

# OUR RIGHTS

INFORMATION FOR TEACHERS



## INTRODUCTION

Human rights and children's rights are universal. Countries are committed to inform, teach, implement and respect them. The role of international organisations is to encourage countries to fulfil their commitments of implementing basic human and children's rights through different programmes.

Over the last decade, the issue of teaching human rights has become one of the central points of discussion in terms of theory, research, policy and practice. In 2005, the United Nations launched the »World Programme for Human Rights Education«, the European Union is introducing the »European Initiative for Democracy and Human Rights«, and the Council of Europe started the »European Year of Citizenship through Education«. The Organisation for Security and Cooperation in Europe (OSCE), in which your country is a participating state, also has its commitments. Its determination was confirmed in December 2003 in the OSCE Strategy to Address Threats to Security and Stability in the Twenty-First Century:

*“The OSCE’s efforts will in particular be targeted at the younger generation in order to build up their understanding of the need for tolerance and the importance of reconciliation and peaceful coexistence. Their outlook and perspective of the future are key. Where appropriate, the OSCE will therefore take on a stronger role in the field of education. An area such as human rights education would deserve particular attention.”*

To contribute to the implementation of this OSCE commitment Slovenia, as the OSCE chairing country in 2005, would like to conduct a pilot project in OSCE participating states. We are very pleased that you have decided to take part.

Pursuant to the *Convention on the Rights of the Child*, ratified by most countries in the world, and on the basis of good teaching practice in Slovene schools, we are pleased to offer you some useful material for teaching children's rights to 10-12 year olds.



In Slovenia, a similar material has attracted attention of both schoolchildren and teachers. The evaluation study conducted by the Educational Research Institute of Ljubljana between December 2004 and January 2005 (on the basis of teachers' answers to a questionnaire) demonstrated that there is a considerable change in the perception of human rights among those pupils who have taken part in the project. According to these results pupils better recognize the violations of rights and are more sensitive to the issue of children's rights in everyday school practice. At the same time, a wide proportion of teachers realised that through their participation in the project, they have achieved additional knowledge that will enable them to participate in similar future projects regarding human and children's rights.

The teaching material, which we are offering within the framework of the OSCE pilot project, consists of a set of cards containing simple texts on children's rights and an album for pupils to collect the cards. At the beginning of the pilot project, when you start teaching, every pupil in the class gets an empty album. One card at a time is then discussed in a single lesson. At the end, the pupils keep their albums with all collected cards.

This information brochure is addressed to teachers. It includes some tips how to address the issues contained in the cards and is designed to help teachers discuss the themes and stimulate corresponding activities. A list of possible group work techniques is included. Taking into account the respect of basic human rights of every child and human being, this teaching material will enable you to set up a pattern of teaching that you find most appropriate. One possible approach is to talk about responsibilities in parallel to the rights and take examples from everyday life and school practice.

In this brochure, you will also find the official wording of the Convention on the Rights of the Child and a useful list of sources for further information about teaching human and children's rights. As the issue of human rights education is serious and important, this teaching material cannot encompass all relevant topics and the ways to teach them. Therefore, we have enclosed information about resources in written publications (books, manuals etc.) and on the internet, so that you can explore this subject further. It contains the most useful and widely used information offered by international and non-governmental organisations.

We are very interested to hear about your experience and receive comments after you have engaged in the pilot project, so we are enclosing a short questionnaire. In this way we wish to collect some feedback from teacher's experience and their comments on the proposed method of human rights education. This will help enhance the teaching methods and materials for future generations.

This is a simple teaching material which can be used as a supplementary tool to already existing methods and tools or as an innovative approach outside the formal school curricula. In countries where there is no activity in human rights education for this target group the pilot project could stimulate a beginning of the process of human rights education.

If this pilot project is received and conducted in a satisfactory way in the OSCE area, we hope it can be improved and continued in the future. Teaching human and children's rights is not only our obligation; it also gives us satisfaction for we contribute to a healthy development of young generations. We believe that human rights education can be perceived as a joint venture in which a common effort represents an investment in future citizens that are the children of today. We sincerely hope you will enjoy taking part in this project.



# **METHODOLOGY**

## **POSSIBLE GROUP WORK TECHNIQUES**

### **DISCUSSION**

Discussions are a good way for the teacher and the pupils to discover what their attitudes to issues are. This is very important in human rights education because, as well as knowing the facts, pupils also need to explore and analyze issues for themselves. The news, posters and case studies are useful tools for stimulating discussion. Start off by asking “what do you think about...?”.

### **BUZZ GROUPS**

This is a useful method if no ideas are forthcoming in a whole-group discussion. Ask the pupils to discuss the topic in pairs for one or two minutes and then to share their ideas with the rest of the group. You will soon find the atmosphere “buzzing” with conversations and pupils “buzzing” with ideas!

### **SMALL-GROUP WORK**

Small-group work is in contrast to whole-group work. It is a method that encourages everyone to participate and helps develop co-operative teamwork. The size of a small group will depend on practical things like how many pupils there are all together and how much space you have. A small group may be 2 or 3 pupils, but they work best with 6-8. Small-group work can last for fifteen minutes, an hour or a day depending on the task in hand.

It is rarely productive to tell pupils simply to “discuss the issue”. Whatever the topic, it is essential that the work is clearly defined and that pupils are focused on working towards a goal that requires them to feedback to the whole group. For example, assign a task in the form of a problem that needs solving or a question that requires answering.

### **PICTURES: DRAWINGS, COLLAGE, CARTOONS, PHOTOGRAPHS**

“A picture says a thousand words”. Visual images are powerful tools both for providing information and for stimulating interest. Remember also that drawing is an important means of self-expression and communication, not only for those whose preferred thinking style is visual but also for those who are not strong in expressing themselves verbally.

## **MEDIA: NEWSPAPERS, RADIO, TELEVISION, INTERNET**

The media are an infallible source of good discussion material. It is always interesting to discuss the content and the way it is presented and to analyze bias and stereotypes.

## **FILMS, VIDEOS AND RADIO PLAYS**

Films, videos and radio plays are powerful tools for human rights education and popular with young people. A discussion after watching a film should make a good starting point for further work. Things to talk about are pupils' initial reaction to the film, how true to "real life" it was, whether the characters were portrayed realistically, or whether they were trying to promote one particular political or moral point of view.

## **BRAINSTORMING**

Brainstorming is a way to introduce a new subject, encourage creativity and to generate a lot of ideas very quickly. It can be used for solving a specific problem or answering a question.

Instructions:

- Decide on the issue that you want to brainstorm and formulate it into a question that has many possible answers.
- Write the question where everyone can see it.
- Ask pupils to contribute their ideas and write down the ideas where everyone can see them. These should be single words or short phrases.
- Stop the brainstorming when ideas are running out and then
- Go through the suggestions, asking for comments.

