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להעצמת האזרח (עיר)  
CITIZENS'  
EMPOWERMENT  
CENTER IN ISRAEL



הקרן הישראלית למען יוניסף  
THE ISRAELI FUND FOR UNICEF



The State of Israel  
Ministry of Education

The Pedagogical Administration  
Chief Supervisor for Implementation  
of the Students' Rights Law



# בשבילי הזכויות והאחריות Rights and Responsibility

## All Children, All Rights

Youth Can Do It

Rights and Responsibility  
בשבילי הזכויות והאחריות

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**All Children, All Rights**

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Youth Can Do It

## Introduction

Michal Cohen, Director General, Ministry of Education

## Development and Writing of the Educational Program:

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Sara Dayan, English teacher, "Sharet" High School, Netanya  
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## Articles:

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# Preference





# Children must feel loved

**Michal Cohen,**  
**Director-General, Ministry of Education**

All children deserve the full range of rights stated in the International Convention on the Rights of the Child, and their voice should be heard. Granting children their rights is the best way to show faith in them and guide them in the process of developing their civic responsibility as present citizens.

Young people need to know their rights and need to know why they are important and how they can be realized in society and in school. Moreover, they should know that every right has a limit - the right of another. This knowledge will enable them to conduct fair and respectful interpersonal relationships.

In order to do so, children must feel loved and included and not experience any discrimination in their learning and developing environment. They should be informed about any sources of information relevant to their lives. Also, they should participate in decision-making processes that affect their lives in school and in other life circles.

Implementing Children's rights in educational processes would have civic, moral and pedagogical influence on their lives. Children will be given the sense that they belong and make them feel significant while at the same instill in them personal, social and civic responsibility. A child who feels that his opinions are taken seriously by others, that he is treated equally and with respect, will behave in the same way towards others - listen to others, display tolerance, respect opinions different than his and act accordingly.

An essential part of the educator's mission is to create a learning environment in which rights are learned, respected and fulfilled. Our obligation today as adults and educators is to respect our students' rights out of a sense of mission, and accept our responsibility to carry out this moral and educational undertaking.

Sincerely,

**Michal Cohen**  
**Director-General**

# Who merits protective rights?

Tova Ben Ari,  
Chief Supervisor for Implementation of Pupil's Rights Law, Ministry of Education

Every human is born with rights but the weakest amongst us needs extra protection. Those who are excluded from the circle of decision makers and public and culture opinion makers. The largest group that meets this description is the group of children.

In recent decades a new educational and legal approach is taking root. According to this approach children are beings characterized by a developing autonomy, and therefore must be allowed to participate in decision-making in matters concerning them and in accordance with their mental and emotional abilities. The ratification of the Convention of Children's Rights in 1990 validated this approach. In addition, the wide international recognition of the **The Convention on the Rights of the Child has made it an internationally accepted standard which promises children a wide range of rights – civil, political, social, economic and cultural.**

Rights are limited in their value if they are not known and not embedded in daily activities. The state has an obligation to disseminate and inform its citizens about children's' rights and students' rights and to teach and explain the convention and the laws relevant to it. Both young and adult people should know what these rights are, why are they important and how to implement them in different surroundings at home, in school and in the community. In school the educational staff outlines the educational, civic and moral path for development and serves as a bridge between children's homes and school, hence it should be sensitive to children's rights and take responsibility for implementing them. The school is a microcosm consisting of people of different ages and varied identities. Therefore, it is important to create agreements that define the nature of the educational institute as a respectful space, enabling a civil dialogue on the basis of the implementation of rights. Reaching these agreements requires exposing the school community to a common basic knowledge on the issues derived from children's rights and students' rights.

Implementing a culture of rights in the worldview of school, places standards, which create an orientation and obligation to fulfill the rights of all students to receive the best education with no discrimination. Fulfillment of rights should be appropriate to the age, skills and needs of every student individually and with reference to cultural and sectorial properties of the class as a social group. Implementing a culture of rights also means the creation of an intelligently controlled system of balances and behaviors supported by an explicit behavioral code between all members of the school community.

This approach advances the students' motivation to learn and be involved. It causes them to feel they are treated as worthy people whose opinions and needs are being considered. As a result there is a rise in their sense of success and capability and in the amount of

investment and obligation to learning processes in school.

Procedures and rules reflect what is appropriate and desirable from a civic and social point of view in relation to the status of children. For example, the **Pupils' Rights Law** defines standards of behavior and courses of action as part of the educational institution code. These standards include implementing the right for education in aspects such as prohibition of discrimination, avoidance of humiliating punishments, permanent expulsion from school and the respect of confidentiality and privacy.

**Alongside procedures and laws, evaluation processes in the field of children's rights provide an additional central index for the standards by which society should act towards its children.** These evaluation processes serve as a touchstone for the amount of influence and the domains of influence of the process of implementing a culture of rights in society in general, in the educational institution and among all members of the school community.

The Inspectorate for Implementing Students' Rights in the Ministry of Education has developed taxonomy for evaluating the levels of implementation and application of children's rights and students' rights in the educational institution.

### **Taxonomy (Six-Level Hierarchy) Process Realization:**

- A.** School teachers and administrations are aware of, and familiar with, the essential features based on pupils' rights.
- B.** School teachers and administrations have acquired specific approaches (emotional and cognitive) toward pupils and their rights.
- C.** Teachers are guided in their interactions with pupils by their awareness of pupils' rights.
- D.** Teachers address the rights of pupils, parents and teachers in the classroom, and connect them with the school's vision.
- E.** Teachers create organizational and pedagogical frameworks in which pupils' rights are studied and constitute a basis for consensus building between parents, pupils and teachers.
- F.** Teachers, together with pupils, develop everyday and periodic operational frameworks in which rights are a major issue and an important aspect of the quest for excellence in teaching and education, and a schoolwide lifestyle that promotes a culture of rights.

## Indicators of consensus building – summary

### 1. From the pupils' point of view:

- 1.1** Pupils will know what their rights are and how to exercise them.
- 1.2** Pupils will know what their areas of responsibility are at the personal and social levels.
- 1.3** Pupils will be taught to be good, law-abiding citizens who exert an influence on the society in which they live.
- 1.4** Pupils will feel wanted, liked, protect and esteemed by teachers, parents, classmates and the community.
- 1.5** Pupils informed of their rights are pupils who understand their responsibility to respect the rights of others.
- 1.6** Pupils will become familiar with the subcultures that exist in their school and will respect these subcultures' customs.
- 1.7** Pupils will know that they have equal rights at any age, anywhere.
- 1.8** Pupils will take responsibility for enabling others, young or old, to exercise their rights.
- 1.9** Pupils will know that they have the right to be heard, to the right to a fair trial, to privacy, to participation, etc.
- 1.10** Pupils will participate in consensus-setting in the school/kindergarten.
- 1.11** Pupils will speak in a respectful way, without verbal violence.
- 1.12** Pupils will learn how to resolve conflicts through dialogue, in accordance with the nature of the conflict.
- 1.13** Pupils will learn to trust their teachers and will be able to turn to them in any situation of distress.
- 1.14** Pupils will perceive teachers as models of fairness.
- 1.15** Pupils will feel that their opinion is important to teachers and to the administration.
- 1.16** Pupils will have a sense of belonging to the school/kindergarten.
- 1.17** Pupils will not be afraid to complain about injustices that they have suffered.

## **2. Teachers, homeroom teachers – with regard to pupils**

- 2.1.** School staff will be familiar with Israel's education laws and their attitudes and behaviors will reflect this familiarity.
- 2.2.** School staff will know what their areas of responsibility and their professional duties are.
- 2.3** Teachers will set a personal example of respect for rights, responsible behavior, and fulfillment of duties.
- 2.4** Teachers will learn and develop personal skills relevant to a culture of dialogue – an array of discursive structures.
- 2.5** A culture of respectful and personal discourse, characterized by compassion, supportiveness, and unobtrusive aid.
- 2.6** Pupils will be made to feel wanted and liked at the school.
- 2.7** Teachers are capable of developing skills of open, non-threatening dialogue in situations of difficulty and distress.
- 2.8** Teachers will create an atmosphere in which all pupils will be able to exercise their rights, while striking a balance between the various relevant rights in situations of conflict.
- 2.9** Pupils will have a sense of security regarding attitudes toward their scholastic and social problems.
- 2.10** Teachers and administrators will promote pupil and parent participation in decision-making processes (consensus-building).

## **3. With regard to parents**

- 3.1.** The creation of forums for discussion with parents and pupils, based on mutually-binding rules of organization and discipline. These rules will be formulated in a positive manner, and disseminated to each household.
- 3.2** Dialogue circles will be maintained with pupils and parents, both jointly and separately, for discussion of shared values and problems raised by them.
- 3.3** Parents will be informed about the rights of parents and pupils.
- 3.4** Children and parents will be mobilized for an educational process.

- 3.5** Parents will feel that they are wanted and esteemed by the kindergarten/school.
- 3.6** Decision-making will take place with pupil and parent participation.
- 3.7** Parents and pupils will be partners in learning, social activity, volunteering, etc.
- 3.8** Parents and pupils will be apprised of the services available to them from the kindergarten/school, the local authority, and the community.

#### **4. Principal of the educational institution**

- 4.1** Principals will be familiar with Israel's education laws and with pupils' and parents' rights, and he/she will ensure the dissemination of information relevant to these laws and rights.
- 4.2** Principals will be able to set rules and values together with pupils, in order to prevent the latter from engaging in self-destructive behavior.
- 4.3** Principals will guide processes of open dialogue with teachers, pupils and parents, without exercising decisive authority.
- 4.4** Principals will inform the entire institutional community regarding the rights and areas of responsibility of pupils, parents and teachers.
- 4.5** Principals will implement the rights of pupils, parents and teachers.
- 4.6** Principals will listen to pupils, address their concerns, and take their opinions into consideration.
- 4.7** Principals will be aware of the needs of pupils and colleagues.
- 4.8** Principals will set high behavioral standards that promote an atmosphere of giving and helping others.
- 4.9** Principals will respect decisions and consensuses set together with colleagues, pupils and parents.
- 4.10** Principals will make certain that parents come willingly to the process and commit themselves to its implementation.
- 4.11** Principals will respect participants' freedom of choice and autonomy in decision-making, and will refrain from putting pressure on teachers, parents and pupils.
- 4.12** Principals will be partners in consensus-building processes and will uphold the final consensuses.

**4.13** Principals will inform the public regarding relevant laws and regarding services available from the kindergarten/school and the municipality.

**4.14** Principals will guide teachers and parents in the fair investigation of any event in which pupil welfare may be concerned.

**4.15** Principals will engage in open dialogue with pupil groups at all grade levels regarding issues raised by them, on a weekly basis.

**4.16** Principals will promote a participatory and respectful institutional climate.

**4.17** Principals will strive for consensus with the teaching staff regarding goals and the means of achieving them at the school/kindergarten.

**4.18** Principals will ensure that pupils sit in on administrative meetings and other decision-making forums (except for meetings regarding personal issues).

**4.19** Principals will strive for consensus with the local authority on behalf of pupil and teacher welfare.

# Every Child Is a Person

**Prof. Gideon Doron, (z"l)**

**Former Senior Academic Advisor, Citizens' Empowerment Center in Israel**

The interpersonal and communal connection webs in the modern, democratic and liberal realm are regulated by laws and regulations that define the rights and duties of the individuals living in such society. Thus, national and international rules sets exist, defining the rights of citizens. The rights of minorities, of handicapped persons, of sick people or of pupils are defined in the same way, although on many occasions they are not properly observed. Similarly, the right to life, the right to social security, to development, to freedom of expression, to be heard and to political participation, as well as the right to freedom of religion and to political or economic association are protected by a well-defined body of law.

The rights of children are represented by a group of laws standing as a beacon of enlightenment at the heart of that body of law and at the centre of the agenda of public debate regarding rights in general and civil rights in particular. The rights of children are founded upon the convention on the rights of the child that were defined in the Geneva declaration of 1924 and ratified by a declaration of the United Nations in 1959. Both of these two documents contain a similar declaration: an international commitment to children and the recognition of children as a unique group requiring special and distinct treatment by all nations. The convention for the rights of the child was assembled and signed again in 1989, and until today it is an internationally binding document in this field. This convention contains 54 articles encompassing various aspects of the lives of children throughout the world and it indicates the rights of children (not necessarily under their custodial adults) such as: the right to protection from neglect, exploitation and abuse, the right to education and to indiscrimination, the right to equality, the right to a name and to a nationality, the right to adequate care and to accessibility for handicapped children, the right to fulfilment of emotional needs, the right to due criminal process, the right to privacy, to leisure and to accessible, adapted information.

The normative premise of the convention on the rights of the child is that the child is an autonomous entity from birth, and therefore the rights of the child are not merely a protecting shield, but also a contour of the duties of the adults towards that child. Upon signing the convention on the rights of the child, the United Nations allowed the nations that ratified the convention to adapt its provisions to the cultural spirit prevailing in each country.

The State of Israel undertook before the United Nations to impart the convention on the rights of the child to the various arms of government, and therefore it is expressly obligated in its legal codex to the convention on the rights of the child. Since the subject is at the



crossroads of the relationship among the child, the parents, the schools and the state there is importance in methodical illumination and education.

### **Why should the rights of the child be protected?**

In 1997 a committee was formed to examine the principles guiding the rights of the child and their application in practice. Heading this committee was judge Ms. Saviona Rotlevy, who was asked to re-examine the entire body of Israeli legislation relating to the child from the perspective of society's and state authorities' consideration of the education and the welfare of children, in order to ensure proper compliance to the provisions of the convention on the welfare of the child<sup>1</sup>.

The committee's conclusions were based upon the concept of the child as an independent entity, despite the child's parents acting as custodians: an independent entity with special rights and responsibility for the dignity of children and adults alike. His/her elders must teach and educate the child to recognize such rights. Upon violation of such rights – the child must demand that they be observed – and at the same time he/she must observe the rights of others around him/her.

Ideologically and in practice, we all experience civil gaps and information gaps. We are allegedly preoccupied with violence against children and youth and throw the entire weight of civil responsibility at it, but at the same time we forget our responsibility as adults to those horrid occurrences in Israeli society. In order to promote a quality society we must focus on relationships that empower the children's trust in us so that they can choose the righteous path. Reference to the subject of "the rights of the child" promotes civil discussion regarding the rights of children in changing environments. Personal and public responsibility require the implementation of the convention on the rights of the child (as the Basic Law on Human Dignity and Freedom and other laws provide) on all action levels: from the thought processes about the wellbeing of the child, his/her rights, and through to their implementation within the family, the community, the school and the entire country, so that we may build a democratic society.

By its very nature, the principle of the rights of the child raises intrinsic questions relating to the granting of freedoms and of autonomy. The convention on the rights of the child limits the freedoms of children as part of their education and upbringing to become equal-rights citizens. Article 12 of the convention provides that the child shall be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, and that the child who is capable of forming his or her own views shall have 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. A prevailing interpretation of the convention clarifies the requirement "that the child is capable of forming his or her own views" to mean that special tools must be developed and appropriate standards must be adopted in order to enable and facilitate such participation. The duty/recommendation to provide for such participation in certain fields, such as: decision making in the family,

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<sup>1</sup> Israel signed the convention in 1991.

in the media, in criminal process, in decisions at school, is subject to their ability to make such decisions within the cultural framework wherein they were born and raised, and to the actual experience that they have. While evaluating their ability to contribute to such decision making processes it is also important to acknowledge the influence of peers, even if substantial relevant life experiences and critical and effectual thought processes are still insufficiently developed. This is the viewpoint of an education culture aiming at developing a sense of individual responsibility for one's own well-being and for the well-being of the group as a whole.

