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I. BACKGROUND INFORMATION

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HISTORICAL BACKGROUND

Early in 1947, with the horrors of two world wars fresh in their memories, the newly created United Nations appointed a committee of remarkable women and men to create a document that would ensure that the future of humankind would be different. They wanted one that would spell out the meaning of the fundamental rights and freedoms to which we are all entitled, such as life, liberty, food, shelter, education, and equality.

It took the commission two years of determination and hard work, culminating in the *Universal Declaration of Human Rights*, which captures the aspirations and protections which every person in the world should have. It was adopted on December 10, 1948 in Paris by the 56 members of the United Nations General Assembly.

The 30 articles of the *Declaration* cover economic, social, cultural, political, and civil rights. These rights are both **inalienable** (they belong to every person and cannot be taken away under any circumstances) and **interdependent** (they are complementary in nature and build on each other). The document is also **indivisible** (all the rights are equally important to the full realization of one's humanity) and **universal** (it applies to all people everywhere).

No right in the Universal Declaration of Human Rights is "less important" or "non-essential."

Over the years, the Declaration has acquired the status of customary international law because most countries treat it as though it were law.

Nation states are now obligated to human rights by international treaties. They are required to teach them to their citizens through their education systems and other civil institutions. As such, states assume the obligation to protect their citizens from discrimination and the denial of their guaranteed rights.

But rights are of little value to a person who doesn't know she has them. In many places of the world, states actually tolerate social exclusion and unequal treatment in order to privilege their social or political position or placate their opposition.

COLEGA joins hands with the many other efforts to call out discriminatory treatment at all levels. It intends to teach young people about a standard of behavior they should both practice and experience at the hands of society.

HUMAN RIGHTS

What are human rights?
Human rights are **fundamental rights** that belong to every person simply because he/she is a human being. They are based on the principle that every human being is born equal in dignity and rights. All human rights are equally important. They are indivisible, inalienable and interdependent. They cannot be legally denied except under unusual circumstances.

What is the *Universal Declaration of Human Rights*?
The *Universal Declaration of Human Rights* (UDHR) is the **founding document** created by the UN commission. Adopted on December 10, 1948, it stands as a common reference point for the world, and setting common standards of achievement in human rights.

Although the UDHR does not officially have force of law, its fundamental principles have become **international standards** worldwide, and most countries view the UDHR as international law. Human rights have been codified in various legal documents at the international, national, provincial and municipal levels.

What is the purpose of human rights?
Human rights are a tool to **protect people** from violence and abuse. They are important because they protect our right to **live in dignity**, including the right to life, freedom and security. To live in dignity means that we should have things such as a decent place to live and enough to eat. We should be able to participate in society, to receive an education, to work, to practice our religion, to speak our own language, and to live in peace.

Human rights foster **mutual respect** among people. They stimulate conscious and responsible action to ensure that the rights of others are not violated. For example, it is our right to live free from all forms of discrimination, but at the same time, it is our responsibility not to discriminate against others.

What is human dignity?
Human dignity is a fundamental principle of human rights, which affirms that all people deserve to be respected simply because they are human beings. Regardless of age, culture, religion, ethnic origin, color, sex, sexual orientation, language, ability, social status, civil status or political convictions, **all individuals deserve respect.**

What is equality?
Equality is another fundamental principle of human rights. It affirms that all human beings are born free and equal. Equality presupposes that **all individuals have the same rights** and deserve the same level of respect.

Non-discrimination is an integral part of the notion of equality. It ensures that no one is denied their rights because of factors such as age, ethnic origin, sex, religion, etc.

(Adapted from *Play It Fair! Human Rights Education Toolkit for Children,* 2008 Equitas – International Centre for Human Rights Education)

CHILDREN'S RIGHTS

What are the rights of the child?
The rights of the child are specific rights documented in the *Convention on the Rights of the Child* (CRC). They are meant for all children everywhere.

The child is defined as any person younger than 18 years old unless the laws of a particular country set the age of majority at a younger age.

Children have a right to all the human rights of the *Universal Declaration of Human Rights*. However, because of their vulnerable position in society, children also have specific rights that afford them special protection.

What is the purpose of having children's rights?
Children's rights aim to ensure that each child has the opportunity to **reach his or her full potential.** Children's rights stipulate that all children – without discrimination (Article 2) – should be able to develop fully, have access to education and health care, grow up in an appropriate environment, be informed about their rights, and participate actively in society.

Children's rights are a tool to **protect children** from violence and abuse.

Children's rights foster **mutual respect** among children and respect by adults for children. Respect for the rights of the child can only be fully achieved when everyone, including children themselves, recognizes that every person has the same rights, and then adopts attitudes and behaviors of respect, inclusion and acceptance.

What is the *Convention on the Rights of the Child*?
The *Convention on the Rights of the Child* is an **international treaty** that recognizes the civil, political, economic, social and cultural rights of children.

These rights take into account a child's age and "evolving capacities" (maturing abilities). The child's best interests are the main concern. The *Convention* repeatedly emphasizes the major importance of the role, authority, and responsibility of parents and family.

This treaty was adopted by the United Nations on November 20, 1989. As of April 2017, the *Convention on the Rights of the Child* is the most ratified document of the United Nations.

The Convention requires governments from around the world to respect and uphold children's rights, particularly through the laws they develop at a national level. However, in order for children to fully enjoy their rights, the fundamental principles of the Convention must be respected and promoted by all members of society from parents, to educators, to the children themselves.

(Adapted from *Play It Fair! Human Rights Education Toolkit for Children,* 2008 Equitas – International Centre for Human Rights Education)

For more information about children's rights, visit UNICEF's website: http://www.unicef.org/crc.

HUMAN RIGHTS EDUCATION

"*Human rights education is a central component in the campaign to develop a human rights culture."* Nelson Mandela

What is human rights education?
Human rights education is education **about** and also **for** human rights. It is all learning that builds knowledge and skills, as well as attitudes and behaviors of human rights.

- Human rights education is about helping people **understand** human rights and recognize that they have a responsibility to respect, protect and promote the rights of all people.
- It supports democratic principles from diverse perspectives through a variety of educational practices.
- It helps develop the communication skills and informed critical thinking essential to a free and safe world. It provides multicultural and historical perspectives on the universal struggle for justice and dignity.
- Human rights education affirms the interdependence of the human family. It promotes understanding of the complex global forces that create abuses, as well as the ways in which abuses can be avoided and abolished.

(Adapted from *The Human Rights Education Handbook,* Nancy Flowers. University of Minnesota 2000, p. 8.)

How does human rights education produce social change?
For knowledge of human rights to produce social change, human rights education must strive to develop practical skills, and work to foster appropriate attitudes and behaviors.

Human rights education engages the heart as well as the mind by challenging children and adults to ask what human rights mean to them personally. It encourages them to translate caring into informed action.

"We must not just educate our children and youth 'to know' and 'to do,' we must also educate them 'to be' and 'to live together.'" (Delores, Jacques et al. *Learning*: *The Treasure Within*. Report to UNESCO of the International Commission on Education for the Twenty-First Century. UNESCO.)

The activities and songs in this manual are meant to give young people the skills, knowledge and attitudes essential to achieve a world free of human rights violations.

They are to be used in a participative, interactive instructional method, which human rights educators have found to be the most effective and powerful way to achieve these goals in both children and adults.

(Adapted from *Play It Fair! Human Rights Education Toolkit for Children,* 2008 Equitas – International Centre for Human Rights Education.)

THE IMPORTANCE OF EDUCATING CHILDREN ABOUT HUMAN RIGHTS

I**t is their right!** Article 42 of the *Convention on the Rights of the Child* stipulates that children have the right to know their rights.

