, Solon and Manu 1215 Magna Carta signed, acknowledging that even a sovereign is not above the law 1625 Dutch jurist Hugo Grotius credited with birth of international law 1690 John Locke develops idea of natural rights in <i>Second Treatise of Government</i></p>	
<p>18TH-19TH CENTURIES 1789 The French Revolution and the Declaration of the Rights of Man and of the Citizen 1815 Slave revolts in Latin America and in France 1830s Movements for social and economic rights – Ramakrishna in India, religious movements in the West 1840 In Ireland the Chartist Movement demands universal suffrage and rights for workers and poor people 1847 Liberian Revolution 1861 Liberation from serfdom in Russia</p>	<p>1792 Mary Wollstonecraft's <i>A Vindication of the Rights of Women</i> 1860s In Iran Mirza Fath Ali Akhundzade and in China Tan Sitong argue for gender equality 1860s Rosa Guerra's periodical <i>La Camelia</i> champions equality for women throughout Latin America 1860s In Japan Toshiko Kishida publishes an essay, <i>I Tell You, My Fellow Sisters</i> 1860-80 More than 50 bilateral treaties on abolition of the slave trade, in all regions</p>	<p>1809 Ombudsman institution established in Sweden 1815 Committee on the International Slave Trade Issue, at the Congress of Vienna 1839 Antislavery Society in Britain, followed in 1860s by Confederacao Abolicionista in Brazil 1863 International Committee of the Red Cross 1864 International Working Men's Association 1898 League of Human Rights, an NGO, in response to the Dreyfus Affair</p>
<p>THE 20TH CENTURY 1900-29 1900-15 Colonized peoples rise up against imperialism in Asia and Africa 1905 Workers movements in Europe, India and the US; in Moscow 300,000 workers demonstrate 1910 Peasants mobilize for land rights in Mexico 1914-18 First World War 1914 onward Independence movements and riots in Europe, Africa and Asia 1915 Massacres of Armenians by the Turks 1917 Russian Revolution 1919 Widespread protests against the exclusion of racial equality from the Covenant of the League of Nations 1920s Campaigns for women's rights to contraceptive information by Ellen Key, Margaret Sanger, Shizue Ishimoto 1920s General strikes and armed conflict between workers and owners in industrialized world</p>	<p>1900 First Pan-African Congress in London 1906 International convention prohibiting night work for women in industrial employment 1907 Central American Peace Conference provides for aliens' right to appeal to courts where they reside 1916 Self-determination addressed in Lenin's <i>Imperialism, the Highest Stage of Capitalism</i> 1918 Self-determination addressed in Wilson's "Fourteen Points" 1919 Versailles Treaty stresses right to self-determination and minority rights 1919 Pan-African Congress demands right to self-determination in colonial possessions 1923 Fifth Congress of the American Republics, in Santiago, Chile, addresses women's rights 1924 Geneva Declaration of the Rights of the Child 1924 US Congress approves Snyder Act, granting all Native Americans full citizenship 1926 Geneva Conference adopts Slavery Convention</p>	<p>1902 International Alliance for Suffrage and Equal Citizenship 1905 Trade unions form international federations 1910 International Ladies' Garment Workers' Union 1919 League of Nations and Court of International Justice 1919 International Labour Organization (ILO), to advocate human rights embodied in labour law 1919 Women's International League for Peace and Freedom 1919 NGOs devoted to women's rights start addressing children's rights; Save the Children (UK) 1922 Fourteen national human rights leagues establish International Federation of Human Rights Leagues 1920s National Congress of British West Africa in Accra, to promote self-determination 1925 Representatives of eight developing countries found Coloured International to end racial discrimination 1928 Inter-American Commission on Women, to ensure recognition of women's civil and political rights</p>
<p>1930-49 1930 In India Gandhi leads hundreds on long march to Dandi to protest salt tax 1939-45 Hitler's Nazi regime kills 6 million Jews and forces into concentration camps and murders Gypsies, Communists, labour unionists, Poles, Ukrainians, Kurds, Armenians, disabled people, Jehovah's Witnesses and homosexuals</p>	<p>1930 ILO Convention Concerning Forced or Compulsory Labour 1933 International Convention for the Suppression of the Traffic in Women of Full Age 1941 US President Roosevelt identifies four essential freedoms – of speech and religion, from want and fear</p>	<p>1933 Refugee Organization 1935-36 International Penal and Penitentiary Commission, to promote basic rights of prisoners 1945 Nuremberg and Tokyo trials 1945 United Nations 1946 UN Commission on Human Rights</p>

