

FROM UNDERSTANDING TO ACTION

children's RIGHTS

EDUCATIONAL TOOLKIT

ARTICLE 1: EVERY CHILD BELOW 18 YEARS OF AGE HAS CIVIL RIGHTS AND FREEDOMS ACCORDING TO THE LAW APPLICABLE TO HIM OR HER. ARTICLE 2: NON-DISCRIMINATION. RIGHTS MUST BE GRANTED TO EACH CHILD WITHOUT EXCEPTION. THE STATE MUST PROTECT THE CHILD AGAINST ALL FORMS OF DISCRIMINATION. ARTICLE 3: BEST INTERESTS OF THE CHILD. IN ALL ACTIONS CONCERNING CHILDREN, THE BEST INTEREST OF THE CHILD SHALL BE A MAJOR CONSIDERATION. ARTICLE 4: IMPLEMENTATION OF RIGHTS. THE OBLIGATION OF THE STATE TO ENSURE THAT THE RIGHTS IN THE CONVENTION ARE IMPLEMENTED. ARTICLE 5: PARENTS AND FAMILY. STATES ARE TO RESPECT THE PARENTS AND FAMILY IN THEIR CHILD REARING FUNCTION. ARTICLE 6: RIGHT TO LIFE AND DEVELOPMENT. THE RIGHT OF THE CHILD TO LIFE AND THE STATE'S OBLIGATION TO ENSURE THE CHILD'S SURVIVAL AND DEVELOPMENT. ARTICLE 7: NAME AND NATIONALITY. THE RIGHT FROM BIRTH TO ACQUIRE A NATIONALITY AND TO KNOW AND BE CARED FOR BY HIS OR HER PARENTS. ARTICLE 8: RESERVATION OF IDENTITY. THE OBLIGATION OF THE STATE TO ASSIST THE CHILD IN RE-ESTABLISHING HIS OR HER IDENTITY IF THIS HAS BEEN ILLEGALLY WITHDRAWN. ARTICLE 9: NON-SEPARATION FROM PARENTS. THE CHILD TO RETAIN CONTACT WITH HIS PARENTS IN CASE OF SEPARATION IS THE RESULT OF DETENTION OR DEATH. THE STATE SHALL PROVIDE THE INFORMATION TO THE CHILD AND HIS OR HER PARENTS. ARTICLE 10: FAMILY REUNIFICATION. REQUESTS TO LEAVE OR ENTER A COUNTRY FOR REUNIFICATION SHALL BE DEALT WITH IN A HUMAN MANNER. A CHILD HAS THE RIGHT TO MAINTAIN REGULAR CONTACTS WITH BOTH PARENTS WHEN THESE LIVE IN DIFFERENT STATES. ARTICLE 11: ILLICIT TRANSFER AND NON-RETURN OF CHILDREN. THE STATE SHALL COMBAT CHILD TRAFFICKING BY A PARTNER OR THIRD PARTY. ARTICLE 12: EXPRESSION OF OPINION. THE RIGHT OF THE CHILD TO EXPRESS HIS OR HER OPINION AND TO HAVE THIS TAKEN INTO CONSIDERATION IN DECISIONS AFFECTING HIM OR HER. ARTICLE 13: FREEDOM OF EXPRESSION AND INFORMATION. THE RIGHT TO SEEK, RECEIVE AND TRANSMIT INFORMATION IN VARIOUS FORMS, INCLUDING ART, PRINT, WRITING. ARTICLE 14: FREEDOM OF THOUGHT, CONSCIENCE AND RELIGION. STATES ARE TO RESPECT THE RIGHTS AND DUTIES OF THE CHILD IN THE EXERCISE OF THIS RIGHT IN ACCORDANCE WITH HIS OR HER EVOLVING CAPACITIES. ARTICLE 15: FREEDOM OF ASSOCIATION. THE CHILD'S RIGHT TO BELONG TO AND PARTICIPATE IN PEACEFUL ASSEMBLIES. ARTICLE 16: PRIVACY. THE RIGHT OF THE CHILD TO BE SUBJECT TO INTERFERENCE WITH PRIVACY, FAMILY, HOME OR CORRESPONDENCE. ARTICLE 17: ACCESS TO INFORMATION AND MEDIA. THE CHILD SHALL HAVE ACCESS TO INFORMATION FROM A WIDE RANGE OF SOURCES. DUE ATTENTION SHALL BE PAID TO MINORITIES AND GUIDELINES TO PROTECT CHILDREN FROM HARMFUL MATERIAL SHALL BE ENCOURAGED. ARTICLE 18: PARENTAL RESPONSIBILITY. PARENTS HAVE COMMON RESPONSIBILITIES FOR THE UPRISING OF THE CHILD AND ASSISTANCE SHALL BE GIVEN TO THEM IN THE PERFORMANCE OF THEIR RESPONSIBILITIES. ARTICLE 19: ABUSE AND NEGLECT. STATES HAVE THE OBLIGATION TO PROTECT CHILDREN FROM ALL FORMS OF ABUSE, NEGLECT AND HARM. ARTICLE 20: ALTERNATIVE CARE. IN THE ABSENCE OF PARENTS, THE ENTITLEMENT OF THE CHILD TO ALTERNATIVE CARE WITHIN NATIONAL LAWS AND THE OBLIGATION ON THE STATE TO PAY DUE REGARD TO CONTINUITY IN THE CHILD'S RELIGIOUS, CULTURAL, LINGUISTIC OR ETHNIC BACKGROUND IN THE PROVISION OF ALTERNATIVE CARE. ARTICLE 21: ADOPTION. STATES ARE TO ENSURE THAT ONLY AUTHORIZED BODIES CARRY OUT ADOPTIONS. ARTICLE 22: REFUGEE CHILDREN. SPECIAL PROTECTION IS TO BE GIVEN TO REFUGEE CHILDREN. STATES SHALL COOPERATE WITH INTERNATIONAL AGENCIES TO THIS END AND ALSO TO REUNITE CHILDREN SEPARATED FROM THEIR FAMILIES. ARTICLE 23: DISABLED CHILDREN. THE RIGHT TO BENEFIT FROM SPECIAL CARE AND EDUCATION FOR A FULLER LIFE. ARTICLE 24: HEALTH CARE. ACCESS TO PREVENTIVE AND CURATIVE HEALTH CARE SERVICES AS WELL AS TO EDUCATION, RECREATION, CULTURAL AND SPORTS ACTIVITIES. ARTICLE 25: PERIODIC REVIEW. STATES SHALL REVIEW THE PLACEMENT OF CHILDREN IN INSTITUTIONS. ARTICLE 26: SOCIAL SECURITY. THE CHILD'S RIGHT TO SOCIAL SECURITY. ARTICLE 27: STANDARDS OF LIVING. STATES SHALL PROVIDE ADEQUATE LIVING CONDITIONS FOR THE CHILD. ARTICLE 28: EDUCATION. THE RIGHT TO FREE PRIMARY EDUCATION. THE AVAILABILITY OF VOCATIONAL TRAINING AND TECHNICAL EDUCATION. ARTICLE 29: AIMS OF EDUCATION. STATES SHALL ENSURE THAT EDUCATION PREPARES THE CHILD FOR RESPONSIBLE LIFE, RESPECT FOR HUMAN RIGHTS AS WELL AS THE CULTURAL AND NATIONAL VALUES OF THE CHILD. ARTICLE 30: MINORITIES AND INDIGENOUS CHILDREN. THE RIGHT OF THE CHILD TO ENJOY HIS OR HER CULTURE, TO PRACTISE HIS OR HER RELIGION AND TO PARTICIPATE IN RECREATIONAL ACTIVITIES AND TO TAKE PART IN CULTURAL LIFE. ARTICLE 31: PROTECTION AGAINST EXPLOITATION. THE RIGHT OF THE CHILD TO PROTECT HIMSELF AGAINST EXPLOITATION, INCLUDING IN THE PRODUCTION AND DISTRIBUTION OF CULTURAL MATERIALS. ARTICLE 32: PROTECTION OF THE CHILD FROM SEXUAL EXPLOITATION AND THE USE OF CHILDREN IN PORNOGRAPHIC MATERIALS. ARTICLE 33: ABOLITION OF SLAVERY. THE OBLIGATION OF THE STATE TO PREVENT THE ABDUCTION, SALE OF OR TRAFFICKING OF CHILDREN. ARTICLE 34: ARMED CONFLICTS. CHILDREN UNDER 15 ARE NOT TO TAKE A DIRECT PART IN HOSTILITIES, NO RECRUITMENT INTO ARMED FORCES. ARTICLE 35: RECOVERY AND REINTEGRATION. STATES SHALL PROVIDE FOR THE REEDUCATION AND SOCIAL REINTEGRATION OF CHILDREN VICTIMS OF EXPLOITATION, TORTURE OR ARMED CONFLICTS. ARTICLE 40: JUVENILE JUSTICE. TREATMENT OF CHILDREN SUSPECTED OF INFRINGING THE PENAL LAW SHALL PROMOTE THEIR REEDUCATION AND RESPECT FOR HUMAN RIGHTS. ARTICLE 41: RIGHTS OF THE CHILD. THE CHILD'S INSTRUMENTS. ARTICLE 42: DISSEMINATION OF THE CONVENTION. THE STATE'S DUTY TO MAKE THE CONVENTION KNOWN TO ALL. ARTICLE 43: DEFINITION. THE CHILD EVERY HUMAN BEING BELOW 18 YEARS UNLESS A MAJORITY IS ATTAINED EARLIER ACCORDING TO THE LAWS APPLICABLE TO THE CHILD. ARTICLE 2: NON-DISCRIMINATION. RIGHTS MUST BE GRANTED TO EACH CHILD WITHOUT EXCEPTION. THE STATE MUST PROTECT THE CHILD WITHOUT EXCEPTION. IT MUST PROTECT THE CHILD AGAINST ALL FORMS OF DISCRIMINATION. ARTICLE 3: BEST INTERESTS OF THE CHILD. IN ALL ACTIONS CONCERNING CHILDREN, THE BEST INTEREST OF THE CHILD SHALL BE THE MAJOR CONSIDERATION. ARTICLE 4: IMPLEMENTATION OF RIGHTS. THE OBLIGATION ON THE STATE TO ENSURE THAT THE RIGHTS IN THE CONVENTION ARE IMPLEMENTED. ARTICLE 5: PARENTS AND FAMILY. STATES ARE TO RESPECT THE PARENTS AND FAMILY IN THEIR CHILD REARING FUNCTION. ARTICLE 6: RIGHT TO LIFE AND DEVELOPMENT. THE RIGHT OF THE CHILD TO LIFE AND THE STATE'S OBLIGATION TO ENSURE THE CHILD'S SURVIVAL AND DEVELOPMENT.

