

# Promoting the Rights of the Child

A training package  
on the Convention on the Rights of the Child  
for ISCA members and partners

Editor : Graeme Storer



*International Save the  
Children Alliance (Asia)*



## **Background to the training package**

In June 1994, the Asia Forum for Human Rights and Development and Rädga Barnen organized a workshop in Chiang Mai on the UN Convention on the Rights of the Child (CRC). The workshop brought together a group of participants from all over South and South-East Asia and included delegates from five country offices representing three International Save the Children Alliance (ISCA) organizations.

The workshop reiterated the need for a training package that would increase awareness of and inform others about how to work with the CRC. In addition, it was noted that such a package would need to include the important content areas of the CRC while remaining flexible enough to be applicable in the different socio-cultural environments of the region.

As a result, a second workshop was convened in Bangkok by ISCA members in the Asia region in September, 1994 which would:

**Develop a training package to promote the use of the CRC so as to further our aim of working for *the best interest of the child*.**

Further, the training package would provide ISCA colleagues and partners in the Asia region with an understanding of the Convention and with a set of guidelines on how to work with the Convention which would provide a means of disseminating the principles of the Convention to ISCA members and partners. This training package is the final product of that workshop.

When you are conducting training programs on the Convention on the Rights of the Child, we ask you to bear in mind the basic philosophy that lies behind the CRC. Rädga Barnen, Sweden's Save the Children Fund, has said this:

**"A major aspect of the philosophy behind the Convention is that children, too, are equals; as human beings they have the same value as grown-ups. The affirmation of the right to play underlines that childhood has a value in itself; these years are not merely a training period for life as an adult. The idea that children have equal value may sound like a truism but it is, in fact, a radical thought not at all respected today."**

But children, especially when very young, are, of course, vulnerable and need special support to be able to enjoy their rights to the fullest. The combination of these two thoughts is the drama of the Convention. How do we grant children equal value and at the same time grant them the necessary protection? Part of the answer lies in the principle of 'the best interests of the child which is clearly formulated in 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.***

So, colleagues, as we work through this training program, let us keep that inspirational thought at the very forefront of our minds. If we do that we will truly be learning together what the **real spirit** of the Convention is all about: it is about our daughters and our sons, our nieces and nephews, the children of our friends, and it is about you and me as we once were.

**Rädga Barnen ~ Save the Children (UK) ~ Redd Barna (Asia)  
for the *International Save the Children Alliance (ISCA)* in Asia**

**Bangkok ~ December, 1994.**

The following people worked together in the ISCA (Asia) workshop in September, 1994 to prepare this training package:

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Ms. Eva Geidenmark	Sweden	Rädda Barnen
Ms. Eva Niseus	Vietnam	Rädda Barnen
Ms. Gina Dolorfino	Philippines	Save the Children Fund (UK)
Mr. Jay Wisecarver	Asia	Redd Barna
Ms. Joan Anderson	Cambodia	Save the Children Fund (UK)
Ms. Joanna Clark	Vietnam	Save the Children Fund (UK)
Mr. Jorgen Persson	Pakistan/Afghanistan	Rädda Barnen
Mr. Jose Yat Ming Campang Chang	Guatemala/Honduras	Redd Barna
Ms. Jutarat Tansakul	Thailand	Save the Children Federation (USA)
Ms. Kusumal Rachawong	Asia	Redd Barna
Ms. Neelam Singh	India	Save the Children Fund (UK)
Ms. Nupur Bhattacharya	Nepal	Redd Barna
Mr. Ola Andersson	Bangladesh	Rädda Barnen
Mr. Peter Annear	Cambodia	Save the Children Fund (Australia)
Mr. Ranjan Poudyal	SARO	Save the Children Fund (UK)
Mr. P. Selvaratnam	Sri Lanka	Redd Barna
Ms. Simone Alcorso	Cambodia	Redd Barna
Sr. Teresita D. Barlizo	Thailand	Redd Barna
Mr. Tim O'Flynn	Laos	Save the Children Fund (UK)
Dr. Victor Karunan	SEAPRO	Save the Children Fund (UK)
Mr. Weraphan Prommontre	Thailand	Save the Children Federation (USA)



## **From the Editor: How to use this training manual**

Welcome to the International Save the Children Alliance (ISCA) Training Package on the UN Convention on the Rights of the Child (CRC)! This training package was developed by a group of ISCA members from South and South East Asia. The aim of this package is:

**To raise awareness of the CRC and promote an understanding  
of how the CRC can be used in the best interests of the child.**

In all, there are six training modules and each module is written as a stand alone unit of work. Thus, you might decide to run the training course continuously over a period of three - four days or you might want to run the modules separately over a longer period of time. Each module is expected to take about four hours to complete.

Each of the modules includes a lesson plan for you to follow, plus an annex with overhead transparency masters and handouts for the participants. The overheads and handouts are numbered to correspond to the module sections. (For example, Module I, section 1.c is accompanied by the overhead I.1.c.)

In addition, there is a list of the **materials & equipment** you will need for each module. You can use this as a check list when you are preparing. The list also tells you what arrangements you will need to make in advance for the training.

We have tried to design the training package to make it accessible for those of you who have not had a lot of experience conducting training workshops and **Notes for the Trainer** are given in shaded boxes at different points in the modules. These are suggestions to help you when you are running your own training programs.

**Note:**

- When you are preparing an overhead transparency, keep the amount of information on the transparency as brief as possible. Overhead transparencies which include a lot of text are not easy to read and can be confusing for the trainees.

A set of objectives is given at the beginning of each module. When you begin the module, remember to state the objectives clearly as this will provide a focus for the trainees. The objectives are expressed in the form: *"At the end of this session, you will have..."* That is, they are expressed as something that the trainees will be able to do and that can be measured. When you reach the end of the module, you can refer back to the objectives as part of your summing up and evaluation. It will also be helpful if you tell the participants what they will be looking at in the next module.

At the end of each session plan, there is a list of **additional resources & reading materials**. Some of the activities used in the session plans were drawn from these sources. The readings will help you if you feel the need for further clarification. A final appendix includes **additional resource materials**.

Each module includes a variety of activities to allow the participants to discuss and clarify their understanding of the Convention. It is difficult to decide how long some of these activities will take but before you begin, you should decide how you are going to use your time and how much time you will allocate to the individual sections. Make sure that you leave sufficient time for an evaluation and closure.

Other activities are designed to see how well the trainees have understood the different parts of the Convention. For example, in module III, the trainees will draw on case studies to talk about the protection rights. Make sure that the trainees do not focus on the article numbers (*"This case study is about article 32."*) Rather, they should be saying something like : *This is an example of exploitation of children in the workplace.* The numbers of the articles in the Convention are not important; understanding the why of each of the articles is.

When you are running your own training programs, try to establish links between the different modules, rather than treating them as separate sessions. This will help the trainees to gain an understanding of the whole Convention. For example, in module I, the

participants look at the wants and needs of a child and develop a list of 'needs'. The session plan suggests that you write up the list on flip chart paper and keep this pinned to the wall. Later, in module IV, you can refer back to and build on this earlier work to clarify child development.

Before you begin working with this training package, ask yourself if you are familiar with the various articles within the Convention. In module IV, you will introduce the rights of development through a 'development tree'. Are you clear about the articles represented in the branches of the tree. Will you feel comfortable explaining the articles to someone else? What are some of the questions you might expect to be asked during the training? Would you be able to clarify these questions?

The CRC is made up of a number of concepts and legal terminology. Some of this terminology may be new to your trainees. It is important that you do not do all the work in the training programs. If someone asks for the meaning of a term, try not to give a simple definition (or translation). Rather, you should give the responsibility for answering the question back to the participants themselves. You might say: *Does somebody else know what this means?"* By allowing the participants to discuss new terminology amongst themselves and to decide how they would explain the terminology to others, you will make sure that they do understand the concepts and that they will be able to talk clearly to others about the Convention.

We invite you to copy any of these materials as you wish for your own training programs. But we do ask that you acknowledge the work done by those who participated in the ISCA-Asia training kit workshop held in Thailand in September 1994 and who produced the first drafts of the package. (A full list of the participants' names and their country offices is given on page iii above.)

Finally, you should treat this package as a guide only. What you need to do in your training programs is to make sure that the trainees are familiar with the CRC and that they explore ways to promote the Convention in their work. If you have ideas and activities of your own that will achieve this, then you should bring these to the training. If you feel that a particular activity would not work effectively in your socio-cultural setting, then replace it with something else. But above all else, make sure that you and your trainees enjoy yourselves.

**Graeme Storer**  
Editor

## Abbreviations

ASEAN	Association of South East Asian Nations
CEDC	Children in Especially Difficult Circumstances
CRC	The UN Convention on the Rights of the Child (also referred to as the Convention)
CWA	Child Workers in Asia
INGO	International Non-Governmental Organizations
IO	International Organizations
ISCA	International Save the Children Alliance
GO	Governmental Organization
NGO	Non-Governmental Organization
SAARC	South Asian Association for Regional Cooperation
SCF	Save the Children Fund
SWOC	Strengths, Weaknesses, Opportunities and Constraints
UN	United Nations
UNICEF	UN International Children's Emergency Fund

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## **Module I**

### **An Introduction to the UN Convention on the Rights of the Child**

#### **Objectives:**

At the end of this session, you:

- will have defined the term "child rights" and be able to group the rights in the Convention into different categories.
- will have decided what are the needs of a child.
- will have looked at the historical background of the Convention.
- will have been introduced to the concepts of ratification & accession and the monitoring & reporting requirements.

#### **Materials & Equipment**

- flip chart, markers and tape
- overhead transparencies and projector
- copies of handouts for the participants

**1. Group Introductions & Expectations:**

- a. In your training programs, you may have participants from outside your organization (such as NGO partners). Take a few minutes to make sure everyone knows each other before you begin. Welcome the participants and ask each one to introduce her/himself and say what s/he does in her work.

- b. Ask the participants to say what expectations they have for the CRC training program.

- *What do you hope to get out of this training program?*

Record the participants' answers on flip chart paper. You can tape the sheets of paper to the wall of the training room. In this way, when you get to the last module and you are rounding off the training, you can refer back to the expectations to see if or how well they have been met.

- c. Then share with them the overall aim of the training program (overhead I.1.c).

To raise awareness of the CRC and an understanding of how the CRC can be used to further the rights of the child.

- d. Then, tell the participants the overall objectives of the (entire) training program (overhead I.1.d).

By the end of the workshop you will be able to:

- understand and discuss with others the basic principles of the CRC.
- use the CRC to analyze the rights of children in the country.
- use the CRC to review and assess your own work.

- explore ideas which may lead to modifications in your project work to ensure compatibility within the spirit of the CRC.
  - monitor the implementation of the CRC in country.
  - fulfil the reporting requirements of the CRC.
- e. Finally, tell them that the training program is arranged into six modules (overhead I.1.e). Give them a brief outline of each module.

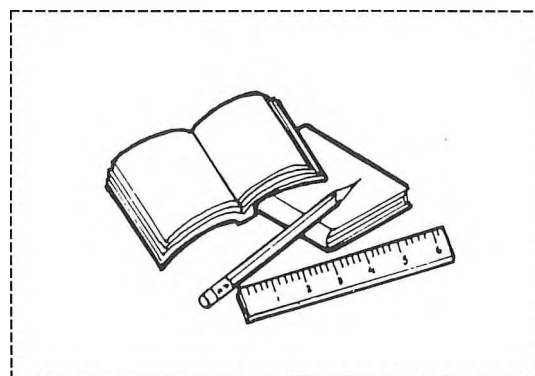
If you have prepared a timetable showing the different sessions and the workshop times, you can give it out now.

Before you move onto the next section, explain that this first module will provide an overview of the complete training. Some of the issues raised in this first module will be dealt with in more detail in the later modules.

## 2. Getting Started

- a. Start off with an activity to get people together and to start them thinking about the principles of children's rights. Tell the participants that they will be working in pairs in this exercise and ask them to find a partner. (Encourage them to work with someone they do not know well.)
- b. Give each pair a set of the "Wants & Needs" handout (I.2.b).

Note that three of the pages have six pictures on them while the fourth page has two pictures and four blank spaces.





- c. The participants should work with their partners to do two things:
- They should look through the pictures and decide which ones represent the needs of the child.
  - They should also fill in the four blank spaces with needs not represented by the pictures.

Before they begin, give them the focus question:

- *Our objective in this activity will be to answer the question:  
"What is essential for the development of the child?"*

- d. After they have completed the above, tell them that for reasons of economy the government cannot provide young people with all the things they want or need. Ask them to go through their list and eliminate eight non-essential items.

- e. Next, tell them that the government has reduced the budget allocation and further cuts are necessary. They should now eliminate another eight items.

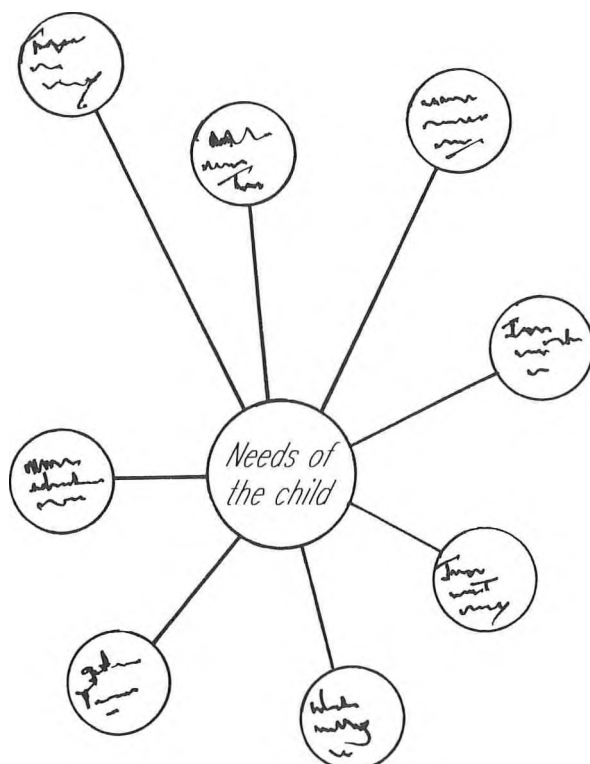
- f. Each pair should report to the whole group on their final eight items.

As they are reporting back, make a list of their items on a flip chart. Note which items are the same for different groups and any that are different.

Ask the group to consider the following questions:

- *Why did you keep these last eight items? (How did you decide?)*
- *Did you find it difficult to eliminate any items? (Which ones?)*

- *What is the difference between a want and a need?*
- *What does a child need for development?*



See if you can get them to come to a consensus on what a child needs - as opposed to wants. That is, what do they consider to be essential to the development of the child?

Then, list these needs. You could represent their final list as a visual and tape it to the wall for later reference.

**Note:**

- You will need to refer back to this information in module IV.

- g. Finish off by introducing the concept of "rights".

The most basic needs are sometimes referred to as "rights".

Rights can be defined as those things that it is fair and just for a person to have or to be able to do.

**3. What do we mean by "child"?**

We have now met our first objective - to define the term "rights". We have also looked at the difference between wants and needs. Before we move on to the next section, we need to talk about something fundamental.

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## ***What is a child?***

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Begin by telling the participants that:

**The CRC considers a person to be a child until the age of 18 unless, under national law, majority is attained earlier.**



Then ask them to refine this definition, if necessary, so that it is appropriate to the laws of their own country.

**Note:**

- If appropriate and if time permits, you can ask the participants if they think the laws of the country represent the best interests of the child.
- You should be aware that this might be a controversial question. Some participants will want to know when the rights start and ask you what the CRC says about abortion. The ISCA members who developed these training materials were unable to reach a consensus on this. You may want to say that the CRC does not discuss the issue of the rights of the unborn child and that although you recognize the views of people on this issue, it is not relevant to the discussion today. However, if time permits, the issue could be raised at a later point.

**4. A historical perspective: from an idea to the CRC**

In this section, you will give the participants a brief description of the background to the Convention on the Rights of the Child.

The information for this section has been summarized on transparencies (overheads I.4 - i, ii, & iii).

Begin by talking about Eglantyne Jebb, the founder of Save the Children Fund. Following her work with refugee children in the Balkans after the First World War, Eglantyne drafted a children's charter. In 1923 she wrote:

***"I believe we should claim certain rights for children and labor for their universal recognition."***

## 5. Implications of Ratification & Accession

In this section, you will be talking about the implications for a government when it ratifies the CRC. The questions and notes given below are a guide to help you.

a. First, ask the question:

- *When a Government ratifies the CRC, what is it doing?*

It is agreeing:

- to be bound by international law to the achievement of certain basic standards for children.
- to provide a legal framework in which to achieve those standards. This means passing 'enabling' legislation so that the laws of the country reflect the spirit of the CRC.
- to set specific time-bound objectives for the implementation of children's rights taking into account what is feasible.

- *What has your government done so far about the CRC?*

At this point, refer to the overhead transparencies (I.5 - i & ii) to show:

- the process of ratification and reporting; and,
- the areas of possible cooperation between governmental organizations (GOs) and non-governmental organizations (NGOs).

You should also explain whether or not your government has signed or ratified the Convention and in which year that occurred. If your government has not signed or ratified, indicate that there is a need for it to do so.

Focus your commentary on

- The specific tasks at each level (government/UN/NGO) and possible areas for cooperation in addressing issues related to Child Rights and the CRC.
- What stage of the process has been reached in the country.
- An explanation of the different categories in the Government section and in the NGO section.

#### **6. Reservations:**

The CRC allows a government to specify a different age of majority if the CRC's definition is in conflict with national law. There are also other areas in which the government can adapt the Convention to local and cultural differences.

**Article 51 permits a government both to ratify and express reservations.**

For example, Pakistan agreed to the principles of the CRC but reserved the right not to comply with any provisions if they were in conflict with its definition of Islamic law and values.

**Note :**

- This will not be relevant if your country has not made any reservations. However, you will need to check what the reservations are (if any) for your country.

## **7. Understanding the rights**

Explain that the CRC is made up of 54 Articles. Therefore, it will help us to understand the Convention if we try to group the rights together.

Before going on, explain that we will be looking at the rights in more detail in subsequent modules, so only a brief explanation will be given here.

### **a. Classifying the rights**

We can categorize the rights into four groups - survival, protection, development, and participation (overhead 1.7.a).

#### **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, protection for children without families and protection for refugee children.

#### **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 express her/his views in all matters affecting that child.

**Note:**

- It is important to stress that these categories are not mutually exclusive and that some of the rights may fit in to more than one category.
- It is also important to be aware that rights can be in conflict. For example, the right of the child to freedom of thought and expression may be in conflict with a parent's understanding of the right to protect the child from outside 'harmful' influences.

You will find examples of conflict rights in the Appendix.

**b. Immediate and Progressive Rights**

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** (overhead I.7.b).

The reason for this is that 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 in criminal cases and a separate system of juvenile justice, right to life, right to nationality, right to re-unification with the family and some of the protection rights.

**Progressive rights**

These cover economic, social and cultural rights. They include health and education and the rights which 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, State Parties shall undertake such measures to the maximum extent of their available resources and, where needed, within the framework of international co-operation.



**Note:**

- There are differences of opinion among human rights activists over which of these categories certain rights fall under. This can lead to very useful discussions in training sessions. You may want to have one now.
- For example, activists disagree over Child Labor. Is the right of a child not to have to work in a match factory for 14 hours a day a civil right that should be implemented "**immediately**" or is it "**progressive**", according to the economic situation of the country?

***What do you think?***

## **8. The Legal Dimension**

The legal dimension should also be mentioned in any training on the CRC:

- The principles of the CRC need to be adapted to the national context of each state. Then, they have to be institutionalized in the country's laws.
- It is important to remember that, in many countries in the world there is no legal method for challenging anything that is going on by reference to the Convention.
- This is because, often, there is no internal mechanism which makes the Convention binding in local law.
- But, by becoming a signatory, a country opens itself up to legitimate internal monitoring of progress.
- Furthermore, the CRC can be used as a vital campaigning tool.

## 9. Monitoring the Implementation of the CRC

The objective of this session is to point out how the UN Committee for the CRC functions. The information is given in overhead I.9. (Note how this overhead shows a flow chart of the information first given above in I.5 - i & ii).

- The UN Committee on the CRC meets in Geneva. It monitors the implementation of the Convention and reports to the UN General Assembly. Each government has to report to the Committee within two years of ratification of the Convention.
- NGOs can support the government in its reporting duties.

## 10. Closure

- a. First, refer back to the objectives to show what has been covered in module I.

Ask the participants if there are any points they would like to clarify.

- b. Then, tell the participants that in the next module, they will be looking at the rights of the child to survival.
- c. Make sure that the participants know the time and date for the next training and then thank them for the work they have done in this session.

**Additional reading / resource materials:**

1. The following materials would be useful supplements for your trainees:
2. UNICEF (1990) *First Call For Children*.  
Including:
  - the World Declaration on the Survival, Protection and Development of Children.
  - the Plan of Action for Implementing the Declaration.
  - the Convention on the Rights of the Child.
3. A list of national signatories to the Convention on the Rights of the Child.
4. ISCA statements and materials as available, including the ISCA Charter.
5. The Resolution on the ASEAN Plan of Action for Children.
6. The Resolution on the SAARC Plan of Action for Children.
7. UNICEF (1994) *Training Package on the UN Convention on the Rights of the Child*.
8. The "Wants & Needs" activity in section I.2. was taken from:  
Fountain, Susan (1993) *It's Only Right: a Practical Guide to Learning About the Convention on the Rights of the Child*. UNICEF.

## **Annex I**

**Aim of the CRC training program:**

**To raise awareness of the CRC and an understanding of  
how the CRC can be used to further the rights of the child.**

## **Overall objectives of the CRC training:**

**By the end of the workshop you will be able to:**

- **understand and discuss with others the basic principles of the CRC;**
- **use the CRC to analyze the rights of children in country;**
- **use the CRC to review and assess your own work;**
- **explore ideas which may lead to modifications in your project work to ensure compatibility with the spirit of the CRC;**
- **monitor the implementation of the CRC;**
- **fulfil the reporting requirements of the CRC.**

## **The Training Program**

- module 1. An Introduction to the U.N. Convention on the Rights of the Child (CRC).**
- module 2. Rights of the Child to Survival.**
- module 3. Rights of the Child to Protection.**
- module 4. Rights of the Child to Development.**
- module 5. Rights of the Child to Participation.**
- module 6. Role of NGOs and National Coalitions in Monitoring & Reporting on the CRC.**

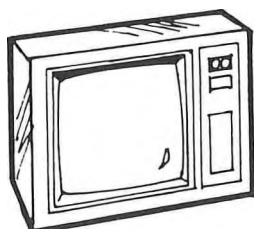
## Wants and Needs Cards



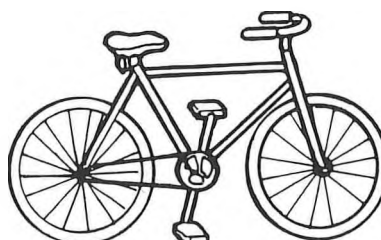
Nutritious food



Clean water



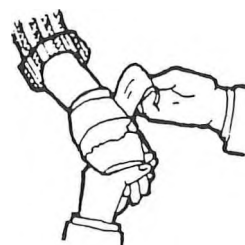
A television set



A bicycle



The opportunity to express your opinion and be listened to

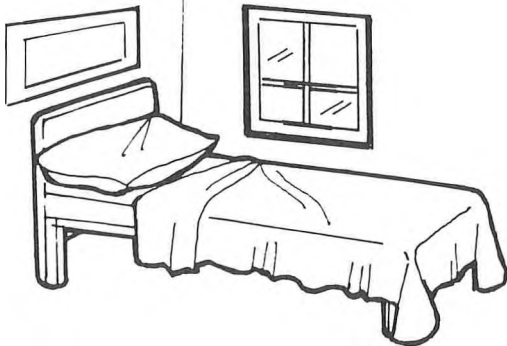

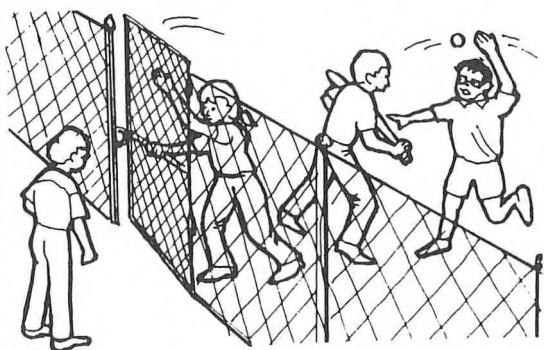

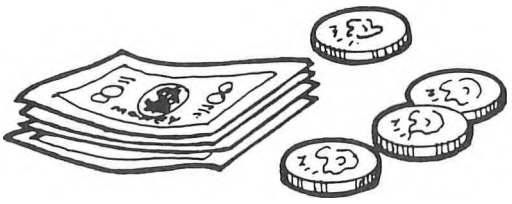



Medical care when you need it



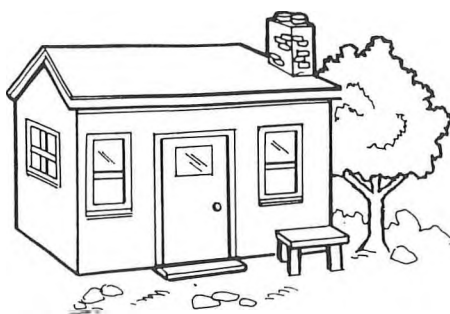


## Wants and Needs Cards

 <p>Your own bedroom</p>	 <p>Sweets</p>
 <p>Protection from discrimination</p>	 <p>Education</p>
 <p>Money to spend as you like</p>	 <p>Holiday trips</p>



## Wants and Needs Cards



Decent shelter



The opportunity to practise  
your own religion



A personal computer



Clothes in the latest style



Clean air



Protection from abuse and neglect



Wants and Needs Cards



A personal stereo



Playgrounds and recreation centres



## **Background to the Rights of the Child**

### **- from an idea to the CRC**

*"I believe we should claim certain rights for children and labor for their universal recognition."*

Eglantyne Jebb, founder of SCF

Jebb developed seven statements on the rights of the child:

- The child must be protected above and beyond all consideration of race, nationality or creed.
- The child must be cared for with due respect for the family as an entity.
- The child must be given the means necessary for its normal development, materially, morally and spiritually.
- The child that is hungry must be fed, the child that is sick must be nursed, the child that is mentally or physically handicapped must be re-educated, the orphan and the waif must be sheltered.
- The child must be the first to receive relief in time of distress.
- The child must enjoy the full benefits provided by social welfare and social security schemes, must receive training which will enable it at the right time to earn a livelihood and must be protected against every form of exploitation.
- The child must be brought up with the understanding that her/his talents need to be devoted to the service of fellow human beings.