* Supporting Documents (page 174) and Activity 4 (page 177)



Annex 6.2*

Struggles and historical events	Conferences, documents and declarations	Institutions
<p>1942 René Cassin of France urges creation of an international court to punish war crimes</p> <p>1942 US government interns some 120,000 Japanese-Americans during Second World War</p> <p>1942-45 Antifascist struggles in many European countries</p> <p>1949 Chinese revolution</p>	<p>1945 UN Charter, emphasizing human rights</p> <p>1948 Universal Declaration of Human Rights</p> <p>1948 ILO Convention on the Freedom of Association and Protection of the Right to Organize</p> <p>1949 ILO Convention on the Right to Organize and Collective Bargaining</p>	<p>1948 Organization of American States</p> <p>1949 Council of Europe</p>
<p>1950-59</p> <p>1950s National liberation wars and revolts in Asia; some African countries gain independence</p> <p>1955 Political and civil rights movement in US; Martin Luther King Jr. leads the Montgomery bus boycott (381 days)</p>	<p>1950 European Convention on Human Rights</p> <p>1951 ILO Equal Retribution Convention</p> <p>1957 ILO Convention Concerning Abolition of Forced Labour</p> <p>1958 ILO Convention Concerning Discrimination in Employment and Occupation</p>	<p>1950 ILO fact-finding commission deals with violations of trade union rights</p> <p>1951 ILO Committee on Freedom of Association</p> <p>1954 European Commission on Human Rights</p> <p>1959 European Court of Human Rights</p>
<p>1960-69</p> <p>1960s In Africa 17 countries secure right to self-determination, as do countries elsewhere</p> <p>1962 National Farm Workers (United Farm Workers of America) organizes to protect migrant workers in US</p> <p>1960s-70s Feminist movements demand equality</p>	<p>1965 UN International Convention on the Elimination of All Forms of Racial Discrimination</p> <p>1966 UN International Covenant on Civil and Political Rights</p> <p>1966 UN International Covenant on Economic, Social and Cultural Rights</p> <p>1968 First World Conference on Human Rights, in Tehran</p>	<p>1960 Inter-American Commission on Human Rights holds its first session</p> <p>1961 Amnesty International</p> <p>1963 Organization of African Unity</p> <p>1967 Pontifical Commission for International Justice and Peace</p>
<p>1970-79</p> <p>1970s Human rights issues attract broad attention – apartheid in South Africa, treatment of Palestinians in occupied territories, torture of political opponents in Chile, “dirty war” in Argentina, genocide in Cambodia</p> <p>1970s People protest against Arab-Israeli conflict, Viet Nam war and Nigeria-Biafra civil war</p> <p>1976 Amnesty International wins Nobel Peace prize</p>	<p>1973 UN International Convention on Suppression and Punishment of the Crime of Apartheid</p> <p>1973 ILO Minimum Age Convention</p> <p>1974 World Food Conference in Rome</p> <p>1979 UN Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)</p>	<p>1970 First commissions on peace and justice in Paraguay and Brazil</p> <p>1978 Helsinki Watch (Human Rights Watch)</p> <p>1979 Inter-American Court of Human Rights</p>
<p>1980-89</p> <p>1980s Latin American dictatorships end – in Argentina, Bolivia, Paraguay, Uruguay</p> <p>1988 In the Philippines peaceful People’s Power Movement overthrows Marcos dictatorship</p> <p>1989 Tiananmen Square</p> <p>1989 Fall of the Berlin Wall</p>	<p>1981 African Charter on Human and People’s Rights</p> <p>1984 UN Convention Against Torture and other Cruel, Inhuman or Degrading Treatment or Punishment</p> <p>1986 UN Declaration on the Right to Development</p> <p>1989 UN Convention on the Rights of the Child</p>	<p>1983 Arab Organization for Human Rights</p> <p>1985 UN Committee on Economic, Social and Cultural Rights</p> <p>1988 African Commission on Human and People’s Rights</p>
<p>1990-2000</p> <p>1990s Democracy spreads across Africa; Nelson Mandela released from prison and elected president of South Africa</p> <p>1990s Ethnic cleansing in former Yugoslavia, and genocide and massive human rights violations in Rwanda</p> <p>1998 Spain initiates extradition proceedings against General Pinochet of Chile</p> <p>1999 Doctors without Borders wins Nobel Peace prize</p> <p>2000 Court in Senegal charges former Chadian dictator Hissene Habre with “torture and barbarity”</p>	<p>1990-96 Global UN conferences and summits on the issues of children, education, environment and development, human rights, population, women, social development and human settlements</p> <p>1998 Rome Statute for establishing International Criminal Court</p> <p>1999 CEDAW Optional Protocol for Individual Complaints</p> <p>1999 ILO Worst Forms of Child Labour Convention</p>	<p>1992 First Organization for Security and Cooperation in Europe (OSCE) High Commissioner for National Minorities</p> <p>1993 First UN High Commission for Human Rights, appointed at the Vienna Conference</p> <p>1993-94 International criminal tribunals for former Yugoslavia and Rwanda</p> <p>1995 South African Truth and Reconciliation Commission</p> <p>1995-99 Ten countries launch national plans of action for the protection and promotion of human rights</p>