LE RÉSEAU
**INTERRE
ACTIF**
IN-TERRE-ACTIF.COM



TABLE OF CONTENTS

If the world were a village	3
What are human rights?	4/5
The right to non-discrimination	6/7
The right to life and health	8/9
The right to protection	10/11
Games section	12/13
The right to a decent standard of living	14/15
The right to education	16/17
The right to live in peace	18/19
Conclusion	20
Glossary	21
Convention on the Rights of the Child	22/23

This educational toolkit on the rights of the child and the accompanying teacher's guide was developed by "Le Réseau In-Terre-Actif" of the "Comité de Solidarité/Trois-Rivières". "Le Réseau In-Terre-Actif" is an educational tool designed to inform and educate youth on solidarity and citizenship. It aims to engage students at the primary and secondary levels, as well as members of the general public in a number of social, environmental, and international challenges. www.in-terre-actif.com

PROJECT COORDINATOR

Richard Grenier

CONTENT DEVELOPMENT

Sarah Bourdages, Javier A. Escamilla H., Richard Grenier & Anick Michaud

ILLUSTRATIONS

Javier A. Escamilla H.

LAYOUT & DESIGN

cubebledu.com

TEXT EDITING

Denis Hébert, Ginette Houle

EDUCATIONAL TESTING

Students and teachers of La Riveraine School Board. 2010

This educational project would not have been possible without the financial support provided by the Government of Canada, through the Canadian International Development Agency.



Agence
canadienne de
développement
international

Canadian
International
Development
Agency



MIX
FSC® C102547

This toolkit uses 100 % recycled paper
and 30 % recycled content cardboard.

NAME AND SURNAME

Did you know nearly half of children born in southern countries are not registered at birth and therefore do not have an identification card?

GRADE LEVEL

Did you know that 68 million children worldwide, mostly girls, do not have access to education?

FAVOURITE HOBBY

Did you know that the right of children to rest and leisure is a globally recognized right?

FAVOURITE WEB SITES

Did you know that 7 % of the world population has a computer?

COUNTRY THAT YOU WOULD LIKE TO VISIT

Did you know that currently less than 10 % of the world population can afford to travel?



