

The rights of the child

Educational guide



28 JOER
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available online: www.sosve.lu

Development Education - Educational guide

The contents of this educational guide have been collected with great care. However, we do not assume liability for the accuracy, completeness and timeliness of information. When referring to internet sites or external sources, we do not assume responsibility for the contents. The information provider is solely responsible for such contents.

Abbreviations

BMZ	Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung (German Ministry for Financial Cooperation and Development)
CITIM	Centre d'Information Tiers Monde [Third World Information Centre]
EFA	Education for All
ILO	International Labour Organization
CRC	Convention on the Rights of the Child
MFEA	Ministry of Foreign and European Affairs
ORK	Ombuds Committee for Children's Rights
NGO	Non-governmental organisation
U.N.	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation

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*„There can be no keener
revelation of a society's soul
than the way in which it
treats its children.“*

(Nelson Mandela)

Chapter 1

Introduction

Chapter 1: Introduction

1.1 - 25 years of the Convention on the Rights of the Child

The International Convention on the Rights of the Child (CRC) was signed on 20 November 1989 during the United Nations General Assembly. It remains one of today's most important and most widely ratified conventions on human rights. It sets out all the rights afforded to all children, such as the right to life, an education, to protection against violence and exploitation, and co-decision. Recognising and signing such an agreement is one thing; implementing it is another. The application of the articles within requires collaboration between everyone: adults and children alike.

Children must be aware of their rights in order that they can assert them. Teachers, educators, social workers and leaders play a key role in the transmission of this knowledge to children and in encouraging them to confront this complex subject¹. This kit is intended to fulfil this huge responsibility and to encourage schools, teachers and pupils to work with us for the rights of disadvantaged children.

1.2 - Objectives

This kit has the following objectives:

- ➔ To promote and further the discovery and understanding of the rights of children with children themselves and young people in Luxembourg;
- ➔ To help teachers, educators and leaders to communicate the contents of the International Convention on the Rights of the Child using educational material;
- ➔ To encourage the children and young people of Luxembourg to adopt a critical attitude towards the implementation of the rights of the child in developing countries through activities and the use of resources;
- ➔ To establish consistency in the development of resources regarding children's rights;
- ➔ To strengthen the collaboration of non-governmental organisations in the area of children's rights.

1.3 - The beginnings

In early 2014, the working group "Enfants en détresse" [Children in Need] was established for the NGO Circle initiative (a syndicate of non-governmental organisations in Luxembourg in the field of development). The aim was to bring together NGOs that were committed to children's rights in developing and transition countries and to create synergies for cooperation. This gave rise to the idea to celebrate the 25th anniversary of the International Convention of the Rights of the Child, not by organising a round table or a conference as usual but by creating a product based on the transmission of knowledge of children's rights.

Under the auspices of SOS Children's Villages International, the NGOs involved came together with an aim to collecting educational resources such as lesson plans, suggestions and ideas regarding children's rights intended to encourage teachers and leaders to address, integrate and investigate the

¹ Directorate of Schools for Zurich, *the rights of children at school, proposals for teaching and teachers*, www.stadt-zuerich.ch/kinderrechte

Chapter 1: Introduction

issue of children's rights through lessons and meetings. The objective is to help teachers and children become passionate about children's rights whilst motivating them to work with NGOs on behalf of children whose rights have been violated.

Firstly, an inventory was made of the educational materials available from Luxembourg NGOs and the CITIM², the library specialising in development policy.

The materials for this kit were chosen on the basis of the following criteria:

- ➔ **A focus on the reality and daily life of children in developing countries:** does/do the information/activities/materials reflect the reality of developing countries?³
- ➔ **Interactivity and participation:** do the teaching materials encourage the children of Luxembourg to participate?
- ➔ **Critical reflection:** do the materials encourage children to reflect on the issue of children's rights?
- ➔ **Setting:** have the information/activities/materials already been applied within a school or after-school setting or is adaptation to this still required?

Previous documents were also used to create this kit⁴. So that it would be used properly we made sure that it was easy to transport, contained suitable material for the various target groups, could be downloaded online and that it was written in German, French and English in order for it to be used in Luxembourg schools. Its arrangement into a folder means teachers can remove pages one by one in order to photocopy them for their classes or groups. The folder also contains additional materials.

1.4 - Next

With this kit the participating organisations have created a document that will last way beyond just the 25th anniversary of the International Convention on the Rights of the Child. It currently only represents a small selection of documents and does not yet exist in its completed form. Given that the framework of the 2014 projects did not allow the collation of information on all 42 rights of the child, for reasons related to time and budget, the organisations involved focused in the first instance on the rights they were working for in Latin America, Africa and Asia, namely the right to an education, the right of the disabled child to special care, the right to be protected against financial exploitation and the right to be protected against sexual exploitation. New chapters on some of the other rights and a chapter on the Millennium Development Goals (MDGs) and the sustainable development goals for post-2015 were added in 2015.

²www.citim.lu

³For any questions regarding the rights of the child in Luxembourg, please refer to the Ombuds Committee for Children's Rights (www.ork.lu), which can provide information on the current situation in Luxembourg.

⁴The following sources were used: "Directorate of Schools for Zurich, the rights of children at school, proposals for teaching and teachers, https://www.stadt-zuerich.ch/ssd/de/index/volksschule/publikationen_broschuren/kinderrechte.html, and "Children have rights - all of children's rights for kindergarten, children's groups, school classes and child care", Österreichische Kinderfreunde <http://www.kinderfreunde.cc/Bundeslaender/Oberoesterreich/Muehlviertel/News/Newsarchiv/Das-Kinderrechte-Set>

Chapter 1: Introduction

All suggestions from children, lecturers and educators regarding children's rights that could help us with the design and development of educational kits are welcome. Feel free to email your comments to evamaria.schmid@sosve.lu.

1.5 - Contents

The kit is organised as follows:

- ➔ **Chapter 2** is for teachers and gives them a brief overview of the development of the International Convention on the Rights of the Child. This chapter also includes a short and simplified version of the contents of the CRC, which can also be used as a worksheet for children.
- ➔ **Chapter 3** examines eight retained rights (including: the right to an education; the right of the disabled child to special care; the right to be protected against financial exploitation; the right to be protected against sexual exploitation) and explains the difficulties in implementing them in developing countries. These texts are not just aimed at children; they can also help teachers prepare their lessons on a particular right of an individual child. A sub-chapter is devoted to the results of the MDGs in 2015 and the sustainable development goals for post 2015.
- ➔ **Chapter 4** contains different resources and activities for a fun way of transferring knowledge about children's rights in schools and after-school organisations. It also provides numerous examples of violations of children's rights in different developing countries that can be used as an introduction to facilitate discussion.
- ➔ **Chapter 5** contains awareness raising and the educational provisions regarding the development policy of the non-governmental organisations who contributed to this kit. Experts from different NGOs are available to organise workshops on children's rights.

Chapter 2

The United Nations Convention on the Rights of the Child

2.1 - Context

The United Nations Convention on the Rights of the Child was adopted by the United Nations General Assembly in New York on 20 November 1989. This date has since been declared „Universal Children’s Day“. The Convention² became effective on 2 September 1990.

Except for Sudan and the United States, all the member states of the United Nations have ratified it (meaning they have made it applicable in their countries), which makes it the most significant of the nine treaties on human rights.³

This international treaty is one-of-a-kind in that it not only recognises that children⁴ enjoy fundamental rights but also that they are active and autonomous holders of those rights.

Because of their age, children require particular protection and support but they must also have the opportunity to contribute to the defence of their rights, to assert their rights and to give their opinion on decisions concerning them.

2.2 - Origin

The contents of the International Convention on the Rights of the Child was developed over six years as part of a process initiated in 1979, the International Year of the Child. The treaty is the fruit of the collaboration between governments, non-governmental organisations, human rights defenders, lawyers, social workers, child development experts, educators and religious leaders from across the world. All the rights set out within were therefore born from a consensus that covers traditional and cultural values from various relevant groups, different legal systems of the States Parties as well as the specific needs of developing countries.

However, the Convention on the Rights of the Child did not simply fall from the sky: several documents preceded it, such as the 1924⁵ Geneva Declaration of the League of Nations and the United Nations Declaration of the Rights of the Child of 1959⁶. Unlike the Convention on the Rights of the Child, the latter was not of a binding nature.

¹ The following sources were used to write this chapter:

- Convention on the Rights of the Child: <http://www.ohchr.org/>
- German Ministry of Family Affairs, Senior Citizens, Women and Youth - Children’s rights explained simply by logo! <http://www.bmfsfj.de>
- Audiovisual Library on International Law - <http://legalun.org/>
- UNICEF – Convention on the Rights of the Child - <http://www.unicef.org/>
- United Nations Human Rights – Office of the Higher Commissioner- <http://www.ohchr.org/EN/Pages/Home.aspx>

² A convention is a treaty that is signed between several countries.

³ Ratifying a treaty means acknowledging its seriousness and ensuring that each of its provisions is respected and applicable within the country.

⁴ This means any person under 18 years of age.

⁵ United Nations Convention on the Rights of the Child – Geneva Declaration of the Rights of the Child, <http://www.humanium.org/en/childrens-rights-history/references-on-child-rights/geneva-declaration/>

⁶ United Nations Declaration of the Rights of the Child 1959, <http://www.humanium.org/en/childrens-rights-history/references-on-child-rights/declaration-rights-child/>

2.3 - Contents

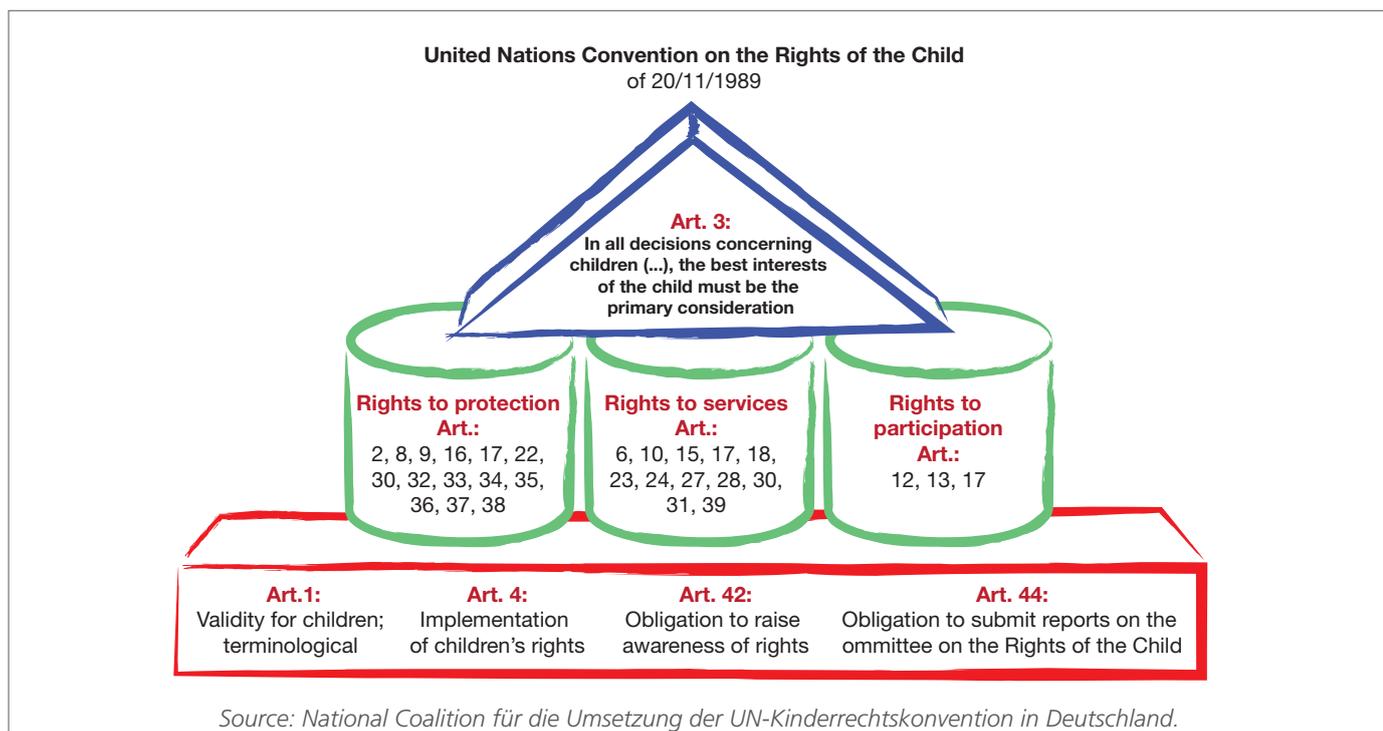
The Convention on the Rights of the Child is based on four fundamental principles:

- a) the equal treatment of all children (article 2)
- b) the best interests of the child (article 3)
- c) the guarantee of livelihood:
the child's right to life, survival and development (article 6)
- d) respect for the views of the child (article 12).

The principal document of the Convention on the Rights of the Child is composed of 54 articles; the first 42 list the specific rights of children, whereas articles 43 to 54 set out the obligations of the international community (governments and non-governmental organisations) to guarantee and implement these rights.

These 42 specific rights can be grouped into three categories:

- ➔ the rights to services, covering the right to life, to food, to education, to leisure and to care in the case of disabled children.
- ➔ the rights to protection, meaning the right to be protected against all forms of violence, whether physical, mental or sexual, and to be protected against child labour and during armed conflict;
- ➔ the rights to participate, meaning the right to a private life, to freedom of expression, to participation and to religious freedom.



The Convention also includes three optional protocols:

- ➔ Optional Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography;
- ➔ Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflicts;
- ➔ Optional Protocol to the Convention on the Rights of the Child establishing a communications procedure allowing children to make complaints regarding the violation of their rights (the so-called individual complaints procedure).⁷

2.4 - Committee on the Rights of the Child⁸

The implementation of the International Convention on the Rights of the Child and its optional protocols is overseen by the Committee on the Rights of the Child, made up of 18 independent experts. The committee is currently (October 2017) made up of nine women and nine men from Bahrain, Togo, Morocco, Spain, Russia, Tunisia, Egypt, Ethiopia, Samoa and Venezuela. In compliance with article 43 of the Convention on the Rights of the Child, members of the Committee are elected for four years by the States Parties. They serve in a personal capacity and do not represent their countries of origin. They are re-electable if their candidature is resubmitted at the end of their mandate.

All States Parties that have ratified the Convention on the Rights of the Child are required to submit a preliminary report two years after the ratification. They must then submit a report every five years to keep the Committee informed of the progress made in implementing the Convention. The Committee examines each report, noting the opinion and experience reports of the non-governmental organisations of the countries concerned as well as requesting any clarification during public meetings and communicating its thoughts and recommendations in writing to the governments of the States Parties in the form of „final observations“.

⁷ German Institute of Human Rights, *Individual complaint procedure of the United Nations Convention on the Rights of the Child launched*, <http://www.institut-fuer-menschenrechte.de/>

⁸ United Nations Human Rights - High Commissioner for Human Rights, *Committee on the Rights of the Child*, <http://www.ohchr.org/>

2.5 - Overview of the 42 rights of the child

Article	Content/Right
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1	A child is any person below the age of 18
2	All children are equal
3	The best interests of the child are paramount
4	The rights of the child must be protected and respected
5	Parents guidance for children to assert their rights
6	The right to the guarantee of livelihood (life, survival, development)
7	The right to a name, a nationality and to family ties
8	The right to an identity
9	The right to grow up within a family
10	The right to family reunification
11	The right to be protected against kidnapping
12	The right to freedom of expression and to be heard
13	The right to information
14	The right to religious freedom
15	The right to freedom of association and to meet together
16	The right to privacy
17	The right to receive fair information from the media
18	The right to parental care
19	The right to be protected against physical or mental violence
20	The right to care (for children who cannot grow up with their parents)
21	The right to adoption and the right to protection if adopted or fostered
22	The right of refugee children to special protection
23	The right of the disabled child to special care
24	The right to health (drinking water, healthy food)
25	The right to be protected if placed in a home or a care Institute
26	The right to social security

Chapter 2: The United Nations Convention on the Rights of the Child

- 27 The right to the fulfilment of fundamental needs (food, housing, clothing)
- 28 The right to a good education
- 29 The right to an education that teaches values of peace, environmental protection and of respecting and developing children's talents
- 30 The right to protect their own culture, language and religion
- 31 The right to relax and play
- 32 The right to be protected against child labour
- 33 The right to be protected against drug and alcohol abuse
- 34 The right to be protected against sexual exploitation
- 35 The right to be protected against the sale of children
- 36 The right to be protected against all forms of exploitation
- 37 The right to be protected against cruel treatment and punishment
- 38 The right to live in peace and to be protected during war
- 39 The right to rehabilitation and assistance
- 40 The right to legal assistance
- 41 The most favourable laws of a State prevail
- 42 The right of the child to know their rights

2.6 - The ten fundamental rights of the child⁹

(pupil worksheet)

UNICEF has summarised the ten fundamental rights of the child, as follows:

- ➔ The right to equality
- ➔ The right to health
- ➔ The right to an education
- ➔ The right to rest and play
- ➔ The right to freedom of expression and to access information
- ➔ The right to non-violence
- ➔ The right to be protected against economic and sexual exploitation
- ➔ The right to be protected against war and the right to peace
- ➔ The right to parental care
- ➔ The right to special care for disabled children

⁹ UNICEF, *Unicef for Kids, Rights of the child (in German)* <http://www3.unicef.de/kids/basisfilm.php?startscreen=>

2.6.1 - The ten fundamental rights of the child (according to UNICEF)

The right to equality (Articles 2, 7, 8)

„Every child is born with the same inalienable right to a healthy start in life, an education and a safe, secure childhood - all the basic opportunities that translate into a productive and prosperous adulthood”¹. Every child has the right to an identity, a name and a nationality. All children have the same human value. The principle of non-discrimination also means that all children have equal rights without any distinction as to race, language, religion, sex, opinion, social class...

The right to health (Article 24)

Health is not only the absence of disease, it is a state of complete well-being. The right to health is closely related to other fundamental human rights such as access to drinking water and to adequate sanitation.

The right to health requires access to a social protection system and health services available in all circumstances, of good quality, accessible to all and respectful of all (biological and cultural differences). The right to health also involves prevention and awareness. The right to health is all the more vital due to the vulnerability of children and the increased exposure risk to diseases. Children require special attention in order to enjoy the best possible health status to develop properly. The right to health of children includes pre and post-natal care for mothers.

The right to education (arts. 28, 29)

Education provides basic knowledge, amongst which literacy. Education implies the development of personality, identity and a person's physical and intellectual capabilities. It also allows the transmission of common values and represents an essential tool for the personal, economic, social and cultural development in any society.

The right to education is a fundamental and universal right: all children should be able to go to school, a school that is free and accessible to all. Children should benefit from the same opportunities. Beyond accessibility, the right to education also includes a results-based approach: this implies that all children should receive an education of good quality and tailored to their needs.

The right to rest and leisure (Article 31)

Every child has the right to rest, have fun, play, grow and live in a healthy and happy environment. The benefits of rest and recreational activities for the development of the child are well-known: energy, fun, construction of social link...

The right to rest and leisure is related to other fundamental rights such as the right to education or the right of the child to be heard in all matters. Three criteria are paramount in its implementation: the availability of an adequate supply, adapted and trained supervision and access open to all.

The right to freedom of expression and access to information (Art. 12, 13)

The UN Convention on the Rights of the Child recognizes the child as a full-on actor in matters belonging to his rights. Every child has the right to freely give his/her opinion and it should be heard and taken into account in decisions affecting him/her. However, children's freedom of expression has

¹ Extract from *The state of the world's children*, UNICEF, 2016, available at <https://www.unicef.org>

limitations: they must respect their fellow citizens and not be a threat to society.

Respect for the rights of the child by adults is crucial in their implementation, but their application by the children themselves, in their daily lives, is an additional guarantee of children's ability to act.

In order to carry out his/her role as an active actor, the child must have access to information: through books, newspapers and magazines, through the Internet, radio, television...

The right to non-violence (Article 19)

Every child has the right to grow up in a caring environment, protected from all forms of ill-treatment. Article 19 of the UNCRC² recognizes the right of children to be protected from abuse. Children can be abused in the family environment as well as the public or educational environment. The ill-treatment inflicted on children can have serious consequences on their mental and physical health.

Abuse can take many forms: physical violence, psychological neglect, abandonment, exploitation, sexual abuse... The causes of abuse are also diverse: abuse linked to a too strict discipline, abuse related to cultural practices...

The right to protection against economic and sexual exploitation (Articles 32, 34, 35, 36)

152 million children³ aged between 5 and 17 years worldwide work to support themselves and their families. In addition to poverty, cultural, social and political factors, other elements are to be taken into account when it comes to child labor: gender, perception of the role of the child, importance of education... These children are often victims of various forms of exploitation and are deprived of their rights to education, health, leisure... The cost is not just to their health and development but to their future too. The UNCRC gives children the right to be protected against economic exploitation, harmful to their education, health and development.

Besides economic exploitation, the UNCRC also establishes protection rights against sexual exploitation and other forms of ill-treatment, harmful to the development of the child. Sexual exploitation takes several forms: child prostitution, child pornography, trafficking of children for purposes of sexual exploitation or sexual exploitation of children in travel and tourism. Various factors contribute to the sexual exploitation of children: poverty, the democratization of travel, cultural and social stereotypes and prejudices, or discrimination against women.

The right to protection against the war and the right to peace (Articles 22, 38, 39)

The inherent vulnerability attached to childhood is exacerbated by armed conflict. Child victims of war can be identified through different categories: civilian casualties, child soldiers, displaced children, orphans, children injured or permanently disabled, children in detention or even exploited children (sexual exploitation, forced labor).