The convention was subject to criticism for years. The main criticism was that discussing the rights of children/pupils is inappropriate in modern times because it does not simultaneously provide for the duties of such child/pupil, i.e. there are no rights without duties. This criticism views all guiding principles of a society as having the same value, but this is, of course, not the case. The rights of the child, as the rights of the citizen, stem from that child's birth into a civilized society. The child is not under obligation to a particular conduct in order to be eligible for such rights.

In this context the significant role of education is to impart ways to build life systems. Such life systems are founded upon the rights of children as distinct from the rights of adults, as part of a personal, civil process aiming at personal responsibility for actions, for consequences, and for the fulfilment of civil duties as adults that promote and sustain the rights of others.

The international convention on the rights of the child which Israel undertook to implement as part of its legal codex as a fundamental duty to its children, and not merely as guiding values, throws the full weight of responsibility onto the state, its institutions and its emissaries.

The occasionally publicly expressed concern that the convention might undermine the authority of teachers and schoolmasters is exaggerated. In the first article of the law it is stated that the dignity of the teacher and the dignity of the child are both underlying principles of the law. The rights secured in the law are few, and they must be added to, as the committee for the examination of the underlying principles of the rights of the child and their application in the law recommended. The law does not prevent school staff from taking educational disciplinary measures, but requires that such measures do not violate the human rights of the child, and that such measures are aimed at eliminating violence in all its forms and at instatement of a proper and consistent educational culture.

Education in the spirit of the convention for the rights of the child is important to all school groups, particularly because of the weakening of the status of the family and the strengthening of the school as a home for education that shapes the building blocks of an appropriate society. The role of the educational institution is empowered: the educational staff is today the quality ladder guiding the youth and their parents in the paths of rights and in the choices that shape the present and the future.

The educational staff is today the quality ladder upon which our pupils climb to distant

worlds on their way to fulfilling the goals that they have set for themselves. The teachers, the schoolmasters, are required to stand at the threshold of social revolutions: to educate, to guide, to regulate, to teach and to determine, that is to say, of the school as an educational home shaping the building blocks of an appropriate civil society. The role of the educational institution was empowered by the weakening status of the family and the strengthening upon which our pupils climb to distant worlds on the way to fulfilling the goals that they have set for themselves. The teachers, the school principals, are required to stand at the threshold of social revolutions: to educate, to guide, to regulate, to teach and to determine, that is to say, to guide the youth and their parents in the paths of rights and in the choices that shape the present and the future.

**Prof. Gideon Doron, God rest his soul, was the president of the Israeli Political Science Association. He taught political science at the Tel Aviv University and served as a senior academic adviser to The Citizens' Empowerment Center in Israel.**

# Children's Rights

**Dr Beverley Topaz,**  
**Inspector for English language Education, Tel Aviv District**

As English teachers we are fortunate in that we may choose the content of our lessons and as such select topics which are relevant to our pupils. By focusing on Children's Rights can educators raise pupils' awareness not only to their own rights and responsibilities but also to the plight of others and thereby encourage pupils to become proactive members of society. We can widen their horizons and encourage pupils to see beyond their own communities and reach out to others less fortunate than themselves.

The Booklet on Children's Rights prepared by Sara Dayan contains a wealth of information for the English language teacher on Children's Rights as outlined in the UN Convention and provides updated information on the status of Children's Rights in Israel. Sara has included suggestions for lesson plans for teachers wishing to incorporate this important topic in their teaching together with advice on how to integrate this into their regular teaching plans all in keeping with the requirements of the English Curriculum. I commend her on her initiative and invite other teachers to share their ideas on the incorporation of Children's Rights into the English language classroom.

EUNICEF is the United Nations Children's Fund. We at UNICEF Israel are advocates promoting the voices of children who cannot be heard in Israel and around the world ("children" as defined by the Convention on the Rights of the Child, signed on 20/11/1989 and ratified by Israel on 4/8/1991: persons up to 18 years of age).

UNICEF Israel's task is two-fold: to promote the rights of children in Israel and join the international community of industrialized nations caring for children around the world. Former Prime Minister, the late Yitzhak Rabin once said that while Israel has few natural resources, such as coal or oil, our strongest export is humanitarian values. Children and youth are our hope for the future. Author Yehoshua Sobel once wrote, "Children are happiness." But they are not just happiness—we must work hard and invest in their futures to enable them to blossom.

It is our responsibility to ensure children are guaranteed education and have opportunities to develop and fulfill themselves. Children are the most vulnerable and sensitive members of society, and they need our protection and understanding to grow up free from violence, exploitation, and abuse.

We at UNICEF Israel will work in cooperation with other leaders in the field to raise awareness of the needs of children in Israel and around the world. We will work to change the order of priorities on the national agenda and secure children better education. We will raise support and resources for children in need—children close to us and around the world—as we prove that we in Israel know how to give assistance and not just how to receive it. One of our most important partnerships is with the Ministry of Education's Unit for Pupils' Rights, led by the Inspector for Pupils' Rights Ms. Tova Ben Ari. Together, we launched the Youth for UNICEF movement active in cities throughout Israel. This pamphlet distributed in schools through this partnership aims to raise awareness of the Convention on the Rights of the Child in academic settings.

We will make Israel part of UNICEF's work as the world's leading organization on behalf of children, with a history spanning over 60 years. UNICEF has the knowledge and the international connections to help achieve its goals and works on the ground with local agents in over 150 countries, proving itself every hour of every day. We in Israel will continue UNICEF's work as part of our global obligation to children, such as those impacted by the earthquake in Haiti and the tsunami in Southeast Asia (who received extensive aid from UNICEF).

We are calling you to join us and be a part of our work—to raise ideas, be active in our programs, and help us raise support and resources for children around the world. Together, we will succeed!

# The Convention on the Rights of the Child

Dr Dalit Atrakchi,  
Secretary General of the Israeli commission for UNESCO

In 1992, not long after the creation and declaration of The Convention on the Rights of The Child by the United Nations (1989), was born the idea of forming a child rights information network on an international level. It was created by a group of organizations engaged in child rights issues and devoted itself to collecting' producing, processing and disseminating child rights information. In addition, some Facilitating Groups were established consisting of representatives from several NGOs and working groups concerning Children's rights, which met many times since working on issues related to the subjects. The connection between those groups, the cooperation and conclusion drawing gave the international forums a large framework upon which to build a new agenda for UN organizations and others.

UNESCO was an important component in this network mainly by implementing research in different countries along with creating field groups in different countries. The organization is highly concerned by this issue of children's rights as a part of its Agenda and is working constantly for the improvement of their conditions, as mentioned in the Convention on the Right of the Child: "Recognizing that, in all countries in the world, there are children living in exceptionally difficult conditions, and that such children need special consideration... Taking due account of the importance of the traditions and cultural values of each people for the protection and harmonious development of the child..." (UNCRC, 2). These are only a few components of the global work and achievements of the organization concerning children's right. UNESCO is taking all measures needed to ensure the protection of children's' rights in the world.

# An Introductory Letter to English Teachers:

Sara Dayan

A number of years ago, I was introduced to the topic of Children's Rights as a unit of study for the English language classroom. My first impression was, like many other educators, why more rights? So students can be more disrespectful, more impossible, more spoiled? However, as I sat through that first lecture, I realized that I'd had no idea what the topic was really about.

It is not about that child whose disrespect and rudeness torment educators and parents alike. We know those children: too many toys, too many privileges, too many demands. Rather, it's about a much larger segment of children, millions, who exist all over the world but also in our own backyards, for whom there is too little. These are children who live in poverty, who do not receive a proper education, who are victims of sexual or economic exploitation and war; children who grow up without the most basic conditions – housing, health, sanitation; children who are refugees or child soldiers or economic slaves. If this is the state of the world's children, what lies ahead in the future?

For this reason I began teaching the topic -- to raise awareness in the classroom. What I discovered was a world of authentic and compelling English language materials. The topic engages and motivates students, ultimately inspiring them to become more aware, more sophisticated and more proactive members of society.

As an English teacher, I needed materials that would correspond to the English curriculum. Classroom hours are limited and the demands are growing. Therefore, to the greatest possible extent, these materials were designed to meet the needs of the English language classroom: vocabulary lists and exercises, reading comprehension texts and questions (High School bagrut, Module E level), and for high school teachers, project guidelines for the oral bagrut project.

The topic of Children's Rights lends itself easily to projects and activities such as videoconferences, films, art projects and campaigns. Many organizations both in Israel and abroad that work to further children's rights offer excellent educational projects and initiatives. Educators receive a lot of support – and even funding. The reason is that the well-being of the children is one of the few topics on which there is universal agreement.

Wishing you an engaging, interesting educational journey.

Sara Dayan

# The U.N. Convention on the Rights of the Child in Child-Friendly Language

A “Convention” is an international agreement between countries and international organizations. Countries which signed the U.N. Convention on the Rights of the Child (signatories) agree to recognize rights which each and every child deserves, boy or girl.

The State of Israel signed the U.N. Convention on the Rights of the Child in 1991.

To fully understand the Convention in detail, it is important to read the original text.

## **Article 1**

Who is a ‘child’? A child, boy or girl, is defined according to the Convention as a person younger than 18 years old who has not yet reached “adulthood.” In some countries, ‘adulthood’ is defined as starting below age 18, and “children” are all those who have not reached that designated age. Whenever the word ‘child’ is used, it includes both boys and girls.

## **Article 2**

Signatory countries must protect the rights of all children, regardless of the race, skin color, gender, language, religion, political orientation, nationality, ethnic or social group, property, handicap, or origin of the child and/or the parents.

## **Article 3**

Signatory countries agree to defend every child and ensure all his/her needs are met. Each country guarantees to supervise those who are responsible for children’s welfare, particularly regarding health and safety, and to ensure sufficient employees, services, and resources are dedicated to children.

## **Article 4**

Signatory countries guarantee to ensure the rights of all children by passing laws or through other relevant means, including international cooperation.

## **Article 5**

Parents, and sometimes the extended family, are responsible for their children. Signatory countries will provide direction and help in order to make sure that all children exercise their rights.

## **Article 6**

Every child, boy or girl, has a natural right to life. Each country is committed to ensure, to the best of its ability, that every child survives and thrives.



**Article 7**

Signatory countries must guarantee that every child, boy or girl, born within their borders has the right to a name and to receive citizenship, according to national laws.

**Article 8**

Signatory countries are responsible to guarantee the identity given to every child, including his/her citizenship and connection to his/her family.

**Article 9**

Every child has the right to live with his/her parents and family, unless the government has decided that it is in the child's best interest to be separated from his/her family or the parents are separated from one another and it must be decided with whom the child will live. If the child is separated from his/her parents, the government will honor the child's right to maintain contact with his/her parents, unless this contact is harmful to the child.

**Article 10**

Every child has the right to know his/her parents, even if they live in another country. The undersigned countries guarantee to help unite families who live in different countries. Sometimes, however, conditions do not allow children to keep constant and regular contact with the parents.

**Article 11**

Signatory countries will work to ensure that children within their borders will not be illegally deported to other countries.

**Article 12**

Every child has the right to express his/her opinion freely. The undersigned countries guarantee that children may express themselves in every relevant issue, either personally or through a representative.

**Article 13**

Every child has the right to freedom of expression. This includes asking for, receiving, and transmitting information and ideas in writing, print, verbally, artistically, or any other way the child may choose. This right is limited when the rights of others need to be protected, or when it contradicts national security, public order or welfare, morals etc.

**Article 14**

Every child has the right to freedom of thought, conscience, and religion. The child may choose his/her own beliefs, with the assistance of parents or those responsible for the child's welfare. The child's right to express his/her beliefs will be limited when it contradicts safety, order, public welfare, morals or rights and freedoms of others.

**Article 15**

Every child has the right to join or found a group, as long as the activities of the group do not infringe on the rights of others.

**Article 16**

Every child has the right to privacy and protection from attacks on his/her dignity and reputation.

**Article 17**

Every child has the right to access information regarding studies, education, social adaptation, or moral development. The undersigned countries will encourage and enable children to exercise this right.

**Article 18**

Signatory countries shall make every effort to ensure that all children will grow and develop with their parents or the adults who are responsible for them.

**Article 19**

Every child has the right to protection against physical and mental violence, abuse, neglect, exploitation, or any cruel behavior perpetrated by adults who are responsible for the child.

**Article 20**

Every child who does not live with his/her family, whether permanently or temporarily, is eligible to receive protection and special help from the State.

**Article 21**

An adopted child, or one living in a foster home, has the right to protection and security. The State is required to ensure that these children receive good treatment and conditions similar to those in their previous homes.

**Article 22**

Every child who was forced to leave his/her home and family and go to another country has the right to refugee status. A refugee child has the right to protection and assistance, along with all the other rights guaranteed in this Convention. Signatory countries will do their best to ensure that the rights of all refugee children will be protected and exercised.

**Article 23**

Every handicapped child has the right to enjoy a full and decent life. The undersigned countries will do their best to give handicapped children special care, assistance and education, in consideration of their individual development. This is in addition to all the other rights in this Convention.

**Article 24**

Every child has the right to medical treatment and basic information regarding his/her health.

**Article 25**

Every child who is under the supervision of the State has the right to periodic review of the treatment he/she receives.

**Article 26**

Every child has the right to social security, and if needed, to assistance by the State (for example, in cases of poverty).

**Article 27**

Every child has the right to live in dignity, in accordance to his/her own development. The child's parents have the responsibility to supply all basic needs. The undersigned countries, to the best of their ability, are committed to assist the parents.

**Article 28**

Every child has the right to learn in an elementary school for free. The undersigned countries are committed to protecting this right and to encouraging all children to learn in school, according to their age and level.

**Article 29**

Every child has the right to receive an education and to fulfill his/her abilities and talents. The undersigned countries are committed to educate children through educational institutions to respect others and their rights, and to teach children how to live in peace and tolerance to others.

**Article 30**

All children have the right to keep and live in accordance with their customs, language, religion, and culture.

**Article 31**

Every child has the right to rest, to have hours of leisure, and to engage in play, vacation, and age-appropriate cultural activities.

**Article 32**

Every child has the right to be protected from economic exploitation or work which could damage his/her health or development. The undersigned countries are committed to establish a minimum work age, to set definitions of labor endangering children or their health, and to ensure wages are paid according to the law.

**Article 33**

Every child has the right to be protected against drug use or protected from exploitation in the production or trafficking of illegal drugs.

**Article 34**

Every child has the right to be protected against sexual exploitation and abuse.

**Article 35**

Every child has the right to be protected from kidnapping, sale, or human trafficking.

**Article 36**

Every child has the right to be protected from any exploitation which can damage his/her welfare.

**Article 37**

Signatory countries are committing to not torture children, sentence them to the death penalty, send them to life imprisonment without the possibility of parole, or take their

freedom away illegally.

If a child is imprisoned, this must be the last resort, for a period as short as possible, and on a temporary basis only. The child must be treated humanely and respectfully and has the right to maintain contact with his/her family (unless it is in that child's best interest not to have contact). A child deprived of his/her liberty has the right to legal assistance or other relevant aid.

### **Article 38**

Every child has the right to protection during time of war. The undersigned countries are committed, to the best of their ability, to ensure that no child under the age of 15 will be recruited into the armed forces or used in armed conflicts.

