

## Annex 1

## Universal Declaration of Human Rights (1948)<sup>a</sup>



**T**he plain language version is given only as a guide. For an exact rendering of each principle, refer students to the original. This “simplified” version is based on a French text prepared in 1978 for the World Association for the School as an Instrument of Peace by a Research Group of the University of Geneva under the responsibility of Prof. L. Massarenti. In preparing the French “simplified” version, the Group used a basic vocabulary of 2,500 words in use in the French-speaking part of Switzerland. The English translation of the French version was prepared by the United Nations. Teachers may adopt this methodology when they translate the text of the Universal Declaration into the language in use in their region.

<sup>a</sup> See <<http://www.ohchr.org>> for the text of the Universal Declaration of Human Rights in more than 300 different languages.

**Original text****Article 1**

.....

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

**Article 2**

.....

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

**Article 3**

.....

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

**Article 4**

.....

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

**Article 5**

.....

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

**Article 6**

.....

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

**Article 7**

.....

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection

**Plain language version**

.....

*When children are born, they are free and each should be treated in the same way. They have reason and conscience and should act towards one another in a friendly manner.*

.....

*Everyone can claim the following rights, despite*

- *a different sex*
- *a different skin colour*
- *speaking a different language*
- *thinking different things*
- *believing in another religion*
- *owning more or less*
- *being born in another social group*
- *coming from another country.*

*It also makes no difference whether the country you live in is independent or not.*

.....

*You have the right to live, and to live in freedom and safety.*

.....

*Nobody has the right to treat you as his or her slave and you should not make anyone your slave.*

.....

*Nobody has the right to torture you.*

.....

*You should be legally protected in the same way everywhere, and like everyone else.*

.....

*The law is the same for everyone; it should be applied in the same way to all.*

**Original text**

.....

against any discrimination in violation of this Declaration and against any incitement to such discrimination.

**Article 8**

.....

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

**Article 9**

.....

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

**Article 10**

.....

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

**Article 11**

.....

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

**Article 12**

.....

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

**Article 13**

.....

1. Everyone has the right to freedom of movement and residence within the borders of each State.

**Plain language version**

.....

*You should be able to ask for legal help when the rights your country grants you are not respected.*

.....

*Nobody has the right to put you in prison, to keep you there, or to send you away from your country unjustly, or without a good reason.*

.....

*If you must go on trial this should be done in public. The people who try you should not let themselves be influenced by others.*

.....

*You should be considered innocent until it can be proved that you are guilty. If you are accused of a crime, you should always have the right to defend yourself. Nobody has the right to condemn you and punish you for something you have not done.*

.....

*You have the right to ask to be protected if someone tries to harm your good name, enter your house, open your letters, or bother you or your family without a good reason.*

.....

*You have the right to come and go as you wish within your country. You*

**Original text**

2. Everyone has the right to leave any country, including his own, and to return to his country.

**Article 14**

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

**Article 15**

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

**Article 16**

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

**Article 17**

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

**Article 18**

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others

**Plain language version**

*have the right to leave your country to go to another one; and you should be able to return to your country if you want.*

*If someone hurts you, you have the right to go to another country and ask it to protect you. You lose this right if you have killed someone and if you yourself do not respect what is written here.*

*You have the right to belong to a country and nobody can prevent you, without a good reason, from belonging to another country if you wish.*

*As soon as a person is legally entitled, he or she has the right to marry and have a family. Neither the colour of your skin, nor the country you come from nor your religion should be impediments to doing this. Men and women have the same rights when they are married and also when they are separated. Nobody should force a person to marry. The Government of your country should protect your family and its members.*

*You have the right to own things and nobody has the right to take these from you without a good reason.*

*You have the right to profess your religion freely, to change it, and to practise it either on your own or with other people.*

**Original text**

and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

**Article 19**

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

**Article 20**

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

**Article 21**

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

**Article 22**

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

**Article 23**

1. Everyone has the right to work, to free choice of employment, to just and favourable condi-

**Plain language version**

*You have the right to think what you want, and to say what you like, and nobody should forbid you from doing so. You should be able to share your ideas – also with people from any other country.*

*You have the right to organize peaceful meetings or to take part in meetings in a peaceful way. It is wrong to force someone to belong to a group.*

*You have the right to take part in your country's political affairs either by belonging to the Government yourself or by choosing politicians who have the same ideas as you. Governments should be voted for regularly and voting should be secret. You should get a vote and all votes should be equal. You also have the same right to join the public service as anyone else.*

*The society in which you live should help you to develop and to make the most of all the advantages (culture, work, social welfare) that are offered to you and to all the men and women in your country.*

*You have the right to work, to be free to choose your work, and to get*

**Original text**

tions of work and to protection against unemployment.

2. Everyone, without any discrimination, has the right to equal pay for equal work.

3. Every one who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

4. Everyone has the right to form and to join trade unions for the protection of his interests.

**Article 24**

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

**Article 25**

1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including foods, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

**Article 26**

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all

**Plain language version**

*a salary that allows you to live and support your family. If a man and a woman do the same work, they should get the same pay. All people who work have the right to join together to defend their interests.*

*Each work day should not be too long, since everyone has the right to rest and should be able to take regular paid holidays.*

*You have the right to have whatever you need so that you and your family: do not fall ill; do not go hungry; have clothes and a house; and are helped if you are out of work, if you are ill, if you are old, if your wife or husband is dead, or if you do not earn a living for any other reason you cannot help.*

*Both a mother who is going to have a baby and her baby should get special help. All children have the same rights, whether or not the mother is married.*

*You have the right to go to school and everyone should go to school. Primary schooling should be free. You should be able to learn a profession or continue your studies as far as you wish. At school, you should be able to develop all your talents and you should be taught to get on with others, whatever their race, their religion or the country they come from. Your parents have the right to choose how and what you will be taught at school.*

**Original text**

nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

3. Parents have a prior right to choose the kind of education that shall be given to their children.

**Article 27**

1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

**Article 28**

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

**Article 29**

1. Everyone has duties to the community in which alone the free and full development of his personality is possible.

2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

**Article 30**

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

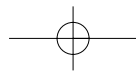
**Plain language version**

*You have the right to share in your community's arts and sciences, and in any good they do. Your works as an artist, a writer or a scientist should be protected, and you should be able to benefit from them.*

*To make sure that your rights will be respected, there must be an "order" that can protect them. This "order" should be local and worldwide.*

*You have duties towards the community within which your personality can fully develop. The law should guarantee human rights. It should allow everyone to respect others and to be respected.*

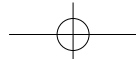
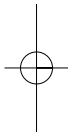
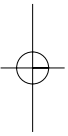
*No society and no human being in any part of the world should act in such a way as to destroy the rights that you have just been reading about.*



Annex 2

# Convention on the Rights of the Child

*Adopted by the General Assembly of the United Nations on 20 November 1989*



**Original text****PREAMBLE**

*The States Parties to the present Convention,*

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

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

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

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

*Convinced that the family, as the fundamental group of society and the natural environment for the growth and well-being of all its members and particularly children, should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community,*

*Recognizing that the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding,*

*Considering that the child should be fully prepared to live an individual life in society, and brought up in the spirit of the ideals proclaimed in the Charter of the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity,*

**Unofficial summary \***

*The preamble recalls the basic principles of the United Nations and specific provisions of certain relevant human rights treaties and proclamations. It reaffirms the fact that children, because of their vulnerability, need special care and protection, and it places special emphasis on the primary caring and protective responsibility of the family. It also reaffirms the need for legal and other protection of the child before and after birth, the importance of respect for the cultural values of the child's community, and the vital role of international cooperation in securing children's rights.*

\* Source: UNICEF.

**Original text**

*Bearing in mind that the need to extend particular care to the child has been stated in the Geneva Declaration of the Rights of the Child of 1924 and in the Declaration of the Rights of the Child adopted by the United Nations on 20 November 1959 and recognized in the Universal Declaration of Human Rights, in the International Covenant on Civil and Political Rights (in particular in articles 23 and 24), in the International Covenant on Economic, Social and Cultural Rights (in particular in article 10) and in the statutes and relevant instruments of specialized agencies and international organizations concerned with the welfare of children,*

*Bearing in mind that, as indicated in the Declaration of the Rights of the Child, "the child, by reason of his physical and mental immaturity, needs special safeguards and care, including appropriate legal protection, before as well as after birth",*

*Recalling the provisions of the Declaration on Social and Legal Principles relating to the Protection and Welfare of Children, with Special Reference to Foster Placement and Adoption Nationally and Internationally; the United Nations Standard Minimum Rules for the Administration of Juvenile Justice ("The Beijing Rules"); and the Declaration on the Protection of Women and Children in Emergency and Armed Conflict,*

*Recognizing that, in all countries in the world, there are children living in exceptionally difficult conditions, and that such children need special consideration,*

*Taking due account of the importance of the traditions and cultural values of each people for the protection and harmonious development of the child,*

*Recognizing the importance of international cooperation for improving the living conditions of children in every country, in particular in the developing countries,*

*Have agreed as follows:*

**Unofficial summary**

**Original text****PART I****Article 1**

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

**Article 2**

1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.

**Article 3**

1. In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.

2. States Parties undertake to ensure the child such protection and care as is necessary for his or her wellbeing, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures.

3. States Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff, as well as competent supervision.

**Unofficial summary****Definition of a child**

*A child is recognized as a person under 18, unless national laws recognize the age of majority earlier.*

**Non-discrimination**

*All rights apply to all children without exception. It is the State's obligation to protect children from any form of discrimination and to take positive action to promote their rights.*

**Best interests of the child**

*All actions concerning the child shall take full account of his or her best interests. The State shall provide the child with adequate care when parents, or others charged with that responsibility, fail to do so.*

**Original text****Article 4**

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

**Article 5**

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

**Article 6**

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

2. States Parties shall ensure to the maximum extent possible the survival and development of the child.

**Article 7**

1. The child shall be registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality and, as far as possible, the right to know and be cared for by his or her parents.

2. States Parties shall ensure the implementation of these rights in accordance with their national law and their obligations under the relevant international instruments in this field, in particular where the child would otherwise be stateless.