The UNCRC enshrines children's rights to protection in armed conflict in several articles, including regulating the status of refugee children, the recruitment of child soldiers as well as the social reintegration of child victims of war.

² UNCRC- United Nations' Convention on the Rights of the Child

³ Figure taken from World Report on Child Labour, ILO, 2015, at <http://www.ilo.org/>

The right to parental care (Article 9)

The UNCRC highlights the essential place of parents in the realization of the rights of the child and the importance of state support for the family. Special attention is given to the protection of children separated from their families.

Parenting has two dimensions: the relational dimension, parental love which brings emotional security, stability and an attachment relationship; and the spiritual dimension that includes education, the transmission of values, cultural and family legacy. It is a question of guiding the child in its emotional, psychological, moral and spiritual development. Parents should act as role models and teach their children the rules of behavior in society.

The right to special care for disabled children (Article 23)

Children with disabilities are often victims of discrimination of any kind. Their disabilities often result in social exclusion: no access to the education system due to lack of means and infrastructures, the isolation from the community due to ancient beliefs (curses) ... There is an increased risk of being a victim of violence for children with disabilities, physical, as well as mental or emotional violence within the family or institutional framework. Often, they have no access to appropriate care.

In addition to the right to non-discrimination, the UNCRC gives them the right to special care and assistance tailored to their needs and their family situation.

Chapter 3

Overview of a selection
of the rights of the child

3.1 - Every child's right to an education¹

(Art. 28 and 29 CRC)

3.1.1 - In theory: education is a human right

The right to an education is a fundamental right enshrined in various treaties such as the 1948 Universal Declaration of Human Rights.

The principal articles of international law guaranteeing the right to an education are articles 13 and 14 of the International Covenant on Economic, Social and Cultural Rights (Social Pact) as well as the International Convention on the Rights of the Child (CRC) from 1989, which covers the issue of education in two distinct articles:

Article 28 set out that primary education must be made compulsory and free for all children and that no child may be excluded from the education system for financial reasons.

Article 29 states that education must be aimed towards the development of the child's personality, talents and mental and physical aptitude, to the fullest extent of their potential. The child must be able to lead an active life and assume the responsibilities of living in a free society and be seen to inculcate respect for their parents, their language and their cultural values as well as those of other cultures. The responsibility to ensure every child's right to an education lies with the State.

By signing at least one of the legally binding treaties on human rights, the States Parties undertake to respect, protect and implement the right to an education. Education is not only a political objective but also a fundamental right for all; an inalienable human right.

3.1.2 - Education and development policy

In 2000, representatives from 189 countries convened at the United Nations in New York to shape a vision and a common responsibility regarding economic and social development, human dignity and equality. The participants agreed on eight objectives to be achieved before 2015. Education is one key element of these. Thus, objective stated that by 2015, all children, both boys and girls alike, must be able to complete a full cycle of primary education.

In addition to the Millennium Goal for education, there is also an action plan entitled „Education for All“ (EFT), a global commitment aimed at guaranteeing a basic, good education for all children, young people and adults. The initiative was established in 1990 during a global conference entitled „Education for All“, which took place in Jomtien in Thailand at the instigation of the various agencies from the United Nations and the World Bank.

Ten years later, the international community, made up of teachers, prime ministers, academics, policy makers, non-governmental organisations and major worldwide organisations, convened in Dakar (Se-

¹This sub-chapter was co-written by SOS Children's Villages International, Kindernothilfe Luxembourg and UNICEF Luxembourg.

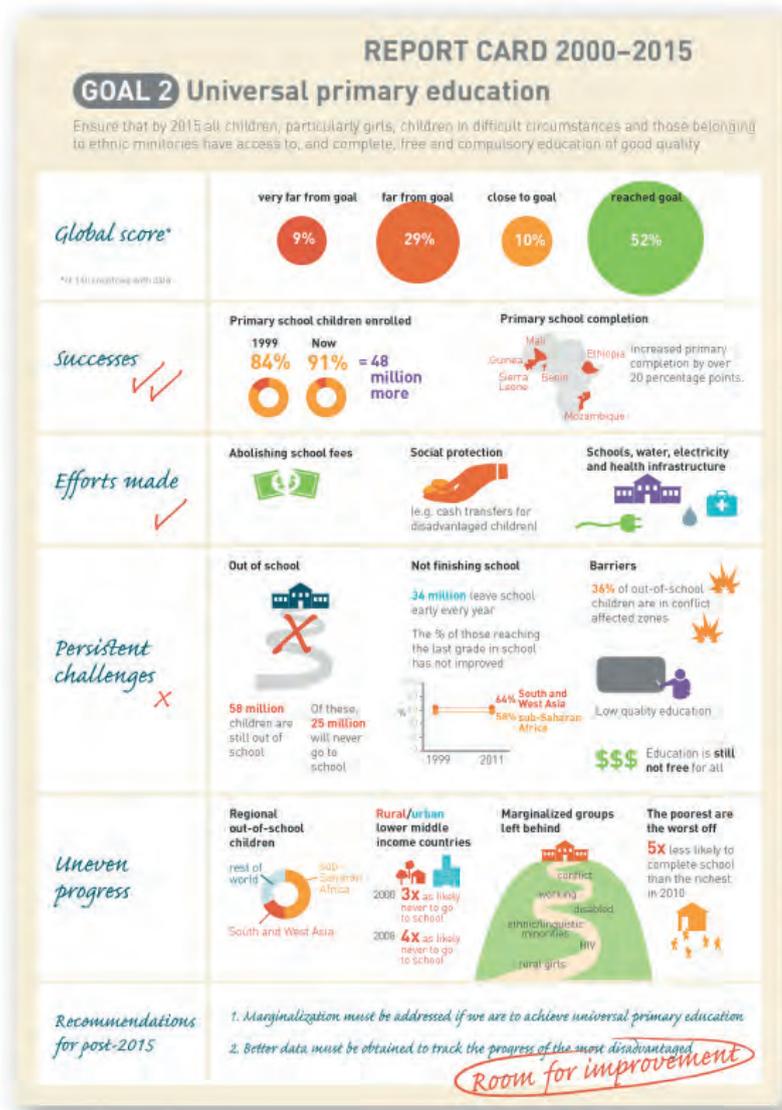
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negal) to reaffirm its commitment to the EFA action plan until 2015, with the adoption of the Dakar Framework for Action entitled „Education for All: Meeting Our Collective Commitments“². Six concrete³ goals to be achieved before 2015 were set amongst others free access to primary education for all, quality education for adults and access to education for girls.

While the Millennium Goals and the Education for All goals are linked, these are nevertheless two distinct framework programmes. The Millennium Goals were broad development objectives, while EFA is primarily focused on education within a wider and more nuanced context that is not restricted to primary education, unlike the Millennium Goals. The global monitoring report on education for all identifies the annual progress made in the implementation of these goals.

The 2015 balance sheet: Only one third of the world community has reached its educational goals. For example, in only half of the countries do all children receive basic education. A positive development is that today about 50 million more children go to school than 1999. However, there is still a lot to do as the graphic shows for the aspect „basic education for all“:

At the end of the Millenium Goals in 2015, 1,600 representatives from 160 countries met at the Incheon World Education Forum to discuss the results and further education objectives. The Forum played a major role in shaping the educational objectives of the Sustainable Development Goal No. 4 (see also chapter 3.7), which have been in place since 2015 and are to be achieved by 2030. The objectives of No. 4 „Equal opportunities and quality education for all“ play an essential role and are of fundamental importance for the achievement of other sustainable development goals. However, new approaches are necessary to reach the individual objectives of the educational goal by 2030. If the current trend continues, in



²World Education Forum, The Dakar Framework for Action, Education for All: Meeting our Collective Commitments, <http://unesdoc.unesco.org>

³ German Commission for UNESCO, Education for All, <https://www.unesco.de>

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2030 only 70% of pupils in low-income countries will complete their basic education, although this goal should already have been achieved in 2015.⁴

3.1.3 - In practice: obstacles to implementation

The poorest countries in the world are, according to the UNESCO World Education Report 2016, far back on the path to high-quality education for all.⁵ Children who have had the opportunity to attend school are often faced with poor infrastructure and overcrowding. Fewer than one school child in two reaches their fifth year. As such, a sub-Saharan African child will have an average of 5 to 6 fewer years of schooling than a child living in Western Europe or America.

There are several reasons why the right to an education is not a reality for everyone:

Poverty

Families cannot afford to pay school fees and uniform costs. Children often have to work in order to contribute to their family's income. Children are often expelled from school because they cannot pay their school fees.

Lack of school infrastructure

In many parts of the world the State does not have sufficient financial resources to invest in education; there are not enough schools or even school resources; teachers are not sufficiently trained and are poorly paid or not paid at all.

Birth registration

According to a UNICEF report of 2013, 230 million children under the age of 5 were never registered.⁶ In many countries children without birth certificates are unable to go to school.

Safety

Many families decide to keep their children at home because they think the journey to school is too long or too dangerous. They often fear that children, particularly girls, will be attacked.

Local traditions

In some countries, families favour the education of boys and neglect the education of girls, who are often forced to marry at a very young age, to leave school and to take care of household chores.

Emergency situations

Conflicts, financial crises and natural disasters prevent millions of children from going to school.

⁴ See: UNESCO, *Education for All*, <http://en.unesco.org/gem-report>

⁵ UNESCO, *Education for All (2013/2014) Teaching and learning: Achieving quality for all*, <http://en.unesco.org/gem-report/report/2014/teaching-and-learning-achieving-quality-all#sthash.Sn0RFVac.dpbs>

⁶ UNICEF report of 2013 „Every Child's Birth Right“ www.unicef.ch/de

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Linguistic barriers

In many countries, teaching is carried out in the former colonial language, which does not correspond to the language children speak with their family. Schools are often required to conform to a rigid academic system that clashes with local cultures, dialects and livelihoods.

Lack of quality ⁷

A serious problem but one that is often neglected during international debates is the quality of education. For educational programmes to be effective, children must have good learning conditions and qualified people to give them the chance to succeed on their educational journey. UNESCO estimates that an additional 4 million teachers would be required ⁸ in order to meet the goal of providing a good primary education to all children.

A good education is an invaluable advantage for all children and their prospects for the future. A child whose mother can read and write is twice as likely to reach the age of five as compared to a child whose mother did not attend primary school. For each additional year of education, the mother has, the rate of infant mortality falls by more than 10%. In principle, a mother who has been educated will tend to send her child to school and thus break the vicious cycle of social and economic poverty. An adult with at least a primary education who can read and write is able to sign a contract of employment and earn a living. If they have a recognised qualification they can earn around twice as much money as someone who has received no education. Educating children can therefore improve the living conditions of the family and the community while supporting the economic growth of the country: individuals learn to demonstrate that they are responsible, to themselves and their children, whilst becoming independent in the long term.

⁷ UNESCO Education For All Global Monitoring Report 2016
<http://en.unesco.org/gem-report>

⁸ UNESCO, Education For All Global Monitoring Report 2015

3.2 - The right of the disabled child to receive special care (Art. 23, CRC)⁹

3.2.1 - In theory: the rights of disabled children

Article 24 of the United Nations Convention on the Rights of Disabled People of 13 December 2006¹⁰ states that all the countries of the world shall „recognise the right of disabled people to an education“. To this effect, States shall „ensure that the education system provides for inclusive education at all levels and throughout life offers the opportunity to receive an education aimed towards: the full development of human potential [...]; the development of the personality of disabled people [...] to the fullest extent of their potential and the effective participation of disabled people in a free society“.

The International Convention on the Rights of the Child (CRC) also requires the States of the world to offer the same rights to every child, without discrimination, regardless of their abilities or disabilities. This obligation is set forth in article 23¹¹:

- 1** States Parties recognise that mentally or physically disabled children must lead a full and decent life in conditions that ensure their dignity, favour their independence and facilitate their active participation in the life of the community.
- 2** States Parties recognise the right of disabled children to receive special care and shall encourage and guarantee, subject to availability of resources, funding, as required, for eligible disabled children and those responsible for them, assistance appropriate to both the condition of the child and the situation of the parents or carers.
- 3** In view of the specific needs of disabled children, the assistance provided in compliance with paragraph 2 of the present article shall be free of charge where possible, taking into account the financial resources of their parents or carers, and it is designed so that disabled children may have effective access to education, training, healthcare, rehabilitation services and preparation for employment and recreational activities, and that they may benefit from specific services to guarantee them the fullest possible social integration as well as their personal, cultural and spiritual development.
- 4** In the spirit of international cooperation, the States Parties favour the exchange of relevant information regarding preventive healthcare and the medical, psychological and functional treatment of disabled children, including the dissemination of information concerning methods of rehabilitation and professional training services as well as access to information with an aim to allow States Parties to improve their capacity and abilities and to broaden their experience in these areas. In this regard, particular account shall be taken of the needs of developing countries.

⁹ This sub-chapter was written by Handicap International Luxembourg.

¹⁰ <http://www.un.org/disabilities/documents/convention/convoptprot-e.pdf>

¹¹ UN Convention on the Rights of the Child, <http://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

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3.2.2 - Theory and practice: what it means to live with a disability

People with a disability must live with physical, intellectual or sensory impairments on a daily basis. Interactions with certain elements of their environment can hinder their full participation in society, according to the principle of equality.

As such, a person in a wheelchair in front of a staircase is faced with an additional disadvantage as they are unable to climb them alone. But as long as the stairs are equipped with a lifting platform, the person can move around like everyone else and is no longer 'confronted' with this disadvantage.

3.2.3 - Inclusive education in developing countries

Around 30% of the 58 million children who are uneducated have a disability¹². Yet children who have a disability due to an accident or an illness must have the opportunity to learn and develop like any other child.

This situation is especially worrying in developing countries because of the extreme poverty of families, the lack of specific training for teachers, the problems of accessibility, but also the intolerance of the population towards the disabled, which can often be due to the taboo nature of the disability. Furthermore, many parents do not send their disabled children to school because they do not feel they will learn anything and that 'investing' in their education is a waste of time and money. Plus, school authorities and teachers are often reluctant to accept disabled children into their classes.

90% of disabled children are refused access to school: classes are often already overcrowded and there is a fear that their presence will slow progress down. Result: in developing countries, 8 out of 10 disabled children do not attend school, or they attend but do so in appalling conditions. This exclusion from the education system is a major infringement of the rights of disabled children.

¹² *Global education report, UNESCO 2015*

3.3. - The Right of the child to be protected against financial exploitation (Art. 32 CRC) ¹³

Child labour is a reality throughout the world: children do housework, cook, look after other children, work on farms and in factories and mines, or sell trinkets on the street. They work with their parents or with strangers, occasionally or for several hours per day. Many of them are risking their health and others are victims of crime or are abused or sold. Child labour takes many diverse forms and there is no overall definition for it.

3.3.1 - In theory: child labour and international agreements

In Article 32 the International Convention on the Rights of the Child establishes the right of the child to be protected against financial exploitation and from being forced to carry out any work involving risks or that is likely to compromise their education or be harmful to their health or development. The States Parties are required to regulate the minimum age for admission to employment and to provide appropriate regulation of working hours and conditions.

The International Labour Organisation (ILO), which has worldwide-recognised conventions (138, 182) on child labour and regularly publishes a report on this issue¹⁴, distinguishes the following forms of child labour:

1. Economically active children: any child under 18 carrying out at least one hour of work per week. Domestic tasks and school work are not included in this category.

2. Child labour: any work to be prohibited in compliance with ILO Convention no. 138 on minimum age (1973). The following restrictions are applicable:

- Minimum age of 13 years for light work as long as this does not affect health, development or school attendance.
- Minimum age of 15 for regular work; compulsory education usually finishes at this age.
- Minimum age of 18 for all types of dangerous work.

Dangerous work: for the ILO, this is any job or activity that by definition is likely to affect the safety, health (physical or mental) or moral development of the child. This definition was stipulated in 1999 in Convention no. 182 on the worst types of child labour^{15/16}. This forbids the worst forms of child exploitation including the sale of children, slavery, prostitution, and the use of children as soldiers or in drug trafficking.

¹³ This sub-chapter was written by Kindernothilfe Luxembourg. For more information: Teaching resources from Kindernothilfe on child labour www.kindernothilfe.de

¹⁴ See ILO study: *Global estimates and trends 2012-2016* http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/publication/wcms_575499.pdf

¹⁵ International Labour Organisation (1999) - Convention no. 182 on the worst forms of child labour, 1999, http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:C182μ

¹⁶ This definition is criticised by some NGOs as it relates to crimes rather than work in the literal sense.

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According to the ILO's global report on child labour, Global Estimates of Child Labour¹⁷, 218 million children are economically active and 152 million are currently being put to work, 73 million of which carry out dangerous work.

Around 71% of children work in agriculture, 17% in the service industry and more than 12% in industry. Most work for family companies and are not paid (69%). 27% receive a salary and 4% are self-employed. Sub-Saharan Afrika has the highest number of child labourers : 72 million in total, meaning one child in five. In Asia, there are 62 million child labourers, i.e. 7 % of the children. 48 % of the child labourers are between 5 and 11 years old, while 28 % are between 12 and 14 years old. They include almost 88 million boys and 64 million girls. The volume of dangerous work increases with age.¹⁸

3.3.2 - Child labour and the international agenda¹⁹

In 2002, the International Labour Organisation proclaimed 12 June as „The World Day Against Child Labour“. This date drew the attention of the general public to the issue of child labour through various awareness-raising work. Since then, various initiatives have been undertaken both in Europe and internationally to put an end to child exploitation.

In May 2010, the ILO refocused its attention on the issue during the Global Child Labour Conference at the Hague, the aim of which was to reinforce and reaffirm the common commitment to eradicating the worst forms of child labour.²⁰ The conference culminated in the adoption of the „Roadmap for Eliminating the Worst Forms of Child Labour By 2016“²¹, the fundamental principles of which are the right to an education and the well-being and participation of the child. However, it is not of a binding nature.

The third world conference devoted to child labour took place in October 2013. Host country Brazil and the ILO made all of the pillars for action compiled during the conference at the Hague on the agenda, namely education, legislation, social protection and labour market policy. The conference also aimed to take stock of and reflect on the possibilities of implementing the Hague roadmap by 2016. The conference closed with the „Declaration of Brasilia“.²²

¹⁷ http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/publication/wcms_575499.pdf

¹⁸ It can be assumed that these figures do not fully reflect the reality and that the number of unknown cases is even higher.

¹⁹ Kindemohilfe (2014), *Toiling for Survival*, <http://www.kindemohilfe.de/kinderarbeit.html>

²⁰ International Labour Organisation (2010), *The Hague Global Child Labour Conference - The Hague - 10 - 11 May 2010* <http://www.ilo.org/ipecc/Campaignandadvocacy/GlobalChildLabourConference/lang--en/index.htm>

²¹ International Labour Organization (ILO) (2010), *The Hague Global Child Labour Conference 2010 – Roadmap Adopted*, <http://www.ilo.org/ipeccinfo/product/viewProduct.do?productId=13453>

²² International Labour Organisation (2010), *Global Child Labour Conference - Brasilia Declaration*, http://www.ilo.org/ipecc/Informationresources/WCMS_IPEC_PUB_23480/lang--en/index.htm

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3.3.3 - In practice: the consequences of child exploitation

Physical and dangerous work takes its toll on many children. They suffer from fractures, back pain, burns, skin disorders, respiratory problems as well as psychological difficulties and other health-related problems.

They have very little time to enjoy their childhood. Leisure and play are often forbidden. Furthermore, children who work often have no opportunity to go to school, which can have serious consequences for the future; without professional training or qualifications they are unable to find a well-paid job or to benefit from social security, a pension, health insurance or to provide a life for their children. This situation often causes a vicious circle that forces the next generation of children to work.

3.3.4 - In practice: the causes of child labour

The causes of child labour are as complex as its forms are diverse; for example, they can be linked to cultural, social and economic factors of a region or country or to global developments.

One of the main causes of child labour is poverty. When adults do not earn sufficient money (due to illness, a poor harvest, extremely low salaries or lack of employment), children are forced to contribute to the family income. A poor State is more likely to favour child labour due to the poor quality of its infrastructures or education system, for example. There is actually a clear link between the state of education systems and child labour: when schools are expensive or difficult to access and teaching is of poor quality, parents tend not to send their children to school and to make them work so they can bring money home.

Cultural, social and political factors also play a role: parents may decide to make their children work due to a particular outlook they have on childhood and child labour, on roles traditionally assigned to men and women or on the importance of school. Traditions such as debt bondage and the domestic child system testify to the deep roots of child exploitation within society. Discrimination of social minorities can also promote child labour.

3.3.5 - What can be done to reduce child labour?

There is no easy answer to this question. The problem is actually very complex: social and economic difficulties affecting many countries mean eradicating child labour will not be easy. The reasons are obvious: by 'liberating' children from their work, we would be depriving them and their family from income that is often essential to their survival, which may further deteriorate their living conditions.

As long as child labour exists, their situation will only improve if concrete measures are put in place to protect them or to give them the option of switching from a dangerous job to non-hazardous one.

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Key measures for sustainably protecting children from financial exploitation include:

- Improving education opportunities: this means, among other things, providing access to a formal, good education as well as a non-formal education and developing a range of educational programmes for child labourers. Education allows the cycle of poverty to be broken and is one of the fundamental elements of independence and personal responsibility.
- Income-generating activities for parents: parents and other adult family members must be able to enjoy equitable working conditions and an appropriate salary instead of being dependent on their children's income to ensure the survival of the family.
- Child participation: children must be given a voice when it comes to issues that concern them, including child labour.²³

The child labour has significantly been reduced since 2012. In 2016, the number of the child labourers decreased by 12 million.

