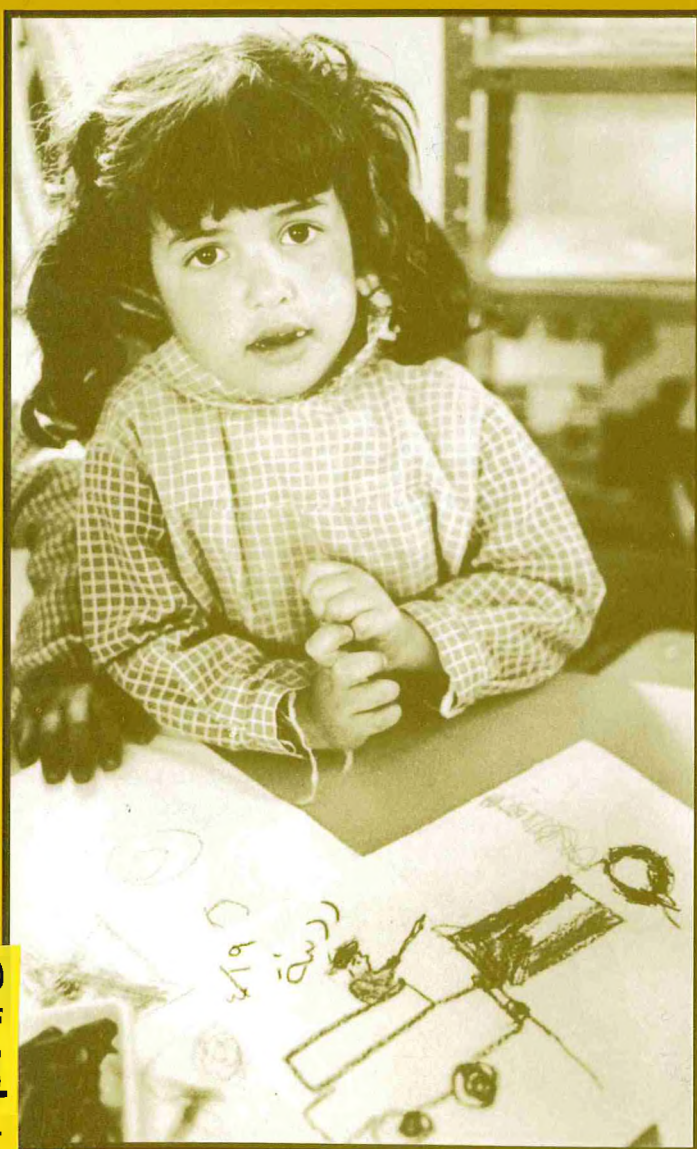


Keep Us Safe

A project to introduce the
UN Convention on The
Rights of the Child to 8-13
year-olds



Jenny Matthews / FORMAT



UNICEF-UK

Save the Children 

The
Protection
Articles

This book is one of three designed to introduce the United Nations Convention on the Rights of the Child to 8 - 13 year olds, and deals with those Articles which cover PROTECTION of the child from abuse and exploitation.

“No child will realize its maximum potential and contribution to a better tomorrow if it is forced to be a grown-up for sheer animal survival. A child should crawl because it is the normal prelude to walking, not an escape from conflict or apartheid, not because its legs are too maimed to walk, not because it is too hungry to walk, not because it is paralysed with fear of brutality! A child should play and grow in the perpetual spring of childhood that recognizes no winter, storm or status of parentage. This is the fundamental and universal right of all children! The child's mind is innocent, fresh, clean and free to take in the world in all its aspects, to challenge it and make it a better place.”

Ms. Sally Mugabe, First Lady of Zimbabwe in an address to the National Conference on the Future United Nations Convention on the Rights of the Child, Alexandria, Egypt, November 1988

The series has been produced, in collaboration, by:
UNICEF-UK
Save the Children
and Oxford Development Education Unit



ISBN 1 871440 05 X (UNICEF-UK)

ISBN 1 870322 19 3 (SCF)

Copyright: SCF/UNICEF-UK 1990

This material may be photocopied for use in schools.

Cover photo by Jenny Matthews/SCF

6069

CONTENTS

	Page
A topic web: "Keep Us Safe"	ii
Introduction	1
The Articles of the Convention	2
Unit A: Abuse, Neglect and Exploitation	5
Unit B: Child Labour	20
Unit C: Discrimination	33
Unit D: Children and the Law	43
Unit E: Armed Conflict	54
Unit F: Refugees	64
Resources List	74
World Map	Inside back cover



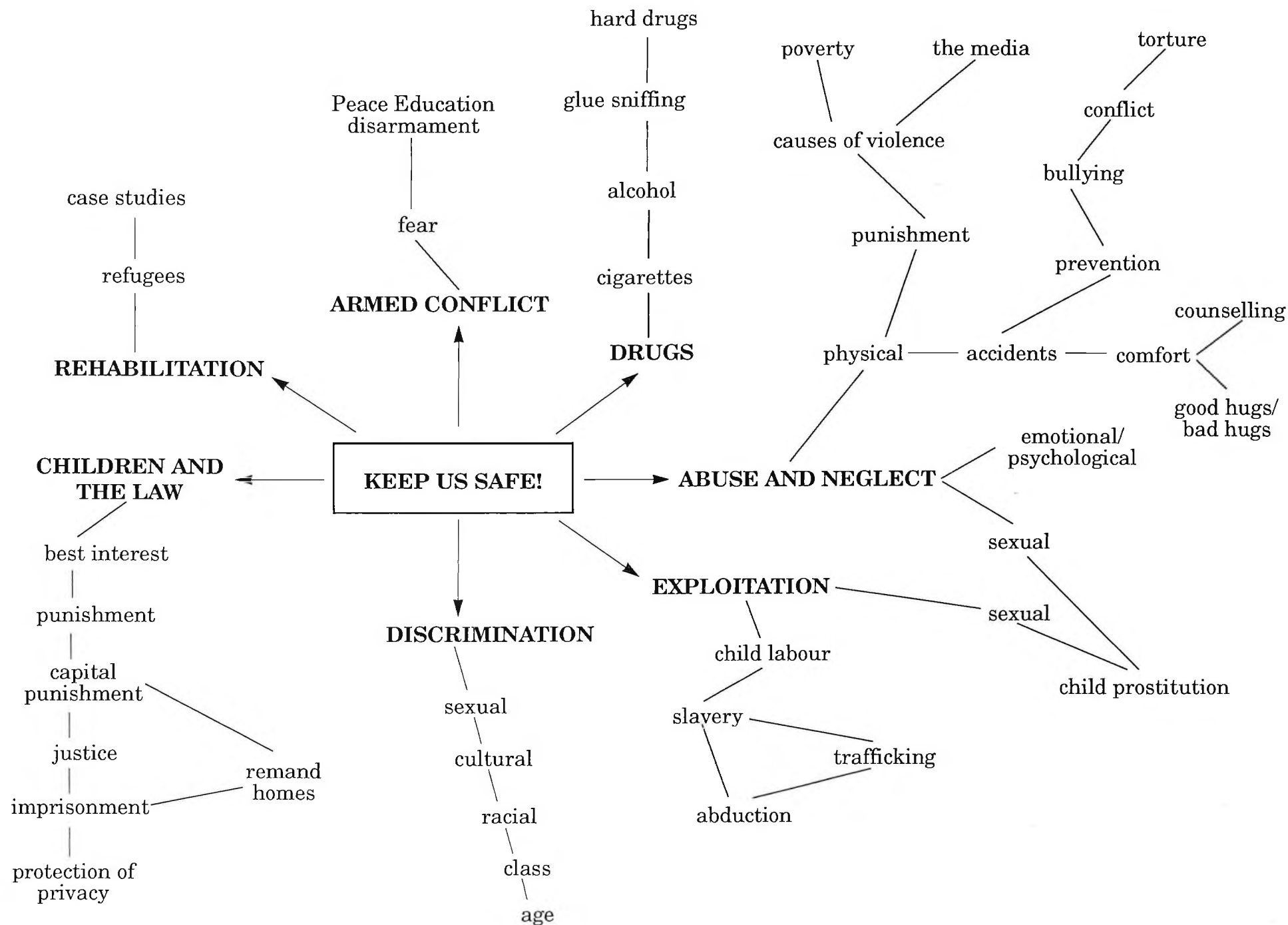
Acknowledgements

We would like to thank the following teachers for their comments on these materials:

Richard Chapman, Leafield C-of E Primary School, Oxfordshire
Sue Hughes, Bladon C of E Primary School, Oxfordshire
Shirley Long, Millbrook Junior School, Wantage

and Dee Edmonds for the illustrations

HRE/CHILD/22/5



INTRODUCTION

November 20th 1989 is a day which children of the world should celebrate; for on that day the United Nations General Assembly formally adopted **The Convention on the Rights of the Child**.

The Convention is made up of 54 Articles, and they are reprinted in full in the **Teachers' Handbook** which accompanies this series of project books.

We have grouped the Articles of the Convention into three categories:

PARTICIPATION

PROVISION

PROTECTION

'Keep Us Safe' looks at the **Protection** Articles. These are the rights which require adults to care for children by protecting them from psychological, emotional, physical and sexual maltreatment.

Many forms of maltreatment of children are inter-connected. We have distinguished particular learning topics in the topic web on the previous page. We have grouped these into Units which differentiate between family and domestic maltreatment: Abuse, Neglect and Exploitation; community maltreatment: Child Labour, Discrimination and Injustice; and wider issues of maltreatment caused by political and civil conflict: Armed Conflict and Refugees. Through all the Units the essential right to Rehabilitation from experiences of maltreatment has been highlighted.

We have attempted in these materials to comply with the requirements of the National Curriculum and have indicated specific relevant Attainment Targets wherever possible in the Teachers' Handbook which accompanies this series.

The other titles in this series are:

'The Whole Child' which looks at the PARTICIPATION ARTICLES

'It's Our Right' which looks at the PROVISION ARTICLES

Heather Jarvis, Education Officer, UNICEF-UK
Jackie Chapman, Education Consultant, Oxford DE Unit
Don Harrison, Education Consultant, SCF

The complete text on the Convention on the Rights of the Child, together with an unofficial summary, is given in the accompanying Teacher's Handbook.

The Articles to which this book specifically refers are the following:

Article 2

1. The States Parties to the present Convention shall respect and ensure the rights set forth in this 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 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 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 of 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 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 right set forth in this 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, cooperation in any efforts by the UN and other competent intergovernmental organisations cooperating with UN 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 32

1. States Parties recognise 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 this 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; and
- c) provide for appropriate penalties or other sanctions to ensure the effective enforcement of this 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, the sale or traffic in children for any purpose or in any form.

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 these 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 recognise the right of every child alleged as, accused of, or recognised 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.
2. To this end, and having regard to the relevant provision of international instruments, States Parties shall, in particular, ensure that:
 - a) No child shall be alleged as, be accused of, or recognised as having infringed the penal law by reason of acts or omissions which 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 guardian, 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 recognised 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.

Unit A

ABUSE, NEGLECT and EXPLOITATION

"The State's obligation to protect children from all forms of maltreatment perpetrated by parents or others responsible for their care, and to undertake preventive and treatment programmes in this regards." (Article 19)

If you haven't already raised the issue of children's rights with your class, then we suggest that you carry out this starter activity:

- * Ask your children to make a list of all the things they feel that children need in order to live happy and healthy lives. (Some teachers trialling these materials have found it appropriate to introduce the concept of children's rights by first discussing 'duties' and 'responsibilities', for example taking responsibility for younger siblings or for pets.) After this discussion the children can write their own list of Children's Rights on a piece of paper which they can decorate to turn it into a special 'scroll' or 'charter'. Remind the children of this activity throughout the period of time spent on this topic so that their own list of rights may be revised, refined, or added to at various stages.

Hopefully some of the children will suggest in their 'charters' that they have a right to protection? Ask children to brainstorm the questions: "What do you need protection from?" and "Who is responsible for protecting you?"

The order in which you choose to tackle the following activities and units will depend upon you and the children's answers to the above, but one of the most important, and perhaps difficult issues is abuse, both physical and sexual. This is by no means an easy area to approach and our suggestions will certainly not suit all classes. For example, for this first activity you must obviously be sensitive to children who are disabled or badly scarred in some way.

- * A1 is a drawing sheet on which children can mark some of the injuries they can remember having. They could also write the approximate date of the injury and say how it happened. This could happen after children have discussed: "What is a bruise?" - or "What is a scratch?" - "a graze?" - "a cut?" "How does it feel to have a broken arm or leg?"
- * Discuss what the difference is between accidents (which are not the result of violence) and inflicted injury (violence).
- * Children could also discuss what constitutes appropriate punishment of children by adults.

On 15th January 1987 the Norwegian Parliament passed a law expressly forbidding the use of any form of violence against children, including physical punishment. This action set a precedent and a wave of publicity followed. Headlines in a leading Norwegian newspaper included: "Are you ever justified in hitting a teenager?" "What do you do when your child is caught stealing or does something illegal?"

- * Children could discuss this and say whether they think this also ought to be the law here.

Most children will be aware from the media of cases of maltreatment of children by adults.

Widen their understanding of the term 'maltreatment' by reminding them that they too often carry responsibilities e.g. for pets who can also suffer maltreatment, not only by violence, but also through neglect.

Accidents killed nearly 900 children in 1987, and scarred and maimed thousands more. Accidents to children can often be caused by neglect or lack of thoughtful supervision or provision of appropriate equipment. The following table was taken from OPCS Mortality Statistics: Cause, 1987.

Type of accident	Deaths	Approx % of total	Fatal Accidents to Children under 15: UK 1987 * Includes electrocution (15), falling object (14), poisoning (13).
Pedestrians (road)	260	31	
Burns, fires (mainly home)	119	14	
Vehicle occupants (road)	96	11	
Cyclists (road)	73	9	
Drownings (home & elsewhere)	63	7	
Choking on food	50	6	
Falls (home & elsewhere)	40	5	
Suffocation (home)	34	4	
Others*	107	14	
Total	842	100	

- * Talk about taking responsibility for someone and what that means. Someone may mention the protection of younger siblings from bullying.

Bullying is one of the commonest forms of violence with which the children will be familiar, both in and out of school. In their 1990 conference, the Union of Assistant Masters and Mistresses suggested that one and a half million children are being bullied in our schools today. It is a form of maltreatment against which children have a right to protection by adults.

Physical assault of varying degrees of severity is distressing but the main weapons of the bully are threats and fear. Name-calling, teasing and verbal abuse can be just as emotionally bruising as any physical abuse. Racial harassment is a particularly insidious form. Extortion of money or goods is increasing because children tend to carry more money and consumables today than ever before.

"Research has shown that bullies have a one in four chance of having a criminal record by the age of 30, while other children have a one in twenty chance of becoming adult criminals."
(Childright, May '89 No 56)

Many schools are now developing whole school policies on bullying. One thing is clear - there needs to be a climate of openness and receptiveness. Adults need to be prepared to accept children's allegations and act upon them; children themselves can protect and support each other if there is an open acknowledgement that bullying does occur.

- * You might like to discuss why some children become bullies; they think it important to look tough, that it's the only way to get friends; or they like to control people and feel powerful.
- * Children could also discuss ways in which they could help each other if any kind of bullying is occurring: by getting together with friends to resist, staying out of the bullies' way; talking to an adult, and so on.

- * Children could also be asked to think of a time when they were afraid of someone in school. Why were they afraid? What did they do about it? If they knew that one of their friends was afraid of someone, what would they do?
- * A2 is a poem about bullying by Mick Gowar, which you could use as a stimulation for the children's own poetry or creative writing.
- * A3 is reproduced with kind permission from a book called 'Feeling Safe' and may be used to encourage your children to talk about these concepts.

The area of child abuse is very sensitive, and should only be undertaken with great care and forethought. Make sure you find out in advance what your LEA or school policy is and make sure that there is plenty of information for the children to read around the classroom (including the telephone number of 'Childline', for example.) More detailed approaches to dealing with child abuse with children are listed in Resources.

- * Look at the kind of slogans which are used in child abuse literature - e.g. 'Stranger Danger!' 'Never talk to strangers!' 'Always tell an adult!' and so on. Make up your own slogans in class and use them on posters which you could then put up in your school.
- * A4 is a poem called 'My body'. It could be used to stimulate further discussion and creative writing.
- * A5 is a diagram which comes from the booklet 'Suffer Little Children' published by 'Who Cares?', (a Scottish-wide organisation run by and for young people who are or have been in care) after a conference in 1988. These are the experiences and feelings of young people who had been abused, were in care and who have had to try to come to terms with their past. They want everyone to know what those experiences were like so that changes can be made which will be of benefit to the next generation of children who, having been abused in the home, find themselves in care.
- * You may use the diagram simply to stimulate discussion or to encourage children to create their own statements.

The healing process for the victims of child abuse can begin immediately their experiences come to light, if everyone who deals with the child adopts a supportive attitude. It is not the experience of these children that everyone who works for children works in their best interests. They need adults who show them respect, who are approachable, who are ready to listen, who give them time and space, and most importantly, allow them to work through their feelings.

You may find that a lot of work can be done in the area of such controversial issues as child abuse by the use of puppetry. Children enjoy making puppets or using ready-made ones which can be borrowed. They are then often able to express themselves more easily through the puppet than face to face with an adult. (See Resources.)

- * A6 is the true story of Maria, a young Peruvian girl who was neglected and abused by those who should have been looking after her. The story has been deliberately divided to cover two pages as some of you may feel that later events in Maria's story are unsuitable for your children. However, the first part of her story still gives scope for discussion and children could continue the story.

Children could re-tell the story in different ways - in picture form - in a written story - in a puppet play - or in their own words. Also pose the question, What can governments do to prevent parents or carers from mistreating their children?

Maria's story is an all too familiar one in many developing countries where women and girls can be doubly exploited and find themselves in the position of raising the next generation with no support or resources. Maria is still at the Celama handicraft centre in Calca, and Coco is at the local primary school. She has not yet been able to set up an independent weaving business.

"The child's right to protection from the use of narcotic and psychotropic drugs and from being involved in their production or distribution." (Article 33)

You can draw on existing resources which seek to inhibit children from smoking and drinking alcohol, as well as from taking more controversial drugs, and you might find the next activity from a Peruvian comic-strip a useful stimulus for discussion.

- * A7 is from 'Piolita and the defenders of children' by Juan Acevedo and is based on the everyday lives of young people in Peru's capital city, Lima. In this extract, Chancaca, a young drug addict, is desperate for money to buy drugs. He visits the 'Association for the Protection of Children', which has been set up by other local youngsters, to demand money.

Ask the children to continue the story to show what the three friends might have decided to do for Chancaca. The cartoon could also be used by removing the captions and asking the children to provide their own. The publication of 'Piolita' was supported by Rädda Barnen, (the Save the Children Fund in Sweden).

As an example of the work of voluntary organisations to promote the rights of the child, Save the Children and UNICEF both work with street children who are exposed to sexual exploitation and abuse of narcotic drugs in Lima and other world cities.

"The right to protection from interference with privacy, family, home and correspondence, and from libel or slander." (Article 16)

- * First of all discuss the concept of privacy. Where do children expect to be or want to be private? Do they have a private place? Some people live in such crowded conditions that privacy is almost impossible. Also 'privacy' is quite a western concept, in many African villages life is lived very communally, although in contrast to that Arab and Islamic culture keeps women 'private' and their houses have a very private aspect with high windowless walls and closed gates while life is lived communally inside.

Article 16 actually covers a far wider subject than a child's privacy within the family or living space. The Article covers the right of the child, within his/her family, to live their life without malicious interference. Children could also discuss the system of record keeping by schools, doctors etc. A person's reputation can be enhanced or marred by the way the record is written.

- * A8 is the true story of the vicious racial attacks suffered by an Asian family in east London as told by the teenage daughter of the family to journalist John Pilger and reported by him in 'The Independent'. While also illuminating the relevance of this Article this story could also be used in discussions about racism, (see Unit C on Discrimination).

REHABILITATION

"Child victims of armed conflicts, torture, neglect, maltreatment or exploitation should receive appropriate treatment for their recovery and social reintegration." (Article 39)

To introduce the concept of rehabilitation to children you could talk about how we make others feel better when they are hurt, and instances when they have been comforted by those close to them. For instance, how do you comfort a young child when it falls over and bangs its knee or head? Children will probably suggest hugs and kisses, maybe being given a refreshing drink or food or even a small gift.

When the issue causing pain is more complex, one involving the feelings and ego rather than physical pain, then they may suggest talking about it until the pain has diminished or been 'exorcised'.