**1923 Rights adopted by the Save the Children International Union.**

**1924 Rights were adopted by the League of Nations**  
**(This was an international effort as a result of seeing children suffer**  
**in war in many countries throughout the world.)**  
**These were the world's first Declaration on the Rights of the Child.**

**1948 UN General Assembly approved the adoption of a Universal**  
**Declaration of Human Rights.**

**Although the rights of children were implicitly included, many argued**  
**that the special needs of children justified an additional separate**  
**document.**

**1959 UN General Assembly adopted a Second Declaration of Rights of the**  
**Child.**

**The UN Human Rights Commission group started to work on the**  
**draft of the CRC.**

**1979 The International Year of the Child.**  
**The ten points of the Declaration were highly publicized....**

**1989 Work on the draft convention on the Rights of the Child was**  
**completed.**

**Convention adopted by the UN General Assembly.**

## **.... Ten points of the declaration**

- 1. The child shall be brought up by the parents, persons or family offering love and understanding as a foundation for development in all matters.**
- 2. The child shall receive food at least in accordance with his/her physical needs.**
- 3. The child's health and development shall be promoted.**
- 4. The child shall have proper shelter.**
- 5. The child shall receive at least basic education.**
- 6. The child shall be developed to enjoy life and to preserve national identity and heritage.**
- 7. The child shall receive training and knowledge in preparation for occupations suitable to his/her aptitudes, abilities and interests.**
- 8. The child shall have the opportunity and ability to express his/her opinion.**
- 9. The child shall have access to basic governmental and non-governmental services**
- 10. The child shall have opportunity to know and protect his/her basic rights and interests.**

## THE CRC PROCESS

<b>Government</b>	<b>UN/IOs</b>	<b>NGOs</b>
<b>Signature</b> - signals a readiness to carefully examine the CRC	- Influence government to sign	- Build public opinion to influence government to sign
<b>Ratification</b> - becomes a "state party"	- Influence government to ratify	- Build public opinion to influence government to ratify
<b>Implementation</b> - Forms a National Committee - Sets goals and objectives - Passes laws conforming to CRC - carries out programs & activities	- Advise the National Committee & the government - Build public opinion in support of CRC - Undertake programs & activities conforming to CRC both independently and with governments	- Support the National Committee and the government - Build public opinion in support of CRC - Undertake programs and activities that conform to CRC both independently and with government

## The CRC Process (cont.)

<b>Monitoring</b> <ul style="list-style-type: none"> <li>- Reviews the current situation of children</li> <li>- Determines what has been done</li> <li>- Determines what needs to be done</li> </ul>	<ul style="list-style-type: none"> <li>- Support government monitoring efforts</li> <li>- Independently monitor status of children and progress of CRC</li> <li>- Build public opinion</li> <li>- Disseminate information and conduct CRC training</li> <li>- Monitor own programs and activities</li> </ul>	<ul style="list-style-type: none"> <li>- Support government monitoring efforts</li> <li>- Independently monitor status of children and progress of CRC</li> <li>- Build public opinion</li> <li>- Disseminate information and conduct CRC training</li> <li>- Monitor own programs and activities</li> </ul>
<b>Reporting</b> <ul style="list-style-type: none"> <li>- on the status of children's rights and progress towards achieving the CRC goals</li> </ul> <p><i>First Report</i> after two years</p> <p><i>Second Report</i> after five years</p>	<ul style="list-style-type: none"> <li>- Help government and NGOs in reporting</li> </ul>	<ul style="list-style-type: none"> <li>- Participate in government reporting process</li> <li>- Produce an "Alternative report"</li> </ul>



## **Categories of rights in the CRC:**

### **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, protection for children without families and protection for refugee children.

### **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 express her/his views in all matters affecting that child.

**Immediate Rights** (civil and political rights)

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

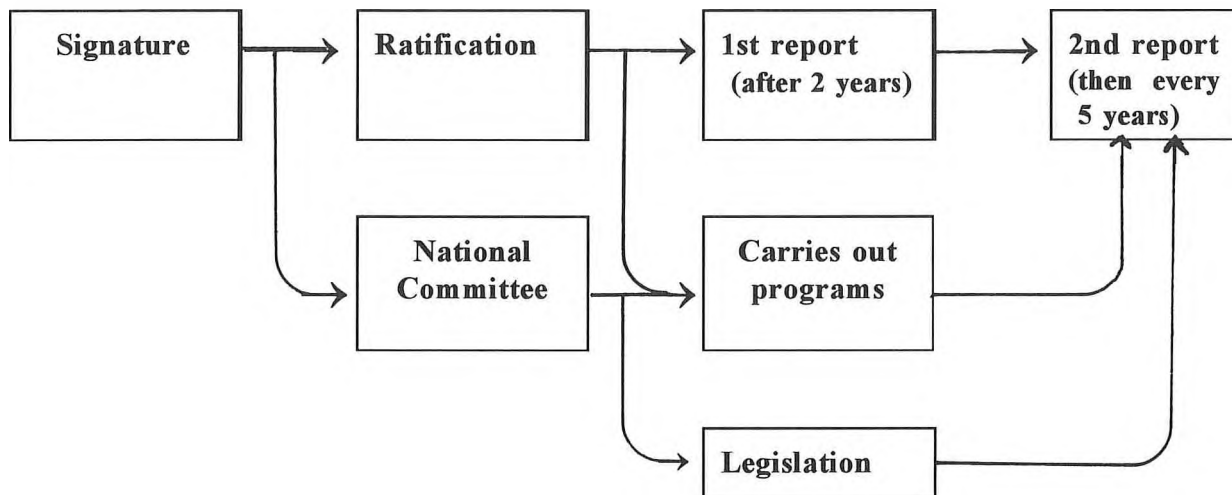
**Progressive Rights** (economic, social and cultural rights)

They include health and education and the rights which are not covered by the first category.

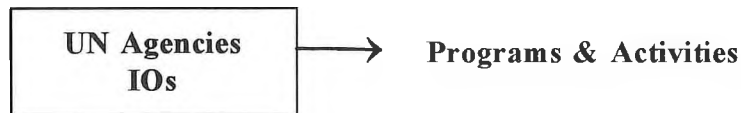
They are recognized in the CRC under Article 4 which states:

*"With regard to economic, social and cultural rights, State Parties shall undertake such measures to the maximum extent of their available resources and, where needed, within the framework of international co-operation."*

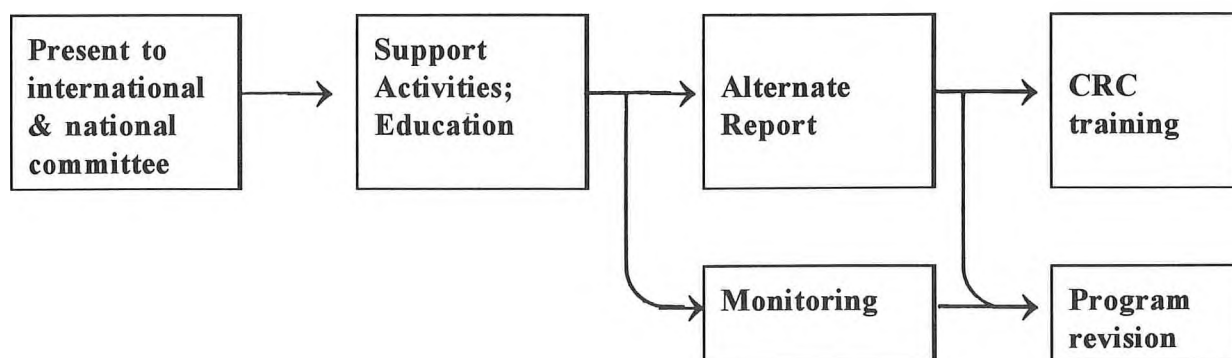
**Governments**



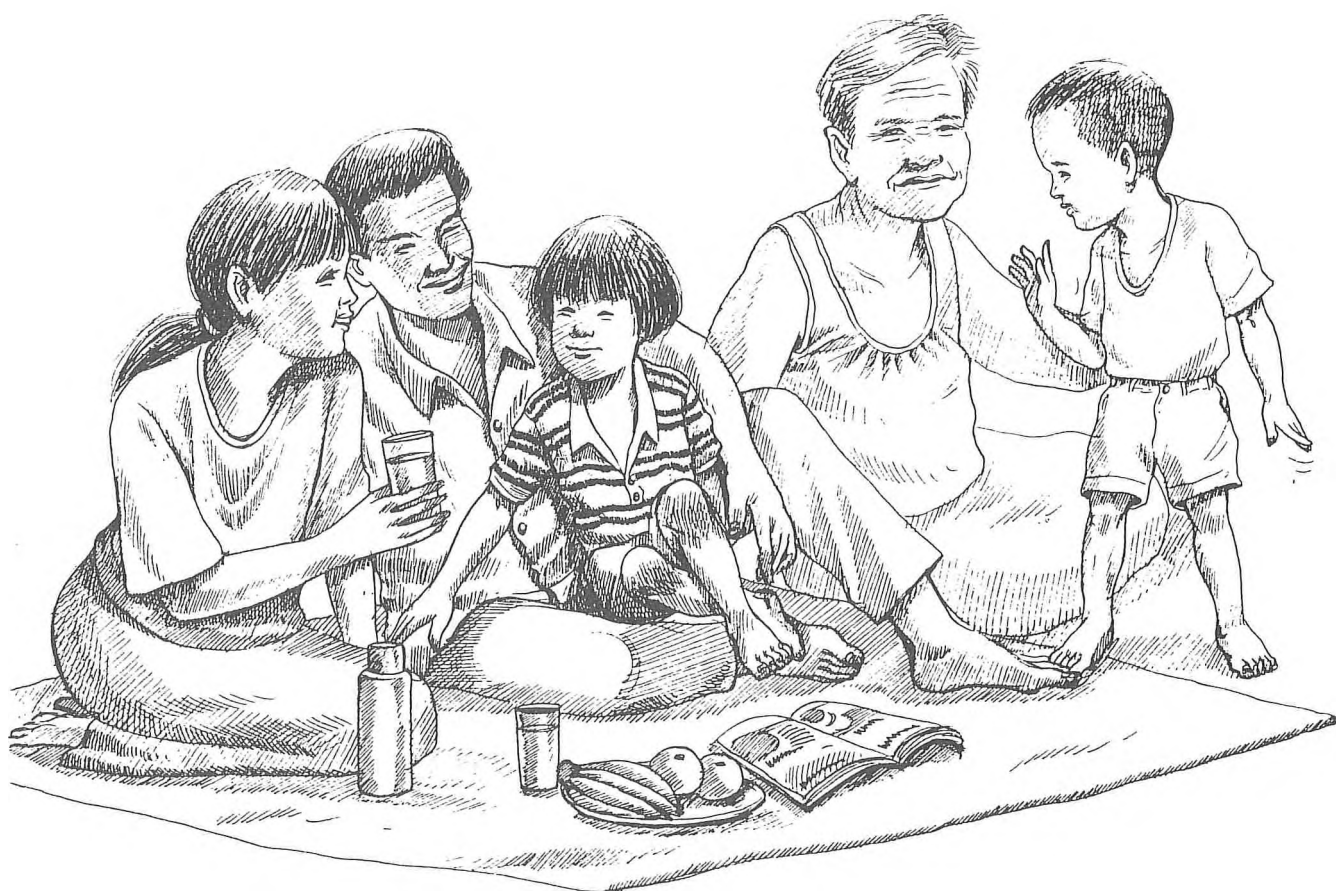
**International Agencies**



**Non-Government Agencies**



## Module II



## The Right of the Child to Survival



## **Module II**

### **The Right of the Child to Survival**

#### **Objectives:**

At the end of this module you:

- will have discussed the child's inherent dignity and how to effectively respond to the right of the child to survival.
- will have identified a group of children in especially difficult circumstances in the community.
- will have examined how your programs and the programs of other organizations are addressing the survival needs of these children.
- will have looked at the role of NGOs as advocates for children's rights.

#### **Materials and equipment**

- Overhead projector and transparencies
- Flip chart, markers and tape
- Copies of handouts for participants

Before you begin:

1. In this module, you will be looking closely at a number of the articles in the convention. Some of the terminology will be new to the participants.
  - Keep the language simple and clear. Remember to ask the participants to clarify the terms themselves through discussion before you give them an explanation (or translation if you are working in English).
  - Be sensitive to language which might easily be misinterpreted. (For example, it might be better to use the word "entitlement" rather than "rights" in some instances).
2. The aim of this module is to foster an understanding that children do have rights and that it is necessary to promote the rights of children.
3. The module builds on a series of discussions.
  - You will need to make sure that the participants feel comfortable and confident working in the group to freely discuss and express their views and opinions.
  - You should try to base the discussions as much as possible on the participants' own experiences.
4. The concept of Children in Especially Difficult Circumstances is introduced here. This is elaborated further in module three.
5. Keep in mind that this is just one part of the training. It provides a bridge between the introduction and some of the other modules that could be more controversial.
6. The issue of abortion could come up in this module. If it does, then you will have to deal with it on a case by case basis.

1. What do we mean by survival?

- a. Begin by explaining that we need to clarify our terminology before we can proceed. Ask the participants:

- *What do you understand by the concepts life, survival and death?*

**Life**                      You should be seeking a definition of life that includes not only being alive (moving, breathing, speaking, seeing) but also being happy and at peace with oneself, with others and with the environment.

**Survival**                The definition of survival should include the idea of a period where the child's life is threatened by hardship.

**Death**                    The destruction of life.

- b. Then share the rationale for this module (annex II.1.b).

- All children have the right to survival.
- We need to consider children not just as our clients.
- We should not consider them as our students.
- We have a responsibility to do whatever we can either as individuals or as project staff to promote the child's right to survival.



Ask the participants for their reactions to the points in the rationale.

If there is general agreement that we should not just consider children as clients or as students, then you need to ask:

- *How should we consider the children?*

---

**We should not consider children just as clients (or students) but as:**

---

## **2. What are the threats to survival?**

The objective of this section is to get the participants to think about the different ways that survival might be threatened.

- a. Begin by asking the participants to work in pairs or small groups to brainstorm the different ways that survival could be threatened.

When the small groups report back to each other, list their ideas on the flip chart or whiteboard.

- b. Then refer to the overhead (II.2.b) to talk about the specific articles in the Convention relating to the right to survival:

### **Article 6**

**State parties recognize that every child has the inherent right to life. State parties shall ensure to the maximum extent possible the survival and development of the child.**

### Article 24

**State parties recognize the right of the child to the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health.**

**Included in article 24 is the obligation to reduce infant & child mortality; provide necessary health care; combat diseases & malnutrition; provide pre-natal & post-natal health care; provide access to education about health care; develop preventive health care; take measure to abolish traditional practices prejudicing health; and promote international co-operation**

**Related articles include:**

**Articles 7, 8, 9, 19, 20, 21, 23, 26, 27, 30, 32, 33, 34, 35 and 38.**

**These cover providing nutritious food; ensuring the love and care of family and society; providing health care services; providing the proper life skills; providing education; providing shelter and foster care; and promoting training to guarantee survival and/or promote life.**

- c. Then ask the participants if they want to add to their lists (section 2.a above) of children who are threatened.

Try to get the participants to think about less obvious but significant causes. For example:

- Non-acceptance of the disabled by the members of society due to the belief that this is 'karma' or a punishment from God.
- Some cultural/traditional practices such as taboo foods for pregnant woman which has an impact on the unborn child.
- Attitudinal indifference.

**3. Who is threatened?**

The objective of this activity is to help the trainees internalize the idea that all children have the right to survival.

**a. Begin by introducing these points:**

- The convention gives every child the right to survival.
- A government, by signing the convention, commits itself to doing its utmost to guarantee the rights to survival of every child in our country.
- *Is this a realistic commitment, if you consider the situation for children here?*

**Note:**

- It would be useful if you could prepare in advance an overhead transparency showing some facts about the infant mortality rate, death among the handicapped, minority children and so on.
- *Are there any groups of children in our society who would be excluded from the right to survival? (If yes, why?)*
- *If there is a particular group in the community/society whose right to survival is threatened? (Who?)*

**Note:**

- If you know of a particular group, you could use that group as an example.
- You may find that there is disagreement among the participants. You should avoid acting as a referee or an expert. Try to lead the discussion. Send questions and views from the participants back to them, rather than answering them yourself.
- Make sure that the participants understand that we are not talking in general terms or hypothetically but rather about actual children in the community/country.

You will be looking for children who are in especially difficult circumstances, namely:

**street children**  
**children with disabilities**  
**working children**  
**children who are exploited sexually**  
**children who are HIV+**  
**children in armed conflict**  
**refugee children**  
**children belonging to ethnic minorities**  
**children who are abused**  
**infants**

.....

Write the answers on a flip chart, headed 'Children who are threatened' and tape the sheet to a side wall.

Children who are threatened

**4. How are they threatened?**

The objective of this exercise is to think about the wide range of factors needed to promote the right of survival.

- a. Next, we will identify the threats to survival for each of the specific target groups identified above.

The participants will be able to draw on their list from section II.2.a to complete this section.

- b. But first, remind the participants that we are talking about actual children in the community/country.

- *What are possible threats to survival for the children in our community (country)?*

The answers are likely to include:

hunger, starvation & malnutrition  
violation from adults, including physical abuse  
working conditions (neglect of safety measure resulting in injury)  
children in armed conflict  
criminal involvement (gangs, begging, drugs, theft, robbery)  
the homeless and orphans  
various kinds of sickness                      .....

**In order to answer this section, the participants will have to address why these particular groups are vulnerable.**

Children who are threatened _____	How is their survival threatened? _____
infants	
street children	
refugee children	
minority children	
.....	

There will be more than one item for each target group. You should encourage the participants to prioritize the threats by considering which ones would have the greatest impact on a child's survival.

## 5. What is being done to address the survival needs?

The objective of this section is to look at how current programs are addressing the survival needs of children in the community.

- a. Begin by asking the participants to work in small groups to think about what could be done to counter the causes identified for each of the target groups.

Encourage them to think of as many options as possible, no matter how 'wild'. Tell them we are not focussing on our programs at this point.

The list for the different target groups will include options like:

food	health care	
immunization programs	improved environment	
drop-in centers for youth	wells	etc.

- b. After about 20 minutes, bring everyone back to the large group to report on the ideas they have generated.
- What are two ideas that you have that you think will be completely different from the other groups?
  - What are 2 - 3 ideas that are already in place in your work?
  - What are two ideas that are not being addressed in your work?
- c. Then, give the participants a new focus. Tell them that they will return to their groups and that they should break up their ideas into separate lists:
- *What survival needs are we addressing in our programs? (How?)*
  - *What survival needs are being addressed by the government? (How?)*
  - *What survival needs are being addressed by other organizations. (How?)*
  - *What survival needs are not being addressed by any organization?*

In answering the questions above, the participants will also be addressing the following:

- *What basic survival needs are covered in your projects?*

- d. While the groups are working together, you can prepare a set of flip charts for the reportback as shown:

Children who are threatened _____	How is their survival threatened? _____	What needs are we addressing in our programs? _____	What needs are others addressing? (GO & NGO) _____	What survival needs are not being addressed? _____
infants				
street children				
refugee children				
.....				

- e. When the groups are ready, ask them to report back to each other. As they report, record their information on the flip chart paper.

You could also transfer the information to the handout (annex II.5.e) and later make a photocopy for the participants to take away with them.

## 6. How can we fill the gap?

The objective of this section is begin a discussion on advocacy.

- a. As an introduction, refer to the points under the heading:

- ***What survival needs are not being addressed?***



- b. Ask the participants to work through the list and consider the following:
- *Who is responsible / should take responsibility for this?*
  - *What could we do to get them to assume responsibility?*
  - *What recommendations will you make to ISCA member organizations about projects they should become involved in?*

## 7. Closure

- a. Finish with a discussion about how NGOs can play an advocacy role in promoting the CRC. Tell the participants there will be more about this in other modules, especially in module VI which will look at the role of NGOs in reporting and monitoring the Convention.
- b. Tell the participants that the next module is concerned with right of the child to protection and will look in detail at Children in Especially Difficult Circumstances (CEDCs)
- c. Before closing, remind the participants of the time and date of the next training session and give them a completed copy of the matrix: **How are we addressing the survival needs of children in our community?**

## Additional reading / resource materials

1. Boonpala et al (1993) [Eds.] *The World of Working Children*. CWA.
2. Montagu, J. (1992) *Children at Crisis Point: Stories from Asia*. SCF(UK)

For articles relevant to the right to survival, please see:

**Article 6**

State parties recognize that every child has the inherent right to life.  
State parties shall ensure to the maximum extent possible the survival and development of the child.

**Article 24**

State parties recognize the right of the child to the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health.

Related articles include:

Articles 7, 8, 9, 19, 20, 21, 23, 26, 27, 30, 32, 33, 34, 35 and 38.

Notes:

## **Annex II**

## **Rationale**

**All children have the right to survival.**

**We need to consider children not just as our clients.**

**We should not consider them as our students.**

**Rather we should consider them as.....**

**We have a responsibility to do whatever we can do either as individuals or as project staff to promote the child's right to survival.**

## Articles relevant to the right to survival:

### **Article 6**

**State parties recognize that every child has the inherent right to life. State parties shall ensure to the maximum extent possible the survival and development of the child.**

### **Article 24**

**State parties recognize the right of the child to the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health.**

**( reduce infant & child mortality; provide necessary health care; combat disease & malnutrition; provide pre-natal & post-natal health care; provide access to education about health care; develop preventive health care; take measures to abolish traditional practices prejudicing health; and promote international co-operation)**

### **Related articles include:**

**Articles 7, 8, 9, 19, 20, 21, 23, 26, 27, 30, 32, 33, 34, 35 and 38.**

**How are we addressing the survival needs of children within our community/country?**

Children who are threatened.	How is their survival threatened?	What needs are we addressing in our programs?	What needs are other organizations addressing? (Govt. & NGO)	Which survival needs are not being addressed?

## Module III



## The Right of the Child to Protection



## **Module III**

### **The Right of the Child to Protection**

#### **Objectives:**

At the end of this module, you:

- will have discussed the situation of children in stressful situations.
- will have discussed the articles that relate to the right of the child to protection.
- will have identified ways to apply the protection measures in the Convention to your work.
- will be able to enhance your work in the follow-up and the monitoring processes.

#### **Materials and equipment**

- overhead transparencies and overhead projector
- flip chart, markers & tape
- copies of the instruction cards for the simulation activity
- copies of the case studies
- back copies of local newspapers containing articles about children
- role play cards

**1. Introduction to the session**

- a. Begin by sharing the rationale for this module with the participants (see overhead III.1.a).

- All children, because of their ages and development characteristics, need special protection, which must be made available regardless of their sex, nationality, culture and so on. The state, institutions, individuals and children themselves all have the responsibility to exercise and respect these rights.
- It is a sad fact that for many children, life is no better than it would have been a hundred years ago. *(SCF/UNICEF-UK, 1990)*
- Children still suffer from various violations as a product of their economic, political and social environment.
- This situation has created a category of **Children in Especially Difficult Circumstances (CEDC)**.

- b. Ask the participants for their comments on the rationale. Then explain to them that this module will focus on the needs of Children in Especially Difficult Circumstances.

Ask them to name some of the groups of children who would fall into the CEDC category in their community (or in the country).

- *What groups of children are there in the community (country) who you would describe as children in especially difficult circumstances?*

Write their answers on the flip chart. (You will return to this list again.)