²³ Current developments in Bolivia, where children themselves are campaigning to have the right to work, show how difficult it is to determine if and in which circumstances children can work; see for example: <http://www.zeit.de/2014/01/kinderarbeit-bolivien>

3.4 - The right of the child to be protected against sexual exploitation (ART. 34 CRC)²⁴

UNICEF estimates that almost 2 million children are victims of sexual exploitation every year. However, the protection of children against sexual exploitation is enshrined in article 34 of the Convention on the Rights of the Child, which states:

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

- a) The inducement or coercion of a child to engage in any unlawful sexual activity;
- b) The exploitative use of children in prostitution or other unlawful sexual practices;
- c) The exploitative use of children in pornographic performances and materials.²⁵

This article is the foundation of international legal protection against the sexual exploitation of children. The 2002 Optional Protocol on the sale of children, child prostitution and child pornography reinforces article 34 by setting out the different forms of exploitation and calling on States Parties to take concrete measures to eradicate such exploitation. It also obliges States Parties to consider these practices as crimes and to punish them accordingly.²⁶

3.4.1 - In theory: international conferences on the commercial sexual exploitation of children

In 1996, the network made up of ECPAT, UNICEF and Child Rights Connect (former group of non-governmental associations in support of the Convention on the Rights of the Child) organised the first world conference in Stockholm aimed at combating child sexual exploitation. The occasion resulted in a declaration and an action plan.

Two other conferences followed, in Yokohama in 2001 and in Rio de Janeiro in 2008. These conferences brought together representatives from governmental and non-governmental organisations from some 150 countries to monitor the progress and challenges related to the global fight against child sexual exploitation.²⁷

²⁴ This sub-chapter was written by ECPAT Luxembourg.

²⁵ ECPAT Luxembourg and ECPAT International created terminology guidelines in collaboration with several organisations, between others Interpol and Europol. The aim is to avoid terms such as „child pornography“, which do not highlight enough the exploitative nature of the activity. In this document we use the terminology used by the UN for titles and citations.

²⁶ Optional Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography

²⁷ ECPAT International, End child prostitution, child pornography & trafficking of children for sexual purposes, World Congress against the Commercial Sexual Exploitation of Children, http://www.ecpat.org/wp-content/uploads/legacy/ECPATWCIII-Report_FINAL.pdf

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3.4.2 - In theory: the different forms of child sexual exploitation

Child sexual exploitation constitutes a serious violation of the fundamental rights of children. It is the sexual abuse of a minor used as a sexual or commercial object by an adult for payment or another benefit given to the child or a third party.²⁸ Sexual abuse is any act that uses a child as a sexual object. It is not limited to physical contact (kisses, fondling, penetration) but includes verbal, visual and psychological acts.

As such, under the International Convention on the Rights of the Child, „a child means every human being below the age of eighteen years, under the law applicable to the child, majority is attained earlier“.²⁹

Sexual exploitation comes in several forms, the most significant ones being:

Child prostitution

The optional protocol regarding the sale of children, child prostitution and child pornography defines child prostitution as «the use of a child in sexual activities for remuneration or any other form of consideration»³⁰. These gains can include food, accommodation, protection or even better marks at school. Child prostitution is a commercial activity where the child is given to a third party via an intermediary who profits financially from the transaction.

Child sexual abuse material (child pornography)

The optional protocol regarding the sale of children, child prostitution and child pornography defines child pornography as «any representation, by whatever means, of a child engaged in real or simulated sexual activities, or any representation of the sexual parts of a child for primarily sexual purposes»³¹. This can be for photos, audiovisual material or graphic illustrations.

The development of new technologies has drastically increased the proliferation of images and videos of child abuse.

Emerging possibilities lead to new forms of abuse, which require our urgent attention:

➡ Sexting means the exchange of sexually explicit texts, images and videos. Even though this material is often sent in a consensual relationship, it can be used to the detriment of the respective persons. After a break-up of a relationship or a friendship there is a danger that the images will be sent to a third party or be publicised. Furthermore, the images can easily fall into the wrong hands and be dis-

²⁸ Declaration made during the First World Congress Against Commercial Sexual Exploitation of Children, held in Stockholm in 1996.

²⁹ <http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx>

³⁰ Optional Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography, article 2, <http://www.ohchr.org/EN/ProfessionalInterest/Pages/OPSCCRC.aspx>

³¹ Optional Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography, article 2, <http://www.ohchr.org/EN/ProfessionalInterest/Pages/ProtocolOPSCCRC.aspx>

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seminated in pornographic networks.

Sexting can also lead to sextortion, the blackmailing with sexually explicit images or videos. When the victims are in such a relation of dependence, they are often forced to produce more abuse material. The offender can be sexually or financially motivated.

➔ One speaks of grooming if an adult contacts a minor based on sexual motivation. The adult often tries to create a basis of trust with the minor in order to manipulate his/her behaviour and to facilitate access to sexually explicit material of the latter. One of the intentions of the offender can also be a physical meeting. The offender's motivation can be of sexual or financial nature.

➔ The live-streaming of sexual abuse of children is constantly increasing. This crime is especially hard to prove as in most cases no traces are left. The abuse-consumers reside mainly in Europe or the USA, whereas the victims are mainly in Southeast Asia (in particular the Philippines).³²

Technological advances since then pose new challenges to the fight against child sexual exploitation and to the collaboration between technical and legal experts. As such the legal framework has to be constantly reinforced.

The sale of children for purposes of sexual exploitation

International treaties define the trafficking of minors as the recruitment, transport, transfer, harbouring or receipt of any person under 18 for the purposes of exploitation.³³

The International Labour Organisation estimates the number of child victims of people trafficking to be around 1.2 million, hundreds of thousands of whom are forced into prostitution.³⁴

Sexual exploitation in travel and tourism

This term refers to the sexual exploitation of a child by someone who travels outside of their own province, geographical region or country. These people often travel from rich countries to a developing country but can just as well travel within their own area or country if local demand for prostitution of minors already exists; that demand is then reinforced by foreign tourists.

It is more accurate to speak of child sexual exploitation in travel and tourism than to use an expression such as „child sex tourism“, as this is not another form of tourism, but a form of exploitation. Also, perpetrators are not always tourists. They can be between others businessmen, humanitarian workers, backpackers or emigrants of all ages, professions and social backgrounds. While some of these predators have a sexual preference for children and plan their travel accordingly, there are also many without

³² ECPAT France, ECPAT Luxembourg (2017). *Online Child Sexual Abuse and Exploitation. Current forms and good practice for prevention and protection.*

³³ *Additional Protocol to the United Nations Convention on the Rights of the Child against transnational organised crime aimed at preventing, suppressing and punishing the trafficking of people, particularly women and children* <http://www.ohchr.org/EN/ProfessionalInterest/Pages/ProtocolTraffickingInPersons.aspx> (Article 3) and *Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse*, <https://www.coe.int/en/web/conventions/full-list/-/conventions/rms/0900001680084822>

³⁴ ILO (2002). *Every Child Counts.*

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this particular inclination who are „tempted“ or persuaded spontaneously, for example when in a bar where young female prostitutes are present. Disinhibited by alcohol, assured that no one knows them and encouraged by sexual advances they receive, certain tourists commit the act without thinking about the age of their sexual partner.

3.4.3 In practice: the contributing factors to child sexual exploitation

There are various factors that contribute to the propagation of child sexual exploitation. Extreme poverty and a lack of prospects place children and families in a situation of great financial insecurity that means they are more likely to fall into the trap of false promises or even selling members of their own family.

Migratory pressure towards large cities or other countries as well as ignorance of the potential risks involved increase the vulnerability of the children concerned. Sexual exploitation in travel and tourism is further intensified by increased accessibility to travel but also by cultural and social prejudices and stereotypes (for example, „It’s part of their local tradition“, or „Children mature at an earlier age here“). Prejudices about the roles of men and women and discrimination towards women are also important risk factors. The sexual exploitation of children is one of the most lucrative illegal activities in the world. Also there would be no sexual exploitation if there were no demand for it.³⁵

3.4.4. In practice: combating child sexual exploitation

The principal measures for preventing and combating sexual exploitation and protecting the affected children are as follows:

Prevention: prevention mainly involves measures such as awareness-raising, informing and educating not just the populations at risk but also agents of change such as representatives from the tourist industry, Internet access providers, the information technology and telecommunications sector, the media and teachers. Prevention also includes assisting the social and economic development of local populations in order to reduce the vulnerability of children.

Protection: this involves developing and implementing legal and judicial measures regarding child protection, including mainly criminal prosecution of perpetrators and pimps. Furthermore, it includes the reinforcement of police and judiciary capacities as well as the liberation of victims from prostitution and drug trafficking networks and their placement in refuges and safe spaces.

Rehabilitation and reintegration: these measures are intended to support victims of sexual abuse and to help their familial, social and personal integration. The acquisition of life skills and access to education and professional training play a key role here.

³⁵ ECPAT France and ECPAT Luxembourg, 2010. *Questions/answers on the issue of the commercial sexual exploitation of children*

3.5 - The right of the child to health (Art. 24 CRC)¹

The right to health is essential for children who are more exposed to illness and potential health problems. Healthy children have a better chance of remaining healthy in adulthood and of leading a good life. Good health is also often a way out of poverty as only healthy children can go to school in order to find a job and feed their family. The right to health is therefore closely linked to others such as the right to education.

3.5.1 - In theory: the CRC and the right to health²

The right to health is a universal human right enshrined in the Universal Declaration of Human Rights as well as article 12 of the International Covenant on Economic, Social and Cultural Rights.

Article 24 of the Convention on the Rights of the Child defines the right to health as follows:³

1 States Parties recognise 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:

To diminish infant and child mortality;

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

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

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

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

¹ This sub-chapter was written by SOS Children's Villages International

² Sources: OHCHR Report "The right of the child to the enjoyment of the highest attainable standard of health" <http://www.ohchr.org/Unicef: http://www.unicef.org/health/>

³ Source: <http://www.kinderrechtskonvention.info/gesundheitspflege-3601/>

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nutrition, the advantages of breastfeeding, hygiene and environmental sanitation and the prevention of accidents;
To develop preventive health care, guidance for parents and family planning education and services.

- 3** States Parties shall take all effective and appropriate measures with a view to abolishing traditional practices prejudicial to the health of children.
- 4** States Parties undertake to promote and encourage international co-operation with a view to achieving progressively the full realisation of the right recognized in the present article. In this regard, particular account shall be taken of the needs of developing countries.

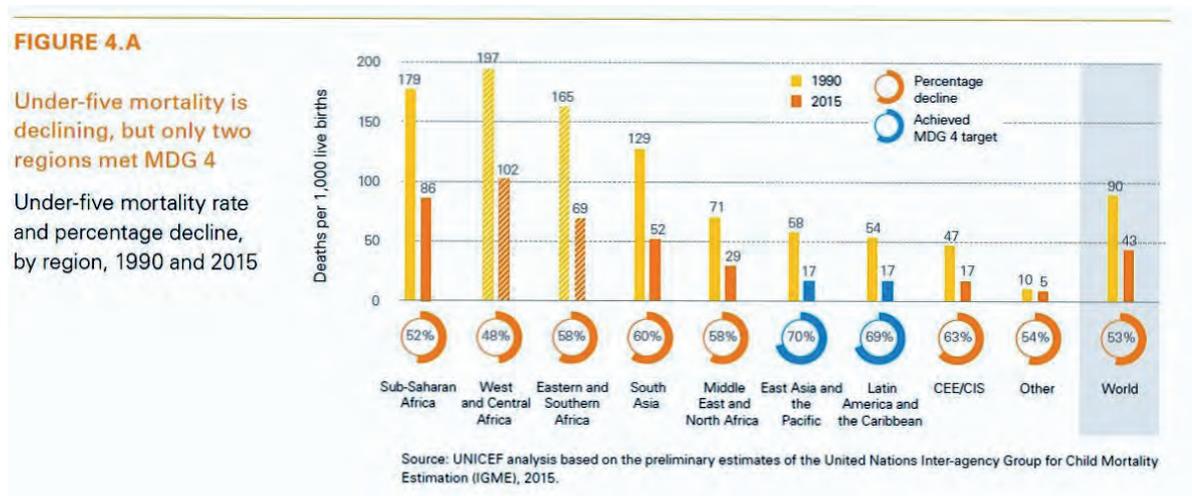
Under this text, every child has the right to benefit from appropriate healthcare and to access the assistance and care they need in the event of illness. In this regard, account will be taken of the different stages of the child's development and of the individual health needs and risks associated (child/adolescent).

3.5.2 Theory and reality: what about the health of children in developing countries?

Access to medical care is not a given for many children living in developing countries. They also often have an unhealthy or unbalanced diet that has a long-term effect on their health. These conditions often lead to illness, deficiencies and even the premature death of children.

Mortality of children under 5⁴

Infant mortality is a key indicator of the welfare of children since this mainly depends on access to basic healthcare. One of the eight Millennium Goals was to reduce mortality rates of children under 5 by two thirds before 2015; this goal was not met (except in countries of Eastern Asian, the Pacific, Latin America and the Caribbean), as the following graph shows:



⁴ Source: UNICEF report from June 2015, <http://www.unicef.org>

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The number of children dying before the age of 5 reduced by over half throughout the world between 1990 and 2015; nevertheless, 6 million children die every year from preventable illnesses, including more than a million on the day of their birth. Half of these deaths are concentrated in only five countries: China, the Democratic Republic of Congo, India, Nigeria and Pakistan. Children in sub-Saharan Africa are 15 times more likely to die before the age of 5 than children living in developed regions.

Other environmental risk factors for infant mortality include origin (children from poor backgrounds are two times more affected) and the frequent absence of the mother's education. Children from rural areas are 1.7 times more likely to die before their fifth birthday than children in urban areas.

The death of newborns in developing countries is mainly due to complications during birth (respiratory problems, premature birth or infection, for example). Illnesses such as pneumonia, diarrhoea and malaria are often fatal for young children. Even more shocking is that two thirds of deaths are caused by illnesses that could be treated with basic medical procedures and resources. Maternal malnourishment also has direct repercussions on the child's health and is the cause of around 45% of deaths. It is therefore crucial for the healthy development of the child in the uterus and after birth that pregnant women receive sufficient and nutritious food.

Other risks to the health of children and young people⁵

The welfare of children and young people in developing countries is often endangered by **religious practices and traditional rituals** such as female genital mutilation, infanticide and virginity tests. **Physical abuse** inflicted as punishment or retribution also seriously undermines the health of the child whether within a family, at school, in the community or in public institutions. **Sexual violence** can also have serious physical and psychological consequences for the child.

According to the estimations of the Office of the High Commissioner for Human Rights of the United Nations (OHCHR) almost 150 million children throughout the world, mostly in developing countries, consume „soft“ **drugs** such as tobacco and alcohol, which can lead to heart disease and other chronic conditions in adulthood. Street children, orphans and abandoned children are particularly exposed to the risk of hard drugs such as heroin and cocaine. A particularly problematic aspect in this regard is that once children reach adulthood they are more likely to share their needles and drug paraphernalia, which considerably increases the risk of infection and contamination.

⁵ Report from the United Nations Human rights Office of the High Commissioner „The right of the child to the enjoyment of the highest attainable standard of health“ (in English), <http://www.ohchr.org>

3.5.3. Necessary measures⁶

Various conditions must be met so that the right of every child to health can be implemented:

- ➔ The existence of a sound and functional healthcare system: in particular, this requires access to basic medication, clean drinking water and sanitation.
- ➔ Prevention and awareness-raising measures: it is only by raising the awareness of the population to the causes and prevention of diseases, particularly sexually-transmitted diseases such as HIV/AIDS, that these can be combated in the long term. A good knowledge of food and hygiene also helps to reduce the health risks related to an unbalanced diet, for example.
Vaccines are particularly effective in halting typical childhood diseases and preventing their spread.
- ➔ Pre-natal and post-natal care: as previously mentioned, the health of the mother has a decisive influence on the health of the child. A newborn has much less chance of survival if the mother dies following complications during pregnancy or birth. The mother's medical care during pregnancy and after the birth

⁶ Humanium, <http://www.humanium.org/en/fundamental-rights/health/>
For more information on the recent appeal from BMJ and the WHO „Towards a new Global Strategy for Women's, Children's and Adolescents' Health", see <http://www.bmj.com>

3.6 - Refugee children¹

The world today has an unprecedented amount of refugees. Millions of people - most from Syria and Iraq, but also from Africa and the Balkans - are fleeing violence, poverty and lack of future prospects in order to come to Europe.

A refugee is a person forced to flee from their country because their life is in danger due to war, persecution related to religious or political beliefs or their membership of a group that is oppressed within their country.

People fleeing abroad following a natural disaster that has devastated the country or because they are poor and have little chance of surviving are not legally deemed refugees but migrants.

Most seek refuge in a neighbouring country to escape war or massacre. People who are unable to flee move within their own borders and can find themselves in an even worse situation as international humanitarian organisations cannot easily reach them. As well as war, oppression and violence, millions of people also flee their country due to lack of future prospects for themselves and their families. When it comes to current debates on displacement and migration - mainly from Africa and the Middle East - it can seem that all migratory paths lead to Europe; however, most refugees and migrants across the world flee within their home country or to a neighbouring country. Very few of them decide to take the dangerous and often fatal route to Europe.

Some facts about refugees ³

„We are witnessing an unchecked slide into an era of an unprecedented scale of global forced displacement throughout the world. The response required is now clearly dwarfing anything seen before.“ António Guterres, UN High Commissioner for Refugees.

- ➔ There are currently almost 65 million people fleeing across the world. This is the highest figure ever recorded.
- ➔ Nine out of ten refugees (89%) live in developing countries as most simply flee to a neighbouring country.
- ➔ Half of refugees are children including at least 75.000 unaccompanied minors primarily originating from Afghanistan, Eritrea, Syria and Somalia.

The majority of refugees (40.3 million people) are referred to as displaced persons, meaning they are fleeing within their own country without crossing international borders.

¹ This sub-chapter was written in 2015 by Kindernothilfe Luxembourg.

² <http://www.robinson-im-netz.de/Info/Lexikon/Fl%C3%BChtlinge/Warum+fl%C3%BCchten+Menschen.html>

³ Source: *Flucht und Migration* — Kindernothilfe Materialien für den Unterricht, Kindernothilfe eV Duisburg, nov. 2015

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- ➔ It is estimated that in 2050, between 200 million and 1 billion people will have to flee their country due to climate change.

The enormous suffering caused by the war in Syria, responsible for the displacement of 6.3 million people and 5 million refugees in neighbouring regions has made the Middle East the primary region of origin of refugees.

Since the 1990s there has been an outbreak of interstate conflicts with serious consequences for the populations of the affected areas. These new wars are synonymous with hunger, displacement and genocide. Interstate conflicts cause problems for the international community that last for years and even decades and will force millions of people to flee.⁵

3.6.1. In theory: the rights of refugee children

The main legal basis for refugees and refugee children is, firstly, the 1951 **Geneva Convention**⁶. The Convention clearly sets out who can obtain refugee status as well as the legal protection, assistance and social rights they are entitled to from States Parties. It also sets out the obligations of the refugee regarding their host country and excludes certain groups from this status, war criminals, for example.

There is also the **Charter of Fundamental Rights of the European Union**⁷, which sets out fundamental common values such as the right to asylum (art. 18), non-discrimination (art. 21), respect for cultural, religious and linguistic diversity (art. 22), and, of course, the rights of the child (art. 24).

Finally, the **national legal system** of each State defines who is entitled to refugee status and governs their receipt and integration into the country.⁸

The **United Nations Convention on the Rights of the Child** applies to all children across the world. The best interests of the child are always paramount.⁹

The rights of child refugees are specifically enshrined in article 22 of the Convention on the Rights of the Child:

⁵ *Flucht und Migration - Kindernothilfe Materialien für den Unterricht, Kindernothilfe eV, Duisburg, Nov. 2015*

⁶ <http://www.unhcr.org/pages/49da0e466.html>

⁷ http://www.europarl.europa.eu/charter/pdf/text_en.pdf

⁸ *Information for Luxembourg*, <http://www.guichet.public.lu/citoyens/de/immigration/cas-specifiques/protection-internationale/demande-protection-internationale/index.html>

⁹ <http://www.unicef.de/blob/56282/fa13c2eefcd41dfca5d89d44c72e72e3/fluechtlingskinder-in-deutschland-unicef-studie-2014-data.pdf>

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Article 22: The right of child refugees to specific protection¹⁰

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

Other relevant articles:

Article 10: Family reunification, cross-border contact

Article 38: Protection during armed conflict; recruitment into the armed forces

This means that refugee children enjoy the right to specific protection that all signatory countries of the Convention on the Rights of the Child are required to grant to them. There is also the right to asylum.

Children fleeing their country must receive specific help with relocating their family. If this proves impossible, the child must be protected and cared for like any other child.

Children cannot be returned to zones of war and in no circumstances forced to participate in a war or civil war as a child soldier if they are under 15. No child under the age of 15 can be recruited as a soldier by military services. All signatory countries to the Convention on the Rights of the Child are required to guarantee protection and assistance to children during war or civil war.¹¹

The right to food, health, and education and protection against abuse as well as all other rights of the child are equally particularly applicable for refugee children.

¹⁰ <https://www.bmfsfj.de/blob/93140/8c9831a3ff3ebf49a0d0fb42a8efd001/uebereinkommen-ueber-die-rechte-des-kindes-data.pdf>

¹¹ http://www.richtig-wichtig.org/index.php?article_id=12

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3.6.2 - In practice: how do refugee children live?¹²

When they arrive at their destination (usually the neighbouring regions of their home country), refugee children and their families usually stay in community accommodation, which is often temporary. Almost all of these children have undergone traumatic experiences including war, fleeing and, often, the deaths of members of their family. They leave behind them a familiar environment, their loved ones, their friends and their possessions and some of them have to hide and move towards a completely uncertain future, sometimes risking their lives.