If the world were a village

IF THE WORLD WERE SHRUNK TO THE SIZE OF A VILLAGE OF 100 PEOPLE, THIS VILLAGE WOULD BE HOME TO:


59 Asians, 14 Africans, 14 Americans, 13 Europeans


52 women and 48 men


60 people (40 of which are men) who know how to read, write, and count


50 people having access to health care


42 people without clean, safe drinking water


5 children working in slavery-like conditions and 1 girl doing domestic work without pay


24 people who have access to the village library


1 person who is able to go to the movies


20 people (all men) who own 80 % of the village and of its wealth



QUESTION

What do you think of this world village? Do you feel that the rights of everyone are respected?



What are human rights?

Have you ever heard about human rights? Would you be able to name some of those rights or give their main characteristics? Before speaking specifically about the rights of the child, we'll briefly examine what human rights are and why it is vital to ensure they are respected so that humankind can move forward in a spirit of brotherhood and justice.

Human rights are standards that recognize and protect the **dignity** of all human beings. They are universal. Therefore, they apply to all people regardless of age (which include children), sex, race, religion, nationality or income level. They are proclaimed in the Universal Declaration of Human Rights which was adopted in 1948 by the United Nations (UN). Did you know that the content of this international document has a direct impact on the day-to-day lives of every human being on earth?

Human rights govern how individual human beings live with one another. They also govern their relationships with governments and the obligations that governments have towards them. Human rights include the right to life, the right to have access to sufficient food and water, the right to shelter, and the right to go to school.

We are all born with those rights. Individuals cannot give them up and they cannot be taken away, even if some individuals, companies, or governments do not recognize or protect them.

THE CONVENTION ON THE RIGHTS OF THE CHILD

Although children are full-fledged human beings, they are more vulnerable than adults and consequently need special care and protection. This is what led world leaders to recognize that children have particular rights that must be respected and to proclaim those rights in a formal document, the **Convention on the Rights of the Child** (also known as the International Convention on the Rights of the Child). The Convention was adopted by the United Nations in 1989.

As of today, 192 countries have **ratified** the Convention. Those countries must consequently adapt their legislation so as to make it compatible with the Convention and be accountable to the international community when they fail to comply with their duties. This Convention has been ratified by more countries than any other convention in history. Unfortunately, two countries, the United States and Somalia, have not ratified the Convention.





THE RIGHTS OF THE CHILD ARE EVERYONE'S BUSINESS

Despite the proclamation of the Convention and its ratification by virtually all the world's countries, there are still millions of children in the world living in precarious conditions.

For example, think of children who are burdened by poverty, malnutrition, preventable diseases, or abuse. Let's try to put ourselves in the shoes of those who live in a violent environment, who do not have access to education, or who are victims of discrimination.

Children living in these difficult conditions can be found in many countries around the world, in **industrialised** countries as well as **developing countries**. In the North, issues linked to human rights are less of a concern as many among us have the chance to live in wealth and comfort. Nevertheless, every child in the world may one day have his or her rights violated, and need others to take action to ensure the respect for those rights. It is therefore important to be aware and pay attention to avoid the exercise vigilance and care to prevent those rights being disregarded by malicious individuals or groups.

It is fundamental to be aware of the injustices faced by children in Canada and abroad and to know what their rights to be capable of contributing to the solution, in the North and in the South.



DID YOU KNOW THAT...?

Many adults are not aware that children have rights, as defined in particular in the International Convention on the Rights of the Child.

EVERY RIGHT COMES WITH A LEVEL OF RESPONSIBILITY

In the pages of this toolkit we present the various rights of the child while explaining why these rights are important. We illustrate with many examples the consequences of not respecting these rights. You will also be invited to take action in order to change things or to promote those rights around you. As every right comes with a level of responsibility, we all have a role to play.

Let us learn to know and defend our rights. Let us understand the living conditions of children in other parts of the world and show solidarity with them.



QUESTION

Was there ever a time in your life when you felt that one of your rights was not respected? Provide a brief explanation.





The right to be free from discrimination

"I am of the color of those who are persecuted "
-Alphonse de Lamartine, French poet

WHAT DOES TO BE FREE FROM DISCRIMINATION MEAN?

The States which signed the Convention on the Rights of the Child agreed, according to article 2, to take measures to ensure that all children have the same rights, irrespective of their origin, colour, culture, language or sex. These States also agree to take concrete measures to prevent the perpetration of **discriminatory acts**.



Discrimination consists of singling out or treating a person or particular group of people differently than others based on the presence or absence of certain characteristics. Discrimination is frequently based on unsubstantiated **prejudices**. We therefore discriminate by making a judgement about people who are different from us knowing them.



QUESTION

Do you think that people different from you can bring you something? Explain your answer.

WHY IS THAT RIGHT IMPORTANT?

It is important to respect this right because it ensures that all children have equal opportunities to develop their potential. It is based on the principle that no child is more or less important than any other. The respect of this right is therefore essential to ensure the establishment of fair human relationships for all.

WHAT HAPPENS WHEN THIS RIGHT IS NOT RESPECTED?

If we let discrimination prevail, we pave the way for every form of injustice. For example, by denying a disabled child the right to go to school because of his handicap, we deprive him or her of an education simply because of differences. Similarly, the discriminatory treatment often faced by immigrants leads to disadvantaging them in their access to housing and employment. In the worst scenarios, discrimination can lead to the perpetration of acts of cruelty and even to **genocide**.

Children facing discrimination may suffer from **exclusion**, be subject to bullying, feel sad or angry, and suffer a loss of confidence. They may even be led to believe that they are less worthy than others and that they deserve to be treated differently. Unfortunately, girls are the most common victims of discrimination. It is therefore essential to ensure the respect of this right to make sure that young girls have the same opportunity as boys to develop, be educated and succeed to their fullest potential.



QUESTION

Have you faced discrimination in the past or do you know somebody who has? How does one feel in such a situation?



DID YOU KNOW THAT...?



The International Day for the Elimination of Racial Discrimination is observed annually on March 21. It was established in 1966 to commemorate the day of 1960 when police opened fire on people participating in a peaceful demonstration in Sharpeville, **South Africa**, against the apartheid pass laws¹.



In **China**, the government forbids families from having more than one child. As baby girls would one day have to move with their husband's family and would no longer be able to take care of their aging parents, many families make them "disappear" so that their only child can be male.



