Facilitator Toolkit



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Section I: Background Information

Historical Background

Human Rights and Child Rights

- What are human rights?
- What is the *Universal Declaration of Human Rights*?
- Why do we need human rights?
- What are child rights?
- Why do we need child rights?

Human Rights Education for Children and Youth

- What is human rights education?
- Why do we need human rights education?
- The importance of music and activities.

Historical Background

Early in 1947, with the horrors of two world wars fresh in their memories, the newly created United Nations appointed a committee to create a document that would spell out the meaning of the fundamental rights and freedoms to which we are all entitled. It took the commission almost two years to produce the Universal Declaration of Human Rights. 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:

- Inalienable—they belong to every person and can't be taken away under any circumstances.
- Interdependent—they are complementary in nature and build on each other.
- Indivisible—all the rights are equally important to the full realization of one's humanity.
- Universal—they apply to all people everywhere.

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

Most countries treat it as law, and nations are obligated to honor human rights by international treaties. They are required to teach human rights to their citizens through their education systems and other civil institutions, which means they should protect their citizens from discrimination and the denial of their guaranteed rights.

However, rights are of little value to a person who doesn't know that she or he has them.

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

Human Rights and Child Rights

What are human rights?
Human rights are fundamental rights that belong to every person simply because they are 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 by the UN General Assembly on December 10, 1948, it stands as a common reference point for the world, setting standards of achievement in human rights.
>
> Although the UDHR does not officially have force of law, its fundamental principles provide **international standards** worldwide. Most countries view the UDHR as international law.
>
> **Why do we need human rights?** Human rights challenges are increasing worldwide while respect for human dignity is generally decreasing. Human rights foster mutual respect among people. They stimulate conscious and responsible action to ensure that the rights of others are not violated.
>
> Human rights are a tool to **protect people** from violence and abuse. They protect our right to live in dignity, including the right to life, liberty and security, with such essentials as a decent place to live and enough to eat, allowing us to participate in society, receive an education, work, practice our religion, speak our own language, and live in peace.

What are child rights?
The rights of the child are specific rights documented in the *Convention on the Rights of the Child (CRC)*. They are a tool to protect all children everywhere from violence and abuse. 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 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 UDHR. However, because of their vulnerable position in society, children also have specific rights that afford them special protection.

Why do we need child rights? Child rights give each child the opportunity to reach his or her full potential. In order for children to fully enjoy their rights, the fundamental principles for the CRC must be respected and promoted by all members of society from parents, to educators, to the children themselves. The CRC emphasizes the major importance of the role, authority and responsibility of parents and family.

Children themselves must recognize that every person has the same rights, and then adopt **atti**tudes and behaviors of respect, inclusion and acceptance.

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

Human Rights Education For Children and Youth

"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 promotes knowledge and understanding of 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 where justice and dignity prevail.
- It encourages students to be sensitive to their own words and actions while recognizing and calling out unacceptable behavior such as bullying or shaming.
- It encourages the practice of respect, cooperation and inclusion in daily life.
- Human rights education engages the heart, as well as the mind, in fostering attitudes and behaviors to produce appropriate social change.
- Human rights education affirms the interdependence of the human family.

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

Why do we need human rights education?
"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.'"
- Jacques Delors, *Learning: The Treasure Within*

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

Human rights education encourages the development of self-confidence and active participation to make a positive contribution to family, school and community.

Why are music and activities important in human rights education?
Music and activities provide a crucial element in the Colega lessons. They are to be used in a participative, interactive instructional method, which human rights educators have found to be an effective and powerful way to achieve learning goals in students.

The activities and themes of the songs in this manual are meant to reinforce in students the skills, knowledge and attitudes essential to achieve a world free of human rights violations. Please do not hesitate to use songs from your own culture that reinforce the same themes.

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

Section II:
Guidelines and Teaching Tips

Colega for the Facilitator

- Educational Approach of Colega
- Effective Facilitators
- Best Practices for Facilitators
- Teaching Methods

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 becomes a living example of what you teach. This is necessary in order for students to learn about human rights.

This part of the manual supports the **facilitator** with practical information about using the Colega manual to do exactly that.

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, students 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.

Educational Approach of Colega

Colega uses a **participatory, transformative** learning model to teach students about human rights.

The lessons were designed to create an awareness of human rights values and ideas based on personal experiences and critical reflection. Students are then challenged to look for ways to **integrate human rights values** into their lives and that of their families.

1. **Experiencing** the human right through lesson activity or story
2. **Thinking** about the right through discussion
3. **Acting** or reflecting the human right behavior or change

Effective Facilitators

What is the role of the facilitator? Facilitator (or teacher) is used to refer to a person who works with students in formal or non-formal classrooms or other educational settings. Different organizations use terms such as counselor, facilitator, monitor or 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 students in their learning.
- **Facilitators are role models.** They set an example for students, integrating human rights values into their own behaviors and attitudes, while constantly aware of their influence on the students.
- **Facilitators create a positive environment** conducive to learning. This is perhaps the most important role of the facilitator.
- **Key responsibilities:** leading games, encouraging participation, facilitating discussion, and giving students 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

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 students learn what is being taught.