The new environment is often completely foreign to them and they must struggle with a language they do not know and a culture that is different from theirs. Most of the time their parents are unable to help them as they have also experienced terrible things, they have difficulty understanding and being understood and are faced with managing their new living conditions.

Their arrival in a new country is often followed by a long period of uncertainty about obtaining refugee status. Some people wait years to find out if they will be allowed to stay in their new country, all the while living in the difficult conditions of community accommodation. Families live together in cramped spaces and prepare their meals in communal makeshift kitchens while sanitary facilities are often in poor condition and shared between several people.

Refugees are generally unable to work and earn money by themselves; their needs regarding food, accommodation, heating, clothing and health and body care must be often provided by benefits in kind. It is almost impossible to live an independent life in these conditions.

Children are not always able to pick up their education and go to school. Deprived of an education suitable for their age, they risk being unable to support themselves in adulthood and being faced with the long-term threat of poverty.

Only in exceptional cases they do have access to psychological help to overcome their terrible experiences, which can lead to fear, nightmares or aggressions.

The situation of children forced to flee their country without their family, referred to as **unaccompanied minors**, is also particularly problematic and complex.¹³

3.6.3. - Prospects

Children make up more than half of the total world population of refugees. They require specific protection. In order to improve and extend the protection and assistance for child refugees, the HCR compiled a set of guidelines on refugee children¹⁴, a document explaining how to address the rights and psychological and material needs of child refugees.

¹² <http://www.grenzenlos-frei.de/fluechtlingskinder/situation-der-fluechtlingskinder/>

¹³ For more information, https://en.wikipedia.org/wiki/Unaccompanied_minor,
<http://umf.asyl.at>

¹⁴ <http://www.refworld.org/cgi-bin/texis/vtx/rwmain/opendocpdf.pdf?reldoc=y&docid=51c98c8d4>

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Intervention from public institutions and services focusing on the best interests of the child as well as the involvement of charity initiatives and associations, not to mention individuals who are committed to children and young people, are finally having a decisive influence on the situation of refugee children.¹⁵ There are various ways of supporting these children and improving their living conditions. Utilising these ways, supporting the relevant measures and actually implementing them are just some of the major social challenges of the coming years.

Additional information:

Current information and figures regarding refugees:

Overview and statistics from the UN High Commissioner for Refugees

<http://www.unhcr.de>

<http://www.unhcr.org>

Overview of UN-policies and reports on children's protection, <http://www.refworld.org>

The refugee situation in Luxembourg:

<http://www.olai.public.lu/en/index.html>

<http://www.guichet.public.lu/citoyens/de/immigration/cas-specifiques>

Internet documentation¹⁶

Impressions of Dadaab, the world's largest refugee camp in northern Kenya www.dadaabstories.org

Virtual tour of the Syrian refugee camp in Domiz, northern Iraq
www.bit.ly/refugeerepublic

Multimedia report along the borders of Europe
www.der-zaun.net

Syrian Journey (interactive report from the BBC)
<http://www.bbc.com/news/world-middle-east-32057601-32057601>

www.mylifeasarefugee.org

Download the free application from the UN High Commissioner for Refugees to help you understand the difficult situation facing refugees.

¹⁵ <http://www.unicef.de/blob/56282/fa13c2eefcd41dfca5d89d44c72e72e3/fluechtlingskinder-in-deutschland-unicef-studie-2014-data.pdf>

¹⁶ Source: „Through the eyes of a refugee“ (in German), Luxemburger Wort, 17.08.2015

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<http://www.grenzenlos-frei.de/fluechtlingskinder/berichte-von-kindern/>
Child refugees talk about their lives

Syrian Journey (interaktive BBC-Reportage)
<http://www.bbc.com/news/world-middle-east-32057601>

NOTE : The contents of this article have been composed with close attention. However, we cannot assume any liability for the correctness, completeness, validity and accuracy of the information. If we indicate links to external sources or websites, we do not assume any liability for the contents of external links. The authors of the external information are exclusively responsible for their content.

These sources are provided as examples; the quality of the content has not been assessed.

3.7 - The United Nations Sustainable Development Goals¹

3.7.1 - The Millennium Development Goals –before 2015

The Millennium Development Goals or MDGs were established by the United Nations in the Millennium Declaration in 2000. The United Nations member states committed to meet these targets in order to tackle global issues such as extreme poverty, hunger, disease, illiteracy, environmental degradation and discrimination against women.

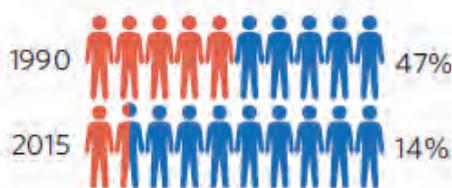
The 8 goals are the following:



The deadline for the Millennium Development Goals was met in 2015. Although huge challenges remain, great progress was made between 2000 and 2015.

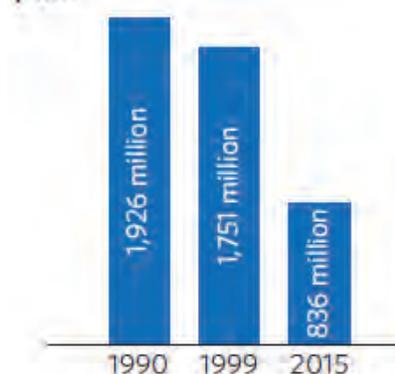
➡ The goal to reduce global poverty by half was achieved in 2010. The number of people living in extreme poverty (with less than 1.25 dollars per day) declined substantially between 1990 and 2015. Most of those live in South Asia and sub-Saharan Africa. The goal to reduce hunger by half was not achieved, although the number of malnourished dropped from 23.3 % between 1990 and 1992 to 12.9% between 2014 and 2016.

Extreme poverty rate in developing countries



©United Nations, The Millennium Development Goals Report 2015²

Global number of extreme poor



¹ This chapter was written by Kindernothilfe Luxembourg and SOS Villages d'Enfants Monde.

² The numbers and graphics were drawn from the The Millennium Development Goals Report 2015.

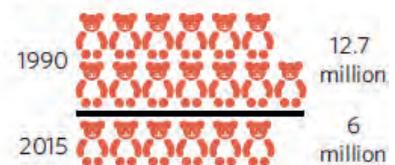
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- ➔ In developing regions, the primary school net enrolment rate reached 91% in 2015, up from 83% in 2000. The gap between girls and boy, in terms of enrolment, has narrowed.
- ➔ Although the goal to reduce child mortality by two thirds by 2015 wasn't achieved, the global under-five mortality rate has declined by more than half, dropping from 90 to 43 deaths per 1.000 live births between 1990 and 2015.
- ➔ Maternal health has direct repercussions on the health of the child. The maternal mortality ratio has declined by 45%. In addition, more than 71% of births were assisted by skilled health personnel globally in 2014, an increase from 59% in 1990.
- ➔ The goal to reduce by half the number of people with no access to drinking water was achieved. In 2015, 91% of the global population was using an improved drinking water source, compared to 76% in 1990. In terms of global partnership, official development assistance increased by 66% between 2000 and 2014, reaching 135.2 billion dollars.
- ➔ Remarkable progress has been accomplished in the fight against malaria and tuberculosis, in addition to the improvement of all health indicators. New HIV infections fell by approximately 40% between 2000 and 2013. An estimated 6.2 million malaria deaths have been averted between 2000 and 2015, primarily of children under 5 years of age in sub-Saharan Africa.

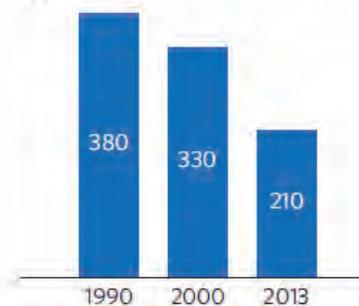
Global out-of-school children of primary school age



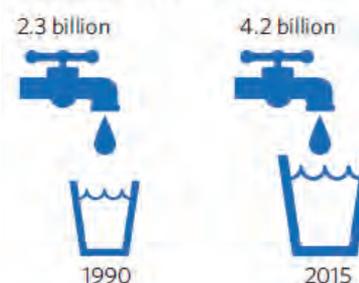
Global number of deaths of children under five



Global maternal mortality ratio (deaths per 100,000 live births)



1.9 billion people have gained access to piped drinking water since 1990



3.7.2 - Sustainable development goals: what is expected beyond 2015?

The deadline for the Millennium Goals was reached in 2015. Although improvements are to be recognized in many areas, lots of problems still exist and some have worsened. Throughout the world, people are still suffering from hunger and malnutrition. Millions of people are threatened by violence with no access to basic medical care or social security. The consequences of climate change and the alarming loss of biodiversity carry the risk of increased poverty and inequality over the coming decades.³

³ <http://sustainabledevelopment.un.org> www.bmz.de
The world we want – A future for all www.worldwewant2015.org ;: www.worldwewant.de <http://sdgconference2015.lul/home/>
<http://www.die-gdi.de/2030-agenda/>

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This is why in September 2015 the United Nations agreed to 17 new goals inspired by an action plan on which delegates worked for several years: the Sustainable Development Goals. Directly linked to the Millennium Goals, they will be applicable from 1 January 2016 to late 2030. For the first time developing and emerging countries are called upon to make the same commitments as the more industrialized countries with the aim of providing each one with better living conditions. The new programme will therefore be the basis for a new world partnership as the former distribution between donor and recipient countries no longer seems pertinent in today's world. The 17 Development Goals directly combine the principles of sustainability and the fight against poverty. Development is referred to as sustainable when it „meets the needs of the present generation without compromising the ability of future generations to meet their own needs and to choose their lifestyle“.⁴

The new goals were compiled through a consultation process launched in 2012 as well as the Rio+20 Conference. An open working group was charged with preparing this „post-2015 programme“. In July 2014, the group submitted proposals that were assessed by each country. Targets were set for each goal; their achievement must be evaluated regularly using pre-determined indicators.



©United Nations

Overview of the different goals:⁵

1. End poverty in all its forms everywhere
2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture
3. Ensure healthy lives and promote well-being for all at all ages

⁴ Brundtland Report, United Nations, 1987 <http://www.un-documents.net/wced-ocf.html>

⁵ <https://sustainabledevelopment.un.org/sdgs>

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4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
5. Achieve gender equality and empower all women and girls
6. Ensure availability and sustainable management of water and sanitation for all
7. Ensure access to affordable, reliable, sustainable and modern energy for all
8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
10. Reduce inequality within and among countries
11. Make cities and human settlements inclusive, safe, resilient and sustainable
12. Ensure sustainable consumption and production patterns
13. Take urgent action to combat climate change and its impacts (acknowledging that the United Nations Framework Convention on Climate Change is the primary international, intergovernmental forum for negotiating the global response to climate change)⁶
14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development
15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
17. Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development

Where do the rights of the child fit into the new goals?

Although the Development Goals aim to improve the overall situation for the world's population, most of them (education, reduction of infant and maternal mortality, equal opportunities for girls and boys) directly involve children while others have a positive impact, albeit indirect, on their living conditions and their future (combating disease, preserving the environment, etc.). It is children who suffer the most from poverty and inequality and they are most at risk when their fundamental needs are not met. The achievement of the development goals can ensure respect for the rights of the child and help to sustainably improve their living conditions. Only an improvement of the situation of children will allow the international community to sustainably combat poverty.⁷

The new goals must place more emphasis on the different elements in order to offer a better life to children: sufficient investment in the poorest children and communities; innovative techniques like mobile telephones and social media allowing geographical barriers to be overcome and excluded

⁶ *Kyoto Protocol to the United Nations Framework Convention on Climate Change*, http://unfccc.int/kyoto_protocol/items/2830.php

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children to be reached; better systems of healthcare, education and child protection; better knowledge about underprivileged children and how to improve their chances in life; good education; protection against violence and child labour; better social systems; access to drinking water; healthcare for pregnant women, etc.

The fight against poverty starts with children. They make up a third of the poorest populations and up to half in under-developed countries. It is during the first years of life that the foundations for intellectual, physical and emotional development are laid. By respecting their rights, we allow them to develop their full potential. And that means investing in the future of everyone.

For more information and course material on this subject and the various goals:

<http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

<http://www.un.org/sustainabledevelopment/wp-content/uploads/2015/03/SDGs-child-friendly.pdf>

<https://www.tes.com/worldslargestlesson/>

<http://www.globalgoals.org/worldslargestlesson>

<https://www.unicef.fr/taxonomy/term/1503>

<http://www.wlltoolkit.org/educationassets.php>

<https://www.worldwewant2015.org/>

The film presented as part of the initiative „The World’s Largest Lesson «is also recommended:

In English: <https://vimeo.com/138852758>

In French: <https://vimeo.com/138068035>

In Portuguese: <https://vimeo.com/138068364>

Some newspaper articles give an overview of the subject and include critical discussions, for example:

http://www.lemonde.fr/climat/article/2015/09/25/les-dix-sept-objectifs-de-l-onu-pour-une-planetedurable_4772071_1652612.html

<http://www.youphil.com/fr/article/07947-objectifs-millenaire-developpement-durable-omdodd?ypcli=ano>

⁷ http://www.unicef.org/mdg/index_aboutthegoals.htm, <http://www.unicef.de/informieren/neue-entwicklungsziele/-/unterrichtsmaterial-worlds-largest-lesson/80460>

3.8 Children's environmental rights: Children have the right to a healthy environment¹

Climate change and environmental problems such as polluted drinking water or high levels of pollution in soils and in the air damage children in many ways. For example, polluted air or polluted water is one of the most common causes of death. According to the World Health Organisation (WHO)² every year at least 1.7 million children under the age of five die from environmental diseases, or 26% of all deaths in this age group. Children in the countries of the South are particularly affected.

The biggest contributors to climate change are the industrialised countries, but the consequences are mainly felt by the developing countries. They are hardly able to protect themselves from flooding and drought. Those who particularly bear the least responsibility are children in developing countries. They are threatened by hunger and disease, and often the consequences of the changed climate endanger the livelihoods of whole families. Children have the right to a healthy environment and positive future prospects.

Theory: What are children's environmental rights?

The term „Children's Environmental Rights“ has meanwhile found its way into the social policy debate on children's rights. The German National Coalition, an alliance of more than 100 organisations working in Germany to implement the UN Convention on the Rights of the Child, defines the term as:

„Right of every child in this world to grow up in an intact environment, live a healthy life and develop positive future prospects“.³

In the UN Convention on the Rights of the Child⁴ children's environmental rights are not explicitly mentioned, but some of the articles of the Convention imply environmental rights for children. These include, among others

Article 6: „The right of every child to life“,

Article 24: „The right of every child to the highest possible degree of health“;

Article 27: „The right of every child to appropriate living conditions“.

and indirectly also

Article 28: „The right of every child to education“,

because damage to environmental resources means that children are often forced to work to ensure the survival of the family and therefore cannot go to school.

¹ This sub-chapter was written by Kindernothilfe Luxembourg. Source: Environmental protection is a children's right - thematic children's rights https://www.kindernothilfe.de/Informieren/Infothek+und+Benefizshop/Publikationen/Material+f%C3%BCr+Schulen+und+Kinderg%C3%A4rten/Sek_+I_II+Themenbl%C3%A4tter+_Kinder+haben+Rechte_+-p-4468.html

² http://www.who.int/quantifying_ehimpacts/publications/preventing-disease/en/

³ National Coalition (1999): *Children's Environmental Rights. The right of the child to the best possible development and health*, Bonn - p. 12

⁴ For example, http://www.netzwerk-kinderrechte.de/fileadmin/bilder/user_upload/%C3%9Cbereinkommen-%C3%BCber-die-Rechte-des-Kindes_2014.pdf

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Other non-binding instruments such as Agenda 21⁵ and the United Nations⁶ Sustainable Development Goals⁶ link environmental protection and poverty control, with a special focus on the well-being of children.

Children's environmental rights aim to ensure the natural basis of life for children and adolescents, as well as to develop styles of life in the north and south that ensure not only survival, but also a life worth living, for present and future generations. In practice this involves, for example, healthy food, clean drinking water, pollutant-free air, a healthy living environment and intact ecosystems - for all children worldwide, today and tomorrow!

Facts: Climate change violates children's rights ⁷

Even though the term „children's environmental rights“ has not yet been officially adopted, it has already made its way into the socio-political discussion on children's rights. Because through climate change, various existing children's rights are being violated:

- ➔ Extreme weather events such as heat waves, hurricanes and floods endanger children's lives. This violates the right to life (Article 6 of the UN Convention on the Rights of the Child).
- ➔ Temperature rise and floods promote the spread of infectious diseases such as dengue and yellow fever or malaria. This infringes the right to health (Article 24). If the trend continues, by the year 2100, 60 percent of the world's population will be exposed to the risk of malaria infection.
- ➔ Droughts and floods endanger food security and drinking water supplies. Floods and hurricanes destroy houses and huts. This violates the right to adequate living conditions (Article 27).
- ➔ Climate change generates economic hardship, which aggravates problems such as early marriage. In periods of drought, families marry their minor daughters to reduce the number of family members to be fed and to bring the remaining children through using the dowry.
- ➔ Every seventh child in the world is exposed, according to a current Unicef study, to air pollution, which is six times or more than the benchmark of the World Health Organisation (WHO) - that is, 300 million children worldwide breathe highly toxic air every day.⁷
- ➔ Currently, an estimated 250 million persons are victims of natural disasters each year. As a result of climate change, experts expect a further increase to 350 million affected persons by 2016. 175 million of them will be children. Most of them live in poverty.

⁵ http://www.un.org/depts/german/conf/agenda21/agenda_21.pdf

⁶ <http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

⁷ <https://www.kindernothilfe.de/klimawandel.html> - Factsheet : „Kinderrechte sind Menschenrechte“
Umweltschutz ist Kinderrecht – Factsheet Kinderrechte www.kindernothilfe.de/Informieren/Infothek+und+Benefizshop/Publikationen/Material+f%C3%BCr+Schulen+und+Kinderg%C3%A4rten/Sek_I_II+Themenbl%C3%A4tter+_Kinder+haben+Rechte_+_p-4468.html
<https://www.kindernothilfe.de/oekologischekinderrechte.html>

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Practice - the global situation

However, there is a large gap between law and practice. Many children suffer from the effects of climate change. Due to flooding, droughts and environmental catastrophes, they lack basic nutrition. Poor drinking water quality and epidemics make them sick.

Climate change has already had a major impact on persons and nature. Climate change threatens fair and sustainable development.

This is reflected in the latest report of the Intergovernmental Panel on Climate Change (IPCC),⁸ a panel of international scientists on climate change. Climate change and environmental problems such as polluted drinking water or high pollutant levels in soils and in the air, damage children in many ways. This means that polluted air or polluted water is one of the most common causes of death.

While the industrialised countries have committed the „climate sin“, it is mainly poor, large countries that are affected by the effects of climate change.⁹ Extreme weather events such as droughts, heavy storms and floods are destroying, for example, crops, roads, schools and property. In many places the consequences of climate change exacerbate environmental damage and poverty. Every year around 250,000 children under the age of 5 die from the effects of climate change.¹⁰

Human-induced environmental changes endanger the welfare and safety of persons. Above all, the poorest of the poor are affected by the consequences of environmental pollution. In addition to material aspects, poverty means for those affected the hopelessness of their life situation, impotence against corruption and violence and exclusion from prosperity and co-determination or protection against the risks of life. They are more exposed to existential risks such as illness, hunger or loss of income and often live in particularly vulnerable locations due to economic need. Most fatalities due to environmental disasters occur in developing countries. As the most vulnerable group, children and adolescents of poor families are particularly affected.

For years, the number of persons who have left their home temporarily or permanently because of climate change or who have to flee because of sudden catastrophes has been growing. Rarely can migration and displacement be exclusively attributed to climate change. However, it often exacerbates extreme poverty, vulnerability, conflicts, or lack of access to education, income and health care as the reasons for displacement.

⁸ IPCC: http://www.ipcc.ch/pdf/assessment-report/ar5/syr/SYR_AR5_FINAL_full_wcover.pdf

⁹ See <http://weltrisikobericht.de/english/> and also <http://de.wfp.org/klimawandel>, <https://ehs.unu.edu/media/in-the-media/climate-change-migration-and-the-rights-of-children.html>

¹⁰ Save the children 2009: *Children and climate change - Policy brief* http://www.savethechildren.org.uk/sites/default/files/docs/Climate_Change_Briefing_Type_Up_1.pdf

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Outlook

In order to protect children better from the effects of climate change, more and more organisations are working to raise awareness of the importance of „children’s environmental rights“. ¹¹ As children are most affected by climate change, poverty control must also begin with them. Children and young persons must be actively involved in the decision-making process. This also applies to adaptation and climate protection measures. Environmental education also contributes greatly to prevention and the response to the effects of climate change. If children and young persons are made aware of nature and the environment or their protection at school or elsewhere, many of them will be motivated to become active in environmental protection. As multipliers, they will pass on their knowledge to families and communities and motivate them to act.

Children and young persons can also make an important contribution to disaster prevention. They are often outdoors, observe and are familiar with their environment, and they often notice change first. They can provide important inputs for adaptation to climate change or to prevent environmental damage.

It is important that the countries affected are not left alone with the global problems. They need globally valid and binding agreements to tackle climate-related challenges and must be given concrete methodological as well as financial support to address challenges such as poverty reduction and take measures that reduce the vulnerability of those most exposed to climate change.