- c. Then refer to overhead III.1.c. to explain that:

The Convention provides for special measures that oblige states to:

- **protect children from economic exploitation, physical and sexual abuse, effects of war, neglect and abandonment, maltreatment, and discrimination; and,**
- **provide proper care and/or rehabilitation where necessary.**

Now ask them if they can use the categories given in the Convention - ***exploitation, abuse, war, neglect & abandonment*** - to expand on their earlier list of CEDCs.

Add their answers to the flip chart (section 1.b. above).

- c. Then tell the participants that the rest of the module will focus on three areas:
- protection against discrimination.
  - protection against exploitation.
  - protection in crisis and emergency situations.

## **2. Protection against discrimination**

### **a. Simulation activity**

The objective of this activity is to identify messages that are usually translated into discriminatory acts and to develop an awareness of the feelings and problems encountered when one is discriminated against.

The simulation builds on two premises:

- Both adults and children receive positive and negative messages that teach them to treat certain people differently.
- Children's growth and development may be enhanced or may be hindered by positive and negative stereotyping.

#### Instructions for simulation activity:

- i. The activity will work best with a larger group (approximately 10 people).
- ii. Do not share these instructions with the group members.
- iii. There are two sets of instruction cards - A & B. One group will get instruction card A and the other will get card B (see Annex III.2.a).

- iv. Before you give out the cards, look at the participants and decide how they could be divided into two groups A and B according to a certain physical feature. For example, group A are all wearing eyeglasses. Group B are not wearing eyeglasses.

You could choose any of the following features for your grouping: wearing glasses, same color clothes, hair style/length, sandals, gender and so on.

For example: suppose you decide on the 'wearing glasses' feature.

- v. First, write wearing glasses into the space on the A cards.
- vi. Tell the participants that they will each be given a card with instructions. They should not show their cards to each other.
- vii. Then give everyone who is wearing glasses an A card. Give everyone else a B card.

[When you are giving out the cards, try not to be obvious about who is getting which card or why a person gets a particular card.]

Instruction card A.

You have been chosen from among a very important group of people. You should go around and meet other people in the room. Please try to talk to as many people as possible and get to know something about them.

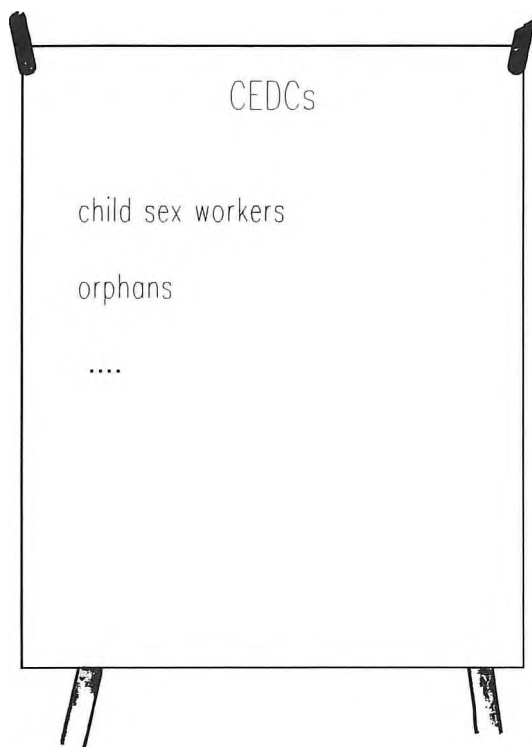
When you talk with anyone who is *wearing glasses* like you do, listen carefully, pay attention to what they are saying, nod your head in agreement and smile.

When you are talking to someone does not *wear glasses* look around at other people in the room and try not to show any interest.

- ix. Then tell the participants to read through their cards and follow the directions given.
- x. After about 10 - 15 minutes, bring the whole group back together to talk about the exercise.

Ask them to consider the following questions:

- *What happened during the activity?*
- *Did you notice anything unusual or strange?*
- *How did you feel? What were your reactions?*
- *Have you personally ever experienced any form of prejudice in the past? (When? / What?)*
- *How did you feel? / What did you do?*
- *How do you think a child would feel if this happened to her/him?*
- *How would you help a child feel better or avoid negative feelings in such situations?*



Now refer back to the participants' list of children in especially difficult circumstances (section 1.a).

Ask the participants if they can think of any new items to add to their list.

Ask them if there are special instances of discrimination that they are aware of in their community (or in the country).

**Note:**

- What we have been trying to do so far, is to lead the participants to talk about specific examples of discrimination that occur in the community or in country.
- However, not all the participants will be comfortable about doing this or want to confront the issues.
- If the group is unable to identify specific cases of discrimination in their own environment then you could either:
  - ask indirect questions to try to guide the participants to the issues; or,
  - go directly to concrete examples from within the community or country. You might copy a story reported in a local newspaper of an actual incident and use this to confront the participants.

### **3. Exploitation**

#### **a. Case studies**

In this section, you will use the case studies to get the participants to explore the following ideas:

- **Children suffer various forms of exploitation.**
- **Adults and states have responsibilities for protecting exploited children.**
- **Various means are available for the prevention of exploitation and the rehabilitation of exploited children.**

- i. Ideally, you should try to select suitable case studies of children in exploited situations from the participants' own community (or from within the country).

Begin by checking for stories in local newspapers/magazines. Ask some of your partner NGOs. Contact government departments that work with children.

If you can not find local examples, then you can refer to the sample case studies given in annex III.3.a.

- ii. Ask the participants to work in small groups (3-4 persons). Each group should appoint one person to be recorder and one person to reportback.
- iii. Give each group a different case study. Ask them to read through the case study carefully and then work together to identify what exploitation is taking place and the causes of the exploitation.

The following focus questions will help them work through the task:

- *Explain what happens in the story.*
- *Identify the forms of exploitation and the problems encountered by the child.*
- *What causes of exploitation can you identify in the case studies?*
- *What could we do to protect a child in this situation (both immediately and in the long term)?*



- iv. Give each group a sheet of flip chart paper and a marker for their group reportback.

Ask each group to prepare a short presentation of their conclusions for the larger group.

- v. In the reportback, see if you can get all participants to interact and comment on each other's work.

One way to do this, is to ask different participants to summarize the main points from another group's reportback.

Record these conclusions on a separate sheet of newsprint.

- b. Compiling a newsletter

The objective of this activity is to increase awareness about the realities faced by children. At the end of this section, you want the participants to begin to be able to say:

- *Some children in my country experience various forms of exploitation.*
- *These children need to be protected from such exploitation.*

Tell the participants that in this section, they will be looking in detail at four areas:

**children in conflict with the law**  
**children who are exploited in the workplace**  
**children who are exploited sexually**  
**street children**

- i. Ask the participants to form groups again.

Then, hand out copies of local newspapers to each group.

- ii. Ask the groups to scan the newspapers and look for articles about children who are being exploited. They should compile a clipping of the news articles that relate to the four areas of exploitation. (See sample given in annex III.3.b.)

- iii. Each group should prepare a layout of the front-page for a 'newsletter' using the clippings they have collected.

- iv. Each group can then present their newsletter to the others.

As they are reporting to each other, try to encourage them to draw both on the newspaper clippings and on their own reflections to discuss exploitation of children.

**Note:**

- There may be specific conditions/cases of exploited children (working children, child sex workers, children in conflict with the law, or street children) that you know of in the community or in country.

This would be an appropriate time to bring these examples into the discussion.

#### 4. Crises and emergencies

##### a.. Begin by introducing the following points from the Convention:

**Children who are caught in disasters, whether natural or social, need forms of protection that will lessen the traumatic effects of these disasters and enable them to recover, so that they can bounce back to the most healthy developmental environment possible.**

**Children, because of their age and developmental characteristic, often find themselves in circumstances in which they experience difficulties and deprivations.**

##### b. Role play

**Before the training:**

- You need to prepare examples of children caught in crisis or emergency situations in advance of the training.
- Make copies of these ready to hand out to the participants.
- Preferably, the examples you use should be local (from within the community or country).
- If local examples are not readily available, then you can draw on the two examples given below. (These are taken from the Montagu book: *Children at Crisis Point*.)

- i. Ask participants to form small groups (4-5 persons).
- ii. Give each group one of the sets of role play cards.

Tell the participants that they will be working together in their groups to role play the situation to show how they would react and how they would deal with the needs of the child.

Role play 1

A nine year old girl has been separated from her family due to a civil war. She has had no food for three days. She was found roaming the streets. She was crying and desperately looking for her parents.

Role play 2

A three year old boy comes from a country village hit by a typhoon. After four days and nights of heavy rain, a flash flood washed through the area. His family's small, single-roomed wooden house was swept away. The family lost all their possessions. Luckily they had enough warning, and for days they camped in a nearby temple.

- iii. Give the participants about 15 minutes to work together to decide how they will present the situation to the others.

Ask the groups to highlight the feelings of the children in these crisis situations.

Give them the following focus questions before they start:

- *How does the situation affect the children?*
- *What are the children's reactions and what coping mechanisms do they use?*
- *What would you do as an NGO in this situation?*
- *How would you expect the government to react?*

- iv. In summing up, highlight the role that NGOs can play in dealing with crisis and emergency situations. Make sure that you also talk about emergency preparedness.

After the groups have presented their role plays, you might want to bring in other examples to highlight and reinforce some of the issues raised by the participants.

Issues that should be discussed in this area are children in armed conflict, refugee children and children caught in natural disasters.

## 5. Closure

- a. Remind the participants that the CRC was formulated to recognize the need for appropriate responses to specific protection rights of children.

Three areas of concern are protection against discrimination, protection against exploitation and protection in crisis and emergency situations.

- b. If there is time, you can play the card game to see how familiar the participants are with the individual rights relating to protection.

Instructions:

- i. Make copies of the cluster cards given in the appendix. Then cut up those cards relevant to the protection rights so that you end up with two sets. The first set will contain pictures of children in distressing situations and/or suffering forms of exploitation. The second set will list the Articles in the Convention dealing with protection rights. (See the examples given in annex III.5.b.)
- ii. Shuffle the cards and lay them face down in columns and rows on the floor or on a table so that they are easily seen by everyone.
- iii. Ask one of the participants to turn over two cards. If the cards match, then s/he can put these to one side. If they do not match, then s/he should turn the cards over again and let another person try.
- iv. As the cards are turned over, the participants should watch carefully and try to remember the locations of specific cards.  
  
The aim is to match cards together. (The participants have to remember where the cards are located as well as recognize which articles of the Convention relate to which of the pictures.)
- v. When a participant makes a match, ask her/him to explain the particular protection measure to the whole group.

- c. Finish up by telling the participants that in the next training module, they will be looking at child development in detail.

As preparation, ask them to conduct a mini-survey amongst their friends, families & colleagues to find out what others understand child development to mean.

Tell them, that the more people they can ask, the better. It will be interesting to see if there are diverse views among the different groups.

- *If someone talks about 'development of the child', what things do you think about?*

They should bring the results of their survey with them to the next training session.

- d. Thank the participants for their work in this module and remind them of the time and date for the next training session.

#### **Additional reading / resource materials**

1. Hammarberg, Thomas (1993) *Making Reality of the Rights of the Child*. Rädda Barnen.
2. Fountain, Susan (1993) *It's Only Right: a Practical Guide to Learning about the Convention on the Rights of the Child*. UNICEF 1993.
3. Castelle, Kay (1992) *In the Child's Best Interest*. Foster Parents Plan International, Defence for Children International-USA.
4. The exercise, 'The Daily Shout', was taken from: SCF/UNICEF-UK. (1990) *Keep Us Safe*.  
See also, the sections on Discrimination (pp.33 -37); Armed Conflict (pp.54 - 61); Refugees (pp.64 - 72); and, the protection articles (pp.54 - 73).
5. Bangladesh Organization for Development Cooperation. *Training Manual: Training on Awareness Raising for Protection and Promotion of Child Rights*. Developed for the Bangladesh Shishu Adhiker Forum.
6. CWA. (1993) *The World of Working Children*.
7. Montagu, John (1992) [Ed.] *Children at Crisis Point: Stories from Asia*. SCF (UK).

For specific Articles in the Convention relating to discrimination, please refer to:

Article 2	Non-discrimination
Article 7	Name and Nationality
Article 23	Disabled Children
Article 30	Children of Indigenous People

For specific Articles in the Convention relating to exploitation, refer to

Article 10	Family Re-unification
Article 11	Illicit Transfer and Non-return
Article 16	Privacy
Article 19	Protection from Abuse and Neglect
Article 20	Protection of the Child without Family
Article 21	Adoption
Article 25	Periodic Review of Placement
Article 32	Child Labor
Article 33	Drug Abuse
Article 34	Sexual Exploitation
Article 35	Sale, Trafficking and Abduction
Article 36	Other forms of Exploitation
Article 37	Torture and Deprivation of Liberty
Article 39	Rehabilitative Care
Article 40	Juvenile Justice

For specific Articles in the Convention relating to crises & emergencies, refer to

Article 10	Family Reunification
Article 22	Refugee Children
Article 25	Periodic Review of Placement
Article 38	Armed Conflict
Article 39	Rehabilitative Care



### **Annex III**

## **Rationale**

**All children, because of their age and developmental characteristics, need special protection, which must be made available regardless of their sex, nationality, culture, etc. The state, institutions, individuals and children themselves all have the responsibility to exercise and respect these rights.**

**It is a sad fact that for many children, life is no better than it would have been a hundred years ago.**

**Children still suffer from various violations as a product of their economic, political and social environment.**

**This situation has created a category of Children in Especially Difficult Circumstances (CEDC).**

**The Convention provides for special measures that oblige states to:**

- **protect children from economic exploitation, physical and sexual abuse, effects of war, neglect and abandonment, maltreatment, and discrimination; and,**
- **provide proper care and/or rehabilitation where necessary.**

Instruction card A.

You have been chosen from among a very important group of people. You should go around and meet other people in the room. Please try to talk to as many people as possible and get to know something about them.

When you talk with anyone who has [ \_\_\_\_\_ ] like you have, listen carefully, pay attention to what they say, nod your head in agreement and smile.

When you are talking to someone who does not have [ \_\_\_\_\_ ] look around at others in the room and try not to show any interest.

Instruction card B.

This is an activity to meet people.

You should go around the room and talk to as many people as possible. Try to find out something about their work and their special interests

Please try to meet as many other people as possible and get to know something about them.

# Daeng

14 Years food shop girl

“My friend and I got our first job in a Chinese shop selling clothes. We worked there for 4 days but quit because we could not understand the employers. They spoke a Chinese language. Then we met a woman who sent us to the food shop.”

Work began at 2 am. We had to get up and prepare the ingredients for cooking. At 3 am the Master got up and cooked the food. Later on, he took the food to sell in the market. When he left, the door was tightly locked. We were kept inside and had to clean the house, the utensils and wash the clothes. Often we would feel sleepy while working and Master punished us. My friend managed to run away but I didn't.”

*A good citizen in the same neighbourhood informed the police that she suspected there was abuse going on in the work place because she often heard a child crying. The police and the Center for the Protection of Children's Rights staff went to the work place and found Daeng. Her body was covered with scars from being beaten up and there were some traces of cuts with a knife and burns by an iron.*



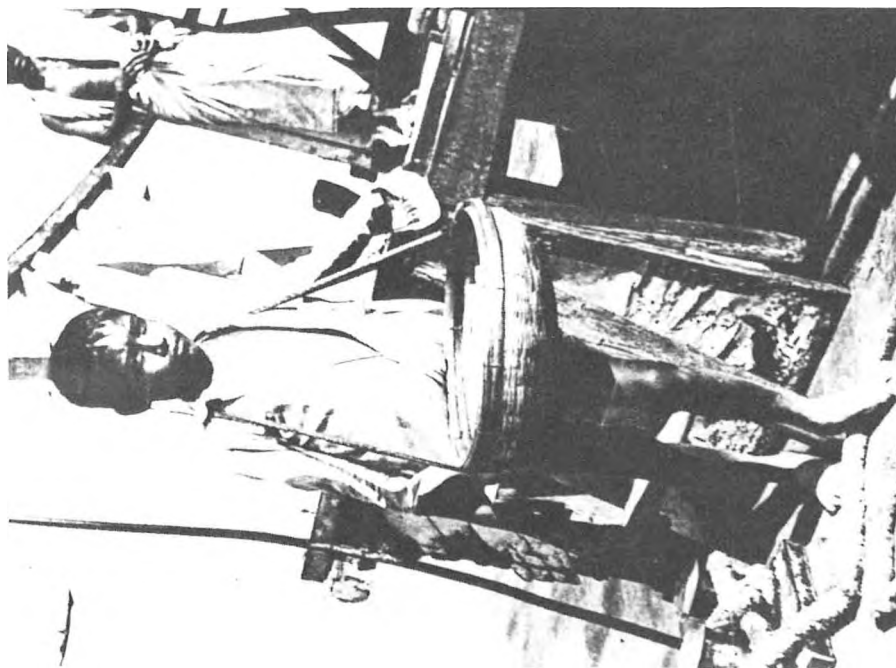
# Kamal

11 Years pea-nut seller

*Kamal Hussain lost his father, Sobahan Hussain, two years ago. Sobahan left behind three sons and one daughter. Kamal is the youngest child of his parents. He is a native of Khulna Daulatpur town. He and his eldest brother Dulal come every morning from Daulatpur to Jessore Town to sell nuts. They earn Tk.30/40 (US\$0.96 - US\$ 1.30) each day and give all their earnings to their mother.*

*"It's very expensive to go to school. I prefer earning money by selling things. For the future, I trust in Fate and God's Will. What can I do? That which comes to me in my life, I will accept as my lot. There is no future for the poor like us."*

There are hundreds of children like me in Jessore. Whatever happens to them, will happen to me. There is a multitude of children on the street without any bright future like the privileged ones. We work hard and contribute to building the society in our way. But how much attention does the government or other persons give to us and our situation. We suffer and we build the beautiful country with our sweat and hard labour.



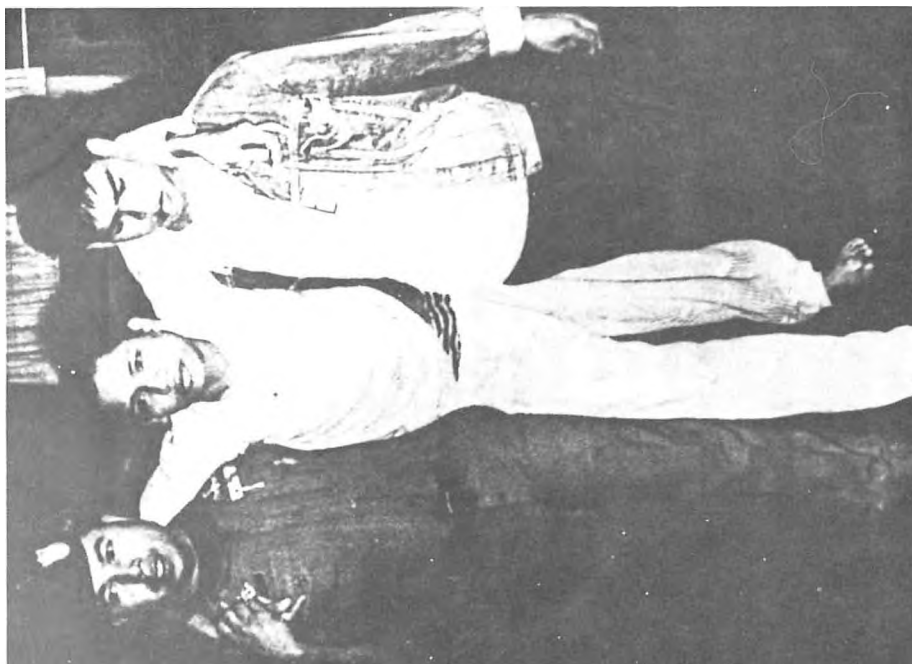
## Laos

## Sai

14 Years migrant factory worker

“I came secretly from Vietianne, Laos, with an agent from an employment service. My parents allowed me to go. I crossed the Mekhong River to Ubon Ratchatani Province and was taken to Bangkok. I asked the employer for the 1,500 Baht, agreed upon by the agent, but was told that it had already been sent to my father. It was the first time I had been away from my family and my country. I never thought of fleeing the work place because I did not know where to go. I knew nothing of the city of Bangkok.”

*Sai was rescued during the raid on the paper cup factory in Bangkok on October 31, 1991.*





# Chandra

14 Years tea plantation worker

"I am a Chokada. I am paid 9 rupees(US\$ 0.40) a day. Besides picking tea leaves, I also do other jobs such as sickling, weeding, cutting, fertilizing, and carrying water and wood.

We are given an hours' break at noon. But I never manage to bring food from home, we are so poor. I generally spend my break resting a bit if I'm too tired. I get terribly hungry but I have to wait until evening to have a taste of food.

We don't get any days off. They also don't pay us if we are absent from work. There is no medical care and we always have small accidents such as cuts and bruises. Luckily I have been ill only once since working here.

The only extra payment they give us is an annual 200 rupees (US\$ 10) for the maintenance of our Dhura. This is never enough, because the Dhura needs maintenance every month. Almost 6 months a year we sleep inside the Dhura and cover ourselves with plastic because we have to spend the money on food instead of the Dhura. We have to eat even if we get all soaked with rain from a leaky roof."



*Chokada - Child worker on the Tea Estate*

*Dhura - Thatched dwelling place*

## Philippines

## Nicroto

14 Years *sugar cane worker & fisher-boy*

Nicroto Nunal Jr. is a 5th grade, drop-out from school, supporting his mother after the death of his father. He was a sugar cane worker and died of tuberculosis.

Nicroto decided to try his luck in the coastal area of Tagda, Hinigaran, Negros Occidental. Without proper training or education, at the age of 12, he went to sea. He had to go to work at 4 a.m. and would come home, with or without a catch, at 3 or 4 in the afternoon. If lucky he would have a good catch, and earn from 10 pesos to 15 pesos a day. But when fishing became bad, he was forced to go back to take odd-jobs in the sugar cane farm to earn at least 1 kilo of rice.

Nicroto suffers from anaemia and in his present situation, cannot even think about life in the future. Generally, he is very shy. For him every day is lived only on whatever there is.

## Rosie

9 Years *sugar cane worker*

"I am Rosie Baroquillo. I started working on the sugar cane field when I was seven years old. Now, I am nine and I still work in the field. I stopped going to school because my family could not afford to spend the money. My father is already dead.

The money I earn is not enough to buy food. I am tired and hungry doing my work in the field. I wish I could have soup to go with the rice I eat because without soup it is hard to swallow."



# THE DAILY SHOUT

Your daily informer

## YOUNG OFFENDERS LOCKED UP ALL DAY

Boys aged 14 and 15 being held at a purpose-built youth custody centre are locked in cells for 23 hours a day at weekends and all evening during weekdays. A spokesman for the Board of Visitors said today that compulsory education was frequently cancelled as were

other programmes of activity. "Boys at Youth Custody Centres are supposed to be being prepared for re-entry into society with the allocation of a Personal Prison Officer to each boy; this is not happening," he said.

## SUICIDE ATTEMPTS ON THE INCREASE

The lack of separate accommodation for young offenders in Youth Custody Centres means that weaker inmates suffer from bullying and victimisation. They are afraid to identify the bullies from fear of further bullying so they live in fear and misery. It has been reported that as a result the level of suicides and suicide attempts amongst young men on remand is disturbingly high.

## CHILDREN SUFFER TOO

Tracey is 7 years old and she's unhappy. Tracey's mum has been sent to prison. Tracey told our reporter, "It's a long way to go and see my mum. I didn't know my mum was in a prison until people called me names at school. I thought she was in a special hospital and couldn't come home. I hate it in that place and sometimes I get mad with my mum when I'm there for being so bad and not being there when I miss her so much. My mum's not really bad. She's nice to me and cries when I have to go. We only get half an hour.

"There's nothing to play with there and everybody just sits and looks at everybody else. I think it makes my Nan sad too and she gets cross with me. She doesn't talk to anyone about it. She just goes quiet and looks out the window all the way home on the train."

## BABY BEHIND BARS

### GIRL 16 FACES CHILDBIRTH IN PRISON

Shirley is 16 years old and is expecting a baby in 2 months. She has just been sentenced to two years' imprisonment.

Her crime? When she was 15 she was at a nightclub with two men, aged 18 and 20. They told her to invite a very drunk, middle-aged man to go outside with her. When she got him outside the two men attacked him and robbed him of £30. Shirley told the police that she had kicked the man but in court said this was not true. She did not take any of the £30.

In Anytown Crown Court today, Shirley was found guilty of robbery. Social workers said it was her first offence and recommended probation and community service. But the judge, Mr Justice Wobbly, sentenced her to two years custody - the maximum sentence for a juvenile is 12 months except for the gravest offences, which the judge obviously thought this was. The judge also refused to take into

consideration the 3 months Shirley had spent in custody while awaiting trial. Under the terms of the sentence Shirley will not be allowed remission or parole so she will probably serve the full 24 months. This will mean that she will serve longer than the men who manipulated her; their 30 month sentences will reduce to 20 months after remission.

Shirley's baby will be born behind bars in a women's prison which has a mother and baby unit. Her baby can stay with her there until it is 9 months. If Shirley is well-behaved she could be transferred to an open prison where babies are allowed to stay with their mothers until the age of 18 months. However, Shirley will still have over 4 months of her sentence to go when her baby is 18 months old. It will then be separated from her and taken into care.