At the beginning of class, review or summarize ideas or skills from a previous lesson.

Use energetic and enthusiastic speech or obvious interest in the subject matter. When facilitators are enthusiastic, students pay attention and develop enthusiasm of their own.

Encourage reluctant learners. Effective facilitators call on students 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 student.

Apply learning to a student's personal experience, future life, or potential work situation. A student's background knowledge plays an important role in all types of learning; what students 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 students 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 effective than pointing out which group didn't do it right.

End on the right note. At the conclusion of the lesson, it is important to give the students 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.

Keep a record. A good facilitator learns from experience. Briefly record what happened at each session, including adaptations and changes that occurred, new ideas, particular successes and difficulties.

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

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, harsh words, threats, 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 students 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."

Students 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 is 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 students do what you ask, without being mean. Make this your motto—and smile.

Create a list with the students 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 students establish fair rules together and enforce them consistently, rule breakers can be unhappy only with themselves.

If students 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 students, thinking about ways to improve the teaching.

Teaching Methods

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.

Assigning and Creating Groups

There are many ways to ensure that students are not always with the same people, and so that no one feels like they are always the last one chosen.

- Students count off by 3s or 4s. All the 1's get in a group, all the 2s in another group, etc.
- Do the same with different fruits. All the apples in a group, lemons, bananas, oranges, etc.
- As students 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.

Closings and Conclusions

How you close your lesson depends on the goals and tone of the class. It is important to end on the right note so students leave thinking about what they learned and how they feel about being there. Planning your closing or conclusion is a critical component of your teaching.

Ball Toss: Students 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 students 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 students 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 students 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.)

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 **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.)

Most of the suggestions and information in Best Practices for the Classroom and Teaching Methods 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.

Section III: Songs

Music in the Classroom

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

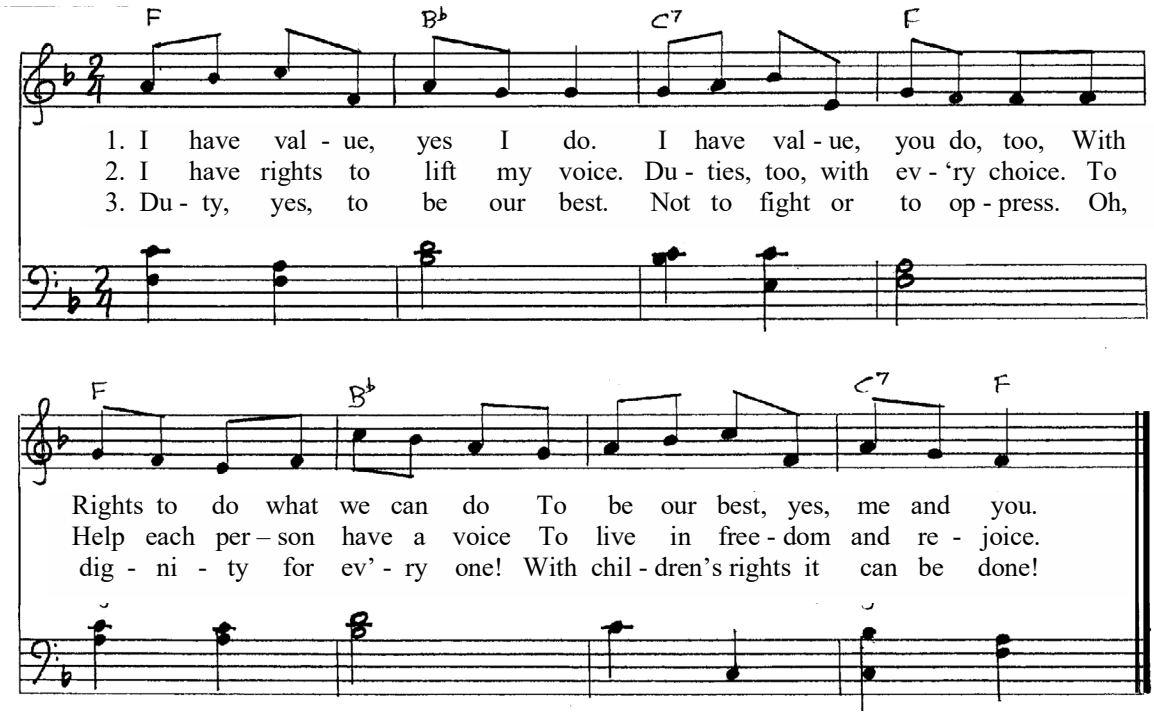
To hear the music, go to the **COUNTRIES menu tab, select GHANA, and click on the button that says Music.**
https://go-hre.org/resources/music-english/

- In addition to being fun and providing joy, scientists have found that music strengthens the connection between the brain and the body, and improves learning on almost every level, including recall.
- Students remember a message better when words have a melody, movement and rhythm attached to them. In that way, words provide facts and feelings.
- When learning about human rights, music can be an effective way to help students remember and think about the messages they are hearing.
- Each culture has its own songs, of course, that can be used for teaching important principles dealing with human rights.
- **Use songs that appeal to the students you teach, and that are comfortable for you.**
- **All of these songs may be used as poems or chants as well.**

Be Our Best

Chant:

Dignity and children's rights! Oh, dignity for ev'ryone!
Dignity and children's rights! Oh, dignity! It can be done!