Note these points:

- Write down EVERY new suggestion. Often, the most creative suggestions are the most useful and interesting!
- No one should make any comments or judge what is written down until the end, or repeat ideas which have already been said.
- Encourage everyone to contribute.
- Only give your own ideas if it is necessary to encourage the group.
- If a suggestion is unclear, ask for clarification.

## WALL WRITING

This is a form of brainstorming. Pupils write their ideas on small pieces of paper (e.g. “Post-its”) and paste them on a wall. The advantages of this method are that pupils can sit and think quietly for themselves before they are influenced by the others’ ideas, and the pieces of paper can be repositioned to aid clustering of ideas.

## ROLE-PLAY

A role-play is a short drama acted out by the pupils. Although people draw on their own life experiences to role-play the situation, it is mostly improvised. It aims to bring to life circumstances or events which are unfamiliar to the pupils. Role-plays can improve understanding of a situation and encourage empathy towards those who are involved in it.

- Role-plays differ from simulations in that although the latter may also consist of short dramas they are usually scripted and do not involve the same degree of improvisation.
- The value of role-plays is that they imitate real life. They may raise questions to which there is no simple answer, for example about the right or wrong behavior of a character. To gain greater insights, a useful technique is to ask pupils to reverse roles.

Role-plays need to be used with sensitivity. Firstly, it is essential that pupils have time at the end to come out of role. Secondly, everyone needs to respect the feelings of individuals and the social structure of the group. For example, a role-play about disabled people should take into account the fact that some pupils may suffer from disabilities themselves (maybe not visible) or may have relatives or close friends who are disabled. They should not feel hurt, be forced to be exposed or marginalized. If that happens, take it seriously (apologize, re-address the issue as an example, etc.). Also, be very aware of stereotyping. Role-plays draw out what participants think about other people through their “ability” to play or imitate them. This is also what makes these activities great fun! It may be useful to always address the issue in the debriefing by asking, “do you think that the people you played are really like that?”. It is always educational to make pupils aware of the need for constant, critical reviewing of information. You can therefore also ask participants where they got the information on which they based the development of the character.

## SIMULATIONS

Simulations can be thought of as extended role-plays that involve everybody. They enable people to experience challenging situations but in a safe atmosphere. Simulations often demand a level of emotional involvement, which makes them very powerful tools. Pupils learn not only with their heads and hands but also with their hearts.

Debriefing is especially important after a simulation. Players should discuss their feelings, why they chose to take the actions that they did, any injustices they perceived, and how acceptable they found any resolution that was achieved. They should be helped to draw parallels between what they have experienced and actual situations in the world.

*\* You can discover more about group work techniques in the publication of the Council of Europe COMPASS, listed in the second part of the brochure under the title »ADDITIONAL SOURCES FOR EDUCATION ABOUT CHILDREN'S AND HUMAN RIGHTS«.*





The UN Convention on the Rights of the Child says that a child is every human being below the age of adulthood. We, the children, have the right to know our rights. All states are bound to respect children's rights and protect our long-term interests.



**Additional information:** *(Article 1 of the Convention on the Rights of the Child)*

*The teacher outlines the children the Convention on the Rights of the Child adopted by the UN General Assembly. The teacher could point out the long-term interest, which is to build strong citizenship commitment to rights.*

**Possible activities:** *discussion and possible drafting of a "poster of rights"*

- *What does it mean to be human?*
- *Why do we have rules and laws?*
- *Why do children have a special document guaranteeing their rights?*
- *Which rights are guaranteed by the Convention on the Rights of the Child?  
(children in groups enumerate the rights they know; after the reports from groups, a joint poster on children's rights can be made)*
- *Where have we become familiar with these rights?*
- *How and where can we obtain more information on our rights?*
- *What are our long-term interests? (children enumerate their interests; they compare them among themselves)*

**We, the children, have the right to life, survival and development. We have the right to adequate food and clean drinking-water.**



**Additional information:** *(Articles 6 and 27 of the Convention on the Rights of the Child)*  
*This right is of particular importance and is dealt with by the UN General Assembly with special attention. The teacher could point out the responsibility of public officials and authorities in guaranteeing these rights.*

**Possible activities:** *wall writing and discussion*

- *What is required for the development of a child (security, food, water, education)?*
- *What does adequate food and clean drinking-water mean?*
- *Why is this right so important?*
- *Do you know cases in which this right is not guaranteed to children (where)?*
- *Who has to help them and in what way can we help them?*

**At birth, we have the right to get a name and acquire a nationality, regardless of our whereabouts.**



**Additional information:** *(Articles 7 and 8 of the Convention on the Rights of the Child)*  
*The teacher could discuss the importance of names as part of one's identity. After discussing local names, maybe international names and citizenships can be discussed.*

**Possible activity:** *discussion in front of a world map: the teacher shows the OSCE area of 55 countries, telling that children everywhere learn about children's rights (everybody has the right to name and citizenship), and presenting several cases*

- *What does your name mean?*
- *Do you know children who have no name or citizenship; have you ever heard of children who have no birth certificate; why is that negative?*

**We, the children, have the right to live with our parents, families or those that take the best care for us.**



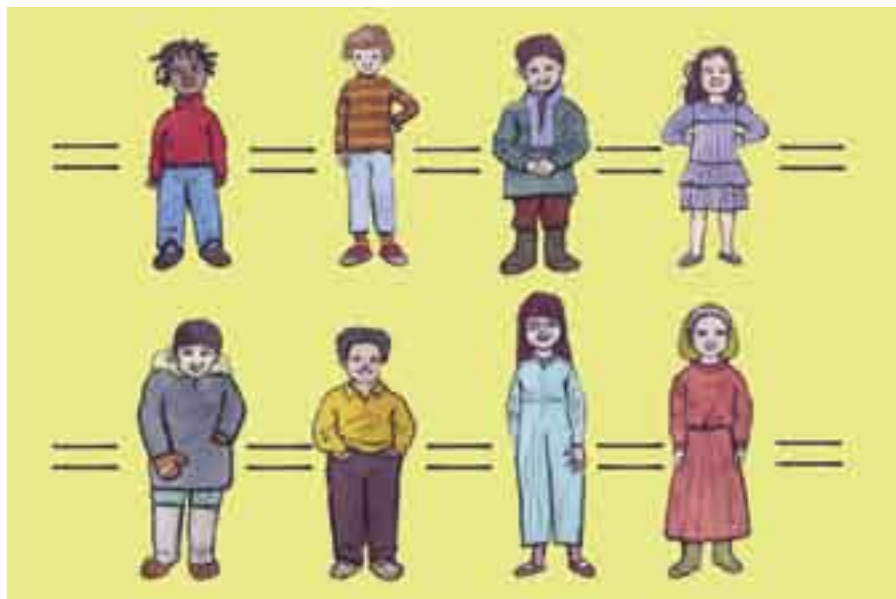
**Additional information:** *(Articles 5, 9 and 18 of the Convention on the Rights of the Child)*