### **Article 39**

Every child who was a victim of neglect, abuse, torture or degrading punishment has the right to receive assistance and rehabilitation in order to recover and reintegrate to society.

### **Article 40**

Every child who has committed a crime has the right to legal assistance and representation. Until the age which is established in each particular country, a child may not be held criminally responsible without representation.

### **Article 41**

This Convention will not detract from beneficial rights of children given by legislation in their countries.

### **Article 42**

Every child has the right to know his/her rights and know to who to turn in case these rights are being violated.

### **Articles 43-54**

These articles explain how, in Israel and abroad, signatory countries and other organization who signed the Convention should operate to ensure that boys and girls know their rights and the ways to exercise them. Parents and other adults should also be informed about these rights, so they can help children implement them. Signatory countries are held responsible by the United Nations and must report to the United Nations on the progress of the Convention's implementation.



Part A

**Student Pages**



## Part 1 - Introduction, Children's Rights

What do you know about Children's Rights? Check your knowledge by completing the following checklist. Check the statements or circle the answers you think are true for children in Israel. Later in the unit, we will study the subjects introduced in this checklist.

- ☐ **1.** It is the state's responsibility to ensure that every child receives a matriculation (bagrut) certificate.
- ☐ **2.** A child who does not receive a matriculation (bagrut) certificate is responsible for this situation.
- ☐ **3.** Today's children have more rights than ever before.
- ☐ **4.** Too many rights have been granted to children; the result is "the spoiled generation", kids who no longer think they must work hard, behave respectfully or even wake up in the morning.
- ☐ **5.** There are 2 million children: 20% do not receive basic rights.
- ☐ **6.** Many children do not have citizenship or any legal status because they are products of mixed marriages.
- ☐ **7.** 1 out of every 3 children (1/3) lives below the poverty line.
- ☐ **8.** 1 out of every 6 children (1/6) in Israel is greatly disadvantaged, with poor prospects for a healthy development and good education.
- ☐ **9.** 1 out of every 6 children (1/6) is listed in official files as "at risk".
- ☐ **10.** The percentage of children who obtain a matriculation certificate (bagrut) is less than 50%.

## Part 2 - A Little Children's Rights History

"...every child has the inherent right to life...,  
survival and development." (Article 6)

"In all actions concerning children...the best interests  
of the child shall be the primary consideration." (Article 3)

The Convention on the Rights of the Child,  
the most endorsed human rights treaty in the world. 1989

### A. Tick the statements or circle the answers you think are true:

Prior to the 1900s:

- ☐ Children were considered property of state and the state could intervene if there were problems.
- ☐ A child was property of his/her father and the state recognized only the existence of the father.
- ☐ A child could be beaten by adults legally.
- ☐ A child was ( sometimes / rarely / usually ) sent to work.



## B. Vocabulary - Fill in the correct word or phrase:

property, beat, work, physical, school, full-time workers, Child's Best Interest,

Pre 19th Century	<p><b>B-1.</b> A child was the _____ of the father and only the father was recognized by the state. A father could do what he wanted with the child – he had physical control, which meant he could _____ the child. He had financial control, which meant he usually sent the child to _____.</p>
19th century	<p><b>B-2.</b> For the first time, there was recognition of the child by the state. The state became the “supreme parent”: The state could intervene in _____, but not emotional abuse. The state could send the children to _____, not to work. Do you think the parents were happy? Why/why not?</p> <p>_____</p> <p>_____</p> <p>_____</p> <ul style="list-style-type: none"> <li>• Trivia: This was 60-70 years after the rights of animals were recognized!</li> </ul>
20th century	<p><b>B-3.</b> The development of the Doctrine of the _____</p> <p>_____</p> <p><b>B-4.</b> During this period, laws protecting children were developed. Many questions were debated. Below, write down what kind of questions you think might have been debated:</p> <ul style="list-style-type: none"> <li>• Ex.: Are all children equal? Is age 1 the same as age 19?</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>

### C. Oral presentation

**In groups, answer the following questions.**

**Then prepare an oral presentation of your group's conclusions for the class.**

**1.** Imagine that your country has been invaded and taken over by another country and its people: a country that forbids the use of any other language or culture than its own - one which forbids the practice of festivals (e.g. Rosh Hashanna, Pessach, or Eid al-Fitr or anything else cultural (discos, birthday parties, sports). What things would you have to give up or do in secret? How would you feel?"

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Are there other ways you can respond as a citizen to such a situation? How might you attempt to engage the invading country in a dialogue? What would you ask for?

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**2.** List all the things you feel that children need in order to live happy and healthy lives - think about what it would feel like to have all these things taken away – e.g. your freedom to speak, your right to privacy, to a safe, healthy environment, to freedom from punishment and degrading treatment.

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(Adapted from <http://www.globalclassroom.org/rights1.html>)

## D. Drafting the Convention.

While the Convention was being drafted, there was a debate over many rights. One of the fiercest debates was over the definition of a child.

There were three schools of thought, conservative, liberal and centre stream. How might each one answer the following question:

At what age should children receive rights?  
See if you can guess by filling in the chart

Conservative	Centre	Liberal (Children's Liberation Movement)

## E. History continued.

Fill in the correct word or phrase:

**United States, cancel, rights, human being, Somalia,**

	<p>The UN adopted the centre stream. Every child is a _____. and every human being has _____.</p>
1989	<p><b>U.N. Convention on the Rights of the Child</b></p> <p>This is an international document. A child is defined as a person below the age of 18. All signatory countries are obligated to the convention, but it is not law. Any new law must pass legislature (Knesset). However, no law can _____ the convention. 191/193 countries signed and ratified the convention. The only 2 countries that signed but have not yet ratified the Convention (given it legal force) are _____ and the _____.</p>

## F. UN Convention on the Rights of the Child - Perspectives.

The Convention is a formal legal document. We will look at a version that was written in child-friendly language. In addition, a good way to better understand the text is to look at the Convention from different perspectives.

Together with a partner in all the following sections, brainstorm ideas for each of the different perspectives. Use the examples to guide you.

### F-1. There are Many Types of Rights

A child is entitled to rights like all other human beings, but there are many types of rights.

Together with a partner, try to think of rights for the different categories in the table below. You may use the Convention on the Rights of the Child (CRC) to help with this task.

Citizenship	Political	Cultural	Economic	Social

## **F-2. Children have Rights that Adults do not**

The convention obligates adults to give children certain rights – rights that adults do not have. Can you think of what some of these rights might be? With your partner, write a short list!

- Right to develop – physically, cognitively, emotionally, developmentally, mentally.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## **F-3. A Child-Centred Approach**

This means that in every case where a child is concerned, the main consideration must be the best interests of the child.

What do you think might belong in this category? With your partner, start writing your ideas. Use the example to help you.

- The child's surroundings. For example, tables and chairs and restrooms in an elementary school should be appropriate to the size of a child.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## **F-4. A Right to Participation**

A child has the right to have an active part in his or her life and life decisions. What might be important in this category? Time to add your ideas to the list!

- Adults must take a child's opinion into consideration.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## **F-5. A Right to Participation**

Here there is a single, but important answer.

Can you and your partner think of what it might be?

## G.

**Let's check our learning. Match each guiding principle on the left with its correct description on the right. This will help you get used to some of the legal-style language of the Convention.**

1. Anti-discrimination	<b>a.</b> Each child's rights are ensured without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.
2. Doctrine of the best interests of the child	<b>b.</b> Children who are capable of forming his or her own views have 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.
3. Child's right to live life, maximum survival and development	<b>c.</b> The right to life and to have the most basic needs met (e.g. adequate standard of living, shelter, nutrition, medical treatment); the right to reach their fullest potential (education and leisure, cultural activities, access to information and freedom of thought, conscience and religion); rights that are essential for safeguarding children and adolescents from all forms of abuse, neglect and exploitation (e.g. special care for refugee children, protection against involvement in armed conflict, child labour, sexual exploitation, torture and drug abuse)
4. Child's right to participation	<b>d.</b> In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child should be the primary consideration.

## Part 3 - UNICEF Articles

Read the articles in Part 3 and answer the questions that follow each article.

### Know your rights

- Introduction
- Survival, living standards, environment
- Name, identity, care
- Protection from harm
- Education, culture, development
- Information, freedom of thought and speech, participation

### A. Introduction

**Today we live in a world where almost everyone agrees that anyone below 18 years old is a child and has the right to special care and protection.**

But that has not always been the case. It has only been since November 20th, 1989, when the United Nations General Assembly adopted the Convention on the Rights of the Child (CRC), that the world has benefited from one set of legal rights for all children and young people.

Once we got it though, almost everyone was quick to agree to it.

Only a few months after it was adopted, 20 countries had already ratified the Convention (given it legal force). And today, 'over 190' countries have ratified the CRC. In fact, only two countries in the world — Somalia and the United States — have not yet given the CRC legal force, although both have signed it, showing that they intend to give it legal force.

"We want a world fit for children, because a world fit for us is a world fit for everyone. In this world, we see respect for the rights of the child." From A World Fit for Us, the statement produced by young people at the Children's Forum, UN Special Session on Children, May 2002

The Convention on the Rights of the Child is the most widely ratified human rights agreement in the world. It details your rights and how they should be applied in its 54 articles, plus two optional extras (or 'protocols').

The Convention starts off by saying that everyone under the age of 18 (the definition of a child), regardless of gender, origin, religion or possible disabilities, needs special care and protection because children are often very vulnerable (articles 1 & 2 — the numbers in



brackets correspond to the relevant article in the Convention). It also says that governments must take action to ensure your rights are respected (4). It ends by describing ways of putting theory into practice and monitoring progress (41–54, see the feature ‘Promises to keep’ for more about this).

Although the Convention has 54 articles in all, it is guided by four fundamental principles:

- **Non-discrimination** (2): you should neither benefit nor suffer because of your race, colour, gender, language, religion, national, social or ethnic origin, or because of any political or other opinion; because of your caste, property or birth status; or because you are disabled.
- **The best interests of the child** (3): laws and actions affecting children should put your best interests first and benefit you in the best possible way.
- **Survival, development and protection** (6): the authorities in your country must protect you and help ensure your full development — physical, spiritual, moral and social.
- **Participation** (12): you have a right to have your say in decisions that affect you, and to have your opinions taken into account.

As you are exploring the various rights, try to see how each of these four fundamental principles informs them.

These are your rights. If you do not know what they are, how will you know if they are being denied? So start investigating!

## A-1 Know Your Rights: Introduction

Answer the following questions according to the text.

1. Circle the correct answer.

**a.** Children under the age of 18 have long had the right to special care and protection.  
**True / False**

**b.** Justify your answer with a phrase from the text

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2. How many countries ratified the Convention? \_\_\_\_\_

3. Complete the following:

According to articles 1 and 2, what is special about children?

They are \_\_\_\_\_ and therefore entitled to \_\_\_\_\_

4. What is the role of governments, according to article 4? \_\_\_\_\_

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5. Which one (or more) of the four fundamental principles of the Convention (page 41) is at the heart of each of following cases:

**a.** At our school, there are only sports teams for boys. The boys have basketball, soccer and tennis teams. We, the girls, are very upset over this because we also love sports and feel this is very unfair. \_\_\_\_\_

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**b.** Thomas' parents are divorced and his mother has custody of him. They live in San Francisco, a 15-minute drive from Thomas' father. Thomas' mother has remarried recently and she plans to relocate to Australia with her new spouse and Thomas. \_\_\_\_\_

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**c.** Alissa's family is moving to a new neighbourhood where she and her siblings will be starting new schools. Alissa is upset over the move. \_\_\_\_\_

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**d.** Seema: "I am 11 years old and come from a small village. I left home to come to the city and to work to send money to my family. Now I work in a factory making

T-shirts. I work twelve hours a day for very little money. The factory is very dirty and hot. There are hardly any windows and sometimes it is hard to breathe. The boss is very mean and often beats us. He makes us work very hard without breaks. My friends and I want to leave but we know that working in the factory is better than begging in the streets. The boss tells us this every day. We do what he says \_\_\_\_\_

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**e.** David: "I am ten years old and I live with my family. My father comes home very late every night. He often comes home drunk and hits my mother. When I try to stick up for my mother, my father beats me, too. I can't tell him how I feel because he is the boss in the house. He says that it is his house and that I don't have the right to speak about things that don't concern me. But I think he is wrong and that things do concern me when he is hurting my mother and me. I feel very angry and I am planning to run away from home when I turn thirteen. I will go to a place where he will never find me." \_\_\_\_\_

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**f.** Amela: "I am nine years old and I was born in a city where war has become a way of life. The other day my mother and I had to leave our home so we could run away to another country. We left on buses. More than a thousand people left at the same time. We had to leave everything behind. My mother told me that we are now refugees. Some people do not want to associate with us because of our religion. Now we have no home, no books, no toys, and all our friends are gone. I think that I will probably never see my friends and family again. We are all crowded and hungry and soldiers often interfere with us. My mother cries all the time. I try to be strong, but I am very scared." \_\_\_\_\_

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6. Which area of the four fundamental principles of the convention do you think is the most important? Why? \_\_\_\_\_

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7. Which area of the four fundamental principles do you think is the most interesting? Why? \_\_\_\_\_

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## Know your rights

- Introduction
- Survival, living standards, environment
- Name, identity, care
- Protection from harm
- Education, culture, development
- Information, freedom of thought and speech, participation

## B. Survival, living standards, environment

### Do you know your rights?

Waiting in line with his daughter at a primary school in Luanda, Angola, Joaquim King sings into his daughter's ear. He knows she is worried, unsure of what awaits her. But he also knows it could save her life.

"I lost my first daughter to measles," Mr King says. "I didn't know you could have a vaccine for it. But when I heard on the radio that there was a national campaign to prevent measles, and that it was free, well, I was so happy."

The campaign aims to immunize every Angolan boy and girl between the ages of nine months and 15 years. Although the measles fatality (death) rate in industrialized countries is only 1 in 1,000 cases, in Angola it is 1 in 10. This is because many children who get the disease are already weak from bouts of diarrhoea and general malnourishment.

"Today I am a very happy man," says Mr King. "I cannot tell you the pain I went through when Joana, my first daughter, died. And so it means a lot to me to be able to protect Isabel from measles."

### Which right is at the heart of this case?

- The right to free primary education
- The right to highest attainable standard of health
- The right to be cared for by your parents
- The right to protection from physical and mental abuse

### You have rights to survival, to healthy living conditions and to health care.

First of all you have the right **to survive and thrive** – to develop physically, mentally, spiritually, morally, psychologically and socially. In other words, you have the right to conditions enabling you to grow into the healthiest and happiest person you can be, well prepared for life (6). Not a bad place to start!

It follows that you have the right to a **standard of living** that is good enough to meet your physical, mental and social needs. Parents and guardians are responsible for making sure this right is upheld, and governments should help families who have trouble protecting this right because of lack of money or other reasons (26, 27).

You also have the right to the best achievable quality of health care, to keep you free of illness and disease, and also to keep your body, mind and whole self as healthy as possible. To fulfil this right, the Convention says that it is important that you have access to **good facilities**, such as doctors, clinics and hospitals, and access to **safe water, nourishing food** and a **clean environment**. The Convention also says that richer countries should help poorer countries to finance health care (24).

## B-1 Know Your Rights: Survival, Living standards, environment

Answer the following questions according to the text.

1. **a.** What is the main problem in Angola that is discussed in the text?

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- b.** Circle the correct answer.

Are there any solutions to the problem?