Chant
Dignity and children's rights!
Oh, dignity for ev'ryone!
Dignity and children's rights!
Oh, dignity! It can be done!

Song
1. I have value, yes I do.
I have value. You do, too,
With rights to do what we can do
To be our best, yes, me and you.

2. I have rights to lift my voice,
Duties, too, with ev'ry choice,
To help each person have a voice,
To live in freedom and rejoice.

3. Duty, yes, to be our best,
Not to fight or to oppress.
Oh, dignity for ev'ryone!
With children's rights, it can be done!

To hear the music, go to the **COUNTRIES menu tab, select GHANA, and click on the button that says Music.**
https://go-hre.org/resources/music-english/

Here We Are Together



Here we are together,* together, together;
Oh, here we are together with our happy face.
There's (child's name) and (another name) and (another name) and (another name);
Oh, here we are together in our happy place.

***Alternate phrases:**

Here we go a-walking	Here we are a-singing
Here we go a-marching	Here we are a-clapping

Improvise actions as suggested by the words.
The list above is only a few of the possibilities.
Consider other phrases that might fit the music and the occasion.

To hear the music, go to the **COUNTRIES menu tab, select GHANA, and click on the button that says Music.**
https://go-hre.org/resources/music-english/

I'll Walk With You

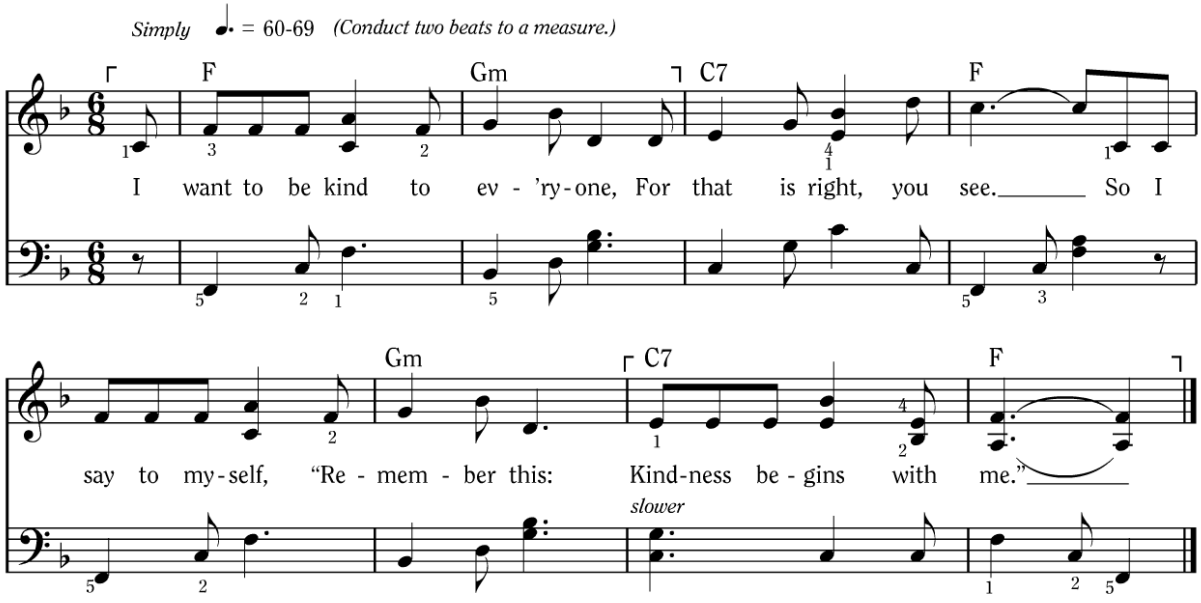


Lyrics: Carol Lynn Pearson
b. 1939, 1987 IRI
Music: Reid N. Nibley
b. 1923, 1987 IRI

To hear the music, go to the **COUNTRIES menu tab, select GHANA, and click on the button that says Music.**
https://go-hre.org/resources/music-english/

Kindness Begins With Me

Words and music: Clara W. McMaster



To hear the music, go to the **COUNTRIES menu tab, select GHANA, and click on the button that says Music.**
https://go-hre.org/resources/music-english/

This Little Light of Mine

African Folk Song



1. This little light of mine, I'm gonna let it shine.
   This little light of mine, I'm gonna let it shine.
   This little light of mine, I'm gonna let it shine.
   Let it shine, let it shine, let it shine!

2. Everywhere I go, I'm gonna let it shine,
   Everywhere I go, I'm gonna let it shine,
   Everywhere I go, I'm gonna let it shine,
   Let it shine, let it shine, let it shine!