**Article 8**

1. States Parties undertake to respect the right of the child to preserve his or her identity, including nationality, name and family relations as recog-

**Unofficial summary****Implementation of rights**

*The State must do all it can to implement the rights contained in the Convention.*

**Parental guidance and the child's evolving capacities**

*The State must respect the rights and responsibilities of parents and the extended family to provide guidance for the child which is appropriate to her or his evolving capacities.*

**Survival and development**

*Every child has the inherent right to life, and the State has an obligation to ensure the child's survival and development.*

**Name and nationality**

*The child has the right to a name at birth. The child also has the right to acquire a nationality and, as far as possible, to know his or her parents and be cared for by them.*

**Preservation of identity**

*The State has an obligation to protect, and if necessary, reestablish basic aspects of the child's identity.*

**Original text**

nized by law without unlawful interference.

2. Where a child is illegally deprived of some or all of the elements of his or her identity, States Parties shall provide appropriate assistance and protection, with a view to speedily re-establishing his or her identity.

**Article 9**

1. States Parties shall ensure that a child shall not be separated from his or her parents against their will, except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is necessary for the best interests of the child. Such determination may be necessary in a particular case such as one involving abuse or neglect of the child by the parents, or one where the parents are living separately and a decision must be made as to the child's place of residence.

2. In any proceedings pursuant to paragraph 1 of the present article, all interested parties shall be given an opportunity to participate in the proceedings and make their views known.

3. States Parties shall respect the right of the child who is separated from one or both parents to maintain personal relations and direct contact with both parents on a regular basis, except if it is contrary to the child's best interests.

4. Where such separation results from any action initiated by a State Party, such as the detention, imprisonment, exile, deportation or death (including death arising from any cause while the person is in the custody of the State) of one or both parents or of the child, that State Party shall, upon request, provide the parents, the child or, if appropriate, another member of the family with the essential information concerning the whereabouts of the absent member(s) of the family unless the provision of the information would be detrimental to the well-being of the child. States Parties shall further ensure that the submission of such a request shall of itself entail no adverse consequences for the person(s) concerned.

**Unofficial summary**

*This includes name, nationality and family ties.*

**Separation from parents**

*The child has a right to live with his or her parents unless this is deemed to be incompatible with the child's best interests. The child also has the right to maintain contact with both parents if separated from one or both.*

**Original text****Article 10**

1. In accordance with the obligation of States Parties under article 9, paragraph 1, applications by a child or his or her parents to enter or leave a State Party for the purpose of family reunification shall be dealt with by States Parties in a positive, humane and expeditious manner. States Parties shall further ensure that the submission of such a request shall entail no adverse consequences for the applicants and for the members of their family.

2. A child whose parents reside in different States shall have the right to maintain on a regular basis, save in exceptional circumstances personal relations and direct contacts with both parents. Towards that end and in accordance with the obligation of States Parties under article 9, paragraph 1, States Parties shall respect the right of the child and his or her parents to leave any country, including their own, and to enter their own country. The right to leave any country shall be subject only to such restrictions as are prescribed by law and which are necessary to protect the national security, public order (*ordre public*), public health or morals or the rights and freedoms of others and are consistent with the other rights recognized in the present Convention.

**Article 11**

1. States Parties shall take measures to combat the illicit transfer and non-return of children abroad.

2. To this end, States Parties shall promote the conclusion of bilateral or multilateral agreements or accession to existing agreements.

**Article 12**

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judi-

**Unofficial summary****Family reunification**

*Children and their parents have the right to leave any country and to enter their own for purposes of reunion or the maintenance of the child-parent relationship.*

**Illicit transfer and non-return**

*The State has an obligation to prevent and remedy the kidnapping or retention of children abroad by a parent or third party.*

**The child's opinion**

*The child has the right to express his or her opinion freely and to have that opinion taken into account in any matter or procedure affecting the child.*

**Original text**

cial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

**Article 13**

1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.

2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:

(a) For respect of the rights or reputations of others; or

(b) For the protection of national security or of public order (*ordre public*), or of public health or morals.

**Article 14**

1. States Parties shall respect the right of the child to freedom of thought, conscience and religion.

2. States Parties shall respect the rights and duties of the parents and, when applicable, legal guardians, to provide direction to the child in the exercise of his or her right in a manner consistent with the evolving capacities of the child.

3. Freedom to manifest one's religion or beliefs may be subject only to such limitations as are prescribed by law and are necessary to protect public safety, order, health or morals, or the fundamental rights and freedoms of others.

**Article 15**

1. States Parties recognize the rights of the child to freedom of association and to freedom of peaceful assembly.

2. No restrictions may be placed on the exercise of these rights other than those imposed in conformity with the law and which are necessary in a democratic society in the interests of national security or public safety, public order (*ordre public*), the pro-

**Unofficial summary****Freedom of expression**

*The child has the right to express his or her views, obtain information, make ideas or information known, regardless of frontiers.*

**Freedom of thought, conscience and religion**

*The State shall respect the child's right to freedom of thought, conscience and religion, subject to appropriate parental guidance.*

**Freedom of association**

*Children have a right to meet with others, and to join or form associations.*

**Original text**

tection of public health or morals or the protection of the rights and freedoms of others.

**Article 16**

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

2. The child has the right to the protection of the law against such interference or attacks.

**Article 17**

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

(a) Encourage the mass media to disseminate information and material of social and cultural benefit to the child and in accordance with the spirit of article 29;

(b) Encourage international co-operation in the production, exchange and dissemination of such information and material from a diversity of cultural, national and international sources;

(c) Encourage the production and dissemination of children's books;

(d) Encourage the mass media to have particular regard to the linguistic needs of the child who belongs to a minority group or who is indigenous;

(e) Encourage the development of appropriate guidelines for the protection of the child from information and material injurious to his or her well-being, bearing in mind the provisions of articles 13 and 18.

**Article 18**

1. States Parties shall use their best efforts to ensure recognition of the principle that both parents have common responsibilities for the

**Unofficial summary****Protection of privacy**

*Children have the right to protection from interference with privacy, family, home and correspondence, and from libel or slander.*

**Access to appropriate information**

*The State shall ensure the accessibility to children of information and material from a diversity of sources, and it shall encourage the mass media to disseminate information which is of social and cultural benefit to the child, and take steps to protect him or her from harmful materials.*

**Parental responsibilities**

*Parents have joint primary responsibility for raising the child, and the State shall support them in this. The*

**Original text**

upbringing and development of the child. Parents or, as the case may be, legal guardians, have the primary responsibility for the upbringing and development of the child. The best interests of the child will be their basic concern.

2. For the purpose of guaranteeing and promoting the rights set forth in the present Convention, States Parties shall render appropriate assistance to parents and legal guardians in the performance of their childrearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children.

3. States Parties shall take all appropriate measures to ensure that children of working parents have the right to benefit from child-care services and facilities for which they are eligible.

**Article 19**

1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

**Article 20**

1. A child temporarily or permanently deprived of his or her family environment, or in whose own best interests cannot be allowed to remain in that environment, shall be entitled to special protection and assistance provided by the State.

2. States Parties shall in accordance with their national laws ensure alternative care for such a child.

**Unofficial summary**

*State shall provide appropriate assistance to parents in child-raising.*

**Protection from abuse and neglect**

*The State shall protect the child from all forms of maltreatment by parents or others responsible for the care of the child and establish appropriate social programmes for the prevention of abuse and the treatment of victims.*

**Protection of a child without family**

*The State is obliged to provide special protection for a child deprived of the family environment and to ensure that appropriate alternative family care or institutional placement is available in such cases. Efforts to meet this obligation shall pay due regard to the child's cultural background.*

**Original text**

3. Such care could include, *inter alia*, foster placement, *kafala* of Islamic law, adoption, or if necessary placement in suitable institutions for the care of children. When considering solutions, due regard shall be paid to the desirability of continuity in a child's upbringing and to the child's ethnic, religious, cultural and linguistic background.

**Article 21**

States Parties that recognize and/or permit the system of adoption shall ensure that the best interests of the child shall be the paramount consideration and they shall:

(a) Ensure that the adoption of a child is authorized only by competent authorities who determine, in accordance with applicable law and procedures and on the basis of all pertinent and reliable information, that the adoption is permissible in view of the child's status concerning parents, relatives and legal guardians and that, if required, the persons concerned have given their informed consent to the adoption on the basis of such counselling as may be necessary;

(b) Recognize that inter-country adoption may be considered as an alternative means of child's care, if the child cannot be placed in a foster or an adoptive family or cannot in any suitable manner be cared for in the child's country of origin;

(c) Ensure that the child concerned by intercountry adoption enjoys safeguards and standards equivalent to those existing in the case of national adoption;

(d) Take all appropriate measures to ensure that, in intercountry adoption, the placement does not result in improper financial gain for those involved in it;

(e) Promote, where appropriate, the objectives of the present article by concluding bilateral or multilateral arrangements or agreements, and endeavour, within this framework, to ensure that the placement of the child in another country is carried out by competent authorities or organs.

**Unofficial summary****Adoption**

*In countries where adoption is recognized and/or allowed, it shall only be carried out in the best interests of the child, and then only with the authorization of competent authorities, and safeguards for the child.*

## Original text

## Article 22

1. States Parties shall take appropriate measures to ensure that a child who is seeking refugee status or who is considered a refugee in accordance with applicable international or domestic law and procedures shall, whether unaccompanied or accompanied by his or her parents or by any other person, receive appropriate protection and humanitarian assistance in the enjoyment of applicable rights set forth in the present Convention and in other international human rights or humanitarian instruments to which the said States are Parties.

2. For this purpose, States Parties shall provide, as they consider appropriate, co-operation in any efforts by the United Nations and other competent intergovernmental organizations or non-governmental organizations co-operating with the United Nations to protect and assist such a child and to trace the parents or other members of the family of any refugee child in order to obtain information necessary for reunification with his or her family. In cases where no parents or other members of the family can be found, the child shall be accorded the same protection as any other child permanently or temporarily deprived of his or her family environment for any reason, as set forth in the present Convention.

## Article 23

1. States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance, and facilitate the child's active participation in the community.