It increases the child's respect for human rights. Knowing about your rights while you are still a child is the first and most effective step in promoting greater respect for human rights as adults.

Human rights are universally recognized values. Adults who work with children are constantly faced with the task of trying to determine which behaviors are acceptable and which are not acceptable. Making these types of decisions often involves relying on personal experiences or values. Human rights education provides a clear framework for evaluating when and how to intervene by referring to the universally recognized values that stem directly from the *Universal Declaration of Human Rights*.

It reinforces positive behaviors. Human rights education is one of the most effective ways of encouraging positive behavior because it involves both critical reflection and a strengthening of the child's sense of responsibility.

It encourages the development of self-confidence and active participation. Once children become aware of their rights, they begin to recognize their own importance as human beings. They start to realize that how they live, think and feel has value, and that they can make a positive contribution to their group, their family, their school, and their community.

Learning about rights encourages children to become more actively involved. They are sensitive to the way their words and actions are perceived by others. They recognize and feel uncomfortable when they witness bullying or shaming. They feel encouraged to attend and remain in school for the duration of its annual cycle. They recognize and call out unacceptable behavior in others. In short, as children mature to adulthood, they bring with them a culture of human rights.

It encourages empathy for others.
Human rights education encourages children to think about how they interact with others and on how they can change their behavior to better reflect human rights values.

The result is that they are not only more aware of the importance of respect, cooperation, and inclusion, but also better equipped to put these values into practice in their daily lives.

(Adapted from *Play It Fair! Human Rights Education Toolkit for Children,* 2008 Equitas – International Centre for Human Rights Education.)

Summary of the Articles of
THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

1. Right to equality
2. Freedom from discrimination
3. Right to life, freedom, personal security
4. Freedom from slavery
5. Freedom from torture and degrading treatment
6. Right to recognition as a person before the law
7. Right to equality before the law
8. Right to remedy by competent tribunal
9. Freedom from arbitrary arrest, exile
10. Right to a fair public hearing
11. Right to be considered innocent until proven guilty
12. Freedom from interference with privacy, family, home, and correspondence
13. Right to free movement in and out of any country
14. Right to asylum in other countries from persecution
15. Right to a nationality and freedom to change it
16. Right to marriage and family
17. Right to own property
18. Freedom of belief and religion
19. Freedom of opinion and information
20. Right of peaceful assembly and association
21. Right to participate in government and free elections
22. Right to social security
23. Right to desirable work and to join trade unions
24. Right to rest and leisure
25. Right to adequate living standards
26. Right to education
27. Right to participate in cultural life and community
28. Right to social order assuring human rights all over the world
29. Community responsibilities and duties essential to free and full development
30. Freedom from state and personal interference

(Source: *Play It Fair! Human Rights Education Toolkit for Children,* 2008 Equitas – International Centre for Human Rights Education.)

See the DOCUMENTS Section at the end of the manual for the full *Declaration*, as well as the Child-Friendly Version.

Summary of the Articles of
THE CONVENTION ON THE RIGHTS OF THE CHILD

1. Definition of a child
2. Freedom from Discrimination
3. Right to the Child's Best Interests
4. The Child Has All These Rights
5. Right to Parental Guidance
6. Right to Life and Development
7. Right to a Name and Registration
8. Right to a Nationality and Family
9. Rights in Case of Parental Separation
10. Right to Family Contact
11. Freedom from Kidnapping
12. Right to an Opinion in Court
13. Right to Freedom of Expression
14. Right to Freedom of Religion or Belief
15. Right to Freedom of Association
16. Right to Privacy & Reputation
17. Right to Reliable Information
18. Parental Responsibility
19. Freedom from Violence and Neglect
20. Right to Alternative Care
21. Rights of Adopted Children
22. Rights of Refugee Children
23. Rights of Disabled Children
24. Right to Healthcare
25. Right to Periodic Review
26. Right to Social Security
27. Right to Adequate Living Conditions
28. Right to Education
29. Educational Institutions and Responsibilities
30. Rights of Minority Children
31. Right to Rest and Play
32. Freedom from Child Labor
33. Freedom from Drug Abuse
34. Freedom from Sexual Exploitation
35. Freedom from Trafficking & Abduction
36. Freedom from Other Exploitation
37. Freedom from Torture
38. Freedom from Armed Conflict
39. Right to Rehabilitation
40. Right to Juvenile Justice
41. Right to Higher Standards
42. Right to Knowledge of the Convention
43. Duties of Government

(Source: *http://unchildrights.blogspot.ch/2009/03/summary-childrens-rights-convention.html.)*

See the DOCUMENTS Section at the end of the manual for the complete *Convention on the Rights of the Child*, as well as the Child-Friendly Version.

MUSIC IN THE *COLEGA* MANUAL

Music and singing are good for children of all ages. In addition to being fun, scientists have found that musical experiences strengthen the connection between brain and body, and improve learning on almost every level.

Children remember a lesson or message better when words have a melody attached to them. They particularly love sing-along songs that involve rhythm and movement combined with the words which provide facts and feelings.

When learning about human rights, music can be an effective way to help children remember and think about the messages they are hearing.

Music also provides joy. A great song can often light up our eyes and energize us. Even more importantly, it can also generate sympathy and empathy for others as we sing about experiences both happy and sad.

The songs in this manual are rich in human rights allusions (e.g., Kindness Begins with Me, Here We Are Together, I'll Walk with You). But they are just a beginning. Each culture has its own songs, of course, that can be used for teaching important principles dealing with human rights. Use the ones that are appealing or familiar to the children you are leading.

Use music as often as you are comfortable and able. It is one of the best tools available, an excellent and entertaining way for children of any age to learn about human rights.

The better acquainted they become with their rights, the greater will be their ability to claim these rights while developing empathy as they recognize that human rights belong to everyone.

As children grow up with the skills and staunchly committed to the preservation and promotion of human rights, our world will become a better place for all.

II. TEACHING GUIDELINES AND TIPS

COLEGA FOR THE FACILITATOR

Educational Approach of *COLEGA*

Best Practices and Effective Facilitators

Best Practices for Facilitators

Best Practices for the “Classroom”

Teaching Methods

Evaluation and Self-Critique

As a **facilitator**, it is essential to consider how you can create an environment that respects and promotes a culture of human rights, one that is a living example of what you are teaching. This is necessary in order for a child to learn about human rights.

This part of the manual is intended to support the **facilitator** with practical information about using the *COLEGA* manual to do exactly that. You will understand your context and your children, their background and needs, better than anyone else.

Take what you can from the manual and these instructions. Use whatever is helpful. You may have to adapt and innovate, and that is fine!

The important thing to remember is that when you create an environment that promotes and respects human rights, children will be learning about human rights.

Unlike lesson plans for classroom use in a formal school curriculum, *COLEGA* is designed to be adaptable for more informal settings where children can learn about human rights.

EDUCATIONAL APPROACH OF *COLEGA*

COLEGA uses a **participatory transformative** learning model to teach the children about human rights.

The lessons are designed to create an awareness in the children of human rights values and ideas based on their own experiences and on critical reflection. They are then challenged to look for ways to **integrate human rights values** into their lives.

- **Experiencing** the human right through lesson activity or story
- **Thinking** about the right through discussion
- **Acting** or reflecting the human right behavior or change

(Adapted from *Play It Fair! Human Rights Education Toolkit for Children,* 2008 Equitas – International Centre for Human Rights Education, Reference 07)

BEST PRACTICES AND EFFECTIVE FACILITATORS

"**Best practices**" are teaching strategies and methods that have been carefully researched and have been shown to help facilitators become more effective in their teaching.