Worldwide, less than two per cent of disabled children attend school². This situation is due to a lack of financial capacity, of professionals, and of adaptive devices. However, this discrimination is also the consequence of prejudice against disabled people, such as thinking that youth with a handicap are unable to learn and that it would be useless to try teaching them anything.



All **Canadians** are guaranteed equality before the law regardless of their culture, language, religion or origins. The law also forbids all form of discrimination based on sex³. Today, young girls may dream of becoming physicians, astronauts, or welders without being impeded to do so. The situation was much different just a few decades ago...



In **Bolivia**, the CEPROSI organisation, supported by the Comité de Solidarité/Trois-Rivières and other Canadian organisations, fights to reduce discrimination and violence against women and girls. In particular, the CEPROSI shelter supports abused women and girls and helps them to report abuse, to secure justice, and to reintegrate into society.

EVERY RIGHT COMES WITH A LEVEL OF RESPONSIBILITY

Children have a right to be free from discrimination. Concretely, that means that they have the right to be themselves and that they can develop in a situation where their rights are respected. On the other hand, they have the obligation to treat others equitably, irrespective of their sex, nationality, religion or social origin. It falls on governments to take appropriate measures to protect children against all forms of injustice based on discrimination. On the other hand, every citizen has the obligation to promote and apply the values of openness, equality, tolerance and respect.

WE'RE UP TO THE CHALLENGE!

Name a prejudice you had in the past but have been able to leave behind. Explain why you decided to correct this prejudice and how you managed to do it. Can you think of another prejudice that you could work on?



The right to life and health

"Health is not simply the absence of sickness"
-Hannah Green, American author

THE RIGHT TO LIFE AND HEALTH, WHAT DOES THAT MEAN?

The heart of the Convention on the Rights of the Child is formed by articles 6 and 24, which proclaim the right of the child to live in good health. The first recognizes that every child has the inherent right to life and that the State must ensure the survival and development of its young citizens. The second establishes the right to medical assistance, health care services and a healthy environment. It also declares that the State shall take appropriate measures to ensure that all children have a sufficient quantity of clean drinking water and nutritious food, two key elements for enjoying good health.

WHY IS THAT RIGHT IMPORTANT?

When it is impossible to maintain a state of minimal health, the very survival of the human being is compromised. It is therefore the respect of the right to life and health which gives meaning to the other rights inscribed in the Convention. Children must first and foremost survive to be able to enjoy the other rights enshrined in the Convention.

It has often been said that children represent the future of humanity. If States are really determined to build for tomorrow, they must put in place an adequate and accessible health care system, particularly for pregnant women and young children. By preserving the life and health of children, we give society the possibility to maintain itself, make progress and look up to the future.

WHAT HAPPENS WHEN THIS RIGHT IS NOT RESPECTED?

Failure to achieve the conditions necessary to maintain full health can have serious consequences. For example, undernourishment can result in a growth deficit, an increased susceptibility to disease, or even death. As these impacts are particularly damaging for young children, it is all the more necessary to take care of their health.

Unfortunately, some treat health as a way to make profits rather than as a fundamental right. Due to the high cost of pharmaceuticals, many families in the South must borrow money to buy them or simply do without them for lack of funds. This situation is the cause of children's deaths that could be prevented.



QUESTION

Do you think that the right to life and health is equally respected everywhere in the world? Explain your answer.



QUESTION

Why do you think it is said that children represent the future of humanity?





DID YOU KNOW THAT...?



1

Every year, nearly 9 million children under the age of five die without access to basic health care services and to an adequate amount of healthy food¹. The situation is particularly alarming in African countries. In **Angola**, for example, nearly 18 % of children die before the age of five compared to less than 0.5 % in Canada.



2

Nearly half of all deaths of young children are attributable to pneumonia, malaria, diarrhea, and AIDS². All of these illnesses, apart from AIDS, can be treated relatively easily and quickly. Prevention can also make a real difference. In **Zambia**, only three out of five children have the chance to sleep protected by insecticide-treated mosquito nets, which are the most effective measure against malaria.



3

Some countries have succeeded in considerably improving children's health conditions. For example, immunization campaigns aimed at pregnant women and young children allowed **Vietnam** to achieve a 40 % reduction in its infant mortality rate between 1990 and 2008³.



4

Cuba, despite its difficult economic situation, has one of the best health care systems in the world. Free and accessible to all its citizens, this system clearly sets Cuba apart from other countries of the South. The country has a life expectancy almost as high and an infant mortality rate almost as low as Canada⁴, where a free public health care system, paid for by income taxes, is in place⁵.



5

The Comité de Solidarité/Trois-Rivières and the Kilabo organization have put in place a public awareness project in eleven rural communities of **Mali**. The project focuses on the importance of healthy eating habits and aims to increase knowledge about moringa oleifera, a plant with impressive nutritional value. The pregnant women and young children who add it to their diet are more likely to live healthier lives.

EVERY RIGHT COMES WITH A LEVEL OF RESPONSIBILITY

Children have a right to life and health, but they must conversely respect their life and that of the others. They must also not do anything that would have harmful effects on their health and on the health of others close to them.

WE'RE UP TO THE CHALLENGE!

Write a report on one of your typical days. Try to determine which activities contribute to or undermine your health. Establish a concrete goal to minimize your potentially harmful behaviours.



The right to protection

"Each child has the right to grow up free of fear and exploitation"
-Ban Ki-Moon, Secretary-General of the United Nations



THE RIGHT TO PROTECTION, WHAT DOES THAT MEAN?

States that signed the Convention on the Rights of the Child agree, according to article 19, to protect the child from different forms of abuse such as abuse, acts of violence, brutality and **neglect**.

Those States also agree to take appropriate measures to prevent child abuse and to provide necessary support for those who are victims of such abuse. They must in particular establish and enforce rules and regulations preventing children from being subjected to sexual exploitation and **human trafficking**, torture, performing any work that is likely to be harmful to them, etc.



QUESTION

Name a few rules and regulations that protect the child from different forms of abuse.

WHY IS THAT RIGHT IMPORTANT?

This right must be respected because numerous forms of abuse that the charter aims to prevent are still very common in today's society. The youngest generally do not have the words, the courage, or the possibility to denounce the cruelty they confront. Additionally, they do not know which resources could help them overcome the exploitation of which they are victims.. For malicious adults, children are therefore easy to influence and to manipulate. It is essential to protect children against such individuals and to help them when are victims.

WHAT HAPPENS WHEN THIS RIGHT IS NOT RESPECTED?