Campaigning groups and lawyers are preparing an appeal.

## 13 YR-OLD CHARGED WITH MURDER

Jason Hill, aged 13 was released during his trial for murder when the judge, Mr Justice Haystack, ruled that his confession was obtained in such a way that it could not be trusted. Jason had spent 15 months in jail.

Jason, who was arrested following the brutal murder of a police officer in a riot in the housing estate where he lives in October 1985, was taken to a police station and forced to sit in his underpants and a blanket for hours whilst being

questioned by the police. His parents were not told where he was and he was not allowed to see them or any other adult during that time. He was not told he had the right to remain silent, which is the legal right of anyone accused of committing a crime.

After hours of questioning, the young man, terrified that he might never be let out, began to make up the kind of stories he thought the police were looking for. A court later decided that these stories

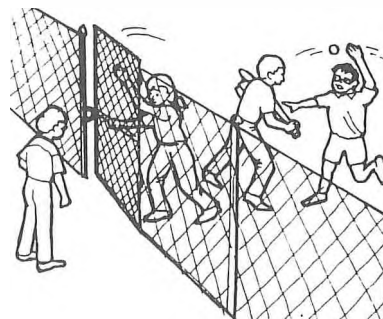
had been "fantasy" and completely unreliable. As part of these stories Jason admitted to being involved in the murder of the constable. The trial judge understood that the police were angry at the murder of their friend and colleague but said that their investigation had been "burdensome, harsh, wrongful and unjust". Later, the Police Complaints Authority reprimanded the officer responsible for the investigation.

*card game: module III.5.b.*

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.



Article 2: All rights apply to all children, and children shall be protected from all forms of discrimination.



Article 7: Each child has the right to a name and nationality, to know his or her parents and be cared for by them.



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.



Notes:

## Module IV



## The Right of the Child to Development

## **Module IV**

### **The Right of the Child to Development**

#### **Objectives:**

At the end of this session:

- you will have identified those articles in the Convention which relate to Child Development.
- you will have discussed how Child Development as a right fits into the overall context of the Convention.
- you will have decided which of these articles are relevant to your work.
- you will have identified roles and responsibilities for both international and national NGOs in promoting the Convention.

#### **Materials and Equipment**

- flip chart, markers and tape
- overhead transparencies & overhead projector
- copies of handouts for the participants
- 5" x 7" cards (or pieces of paper)

**1. What do we understand by development?**

The objective of this warm up activity is to establish a common understanding of child development on which to base further discussion and activities.

- a. Begin by asking who was able to carry out a survey among friends, family or colleagues about child development. Get them to tell you some of the answers:

- *What answers surprised you?*
- *What were some of the more interesting answers?*

Tell the participants that they will be discussing this further in small groups and that they will be able to share their findings more in the groups.

- b. Then, refer back to the participants' diagram on what a child needs for development from module I (section I.f).

Remind them that in their diagram, they grouped the needs of the child and that these were their ideas about what a child needs for its development. Now they will clarify what they mean by development.

The participants will work in small groups to answer the following question:

---

***What is development?***

---



- c. Ask the participants to form groups of 5- 7 people.

Building on their diagram, they should brainstorm together to prepare a list of ideas that define development.

Before they begin, give them the following focus questions:

- *How would you want your child to develop?*
- *What are some of the different "dos" and "don'ts" that you have for your children?*

Ask them to record their responses on flip chart paper so that they can reportback to each other.

- d. In the reportback, the small groups can compare their responses.

Ask each group to explain why they decided on these answers. (Accept all answers; there is no need to debate the answers at this point.)

- e. Next show the overhead of the definition of development from the Convention (overhead IV.1.e).

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

Ask the participants if they can use the categories given in this definition to classify their information (from section 1.c. above).

## 2. How is child development referred to in the Convention?

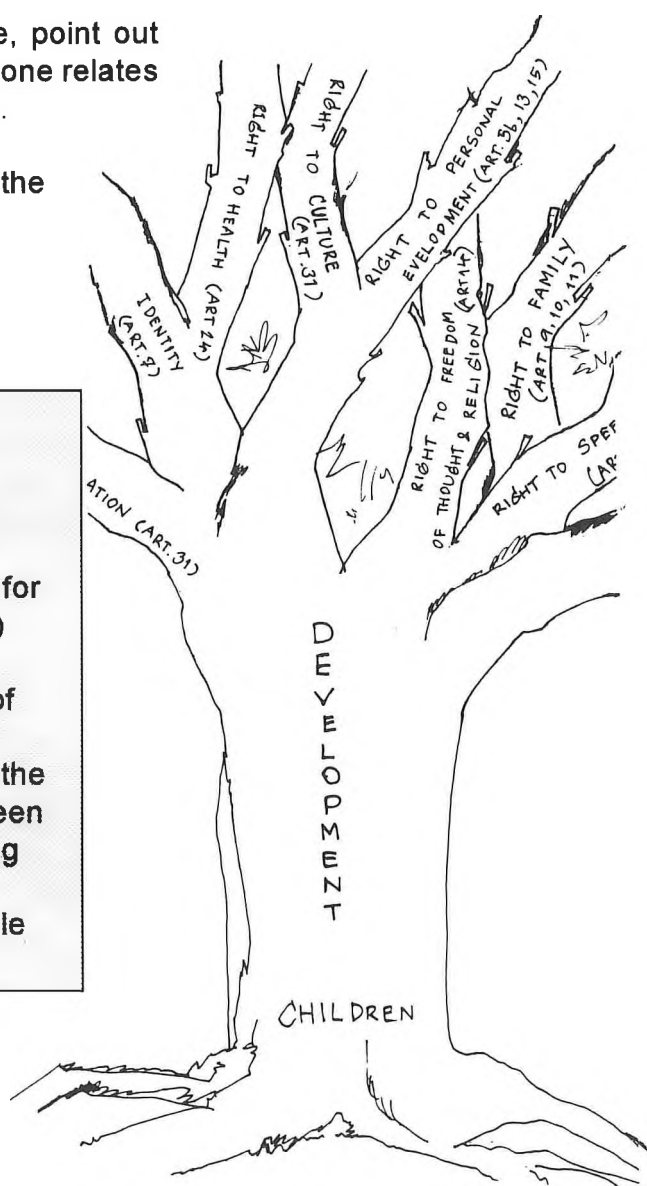
Explain to the participants that there are a number of articles in the CRC that relate to development of the child. As development implies growth, we can represent these articles in a 'development tree'.

- a. At this point, refer to the overhead (annex IV.2.a) to relate the categories in the definition (above) to the relevant CRC articles.
- b. As you talk about the tree structure, point out where their information from section one relates to the different branches of the tree.

You will need to talk about each of the branches to make sure that all the participants have the same understanding of the articles.

**Note:**

- Susan Fountain has represented the different articles in a set of Cluster Cards. (See the Appendix for the complete set of cards.)
- If you make a photocopy of the relevant Cluster Cards beforehand, you can tape the cards to the overhead screen (along the branches) during the discussion to help understanding. (See sample pictures in annex IV.2.b.)



- c. The branches of the 'development tree' depict the main groups of rights and make reference to particular CRC articles that fall into each group.

You could ask also the participants to work in small groups to complete their own tree, filling in the branches with meanings for the rights as they apply to their specific local context. The participants could then share their ideas with each other and agree on a final 'development tree' for the country. You should then copy the final tree for all the participants.

### **3. Clarifying the right to development**

There are four different activities given in annex IV.3. in support of this section ("What's the Difference": "Play Time"; "How Others See Us"; and, "A Day in the Life"). The activities are all designed to help the participants reach a common understanding of the issues which relate to child development within the framework of the CRC and in the local context.

Select one or two of the activities for the participants in your training group based on the experience and interests of your participants.

### **4. A review of projects**

The objective of this section is to review the program activities being done by the participants in their work and identify how these support child development issues.

- a. Ask the participants to form small groups of colleagues from the same workplace.

When the groups are formed, explain that they will be looking critically at the programs and projects being carried out by their organizations.

Explain that the exercise will help them to identify 'gaps' in their work so that in the future they can develop programs that will more directly relate to the needs and problems of children.

- b. Give the participants a copy of the worksheet (IV.4.b).

Ask them to begin by listing the different CRC articles in the first column. They should then complete the second and third columns.

CRC Article	Name & Location of Project supporting this right	Description of areas of work and ways in which it is supporting the right
Information Education		

- c. Ask the participants to record their information on flip chart paper as this will make reporting back to the whole group easier.
- d. When they have done this, ask them to consider the following questions:
- *What does the inventory show us about our work in relation to the CRC?*
  - *What are we doing/not doing in relation to child development?*

- *What could we be doing?*
  - *What constraints do we face in our work relating to child development?*
- e. Ask one person from each group to report back to the others on the completed inventory.
- f. Finish up by summarizing the findings, highlighting the areas that still need to be addressed.

Then tell the participants that in the next section, they will be developing action plans to address the gaps they have identified.

## **5: Follow up and action plan**

In this section, the participants will formulate an action plan which will assist them in applying the principles of the CRC to their own work.

- a. The participants will work in their groups again to draw up a plan of action indicating how they would incorporate what they have just learned about the CRC into their work.
- b. First, ask each participant to write down three to five suggested activities on a sheet of paper that would "fill the gaps".

When this is done, each of the participants should share these ideas with the rest of the group. The group should then come up with an agreed list of activities.

They should then write each of activities onto separate cards (or pieces of paper) i.e. one activity per card.

Remind them to write in big letters so that the writing can be easily seen.

Write big enough to be  
seen – like this.

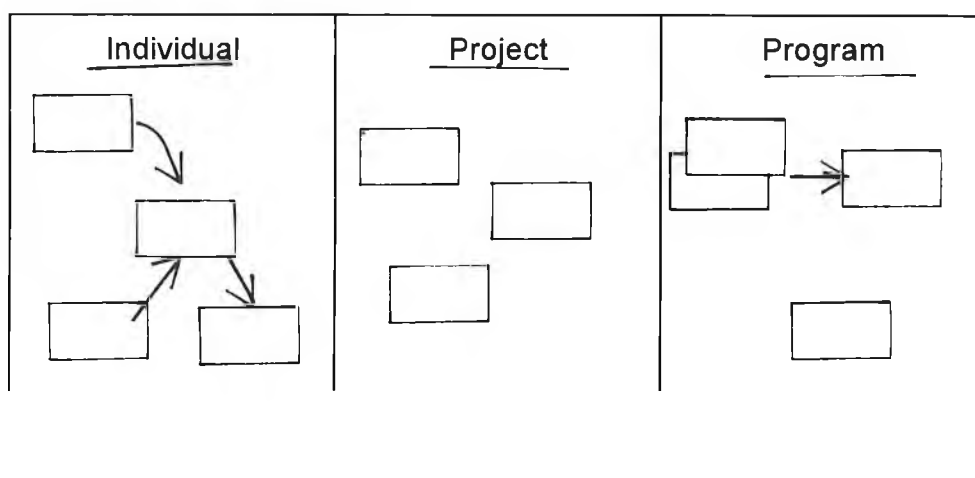
Don't write small letters like this.

- c. Meanwhile, you should prepare a large chart, divided up into three sections under the headings Individual, Project & Program. (Use a whiteboard or three pieces of flip chart paper taped side-by-side onto the wall.)

<u>Individual</u>	<u>Project</u>	<u>Program</u>

- d. You can then ask for cards from the participants and tape the cards onto the chart as they are given.

Make sure that you let the participants decide where the cards should go and that they explain clearly how the action will address the gaps. Ask the participants to consider the sequence of the activities. (Draw arrows to indicate the sequence.)



When all the cards are in place, you might talk about how these action plans could be developed further as part of a strategic planning process or used to develop individual operating plans.

## 6. Closure

- a. Refer back to the objectives for the module.

Ask the participants to recall the articles in the Convention which relate to development. Clarify any points as needed.

- b. Call for a volunteer to review the development tree diagram.

Then call for another participant to talk about how different NGOs are promoting the development of the child in their programs. Highlight the "gaps" that need to be addressed.

- c. Ask one or two participants to talk about what they will take from this module back into their own work.
- d. Tell the participants that in the next training, they will be looking at the child's right to participation and that a group of children from one of the local schools will attend part of the training session. Thus, there will be an opportunity for some input and feedback from children themselves.
- e. Before closing, remind the participants of the time and date for the next training session and then thank them for their work in this module.

**Additional reading / resource materials:**

- 1. The Cluster Cards are taken from: Fountain, Susan. (1993) *It's Only Right!* UNICEF: New York. (pp. 19 - 27).
- 2. The activities 'What's the Difference' and 'How Others See Us' were taken from: UNICEF-SCF(UK) (1990) *The Whole Child*.
- 3. The activity 'My Play Line' was taken from: UNICEF-SCF(UK) (1990) *Keep Us Safe*.
- 4. The 'Inventory' in Section 2 was adapted from an inventory prepared by SCF(UK) India.



For specific articles in the Convention, please refer to:

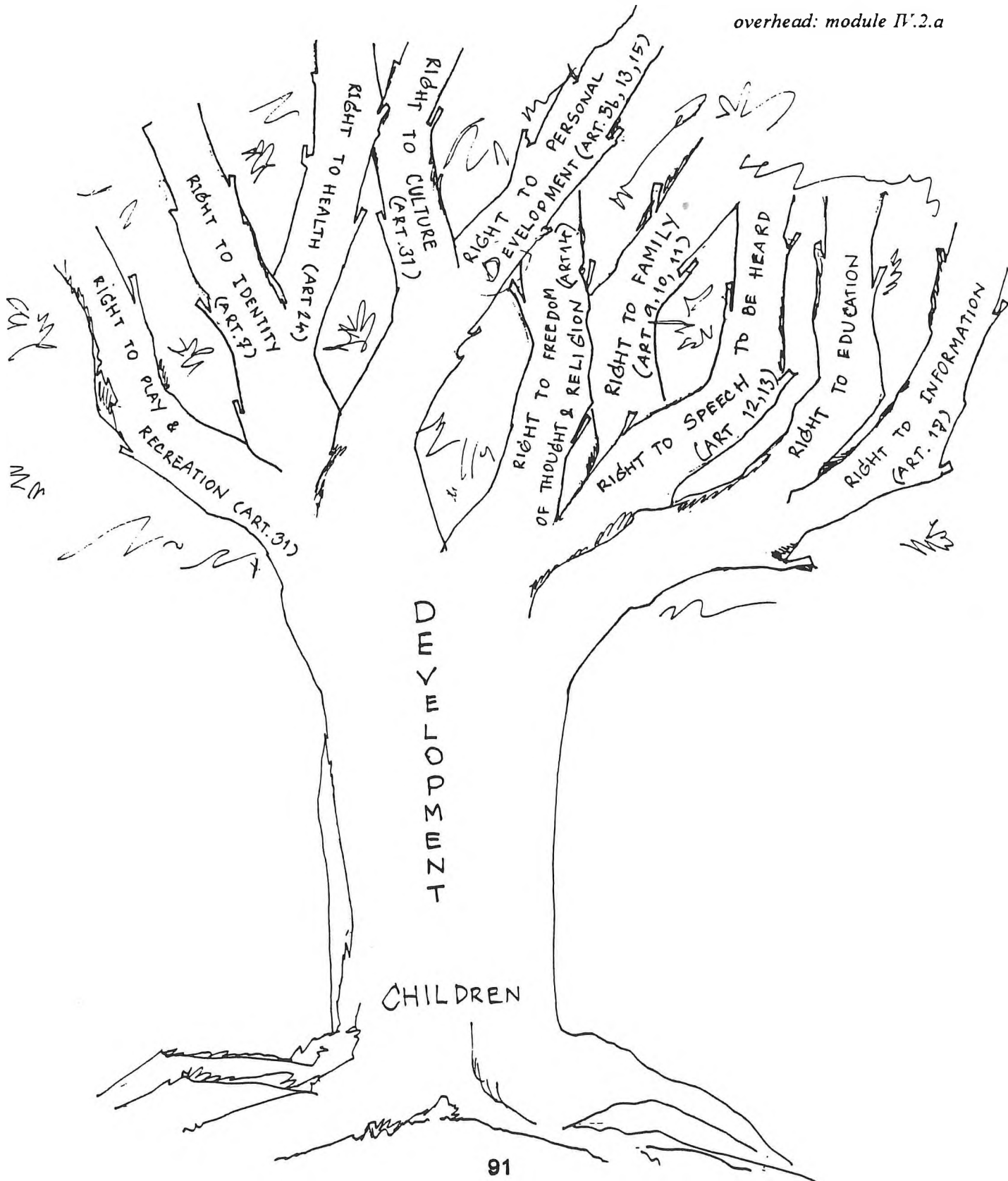
Article 17	Information
Articles 28 & 29	Education
Article 31	Play and Recreation
Article 31	Participation in Cultural Activities
Article 14	Freedom of Thought, Conscience and Religion
Articles 5,6,13,14 & 15	Personality Development (social & psychological)
Articles 6 & 7	Identity (nationality, name, etc)
Article 24	Health and Physical Development
Article 12 & 13	Right to be Heard
Article 9, 10 & 11	Family

Notes:

## **Annex IV**

## **The Right to Development**

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





Article 6: Every child has the right to life, and the State has an obligation to ensure the child's survival and development.



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

**Note:**

1. The activities that are given here are aimed at helping the participants clarify and understand the terms used in the Convention.
2. In the lesson plan, they have been placed in section 3, that is, after the terms have been introduced in the 'development tree'. However, you could decide to do one or two of the activities before introducing the tree. In this way, the participants would arrive at the terms in a more inductive fashion. This would be a useful way to approach the session, if you find that the participants are not able to define development very well in section 1. These exercises would then stimulate their ideas and point them in the right direction.
3. You do not have to do all these exercises. You might decide on only two or three with your group of trainees. Alternatively, you might have different groups work through different activities and then reportback to the others.

**"What's the Difference"**


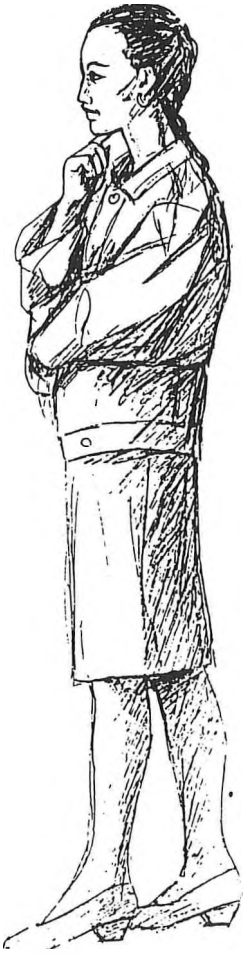
The objective of this exercise is to highlight what constitute child development.

Have the participants work in small groups and ask them to list the differences between a child and an adult. Then, ask them to consider the following:

- *What does a child need to develop into an adult?*
- *What will happen to the child if s/he doesn't have these things?*
- *What sort of adult do you think the child will develop into?*

Then, ask the groups to compare and contrast answers.

[Another interesting activity, is to ask the trainees to list all the ways that the child and adult are the same.]

WHAT'S THE DIFFERENCE?	
A Child	An Adult
	



*activities: module IV.3.*

ii. **"Kindergarten Play Time"**

The objective of this exercise is to highlight the importance of play in a child's development.

Ask the participants to form small groups. Give each group a copy of the handout and ask them to consider the following:

The pictures in the left and right columns show different play activities for a western child. First ask them to list some play activities of children in their culture.


- *Are there any differences between girls and boys? Why?*
- *What are five important play activities from your own childhood where you learned something?*
- *What did you learn with each of these play activities?*
- *How does a child/parent/teacher react if play is interrupted or if a child's toy is taken away?*

This last question will focus attention on the relation between social behavior and child development.


# My 'Play Line'

activities: module IV.3.

0 played with my rattle.

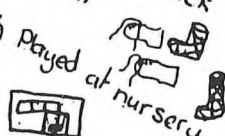


1 Played with my brother.




2 Played at taking my shoes + socks off + putting them back on again.


3 Played at nursery.




4 played skipping




5 played on my three wheeler bike




6 played at hop scotch



7 played elastic.



8 played ball games




0

1


2

3


0 rattle




1 swamp buggy




2 old piloce car




3 Tracter



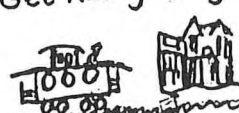
4 Lego




5 star wars toys




6 Get Along Gang




7 teliscope



8 radio car



controll



**iii. "A Day in the Life Of..."**

The objective of this exercise is focus the groups attention on the development needs of different children and of children with special needs.

Ask the participants to form small groups. Each group will then describe in detail a typical day of one child from the moment s/he gets up to the moment s/he goes to bed.

For example: a very poor girl/boy in a village; a boy from a rich family in town; a deaf child; an orphan etc.

Also ask them to consider the child's ideal day.

When they have finished, ask the groups to compare and comment on the different lifestyles.

*Do all these children get what they need to develop?*

*What is an 'ideal' typical day for a child.*

*Where are you drawing your information from?*

The last question can also be useful as a lead into the stereotyping exercise as the participants have to consider/justify where they get their information from.

**iv. "Stereotyping - How Others See Us"**

The objective of this exercise is to highlight how the right of participation may affect the development of the child.

Ask the participants to form small groups. Give them a copy of the handout as a stimulus and ask them to develop their own set of stereotypes in the same format.

Then each group will pass their list of stereotypes onto another group. The second group should then write down how they feel/react to the stereotypes and whether or not they agree with them.

Here are some questions you might ask to lead the discussion:

- *Why do children sometimes exclude other from play?*
- *Where do children learn their stereotypes?*
- *How would you like people to see you? Why?*
- *Do you remember one incident where you were excluded because of stereotyping?*
- *How did you feel/react?*
- *Do you think that a change in behavior can result in a change in attitude?*

**HOW OTHERS SEE US...**

activities: module IV.3.



<b>CRC Article (group/theme)</b>	<b>Name &amp; Location of Project supporting this right</b>	<b>Description of areas of work and ways in which it is supporting the right</b>

## Module V



## The Right of the Child to Participation

## **Module V**

### **The Right to Participation**

#### **Objectives:**

At the end of this module, you:

- will have discussed the articles in the Convention that relate to the rights of the child to participation.
- will be able to assess the current status of children's participation within the community.
- will have analyzed the extent of child participation in your own work.
- will have identified ways to become more actively involved in promoting the child's right to participation.

#### **Materials and Equipment**

- overhead transparencies and overhead projector
- flip chart with markers and tape
- video player and video cassette tape
- back copies of local newspapers
- finalize the arrangements for the group of local school children to attend the training session (as described in section V.3).



**Before you begin:**

- One of the aims of this module is attitude change - it is hoped that by the end of this module, the participants will be willing to promote the full participation of the child in the community and in decision making with respect to his/her life.
- Thus, some of the activities are designed to have the participants question their own attitudes and ideas. You may find that these training activities move slowly. Do not be concerned about this. You will need to give the participants time and space to think about the different concepts involved.
- There are a variety of activities given in this module and it is unlikely that you will be able to cover them all. Choose the ones that you think will work best with your trainees. We recommend that you keep the 'Talking with Children' activity (V.3.) as this session can reveal valuable insights for the participants.

**1. Defining child participation**

The objective of this exercise is to find out where the participants are starting from and to enable them to clarify their thoughts on the issue.

- a. Begin by asking the group to define 'participation'.

Give them this focus question to think about:

*Why is it necessary to have specific articles promoting child participation?*

- 
- The diagram illustrates a hierarchical structure for 'Participation'. At the top is an oval labeled 'Participation'. A vertical line connects it to a large rectangular box. This box branches into two main paths. The left path leads to another rectangular box, which then branches into three sub-paths, each represented by a cluster of overlapping rectangular boxes. The right path leads to a single rectangular box, followed by a dashed line.

- We recognize that the child is a developing individual with feelings and opinions of his or her own.
- We believe that children are best placed to articulate their own needs and that given proper support and respect they will make sensible and responsible suggestions and decisions.
- We also know that children have a valuable honesty, a caring and questioning attitude and great imagination. These qualities mean that their own input can breathe fresh life into debates about their well-being.

- e. Discuss the different ideas given in this rationale with the group.

Ask the participants if they agree with all the points in the rationale and what reservations they have.

- f. Simulation exercise

The objective of this simulation exercise is to provide the participants with a definite example of how children are excluded from decision-making.

- i. In the activity, the participants will be asked to take on different roles of members of a family (annex V.1.f).
- ii. Ask the participants to form two groups - A & B. Group A are the elders of the family; the decision makers. Group B are the children (young people) in the family. Ask one of the groups to go into another room.

Instruction for group A:	Instructions for group B
Give out the group A card (same card for everyone)	Give out the different B cards to individuals in the group.
Ask the group to discuss together what plans they need to make/finalize for the move.	Tell group B to think about how they would like to spend their holiday break which starts next week.
After 5 minutes, ask them to think about when and how they will tell the children about the plans.	Then, ask them to share their plans with each other.
After about 10 minutes, tell them that the children have already heard the news about the move from their Aunt and they do not seem very happy.	After about 10 minutes, tell Group B that their Aunt has just told them their parents have decided to move to another town in the near future, maybe next week.
<i>How will they deal with this?</i>	<i>How do they feel about this?</i>

- iii. While this is going on, you should take note of the responses from different members in the two groups.