*Here, the principle of best interest of the child can be highlighted; this right is dealt with in detail in Article 3 of the Convention on the Rights of the Child. To ensure the child's security and his best interest, it is sometimes appropriate that the child is away from the family or his/her guardian.*

**Possible activities:** *buzz groups and discussion*

- *What types of a family do you know (different sizes of a family, different number of children, one-parent families, several generations living together etc.)?*
- *What does it mean that parents/guardians take the best care of us? In what way?*
- *Who takes care of you?*

**No one has the right to discriminate against children on the grounds of our sex, race, language, religion, or national or ethnic origin.**



**Additional information:** *(Article 2 of the Convention on the Rights of the Child)*  
*International legal instruments, including the Convention on the Rights of the Child, are based on the principle of non-discrimination. Pursuant to this Convention, all children are entitled to enjoy all rights and freedoms.*

**Possible activity:** *discussion, media information can be used*

- *The teacher stimulates children to think aloud about the distinctiveness in the world; which races, languages, religions, nations and ethnic groups do we know?*
- *The discussion should be oriented towards consideration on equality and respect for distinctiveness, and on the fact that in every place, someone is a stranger.*
- *Where are the differences between us (e.g. in the class)?*
- *In which sense are we similar to each other?*

**We, the children, have the right to education and free primary education.**



**Additional information:** *(Articles 28 and 29 of the Convention on the Rights of the Child)*

*The guaranteeing of this right is based on the principle of equal opportunities.*

**Possible activities:** *small-group work, discussion*

- *Why is education important?*
- *Do all children who are your age go to school?*
- *Is there anyone who does not go to school and why (here, somewhere else, abroad)?*
- *How would you ensure that all children in the world would be able to get primary education; why is this important?*

**Listen to us, the children, for we have the right to express our opinion.**



**Additional information:** *(Articles 12, 13, 14, 15 and 17 of the Convention on the Rights of the Child)*

*In addition to the right to expression, children are guaranteed all other fundamental civil rights and freedoms, such as freedom of association, thought, conscience, religion, and access to information.*

**Possible activities:** *discussion on a chosen issue (films, videos and radio plays could be used)*

- *Everyone tells his/her opinion about a chosen issue; everybody listens to everyone.*
- *Discuss: why is it important to express yourself and listen to others?*
- *How can you get adults to listen to your opinions?*
- *Why are civil rights so important?*



We, the children, have the right to health care services.



**Additional information:** *(Article 24 of the Convention on the Rights of the Child)*

**Possible activities:** *role play, writing on the board and discussion*

- *Every child names an illness where medical care is required (they can play roles of patients and doctors); the teacher lists the proposed illnesses on the board.*
- *Discuss: Is this right respected in health care for children?  
If not, who has to guarantee children this right?*



**Children with special needs have the right to special care.**



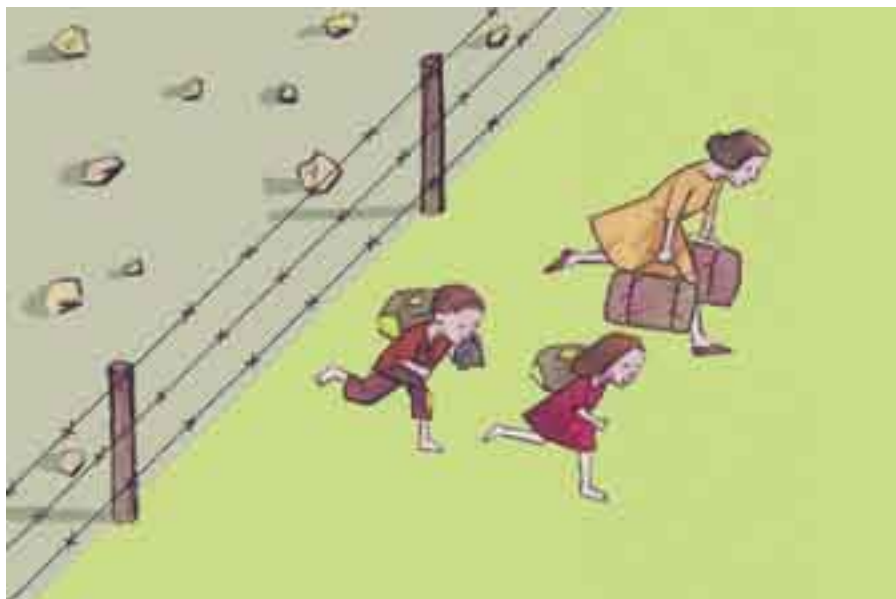
**Additional information:** *(Article 23 of the Convention on the Rights of the Child)*

*Teachers explain to children why children with special needs require special care and how sometimes children are different because of how they were born or other things that happen to them.*

**Possible activity:** *discussion*

- *Who are children with special needs (list types of disabilities as well as “hidden disabilities” and handicap - physical, psychological, social)?*
- *How can these children get the special care they need?*
- *How can they be helped in leading a normal social life and participate in a regular normal class?*

If we, the children, are refugees or foreigners in third countries, we have the right to appropriate care and protection.



**Additional information:** *(Articles 20 and 22 of the Convention on the Rights of the Child)*

**Possible activity:** *discussion on the basis of current developments and news from the media*

- *Who are refugees, asylum seekers, and foreigners?*
- *Do you know any? Where are they from?*
- *What do they need most; who can help them and how?*
- *How can we help them (if one of them comes or is already among us)?*

**We, the children, have the right to rest, play and engage in recreational activities.**

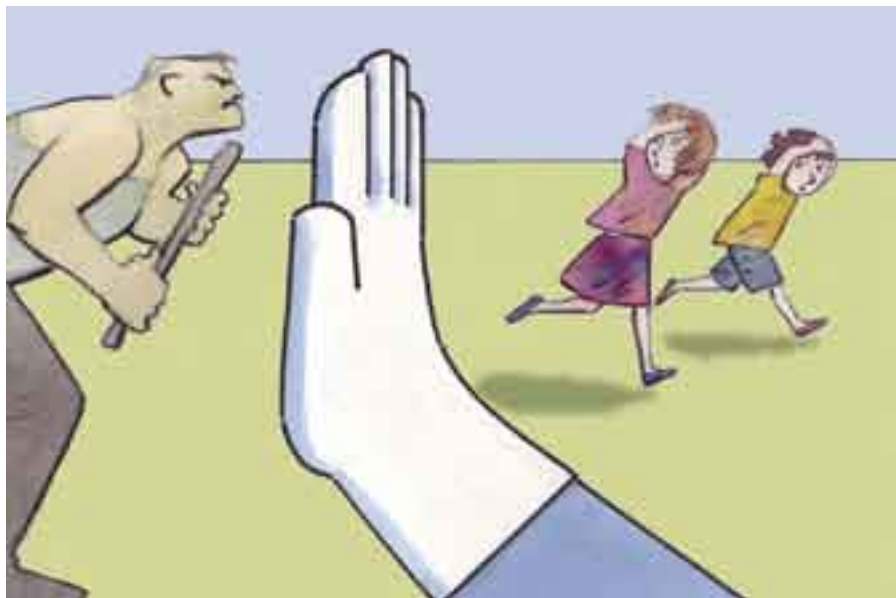


**Additional information:** *(Article 31 of the Convention on the Rights of the Child)*

**Possible activities:** *drawing and discussion; display of drawings (e.g. in class, in school)*

- *Children draw what they like doing in their spare time.*
- *Everyone shows and describes their drawing.*
- *The teacher lists the most favourite activities on the board.*
- *The teacher leads the discussion on what spare time is and why it is important.*

We, the children, have the right to protection against all forms of violence and abuse.