We all learn in different ways. This section offers facilitators a variety of approaches and techniques that result in good overall outcomes, where children learn what is being taught.

(Source: *Jordan Performance Appraisal System Domains Document*, JPAS, Version 5.0, 2008, Jordan School District, Utah, USA.)

What is the role of the facilitator? "Facilitator" is used to refer to an adult or youth who works with children in non-formal settings such as summer camps or youth clubs. Different organizations use terms such as counselor, facilitator, monitor or even teacher to denote this role. For reasons of clarity, "facilitator" was selected because it appears to be the most widely understood and commonly used term in this context.

- Facilitators **accompany and guide** the children in their learning.

- Facilitators are **role models.** They set an **example** for children, integrating human rights values into their own behaviors and attitudes, while constantly aware of their influence on the children.

- Facilitators **create a positive environment** conducive to learning. This is perhaps the most important role of the facilitator.

- K**ey responsibilities:** leading games, encouraging **participation**, facilitating discussion, and giving children the opportunity to critically think about their own behaviors.

(Adapted from *Play It Fair! Human Rights Education Toolkit for Children,* 2008 Equitas – International Centre for Human Rights Education, Reference 07.)

BEST PRACTICES FOR FACILITATORS

At the beginning of class, review or summarize ideas or skills from a previous lesson. Reviews help facilitators determine if children have the knowledge or skills for the current lesson. As you find out how much they remember or know, adapt the lesson or activity accordingly.

Provide a brief overview of the new material so that children can anticipate what they will be learning. Begin with a short preview that includes general principles, outlines or questions which establish a plan for learning.

Use energetic and enthusiastic speech or obvious interest in the subject matter. When facilitators are enthusiastic, children are more likely to pay attention and develop enthusiasm of their own. Ultimately, they are also more likely to incorporate positive behavior.

Use questions that require the child to recognize or recall information such as facts, definitions, names, details, etc. The more factual the questions are that the facilitator asks, the more the children will remember. Using open-ended questions that require more than a yes or no answer also engages participation and interest.

Encourage reluctant learners. Effective facilitators call on children whose hands are **not** raised to check their understanding and gently encourage their participation.

Allow wait time after questions. After asking the question, wait at least five seconds for someone to answer before calling on another child.

Apply learning to a child's personal experience, future life, or potential work situation. A child's background knowledge plays an important role in all types of learning; what children already know influences what and how much they'll learn in the future.

Reinforce desired behavior. Small, frequent rewards are more effective than large, infrequent ones. **Praise** is a particularly powerful reward, especially if delivered in a natural tone of voice to children for specific achievements.

"Thanks so much for sharing your ideas, Bao."
"I love the way Asha lined up quickly."
"*This* group followed my directions exactly!" is more effect than pointing out which group **didn't** do it right.

End on the right note. At the conclusion of the lesson, it's important to give the children an opportunity to sum up what they've learned individually and collectively. How you do this depends on the objectives and the mood or tone of the class. See Teaching Methods, "Closings," page 201, for suggestions.

Keep a record! A good facilitator learns from experience as she teaches. This manual includes a journal page called "Facilitator Notes and Reflections" at the end of each lesson with prompts or questions just for you. **Use it!** Briefly record what happened at each session, including adaptations and changes that occurred, new ideas, particular successes and difficulties. Your answers to the prompts will help you recognize how well you are doing, and ideas for future changes or improvements.

BEST PRACTICES FOR THE “CLASSROOM”

Create a positive learning environment. One of the main elements in developing a positive classroom is creating a warm, supportive environment in which students feel safe and are willing to participate.

A critical environment, such as hitting or harsh words or threats and nagging or demeaning comments and negative attitudes, discourages participation and prevents learning.

Use three or four **praise statements** for every negative statement so that the children hear positive encouragement most of the time.

“Ali, I love the way you raised your hand to talk.”

“Oh, look! Marta is sitting quietly.”

“I love the way Thomas did what I asked.”

“Thank you, Sofia, for quickly putting away your pencil and paper.”

Children will believe what you tell them simply because you are the facilitator. It helps to say things such as, “This is going to be your best time ever!” because they will leave class and tell others that this is going to be their best time just because you said it would be.

Rules and Consequences. It’s important to create rules and consequences, **and** to **consistently** and kindly and patiently enforce them.

Be STRICT but be NICE. It is possible to be strict, or in other words, to be consistent in requiring that the children do what you ask, without being mean. Make this your motto – and SMILE!

Create a list with the children for group behavior. Post the rules and devote time to discuss them so that everyone knows what they are and agrees to them.

Respond consistently to behavior. Recognize and **stop disruptive behavior** immediately. Do not allow social talk, excessive noise, or interruptions during the facilitator’s instruction time.

When facilitators and children establish fair rules together and enforce them consistently, rule breakers can be unhappy only with themselves.

If children can depend on what facilitators say, they will be less likely to test them and more able to accept responsibility for their own behavior.

Evaluate and adjust teaching activities. When necessary, adjust the lessons and activities based on the needs and participation of the children, thinking about ways to improve the teaching.

TEACHING METHODS

There are countless teaching techniques, and it would be impossible to use them all, but variety keeps things interesting. The lessons and activities presented in the ***COLEGA*** manual use many different teaching methods. Use those that most appropriately fit the human rights article being discussed and that you think will further the understanding of the objective being taught.

It is always important to give clear instructions about the activity and its expected outcome.

Most of the suggestions and information in this section are adapted from two publications:

1. *The Human Rights Handbook, Topic Book 4,* Nancy Flowers. Minneapolis Human Rights Resource Center, 2000.
2. *Siniko, Towards a Human Rights Culture in Africa,* Amnesty International 1998.

Assigning and Creating Groups
Children can be divided into groups of two, three or four students for sharing ideas and learning to work together in games and activities. There are many ways to ensure that they are not always with the same children, and so that no one feels like they are always the last one chosen.

- Have the children count off by three's or four's. All the One's get in a group, all the Two's get in another group, etc.

- Assign each child to be a fruit: apple, orange, banana, or lemon. Have all the Apples form a group, all the Lemons form a group, etc. You could also use animals.

- As the children arrive, give each one a yellow or blue paper or sticker. At the appropriate time, have all the yellows get together in a group and all the blues in another group.

Brainstorming
Brainstorming is a way to generate a lot of ideas very quickly. It can be used for solving a specific problem or answering a question. To introduce a new subject, present the question, such as, "In what ways can we improve our community?" Ask the group to share everything they already know about the subject.

Have a recorder write the ideas presented on the board or a poster. Write down every suggestion and stop when ideas begin to run out.

After the brainstorm the learners could prioritize the ideas in order to focus the discussion. (Flowers, p. 60.)

"Buzz Session"
A "buzz session" is when children are given the opportunity to talk freely in small groups of two's or three's for three to five minutes. They are instructed to discuss a pertinent issue which the facilitator has raised. A "reporter" is chosen by the group to keep track of what is being discussed or decided so the group can report back when the groups are invited to share ideas. (Flowers, p. 63.)

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Case Studies
A case study is an in-depth study of a particular situation. They provide examples of real or hypothetical situations for children to discuss and consider. They are usually text-based but could also be short extracts from video or audio, and facilitators can relate the situation from another country rather than from their own.

Allow children reading and discussion time for the case study which can be done individually, in pairs or small groups. List on the board questions/issues the facilitator wants discussed. Review with the participants their responses and draw out learning points. (Flowers, p. 60.)

Closings
How you close your lesson depends on the goals and tone of the class. It's important to end on the right note so children leave the class thinking about what they learned and how they feel about being there. This is a critical component of your teaching.