3. This little light of mine, I'm gonna let it shine.
   This little light of mine, I'm gonna let it shine.
   This little light of mine, I'm gonna let it shine.
   Let it shine, let it shine, let it shine!

To hear the music, go to the **COUNTRIES menu tab, select GHANA, and click on the button that says Music.**
https://go-hre.org/resources/music-english/

We Are Different

Words and music: Patricia Kelsey Graham



To hear the music, go to the **COUNTRIES menu tab, select GHANA, and click on the button that says Music.**
https://go-hre.org/resources/music-english/

Section IV: Glossary

Abuse: Treatment that is unkind, cruel or unfair.

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

Article: A section of a document that deals with a particular point, such as the 30 UDHR articles**.**

Assembly: The gathering together of people to discuss or work on a common purpose.

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, speeches or movies and remove or change them because someone thinks they are harmful.

Citizen: A person who has a right to live in a country because he was born there or because he/she has been accepted with full rights in that country.

Court: A meeting of all persons who are involved in a situation that needs a legal judgment or decision. This might be to determine if someone has committed a crime, to settle a disagreement; to reach a decision about how the law will be carried out in a particular situation or case. A court usually consists of a judge or judges, a jury, lawyers and the people who assist them.

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.

Convention on the Rights of the Child **(CRC):** Adopted by the General Assembly November 20, 1989. The 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.

Culture: Art, music, literature, ideas, scientific progress and other creations of a people or people in general.

Debate: An organized discussion of something in public; usually two people or two teams who each take an opposite view about an idea and take turns discussing their opinions.

Declaration: Document stating agreed upon principles and standards but which is not legally binding. UN conferences usually produce two sets of declarations: one written by government representatives and one by non-governmental organizations (NGOs).

Dignity: A proper sense of pride and respect. Treating others with kindness and courtesy or respect.

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

Education

- **Formal education:** The structured education system (usually by government) that runs from preschool and primary school to university.
- **Informal education:** The lifelong process whereby a person acquires attitudes, values, skills and knowledge from the influences and resources in his or her own environment and daily experience.
- **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).

Equal: Having the same status, rights or opportunities as another or others.

Evolving Capacities: The enhanced competencies that children acquire as they grow older. Children in different environments and cultures 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.

Free: Able to do, act or think as one pleases; not under the unwanted control of another. Example: We are free when we can make choices about our jobs, our education, care of our bodies and which religion we believe in or choose not to believe in.

Humanitarian law: The body of law 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, as part of his or her experience simply because she or he is a human being. 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, but can 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 in order to improve living conditions.

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.

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, Buddhism and Hinduism. Some would include Humanism (Atheism) in this group.

Responsibility: A duty or obligation. Example: John has a duty or responsibility to help his parents.

Rights: Claims or freedoms to do or to be or to have something. There are legal rights which are conferred by 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.

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 in hope of preventing another such conflict. When it was founded, the UN had 51 member states. Today there are 193.

Universal Declaration of Human Rights **(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 countries other than your own. Dislike of anything that is strange or foreign. Xenophobia can also include discrimination, racism, violence and even armed conflicts against foreigners.

Section V: Documents

Universal Declaration of Human Rights (Child Friendly Version)

Universal Declaration of Human Rights (UDHR)

Convention on the Rights of the Child (Child Friendly Version)

Convention on the Rights of the Child (CRC)

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 colour, 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 practise 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 ways.

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:

The society you live in should provide 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.

Universal Declaration of Human Rights

Adopted and proclaimed by General Assembly resolution 217 A (III) of 10 December 1948

On December 10, 1948 the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights the full text of which appears in the following pages. Following this historic act the Assembly called upon all Member countries to publicize the text of the Declaration and "to cause it to be disseminated, displayed, read and expounded principally in schools and other educational institutions, without distinction based on the political status of countries or territories."

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 cooperation 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, colour, 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, nonself-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 honour 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, practise, 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 cooperation 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 favourable 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 favourable 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.

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 your 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 healthcare (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 different 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

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.

Convention on the Rights of the Child

Adopted and opened for signature, ratification and accession by General Assembly resolution 44/25 of 20 November 1989, entry into force 2 September 1990, in accordance with article 49

Preamble

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

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

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

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

Convinced that the family, as the fundamental group of society and the natural environment for the growth and wellbeing 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 cooperation for improving the living conditions of children in every country, in particular in the developing countries, **Have agreed as follows:**

PART I

Article 1
For the purposes of the present Convention, a child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier.

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

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

Article 4
States Parties shall undertake all appropriate legislative, administrative, and other measures for the implementation of the rights recognized in the present Convention. With regard to economic, social and cultural rights, States Parties shall undertake such measures to the maximum extent of their available resources and, where needed, within the framework of international cooperation.

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
States Parties recognize that every child has the inherent right to life. 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 reestablishing 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.