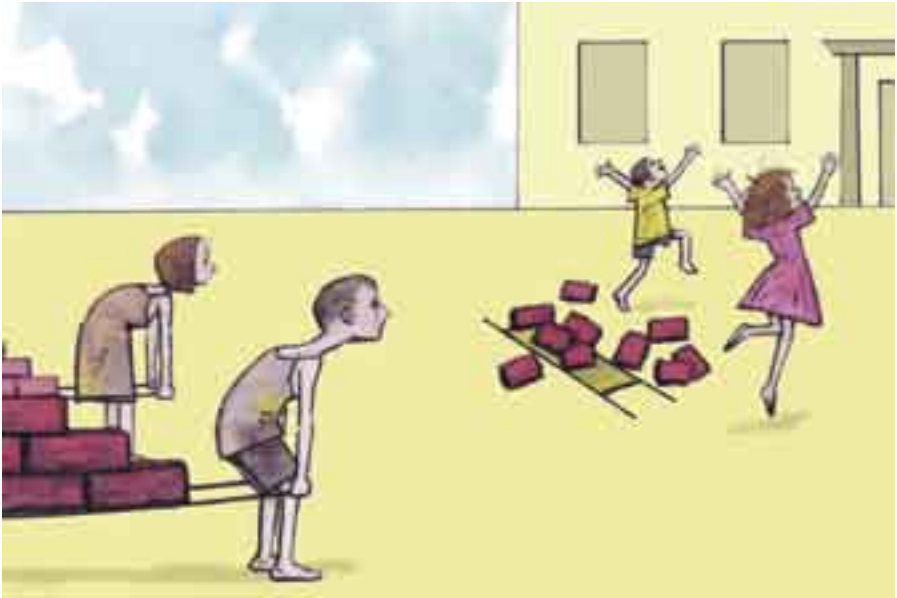


**Additional information:** (Articles 33, 34, 35, 36, 37 and 38 of the Convention on the Rights of the Child)

**Possible activities:** *discussion and wall writing*

- *What types of violence do you know (physical and psychological)?*
- *Who are violent persons, who are victims?*
- *Who should protect children against violence?*

**We, the children, may not be used as cheap labour force, especially not on account of our schooling.**



**Additional information:** *(Article 32 of the Convention on the Rights of the Child)*  
*Teachers should make sure that children understand the distinction between doing chores that are linked to their responsibility as family members versus being exploited.*

**Activity:** *discussion*

- *Do you, children, help at home and what kind of tasks do you do?*
- *Do you know children that do not go to school because they are forced to work?*
- *What are these children deprived of?*

# CONVENTION ON THE RIGHTS OF THE CHILD

*Adopted and opened for signature, ratification and accession by General Assembly resolution 44/25 of 20 November 1989*

*Entry into force 2 September 1990, in accordance with article 49*

## **Preamble**

The States Parties to the present Convention,

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

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

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

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

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

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

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

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

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

Recalling the provisions of the Declaration on Social and Legal Principles relating to the Protection and Welfare of Children, with Special Reference to Foster Placement and Adoption Nationally and Internationally; the United Nations Standard Minimum Rules for the Administration of Juvenile Justice (The Beijing Rules); and the Declaration on the Protection of Women and Children in Emergency and Armed Conflict,

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

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

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

Have agreed as follows:

## **PART I**

### **Article 1**

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

## **Article 2**

1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.

## **Article 3**

1. In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.

2. States Parties undertake to ensure the child such protection and care as is necessary for his or her well-being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures.

3. States Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff, as well as competent supervision.

## **Article 4**

States Parties shall undertake all appropriate legislative, administrative, and other measures for the implementation of the rights recognized in the present Convention. With regard to economic, social and cultural rights, States Parties shall undertake such measures to the maximum extent of their available resources and, where needed, within the framework of international co-operation.

## **Article 5**

States Parties shall respect the responsibilities, rights and duties of parents or, where applicable, the members of the extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child, to provide,



in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognized in the present Convention.

#### **Article 6**

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

#### **Article 7**

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

#### **Article 8**

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

#### **Article 9**

1. States Parties shall ensure that a child shall not be separated from his or her parents against their will, except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is necessary for the best interests of the child. Such determination may be necessary in a particular case such as one involving abuse or neglect of the child by the parents, or one where the parents are living separately and a decision must be made as to the child's place of residence.
2. In any proceedings pursuant to paragraph 1 of the present article, all interested parties shall be given an opportunity to participate in the proceedings and make their views known.

3. States Parties shall respect the right of the child who is separated from one or both parents to maintain personal relations and direct contact with both parents on a regular basis, except if it is contrary to the child's best interests. 4. Where such separation results from any action initiated by a State Party, such as the detention, imprisonment, exile, deportation or death (including death arising from any cause while the person is in the custody of the State) of one or both parents or of the child, that State Party shall, upon request, provide the parents, the child or, if appropriate, another member of the family with the essential information concerning the whereabouts of the absent member(s) of the family unless the provision of the information would be detrimental to the well-being of the child. States Parties shall further ensure that the submission of such a request shall of itself entail no adverse consequences for the person(s) concerned.

#### **Article 10**

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

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

#### **Article 11**

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

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

## **Article 12**

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

## **Article 13**

1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.
2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:
  - (a) For respect of the rights or reputations of others; or
  - (b) For the protection of national security or of public order (ordre public), or of public health or morals.

## **Article 14**

1. States Parties shall respect the right of the child to freedom of thought, conscience and religion.
2. States Parties shall respect the rights and duties of the parents and, when applicable, legal guardians, to provide direction to the child in the exercise of his or her right in a manner consistent with the evolving capacities of the child.
3. Freedom to manifest one's religion or beliefs may be subject only to such limitations as are prescribed by law and are necessary to protect public safety, order, health or morals, or the fundamental rights and freedoms of others.

## **Article 15**

1. States Parties recognize the rights of the child to freedom of association and to freedom of peaceful assembly.
2. No restrictions may be placed on the exercise of these rights other than those imposed in conformity with the law and which are necessary in a democratic society in the

interests of national security or public safety, public order (ordre public), the protection of public health or morals or the protection of the rights and freedoms of others.