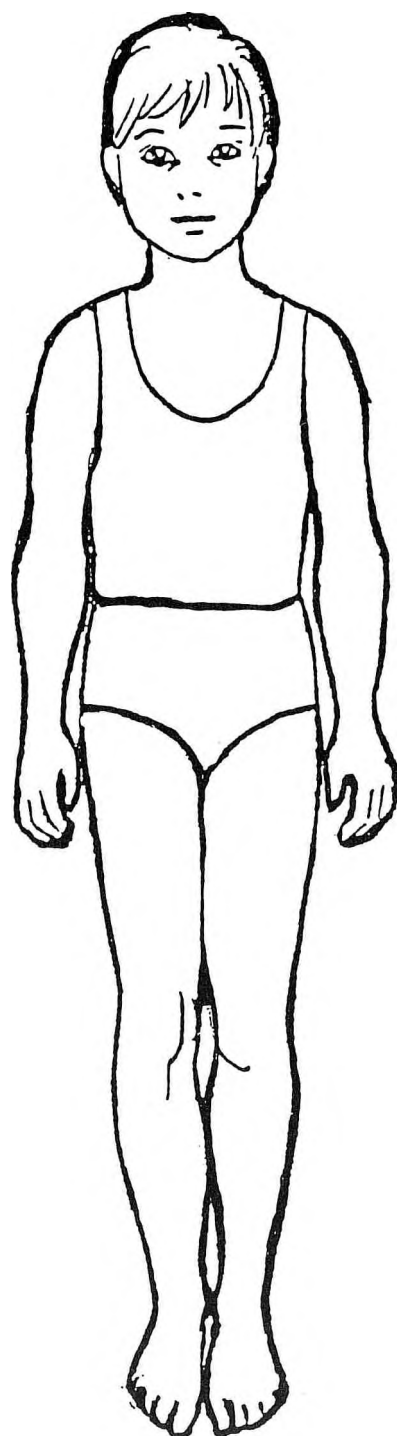
Children could go on to suggest appropriate rehabilitation for some of the children in the stories in this Unit e.g. in a situation where bullying has been taking place, A2 and A3, does the bully also require rehabilitation? Maria, A6, has fortunately found some rehabilitative care, but she could easily have continued in a downward spiral of exploitation.

In A7 the children in the 'Association for the Protection of Children' are trying to rehabilitate their peers. Children could also discuss how young people in this country can be rehabilitated when they have started smoking or indulging in other forms of self-abuse.

Older children could discuss the treatment of children who have been abused. These children often feel 'punished' when they are removed from their families for their own safety. Or they feel guilty when the abusing parent is taken to court and imprisoned. The practice of removing the abuser (usually the father or step-father) from the home to undergo psychotherapy while the child remains with the family is now being more widely used in some parts of the world.

The question of how to rehabilitate those who have been the victims of racist attack or discrimination is discussed in the Rehabilitation section of Unit C.

Where did it hurt?



'I can't explain what happens to my cash
I can, but can't - not to my Mum or Dad,
'Give us ten pee or get another bash' -

That's where it goes. And though their questions crash
Like blows, and though they're getting mad,
I can't explain what happens to my cash.

How can I tell the truth? I just rehash
Old lies. The others have and I'm the had:
'Give us ten pee or get another bash'.

'For dinner, Dad?.....just sausages and mash.'
'That shouldn't make you broke by Wednesday, lad.'
I can't explain. What happens to my cash -

My friends all help themselves. I get the ash
Of fags I buy and give, get none. 'Too bad.
Give us ten pee or get another bash

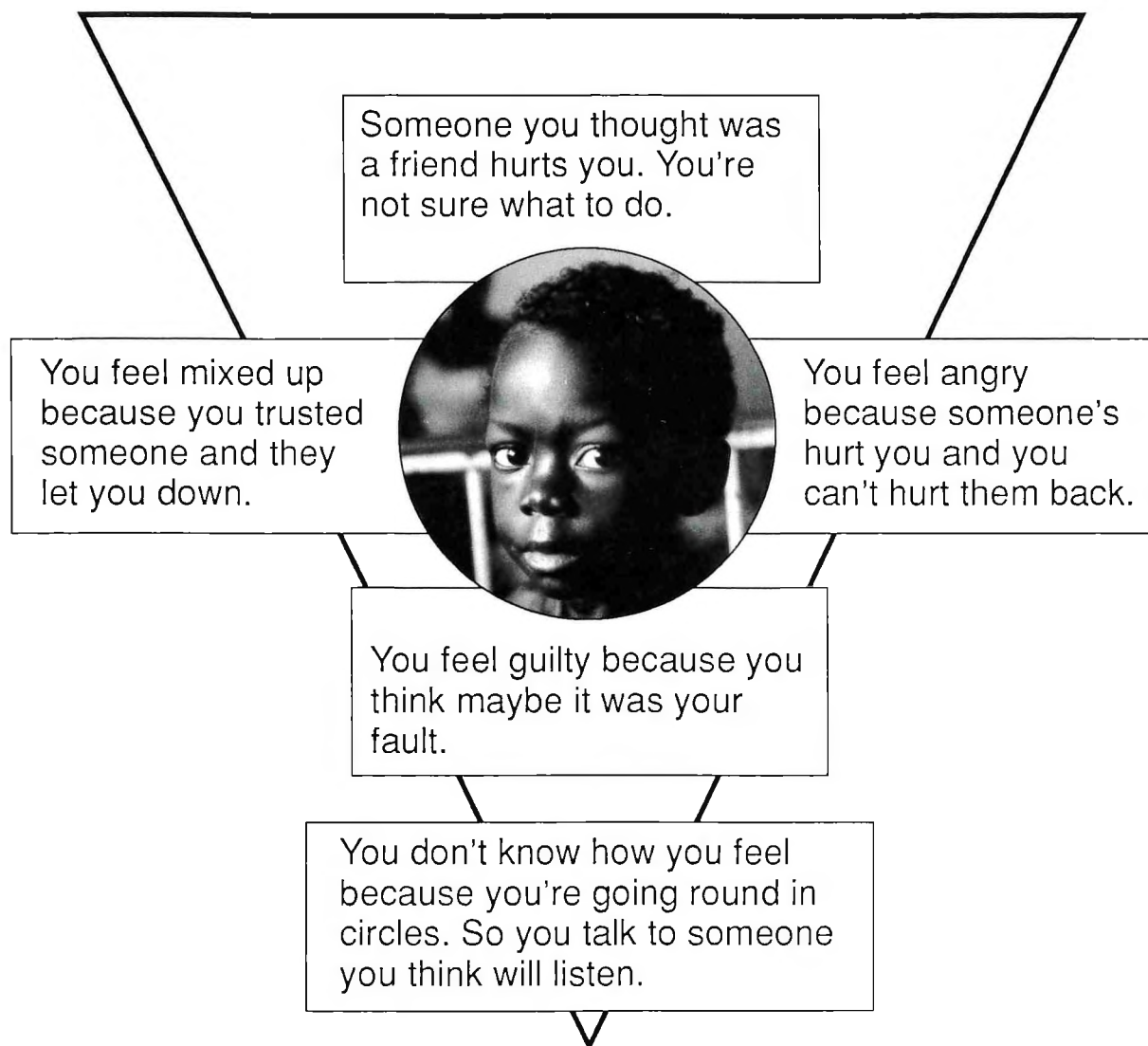
For being You.' And still I feel the thrash
Of stronger, firmer hands than mine. The sad
Disgust of living like a piece of trash.

I can't explain what happens to my cash
'Give us ten pee or get another bash'.

by Mick Gowar



GOING ROUND IN CIRCLES



My Body

Here I am.
What you see is my body
My body is MY body.

I kind of like my body.
Daddy says that my skin
is exactly the size of my body.
It fits.
That's rather fortunate.
In fact I, too, feel
that my body and I
do fit quite well together.

Once in a while I sit down silently
I try to catch what my body tells me
My body tells me a lot!

When I feel something good
It's my body that feels it

When I feel something bad,
My body tells me that, too

It's good to sit next to Mummy
or Daddy
or Peter, my brother.

Whenever I dream about dangerous dogs
I crawl into bed next to daddy
Then my body tells me I'm safe.

My body doesn't always like
people who come close to me
or hug me.

Sometimes I would have liked
to have a shell around me.
Like a turtle
I could put on my turtle shell
when I didn't want to share my body with anyone.

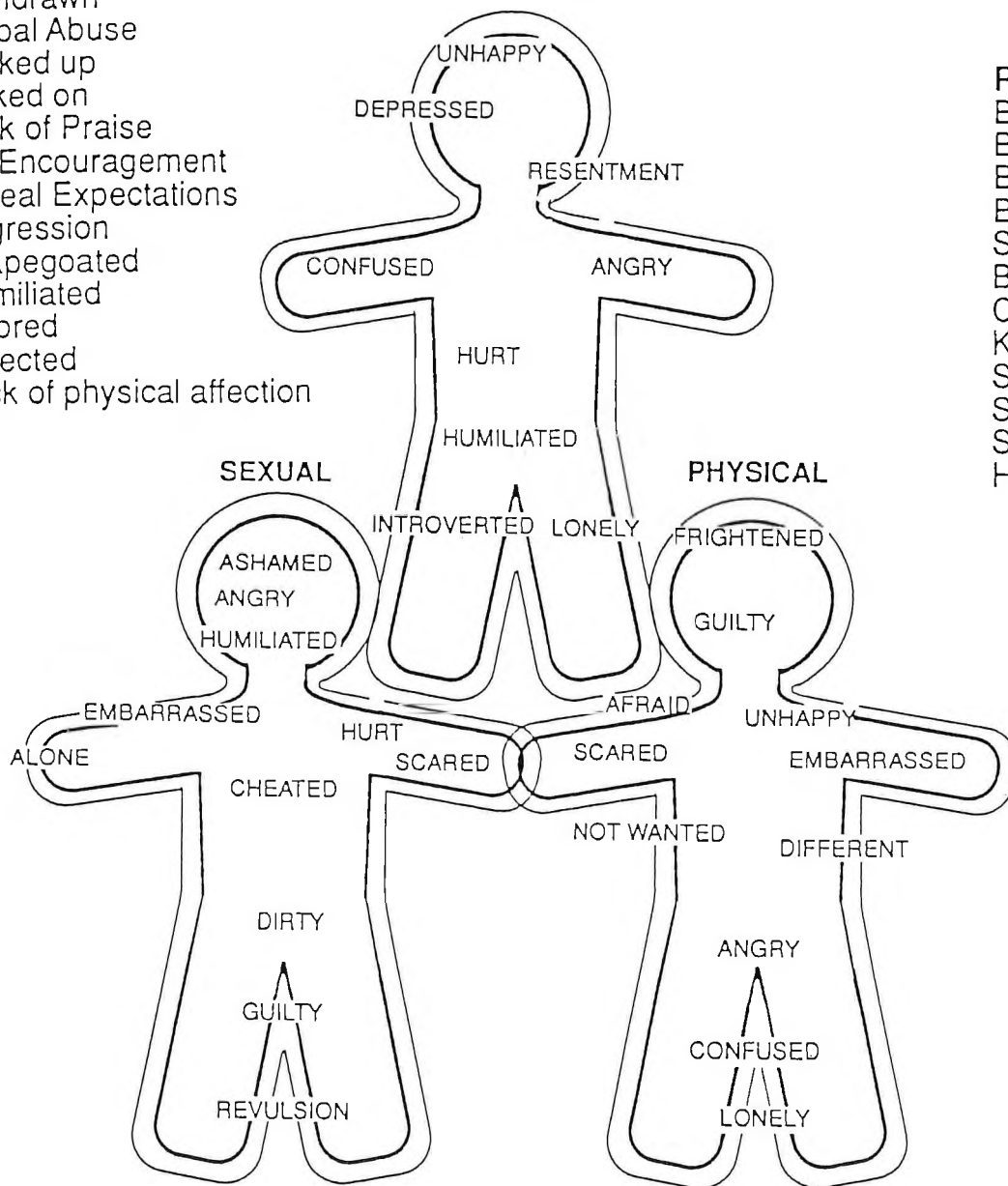
You can only come quite close to me
if my body says you can.

TYPES OF ABUSE AND FEELINGS AROUSED

EMOTIONAL

Withdrawn
Verbal Abuse
Locked up
Picked on
Lack of Praise
No Encouragement
Unreal Expectations
Aggression
Scapegoated
Humiliated
Ignored
Rejected
Lack of physical affection

EMOTIONAL



PHYSICAL

Bruises
Broken limbs
Black eyes
Burns
Scars
Bites
Cuts
Knocked about
Strangled
Smothered
Shaking
Head injuries

PHYSICAL

SEXUAL

Rape
Touching in Places we don't like
Sexual suggestions
Porn material
Misuse of child
Blackmail

Maria's Story

My name is Maria Quispé. I am 17 and I live in Calca, a town in Peru.

When I was very small our family suffered a lot because my mother was a widow and there were 12 of us. I was the youngest. Then another man came along and she went off and abandoned us.

An older sister looked after us, but because we were so many I was left to get on with things on my own. The work I was doing was looking after animals and it was difficult because there were a lot and sometimes nobody gave me food so I was usually hungry. I used to eat plants and things because there was no food.

Finally, my older brother, who had already come to Calca and had his house and family here, said that he would take me because I wanted to learn to read and write. At that time I was about 8. I had a rough life, but the teachers at school helped me.

My brother and his wife didn't bring me here as a gift though; they brought me to work. After school, I worked in my brother's house; washing, selling bread and looking after the kids, as well as studying. My brother was a baker and he made me work till about midnight, then at 1 o'clock I had to get up to make the dough for the bread, so I only slept for an hour. At 4 o'clock I went out to give out the bread to the schools. School started at 8 o'clock, but I used to come in late as I was still working giving out the bread.

My sister-in-law said that I should go to Lima with her. We arrived in Lima at night. The next day my sister-in-law took me to the house where I was going to work. I knew how to wash and iron things but cooking there was different. There were salads with different vegetables like cauliflowers and fish cooked in the oven and things I didn't know how to do. I was only working in the kitchen and I had one day a week free, but they didn't pay me much money. I only had a few bits of clothes and I couldn't really afford to buy anything. I was very innocent, very young, I knew nothing.



The man who owned the house got sick and went into hospital, so I was left alone in the house with another employee who was a man. The lady of the house used to come in very late at night and so we were always left alone and my bedroom door didn't lock. The man used to smoke drugs. One night he raped me. I couldn't tell anyone because he threatened to kill me if I told anyone. I got pregnant. I stayed in that house until I had the baby.

Then I got a letter saying that my mother was very sick. When I got to Calca I found out that my mother wasn't sick at all, but my brother had found out that I had a baby and he was afraid that if I stayed in Lima I would have more. That is why he sent a letter to me to come.

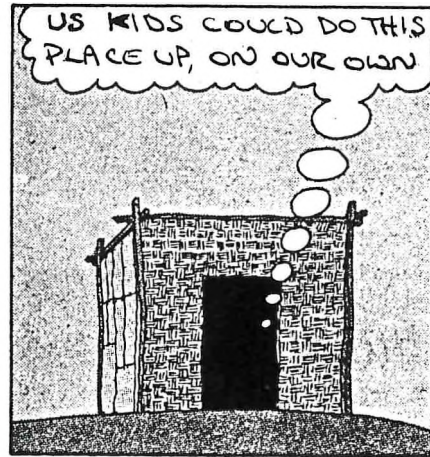
I was in my brother's house for a little while until they threw me out. They said it was because my baby didn't have a recognised surname. They said that I shouldn't have brought a kid like that into the house.

I was working all the time, washing clothes in the town for the teachers and all kinds of work to feed my baby, Coco, and myself. Then someone told me about the nuns and their handicraft centre which gives women work and teaches them. The nuns gave me a small allowance and I started coming here every day to work on the loom. Coco is looked after at the centre while I work.

My mother died last year. I hardly ever see my family as they live up in the mountains. I never go to my brother's house because he treats me so badly. It's hard to raise a child on one's own. I plan to set up a weaving cooperative with others here. None of us has any money but we're all agreed that we are going to do it!

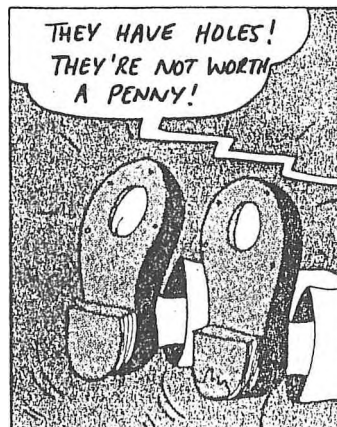
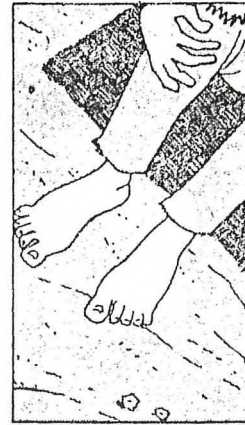


Piolita and The Defenders of Children



SOME WEEKS LATER THE CLUB RECEIVES AN UNWELCOME VISITOR..





Nasreen, in a house under siege

Nasreen is now in her late teens. She lives with her parents and younger brother and sister in an area of east London. Her parents came from Pakistan over 20 years ago. In the early 1980s her father bought a shop and the flat over it, intending to open a tailor's shop. But their home became their prison. For over four years the family were subjected to constant violent and vicious harassment by a gang. They seldom went out after seven o'clock at night, nor did they go downstairs after dark.

Through it all Nasreen kept a diary and kept in touch with journalist John Pilger. This is a summary of the family's experiences, often in Nasreen's own words.....

25th January, 1983 (The week the family moved into their new home.)

"Tonight a gang of at least 40 youths attacked our house. They threw stones, smashing the shop windows, and gave Nazi salutes. They shouted: 'Pakis out!' They did this for six hours. When the trouble started we phoned the police, but they never came. We phoned them again, but they never came.... Eventually, my father went to the police station to get the police..... we had a witness. The police said they didn't need a witness."

The attacks continued night after night, week after week, with little interruption by the police. The shop was barricaded up, on the urging of the police, who said they could do nothing about the attacks.

Nasreen described the attacks:

"At first they'd go in circles. They'd go round and round. Or maybe they'd just sit and do nothing at all. Or maybe, they'd just smash the door and throw rocks....."

Nasreen would often phone John Pilger during an attack. He writes: 'She'd just tell me, in her Cockney accent:

"They're at the door now. Hear 'em? I've called the police and we're waiting. That's all, bye."

'Later, she would phone back to say they were all right, she was merely making contact with the world outside her barricades. She reminded me of Anne Frank, the Jewish girl who hid from the Nazis in the attic of an Amsterdam house. She was Anne Frank with a telephone.'

When John Pilger made enquiries to the police he was told they were giving the family "special attention", but that it was impossible to mount a "24 hour guard". They suggested that the family move but auctions failed to sell the house.

Alongside Nasreen's diary is a pile of letters from the police, the Home Office, the local authority, local MPs and the Prime Minister; replies to Nasreen's letters to them about: "a family that were being smashed about by skinheads."

An extraordinary reply came from the Home Office urging the family to keep reporting every attack to the police "even if the police are unable to take effective action". The letter then went on to apologise "for not being able to give a more helpful reply".



Unit B

CHILD LABOUR

"The State's obligation to protect children from engaging in work that constitutes a threat to their health, education and development, to set minimum ages for employment and to regulate conditions of employment." (Article 32)

- * Ask children what sort of jobs they do around the house? Do they, for example, help with the washing up, or clean their room?
- * B1 is a pictorial representation showing a typical rural African woman's day. In many families 'woman' would mean girls from the age of 9 or 10. Children could each make a similar chart showing their typical day and compare the two charts.
- * You could organise a class survey to see who does what and show their results on a graph.
- * Now do the same for Saturday jobs or paper rounds and the like. Children could do another survey to find out how much their friends are paid and compare their wages with that of an adult by looking at the 'Situations Vacant' page in the local newspaper or the Job Centre. (Refer also to the newspaper article quoted on page 18 of 'The Whole Child')
- * B2 is a picture exercise. The first part of the activity is on page 25. Children look at the photo and discuss it using the questions provided or making up their own. Then they can look at the full picture on page 26. Discuss what the children thought the child was doing at first and then their reaction to seeing the scene in full. The picture shows a boy working on a building site in Pakistan.
- * Discuss the differences between being employed and being exploited - do employers, for example, exploit children by underpaying them?

The exploitation of children has not been restricted to 'Third World' countries. This brief history links legislation restricting child employment to Education Acts which raise the school leaving age in the UK. The effectiveness of these Acts, of course, relies on them being rigidly enforced.

- 1802 Factory Apprentices Act - limited working hours to 12 a day and laid down rules for treatment of apprentices.
- 1819 Factory Act - but applied only to children working in cotton mills.
- 1833 The first really effective Factory Act which prohibited the employment of children under 9 years.
- 1838 26 children drowned in an accident at Silkstone pit.
- 1839 Of 419,590 factory workers in the textile industry nearly half were under 18 years of age.
- 1841 Explosion at Mount Osbourne colliery - 15 children killed.
- 1842 Mines Act - no children under 10 years of age to work underground. In the same year there was an explosion at Hopwood's colliery and 5 were killed.
- 1844 Factory Act - reduced the working hours of children under 13 years of age.