2. 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.
3. In any proceedings pursuant toparagraph 1 of the present article, all interested parties shall be given an opportunity to participate in the proceedings and make their views known.
4. 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.
5. Where such separation results from any action initiated by a State Party, such as the detention, imprisonment, exile, deportation or death (including death arising from any cause while the person is in the custody of the State) of one or both parents or of the child, that State Party shall, upon request, provide the parents, the child or, if appropriate, another member of the family with the essential information concerning the whereabouts of the absent member(s) of the family unless the provision of the information would be detrimental to the well being of the child. States Parties shall further ensure that the submission of such a request shall of itself entail no adverse consequences for the person(s) concerned.

Article 10

1. In accordance with the obligation of States Parties under article 9, paragraph 1, applications by a child or his or her parents to enter or leave a State Party for the purpose of family reunification shall be dealt with by States Parties in a positive, humane and expeditious manner. States Parties shall further ensure that the submission of such a request shall entail no adverse consequences for the applicants and for the members of their family.
2. A child whose parents reside in different States shall have the right to maintain on a regular basis, save in exceptional circumstances personal relations and direct contacts with both parents. Towards that end and in accordance with the obligation of States Parties under article 9, paragraph 1, States Parties shall respect the right of the child and his or her parents to leave any country, including their own, and to enter their own country. The right to leave any country shall be subject only to such restrictions as are prescribed by law and which are necessary to protect the national security, public order (ordre public), public health or morals or the rights and freedoms of others and are consistent with the other rights recognized in the present Convention.

Article 11

States Parties shall take measures to combat

1. the illicit transfer and non-return of children abroad.
2. To this end, States Parties shall promote the conclusion of bilateral or multilateral agreements or accession to existing agreements.

Article 12

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

Article 13

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

Article 14

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

law and are necessary to protect public safety, order, health or morals, or the fundamental rights and freedoms of others.

Article 15

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

Article 16

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

Article 17

States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral wellbeing 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 cooperation 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 childcare 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, interalia, 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 counseling as may be necessary;
b. Recognize that inter-country adoption may be considered as an alternative means of child's care, if the child cannot be placed in a foster or an adoptive family or cannot in any suitable manner be cared for in the child's country of origin;
c. Ensure that the child concerned by inter-country adoption enjoys safeguards and standards equivalent to those existing in the case of national adoption;
d. Take all appropriate measures to ensure that, in inter-country adoption, the placement does not result in improper financial gain for those involved in it;
e. Promote, where appropriate, the objectives of the present article by concluding bilateral or multilateral arrangements or agreements, and endeavour, within this framework, to ensure that the placement of the child in another country is carried out by competent authorities or organs.

Article 22

1. States Parties shall take appropriate measures to ensure that a child who is seeking refugee status or who is considered a refugee in accordance with applicable international or domestic law and procedures shall, whether unaccompanied or accompanied by his or her parents or by any other person, receive appropriate protection and humanitarian assistance in the enjoyment of applicable rights set forth in the present Convention and in other international human rights or humanitarian instruments to which the said States are Parties.
2. For this purpose, States Parties shall provide, as they consider appropriate, cooperation in any efforts by the United Nations and other competent intergovernmental organizations or nongovernmental organizations cooperating 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 reunifi cation 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, interalia, 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 prenatal and postnatal 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 cooperation 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 practise his or her own religion, or to use his or her own language.

Article 31

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

Article 32

1. States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.
2. States Parties shall take legislative, administrative, social and educational measures to ensure the implementation of the present article. To this end, and having regard to the relevant provisions of other international instruments, States Parties shall in particular:

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

Article 33
States Parties shall take all appropriate measures, including legislative, administrative, social and educational measures, to protect children from the illicit use of narcotic drugs and psychotropic substances as defined in the relevant international treaties, and to prevent the use of children in the illicit production and trafficking of such substances.

Article 34
States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes, States Parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent:
a. The inducement or coercion of a child to engage in any unlawful sexual activity;
b. The exploitative use of children in prostitution or other unlawful sexual practises;
c. The exploitative use of children in pornographic performances and materials.

Article 35
States Parties shall take all appropriate national, bilateral and multilateral measures to prevent the abduction of, the sale of or traffic in children for any purpose or in any form.

Article 36
States Parties shall protect the child against all other forms of exploitation prejudicial to any aspects of the child's welfare.

Article 37
States Parties shall ensure that:
a. No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by persons below eighteen years of age;
b. No child shall be deprived of his or her liberty unlawfully or arbitrarily. The arrest, detention or imprisonment of a child shall be in conformity with the law and shall be used only as a measure of last resort and for the shortest appropriate period of time;
c. Every child deprived of liberty shall be treated with humanity and respect for the inherent dignity of the human person, and in a manner which takes into account the needs of persons of his or her age. In particular, every child deprived of liberty shall be separated from adults unless it is considered in the child's best interest not to do so and shall have the right to maintain contact with his or her family through correspondence and visits, save in exceptional circumstances;
d. Every child deprived of his or her liberty shall have the right to prompt access to legal and other appropriate assistance, as well as the right to challenge the legality of the deprivation of his or her liberty before a court or other competent, independent and impartial authority, and to a prompt decision on any such action.