### **Article 16**

1. No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence, nor to unlawful attacks on his or her honour and reputation.
2. The child has the right to the protection of the law against such interference or attacks.

### **Article 17**

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

- (a) Encourage the mass media to disseminate information and material of social and cultural benefit to the child and in accordance with the spirit of article 29;
- (b) Encourage international co-operation in the production, exchange and dissemination of such information and material from a diversity of cultural, national and international sources;
- (c) Encourage the production and dissemination of children's books;
- (d) Encourage the mass media to have particular regard to the linguistic needs of the child who belongs to a minority group or who is indigenous;
- (e) Encourage the development of appropriate guidelines for the protection of the child from information and material injurious to his or her well-being, bearing in mind the provisions of articles 13 and 18.

### **Article 18**

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

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

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

#### **Article 19**

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

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

#### **Article 20**

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

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

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

#### **Article 21**

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

- (a) Ensure that the adoption of a child is authorized only by competent authorities who determine, in accordance with applicable law and procedures and on the basis of all pertinent and reliable information, that the adoption is permissible in view of the child's status concerning parents, relatives and legal guardians and that, if required, the persons concerned have given their informed consent to the adoption on the basis of such counselling as may be necessary;
- (b) Recognize that inter-country adoption may be considered as an alternative means of child's care, if the child cannot be placed in a foster or an adoptive family or cannot in any suitable manner be cared for in the child's country of origin;
- (c) Ensure that the child concerned by inter-country adoption enjoys safeguards and standards equivalent to those existing in the case of national adoption;
- (d) Take all appropriate measures to ensure that, in inter-country adoption, the placement does not result in improper financial gain for those involved in it;
- (e) Promote, where appropriate, the objectives of the present article by concluding bilateral or multilateral arrangements or agreements, and endeavour, within this framework, to ensure that the placement of the child in another country is carried out by competent authorities or organs.

## Article 22

1. States Parties shall take appropriate measures to ensure that a child who is seeking refugee status or who is considered a refugee in accordance with applicable international or domestic law and procedures shall, whether unaccompanied or accompanied by his or her parents or by any other person, receive appropriate protection and humanitarian assistance in the enjoyment of applicable rights set forth in the present Convention and in other international human rights or humanitarian instruments to which the said States are Parties.
2. For this purpose, States Parties shall provide, as they consider appropriate, co-operation in any efforts by the United Nations and other competent intergovernmental organizations or non-governmental organizations co-operating with the United Nations to protect and assist such a child and to trace the parents or other members of the family of any refugee child in order to obtain information necessary for reunification with his or her family. In cases where no parents or other members of the family can be found, the child shall be accorded the same protection as any other child permanently or temporarily deprived of his or her family environment for any reason, as set forth in the present Convention.

### **Article 23**

1. States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community.

2. States Parties recognize the right of the disabled child to special care and shall encourage and ensure the extension, subject to available resources, to the eligible child and those responsible for his or her care, of assistance for which application is made and which is appropriate to the child's condition and to the circumstances of the parents or others caring for the child.

3. Recognizing the special needs of a disabled child, assistance extended in accordance with paragraph 2 of the present article shall be provided free of charge, whenever possible, taking into account the financial resources of the parents or others caring for the child, and shall be designed to ensure that the disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development.

4. States Parties shall promote, in the spirit of international cooperation, the exchange of appropriate information in the field of preventive health care and of medical, psychological and functional treatment of disabled children, including dissemination of and access to information concerning methods of rehabilitation, education and vocational services, with the aim of enabling States Parties to improve their capabilities and skills and to widen their experience in these areas. In this regard, particular account shall be taken of the needs of developing countries.

### **Article 24**

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

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

(a) To diminish infant and child mortality;

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

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

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

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

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

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

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

#### **Article 25**

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

#### **Article 26**

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

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



### **Article 27**

1. States Parties recognize the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.
2. The parent(s) or others responsible for the child have the primary responsibility to secure, within their abilities and financial capacities, the conditions of living necessary for the child's development.
3. States Parties, in accordance with national conditions and within their means, shall take appropriate measures to assist parents and others responsible for the child to implement this right and shall in case of need provide material assistance and support programmes, particularly with regard to nutrition, clothing and housing.
4. States Parties shall take all appropriate measures to secure the recovery of maintenance for the child from the parents or other persons having financial responsibility for the child, both within the State Party and from abroad. In particular, where the person having financial responsibility for the child lives in a State different from that of the child, States Parties shall promote the accession to international agreements or the conclusion of such agreements, as well as the making of other appropriate arrangements.

### **Article 28**

1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:
  - (a) Make primary education compulsory and available free to all;
  - (b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;
  - (c) Make higher education accessible to all on the basis of capacity by every appropriate means;
  - (d) Make educational and vocational information and guidance available and accessible to all children;
  - (e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.
2. States Parties shall take all appropriate measures to ensure that school discipline is

administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

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

#### **Article 29** General comment on its implementation

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

(a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;

(b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;

(c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;

(d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;

(e) The development of respect for the natural environment.

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

#### **Article 30**

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

### **Article 31**

1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.

2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.

### **Article 32**

1. States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.

2. States Parties shall take legislative, administrative, social and educational measures to ensure the implementation of the present article. To this end, and having regard to the relevant provisions of other international instruments, States Parties shall in particular:

- (a) Provide for a minimum age or minimum ages for admission to employment;
- (b) Provide for appropriate regulation of the hours and conditions of employment;
- (c) Provide for appropriate penalties or other sanctions to ensure the effective enforcement of the present article.

### **Article 33**

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

### **Article 34**

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

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

### **Article 35**

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

### **Article 36**

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

### **Article 37**

States Parties shall ensure that:

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

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

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

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

### **Article 38**

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

2. States Parties shall take all feasible measures to ensure that persons who have not attained the age of fifteen 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 fifteen years into their armed forces. In recruiting among those persons who have attained the age of fifteen years but who have not attained the age of eighteen years, States Parties shall endeavour to give priority to those who are oldest.

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

#### **Article 39**

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

#### **Article 40**

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

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

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

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

(i) To be presumed innocent until proven guilty according to law;

(ii) To be informed promptly and directly of the charges against him or her, and, if appropriate, through his or her parents or legal guardians, and to have legal or other appropriate assistance in the preparation and presentation of his or her defence;

(iii) To have the matter determined without delay by a competent, independent and impartial authority or judicial body in a fair hearing according to law, in the presence

of legal or other appropriate assistance and, unless it is considered not to be in the best interest of the child, in particular, taking into account his or her age or situation, his or her parents or legal guardians;

(iv) Not to be compelled to give testimony or to confess guilt; to examine or have examined adverse witnesses and to obtain the participation and examination of witnesses on his or her behalf under conditions of equality;

(v) If considered to have infringed the penal law, to have this decision and any measures imposed in consequence thereof reviewed by a higher competent, independent and impartial authority or judicial body according to law;

(vi) To have the free assistance of an interpreter if the child cannot understand or speak the language used;

(vii) To have his or her privacy fully respected at all stages of the proceedings. 3. States Parties shall seek to promote the establishment of laws, procedures, authorities and institutions specifically applicable to children alleged as, accused of, or recognized as having infringed the penal law, and, in particular:

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

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

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

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

### **Article 41**

Nothing in the present Convention shall affect any provisions which are more conducive to the realization of the rights of the child and which may be contained in:

- (a) The law of a State party; or
- (b) International law in force for that State.