Background Information¹²

WHO - Photo series

<http://www.who.int/features/factfiles/environmental-disease-burden/en/>

WHO - Publication

http://www.who.int/quantifying_ehimpacts/publications/PHE-prevention-diseases-infographic-EN.pdf?ua=1

Films

WHO: Preventing disease through healthy environments

<https://www.youtube.com/watch?v=tupJDf13jBo&feature=youtu.be>

One family against a world of climate change | UNICEF

<https://www.youtube.com/watch?v=YteS-sS9xQs>

¹¹ For example. http://www.netzwerk-kinderrechte.de/fileadmin/bilder/user_upload/DGD_Written_Contribution_english_version.pdf, <http://www.terredeshommes.org/causes/ecological-child-rights/>, Unicef : *Unless we act now – The impact of climate change on children* https://www.unicef.org/publications/files/Unless_we_act_now_The_impact_of_climate_change_on_children.pdf

¹² NOTE : The contents of this article have been composed with close attention. However, we cannot assume any liability for the correctness, completeness, validity and accuracy of the information. If we indicate links to external sources or websites, we do not assume any liability for the contents of external links. The authors of the external information are exclusively responsible for their contents.

3.9 The right to play and leisure^{1,2} (article 31)

Play and leisure are universal activities. Both are fundamental rights of childhood often neglected and whose security and protection are not always provided.

3.9.1 - In theory: the right to play and leisure

The right to play and leisure is, first and foremost, a human right. All children and young people have the right to play and to participate in various recreational and play activities. These are innate needs. This is the opportunity for them to be free to choose their activities, to surpass themselves, take risks and enjoy their freedom.

The right to play and leisure is enshrined in the first paragraph of article 31 of the UN-Convention on the Rights of the Child among other rights such as the right to rest:

Article 31: The right of the child to rest, leisure, play, recreational activities, cultural life and the arts (art. 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.

Historical background of the right to play and leisure

The right of children to engage in play and recreational activities is recognized for the first time in the 7th Principle of the Declaration of the Rights of the Child (1959). However it should be noted that play and recreational activities are defined as learning tools. The notion of pleasure remains absent. The UNCRC³ takes up this principle and enshrines it in article 31. This article was reprinted in other conventions such as the African Charter on the Rights and Welfare of the Child (entry into force in 1999).

General comment No. 17 on the right of the child to rest, leisure, play, recreational activities, cultural life and the arts (art. 31) (2013)

The concerns related to the implementation and the respect of the rights guaranteed in article 31 urged the Committee on the Rights of the Child to produce a guide. The first objective of this observation is to clarify the content of article 31 so that the rights are better respected and implemented for the well-being and development of the child. The latter is supposed to serve as a guideline for States parties, for parents but also for the private sector especially for companies specialized in the field of recreational, cultural and artistic activities as well as educational personnel. Emphasis is placed on the importance of play for children to explore and experience their environment, testing new ideas

¹ This chapter was written by SOS Villages d'Enfants Monde

² In this chapter, we will focus on the content of the right to play and leisure. Play can be incorporated in recreation and leisure, we will use these terms synonymously.

³ UNCRC- United Nations Convention on the Rights of the Child

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and new roles. In doing so, they learn to better understand and build their identities and their social position in the world.

Definition of the terms in article 31 related to the right to play and leisure ⁴

Leisure: A time in which **play or recreation can take place**. It is defined as **free or unobligated time** (work, school, home responsibilities). In other words, it is largely **discretionary time to be used as the child chooses**.

Play: Children's play is **any behavior, activity or process initiated, controlled and structured by children themselves**; it takes place **whenever and wherever opportunities arise**. Play itself is **non-compulsory**, driven by **intrinsic motivation** and **undertaken for its own sake, rather than as a means to an end**. Play involves the exercise of autonomy, physical, mental or emotional activity, and has the potential to take **infinite forms, either in groups or alone**. These forms will change and be adapted throughout the course of childhood. The key characteristics of play are **fun, uncertainty, challenge, flexibility and non-productivity**. Together, these factors contribute to **the enjoyment it produces** and the consequent incentive to continue to play. While play is often considered non-essential, the Committee reaffirms that it is a **fundamental and vital dimension of the pleasure of childhood**, as well as **an essential component of physical, social, cognitive, emotional and spiritual development**.

Playing is fun, challenging, uncertain, flexible, freely chosen... Children play everywhere and anywhere - on playgrounds, at day care or at home. The simplest materials - can help them develop language, analysis, and decision making skills. Play can take different forms (imaginary, physical, alone, in a group...). Culture shapes play both in terms of form, place and play partners. In some societies, play is embedded in children's chores and other responsibilities. In industrialized societies, play is often considered children's main occupation. As for children, they often focus on the freedom to choose an activity to share with friends.⁵

Recreational activities: Recreation is an umbrella term used to describe **a very broad range of activities** (music, crafts), play included. Recreation should be a voluntary activity. "Compulsory or enforced games and sports or compulsory involvement in a youth organization, for example, do not constitute recreation".⁶ It consists of activities or experiences, **chosen voluntarily by the child**, because he or she perceives that **some personal or social value will be gained** by accomplishing them.

Appropriate to the age of the child: The **age of the child** is a key criteria in determining the amount of **time afforded**, the nature of **spaces**, forms of **stimulation**, the degree of necessary **adult oversight and engagement to ensure safety and security**. As children grow older, their needs and wants evolve.

³UNCRC- *United Nations Convention on the Rights of the Child*

⁴ *General comment No. 17, Committee on the Rights of the Child, 2013*

⁵ *Translated from French, «Apprendre en jouant», Peter K. Smith et Anthony Pellegrini, Encyclopédie sur le développement des jeunes enfants, 2013*

⁶ *General comment No. 17, Committee on the Rights of the Child, 2013, paragraph 14d*

3.9.2 Theory vs reality

Is the right to play and leisure a minor right?⁷

The rights enshrined in the CRC are considered essential and necessary for the proper development of children. They are placed on an equal footing, without any distinction or hierarchy between them. Yet the importance of article 31 is often reduced. This article lists a heterogeneous set of rights, all with the same objective: provide the recipient with a moment of relaxation, entertainment and pleasure while participating in their development. This text contains four different human rights. The multiple and various restrictions to the right to play and leisure as well as the indifference to violations of this right suggest that article 31 does not enjoy the same attention and the same protection as other rights in the Convention. The elements of spontaneity so intrinsically linked to leisure and play, as well as the freedom to choose remain limited for children. More and more guidelines and restrictions are imposed on children on their free time by adults. These rights remain little known and often ignored. "Poor recognition of their significance in the lives of children results in lack of investment in appropriate provisions, weak or non-existent protective legislation and the invisibility of children in national and local-level planning."⁸

Vulnerable categories

Girls

Many factors reduce the possibilities for girls to exercise their right to play:

- ➔ the weight of household chores as well as taking care of brothers and sisters,
- ➔ parents' overprotection,
- ➔ the separation of the roles traditionally attributed to girls and boys,
- ➔ the deterrence of adolescents to engage in joint recreational activities,
- ➔ the participation of girls in physical activities and organized games is often less than that of boys. There are many causes: exclusion, personal choices, cultural considerations and the absence of a suitable offer.

Children living in poverty

Limited access to recreational facilities, the inability to pay for participation in activities, dangerous and neglected neighborhoods, or even child labor are all factors that prevent them to exercise their right to play. Within this category, some children, such as orphans or children in street situations are more vulnerable, and therefore, even more deprived of their rights.

⁷Translated from French, title extracted from the article « Le droit au jeu est-il un droit mineur ? », Bernard Gastaud, *Journal du droit des jeunes*, 2013/7, pages 36 to 39

⁸General comment No. 17, Committee on the Rights of the Child, 2013, paragraph 2

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Children with disabilities

Children with disabilities are victims of many forms of exclusion, including:

- ➔ the rejection by the community due to hostile cultural attitudes and negative stereotyping,
- ➔ the lack of access to public places, spaces of play, recreational activities and social gathering sometimes on the grounds of security measures.

Many other obstacles prevent disabled children from exercising their right to play: the exclusion from school, the isolation at home or in institutions, communication barriers or the lack of accessible transportation.

Children from indigenous and minority communities

Discrimination based on ethnicity, religion, race or caste can prevent children from exercising their right to play. Hostile behavior, assimilation policies, attitudes of rejection, violence and discrimination represent so many obstacles preventing children of indigenous and minority communities from following their own customs and participating in activities with other children.

Children placed in institutions

Homes, hospitals, detention centers, refugees centers: many institutions where opportunities are often limited or non-existent. These children live excluded from the community and suffer from the lack of socialization. Time available, proper spaces, means and adequate equipment, qualified and motivated staffs represent as many factors necessary to ensure the exercise of the right to play for these children.

Children in situations of conflict, natural disaster or humanitarian crisis

The emergency linked to situations of conflict or disasters contributes to children's deprivation of the exercise of their right to play. In these extreme situations, priority is given to the provision of food, shelter and medicine. Recreational activities can play a vital role in rehabilitation.

Obstacles to the implementation of the right to play and leisure

Lack of recognition of the importance of play and recreation

- Play and recreational activities are seen as a waste of time or a frivolous and unproductive activity
- Higher priority given to school and work
- Adults' lack of confidence, competence and understanding
- Lack of awareness of children's rights
- Lack of awareness of the benefits for the child
- Too much importance given to rather physical and competitive activities at the expense of the more intellectual activities (imagination, theater,...)

Pressure for educational achievement and overly structured and programmed schedules

- Increased emphasis on formal academic success
- Extracurricular tuition and homework are intruding on children's time for freely chosen activities
- Imposition of adult-decided activities

Resistance to children's use of public spaces

- Decreasing tolerance of children in public spaces
- The exclusion of children has significant implications for their development as citizens, particularly for adolescents in search of identity and a sense of belonging
- Shared experience of inclusive public spaces by different age groups serves to promote and strengthen civil society and encourage children to recognize themselves as citizens with rights

Growing role of electronic media

- Information and communication technologies are emerging as a central dimension of children's daily reality with significant potential risk and harm to children: cyberbullying, pornography,
- Monocultural viewing in media:
 - failing to reflect the language, cultural values,
 - loss of many childhood games, songs, rhymes traditionally transmitted from generation to generation
- Growing dependence on screen-related activities is thought to be associated with reduced levels of physical activity among children, poor sleep patterns, growing levels of obesity

Balancing risk and safety

- Fears over the physical and human risks to which children are exposed within their local environments are leading to increasing levels of monitoring and surveillance, with consequent constraints on their freedom to play and opportunities for recreation
- A balance is needed between taking action to reduce unacceptable hazards in children's environment and informing, equipping and empowering children to take the necessary precautions to enhance their own safety

Lack of access to nature

- Children are spending less time outdoors
- In an increasingly urbanized world, children's access to natural areas is being eroded
- Children come to care for the natural world through exposure ;
- Nature inspires a sense of spiritual wonder. Play in natural settings also contributes towards balance, creativity...

Unsafe and hazardous environments

- Risk factors for children's health, development and safety linked to the environment
- Environmental hazards: polluted water, overcrowded cities, uncontrolled traffic...
- Human factors: high levels of crime and violence, aggression and sexual violence towards girls...

Marketing and commercialization of play

- Unregulated commercialization and marketing by toy and game manufacturers
- A growing number of products which may be harmful to children's development or are antithetical to creative play: realistic war toys and games, traditional gender stereotypes ...

3.9.4 The importance of the right to play and leisure

The benefits of the right to play and leisure in the lives of children

Play and leisure:

- ➔ are essential for the health and well-being of children;
- ➔ are a source of fun and pleasure;
- ➔ encourage creativity, imagination, motivation, physical, social, cognitive and emotional skills;
- ➔ contribute to learning by doing;
- ➔ are a form of participation in life;
- ➔ can play a therapeutic role and contribute to the rehabilitation of children after trauma (resilience, normalcy, rebuilding self-esteem);

Play and leisure are just as important for the development of the child as other basic needs such as nutrition, housing, health and education. The deprivation of these rights has an irreversible physical and psychological impact for the development, health and well-being of children. Children need time and space to have fun and be stimulated.

Optimal environmental factors

Children have a natural need to play and participate in recreational activities, and they will seek to do so, even in the most adverse environments. It is essential to ensure an environment free of stress, social exclusion, prejudice or discrimination, violence, waste, pollution, constraints and control of adults as well as the physical dangers such as traffic; an environment allowing them to move freely and safely, without accompaniment, close to home, allowing them to rest, to have the freedom to choose their recreational activities, to enjoy free time, to have enough space to engage in activities; an environment providing them with access to nature, to art and culture and for them to be able to contribute to art and culture; finally, an environment that allows them to request adult assistance if needed and where they have the guarantee that society recognizes the value and legitimacy of their right.

The role of adults

Adults must keep an attitude of goodwill, support and protection. Loving and caring adults can contribute to the development and blossoming of children through play. Playing with a child also has benefits for the adult. Play between an adult and a child is a unique opportunity for the adult to better grasp and understand the perception of the world by the child. This also allows the strengthening of the respect between generations as well as a good understanding and communication between adult and child. Playing with a child is also an opportunity to exchange advice and encouragement. On the other hand, excessive control by the adult can be less beneficial in terms of creativity, initiative and team spirit.

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Governments' task

Despite the centrality of play in the health, well-being and development of children, this topic is often neglected by governments either by omission - by neglecting to protect and to invest in the creation of spaces and opportunities of play, or by action - by imposing excessive constraints on children. These are all obstacles that prevent the children from enjoying their right to play and leisure.

Governments need to work on three fronts, even when the situation is not optimal or the resources diminished. At any time, in any circumstance, they have the obligation to ensure respect for this right (governments should not prevent children and young people to enjoy their right), protection of this right (governments must prevent other people from interfering in the enjoyment by children of their rights) and realization of the right to play and leisure (governments must ensure that all children have access to services, offers and opportunities allowing them to enjoy their right).

States parties are invited to take into account potential impacts on the enjoyment of these rights when they develop policies for social protection, employment, housing and access to spaces for children, especially for those who have not the possibility to play or to have access to recreational activities at home.

3.9.5 Prospects

It is almost impossible to have access to figures able to give us an exact overview of the situation and the implementation of this particular right. Very few studies address this right; however, some factors of exclusion are known for example the economic exploitation of children, or even the burden of family responsibilities.

Two key dimensions of the right to play and leisure are to be taken into account for its implementation: the right of the child to enjoy himself and grow in a happy environment as well as the interconnection between this right and other rights of the UNCRC as for example the freedom of expression. In order to guarantee the enjoyment of this right by children, several factors should be taken into account including the availability of an adequate supply (specific infrastructure, adequate transportation, equipment...), diverse activities that are appropriate to the age of the child and attractive for different audiences, adapted and trained supervision, different degrees of supervision depending on the activity and the age of the child as well as universal access.

Play and leisure are certainly not an unnecessary luxury inferior to more basic needs, they are fundamentally related to the rights of the child. The right to play and leisure reflects fully the right to be a child in the here and now. By emphasizing the importance of this right, it is the right to be a child that we are supporting. It is essential to avoid using this right as a tool and restrict it for fear of or for children. It is also crucial to "remind adults of their responsibility towards children, both in terms of protection and promotion of their rights. It is how children become aware of their place in society, turn into responsible adults and participate in its proper functioning. In practical terms, it is envisioning a society project with a place for children".⁹

⁹ Translated from French, « Droits de l'enfant : un projet de société », Marie Derain, *Journal du droit des jeunes* 2014/8, page 24

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Additional information

For further information

Committee on the Rights of the Child, General comment No. 17 on the right of the child to rest and leisure, to engage in play and recreational activities and to participate in the cultural life and art (art.31), 2013, http://tbinternet.OHCHR.org/_layouts/treatybodyexternal/download.aspx?symbol-no=CRC%2fC%2fGC%2f17 & Lang = in

Playboard Northern Ireland, The Right to Play, Young researchers Investigate Article 31, 2013, <http://www.playboard.org/wp-content/uploads/2014/11/yrreport.pdf>

IPA - International Play Association, <http://ipaworld.org/>

Videos

<http://ipaworld.org/ipa-video-this-is-me-the-childs-right-to-play/>

<https://lespetitscitoyens.com/voir/droit-aux-Loisirs/>

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Chapter 4

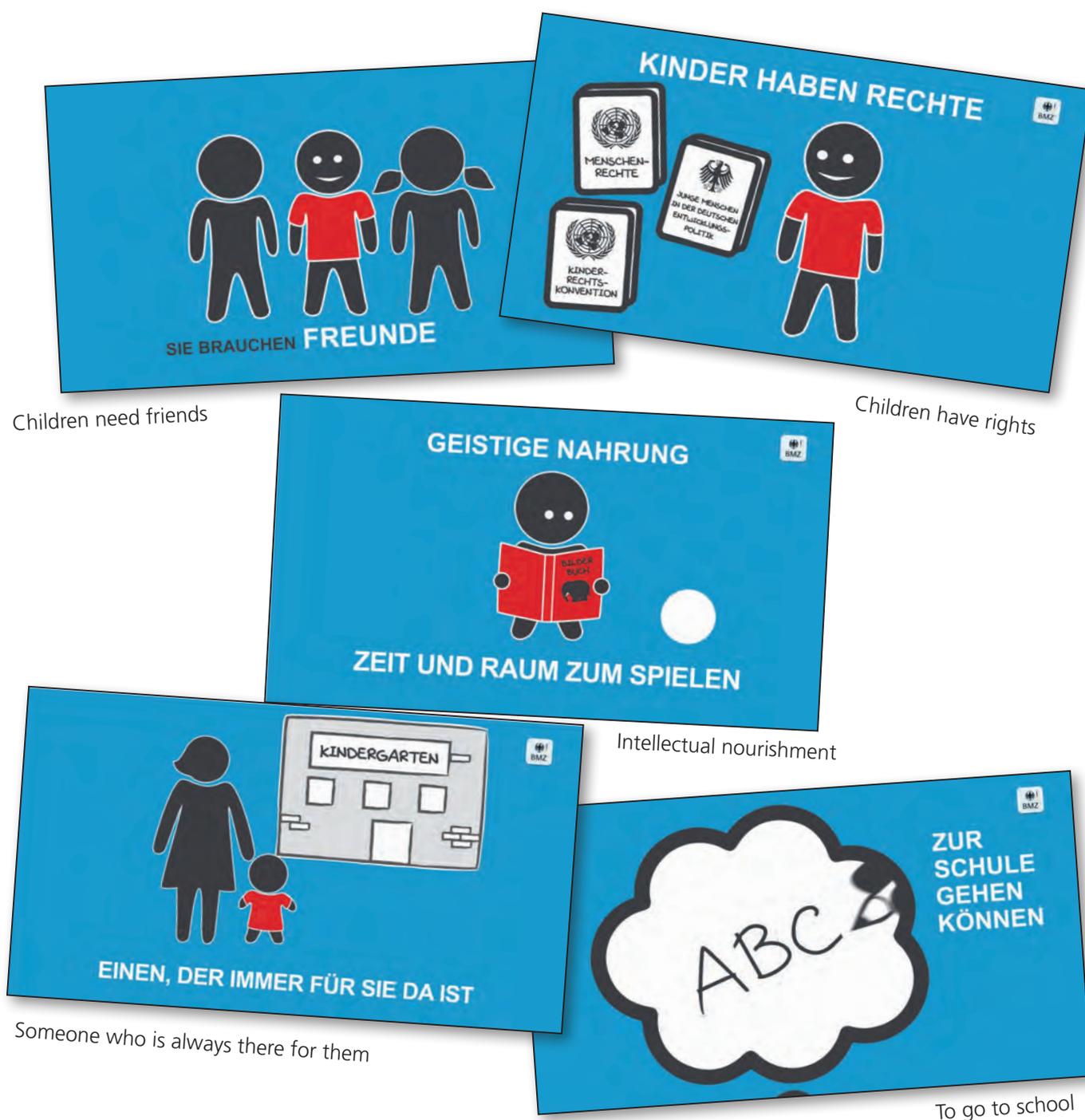
Resources, components and activities

4.1 - Becoming familiar with the International Convention on the Rights of the Child (the rights of the child in general)

Introductory film «Kinder- und Jugendrechte» from the German Ministry for Financial Cooperation and Development

As an introduction to the issue of children's rights the Ombuds Committee for Children's Rights (ORK) recommends the three-minute video „Kinder- und Jugendrechte“ issued by the German Ministry for Financial Cooperation and Development (BMZ).

<https://www.youtube.com/watch?v=FtE9H4-kvj8>



4.1 - Becoming familiar with the International Convention on the Rights of the Child (the rights of the child in general)

Poster «Kinder haben Rechte»

The poster aims to help children, teachers and parents become familiar with the right of the child and to explaining them clearly. You can order one from the following address: info@kindernothilfe.lu

KINDER HABEN RECHTE

Kindernothilfe Luxembourg
www.kindernothilfe.lu

Du hast das Recht ... dass dich niemand benachteiligt. (Artikel 2)
Das heißt: Alle Kinder sind gleich, egal ob Junge oder Mädchen, ob reich oder arm, ob mit heller Hautfarbe oder dunkler, ob Christ oder Muslim. Du hast die gleichen Rechte wie alle anderen Kinder auch.

Du hast das Recht ... bei Angelegenheiten, die dich betreffen, mitzureden und angehört zu werden. (Artikel 12)
Das heißt: Du darfst deine Meinung sagen, ohne Angst haben zu müssen, dafür bestraft zu werden. Und die Erwachsenen sollten deine Meinung ernst nehmen.

Du hast das Recht ... dass dir niemand körperlich oder seelisch weh tut. (Artikel 19)
Das heißt: Niemand darf dich schlagen, misbrauchen oder dich vernachlässigen. Vernachlässigen bedeutet: sich nicht richtig um dich kümmern, dass du alles bekommst, was für deine Entwicklung wichtig ist.

Du hast das Recht ... unterstützt zu werden, wenn du eine Behinderung hast. (Artikel 23)
Das heißt: Du hast das Recht auf eine besondere Betreuung. Es muss alles getan werden, damit du so weit wie möglich am normalen Leben teilnehmen kannst.