**Yes / No**

- c.** Justify your answer with a phrase or sentence from the text:

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2. Complete the chart:

Cause	Effect
a. _____ _____	Joana King died
Diarrhoea and malnutrition	b. _____ _____

3. Who is responsible for the health and well-being of a child?

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4. Explain how a poor child in a poor country would receive the same rights as a wealthier child from a wealthier nation? (or a wealthier child from the same nation).

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5. What is the difference between “survive” and “thrive”?

To survive is to \_\_\_\_\_

To thrive is to \_\_\_\_\_

6. Why do you think the Convention specifically mentions that children have a right to both survive and thrive? \_\_\_\_\_

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## Know your rights

- Introduction
- Survival, living standards, environment
- Name, identity, care
- Protection from harm
- Education, culture, development
- Information, freedom of thought and speech, participation

### C. Name, identity, care

#### Do you know your rights?

As far as official records are concerned, Maria Josefina Beomon and her 21-month-old daughter do not exist.

Because of this, Maria was unable to register in school. She has no access to public hospitals. She cannot marry. And she cannot stand up for the rights of her child.

‘My mother did not have papers, so we do not either,’ says Maria. ‘My daughter does not have papers, though my two other children do. But they are registered in the name of my husband. That still means that if they get sick, I have no legal say in what happens to them in hospital - I cannot sign if they need an operation. In fact, the doctors do not even consult me because I have no papers to prove I am really their mother. Luckily, my husband and I get along. But it’s scary, because if we did not get along, I would have no rights as far as the children are concerned.’

It is estimated that more than a million children under 18 in Venezuela have not been registered at birth.

#### Which right is at the heart of this case?

- The right to be cared for by both your parents
- The right to protection as a refugee
- The right to reliable information
- The right to a legally registered name and nationality

**You have rights to be officially registered and recognized, and to be looked after properly.**

Your **birth** should be registered with a local government agency without delay and you have the right to a legally registered **name** and nationality. Governments must respect your right to preserve your **identity**, and **family relations** (7,8).

You have an overarching right to **a standard of care that ensures your well-being**, whatever your circumstances (3).

Governments should respect the **rights of families**, including extended families and legal guardians, and their responsibilities to direct and guide you so you can exercise your rights in the best way possible for you (5).

You also have the right to know and, as far as possible, be cared for by your **parents** (7). You may be separated from your parents only for your own good — for example, if a parent is mistreating or neglecting you. If your parents have separated, you have the right to have contact with both of them, unless this might harm you (7, 8, 9). Divided families should be allowed to move between countries so that parents and children can visit each other or be reunited for good (10). Governments should take steps to stop you from being illegally taken abroad or kidnapped by a stranger, family member, parent or any other person, and not returned (11).

If possible, both your parents should share responsibility for bringing you up. They or your legal guardians should always consider what is best for you. Governments should provide services to help parents look after their children, especially if both parents work (18).

The law should prevent unfair or illegal **interference with your privacy, your correspondence, your family, and your home**. In other words, you have the right to private and confidential communication with people at home and elsewhere, for example in health clinics. You should also be protected from ‘unlawful attacks on your **honour and reputation**’ (16), especially in legal matters — though this does not mean that you can get your brother, sister, parents or friends locked up for calling you a ‘lazy slob’, even if it isn’t true!

If your own family cannot look after you, you have the right to appropriate **alternative care**: foster parents, for example, and state institutions such as orphanages. This should take into account your ethnic, religious and cultural background and the language you speak (20). If you are adopted, the first concern must be what is best for you. If you are adopted by people in another country, the safeguards and standards should be at least equivalent to those in your own country (21). If you are not being looked after by your parents, you should have your situation reviewed regularly (25).

If you are a **refugee**, you must be protected and your rights respected, as spelled out in the Convention. A refugee is someone who has left his or her country because of ‘a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion’ (according to the 1951 Convention Relating to the Status of Refugees).



If you have a physical **disability** or learning impairment you should be given special care and support to help you live a full and independent life and be an active member of your community (23).

### C-1 Know Your Rights: Name, Identity, Care

Answer the following questions according to the text.

1. Give TWO examples of problems a child may face when his/her name is unregistered in Venezuela.

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2. Why isn't Maria legally registered?

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3. Which right is being violated? Complete the chart:

Example	Child's Right according to Convention	Article Number
Doctors do not consult Maria when her two elder daughters are ill.	a.	b.
Maria's 21-month old daughter is not recognized as officially existing	c.	d.

4. Find THREE examples of children who are granted special consideration according to the Convention:

Example	Article Number
a.	b.
c.	d.
e.	f.

5. The Convention protects the privacy of children. Give one example from the text where children have the right to privacy.

**a.** \_\_\_\_\_

**b.** Why, in your opinion, do you think this is important?

\_\_\_\_\_  
 \_\_\_\_\_

6. The general perspective of the convention regarding families is

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Know your rights

- Introduction
- Survival, living standards, environment
- Name, identity, care
- Protection from harm
- Education, culture, development
- Information, freedom of thought and speech, participation

### D. Protection from harm

#### Do you know your rights?

Indika was a bright student who excelled in sports. But his family was poor. In 1998, one of his friends took him to the beach and introduced him to a pimp (a person who sells children and adults for sex), who took him to a foreigner. The boy was told he would be paid to do chores, like washing clothes, and so took the job. In fact, Indika was sexually abused on the very first day. But because he earned some much-needed money, he continued visiting the foreigner.

Following a tip-off, the police caught the foreigner and he was sentenced to 14 years in prison. But six months into his sentence, the foreigner was sent to a psychiatric hospital, where it was claimed that he was mentally ill. When the case was recalled a few months later, he was set free.

Steps are being taken to tighten up legal procedures and incorporate the Convention on the Rights of the Child into Sri Lanka's legal system, but poverty is still driving many children into the sex trade.

Which right is at the heart of this case?

- The right to protection from economic exploitation
- The right to protection from unlawful attacks on your reputation
- The right to protection from sexual abuse
- The right to fair treatment if you break the law

**These rights are about your right to protection from abuse, violence and exploitation.**

You have the right to be protected from physical and mental **injury** and **abuse**, and from **neglect**, whether you're living with your parents or other approved caregivers. Your government should do everything it can to ensure this protection, including making sure laws are in place and that you have access to services and spaces where you are safe from harm (19).

You should not have to do **work** (child labour) that is dangerous or might interfere with your education or otherwise harm your development. You should also be protected from 'economic exploitation' — in other words you should not have to work for unreasonable rates of pay or for long hours or miss getting an education. Governments should set a minimum working age and enforce 'appropriate' rules about hours and working conditions (although the Convention does not set an age, the International Labour Organization suggests that children can do light work from the age of 13, or as low as 12 in countries at a lower level of development) (32).

Your government must also do all it can to protect you from:

- the use of dangerous **drugs** and involvement in the drug trade (33)
- **sexual abuse** and exploitation, including prostitution and involvement in pornography (34 — see also the Optional Protocol on the sale of children, child prostitution and child pornography)
- **kidnapping** or **trafficking** (the illegal buying and selling of people) (35)
- any other form of **exploitation** (36)

No one under the age of 15, and preferably under the age of 18, should be allowed to take direct part in a **war**. And as a young civilian, you have a right to expect all possible protection during a war. (38, Optional Protocol on the involvement of children in armed conflict.) If protection fails and you are harmed in any of the ways described above, you have the right to suitable help and treatment to help you recover and live a normal life again (39).

Being a child or young person does not mean you can just do anything you like. Rights come with responsibilities. One of those responsibilities is obeying the law. However, if you break the law, you should be treated fairly, with your age taken into account. You also have the right to appropriate support during **legal** proceedings. No **punishment** should be cruel; no one under 18 should be sentenced to life imprisonment or death; detention should be a last resort and, if you are detained, you should be treated well and allowed contact with your family (37, 40).

## D-1 Know Your Rights: Protection from harm

Answer the following questions according to the text.

1. Why does the writer begin the text with the example of Indika?

COMPLETE THE SENTENCE

Indika's case is \_\_\_\_\_

2. The text mentions different forms of child exploitation. Write down THREE forms:

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

3. Why does the text state that children have responsibilities?

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4. a. In your opinion, which type of child exploitation mentioned in the article is most likely to occur in Israel?

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- b. On what information do you base your answer?

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## Know your rights

- Introduction
- Survival, living standards, environment
- Name, identity, care
- Protection from harm
- Education, culture, development
- Information, freedom of thought and speech, participation

## E. Education, culture, development

### Do you know your rights?

Sumi's father died when she was barely a year old and her family was in desperate need of money. They moved to Dhaka, the capital of Bangladesh, where Sumi's mother found her a job as a domestic worker.

"I begin at dawn and work until night, seven days a week," Sumi explains. "I clean the apartment, wash clothes and work in the kitchen. They pay me Taka 500 (about \$9) a month plus food and clothing." At first Sumi had no time off at all and was not even allowed to leave the house. But she told the couple she worked for, "You have to let me play sometimes," and they eventually let her go out. "They're not bad people," Sumi says. "They don't hit me, but sometimes they shout if they don't like my work."

"One day some friends told me about a special school for working children, where you only had to go for two hours a day. I told my employer and asked her permission. She made some enquiries and finally agreed."

Schools like the one Sumi attends have made significant progress in educating working children, especially girls. "My mother and my employer both noticed that I became much happier," Sumi says. "I wish I could continue, but the two-year term is almost finished and it seems impossible for me to go to the government school because that takes up too many hours."

### Which right is at the heart of this case?

- The right to use the language and customs of your family
- The right to preserve your family relations
- The right to an education
- The right to protection from sexual abuse

**These rights are about schooling, cultural traditions and arts, and leisure activities.**

You have a right to an **education**, and primary education should be compulsory (required)

and free. Secondary education should be available to everyone and governments should ensure that no one is excluded because of poverty. **Discipline** in schools should respect your human dignity by following a spirit of understanding and tolerance and never causing you physical or mental injury (28).

Education should develop your personality, talents and abilities to the fullest. It should also encourage you to respect your parents, human rights, the environment, and your own and other cultures (29).

You have the right to learn and use the **language** and **customs** of your family, whether or not these are shared by the majority of the people in the country where you live (30).

Last but not least, you have a right to **relaxation** and **play** and to take part in **cultural, artistic** and **leisure activities** appropriate for people your age (31). The Convention does not specify exactly what 'appropriate' activities might be for different age-groups, so what this means in practice depends on customs in your country and community.

## **E-1. Know Your Rights: Education, Culture and Development**

Answer the following questions according to the text.

1. What two major rights did Sumi's employer grant her?

1. \_\_\_\_\_
2. \_\_\_\_\_

2. CIRCLE THE CORRECT ANSWER:

**a.** The writer's attitude is that Sumi (**is / is not**) being given her full rights to education, culture and development.

**b.** On what do you base your answer? \_\_\_\_\_  
\_\_\_\_\_

3. Complete the following charts:

Example		Children's right according to the Convention	Article Number
1.	School recess	a.	b.
2.	Dance class at the community centre	c.	d.
3.	Children hanging out in the local park	e.	f.
4.	Basketball game	g.	h.
5.	Wearing religious clothing or items	i.	j.

Example		Children's Right that is not being upheld	Article Number
1.	A 4th grade school trip is extremely expensive (child's family cannot afford to pay).	k.	l.
2.	Student receives corporal (physical) punishment for talking during class.	m.	n.
3.	An 11th grader drops out of school because he finds a good job during school hours and needs the money.	o.	p.



## Know your rights

- Introduction
- Survival, living standards, environment
- Name, identity, care
- Protection from harm
- Education, culture, development
- Information, freedom of thought and speech, participation

## F. Information, freedom of thought and speech, participation

### Do you know your rights?

Once a month, a group of 8-11th grade students from all over Israel meet in Tel Aviv for a youth leadership project. The project, run by UNICEF- Israel and the Israel Ministry of Education, offers the students a forum where they can make their voices heard on issues affecting their own lives - this can be anything from troubles at school or home or in the cities where they live. In the meetings, students are taught how they can communicate their ideas effectively and in ways that lead to problem-solving. They learn about committees, how committees work, how decisions are made. They learn the importance of being listened to by decision makers, at both the local level in their cities and the national level, in the Israeli Parliament, the Knesset.

Before joining the project, many students would complain, but felt that no one was listening. They felt they had important things to say regarding issues that affected their own lives, but because they had no proper outlet for expressing themselves, they mostly felt a sense of frustration. Today, these same students are joining committees and learning how they can make a difference in all areas of their lives.

### Which right is at the heart of this activity?

- The right to privacy
- The right to express your opinions
- The right to follow your chosen religion
- The right not to fight in a war

**These rights are about access to information, about thinking and believing what you like, and about having your say and being heard.**

The Convention says that you have the right to obtain and share **information** of all kinds and in all forms, as long as that information is not damaging to yourself or others (13). Specifically, you have the right to diverse and reliable information from the mass media, especially (but fortunately, not only) information aimed at your health and well-being.

Television, radio, and newspapers should provide information that you can understand, and should not promote materials that could harm you (17).

“We have to be consulted because we live our problems, and we are the ones who know the solutions.” Santiago, 15, from Uruguay, speaking at the UN Special Session on Children

You have the right to **freedom of thought**, and to follow your chosen **religion**. On the other hand, your parents and guardians should guide you, taking into account your ‘evolving capacities’ — that is, how able you are to make decisions and understand the world around you (14). So get those capacities evolving!

**Expressing your opinions** (13) is another crucial right in this group. In particular, it is your right to have your say — and be listened to — when adults are making decisions that affect you. And this should not just be lip-service. Your opinions should be taken into account, and be given ‘due weight’ according to your age and maturity (12).

The law should prevent unfair or illegal **interference with your privacy, your correspondence, your family, and your home**. In other words, you have the right to private and confidential communication with people at home and elsewhere, for example in health clinics. You should also be protected from ‘unlawful attacks on your **honour and reputation**’ (16), especially in legal matters.

You also have the right to **free association**: that is, to get together with other children and young people and to join groups and organizations (15).

## F-1 Know Your Rights:

### Information, Freedom of Thought and Speech, Participation

Answer the following questions according to the text.

What do complaining and joining the collaboration between UNICEF and the Ministry of Education in the youth leadership project have in common for the teenagers in Israel?  
COMPLETE THE SENTENCE:

ANSWER: Both \_\_\_\_\_

1. What is the main difference between complaining and joining a committee?

ANSWER: \_\_\_\_\_  
\_\_\_\_\_

2. According to the text, what are the limits of your freedom of expression?  
(Hint: read Article 13 of the Convention).

\_\_\_\_\_  
\_\_\_\_\_

3. **a.** What is the phrase used in the text to define the limits placed on children's freedom of thought and religion (article 14)?

\_\_\_\_\_  
\_\_\_\_\_

- b.** Do you think this limit is fair? Why/why not?

\_\_\_\_\_  
\_\_\_\_\_

4. **a.** Describe in your own words what the term "lip-service" means as it is used to explain articles 12 and 13.

- b.** What limits are placed on the children's right to express their opinion?

\_\_\_\_\_

5. Why is it important for children to have access to information of all kinds and in all forms? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

6. Why do you think the text emphasizes that the children should have access to diverse and reliable information from the mass media? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## G. UNICEF “Know your Rights” articles – Vocabulary

### I. Introduction

1. **convention** – formal agreement between States (= treaty)
2. **standard of living** – The degree of wealth and material comfort available to a person or community.
3. **ratify (v.) / ratification (n.)** – to give legal force
4. **gender (n)** – male or female (sex)
5. **disability** – (physical or mental)
6. **vulnerable (adj.)** – weak; exposed
7. **to monitor** – to check; to keep an eye on
8. **principle** – a basic truth, law, or assumption
9. **rights** - being in accordance with what is just, good, or proper
10. **discrimination** - the unjust or prejudicial of race, age, or sex.