**Note:**

- It would be helpful if there were two trainers working together on this activity. (Otherwise, you could also ask one or two of the participants to assist you.
- One of you could stay with group A and the other with group B. In this way, you would be better able to record the reactions and what is actually said.
- This would also allow you to send notes between the two groups, informing each other of developments in the discussion. This will help to move the discussion along. (See the trainers' notes in annex V.1.f - iii).

- iv. Then ask both groups to come back and talk together as a family about what happened.
- vii. After the discussion has finished, you will need to challenge the participants on what they said and how committed they were to the idea of a child's right to participate in decision making about her/his life.
- viii. Finish up by asking the participants what they learned from this activity.

## **2. Ladder of participation**

The objective of this exercise is to identify what is 'non-participation' and to analyze different levels of participation

- a. Start by showing the participants the rationale again (overhead V.1.a) and ask them:

*What did the simulation exercise (above) say to us about how committed most adults are to child participation?*

**Many of us say that we are committed to the rationale, but in reality we do something different.**

- b. Then, show them the overhead with the summaries of Articles, 12,13 and 15 in Annex V.2.b.

**Article 12**    The right of the child who is capable of forming his or her own views, to express those views freely in all matters concerning him or herself, with those views being given weight depending on the age and maturity of the child.

**Article 13**    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.

**Article 15**    The right of children to meet with others and to join or set up associations, unless the fact of doing so violates the rights of others.

**Explain that when we are trying to promote participation of children we need to be realistic and recognize that the child's ability to express his- or herself and make judgements is a developing ability. However, we must also ensure that we do as much as possible to encourage this development. As adults, we always tend to underestimate what children are capable of.**

- c. Then, present overhead V.2.c - i. showing the ladder of participation.

A full explanation of the ladder is given for you in annex V.2.c - ii. You will need to read the notes through carefully before the training so that you can talk through the different levels of participation.

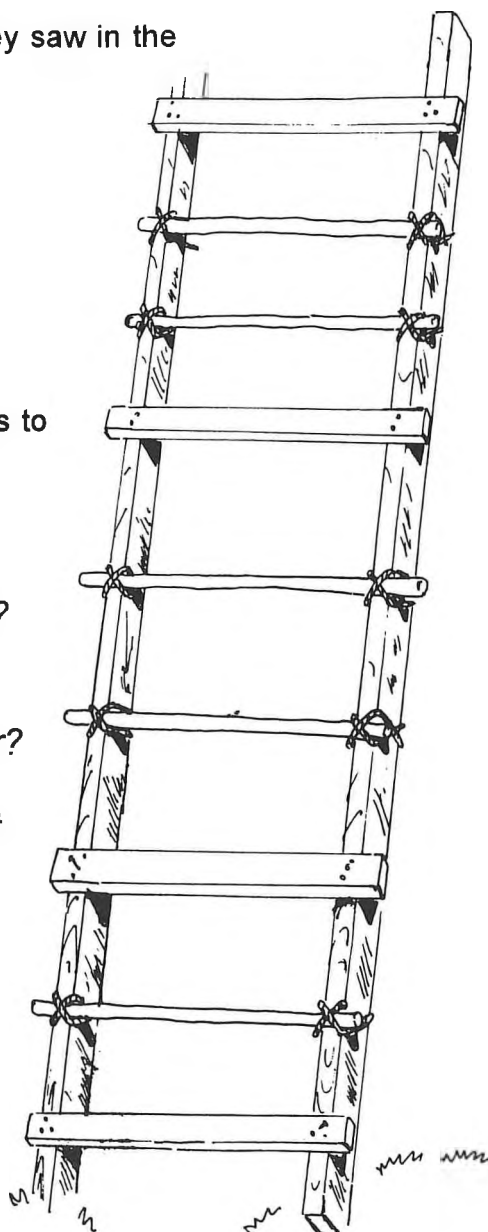
Ask the participants to relate the roles they saw in the simulation to the different levels.

- *Where would they place the parents/children on the ladder?*

- d. Ask them to work together in small groups to consider the following questions:

- *Where are children placed on the ladder in your own projects/work?*
- *Do you feel that it is desirable (possible) to move up the ladder?*
- *What factors/groups might resist such progress?*

- d. Finally, give a copy of the ladder and the notes to the participants.



### 3. Talking with children about participation

The objective of this session is to raise awareness of the potential in children in the participants' own town or area and the concerns of the children.

#### Before the training session:

- i. At least ten days before the training is due to start, you will need to contact the nearest secondary school to invite a group of children from the school to come to this session.
- ii. After you have made contact with the school, tell them you would like to have a group of 5 - 7 children from the Lower Secondary School.
- iii. If you have a large group of participants, you might need to ask for more children to come along. Make sure that there are not too few, otherwise they could be inhibited by your trainees.
- iv. As preparation, tell the school a little about your training program and its objectives. Explain that the training session is about how children participate in decision making as they are growing up.

Say that on the day, the children:

- will be able to talk and give their views on current issues that they consider important.
- will be given an opportunity to talk to the participants on the training program.

**Note:**

- Write your instruction on a sheet of paper and give a copy to the contact teacher. This will help to avoid any confusion.

On the day:

- i. Before the children arrive, remind the participants about the purpose of the visit.
- ii. Tell them that at the beginning, the children will be asked to talk about current issues of concern to them.
- iii. Remind the participants that everyone will need to work together to ensure that the children feel comfortable so that they talk freely. The participants can help by asking the children questions about what they have to say.
- iv. When the children arrive, spend some time on introductions until everyone feels comfortable. (A warm up activity would be good here.)
- v. You will need to help get the discussion moving. You might ask questions like:
  - *What do children your age talk about?*
  - *What things in the world do you worry about?*
- vi. Afterwards, the participants can take the opportunity to ask the children about how much they feel they are active participants in decision making about their lives.
  - *What decisions about their lives are made by family/school?*
  - *How could children be more active in the community?*

After the session:

- i. After the children leave, spend a few minutes de-briefing
- ii. Ask the participants what insights they gained from the discussion with the children and what surprised them during the discussions.



**4. Another look at the Convention**

- **The Participation articles of the Convention on the Rights of the Child are the rights which concern a child's basic cultural identity, his or her childhood, and developing involvement in wider society.**
- **Although some of these articles may be interpreted as implying a provision for the child by the adult world, there is now a consensus that the child should be an active and contributing participant and not merely a passive recipient in all that concerns his or her development. The child, the future of the world, must be respected and recognized as having a full individual existence right from birth. Adults must have the ears to listen, and let them speak.**

**Role of National Government in respect of these rights:**

- **Fulfillment of most of these articles requires action or legal provision by states parties such as laws relating to nationality, freedom of association or expression, compulsory primary education, protection, freedom of religion and language. It may be necessary to work to strengthen legislation and safeguards relating to these Articles.**
- **In addition, it is equally important for individuals and other non-government organizations to examine how best they can contribute to the fulfillment of these rights.**

**Throughout this training module, emphasis should be given to the involvement of children and care givers in line with the 'Guiding Principle' stated above.**

## 5. Access to information

- a. Begin by showing overhead transparency V.5.a. which summarizes Articles 17 and 18.

**Article 17**     The State shall ensure the accessibility to children of information and materials from a diversity of sources, and it shall encourage the mass media to disseminate information which is of social and cultural benefit to the child, and take steps to protect him or her from harmful materials.

**Article 18**     Parents have joint primary responsibility for the upbringing and development of the child, and the State shall support them in this. The best interests of the child will be their basic concern.

Discuss the implications of these two articles.

Then move onto the activities given below.

**Note:**

- There are three activities given below in support of this section.
- Choose one or two for your trainees to work through.
- Alternatively, you could have the trainees work in groups on different activities and then ask each group to reportback to each other on what they did.

b. **What's in the news?**

The objective of this activity is to show the participants how little information is provided for children by the news media.

- i. Give each group copies of recent newspapers and ask them to scan through the papers looking for news that would appeal to children or for news that is presented in a way that would appeal to children.
- ii. Ask the participants to consider the following questions:
  - *Are you happy with the amount of information that is accessible to children?*
  - *How could you encourage journalists to publish more that is relevant to children, and more on the CRC?*
- iii. Finally, ask the pairs to report on their ideas to the large group.

c. **A few white lies**

The objective of this exercise is to stimulate a discussion about how far children should be given the truth, or whether they should somehow be protected from it.

- i. Give each participant a copy of the poem '*Lies*' by the Russian poet, Yevgeny Yevtushenko (annex V.5.c).
- ii. Then ask them each to think for two minutes about times when they were not told the truth as children, and times when they have not been truthful with their own children.

- iii. Then open a discussion on the poem.
  - *Are there some matters which children should not be told about?*
  - *When does a child's right to information conflict with the need for protection?*

d. **Freedom of expression:**

The objective here is to show what children are capable of in terms of self-expression and organization and to promote trust in children.

There are two videos produced by UNICEF that would be especially useful:

- ***Raised Voices.** (30 mins)*
- ***Children First.** (13 mins)*

- i. View the videos before the session and select excerpts where children's participation is highlighted.
- ii. After showing the video, ask the participants to discuss in pairs the following question:
  - *In the video, you saw groups of children actively participating in discussions with adults and confronting the adults in a number of ways.*
  - *What skills did the children show in the video that enabled them to express themselves in this way?*

## 6. Completion of matrix/tables

The objective of this exercise is to assess how far our own work is in terms of promoting the participation rights and to decide how we can move up the participation ladder.

- a. Ask the participants to work together in small groups to complete the table (annex V.6.a) for the following groups of rights:

**Article 12.**    **The child's opinion**  
**Article 13.**    **Freedom of expression**  
**Article 15.**    **Freedom of association**  
**Article 17.**    **Access to appropriate information**  
**Article 42**    **Access to information about the CRC**

CRC article	Project name / Location	How this project supports the right	Step on ladder	SWOC
The child's opinion  Freedom of expression  Freedom of association				

**SWOC = strengths, weaknesses, opportunities & constraints**

Each group you should review the information in the tables to see what is currently being done (strengths & weaknesses), and what more could be done (opportunities & constraints).

- b. Ask each individual participant to note three actions which s/he will be able to initiate on returning to work which will further children's advancement up the participation ladder.
- c. Each group can then reportback to the others on the ideas they have generated.

During the reportback, make sure you ask the participants how they will measure progress in promoting these rights.

**Note:**

- After the small group reportbacks, you will need to present an overview of how children are currently involved in assessment, planning, implementation and monitoring within current projects.
- Then, hold a discussion with the large group about how to advance this.

## **7. Closure**

- a. This has been a 'big' session with a lot of thinking and ideas from the participants.

When the participants have presented their matrices, remember to acknowledge the work they have done and the personal progress they have made.

- b. Then, refer back to their 'participation' cards (section V.1.c).

Ask the group if they would now like to refine or add any new information to the cards on the wall.

When this is done, have somebody make a copy onto A4 paper so that you can prepare a photocopy for the participants to take away with them.

- c. You can finish the session with a quick card game to check understanding of the participation rights. (See cards in annex V.7.c)

- i. Place the cards face down on the table
- ii. Ask a participant to turn over a card. S/he should then to name the participation right described on the card.
- iii. Ask her to elaborate on the right to check understanding.
- iv. Continue until you feel the rights have all been reviewed successfully.

- d. Remind the participants of the date and time for the next training session (the final module).

The module will look at the role of NGOs in reporting and monitoring the CRC.

- e. Give each participant a copy of the "Whole Child" (annex V.7.e) and of their revised definitions of participation before closing the session.

Note: The Ladder of Participation in section V.2. is based on a ladder of participation created by: Roger Hart in *Children's Participation: from Tokenism to Citizenship*. UNICEF. (1992).

### **Summary articles relevant to participation:**

#### **Article 12.**

The right of the child who is capable of forming his or her own views, to express those views freely in all matters concerning him or herself, with those views being given weight depending on the age and maturity of the child.

#### **Article 13.**

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.

#### **Article 15.**

The right of children to meet with others and to join or set up associations, unless the fact of doing so violates the rights of others.

#### **Article 17.**

The State shall ensure the accessibility to children of information and materials from a diversity of sources, and it shall encourage the mass media to disseminate information which is of social and cultural benefit to the child, and take steps to protect him or her from harmful materials.

#### **Article 18.**

Parents have joint primary responsibility for the upbringing and development of the child, and the State shall support them in this. The best interests of the child will be their basic concern.



Notes:

## **Annex V**

**Rationale:**

- **We recognize that the child is a developing individual with feelings and opinions of his or her own.**
- **We believe that children are best placed to articulate their own needs and that given proper support and respect they will make sensible and responsible suggestions and decisions.**
- **We also know that children have a valuable honesty, a caring and questioning attitude and great imagination.**
- **These qualities mean that their own input can breathe fresh life into debates about their well-being.**

In the simulation exercise there are two sets of cards. Card A is the 'adult' card. The five B cards are for the 'children'.

**Simulation Activity - card A**

You and the senior members of your family have decided as a group that you need to move the base of the family business. This will mean selling your house and moving to another town in the same province.

Today, you have found a buyer for the house. She would like to buy the house immediately. You and your spouse have decided to accept the offer. This will mean moving to the new town next week.

This evening, you are going to announce the news to your children. They have no idea about the plans and the imminent move. The business decision was too important for the children to have been involved. Anyway, there was no real choice in the matter.

**Simulation activity - card B.1**

You are a young boy aged 15 and you are active in the local youth club. In fact, you were elected as the leader for your area this afternoon. Everyone at the club is very excited at the moment as planning for the annual rally is just beginning.

**Simulation activity - card B.2**

You are a 17-year old girl in your final year of secondary school. Next year, you want to go to university. You have a very good Math teacher who is giving you personal coaching. The results of this year's exams will be crucial to your chances of university entrance.

**Simulation activity - card B.3**

You are an 8-year old girl. You have only just begun to settle into school life and have made friends with a new girl at school, after a long period of being the outsider in the class. You have been to her house once and were allowed to use her colored pencils and paper.

**Simulation activity - card B.4**

You are a 18-year old girl. You have been secretly meeting with the son of the family next door, and you hope that in the next few months your friendship may develop into something more.

**Simulation activity - card B.5**

You are a 10-year old boy. You have recently found a place where frogs and snakes go in the rainy season and you spend all your free time there with two of your friends.

**Trainers' guide for simulation activity:**

The statements given here could help you to provoke discussion in the small groups:

**Group A - 'adults'**

- *What you've done is right, because after all you are responsible for the well being of all members of your family*
- *Adults do not have to seek the permission of children to make decisions.*
- *Moving the office to a new place is important. The children will adjust and sacrifice their interests.*
- *We are the breadwinners. Do children really have any idea about how much it costs to support their recreational activities? Do they really expect us to give away an opportunity to make more money just for their social life?*
- *Children do not have any concerns. Moving house is an adult matter. The children do not have to be involved.*

**Group B - 'children'**

- *At least they could have consulted you.*
- *Parents should be concerned with the better interests of the whole family. They should have informed you at least!*
- *Why is it that children's opinions are not valued?*
- *Adults are always deciding on their own as if young people do not exist.*
- *Children should not be treated as objects to be transferred anywhere without proper reasons.*
- *It is not easy to make new friends.*

## **Summary of relevant articles:**

### **Article 12.**

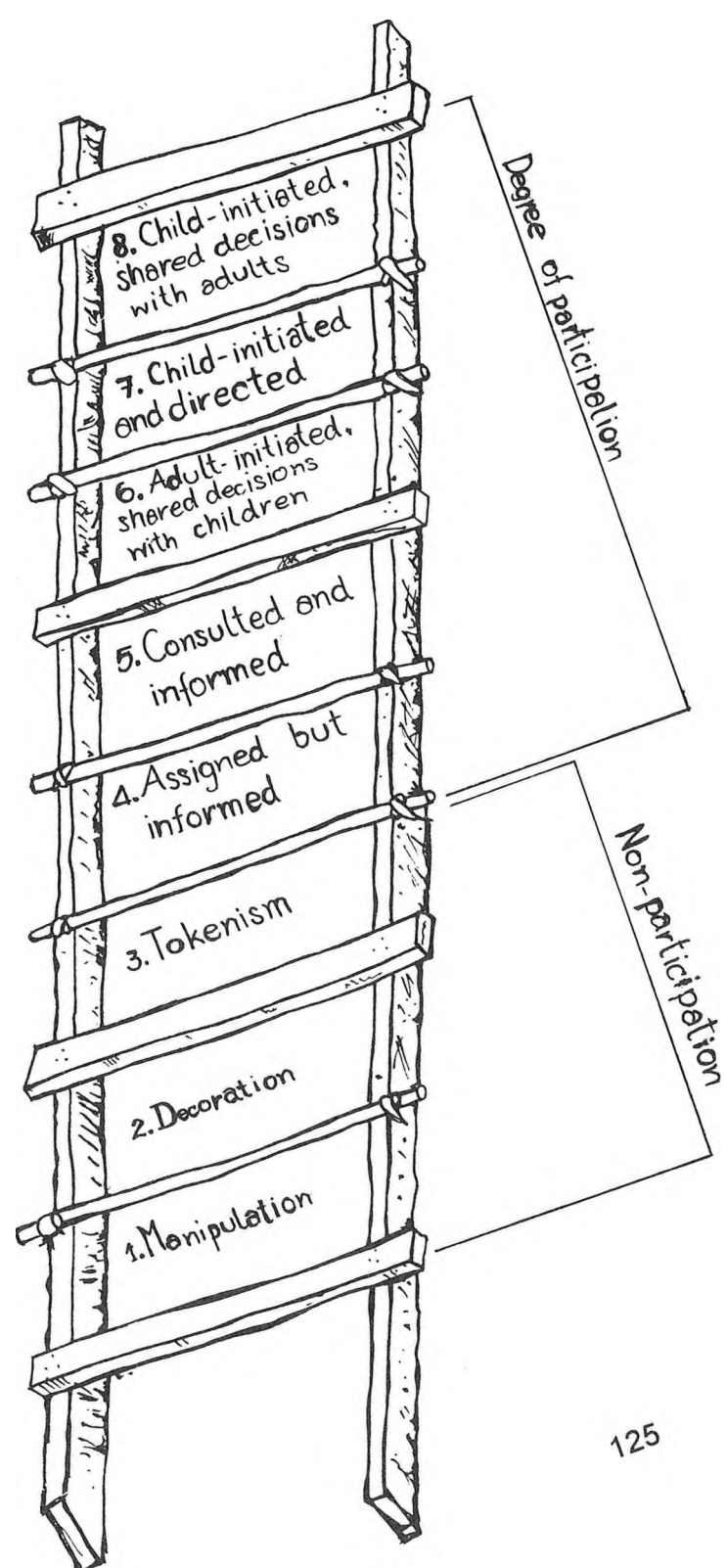
**The right of the child who is capable of forming his or her own views, to express those views freely in all matters concerning him or herself, with those views being given weight depending on the age and maturity of the child.**

### **Article 13.**

**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.**

### **Article 15.**

**The right of children to meet with others and to join or set up associations, unless the fact of doing so violates the rights of others.**





## **The Ladder of Participation**

**1. Manipulation**

Children do or say what adults suggest they do but they have no real understanding of the issues. The children are asked what they think and the adults listen to some of the ideas but they do not tell them what influence they have had on the final outcome.

**2. Decoration**

Children take part in an event e.g. by singing, dancing or wearing T-shirts with logos on, but they do not really understand the issues.

**3. Tokenism**

Children are asked to say what they think about an issue but have little or no choice about the way they express those views or the scope of the ideas they can express.

**4. Assigned but informed**

Adults decide on the project and children volunteer for it. The children understand the project and decide why they should be involved and why adults respect their views.

**5. Consulted and informed**

The project is designed and run by adults but children are consulted. They have a full understanding of the process and their opinions are taken seriously.

**6. Adult-initiated, shared decisions with children**

Adults have the initial idea but children are involved in every step of the planning and implementation. Not only are their views considered, but they are also involved in taking decisions.

**7. Child-initiated and directed**

Children have the initial idea and decide how the project is to be carried out. Adults are available but do not take charge.

**8. Children-initiated, shared decisions with adults**

Children have the ideas, set up the project and come to adults for advice, discussion and support. The adults do not direct but offer their expertise for the children to consider.

### ***Summary of relevant articles***

#### **Article 17.**

**The State shall ensure the accessibility to children of information and material from a diversity of sources, and it shall encourage the mass media to disseminate information which is of social and cultural benefit to the child, and take steps to protect him or her from harmful materials.**

#### **Article 18.**

**Parents have joint primary responsibility for the upbringing and development of the child, and the State shall support them in this. The best interests of the child will be their basic concern.**

Telling lies to the young is wrong.  
Proving to them that lies are true is wrong.  
Telling that God is in heaven,  
and all's well with the world is wrong.  
The young know what you mean.  
The young are people.  
Tell them the difficulties can't be  
counted,  
and let them see not only what will be  
but see with clarity these present times.  
Say obstacles exist they must encounter  
sorrow happens, hardship happens.  
The hell with it. Who never knew the  
price of happiness will not be happy,  
Forgive no error you recognize  
it will repeat itself, increase,  
and afterwards our pupils  
will not forgive in us what we forgave.

Yevgeny Yevtushenko

*matrix: module V.6.a.*

CRC article	Project name & location	How the project supports this right	Where is the child on the ladder?	SWOC

Articles  
13, 17

A.  
*I'm a girl of 10 years from a very remote mountain village. I am busy the whole day helping my mother in household work, collecting water, fodder and fuel and looking after my baby brother. We are too poor to own a radio. I do not know anything about what is happening outside my village or even outside my own responsibilities.*

Articles  
13, 17

B.  
*Children of rural areas have little access to information through the media. Newspapers do not reach villages. Only a very few families might have radio sets but there aren't really any appropriate programs for children. Video films only show violence. Parents, even when they get any outside information, do not share this with the children. Village rumors go around about black magic and political instability.*

Articles  
30 (12)

C.  
*I am 7 years old and I belong to a minority group. I speak my own language just like my parents and grandparents and my other family members have always done. All my classmates belong to the same minority and our teachers encourage us to express ourselves in our own language. In school, we learn both in our language and in the official language of the country.*

Articles  
12  
(13, 14)

D.

*I am a 13-year old girl and I am going to school. I am in grade 7 now. I want to study as far as I can but my parents are planning to marry me off. I know the dangers of early marriage and that I will miss out on education. I tried to talk about this with my parents - this is my life that they are deciding about. But nobody listens to me. Nobody values my views.*

Article  
12

E.

*I am a boy of 14 in grade 8. I have to decide now which branch of education I will take up for higher education. I want to be a teacher of English literature. I am always top in the English class. But my parents are forcing me to take science. They want me to be a doctor. It's my life. I should have a say about what I like or dislike. But my parents have said that their decision is for my welfare and that's final.*

Article  
15

F.