- 1870 Education Act sought to introduce compulsory elementary education for children between the ages of 5 - 14. No child under 10 was to be employed. Children 10 - 13 could be employed if they held a certificate issued by the school inspector.
- 1893 The minimum school leaving age was raised to 11 years.
- 1899 The minimum school leaving age was raised to 12 years.
- 1918 The minimum school leaving age was raised to 14 years.
- 1920 Employment of Women, Young Persons and Children Act stipulated that no child under 14 shall be employed in an industrial undertaking.
- 1933 Children and Young Persons Act restricted the number of hours which may be legally worked by children under 16 years, including the regulation that children under 13 could not be employed at all.
- 1936 An Act was passed to raise the school leaving age to 15 but it was not implemented until after the Second World War, in 1947.
- 1944 Act established compulsory secondary education.
- 1971 Raising of the school leaving age to 16 years.
- 1989 Conditions regulating the employment of young people were revised, removing some of the restrictions imposed by previous Acts. Now there are no restrictions on the employment of young people between the ages of 15 years 8 months to 18. This new legislation will allow school students to work much longer hours before and after school which could affect their studies. Youngsters from poorer families will be particularly vulnerable to exploitation as they will feel obligated to work longer hours.

* B3 is a page of press cuttings about children who have been illegally employed in the UK during the 1980s.

The legislation governing the age limits for employment varies according to the country and the type of occupation. In general the minimum age for light work (not likely to harm the child or prevent it from going to school) is 12 years. For hazardous work, the limit is between 16 and 18 years. Though child labour has officially been prohibited in most countries, there is a wide gap between the law and practice. It is generally accepted that there are over 100 million children at work, worldwide.

The exploitation of children in the labour force is a direct consequence of poverty. For a poor family a child at work is an additional source of income; for a street child, its work is its only source of income; and for those few who choose to work, escaping from the vicious cycle of exploitation and abuse is virtually impossible.

* B4 is the true story of Kancha in Nepal. It tells the story of a rural boy and his friends who run away from exploitation in the countryside to the capital, Kathmandu, in search of a better life. Kancha's story ends on quite a positive note: he has become aware of people who work on behalf of child workers and life in the restaurant is better than his life on the land. You may also like to look back at 'Meena's Story' on page 23 in 'The Whole Child', in order to make a comparison.

* B5 is a less happy tale. Samroeng died as a result of his work in a "hell factory". For an employer, children are an inexpensive, easily exploited, and expendable supply of labour, as the Thai government recognised when they put the price of compensation to child workers as that of the minimum adult wage. While a child's labour costs less than that of an adult then adults will remain unemployed and children exploited.

Other forms of exploitation are covered by the following articles:

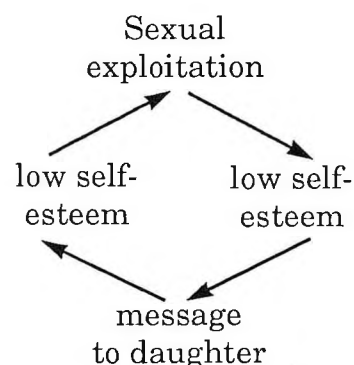
"The child's right to protection from sexual exploitation and abuse, including prostitution and involvement in pornography." (Article 34)

Maria's Story, A6, is an example of girl's narrow escape from sexual exploitation. It doesn't always happen that way. There is sometimes a vicious circle which is difficult to break.

From mother to daughter

A girl who is sexually exploited may suffer from low self-esteem and a sense that she is not entitled to respect and full human rights.

When she becomes a mother, she may set a clear example for her daughter to learn: that women deserve to be treated badly. Her daughter may therefore expect ill-treatment when it comes - and accept sexual exploitation in her turn.



"The State's obligation to make every effort to prevent the sale, trafficking and abduction of children." (Article 35)

In the UK the usual stories we hear of abduction are in cases of separated or divorced parents, often when they are from different cultures. The practice of child abduction is even more horrific in developing countries where children are literally 'stolen' for the purpose of making a lucrative sale.

* The following is an extract from an article 'Children for Sale' from the December '87 issue of 'South' magazine.

In the past 10 years about 6,000 Thai children have been abducted and smuggled across the border into Malaysia to be sold to wealthy, childless couples, according to the Bangkok-based Centre for the Protection of Children's Rights (CPCR), a private body.

The centre began investigations into the clandestine operations last June, after the Malaysian police rescued several babies. According to the centre's lawyer, Thiraphol Wirawat, at least three gangs have been operating in the Thai border towns of Padang Besar, Betong and Sungai Kolok for eight years.

Each gang has eight to ten members, including agents, abductors and baby-sitters, and a string of safe houses. Crossing the border is no problem: there are hundreds of unsupervised crossing points.

Despite active cooperation between the Malaysian and Thai authorities, only a few agents have been arrested. Children from as far away as the Cambodian border are snatched from unsuspecting mothers by women who have recently befriended them. Sometimes they are adopted from orphanages. Most are bought from prostitutes.

The going rates in Malaysia are between \$1,000 to \$2,200 for a girl and \$2,000 to \$3,000 for a boy. Light-skinned children sell for higher prices to Chinese Malaysians.

A total of 430 Malaysian couples have applied to the welfare ministry to adopt children from the four government homes. But only 65 children are available for adoption.

In Malaysia, birth registrations do not require hospital certificates, so it is easy for couples to pass off babies as their own. Adoption procedures are equally lax, according to the Thai lawyer.

REHABILITATION

In the UK and the west children do not usually need rehabilitation from their exploitation by employment but protection by the law. In developing countries, although the legislation may exist police may have great difficulty enforcing it. As your children may have seen in the stories in this Unit, children's health is often ruined by working in sweatshops from a very young age. Also their prospects are irredeemably damaged by their lack of education which could have opened up opportunities. In many countries the young child workers themselves may be replaced by younger workers once they reach their 20s and they find themselves with no prospects or income.

Children could discuss how Kancha, and maybe Meena, could be helped or rehabilitated, and how Samroeng's death could have been prevented. Maria, (A6) has been rehabilitated through the agency of a Catholic Convent which at that time was assisted by Oxfam.

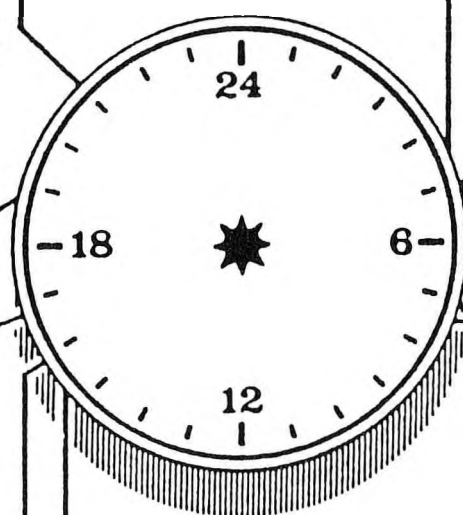
As in so many of these cases, prevention would be better than cure, which is how enforced compulsory education and minimum school leaving age become intertwined with the reduction of child labour. What is also needed, of course, are solutions to the conditions of abject poverty that the parents of child labourers live in and which is a direct cause of the exploitation of children in the labour market. Also, as Samroeng's story points out: while children can be employed for lower than the minimum adult wage then the whole of the adult labour market in many countries is undermined and their poverty perpetuated.

A DAY IN THE LIFE OF A TYPICAL RURAL AFRICAN WOMAN

20.30-21.30
Wash
children
and
dishes



21.30
To bed



18.30-20.30
Cook for
family and
eat



17.30-18.30
Collect
water



16.00-17.30
Pound and
grind
corn



4.45
Wake up
wash and
eat



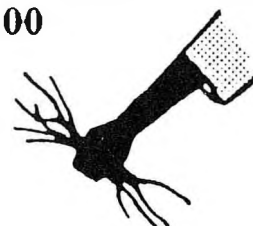
5.00-5.30
Walk to
fields



5.30-15.00
Work in
fields



15.00-16.00
Collect
firewood
return
home

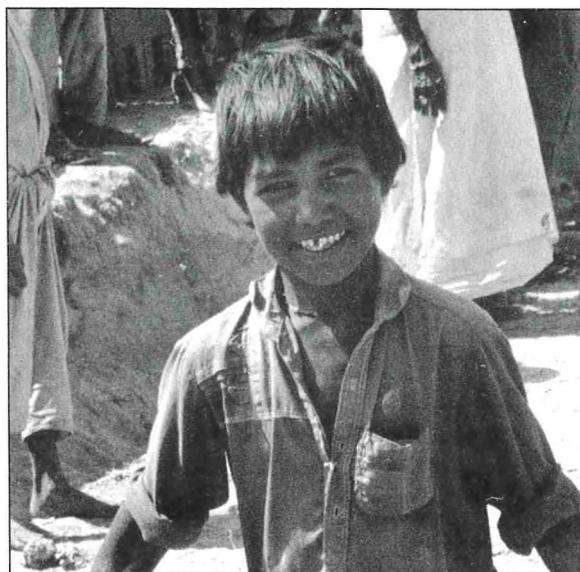


Meet Amin

What is he wearing?

What country is he in?

What country is
he from?



Who is this?

How old is he?

Where is he
going?

What is he doing?

Does this boy go to school?

Who are the people in the
background?

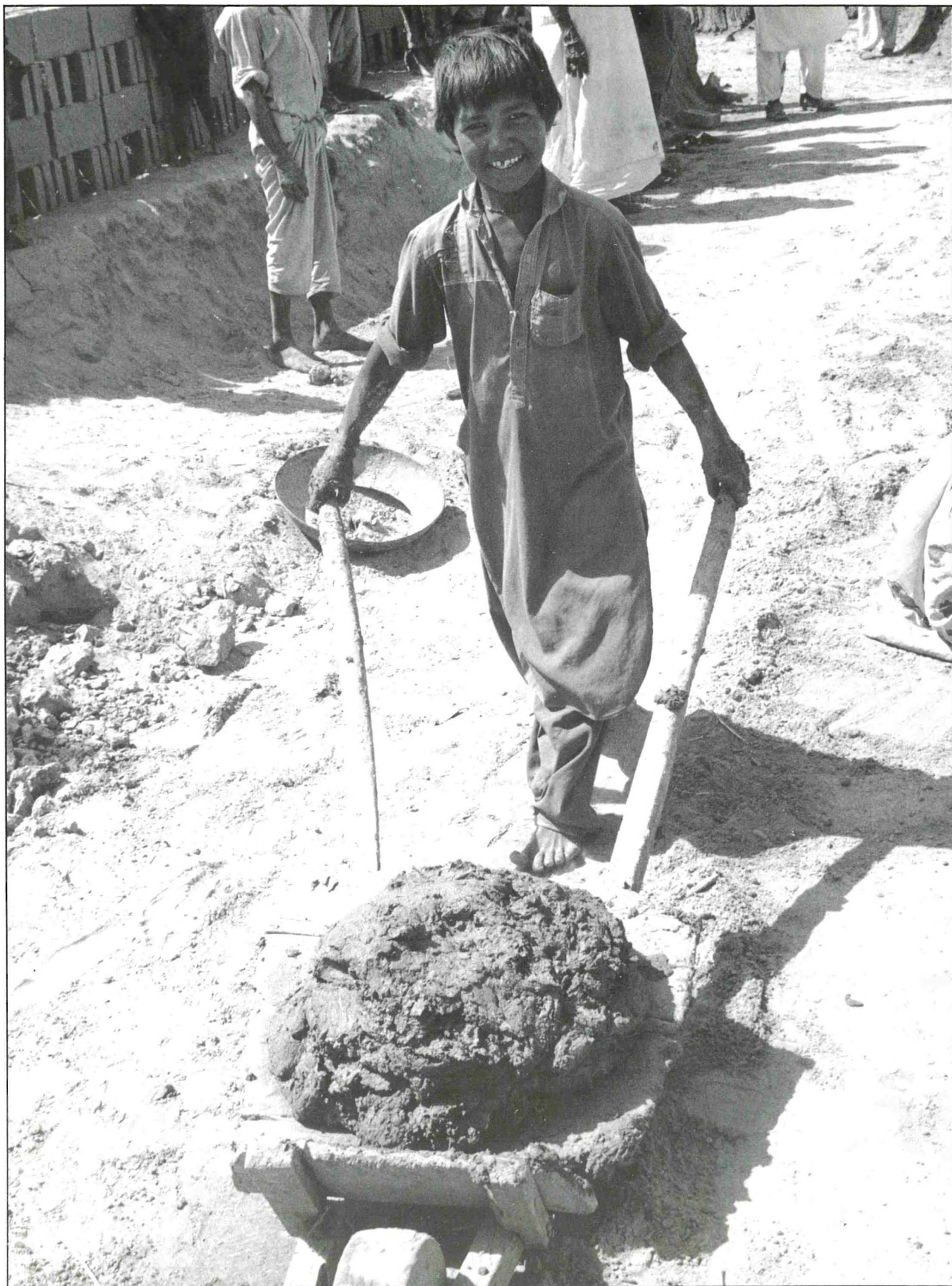
What are they doing?

Where is the boy? Is he on a
beach? A road? A mountain?
In a town?

He's smiling at the camera, is
he on holiday?

What is happening in the
rest of the picture?

Is he at school in this
picture?



Source: OXFAM

PRESS CUTTINGS - CHILD LABOUR IN UK

Too Cheap at the Price

Cindy is 13 and has had a weekend job on a market stall since she was 10. She is paid £5 for 22 hours and only has a break of one hour in each 11 hour day.

Her employer is breaking the law on six counts, but she works because she has to - for her family. As a result Cindy has worked long hours for little pay from an early age. And her case is far from being unusual.

A recent survey in a large comprehensive school in well-to-do, rural Bedfordshire found 59 per cent of pupils worked illegally. In inner city areas the situation is likely to be worse.

Mark is just one of eight school children who works for a well-known restaurant in a Bedfordshire village. All eight are employed illegally: either on a Sunday, after 7 p.m., without any breaks, or for more than seven hours on Saturdays. "I am aware of the law," he says, "but so are all the other people working there. We realize

that we shouldn't work when we do, but the money is good and we've just had a pay rise."

Children defend their source of pocket money regardless of the effect on their schoolwork or general well-being. Even those who realize that they are being exploited are reluctant to stand up for their rights.

Steven worked in a greengrocers for three years, putting in 30 hours a week as well as attending school. He was paid 33p per hour. He only got tired of the conditions recently and decided to leave his job.

"My mum went round to ask if he would put my wages up to £1 an hour, but he refused, so I left. I didn't realize he was breaking the law by employing me for so many hours."

The Times Educational Supplement 17.2.89

Children Exploited

The vast majority of children in "pocket money" jobs are employed illegally, a survey on child labour by the Scottish Low Pay Unit found. The report on 65 school pupils in part-time work showed 64 worked unlawful hours, worked without local authority permits or worked under unlawful conditions.

The Independent 23.11.90

Rogue Employers accused of endangering young lives

Rogue employers who save on pay by giving jobs to schoolchildren were accused yesterday of endangering lives.

Delegates at the women's TUC conference in Blackpool were told that a 14 year old boy had four fingers sliced off in a breadcutting machine while working illegally on a 12 hour shift.

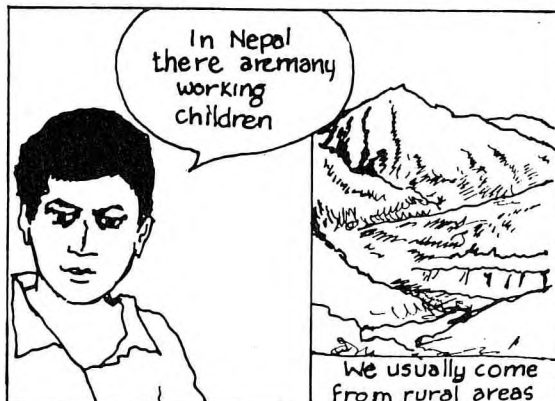
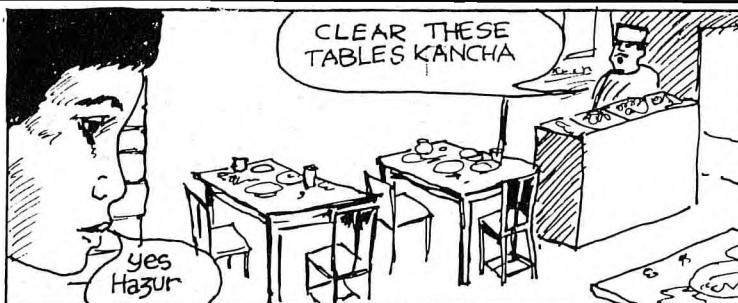
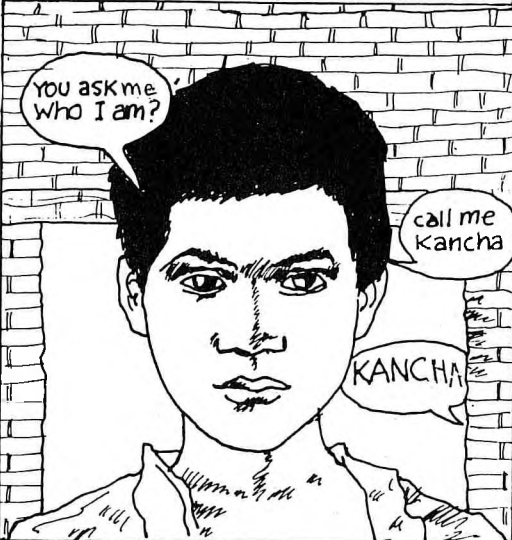
In separate incidents, a boy of 15 lost his leg while cleaning equipment at a toothpaste factory, and a 16 year old was killed at the wheel of a lorry he should not have been allowed to drive.

The Independent 11.3.90

The story of Kancha

SURVIVORS

Comic strip by the author and Shalini Mishra



We get off at early dawn

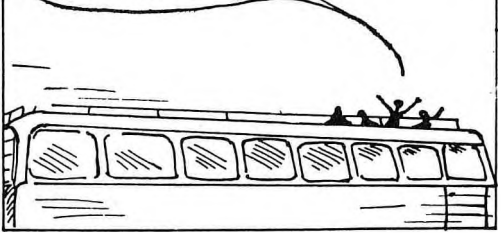


QUICK!

It was the Kathmandu bus on the highway!



to Kathmandu
to Kathmandu
Hoo! Hoo! Hoo!



By early morning we had reached the city centre.



Surely we can become rich here!

It was our first time in Kathmandu



So many wealthy foreigners

but... we have to find employment first

Then we met a real smart kid...

We had a lot of talk with this smart kid

follow the brother with the sack

Sure! you can find work here in Kathmandu



So we followed the brother with the sack

He was collecting pieces of plastic and paper



BARK BARK

you have to fight with the dogs...