### II. Survival, living standards, environment

11. **violate(v); violation (n.)** – break; go against.
12. **to uphold (v.)** – to support
13. **campaign (v./n)** –to plan to do a number of things in order to achieve a special aim
14. **vaccination (n.) / vaccinate** to protect a person or an animal against a disease by giving him/her a mild form of the disease with a needle that is put under the skin

15. **to immunize (v.) /immunization** - to give a vaccination against
16. **industrialized (countries)** - developed
17. **bout** – an attack; a short period, ex.: “a bout of pneumonia”
18. **malnourished (adj.) / malnourishment (n)** – bad health that is a result of not having proper food
19. **to attain (v.); attainable (adj.)** – to reach; to achieve
20. **to thrive** – to grow/develop well
21. **(legal) guardian** – person legally responsible for care of another
22. **facility (n.)** – service; resource. The school has good basketball facilities

### III. Name, identity, care

23. **interfere (v.); interference** –to get involved in a situation that does not involve you and in which you are not wanted.
24. **register (v.)/registration (n.)** – to list a person’s name on a country’s official citizenship records.
25. **impairment (n.) / impaired (adj.)** – ex. learning impairment –difficulty; injury
26. **to honour (v.) / honour (n.)** – respect
27. **reputation (n)** – opinion of what somebody/something is like
28. **refugee (n)** – person forced to leave his/her country for political or religious reasons

<p>29. <b>nationality</b> – the status of belonging to a particular nation by origin, birth, or naturalization</p> <p>30. <b>responsibility</b> – the state or fact of being accountable or to blame for something.</p> <p>31. <b>*citizenship</b> (not in text) -- owing loyalty to and entitled by birth or naturalization to the protection of a state or nation</p>	<p>V. Information, freedom of thought and speech, participation</p>
<p>IV. Protection from harm</p>	<p>41. <b>access to information</b> – the chance or right to use or have information, such as newspapers, radio, etc.</p> <p>42. <b>diverse</b> – many different</p> <p>43. <b>to promote (v.) / promotion (n.)</b></p> <p>44. <b>“evolving capacities”</b> – the idea that a child will be capable of exercising more of his/her rights as she/she grows older.</p> <p>45. <b>crucial</b> – very important</p> <p>46. <b>to correspond (v.) / correspondence (n.)</b> -to write to and receive letters from someone confidential - private</p> <p>47. <b>“free association” / to associate (v.)</b> – to spend time with people; free association – to be permitted to meet the people you want.</p>
<p>32. <b>exploit (v.); exploitation (n.)</b> - take advantage of</p> <p>33. <b>procedure (n)</b> – usual or correct way of doing something</p> <p>34. <b>to abuse (v) / abuse (n) / abusive (adj.) / abused (adj.)</b></p> <p>35. <b>trafficking (n.)</b> – illegal buying or selling (drugs; persons, slaves, etc.)</p>	<p>48. <b>“lip service”</b> – say you support something without doing anything to show it</p>
<p>V. Education, culture, development</p>	
<p>36. <b>dignity (n)</b> – a quality that causes others to respect you</p> <p>37. <b>tolerance</b> - a fair, objective, and permissive attitude toward those whose opinions, practices, race, religion, nationality, etc., differ from one's own</p> <p>38. <b>custom</b> - tradition</p> <p>39. <b>cultural traditions</b></p> <p>40. <b>leisure/cultural/artistic activities</b></p>	

## G-1 Vocabulary Practice

Complete each sentence by selecting one word from the word bank and writing it in its correct form.

trafficking, immunize, uphold, vulnerable, vaccination, vulnerable,  
monitor, ratify, standard of living, impaired, violation, malnourishment,  
impaired, convention, exploit, facility, attain, interfere, monitor

1. The judge \_\_\_\_\_ the defendant's right to a new trial.
2. The weakest members of society are particularly \_\_\_\_\_ to death and disease.
3. Teenagers do not like when parents \_\_\_\_\_ in their lives.
4. Teenagers who want to begin driving are taught that when a driver drinks alcohol, his driving ability is greatly \_\_\_\_\_. Under such conditions, it is too dangerous to drive!
5. When it rains heavily, a driver's visibility is greatly \_\_\_\_\_ and driving is much more dangerous (hint: 4 and 5, same word).
6. It is important that all children have access to basic \_\_\_\_\_, such as community centres, playgrounds and parks.
7. \_\_\_\_\_ is common in poor countries and is the single greatest cause of disease and health problems.
8. Conventional wisdom states that the rich \_\_\_\_\_ the poor, as the strong \_\_\_\_\_ the weak (hint: same word twice).
9. Those who persist usually \_\_\_\_\_ their goals.
10. She has just recovered from a terrible \_\_\_\_\_ of the flu.
11. The UN \_\_\_\_\_ on the Rights of the Child guarantees rights and freedoms to all children under 18 years old.

12. The doctor \_\_\_\_\_ the progress of the patient following his severe heart attack.
13. Teenage drivers must understand that after too many serious traffic \_\_\_\_\_, a driver can be jailed and/or lose his/her license.
14. Although the \_\_\_\_\_ in Israel has increased in recent years, many people still cannot afford basic amenities, such as food and shelter.
15. 191 out of 193 countries \_\_\_\_\_ the UN Convention on the Rights of Children; an outstanding achievement!
16. In Israel, infants and small children receive \_\_\_\_\_ at "Tipat Chalev", part of the Ministry of Health.
17. In many African countries, children die of easily preventable diseases because they are not \_\_\_\_\_.
18. \_\_\_\_\_ has become a serious problem in Israel in the past decade.

## G-2 More Vocabulary Practice

Complete each sentence by selecting one word from the word bank and writing it in its correct form.

interfere, immunize, uphold, convention, procedure, impairment,  
exploit, standard of living, trafficking, monitor, violation,  
thrive, malnourish, attain, facility, vulnerable, tolerance

1. The American International School in Even Yehuda has excellent sports \_\_\_\_\_.
2. Not having received proper meals on a regular basis, the child suffers from \_\_\_\_\_.
3. You can't just do what you wish; you must follow \_\_\_\_\_.
4. 4. Cruel adults often \_\_\_\_\_ children because they are \_\_\_\_\_.
5. Work hard and you will \_\_\_\_\_ all your dreams!
6. The change of schools has been good for her; she is now \_\_\_\_\_.
7. If we the citizens don't \_\_\_\_\_ the law, who will?
8. The police have been \_\_\_\_\_ the situation on the roads since the storm destroyed the bridge.



## H.

- **UN Convention on the Rights of the Child in Child-Friendly language:**

[http://cms.education.gov.il/NR/rdonlyres/4C9B5113-E614-42C4-A4F0-EB2FA99582B8/136699/Giatm\\_Unicef\\_Poster\\_ENG5511.pdf](http://cms.education.gov.il/NR/rdonlyres/4C9B5113-E614-42C4-A4F0-EB2FA99582B8/136699/Giatm_Unicef_Poster_ENG5511.pdf)

- **Israel Ministry of Education – Children’s Rights department:**

Links to UN Convention on the Rights of the Child in child- friendly language:

<http://cms.education.gov.il/EducationCMS/Units/Zchuyot/TarbutShelZchuyot/BeitHasefer/KrazotAmanatUNYedidutiyot.htm>

# Part 4

## A. Project Preparation

### Getting Started

Now that we have completed studies in Children's Rights, will begin working on our research projects. This project can be used for your Oral Bagrut.

You will choose a topic that interests you in the area of Children's Rights and research it further. You may work in groups (up to three students.)

Let's get started by reviewing the areas we have studied:

1. We have studied many areas under the broad category of Children's Rights. First we, examined the perspective of the convention which was divided into **4 major areas or principles:**

- Anti-discrimination
- Doctrine of the best interests of the child
- Child's right to live life, maximum survival and development
- Child's right to participation

All of the rights that appear in the Convention include at least one and often all of these considerations.

2. Next, we read a number of texts that explained in more depth those different areas of rights:

- Survival, living standards, environment
- Name, identity, care
- Protection from harm
- Education, culture, development
- Information, freedom of thought and speech, participation

3. Your job now is to begin thinking of one area that you would like to research further. Here are a few examples:

- child labour laws and rights children have at work; economic exploitation of children
- education and issues in education (i.e. gap between rich and poor, etc., participation in decision making)
- discrimination (ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from.)

- The right to be officially registered and recognized (for example, foreign children, children of refugees, etc.)
- Remember – choose concrete examples and try and analyse them according to the perspectives – i.e. best interests, right to survival and maximum development, etc.

### **Your Assignment – start searching!**

Choose an area that interests you and begin brainstorming ideas. You may work in pairs or groups of three. You must submit your ideas (description of topic; why this interests you; possible sources – experts, newspaper articles, etc.) to me by \_\_\_\_\_.

Tip: You find stories by looking for gaps – i.e. gaps between rich and poor, gaps between the legal right and what a person receives, etc.

## Helpful websites:

- **Israel: Ministry of Education – Pupils' Rights Department website:**  
<http://cms.education.gov.il/EducationCMS/Units/Zchuyot>
- **Articles about the general situation of Children's Rights in Israel:**
  - **Convention on the Rights of the Child - 2013**  
<http://mfa.gov.il/MFA/InternatOrgs/Speeches/Pages/Amb-Manor-addresses-UN-Committee-on-the-Rights-of-the-Child-3-Jun-2013.aspx>
  - **מעמדם של ילדים בחברה הישראלית - לקראת שינוי, כבוד השופטת סביונה רוטלוי**
    - [http://www.psakdin.co.il/fileprint.asp?filename=/mishpaha/public/art\\_cbyn.htm](http://www.psakdin.co.il/fileprint.asp?filename=/mishpaha/public/art_cbyn.htm)
    - <http://cms.education.gov.il/EducationCMS/Units/BigSmallPeopleEnglish/CildrensRightsConvention/YesumConvention.htm>
- **UNICEF - home page:** <http://unicef.org>
- **UNICEF - Voices of Youth:** <http://www.unicef.org/voy/index.php>  
**Convention on the Rights of the Child:** <http://www.unicef.org/crc/index.html>
- **אתר זכויות התלמיד - כרזת אמנת האו"ם לזכויות ילדים בשפה יידישית בשפה האנגלית**  
[http://cms.education.gov.il/NR/rdonlyres/4C9B5113-E614-42C4-A4F0-EB2FA99582B8/136699/Giatm\\_Unichef\\_Poster\\_ENG5511.pdf](http://cms.education.gov.il/NR/rdonlyres/4C9B5113-E614-42C4-A4F0-EB2FA99582B8/136699/Giatm_Unichef_Poster_ENG5511.pdf)
- **Rights of the Child -** [http://ec.europa.eu/justice/fundamental-rights/rights-child/index\\_en.htm](http://ec.europa.eu/justice/fundamental-rights/rights-child/index_en.htm)
- **Why is Children's Participation in the UN Study important?**  
<http://images.savethechildren.it/f/download/Policies/st/strumenti.pdf>
- **Human Rights Education Association – children's rights:** <http://www.hrea.org/learn/guides/children.html>
- **The Children's Defense Fund:** <http://www.childrensdefense.org/site/PageServer>
- **Children's Rights Information Network:** <http://www.crin.org/>
- **Children's Human Rights: Amnesty Site:** <http://www.amnestyusa.org/children/index.do>
- **Canadian Coalition for the Rights of Children:** <http://www.rightsofchildren.ca/>
- **Statistics on Child Health and Rights:** <http://www.unicef.org/statistics/index.html>
- **Youthwork Links and Ideas:**  
<http://www.youthwork.com/index.html>;  
<http://www.youthwork.com/issuesrights.html>
- **What are Child Rights?** <http://www.plan-eu.org/youthcorner/child-rights/>
- <http://www.savethechildren.org/> | **מחקרים**
- **The National Council for the Child—Israel's #1 children's rights organization:**  
[http://www.children.org.il/index\\_eng.asp](http://www.children.org.il/index_eng.asp)
- **I am only a Child:** <http://www.informationclearinghouse.info/article17665.htm>
- **Children's rights are human rights**  
[http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/right-to-education/single-view/news/childrens\\_rights\\_are\\_human\\_rights/](http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/right-to-education/single-view/news/childrens_rights_are_human_rights/)
- **זכויות של ילדים, ד"ר נעמה כרמי**  
<http://naama-carimi.com/2010/05/14/%D7%96%D7%9B%D7%95%D7%99%D7%95%D7%AA-%D7%AA%D7%9C%D7%9E%D7%99%D7%93%D7%99%D7%9D-%D7%95%D7%90%D7%9C%D7%99%D7%9E%D7%95%D7%AA/>
- **אתר זכויות התלמיד, אמנת זכויות הילד המלאה בשפות שונות**  
<http://cms.education.gov.il/EducationCMS/Units/Zchuyot/ChukimVeamanot/amanot/AmanatZchuyotBesafotShonot.htm>
- **תקציר מחקר**  
<http://link.springer.com/article/10.1007/s11205-008-9312-x#page-1>
- **אתר זכויות התלמיד - סרטים וסרטונים העוסקים בזכויות ילדים**  
<http://cms.education.gov.il/EducationCMS/Units/Zchuyot/LomdimZchuyot/Sratim/>

## B. Project Guidelines: Children's Rights

- Your English class is about to begin working on your Children's Rights Projects. This will provide you with the opportunity to explore in greater depth the topic of Children's Rights. The final projects are due on \_\_\_\_\_.
- You will be given some class time to work on your projects; in addition, you will be expected to work on them independently after school.
- You may use this project as your Bagrut project – a project that is compulsory for all English students in Israel. As per Bagrut guidelines, part of your grade will be based on the working process and not just the final product. This includes submitting a working file with all notes, drafts, copies of source materials, such as web pages, newspaper articles, interview notes, etc. Every piece of paper or note you write, should be put into your working file.
- Once final deadlines have been set, those who turn their projects in on time and have complied with all the requirements and submission dates will be graded accordingly. Late projects will be penalized.

### The project is organized as follows:

1. The Written Presentation (See FORMAT for detailed guidelines.)
2. Oral Presentation. All projects will be presented orally in front of the class (individually or in your groups.)

**Enjoy your work !!!**

## Format for Written Presentation

Title Page	Title of project, written by, submitted to..., year (topic related picture). This will be designed and written at the end.
Table of Contents Page	Chapters and page numbers. This can only be prepared at the end.
Introduction	Explain why you chose the topic (be specific), include a general description of the topic and write specifically what you are trying to find out (your research question which will be answered in the conclusion.) This should be written toward the end of the project as it summarizes the entire project.
Chapter 1	Presenting the issue  a) background about the issue/right you are researching (historical background, what is it happening today, etc.) b) Relevant case study/ies
Chapter 2	Individual Writing Assignment: Each group member must answer the following (150 words): How can this right be upheld? What do you think can be done to improve children's lives?
Chapter 3	Creative Work A particular aspect or related topic that the group would like to write about, linking the issue to your own lives. This portion can be as creative as you wish, using the knowledge gained from Chapters 1 and 2. Some examples: <ul style="list-style-type: none"> <li>• A journal (diary) entry</li> <li>• Look at the right being studied and relate it to your own feelings/thoughts/life/dreams</li> <li>• Write a poem or song about the child/children</li> <li>• A film clip/PowerPoint presentation/skit/painting, etc.</li> </ul>
Conclusion	Conclusion. A short summary of the topic in which you answer the research question and explain what you found out at the end of the research process.
Reflection	Reflection – each group member must turn in a reflection. Include a list of relevant terms, phrases, expressions and new words learned
Bibliography	An alphabetical list of sources
Appendix	Working File (all drafts, deadline schedule, source materials, etc.)