*We are children living in a remote district of the mountains. Even though we belong to this very remote village that lacks many facilities, we have formed our own club - the members are children from 8- 14 years old. Our objective is to learn more, get information to increase our knowledge on different matters concerning our development. we are meeting with children of other villages to encourage them to form similar children's clubs and to join hands to help our villages.*

Articles  
7, 8

G.  
*I am the youngest girl in the family but I do not have a name of my own. Everyone calls me "Kanchhi" which means the youngest. I do not like that. I would like to have a name to be called by others. What happened to the name that was selected for me on the naming day after my birth?*

Articles  
8, 7

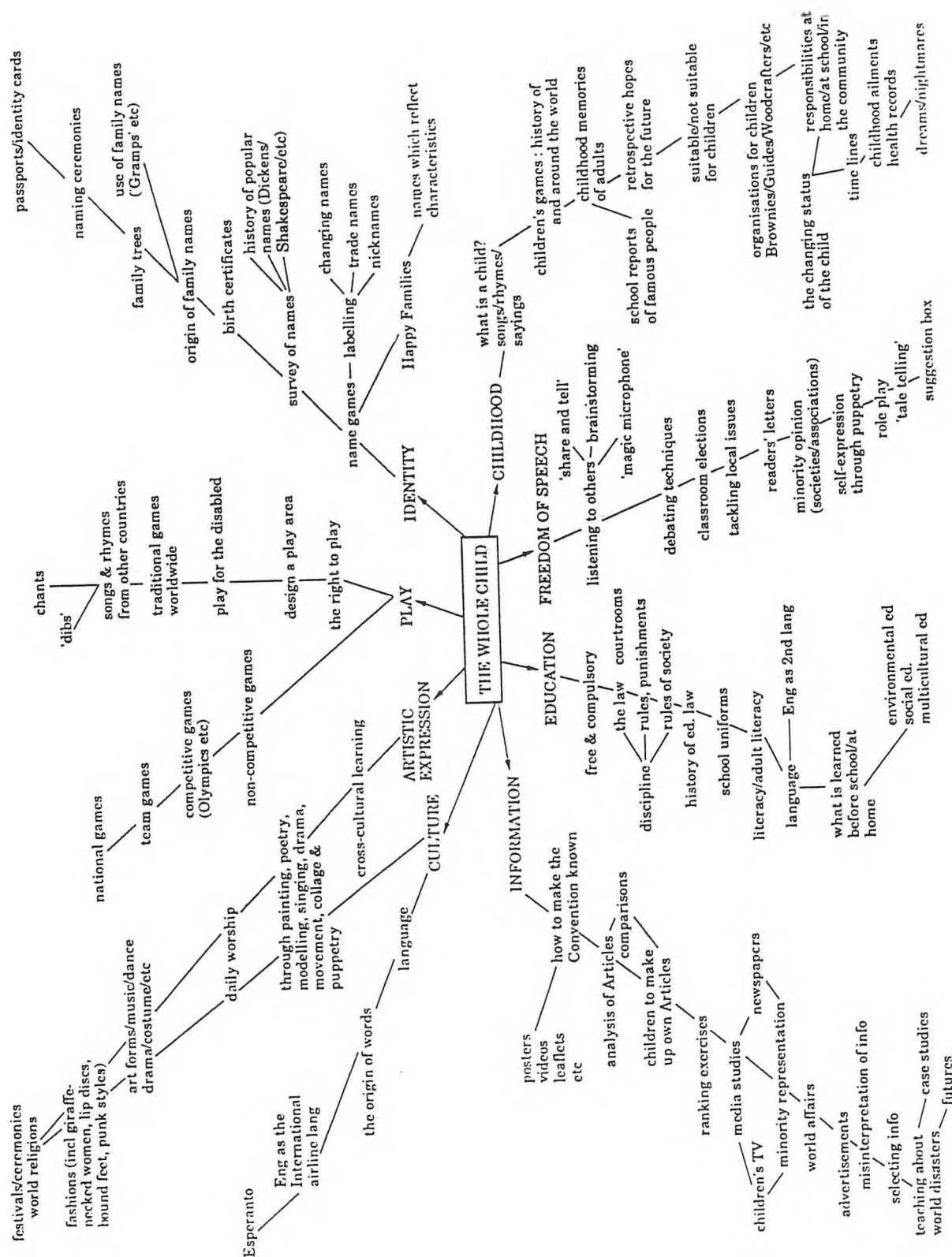
H.  
*I am a child of 7. One of my parents comes from another country so I have no nationality even though I was born here. Since I do not have a nationality, I cannot go to school. Not only that, I also have a heart problem which has to be treated in another country as there are better medical services there. But I can not travel out of my country as I do not have an identity card and so I can not get a passport.*

Article  
14

I.  
*When I think of Christ, I want to go to church. When I think of Lord Shiva, I want to go to the temple. When I think of Mohammed, I want to sit in a mosque. What's wrong with this thought? My parents are angry with me and they want to restrict my thinking and what I do.*

Article  
31

J.  
*I am 12-years old. I work by picking plastics from the garbage. I have to help my mother in household work too. I do not have anytime for play or leisure from early morning until I go to bed at night. Even during the festivals, I don't have any free time for fun as I have to prepare food for the family.*





Notes:

## Module VI



## The Role of NGOs in Monitoring and Reporting



## **Module VI**

### **Role of NGOs/National Coalitions in Monitoring & Reporting**

#### **Objectives:**

At the end of this session, you:

- will have discussed the articles of the Convention relevant to monitoring, reporting and follow-up.
- will be able to talk about the process for reporting on the Convention to the UN Committee for the Rights of the Child.
- will have defined the role of NGOs and national NGO coalitions in the reporting and monitoring process.
- will have prepared an action plan outlining how you will support follow-up activities in your own work.

#### **Materials & Equipment**

- flip chart paper, markers and tape
- overhead transparencies and projector
- copies of handouts (fact sheets & case study) for the participants

**1. Rationale for the training module**

**a. Begin by sharing the rationale behind this module:**

The module is based on the following assumptions (overhead VI.1.a):

- ISCA members and their partner agencies have an important role in collecting and disseminating information on the situation of children in the country in which they work, especially of children who are in difficult circumstances.
- Children's rights are not high on the national agenda of the countries we work in. Thus, it is imperative that ISCA members and their partners mobilize different interest groups to raise the children's agenda in order to improve the lives of children and their families.
- There is a role for ISCA members and partner agencies in monitoring the CRC in the country where they work.
- The monitoring process would be facilitated by training activities.

**b. Ask the trainees if they agree with each of the assumptions (and why). Try to get them to draw on some of their experiences (learnings) from the previous training modules.**

Then, ask them to identify the target groups for such training activities

*Who would the target groups for this training be?*

ISCA staff and partner agencies - for example, NGOs & NGO coalitions, community organizations, government agencies, universities, partnering organizations .....

- c. Once agreement has been reached on the validity of the assumptions above, introduce the objectives of this final module (overhead VI.1.c).
- to become familiar with the monitoring and follow-up procedures of the CRC.
  - to define the role of NGOs in the process.
  - to decide on an action plan based on the learning.

## 2. What is monitoring and follow up?

The objective here is to reach a common understanding of the term monitoring.

- a. Begin by asking the participants if they have been involved in monitoring activities in their work. Ask different participants to discuss these with the group. Then ask the group:
- *Why is it necessary to monitor the CRC in different countries?*
  - *How would you define monitoring in a simple and clear way for someone who has not had your work experience?*

Use the participants' suggestions to write a definition of monitoring on the flip chart

Tell them, that definitions are easier to understand when there are examples

Then, add two or three of their examples from section a. above.

Monitoring is ...

- continuing assessment
- over a period of time
- while work is in progress

Examples:

### 3. Introduction to the relevant articles in the CRC

A summary of articles 42 - 45 is given on overhead VI.3.

- |                   |  |
|-------------------|--|
| <b>Article 42</b> | <b>State parties are obliged to make the rights contained in the Convention widely known to both adults and children.</b>  |
| <b>Article 43</b> | <b>State parties will set up a Committee on the Rights of the Child to examine progress made.</b>  |
| <b>Article 44</b> | <b>The committee will be responsible for preparing special reports on the measures that have been adopted in the country to give effect to the rights in the Convention.</b> |
| <b>Article 45</b> | <b>There is also the possibility of other competent groups (including NGOs &amp; specialized UN agencies) to submit information to the committee.</b>                        |

Make sure that you emphasize the role of UN agencies like UNICEF and of NGOs in reporting to the UN committee on the Rights of the Child.

#### 4. The reporting process for the CRC

The objective of this section is to highlight the dynamics of the national and alternate reporting processes. The additional information given in the fact sheets (annex VI.i - iv) will help you.

There are also a set of overhead transparencies for the different sections below.

Work through the information in the fact sheets and the transparencies to introduce the following:

- a. The composition and role of the UN Committee on the Rights of the Child.
- b. The National and Alternative reporting processes.  
(Refer to overheads VI.4.b - i & ii)

At this point, take time out to get the participants talking about the status of the report in country:

For example:

- *Have you seen a report? (Has one been prepared?)*
- *Has it been made available?* etc.



Also ask the participants to consider the following:

- *What are the advantages / disadvantages of having an alternate report?*

Note:

- Some of the participants may not feel comfortable with the idea of playing a role in an 'alternate' report.
- Remember that this role does not necessarily have to be seen as a 'police' role. Different organizations can bring different perspectives. NGOs can work in a supportive manner with the government committee. The case study given in section V.5.b. below shows this.

#### **4. The role of NGOs & NGO coalitions in monitoring and follow up**

The objective of this section is to further clarify the role of NGOs in the monitoring and follow-up process and to motivate participants to take an active part in that process.

- a. In this first section, use the overheads (VI.4.a - i & ii) to show how national and alternate reports can be generated.
- b. In this second section you will review the different levels and actors involved in the monitoring process (overhead VI.4.b).

Explain that there are two different approaches to monitoring. One looks at specific groups of Children in Especially Difficult Circumstances (CEDC). Another looks at specific sectors and the rights therein (for example, education or health).

As there has been a lot of input from the trainer so far, this would be a good opportunity for group work. Ask the participants to form small groups to discuss the following questions:

- *At what levels is monitoring taking place in the country?*
- *Can this be verified? (Is there a report available?)*
- *Who are the actors involved?*
- *Could the participation of NGOs in the monitoring process be more effective? (How?)*

After the small groups have been talking together for a while, ask them to reportback to each other.

## 5. The role of NGOs in follow-up activities

- a. Now use overhead VI.5.a. to look at the different roles for NGOs in the follow-up process.

The overhead is supported by the text given in the fact sheets (Annex VI - iii & iv).

- b. A case study from Bepalistan

The objective of this section is to give further emphasis to the importance of NGO coalitions in the monitoring and follow-up process.

- i. Give the participants a copy of the case study ((VI.5.b) to read through. Ask them to work together in small groups to discuss the case study and to highlight the implications for their own work.

**Case Study: Bepalistan - Reporting on the Convention**

The National Planning Commission of the Government of Bepalistan was entrusted with the task of writing the State Party report. It prepared a draft report on its own. The draft report was circulated to a few NGOs for comments in February 1994. Pressure from NGOs enabled the holding of a meeting on the report where several NGOs involved in child rights participated. The NGOs identified several gaps in the report. The government representative agreed with some of these and asked the NGOs to provide further information (supplementary information, statistics and case studies) for consideration.

Since then, there have been three more meetings/workshops between the government and NGOs in the process of preparing the report. NGOs also organized a children' conference so that their views could be incorporated in the report.

ii. After they have finished discussing the case study, ask the participants to do the following:

- *Provide specific examples of monitoring and follow-up activities that they know have taken place.*
- *Come up with specific examples of how they will be able to support and follow-up the implementation of the CRC in their work.*

Try to get the participants to be as specific as possible. The answers to these questions will lead directly into their action plan, the final output for this module and for the training program.

iii. When they have finished, ask each group to reportback to the others.

## 6. Action Plan

In this section, the participants will develop an action plan to show how they will follow-up the implementation of the CRC.

The objective is to develop a **realistic** action plan that each participant will be able to take back and implement in the work place.

- a. Begin by presenting the action plan worksheet (VI.6.a.) and discuss what kind of information needs to go in each column:

objectives  
activities  
time  
method (how)  
persons responsible  
resources required  
means of evaluation  
remarks

- b. Then ask the participant to work together in small groups to develop their action plans.
- c. While they are working together, you will need to go around and talk with the participants and address any concerns they might have. This is the last module of the training and you need to make sure that the participants leave with a realistic action plan that will carry the work from the training forward into the field.
- d. After the groups have been working for a while, ask one or two people to present their plans to the others

## 7. Closure

As this is the final module in the training, you will want to conduct a short evaluation of the entire training program.

- a. The action plan in section V.6. is the culmination of this module and of the training program itself. A completed action plan is, therefore, an indicator of your success.
  - i. You need to check if the participants have developed realistic action plans. Spend a few minutes talking to them about this.
  - ii. If the action plans are not complete, then you need to review the training process carefully before you conduct another training.
- b. Begin the evaluation by returning to the list of expectations from module one.
  - i. Go through the list with the participants and ask them:
    - *Which of the expectations have been met (either fully or partially)?*
  - ii. Take note which expectations were not met.

Probe the answers to find out if the expectations were too high or if a section of the training needs to be reviewed.
- c. Next, use the questions below to get some feedback on the entire training program:
  - *Looking back over the six modules, what do you remember?*
  - *What was a highlight for you? (What did you enjoy?)*

- *What was a highlight for you? (What did you enjoy?)*
  - *Which activities were not enjoyable?*
  - *Which sessions were most useful? Why?*
  - *Which sessions are you still not clear about?*
  - *What changes would you recommend we make if we run this training program again?*
  - *What is one thing that you have learned in this training program that you will be able to take back into the workplace?*
  - *How will your work change after this training?*
- d. Finish up by thanking the participants for their input and ideas during the training.
- Tell them that you will be interested in following up with them in the future to see how their work changes and if they feel they are having an improved impact.

**Further reading / resource materials:**

1. See the Guidelines for How to Report in: Hammarberg, Thomas (1993) *Making Reality of the Rights of the Child*. Rädda Barnen.
2. See the Indicators given in SCF. *Action Aid*.
3. *The UN Guide for Non-Governmental Organizations Reporting to the Committee on the Rights of the Child*.
4. If available, have a copy of an NGO Alternative Report or of a National Report for the participants to look at during the workshop session.

For specific articles in the Convention, please refer to:

Article 42

State parties are obliged to make the rights contained in the Convention widely known to both adults and children.

Article 43

State parties will set up a Committee on the Rights of the Child to examine progress made.

Article 44

The committee will be responsible for preparing special reports on the measures that have been adopted in the country to give effect to the rights in the Convention.

Article 45

There is also the possibility of other competent groups (including NGOs & specialized UN agencies) to submit information to the committee.

## Annex VI



**Fact sheet: UN Committee & Reporting to the Convention**  
**Role of NGOs in Monitoring & Reporting**

**1. UN Committee on the Rights of the Child**

- The Committee consists of ten independent experts elected by the countries that have ratified the Convention (known as the State Parties).
- The committee members are elected for four years.
- There is an equitable geographical distribution. In the present Committee there is one member from Asia (from the Philippines).
- The Committee meets twice a year in Geneva.
- Their role is to examine the progress made by the countries that have ratified the Convention in fulfilling their obligations under the Convention.

**2. Reporting to the UN Convention**

- When a country has ratified the Convention, it has to report to the Committee within two years. After that, it reports every five years.
- The Committee has provided a set of guidelines for writing the report as shown below:
  - General measures for implementation (articles 4, 42 & 44:6)
  - Definition of the child (article 1)
  - General principles (articles 2, 3, 6 & 12)
  - Civil rights and freedom ( articles 7, 8, 13, 17, 14, 15, 16 & 37)
  - Family environment and alternative care ( articles 5, 9, 10, 11, 18, 19, 20, 21, 25 & 27)
  - Basic health and welfare (articles 6, 18, 23, 24, 26, & 27)
  - Education, leisure and cultural activities (articles 28, 29 & 31)
  - Special protection measures (articles 22 & 37-40)

- If the country does not submit a report in time, the UN Committee writes a reminder.
- The national report is written by the Government (for example the Ministry of Social Affairs in cooperation with other relevant ministries). In some countries there is an inter-ministerial group.
- If the government has submitted a report but has not made it available in country, it is always possible to get a copy from the UN Center for Human Rights in Geneva. They will also inform you when a report is going to be examined.
- The UN Committee has an enormous amount of work, but they try to review a report within a year of receipt.
- First the report is examined by the Committee in a pre-sessional meeting. This meeting is closed and takes place normally three months before the ordinary session.
- For the pre-sessional meeting the Committee gathers information from other UN agencies, human rights organizations and NGOs.
- NGOs can provide written information to the Committee either in the form of an alternative report or in the form of additional or complementary information.
- NGOs may be invited by the Committee to attend the pre-sessional meeting and present their information.
- After the pre-sessional meeting, the Committee draws up a list of questions which are sent to the Government. The government is asked to provide the answers in a written report and is invited to come to the next ordinary session of the Committee.
- During the ordinary session there is a dialogue between the Committee and the Government.  
NGOs and UN agencies are not allowed to intervene.
- After the examination of the report, the Committee adopts the Concluding Observations which point out the positive aspects; the factors and difficulties impeding the implementation; areas of concern; and, recommendations for future action. The discussion of the Committee is summarized in a Summary Record.

- The Concluding Observations should be translated into local languages and made public.
- These Concluding Observations could serve as an agenda for action for NGOs. They might make use of the agenda to stimulate a discussion at the national level; to put pressure on the government to follow-up on the recommendations; and, to lobby for changes in legislation and practice.
- It is expected that in the next report (five years later) the government will have followed-up on the recommendations. If the Committee are not satisfied, a country could also be asked to provide additional information or an interim report. (This was the case, for example, with Pakistan.)

### **3. The Role of NGOs & NGO Coalitions in Monitoring and Follow up**

The Convention on the Rights of the Child is the only human rights treaty which specifically gives the NGO's a role in the monitoring procedures.

As "other competent bodies" they can be invited by the Committee on the Rights of the Child to give "expert advice"

In fact, the UN Committee has given the NGO's an important place in its procedures and it is clear that the NGO inputs will be important for the Committee proceedings.

In addition to this reporting role, NGOs can also work at other levels in the process:

**Development of Indicators** In order to measure progress in the implementation of the rights of the child, valid and objective indicators are needed. NGO's can contribute to the development of these indicators

**Information Gathering** NGO's can collaborate in gathering data on the situation of children in their program or project area and exchange it with other interested parties.

**Research** There is a need for more research studies on different situations affecting children.

**Dissemination of Reports** When available, both the national and the alternative reports, should be disseminated. If they do not exist, NGO's could promote their elaboration.

**Public Debates & Hearings** To raise awareness and to put children's issues on the public agenda, NGO's could organize public debates, with media coverage, or hold public hearing with concerned officials.

**Lobbying** NGO's could lobby different government bodies, such as Congress for changes in legislation to benefit children or the Judicial system to improve the application of the law.

**Group Pressure** NGO's can promote campaigns to raise awareness and exert pressure on policy-makers.

**Cooperation and Coordination** The combined efforts of NGO's, for example in national coalitions, can increase their capability to achieve results.

**Training** Trained human resources are an important factor in advancing the implementation of the CRC.

## **Session Rationale:**

- **ISCA members and their partner agencies have an important role in collecting and disseminating information on the situation of children in the country in which they work, especially of children who are in difficult circumstances.**
- **Children are not high on the national agenda in the countries we work in, and it is imperative that ISCA members and their partners mobilize different interest groups to raise the children's agenda in order to improve the lives of children and their families.**
- **There is a role for ISCA members and partner agencies in monitoring the CRC in the country where they work.**
- **The monitoring process would be facilitated by training activities.**

**The target groups for this training should be....**

**Article 42**

**State parties are obliged to make the rights contained in the Convention widely known to both adults and children.**

**Article 43**

**State parties will set up a Committee on the Rights of the Child to examine progress made.  
[The conditions are also set out for how the committee is to be formed]**

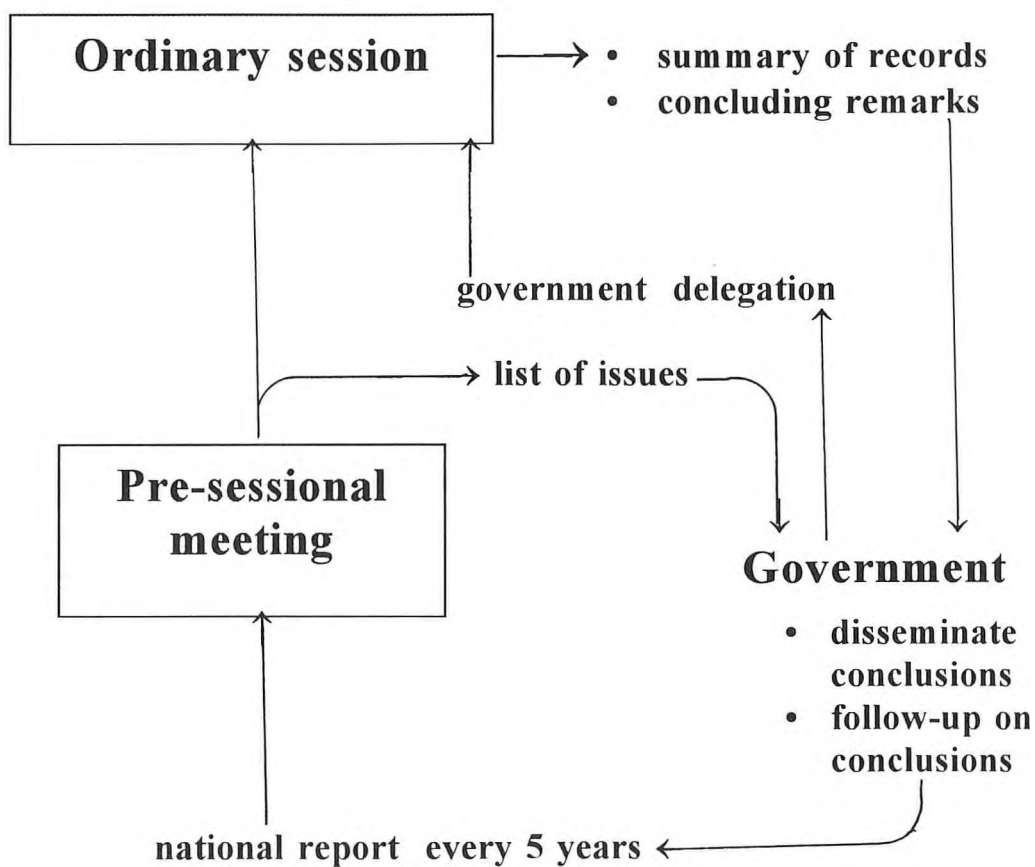
**Article 44**

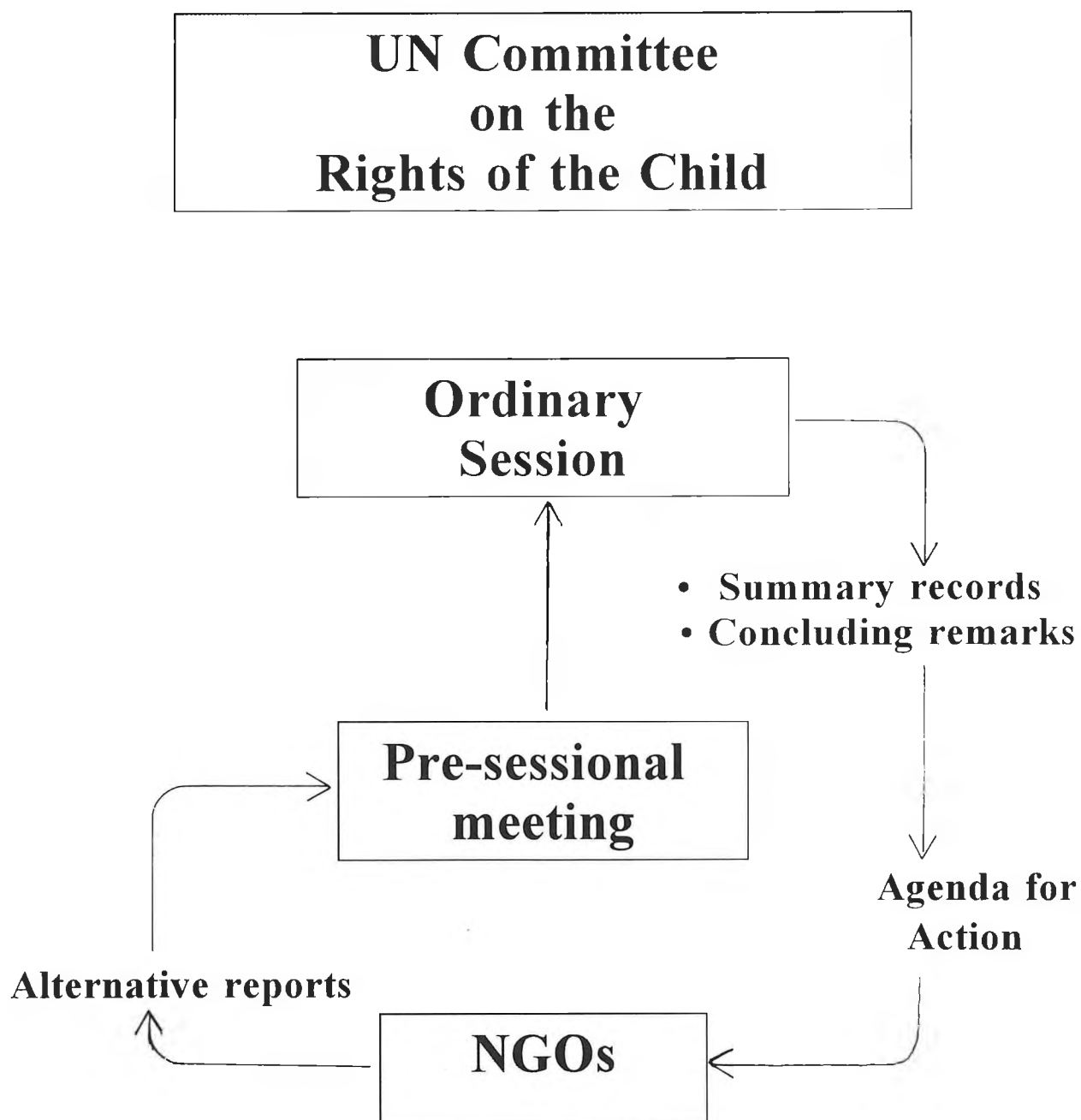
**The committee will be responsible for preparing special reports on the measures that have been adopted in the country to give effect to the rights in the Convention.  
[first report after 2 years; then every 5 years]**

**Article 45**

**There is also the possibility of other competent groups (including NGOs & specialized UN agencies) to submit information to the committee.**