2. States Parties recognize the right of the disabled child to special care and shall encourage and ensure the extension, subject to available resources, to the eligible child and those responsible for his or her care, of assistance for which application is made and which is appropriate to the child's condition and to the circumstances of the parents or others caring for the child.

3. Recognizing the special needs of a disabled child, assistance extended in accordance with

## Unofficial summary

## Refugee children

*Special protection shall be granted to a refugee child or to a child seeking refugee status. It is the State's obligation to cooperate with competent organizations which provide such protection and assistance.*

## Disabled children

*A disabled child has the right to special care, education and training to help him or her enjoy a full and decent life in dignity and achieve the greatest degree of self-reliance and social integration possible.*

## Original text

paragraph 2 of the present article shall be provided free of charge, whenever possible, taking into account the financial resources of the parents or others caring for the child, and shall be designed to ensure that the disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development.

4. States Parties shall promote, in the spirit of international co-operation, the exchange of appropriate information in the field of preventive health care and of medical, psychological and functional treatment of disabled children, including dissemination of and access to information concerning methods of rehabilitation, education and vocational services, with the aim of enabling States Parties to improve their capabilities and skills and to widen their experience in these areas. In this regard, particular account shall be taken of the needs of developing countries.

## Article 24

1. States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care services.

2. States Parties shall pursue full implementation of this right and, in particular, shall take appropriate measures:

- (a) To diminish infant and child mortality;
- (b) To ensure the provision of necessary medical assistance and health care to all children with emphasis on the development of primary health care;
- (c) To combat disease and malnutrition including within the framework of primary health care, through *inter alia* the application of readily available technology and through the provision

## Unofficial summary

## Health and health services

*The child has a right to the highest standard of health and medical care attainable. States shall place special emphasis on the provision of primary and preventive health care, public health education and the reduction of infant mortality. They shall encourage international co-operation in this regard and strive to see that no child is deprived of access to effective health services.*

**Original text**

of adequate nutritious foods and clean drinking water, taking into consideration the dangers and risks of environmental pollution;

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

(e) To ensure that all segments of society, in particular parents and children, are informed, have access to education and are supported in the use of basic knowledge of child health and nutrition, the advantages of breast-feeding, hygiene and environmental sanitation and the prevention of accidents;

(f) To develop preventive health care, guidance for parents and family planning education and services.

3. States Parties shall take all effective and appropriate measures with a view to abolishing traditional practices prejudicial to the health of children.

4. States Parties undertake to promote and encourage international co-operation with a view to achieving progressively the full realization of the right recognized in the present article. In this regard, particular account shall be taken of the needs of developing countries.

**Article 25**

States Parties recognize the right of a child who has been placed by the competent authorities for the purposes of care, protection or treatment of his or her physical or mental health, to a periodic review of the treatment provided to the child and all other circumstances relevant to his or her placement.

**Article 26**

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

2. The benefits should, where appropriate, be granted, taking into account the resources and the circumstances of the child and persons hav-

**Unofficial summary****Periodic review of placement**

*A child who is placed by the State for reasons of care, protection or treatment is entitled to have that placement evaluated regularly.*

**Social security**

*The child has the right to benefit from social security including social insurance.*

**Original text**

ing responsibility for the maintenance of the child, as well as any other consideration relevant to an application for benefits made by or on behalf of the child.

**Article 27**

1. States Parties recognize the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.

2. The parent(s) or others responsible for the child have the primary responsibility to secure, within their abilities and financial capacities, the conditions of living necessary for the child's development.

3. States Parties, in accordance with national conditions and within their means, shall take appropriate measures to assist parents and others responsible for the child to implement this right and shall in case of need provide material assistance and support programmes, particularly with regard to nutrition, clothing and housing.

4. States Parties shall take all appropriate measures to secure the recovery of maintenance for the child from the parents or other persons having financial responsibility for the child, both within the State Party and from abroad. In particular, where the person having financial responsibility for the child lives in a State different from that of the child, States Parties shall promote the accession to international agreements or the conclusion of such agreements, as well as the making of other appropriate arrangements.

**Article 28**

1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

(a) Make primary education compulsory and available free to all;

(b) Encourage the development of different forms of secondary education, including general and vocational education, make them available

**Unofficial summary****Standard of living**

*Every child has the right to a standard of living adequate for his or her physical, mental, spiritual, moral and social development. Parents have the primary responsibility to ensure that the child has an adequate standard of living. The State's duty is to ensure that this responsibility can be fulfilled, and is. State responsibility can include material assistance to parents and their children.*

**Education**

*The child has a right to education, and the State's duty is to ensure that primary education is free and compulsory, to encourage different forms of secondary education accessible to every child and to make higher education available to all on the basis of capacity. School discipline shall be consistent with the child's rights and dignity. The State shall engage in*

**Original text**

and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;

(c) Make higher education accessible to all on the basis of capacity by every appropriate means;

(d) Make educational and vocational information and guidance available and accessible to all children;

(e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.

2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

3. States Parties shall promote and encourage international co-operation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

**Article 29**

1. States Parties agree that the education of the child shall be directed to:

(a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;

(b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;

(c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;

**Unofficial summary**

*international cooperation to implement this right.*

**Aims of education**

*Education shall aim at developing the child's personality, talents and mental and physical abilities to the fullest extent. Education shall prepare the child for an active adult life in a free society and foster respect for the child's parents, his or her own cultural identity, language and values, and for the cultural background and values of others.*

**Original text**

(d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;

(e) The development of respect for the natural environment.

2. No part of the present article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principles set forth in paragraph 1 of the present article and to the requirements that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

**Article 30**

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

**Article 31**

1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.

2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.

**Article 32**

1. States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education,

**Unofficial summary****Children of minorities or indigenous populations**

*Children of minority communities and indigenous populations have the right to enjoy their own culture and to practise their own religion and language.*

**Leisure, recreation and cultural activities**

*The child has the right to leisure, play and participation in cultural and artistic activities.*

**Child labour**

*The child has the right to be protected from work that threatens his or her health, education or development. The State shall set minimum*

**Original text**

or to be harmful to the child's health or physical, mental, spiritual, moral or social development.

2. States Parties shall take legislative, administrative, social and educational measures to ensure the implementation of the present article. To this end, and having regard to the relevant provisions of other international instruments, States Parties shall in particular:

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

**Article 33**

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

**Article 34**

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

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

**Article 35**

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

**Unofficial summary**

*ages for employment and regulate working conditions.*

**Drug abuse**

*Children have the right to protection from the use of narcotic and psychotropic drugs, and from being involved in their production or distribution.*

**Sexual exploitation**

*The State shall protect children from sexual exploitation and abuse, including prostitution and involvement in pornography.*

**Sale, trafficking and abduction**

*It is the State's obligation to make every effort to prevent the sale, trafficking and abduction of children.*

**Original text****Article 36**

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

**Article 37**

States Parties shall ensure that:

- (a) No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by persons below 18 years of age;
- (b) No child shall be deprived of his or her liberty unlawfully or arbitrarily. The arrest, detention or imprisonment of a child shall be in conformity with the law and shall be used only as a measure of last resort and for the shortest appropriate period of time;
- (c) Every child deprived of liberty shall be treated with humanity and respect for the inherent dignity of the human person, and in a manner which takes into account the needs of persons of his or her age. In particular every child deprived of liberty shall be separated from adults unless it is considered in the child's best interest not to do so and shall have the right to maintain contact with his or her family through correspondence and visits, save in exceptional circumstances;
- (d) Every child deprived of his or her liberty shall have the right to prompt access to legal and other appropriate assistance, as well as the right to challenge the legality of the deprivation of his or her liberty before a court or other competent, independent and impartial authority, and to a prompt decision on any such action.

**Article 38**

1. States Parties undertake to respect and to ensure respect for rules of international humanitarian law applicable to them in armed conflicts which are relevant to the child.

**Unofficial summary****Other forms of exploitation**

*The child has the right to protection from all forms of exploitation prejudicial to any aspects of the child's welfare not covered in articles 32, 33, 34 and 35.*

**Torture and deprivation of liberty**

*No child shall be subjected to torture, cruel treatment or punishment, unlawful arrest or deprivation of liberty. Both capital punishment and life imprisonment without the possibility of release are prohibited for offences committed by persons below 18 years. Any child deprived of liberty shall be separated from adults unless it is considered in the child's best interests not to do so. A child who is detained shall have legal and other assistance as well as contact with the family.*

**Armed conflicts**

*States Parties shall take all feasible measures to ensure that children under 15 years of age have no direct part in hostilities. No child below*

**Original text**

2. States Parties shall take all feasible measures to ensure that persons who have not attained the age of 15 years do not take a direct part in hostilities.
3. States Parties shall refrain from recruiting any person who has not attained the age of 15 years into their armed forces. In recruiting among those persons who have attained the age of 15 years but who have not attained the age of 18 years, States Parties shall endeavour to give priority to those who are oldest.
4. In accordance with their obligations under international humanitarian law to protect the civilian population in armed conflicts, States Parties shall take all feasible measures to ensure protection and care of children who are affected by an armed conflict.