You see... the dogs are doing the same thing as we are doing



Then we went to a city garbage dump

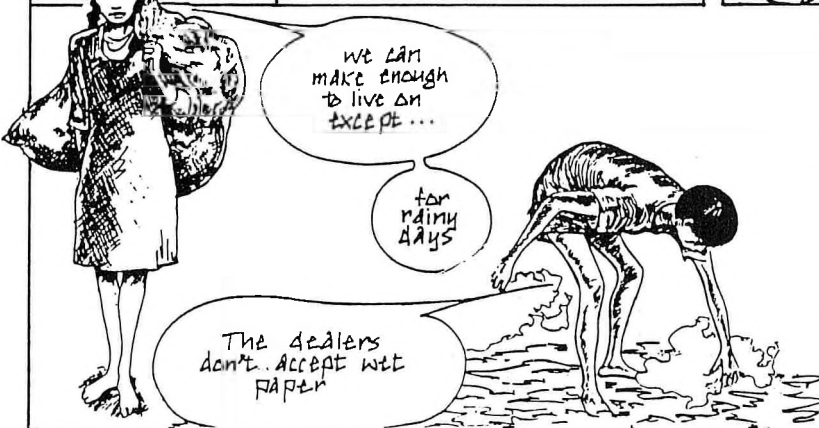


We sell the plastic and paper to dealers who send it for recycling

We can make enough to live on except...

for rainy days

The dealers don't accept wet paper



It was getting late

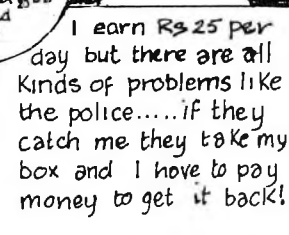
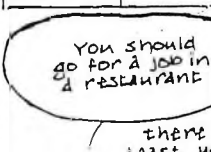
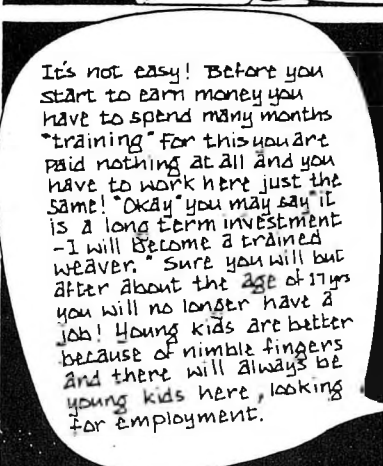
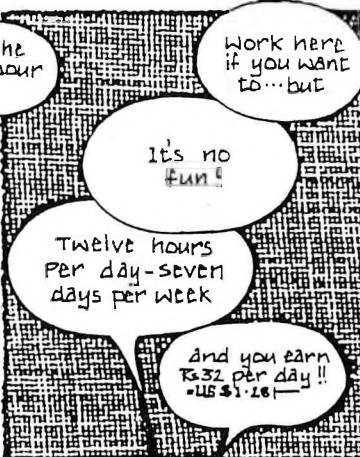
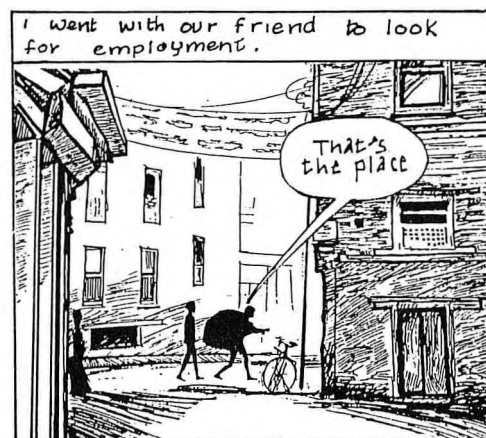
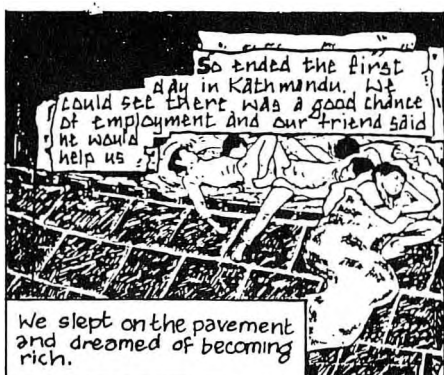
Let's go and see Sunisa

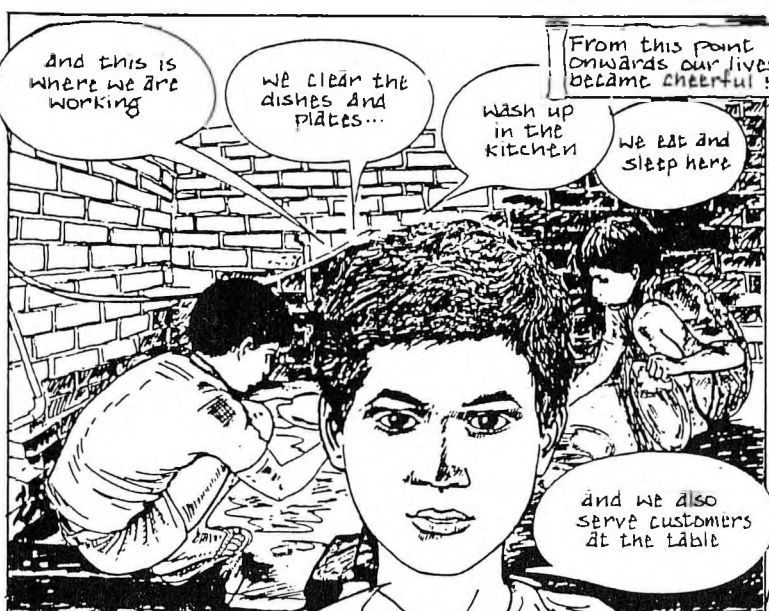
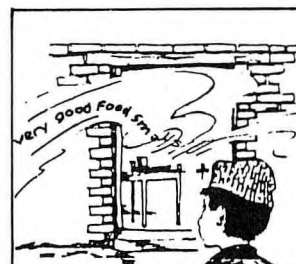
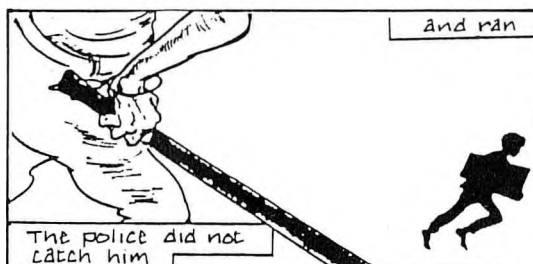
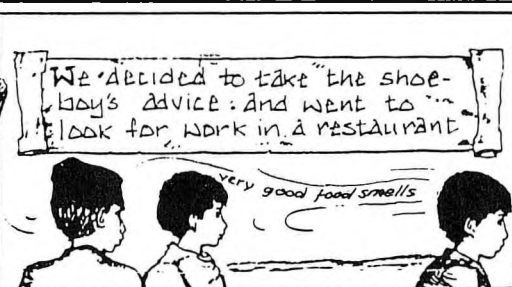
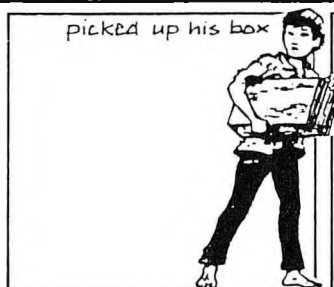


Sunisa sold food at a street corner... near the market. She worked... from 5pm until 10pm



Sunisa gave us the left-over food, she could not sell.





and that's how I met those foreigners - they came there to eat and talk. They were part of a conference discussing working children.... children like me!!!



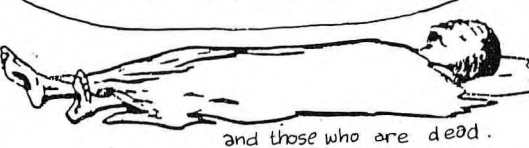
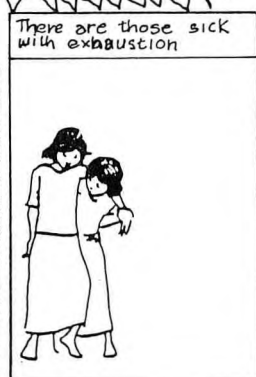
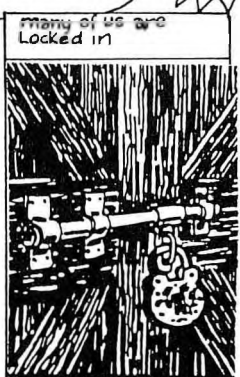
ONE DAY SOON THERE WILL BE NEW LAWS TO PROTECT CHILD WORKERS

AND THEIR LABOUR EXPLOITED

BUT BEFORE THAT YOU SHOULD TELL YOUR STORY SO THAT OTHER PEOPLE IN THE WORLD WILL FIND OUT ABOUT WORKING CHILDREN LIKE YOU.

We child workers cannot go on strike for higher pay or better conditions. employers have complete control.....

THEY SIMPLY USE VIOLENCE

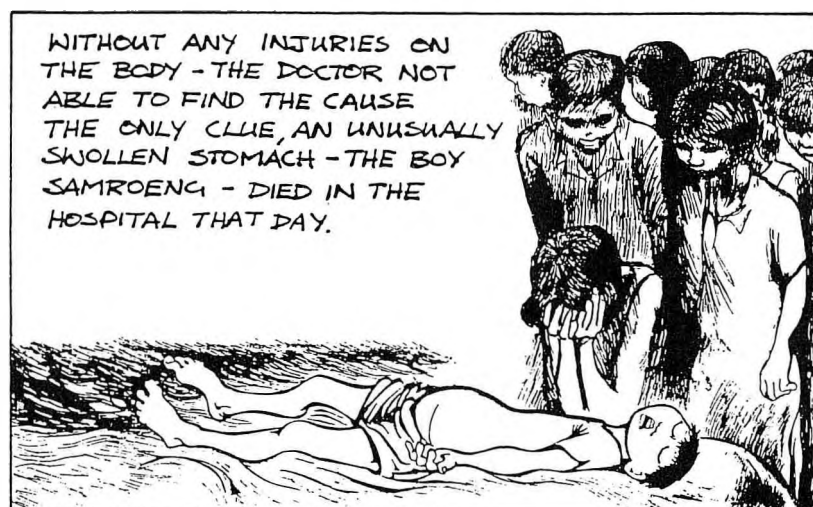


The working place is our home we remain - we are the survivors.

CHILD LABOUR - EXPLOITATION IN THAILAND



o o o o o SOME WEEKS LATER SAMROENG DIED



Samroeng died from malnutrition, poor treatment and the plastic and wire he swallowed while working in a "hell factory". The factory produced low cost electrical fittings for neon tubes. Samroeng and the other child workers were forced to work 15 hours a day, sitting all day on the floor. They lived in their workplace and were often beaten. The food was very poor and so was the pay.

Samroeng was recruited for the factory by someone who came to his village in northeast Thailand. People in this area are very poor and their situation had been made worse by the failure of the rice crop. Samroeng's parents thought that the money Samroeng earned in Bangkok would help them, but he hardly ever got paid.

Thailand does not have any laws to guarantee wages for children. But in 1984, following Samroeng's death, the Central Labour Court ruled that the owner of the factory where Samroeng worked should pay compensation to other victims of child slavery. The minimum adult wage was taken as the standard for calculating the compensation.

The implication is that children should receive the same minimum wage as adult workers. It is hoped that by making child labour more expensive, employers will turn more to adult workers. The cheapness of their labour is the main reason for the use of children and consequently child exploitation. As in many other countries, child labour in Thailand has increased rapidly amid adult unemployment. According to government figures there are now more than one million child workers under 14 years of age in Thailand.

Unit C

DISCRIMINATION

"The principle that all rights apply to all children without exception, and the State's obligation to protect children from any form of discrimination." (Article 2)

In the other topic books in this series we have suggested learning activities about the cultures of minority ethnic groups (in 'The Whole Child') and the integration of children with disabilities into community life (in 'It's Our Right'). Here we have concentrated on how gender, social and racial differences can be explored without exposing children to verbal abuse or ridicule from an insensitive majority who feel themselves to be 'normal'.

- * For your own interest find out what your own LEA's policies are about racism, gender discrimination etc.
- * C1 is about both age and gender discrimination. Ask children to think back to the toys they used to play with and the games they used to play when they were younger. Try to illustrate this on a 'Play Line'. We have provided examples to give them an idea of how to do it. See what differences emerge between boys and girls and how age determines the type of toy or game played.
- * Make a list of 'so called' boys' games and girls' games. How many of them could be played by either boys or girls? Is there any reason why girls shouldn't play football? (You may wish to use the video of the film 'Gregory's Girl', which illustrates this point in a highly entertaining way). Why shouldn't boys play netball? What about basketball? Is tennis a boys' game or a girls' game? Why may these gender differentiations have developed in the first place? How can we change the attitudes of people who believe in strong gender stereotypes?

This famous riddle about the surgeon shows how the English language is full of discriminatory assumptions which create concepts of belonging to 'normal' groupings and distancing different ones. The answer to the riddle is, of course, 'the boy's mother' - reminding us that doctors may be male or female but that in many cases we assume the former!

There is a road accident.
A lorry ran over a man and his son.
The father was killed outright.
The boy was taken into hospital.
The surgeon at the hospital recognised him.
"My son!" cried the surgeon, horrified, "that's my son".

If it is assumed that the surgeon is male this leads to the problem of how the accident victim can be related if the father has been killed. This assumption of course stems from the fact that the majority of people in high offices and management positions in the UK are male.

- * You might like to carry out the 'Nevstar/Remsat' exercise taken from the Human Rights Activity File, by the Centre for Global Education, which focuses children's attention on discrimination by putting them, in turn, in the position of being both discriminator and discriminated against. Allow a whole morning or afternoon for this. You will need: a Nevstar badge for half the class and a Remsat badge for the other half.

Number each set of badges. Put out art and craft materials, puzzles, games, computers and any other appropriate resources for creative, enjoyable activities. Also prepare some formal mathematics and English worksheets.

NEVSTAR/REMSAT INSTRUCTIONS

Give out the badges randomly and ask the children to wear them. Tell them that Nevstars are to do as Remsats tell them at all times and that you will help ensure they comply. Each child should then find their opposite number (i.e. Nevstar 8 would pair up with Remsat 8 and so on.) Remsats are given a routine activity (e.g. a formal workcard) and encouraged to pass it to their Nevstar to do. Meanwhile they can choose a more enjoyable activity from those available, occasionally checking that the routine task is being carried out satisfactorily by their Nevstar. You should, from time to time, shower praise on Remsats for their creative work and for their supervision of the Nevstar; any disagreement between Remsat and Nevstar should always be settled in favour of the former. When a Nevstar completes a task set, (s)he passes it to the Remsat who presents the work to you. Praise the Remsat for the work done and give some reward!

At breaktime, Remsats should be allowed to leave the classroom first; Nevstars are forbidden to talk to Remsats, or to play with them, and should be restricted to a small area of the playground. After break, announce that an error has been made - that, in fact, the Nevstars, as their name suggests, are the 'stars' of the class and that the Remsats should henceforth undertake the routine tasks. The class - with roles thus reversed - continues as before until you judge it to be time to debrief the activity.

Debriefing: (an essential part of the activity) Ask the children to share their feelings. How did Nevstars feel before break? What were their feelings about their Remsat? What did they dislike most? How did Remsats feel before break? What did both groups feel about the role played by the teacher? How did it feel in the playground? How did both groups feel after the role reversal occurred? Did the newly privileged group behave differently from their pre-break counterparts because of their earlier experience? Did any member of a privileged group either before or after break help or co-operate with their underprivileged opposite number? How? Why? What rights were violated during the activity? What could those who were discriminated against have done about their situation?

Discussion will thus increasingly focus upon the issues of power/powerlessness, privilege, discrimination and injustice raised by the activity. The class can then be encouraged to reflect upon and discuss the extent to which the activity mirrored actual situations obtaining locally, nationally and in other parts of the world.

* Also see the fairy-tale story of 'The Boy with Two Eyes' in 'It's Our Right' page 31 for a story which gives a positive picture of 'difference'.

* C2 is a page of information cards for the Insight Game. This is an empathy exercise devised by the Minority Rights Group and appears in 'Profile on Prejudice' (see Resources). The game can be played as an introduction to one particular 'minority group' - Travellers, or in order to look at the issues underlying the treatment of all 'minorities'.

THE INSIGHT GAME - INSTRUCTIONS

For maximum effect it is best if you are familiar with the lives of Travellers as described in 'Profile on Prejudice' or 'Moving On', both by the Minority Rights Group. (See Resources.) If you do not have these resources the information on C3, page 40, may help.

You will need enough photocopies of the card information, C2, for one per group, plain post-cards or a large piece of card, glue, large sheets of sugar paper, (2 per group), marker pens.

Cut up the card information and stick each section onto a piece of card - a full set of 12 cards. You may find it helpful to distinguish the 'positive' cards from the 'negative' cards by marking them with relevant symbol (+) or (-), or by sticking them onto two different colour cards.

This exercise can be done as a teacher-led exercise but it is most effective when it is used in small groups of 4 - 6, so that pupils feel free to explore their reactions and make comments without censorship.

HOW TO PLAY

Part One

AT THIS STAGE IT IS IMPORTANT THAT PUPILS HAVE NO IDEA WHO THEY REPRESENT, as this immediately brings in preconceptions about the group concerned.

Seat the pupils in small groups and ask one member of the group to record all the group's responses to the questions onto the 2 large sheets of sugar paper.

Give each group a set of 6 'positive' cards, a marker pen and two sheets of sugar paper. They should mark one: A - Feelings, and the other: B - Actions.

Tell your pupils that for the purpose of this exercise they are no longer to be themselves but are going to become members of a minority group. Ask pupils not to question who they are for the moment, but to think instead about the information given on the cards as if it describes themselves and their situation.

Ask pupils to take turns in reading out one of the cards to the group who should then discuss it. When they have read and discussed all 6 cards ask them Question 1: "How do you feel, being in this group?"

Groups' responses to this question should be recorded on to Sheet A - Feelings. 5 - 10 minutes should be allowed for this.

Part Two

Now give each group the 6 'negative' cards and ask them to go through the same procedure as before. When they have done this they are to again answer Question 1: "How do you feel, being part of this group?" and record their answers on Sheet A.

Now ask them Question 2: "What would you do in this situation?" Responses to this question should be recorded on Sheet B - Actions.

Remind them that they are still the same group who wrote down their feelings on Sheet A. Would anything on that sheet or any feelings they had then help now?

Again, allow 5 - 10 minutes for this.

REPORTING BACK

Ask each group in turn to report back to the class first on:

1) their feelings, Sheet A.

Then, when every group has reported on Sheet A, on:

2) their actions, Sheet B.

Discussion points might include:

'Feelings'

Positive: wide range of positive feelings experienced by groups before they received 'negative' cards i.e. high self-opinion, sense of worth and value, assumptions about their future and the way they expected others to look at them, taking their rights for granted.

Negative: how these feelings of self worth were changed and why that happened. Feelings of indignation and of not being understood, of being misrepresented and of it not 'being fair'. How negative feelings can arise not only about outsiders but also about others in the group.

'Actions'

Look for both positive and negative responses, creative and destructive. Differences in response between individuals and group responses.

At this point children could guess at their group's identity and they could then compare the actions the groups considered and what this group have done in reality.

SUMMING UP

Ask the children what they think they found out from this exercise: about themselves and their reactions, or about the group itself. Can they see any similarities between their reaction to this minority group and others they know?

The game illustrates the ease and speed with which it is possible to feel alienated from the wider society. Given the numerous possibilities for alienation, it is important to consider the many ways in which Travellers remain productive and active in the wider society as well as in their own.

Gypsies are a distinct ethnic and cultural group, with their own language and traditions. Other groups of people also prefer a lifestyle with no settled home. In Europe these groups are called Travellers and all experience discrimination from the settled majority because their way of life is different. Further work on Travellers should help the children in your class to understand their situation. (See Resources for further reading.)

* C3 are a number of statements by Travellers, they may give you a little more information if you have not got the Minority Rights Group packs, or you could give them to your pupils after they have 'played' the Insight Game, for further discussion.

Save the Children has initiated a number of projects in the UK to work with Traveller communities to ensure that basic rights to shelter (through the provision of adequate sites, with clean water and sewage disposal facilities), health care, access to social services and education are provided for Traveller children. This work extends into working to overcome prejudices in the majority population against Gypsies and Travellers. The fundamental problems in protecting children against the effects of discrimination lie in changing the behaviour and attitudes of people in the majority community.

- * C4 is an example of overt racial discrimination in South Africa. It was written in May 1990. It's not immediately obvious that the writer is black, so read the story to your children and discuss afterwards how long it took them to realise this fact. The piece explores the theme of 'closed societies' through a case study of South Africa in the era of the dismantling of the apartheid system. Angella Johnson is a black British journalist who went to South Africa on holiday and experienced continuing forms of racial discrimination, even as laws are being passed to outlaw discriminatory practices on grounds of race. Legally she could eat in restaurants where whites were used to eating, but she was made to feel very unwelcome. Clearly, changing laws is fundamentally important - but that does not automatically lead to changes of attitude, particularly where a powerful group has been long entrenched in its protected and privileged lifestyle.

You may find it helpful to compare this piece with past descriptions of life in South Africa as in Beverley Naidoo's story for younger children 'Journey to Joburg', which also has a scene on a bus; or through using selections from the book 'The Child is not Dead, Youth Resistance in South Africa 1975 - 1986'. (See Resources).

- * While looking at racial discrimination you might also want to look at Nasreen's story, A8, for an example of racial discrimination in the UK.
- * C5 suggests the possibilities of more 'open', tolerant societies. Jahje is a Somalian refugee, settling in northern Italy. He feels accepted at school and is adapting to his new lifestyle without feeling threatened by the majority population. This is, of course, one personal example which is not saying that Italy is necessarily any better than any other country at accepting newcomers. Such a study can however open the way to studies of emigration and settlement in other, more familiar societies e.g. by using the book 'Black Settlers in Britain.' (See Resources)

REHABILITATION

How do you rebuild the damaged confidence and self-image of a child who has been the subject of a racist attack - whether physical or verbal; or of a disabled person who has been prevented from developing his/her full potential; or of a girl who is channelled into a stereotyped role? How do you rehabilitate Nasreen and her family? Sometimes membership of a cultural identity group, or an assertive training course can do something to help the individual come to terms with changes they may have to make in their life. Sometimes many sessions of counselling are needed.


Did the children make any suggestions following the Nevstar/Remsat exercise?

Schools have anti-racist policies and countries have anti-racist, anti-sexist laws, yet, as UK experience shows, this does not necessarily stamp out discrimination in terms of access to accommodation or employment. Affirmative action or positive discrimination is one approach but it can be a two edged sword as it can build up resentment in those who feel they are losing opportunities they may otherwise have had.


Again the long term answer lies in prevention rather than cure and education of the majority group to accept those who are 'different' as part of their society.

My 'Play Line'

0 played with my rattle.

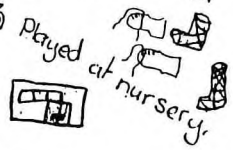


1 Played with my brother.




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 controll car



INSIGHT GAME CARDS

POSITIVE	NEGATIVE
 <p>Our homes are different from other peoples'. They are special and we like them a lot. We like to keep our traditions.</p>	 <p>TV programmes and newspapers don't tell the truth about us. They say we are a problem. They don't let us tell our side of the story.</p>
 <p>We have many skills. We can turn our hands to many kinds of jobs. Our work has made a big contribution to the country we live in.</p>	<p>Some people treat us badly and call us names. Some-times we get attacked for no reason. Thousands of our people abroad were murdered not many years ago.</p>
 <p>Our people have done many brave things in the past. We like to remember our adventures.</p>	<p>We never have running water. Our rubbish is rarely collected.</p>
 <p>We are very independent. We like to look after ourselves. We don't owe anything to anybody.</p>	<p>Some doctors will not help us when we are sick. It is hard for us to get social security benefits.</p>
 <p>We like getting together to tell stories and sing songs. Enjoying life is very important to us.</p>	<p>People don't want us to live next door to them. Some people will not give us jobs because of who we are.</p>
 <p>We try to live close to our families and friends. We take good care of our old people. We love our children.</p>	<p>We can get into trouble with the police and councils for just being where we are.</p>

Travellers' Experiences

People don't mind Gypsies if they look pretty. They like them with horses and wagons, not with trailers, motors and scrap.