Source: UNDP Human Development Report 2000, pages 27-28

* Supporting Documents (page 174) and Activity 4 (page 177)

Appendix: Regional Training Resources



Regional Training Resources

Contact person: Anish Barua <communic@bangla.net>
Organization: COMMUNICA - Bangladesh

<i>Title of material (language)</i>	<i>Length, size or other description</i>	<i>Type (case study, poster, exercise)</i>	<i>Topic, objective, aim of materials</i>
And I Belong To (Bangla)	60 minutes 1/8 deny booklet	Audio cassette with songs; drawings by children	Promote creativity of children and motivate adults for child rights
All Children Have Rights (Bangla)		Flipchart for workers to be used in training and meeting with communities	Raising awareness on child rights and related issues
Advocacy Kit Against Child Labour (Bangla)	1/2 deny with pockets	Booklets, posters, stickers, fact sheets	To do advocacy with parliamentarians, politicians, journalists
Various materials from a number of organizations	20"x30" 15"x20" 3"x5"	Posters Flash cards	To promote issues related to child rights



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Organization: Save the Children Sweden

<i>Title of material (language)</i>	<i>Length, size or other description</i>	<i>Type (case study, poster, exercise)</i>	<i>Topic, objective, aim of materials</i>
Viharnocasil! We have something to say!	20 minutes	Video	Article 12
Barnrattsvechan [A Week with Child Rights] (Swedish)	10 minutes	Video	How to work with child rights in schools
Child Rights (English)		Flashcards	CRC
Barnets rättigheter i praktiken [CRC in Practice] (Swedish)		Book	How to work with CRC in schools
What if Tanhom (Swedish)		Book	Article 2
Symbolisha milder Globen (Swedish)	22 photos	Photo exhibition	Children's rights
Dina (Swedish)		Newspaper for children	Children's rights
Enrechamed barnkonrenhonen (Swedish)		CD-ROM cartoon game	CRC information for children
Barn möber barn [Children Meet Children] (Swedish)		Book	CRC information for schools
Bokslut (Swedish)		2 books	CRC information for teachers and children
Ettsteg framåt [Child Ombudsman] (Swedish)		Book	Evaluation of 10 years of CRC in Sweden
Mansklga rättig - heter for barn (Swedish)		Book	Handbook for implementation at community and regional levels
Banse ochkalle svartshalle (Swedish)		Book	Information about CRC for grown-ups
Barnhonrentionen o nosanheisan (Swedish)		Cartoon magazine for children	Article 2
		Book	Fairy tale and CRC for children



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<i>Title of material (language)</i>	<i>Length, size or other description</i>	<i>Type (case study, poster, exercise)</i>	<i>Topic, objective, aim of materials</i>
Fairy Tales through Pix	Pieces of pictures to be explained	Fairly tale, sharing ideas and drawings	To understand the definition of a child and recognize every child as a special subject
Drawing exercise	Board, 5 pictures	Drawing	To get opportunity and experience through thinking about the necessities of life; understand the difference between adults and children
CRC Game	20-25 children from 10-15 years	Board, dice, token, cards (4 principles of CRC), small doll	To make children and adults understand the CRC
CRC Clustering Cards (development, survival, protection, participation); 4 baskets (red, yellow, green, blue)	20 children divided into 4 groups	Talking and exercises	To help children understand the CRC and adapt it to their environment practically

Contact person: Carole Lunny <carolelunny@hotmail.com>
Organization: URE CRC, University of Victoria <indcrc@uvic.ca>

<i>Title of material (language)</i>	<i>Length, size or other description</i>	<i>Type (case study, poster, exercise)</i>	<i>Topic, objective, aim of materials</i>
Starting from Strengths (English)			Facilitator's guide for AIDS orphans
Growing Strong (English)			Indigenous children's training guide on CRC
CRC Workshop Report (English)			Indigenous rights