People who have been victims of sexual abuse, molestation, or exploitation during childhood risk being seriously impacted by those experiences. They may, for instance, suffer from loss of self-esteem and a lack of trust in adults. They also risk perpetuating the same abuse that they suffered. Finally, if we don't do everything possible to remove children from the hands of their abusers, we give the impression that it is ok to abuse children and that the abusers do not deserve **punishment**.



QUESTION

If you learned that somebody close to you is a victim of abuse or of another form of violence (physical, verbal, sexual), what would you do? To which resource persons would you go to get some assistance?





DID YOU KNOW THAT...?



Today, an estimated 215 million children around the world work, many full-time¹. These children are exposed to the worst forms of exploitation and are often forced to use dangerous machines and substances. Moreover, many among them earn a living through illicit activities including drug trafficking and prostitution.



In **Haiti**, the exploitation of young girls is widespread. The country is home to hundreds of thousands of restaveks, young slaves who work in the capital for rich families who falsely promise to pay their tuition fees. Those young girls, sometimes as young as five years of age, often suffer physical and psychological abuse².



Child trafficking remains a common phenomenon in many parts of the world. For a few dollars, infant children are sold and condemned to degrading slavery. In **Indonesia**, for example, the number of children sold by their parents to secure the survival of the rest of the family has been growing. The parents are unaware that their children are then forced to prostitute themselves in countries where they don't know anybody and don't know the language³.



In **Canada**, it is estimated that one in eight children will be a victim of physical, emotional or sexual abuse during his or her lifetime⁴.



Kay Fanm ("women's house" in Creole), a Haitian organization, works to promote the rights of women and young girls. Through its rehabilitation centre Reviv (meaning "reborn"), Kay Fanm hosts victims of sexual violence and offers them psychological support, medical care, and legal services. Thanks to Reviv, young abused Haitians are able to overcome their traumatic experiences and recover the psychological balance necessary to reintegrate into society⁵.

EVERY RIGHT COMES WITH A LEVEL OF RESPONSIBILITY

For children, the right to protection has as a **counterpart** the obligation not to abuse others around them, in particular those younger than them. Is never acceptable to exploit or abuse our fellow human beings, be it on a large or a small scale.

The responsibility lies with governments to adopt and enforce laws clearly prohibiting practices detrimental to the well-being of children. Also, businesses must avoid using children as cheap labour. In this respect, consumers around the world also have a role to play by **boycotting** products or services marketed by businesses exploiting child labour.

WE'RE UP TO THE CHALLENGE!

Create an original slogan to raise community awareness about the right of the child to protection.

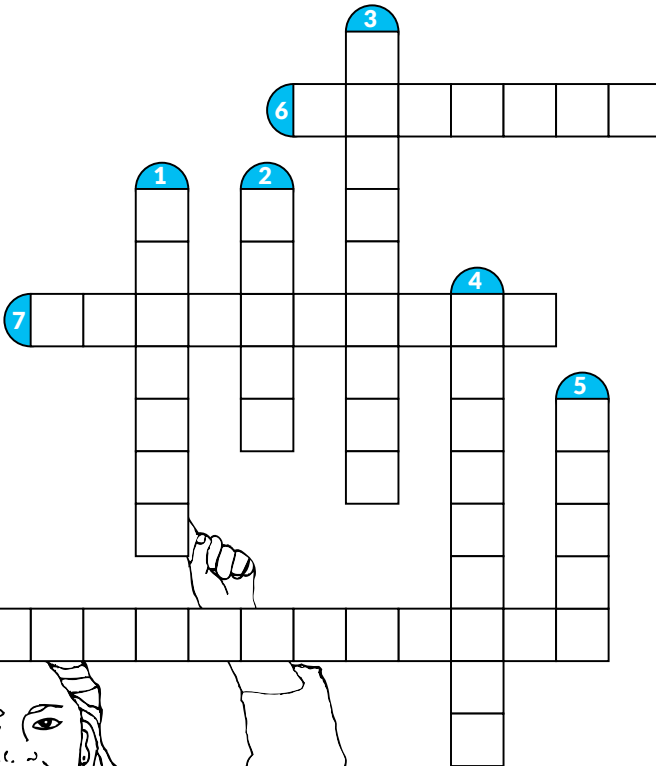
Games section

"You have the right to rest and leisure, to engage in play and recreational activities"
-Article 31, Convention on the Rights of the Child



CROSSWORD PUZZLE

Solve the puzzle by writing the words corresponding to the definitions on the squares of the grid.

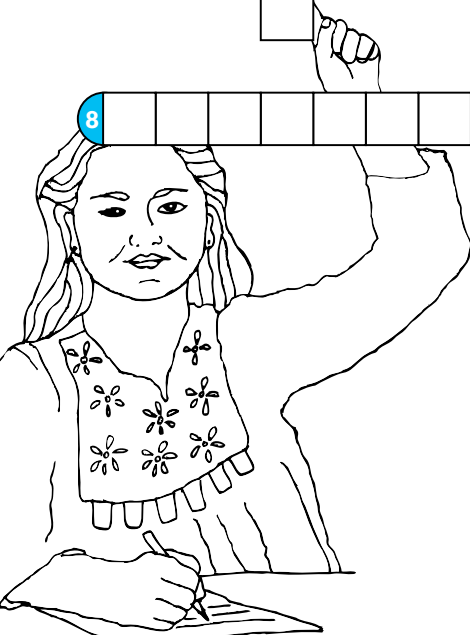


VERTICAL

1. The right of children to a decent standard of living is respected when they can count on, among other things, sufficient food, adequate clothing, and _____.
2. The right of the child to protection includes the right to be protected from exploitation, neglect or _____.
3. _____ are explosive devices that are buried in the ground and are detonated when a person steps on them.
4. Nearly 60% of the children denied access to _____ are girls.
5. One of the key elements for sustaining life and maintaining good health. _____

HORIZONTAL

6. This disease is one of the main causes of death among young children in the developing countries. _____
7. One the most effective way to stop discrimination is to get rid of _____ and adopt an attitude of openness toward others.
8. Youth under 18 years of age recruited by an armed group. _____





ASSOCIATIONS

Find which right is disregarded in each of the following scenarios.

1. Charline, 11 years old, is a Quebecer of Chinese descent. She doesn't like to go to school because students make fun of her slanted eyes and of the Mandarin books that she reads. They say that they are just joking but their words are very hurtful for Charline.

2. Arun, an 8 year old child from Burma, loves sports. Unfortunately, it's impossible for him to play freely on the soccer field because buried landmines are hidden in the field and could explode at any time.