## How to Write a Bibliography

A bibliography is an alphabetical list of all your sources and should be written as follows:

1. **Books:** List alphabetically as follows:

Rowling, J.K., (1997) Harry Potter and the Philosopher's Stone. London: Bloomsbury Publishing Plc.

2. **Magazine articles (print):** List alphabetically by author of article. Date of magazine and page numbers of article appear at end of citation.

Laman, Tim. "Wild Gliders: The Creatures of Borneo's Rain Forest Go Airborne." National Geographic. Oct. 2000: 68-85.

3. **Internet:** Must include the date information was downloaded or accessed from site.

Abbey, Alan D.: "Ilan Ramon: Israeli Hero"  
<http://www.jpost.com>: February 4, 2003

\*\* Your bibliography should include all sources you used to write your project, even if you don't quote them directly. If you used the source to gather background information, you must list it in the bibliography.

## Written Presentation Assessment

Criteria	Excellent		Satisfactory		Needs Improvement
	40	30	25	20	15-1
Content	<p>Project is well- organized and contains all required components.**</p> <p>The main ideas are clear and supported by relevant, telling details that give the reader information that goes beyond the obvious or predictable.</p> <p>Text is written in pupils' own words.</p> <p>Correct use of sources.</p>		<p>Project is fairly well organized, but either not double-spaced or missing some components.**</p> <p>Ideas are communicated well, but at times the work lacks focus.</p> <p>Chunks of texts are not written in pupils' own words.</p> <p>Partially correct use of sources.</p>		<p>Project is not well organized and is not easy to read. Many components are missing.**</p> <p>Ideas are not communicated clearly. There is some irrelevant material. No evidence of research.</p> <p>The content is not written in pupils' own words.</p> <p>No use or incorrect use of sources.</p>
	40	30	25	20	15-1
Language / Accuracy	<p>Students demonstrate mastery of writing conventions: writing style; correct use of advanced language structures; mechanics (spelling, punctuation).</p>		<p>Students demonstrate some mastery of the writing conventions: writing style; mostly correct use of basic language structures and mechanics.</p>		<p>Students demonstrate very little mastery of the writing conventions: incorrect writing style; incorrect use of language structures and mechanics.</p>
	20	15	10	5	1-5
Working File / Process	<p>Clear evidence of investment of time and effort. Work is aesthetic.</p> <p>All deadlines were met and feedback received.</p>		<p>Some evidence of investment of time and effort. Work is fairly aesthetic.</p> <p>Some deadlines were missed; partial feedback received.</p>		<p>Little evidence of investment of time and effort. Work is not aesthetic.</p> <p>Many deadlines were missed; no feedback received.</p>

**\*\* The required components include: Cover page; Table of Contents; Introduction; Chapters 1-3; Conclusion; Bibliography; Reflection; Appendix (complete working file)**

Total for Written Presentation: \_\_\_\_\_



## Oral Presentation Assessment

Criteria	Excellent		Satisfactory		Needs Improvement
	50		35		25
Content	<p>Content is clear and well-organized.</p> <p>Demonstrates expertise of topic and can answer questions.</p> <p>Presentation is fluent and not read.</p> <p>Clear evidence of investment of time and effort in the presentation.</p> <p>Speaker maintains eye contact with audience.</p>		<p>Content is mostly clear and organized, but unclear in parts.</p> <p>Demonstrates some expertise of topic and can answer questions.</p> <p>Presentation is fairly fluent and not read.</p> <p>Some evidence of investment of time and effort.</p> <p>Speaker maintains some eye contact with audience.</p>		<p>Content is often irrelevant and unrelated to topic.</p> <p>Does not demonstrate expertise of topic; unable to answer questions.</p> <p>Presentation is hesitant and/or read.</p> <p>Little evidence of investment of time and effort.</p> <p>Speaker maintains little to no eye contact with audience.</p>
	50		35		25
Language	<p>Correct sentence structure.</p> <p>Rich and varied language.</p> <p>Good pronunciation</p>		<p>Correct sentence structure most of the time.</p> <p>Appropriate vocabulary.</p> <p>Adequate pronunciation.</p>		<p>Incorrect sentence structure most of the time.</p> <p>Limited vocabulary.</p> <p>Poor pronunciation.</p>

Total for Oral Presentation: \_\_\_\_\_

## Reflection

1. In your opinion, what is an important right that you have learned about? Explain.  
\_\_\_\_\_
2. What is important for children to know as regards their rights?  
\_\_\_\_\_
3. What have you learned that you can do in terms of helping to guarantee that children will receive their rights?  
\_\_\_\_\_
4. Did you enjoy working on the project? Why/why not?  
\_\_\_\_\_
5. Which part of the project did you enjoy the most?  
\_\_\_\_\_
6. Which part would you change?  
\_\_\_\_\_
7. In what areas do you think your English has improved? (be specific)  
\_\_\_\_\_
8. Did you benefit from working on the project? In what way?  
\_\_\_\_\_
9. In what ways do you think your learning strategies have improved:

	Yes	No
I have become more independent.		
I am more organized.		
I have more confidence in my abilities.		
I know I can get help if I need it.		
I am no longer afraid of difficult texts.		
I know how to use a dictionary for help.		
I understand the importance of writing a first draft.		
I have learned to be critical about my work.		



Part B

# Teacher's Guide



# Teacher's Guide - Part 1

## Introduction - Children's Rights

### A-1 Lesson 1: Introduction -- Children's Rights

All materials in the teacher's guide are intended for the teacher. The teacher should – through various ways suggested throughout – relay the information to the students. Teachers may photocopy parts for students if they find this helpful.

The checklist used for the introductory lesson refers to the situation of **children in Israel**. It is a general picture and as such, provides material for introducing the topic and holding a discussion/debate.

The situation in Israel is as follows. Even before Israel ratified the 1989 UN Convention on the Rights of the Child, the Israeli Knesset passed and has continued to pass legislation that ensures the protection of children's rights in all sectors of life. In 2000 the Knesset, passed a Pupils' Rights law. This led to the creation in the Ministry of Education of a separate Pupil's Rights Department with its own inspector and budget. Pupils' Rights is now part of the curriculum, implemented within various disciplines from civics to communication studies, for all Israeli children including minority groups, disabled children and others, beginning in kindergarten. By law, every school in Israel must have a Student Council that guarantees student participation in all matters relating to school life. Participation is, indeed, one of the core principles of the UN Convention on the Rights of the Child. In many ways, Israel's child enjoys multiple legal protections on a scale of which children in other countries – if they even know they have rights – can only dream. More examples include the rights granted in juvenile justice and the prohibition of discrimination in all areas of life.

That said, there is another side to the story. At the end of every fiscal year, the National Council for the Child issues an annual report entitled, "The State of the Child in Israel". The most recent report (2010) depicts a picture of today's child that President Shimon Peres called "grim". The following are some of the report's key points

Of the 2.5 million children and youth growing up in Israel, an estimated 350,000 children and youth in Israel are considered to be "at risk." These are youngsters whose welfare is currently at risk or whose development is threatened in the following areas: physical well-being, sense of belonging to family, acquisition of education and skills, emotional security, social integration, or protection (from others or self).

### Some Statistics

- 36% live below the poverty line
- 8.8% are raised by single parents
- 8.5% struggle with special needs or chronic illnesses that affect daily functioning
- 10% are immigrants
- 17% are known to the welfare authorities, owing to poor family financial situation, domestic violence, or parental dysfunction, addictions or poor health.
- 9.1% of students in the Jewish sector and 17.1% of students in the Israeli Arab sector do not complete high school.

**\* Information and statistics provided in conjunction with The Engelberg Center for Children and Youth at the Myers-JDC-Brookdale Institute; National Insurance Institute; and the National Council for the Child annual statistic report “The State of the Child in Israel 2010”.**

The purpose of the Introductory Lesson (Lesson 1) is to use the case of Israel outlined above to introduce the study of Children’s Rights.

### Goals of Introduction (Lesson 1)

1. **Children’s Rights:** Through introduction of statistical data on Israel’s children, to interest students in topic of Children’s Rights and stimulate their understanding and awareness of the topic.
2. **Pedagogical:** to elicit students’ background knowledge and hold debate as to whether such facts warrant the need for a set of rights and if so, the importance/lack of importance of a unit of study on topic.
3. **English language:** To introduce students to vocabulary, terminology and concepts in English.

## Lesson Plan – Part 1, p. 31

**A. Distribute checklist** to students and ask them to check the items they think are correct for Israel only. They needn't worry whether items are in fact true or not, the purpose at this point is simply to check their background knowledge. Vocabulary can be introduced before worksheet is handed out or at any time:

1. ensure
2. matriculation certificate
3. to grant / granted
4. citizenship
5. legal status
6. mixed marriages
7. poverty line
8. disadvantaged
9. prospects
10. official files
11. at risk

### **B. Allow students sufficient time to complete task.**

Then, go through the list with class in the format of an open discussion / debate. You may use suggested discussion questions to help generate debate with classes that tend not to have any background in topic.

\*All items on list are true except for items 2 and 4. As you move through the discussion, allow for any and all comments and divergent opinions.

### **C. Suggestions for discussion and debate of checklist:**

#### **1. True**

In the unit, students will learn that the State holds ultimate responsibility for ensuring that children receive all rights to which they are entitled, including the right to education. This is stated in the UN Convention on the Rights of the Child. This does not mean a student needn't study or work. Rather, the discussion should lead to the point that education is a basic right and in Israel, a high school matriculation (bagrut) certificate is the most basic product of that experience. Without a matriculation certificate, one

cannot go far. Therefore, it follows that students who do not receive a matriculation certificate have in many ways not received their full right to education. Further down the page, in item 10, this issue is touched upon again, namely it points out that over 50% of Israeli students do not receive a full matriculation certificate. They leave school without this important springboard.

**Possible discussion questions:**

1. What is the right of education?
2. Who is responsible?
3. What happens to a student who doesn't receive a matriculation (bagrut) certificate?

**2. False**

Here you may wish to introduce the idea that with rights come responsibilities. Still through the prism of Children's Rights according to the UN Convention on the Rights of the Child, it is ultimately the State's responsibility to ensure that a child receives a matriculation certificate.

**Possible discussion questions:**

1. What is the student's role?
2. What is the state's role?
3. What can be done?
4. How can a student be ensured that they receive a matriculation certificate if they don't study or have problems?
5. Is this fair?

**3. True**

Here you can introduce the idea that children today do in fact have many more rights. However, this does not mean that because children have rights, they always receive them. This point should be introduced into the discussion. Many do not – and this includes the right to education, a safe living environment, protection from harm, etc. Learning of these gaps is very much a point of the unit – making students aware of these issues.

**Possible discussion questions:**

1. What are some of the rights that today's children have, that previous generations did not have?
2. What changes have occurred?
3. How do such changes affect the lives of children? Give examples.

**4. False**

A quick survey of adults on the topic of Children's Rights often leads to this type of



response. Students themselves may believe it.

It is important either at this point or during the discussion of item 3 to explain that Children's Rights does not mean "I deserve a new iPhone" or "every child should be able to get anything he/she wants." Not every desire is a right and it is important to understand this. Every right has its limits and it is important to understand such limits as concerns children's lives. We are referring to basic rights that will ensure, for example, a basic education, a safe home, basic nutrition, etc. Already, the discussion has touched upon the fact that fewer than 50% of Israel's children receive a high school matriculation (bagrut) certificate. Far more children are disadvantaged than are "spoiled" in any sense of the word. There are 2.5 million children in Israel, 900,000 (36%) live below the poverty line. 350,000 are considered to be at risk, meaning that their welfare and development are threatened in any of the following areas: physical well-being, stable family life, acquisition of education and skills, emotional security, social integration, protection from harm.

**Possible discussion questions:**

1. Where does this idea of "spoiled children" come from?
2. Is there any truth to it? Why? Why not?
3. Are they spoiled? Why do you people think Israel's children are "spoiled"?
4. How can this misconception be changed?
5. Who might it hurt?

**5. True**

Use background given at beginning of section (under "Background") or above in item 4 to discuss this point.

**Possible discussion questions:**

1. Why do people think that we have a nation of spoiled children when the truth is that 20 % of the nation's children do not receive the most basic rights?
2. What are the rights that children do not receive? Why do they not receive them?
3. What can be done to change the situation? On whom does it depend? Who is responsible?

**6. True**

The right in this case is **the right to a legally registered name and nationality**. Every child has a right to be registered as a citizen and receive a name. Yet, in Israel, there are many cases of children (children of foreign workers, children of refugees), who do not receive this right. In the "State of the Child in Israel, 2010," report, there are roughly 100,000 children of migrant workers and asylum seekers without any legal status. In the case of refugees, the Interior Ministry refused to grant citizenship to refugee children who fled from countries with whom Israel has no diplomatic relations

(enemy states, for example, the Sudan.)

**Possible discussion questions:**

1. Do these children have rights?
2. Should they? Why? Why not?
3. Do you know which right this violates?
4. What happens to a person who isn't a citizen?
5. Who is responsible?

**7. True**

36 % of Israel's children live below the **poverty line**.

Discussion should touch on main point that poverty often affects a child's overall functioning. The ability to study properly is just one area of functioning, but for a student, one of the most important. Just because a child comes to school, does not mean he/she is taking full advantage of the right to education. He/she may lack adequate food and nutrition necessary to ensure proper functioning. Many children from poor families work after school for long hours to help the family. They are too tired to study or do homework when they finish work. Those who attend school, often find themselves in overcrowded classrooms where it is often difficult to learn. They cannot afford the cost of private tutors that others may receive to help compensate for such conditions. Poverty affects a child's ability to receive many of his/her rights, including the right to education.

**Possible discussion questions:**

1. How does poverty affect a child's life?
2. How would poverty affect a child's right to education?
3. What additional rights are affected as a consequence of poverty? (e.g. health, housing, at times survival, privacy)

**8. True**

According to the "State of the Child in Israel, 2010," 17% of Israel's children are known to welfare authorities, owing to poor family financial situation, domestic violence or to problems with parental dysfunction, addictions or poor health.

**This means they are on file as being "at risk".**

**Possible discussion questions:**

1. What happens to a child who drops out of school?
2. What will happen to a society where 1 out of 6 children is at risk for dropping out of school?

**9. True**

Here you can point out some of the programs for "at risk" students in the educational

system, for example, Ometz. This is a positive example of the State taking responsibility to address the problem and help guarantee the right to education for the “at risk” sector of students. The goal of these programs is not simply to ensure students attend school, but to ensure they receive High School Matriculation (Bagrut) certificates. These programs receive additional funding to ensure the learning environment leads to success: there are fewer students per class, the ratio of teachers to students is higher than in regular classes and the goal is to ensure students pass their bagrut exams.

**Possible discussion questions:**

1. Do you know of any programs for at-risk students?
2. Do you think they help?
3. Are they important? Why? Why not?
4. Can you think of any other ideas that might help?

**10. True**

By now students will have been made aware of this, i.e. that a right to education includes the right to a high school matriculation (bagrut) certificate. This time, discussion can touch upon other issues – number of students in class, violence or bullying, etc.