Contact person: Christina K. Manele <savchild@solomon.com.sb>
Organization: Save the Children Australia – Solomon Islands

<i>Title of material (language)</i>	<i>Length, size or other description</i>	<i>Type (case study, poster, exercise)</i>	<i>Topic, objective, aim of materials</i>
Child Abuse document		Case study, training, information	Child protection conference training
Hear Children's Voices (Pasifika)	7 minutes each	2 videos	Used for training workshops
Pacific Mid-Term Review - UNICEF	4 pages each	Pamphlet	Monitoring and reporting
Drama	3 pages	Exercise	Training workshops
Children First	38 pages	Booklet	Information dissemination
Child Rights	4 pages	Pamphlet	Information dissemination

Contact person: Glen De Mel <glen@scfsl.childalliance.org>
Organization: Save the Children UK – Sri Lanka

<i>Title of material (language)</i>	<i>Length, size or other description</i>	<i>Type (case study, poster, exercise)</i>	<i>Topic, objective, aim of materials</i>
All Sri Lankan Children are Affected by the Armed Conflict (English)	12 pages	Activity pack for children	Create awareness among children
All Sri Lankan Children are Affected by the Armed Conflict (English)	2 pages	Leaflet	"
All Sri Lankan Children are Affected by the Armed Conflict (English)		Posters	"



Contact person: Inthana Bouphasavanh <scnlao@laotel.com>
Organization: Save the Children Norway - Lao PDR

<i>Title of material (language)</i>	<i>Length, size or other description</i>	<i>Type (case study, poster, exercise)</i>	<i>Topic, objective, aim of materials</i>
UN CRC (Lao)	10 cm x 15 cm	Book	UN CRC, including articles
CRC baskets (Lao)	5 cm x 8 cm	Stickers	Advocacy on CRC
CRC (Lao and English)	5 mm	Video	Promotion of UN CRC, 4 baskets
CRC (Lao and English)	1 page	Leaflet	"
Encourage Girls to Go to School (Lao)		Poster	To promote girls' education

Contact person: John So <hkccr@childrenrights.org.hk>
Organization: Hong Kong Committee on Children's Rights

<i>Title of material (language)</i>	<i>Length, size or other description</i>	<i>Type (case study, poster, exercise)</i>	<i>Topic, objective, aim of materials</i>
Unattended Children (English)	16 page document and a few news clippings	Case study	To educate the public and lobby for improvement
Charter for Children in Hospital (English)		Poster and pamphlet	To alert people to the issue and influence policy-makers
CRC stickers (Chinese and English)	18 types	Stickers	To publicize the contents of CRC
CRC puzzle (Chinese with pictures)	2 sets	Puzzle game	To educate people on children's rights
CRC coloring book (Chinese)	A4 size	Coloring book	"



Contact person: Madeleine Yong <mcri@po.jaring.my>
Organization: P.S. The Children, Malaysian Child Resource Institute

<i>Title of material (language)</i>	<i>Length, size or other description</i>	<i>Type (case study, poster, exercise)</i>	<i>Topic, objective, aim of materials</i>
Breaking the Silence (English)		3 posters, 1 leaflet, 1 newsletter	Child Sexual Abuse Awareness Week (CSAAW)
Say No, Run and Tell (English)		Exercise kit with support materials	Personal safety curriculum for pre- schoolers
What Everyone Should Know about the Sexual Abuse of Children (English)	15 pages	Booklet	
Penjagaan Diri Sendiri (untuk 6-9 takun) (Bahasa Malaysia); My Personal Safety Workbook (English)	44 pages	Workbook	For parents and teachers to equip 6-9 years old with personal safety skills

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Organizations: Save the Children Norway - Cambodia;
 NGO Committee on the Rights of the Child - Cambodia

<i>Title of material (language)</i>	<i>Length, size or other description</i>	<i>Type (case study, poster, exercise)</i>	<i>Topic, objective, aim of materials</i>
CRC Core Curriculum	105 pages	Book	Training on the CRC (ToT)
CR Banner		Poster	Community training kit
Manifesto (child rights)		Leaflet	To advocate for child rights
Supplementary NGO report	22 pages	Book	Monitor the implementation of the CRC
CRC cartoon	36 pages	Book	Raise awareness of CRC
Children's house		Leaflet	Promote child participation
Children's songs		Booklet	
Child rights games			Raise awareness of CR

Contact person: Monowara Sultana <raddabd@citechco.net>
 Organization: Save the Children Sweden - Bangladesh