- **Ball Toss**
  Children stand in a circle or in two lines across from each other, not too far apart. They toss a ball from one to another, making sure to always toss to someone who hasn't had a turn yet. Each person who catches the ball states one thing she or he learned or can remember from the lesson. Continue until everyone has had a turn.

- **Group Summary**
  Ask a summarizing question, such as "What remarks that you heard today will you especially remember?" or "What idea can you take home to use in your family?" or "Does anyone have a question for me?" Have each child respond in turn. (Flowers, p. 82.)

Group Discussions
- **Small Group Discussion**
  Dividing the class into pairs or groups gives the children an opportunity to participate actively. Small groups can generate a lot of ideas very quickly. The facilitator asks a question, such as: "Is it ever right to spread false information about someone?" Explain the task clearly. Seat the participants where they can see each other and tell them how long they have to complete the task. It might be necessary to have a chairperson and someone to take notes from each group. (Flowers, p. 63.)

  After the allotted time, have each group report their ideas to the whole class by summarizing the discussion, presenting their decision, or listing their various ideas.

- **Whole Group Discussion**
  In order to have an open discussion, it is important to have an atmosphere of trust and mutual respect in the group. One way to help create a "safe" environment is to have the group develop "**Rules of Discussion**." This is best done at the beginning of the course when standards of behavior are usually being established.

Discussions are a good way for the facilitator and the children to discover what their attitudes are regarding human rights issues. They provide an opportunity to practice listening, speaking in turn and other group skills which are necessary for respecting other people's rights. It is preferable to seat participants in a circle or semi-circle where they can see one another. (Flowers, p. 63.)

Interviewing

Interviews are a good way to bring the wider community into the youth group. Interviewees can connect learning to real life and also improve children's skills in dealing with different people and ideas.

For example, if the group is learning about the rights of the child, their parents and their grandparents will be an important source of information about how the lives of children have changed over the years. (Flowers, p. 68.)

Media

- **Cartoons and Comics**

  Cartoons and comics are powerful influences on young people not only to entertain but to encourage prejudices and stereotypes also. Discuss these points with the class.

  Cut out cartoons and comic strips from newspapers, magazines, comic books and advertisements which relate to the subject being discussed.

  Ask questions related to the comic, such as: "What is the message? Are the images effective? What is your first emotional response? Does it include stereotypes or prejudices towards a particular group? Is it humorous or ironic?" (Siniko, p. 33.)

- **Pictures and Photographs**

  We all interpret in many different ways and can be effective for showing learners how we all see things differently.

  Give pairs of participants a picture related to the topic you are discussing. Each pair will have a different picture. Give each pair five minutes to write down the four most important questions they have about their picture. Ask each pair to show their picture and questions to another pair and give them ten minutes to find the answers to all of the questions together.

  Ask all the children to look at all the pictures, with questions and answers, and make further comments where necessary. (Flowers, p. 68.)

- **Video and Documentary Films**

  View all material in advance to determine its suitability for the group. Short videos on relevant human rights issues are more effective than full-scale productions, and they leave more time for interactive discussion with the group.

  Children should analyze media information for meaningful content. They can write their interpretation of the video or use it as the basis for a group discussion. (Flowers, p. 66.)

Outside Speakers
You may want to invite two or three speakers to share differing viewpoints on one topic. It is always interesting to have an expert form a particular profession come and talk about their work.

Discuss with the class the speakers you have invited and the topic they will be discussing so students can be prepared with appropriate questions. Give a brief introduction of each speaker.

After the presentation when you are alone with the children, ask the class what they found interesting. Be sure to review the issues with them that were presented. (Flowers, p. 68.)

Role-Play
A role-play is a short drama acted out by class participants. It is mostly improvised although students may draw on their life experiences for the situation. The facilitator identifies the issue, for example: "The right to property." Two or more class members could play the part of someone taking another's property. Two others could represent those whose property is being taken away because of ethnic or religious discrimination.

- During the role-play, it might be useful to stop the action and ask everyone about what is happening and how the situation can be resolved equitably for all parties.

- After the role-play it is important that participants talk about what took place and discuss appropriate ways to resolve the situation. (Flowers, p. 63.)

Songs and Stories
In many societies, songs and stories are the medium for preserving and transmitting social values. They can be used to convey diverse historical, cultural and social realities, and many **include human rights concepts and values**.

- To explore a subject you've chosen, you could ask the group to search for local songs and stories they have heard that support the human right you are learning about.

- You can assign small groups to different issues. Give them time to ask parents, grandparents and others in the community about stories and songs. Have them collect and bring back the texts or music, and give them time to present to the rest of the class or teach a new song.

- Have a discussion comparing what the songs or stories are saying, and how that relates to the reality of today's world. (Siniko, p. 29.)

EVALUATION AND SELF-CRITIQUE

A good facilitator learns from experience as she teaches. One of the ways she or he does this is by keeping a teaching diary or journal. You will find a "Facilitator Notes and Reflections" page at the end of each lesson to help you reflect and record what you are doing. Please write briefly about your experience after **every** lesson.

Facilitator Notes and Reflections
This page includes a few prompts to help you see yourself (1) through your own eyes, (2) through the eyes of your students, and (3) through the eyes of your colleagues.

1. How do I feel about what happened with today's lesson?

    In other words, What went well?
    Why did it go well?
    What was I trying to do?
    How do I know it went well?

2. What would or should I do differently next time?

Self-Critique
Ask yourself:

1. How do the activities encourage students to play an active role in learning?
2. Are there other ways to help them learn various Articles in the *Universal Declaration*?
3. What can I do to feel comfortable and confident when discussing controversial issues?
4. What are good practices I can use to assess student learning?

Student Evaluation
At the end of the course, ask the students:

1. Do you understand what the *Universal Declaration of Human Rights* is?
2. How do you know what your rights are?
3. What would you do to show somebody you care?
4. How would you do it?

(Adapted from Keating-Chetwynd, Sarah, ed. *How All Teachers Can Support Citizenship and Human Rights Education: A Framework for the Development of Competences*. Council of Europe, March 2009, p. 61.)

III. ACTIVITIES AND ENERGIZERS AND REVIEWS

Most of the following activities are adapted from two publications:

1. The *Youth Refugee Curriculum*, *Canadian Orientation Abroad (YRC),* International Organization for Migration, Switzerland, 2013.
2. *Play It Fair! Human Rights Education Toolkit for Children (PIF),* Equitas – International Centre for Human Rights Education, Canada, 2008.

ACTIVITIES: GETTING TO KNOW YOU

Please Tell Me
Everyone walks around the room in different directions, saying, "Hello" as they pass by one another. When the facilitator claps hands, everyone has to stop where they are and turn to the person nearest to them and ask a question to find out something they would like to know about the other person. They start with the words, "Please tell me. . . ."

When the first questions have been asked and answered, the facilitator claps hands to signal the children walking again, with everyone saying, "Hello" to each other. When the facilitator claps once more, they stop and ask questions again. And so on until the facilitator decides it's time to end. (YRC, p. 115.)

I Know You
Find out who already knows someone else in the class by having a student come to the front, say their name and have the others raise hands if they already know her or him. They could tell something nice that they know about that person.

Who's Your Neighbor?
Pair children up and have each pair take turns interviewing each other by asking questions to find out five things they didn't know about the other person before playing the game. They do this very quickly since each one has only two or three minutes to do the interview.

After five or six minutes, have the students come back together and take turns introducing their "neighbor" to the entire class. (YRC p. 116.)

Ball Toss
Stand together in a circle. Explain that you are going to say your name and that you will then throw the ball to someone. That person has to catch it, take a step forward and say his or her name in a loud, clear voice, and then YOUR name (in other words, the name of the person who threw the ball). The person then throws the ball to someone else who must in turn catch it, step forward and say his or her name, and the name of the person who threw the ball to him or her.