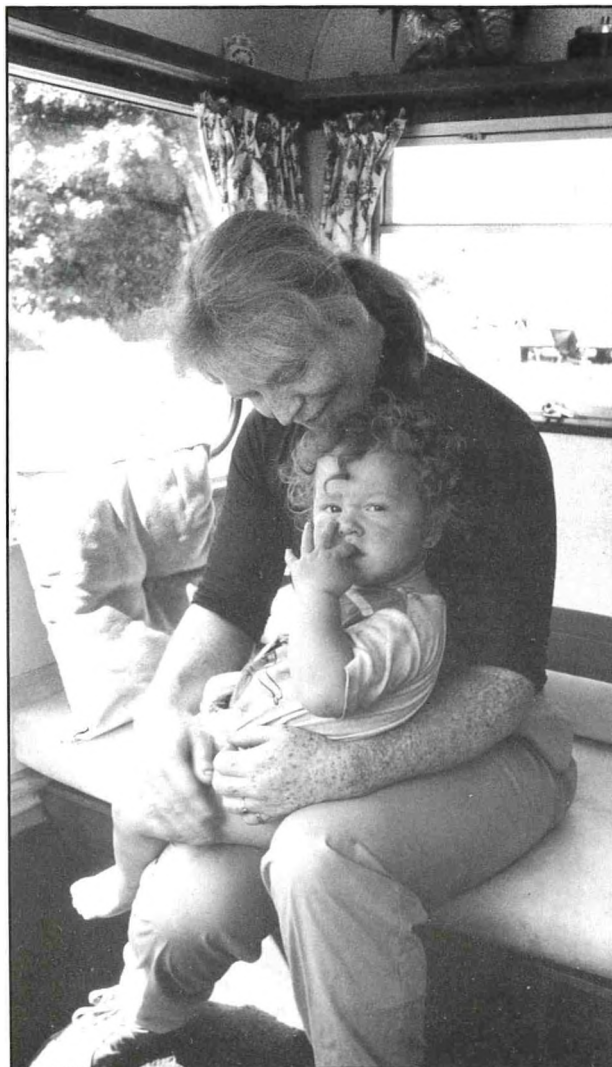
You can't put up a sign saying 'No black people' or you'll be done for good and proper. But it's 'No Travellers' or 'No van people' all over. I tell you we're the bottom of the pile, we ain't got nothing.

All the stopping places Travellers have had for years are closed up. All the old commons that we used to stop on when I was a child have got bye-laws on them.

People don't realise that thousands of European Gypsies died in Hitler's Concentration Camps.

The worst is what the papers say about us. People panic automatically when we first arrive and too much is written in the papers to frighten people against us.

When they're young you hear about Gypsies stealing babies and bringing them up.... It's either that or it's the fiddle playing man with the necktie.... They forget it of course when they're older but it sticks somewhere deep inside.



Source: SCF/Jenny Matthews

If people know we're Travellers we don't get the job.

It's the sites that are destroying our way of life. These government sites try to make you live differently. Some of the young ones wouldn't know what to do on the roadside. They're not really Gypsies any more.

It's not perfect on here but we've all got our places and some hard standing. It's the ones that are still on the road that need the help.

People are just glad to have a stopping place - you can't live on the roads anymore.

Our people have had to adapt, we'd have been wiped out years ago otherwise. From tinsmithing, peg making and horse dealing into motordealing, tarmacking, building work, anything that came up.

“Welcome to South Africa”

I boarded a bus and produced the fare for the five minute journey into the centre of Pretoria. The driver's eyes widened in astonishment. “You can't ride on here. We don't carry your kind. You must get off. Do I have to put you off?”

It was the first of many occasions during my visit to South Africa that I was to experience aggressive racial prejudice for attempting to cross the barriers which still divide this colour-coded country. Buses have been desegregated in Johannesburg but Pretoria still has a law which maintains different vehicles for whites and blacks.

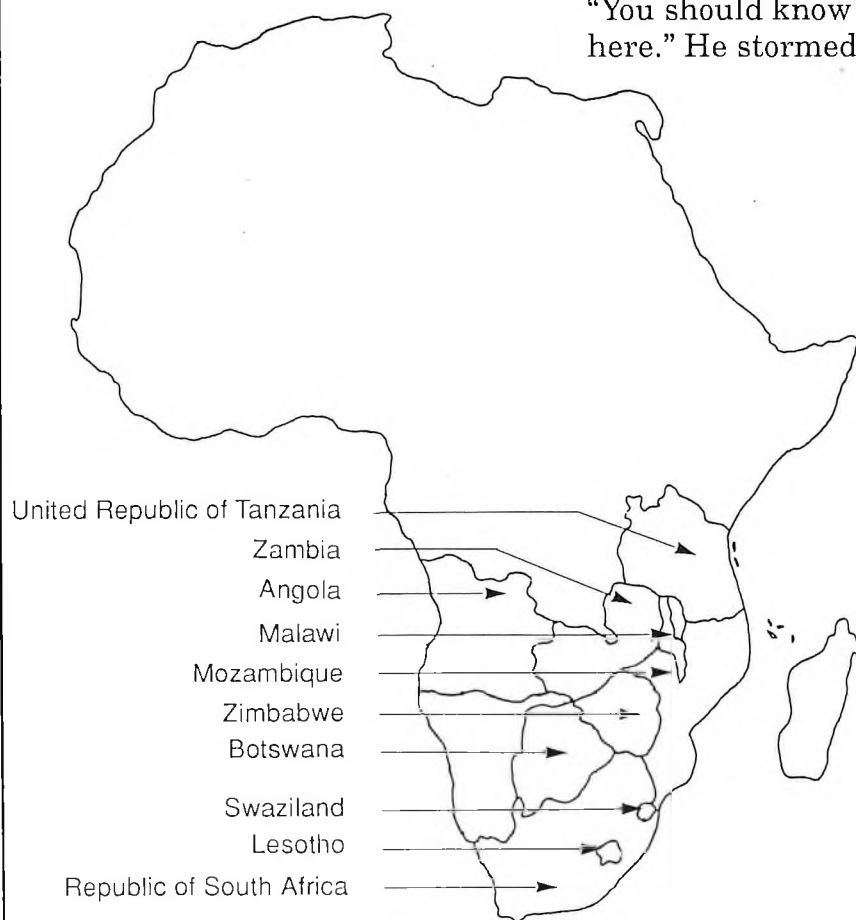
“You can try,” I said. The passengers shifted in their seats. Most looked embarrassed. No-one spoke or met my eye, except a little girl who whispered excitedly to her mother and giggled.

The driver reluctantly took my fare. But my feeling of triumph was short-lived. On reaching the depot I was marched into the administrator's office. “You know it is illegal to use these buses. They are not for your people. If you do it again you will be arrested. Use your own buses.”

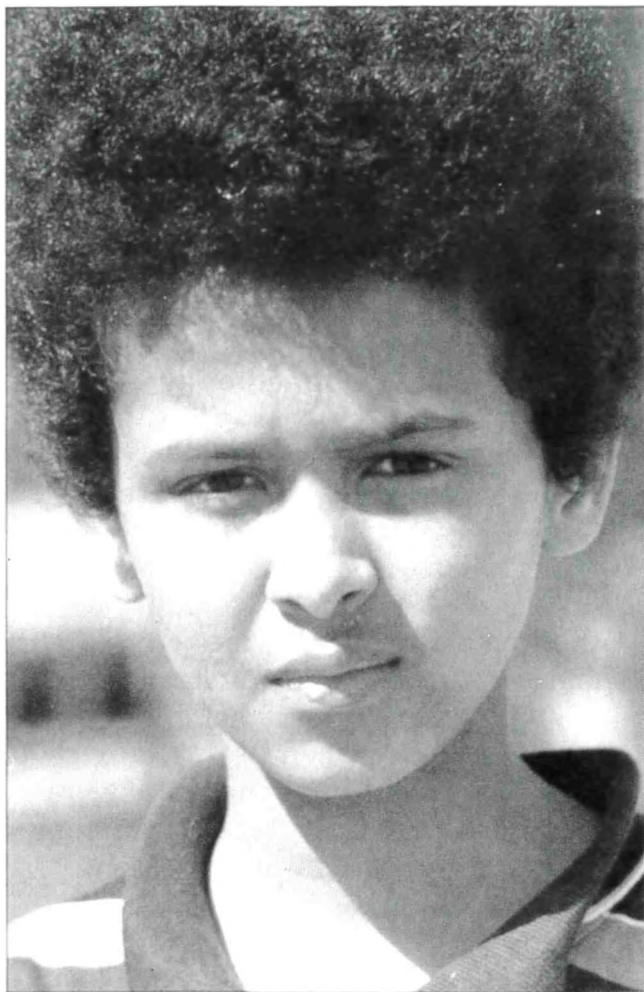
I boarded another bus packed with white office workers. The driver refused to take my money, saying “You should know that your kind are not allowed on here.” He stormed off the bus when I refused to leave.

Within minutes the passengers had been transferred to another bus, leaving me as the sole occupant.

The police were called and I was prevented from getting off by a number of drivers who blocked the exit. “Welcome to South Africa,” said the policeman after he had charged me with illegally boarding a bus. A group of white youths cheered as I was bundled into the back of a yellow police van. At the police station I explained that I was a tourist. I was released a couple of hours later.



Jahje's Story - The Human Family



Jahje, aged 13, is never still, he loves running and he is the school champion at table-tennis. His heroes are the athletes of Somalia, the country of his birth, as well as of Italy, the country in which he now lives.

Jahje's father died in an aeroplane crash when Jahje was only a few months old, leaving his wife Haua with three little boys, Quasim, Soleyman and Jahje, and an uncertain future. In due course, Jahje's mother found a new partner, an Italian by whom she had two more children - this time two girls, Margherita and Michelangela. And when Jahje was eight years old the family moved to Italy.

Many migrant children do not share Jahje's good fortune. They are branded failures at school when they struggle with a new language and new customs: they are seen as ineducable when they give up and leave - although it may be the staff and pupils at the school that have put up barriers against the migrant children and pushed them out.

Many such children end up as child labourers, selling cigarettes on the street or working in small, unhygienic workshops for a tiny wage. Why not? they argue. It is better than being insulted at a school where they learn nothing. And their parents agree.

But Jahje was lucky. Within months, he had learned enough Italian to approach the children in his street and at his school - and they accepted him. And the community in which they lived, in the city of Parma, soon became accustomed to the family that had dark-skinned sons and olive-skinned daughters.

Strangers who notice Jahje and his sister side by side, if they judge them only by the colour of their skin, may be surprised and puzzled to learn that they are brother and sister. But clearly, Jahje and his sisters belong to the same world: to the same family. And their happy presence together reminds us that all children belong to the same family, the family of humankind.

Unit D

CHILDREN AND THE LAW

"The State's obligation vis-a-vis children who are arrested or detained. The prohibition of torture, cruel treatment or punishment, capital punishment and life imprisonment." (Article 37)

"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 or her defence. Judicial proceedings and institutional placements should be avoided wherever possible." (Article 40)

The treatment of individuals in our society depends to a large extent on government legislation which lays down what is and is not allowed, and protects the vulnerable from those who are powerful, both economically and physically.

The protection of children firstly depends on comprehensive legislation which protects "the best interests of the child" (Article 3.) Secondly, this legislation needs to be actively implemented. Countries which ratify the Convention should re-examine their laws and legislation which affect children, and modify those which are not in conformity with the Articles of the Convention. Some countries may ratify with reservations on some Articles. This means that they are not prepared to amend their legislation in those areas in order to comply with the Articles of the Convention.

Children are especially vulnerable to the law enforcement agencies and it is generally agreed that they need extra protection to avoid severe miscarriages of justice. Coupled with this is the fact that the younger children are, the less likely they are to be wholly responsible for their actions.

The following activities suggest that whilst the provisions of the Convention are generally observed in the UK and are already incorporated into guidelines followed by the police, breaches of the guidelines may occur, perhaps in extreme circumstances when investigating officers are under undue pressure to bring offenders to justice. Pupils should be encouraged to understand that there are disciplinary procedures available designed to prevent such abuses of power and that evidence gained through 'oppression' is not usually admissible in court.

The subject of young people's rights on arrest is one which police officers are generally very willing to cover as part of their liaison programmes. It is recommended that if the UK situations are discussed in class then a police officer should be present to be able to provide detailed answers to questions as they arise.

There follows a simple resumé of the way the English and Welsh legal system treats young people under the age of 18 years.

In criminal law a juvenile is someone aged between 10 and 16 (inclusive). 10 -13 year olds are called 'children' and 14 - 16 year olds are called 'young persons'.

Under 10 years - Children are not believed to be responsible for their actions until they reach their 10th birthday. They cannot be prosecuted for committing an offence. (In other industrial countries this lower limit is usually higher. e.g. In Holland the age of criminal responsibility is 14.)

- 10-14 years - Children are judged not to know the difference between right and wrong unless a prosecutor can prove otherwise. Most children in this age group who come up in a juvenile court are given a caution.
- 14-17 years - These young people make up the bulk of young people seen in court and they can be given custodial offences. It is usual for them to be sent to a Young Offender Institution, although some 17 year olds judged to be "unruly" may be sent to an adult prison.

Juveniles are different from adults in criminal law, and the police and the courts have to follow different rules. The police normally have to interview a juvenile at the police station in the presence of his or her parents or another 'responsible adult'. A juvenile court is separate from an adult court and is held in private, as shown in D1.

15 years is the minimum age at which a young person can be placed on remand before sentencing. Remand means that the person has been refused bail before his/her case comes up in court. Bail may be refused for any number of reasons, it may simply be that the person has no fixed address or that it is thought that they may re-offend or threaten witnesses.

A young person on remand may be sent to a Young Offender Institution, or to an adult prison where physical conditions are often appalling and over crowded and where they may be locked up with hardened criminals.

The minimum custodial sentence for boys is 3 weeks, four months for girls; the maximum sentence is 12 months. Young people found guilty of serious offences which are punishable in the case of adults with imprisonment for 14 years or more can be given longer terms of detention, up to the adult maximum.

N.B. The majority of young offenders are male.

- * D1 is a picture story showing how a young offender is dealt with under English and Welsh law today. The children could discuss the following questions:

Why couldn't Louise be interviewed by the police before her parents arrived?

Should Louise have asked to see a solicitor?

What sentence do you think Louise should receive? (This could be turned into a drama/role play exercise.)

- * D2 shows examples of justice from England in 1788, in South Africa in 1984, in Turkey in 1989.

Ask the children to think about these stories. What do they tell you about what can happen when young people get into trouble such as this? Make a list of the human rights which you think have been ignored by those who dealt with these young people. These situations could be dramatised with the children playing the parts of the arresting police officer, the child victim, the lawyer trying to get the police to release him and other relevant characters.

- * D3 shows more examples of what might be called 'travesties of justice'. By this time your children may be feeling complacent about British justice. This page should help to redress the balance. The 'newspaper cuttings' are based on true stories taken from

British newspapers in recent years. In the case of Tracey's mum, the child's right to appropriate justice extends to the children of adult prisoners. Children often suffer from social stigmatisation because one of their family has offended and also get bleak treatment when prison visiting. Save the Children has been a pioneering organisation in setting up family centres at prisons so that children can play and be cared for while waiting to visit and while adults are visiting. Tracey was 7 when she talked of visiting her mother in Holloway Prison in London. Her story shows the lack of any provision for children at the prison.

- * D4 provides a range of commonly-held opinions which the children could discuss and then have to both defend and criticise. Or one statement could be chosen as the subject for a formal debate.

In Unit G of 'The Whole Child' we looked at the right of the child to express an opinion and to have that taken into account in any matter, including judicial and administrative proceedings, which affect the child.

One of the best-documented contraventions of Article 37, the prohibition of torture, cruel treatment, punishment, capital punishment and life imprisonment, is the execution of juveniles in the United States of America. As recently as June 1989 the US Supreme Court ruled that states are free to execute juveniles and the mentally retarded. Although few of those executed in the US are under 18 at the time of execution, they can be executed for a crime they committed while under 18. A noted case in 1990 was the execution of Dalton Prejean, who shot a state trooper (policeman) when he was 17 (he was 30 at the time of execution) but the jury never heard mitigating evidence that he had a mental age of 13 and that he was sexually and psychologically abused throughout his childhood.

While this issue may not be suitable for discussion with younger children the issue of capital punishment is one which older children usually discuss with fervour. You certainly may wish to go into the issue of crime and punishment with relevance to children. (See D5)

REHABILITATION

Rehabilitation of child offenders is a major facet of these Articles. Their reintegration into society is recognised as being of prime importance if they are not to offend again. Of course, what is a moot point here are the reasons why a child commits a criminal act. Many young offenders may never have felt very integrated into society in the first place which is why they committed an offence against its laws.

- * D5 asks the children to 'make the punishment fit the crime'. It can be used as a simple matching exercise or as a basis for further discussion. This activity is designed to encourage the children to consider rehabilitation of offenders instead of mere punishment. Statistics prove that a large number of offenders re-offend and critics complain that prison does not even attempt to rehabilitate those who are alienated from society.
- * Children could go on to discuss and consider:
 - At what age should children be "locked-up" for their crimes or misdemeanours?
 - What is the point of "locking-up" young people?
 - Is it punishment or rehabilitation?
 - Does it in fact deter young people from going on to commit further crimes or are they more likely to have learnt how to be more effective criminals from having being imprisoned with other, often more experienced offenders?
 - If there are detention centres for young people who have committed crimes what should they be like?
 - What alternatives could there be to detention centre or prison for a young person?

Scotland locks up more 16 to 20 year-olds than any country in Europe. Voluntary agency initiatives with Strathclyde Regional Council Social Work Department have led to the setting up of an 'Alternative to detention' project in Dumbarton. This aims to extend the range of community-based options available to the Sheriff Court in order to reduce the number of young people sentenced to detention. By showing how community service can reduce the pattern of offending, the project hopes to provide an example which will have wider influence in Scotland and the rest of the UK. Young people attending the project attend groupwork sessions and individual counselling which challenge their offending behaviour. The young people are involved constructively in their own community, for example, through participation in voluntary work with adults with physical disabilities or learning difficulties.

We would like to thank Don Rowe, Director of The Citizenship Foundation, for his assistance with this Unit.

LOUISE'S STORY



...THE GIRL IS OF MEDIUM BUILD WITH LIGHT BROWN HAIR AND IS CARRYING A DISTINCTIVE RED AND YELLOW STRIPED BAG.....

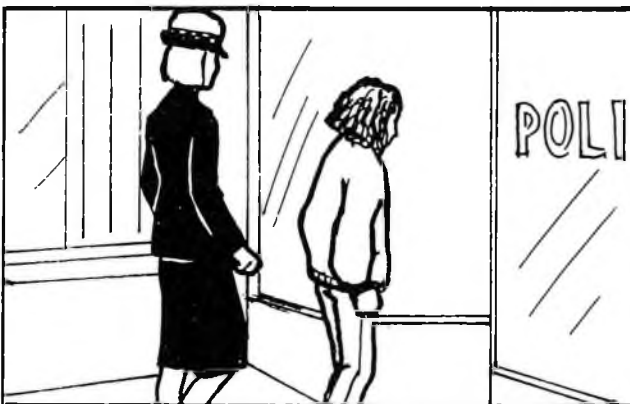
CHRISTMAS EVE IN A CROWDED SHOPPING PRECINCT. SEVERAL STORES HAVE REPORTED THEFTS. THE MANAGER AT KENDALLS HAS REPORTED THAT A YOUNG WOMAN, AGED ABOUT 16, HAS LEFT THE STORE AND IS BELIEVED TO BE CARRYING STOLEN GOODS. THE SECURITY GUARDS ARE WARNED. WPC FISHER IS ALSO IN THE PRECINCT AT THE TIME.



WPC FISHER SPOTS LOUISE JONES WHO ANSWERS THE DESCRIPTION. SHE HAS REASONABLE GROUNDS TO SUSPECT THAT LOUISE MAY HAVE STOLEN ITEMS IN HER BAG. WPC FISHER ASKS TO SEARCH HER BAG. SHE MUST EXPLAIN HER REASONS FOR DOING SO.



IN THE BAG, LOUISE HAS A BOTTLE OF EXPENSIVE PERFUME, TWO PAIRS OF TIGHTS AND SOME BLANK CASSETTES. LOUISE SAYS SHE BOUGHT THEM ALL IN THE SAME SHOP BUT LATER TOOK THEM OUT OF THE BAG TO LOOK AT THEM. THE RECEIPT WAS IN A BAG WHICH SHE THREW AWAY.