**Article 39**

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

**Article 40**

1. States Parties recognize the right of every child alleged as, accused of, or recognized as having infringed the penal law to be treated in a manner consistent with the promotion of the child's sense of dignity and worth, which reinforces the child's respect for the human rights and fundamental freedoms of others and which takes into account the child's age and the desirability of promoting the child's reintegration and the child's assuming a constructive role in society.
2. To this end, and having regard to the relevant provisions of international instruments, States Parties shall, in particular, ensure that:
- (a) No child shall be alleged as, be accused of, or recognized as having infringed the penal law by

**Unofficial summary**

*15 shall be recruited into the armed forces. States shall also ensure the protection and care of children who are affected by armed conflict as described in relevant international law.*

**Rehabilitative care**

*The State has an obligation to ensure that child victims of armed conflicts, torture, neglect, maltreatment or exploitation receive appropriate treatment for their recovery and social reintegration.*

**Administration of juvenile justice**

*A child in conflict with the law has the right to treatment which promotes the child's sense of dignity and worth, takes the child's age into account and aims at his or her reintegration into society. The child is entitled to basic guarantees as well as legal or other assistance for his or her defence. Judicial proceedings and institutional placements shall be avoided wherever possible.*

**Original text**

- reason of acts or omissions that were not prohibited by national or international law at the time they were committed;
- (b) Every child alleged as or accused of having infringed the penal law has at least the following guarantees:
- (i) To be presumed innocent until proven guilty according to law;
- (ii) To be informed promptly and directly of the charges against him or her, and, if appropriate, through his or her parents or legal guardians, and to have legal or other appropriate assistance in the preparation and presentation of his or her defence;
- (iii) To have the matter determined without delay by a competent, independent and impartial authority or judicial body in a fair hearing according to law, in the presence of legal or other appropriate assistance and, unless it is considered not to be in the best interest of the child, in particular, taking into account his or her age or situation, his or her parents or legal guardians;
- (iv) Not to be compelled to give testimony or to confess guilt; to examine or have examined adverse witnesses and to obtain the participation and examination of witnesses on his or her behalf under conditions of equality;
- (v) If considered to have infringed the penal law, to have this decision and any measures imposed in consequence thereof reviewed by a higher competent, independent and impartial authority or judicial body according to law;
- (vi) To have the free assistance of an interpreter if the child cannot understand or speak the language used;
- (vii) To have his or her privacy fully respected at all stages of the proceedings.
3. States Parties shall seek to promote the establishment of laws, procedures, authorities and institutions specifically applicable to children alleged as, accused of, or recognized as having infringed the penal law, and, in particular:
- (a) the establishment of a minimum age below

**Unofficial summary**

**Original text**

which children shall be presumed not to have the capacity to infringe the penal law;

(b) whenever appropriate and desirable, measures for dealing with such children without resorting to judicial proceedings, providing that human rights and legal safeguards are fully respected.

4. A variety of dispositions, such as care, guidance and supervision orders; counselling; probation; foster care; education and vocational training programmes and other alternatives to institutional care shall be available to ensure that children are dealt with in a manner appropriate to their well-being and proportionate both to their circumstances and the offence.

**Article 41**

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

- (a) The law of a State Party; or
- (b) International law in force for that State.

**PART II****Article 42**

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

**Article 43**

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

2. The Committee shall consist of ten experts of high moral standing and recognized competence in the field covered by this Convention. The members of the Committee shall be elected by States Parties from among their nationals and shall serve in their personal capacity, consideration being

**Unofficial summary****Respect for higher standards**

*Wherever standards set in applicable national and international law relevant to the rights of the child are higher than those in this Convention, the higher standard shall always apply.*

**Implementation and entry into force**

*The provisions of articles 42-54 notably foresee:*

- (i) the State's obligation to make the rights contained in this Convention widely known to both adults and children.*
- (ii) the setting up of a Committee on the Rights of the Child composed of ten experts, which will consider reports that States Parties to the Convention are to submit two years after ratification and every five years thereafter. The Convention enters into force – and the Committee would therefore be set up – once 20 countries have ratified it.*
- (iii) States Parties are to make their reports widely available to the general public.*

**Original text**

given to equitable geographical distribution, as well as to the principal legal systems.

3. The members of the Committee shall be elected by secret ballot from a list of persons nominated by States Parties. Each State Party may nominate one person from among its own nationals.

4. The initial election to the Committee shall be held no later than six months after the date of the entry into force of the present Convention and thereafter every second year. At least four months before the date of each election, the Secretary-General of the United Nations shall address a letter to States Parties inviting them to submit their nominations within two months. The Secretary-General shall subsequently prepare a list in alphabetical order of all persons thus nominated, indicating States Parties which have nominated them, and shall submit it to the States Parties to the present Convention.

5. The elections shall be held at meetings of States Parties convened by the Secretary-General at United Nations Headquarters. At those meetings, for which two thirds of States Parties shall constitute a quorum, the persons elected to the Committee shall be those who obtain the largest number of votes and an absolute majority of the votes of the representatives of States Parties present and voting.

6. The members of the Committee shall be elected for a term of four years. They shall be eligible for reelection if renominated. The term of five of the members elected at the first election shall expire at the end of two years; immediately after the first election, the names of these five members shall be chosen by lot by the Chairman of the meeting.

7. If a member of the Committee dies or resigns or declares that for any other cause he or she can no longer perform the duties of the Committee, the State Party which nominated the member shall appoint another expert from among its nationals to serve for the remainder of the term, subject to the approval of the Committee.

8. The Committee shall establish its own rules of procedure.

**Unofficial summary**

*(iv) The Committee may propose that special studies be undertaken on specific issues relating to the rights of the child, and may make its evaluations known to each State Party concerned as well as to the UN General Assembly.*

*(v) In order to "foster the effective implementation of the Convention and to encourage international cooperation", the specialized agencies of the UN – such as the International Labour Organization (ILO), World Health Organization (WHO) and United Nations Educational, Scientific and Cultural Organization (UNESCO) – and UNICEF would be able to attend the meetings of the Committee. Together with any other body recognized as 'competent', including non-governmental organizations (NGOs) in consultative status with the UN and UN organs such as the Office of the United Nations High Commissioner for Refugees (UNHCR), they can submit pertinent information to the Committee and be asked to advise on the optimal implementation of the Convention.*

**Original text**

9. The Committee shall elect its officers for a period of two years.

10. The meetings of the Committee shall normally be held at United Nations Headquarters or at any other convenient place as determined by the Committee. The Committee shall normally meet annually. The duration of the meetings of the Committee shall be determined, and reviewed, if necessary, by a meeting of the States Parties to the present Convention, subject to the approval of the General Assembly.

11. The Secretary-General of the United Nations shall provide the necessary staff and facilities for the effective performance of the functions of the Committee under the present Convention.

12. With the approval of the General Assembly, the members of the Committee established under the present Convention shall receive emoluments from the United Nations resources on such terms and conditions as the Assembly may decide.

**Article 44**

1. States Parties undertake to submit to the Committee, through the Secretary-General of the United Nations, reports on the measures they have adopted which give effect to the rights recognized herein and on the progress made on the enjoyment of those rights:

- (a) Within two years of the entry into force of the Convention for the State Party concerned,
- (b) Thereafter every five years.

2. Reports made under the present article shall indicate factors and difficulties, if any, affecting the degree of fulfilment of the obligations under the present Convention. Reports shall also contain sufficient information to provide the Committee with a comprehensive understanding of the implementation of the Convention in the country concerned.

3. A State Party which has submitted a comprehensive initial report to the Committee need not in its subsequent reports submitted in accordance with paragraph 1(b) of the present article repeat basic information previously provided.

**Unofficial summary****Original text**

4. The Committee may request from States Parties further information relevant to the implementation of the Convention.

5. The Committee shall submit to the General Assembly, through the Economic and Social Council, every two years, reports on its activities.

6. States Parties shall make their reports widely available to the public in their own countries.

**Article 45**

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

(a) The specialized agencies, the United Nations Children's Fund and other United Nations organs shall be entitled to be represented at the consideration of the implementation of such provisions of the present Convention as fall within the scope of their mandate. The Committee may invite the specialized agencies, the United Nations Children's Fund and other competent bodies as it may consider appropriate to provide expert advice on the implementation of the Convention in areas falling within the scope of their respective mandates. The Committee may invite the specialized agencies, the United Nations Children's Fund and other United Nations organs to submit reports on the implementation of the Convention in areas falling within the scope of their activities;

(b) The Committee shall transmit, as it may consider appropriate, to the specialized agencies, the United Nations Children's Fund and other competent bodies, any reports from States Parties that contain a request, or indicate a need, for technical advice or assistance, along with the Committee's observations and suggestions, if any, on these requests or indications;

(c) The Committee may recommend to the General Assembly to request the Secretary-General to undertake on its behalf studies on specific issues relating to the rights of the child;

(d) The Committee may make suggestions and general recommendations based on information

**Unofficial summary**

**Original text**

received pursuant to articles 44 and 45 of the present Convention. Such suggestions and general recommendations shall be transmitted to any State Party concerned and reported to the General Assembly, together with comments, if any, from States Parties.

**PART III****Article 46**

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

**Article 47**

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

**Article 48**

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

**Article 49**

1. The present Convention shall enter into force on the thirtieth day following the date of deposit with the Secretary-General of the United Nations of the twentieth instrument of ratification or accession.

2. For each State ratifying or acceding to the Convention after the deposit of the twentieth instrument of ratification or accession, the Convention shall enter into force on the thirtieth day after the deposit by such State of its instrument of ratification or accession.

**Article 50**

1. Any State Party may propose an amendment and file it with the Secretary-General of the United Nations. The Secretary-General shall thereupon communicate the proposed amendment to States Parties, with a request that they

**Unofficial summary****Original text**

indicate whether they favour a conference of States Parties for the purpose of considering and voting upon the proposals. In the event that, within four months from the date of such communication, at least one third of the States Parties favour such a conference, the Secretary-General shall convene the conference under the auspices of the United Nations. Any amendment adopted by a majority of States Parties present and voting at the conference shall be submitted to the General Assembly for approval.

2. An amendment adopted in accordance with paragraph 1 of the present article shall enter into force when it has been approved by the General Assembly of the United Nations and accepted by a two-thirds majority of States Parties.

3. When an amendment enters into force, it shall be binding on those States Parties which have accepted it, other States Parties still being bound by the provisions of the present Convention and any earlier amendments which they have accepted.

**Article 51**

1. The Secretary-General of the United Nations shall receive and circulate to all States the text of reservations made by States at the time of ratification or accession.

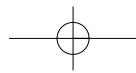
2. A reservation incompatible with the object and purpose of the present Convention shall not be permitted.

3. Reservations may be withdrawn at any time by notification to that effect addressed to the Secretary-General of the United Nations, who shall then inform all States. Such notification shall take effect on the date on which it is received by the Secretary-General.

**Article 52**

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

**Unofficial summary**



Original text

Article 53

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

Article 54

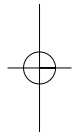
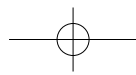
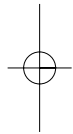
The original of the present Convention, of which the Arabic, Chinese, English, French, Russian and Spanish texts are equally authentic, shall be deposited with the SecretaryGeneral of the Unit United Nations.