<i>Title of material (language)</i>	<i>Length, size or other description</i>	<i>Type (case study, poster, exercise)</i>	<i>Topic, objective, aim of materials</i>
Lost Innocence, Stolen Childhoods (English)	261 pages	Book for study and research	Childhood in Bangladesh society
Basic Training on Child Rights	21 pages	Report	Evaluation of child rights training
Welcoming Schools (English)	20 minutes	Video produced by UNESCO	Children with disabilities
Inclusive Education for Children (English)	84 pages	Guidebook for non-formal schools	Inclusive education for visual impairment
Whose Rights? A Child's (English)		Training manual	For facilitators of child rights training
Posters on CRC (Bangla)	Large size	Posters	Non-discrimination, disability, abuse, child labor
We Also Want a Little Bit of Affectionate Love (Bangla)	3 minutes	TV spot	Establish the rights of child domestic workers
My Rights (Bangla)	164 pages	Participant's reading materials	Create awareness on CRC (globally)
And We Survive (English)	18 pages	Reflection of a group of urban working children	True stories of street children; participation
Pocketbook for the Police (Bangla)	Pocket size	Pocketbook	Create awareness on specific articles of CRC and Children's Act (B. Deru)



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Organization: Save the Children Norway - Nepal

<i>Title of material (language)</i>	<i>Length, size or other description</i>	<i>Type (case study, poster, exercise)</i>	<i>Topic, objective, aim of materials</i>
Snake and Ladder Games on: CRC, early childhood development, sanitation, immunization and nutrition (English)	Large board	Game	To build knowledge on the different topics
Punki and Granashyam - Discrimination (English)	15 minutes	Video on gender discrimination	To show an example of gender discrimination and to create awareness
Life in the Street (visual)	7 minutes	Video of a day in a street child's life	To create awareness
Community-based approach to child rights		Video on children with disabilities	To create awareness on equal opportunities
Meena Series		Video cartoon of a girl named Meena	Capacities of girl children and equal opportunities
Teaching for Freedom		CRC training manual from Save the Children Alliance - Nepal	
Child Education: It's a Right, not a Privilege (Nepali)		Poster	Create awareness about CRC; for discussion in training
Gender discrimination as a Symbol of Social Injustice (English)		Poster	"
Let's Free the Children from Hazardous Child Labor (Nepali)		Poster	"
Children's Clubs of Nepal - A Democratic Experience (English)		A report on a child club study	To disseminate the experience of Nepal

Contact person: Shahida Musa <mkkm@po.jaring.my>
Organization: Malaysian Council for Child Welfare

<i>Title of material (language)</i>	<i>Length, size or other description</i>	<i>Type (case study, poster, exercise)</i>	<i>Topic, objective, aim of materials</i>
Activity-Based Youth Workshop on the CRC - Manual for Training of Youth Facilitators	58 pages	Manual	<ol style="list-style-type: none"> 1. to raise the awareness of all young people between the ages of 14-18 year of their rights and responsibilities under the CRC 2. to empower all young people to be more vocal and exercise their rights of participation in decisions affecting them 3. to increase the awareness of young people on their personal safety and gender stereotyping 4. to equip all young people with conflict resolution and decision making skills based on the principles of the CRC
Proceeding of Sessions on "Understanding the CRC"		Presented papers	
Proceedings and Recommendations for Making a Child-friendly City		"	



Contact person: Trieu Thi Anh Nguyet <hcwf@htco.com.vn>
Organization: Ho Chi Minh City Child Welfare Foundation

<i>Title of material (language)</i>	<i>Length, size or other description</i>	<i>Type (case study, poster, exercise)</i>	<i>Topic, objective, aim of materials</i>
CRC video (English)	6 minutes		Cartoon on CRC for children
CRC Training Manual (Vietnamese)	Localized version based on concepts from <i>Promoting the Rights of the Child</i>		
My Rights CRC pictures CRC posters			CRC education in school
CRC leaflet	Developed by the community		

Contact person: Tran Thi Xuan Huong <vutieuhoc@moet.edu.vn>
Organization: Ministry of Education and Training - Vietnam

<i>Title of material (language)</i>	<i>Length, size or other description</i>	<i>Type (case study, poster, exercise)</i>	<i>Topic, objective, aim of materials</i>
Teacher's guidebook for levels 1 (grade 1), 2 (grades 2, 3), and 3 (grades 4, 5) (Vietnamese)		Lesson planning	To teach CRC in primary school
Learning cards		Pictures	To use in teaching CRC