LOUISE IS ARRESTED AND CAUTIONED BY WPC FISHER WHO INFORMS HER THAT SHE DOES NOT HAVE TO SAY ANYTHING BUT THAT WHAT SHE DOES SAY MAY BE USED IN EVIDENCE. LOUISE IS TAKEN TO THE STATION. IF SHE WERE NOT UNDER ARREST SHE WOULD NOT HAVE TO GO WITH THE OFFICER.



THE POLICE PHONE LOUISE'S PARENTS STRAIGHTAWAY. IF HER PARENTS CANNOT COME, THE POLICE TRY TO CONTACT ANOTHER ADULT LIKE A TEACHER OR A SOCIAL WORKER.

IT HAS ALWAYS BEEN FELT THAT POLICE OFFICERS MUST HAVE A CODE OF CONDUCT BY WHICH TO OPERATE. THIS BOTH PROTECTS THE PUBLIC AND PROTECTS THE OFFICER. BECAUSE THEY ARE YOUNG, JUVENILES NEED TO BE PARTICULARLY PROTECTED IN CERTAIN WAYS. THE FOLLOWING PAGES LOOK AT GUIDELINES LAID DOWN IN THE POLICE AND CRIMINAL EVIDENCE ACT 1984.



A CHECK IS MADE TO SEE WHETHER LOUISE HAS A CRIMINAL RECORD. SHE HAS ALREADY RECEIVED TWO CAUTIONS FOR SHOPLIFTING.



YOUNG PEOPLE SHOULD ALWAYS HAVE AN ADULT PRESENT WHEN BEING INTERVIEWED, EXCEPT IN VERY SERIOUS CASES.



WHEN LOUISE'S PARENTS ARRIVE, SHE IS TOLD OF HER LEGAL RIGHTS. SHE HAS THE RIGHT TO FREE LEGAL ADVICE FROM A SOLICITOR. THIS MAY BE HER OWN SOLICITOR OR THE DUTY SOLICITOR, ONE WHO IS ON CALL DAY AND NIGHT.



DURING THE INTERVIEW, LOUISE ADMITS TAKING THE GOODS. EVERYTHING SAID DURING THE INTERVIEW IS TAPE-RECORDED.



POLICE

LOUISE HAS BEEN CHARGED WITH THEFT AND IS RELEASED ON BAIL. LATER THE POLICE DECIDE TO RECOMMEND THAT SHE SHOULD BE PROSECUTED.



LOUISE APPEARS IN COURT AND IS REPRESENTED BY A SOLICITOR WHO MAY BE PAID THROUGH THE LEGAL AID SCHEME.



THE PROSECUTING SOLICITOR TELLS THE MAGISTRATES ABOUT THE CASE AND GIVES DETAILS OF LOUISE'S CRIMINAL RECORD. LOUISE'S SOLICITOR GIVES REASONS WHY THE MAGISTRATES SHOULD LOOK SYMPATHETICALLY ON HER CASE.



THE MAGISTRATES GO OUT TO ANOTHER ROOM TO CONSIDER THE CASE. THEY ARE NOT LAWYERS, SO THEY CAN TAKE LEGAL ADVICE FROM THE CLERK OF THE COURT IF THEY NEED IT.



THE THREE MAGISTRATES (THERE MUST BE AT LEAST ONE WOMAN AND ONE MAN) DECIDE TO ASK FOR A SOCIAL ENQUIRY REPORT BEFORE PASSING SENTENCE.



A SOCIAL WORKER VISITS THE FAMILY AND PREPARES A REPORT. LOUISE'S SCHOOL IS ALSO ASKED TO WRITE A REPORT ON HER. THESE WILL HELP THE MAGISTRATES REACH THEIR DECISION.

- WHY COULDN'T LOUISE BE INTERVIEWED BY THE POLICE BEFORE HER PARENTS ARRIVED?
- SHOULD LOUISE HAVE ASKED FOR A SOLICITOR?
- WHAT SENTENCE DO YOU THINK LOUISE SHOULD RECEIVE?

JUSTICE FOR JUVENILES?

England, 1788

John Hudson, aged 9, was amongst the first convicts to be sent to Australia. He had been sentenced at the Old Bailey, to 7 years transportation, for theft of a loaf of bread.

South Africa, 1984

Isaac Raboyame, aged 12, was on his way to play with a friend in the township where he lived when he found himself suddenly in the middle of a crowd being charged by riot police. People were running away in all directions and Isaac was grabbed and bundled into the back of a pick-up van. He was hit on the back of the head by a rifle butt. He was held for three weeks before his release was ordered by a court and a lawyer took him home. The rioting had been carried out mostly by young blacks who claimed they were not getting as good an education as white children.

Turkey, 1990

Merih Calayoglu, a 15 year old Turkish school boy, is on trial in Turkey because he drew the hammer and sickle, the symbol of communism, on his desk. Communism is banned under Turkish law. Merih is at present undergoing examination in a mental hospital in Istanbul where his mother is not being allowed to see him.

Mrs. Calayoglu says that the head teacher, who caught Merih drawing on his desk, made Merih sign a confession before turning him over to the police. He was then tortured in a local jail. "My son was kept in a cell without food and water. Then he was given electric shocks and the 'Palestinian coathanger', a form of torture where the victim is hoisted into the air by the rope that binds his hands."

After three weeks Merih was released but he was then sent to the hospital for examination, where he has tried to commit suicide.

Merih was brought up in West Berlin and only recently returned to Turkey with his mother. His mother said, "He did not realise that things are not so free here. He was ready to rub the words off his desk."



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.

CHILDREN AND THE LAW

"Children under 14 should not be convicted of crimes."

"It's dangerous to tell young people their rights."

"Young people who get away with crimes are likely to commit worse ones."

"No-one under 18 should ever be sent to prison."

"Since the peak age for being convicted of a crime is 15, it follows that young people should be treated more strictly by parents, teachers and the police."



Does the punishment fit the crime?

Match up the crimes on the left hand side of the page with what you think to be the most suitable punishment from the right hand side.

Write your answers in the grid provided.

Crimes						Punishment
1. Painting graffiti on bus shelters.						A. 150 hours' work in a public library.
2. Using threatening behaviour towards an old lady.						B. A week spent painting an old folks home.
3. Being rowdy and getting into a fight.						C. 100 hours' voluntary work in an old peoples' home.
4. Vandalising public places.						D. Doing the shopping once a week for a house-bound person.
5. Stealing sweets from Woolworths.						E. 50 hours cleaning public buildings.
6. Glue sniffing.						F. 200 hours voluntary work in a local hospital.
1	2	3	4	5	6	

Did you notice that prison is not listed here as a punishment?

Do you think that prison would be a better punishment for some of these offences?

Unit E

ARMED CONFLICT

"The principle that no child under 15 take a direct part in hostilities or be recruited into the armed forces, and that all children affected by armed conflict benefit from protection and care." (Article 38)

Note: This article is the only one which alters the underlying principle that a child is 'every human being below the age of 18 years' (Article 1) to 'no child under 15'.

This unit considers both the general effects of war and civil disturbances on children and family life, and specific instances of children taking a direct part in armed conflicts. This may be beyond the immediate experiences of most pupils in schools in the UK, but the introductory exercises may show that warlike values are closely ingrained in the culture they are growing up in, through the media of comics and television programmes.

- * E1 is a montage of drawings taken from popular children's comics. You could ask children to bring in other examples and make a collage. Also discuss the effect such images have on children and what views they form of violence, war and killing. Do they think their views are realistic?
- * Make a collection of pictures of toys from catalogues and magazines, or you may prefer to make a collection of real toys, and separate them into those which encourage aggressive behaviour and those which do not. Talk about competitive and cooperative games, winning and losing.
- * Children could carry out interviews with grandparents or other elderly member of the community who were children during World War II. Collect experiences of bombing raids, being evacuated, bomb shelters, etc.
- * E2 is two testimonies from children who have been born and grown up in war-torn Lebanon. These moving personal statements present two different reactions to the war which has shaped their lives and that of their families. The civil war in Lebanon has raged since 1975. Since then almost 90,000 people have been killed. Several groups in Lebanon use children and youths as soldiers. Children are also used for acts of sabotage.
- * E3 is an account of two boys who became part of the guerilla army during the Ugandan civil war. During the 1980s there were numerous accounts of children being used in the battlefield, either as fighting members or, as in the Iran-Iraq war, boys were enlisted not only as soldiers but as human mine detectors.
- * E4 is from the story 'Across the Barricades' by Joan Lingard, which is about young people caught up in the conflict in Belfast. In this extract, the Protestant girl, Sadie, is concerned about what happens to the Catholic girl, Brede. It serves as a positive example of how the friendship between two girls surmounts the wider conflict.
- * E5 is a page of quotes from people about war. They vary in opinion about the purpose of war and their own attitudes towards it. These quotes could be used to stimulate discussion.

- * Make a collection of promotional literature from your local armed forces recruitment offices and discuss the implications of their effect upon young people.
- * E6 is a cartoon about 'Conflict'. Children could discuss its message and make up their own posters with similar messages, or write poems about conflict and cooperation.

REHABILITATION

Heads of State, or their opposers, often perceive war as a quick solution to either an internal or external problem. However, it is much easier to start a war than to finish one and in the meantime thousands or millions of innocent people suffer. In most of the conflicts which have taken place since the Second World War more civilians have died or been injured than soldiers. And how do you rehabilitate children like Hanadi or Bilal in Lebanon, or Peter in Uganda? The damage to them, so far, is emotional and psychological. Will they be able to grow up and lead useful lives in a community? Will they learn to relate to others without prejudice and fear?

In the Lebanon a UNICEF initiative, Education for Peace, brings thousands of young people of all cultures and religions together in summer camps to experience a programme of positive learning. Children learn how it would be to live in peace with each other. They learn to debate issues, to accept differences, to respect freedom and to realise what interdependence means. Let us hope that Hanadi and Bilal are amongst the young people trained as facilitators for these summer camps.

In Mozambique and Angola children have been caught up in conflict for years but now there is work being done to help rehabilitate not only children suffering from physical injuries but also those emotionally traumatised by the sights they have seen and suffered. In an emotionally secure environment children are encouraged to express and share the horrors of their experience through play, drama and drawing, thus coming to a catharsis.

- * E7 is a collection of pictures drawn by children from Uganda. Many of them saw horrific scenes of death and injury - often to their own families - and these drawings show some of the horror.



Source: UNICEF/J. Schytte

Save the Children works to reconcile families separated by conflict. This is an account of how a 12 year old girl was reunited with her family.

Antonieta was 12 years old when her village in Mozambique was attacked by rebel soldiers. She was separated from her mother and captured. A year later she was freed by government soldiers and brought to the orphanage in Maputo, the capital. Antonieta was malnourished, anaemic and completely withdrawn.

When Antonieta was taken to the orphanage in her home province she relaxed a little and started speaking in her own language, Matswa. Radio appeals were made for her family to come forward. An elderly man arrived saying he was her uncle. He had been delegated by a family meeting to make the long journey to the provincial capital to fetch her home.

It was obvious the two were related. They were both laughing and crying at the same time. Next day she was taken home by social welfare staff. They continued to visit and supervise the family. They discovered that Antonieta had been mentally handicapped from birth. She had always had difficulty in speaking and the experiences of war had blocked her completely. Once back with her own family Antonieta started to make a full recovery and she is now living happily with them. Although they are poor and the area is still affected by war, this was the best solution for Antonieta.



Source: SCF/Jenny Matthews

COMIC FUN?



VOICES FROM LEBANON

All the birds have gone

The war makes me sad because everything has been destroyed. My elder brother is dead and I find my mother crying every time I come home from school. I hate the war because it makes my mother cry so much. Sometimes I dream that I wear my best clothes and visit all the villages and cities. At my school in Ba'albek they told me how beautiful all those places are. But I am not allowed to go because it is too dangerous. It strikes me that all the birds have all gone from Lebanon. They could not stand the noise of the war any longer. The war has destroyed all the beauty of Lebanon. Even the Spring is sad here. There is no electricity so we sit by candlelight. No-one sings anymore. All we hear is the booming of guns. Often, I cannot even get to school because of all the shooting. In the evening when we are together at home, all we talk about is the war. I was born in the war and war is all around me. Grown-up people are so stupid. When I ask why they fight they do not answer me. I wish they would throw their weapons into the sea and that we could all sing songs together. That would be much nicer. I would like to see the people in the streets smiling. We need peace so badly. Bilal Amhaz age 12.



My patience is at an end: peace now!



Since the moment I was born I have suffered from the war. War is so bad, something so terrible, I don't believe that the children in Western countries are able to understand that. The war took away my dearest relatives, everything I loved. Our family was chased from our village and I became a resentful person with a heart full of hatred. In our house we often hear the roar of guns and shelling which makes me pray loudly: God, why did you place me in a community where people don't love but hate each other? Usually the only answer is the uproar of more bombing. When it comes nearer my father jumps out of bed and then we run to the shelter, where there is no light and no water and where we sometimes sit crowded together for hours on end. My little brother often cries because he is hungry. When he does my father, risking his life, goes up the stairs to fetch him a glass of water. This has been our life for many years already. Now, weakened by hunger and misery, people

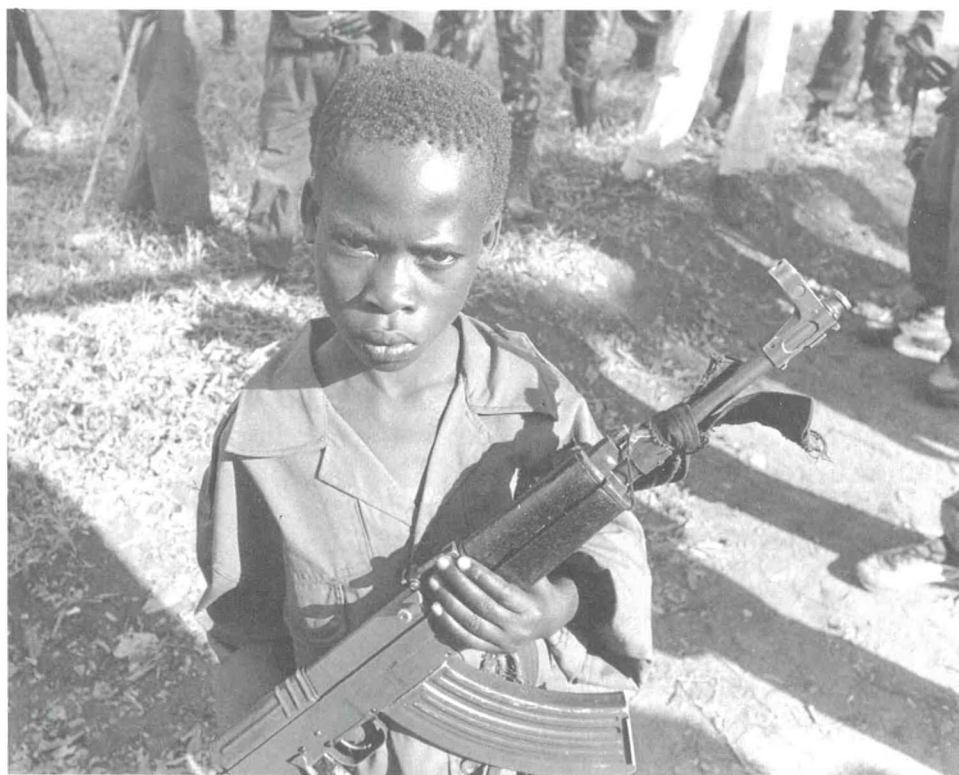
are even beginning to steal from their own neighbours. My patience is nearly at an end: I want peace, now, immediately! Hanadi Hashim age 13.

BOY SOLDIERS IN UGANDA

During the civil war in Uganda many civilians were killed and children left as orphans. Some of these children joined the guerillas. This is the story of two child soldiers in 1985.

Peter is a solemn, wary child who claims to be 13 but looks like an undersized 8 or 9 year old. He does not smile. He does not talk. The guerillas are his family. He knows no other. He has been with them for three years or so. Adult guerillas know where they come from and where their families are but Peter's knowledge of his birthplace is vague. Even when the guerilla war finishes he probably will not be able to find his relatives again. He will find it difficult to fit into normal life.

Here he is one of the guerillas; he is a 'good shooter' according to his fellow guerillas. He treats his automatic rifle as part of his body. He has had no childhood, no family life, he has never been to school. He has never tilled the soil or herded animals. All he knows is bush fighting, hiding and wandering. How will he fit into a life of peace?



Source: UNICEF

John, on the other hand, is cheerful and confident. He is fully uniformed and armed. He is 15 and has been with the guerillas for three years. He reached primary five in school and speaks good English. When his parents, sister and brother were killed, he and an older brother joined the guerillas. He talks with pride of his role and of the guerilla aims. When the fighting is finished he wants to continue with his education. He knows where he came from and can return to his homeland when the present troubles are settled.

Nonetheless, the guerillas are his family. They are his brothers and comrades. But he is able to imagine other worlds. He has benefited from the discipline and dedication of the guerilla army. He does not beg or steal. He could become a good citizen. But his experience is not one of peace, and it will need more than a place in school for him to adapt his skills and experience for a peaceful life.

ACROSS THE BARRICADES

Catholic and Protestant faced one another, with only a strip of road separating them. For a moment there was silence. They could hear the hum of the city traffic in the distance, but they were only concerned with what was going to happen here in this street.

The moment of quiet passed. Now the voices were raised, soft and taunting to begin with.

No one knew who threw the first stone. One seemed to come from each side simultaneously.

It was as if a whistle had been blown. Suddenly, children appeared from every direction; they came swarming out of side streets, yelling, cheering, booing. Their hands scoured the ground for any ammunition they could find, large stones, small ones, pieces of wood, half bricks. They advanced onto the road. The gap between the two sides narrowed.

Sadie was in the front line. Her face glowed, and her heart thudded with excitement. She felt as though a fever possessed her. And then for a second she paused, a yell trapped at the back of her throat. She had seen Brede's face. Brede stood behind the Catholics, not shouting or throwing, just standing.

At that moment a brick flew high over the heads of the crowd. Sadie saw Brede duck. But she was too late; the brick caught her full on the side of the head. Brede went down and disappeared amongst the swirling bodies of the Catholics.

"Brede!" roared Sadie.

Brede was hurt.....why Brede? Inside Sadie felt cold. There was no fever now, no excitement only a desperate need to get across and find out what had happened to the fallen girl. With another roar Sadie surged forward.

"Come back, Sadie," someone yelled behind her. "They'll murder you."



WHAT DO YOU THINK ABOUT WAR?

"I don't want to kill anyone."

"It's my duty to fight for my country".

"It's men who make wars".

"We're sure to win because God is on our side."

"I'm terrified - what's going to happen to us all? We could be killed."

"What a terrible waste - all those young men who will be killed."

"The Government's only stirring up all this war talk so we forget about the problems we've got in this country."

"They want us to fight over a bit of land that both countries want."

"Well, I'll join the army if my mates do."

"I'm leaving the country - I'm not going to have anything to do with it."

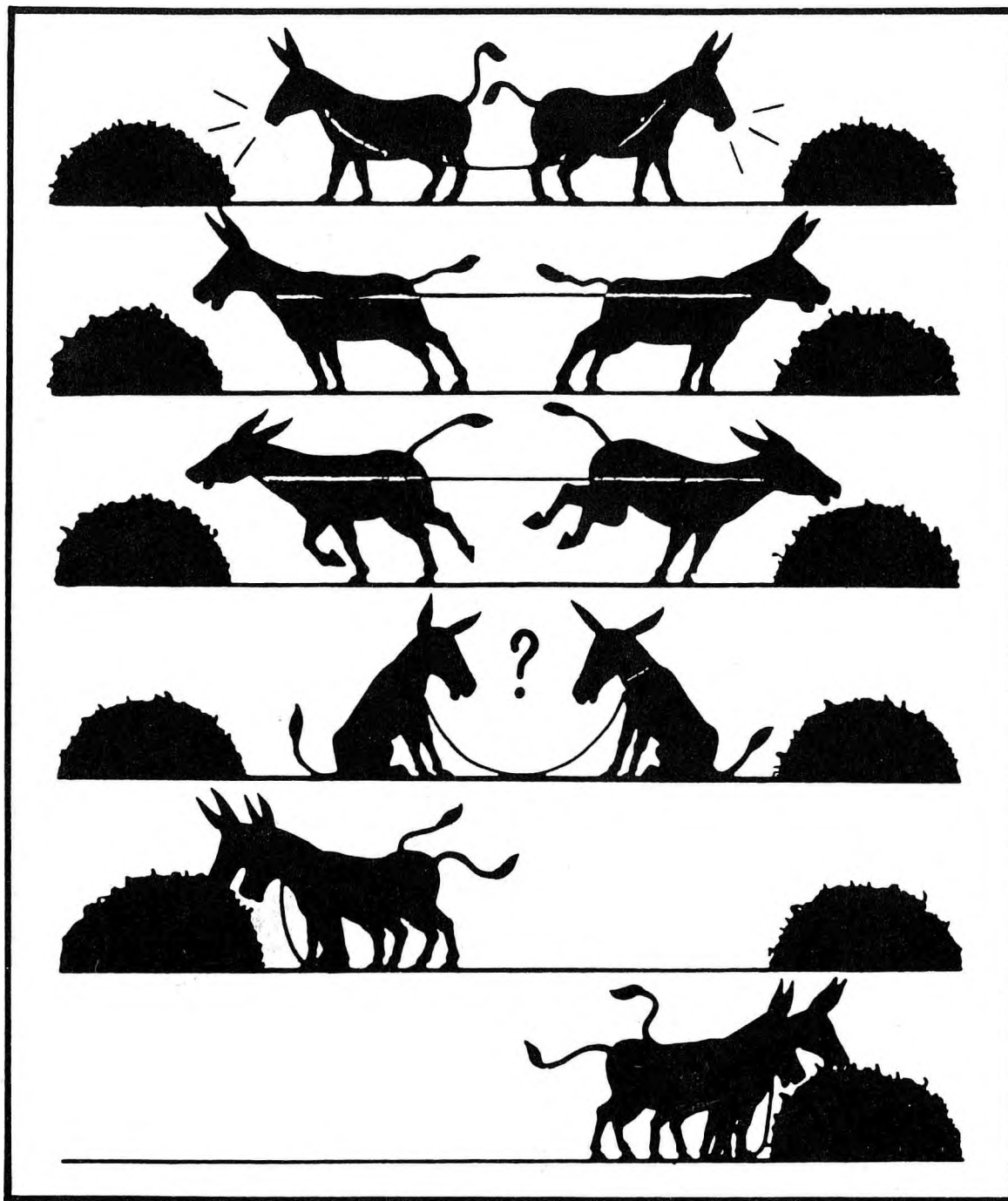
"Great! A chance at last for some adventure and excitement!"