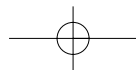
In witness thereof the undersigned plenipotentiaries, being duly authorized thereto by their respective Governments, have signed the present Convention.

Unofficial summary

Original text

Unofficial summary

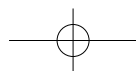
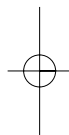




Annex 3

# A brief introduction to international human rights law terminology

*Excerpt from: Human Rights:  
A Basic Handbook for UN Staff,  
pp. 2-5*



## What are human rights?

Human rights are commonly understood as being those rights which are inherent to the human being. The concept of human rights acknowledges that every single human being is entitled to enjoy his or her human rights without distinction as to race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Human rights are legally guaranteed by *human rights law*, protecting individuals and groups against actions that interfere with fundamental freedoms and human dignity. They are expressed in treaties, customary international law, bodies of principles and other sources of law. Human rights law places an obligation on States to act in a particular way and prohibits States from engaging in specified activities. However, the law does not establish human rights. Human rights are inherent entitlements which come to every person as a consequence of being human. Treaties and other sources of law generally serve to *protect* formally the rights of individuals and groups against actions or abandonment of actions by Governments which interfere with the enjoyment of their human rights.

The following are some of the most important characteristics of human rights:

- Human rights are founded on *respect for the dignity and worth of each person*;
- Human rights are *universal*, meaning that they are applied equally and without discrimination to all people;
- Human rights are *inalienable*, in that no one can have his or her human rights taken away; they can be limited in specific situations (for example, the right to liberty can be restricted if a person is found guilty of a crime by a court of law);
- Human rights are *indivisible, interrelated and interdependent*, for the reason that it is insufficient to respect some human rights and not others. In practice, the violation of one right will often affect respect for several other rights. All human rights should therefore be seen as having equal importance and of being equally essential to respect for the dignity and worth of every person.

## International human rights law

The formal expression of inherent human rights is through *international human rights law*. A series of international human rights treaties and other instruments have emerged since 1945 conferring legal form on inherent human rights. The creation of the United Nations provided an ideal forum for the development and adoption of international human rights instruments. Other instruments have been adopted at a regional level reflecting the particular human rights concerns of the region. Most States have also adopted constitutions and other laws which formally protect basic human rights. Often the language used by States is drawn directly from the international human rights instruments.

International human rights law consists mainly of treaties and custom as well as, inter alia, declarations, guidelines and principles.

## Treaties

A treaty is an agreement by States to be bound by particular rules. International treaties have different designations such as *covenants, charters, protocols, conventions, accords* and *agreements*. A treaty is legally binding on those States which have consented to be bound by the provisions of the treaty – in other words are *party* to the treaty.

A State can become a *party* to a treaty by *ratification, accession* or *succession*. *Ratification* is a State's formal expression of consent to be bound by a treaty. Only a State that has previously signed the treaty (during the period when the treaty was open for signature) can ratify it. Ratification consists of two procedural acts: on the domestic level, it requires approval by the appropriate constitutional organ (usually the head of State or parliament). On the international level, pursuant to the relevant provision of the treaty in question, the instrument of ratification shall be formally transmitted to the depositary which may be a State or an international organization such as the United Nations.

*Accession* entails consent to be bound by a State that has not previously signed the instrument. States ratify treaties both

before and after the treaty has entered into force. The same applies to accession.

A State may also become party to a treaty by *succession*, which takes place by virtue of a specific treaty provision or by declaration.

Most treaties are not self-executing. In some States treaties are superior to domestic law, whereas in other States treaties are given constitutional status, and in yet others only certain provisions of a treaty are incorporated in domestic law.

A State may, in ratifying a treaty, enter reservations to that treaty, indicating that, while it consents to be bound by most of the provisions, it does not agree to be bound by certain specific provisions. However, a reservation may not defeat the object and purpose of the treaty. Further, even if a State is not a party to a treaty or if it has entered reservations thereto, that State may still be bound by those treaty provisions which have become part of customary international law or constitute peremptory rules of international law, such as the prohibition against torture.

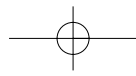
## Custom

*Customary international law* (or simply “custom”) is the term used to describe a general and consistent practice followed by States deriving from a sense of legal obligation. Thus, for example, while the Universal Declaration of Human Rights is not in itself a binding treaty, some of its provisions have the character of customary international law.

## Declarations, resolutions etc. adopted by United Nations organs

General norms of international law – principles and practices that most States would agree on – are often stated in *declarations, proclamations, standard rules, guidelines, recommendations* and *principles*. While no binding legal effect on States ensues, they nevertheless represent a broad consensus on the part of the international community and, therefore, have a strong and undeniable moral force in terms of the practice of

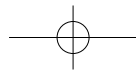
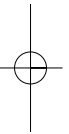
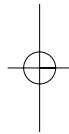
States in their conduct of international relations. The value of such instruments rests on their recognition and acceptance by a large number of States, and, even without binding legal effect, they may be seen as declaratory of broadly accepted principles within the international community.



Annex 4

# Selected organizations

Selected organizations



### United Nations organizations

*Organizations within the United Nations system can provide materials and other forms of support for human rights education programmes. The addresses of the headquarters of a selected list of United Nations organizations follow; they will be able to provide details regarding their national presences/counterparts.*

#### Office of the United Nations High Commissioner for Human Rights (OHCHR)

United Nations Decade for Human Rights Education (1995-2004)  
Palais des Nations  
1211 Geneva 10  
SWITZERLAND  
Tel: +41 22 917 92 69  
Fax: +41 22 917 90 03  
E-mail: hredatabase@ohchr.org  
Web site: <http://www.ohchr.org>

#### United Nations Educational, Scientific, and Cultural Organization (UNESCO)

Education Sector  
7, place de Fontenay  
75352 Paris 07 SP  
FRANCE  
Tel: +33 1 45 68 10 00  
Fax: +33 1 45 67 16 90  
E-mail: [webmaster@unesco.org](mailto:webmaster@unesco.org)  
Web site: <http://www.unesco.org>

#### UNESCO International Bureau of Education

15, route des Morillons  
1218 Grand-Saconnex  
Geneva  
SWITZERLAND  
Tel: +41 22 917 78 00  
Fax: +41 22 917 78 01  
E-mail: [doc.centre@ibe.unesco.org](mailto:doc.centre@ibe.unesco.org)  
Web site: <http://www.ibe.unesco.org>

#### United Nations Children's Fund (UNICEF)

UNICEF House  
3, United Nations Plaza  
New York, N.Y. 10017, USA  
Tel: +1 212 326 7000  
Fax: +1 212 887 7465 / 887 7454  
E-mail: [info@unicef.org](mailto:info@unicef.org)  
Web site: <http://www.unicef.org>

#### UNICEF Innocenti Research Centre

Piazza SS. Annunziata 12  
50122 Florence, ITALY  
Tel: +39 055 20 33 0  
Fax: +39 055 24 48 17  
E-mail: [florence@unicef.org](mailto:florence@unicef.org)  
Web site: <http://www.unicef-icdc.org>

#### United Nations Department of Public Information (DPI)

United Nations Cyberschoolbus  
c/o Global Teaching and Learning Project  
United Nations Headquarters  
New York, NY 10017  
USA  
Tel: +1 212 963 8589  
Fax: +1 212 963 0071  
E-mail: [cyberschoolbus@un.org](mailto:cyberschoolbus@un.org)  
Web site: <http://www.un.org/cyberschoolbus>

#### United Nations Development Programme (UNDP)

1, United Nations Plaza  
New York, N.Y. 10017  
USA  
Tel: +1 212 906 5558  
Fax: +1 212 906 5364  
E-mail: [enquiries@undp.org](mailto:enquiries@undp.org)  
Web site: <http://www.undp.org>

#### Food and Agriculture Organization of the United Nations (FAO)

Viale delle Terme di Caracalla  
00100 Rome  
ITALY  
Tel: +39 06 5705 1  
Fax +39 06 5705 3152  
E-mail: [FAO-HQ@fao.org](mailto:FAO-HQ@fao.org)  
Web site: <http://www.fao.org>

#### International Labour Organization (ILO)

4, route des Morillons  
1211 Geneva 22  
SWITZERLAND  
Tel: +41 22 799 61 11  
Fax: +41 22 798 86 85  
E-mail: [ilo@ilo.org](mailto:ilo@ilo.org)  
Web site: <http://www.ilo.org>

#### United Nations Environment Programme (UNEP)

United Nations Avenue, Gigiri  
P.O. Box 30552  
Nairobi  
KENYA  
Tel: +254 2 621234  
Fax: +254 2 624489/90  
E-mail: [eisinfo@unep.org](mailto:eisinfo@unep.org)  
Web site: <http://www.unep.org>

#### Office of the United Nations High Commissioner for Refugees (UNHCR)

P.O. Box 2500  
1211 Genève 2 Dépôt  
SWITZERLAND  
Tel.: +41 22 739 81 11  
Fax +41 22 739 73 77  
E-mail: [webmaster@unhcr.ch](mailto:webmaster@unhcr.ch)  
Web site: <http://www.unhcr.ch>

#### World Health Organization (WHO)

20, Avenue Appia  
1211 Geneva 27  
SWITZERLAND  
Tel: +41 22 791 21 11  
Fax +41 22 791 31 11  
E-mail: [info@who.int](mailto:info@who.int)  
Web site: <http://www.who.int>

### Other organizations

*The following organizations provide primary, middle and secondary school educators with information, conference facilities, training and materials about human rights education. For complete and current information on their activities and resources, contact these organizations or visit their web sites on the Internet.<sup>a</sup>*

#### International level

*Most of these organizations have national chapters or counterparts, which carry out human rights education programmes and develop related materials. Information on national contacts can be obtained at the following addresses.*

#### Amnesty International Human Rights Education Team International Secretariat

1 Easton Street  
London WC1X 0DW  
UNITED KINGDOM  
Tel: +44 207 4135513  
Fax: +44 207 9561157  
E-mail: [hreteam@amnesty.org](mailto:hreteam@amnesty.org)  
Web site: <http://www.amnesty.org>  
➤ *Has extensive programmes and resources for human rights education, including a regularly updated annotated bibliography of resources in many languages that is available online at:*  
<<http://www.amnesty.org>> [search under "Library" ? "View by theme" ? "Human rights education"].