Article 38
1. States Parties undertake to respect and to ensure respect for rules of international humanitarian law applicable to them in armed conflicts which are relevant to the child.
2. States Parties shall take all feasible measures to ensure that persons who have not attained the age of fifteen years do not take a direct part in hostilities.
3. States Parties shall refrain from recruiting any person who has not attained the age of fifteen years into their armed forces. In recruiting among those persons who have attained the age of fifteen years but who have not attained the age of eighteen years, States Parties shall endeavour to give priority to those who are oldest.
4. In accordance with their obligations under international humanitarian law to protect the civilian population in armed conflicts, States Parties shall take all feasible measures to ensure protection and care of children who are affected by an armed conflict.

Article 39
States Parties shall take all appropriate measures to promote physical and psychological recovery and social reintegration of a child victim of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or armed conflicts. Such recovery and reintegration shall

take place in an environment which fosters the health, self-respect and dignity of the child.

Article 40

1. States Parties recognize the right of every child alleged as, accused of, or recognized as having infringed the penal law to be treated in a manner consistent with the promotion of the child's sense of dignity and worth, which reinforces the child's respect for the human rights and fundamental freedoms of others and which takes into account the child's age and the desirability of promoting the child's reintegration and the child's assuming a constructive role in society.
2. To this end, and having regard to the relevant provisions of international instruments, States Parties shall, in particular, ensure that:
   a. No child shall be alleged as, be accused of, or recognized as having infringed the penal law by reason of acts or omissions that were not prohibited by national or international law at the time they were committed;
   b. Every child alleged as or accused of having infringed the penal law has at least the following guarantees:
      (i) To be presumed innocent until proven guilty according to law;
      (ii) To be informed promptly and directly of the charges against him or her, and, if appropriate, through his or her parents or legal guardians, and to have legal or other appropriate assistance in the preparation and presentation of his or her defence;
      (iii) To have the matter determined without delay by a competent, independent and impartial authority or judicial body in a fair hearing according to law, in the presence of legal or other appropriate assistance and, unless it is considered not to be in the best interest of the child, in particular, taking into account his or her age or situation, his or her parents or legal guardians;
      (iv) Not to be compelled to give testimony or to confess guilt; to examine or have examined adverse witnesses and to obtain the participation and examination of witnesses on his or her behalf under conditions of equality;
      (v) If considered to have infringed the penal law, to have this decision and any measures imposed in consequence thereof reviewed by a higher competent, independent and impartial authority or judicial body according to law;
      (vi) To have the free assistance of an interpreter if the child cannot understand or speak the language used;
      (vii) To have his or her privacy fully respected at all stages of the proceedings.
3. States Parties shall seek to promote the establishment of laws, procedures, authorities and institutions specifically applicable to children alleged as, accused of, or recognized as having infringed the penal law, and, in particular:
   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; counseling; probation; foster care; education and vocational training programmes and other alternatives to institutional care shall be available to ensure that children are dealt with in a manner appropriate to their well-being and proportionate both to their circumstances and the offence.

Article 41

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

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

PART II

Article 42

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

Article 43

1. For the purpose of examining the progress made by States Parties in achieving the realization of the obligations undertaken in the present Convention, there shall be established a Committee on the Rights of the Child, which shall carry out the functions hereinafter provided.

2. The Committee shall consist of eighteen experts of high moral standing and recognized competence in the field covered by this Convention. The members of the Committee shall be elected by States Parties from among their nationals and shall serve in their personal capacity, consideration being given to equitable geographical distribution, as well as to the principal legal systems.
3. The members of the Committee shall be elected by secret ballot from a list of persons nominated by States Parties. Each State Party may nominate one person from among its own nationals.
4. The initial election to the Committee shall be held no later than six months after the date of the entry into force of the present Convention and thereafter every second year. At least four months before the date of each election, the Secretary-General of the United Nations shall address a letter to States Parties inviting them to submit their nominations within two months. The Secretary-General shall subsequently prepare a list in alphabetical order of all persons thus nominated, indicating States Parties which have nominated them, and shall submit it to the States Parties to the present Convention.
5. The elections shall be held at meetings of States Parties convened by the Secretary-General at United Nations Headquarters. At those meetings, for which two thirds of States Parties shall constitute a quorum, the persons elected to the Committee shall be those who obtain the largest number of votes and an absolute majority of the votes of the representatives of States Parties present and voting.
6. The members of the Committee shall be elected for a term of four years. They shall be eligible for re-election if renominated. The term of five of the members elected at the first election shall expire at the end of two years; immediately after the first election, the names of these five members shall be chosen by lot by the Chairman of the meeting.
7. If a member of the Committee dies or resigns or declares that for any other cause he or she can no longer perform the duties of the Committee, the State Party which nominated the member shall appoint another expert from among its nationals to serve for the remainder of the term, subject to the approval of the Committee.
8. The Committee shall establish its own rules of procedure.
9. The Committee shall elect its officers for a period of two years.
10. The meetings of the Committee shall normally be held at United Nations Headquarters or at any other convenient place as determined by the Committee. The Committee shall normally meet annually. The duration of the meetings of the Committee shall be determined, and reviewed, if necessary, by a meeting of the States Parties to the present Convention, subject to the approval of the General Assembly.
11. The Secretary-General of the United Nations shall provide the necessary staff and facilities for the effective performance of the functions of the Committee under the present Convention.
12. With the approval of the General Assembly, the members of the Committee established under the present Convention shall receive emoluments from United Nations resources on such terms and conditions as the Assembly may decide.