Du hast das Recht ... so gesund wie möglich zu bleiben, und wenn du krank bist, hast du das Recht, zum Arzt zu gehen. (Artikel 24)
Das heißt: Du musst jeden Tag gesundes Essen und sauberes Trinkwasser bekommen. Auch wenn deine Familie arm ist, musst dich trotzdem ein Arzt behandeln, wenn du krank bist, und du musst auch alle nötigen Medikamente bekommen.

Du hast das Recht ... genug zu essen und anzuziehen zu haben und in einer Wohnung zu leben. (Artikel 27)
Das heißt: Du musst in einer Umgebung aufwachsen, in der du dich gut entwickeln kannst. Dazu gehört: genug zu essen, vernünftige Kleidung und ein Dach über dem Kopf zu haben.

Du hast das Recht ... zu lernen. (Artikel 28)
Das heißt: Du musst die Chance bekommen, zur Schule gehen und eine Ausbildung machen zu können. Du hast das Recht, Lesen, Schreiben und Rechnen zu lernen – egal, ob deine Eltern reich oder arm sind.

Du hast das Recht ... geschützt zu werden, wenn in deinem Land Krieg herrscht. Niemand darf dich dazu zwingen, ein Kindersoldat zu sein. (Artikel 38 mit Zusatz)
Das heißt: Solange du noch keine 18 Jahre bist, darf niemand dich zwingen, Kindersoldat zu werden und an Kämpfen teilzunehmen. Die Regierung deines Landes muss dafür sorgen, dass dir während eines Krieges nichts passiert.

Du hast das Recht ... zu spielen und dich zu erholen. (Artikel 31)
Das heißt: Du hast das Recht, Kind zu sein. Du darfst spielen, Musik machen, lesen und dich auch einfach mal ausruhen.

Du hast das Recht ... vor schädlicher Kinderarbeit geschützt zu werden. (Artikel 32)
Das heißt: Man darf dir keine Arbeiten geben, die dich krank machen oder bei denen du dich verletzen könntest.

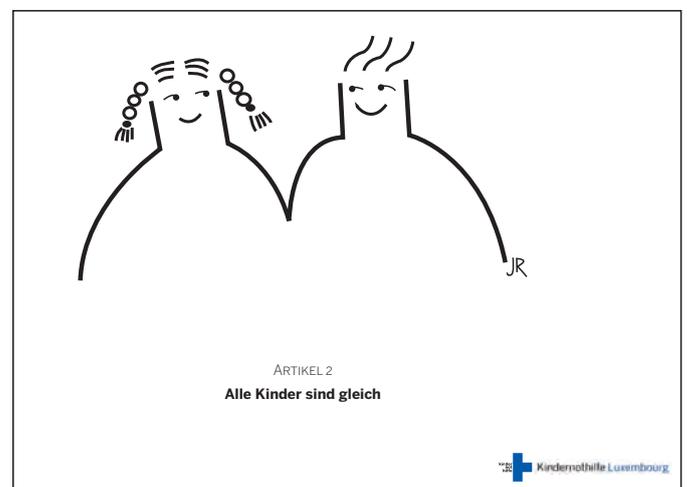
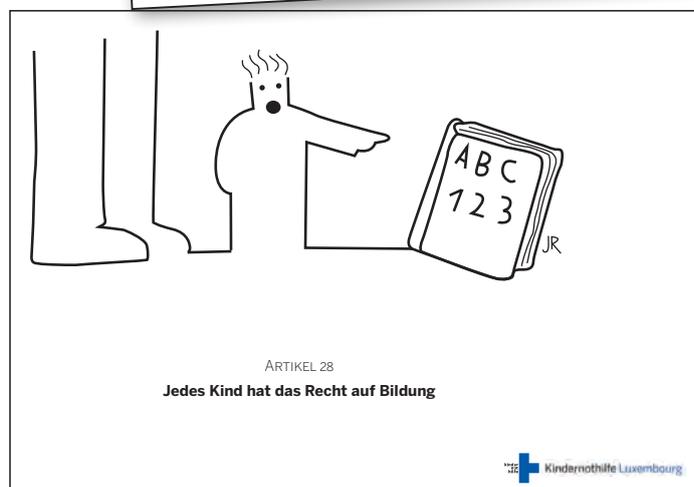
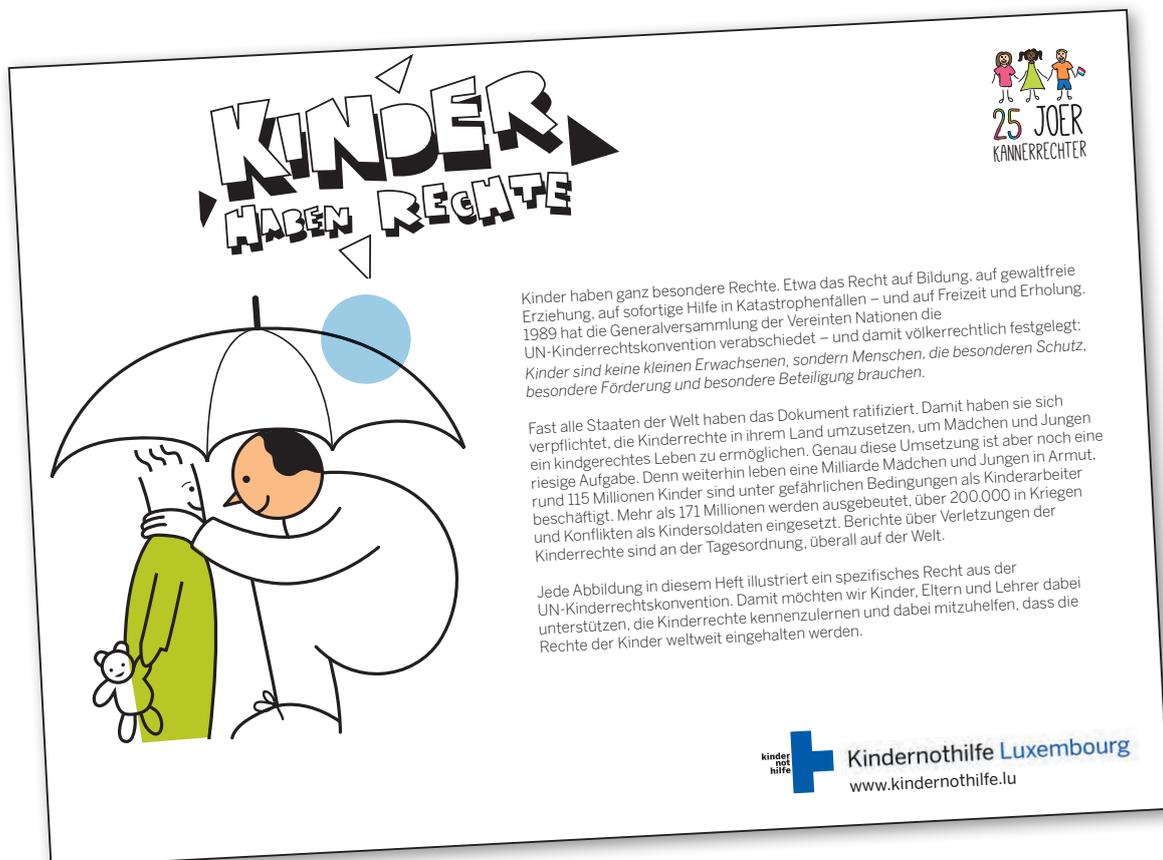
1989 hat die Generalsammlung der Vereinten Nationen die UN-Kinderrechtskonvention verabschiedet.

25 JOER KANNERRECHTER

4.1 - Becoming familiar with the International Convention on the Rights of the Child (the rights of the child in general)

Cartoon «Kinder haben Rechte»

The cartoon aims to help children, teachers and parents become familiar with and share the rights of the child. It can be used for the suggested activities or for colouring in. You can download one from www.kindernothilfe.lu. At your request illustrations can also be framed in A3 format for display. For any orders or queries please email info@kindernothilfe.lu



4.1 - Becoming familiar with the International Convention on the Rights of the Child (the rights of the child in general)

Quiz «Sketch and guess» - Children have rights¹

Objective	<ul style="list-style-type: none"> ➤ Familiarise yourself with the Convention on the Rights of the Child ➤ Learn and understand the selected articles
Target age/ group	Primary school (mainly cycles 3 and 4)
Duration	40 -50 minutes (1 hour in class)
Material	<ul style="list-style-type: none"> ➤ 1 single-page worksheet with a selection of children's rights ➤ The poster „Kinder haben Rechte“ can be used as an introductory or follow-up resource
Preparation	<ul style="list-style-type: none"> ➤ Print the worksheet (1 copy per pupil) ➤ Prepare a collection of „Rights of the Child“ cards (stick the worksheet to cardboard and cut out each right separately)
Order	<p>Introduction</p> <p>Pupils learn that 25 years ago, almost all the countries in the world agreed on a list of children's rights, the International Convention on the Rights of the Child, composed of 54 articles. States undertake to respect and protect these rights.</p> <p>Implementation</p> <p>Divide the class into two competing teams. Each pupil is given a copy of the worksheet. The rights are read together and explained briefly. A member of the first team picks a „Children's Rights“ card and draws clues to that particular right on the board, without revealing the card. The other pupils must guess what it is. The groups that guesses first scores a point. The team with the most points wins.</p>
Reflection/Secondary actions	<p>After the game, the following questions can be discussed</p> <ul style="list-style-type: none"> ➤ Which rights were easy and less easy to draw? ➤ Which rights were easy and less easy to guess? ➤ Did you think of the same clues? Did some of the drawings surprise you? Which ones? How would you have drawn this right? ➤ Which rights do you think are the most important? <p>The cartoon „Kinder haben Rechte“ can be used as the basis for a discussion about the rights that may be difficult to draw. The pages can be removed one by one. For the younger pupils, specific rights can be chosen in line with the cartoon illustrations. The illustrations can be used for colouring in.</p>
Contact	<p>Kindernothilfe Luxembourg 15, rue Eecherschmelz, L-1481 Luxembourg Tel. 2704 8777- info@kindernothilfe.lu - www.kindernothilfe.lu</p>

¹Source: Kindernothilfe teaching materials „Kinder haben Rechte“ for primary school

4.1 - Becoming familiar with the International Convention on the Rights of the Child (the rights of the child in general)

Drawings on pavements - Children have rights²

Objective	<ul style="list-style-type: none"> ➔ Learning and understanding a selection of articles from the International Convention on the Rights of the Child ➔ Find a form of creative expression ➔ Ask pupils to defend the interests of children or a particular right
Target age/group	Primary school (mainly cycles 3 and 4)
Duration	40 -50 minutes (1 hour in class)
Material	<ul style="list-style-type: none"> ➔ 1 single-page worksheet with a selection of children's rights ➔ The poster „Kinder haben Rechte“ can be used as an introductory or follow-up resource ➔ Pavement chalk ➔ Sit-down resources
Preparation	<ul style="list-style-type: none"> ➔ Print the worksheet (1 copy per pupil) ➔ Distribute the cartoon templates
Order	<p>After the sketch and guess game, pupils can choose the right they would like to draw with chalk, alone or in a group. OR: same introduction as the sketch and draw quiz.</p> <p>Implementation</p> <p>Working alone or in a group, pupils draw their chosen right on a sheet of A4. They can use the „Kinder haben Rechte“ poster for inspiration. Drawings are then traced in chalk in the playground or in an approved place in order to attract the attention of other pupils and/or passers-by to the issue of children's rights. A box is drawn on an appropriate surface in brightly coloured chalk then the drawing (ideally kept in a plastic pocket) is copied either free-hand or using measurements. It is best to start with the outlines and then to colour it in. Each pupil (or group) presents their chosen right and explains the reasons for their choice.</p>
Reflection/Secondary actions	<p>After the game, the following questions can be discussed</p> <ul style="list-style-type: none"> ➔ Why was this right chosen? ➔ What this right easy/difficult to draw? ➔ How did other pupils/passers-by react? ➔ Which rights do you think are the most important? ➔ What situations can you think of where children's rights are violated? ➔ What can be done about this?
Contact	<p>Kindernothilfe Luxembourg 15, rue Eecherschmelz, L-1481 Luxembourg Tel. 2704 8777- info@kindernothilfe.lu - www.kindernothilfe.lu</p>

²Source: Kindernothilfe teaching materials „Kinder haben Rechte“ for primary school

4.1 - Becoming familiar with the International Convention on the Rights of the Child (the rights of the child in general)

Memory Game - «Children have rights»

Objective	<ul style="list-style-type: none"> ➔ Familiarise yourself with the Convention on the Rights of the Child ➔ Learn and understand the selected articles
Target age/ group	Primary school (mainly cycles 2 and 3)
Duration	20 - 30 minutes
Material	Two-sided document with memory game cards „Pairs“ and rules of the game
Preparation	<ul style="list-style-type: none"> ➔ Print the worksheet on sugar paper ➔ Provide scissors or distribute the cards when already cut
Order	<p>Introduction</p> <p>Pupils learn that 25 years ago, almost all the countries in the world agreed on a list of children’s rights, the International Convention on the Rights of the Child, composed of 54 articles. States undertake to respect and protect these rights.</p> <p>Implementation</p> <p>Divide the class into groups of 2 to 4 pupils. Each group is assigned a Pairs game (or the template). The rights are read together and explained briefly. Pupils play Pairs according to the normal rules. The pupil who collects the most cards wins. You can also organise a mini tournament with several rounds, after which a class winner is designated.</p>
Reflection/ Secondary actions	<p>After the game, the following questions can be discussed</p> <ul style="list-style-type: none"> ➔ Were the pairs of cards easy/difficult to find? ➔ How do we know which right is represented? ➔ What does that right mean? ➔ What happens when that right is not respected? ➔ Which rights do you think are the most important? <p>You can download the Pairs game template from www.kindernothilfe.lu > Download</p>
Contact	<p>Kindernothilfe Luxembourg 15, rue Echerschmelz, L-1481 Luxembourg Tel. 2704 8777- info@kindernothilfe.lu - www.kindernothilfe.lu</p>



4.1 - Becoming familiar with the International Convention on the Rights of the Child (the rights of the child in general)

Discussion – the diamond of children’s rights

Subject	General introduction to the various rights of the child
Objective	<ul style="list-style-type: none"> ➤ Better understanding of children’s rights ➤ Pupils are encouraged to reflect on the importance of children’s rights and to examine them critically. ➤ Pupils learn to respect other people’s opinions but also to make decisions together and to justify them.
Target age/ group	Lower secondary
Duration	25 minutes
Material	Worksheet - diamond-shaped Worksheet - 9 children’s rights
Preparation	Print both worksheets (one copy per group), cut out the 9 rights and place them in an envelope.
Order	<ul style="list-style-type: none"> ➤ Divide the class into groups of 3 to 4 pupils maximum. ➤ Each group receives an envelope with 9 rights. ➤ In 5-10 minutes, each group has to make a diamond with the cards by placing the most important at the top and the least important at the bottom. ➤ Each group presents its diamond and justifies its decision.
Reflection/ Secondary actions	<p>After each group has presented its diamond it is important pupils understand that the Convention on the Rights of the Child sets out rights without levels of importance; all rights are equally important.</p> <p>The aim of this activity is to show pupils how difficult it can be to make decisions. The teacher can also ask pupils if they would replace one of the rights from the diamond with another that was not in the envelope. The teacher also has the option of replacing the 9 chosen rights with others.</p>
Contact	<p>Eva-Maria Schmid - SOS Villages d’Enfants Monde 3, rue Fort Bourbon, L-1249 Luxemburg, Tel : 49043032 evamaria.schmid@sosve.lu - www.sosve.lu</p>

4.1 - Becoming familiar with the International Convention on the Rights of the Child (the rights of the child in general)

Worksheet 1: 9 children's rights

The right to
an identity

The right to
parental care

The right to a private life

The right to be
protected against
sexual exploitation

The right to an education

The right to participation

The right to relax
and play

The right to have basic
needs met

The right of the disabled
child to special protection

4.1 - Becoming familiar with the International Convention on the Rights of the Child (the rights of the child in general)

Worksheet 2: the diamond

A diamond-shaped diagram consisting of 10 empty rectangular boxes arranged in four rows. The top row has one box, the second row has two boxes, the third row has three boxes, and the bottom row has four boxes. The boxes are intended for students to write notes related to the International Convention on the Rights of the Child.

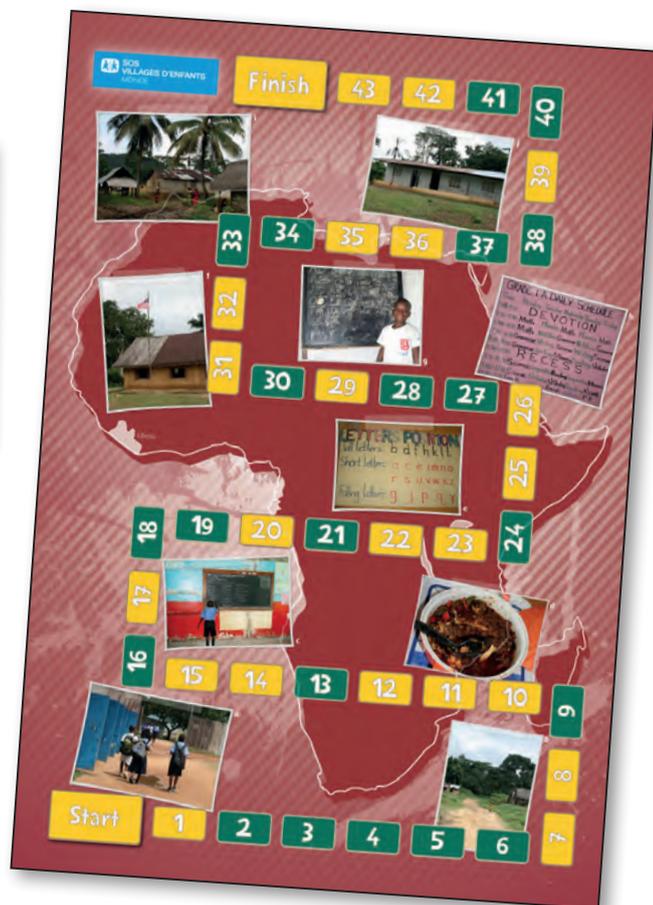
4.2 The right to an education

Educational game - On the way to school in Liberia

Subject	Education in Liberia (West Africa)
Objective	<ul style="list-style-type: none"> ➔ Getting a glimpse into a typical school day in a developing country and gaining a better understanding of it ➔ Becoming aware of the difficulty of implementing the right to an education, not only in terms of access but also content (quality)
Target age/group	<ul style="list-style-type: none"> ➔ Primary school pupils (mainly cycles 3 and 4) ➔ Secondary school pupils (years 4 and 5 up to 7 and 8) ➔ This game can also be adapted for other target groups, for example a year 6 class; if so, simply remove card 27 from the park and replace it with another (as this one relates to English grammar).
Duration	50 minutes: 10 minutes preparation time, 20-30 minutes for playing + 10 minutes of discussion after the game
Material	<p>This educational game for up to 4 players is a combination of Ludo, snakes and ladders and Monopoly. It contains:</p> <ul style="list-style-type: none"> ➔ 1 set of instructions ➔ 1 board ➔ 1 die per group ➔ 4 pieces per group ➔ 1 stack of cards per group (there are 2 sets of cards, one for the primary teacher and one for the secondary teacher) ➔ 1 set of coins (L-Dollars) <p>The game pack can be borrowed from SOS Children’s Villages International and from the CITIM</p>
Preparation	<ul style="list-style-type: none"> ➔ The game will be more interesting if pupils have learned about Liberia beforehand (its geography, history and culture) and about the country’s situation in terms of children’s rights. Website Humanium may be useful for this: http://www.humanium.org/fr/liberia/ ➔ The game pack can be borrowed from SOS Children’s Villages International and from the CITIM. ➔ Before starting the game you can distribute a copy of the political map of Africa to each group, for example: http://fr.mapsofvworld.com/africa-political-map.html. ➔ Divide the class into groups of 4 and sit them around 4 large tables. ➔ Each group receives a copy of the game including instructions, a board, a die, 4 pieces, a deck of cards and a set of coins (L-Dollars).