<sup>a</sup> For a broad listing of related organizations, see also: "The Human Rights Education Resourcebook", second edition, Human Rights Education Associates (HREA), 2000. Available on-line at <<http://www.hrea.org>>.

**Anti-Slavery International**

Thomas Clarkson House,  
The Stableyard, Broomgrove Road  
London SW9 9TL, UNITED KINGDOM  
Tel: +44 20 7501 8920  
Fax: +44 20 7738 4110  
E-mail: info@antislavery.org  
Web site: <http://www.antislavery.org>

- > Publishes resources for use in schools and offers education programmes on human rights in schools and youth centres. *Breaking the Silence* is an educational resources web site on the transatlantic slave trade.

**Association mondiale pour l'école instrument de paix/World Association for the School as an Instrument of Peace (EIP)**

5, rue de Simplon  
1207 Geneva, SWITZERLAND  
Tel: +41 22 735 2422  
Fax: +41 22 735 0653  
E-mail: cifiedhop@mail-box.ch  
Web site: <http://www.eip-cifiedhop.org>

- > Publishes materials for use in schools and provides training, including a summer course for teachers with French, English, and Spanish sections.

**Canadian Human Rights Foundation**

1425 René-Lévesque Blvd. West,  
Suite 407  
Montréal, Québec, Canada H3G 1T7  
CANADA  
Tel: +1 514 9540382  
Fax: +1 514 9540659  
E-mail: chrhf@chrhf.ca  
Web site: <http://www.chrhf.ca>

- > Provides curriculum materials and offers regional training programmes in Africa, Asia and Central and Eastern Europe. It offers a summer International Human Rights Training Programme (IHRTP) for educators and activists.

**Cultural Survival**

215 Prospect Street  
Cambridge, MA 02139, USA

Tel: +1 617 441 5400  
Fax: +1 617 441 5417  
E-mail: csinc@cs.org  
Web site: <http://www.cs.org>

- > Provides materials and training on indigenous rights worldwide.

**Education International**

5 bd du Roi Albert II  
1210 Brussels  
BELGIUM  
Tel: +32 2 224 0611  
Fax: +32 2 224 0606  
E-mail: headoffice@ei-ie.org  
Web site: <http://www.ei-ie.org>

- > A worldwide trade union organization of education personnel working in all sectors of education from pre-school to university.

**Human Rights Education Associates (HREA)**

HREA - USA Office  
P.O. Box 382396  
Cambridge, MA 02238, USA  
Tel: +1 617 6250278  
Fax: +1 617 2490278  
E-mail: info@hrea.org  
Web site: <http://www.hrea.org>

- > Provides extensive resources to educators, including consultation in curriculum and materials development, programme evaluation, an online Resource Centre for Human Rights Education and an international list-serv for human rights educators.

**International Committee of the Red Cross (ICRC)**

19, avenue de la Paix  
1202 Geneva, SWITZERLAND  
Tel: +41 22 734 6001  
Fax: +41-22 733 2057  
E-mail: webmaster.gva@icrc.org  
Web site: <http://www.icrc.org>

- > Its mandate includes the dissemination of international law of armed conflict and human rights law through education, training and public awareness.

**International Helsinki Federation for Human Rights (IHHR)**

Wickenburgg. 14/7  
1080 Vienna, AUSTRIA  
Tel: +43 1 408 8822  
Fax: +43 1 408 882250  
E-mail: office@ihf-hr.org  
Web site: <http://www.ihf-hr.org>

- > Although principally concerned with monitoring and reporting, many national Helsinki Committees also provide human rights education materials and training.

**International Save the Children Alliance**

275-281 King Street  
London W6 9LZ  
UNITED KINGDOM  
Tel: +44 20 8748 2554  
Fax: +44 20 8237 8000  
E-mail: Infor@save-children-alliance.org  
Web site:  
<http://www.savethechildren.net>

- > Educates and advocates on the rights of the child.

**OXFAM International**

International Secretariat  
Suite 20, 266 Banbury Road  
Oxford, OX2 7DL  
UNITED KINGDOM  
Tel: +44 1865 31 3939  
Fax: +44 1865 31 3770  
E-mail:  
information@oxfaminternational.org  
Web site:  
<http://www.oxfaminternational.org>

- > Educational focus is on the right to development, gender issues and social and economic rights.

**Peace Child International**

The White House  
Buntingford, Herts. SG9 9AH  
UNITED KINGDOM  
Tel: +44 176 327 4459  
Fax: +44 176 327 4460  
E-mail: webmaster@peacechild.org  
Web site: <http://www.peacechild.org>

- > A network of high-school student groups in more than 100 countries, run by young people in partnership with adult professionals.

**People's Movement for Human Rights Education (PDHRE)**

526 W. 111th Street  
New York, NY 10025  
USA  
Tel: +1 212 749 3156  
Fax: +1 212 666 6325  
E-mail: pdhre@igc.apc.org  
Web site: <http://www.pdhre.org>

- > A resource centre for research and development of educational materials with online resources.

**World Federation of United Nations Associations (WFUNA/FMANU)**

c/o Palais des Nations  
1211 Geneva 10  
SWITZERLAND  
Tel: +44 22 917 3213/3239  
Fax: +44 22 917 0185  
E-mail: wfuna@unog.ch  
Web site: <http://www.wfuna.org>

- > Many United Nations Associations develop training programmes and materials about human rights for use in formal education, including model United Nations programmes.

**World Organization of the Scout Movement (World Scout Bureau)**

P.O. Box 241  
1211 Geneva 4  
SWITZERLAND  
Tel: +41 22 705 1010  
Fax: +41 22 705 1020  
E-mail:

- worldbureau@world.scout.org  
Web site: <http://www.scout.org>
- > Includes educational programmes and materials on development and children rights.

## Some contacts at the regional level

## Africa and the Middle East

**African Centre for Democracy and Human Rights Studies (ACDHRS)**

Zoe Tembo Building,  
Kerr Sereign K. S. M. D.  
P. O. Box: 2728  
Serrekunda, GAMBIA  
Tel: +220 462340 / 462341/ 462342  
Fax: +220 462338 / 462339  
E-mail: acdhhrs@acdhhrs.org or  
info@acdhhrs.org  
Web site: <http://www.acdhhrs.org>

- > Main activities include training, information and documentation in the field of human rights. Produces material for human rights education in schools.

**Cairo Institute for Human Rights Studies (CIHRS)**

P.O. Box 117  
Maglis el-Shaab  
11516 Cairo, EGYPT  
Tel: +202 7946065  
Fax: +202 7921913  
E-mail: cihrs@soficom.com.eg  
Web site: <http://www.cihrs.org>

- > Provides human rights training and publications for students and educators.

**Centre for Socio-Legal Studies (CSLS)**

University of Natal  
Durban 4014 SOUTH AFRICA  
Tel: +27 31 260 1291  
Fax: +27 31 260 1540  
E-mail: [degrandprei@nu.ac.za](mailto:degrandprei@nu.ac.za)  
Web site: <http://www.csls.org.za>  
*Coordinates the Street Law and Democracy for All programmes. Offers teacher training and curriculum materials.*

**Institut Arabe des Droits de l'Homme (IADH) / Arab Institute for Human Rights (AIHR)**

14 Rue Al-Jahidh, Menzahl  
1004 Tunis, TUNISIA

Tel: +216 1 767 003/ 767 889  
Fax: +216 1 750 911  
E-mail : [aihr.infocenter@gnet.tn](mailto:aihr.infocenter@gnet.tn)  
Web site: <http://www.aihr.org.tn>

- > Develops training programmes and materials for teachers, students and children.

**Institute for Democracy in South Africa (IDASA)**

357 Visagie Street (corner Prinsloo)  
PO Box 56950, Arcadia Pretoria 0007  
SOUTH AFRICA  
Tel: +27 12 392 0500  
Fax: +27 12 320 2414/5  
E-mail: [marie@idasa.org.za](mailto:marie@idasa.org.za)  
Web site: <http://www.idasa.org.za>

- > Develops materials and provides teacher training at the secondary school level.

**Union Interfrancaine des Droits de l'Homme (UIDH)**

01 BP 1346 - Ouagadougou  
BURKINA FASO  
Tel: +226 31 61 45  
Fax: +226 31 61 44  
E-mail: [uidh@fasonet.bf](mailto:uidh@fasonet.bf)  
Web site:  
<http://www.hri.ca/partners/uidh>

- > Conducts human rights education programmes at the regional level.

Asia and the Pacific<sup>b</sup>**Asian Regional Resource Center for Human Rights Education (ARRC)**

2738 Ladprao 128/3  
Klongchan, Bangkok  
Bangkok 10240, THAILAND  
Tel: +662 731 0829/ 377 5641  
Fax: +662 731 0829  
E-mail: [arrc@ksc.th.com](mailto:arrc@ksc.th.com)  
Web site: [www.rrc-hre.com](http://www.rrc-hre.com)

<sup>b</sup> For a more complete listing, see *A Directory of Asian and the Pacific Organizations Related to Human Rights Education Work*, third edition, Asian Regional Resource Center for Human Rights Education (ARRC), January 2003. Available on-line at: < [www.rrc-hre.com](http://www.rrc-hre.com) >.

- > A comprehensive centre providing materials and training for both formal and non-formal human rights education throughout Asia.

**Asia-Pacific Human Rights Information Center (HURIGHTS OSAKA)**

1-2-1-1500, Benten, Minato-ku  
Osaka-shi, Osaka 552-0007  
JAPAN  
Tel: +81 6 6577 3578  
Fax: +81 6 6577 3583  
E-mail: [webmail@hurights.or.jp](mailto:webmail@hurights.or.jp)  
Web site: <http://www.hurights.or.jp>

- > A resource and documentation centre with programmes in both formal and non-formal education.

**Human Rights Correspondence School**

c/o Asian Human Rights Commission  
Unit D, 7/F., Mongkok Commercial Center,  
16-16B Argyle Street, Kowloon  
Hong Kong  
CHINA  
Tel: +852 2698 6339  
Fax: +852 2698 6367  
E-mail: [hchool@ahrchk.org](mailto:hchool@ahrchk.org) or  
[support@hchool.org](mailto:support@hchool.org)  
Web site: <http://www.hchool.org>  
[supahrchk.net](http://www.supahrchk.net)

- > A web site with documents, information and materials to facilitate the development of human rights education modules in Asian countries.