## **PART II**

### **Article 42**

States Parties undertake to make the principles and provisions of the Convention widely known, by appropriate and active means, to adults and children alike.

### **Article 43**

1. For the purpose of examining the progress made by States Parties in achieving the realization of the obligations undertaken in the present Convention, there shall be established a Committee on the Rights of the Child, which shall carry out the functions hereinafter provided.
2. The Committee shall consist of ten experts of high moral standing and recognized competence in the field covered by this Convention. The members of the Committee shall be elected by States Parties from among their nationals and shall serve in their personal capacity, consideration being given to equitable geographical distribution, as well as to the principal legal systems.
3. The members of the Committee shall be elected by secret ballot from a list of persons nominated by States Parties. Each State Party may nominate one person from among its own nationals.
4. The initial election to the Committee shall be held no later than six months after the date of the entry into force of the present Convention and thereafter every second year. At least four months before the date of each election, the Secretary-General of the United Nations shall address a letter to States Parties inviting them to submit their nominations within two months. The Secretary-General shall subsequently prepare a list in alphabetical order of all persons thus nominated, indicating States Parties which have nominated them, and shall submit it to the States Parties to the present Convention.
5. The elections shall be held at meetings of States Parties convened by the Secretary-General at United Nations Headquarters. At those meetings, for which two thirds of States Parties shall constitute a quorum, the persons elected to the Committee shall be

those who obtain the largest number of votes and an absolute majority of the votes of the representatives of States Parties present and voting.

6. The members of the Committee shall be elected for a term of four years. They shall be eligible for re-election if renominated. The term of five of the members elected at the first election shall expire at the end of two years; immediately after the first election, the names of these five members shall be chosen by lot by the Chairman of the meeting.

7. If a member of the Committee dies or resigns or declares that for any other cause he or she can no longer perform the duties of the Committee, the State Party which nominated the member shall appoint another expert from among its nationals to serve for the remainder of the term, subject to the approval of the Committee.

8. The Committee shall establish its own rules of procedure.

9. The Committee shall elect its officers for a period of two years.

10. The meetings of the Committee shall normally be held at United Nations Headquarters or at any other convenient place as determined by the Committee. The Committee shall normally meet annually. The duration of the meetings of the Committee shall be determined, and reviewed, if necessary, by a meeting of the States Parties to the present Convention, subject to the approval of the General Assembly.

11. The Secretary-General of the United Nations shall provide the necessary staff and facilities for the effective performance of the functions of the Committee under the present Convention.

12. With the approval of the General Assembly, the members of the Committee established under the present Convention shall receive emoluments from United Nations resources on such terms and conditions as the Assembly may decide.

#### **Article 44**

1. States Parties undertake to submit to the Committee, through the Secretary-General of the United Nations, reports on the measures they have adopted which give effect to the rights recognized herein and on the progress made on the enjoyment of those rights:

(a) Within two years of the entry into force of the Convention for the State Party concerned;

(b) Thereafter every five years.



2. Reports made under the present article shall indicate factors and difficulties, if any, affecting the degree of fulfilment of the obligations under the present Convention. Reports shall also contain sufficient information to provide the Committee with a comprehensive understanding of the implementation of the Convention in the country concerned.
3. A State Party which has submitted a comprehensive initial report to the Committee need not, in its subsequent reports submitted in accordance with paragraph 1 (b) of the present article, repeat basic information previously provided.
4. The Committee may request from States Parties further information relevant to the implementation of the Convention.
5. The Committee shall submit to the General Assembly, through the Economic and Social Council, every two years, reports on its activities.
6. States Parties shall make their reports widely available to the public in their own countries.

#### **Article 45**

In order to foster the effective implementation of the Convention and to encourage international co-operation in the field covered by the Convention:

- (a) The specialized agencies, the United Nations Children's Fund, and other United Nations organs shall be entitled to be represented at the consideration of the implementation of such provisions of the present Convention as fall within the scope of their mandate. The Committee may invite the specialized agencies, the United Nations Children's Fund and other competent bodies as it may consider appropriate to provide expert advice on the implementation of the Convention in areas falling within the scope of their respective mandates. The Committee may invite the specialized agencies, the United Nations Children's Fund, and other United Nations organs to submit reports on the implementation of the Convention in areas falling within the scope of their activities;
- (b) The Committee shall transmit, as it may consider appropriate, to the specialized agencies, the United Nations Children's Fund and other competent bodies, any reports from States Parties that contain a request, or indicate a need, for technical advice or assistance, along with the Committee's observations and suggestions, if any, on these requests or indications;

(c) The Committee may recommend to the General Assembly to request the Secretary-General to undertake on its behalf studies on specific issues relating to the rights of the child;

(d) The Committee may make suggestions and general recommendations based on information received pursuant to articles 44 and 45 of the present Convention. Such suggestions and general recommendations shall be transmitted to any State Party concerned and reported to the General Assembly, together with comments, if any, from States Parties.

### **PART III**

#### **Article 46**

The present Convention shall be open for signature by all States.

#### **Article 47**

The present Convention is subject to ratification. Instruments of ratification shall be deposited with the Secretary-General of the United Nations.

#### **Article 48**

The present Convention shall remain open for accession by any State. The instruments of accession shall be deposited with the Secretary-General of the United Nations.

#### **Article 49**

1. The present Convention shall enter into force on the thirtieth day following the date of deposit with the Secretary-General of the United Nations of the twentieth instrument of ratification or accession.

2. For each State ratifying or acceding to the Convention after the deposit of the twentieth instrument of ratification or accession, the Convention shall enter into force on the thirtieth day after the deposit by such State of its instrument of ratification or accession.

#### **Article 50**

1. Any State Party may propose an amendment and file it with the Secretary-General of the United Nations. The Secretary-General shall thereupon communicate the proposed amendment to States Parties, with a request that they indicate whether they favour a conference of States Parties for the purpose of considering and voting upon the proposals. In the event that, within four months from the date of such communication, at least one

third of the States Parties favour such a conference, the Secretary-General shall convene the conference under the auspices of the United Nations. Any amendment adopted by a majority of States Parties present and voting at the conference shall be submitted to the General Assembly for approval.

2. An amendment adopted in accordance with paragraph 1 of the present article shall enter into force when it has been approved by the General Assembly of the United Nations and accepted by a two-thirds majority of States Parties.