Keep throwing the ball back and forth across the circle to a new person each time until everyone has said his or her name. (YRC, p. 112.)

It's Good to Know You
Have the students stand together in the center of the room. Call out, "All participants wearing something black stand together. All students with blue shirts," etc. Then the students in each group introduce themselves to the others in their group. Continue the game, naming other possible groupings.

Now make these non-visual so participants will need to talk to each other to see in which group they belong, such as, "All participants who are 8 years of age," or "All students born in the same month," or "All students who have a yellow shirt at home."

You can also use feelings: People who are afraid to fly in an airplane, people who love the rain, people who hate spiders, people who like to sing, etc. (YRC, p. 128.)

ENERGIZERS

Energizers are very short activities to help raise group spirits and create solidarity. Use them whenever you feel that interest may be lagging, and you need a quick break to re-focus energy and attention. Be careful not to substitute them for the learning activities.

Along with the ones below, you can use short games that the children already know, such as songs with actions ("Head, shoulders, knees and toes"). You can also ask if anyone has a game to suggest, such as "Duck, Duck, Goose!" You want something short and lively.

Duck, Duck, Goose!
Children sit in a circle, while a child who is "it" walks around tapping each seated child and calling out "duck" until finally calling one a "goose." The "goose" jumps up and tries to tag the "it" before "it" runs all the way around the circle to sit where the "goose" was sitting before. If the "it" succeeds, the "goose" becomes the "it" and the process begins again. If the "goose" tags the "it," the "goose" returns to his/her spot and the "it" starts again.

The Washing Machine
Have the children form two parallel lines close together, facing each other. Send a child from one end between the lines, "through the wash". Everyone (where this is culturally appropriate) pats her or him on the back or shakes her or his hand while offering words of praise, affection and encouragement. Out comes a sparkling, shining, happy child at the end of the "wash." She or he joins a line, and another child runs through.

This is more fun done daily (at a different time each day) with one or two children instead of everyone in one big "wash." Or you can do it every couple of days if you don't have time every day. (Activity Village.co.uk)

Line-up!
Form teams of five or six if you have more than 10 or 12 children. The facilitator calls out, "Everyone please line up now ..." and fills in with a statement such as the ones below. The players race to find the right order and the team shouts when they are finished.

- in order of age, oldest at the front
- in first name alphabetical order
- by height, shortest first
- How many cousins do you have? Line up with the least cousins in front.
- In order of hair length, longest first.

You can also do this with gestures only, no words allowed! (Activity Village.co.uk)

Story Time
Start a story for the group by saying a short sentence. Then go around the circle having each person add one sentence to the story after repeating the previous sentences. If anyone is having trouble, say, "And then …" as a prompt to start the next sentence. (stevevernonstoryteller.wordpress.com)

It's OK
In a loud, clear voice, one person calls out: "HEY, everybody, let's all _____!" and she chooses an action (such as HOP). Everyone shouts back, "YES, let's HOP!" And they all do the action for a few seconds. Game ends when facilitator decides it's time. (PIF #12.)

Crawl forwards	Hop on one foot
Crawl backwards	Close our eyes and clap our hands
Dance	Grab our ankles (or elbows or shoulders) with both hands
Sit right down	Hold left foot with right hand
	Skip around the room

Fireworks
Assign small groups to make the sounds and gestures of different fireworks. Some are bombs that hiss and explode. Others are firecrackers imitated by handclaps. Some are pinwheels that spin and so on. Call on each group to perform separately, and then the whole group makes a grand display. (Activity Village.co.uk)

Simon Says
Children create actions to represent a human rights. Practice for a couple of minutes with the ones below or those suggested by the children.

Education: Hold your hands up together as if reading a book
Expression: Hold your hand to your ear as if listening
Family: Wrap your arms around yourself
Religion: Kneel down on your knees

Then they line up for the game. The facilitator says one of the rights (such as, "Simon says Education") and the children do the action. The facilitator quickly says the name of another right (Simon says Family) and everyone shows the right action. The facilitator continues with the rights in any order, going quickly from one to the next, until someone misses the action or does it wrong, and they are out. Continue until everyone is out. (PIF #28)

REVIEW AND ASSESSMENT

Ball Toss
Stand together with the children in a circle. Explain that you are going to play a game to help them remember some of the human rights that they have learned about.

You will say one of the human rights and then toss the ball to someone. That person catches the ball and says the name of a human right or something that he or she has learned about a human right. He or she then quickly tosses the ball to another person who does the same thing.

Keep throwing the ball back and forth across the circle to a different person each time until everyone has a chance to say something about one of the human rights. (Adapted from YRC, p. 112.)

Question in a Box

Put questions related to the lesson in a box or hat. Children stand in a circle and pass the box around while playing some music. When the music stops, the one holding the box must pull out a question and answer it.

This can also be used to review previous lessons: What did you learn last time? Name one of the rights you've learned. Name a way you helped in your family this week. Name a way you thought of to help someone you know with a disability.

Picture Talk

At the end of a lesson, ask the children to draw what they learned or liked about the lesson or activity. After five minutes have each briefly present their drawing and explain what they learned. You can display the drawings to refer back to in the future.

Draw It Right

Needed:

- Chalk and chalkboard
- List of five to ten human rights

Create two or three teams of 4 to 6 children per team. Draw lines on the chalkboard to make two or three columns, depending on how many teams you have. Have each team sit in a group close to their section of the chalkboard.

Explain to the children that this is a race. The members of each team must identify the human right that will be drawn by their teammates.

The facilitator stands alone at the other end of the room, and asks one member from each team to run to him, and he whispers a human right into each team member's ear.

The players run back to the chalkboard and quickly draw a picture of the human right in their team's column. The other children on the individual teams have to guess what their particular player is drawing.

When the correct human right has been identified, another member of the team runs to the teacher for the next right.

The game ends when one of the teams has identified all the rights. (PIF #45)

Children's Rights

- The right to go to school
- The right to have a religion
- The right to a house
- The right to medical care
- The right to express yourself
- The right to live with your parents
- The right to be free from discrimination
- The right to play
- The right to safety
- The right to a house

IV. SONGS

Here We Are Together
I'll Walk with You
Kindness Begins with Me
This Little Light of Mine
We Are Different

Most of the songs in this section are taken from *The Children's Songbook of The Church of Jesus Christ of Latter-day Saints,* which is the official songbook for children in The Church of Jesus Christ of Latter-day Saints (LDS Church). It was first published in English in 1989 for the Primary, which is a children's organization in the LDS Church for youngsters between the ages of 18 months and 12 years old. However, the songs can be used and enjoyed by any age.

Here We Are Together

Here we are together,* together, together;
Oh, here we are together in our family. †
There's (child's name) and (another name) and (another name) and (name);
Oh, here we are together this bright, sunny day. †

***Alternate phrases:**	Here we go a-walking	Here we are a-singing
	Here we go a-marching	Here we are a-clapping
†Alternate phrases:	in our neighborhood	on Tomasino's birthday (child's name)
	on this rainy day	on this happy day
	on this winter day	

Improvise actions as suggested by the words.

The lists above are only a few of the possibilities.
Consider other phrases that might fit the music and the occasion.

I'll Walk with You

Quietly moving ♩ = 88-104

D Em

If you don't walk as most peo-ple do,

R.H. L.H.

G A7 D G A7 D

Some peo-ple walk a-way from you, But I won't! I won't! If

Em G A7 D

you don't talk as most peo-ple do, Some peo-ple talk and laugh at you, But

G A7 D Em D

I won't! I won't! I'll walk with you. I'll talk with you. That's

Em A7 D

how I'll show my love for you.