4.2 The right to an education

<p>Order</p>	<ol style="list-style-type: none"> 1. Each group assigns a banker. 2. The banker distributes 200 L-Dollars to each player before starting. 3. Each player throws the die once; they receive an additional 200 L Dollars for each number (for example, if they throw a 4, they receive 800 L-Dollars). 4. The player with the most money wins the game. They throw the die and move their piece forward accordingly. 5. They players take turns going clockwise. 6. No action is taken on the yellow squares. 7. The green squares are action squares. If a player lands on a green square the banker reads them the corresponding card. 8. The game lasts between 20 and 30 minutes (excluding preparation) and can be finished after this time or continued until all players have reached the last square.
<p>Reflection/Secondary actions</p>	<p>Discussion with the class using the following questions:</p> <ul style="list-style-type: none"> ➔ What did you gain by the end of the school day (full-day course)? ➔ Was it difficult at times? Was it difficult to get to school? ➔ How did you feel during the game? ➔ Did anything shock or surprise you? ➔ How different was this school day to yours?
<p>Contact</p>	<p>Eva-Maria Schmid - SOS Villages d'Enfants Monde 3, rue Fort Bourbon, L-1249 Luxemburg, Tel : 49043032 evamaria.schmid@sosve.lu - www.sosve.lu</p>



4.2 The right to an education

Group work and role plays - Education and Funding

Subject	Education and education funding
Objective	<ul style="list-style-type: none"> ➤ Become aware of the importance of the right to an education ➤ Become aware of the difficulties and obstacles in African countries ➤ Encourage constructive discussion on the various aspects of quality of education
Target age/ group	Upper secondary (reception - year 2/years 4 - 12)
Duration	40 -50 minutes (1 hour in class)
Material	1 single-page worksheet of role plays
Preparation	Print the worksheet (1 copy per pupil)
Order	<ul style="list-style-type: none"> ➤ Divide the class into 5 groups (4 to 5 pupils per group). ➤ Each pupil is given a copy of the worksheet. ➤ Each group is assigned an area related to education (school construction and renovation; teacher recruitment and training; developing educational programs and textbooks; professional training; elimination of school fees and installation of canteens). ➤ Pupils read the role-play scenario: the pupils must imagine that they work for the Ministry for Education of a fictitious African country. A donor/fictitious donor country wants to pay development aid money in order to improve its education system but there is only enough money available for one area. The different departments of the Ministry of Education must submit a project proposal to the Minister to help them choose the area in which they want to invest. ➤ Each group has 20 minutes to prepare their arguments for their department and against other departments. ➤ Each group chooses a spokesperson to present their arguments. ➤ After 20 minutes, the spokesperson for each group must stand before the class and form a semicircle; they are the only ones permitted to speak but the group may pass them notes. ➤ The teacher plays the role of the Minister for Education and gives the floor to each group. To start, each department presents its arguments then the other groups must react to them. This discussion should last around 20 minutes.
Reflection/Se- condary actions	<ul style="list-style-type: none"> ➤ The teacher chooses the group that presented the best argument. ➤ The subject can be further explored when teaching finance by asking pupils to find out about the funding of educational projects, whether with the Ministry of Foreign Affairs, Lux Development or an NGO.
Contact	<p>Eva-Maria Schmid - SOS Villages d'Enfants Monde 3, rue Fort Bourbon, L-1249 Luxemburg, Tel : 49043032 evamaria.schmid@sosve.lu - www.sosve.lu</p>

4.2 The right to an education

Worksheet

Group work and role plays – Education and Funding

Imagine that you work for the Ministry for Education of a fictitious African country.

Your education system is facing many problems: many schools were destroyed by years of civil war; teachers are insufficiently trained; school textbooks are from the 1960s; educational programs were developed by Americans and do not correspond to your country's culture; 25,000 pupils failed the university entrance exam; young graduates are unable to find employment; many children do not attend school because fees are too high, classes are overcrowded and there are insufficient schools; many children repeat school years several times because malnutrition diminishes their ability to concentrate.

The Minister for Education wants to introduce reforms to resolve these problems; they approached a European donor country/credit institute in order to obtain the funds required to put these reforms in place. The donor country/credit Institute agreed to offer assistance but can only fund reforms in one area. The Minister has therefore convened their various departments to decide which one has the most urgent need of the money.

The class is divided into 5 groups, each one corresponding to one of the Minister's departments.

Departement	Field of expertise
Department 1	School construction and renovation
Department 2	Teacher training and recruitment
Department 3	Development of educational program and textbooks
Department 4	Professional training
Department 5	Elimination of school fees and introduction of one free school meal per day

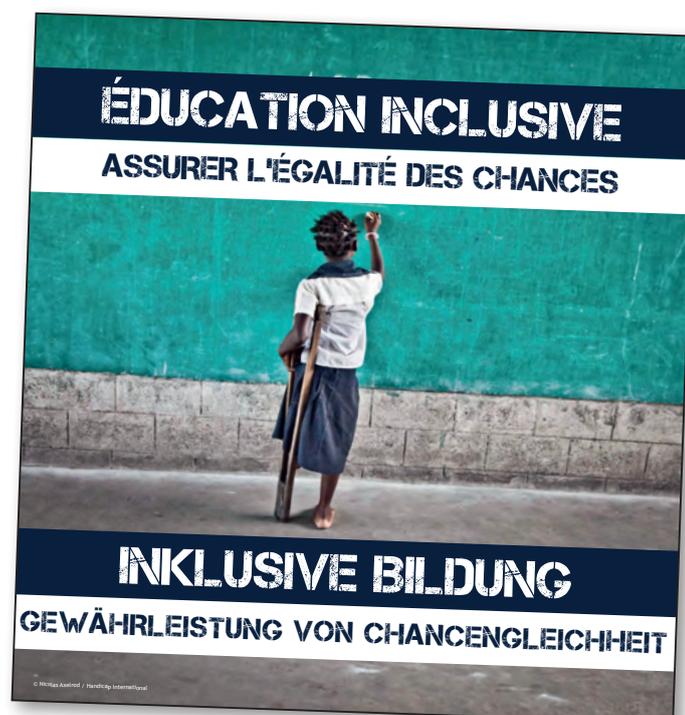
You now have 20 minutes to complete the following exercises:

1. think of arguments to convince the minister to invest in your field of expertise;
2. think of counter-arguments against the other departments.
3. assign a spokesperson who will present your arguments and counter-arguments during the group discussion.

4.3 - The right of the disabled child to protection

Exhibition - Inclusive Education

Subject	Inclusive Education
Objectives	This exhibition highlights the challenges of integrating disabled children into school. It aims to focus on the rights of disabled people to an education as well as the need to develop an education system that integrates all children.
Target age/ group	from 10 years
Duration	not applicable
Material	5 Roll-ups (85 x 236 cm)
Preparation	<ul style="list-style-type: none">➔ Borrow the exhibition material from Handicap International➔ Show the exhibition in school or in a school
Order	not applicable
"Reflection/ Secondary action"	The exhibition requires no secondary activity.
Contact	Handicap International 140, rue Adolphe Fischer - L-1521 Luxembourg, Tel: 42 80 60-1 contact@handicap-international.lu - www.handicap-international.lu



4.4 - The right to be protected against financial exploitation (child labour)

Paper bag production workshop

Subject	Child labour in India
Objective	<ul style="list-style-type: none"> ➤ Pupils in Luxembourg are asked to put themselves in the shoes of an Indian child forced to work in order to increase the family's income. ➤ Pupils briefly experience the often very difficult living conditions of Indian child labourers.
Target age/ group	between 10 and 14
Duration	2 hours
Material	<ul style="list-style-type: none"> ➤ CD with Powerpoints ➤ Description of the situation (explain the family circumstances of child labourers) ➤ Income calculator Old newspapers ➤ Paper glue (Prittstick) ➤ Scissors
Preparation	<ul style="list-style-type: none"> ➤ Agree a sufficiently early date to hold a workshop with the host from Aide à l'Enfance de l'Inde et du Népal ➤ Prepare the class for the workshop by giving them an overview of India and drawing parallels with the issue of child labour: for example, which of our everyday items might have been made by children in India?
Order	<ul style="list-style-type: none"> ➤ Use photos to introduce the different forms of child labour. ➤ Workshop role-play: using old newspapers, have the children make paper bags that they must then sell. ➤ Calculate the revenues received. ➤ Discussion: how come the children themselves/how can we improve their situation? Is child labour always harmful?
"Reflection/ Secondary action"	<ul style="list-style-type: none"> ➤ The workshop can be organised in parallel to the travelling exhibition „Child labour, yesterday and today“ ➤ Activities/questionnaires from the AEIN file on the rights of the child „Richtig Kand sin...“ (available free upon request to AEIN)
Contact	<p>Aide à l'Enfance de l'Inde et du Népal 8 bdv Pershing, L-2323 Luxembourg - Tel.: 47 21 55 sensibilisation@aein.lu - www.aein.lu</p>

4.4 - The right to be protected against financial exploitation (child labour)

Travelling exhibition - «Child labour, yesterday and today»

Subject	Child labour (today in India, yesterday in Luxembourg)
Objective	<ul style="list-style-type: none"> ➔ To draw attention to the underlying reasons for child labour. ➔ To be better informed about the various forms work Indian children have to carry out. ➔ Pupils are encouraged to reflect about the working conditions of children and ask whether all forms of labour are harmful or if certain jobs may be beneficial for the child in certain conditions. ➔ To show pupils how Indian child labourers are mobilising to improve their living conditions. ➔ To encourage pupils to reflect on their own difficulties at home, school or elsewhere using the example of Indian child labourers.
Target age/ group	Pupils and teachers in cycles 2 to 4
Duration	as per time available, at least two hours
Material	<ul style="list-style-type: none"> ➔ 10 exhibition pictures (195x85cm) ➔ Films and photos on a CD ➔ Pack containing additional information ➔ Teaching pack with concrete suggestions for how to include in the course
Preparation	<ul style="list-style-type: none"> ➔ On request, introduction workshop on the subject and exhibition for teachers ➔ Borrow the exhibition material from Aide à l'Enfance de l'Inde et du Népal ➔ Show the exhibition in school or in a school building
Order	The teaching kit that accompanies the exhibition shows the order of the exhibition pictures and suggests worksheets and/or activities for each one. It contains questionnaires suitable for different ages.
"Reflection/ Secondary action"	The teaching kit contains practical information for further exploring the issue of child labour. It also contains activities with everyday objects made by children in India in order to make the subject more relatable. The case of items can be borrowed from Aide à l'Enfance de l'Inde et du Népal.
Contact	Aide à l'Enfance de l'Inde et du Népal 8 bdv Pershing, L-2323 Luxembourg - Tel.: 47 21 55 sensibilisation@aein.lu - www.aein.lu

4.5 The right to be protected against sexual exploitation

Educational exhibition - child sexual exploitation

Subject	Child sexual exploitation
Objective	<ul style="list-style-type: none"> ➤ To use facts, figures and testimonies to introduce and reflect on the problems that are child trafficking, child sexual abuse material („child pornography“), the prostitution of children and the sexual exploitation of children in travel and tourism ➤ To give an overview of the characteristics of those involved i.e. the offenders and exploiters ➤ To give an overview of the measures in place to combat child abuse.
Target age/ group	From 14 years onwards
Duration	The loan time for the exhibition can be agreed with ECPAT Luxembourg.
Material	<ul style="list-style-type: none"> ➤ Roll-up charts in French with the following titles: ➤ Images and testimonies of a family affected by child trafficking ➤ Images and testimonies of a young female victim of sexual exploitation ➤ Victims of sexual exploitation - vulnerable children ➤ Child trafficking for purposes of sexual exploitation ➤ Child pornography ➤ Prostitution of children ➤ The sexual exploitation of children in travel and tourism ➤ The involved actors: The offenders and exploiters ➤ Combating child sexual exploitation ➤ ECPAT Luxembourg ➤ What can you do?
Preparation	Contact ECPAT Luxembourg beforehand to see the exhibition charts online. Borrow the exhibition material from ECPAT Luxembourg.
Order	Not applicable
"Reflection/ Secondary action"	There is no specific secondary activity for this exhibition. However, EPCAT Luxembourg is available to provide topic-related workshops.
Contact	<p>Fabienne Becker and Fränz Siebenaller, ECPAT LUXEMBOURG ASBL 3, rue des Bains, B.P. 848 - L-2018 Luxembourg Tél. (+352) 26 27 08 09 - Fax. (+352) 26 20 06 22 info@ecpat.lu - www.ecpat.lu</p>

4.5 The right to be protected against sexual exploitation

The responsible citizen's pledge

Subject	Prevention and protection of children and adolescents against sexual violence
Objectives	<ul style="list-style-type: none">➔ Prevention against sexual exploitation and violence➔ increasing the public's sense of responsibility➔ Raising awareness on the topic➔ Motivate the public to engage in the protection of children and adolescents
Target age/ group	Adolescents and adults
Duration	Not applicable
Material	The responsible citizen's pledge
Preparation	Order the pledge from ECPAT Luxembourg
Order	Invite participants to sign both halves of the pledge. Collect the white halves and send them back to ECPAT Luxembourg.
"Reflection/ Secondary action"	Contact ECPAT Luxembourg for further information. The pledge can also be distributed in the context of a workshop from ECPAT Luxembourg.
Contact	Fabienne Becker and Fränz Siebenaller, ECPAT LUXEMBOURG ASBL 3, rue des Bains, B.P. 848 - L-2018 Luxembourg Tél. (+352) 26 27 08 09 - Fax. (+352) 26 20 06 22 info@ecpat.lu - www.ecpat.lu

4.5 The right to be protected against sexual exploitation

«Visions of hope» - Photo exhibition of ECPAT You(th) Together

Subject	Sexual exploitation of children in Mali
Objectives	➡ Draw attention to the topic of sexual exploitation of children.
Target age/ group	From 14 years onwards
Duration	The loan time for the exhibition can be agreed with ECPAT Luxembourg.
Material	19 charts (to hang up) in the dimensions 70x65cm(17x) and 130x88cm (2x) ➡ The youth group ECPAT You(th) Together has selected 18 pictures of ECPAT Luxembourg's project in Mali. The images show the rehabilitation of the victims and their reintegration into the society. The youth group added their impressions and interpretations to each picture.
Preparation	Borrow the exhibition from ECPAT Luxembourg.
Order	Not applicable
"Reflection/ Secondary action"	ECPAT Luxembourg is available to provide topic-related workshops. The youth group ECPAT You(th) Together has peer-to-peer trainers, which can also hold workshops.
Contact	Fabienne Becker and Fränz Siebenaller, ECPAT LUXEMBOURG ASBL 3, rue des Bains, B.P. 848 - L-2018 Luxembourg Tél. (+352) 26 27 08 09 - Fax. (+352) 26 20 06 22 info@ecpat.lu - www.ecpat.lu

4.5 The right to be protected against sexual exploitation

Documentary: Brazil - selling yourself to tourists for a better life

Subject	Child sexual exploitation
Objectives	<ul style="list-style-type: none">➔ To give an overview of the consequences of tourist development in Brazil, particularly in the cities of the Nordeste, the region most affected by poverty➔ To give an overview of the situation and the factors contributing to the increase in the sexual exploitation of minors within the tourism industry as well as the measures for combating this crime and the rehabilitation available for victims
Target age/ group	From 14 years onwards
Duration	26 minutes
Material	DVD (report) - in French
Preparation	➔ Educational personnel are advised to inform themselves about the topic (e.g. on www.ecpat.lu), this will help them better respond to pupils' questions and facilitate discussion.
Order	Not applicable
"Reflection/ Secondary action"	There is no specific secondary activity related to this report. However, ECPAT Luxembourg is available to provide topic-related workshops.
Contact	Fabienne Becker and Fränz Siebenaller, ECPAT LUXEMBOURG ASBL 3, rue des Bains, B.P. 848 - L-2018 Luxembourg Tél. (+352) 26 27 08 09 - Fax. (+352) 26 20 06 22 info@ecpat.lu - www.ecpat.lu

4.6 The right to health

Video «Youth talk about health» to introduce the topic of health

Contents	This 7-minute video produced by the World Health Organisation features interviews with pupils from Italy, Mexico and the US regarding the issue of health, carried out as part of a mock regional committee meeting of the WHO.
Objectives	➡ The pupils are introduced to the subject and they reflect on the issue as a whole and their personal point of view.
Target age	Secondary school Note: the interviews are in English and so intended for pupils with a good understanding of the language.
Duration	approx. 30 minutes with group discussion
Material	Video available on http://www.euro.who.int/en/health-topics/Life-stages/child-and-adolescent-health/multimedia/video-youth-talk-about-health (key search terms for Google: video youth talk about health WHO)
Order	Brief information for pupils: where did the interviews take place and in what setting? Pupils can make notes during while they watch if they wish (e.g. importance of health, problems, solutions/measures). Different issues can then be discussed in groups: 1. What does health mean to the young people in the video? What does health mean to you? 2. How is health linked to responsibility? 3. What could health mean to young people in developing countries? Are there similarities/differences with the children and young people of developed countries like Luxembourg? 4. What problems/risks do the young people in the video talk about? What are their demands and solutions to improve health? Do these also apply to developing countries?
"Reflection/ Secondary action"	Other issues can then be discussed: ➡ What about our school? Is the right to health implemented? ➡ What other children's rights are related to the right to health For example: ➡ the right to an education? ➡ Are ill children unable to go to school?)
Contact	Hannah Bristow, ECPAT LUXEMBOURG ASBL 3, rue des Bains, B.P. 848 - L-2018 Luxembourg Tel. (+352) 26 27 08 09 - Fax. (+352) 26 20 06 22 h.bristow@ecpat.lu - www.ecpat.lu

4.6 The right to health

Discussion - What conditions are required to remain healthy?

Objectives	<ul style="list-style-type: none">➔ Pupils examine the various factors that are important to health.➔ Pupils acknowledge the differences/similarities with needs of developing countries
Target age	Lower secondary
Duration	approx. 40 minutes
Material	Worksheet - What is conditions are required to remain healthy?
Preparation	For example, the following sources provide basic information about Nigeria: http://www.humanium.org/fr/nigeria/ (French) http://www.who.int/countries/nga/en/ (English) http://www.bmz.de/de/was_vvir_machen/laender_regionen/subsahara/nigeria/index.html (German)
Order	After an introduction to Nigeria (map, overview), pupils are given the worksheet. They work alone at first then with a partner.
Reflection	The results are then examined within the group. The differences/similarities between Luxembourg and the developing country can then be discussed.
Contact	Eva-Maria Schmid, SOS Villages d'Enfants Monde 3, rue du Fort Bourbon, L-1249 Luxembourg Tel.: 490 430 32

4.6 The right to health

Discussion worksheet

«What conditions are required to be healthy?»

1	2	Luxembourg	Nigeria	1	2
		Health and hygiene education	Health education e.g. AIDS and hygiene		
		A dry bed, big enough	A bed just for me		
		Emergency services accessible 24 hours	A hospital accessible in under 8 hours		
		Tetanus vaccine	Tetanus vaccine		
		Sufficient hygiene products (soap, tooth-paste, underwear)	"Nearby water for washing and laundry"		
		A psychotherapist	A sorcerer or healer		
		"Sufficient fruit and vegetables (at least a third of your diet)"	Meat at least once per week		
		A doctor that is always reachable	An inhabitant of the village with knowledge of illnesses		
		Good quality water, regularly controlled	Clean water for drinking and cooking		
		Varied, balanced and nutritious food	Two full meals per day		

Homework:

1. In each column (one for Luxembourg and one for Nigeria), choose the three items you find the most important. Score their importance/priority (1, 2, 3) in column 1 for both countries.
2. Explain your choice to your neighbour and the reason why the others seem less important. Make a new list of priorities (1, 2, 3) in column 2.
3. Compare the 2 columns (Luxembourg and Nigeria). What differences did you notice and why do you think those differences exist?

Differences (with reasons):

4.6 The right to health

Medicine distribution game¹

Subject	Access to medicine throughout the world
Objectives	➔ Children are encouraged to critically examine the situation regarding access to medical treatment (medicine) throughout the world
Target age	Secondary school
Duration	approx. 40 minutes
Material	➔ Chalk or adhesive tape ➔ A packet of sweets
Preparation	Draw the outlines of Europe, North America, South America and Asia on the ground with chalk or by using adhesive tape in the classroom/playground. Five tables can also be used to represent the continents.
Order	<p>➔ The children spread out across the continents according to the size of its population (percentages have been rounded up and down for simplicity). For a group of 25 pupils the children should spread out as follows: Europe: approx. 10% (= 3 children), Africa: approx. 16% (= 4 children), North Africa: approx. 5% (= 1 children), South Africa: approx. 9% (= 2 children), Asia: approx. 60% (= 15 children)</p> <p>➔ One child plays the role of the doctor and is given the packet of sweets. The child distributes the medicine (sweets) to the population: Europe: 3 children, Africa: 2 children, North America: 1 child, South America: 1 child and Asia: 5 children.</p> <p>➔ All the children who did not receive medicine lie down or sit down.</p>
Reflection	<p>The following issues can then be discussed:</p> <p>Is the distribution of medicine equal? What might happen if someone does not receive the medicine they need? What would you do in this situation? What would you do if you were a doctor? How can we resolve this problem?</p>
Contact	Eva-Maria Schmid, SOS Villages d'Enfants Monde 3, rue du Fort Bourbon, L-1249 Luxembourg Tel.: 490 430 32

¹ 2014 Figures on the global population: <http://de.statista.com/statistik/daten/studie/1738/umfrage/verteilung-der-weltbevoelkung-nach-kontinenten/>

4.7 The right to play and leisure

Discussion - Right to play and leisure

Subject	The right to play and leisure
Objectives	➡ Children are encouraged to reflect on the impact of this right in their lives and get to know the experiences of other children around the world
Target audience	Pupils from 7 onwards
Duration	Approximately 50 minutes
Material	➡ Drawings, pictures on the right to play, illustrations on the living environment of children in the South
Preparation	Collecting visual material
Order	<ul style="list-style-type: none"> ➡ Form a circle ➡ Place the visual material in the center of this circle ➡ The pupils sit around ➡ As an introduction, you can show videos explaining the right to play (10 minutes) ➡ Ask questions: <ul style="list-style-type: none"> • What is "play"? • Can you learn to play? If so, how? • Can you play without wanting? • When playing, are there always a winner and a loser? • Do all children in the world play? • Are there always rules when playing? • Can we be playing unknowingly? • What do you need to invent a game? • Are there games for girls and for boys? • Can children play everywhere? • Why should every child be able to play? • Why can some children not play? • What is a leisure activity? ➡ Use the visual material as support to illustrate your statements and the pupils'
Reflection/Secondary Actions	The activity can be extended by asking students to bring their favorite game and explain their choice
Contact	Eva-Maria Schmid, SOS Villages d'Enfants Monde 3, rue du Fort Bourbon, L-1249 Luxembourg Tel.: 490 430 32

4.8 The sustainable development goals

Educational exhibition “Sustainable development goals”

Subject	Sustainable development goals
Objective	<p>➔ The exhibition was developed during the review of the millennium development goals set in 2000 and the adoption of new sustainable development goals by the United Nations in late September 2015.</p> <p>The aim is to explain the ins and outs of the development goals within schools, communities, associations or businesses concerned and to present the key themes (poverty, inequality, education, climate change, etc.) in pictures to make them more relatable.</p>
Target age	Pupils from 14 onwards and the general public
Duration	Loan time for the exhibition can be agreed individually depending on availability
Material	<p>The exhibition is made up of</p> <p>3 posters presenting general information on all the different aspects involved</p> <p>40 photos (A2 Alu Dibond format) illustrating the goals and the different aspects involved;</p> <p>5 information signs (A4 format) on the different goals/themes</p>
Preparation	<p>Book the exhibition through Kindernothilfe Luxembourg</p> <p>Transport</p> <p>Assembly</p>
Order	<p>➔ If required, Kindernothilfe Luxembourg can organise a short presentation on the topic, during a private viewing, for example</p>
"Reflection/Secondary action"	<p>The issue of development and sustainability can be discussed with the target group and examined critically as part of the presentation/45-minute course unit. We are available to assist pupils and teachers with developing ideas and actions on the topic of development or with concrete goals and we can provide reference material such as videos, etc.</p>
Contact	<p>Kindernothilfe Luxembourg</p> <p>15, rue Eecherschmelz, L-1481 Luxembourg</p> <p>Tel. 2704 8777- info@kindernothilfe.lu - www.kindernothilfe.lu</p>



4.9 - Practical examples - for reading and discussing

EXAMPLE No.1: No school, because you're a girl³

Somaliland 2009 – Samia⁴ is 11 when she is forced to leave school prematurely because her family can no longer pay her school fees. Her father, a mechanic, became ill and was forced to give up work. The family lost its only source of income and they now have to make sacrifices. Boys' education is considered more important in Somaliland and her five brothers are able to continue going to school, but Samia must stay home to take care of the housework and care for her ill father. „I was getting ready, as I do every day. My mother told me I could no longer go to school and I had to stay home“, she recalls.