3. Mariama is concerned. She noted that her 2 year old younger sister, Téné, has become weak and thin during the last few months. She fears her sister may meet the same fate as their brother, Souleymane, who died from an unknown disease when he was only 7 months old.

4. Since his parents' deaths, Gilberto, 6 year old, sells newspaper in the street of Rio de Janeiro, his native City. When he does not sell enough newspapers, the owner is quick to hit him or even to withhold his pay.

5. For Nora, life in the dump of Managua, Nicaragua's capital, is a daily battle. She has to rummage through the waste to find everything she needs to meet her basic needs for food, clothing, and shelter. She does not know if she will ever succeed in getting out of the dump and improving her living conditions.

6. Abdel had a real passion for mathematics. He is sad that the roof of the school he attends has collapsed because now, with the school being closed, he must stay in the village and work in the fields with his older brothers.

- A. Right to life and health
- B. Right to education
- C. Right to protection
- D. Right to live in peace
- E. Right to be free of discrimination
- F. Right to a decent standard of living

TEST YOUR KNOWLEDGE!

Find the answers to the following questions by leafing through the album.

1. What consequences can exploitation or physical and psychological abuse have on infant children?

2. Worldwide, what is the estimated number of children having to live on less than a dollar a day?

3. Name a few characteristics that people may use, without due reason, to discriminate against individuals or groups?

4. Which right is proclaimed in articles 28 and 29 of the Convention on the Rights of the Child?

5. Why is the right to life and health considered the most important in the Convention?

6. Children have the right to live in a peaceful, non-violent environment. Which obligations must children honour in relation to this right?



The right to a decent standard of living

"You would assist the miserable, but I would have misery suppressed"
-Victor Hugo, French author



THE RIGHT TO A DECENT STANDARD OF LIVING, WHAT DOES THAT MEAN?

According to article 27 of the Convention on the Rights of the Child, the signatory States recognize the right of every child to live in a decent environment and in decent conditions. Whereas the right to life and health concerns the child's biological survival, the right to a decent standard of living refers to the maintenance of living conditions higher than simple subsistence: shelter, adequate clothing, an adequate amount of healthy food sources, etc. Every child is therefore at the minimum entitled to a standard of living adequate for his growth and development.

WHY IS THAT RIGHT IMPORTANT?

Not only do children have the right to live, they must also have the possibility of enjoying basic conditions necessary to lead a dignified and decent life. Their life must be more than a daily battle for survival.

The proclamation of the right to a decent standard of living reflects a concern for the values of equality and justice on our planet. How can we accept that some live in abundance waste their resources, while many others, including children, have to fight to obtain the bare minimum? Respect for the right to a decent standard of living is a step toward a more just and humane world for all, even the very young children.



WHAT HAPPENS WHEN THIS RIGHT IS NOT RESPECTED?

A child whose family does not have the financial resources necessary to ensure him or her a decent standard of living will be exposed to a variety of physical and emotional suffering.

For example, a child who does not have enough to eat or does not have access to warm clothing could experience serious health problems such as headaches, growth retardation, **hypothermia**, stress, etc. Those problems hinder the child's development by making it difficult for him or her to play, study, or practice a sport for lack of decent living conditions.



QUESTION

If you were to learn today that you must, as a youth, leave school in order to go to work to satisfy your needs (food, clothing, shelter, etc.), what would be your reaction?



DID YOU KNOW THAT...?



1

In 2005, UNICEF estimated that nearly half of all births in developing countries were unregistered. Consequently, millions of people have no identification and don't benefit from health care services and social services offered by the State.. However, in recent years, many countries such as **Burkina Faso** have led registration campaigns aiming to integrate those "invisible" children into society¹.



2

In developing countries, nearly 600 million children live on less than a dollar a day. This represents in those countries close to one child out of three, usually under the age of 5². In **Yemen**, considered one of the poorest countries in the world³, the prevalence of undernourishment is very high among children and living conditions for many of them are very tough.



3

In Lima, **Peru's** capital, thousands of children are crammed with their families into what are known as shanty towns. It goes without saying that the living conditions in those quarters are among the toughest. Children are faced with serious problems linked to poverty, such as poor housing, malnutrition, health and educational problems, and poor sanitation.



4

Although **Canada** is considered as one of the most prosperous countries on earth, it is estimated that nearly 10 % of Canadian children live in poverty. This percentage reaches 25 % for children born in one of the country's aboriginal communities⁴.



5

Knowing that a healthy and adequate diet is essential for development and growth, every school day the **Quebec** Breakfast Club provides free breakfasts to 16,000 children in 300 schools across the province. The Club serves each year more than 2 million breakfasts each year so as to promote the well-being and academic success of Quebec's children⁵.

EVERY RIGHT COMES WITH A LEVEL OF RESPONSIBILITY

Children have a right to a decent standard of living that is adequate for their physical, mental, spiritual, moral, and social development.

Parents have the responsibility to ensure the necessary living conditions for their children's development. However, there may be some circumstances where those adults, for diverse reasons, are themselves living in difficult conditions and are consequently unable to give their family everything it needs.

That's why, in such instances, Governments must act to put

in place social programs that ensure an appropriate minimum standard of living for the poorest, particularly in terms of food, clothing and shelter.

WE'RE UP TO THE CHALLENGE!

Mention what you personally need to be able to live in decent conditions. Also enumerate which items, amongst the things you possess, are not necessary to live decently.



The right to education

"Education is the most powerful weapon we can use to change the world"
-Nelson Mandela, South African statesman

THE RIGHT TO EDUCATION, WHAT DOES THAT MEAN?

Sections 28 and 29 of the Convention on the Rights of the Child establish the right to education for all children. This means that regardless of our place of birth or our economic situation, we, girls as well as boys, all have the right to go to school and receive a quality education.

The States that signed the Convention agree to make primary education compulsory and available free to all. They also consent to offer financial assistance to those who, for lack of funds, are not able to pursue their education further. They must finally ensure that schools are in good condition and accessible.

WHY IS THIS RIGHT IMPORTANT?

Education is not just about the acquisition of knowledge, it also aims to give everyone a chance to succeed and grow. Thanks to school, we can learn more about our history, the values of our society, and what is going on around the world.

School is also a place where we can learn to think critically about the world around us and to acquire the knowledge necessary to form our own opinion and better understand decisions that are made.

WHAT HAPPENS WHEN THIS RIGHT IS NOT RESPECTED?