"If we all threw our weapons away, there'd be no more wars."

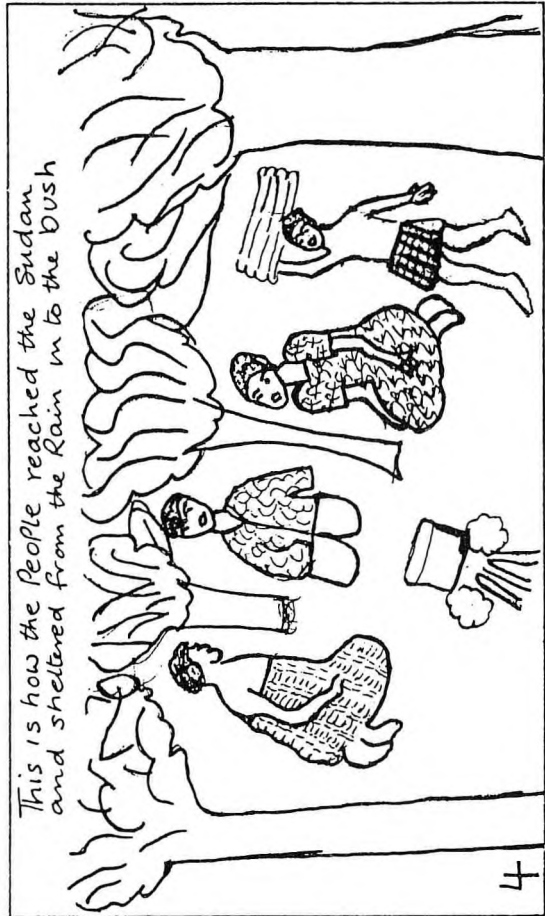
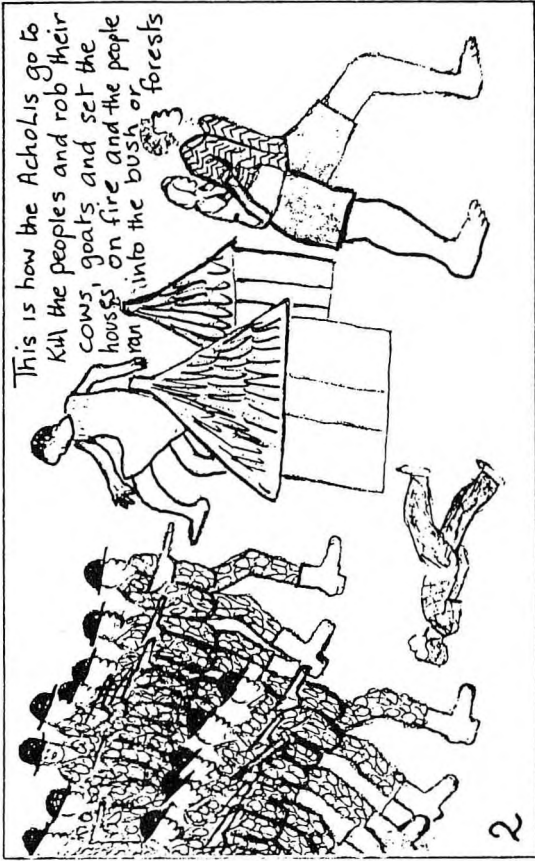
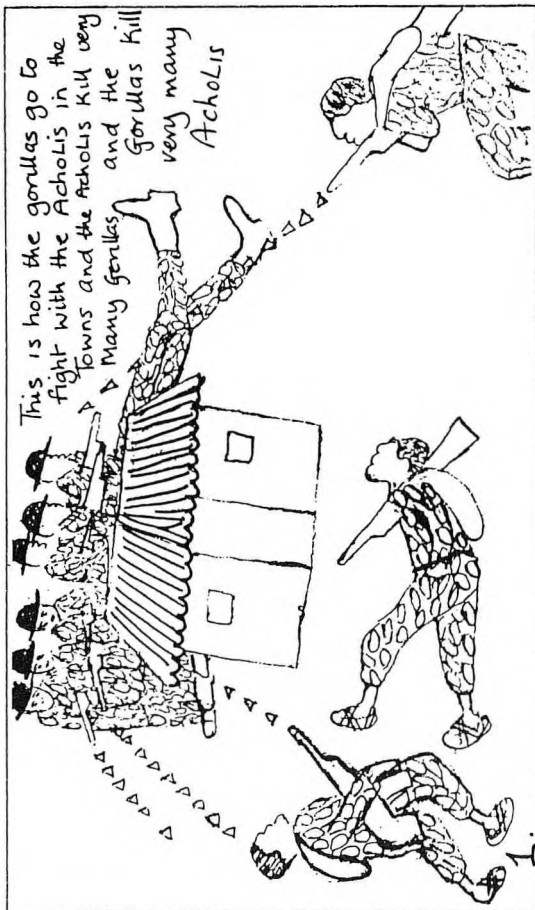
"We're really gonna give the enemy what he deserves."



CO-OPERATION



IS BETTER THAN CONFLICT



Unit F:

REFUGEES

"Special protection to be granted to children who are refugees or are seeking refugee status, and the State's obligation to cooperate with competent organisations providing such protection and assistance." (Article 22)

As you can read in the case-stories in F2, there are many people in different parts of the world who have left their homes because life has become impossible because they are afraid of being persecuted for who they are or what they believe. They become refugees when this fear forces them to leave their country and find refuge in another. When the situation in their home country improves and they no longer have reason to be afraid they can return home, like Emiliano did. Others, who are not able to go home often stay in a nearby country, as have Mohamed and Reza. For others who can neither go home nor stay nearby another solution must be found; they need to be resettled, as was Manichanh.

You might like to start this work by asking children to discuss the following:

- what it means to be afraid and the things they fear and why;
- the concepts of safety/security (since that is what refugees are looking for);
- rights: what is 'fair' (since one reason why people become refugees is that the conditions they live in have become unacceptable);
- escape, running away, leaving home;
- being a newcomer or a stranger.

- * Pick a set of key words; e.g. refugee, exile, fugitive, runaway, escape, safety, refuge, haven, and explore the children's understanding of these words.
- * A number of simple simulations or games such as 'Islands' or 'Musical Hoops' can help to explore the children's ideas about safety.

'Islands' consists of laying out large PE mats or similar around the school hall or playground. Explain that the mats are the safe 'islands' and the rest of the floor space is dangerous water. Start with one child as the 'catcher'. The catcher only moves in the 'water'. The aim for the other children is to move round the hall, avoiding being caught by the catcher, which they can do by jumping to safety on one of the 'islands'. Anyone who is caught turns into a catcher, so the 'water' becomes more and more dangerous. The game ends after a few minutes when everyone is caught, or the last one or two children are trapped and can't get off their island. The talkback is very basic, but very important. What was it like being able to get to safety? What was it like when you couldn't? etc.

'Musical Hoops' is similar in that it explores the experience of cooperating and helping others to safety. You need a good floor space, a supply of hoops and a piano or something for making music. Count out one hoop for every two children in the group, and space the hoops out on the floor. Explain that these are safe areas. The children must move round the floor, keeping off the hoops, while the music plays, but as soon as the music stops they must step into a hoop, with at least one foot. Anyone left out is 'dead'. Every time the music stops you take away one or more of the hoops. The children have to 'save' as many of themselves as possible. Go on till there is only one hoop left.

Talkback - what was it like as it become more and more difficult to get into a hoop? Who did you help to get into a hoop? Who helped you? How did you help each other? What was good about the game? What was bad?

- * Ask each child to come into school with a plastic carrier bag containing all the things they would take if they suddenly had to leave home and they didn't know where they were going to, or for how long. They are only allowed one bag each. When they all arrive arrange for them to work in pairs. Each child explains to the other what they have brought and why. The other child is to cross-question and criticise. Follow by general discussion.

You might like to continue with the simulation by asking all the children to report to a 'check-in desk'. Have five desks with people asking questions in a language the children can't understand; or invent a sudden need and see who has brought anything which will be useful e.g. a) we need to boil a kettle; b) we need to walk to the Motorway where there is going to be a coach waiting for us; c) someone isn't feeling well; d) several of us are cold and wet.....)

Introduce the idea of 'leaving home' - how many have changed home? What was the journey like? What would be most important to take with them if they had to leave home now?

- * F1 is a series of drawings by an 11 year-old UK boy, who was told the story of Hai, who came from Viet Nam as a refugee when he was 11 years old. Viet Nam was at war at that time and Hai's father was worried that Hai would eventually have to join the army.

The pictures show the dangers of crossing to Hong Kong in a small boat because of bad weather and the risk of being attacked by gunboats. After two years in a refugee camp, Hai was flown to England by the people from the Ockenden project. He told his story when he was 18 and preparing for A level exams.

Give each group the pictures of Hai's story cut up so that they come in random order. Groups arrange the pictures in the best order to work out what they think happened to Hai during his journey. They imagine missing sections between the frames to make a complete account of what he experienced and felt. Each group then narrates its version of Hai's story, so that a class version may be built up.

In its refugee resettlement programme in the United Kingdom, Save the Children makes every attempt to reunite unaccompanied refugee children with their families. When that is not possible, young refugees are cared for in a children's home. Teenagers are then transferred to a family house as a move towards independence. The resettlement and aftercare team give assistance with housing, social security benefits, education and employment.

- * F2 is a collection of four short stories of children who are, or were, refugees. Each story is different in the reasons for the children becoming refugees and what happened to them. You could also include the story of the Tilkidagi family in 'It's Our Right' in this work on refugees.

These stories can be used in several ways. You might like to do this exercise just using the photos first, as an exercise in looking closely at photos. Copy or show the photos covering up the text. Ask your pupils to describe the children in the photos and their surroundings. Then tell them that these children all have something in common, what do they think it is? When the fact that they are all, or have been, refugees has been conveyed they could then talk about their usual image of a refugee and how these pictures confirm or contradict these preconceptions.

Children could then go on to read the four accounts and discuss their similarities and differences.

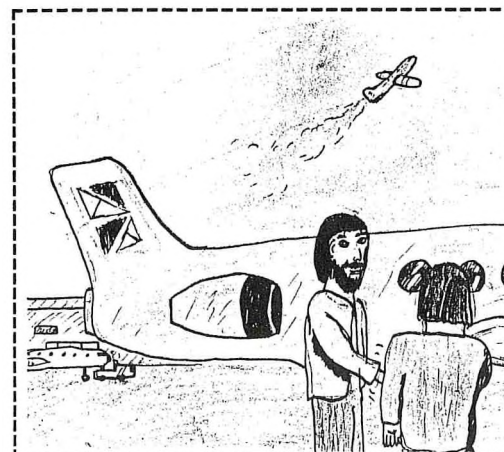
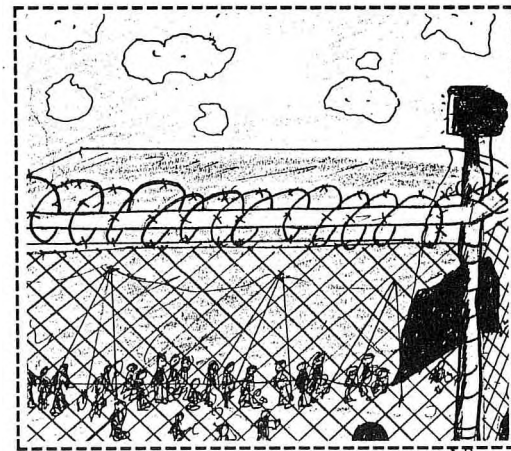
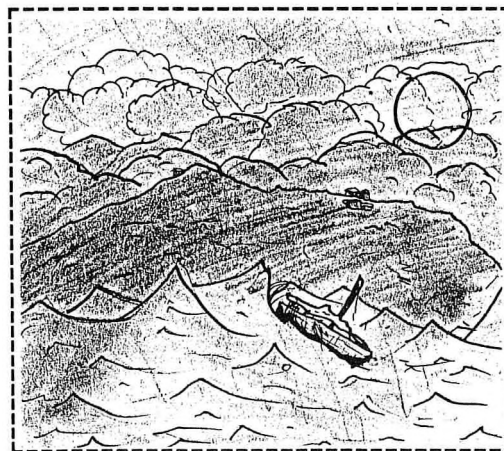
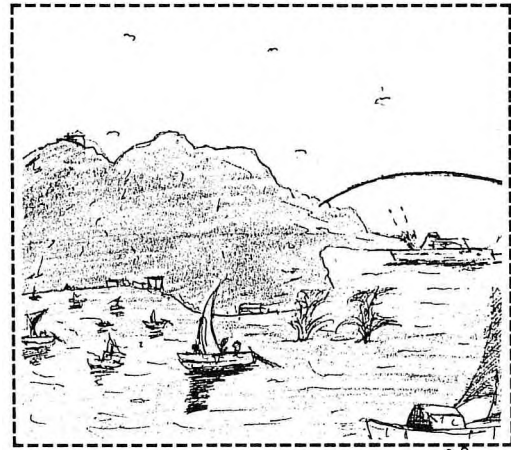
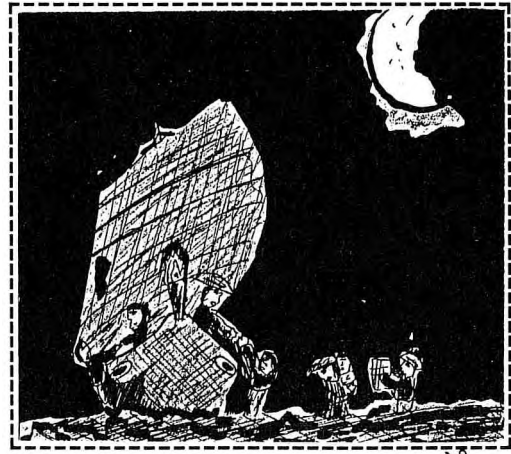
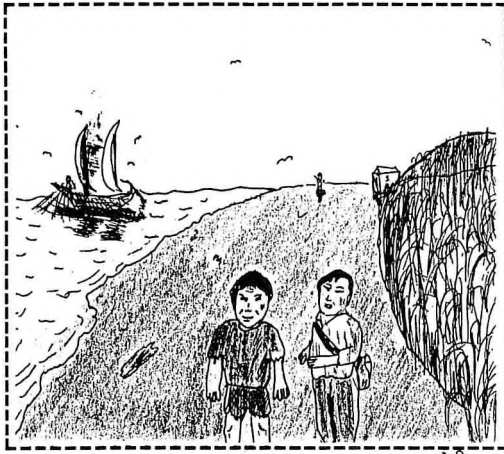
Besides comparing the stories there are plenty of other related activities in which children could take part e.g. children could role play the different stories and tell them in the first person.

- * Find the countries referred to in the stories and mark the different children's journeys in different colours on a world map (there is one on the inside back cover of this book for you to photocopy).
- * Children could also try to imagine what it is like to move to another country where they do not understand the language. Of course, for some children in your class, this may be their actual experience - maybe they could try to describe their feelings about the difficulties and frustrations of trying to communicate.

These stories were taken from 'Refugee Children Around the World - Could this be You?' with kind permission of UNHCR (United Nations High Commission for Refugees). The full colour story book and a Teachers' Kit are available free of charge (at time of going to print). See page 76 for address.

REHABILITATION

Some of these stories also show a degree of rehabilitation for some of the children i.e. Emiliano and Manichanh. To these stories you could also add that of Jahje, C4.



Refugees - Why are they? Where do they go? What happens to them?

People become refugees for many reasons. Here are four short stories about children who are, or have been, refugees.

When you have read their stories compare the reasons that made them refugees, and what happened to them.

Reza, a refugee child living in Pakistan

Reza Gul is a 9 year old Afghan girl living in one of the new refugee villages in the North West Frontier Province of Pakistan.

Reza came to Pakistan early in 1985 from Afghanistan with her mother, 3 brothers, and grandparents. Reza's father, Ali Askar, was a primary school teacher in their village but he disappeared several years ago, before the family left Afghanistan.

Afghanistan has been in a state of conflict for over 10 years. In 1980 Soviet forces invaded to support the government and for the next 10 years they fought other groups in Afghanistan who opposed their presence. Reza's village was shelled a number of times and women and children were often badly wounded in the bombing. Finally, Reza's grandfather and uncle, along with other villagers, decided to flee to Pakistan.

The journey took 4 days and the family were often in danger. Reza and the other children rode on the back of a camel until they reached the border and could get a ride on a lorry.

Life in the refugee village is not easy. About 15,000 people live there. The land is barren with limited supplies of water and few trees to provide shelter or firewood. Reza goes to a school organised by the religious leader, and helps her mother with the chores.

No-one knows when they will be able to go home. The Soviets started to withdraw from Afghanistan in late 1989 but the fight for power between different groups goes on.



Source: UNHCR/Y. Sato

Mohamed, A refugee child living in Sudan

Mohamed is 13 years old and lives with his three young brothers and his aunt and uncle, in a refugee camp in Sudan. Mohamed left his native land, Ethiopia, after his mother, father, grandfather and little sister all died as a result of the terrible famine. Lack of food lowered their resistance to disease and one after the other they became seriously ill and died.

In 1985 Mohamed felt it was impossible to stay in his village and walked for a week to the refugee reception centre on the Ethiopia-Sudan border. Here he stayed for a month until they were transported by truck to Shagarab.

The 4 orphans live in a tent. Their only possessions are two beds covered with a straw mat, a few clothes and a few earthenware pots which are used as cooking utensils. Grain is distributed every 12 days and, as children, they also get a daily meal of milk and high-protein biscuits which are given out to the refugees by the League of the Red Cross.

Mohamed and his brothers go to school and Mohamed collects water and firewood for his aunt who cooks the meals. Mohamed recently went cotton picking with his uncle and with the money he earned he bought a few clothes for his brothers, a big bag of grain, a pair of sandals and a bed.

Mohamed does not know what will happen to him and his brothers. They have no home or family in Ethiopia to return to.