R.H.

Lyrics: Carol Lynn Pearson
b. 1939, 1987 IRI
Music: Reid N. Nibley
b. 1923, 1987 IRI

Kindness Begins with Me

This Little Light of Mine

Harry Dixon Loes

We Are Different

V. GLOSSARY

Advocate: A person who supports or speaks in favor of someone or something.

Affirmative action: Action taken by a government or private organization to make up for past discrimination in education or employment.

African Charter on Human and People's Rights, 1981: A regional human rights treaty for the African continent adopted by the Organization of Africa Unity (OAU).

Article: A section of a document that deals with a particular point, such as the 30 articles in the Universal Declaration of Human Rights.

Asylum: Protection or safety from danger or harm, usually found or provided by a safe place to be, such as another country.

Censor: To examine different forms of communication (such as books or speeches or movies, etc.) and remove or change them because someone thinks they are harmful.

Collective rights: Rights of groups to protect their interests and identities; also referred to as "third generation rights."

Copyright: The legal right to be the only one to make copies of a piece of writing, art, photograph, music or other artistic creation. It belongs only to the person who created it and to no one else, unless the person gives permission for someone else to copy it.

Covenant: Binding agreement among nation states; used synonymously with convention and treaty. The major international human rights covenants, both passed in 1966, are the International Covenant on Civil and Political Rights (ICCPR) and the International Covenant on Economic, Social and Cultural Rights (ICESCR).

Convention: Binding agreement between nation states to comply with an agreed action; used synonymously with treaty and Covenant. **A convention and a covenant mean the same thing**. They are both **legally binding** for governments that have ratified them. In that sense, **covenants and conventions are stronger than declarations**. When, for example, the UN General Assembly adopts a convention, it creates international norms and standards. Once the UN General Assembly adopts a convention, member states can then ratify the convention, turning it into international law.

***Convention* on the Rights of the Child** (**CRC**): Adopted by the General Assembly November 20, 1989. Primary UN document recognizing civil, political, economic, social and cultural rights of children. It is the most ratified document of the UN, with the United States as the only member state to abstain.

Declaration: Document stating agreed upon principles and standards but which is **not** legally binding. UN conferences, like the 1993 UN Conference on Human Rights in Vienna and the 1995 World Conference for Women in Beijing, usually produce two sets of declarations: one written by government representatives and one by non-governmental organizations (NGOs). The UN General Assembly often issues influential but legally non-binding declarations.

***Declaration* on the Rights of the Child**: Adopted by the UN General Assembly in 1959, this non-binding instrument sets forth ten general principles, which later formed the basis for the Convention on the Rights of the Child (CRC).

Dignity: A proper sense of pride and respect.

Discrimination: An unfair difference in treatment; to deny equal rights to certain groups of people.

Education

- **Formal education**: the structured education system (usually by government) that runs from pre-school and primary school to university. It may often include specialized programs for technical and vocational training.

- **Informal education**: The lifelong process whereby every individual acquires attitudes, values, skills and knowledge from the educational influences and resources in his or her own environment and from daily experience (e.g. with family and neighbors, in the marketplace and library, from the mass media and play).

- **Non-formal education**: Any planned program of personal and social education outside the formal education curriculum that is designed to improve a range of knowledge, skills and competencies (e.g., youth groups, church groups, after-school clubs, Boy Scouts).

Evolving Capacities: The enhanced competencies that children acquire as they grow older. Children in different environments and cultures, and faced with diverse life experiences, will acquire competencies at different ages. As they grow in experience and ability, children have a greater capacity to take responsibility for their own decisions. As this progression occurs, there is a diminishing need for protection. (CRC #5)

Gender: The way society defines the role of a boy or girl, or how a person perceives him or herself. This is not to be confused with sex, which generally refers to the biological differences between girls and boys.

Geneva Conventions: Four treaties adopted in 1949 under the International Committee of the Red Cross (ICRC) in Geneva, Switzerland. They address the treatment of sick and wounded soldiers and sailors, prisoners of war and civilians under enemy control. These treaties revise and expand original treaties adopted in 1864 and 1929.

Humanitarian law: The body of law, mainly based on the Geneva Conventions, that protects certain persons in times of armed conflict, helps victims and limits the methods and means of combat in order to minimize destruction, loss of life and unnecessary human suffering.

Human rights: According to the *Universal Declaration of Human Rights*, human rights are certain fundamental things or principles that every person everywhere is entitled to from birth until death, simply because she or he is a human being. They are things that you are legally and morally entitled to have as part of your existence. They apply no matter where you are from, what you believe or how you choose to live your life. They can never be taken away, although they can sometimes be restricted, for example, if a person breaks the law, or in the interests of national security.

Immigrant: A person who has left their native country to live in another country. Immigrants usually decide to change countries of their own free will.

Inalienable: Refers to rights that belong to every person and cannot be taken from a person under any circumstances.

Indivisible: Refers to the equal importance of each human rights law. It means that the rights in the Universal Declaration of Human Rights cannot be separated from each other. A person cannot be denied a human right on the grounds that it is "less important" or "non-essential."

Interdependent: Refers to the complementary framework of human rights law. For example, your ability to participate in your government is directly affected by your right to express yourself, to get an education and even to obtain the necessities of life.

Member States: Countries or nations that are members of intergovernmental organizations (e.g., the United Nations, the Council of Europe).

Non-governmental Organizations (NGOs): Organizations formed by civil society or people outside of government. NGOs monitor the proceedings of human rights bodies such as the Human Rights Council of the United Nations, and can have a major role in influencing UN policy. They are the "watchdogs" of the human rights that fall within their mandate. Some are large and international (e.g., the Red Cross or Amnesty International); others may be small and local (such as an organization to advocate for people with disabilities in a particular city).

Ratification, Ratify: Process by which the legislative body of a state (usually a parliament) confirms a government's action in signing a treaty; formal procedure by which a state becomes bound to a treaty after acceptance.

Refugee: A person who has been forced to leave their native country in order to escape from war, persecution or natural disaster. Refugees usually cannot return home safely.

Religion: A set of beliefs, practices and social organizations that add meaning to a person's life. Religion usually involves belief and devotion to a higher power, especially a personal God or gods. Major religions include groups such as Christianity, Islam, Judaism, Atheism and Buddhism.

Responsibility: A duty or obligation. Being willing to take charge of something, to make something happen, to recognize being the cause of something and continue to take care of it. For example, John has a duty or *responsibility* to help his parents.

Rights: Claims (things you are legally allowed to have) or freedoms to do or to be or to have something. There are legal rights which are conferred by a government's laws. There are other rights, such as human rights, that are ethical principles of freedom or entitlement. Rights are the fundamental rules about what is allowed of people or owed to people, according to some legal system or social customs or ethical behavior.

Special Rapporteur: A person chosen by a UN human rights body to report on a particular theme (e.g., on the sale of children, child prostitution and child pornography; on freedom of religion or belief) or on the human rights situation in a particular country.

Stereotype: An oversimplified, generalized idea about what something or someone is like, especially an idea that is wrong and may lead to prejudice and discrimination.

United Nations: An organization composed of many countries who have agreed to work toward peace and human rights for all people. It was created in 1945 after World War II with the aim of preventing another such conflict. When it was founded, the UN had 51 member states. Today there are 193.

Universal Declaration of Human Rights (**Universal Declaration, UDHR**): Adopted by the United Nations general assembly on December 10, 1948. It is the primary UN document establishing human rights standards and norms. All member states have agreed to uphold the UDHR. Although the declaration was intended to be non-binding, through time its various provisions have become so widely recognized that it can now be said to be *customary international law.*

Xenophobia: dislike of or prejudice against people from other countries or anything that is strange or foreign. Xenophobia can also include discrimination, racism, violence and even armed conflicts against foreigners.