Millions of children around the world are currently denied opportunities to go to school. For them, the inability to go to school may constitute a major obstacle. It is difficult for people who have difficulty reading and writing, for example, to get informed about matters that affect or interest them or, later on, to find a job.

Moreover, how could we defend our rights and fight against injustice if we are not able to understand the information given to us or to use technologies like the internet?



QUESTION

Why do you think that so many children in the world do not have access to education?



QUESTION

Could you cite other advantages of education?





DID YOU KNOW THAT...?



1

It is estimated that girls represent 60 % of all children not going to school worldwide¹. For example, in **Pakistan**, many girls do not have access to school and must work in the fields, cook, and take care of their young brothers and sisters.



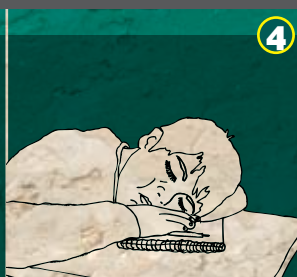
2

In some countries, like **Nicaragua**, children must sometimes travel hours on foot, horse or bus to get to the nearest school. In others, schools fall in ruins or hardly exist due to a lack of government funding.



3

An illiterate person, in the new millennium, is no longer someone who simply cannot read or write, but also the person who never buys a newspaper, does not know what a database is, who can never use a computer, and never connect to the internet. In **Botswana**, as in numerous other African countries, very few children have access to the Internet².



4

In **Canada**, most provinces have legislation requiring children to attend school until the age of 16. Everyone has access to primary and secondary education at low cost. Nevertheless, nearly 10 % of students drop out of school before they reach that minimum age³.



5

The United Nations Children's Fund (UNICEF), in partnership with the Canadian International Development Agency, has put in place a project which aims to improve the learning environment at 500 schools in four regions of **Senegal**, in Western Africa⁴.

EVERY RIGHT COMES WITH A LEVEL OF RESPONSIBILITY

All children have a right to education, but this right comes with the responsibility to work in school, to do their homework and to respect their teachers and classmates, as well as their educational supplies.

Parents also have a role to play: they must enrol their children in school, accompany them in their learning experiences, and support them when they face problems.

WE'RE UP TO THE CHALLENGE!

If you were the Minister of Education, what changes would you make to the educational system? What expectations would you have of students who attend school? Share your ideas with your classmates.



The right to live in peace

"If you want to create peace, lay down your weapons first"
-Émile-Auguste Chartier, French philosopher



THE RIGHT TO LIVE IN PEACE, WHAT DOES THAT MEAN?

Article 38 of the Convention on the Rights of the Child states that children's rights must be respected in all circumstances, even in times of war or in case of armed conflict. Children have the right to be protected and to live in a peaceful environment, even when adults have decided to resort to violence to settle their disputes. The article also states that children under 15 should not be forced or recruited to take part in a war or join the armed forces.



QUESTION

Name methods that enable the settlement of disputes without resorting to violence.



WHY IS THAT RIGHT IMPORTANT?

The use of violence is never an appropriate method to settle disputes, be it on a large or a small scale, here or elsewhere. That being said, if adults decide to settle their differences by force of arms, children should under no circumstances pay the price. We should never forget that children are more vulnerable and, due to their age, ill-equipped to protect themselves in case of armed conflicts.

WHAT HAPPENS WHEN THIS RIGHT IS NOT RESPECTED?

Unfortunately, numerous armed conflicts are raging around the world with disastrous consequences for children. Not only are they more prone to get hurt, disabled, or to die, but they may also experience feelings of fear, anger, sadness, and stress due to the surrounding destruction and the injuries and deaths suffered by friends and family.

Children may also have to migrate to refugee camps. Some, mainly boys, are coerced to take up arms as child soldiers, and then forced to commit the worst atrocities. Young girls may become sexual slaves to the fighters, and they often have babies born from the sexual assault they have suffered. War not only destroys lives, it also robs the childhood of thousands of innocent youth all around the world.



QUESTION

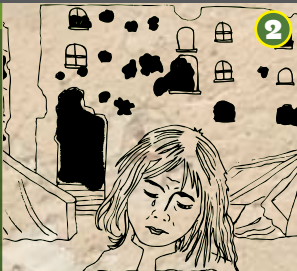
Put yourself in the position of a child living in a war zone. Describe the feelings that you experience.



DID YOU KNOW THAT...?



In 2010, the UN identified 55 armed groups or national armies recruiting or using child soldiers. This number would be higher if we took into account the numerous militias and local militant groups. Estimates say that there are now more than 250,000 child soldiers worldwide, 100,000 of whom are in **Africa**¹.



The home village of 9 year old Ainura, located in **Kyrgyzstan**, has been the scene of violent battles that left the houses in her ward seriously damaged. Not only did her two parents die during the fighting, but her older brother has since disappeared. Ainura is inconsolable.



Armed forces, in the **Democratic Republic of the Congo** and elsewhere, use sexual violence as a weapon of war. Their victims are traumatized, ashamed, and hesitant to denounce those abuses to their families for fear of reprisal. They also may have been infected by sexually transmissible disease and become pregnant.



Young **Canadians** can easily have access to games with violent content. A US study with 130,000 participants worldwide proved conclusively that playing violent video games increase the risk for aggressive behaviours².



In January 2011, the Social Justice Fund of the Public Service Alliance of Canada launched the Remy M. Beauregard project. The project's aim is to build a school for aboriginal children living in war zones in **Colombia**. These children are often recruited as child soldiers. The school will be managed by a local organisation, The National Aboriginal Organisation of Colombia.

EVERY RIGHT COMES WITH A LEVEL OF RESPONSIBILITY

Children have the right to live in peace and to be protected in times of armed conflict, but they also have the obligation to resolve their differences with others in non-violent ways.

Obviously, the responsibility to protect children in case of armed conflict lies with the governments of countries where the fighting is occurring. Unfortunately, in practice, it is often the States themselves that threaten the life of their own citizens. However, numerous international organizations are present in war zones to try to minimize damages and help local populations get back on track.

WE'RE UP TO THE CHALLENGE!

Write a letter to the Prime Minister of Canada asking him what initiatives have been launched by the Canadian government to promote peace around the world. Take the opportunity to send along your own suggestions.



Conclusion



By ratifying the Convention on the Rights of the Child, a State agrees to make sure that each person under 18 fully enjoys the rights detailed in the Convention.

Unfortunately, we have seen throughout this toolkit that there are still numerous children whose rights are not respected. Some are born into situations of poverty, war, or otherwise that make their life more difficult. Others live far from schools, hospitals, or resources (drinking water, arable lands, etc.) that could contribute to improving their daily living conditions.