## UN Committee on the Rights of the Child



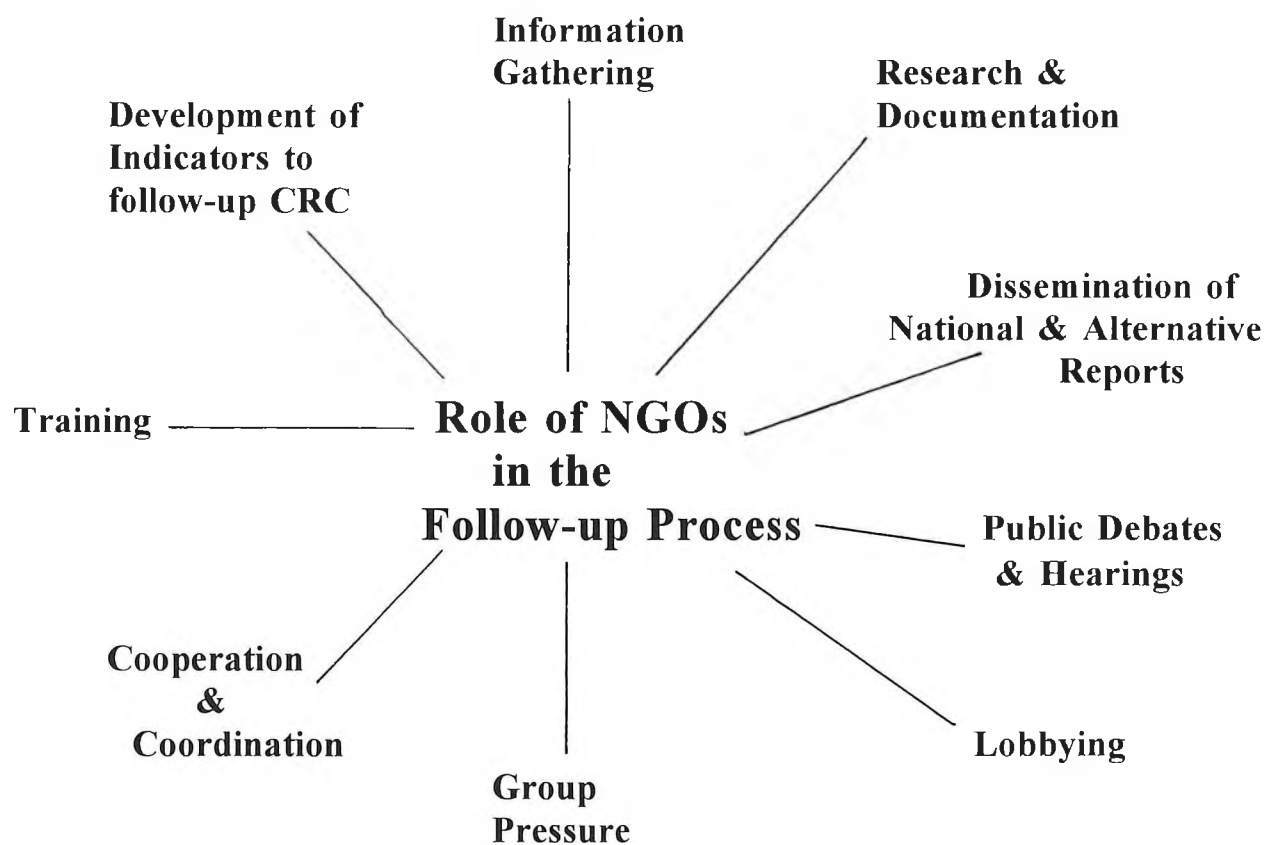




## Level of Monitoring

Level	Actors	
	INGOs - Government	NGOs
<b>International Regional</b>  -----  <b>National Level</b>  -----  <b>Provincial Project Community Family</b>  -----  <b>CEDC<sup>1</sup> (health, education)</b>	<b>UN Committee, UNICEF &amp; other UN bodies ISCA</b>  -----  <b>National Governments</b>  -----  <b>Provincial &amp; Local Governments</b>  -----  <b>UN Committee UNICEF ISCA</b>	<b>Regional &amp; sub- regional coalitions</b>  -----  <b>National Coalitions</b>  -----  <b>NGOs Community Organizations</b>  -----  <b>Regional &amp; Sub-regional Coalitions National Coalitions</b>

<sup>1</sup> CEDC - Children in Especially Difficult Circumstances



### **Case Study: Bepalistan - Reporting on the Convention**

The National Planning Commission of the Government of Bepalistan was entrusted with the task of writing the State Party report. It prepared a draft report on its own. The draft report was circulated to a few NGOs for comments in February 1994. Pressure from other NGOs enabled the holding of a meeting on the report where several NGOs involved in child rights participated. The NGOs identified several gaps in the report. The government representative agreed with some of these and asked the NGOs to provide him with further information (supplementary information, statistics and case studies) for consideration.

Since then there has been three more meeting/workshops between the government and NGOs in the process of preparing the report. NGOs have also organized a children' conference so that their views could be incorporated in the report.

Action plan for (name) \_\_\_\_\_

Objectives	Activities	Time	Method	Persons responsible	Resources required	Means of evaluation	Remarks



### Additional Resource Materials

- **The Convention on the Rights of the Child**

- **Cluster Cards**

from: Fountain, Susan (1993) *It's Only Right: A Practical Guide to Learning About the Convention on the Rights of the Child*. UNICEF. (pp.19-27).

- **Conflict Situations**

from Fountain, Susan (1993:40-42).

# THE CONVENTION ON THE RIGHTS OF THE CHILD

Adopted by the General Assembly of the United Nations  
on 20 November 1989

## Text

### PREAMBLE

*The States Parties to the present Convention,*

*Considering* that, in accordance with the principles proclaimed in the Charter of the United Nations, recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

*Bearing in mind* that the peoples of the United Nations have, in the Charter, reaffirmed their faith in fundamental human rights and in the dignity and worth of the human person, and have determined to promote social progress and better standards of life in larger freedom,

*Recognizing* that the United Nations has, in the Universal Declaration of Human Rights and in the International Covenants on Human Rights, proclaimed and agreed that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status,

*Recalling* that, in the Universal Declaration of Human Rights, the United Nations has proclaimed that childhood is entitled to special care and assistance,

*Convinced* that the family, as the fundamental group of society and the natural environment for the growth and well-being of all its members and particularly children, should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community,

*Recognizing* that the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding,

*Considering* that the child should be fully prepared to live an individual life in society, and brought up in the spirit of the ideals proclaimed in the Charter of the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity,

*Bearing in mind* that the need to extend particular care to the child has been stated in the Geneva Declaration of the Rights of the Child of 1924 and in the Declaration of the Rights of the Child adopted by the United Nations on 20 November 1959 and recognized in the Universal Declaration of Human Rights, in the International Covenant on Civil and Political Rights (in particular in articles 23 and 24), in the International Covenant on Economic, Social and Cultural Rights (in particular in article 10) and in the statutes and relevant instruments of specialized agencies and international organizations concerned with the welfare of children,

*Bearing in mind* that, as indicated in the Declaration of the Rights of the Child, "the child, by reason of his physical and mental immaturity, needs special safeguards and care, including appropriate legal protection, before as well as after birth",

*Recalling* the provisions of the 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; the United Nations Standard Minimum Rules for the Administration of Juvenile Justice ("The Beijing Rules"); and the Declaration on the Protection of Women and Children in Emergency and Armed Conflict,

*Recognizing* that, in all countries in the world, there are children living in exceptionally difficult conditions, and that such children need special consideration,

## Unofficial summary of main provisions

### PREAMBLE

*The preamble recalls the basic principles of the United Nations and specific provisions of certain relevant human rights treaties and proclamations. It reaffirms the fact that children, because of their vulnerability, need special care and protection, and it places special emphasis on the primary caring and protective responsibility of the family. It also reaffirms the need for legal and other protection of the child before and after birth, the importance of respect for the cultural values of the child's community, and the vital role of international cooperation in securing children's rights.*

# THE CONVENTION ON THE RIGHTS OF THE CHILD

## Text

*Taking due account of the importance of the traditions and cultural values of each people for the protection and harmonious development of the child,*

*Recognizing the importance of international co-operation for improving the living conditions of children in every country, in particular in the developing countries,*

*Have agreed as follows:*

## PART I

### Article 1

For the purposes of the present Convention, a child means every human being below the age of 18 years unless, under the law applicable to the child, majority is attained earlier.

### 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.

### 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.

### Article 4

States Parties shall undertake all appropriate legislative, administrative, and other measures for the implementation of the rights recognized in the present Convention. 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 co-operation.

## Unofficial summary of main provisions

### Definition of a child

*A child is recognized as a person under 18, unless national laws recognize the age of majority earlier.*

### 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.*

### 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.*

### Implementation of rights

*The State must do all it can to implement the rights contained in the Convention.*



# THE CONVENTION ON THE RIGHTS OF THE CHILD

## Text

### Article 5

States Parties shall respect the responsibilities, rights and duties of parents or, where applicable, the members of the extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognized in the present Convention.

### 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.

### Article 7

1. The child shall be registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality and, as far as possible, the right to know and be cared for by his or her parents.
2. States Parties shall ensure the implementation of these rights in accordance with their national law and their obligations under the relevant international instruments in this field, in particular where the child would otherwise be stateless.

### Article 8

1. States Parties undertake to respect the right of the child to preserve his or her identity, including nationality, name and family relations as recognized by law without unlawful interference.
2. Where a child is illegally deprived of some or all of the elements of his or her identity, States Parties shall provide appropriate assistance and protection, with a view to speedily re-establishing his or her identity.

### Article 9

1. States Parties shall ensure that a child shall not be separated from his or her parents against their will, except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is necessary for the best interests of the child. Such determination may be necessary in a particular case such as one involving abuse or neglect of the child by the parents, or one where the parents are living separately and a decision must be made as to the child's place of residence.
2. In any proceedings pursuant to paragraph 1 of the present article, all interested parties shall be given an opportunity to participate in the proceedings and make their views known.
3. States Parties shall respect the right of the child who is separated from one or both parents to maintain personal relations and direct contact with both parents on a regular basis, except if it is contrary to the child's best interests.
4. Where such separation results from any action initiated by a State Party, such as the detention, imprisonment, exile, deportation or death (including death arising from any cause while the person is in the custody of the State) of one or both parents or of the child, that State Party shall, upon request, provide the parents, the child or, if appropriate, another member of the family with the essential information concerning the whereabouts of the absent member(s) of the family unless the provision of the information would be detrimental to the well-being of the child. States Parties shall further ensure that the submission of such a request shall of itself entail no adverse consequences for the person(s) concerned.

## Unofficial summary of main provisions

### Parental guidance and the child's evolving capacities

*The State must respect the rights and responsibilities of parents and the extended family to provide guidance for the child which is appropriate to her or his evolving capacities.*

### 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.*

### Name and nationality

*The child has the right to a name at birth. The child also has the right to acquire a nationality and, as far as possible, to know his or her parents and be cared for by them.*

### Preservation of Identity

*The State has an obligation to protect, and if necessary, re-establish basic aspects of the child's identity. This includes name, nationality and family ties.*

### Separation from parents

*The child has a right to live with his or her parents unless this is deemed to be incompatible with the child's best interests. The child also has the right to maintain contact with both parents if separated from one or both.*

# THE CONVENTION ON THE RIGHTS OF THE CHILD

## Text

### Article 10

1. In accordance with the obligation of States Parties under article 9, paragraph 1, applications by a child or his or her parents to enter or leave a State Party for the purpose of family reunification shall be dealt with by States Parties in a positive, humane and expeditious manner. States Parties shall further ensure that the submission of such a request shall entail no adverse consequences for the applicants and for the members of their family.

2. A child whose parents reside in different States shall have the right to maintain on a regular basis, save in exceptional circumstances personal relations and direct contacts with both parents. Towards that end and in accordance with the obligation of States Parties under article 9, paragraph 1, States Parties shall respect the right of the child and his or her parents to leave any country, including their own, and to enter their own country. The right to leave any country shall be subject only to such restrictions as are prescribed by law and which are necessary to protect the national security, public order (*ordre public*), public health or morals or the rights and freedoms of others and are consistent with the other rights recognized in the present Convention.

### Article 11

1. States Parties shall take measures to combat the illicit transfer and non-return of children abroad.

2. To this end, States Parties shall promote the conclusion of bilateral or multilateral agreements or accession to existing agreements.

### 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.

### Article 13

1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.

2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:

(a) For respect of the rights or reputations of others; or

(b) For the protection of national security or of public order (*ordre public*), or of public health or morals.

### Article 14

1. States Parties shall respect the right of the child to freedom of thought, conscience and religion.

2. States Parties shall respect the rights and duties of the parents and, when applicable, legal guardians, to provide direction to the child in the exercise of his or her right in a manner consistent with the evolving capacities of the child.

## Unofficial summary of main provisions

### Family reunification

*Children and their parents have the right to leave any country and to enter their own for purposes of reunion or the maintenance of the child-parent relationship.*

### Illicit transfer and non-return

*The State has an obligation to prevent and remedy the kidnapping or retention of children abroad by a parent or third party.*

### 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.*

### Freedom of expression

*The child has the right to express his or her views, obtain information, make ideas or information known, regardless of frontiers.*

### Freedom of thought, conscience and religion

*The State shall respect the child's right to freedom of thought, conscience and religion, subject to appropriate parental guidance.*

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3. Freedom to manifest one's religion or beliefs may be subject only to such limitations as are prescribed by law and are necessary to protect public safety, order, health or morals, or the fundamental rights and freedoms of others.

### Article 15

1. States Parties recognize the rights of the child to freedom of association and to freedom of peaceful assembly.

2. No restrictions may be placed on the exercise of these rights other than those imposed in conformity with the law and which are necessary in a democratic society in the interests of national security or public safety, public order (*ordre public*), the protection of public health or morals or the protection of the rights and freedoms of others.

### Article 16

1. No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence, nor to unlawful attacks on his or her honour and reputation.

2. The child has the right to the protection of the law against such interference or attacks.

### Article 17

States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health. To this end, States Parties shall:

(a) Encourage the mass media to disseminate information and material of social and cultural benefit to the child and in accordance with the spirit of article 29;

(b) Encourage international co-operation in the production, exchange and dissemination of such information and material from a diversity of cultural, national and international sources;

(c) Encourage the production and dissemination of children's books;

(d) Encourage the mass media to have particular regard to the linguistic needs of the child who belongs to a minority group or who is indigenous;

(e) Encourage the development of appropriate guidelines for the protection of the child from information and material injurious to his or her well-being, bearing in mind the provisions of articles 13 and 18.

### Article 18

1. States Parties shall use their best efforts to ensure recognition of the principle that both parents have common responsibilities for the upbringing and development of the child. Parents or, as the case may be, legal guardians, have the primary responsibility for the upbringing and development of the child. The best interests of the child will be their basic concern.

2. For the purpose of guaranteeing and promoting the rights set forth in the present Convention, States Parties shall render appropriate assistance to parents and legal guardians in the performance of their child-rearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children.

3. States Parties shall take all appropriate measures to ensure that children of working parents have the right to benefit from child-care services and facilities for which they are eligible.

## Unofficial summary of main provisions

### Freedom of association

*Children have a right to meet with others, and to join or form associations.*

### Protection of privacy

*Children have the right to protection from interference with privacy, family, home and correspondence, and from libel or slander.*

### Access to appropriate information

*The State shall ensure the accessibility to children of information and material from a diversity of sources, and it shall encourage the mass media to disseminate information which is of social and cultural benefit to the child, and take steps to protect him or her from harmful materials.*

### Parental responsibilities

*Parents have joint primary responsibility for raising the child, and the State shall support them in this. The State shall provide appropriate assistance to parents in child-raising.*

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### Article 19

1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

### Article 20

1. A child temporarily or permanently deprived of his or her family environment, or in whose own best interests cannot be allowed to remain in that environment, shall be entitled to special protection and assistance provided by the State.

2. States Parties shall in accordance with their national laws ensure alternative care for such a child.

3. Such care could include, *inter alia*, foster placement, *Kafala* of Islamic law, adoption, or if necessary placement in suitable institutions for the care of children. When considering solutions, due regard shall be paid to the desirability of continuity in a child's upbringing and to the child's ethnic, religious, cultural and linguistic background.

### Article 21

States Parties that recognize and/or permit the system of adoption shall ensure that the best interests of the child shall be the paramount consideration and they shall:

(a) Ensure that the adoption of a child is authorized only by competent authorities who determine, in accordance with applicable law and procedures and on the basis of all pertinent and reliable information, that the adoption is permissible in view of the child's status concerning parents, relatives and legal guardians and that, if required, the persons concerned have given their informed consent to the adoption on the basis of such counselling as may be necessary;

(b) Recognize that inter-country adoption may be considered as an alternative means of child's care, if the child cannot be placed in a foster or an adoptive family or cannot in any suitable manner be cared for in the child's country of origin;

(c) Ensure that the child concerned by intercountry adoption enjoys safeguards and standards equivalent to those existing in the case of national adoption;

(d) Take all appropriate measures to ensure that, in intercountry adoption, the placement does not result in improper financial gain for those involved in it;

(e) Promote, where appropriate, the objectives of the present article by concluding bilateral or multilateral arrangements or agreements, and endeavour, within this framework, to ensure that the placement of the child in another country is carried out by competent authorities or organs.

## Unofficial summary of main provisions

### Protection from abuse and neglect

*The State shall protect the child from all forms of maltreatment by parents or others responsible for the care of the child and establish appropriate social programmes for the prevention of abuse and the treatment of victims.*

### Protection of a child without family

*The State is obliged to provide special protection for a child deprived of the family environment and to ensure that appropriate alternative family care or institutional placement is available in such cases. Efforts to meet this obligation shall pay due regard to the child's cultural background.*

### Adoption

*In countries where adoption is recognized and/or allowed, it shall only be carried out in the best interests of the child, and then only with the authorization of competent authorities, and safeguards for the child.*

# THE CONVENTION ON THE RIGHTS OF THE CHILD

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### Article 22

1. States Parties shall take appropriate measures to ensure that a child who is seeking refugee status or who is considered a refugee in accordance with applicable international or domestic law and procedures shall, whether unaccompanied or accompanied by his or her parents or by any other person, receive appropriate protection and humanitarian assistance in the enjoyment of applicable rights set forth in the present Convention and in other international human rights or humanitarian instruments to which the said States are Parties.

2. For this purpose, States Parties shall provide, as they consider appropriate, co-operation in any efforts by the United Nations and other competent intergovernmental organizations or non-governmental organizations co-operating with the United Nations to protect and assist such a child and to trace the parents or other members of the family of any refugee child in order to obtain information necessary for reunification with his or her family. In cases where no parents or other members of the family can be found, the child shall be accorded the same protection as any other child permanently or temporarily deprived of his or her family environment for any reason, as set forth in the present Convention.

### 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, rehabilitation services, preparation for employment and recreation 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 co-operation, 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.

### Article 24

1. States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care services.

2. States Parties shall pursue full implementation of this right and, in particular, shall take appropriate measures:

(a) To diminish infant and child mortality;

## Unofficial summary of main provisions

### Refugee children

*Special protection shall be granted to a refugee child or to a child seeking refugee status. It is the State's obligation to co-operate with competent organizations which provide such protection and assistance.*

### 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.*

### Health and health services

*The child has a right to the highest standard of health and medical care attainable. States shall place special emphasis on the provision of primary and preventive health care, public health education and the reduction of infant mortality. They shall encourage international co-operation in this regard and*

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### Article 28

1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

- (a) Make primary education compulsory and available free to all;
- (b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;
- (c) Make higher education accessible to all on the basis of capacity by every appropriate means;
- (d) Make educational and vocational information and guidance available and accessible to all children;
- (e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.

2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

3. States Parties shall promote and encourage international co-operation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

### Article 29

1. States Parties agree that the education of the child shall be directed to:

- (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;
- (b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;
- (c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;
- (d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;
- (e) The development of respect for the natural environment.

2. No part of the present article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principles set forth in paragraph 1 of the present article and to the requirements that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

### Article 30

In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practise his or her own religion, or to use his or her own language.

## Unofficial summary of main provisions

### Education

*The child has a right to education, and the State's duty is to ensure that primary education is free and compulsory, to encourage different forms of secondary education accessible to every child and to make higher education available to all on the basis of capacity. School discipline shall be consistent with the child's rights and dignity. The State shall engage in international co-operation to implement this right.*

### Aims of education

*Education shall aim at developing the child's personality, talents and mental and physical abilities to the fullest extent. Education shall prepare the child for an active adult life in a free society and foster respect for the child's parents, his or her own cultural identity, language and values, and for the cultural background and values of others.*

### Children of minorities or indigenous populations

*Children of minority communities and indigenous populations have the right to enjoy their own culture and to practise their own religion and language.*

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(b) To ensure the provision of necessary medical assistance and health care to all children with emphasis on the development of primary health care;

(c) To combat disease and malnutrition including within the framework of primary health care, through *inter alia* the application of readily available technology and through the provision of adequate nutritious foods and clean drinking water, taking into consideration the dangers and risks of environmental pollution;

(d) To ensure appropriate pre-natal and post-natal health care for mothers;

(e) To ensure that all segments of society, in particular parents and children, are informed, have access to education and are supported in the use of basic knowledge of child health and nutrition, the advantages of breast-feeding, hygiene and environmental sanitation and the prevention of accidents;

(f) To develop preventive health care, guidance for parents and family planning education and services.

3. States Parties shall take all effective and appropriate measures with a view to abolishing traditional practices prejudicial to the health of children.

4. States Parties undertake to promote and encourage international co-operation with a view to achieving progressively the full realization of the right recognized in the present article. In this regard, particular account shall be taken of the needs of developing countries.

## Article 25

States Parties recognize the right of a child who has been placed by the competent authorities for the purposes of care, protection or treatment of his or her physical or mental health, to a periodic review of the treatment provided to the child and all other circumstances relevant to his or her placement.

## Article 26

1. States Parties shall recognize for every child the right to benefit from social security, including social insurance, and shall take the necessary measures to achieve the full realization of this right in accordance with their national law.

2. The benefits should, where appropriate, be granted, taking into account the resources and the circumstances of the child and persons having responsibility for the maintenance of the child, as well as any other consideration relevant to an application for benefits made by or on behalf of the child.

## Article 27

1. States Parties recognize the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.

2. The parent(s) or others responsible for the child have the primary responsibility to secure, within their abilities and financial capacities, the conditions of living necessary for the child's development.

3. States Parties, in accordance with national conditions and within their means, shall take appropriate measures to assist parents and others responsible for the child to implement this right and shall in case of need provide material assistance and support programmes, particularly with regard to nutrition, clothing and housing.

4. States Parties shall take all appropriate measures to secure the recovery of maintenance for the child from the parents or other persons having financial responsibility for the child, both within the State Party and from abroad. In particular, where the person having financial responsibility for the child lives in a State different from that of the child, States Parties shall promote the accession to international agreements or the conclusion of such agreements, as well as the making of other appropriate arrangements.

## Unofficial summary of main provisions

### Health and health services (continued)

*strive to see that no child is deprived of access to effective health services.*

### Periodic review of placement

*A child who is placed by the State for reasons of care, protection or treatment is entitled to have that placement evaluated regularly.*

### Social security

*The child has the right to benefit from social security including social insurance.*

### Standard of living

*Every child has the right to a standard of living adequate for his or her 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 can be fulfilled, and is. State responsibility can include material assistance to parents and their children.*

# THE CONVENTION ON THE RIGHTS OF THE CHILD

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### Article 31

1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.
2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.

### Article 32

1. States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.
2. States Parties shall take legislative, administrative, social and educational measures to ensure the implementation of the present article. To this end, and having regard to the relevant provisions of other international instruments, States Parties shall in particular:
  - (a) Provide for a minimum age or minimum ages for admissions to employment;
  - (b) Provide for appropriate regulation of the hours and conditions of employment;
  - (c) Provide for appropriate penalties or other sanctions to ensure the effective enforcement of the present article.

### Article 33

States Parties shall take all appropriate measures, including legislative, administrative, social and educational measures, to protect children from the illicit use of narcotic drugs and psychotropic substances as defined in the relevant international treaties, and to prevent the use of children in the illicit production and trafficking of such substances.

### Article 34

States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes, States Parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent:

- (a) The inducement or coercion of a child to engage in any unlawful sexual activity;
- (b) The exploitative use of children in prostitution or other unlawful sexual practices;
- (c) The exploitative use of children in pornographic performances and materials.

### Article 35

States Parties shall take all appropriate national, bilateral and multilateral measures to prevent the abduction of, the sale of or traffic in children for any purpose or in any form.

### Article 36

States Parties shall protect the child against all other forms of exploitation prejudicial to any aspects of the child's welfare.