VI. DOCUMENTS

Child-Friendly Versions

The Universal Declaration of Human Rights

The Convention on the Rights of the Child

The Full Documents

The Universal Declaration of Human Rights

The Convention on the Rights of the Child

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS
Child-friendly Version

Article 1, Right to equality
You are born free and equal in rights to every other human being. You have the ability to think and to tell right from wrong. You should treat others with friendship.

Article 2, Freedom from discrimination
You have all these human rights no matter what your race, skin color, sex, language, religion, opinions, family background, social or economic status, birth or nationality.

Article 3, Right to life, liberty and personal security
You have the right to live, to be free and to feel safe.

Article 4, Freedom from slavery
Nobody has the right to treat you as a slave, and you should not make anyone your slave.

Article 5, Freedom from torture and degrading treatment
Nobody has the right to torture, harm or humiliate you.

Article 6, Right to recognition as a person before the law
You have a right to be accepted everywhere as a person according to law.

Article 7, Right to equality before the law
You have a right to be protected and treated equally by the law without discrimination of any kind.

Article 8, Right to remedy by capable judges
If your legal rights are violated, you have the right to fair and capable judges to uphold your rights.

Article 9, Freedom from arbitrary arrest and exile
Nobody has the right to arrest you, put you in prison or to force you out of your country without good reasons.

Article 10, Right to fair public hearing
If you are accused of a crime, you have the right to a fair and public hearing.

Article 11, Right to be considered innocent until proven guilty
1) You should be considered innocent until it can be proved in a fair trial that you are guilty.
2) You cannot be punished for doing something that was not considered a crime at the time you did it.

Article 12, Freedom from interference with privacy, family, home and correspondence
You have the right to be protected if someone tries to harm your good name or enter your house, open your mail or bother you or your family without good reason.

Article 13, Right to free movement
1) You have the right to come and go as you wish within your country.
2) You have the right to leave your country to go to another one, and you should be able to return to your country if you want.

Article 14, Right to protection in another country
1) If someone threatens to hurt you, you have the right to go to another country and ask for protection as a refugee.
2) You lose this right if you have committed a serious crime.

Article 15, Right to a nationality and the freedom to change it
1) You have the right to belong to a country and have a nationality.
2) No-one can take away your nationality without a good reason. You have a right to change your nationality if you wish.

Article 16, Right to marriage and family
1) When you are legally old enough, you have the right to marry and have a family without any limitations based on your race, country or religion. Both partners have the same rights when they are married and also when they are separated.
2) Nobody should force you to marry.
3) The family is the basic unit of society, and government should protect it.

Article 17, Right to own property
1) You have the right to own things.
2) Nobody has the right to take these things from you without a good reason.

Article 18, Freedom of thought, conscience and religion
You have the right to your own thoughts and to believe in any religion. You are free to practice your religion or beliefs and also to change them.

Article 19, Freedom of opinion and information
You have the right to hold and express your own opinions. You should be able to share your opinions with others, including people from other countries, through any means or type of communication.

Article 20, Right to peaceful assembly and association
1) You have the right to meet peacefully with other people.
2) No-one can force you to belong to a group.

Article 21, Right to participate in government and elections
1) You have the right participate in your government, either by holding an office or by electing someone to represent you.
2) You and everyone has the right to serve your country.
3) Governments should be elected regularly by fair and secret voting.

Article 22, Right to social security
You have the right to have your basic needs met, and should have whatever it takes to live with pride, and become the person you want to be. The society you live in should do everything they can to make this happen, providing you with social security and the rights necessary for your dignity and development.

Article 23, Right to desirable work and to join trade unions
1) You have the right to work, to choose your work and to work in good conditions.
2) People who do the same work should get the same pay.
3) You should be able to earn a salary that allows you to live and support your family.
4) All people who work have the right to join together in unions to defend their interests.

Article 24, Right to rest and leisure
You have the right to rest and free time. Your workday should not be too long, and you should be able to take regular paid holidays.

Article 25, Right to adequate living standard
1) You have the right to the things you and your family need to have a healthy and comfortable life, including food, clothing, housing, medical care and other social services. You have a right to help if you are out of work or unable to work.
2) Mothers and children should receive special care and help.

Article 26, Right to education
1) You have the right to go to go to school. Primary schooling should be free and required. You should be able to learn a profession or continue your studies as far as you can.
2) At school, you should be able to develop all your talents and learn to respect others, whatever their race, religion or nationality.
3) Your parents should have a say in the kind of education you receive.

Article 27, Right to participate in the cultural life of community
1) You have the right to participate in the traditions and learning of your community, to enjoy the arts and to benefit from scientific progress.
2) If you are an artist, writer or scientist, your work should be protected and you should be able to benefit from it.

Article 28, Right to a social order
You have a right to the kind of world where you and all people can enjoy these rights and freedoms.

Article 29, Responsibilities to the community
1) Your personality can only fully develop within your community, and you have responsibilities to that community.
2) The law should guarantee human rights. It should allow everyone to respect others and to be respected.
3) These rights and freedoms should support the purposes and principles of the United Nations.

Article 30, Freedom from interference in these human rights
No person, group or government anywhere in the world should do anything to destroy these rights.

THE CONVENTION ON THE RIGHTS OF THE CHILD
Child-Friendly Version

Article 1, Definition of a child
Until you are eighteen, you are considered a child and have all the rights in this convention.

Article 2, Freedom from discrimination
You should not be discriminated against for any reason, including your race, color, sex, language, religion, opinion, origin, social or economic status, disability, birth, or any other quality of yours or your parents or guardian.

Article 3, The child's best interest
All actions and decisions that affect children should be based on what is best for you or any child.

Article 4, Enjoying the rights in the Convention
Governments should make these rights available to you and all children.

Article 5, Parental guidance and the child's growing abilities
Your family has the main responsibility for guiding you, so that as you grow, you learn to use your rights properly. Governments should respect this right.

Article 6, Right to life and development
You have the right to live and grow well. Governments should ensure that you survive and develop healthily.

Article 7, Birth registration, name, nationality and parental care
You have the right to have your birth legally registered, to have a name and nationality and to know and to be cared for by your parents.

Article 8, Preservation of identity
Governments should respect your right to a name, a nationality and family ties.

Article 9, Separation from parents
You should not be separated from your parents unless it is for your own good (for example, if a parent mistreats or neglects you). If your parents have separated, you have the right to stay in contact with both of them unless this might hurt you.

Article 10, Family reunification
If your parents live in different countries, you should be allowed to move between those countries so that you can stay in contact with your parents or get back together as a family.

Article 11, Protection from illegal transfer to another country
Governments must take steps to stop you being taken out of their own country illegally.

Article 12, Respect for the child's opinion
When adults are making decisions that affect you, you have the right to say freely what you think should happen and to have your opinions taken into account.

Article 13, Freedom of expression and information
You have the right to seek, get and share information in all forms (e.g. through writing, art, television, radio and the Internet) as long as the information is not damaging to you or to others.

Article 14, Freedom of thought, conscience and religion
You have the right to think and believe what you want and to practice your religion as long as you do not stop other people from enjoying their rights. Your parents should guide you on these matters.

Article 15, Freedom of association and peaceful assembly
You have the right to meet and to join groups and organizations with other children as long as this does not stop other people from enjoying their rights.

Article 16, Privacy, honor and reputation You have a right to privacy. No-one should open your letters and emails or bother you or your family without a good reason.