As a child, you can demand of others, particularly adults and governments, the recognition and protection of your rights. However, you have to take responsibility for those rights.

You can express this sense of responsibility in different ways in your day-to-day life, more particularly by :

- settling disputes through peaceful means rather than through resorting to violence;
- overcoming your prejudices to open yourself to differences, here and elsewhere;
- not treating others in ways that you would not like to be treated;
- taking care of our planet's health and adopting healthy living habits;
- taking advantage of the opportunity you have to study and to use your knowledge to help others;
- boycott products or services from companies exploiting people, especially children;
- putting in place sharing and solidarity projects with youth in need or those lacking resources.

These few courses of action, apparently very simple but sometimes difficult to put in practice, can make a difference. Children are the present and future of humanity. Let us stand up together to defend their rights.





Glossary

The definitions proposed are for the most part inspired from [dictionary.net](https://www.dictionary.net)

CONVENTION

An international agreement generally creating legally binding obligations for the ratifying parties.

COUNTERPART

A part corresponding to another part; anything which answers, or corresponds, to another.

DEVELOPING COUNTRIES

Term generally used to describe countries of the South, characterized by rampant poverty, an unequal distribution of wealth, and inadequate public services.

DIGNITY

The state or quality of being worthy of respect.

DISCRIMINATORY PRACTICES

Practices consisting of prejudicial treatment of groups or individuals based on specific criteria.

EXCLUSION

The act of excluding, or of shutting out.

GENOCIDE

The systematic killing of a racial or cultural group.

HUMAN TRAFFICKING

The illegal and often secret trade in human beings.

HYPOTHERMIA

Subnormal body temperature.

ILLICIT

Not permitted or allowed; prohibited; unlawful.

INDUSTRIALIZED COUNTRIES

Term generally used to describe countries of the North, characterized by a very high standard of living, an abundance of products and services, and a high national wealth.

INFANT MORTALITY RATE

Number of children who die before their first birthday (generally calculated per 1000 births).

MALARIA

An infectious disease characterized by recurring attacks of chills and fever, caused by the bite of an infected mosquito in hot and humid regions of the planet.

NEGLECT

The action of failing to give proper care or attention.

PREJUDICE

Preconceived opinion about something or someone that is not based on reason or experience.

RATIFY

Confirm what has been said or done, acknowledging that it is valid and operational.

SANCTION

Punish.

SHANTY TOWN

A town or section of a town or city, generally on the outskirts, inhabited by very poor people living in shanties.



Convention on the Rights of the Child

This is a simplified version of the Convention on the Rights of the Child that is not comprehensive. The articles already in the educational toolkit are not included.

ARTICLE 1

DEFINITION OF A CHILD

For the purposes of the present Convention, a child means every human being below the age of 18 years unless, under the law applicable to the child, majority is attained earlier.

ARTICLE 4

IMPLEMENTATION OF RIGHTS

States Parties shall undertake all appropriate legislative, administrative, and other measures for the implementation of the rights recognized in the present Convention.

ARTICLE 5

PARENTAL GUIDANCE AND THE CHILD'S EVOLVING CAPACITIES

States Parties shall respect the responsibilities, rights and duties of parents or, where applicable, the members of the extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognized in the present Convention.

ARTICLE 7

NAME AND NATIONALITY

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

ARTICLE 11

ILLICIT TRANSFER AND NON-RETURN

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

ARTICLE 12

THE CHILD'S OPINION

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

ARTICLE 13

FREEDOM OF EXPRESSION

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

ARTICLE 14

FREEDOM OF THOUGHT, CONSCIENCE AND RELIGION

1. States Parties shall respect the right of the child to freedom of thought, conscience and religion. *Tes parents ont le droit et le devoir de te guider dans l'exercice de ce droit, en fonction de tes capacités.*
2. States Parties shall respect the rights and duties of the parents and, when applicable, legal guardians, to provide direction to the child in the exercise of his or her right in a manner consistent with the evolving capacities of the child.
3. Freedom to manifest one's religion or beliefs may be subject only to such limitations as are prescribed by law and are necessary to protect public safety, order, health or morals, or the fundamental rights and freedoms of others.

ARTICLE 16

PROTECTION OF PRIVACY

No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence, nor to unlawful attacks on his or her honour and reputation.

ARTICLE 17

ACCESS TO APPROPRIATE INFORMATION

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



ARTICLE 22 **REFUGEE CHILDREN**

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.

ARTICLE 23 **DISABLED CHILDREN**

1. States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance, and facilitate the child's active participation in the community.
2. States Parties recognize the right of the disabled child to special care and shall encourage and ensure the extension, subject to available resources, to the eligible child and those responsible for his or her care, of assistance for which application is made and which is appropriate to the child's condition and to the circumstances of the parents or others caring for the child.

ARTICLE 26 **SOCIAL SECURITY**

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

ARTICLE 30 **CHILDREN OF MINORITIES OR INDIGENOUS POPULATIONS**

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

ARTICLE 32 **CHILD LABOUR**

1. States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.
2. States Parties shall take legislative, administrative, social and educational measures to ensure the implementation of the present article.

ARTICLE 34 **SEXUAL EXPLOITATION**

States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse.

ARTICLE 35 **SALE, TRAFFICKING AND ABDUCTION**

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

ARTICLE 36 **OTHER FORMS OF EXPLOITATION**

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

ARTICLE 37 **TORTURE AND DEPRIVATION OF LIBERTY**

States Parties shall ensure that:

1. No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by persons below 18 years of age;
2. No child shall be deprived of his or her liberty unlawfully or arbitrarily. The arrest, detention or imprisonment of a child shall be in conformity with the law and shall be used only as a measure of last resort and for the shortest appropriate period of time;
3. Every child deprived of liberty shall be treated with humanity and respect for the inherent dignity of the human person, and in a manner which takes into account the needs of persons of his or her age.

ARTICLE 39 **REHABILITATIVE CARE**

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

"We are the children of the world, and despite our different backgrounds, we share a common reality. We are united by our struggle to make the world a better place for all. You call us the future, but we are also the present."

- A World Fit for Children, May 8th 2002, Special Session of the UN General Assembly on Children

LE RÉSEAU
INTERRE
ACTIF
in-terre-actif.com

942, rue Ste-Geneviève

Trois-Rivières (Québec)

G9A 3X6, Canada

t 819-373-2598 / f 819-373-7892

rita@in-terre-actif.com

www.in-terre-actif.com