## Unofficial summary of main provisions

### Leisure, recreation and cultural activities

*The child has the right to leisure, play and participation in cultural and artistic activities.*

### Child labour

*The child has the right to be protected from work that threatens his or her health, education or development. The State shall set minimum ages for employment and regulate working conditions.*

### Drug abuse

*Children have the right to protection from the use of narcotic and psychotropic drugs, and from being involved in their production or distribution.*

### Sexual exploitation

*The State shall protect children from sexual exploitation and abuse, including prostitution and involvement in pornography.*

### Sale, trafficking and abduction

*It is the State's obligation to make every effort to prevent the sale, trafficking and abduction of children.*

### Other forms of exploitation

*The child has the right to protection from all forms of exploitation prejudicial to any aspects of the child's welfare not covered in articles 32, 33, 34 and 35.*



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### Article 37

States Parties shall ensure that:

(a) No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by persons below 18 years of age;

(b) No child shall be deprived of his or her liberty unlawfully or arbitrarily. The arrest, detention or imprisonment of a child shall be in conformity with the law and shall be used only as a measure of last resort and for the shortest appropriate period of time;

(c) Every child deprived of liberty shall be treated with humanity and respect for the inherent dignity of the human person, and in a manner which takes into account the needs of persons of his or her age. In particular every child deprived of liberty shall be separated from adults unless it is considered in the child's best interest not to do so and shall have the right to maintain contact with his or her family through correspondence and visits, save in exceptional circumstances;

(d) Every child deprived of his or her liberty shall have the right to prompt access to legal and other appropriate assistance, as well as the right to challenge the legality of the deprivation of his or her liberty before a court or other competent, independent and impartial authority, and to a prompt decision on any such action.

### Article 38

1. States Parties undertake to respect and to ensure respect for rules of international humanitarian law applicable to them in armed conflicts which are relevant to the child.

2. States Parties shall take all feasible measures to ensure that persons who have not attained the age of 15 years do not take a direct part in hostilities.

3. States Parties shall refrain from recruiting any person who has not attained the age of 15 years into their armed forces. In recruiting among those persons who have attained the age of 15 years but who have not attained the age of 18 years, States Parties shall endeavour to give priority to those who are oldest.

4. In accordance with their obligations under international humanitarian law to protect the civilian population in armed conflicts, States Parties shall take all feasible measures to ensure protection and care of children who are affected by an armed conflict.

### Article 39

States Parties shall take all appropriate measures to promote physical and psychological recovery and social reintegration of a child victim of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or armed conflicts. Such recovery and reintegration shall take place in an environment which fosters the health, self-respect and dignity of the child.

### Article 40

1. States Parties recognize the right of every child alleged as, accused of, or recognized as having infringed the penal law to be treated in a manner consistent with the promotion of the child's sense of dignity and worth, which reinforces the child's respect for the human rights and fundamental freedoms of others and which takes into account the child's age and the desirability of promoting the child's reintegration and the child's assuming a constructive role in society.

## Unofficial summary of main provisions

### Torture and deprivation of liberty

*No child shall be subjected to torture, cruel treatment or punishment, unlawful arrest or deprivation of liberty. Both capital punishment and life imprisonment without the possibility of release are prohibited for offences committed by persons below 18 years. Any child deprived of liberty shall be separated from adults unless it is considered in the child's best interests not to do so. A child who is detained shall have legal and other assistance as well as contact with the family.*

### Armed conflicts

*States Parties shall take all feasible measures to ensure that children under 15 years of age have no direct part in hostilities. No child below 15 shall be recruited into the armed forces. States shall also ensure the protection and care of children who are affected by armed conflict as described in relevant international law.*

### Rehabilitative care

*The State has an obligation to ensure that child victims of armed conflicts, torture, neglect, maltreatment or exploitation receive appropriate treatment for their recovery and social reintegration.*

### Administration of juvenile justice

*A child in conflict with the law has the right to treatment which promotes the child's sense of dignity and worth, takes the child's age into account and aims at his or her reintegration into society. The child is entitled to basic guarantees as well as legal or other assistance for his*

# THE CONVENTION ON THE RIGHTS OF THE CHILD

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2. To this end, and having regard to the relevant provisions of international instruments, States Parties shall, in particular, ensure that:

(a) No child shall be alleged as, be accused of, or recognized as having infringed the penal law by reason of acts or omissions that were not prohibited by national or international law at the time they were committed;

(b) Every child alleged as or accused of having infringed the penal law has at least the following guarantees:

- (i) To be presumed innocent until proven guilty according to law;
- (ii) To be informed promptly and directly of the charges against him or her, and, if appropriate, through his or her parents or legal guardians, and to have legal or other appropriate assistance in the preparation and presentation of his or her defence;
- (iii) To have the matter determined without delay by a competent, independent and impartial authority or judicial body in a fair hearing according to law, in the presence of legal or other appropriate assistance and, unless it is considered not to be in the best interest of the child, in particular, taking into account his or her age or situation, his or her parents or legal guardians;
- (iv) Not to be compelled to give testimony or to confess guilt; to examine or have examined adverse witnesses and to obtain the participation and examination of witnesses on his or her behalf under conditions of equality;
- (v) If considered to have infringed the penal law, to have this decision and any measures imposed in consequence thereof reviewed by a higher competent, independent and impartial authority or judicial body according to law;
- (vi) To have the free assistance of an interpreter if the child cannot understand or speak the language used;
- (vii) To have his or her privacy fully respected at all stages of the proceedings.

3. States Parties shall seek to promote the establishment of laws, procedures, authorities and institutions specifically applicable to children alleged as, accused of, or recognized as having infringed the penal law, and, in particular:

(a) the establishment of a minimum age below which children shall be presumed not to have the capacity to infringe the penal law;

(b) whenever appropriate and desirable, measures for dealing with such children without resorting to judicial proceedings, providing that human rights and legal safeguards are fully respected.

4. A variety of dispositions, such as care, guidance and supervision orders; counselling; probation; foster care; education and vocational training programmes and other alternatives to institutional care shall be available to ensure that children are dealt with in a manner appropriate to their well-being and proportionate both to their circumstances and the offence.

## Article 41

Nothing in the present Convention shall affect any provisions which are more conducive to the realization of the rights of the child and which may be contained in:

- (a) The law of a State Party; or
- (b) International law in force for that State.

## Unofficial summary of main provisions

### *Administration of juvenile justice (continued)*

*or her defence. Judicial proceedings and institutional placements shall be avoided wherever possible.*

### Respect for higher standards

*Wherever standards set in applicable national and international law relevant to the rights of the child that are higher than those in this Convention, the higher standard shall always apply.*

# THE CONVENTION ON THE RIGHTS OF THE CHILD

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### PART II

#### Article 42

States Parties undertake to make the principles and provisions of the Convention widely known, by appropriate and active means, to adults and children alike.

#### Article 43

1. For the purpose of examining the progress made by States Parties in achieving the realization of the obligations undertaken in the present Convention, there shall be established a Committee on the Rights of the Child, which shall carry out the functions hereinafter provided.

2. The Committee shall consist of ten experts of high moral standing and recognized competence in the field covered by this Convention. The members of the Committee shall be elected by States Parties from among their nationals and shall serve in their personal capacity, consideration being given to equitable geographical distribution, as well as to the principal legal systems.

3. The members of the Committee shall be elected by secret ballot from a list of persons nominated by States Parties. Each State Party may nominate one person from among its own nationals.

4. The initial election to the Committee shall be held no later than six months after the date of the entry into force of the present Convention and thereafter every second year. At least four months before the date of each election, the Secretary-General of the United Nations shall address a letter to States Parties inviting them to submit their nominations within two months. The Secretary-General shall subsequently prepare a list in alphabetical order of all persons thus nominated, indicating States Parties which have nominated them, and shall submit it to the States Parties to the present Convention.

5. The elections shall be held at meetings of States Parties convened by the Secretary-General at United Nations Headquarters. At those meetings, for which two thirds of States Parties shall constitute a quorum, the persons elected to the Committee shall be those who obtain the largest number of votes and an absolute majority of the votes of the representatives of States Parties present and voting.

6. The members of the Committee shall be elected for a term of four years. They shall be eligible for re-election if renominated. The term of five of the members elected at the first election shall expire at the end of two years; immediately after the first election, the names of these five members shall be chosen by lot by the Chairman of the meeting.

7. If a member of the Committee dies or resigns or declares that for any other cause he or she can no longer perform the duties of the Committee, the State Party which nominated the member shall appoint another expert from among its nationals to serve for the remainder of the term, subject to the approval of the Committee.

8. The Committee shall establish its own rules of procedure.

9. The Committee shall elect its officers for a period of two years.

10. The meetings of the Committee shall normally be held at United Nations Headquarters or at any other convenient place as determined by the Committee. The Committee shall normally meet annually. The duration of the meetings of the Committee shall be determined, and reviewed, if necessary, by a meeting of the States Parties to the present Convention, subject to the approval of the General Assembly.

## Unofficial summary of main provisions

### Implementation and entry into force

*The provisions of articles 42 - 54 notably foresee:*

(i) *the State's obligation to make the rights contained in this Convention widely known to both adults and children.*

(ii) *the setting up of a Committee on the Rights of the child composed of ten experts, which will consider reports that States Parties to the Convention are to submit two years after ratification and every five years thereafter. The Convention enters into force—and the Committee would therefore be set up—once 20 countries have ratified it.*

(iii) *States Parties are to make their reports widely available to the general public.*

(iv) *The Committee may propose that special studies be undertaken on specific issues relating to the rights of the child, and may make its evaluations known to each State Party concerned as well as to the UN General Assembly.*

(v) *In order to "foster the effective implementation of the Convention and to encourage international cooperation", the specialized agencies of the UN (such as the ILO, WHO, and UNESCO) and UNICEF would be able to attend the meetings of the Committee. Together with any other body recognized as "competent", including NGOs in consultative status with the UN and UN organs such as the UNHCR, they can submit pertinent information to the Committee and be asked to advise on the optimal implementation of the Convention.*

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11. The Secretary-General of the United Nations shall provide the necessary staff and facilities for the effective performance of the functions of the Committee under the present Convention.

12. With the approval of the General Assembly, the members of the Committee established under the present Convention shall receive emoluments from the United Nations resources on such terms and conditions as the Assembly may decide.

### Article 44

1. States Parties undertake to submit to the Committee, through the Secretary-General of the United Nations, reports on the measures they have adopted which give effect to the rights recognized herein and on the progress made on the enjoyment of those rights:

(a) Within two years of the entry into force of the Convention for the State Party concerned,

(b) Thereafter every five years.

2. Reports made under the present article shall indicate factors and difficulties, if any, affecting the degree of fulfilment of the obligations under the present Convention. Reports shall also contain sufficient information to provide the Committee with a comprehensive understanding of the implementation of the Convention in the country concerned.

3. A State Party which has submitted a comprehensive initial report to the Committee need not in its subsequent reports submitted in accordance with paragraph 1(b) of the present article repeat basic information previously provided.

4. The Committee may request from States Parties further information relevant to the implementation of the Convention.

5. The Committee shall submit to the General Assembly, through the Economic and Social Council, every two years, reports on its activities.

6. States Parties shall make their reports widely available to the public in their own countries.

### Article 45

In order to foster the effective implementation of the Convention and to encourage international co-operation in the field covered by the Convention:

(a) The specialized agencies, the United Nations Children's Fund and other United Nations organs shall be entitled to be represented at the consideration of the implementation of such provisions of the present Convention as fall within the scope of their mandate. The Committee may invite the specialized agencies, the United Nations Children's Fund and other competent bodies as it may consider appropriate to provide expert advice on the implementation of the Convention in areas falling within the scope of their respective mandates. The Committee may invite the specialized agencies, the United Nations Children's Fund and other United Nations organs to submit reports on the implementation of the Convention in areas falling within the scope of their activities;

(b) The Committee shall transmit, as it may consider appropriate, to the specialized agencies, the United Nations Children's Fund and other competent bodies, any reports from States Parties that contain a request, or indicate a need, for technical advice or assistance, along with the Committee's observations and suggestions, if any, on these requests or indications;

(c) The Committee may recommend to the General Assembly to request the

# THE CONVENTION ON THE RIGHTS OF THE CHILD

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## Text

Secretary-General to undertake on its behalf studies on specific issues relating to the rights of the child;

(d) The Committee may make suggestions and general recommendations based on information received pursuant to articles 44 and 45 of the present Convention. Such suggestions and general recommendations shall be transmitted to any State Party concerned and reported to the General Assembly, together with comments, if any, from States Parties.

## PART III

### Article 46

The present Convention shall be open for signature by all States.

### Article 47

The present Convention is subject to ratification. Instruments of ratification shall be deposited with the Secretary-General of the United Nations.

### Article 48

The present Convention shall remain open for accession by any State. The instruments of accession shall be deposited with the Secretary-General of the United Nations.

### Article 49

1. The present Convention shall enter into force on the thirtieth day following the date of deposit with the Secretary-General of the United Nations of the twentieth instrument of ratification or accession.

2. For each State ratifying or acceding to the Convention after the deposit of the twentieth instrument of ratification or accession, the Convention shall enter into force on the thirtieth day after the deposit by such State of its instrument of ratification or accession.

### Article 50

1. Any State Party may propose an amendment and file it with the Secretary-General of the United Nations. The Secretary-General shall thereupon communicate the proposed amendment to States Parties, with a request that they indicate whether they favour a conference of States Parties for the purpose of considering and voting upon the proposals. In the event that, within four months from the date of such communication, at least one third of the States Parties favour such a conference, the Secretary-General shall convene the conference under the auspices of the United Nations. Any amendment adopted by a majority of States Parties present and voting at the conference shall be submitted to the General Assembly for approval.

2. An amendment adopted in accordance with paragraph 1 of the present article shall enter into force when it has been approved by the General Assembly of the United Nations and accepted by a two-thirds majority of States Parties.

3. When an amendment enters into force, it shall be binding on those States Parties which have accepted it, other States Parties still being bound by the provisions of the present Convention and any earlier amendments which they have accepted.

# THE CONVENTION ON THE RIGHTS OF THE CHILD

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## Text

### Article 51

1. The Secretary-General of the United Nations shall receive and circulate to all States the text of reservations made by States at the time of ratification or accession.
2. A reservation incompatible with the object and purpose of the present Convention shall not be permitted.
3. Reservations may be withdrawn at any time by notification to that effect addressed to the Secretary-General of the United Nations, who shall then inform all States. Such notification shall take effect on the date on which it is received by the Secretary-General.

### Article 52

A State Party may denounce the present Convention by written notification to the Secretary-General of the United Nations. Denunciation becomes effective one year after the date of receipt of the notification by the Secretary-General.

### Article 53

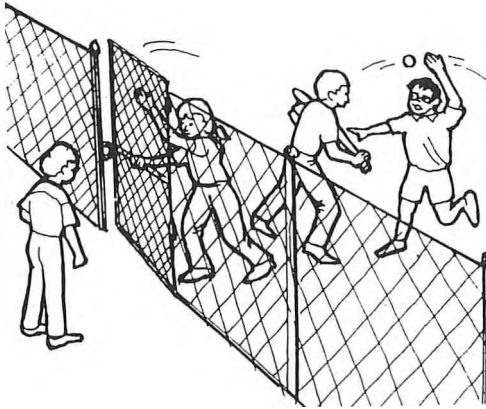
The Secretary-General of the United Nations is designated as the depositary of the present Convention.

### Article 54

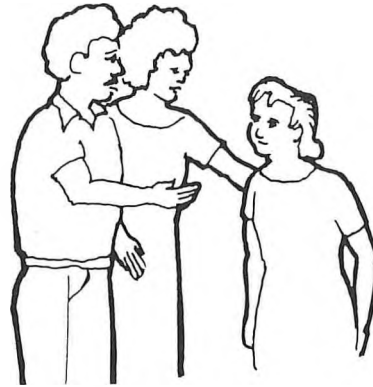
The original of the present Convention, of which the Arabic, Chinese, English, French, Russian and Spanish texts are equally authentic, shall be deposited with the Secretary-General of the United Nations.

In witness thereof the undersigned plenipotentiaries, being duly authorized thereto by their respective Governments, have signed the present Convention.

## CRC Clustering Cards



Article 2: All rights apply to all children, and children shall be protected from all forms of discrimination.



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.



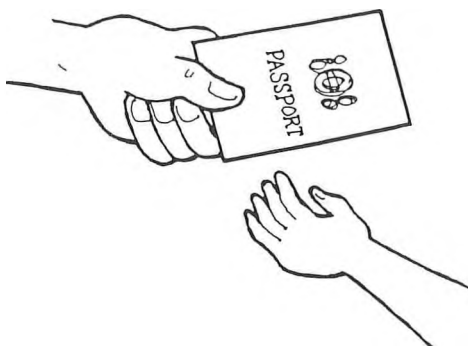
Article 6: Every child has the right to life, and the State has an obligation to ensure the child's survival and development.



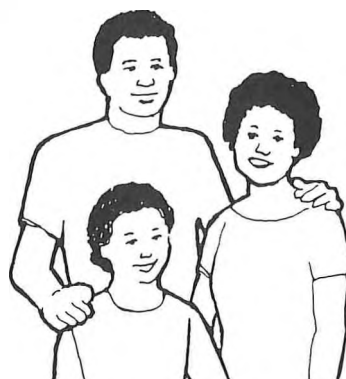
Article 7: Each child has the right to a name and nationality, to know his or her parents and be cared for by them.



## CRC Clustering Cards



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.



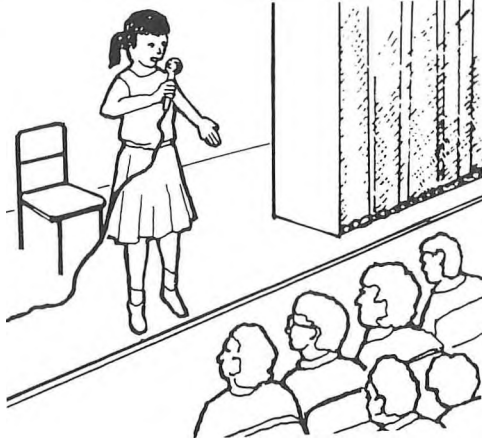
Article 11: The State has an obligation to prevent and remedy the kidnapping or holding of children abroad by a parent or third party.





## Activity 2. Clustering

### CRC Clustering Cards



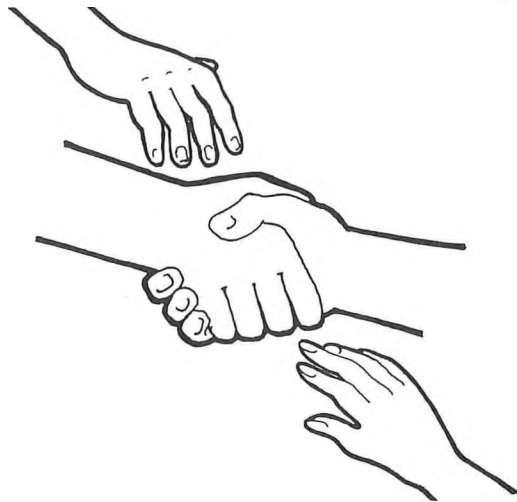
Article 12: Children have the right to express their opinions freely, and have their opinions taken into account in matters that affect them.



Article 13: Children have the right to express their views, obtain information, and make ideas or information known, regardless of frontiers.



Article 14: Children have the right to freedom of thought, conscience and religion, subject to appropriate parental guidance.



Article 15: Children have a right to meet with others, and to join or form associations.



## CRC Clustering Cards



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.



## CRC Clustering Cards



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.



## CRC Clustering Cards



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.



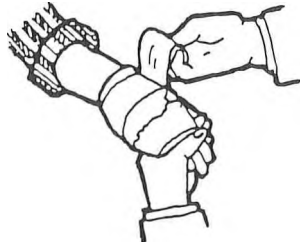
Article 29: Education should develop the child's personality, talents, mental and physical abilities. Children should be prepared for active participation in a free society, and learn to respect their own culture and that of others.



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



## CRC Clustering Cards



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.



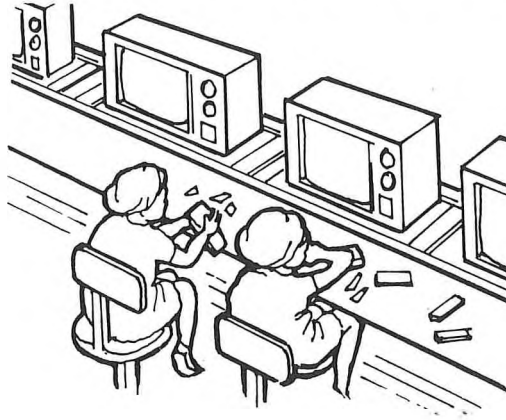
Article 30: Children have the right, if members of a minority group, to practise their own culture, religion and language.



## CRC Clustering Cards



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.



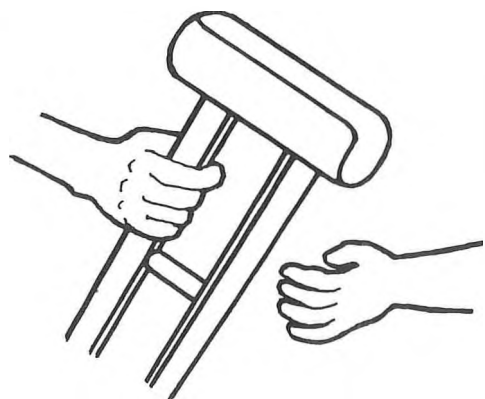
## CRC Clustering Cards



**Article 35:** The State shall take all appropriate measures to prevent the sale, trafficking and abduction of children.



**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.



**Article 39:** Children who have experienced armed conflict, torture, neglect or exploitation shall receive appropriate treatment for their recovery and social reintegration.





**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.



Rights In Conflict Cartoons

Cartoon No. 1

Article 28 of the Convention on the Rights of the Child says that children have the right to education.  
Article 31 of the Convention on the Rights of the Child says that children have the right to leisure and play.

 <p>A boy is sitting on the floor, listening to music on a boombox. A girl is sitting at a desk, studying. The boy is shouting, "TURN THAT THING OFF! I HAVE A TEST TOMORROW!"</p>	 <p>The boy is still listening to music. The girl is still studying. The boy is shouting, "I'VE BEEN WORKING ALL DAY! I WANT TO RELAX AND LISTEN TO MUSIC. YOU'RE ALWAYS STUDYING!"</p>	



**Rights in Conflict Cartoons**

**Cartoon No. 2**

Articles 12 and 13 of the Convention on the Rights of the Child say that children have the right to express their opinions and obtain information.

Article 18 of the Convention on the Rights of the Child says that parents have joint primary responsibility for the upbringing and development of the child.


Rights in Conflict Cartoons

Cartoon No. 3

Article 24 of the Convention on the Rights of the Child says that children have the right to health, including protection from environmental pollution.

Article 27 of the Convention on the Rights of the Child says that every child has the right to an adequate standard of living.


## Perspectives on Child Labour Role Cards

### Role A: Parent No. 1

Last year, my child Chris, who is now 13 years old, started picking fruit on a farm for a couple of hours after school each day. This year, Chris left school and began working full time on the farm. Having Chris work full time has made a big difference to our family. There are very few jobs available in our town. I have never been to school or had any special training, so the wages I can earn are always low. We have had trouble earning enough to feed our four children, even with both parents working whenever they can. Now with Chris bringing home some money every day, we can buy a little more food, new clothes, or medicine when one of the children gets sick.

Chris is as strong as any adult, and is perfectly able to work a full day. Besides, I feel that children should help contribute to the support of their families, as they have always done in our society. I am proud of Chris for being so responsible, and I hope all of my children grow up to be just as hard-working and reliable.

### Role B: Social worker

I am very concerned about Chris, who at the age of 12 started working part time picking fruit on a farm. Chris has dropped out of school and, at the age of 13, is now working full time. The work is back-breaking. Chris always seems tired and is suffering from pain in one shoulder; I would like Chris to see a doctor who can tell what long-term effect this job might have on Chris's health.

I really feel that this child should be in school with other children of the same age. Chris has no free time to rest, play, join a youth group or take part in the kinds of activities that are available in our town for young people. These types of activities are important if children are to grow up to be healthy and know how to get along with others. No child of Chris's age should be working with adults all day long. Many of the farm-workers smoke cigarettes, drink alcohol, and some may even be using drugs — Chris is too young to understand that these types of things are dangerous.



## Perspectives on Child Labour Role Cards

### Role C: Child

I am Chris. I started school when I was 6. When I was 12, I started to work picking fruit on a farm from the time school let out until dusk. I did it because my parents needed more money to buy food for our family.

Now I'm 13, and I have left school. I work full time on the farm. I like working better than going to school. I was bored with school. I never knew why we had to learn the things they taught us. I couldn't see how learning those things would help me get a job. I wanted to get a job and work in the real world, not sit in school all day.

I like the people I work with on the farm, even though they are all older than me. I learn a lot by talking to them. I start work at six in the morning, take a break for lunch and work until dusk. Then I take all the fruit I have picked and have it weighed. I get paid by the kilo, so the more I pick, the more I earn. Then I take my pay home to my parents, and eat dinner. Then I go straight to bed, so that I can be ready for the next day.

### Role D: Parent No. 2

Last year, my child Chris, who is now 13 years old, started picking fruit on a farm for a couple of hours after school each day. This year, Chris left school and began working full time on the farm.

I don't want Chris to work full time. It would be better for all of us if Chris got an education. Everyone knows that children who finish school can get better jobs and earn more money. If Chris would finish school and get a good job, we would all be better off from the extra money.

Chris got very good grades in the first few years of school, although they went down last year. But the teachers always said that Chris could be a top student, maybe even to go on to university. I had hoped that Chris would set an example for our younger children by working hard and staying in school. I don't want my younger children to follow Chris's example by dropping out of school to work picking fruit. I love my children; I want Chris, and all of them, to have a good future.