Article 44

1. States Parties undertake to submit to the Committee, through the Secretary-General of the United Nations, reports on the measures they have adopted which give effect to the rights recognized herein and on the progress made on the enjoyment of those rights
   a. Within two years of the entry into force of the Convention for the State Party concerned;
   b. Thereafter every five years.
2. Reports made under the present article shall indicate factors and difficulties, if any, affecting the degree of fulfillment of the obligations under the present Convention. Reports shall also contain sufficient information to provide the Committee with a comprehensive understanding of the implementation of the Convention in the country concerned.
3. A State Party which has submitted a comprehensive initial report to the Committee need not, in its subsequent reports submitted in accordance with paragraph 1 (b) of the present article, repeat basic information previously provided.
4. The Committee may request from States Parties further information relevant to the implementation of the Convention.
5. The Committee shall submit to the General Assembly, through the Economic and Social Council, every two years, reports on its activities.
6. States Parties shall make their reports widely available to the public in their own countries.

Article 45

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

a. The specialized agencies, the United Nations Children's Fund, and other United Nations organs shall be entitled to be represented at the consideration of the implementation of such provisions of the present Convention as fall within the scope of their mandate. The Committee may invite the specialized agencies, the United Nations Children's Fund and other competent bodies as it may consider appropriate to provide expert advice on the implementation of the Convention in areas falling within the scope of their respective mandates. The Committee may invite the specialized agencies, the United Nations Children's Fund, and other United Nations organs to submit reports on the implementation of the Convention in areas falling within the scope of their activities;
b. The Committee shall transmit, as it may consider appropriate, to the specialized agencies, the United Nations Children's Fund and other competent bodies, any reports from States Parties that contain a request, or indicate a need, for technical advice or assistance, along with the Committee's observations and suggestions, if any, on these requests or indications;
c. The Committee may recommend to the General Assembly to request the Secretary-General to undertake on its behalf studies on specific issues relating to the rights of the child;
d. The Committee may make suggestions and general recommendations based on information received pursuant to articles 44 and 45 of the present Convention. Such suggestions and general recommendations shall be transmitted to any State Party concerned and reported to the General Assembly, together with comments, if any, from States Parties.

PART III

Article 46

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

Article 47

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

Article 48

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

Article 49

1. The present Convention shall enter into force on the thirtieth day following the date of deposit with the Secretary-General of the United Nations of the twentieth instrument of ratification or accession.
2. For each State ratifying or acceding to the Convention after the deposit of the twentieth instrument of ratification or accession, the Convention shall enter into force on the thirtieth day after the deposit by such State of its instrument of ratification or accession.

Article 50

1. Any State Party may propose an amendment and file it with the Secretary-General of the United Nations. The Secretary-General shall thereupon communicate the proposed amendment to States Parties, with a request that they indicate whether they favour a conference of States Parties for the purpose of considering and voting upon the proposals. In the event that, within four months from the date of such communication, at least one third of the States Parties favour such a conference, the Secretary-General shall convene the conference under the auspices of the United Nations. Any amendment adopted by a majority of States Parties present and voting at the conference shall be submitted to the General Assembly for approval.
2. An amendment adopted in accordance with paragraph 1 of the present article shall enter into force when it has been approved by the General Assembly of the United Nations and accepted by a two-thirds majority of States Parties.
3. When an amendment enters into force, it shall be binding on those States Parties which have accepted it, other States Parties still being bound by the provisions of the present Convention and any earlier amendments which they have accepted.

Article 51

1. The Secretary-General of the United Nations shall receive and circulate to all States the text of reservations made by States at the time of ratification or accession.
2. A reservation incompatible with the object and purpose of the present Convention shall not be permitted.
3. Reservations may be withdrawn at any time by notification to that effect addressed to the Secretary-General of the United Nations, who shall then inform all States. Such notification shall take effect on the date on which it is received by the Secretary-General

Article 52

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

Article 53

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

Article 54

The original of the present Convention, of which the Arabic, Chinese, English, French, Russian and Spanish texts are equally authentic, shall be deposited with the Secretary-General of the United Nations. In witness thereof the undersigned plenipotentiaries, being duly authorized thereto by their respective Governments, have signed the present Convention.

The General Assembly, in its resolution 50/155 of 21 December 1995 , approved the amendment to article 43, paragraph 2, of the Convention on the Rights of the Child, replacing the word “ten” with the word “eighteen”. The amendment entered into force on 18 November 2002 when it had been accepted by a two-thirds majority of the States parties (128 out of 191).