Source: UNHCR/M. Amar

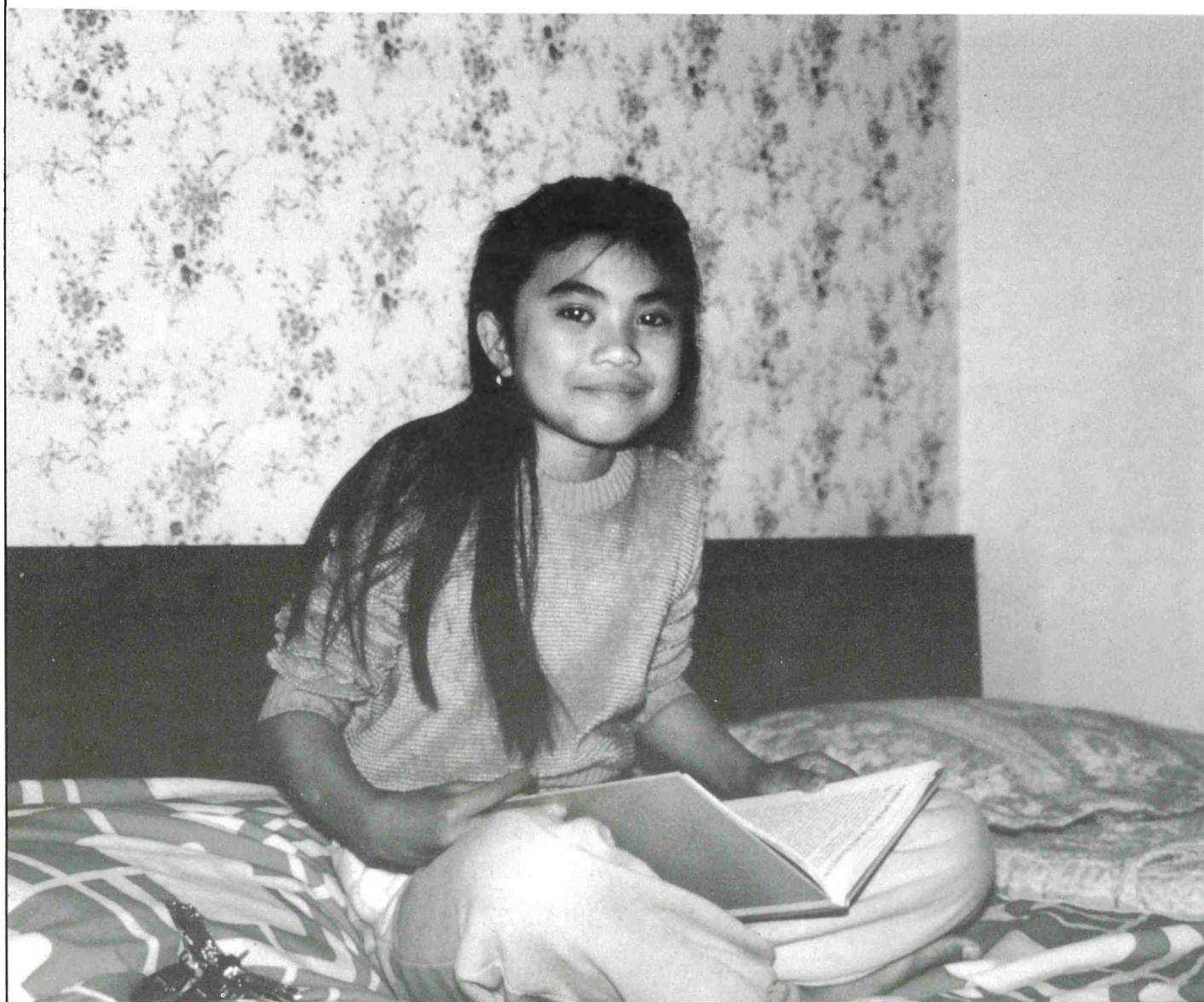
Manichanh, a refugee child resettled in Canada

Manichanh Khamvongsa was born in Ventiane, Laos in 1975 the same year as the Laos People's Democratic Republic was founded following 25 years of revolution and war. The new government made many changes and Manichanh's father, who used to be an air force officer, decided that the family should leave. So in 1978 the family fled across the Mekong River into Thailand.

The family spent 11 months in a refugee camp in north-eastern Thailand. Here Mr Khamvongsa, who speaks good English, was able to help in interpreting and translation during interviews the refugees had with resettlement officers.

A year later the family were accepted for resettlement by Canada. The family knew no other Laotians when they first went to Canada and life was difficult at first. Mr Khamvongsa now works as a chauffeur and Mrs Khamvongsa works full-time as a dressmaker.

Manichanh was so young when she left Laos that life in Ottawa, Canada is all she knows. She speaks both Lao and English at home and enjoys school.



Source: UNHCR/N. Champassak

Emiliano, a repatriated child living in Argentina

At the age of 14 Emiliano has had an unsettled childhood. He was born in Argentina, then was a refugee, first in Spain then in Mexico, before returning home to Argentina.

Emiliano was 6 years old when the family left Argentina because his parents were in danger because of their political beliefs. Although Argentina is a Spanish speaking country the children at his school in Spain made fun of his accent at first, but he soon learned to speak like them.

After 3 years the family moved to Mexico because Emiliano suffered badly from asthma in Spain and his parents felt the climate in Mexico would be better for him.

Once again Emiliano had to adjust to a new life, and again he had to learn to speak another type of Spanish. He made new friends but also missed his friends in Spain.

In 1984, after there had been a change of government in Argentina, Emiliano's parents decided it was safe for the family to return home to Buenos Aires. Emiliano had been away, in exile, for 8 years. During that time his grandparents had died.

Once again Emiliano has adjusted to a new environment. He is happy to be back in Argentina but still writes to his friends in Spain and Mexico.

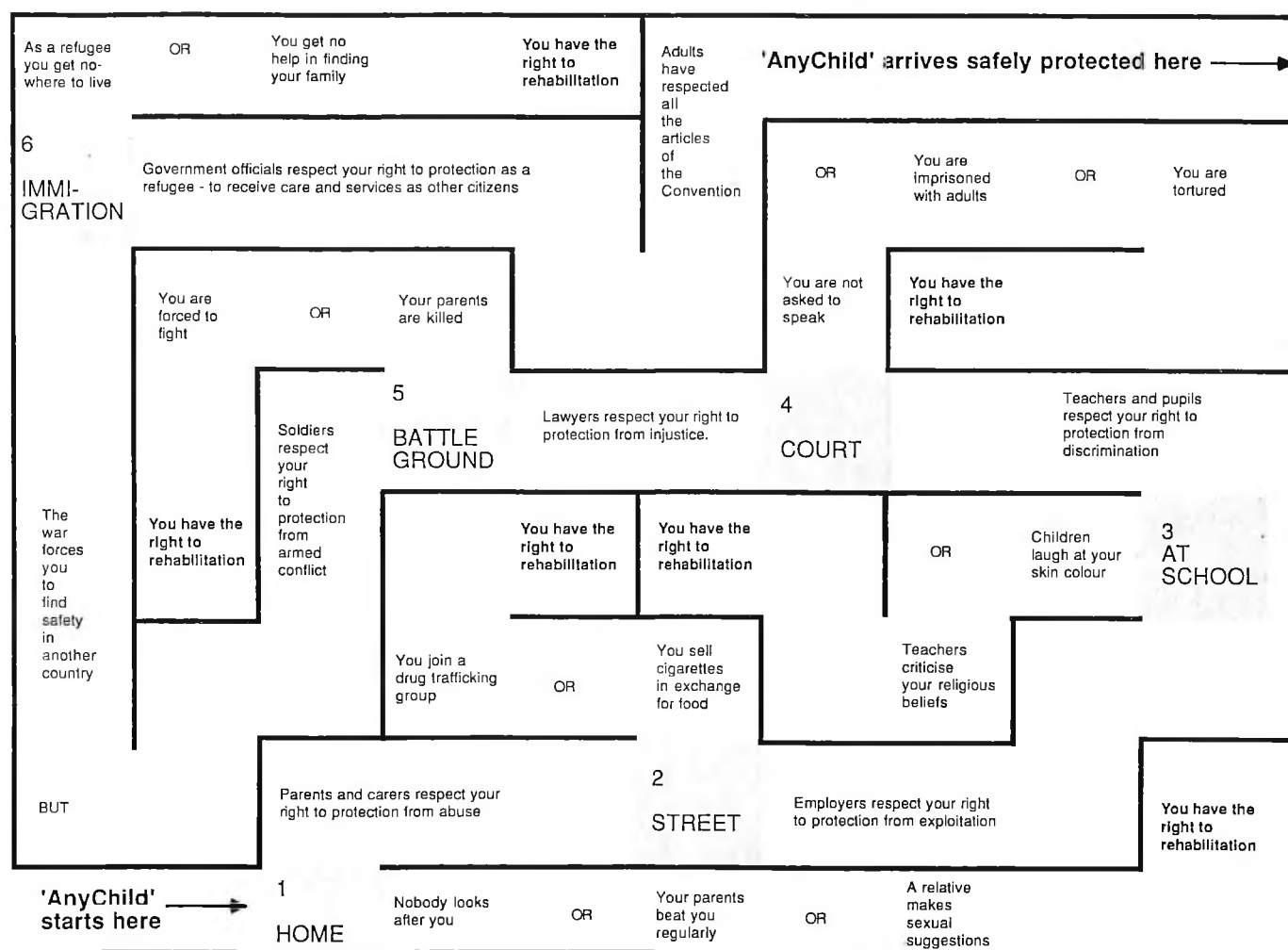


Source: UNHCR/A. Palemo

REHABILITATION

"The State's obligation to ensure that children who have suffered neglect, maltreatment or exploitation receive appropriate treatment for their recovery and social reintegration." (Article 39)

The issue of rehabilitation has been raised at the end of every unit. The 'Protection Maze' is not so much a game (the maze itself is extremely simple!) as a visual presentation of the aspects of protecting children's rights which feature in 'KEEP US SAFE'. You could ask the children to follow the maze as an adventure story for 'Anychild' (which could be themselves) who is exposed to abuse, exploitation, discrimination, injustice, armed conflict and becoming a refugee. The junction points (home, street, school, court, battle ground, immigration) are where these forms of maltreatment of children could happen, and at each of these points there is a choice between taking the path of being maltreated or being protected. The idea behind this is that it is not children's free choices that are being discussed so much as adult actions to protect them, which should give rise to debate about the nature of protection for children; who should do it in each circumstance and how can it best be done? This maze may also be used after carrying out the activities in 'KEEP US SAFE' to provide an overview and recall of all the topics covered.



Sources

- A3 page 12 from 'Let's Talk about Feeling Safe' by Pete Saunders pub. Aladdin Books Ltd.
- A4 page 13 Maria's story originally appeared in Oxfam's 'Bother' magazine 1983.
- A8 page 19 Nasreen's story is adapted from a report in 'Do it Justice!' pub. by the Development Education Centre, Birmingham.
- B4 page 28 adapted from 'Survivors' pub. by The Child Workers of Asia 1989.
- B5 page 32 adapted from a story pub. by The Child Workers of Asia 1985.
- C3 page 40 quotations from 'Travellers an Introduction' by John Cannon pub. InterChange Books.
- C4 page 41 report by Angella Johnson in The Guardian May 1990.
- C5 page 42 from 'Stolen Childhood', a Channel 4 series broadcast Oct.-Nov. 1989. An accompanying booklet is available from UNICEF-UK.
- D1 page 47 by Don Rowe, Director of The Citizenship Foundation and The Law in Education Project. Reproduced with permission from Hodder and Stoughton.
- D2 page 50 ditto
- Page 56 Antonieta's story from 'Prospects for Africa's Children' pub SCF 1990.
- E2 page 58 from 'They Say Peace is Nice' what the children of Lebanon think about 14 years of war' by Jos van Noord, available from UNICEF-UK.
- E3 page 59 from 'War, Violence and Children in Uganda' from UNICEF-UK.
- E4 page 60 'Across the Barricades' by Joan Lingaard pub. Hamish Hamilton 1970.
- E6 page 62 poster from Friends Peace and International Relations Committee (Quakers).
- F1 page 67 Hai's story from 'Refugees' a primary school resource by Jackie Chapman for SCF 1988.
- F2 page 68 from 'Refugee Children Around the World' by UNHCR.

RESOURCES LIST

Abuse, Neglect and Exploitation

'Talking about Violence' by Pat Ladly pub. Wayland

'Bullies and Victims in Schools' by Valerie E. Besag pub. Open University

'Do It Justice!' - resources and activities for introducing education in human rights by The Development Education Centre in Birmingham.

'Kidscape Training Pack' by Michelle Elliott

'Keeping Safe' by Michelle Elliott pub. Hodder and Stoughton

'Teenscape' by Michelle Elliott (in the course of preparation)

'Puppets Please' by Jackie Chapman et al. Oxford D.E. Unit

'Steps to Success' by J. Thacker pub. NFER Nelson

'First Year Tutorial Handbook' by G.T.Davies pub. Blackwell

'Talking about Drugs' by John Wyatt pub. Wayland

'Order and Disorder - A Social Life Topic Book' by Dave Hicks pub. Macdonald

'Drugs' (in the Enquiries Series) by W.J. Hanson pub. Longman 'The Use of Drugs' (in the Debates Series) by Brian Ward pub. Macdonald

'Let's discuss Violence' by Doreen May and David Pead pub. Wayland

'Let's Talk about Feeling Safe' by Pete Sanders pub. Gloucester Press

Child Labour

'All Work and No Play - Child Labour Today' by Alec Fyfe pub. TUC/UNICEF

'Broken Promise - the World of Endangered Children' by Annie Allsebrook and Anthony Swift pub. Hodder and Stoughton

Discrimination

'Moving On' - a photopack about Travellers from Minority Rights Group

'The Child is not dead - youth resistance in South Africa in 1975-1986' by ILEA CLR available from British Defence and Aid Fund.

'Human Rights - an Activity File' by Graham Pike and David Selby pub. Mary Glasgow Publications 1988

'Black Settlers in Britain' by Nigel File and Chris Power pub. Heinemann

'Profile on Prejudice' - Minority Rights Group 1985

Children and the Law

'Drama for Justice' - drama for schools and youth clubs, pub Christian Aid

'Understand the Law' Books 1-4 pub. Edward Arnold.

Conflict

'Peace Education Project' (various materials) available from 6 Endsleigh Street, London WC1

'Peace and Reconciliation' - a teaching pack to support Blitz Commemoration Week in Coventry by Elmbank Teachers Centre

'The Home Front' - documents relating to life in Britain 1939-1945 - from the Imperial War Museum.

'Let's Cooperate' by Mildred Masheder pub. Peace Education Project 1986

'Let's Play Together' by Mildred Mashedor
pub. Greenprint 1989

'Ways and Means: An approach to Problem
Solving' by Sue Bowers, available from
Quaker Meeting House, 76 Eden Street,
Kingston Upon Thames, KT1 1DJ

'The Friendly Classroom for a Small Planet'
by P. Prutzman pub. Avery Publishing

'Winners All - Cooperative Games for all
Ages' - available Pax Christi, 9 Henry Road,
London N4 21H

'World in Conflict' by Robin Richardson pub.
Nelson

Refugees

'Refugees - a Primary School Resource'
edited by Jackie Chapman pub. SCF

'Refugee Children Around The World -
Could this be you?' pub. UNHCR

Fiction

'Willow Street Kids' by Michelle Elliott pub.
Andre Deutsch

'The African Child' by Camara Laye pub.
Edward Arnold.

'Journey to Jo'burg' by Beverly Naidoo pub.
Armada

'I Am David' by Anne Holm pub. McMillan

'Across the Barricades' by Joan Lingard pub.
Hamish Hamilton

'Chico the Street Boy' by Eveleyn Ping pub.
Grosvenor

'When Hitler stole pink rabbit' by Judith
Kerr pub. Fontana 'Lions'

'The trouble with Donovan Croft' by Bernard
Ashley pub. Puffin

'The Diddakoi' by Rumer Godden pub. Puffin

'Nowhere to Stop' by Geraldine Kaye pub.
Hodder & Stoughton

'The Silver Sword' by Ian Serrailler

The Diary of Anne Frank

'Come and Tell Me' by Helen Hollick pub.
Dinosaur 1986

'Stranger Danger' by Irene Keller pub.
Hamlyn 1986

'We Can Say No' by Pithers, David and
Green pub. Beaver 1986

We recommend you buy a copy of 'Books to Break Barriers' for a comprehensive guide to multi-cultural fiction 4-18 available from Worldwise, 72 Cowley Rd, Oxford OX4 1JB Tel 0865 723553

USEFUL ADDRESSES

Birmingham DEC
Gillett Centre
Selly Oak Colleges
Bristol Rd
Birmingham B29 6LE
021 472 3255

British Defence & Aid Fund for Southern Africa
Canon Collins House
64 Essex Rd
London N1 8LR
071 359 7729

Centre for Global Education
University of York
Heslington
York YO1 5DD
0904 433444

The Citizenship Foundation Educating
for Effective Citizenship
Newcombe House
45 Notting Hill Gate
London W11 3JB
071 229 1234

CWDE
Regents College
Inner Circle, Regents Park
London NW1 4NS
071 487 7410

Elm Bank Teachers Centre
Mile Lane
Coventry CV1 2LQ
0203 228258

Friends Peace and International Relations
Committee (Quakers)
Friends House
Euston Rd
London NW1 2BJ
071 387 3601

Imperial War Museum
Lambeth Rd
London SE1 6HZ
071 416 5000

Kidscape
82 Brook Street
London W1
071 493 9845

Minority Rights Group
379 Brixton Rd
London SW9 7DE
071 978 9498

Oxfam
274 Banbury Rd
Oxford OX2 7DX
0865 246777

Oxford Development Education Unit
Westminster College
Oxford OX2 9AT
0865 791610

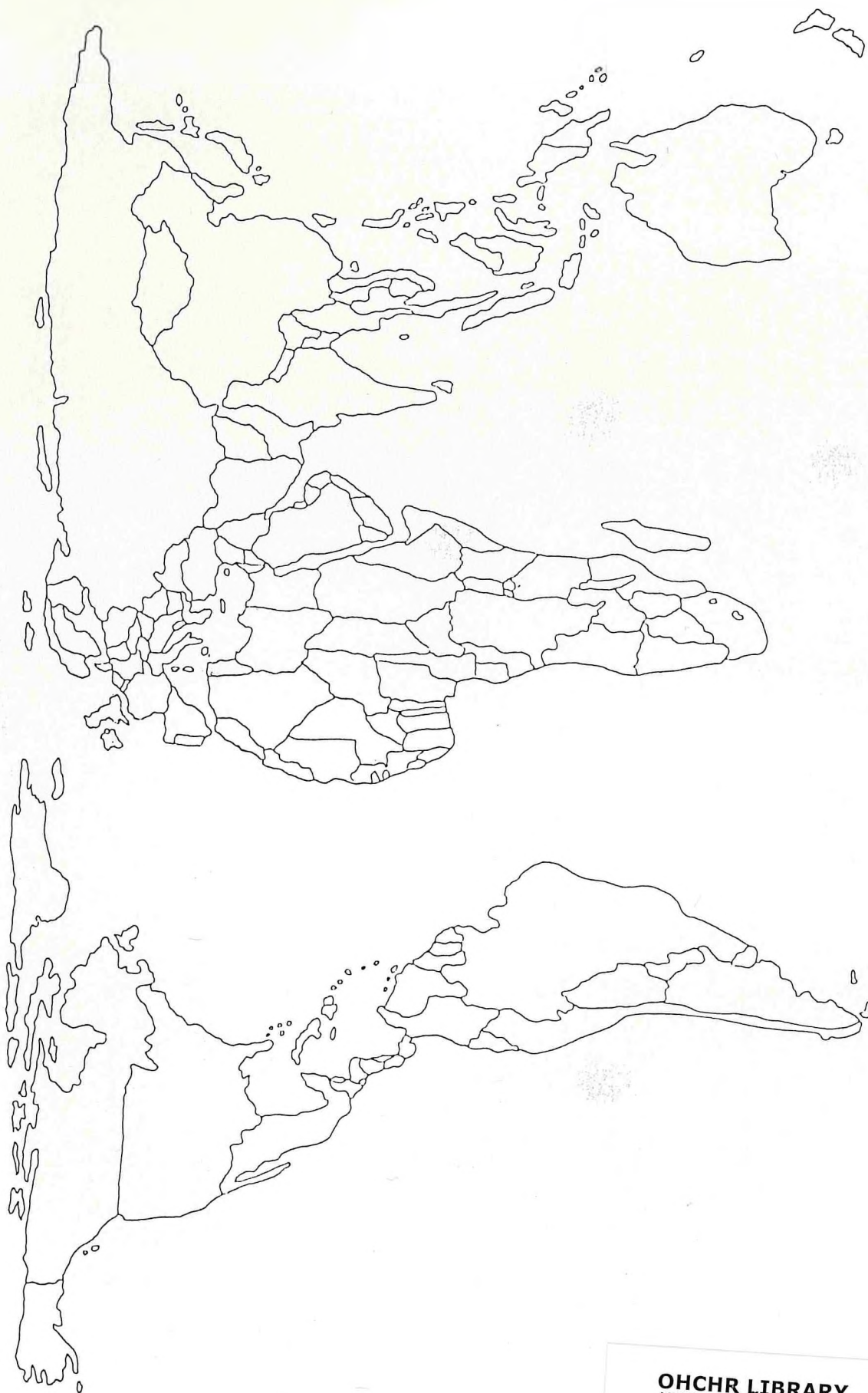
Peace Education Project
6 Endsleigh Street
London WC1

Public Information Service UNHCR
Centre William Rappard
154 Rue de Lausanne
CH-1202 Geneva
Switzerland
010 4122 739 8111

Scottish DEC
Old Playhouse Close
Moray House College of Education
Holyrood Rd
Edinburgh EH8 8HQ
031 557 3810

Save the Children
Mary Datchelor House
17 Grove Lane
London SE5 8RD
071 703 5400

UNICEF-UK
55 Lincoln's Inn Fields
London WC2A 3NB
071 405 5592



OHCHR LIBRARY
8908

This book is one of three and a Teachers Handbook designed to introduce the UN Convention on the Rights of the Child to 8-13 year-olds

- **The
Whole
Child**
(The Participation Articles)

- **It's
Our
Right**
(The Provision Articles)

- **Keep
Us
Safe**
(The Protection Articles)

- **Teachers
Handbook**



UNICEF-UK

Save the Children

This book is an SCF/UNICEF-UK
co-production