Article 17, Access to information and media
You have the right to reliable information from a variety of sources, including books, newspapers and magazines, television, radio and the Internet. Information should be beneficial and understandable to you.

Article 18, Parents' joint responsibilities
Both your parents share responsibility for bringing you up and should always consider what is best for you. Governments should provide services to help parents, especially if both parents work.

Article 19, Protection from all forms of violence, abuse and neglect
Governments should ensure that you are properly cared for and protect you from violence, abuse and neglect by your parents or anyone else who looks after you.
Article 20, Alternative care
If parents and family cannot care for you properly, then you must be looked after by people who respect your religion, traditions and language.

Article 21, Adoption
If you are adopted, the first concern must be what is best for you, whether you are adopted in your birth country or if you are taken to live in another country.

Article 22, Refugee children
If you have come to a new country because your home country was unsafe, you have a right to protection and support. You have the same rights as children born in that country.

Article 23, Disabled children
If you have any kind of disability, you should have special care, support and education so that you can lead a full and independent life and participate in the community to the best of your ability.

Article 24, Healthcare and health services
You have the right to good quality health-care (e.g. medicine, hospitals, health professionals). You also have the right to clean water, nutritious food, a clean environment and health education so that you can stay healthy. Rich countries should help poorer countries achieve this.

Article 25, Periodic review of treatment
If you are looked after by local authorities or institutions rather than by your parents, you should have your situation reviewed regularly to make sure you have good care and treatment.

Article 26, Benefit from social security
The society in which you live should provide you with benefits of social security (monetary assistance) that help you develop and live in good conditions (e.g. education, culture, nutrition, health, social welfare). The Government should provide extra money for the children of families in need.

Article 27, Adequate standard of living
You should live in good conditions that help you develop physically, mentally, spiritually, morally and socially. The Government should help families who cannot afford to provide this.

Article 28, Right to education
You have a right to education. Discipline in schools should respect your human dignity. Primary education should be free and required. Rich countries should help poorer countries achieve this.

Article 29, The aims of education
Education should develop your personality, talents and mental and physical skills to the fullest. It should prepare you for life and encourage you to respect your parents and your country, as well as other nations and cultures. You have a right to learn about your rights.

Article 30, Children of minorities and native origin
You have a right to learn and use the traditions, religion and language of your family, whether or not these are shared by most people in your country.

Article 31, Leisure, play and culture
You have a right to relax and play and to join in a wide range of recreational and cultural activities.

Article 32, Child labor
The government should protect you from work that is dangerous to your health or development, that interferes with your education or that might lead people to take advantage of you.

Article 33, Children and drug abuse
The Government should provide ways of protecting you from using, producing or distributing dangerous drugs.

Article 34, Protection from sexual exploitation
The government should protect you from sexual abuse.

Article 35, Protection from trafficking, sale, and abduction
The government should make sure that you are not kidnapped, sold or taken to other countries to be exploited.

Article 36, Protection from other forms of exploitation
You should be protected from any activities that could harm your development and well-being.

Article 37, Protection from torture, degrading treatment and loss of liberty
If you break the law, you should not be treated cruelly. You should not be put in prison with adults and should be able to stay in contact with your family.

Article 38, Protection of children affected by armed conflict
If you are under fifteen (under eighteen in most European countries), governments should not allow you to join the army or take any direct part in warfare. Children in war zones should receive special protection.

Article 39, Rehabilitation of child victims
If you were neglected, tortured or abused, were a victim of exploitation and warfare, or were put in prison, you should receive special help to regain your physical and mental health and rejoin society.

Article 40, Juvenile justice
If you are accused of breaking the law, you must be treated in a way that respects your dignity. You should receive legal help and only be given a prison sentence for the most serious crimes.

Article 41, Respect for higher human rights standards
If the laws of your country are better for children than the articles of the Convention, then those laws should be followed.

Article 42, Making the Convention widely known
The Government should make the Convention known to all parents, institutions and children.

Articles 43-54, Duties of Governments
These articles explain how adults and governments should work together to make sure all children get all their rights.

(Source: http://www.eycb.coe.int/compasito/chapter_6/pdf/1.pdf, page 296)

Note: The CRC was adopted by the UN General Assembly in 1989 and entered into force as international law in 1990. The CRC has 54 articles that define the rights of children and how these rights are to be protected and promoted by governments.

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS
Full Version

Preamble

Whereas 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,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

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

Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, Therefore THE GENERAL ASSEMBLY proclaims THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1.
All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2.
Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3.
Everyone has the right to life, liberty and security of person.

Article 4.
No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5.
No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6.
Everyone has the right to recognition everywhere as a person before the law.

Article 7.
All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8.
Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9.
No one shall be subjected to arbitrary arrest, detention or exile.

Article 10.
Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11.
(1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defense.
(2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12.
No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honor and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13.
(1) Everyone has the right to freedom of movement and residence within the borders of each state.
(2) Everyone has the right to leave any country, including his own, and to return to his country.

Article 14.
(1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.
(2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15.
(1) Everyone has the right to a nationality.
(2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16.
(1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
(2) Marriage shall be entered into only with the free and full consent of the intending spouses.
(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17.
(1) Everyone has the right to own property alone as well as in association with others.
(2) No one shall be arbitrarily deprived of his property.

Article 18.
Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19.
Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20.
(1) Everyone has the right to freedom of peaceful assembly and association.
(2) No one may be compelled to belong to an association.

Article 21.
(1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
(2) Everyone has the right of equal access to public service in his country.
(3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22.
Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23.
(1) Everyone has the right to work, to free choice of employment, to just and favorable conditions of work and to protection against unemployment.
(2) Everyone, without any discrimination, has the right to equal pay for equal work.
(3) Everyone who works has the right to just and favorable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
(4) Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24.
Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25.
(1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
(2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26.
(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
(3) Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27.
(1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28.
Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29.
(1) Everyone has duties to the community in which alone the free and full development of his personality is possible.
(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.
(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30.
Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

(Source: http://www.un.org/en/universal-declaration-human-rights/)

THE CONVENTION ON THE RIGHTS OF THE CHILD
Full Version

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, color, 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, color, 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, 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, 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, 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, or correspondence, nor to unlawful attacks on his or her honor 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 programs 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 endeavor, 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 programs, 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
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 practice 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 endeavor 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 defense;
(iii) To have the matter determined without delay by a competent, independent and impartial authority or judicial body in a fair hearing according to law, in the presence of legal or other appropriate assistance and, unless it is considered not to be in the best interest of the child, in particular, taking into account his or her age or situation, his or her parents or legal guardians;
(iv) Not to be compelled to give testimony or to confess guilt; to examine or have examined adverse witnesses and to obtain the participation and examination of witnesses on his or her behalf under conditions of equality;
(v) If considered to have infringed the penal law, to have this decision and any measures imposed in consequence thereof reviewed by a higher competent, independent and impartial authority or judicial body according to law;
(vi) To have the free assistance of an interpreter if the child cannot understand or speak the language used;
(vii) To have his or her privacy fully respected at all stages of the proceedings.
3. States Parties shall seek to promote the establishment of laws, procedures, authorities and institutions specifically applicable to children alleged as, accused of, or recognized as having infringed the penal law, and, in particular:
(a) The establishment of a minimum age below which children shall be presumed not to have the capacity to infringe the penal law;
(b) Whenever appropriate and desirable, measures for dealing with such children without resorting to judicial proceedings, providing that human rights and legal safeguards are fully respected.

4. A variety of dispositions, such as care, guidance and supervision orders; counselling; probation; foster care; education and vocational training programs 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.

Parts II and III

The remaining Articles related to duties of governments dealing with how the rights are to be protected and promoted.

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