**Philippines Normal University - Gender, Peace and Human Rights Education**

Taft Avenue  
1001 Manila  
PHILIPPINES  
Tel: +63 2 5244032  
Fax: +63 2 5270372  
E-mail: [yeban@compass.com.ph](mailto:yeban@compass.com.ph)

- > Trains teachers in pedagogy and curriculum development for human rights education.

**South Asian Human Rights Documentation Center**

B-6/6, Safdarjang Enclave Extension  
New Delhi 110029, INDIA  
Tel: +91 11 619 1120/ 619 2717  
Fax : +91 11 619 1120  
E-mail: [hrcd\\_online@hotmail.com](mailto:hrcd_online@hotmail.com)  
Web site:  
<http://hri.ca/partners/sahrdc>

- > Develops curricula for the teaching of human rights in schools.

## America

**Human Rights Center**

University of Minnesota  
Mondale Hall, N-120  
229-19th Avenue South  
Minneapolis, MN 55455, USA  
Tel: +1 612 626 0041  
Fax: +1 612 625 2011  
E-mail: [humanrts@umn.edu](mailto:humanrts@umn.edu)  
Web sites: <http://www.hrusa.org>

- > Provides comprehensive services to educators, including training, publications and both direct and online information; publishes the *Human Rights Education Series*; offers a summer training-of-trainers course.

**Instituto Interamericano de Derechos Humanos (IIDH)**

Apartado 10081-1000  
San José, COSTA RICA  
Tel: +506 234 0404  
Fax: +506 234 0955  
E-mail: [instituto@iidh.ed.cr](mailto:instituto@iidh.ed.cr)  
Web site: <http://www.iidh.ed.cr>

- > A comprehensive centre whose work includes developing materials and conducting training for secondary school teachers.

**Instituto Peruano de Educación en Derechos Humanos y la Paz (IPEDEHP)**

Los Gavilanes 195 San Isidro  
Lima 11, PERU  
Tel: +51 1 2215713/ 2215668/  
4414602  
Fax: +51 1 4606759

E-mail: ipedehp@dhperu.org  
 Web site: <http://www.human-rights.net/IPEDEHP>

- > *Publishes a wide range of materials for schools and provides training courses for teachers.*

#### Network of Educators on the Americas (NECA)

P.O. Box 73038  
 Washington, DC 20056  
 USA  
 Tel: +1 202 588 7204 (toll free: +1 800 763 9131)  
 Fax: +1 202 238 0109  
 E-mail: necadc@aol.com  
 Web site:

- <http://www.teachingforchange.org>
- > *Provides teacher training and an extensive catalogue of materials on social justice issues in English and Spanish.*

#### Red Latinoamericana de Educación para la Paz y los Derechos Humanos

c/o Red de Apoyo por la Justicia y la Paz  
 Parque Central, Edificio Caroata  
 Nivel Oficina 2, Oficina n. 220  
 Caracas 1015-A  
 VENEZUELA  
 Tel/Fax: +58 212 5741949/ 5748005  
 E-mail: redapoyo@cantv.net

- > *A coalition of more than 30 organizations in Latin America and the Caribbean dealing with human rights education.*
- Servicio Paz y Justicia (SERPAJ)

#### Joaquín Requena 1642

CP 11 200  
 Montevideo  
 URUGUAY  
 Tel: +598 2 408 5301  
 Fax: +598 2 408 5701  
 E-mail: serpajuy@serpaj.org.uy  
 Web site: <http://www.serpaj.org.uy>

- > *Provides teacher training and materials for formal education.*

#### Southern Poverty Law Centre

400 Washington Avenue  
 Montgomery, Alabama 36104  
 USA  
 Tel: +1 334 956 8200  
 Fax: +1 334-956 8488  
 Web site: <http://www.splcenter.org>

- > *Provides educational materials online for teachers, parents and students to combat hate, discrimination and intolerance.*

#### Street Law, Inc.

1600 K Street NW., Suite 602  
 Washington, DC 20006  
 USA  
 Tel: +1 202 293 0088  
 Fax: +1 202 293 0089  
 E-mail: clearinghouse@streetlaw.org  
 Web site: <http://www.streetlaw.org>

- > *Provides curriculum materials and training for teachers and secondary students for use in educating the community about law, human rights, democracy and conflict resolution.*

### Europe

#### Center for Citizenship Education/Centrum Edukacji Obywatelskiej

Ul. Willowa 9/3  
 00-790 Warszawa, POLAND  
 Tel/Fax: +48 22 646 2025  
 E-mail: ceo@ceo.org.pl  
 Web site: <http://www.ceo.org.pl>

- > *Provides teaching materials and training for secondary school students, teachers and administrators.*

#### Centre for Citizenship Studies in Education

School of Education  
 University of Leicester  
 21 University Road  
 Leicester, LE1 7RF  
 UNITED KINGDOM  
 Tel: +44 116 252 3681  
 Fax: +44 116 252 3653  
 E-mail: ccse@le.ac.uk

Web site:  
<http://www.le.ac.uk/education/centre/s/citizenship>

- > *Works in partnership with schools to promote research and education for citizenship, human rights and the teaching of democracy in schools; has a distance learning programme in human rights education.*

#### Centre for Global Education

York St. John College  
 Lord Mayor's Walk  
 York YO31 7EX  
 UNITED KINGDOM  
 Tel: +44 1904 716839/716825  
 Fax: +44 1904 612512  
 E-mail: global.ed@dial.pipex.com  
 Web site: <http://www.yorks.ac.uk>  
 (search under "About us" ?  
 "Centres")

- > *Offers materials and training, including an annual summer school; publishes the Human Rights Education Newsletter.*

#### Citizenship Foundation

Ferroners House  
 Shaftesbury Place, Aldersgate Street  
 London EC2Y 8AA  
 UNITED KINGDOM  
 Tel: +44 020 7367 0500  
 Fax: +44 020 7367 0501  
 E-mail: info@citfou.org.uk  
 Web site: <http://www.citfou.org.uk/>

- > *Provides materials, curriculum development and teacher training in the UK and Central and Eastern Europe.*

#### Council of Europe

67075 Strasbourg Cedex, FRANCE  
 Tel: +33 388 412 033  
 Fax: +33 388 412 745  
 E-mail: infopoint@coe.int  
 Web site: <http://www.coe.int>

- > *Publishes extensive resources for human rights education in French and English, especially relating to tolerance and the European Convention on Human Rights.*

#### North-South Centre - European Centre for Global Interdependence and Solidarity

Avenida da Libertade 229/4o  
 1250-142 Lisbon  
 PORTUGAL  
 Tel: +351 21 358 40 58  
 Fax: +351 21 352 49 66/ 21 358 40 37  
 E-mail: nscinfo@coe.int  
 Web site: <http://www.nscentre.org>

- > *Develops materials and publishes a monthly newsletter.*

## Annex 5

# Other selected classroom resources<sup>a</sup>



<sup>a</sup> The materials referred to in this section may also be available in languages other than those indicated. Also, the Internet addresses of the online versions and reference pages relate to February 2003 and may have changed subsequently.

### United Nations resources

#### **All human beings ... Manual for human rights education (UNESCO, Education Sector, 1998)**

Languages: Albanian, Arabic, English, French.

Online version (Arabic, English, French): available on payment of a fee at <http://upo.unesco.org/booksonline.asp>

- > *An illustrated practical guide to help primary and secondary school students and teachers understand the universal elements of human rights. It aims to promote the common aspiration to social progress and better living conditions in a context of greater freedom, as laid down in the Universal Declaration of Human Rights. It does not seek to be exhaustive, but rather to propose material that educators and learners can develop and adapt to their own cultural contexts.*

#### **Education for Development: A Teacher's Resource for Global Learning by Susan Fountain (UNICEF, Education for Development Section, 1995)**

Languages: English, French.

Online reference page: <http://www.unicef.org/pubsgen/edu-develop/index.html>

- > *Aims at helping young people make the link between global issues and local concerns and showing how they can apply what they learn to their own lives and communities. Also provides teachers of all subjects and at all levels with practical classroom activities that can be integrated into existing curricula.*

#### **Human Rights: Questions and Answers by Leah Levin (UNESCO, Education Sector, 1996)**

Languages: Albanian, Arabic, Armenian, Belarusian, Danish, English, Finnish, French, German, Greek,

Indonesian, Japanese, Portuguese, Swedish, Slovak, Spanish, Russian. Online version (English, French, Spanish): available on payment of a fee at <http://upo.unesco.org/booksonline.asp>

- > *Provides basic information on major human rights instruments, procedures for their implementation and activities of international organizations to promote and protect human rights. The first part describes the scope and meaning of international human rights law, especially the development of protection procedures and the importance of human rights education. The second part explains the meaning of each of the thirty articles of the Universal Declaration of Human Rights.*

#### **It's Only Right! – A Practical Guide to Learning About the Convention on the Rights of the Child by Susan Fountain (UNICEF, Education for Development Section, 1993)**

Languages: English, French.

Online version (English): [http://www.unicef.org/teachers/protection/only\\_right.htm](http://www.unicef.org/teachers/protection/only_right.htm)

- > *For the sake of both individual and global development, children around the world need to understand the concept of rights, to know the rights to which they are entitled, to empathize with those whose rights have been denied, and to be empowered to take action on behalf of their own rights and those of others. Learning about the Convention on the Rights of the Child through this Guide is one way to begin.*

#### **Primary School Kit on the United Nations / Intermediate School Kit on the United Nations / Secondary School Kit on the United Nations (United Nations, 1995)**

Languages: English, French, Spanish, Thai.