3. When an amendment enters into force, it shall be binding on those States Parties which have accepted it, other States Parties still being bound by the provisions of the present Convention and any earlier amendments which they have accepted.

#### **Article 51**

1. The Secretary-General of the United Nations shall receive and circulate to all States the text of reservations made by States at the time of ratification or accession.

2. A reservation incompatible with the object and purpose of the present Convention shall not be permitted.

3. Reservations may be withdrawn at any time by notification to that effect addressed to the Secretary-General of the United Nations, who shall then inform all States. Such notification shall take effect on the date on which it is received by the Secretary-General

#### **Article 52**

A State Party may denounce the present Convention by written notification to the Secretary-General of the United Nations. Denunciation becomes effective one year after the date of receipt of the notification by the Secretary-General.

#### **Article 53**

The Secretary-General of the United Nations is designated as the depositary of the present Convention.

#### **Article 54**

The original of the present Convention, of which the Arabic, Chinese, English, French, Russian and Spanish texts are equally authentic, shall be deposited with the Secretary-General of the United Nations.

IN WITNESS THEREOF the undersigned plenipotentiaries, being duly authorized thereto by their respective governments, have signed the present Convention.

## ADDITIONAL SOURCES FOR EDUCATION ABOUT CHILDREN'S AND HUMAN RIGHTS

### COUNCIL OF EUROPE (<http://www.coe.int>)

- *COMPASS*

*A Manual on Human Rights Education with Young People*

**Content:** The book represents a comprehensive approach for human rights education for children. It comprises five chapters. Teachers do not have to read the whole book to be able to use it in their work. They can only read sections that interest them the most.

**Published:** May 2002

ISBN: 92-871-4880-5

Internet: <http://eycb.coe.int/compass/>

- *THE EUROPEAN CONVENTION ON HUMAN RIGHTS*

*Starting point for teachers*

**Content:** The map contains two parts. You will find papers with basic information on how to use the publication and basic information on the Council of Europe, the European Convention on Human Rights, the use of the Convention in practice, other main areas of competence of the Council of Europe and some proposals for further work. There is a presentation of a short version of the Convention, instructions for teachers and cases of activities for pupils.

**Published:** April 2001

Internet: [http://www.coe.int/T/E/Com/About\\_Coe/](http://www.coe.int/T/E/Com/About_Coe/Brochures/fiche_dhIndex.asp#TopOfPage)

[Brochures/fiche\\_dhIndex.asp#TopOfPage](http://www.coe.int/T/E/Com/About_Coe/Brochures/fiche_dhIndex.asp#TopOfPage)

- *EDUCATIONAL PACKAGE*

*Ideas, resources, methods and activities for informal intercultural education with young people and adults*

**Content:** The publication is divided into two parts. The first presents an introduction to key concepts and a starting point for intercultural education. The second provides a number of activities, methods and resources. The publication is a very useful didactic tool to address the issues of stereotypes, discrimination, xenophobia, anti-Semitism, racism and other forms of intolerance.

**Published:** December 1998

Internet: [http://www.coe.int/T/E/human%5Frights/Ecri/3-](http://www.coe.int/T/E/human%5Frights/Ecri/3-Educational_resources/Education_Pack/Education_Pack_pdf.pdf)

[Educational\\_resources/Education\\_Pack/Education\\_Pack\\_pdf.pdf](http://www.coe.int/T/E/human%5Frights/Ecri/3-Educational_resources/Education_Pack/Education_Pack_pdf.pdf)



## UNESCO (<http://portal.unesco.org>)

- *EDUCATION FOR INTERNATIONAL UNDERSTANDING*

**Content:** The brochure describes how UNESCO has been striving for decades to improve the conditions in favour of education for every one and of good international understanding. It is a source for rich and various ideas, experiments and opinions in the matters important for all nations like human rights, peace and democracy. It is designed especially for teachers and pupils.

**Published:** 1996

Internet: <http://unesdoc.unesco.org/images/0012/001248/124833e.pdf>

## UNICEF (<http://unesco.org>)

- *PROMOTING CHILDREN'S PARTICIPATION IN DEMOCRATIC DECISION-MAKING*

**Content:** The publication is focused on questions about children and youth participation. It stresses the importance of youth participation, on the basis of Convention on the Rights of the Child, their active participation and on all-level involvement in the decision making structures (in the family, school, place where they live, in youth and other organizations, ... ). It lists good practical examples in some countries.

**Published:** 2001

ISBN: 88-85401-73-2

- *A LIFE LIKE MINE*

**Content:** The publication is designed for children in the age of 9 to 12. The respect of children's rights is presented in a comprehensible way. Children's lives are described through individual life stories, their living conditions and their hopes for a better world.

**Published:** 2001

ISBN: 0-7894-8859-0

## AMNESTY INTERNATIONAL (<http://www.amnesty.org>)

- *FIRST STEPS*

*A Manual for Starting Human Rights Education*

**Content:** The Manual is intended for teachers and all others, who are involved in educating young people and would like to include human rights education in their work. It provides useful methods for human rights education of children in elementary and secondary schools. It also provides a number of references and links to other publications, organisations and relevant web pages.

**Published:** 1997, London

Internet: <http://erc.hrea.org/Library/teachers/first-steps.html>

- *HUMAN RIGHTS FOR CHILDREN*

*A Curriculum for Teaching Human Rights to Children Ages 3-12*

**Content:** The book is divided into ten chapters; each is devoted to one principle of the UN Declaration on Children's Rights. The methods in the book are useful in physical education, sociology, mathematics, history, art and language training.

**Published:** 1992

## HUMAN SECURITY NETWORK

<http://www.humansecuritynetwork.org/>

- *UNDERSTANDING HUMAN RIGHTS: MANUAL ON HUMAN RIGHTS EDUCATION*

**Content:** A very comprehensive manual for human rights trainers, which reflects a culture sensitive approach, based on the universality of human rights. It contains a variety of pedagogical materials to be used in human rights education of either youth or adults.

**Published:** 2003, European Training and Research Centre for Human Rights and Democracy, Graz

ISBN 3-214-08322-8

## HUMAN RIGHTS EDUCATION ASSOCIATES - HREA <http://www.hrea.org/>

- *POPULAR EDUCATION FOR HUMAN RIGHTS*

*24 Participatory Exercises for Facilitators and Teachers*

**Content:** The training manual is designed for informal education emphasising women's and children's issues, respect for dignity and fair rules, links between human rights and responsibilities, building civil society, confronting prejudice, "information for empowerment" etc. The manual's highly participatory methods can be adapted to diverse settings and cultures and, while designed for popular education, they have been successfully used in programmes of formal education as well.