Every morning, the young girl takes care of her brothers and gets them ready for school, with just one wish: to be able to go with them. She cannot believe her dream of an education can disappear so easily.



© SOS Archives

She knows that she could go far if she had an education. Access to education is vital for a good life in Somaliland and to avoid being stuck in the vicious circle of poverty and dependence. But life seems to have decided otherwise for Samia and now she is destined to look after the household chores and take care of her father.

Whenever she sees her former classmates she avoids them. „I beat everyone on our tests. My friends nicknamed me the little genius. It was very difficult

for me having to leave school. I didn't want my friends to see me so helpless at home. I felt so alone.“ Her mother has tried everything to find a temporary job in Berber, a neighbouring village, but without success.

A year later, the situation is even worse. Samia's father dies of HIV/AIDS and her mother learns that she is also infected by the virus. The stigma related to their parents' disease forces Samia's brother to flee their home. Samia is searching desperately for financial resources so she can buy food and allow her brothers to continue going to school. The psychological burden is very heavy for her. Although she learns to read and write quickly, her dream of finding a job and having a career seems more and more distant. Discrimination against women and young girls seems to be the norm in her society. „I wish my country would evolve in the way it views girls' education. We are discriminated against when it comes to educational priorities,“ she explains.

³ SOS Children's Villages International (2013), *No school, because you're a girl*, <http://www.sos-childrensvillages.org/news-and-stories/stories/education/no-school-because-you-re-a-boy>

⁴ The name has been changed to protect her identity.

4.9 - Practical examples - for reading and discussing

But thanks to the assistance of a non-governmental organisation, Samia is once again able believe that her dream can come true. Two years after being forced to leave school she is finally back in the classroom. A social worker assesses the specific needs of the family, after which they receive practical support, particularly psychosocial counselling. Samia's brother is encouraged to return home. He receives financial assistance that allows him to set up a small business and to feed his family. His workshop, small but profitable, even allows his sister and brothers to go to school.

4.9 - Practical examples - for reading and discussing

EXAMPLE No. 2: Inclusive education in Cambodia ⁵

«One day I would like to become a doctor so I can help people.» Kim Our, 11

Kim Our is 11. She lives in Otaki, a village in the province of Battambang in Cambodia. Her left leg was amputated in 2011 due to an inflamed abscess that led to gangrene under the knee. Thanks to a non-governmental organisation project regarding inclusive education in the region, today she goes to the local primary school where she attends normal classes with other children of her age.



Kim likes going to school ©Nicolas Axelrod/Handicap International

Kim is a very applied little girl. In a class of 42 pupils, she listens attentively to her teacher, who is speaking in Khmer. „I would like to become a doctor so I can help people. I do not want other children to suffer like me.“ Kim wants to do well at school so she works very hard. Her favourite subjects are Khmer - her native language - and chemistry. She looks to the future with optimism and her eyes light up when she talks about becoming a doctor.

Although Kim is quite shy, she mixes with others easily in the Otaki school. Thanks to the efforts of the inclusive education project team in the province of Battambang, three other disabled children also attend normal classes there. After her amputation Kim was given a brace and she now receives care from a rehabilitation centre. Because of the rehabilitation, which helped her become used to her prosthesis, she was unable to go to school in 2012. She is now in year 10. „The doctors looked after me very well. They were very kind. The people from Handicap International did everything to help me feel better when my prosthesis used to hurt me at the beginning. I was very sad when I was told my leg had to be amputated but today I can no longer feel my prosthesis, I’ve almost forgotten it completely. It makes me happy when my friends ask me to play with them.“

Kim loves going to school and playing with her best friend, who sits beside her in class, as well as a little boy with a visual impairment.

„I don’t feel different from other people at all, even with my prosthesis. All the children in my class play with me.“

⁵ from Handicap International

4.9 - Practical examples - for reading and discussing

Kim Our lives in Otaki, not far from the school, with her father, her mother - who runs a small food shop - and her five brothers and sisters. „I like to cook and look after my plants. Sometimes I make rice for the family to help my mother.“ Her older brother cycles her to school every day and brings her home every afternoon and evening. Kim loves it.



*Kim loves to drive to school with her brother
©Nicolas Axelrod/Handicap International*

4.9 - Practical examples - for reading and discussing

EXAMPLE No. 3: Child workers in Cajamarca, northern Peru⁶

Many of the children of Cajamarca work in one of the 50 brickwork plants located in the large valley outside of the city. They extract limestone rocks high in the mountains before sending them hurtling down to the valley in long toboggans where they crush them and mix them with loamy soil and a large quantity of water. While doing this they wade in clayey mud, which is not only painful but dangerous for their health as it chaps and irritates the skin. It is not uncommon to see children develop kidney disease. Everywhere, children can be seen with shovels and large wooden moulds. They compress the heavy loamy mass into moulds then allow the bricks to harden under a huge glass roof. To finish, they transport the bricks to the kiln using wheelbarrows where they are then stacked. The surface of the bricks is rough and the edges scrape their small hands until they bleed. The dust burns their eyes, their hands hurt from dragging bricks around and their legs hurt from running around all day. But nobody here thinks to complain: these children, aged 7 to 14, earn money that their families need urgently in order to make ends meet.

What assistance is in place?

To eradicate this misery, a local aid organisation offers families various opportunities to increase their income: mothers are able to undergo training, they can receive money to set up a small business and they can work in a bakery set up for inhabitants, for example. As such, children are not forced to labour in brickworks as often.

The organisation pays for school textbooks and uniforms, covers examination fees and offers free catch-up classes for many child labourers from the Cajamarca region. It also organises classes to teach them their rights and to stimulate their self-confidence, their cultural identity and their creativity. The children learn how to assert their rights in a fun way while the older children receive professional training.

A day in the life of Margarita, 9, in Peru

My name is Margarita, I am nine years old and I live in Cajamarca, a small, busy town in the mountains of Peru, around 800 km north of Lima. I live in a small house with my mother, my older sister (15) and my younger brother (6). We are able to grow a few vegetables in the garden. We also have two sheep, a piglet and two dogs, Shadow and Beethoven. My mother can't read or write and so is unable to find a well-paid job. I work at a brickworks on weekends and after school to help my family.

A typical Saturday for me:

5.00 am

I get up, get washed, get dressed and brush my hair. My mother has usually made soup or pancakes. I don't usually eat breakfast on Thursdays and Fridays because I eat at school at midday. This means we can save food from breakfast and keep it for the weekend.

⁶ http://www.actionkidz.de/Wissen+_+Material/Unterrichtsmaterial+f%C3%BCr+Lehrer/Unterrichtsmaterial+f%C3%BCr+Lehrer.html

4.9 - Practical examples - for reading and discussing

6.00 am

I walk for half an hour along a narrow path down to the brickworks. I have already done all the various jobs related to brick production. Today I am stacking bricks in the kiln with my friend. Each brick weighs around 2 kg and must be placed or thrown up high. It's very difficult and we have to be careful that the heavy rocks don't fall on our feet. I get 5 soles (around ₪.30) for half a day's work.

1 pm

Today I am eating lunch at home because I have school this afternoon. I often work up to 5 or 6 pm on weekends too.

3 pm

My favourite subject is maths; but today, we're drawing and discussing children's rights. We are talking about the fact that we are not allowed to be hit and that we have the right to go to school and that our opinion matters.

5:30 pm

I go home. I help my mother in the garden, I do the washing up and I feed the animals. I prefer playing with my younger brother. I love playing hide and seek but we also enjoy pushing each other in the wheelbarrow.

6 pm

Dinnertime: rice with lentils. But my favourite meal is chicken and chips.

7 pm

I clean my teeth and go to bed. Brr, it's really cold now: since the sun has been going down at 6 pm the temperature has dropped from 20 to 0° C.

4.9 - Practical examples - for reading and discussing

Photos of Margarita's life ^{7/8}



Margarita is 9 years old. Child labour is forbidden in Peru

A common sight in Cajamarca: children working at a brickworks



Margarita helps her mother at home



Looking after the sheep is another one of Margarita's jobs



Care-free Margarita playing, an all-too-seldom occurrence



⁷ http://www.actionkidz.de/Wissen+_+Material/Mediathek+/Fotos+zu+Peru.html.

Unter: http://www.robinson-im-netz.de/Geschichten/Kinder_Geschichten/So+sieht+mein+Tag+aus.html finden sich weitere Abläufe und Geschichten über Kinder: http://www.robinson-im-netz.de/Geschichten/Kinder_Geschichten/Leitseite.html

⁸ all pictures: Christian Herrmann, © Kindernothilfe

4.9 - Practical examples - for reading and discussing

Example No.4: Young girls and boys who are victims of sexual exploitation⁹



Sacha

„Sacha“ dreams of becoming a model. One day she sees an advert in the newspaper and decides to respond. The photo shoot is taking place abroad and Sasha has never travelled before. When she goes to the agency the next day she is shown into a van with two other young girls.

The long journey does nothing to dampen their enthusiasm. When they arrive, the photographer is already waiting for them

and asks them to undress. The young girls are held against their will and forced to become prostitutes, to pose nude and to participate in pornographic films.

Sasha finally manages to escape her captors. But alone in a strange city without protection or a passport, she does not know how to get back home. She is so scared she does not dare to go to the police and wanders the streets, trapped in a foreign country without any documents.

Al

One day, Al's parents leave him and his brother with a man who has promised to give them work in a rich neighbouring country. The man is paid to look after the two boys during the journey to the desert. When they are leaving, he promises them they will have a job and that their parents will be proud of them.

But once they arrive their dream of a better future becomes a nightmare. The man locks the two boys up and forces them to take drugs. Unconscious from tranquilisers, they are filmed and photographed while being raped. When they gain consciousness, tormented and terrified, they manage to find the strength to try to get away. Sadly, they will be caught trying to escape.



⁹ from ECPAT – Luxembourg

4.9 - Practical examples - for reading and discussing

They are told they will be killed if they try to escape again. The torture continues for several days until suddenly the traffickers let Al go and leave him in the street. Alone, he wanders the streets looking for a way to save his brother. The language barrier prevents him from finding a job and he is forced to beg. He does not know who to ask for help. He does not dare go to the police in case they arrest him and sent him home, which would mean abandoning his brother. Deeply shaken by the abuse he has been subjected to, he is ashamed to go home and lives only in the hope of saving his brother.

4.9 - Practical examples - for reading and discussing

EXAMPLE No. 5: Fleeing¹⁰



Aziz (11) from Syria

Aziz lived with his family in a village in Syria, a country that has been plagued by a terrible war for years. One day, Aziz's uncle, Hassan, ran over shouting, „The planes are coming! They're going to bomb our village!“ Taking Aziz's brother in his arms, he ran downstairs to the basement and the three other children hurried after him. Then a missile hit the house. The walls and ceiling collapsed. Miraculously, everyone was rescued alive from the rubble - except Aziz's 6 year-old sister.

His other sister Farah, his brother Hamad and his uncles were seriously injured. Gathering the last strength they had left, they somehow reached the Turkish border. His two uncles did not survive the exhaustion of the journey. The children stayed in hospital for two weeks, alone in a foreign country.

When they finally returned to Syria the whole family had fled to Lebanon. That was 18 months ago. A local humanitarian organisation provides Aziz's family and hundreds of other refugees with what they need to survive. Aziz's mother does not think Hamad will ever be a normal child again. He has witnessed his sister and two of his uncle die and has sustained a serious head injury. His condition is still critical: the slightest injury to the head could endanger his life. Aziz fears greatly for his brother. He fights for him with all his strength. „One day, some children hit my brother,“ he explains. „It made me very angry. I have to protect him!“

Aziz and the other children are cared for by teachers and psychologists who help them to overcome the terrible things they have experienced. They play, sing, dance and build things, boys and girls alike, to help them forget their awful experiences and to help them once again learn to laugh as children



©Amurt/Davies /Kindernothilfe

¹⁰ from Kindernothilfe Luxemburg

Example No.6: Play and leisure¹

Francisco (13), Philippines

"On Saturdays, I wake up at seven o'clock, do the chores assigned to me and later, I go out and find my friends who are already playing. I love Saturdays because we get to play all day. On weekdays, I have to give more time on my studies.

Playing is important. I get sad and lonely when I am not able to play. I also like to watch cartoons, but playing outdoors with other kids is more fun. We love playing tag, hide and seek or basketball. I feel happy when I'm playing with my friends. Playing makes us closer. Our friendship be-

comes stronger when we play. In SOS Children's Village, we are taught that we have a right to play. I think that is good because we will never enjoy being kids if we are not allowed to play. We really need to play so we can be happy.

On Saturday nights after dinner, we usually sit around watching TV with my mother, my brothers, and my sisters. Sometimes we go to a park. Like playing with my friends, it's also important for me to spend free time together with my family. It makes us come closer.

In SOS Children's Village, there are many activities that encourage me to play and have fun. There are sports and native martial arts activities which I love. I play basketball and arnis². There are also arts and music activities. I love to draw and sing, so I actively participate in these activities."



Achen (10), Uganda

"I like to play because it is interesting and fun. It is part of being a child. My social studies teacher has taught us about our rights as children, and the right to play is one of them. I play every day. At school, I have friends in my class whom I play with. We skip rope mostly or chase each other in the field. At home I skip, play netball and volleyball.

Playing is important to me because it makes me so happy. I laugh with my friends and enjoy spending time with them. I would be very unhappy if my mother told me not to play, I would think she does not love me. I have fun through dancing, singing, watching television and going out to places I have not visited before."

¹ In order to protect the children's privacy, all the names were changed ² Arnis is a traditional Filipino martial art

4.9 - Practical examples - for reading and discussing



Klodia (9), Cameroon

Play is one of the things that Klodia associates her childhood with. Play times for her are exceptional moments. „I have joy in my heart when I play,” explains Klodia. She has been living in an SOS family in Mbalmayo since she was only three months old. Her favourite game is “dorchi” that she plays with friends and siblings.



“Dorchi” is a game of three players often played by girls. Two players position themselves at both ends of the playground, and their role is to shoot a third player in the middle with a small ball and stop her from arranging scattered pairs of shoes.

“During the game, Klodia is another person. The little girl shows a lot of flexibility and gymnastics, and does not forget to remind the opposite team of the rules of the game,” observes a social worker.

Miguel, Bolivia

An occasional flute course organized by a volunteer was the perfect occasion to unveil Miguel's innate talents. He stood out among the group of beginners due to his ability for rhythm and the learning of melodies.

Miguel: My flute teacher said that I had a gift for music. I chose the flute because I like it. I have been playing it for 7 months already. The teacher gives lessons on Friday afternoons. I'm going to be taking the Conservatory's entry exam by the end of the year.

Mother SOS: Since starting to play the flute, he has changed a lot. He is a little more responsible, thinks a little more deeply and has more discipline. His schoolteacher also noticed the changes. He used to be much more restless and didn't do his homework. His behavior has improved since starting flute classes.



4.9 - Practical examples - for reading and discussing



Ali (10), Syria

"My favorite game to play is touching the iron. You can't play it alone. You need at least 1 or two of your friends. The game start when one of us starts running after the others in order to catch them but anyone who catches something made of iron no one will catch him. We usually play this game until we feel tired or one of us touches something looks like an iron but it is not, and of course we have a small magnet to discover that. I play this game with my friends in the school and with my best friends Raef and Moustafa in the village. We play together every day after school. Not only this game but also we play basketball. I feel happy especially when I catch something made of iron in the last moment and give my friend, who chased me, the look of victory."

Chapter 5

Raising awareness on the
Rights of the Child:
NGOs in Luxembourg

5.1 - SOS Villages d'Enfants Monde [SOS Children's Villages International]



Raising awareness

SOS Children's Villages International has been active in raising awareness of children's rights in Luxembourg since 2010. The association organises participative workshops in schools and educational institutions by using a variety of learning methods (role play, simulation games and group discussions, for example). SOS Children's Villages International also works in close collaboration with other NGOs organising awareness-raising campaigns on the issues of development, such as the Festival Cinéma du Sud.

Since 2011, teaching work on the SOS Children's Villages International development policy has been subsidised by the Luxembourg Ministry of Foreign and European Affairs.

Contact

SOS Villages d'Enfants Monde

3, rue du Fort Bourbon, L-1249 Luxembourg

<http://www.sosve.lu/Education-au-developpement.aspx>

5.2 - Kindernothilfe Luxembourg



Raising awareness

The aim of our awareness-raising work is to arouse interest in other cultures and countries and to show global interdependencies, and particularly the consequences they have on the life of everyone of us here.

We want to teach people about the daily life of children and adults in the poorest countries and encourage reflection on the issues related to development. To do this we provide information and interactive workshops suitable for various ages and interests. By exposing the general public to the living conditions of young girls and boys across the world, we intend to highlight the need to help children to assert their rights, to develop critical thinking about the problems of a globalised world and to explore potential solutions. We therefore attach great importance to the active participation of children and their families in all the countries of the world.

Contact

Kindernothilfe Luxembourg

15, rue Eecherschmelz, L-1481 Luxembourg
Tel.: 2704 8777, info@kindernothilfe.lu
www.kindernothilfe.lu

5.3 - ECPAT Luxembourg



Raising awareness

ECPAT Luxembourg asbl was founded in 1995. The association is a member of the ECPAT international network, which has 97 members in 88 countries.

ECPAT Luxembourg has been active in awareness raising in development education and advocacy since 2008 in Luxembourg and abroad. Specifically, the work involves campaigns based on particular themes, for example awareness-raising campaigns about the fight against child sexual exploitation in travel and tourism. ECPAT wants to mobilise travellers as well as key institutional and private-sector figures such as the tourist industry, national authorities and the police, and to encourage them to take their share of responsibility. ECPAT Luxembourg also played a major role in the development and introduction of a national notification system allowing the public to report cases of sexual exploitation of children in travel and tourism that they witness as well as to become better informed about the issue.

Furthermore, ECPAT Luxembourg coordinates a Youth group ECPAT You(th) Together, which organises awareness-raising activities and workshops. ECPAT Luxembourg also offers workshops to schools on various relevant topics.

Contact

ECPAT LUXEMBOURG ASBL

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www.ecpat.lu

¹ http://www.gerberjenni.ch/wordpress/wp-content/uploads/2013/07/gerber-jenni-aus-9311221_zke_03_2013_jh-final-130621-2.pdf

5.4 - Handicap International Luxembourg



Raising awareness

Awareness raising is mostly done with educational institutions. The NGO organises lectures in secondary schools about humanitarian de-mining to help explain the risks of land mines, cluster bombs and other explosive remnants from war to young people. Since 2012, the „Regards d'enfants“ programme allows primary school children to express themselves artistically about the issue of land mines and cluster bombs and to get an idea of life in a developing country through the story of a child their age that has been a victim of a land mine or cluster bomb.

Handicap International has been organising „Pyramide de chaussures“ every year since 1999. The inhabitants of Luxembourg are invited to make a pyramid with their used shoes as a symbol of protestation against the violence of war and to show solidarity towards the victims.

Contact

Handicap International

140 rue Adolphe Fischer, L-1521 Luxembourg

Tel.: 428060-1, Email: contact@handicap-international.lu

www.handicap-international.lu

5.5 - Aide à l'Enfance de l'Inde et du Népal [Help the Children of India and Nepal]



Raising awareness

The main aim of working group „Sensibilisation“ [awareness raising] is to offer a view into the living conditions and needs of Indian and Nepalese children to the young people of Luxembourg by showing them a slightly different image of the two countries. Among the subjects dealt with are child labour, the position of women and girls in society and the living conditions of the indigenous population. The working group provides various educational materials to teachers and runs workshops on the various aspects of life in India and Nepal.

Young people are encouraged to actively participate in this learning process, to do their own research and to learn about the daily life of other children through role plays.

But AEI also wants to reach the general public. Thanks to the media, its quarterly newsletter and information seminars and evenings (often organised in cooperation with associations and councils), it is also able to offer a slightly different image of the social and economic reality of India and Nepal to the public.

The aim of this awareness raising is to encourage Luxembourg citizens to reflect on and commit to actions for solidarity.

Contact

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