Online version (English): <http://www0.un.org/cyberschoolbus/bookstor/kits/english>

Online version (French): <http://www0.un.org/cyberschoolbus/bookstor/kits/french>

Online version (Spanish): <http://www0.un.org/cyberschoolbus/bookstor/kits/spanish>

- > *Published on the fiftieth anniversary of the United Nations, these kits offer teachers and students of every subject a way to explore global issues by linking their lives to the vast but connected world around them. Valuable curriculum enrichment packages cover topics ranging from pollution to peacekeeping, from decolonization to development. Science and mathematics teachers as well as history and social science teachers will find units that fit easily into their curricula. Each unit includes a main text that reviews the topics, a UN factfile that presents specific examples of United Nations involvement, and activities that encourage critical and creative thinking, participation and reflection on one's own attitude and behaviour. In addition to being sources of information, the units also demonstrate how an international organization can improve life for citizens of all countries.*

#### **Tolerance: the threshold of peace by Betty A. Reardon (UNESCO, Education Sector, 1997)**

Languages: Albanian, English, French, Spanish.

Online version (English): [http://www.unesco.org/education/pdf/34\\_57.pdf](http://www.unesco.org/education/pdf/34_57.pdf)

Online version (French): [http://www.unesco.org/education/pdf/34\\_57\\_f.pdf](http://www.unesco.org/education/pdf/34_57_f.pdf)

Online version (Spanish): [http://www.unesco.org/education/pdf/34\\_57\\_s.pdf](http://www.unesco.org/education/pdf/34_57_s.pdf)

This publication is composed of 3 units:

- Teacher-training resource unit
- Primary-school resource unit
- Secondary-school resource unit

- > *How can tolerance be a key word in the educational process? How can educators be helped to identify problems related to intolerance as soon as they are witnessed and formulate objectives adapted to their community and to their students? How can students be taught to accept human diversity, to manage conflicts and to act responsibly? The three units of this book, respectively aimed at teachers/educators, elementary schools and secondary schools, attempt to answer these questions with selected study materials. Tolerance is placed in the framework of education for peace, human rights and democracy through many sample activities and themes for study and reflection. These books are addressed to teachers, as well as teacher trainers, community actors, parents and social workers – in sum, to all those whose educational mission can contribute to opening a door onto peace.*

#### **UN Cyberschoolbus (web site)**

Address:

<http://www.un.org/cyberschoolbus>  
Languages: Arabic, Chinese, English, French, Russian, Spanish.

- > *The United Nations Cyberschoolbus was created in 1996 as the online education component of the Global Teaching and Learning Project, whose mission is to promote education about international issues and the United Nations. The Global Teaching and Learning Project produces teaching materials and activities designed for students and teachers at primary, intermediate and secondary school level. This project aims at providing both*

online and print educational resources for an increasingly globalized world.

#### **UNICEF Teachers Talking about Learning (web site)**

Address: <http://www.unicef.org/teachers>  
Language: English.

- > *"Teachers Talking about Learning" has been designed to support the professional development of teachers and educators, and to assist them with practical advice related to resources, classroom activities and other information to develop child-friendly learning environments. The site is structured around three main sections:*
  - Explore ideas by reading and reflection;
  - Discuss issues by talking with peers; and
  - Take action by doing activities.

#### **UNICEF Voices of Youth (web site)**

Address: <http://www.unicef.org/voy>  
Languages: English, French, Spanish.

- > *This site invites young visitors to discuss ways in which the world can become a place where the rights of every child are protected, that is, the right to live in peace, to have decent shelter, to be healthy and well-nourished, to have clean water, to play, to go to school, and to be protected from violence, abuse and exploitation. Provides an opportunity to think about and give views on current global issues, a series of interactive global learning projects and a forum for teachers, trainers and educational planners.*

#### **Other resources**

##### ***Carpeta Latinoamericana de Materiales Didácticos para Educación en Derechos Humanos (Instituto Interamericano de Derechos Humanos/ Centro de Recursos Educativos – Amnistía Internacional, 1995)***

Language: Spanish.  
Online reference page: [http://www.iidh.ed.cr/publicaciones/li\\_stadoPubs.asp](http://www.iidh.ed.cr/publicaciones/li_stadoPubs.asp)

- > *The general objective of the three pedagogical units (freedom, equality, solidarity and participation) is to provide support for educators and propose a methodology for human rights education in order to reinforce the learning process through practical activities for educators as well as students.*

##### ***Educating for Human Dignity – Learning about Rights and Responsibilities by Betty A. Reardon (University of Pennsylvania Press, 1995)***

Language: English.  
Online reference page: <http://www.upenn.edu/pennpress/book/1559.html>

- > *This book is written for both teachers and teacher educators. It is a resource offering both guidance and support materials for human rights education programmes from kindergarten through high school. It opens possibilities for a holistic approach to human rights education that directly confronts the values issues raised by human rights problems in a context of global interrelationships. The conceptual development approach used throughout the book makes it suitable for a full human rights curriculum; the grade-level discussions and sample lesson plans can be used in individual classes or to enrich ongoing programmes.*

##### ***First Steps – A Manual for Starting Human Rights Education (Amnesty International, 1996)***

Languages: Albanian, Arabic, Dutch, English, Hungarian, Polish, Portuguese, Russian, Slovak, Slovenian, Ukrainian.

Online version (English and other languages): [http://web.amnesty.org/web/web.nsf/pages/hre\\_first](http://web.amnesty.org/web/web.nsf/pages/hre_first)

- > *This manual is for teachers and others who work with young people and who want to introduce human rights into their educational practices. It is designed to be a basic introduction, with age-specific activities for younger and older children. There is also advice on methodology and help for those who want to go further into this subject. The approach stresses the practical rather than the theoretical. The intention is that educators can take this material and adapt it to suit their own circumstances and context.*

*An adaptation of this manual for Africa is entitled Siniko: Towards a Human Rights Culture in Africa (Amnesty International, 1998), available in English, French and Swahili.*

Online version: [http://web.amnesty.org/web/web.nsf/pages/hre\\_res](http://web.amnesty.org/web/web.nsf/pages/hre_res)

##### ***Human Rights for All by Edward L. O'Brien, Eleanor Greene and David McQuoidMason (National Institute for Citizen Education in the Law, 1996)***

Languages: English, Hungarian, Romanian, Russian, Spanish.

Online reference page: <http://www.streetlaw.org/pubs.html>

- > *This book is meant for use in middle and secondary schools. Adults interested in learning the basics of human rights as part of a course or just through informal education or*

*reading can also use it. The text of the book does not make reference to any specific country by name, as the authors believe that human rights are universal and apply to the lives of everyone in every country. However, those familiar with human rights will recognize that many of the scenarios were taken from events which occurred in various parts of the world.*

##### ***Human Rights Here and Now: Celebrating the Universal Declaration of Human Rights edited by Nancy Flowers (Human Rights Resource Center, University of Minnesota, 1998)***

Languages: English, Spanish.  
Online version (English): <http://www1.umn.edu/humanrts/edumat/hreduseries/hereandnow/Default.htm>

- > *This book is intended for use by both community groups and teachers in elementary and secondary schools, and constitutes a "starter kit" for human rights education, with background information on human rights history, principles and issues; activities for a wide variety of age groups, from kindergarten through adult groups; and essential human rights documents.*

##### ***Our World, Our Rights – Teaching about Rights and Responsibilities in Primary School edited by Margot Brown (Amnesty International United Kingdom, 1996)***

Languages: English, Mongolian.  
Online reference page: <http://www.amnesty.org.uk/action/tan/resources.shtml#our>

- > *This book is designed to introduce primary-age children to the Universal Declaration of Human Rights. It offers children a simple way of understanding the rights embodied in the Declaration and what they look like in their lives;*

and also helps them to identify what a right is – and the responsibilities that accompany it, as well as what action they might take to defend their rights and those of others.

**Popular Education for Human Rights by Richard Pierre Claude (Human Rights Education Associates, 2000)**

Languages: English, Chinese, Indonesian, Spanish.  
 Online version (English):  
[http://www.hrea.org/pubs/Popular\\_Education](http://www.hrea.org/pubs/Popular_Education)  
 Earlier version: The Bells of Freedom, in Amharic, English, French.  
 Online version (English):  
<http://www1.umn.edu/humanrts/education/belfry.pdf>  
 Online version (French):  
[http://www.hrea.org/erc/Library/Bells\\_of\\_Freedom/index\\_fr.html](http://www.hrea.org/erc/Library/Bells_of_Freedom/index_fr.html)

- > *This book is a trainer's guide for human rights activists. It is deliberately not copyrighted in solidarity with those involved in popular education and community organizing; any non-governmental organization or educator may copy and adapt it to local settings and culture simply by acknowledging the author and source. Designed for non-formal education, the manual gives teachers options that are appropriate for participants with minimal literacy skills. The emphasis is on the concerns of marginalized groups including the rural poor, women and children. The participatory exercises can also be used in formal education.*

**Stand up NOW for Human Rights! (video and support pack), (Council of Europe, 1997)**

Languages: English and various other European languages.  
 > *This video aims at raising human rights awareness among young people, primarily in the age group 13 to 18, by explaining the historical development of human rights and*

*showing how young people can be involved in activities to protect and promote human rights through Europe. The video is accompanied by a support pack, explaining how the video can be used for educational purposes.*

**The European Convention on Human Rights: Starting Points for Teachers (Council of Europe, 2000)**

Languages: English, French, German.  
 Online version (English):  
<http://www.coe.int/portaIT.asp>  
 Online version (French):  
<http://www.coe.int/portaIT.asp>  
 (go to General Information -> Information Material -> Human Rights Fact Sheet)

- > *This teaching kit is composed of two series of teaching materials: one on the elaboration of the European Convention for the Protection of Human Rights and Fundamental Freedoms, the other one on the content of the Convention. This last part consists of sheets presenting activities which can be organized in the classroom and which address various subjects such as the content and meaning of human rights, national human rights protection systems, human rights at school, etc. Teachers will find a list of activities and studies to be conducted with students: research on the Internet, interviews, viewing of films addressing human rights issues, etc.*

**Stand up for your rights – A book about human rights written, illustrated and edited by young people of the world (Peace Child International, 1998)**

Language: English.  
 Online reference page:  
<http://www.peacechild.org/acatalog>  
 > *This book is a commentary written by children and young people on the Universal Declaration on Human Rights. Stories, poems, personal recollections and illustrations help to*

*bring each article of the Declaration to life. There are also details on organizations to join and things to do to help make the world a better place. A teacher's guide is also available.*