**Published:** 2000

ISBN: 0-9706059-0-0

Internet: <http://www.hrea.org/pubs/claude00.html>

- *HUMAN RIGHTS EDUCATION RESOURCE BOOK*

**Content:** A comprehensive international guide that includes a directory of Human Rights Education organisations and activities, and an overview of human rights courses and trainings offered worldwide, an annotated bibliography of human rights literature and a list of several agencies.

**Published:** 2000

Internet: <http://www.hrea.org/pubs/elbers00.html>

## HUMAN RIGHTS INTERNET - HRI (<http://www.hri.ca/>)

- *THE HUMAN RIGHTS EDUCATION HANDBOOK*

**Content:** The publication is published in a series of education about human rights. It offers teachers information about sources and activities for fostering the culture of human rights.

**Published:** 2000

Internet: <http://www.hri.ca/publications/new/hreduhandbook/>

## OTHER USEFUL INTERNET LINKS:

Council of Europe - Youth: [http://www.coe.int/T/E/Cultural\\_Co-operation/Youth/](http://www.coe.int/T/E/Cultural_Co-operation/Youth/)

UNICEF-Compendium: <http://www.unicef.org/teachers/compendium/index.html>

Save the Children: <http://savethechildren.org>

Child Rights Information Network: <http://www.crin.org>

Human Rights Watch (Children's Rights Division):

<http://www.hrw.org/children/about.htm>

Human Rights Internet (Children's Rights): <http://www.hri.ca/children>





## QUESTIONNAIRE

The purpose of the questionnaire is to examine the effects of the OUR RIGHTS cards on teaching and learning children's rights. Furthermore, we are interested in your opinions on individual aspects of teaching children's rights. There is no right or wrong answer to any of the questions.

YOUR COUNTRY:

- Do you consider that you have sufficient knowledge of the following international instruments on children's and human rights?

*Convention on the Rights of the Child*

<i>yes</i>	<i>no</i>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

*Universal Declaration of Human Rights*

*European Convention on Human Rights and Fundamental Freedoms*

The purpose of the following statements is to learn about your views on various factors associated with children's and human rights.

*Please read each statement and choose the square in the column that corresponds to your view on the statement.*

- Children's and human rights are important both in everyday life and at school.

*I strongly agree*  *I agree*  *I disagree*  *I strongly disagree*

- Children's and human rights are ideals. They cannot be realized in everyday life and at school.

*I strongly agree*  *I agree*  *I disagree*  *I strongly disagree*

- Children's and human rights are luxury that only rich countries can afford. Poor countries cannot afford it.

*I strongly agree*  *I agree*  *I disagree*  *I strongly disagree*

- Teachers respect pupil's opinions and encourage them to express their views during classes.

*I strongly agree*  *I agree*  *I disagree*  *I strongly disagree*

- Do you consider the cards a suitable teaching tool to stimulate children in learning about children's rights?

<i>yes</i>	<i>no</i>
<input type="checkbox"/>	<input type="checkbox"/>



- Do you consider that pupils were stimulated by a topic that directly addresses them (individual right) or that they liked the teaching method?

*Please tick only one square.*

Pupils were stimulated by the topic (individual right) we dealt with.

Pupils were primarily enthusiastic about the teaching method.

Pupils found interesting both the topic dealt with as well as the teaching method.

- Please, list 3 rights or activities suggested on the cards, which were most welcomed by your students. Why?

a)  Why?

b)  Why?

c)  Why?

- Which forms of violence are most common in your school environment?

*Please, tick the appropriate box or boxes:*

a) bullying

b) verbal violence

c) physical violence

d) other (please, list):

- Does your school pay enough attention to the issues of tolerance?

*yes*  *no*

- Were pupils familiar with children's rights before the OUR RIGHTS project was carried out?

*no (none)*  *yes (all the rights)*  *partly (only with some of the rights)*

- After carrying out individual activities, do pupils recognize the violation of rights or can state a case?

*no (none)*  *yes (all the rights)*  *sometimes (only some of the rights)*

Which are the most important effects of the use of the OUR RIGHTS cards?

*Please tick only one square in a row:*

- In everyday interaction, pupils recognize the violation of rights and are generally more sensitive to the issue of children's rights.

*I strongly agree*  *I agree*  *I agree partially*  *I strongly disagree*



• Pupils are more receptive to numerous forms of diversity and distinctiveness in their social environment.

*I strongly agree*  *I agree*  *I agree partially*  *I strongly disagree*

• By using the cards, pupils have learned to look at children's rights in a critical manner and do not use them only for their own benefit.

*I strongly agree*  *I agree*  *I agree partially*  *I strongly disagree*

• By using the cards, pupils have become more sensitive to the respect for human rights of the most neglected children groups (children with special needs, children from poor families).

*I strongly agree*  *I agree*  *I agree partially*  *I strongly disagree*

• By using the cards, I have acquired knowledge that will help me facilitate the implementation of similar projects associated with children's rights.

*I strongly agree*  *I agree*  *I agree partially*  *I strongly disagree*

• Would you like to receive additional training to teach and learn children's and human rights?

*yes*  *no*

*If yes, please answer the following question.*

• In which areas of teaching and learning children's and human rights would you like to improve your knowledge?

*Tick the appropriate squares*

Suitable contents to teach and learn about children's and human rights

Forms and methods of teaching and learning children's and human rights

Cooperation between teachers in planning and carrying out classes on children's and human rights

• Would you like to take part in a training dedicated to the teaching and learning of tolerance?

*yes*  *no*

*If »yes«, please answer also the following question.*

• In which area of teaching tolerance would you like to broaden your knowledge?

*Please, tick those boxes that match your preference!*

Content for teaching and learning tolerance

Methods for teaching and learning tolerance



Thank you very much for taking your time to answer the questionnaire on teaching and learning children's rights by using the OUR RIGHTS cards.

Please send your answers to the following address:

Mitja Sardoč, Educational Research Institute, Gerbičeva 62,  
1000 Ljubljana, SLOVENIA



## OSCE PARTICIPATING STATES

- Albania
- Andorra
- Armenia
- Austria
- Azerbaijan
- Belarus
- Belgium
- Bosnia and Herzegovina
- Bulgaria
- Canada
- Croatia
- Cyprus
- Czech Republic
- Denmark
- Estonia
- Finland
- France
- FYR of Macedonia
- Georgia
- Germany
- Greece
- Holy See
- Hungary
- Iceland
- Ireland
- Italy
- Kazakhstan
- Kyrgyzstan
- Latvia
- Liechtenstein
- Lithuania
- Luxembourg
- Malta
- Moldova
- Monaco
- Netherlands
- Norway
- Poland
- Portugal
- Romania
- Russian Federation
- San Marino
- Serbia and Monte negro
- Slovak Republic
- Slovenia
- Spain
- Sweden
- Switzerland
- Tajikistan
- Turkey
- Turkmenistan
- Ukraine
- United Kingdom
- United States of America
- Uzbekistan



## **OUR RIGHTS**

is a teaching tool for education on children's rights for  
10-12 year olds.

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