**Possible discussion questions:**

1. What other issues in school can you think of that may affect your right to receive an education?  
(Topics that might be mentioned include overcrowded classrooms, noise, violence, bullying, lack of lunch hour in many schools, lack of resources, such as lockers.)

**D. Conclusion:**

**Question:** Why Children’s Rights?

1. Why do you think we have them?
2. Are they important to have, even if after seeing a portrait of our own country we see that things are not always so great?

An answer to the above is: If not Children’s Rights, what’s the alternative?  
Leave students with the idea that rights have come about by an international process. They will learn about this process and this will equip them with a greater civic awareness of their world.

# Teacher's Guide - Part 2

## A Little Children's Rights History

This unit traces the development of Children's Rights from the 19th century, when children were the property of parents and had no rights, to the adoption by the UN Convention on the Rights of the Child (CRC). It is divided into three parts: a) Historical Background; b) Drafting of the Convention; c) What is the Convention?

### a. Historical background (A, B1-B4; E, pages 32-33, 34)

**Pre 19th century:** (B-1) In the 19th century, children were considered property, under the control of their father. The father (not the mother) was recognized by the state. This included physical and other forms of control, a father could beat a child or send a child to work.

**19th century:** (B2) For the first time, there is recognition of the child by state in the areas of work and education. This led to new issues: poor families lost children as full-time workers. The state's role became that of a "supreme parent", with the right to intervene in cases of physical abuse (still not emotional). This is 60-70 years after the rights of animals were recognized!

**20th Century:** (B2) A milestone was the development of the doctrine of the Child's Best Interest. There is a continuing development of laws protecting children.

### b. Drafting / development of the Convention (C, D, pages 34-35)

As the Convention was drafted, many questions were debated and opinions expressed. These opinions can be categorized into three schools of thought: a conservative, centre and liberal stream. One of the most debated issues was the definition of a child. The conservative side felt children should receive rights only at age 18. At that point, like all other human beings, they received full rights laid out in the **UN Universal Declaration of Human Rights (UNUDHR)**. The liberal stream viewed children as human beings from birth and as such, they should be granted all rights due human beings from the start. The UN adopted the centre stream, a midway point between the two extremes. A child is

considered a full human being, however, a child is not an adult, and therefore, rights are granted gradually, in accordance with the child's age and evolving capacities.

For example, the right to Free Expression (Free Speech): a baby's right to free expression is the freedom to cry whereas an older child will express himself through speech (free speech).

The right to Privacy: a pre-schooler receives his own drawer in a pre-school whereas an older child chooses which pictures he/she wants or doesn't want posted on the internet.

The results of the above process reached fruition on November 20, 1989 with the UN's adoption of the U.N. Convention on the Rights of the Child (CRC). After receiving the necessary number of signatures, it came into force on November 11, 1990. Important points:

- It is an international document.
- All signatory countries are obligated to the Convention, but it is not law. Laws must pass legislature - in Israel, laws are passed in the Knesset.
- Though it isn't law, no law can cancel the Convention.
- Two countries haven't ratified; otherwise **192/194** countries ratified, making it the most endorsed treaty in the world. (The USA and Somalia are the only 2 that haven't ratified. (Somalia because there was no leadership to ratify, though they now indicate that they plan to ratify; USA. because of a political dispute with the UN. However, the US has among the most far-reaching children's rights laws in the world.

An example of how signatory states are then responsible for passing laws that give the Convention legal force is the passage of laws in the Israeli **Knesset**. One relating directly to students is the passage of the Israeli Knesset's Pupils' Rights Law of 2000. This law ranges from anti-discrimination to the mandate that every school should encourage the formation of a student council. The law led to the creation of a Pupils' Rights Department in the Ministry of Education, monitored by a separate inspector. The department is an active part of the educational system and the Pupils' Rights is now a part of the curriculum, implemented within various disciplines, from civics to communication studies – for all Israeli children including minority groups, disabled and others, beginning in kindergarten. Projects include a radio for the blind, art contests depicting pictures of different rights and SOS projects for children in distress.

### c. The UN Convention on the Rights of Children's– Perspectives (E,F,G, pages 36-39)

The UN Convention on the Rights of the Child (CRC) is one set of legal rights for all children and young people. It the most widely ratified human rights agreement in the world (192/194 countries have ratified it).

A convention is an agreement between people or countries where everyone agrees to follow the same law. The CRC spells out the range of rights to which children everywhere are entitled. It sets basic standards for children's well-being at different stages of their development and is the first universal, legally binding code of child rights in history.

The Convention states that everyone under the age of 18 (the definition of a child), regardless of gender, origin, religion or possible disabilities, needs special care and protection because children are often the most **vulnerable**.

The Convention is made up of 54 articles, but has four guiding principles:

- **Non-discrimination** (article 2): You should neither benefit nor suffer because of your race, colour, gender, language, religion, or national, social or ethnic origin, or because of any political or other opinion; because of your caste, property or birth status; or because you are disabled.
- **The best interests of the child** (article 3): Laws and actions affecting children should put your best interests first and benefit you in the best possible way.
- **Survival, development and protection** (article 6): The authorities in your country must protect you and help ensure your full development – physical, spiritual, moral and social.
- **Participation** (article 12): You have a right to have your say in decisions that affect you, and to have you opinions taken into account.

(Section III, adapted from Voices of Youth, <http://www.voicesofyouth.org/sections/human-rights/pages/child-rights>)

## Goals:

**Pedagogical:** to equip students with the prerequisite skills to carry out research in an area of Children's Rights. To develop tools of critical thinking which to navigate the area of Children's Rights and to work with legal documents.

**Children's Rights:** To equip students with a historical perspective of the development of Children's Rights. Developing tools with which to analyse and evaluate the graded importance and nuances of different rights and authentic cases in an individual manner.

**English:** a) to acquire vocabulary and concepts in area of Children's Rights.  
b) to present an argument for or against a particular point of view

## Lesson plans

### 1. B-1-3, Page 33

Vocabulary:

**Property, beat, work, physical, full-time workers, Child's Best Interest, recognition**

You can explain historical background. This is then reinforced as students complete worksheet, page 33, sections B1-B3.

You can sum up this section by drawing a time line for students. This can be repeated later on – with a fuller timeline at the end of the entire section on Children's Rights history. Alternatively, at the end of the section, you can assign the students the job of creating the timeline.

### 2. (B-4, page 33 - writing questions)

As children's rights developed, many questions were debated. Ask students to think like the early framers of children's rights and write down the questions they think should be asked. This will help them distinguish different perspectives and better appreciate the CRC. Writing a list of such questions can be either a homework assignment or a class activity. When all students have completed the assignment, create a class bank on board, with students contributing their questions, while you write them for all to see.

#### Possible questions:

1. Are all rights equal?
2. Are all rights absolute or is there a gradation? (Does a 2-year-old have the right to privacy? Does a 16-year old have the right to privacy?)

3. Should certain children have more rights (poor / disadvantaged, minorities, etc.)?
4. Should every child have an equal right to education?
5. What responsibilities should children have?
6. What is the definition of a child?
7. Are there certain rights that must be given, others less important?
8. What should the child of poor parents be obligated to do – work or study?
9. To what extent are children the property of their parents?
10. What should be done about children who drop out of school?
11. Should children have to go to school?

### **C, Page 34**

#### **Oral Presentation**

This section provides an opportunity for students to work in groups and prepare oral presentations to make in class. The purpose is to guide them to begin intuiting the rights they will study formally in the Convention. Rights covered in this activity include: the right to name, identity and citizenship; the right to language and customs of your family, traditions and the right to leisure time.

### **Lesson Plan**

1. In groups, students answer questions and prepare a short oral presentation. The assignment may include both or one of the tasks. You can use this task as a graded oral presentation activity (see rubrics.) Class time should be allotted for students to work in groups while you facilitate. It is important to remind students that oral presentations must include equal speaking parts among group members.
2. Class presentations.
3. Call for debate as each group presents. For example, one group may feel that they could easily give up birthday parties but not the right to a Bar/Bat Mitzvah. Others may feel strongly to the contrary. Is one more important than the other? The convention includes all these rights.



## D, Page 35

### Drafting the Convention

The following is the final lesson on the background of the Convention. This will conclude in the Convention itself. The lesson focuses on the debate that took place as the Convention was drafted – in other words students should understand the process that led to today's rights was a complex international process. What may now seem self-evident was at that time the subject of heated debate.

### Lesson Plan:

Vocabulary:

**Convention** – a formal agreement between states.

1. Remind students of questions they posed in previous lessons.  
Ask them to peruse the lists again.

Ask Students: At what age/s should children receive rights?

Elicit: from birth; at age 18, any age in between, over 18

Explain that these answers can be categorized into three streams of thought:

**conservative, centre and liberal.**

This is essentially what was happening as Convention was drafted.

2. Draw chart on board – students have it in worksheets. During the lesson, together with discussion and debate, fill in the chart along with the students.
3. Adoption of Centre Stream  
Ask students which stream they think won. Elicit that eventually the centre stream was adopted (i.e. compromises from both sides.)  
Fill in:

Conservative	Centre 18	Liberal (Children's Liberation Movement)
<ul style="list-style-type: none"><li>• 18 year old will have rights</li><li>• under 18 – still children</li></ul>	<ul style="list-style-type: none"><li>• Kids are human beings, but not adults, therefore receive rights gradually</li><li>• From birth have rights – but these are implemented gradually</li></ul>	<ul style="list-style-type: none"><li>• Children are human beings, therefore have the right to all rights as human beings</li></ul>

4. Discuss and fill in examples of gradual implementation of rights.

Possible answers:

### Right to Free Expression (Free Speech)

Ask students: How can you give a baby the right to free speech?

Elicit: baby cries (right to free expression). Gradually, as speech forms, the child will receive the right to free speech.

### Right to Privacy

Ask students: How can you grant gradual rights of privacy?

Elicit answers from students.

Possible answer:

Pre-schooler -- right to one's own drawer.

Older child – right to not have certain pictures posted on the internet.

Have students brainstorm more ideas

The finished chart should resemble the following. Include student examples:

Conservative	Centre 18	Liberal (Children's Liberation Movement)
<ul style="list-style-type: none"> <li>• 18 year old will have rights</li> <li>• under 18 – still children</li> </ul>	<ul style="list-style-type: none"> <li>• Kids are human beings, but not adults, therefore receive rights gradually</li> <li>• From birth have rights – but these are implemented gradually</li> <li>• Right to Free Expression (Free Speech) – baby cries, gradually speech</li> <li>• Right to privacy pre-school – right to a drawer. Older – don't want certain pictures posted on internet.</li> </ul>	<ul style="list-style-type: none"> <li>• Children are human beings, therefore have the right to all rights as human beings</li> </ul>

5. Lesson Conclusion:

Explain the following: (students should write this in notes)

- **U.N. Convention on the Rights of the Child - adopted for signing on November 20, 1989.** Came into force on November 11, 1990.
- It is an international document
- All signatory countries obligated, but it is not law (laws must pass legislature – in Israel, laws are passed in the **Knesset**.)\*\*
- No law in the country can cancel the Convention.  
Two countries haven't signed; otherwise **192/194** countries signed, making it the most-endorsed treaty in the world.

You may discuss the following.

When the Convention was adopted, The UN created **UNICEF** (United Nations International Children's Fund). UNICEF, a part of the UN, works to ensure that Children's Rights are upheld and to improve the state of the world's children.

Today, along with UNICEF, there are many important private and public organizations that work to help children. UNICEF, for example, helps to improve the situation of children worldwide – providing vaccinations, food, donations, raising awareness of the plight of children and so on.

Ask students if they can think of any such organizations.

Possible answers:

National Council for Children

## E, page 36

### History cont.

Worksheet --

### Answers:

Human being

Rights

Cancel

Somalia

U.S.

## F-1, page 37

### UN Convention on the Rights of the Child

The purpose of this section is to familiarize students with the guiding principles of Convention. As the Convention is a legal document, the purpose is to make it child-friendly so students can examine and interpret it for themselves.

### Lesson Plan F-1

Vocabulary:

**citizen / citizenship**

**political**

**cultural**

**economic**

**social**

**vulnerable**

**developing**

**Different types of rights.** Explain that there are so many, that it is useful to categorize them. Elicit different rights and together categorize with students. You may also distribute copies of the Convention to the students to aid them in correctly identifying different categories and rights. Possible answers:

<ul style="list-style-type: none"><li>• Citizenship</li><li>• All rights given citizens (privacy, freedom of speech, etc.)</li></ul>	<ul style="list-style-type: none"><li>• Political</li><li>• At age 18-vote</li><li>• Students political committees</li></ul>	<ul style="list-style-type: none"><li>• Cultural</li><li>• Right to cultural identity (dress, name, etc.)</li></ul>	<ul style="list-style-type: none"><li>• Economic</li><li>• Right to adequate standard of living</li></ul>	<ul style="list-style-type: none"><li>• Social</li><li>• Right to social services (health, etc.)</li></ul>
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## F-2,3,4,5, page 38

Work through the list together with the class. Make sure all points below are written in students' notes.

### F2.

**The obligation to give children rights that adults do not have.** Because children are still developing and are considered to be vulnerable, they need more rights.

- **Right to develop** – physically, cognitively, emotionally, developmentally, mentally
- **Right to Education**
- **Right to know and be raised by parents.** If not living at home, to be in contact.
- **The right to leisure and free time** (important for development).
- Rights dealing with family life (article 9, 20, 21)
- Rights dealing with illegal transfer abroad (Article 11)
- Protection in war and in situations of exploitation (article 38)

#### Questions to elicit the above points:

1. Why do children need more rights than adults?  
Elicit that children are still developing and are considered vulnerable.
2. What rights do children need even more than adults?  
Elicit the points stated above.

You may explain the following:

After the age of 18, the right to education is still important but it is no longer a right. The idea being that education in childhood is of critical importance for a child's proper development and future well-being in the world.

### Child-centred perspective

- The idea that decisions should be made according to the best interests of the child. A guiding question for everything from the construction of a playground or school to adoption is: Is it in the best interests of the child?
- Best interests of children are often overlooked (for budgetary reasons, etc.). Examples:
  1. **Child's surroundings** - facilities, such as bathrooms, desks, chairs, should be appropriate to **size** of children.
  2. **Adoption** - the best interest of child should be paramount. You can discuss cases of adoption of children by parents from another country.
  3. **Children in the media** – what is the impact of children in the media? In news reports? In advertising?

### Questions to elicit the above:

#### 1. Child's surroundings

Ask what would be important in terms of an elementary school.

Elicit: facilities such as bathrooms, desks, chairs, should be appropriate to the **size** of children.

Best interests of children are often overlooked (for budgetary reasons, etc.).

Ask if this is acceptable. What can be done?

#### 2. Adoption – the best interest of child should be paramount. You can discuss cases of adoption of children by parents from another country.

Ask:

A. Do students know of any cases? (Many celebrities, such as pop singer Madonna, have adopted children from other countries. Madonna adopted two children from Malawi, Africa.)

B. Is it in the child's best interest? Why / why not? What are the issues?

Possible answers: issue of raising a child far from his/her culture, foreign language, unfamiliar surroundings, unfamiliar food.

Question always to ask: Is it in the child's best interest?

## F 4

**Right to Participation** a child has the right to an active part in his life/decisions

- We must take child's opinion into consideration
  - We are not obligated to implement what he wants, but we must listen and be aware
  - We must have respect for child, who has legitimate opinions, emotions and feelings
- Examples:

1. **Moving:** we must give respect to the child's feelings and discuss it with child. It doesn't mean that family doesn't move if child is opposed, but that parents must be sensitive and listen to the child's feelings.
2. **School activities** – We should accept and listen to children's input. Example: student committees taking part in Israeli Knesset Debates
3. **Complex family situations** – the right of children to participate and express their feelings in situations like divorce.