Section VI: Sample Assessments

Initial Student Assessment
Final Student Assessment

Initial Teacher Assessment
Final Teacher Assessment

Initial Student Assessment



Date: _____ **Grade or Age:** _____

Student Name: _____ **Male:** _____ **Female:** _____

Location: _____ **Rural:** _____ **Urban:** _____

Read the questions aloud and have students mark the answers with an X in the boxes under Yes or No.	**YES**	**NO**
1. Have you heard of the United Nations?		
2. Do you know what Human Rights are?		
3. Do you believe that every human being is equal in dignity and rights?		
4. Do you know what discrimination is?		
5. Do you know what bullying or harassment is?		
6. Have you heard about freedom of religion or belief?		
7. Do you know what it means to have a nationality?		
8. Do you think you have the right to your own identity?		
9. Have you heard about child labor?		
10. Do you have responsibilities towards the people in your community?		

Please, briefly comment on the human rights you believe you have: _____

_____

_____

Save the Initial Student Assessment with answers in a safe place to refer to at the end of this course. A similar evaluation is included in the last lesson so that you can see the progress of your students.

Final Student Assessment



Date: _____ **Grade or Age:** _____

Student Name: _____ **Male:** _____ **Female:** _____

Location: _____ **Rural:** _____ **Urban:** _____

Read the questions aloud and have students mark the answers with an X in the boxes under Yes or No.	**YES**	**NO**
1. Have you heard of the United Nations?		
2. Do you know what Human Rights are?		
3. Do you believe that every human being is equal in dignity and rights?		
4. Do you know what discrimination is?		
5. Do you know what bullying or harassment is?		
6. Have you heard about freedom of religion or belief?		
7. Do you know what it means to have a nationality?		
8. Do you think you have the right to your own identity?		
9. Have you heard about child labor?		
10. Do you have responsibilities towards the people in your community?		

Please, briefly comment on the human rights you believe you have: _____

_____

_____

Keep the Final Student Assessment with your manual to compare with the answers in the Initial Student Assessment in Lesson 1A from the beginning of this course.

Initial Teacher Assessment



Date: _____

Name: _____

School: _____

Grade: _____

Position: _____

Rural: _____ **Urban:** _____

Check the number that best applies:

1. Considering your work experience, evaluate your knowledge of Human Rights.
   - 1 _____ Novice
   - 2 _____ Developing
   - 3 _____ Intermediate
   - 4 _____ Advanced
   - 5 _____ Superior

2. Assess your level of confidence in teaching Human Rights concepts.
   - 1 _____ Novice
   - 2 _____ Developing
   - 3 _____ Intermediate
   - 4 _____ Advanced
   - 5 _____ Superior

3. Assess your ability to use cooperative learning strategies with the students in your classroom.
   - 1 _____ Novice
   - 2 _____ Developing
   - 3 _____ Intermediate
   - 4 _____ Advanced
   - 5 _____ Superior

4. According to the principles of Human Rights, how important is it for you to fulfill your responsibilities towards your community?
   - 1 _____ Not Important
   - 2 _____ Somewhat Important
   - 3 _____ Important
   - 4 _____ Very Important
   - 5 _____ Extremely Important

5. Are your students receptive and willing to integrate and put into practice the concepts taught in Human Rights lessons?
   - 1 _____ Not receptive and willing
   - 2 _____ Somewhat receptive and willing
   - 3 _____ Moderately receptive and willing
   - 4 _____ Very receptive and willing
   - 5 _____ Extremely receptive and willing

Final Teacher Assessment



Date: _____

Name: _____

School: _____

Grade: _____

Position: _____

Rural: _____ **Urban:** _____

Check the number that best applies:

1. Considering your work experience, evaluate your knowledge of Human Rights.
   - 1 _____ Novice
   - 2 _____ Developing
   - 3 _____ Intermediate
   - 4 _____ Advanced
   - 5 _____ Superior

2. Assess your level of confidence in teaching Human Rights concepts.
   - 1 _____ Novice
   - 2 _____ Developing
   - 3 _____ Intermediate
   - 4 _____ Advanced
   - 5 _____ Superior

3. Assess your ability to use cooperative learning strategies with the students in your classroom.
   - 1 _____ Novice
   - 2 _____ Developing
   - 3 _____ Intermediate
   - 4 _____ Advanced
   - 5 _____ Superior

4. According to the principles of Human Rights, how important is it for you to fulfill your responsibilities towards your community?
   - 1 _____ Not Important
   - 2 _____ Somewhat Important
   - 3 _____ Important
   - 4 _____ Very Important
   - 5 _____ Extremely Important

5. Are your students receptive and willing to integrate and put into practice the concepts taught in Human Rights lessons?
   - 1 _____ Not receptive and willing
   - 2 _____ Somewhat receptive and willing
   - 3 _____ Moderately receptive and willing
   - 4 _____ Very receptive and willing
   - 5 _____ Extremely receptive and willing



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