## F 5

**Non-discrimination.**

Cannot discriminate based on parents, disabilities, sex, gender, etc.

## G, page 39

Worksheet, Fundamental Principles.

1. a. 2. d 3. c 4. b

**Questions:**

1. Do students in general know what their rights are?
2. Does the school uphold / violate those rights?
3. Does the school inform students about their rights (as required in article 42 of the CRC)?

# Teacher's Guide - Part 3

## UNICEF Articles - Vocabulary - CRC

### UNICEF Articles – Getting to know your Rights!

- a. UNICEF Articles
  - b. Child-friendly version of UN Convention of the Rights of the Child
  - c. Reading Comprehension worksheets
  - d. Vocabulary list and worksheets
- 
- a. The UNICEF articles in this section (taken from the UNICEF Voices of Youth website) comprise a set of authentic English language texts that are unadapted, yet written in a child-friendly style. The articles begin with a general overview (Introduction) and then proceed to explain the rights in the five main areas: survival, living standards, environment; name, identity, care; protection from harm; education, culture, development; information, freedom of thought and speech, participation.
  - b. These texts may be used in the Israeli English classroom as practice texts for the 4-5 point Module E bagrut examination. The reading comprehension questions in the practice sheets correspond to the style and level of the Module E bagrut examination. For those not preparing for this examination, these texts serve as general reading comprehension practice.
  - c. This section also includes a child-friendly adapted version of the CRC. Students should use this as a reference for cross checking the article numbers required in certain answers.
  - d. This section includes vocabulary that has been extracted from the 6 texts. The student pages include English definitions.



## Goals:

**Pedagogical:** a) to integrate information from different sources for a specific purpose

### English:

- a. follow the development of an argument in a range of texts and use this knowledge as needed.
- b. integrate information from different sources for a specific purpose.
- c. understand the main idea and supporting details in a text and use this knowledge as needed.
- d. integrate different information tools such as a learner's dictionary, encyclopaedia, Internet.

**Children's Rights:** To master vocabulary and terminology in the field of children's rights.

## Lesson Plan:

Pre-reading: teach vocabulary for each text prior to assigning text. More pre-reading may be necessary. However, it is important to allow students to cope with texts on their own.

- a. Assign text and corresponding comprehension questions. Students should use the UN Convention on the Rights of Child in their booklet for answering questions that require specific article numbers from Convention.
- b. After students complete each text, you may opt to read the texts aloud in class or ask students to do so. This will reinforce vocabulary and content. Answers, especially those asking for students' opinions should be used for discussion and debate.

## Additional recommendations:

This is the last section of materials designed to teach the content of the Children's Rights. In the next section, you may choose to assign the research project as a way to bridge what the students have learned in the classroom with the world outside the classroom. Other options include: reading newspaper articles or following TV news programs related to the children's rights. Additionally, they may watch films or listen to music, create posters, join campaigns **(also case studies, commercials, songs, TV programs, posters and so on)**. At this point, students should be well- equipped to both examine and analyse authentic cases.

English teachers may integrate grammatical points. For example, newspaper articles can be used for reinforcing Reported Speech. Students read article and then extract a) direct speech (always in quotation marks); b) reported / indirect speech (introduced with reporting verb).

## Vocabulary

<h3>I. Introduction</h3>	<ul style="list-style-type: none"> <li>• refugee (n)</li> <li>• nationality (n.)</li> <li>• responsibility (n.)</li> <li>• (citizenship) - (n.) ** not in text, but key term</li> </ul>
<ul style="list-style-type: none"> <li>• convention (n.)</li> <li>• standard of living (n.)</li> <li>• ratify (v.) / ratification (n.)</li> <li>• gender (n)</li> <li>• disability (n)</li> <li>• vulnerable (adj.)</li> <li>• to monitor (v.)</li> <li>• principle (n.)</li> <li>• rights (n.)</li> <li>• discrimination (n.)</li> </ul>	<h3>IV. Protection from harm</h3> <ul style="list-style-type: none"> <li>• exploit (v.); exploitation (n.)</li> <li>• procedure (n)</li> <li>• to abuse (v) / abuse (n) / abusive (adj.) / abused (adj.)</li> <li>• trafficking (n.)</li> </ul>
<h3>II. Survival, living standards, environment</h3>	<h3>V. Education, culture, development</h3>
<ul style="list-style-type: none"> <li>• violate (v.); violation (n.)</li> <li>• to uphold (v.)</li> <li>• campaign (v./n.)</li> <li>• vaccination (n.) / vaccinate (v.)</li> <li>• to immunize (v.) /immunization industrialized (adj.)</li> <li>• bout (n.)</li> <li>• malnourished (adj.) /</li> <li>• malnourishment (n)</li> <li>• to attain (v.); attainable (adj.)</li> <li>• to thrive (v.)</li> <li>• guardian (n.)</li> <li>• facility (n.)</li> </ul>	<ul style="list-style-type: none"> <li>• dignity (n)</li> <li>• tolerance (n.)</li> <li>• custom (n.)</li> <li>• cultural traditions</li> <li>• leisure/cultural/artistic activities</li> </ul>
<h3>III. Name, identity, care</h3>	<h3>V. Information, freedom of thought and speech, participation</h3>
<ul style="list-style-type: none"> <li>• interfere (v.); interference (n.)</li> <li>• register (v.) /registration (n.)</li> <li>• impairment (n.) /impaired learning impairment</li> <li>• to honour (v.) / honour (n.)</li> <li>• reputation (n)</li> </ul>	<ul style="list-style-type: none"> <li>• access to information</li> <li>• diverse</li> <li>• to promote (v.) / promotion (n.)</li> <li>• “evolving capacities”</li> <li>• crucial (adj.)</li> <li>• to correspond (v) /correspondence (n.)</li> <li>• confidential (adj.)</li> <li>• “free association” / to associate (v.) -</li> <li>• “lip service”</li> </ul>

**Answer Key:****UNICEF Articles - Know Your Rights, comprehension questions****A-1: Introduction, Pages 42-43**

1. a. False  
b. that has not always been the case
2. 191
3. vulnerable / special care and protection
4. Governments must take action to ensure your rights are respected.
5. a. non-discrimination  
b. the best interests of the child  
c. participation  
d. survival, development and participation  
e. survival, development and participation  
f. survival development and participation  
\*\* Note answers may vary, accept all answers that students can justify.
6. Accept all logical answers.
7. Accept all logical answers.

**B-1: Survival, Living Standards, Environment, Page 46**

1. a. Unnecessary deaths from measles due to lack of immunization  
b. Yes  
c. There was a national campaign to prevent measles (and it was free )
2. a. Joanna King didn't receive measles immunization  
b. They weaken the body. / By weakening the body, they make the child/person more susceptible to measles.
3. Parents, then government.
4. The wealthier nation would help the poorer one.
5. survive - to stay alive;  
thrive - to develop physically, mentally, spiritually, morally, psychologically and socially / to grow into the healthiest and happiest person you can be, well prepared for life.
6. They have a right to more than survive, they have a right to a meaningful life.

### **C-1: Name, Identity and Care, Pages 49-50**

1. Accept TWO of the following: unable to register in school / no access to public hospitals / cannot marry
2. Because her mother was not registered
  - a. Governments must respect your right to preserve your identity, nationality and family relations
  - b. (8)
  - c. Your birth should be registered with a local government agency without delay / You have right to a legally registered name and nationality.
  - d. (7) / (8)
3. Accept any THREE of the following:

- refugees	1951 Convention Relating to the Status of the Refugee
- physical disability	article 23
- learning impairment	article 23
- adopted children	article 21
- children whose families	articles 20/21/25

can't look after them
4.
  - a. health clinics
  - b. Accept all logical answers. Possible Answer: Children often feel (rightly) that adults do not respect their right to privacy and therefore it is important that these are outlined clearly in the Convention.
5. that families should be kept together / governments should respect the rights of families including extended families and their right to direct and guide you so you can exercise your rights in the best possible way.

### **D-1: Protection from Harm, Page 53**

1. an example of a child whose right to protection from harm was violated.
2. Accept any THREE of: sexual abuse / prostitution / involvement in pornography / economic exploitation / unreasonable rates of pay / long hours / miss getting an education.
3. Because although children who break the law enjoy special legal considerations, they

still must obey the law / have to obey the law.

4. Accept any logical answer. Possible answer: economic.
5. Accept any logical answer.

\*\*\* During class discussion of article, it should be emphasized that the formulation of the CRC allows countries to adapt their cultures gradually to the demands of the CRC. Thus, it appears that there are still countries that exploit children as child labourers and child soldiers. This is decreasing with the passage of time, with the increase in educational levels and the greater success of the states in setting up institutions and infrastructure designed to ensure the protection of children.

### **E-1: Education, Culture and Development, pages 55-56**

1.
  - a. They let her play (free / leisure time)
  - b. They let her go to school (education)
2.
  - a. is not
  - b. The emphasis is on how hard she works and it ends with a question mark, i.e. she may not get her rights.
3.
  - a. right to relaxation and play
  - b. 31
  - c. take part in cultural, artistic and leisure activities
  - d. 31
  - e. right to relaxation and play
  - f. 31
  - g. take part in cultural, artistic and leisure activities
  - h. 31
  - i. right to learn and use language and customs of your family
  - j. 30
  - k. primary education that should be compulsory and free
  - l. 28
  - m. discipline...never cause physical injury
  - n. 28
  - o. right to education, government should ensure that no-one is excluded because of poverty
  - p. 28

## **F-1: Information, Freedom of Thought and Speech, Participation, page 59**

1. \_\_\_\_allow the students to express themselves.
2. By joining a committee they can influence decisions that affect their lives whereas complaining just leads to frustration.
3. In exercising the right to freedom of expression, children have the responsibility to respect the rights of others.
4. a. takes into account your “evolving capacities”  
b. Accept all logical answers.
5. a. saying something, but not meaning it  
b. due weight according to age and maturity
6. To allow them to make decisions, gain knowledge, explore possibilities.
7. Because media are often biased / subjective / This will provide the child with a fuller picture / No one version of an event/story or single medium is sufficient/enough.

## **G-1, pages 62-63 - Vocabulary worksheet**

1. upheld
2. vulnerable
3. interfere
4. impaired
5. impaired
6. facilities
7. Malnourishment
8. exploit / exploit
9. attain
10. bout
11. Convention
12. monitored
13. violations
14. standard of living

15. ratified
16. immunizations / vaccinations
17. immunized
18. trafficking

### **G-2, page 64 - Vocabulary worksheet**

1. facilities
2. malnourishment
3. procedure
4. exploit / vulnerable
5. attain
6. thriving
7. uphold
8. monitoring

# Teacher's Guide - Part 4

## Project

Students will choose and carry out research on a subject that interests them in the area of Children's Rights.

The project has two phases:

1. **Written Presentation** - a research paper based on a research question. This includes a creative component which can be anything from a film to poem. Guidelines and rubrics are included.
2. **Oral presentation** - Students create an oral presentation to present in front of their class. They should be encouraged to include audio-visual components – posters, drawings, films, PowerPoint presentations and so on. They can use interactive techniques that involve audience participation. When the presentation is completed, the class audience should ask questions. In this manner, students both learn from and teach their peers.

For students studying English at the 4 and 5-point levels, this project meets the criteria for the compulsory matriculation (bagrut) project.

### Goals:

**Pedagogical:** to carry out a research project.

**English:** to integrate information from different sources for a specific purpose; to present information in depth, synthesizing information from various sources; to present conclusions based on the integration of the results of information obtained through different means.

**Children's Rights:** to synthesize and present information in depth in a specific area of children's rights.

### Lesson Plan:

#### 1. Project Preparation (A, Pages 66-68).

Discuss in class and explain to students that they should begin looking for a topic to research. It is recommended they work in groups of up to three, but those who wish to work alone may do so. A deadline for the preparatory assignment should be given. Students will submit a proposal for topic and explanation about choice. Once teacher approves, research for project may begin.



## 2. **Project Guidelines (B, Page 69-74)**

You should go through the project guidelines with the students. Point out that they must have a minimum of 3 English sources in their bibliography. It is recommended that you allot up to 8 classroom sessions to facilitate the project.

לילד זכות להביע את דעתו בחופשיות, והמדינות החברות מתחייבות לאפשר לו להשמיע את דעתו בכל עניין שנוגע לו בעצמו או באמצעות נציג שלו.

Every child has the right to protection against physical and mental violence, abuse, neglect, exploitation, or any cruel behavior perpetrated by adults who are responsible for the child.

לכל طفل الحق في حرية التعبير، وهذا يشمل طلب واستلام ونقل المعلومات والأفكار لفظيًا أو عن طريق الكتابة أو الطباعة أو الكلام أو الفنون أو أي طريقة أخرى قد يختارها الطفل. يتم حدّ هذا الحق إذا حصل أي تعذ على حقوق الآخرين أو إذا تعارض مع الأمن القومي أو النظام والأخلاق العامة أو المصلحة العامة.

على الدّول الموقعة حماية حقوق جميع الأطفال. بغض النّظر عن العرق أو اللون أو الجنس أو اللغة أو الدّين أو الميول السياسية أو جنسيّة الطّفل أو الانتماء العرقيّ أو الاجتماعيّ أو المملّكية أو الإعاقة . أو أصل الطفل و / أو أولياء أمره.

Every child has the right to join or found a group, as long as the activities of the group do not infringe on the rights of others.

"למדינות החברות האחריות לשמור על הזהות שניתנה לילד"

המדינות החברות מבטיחות לשמור על זכויות הילדים שבתחומה, ללא הפליה וללא קשר לגזע, צבע עור, מין, שפה, דת, השקפה פוליטית, מוצא לאומי, אתני או חברתי, רכוש, נכות, לידה או כל סיבה אחרת הקשורה לילד ולהוריו.

Signatory countries must protect the rights of all children, regardless of the race, skin color, gender, language, religion, political orientation, nationality, ethnic or social group, property, handicap, or origin of the child and/or the parents.

לילד זכות גישה למאגרי מידע ולחומרים ומידע שיעזרו לו מבחינה אזרחית, לימודית, חינוכית, חברתית ומוסרית. המדינה תעודד ותסייע לילד לממש זכות זו.

لכל طفل الحق في الحصول على المعلومات المتعلقة بالدراسة والتعليم والتكيف الاجتماعي. أو الأخلاقي. وعلى الدّول الموقعة أدناه أن تشجّع و تمكّن الأطفال من ممارسة هذا الحق.

جميع الأطفال الحق في العيش وفقاً لعاداتهم ولغتهم ودينهم وثقافتهم.

לילד הזכות לחינוך, למימוש היכולות והכישורים שלו. המדינות החברות התחייבו ללמד את הילד, במסגרת מוסדות החינוך, לפתח יחס מכבד לאחרים, ללמד אותו לחיות בשלום עם אחרים, לכבד את זכויותיהם ולנהוג באופן סבילי כלפיהם.

לילד נכה יש זכות לחיים מלאים והוגנים

Every child has the right to access information regarding studies, education, social adaptation, or moral development. The undersigned countries will encourage and enable children to exercise this right.

Every child has the right to privacy and protection from attacks on his/her dignity and reputation.

Signatory countries are responsible to guarantee the identity given to every child, including his/her citizenship and connection to his/her family.