



## **E**ditorial - Children's Right to Education - a matter for us all

This edition of the CRIN newsletter is devoted to the issue of children's right to education - one of the fundamental building blocks upon which a child's development and future opportunities in life depend. The benefits of education are widely acknowledged. Yet, as you read this, throughout the world 125 million primary school age children are not in school. Just as disturbing is the fact that among those who do go to school, many are receiving an education of appalling quality. Even though pupils spend a large part of their day there, few schools are able to offer an environment where children's rights, as set out in the UN Convention, can be fully enjoyed by children.

Choosing education as our theme reflects the increased interest and debate going on as we approach the 10-year review of the Education for All initiative. It is a debate that has seen an increase in active campaigning for children's right to education to be fully implemented. This activity will culminate in the World Education Forum to be held in Dakar, Senegal from 26-28 April. However, as one of the articles in this newsletter rightly asks, will this conference actually generate renewed and real commitments to deliver substantive change or will it simply be another wasted opportunity?

The Dakar conference will review progress towards the goals set in the original Jomtien declaration 10 years ago. Over the last few years governments, NGOs and other civil society organisations have all been involved in assessing the progress attained. These discussions have addressed the way to overcome the obstacles that still stand in the way of achieving the widely-accepted goals and which in some countries are actually beginning to undermine the progress that has so far been achieved

The World Education Forum's conclusions will then feed into the UN summit reviews, such as the Beijing +5 and Geneva 2000 events in June this year and

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the 10-year review of the World Summit for Children in September 2001. Undoubtedly all those who care about children's rights will be hoping that the Dakar Forum results in something tangible and useful.

The following articles all look at the issue of the right to education, assessing it from a range of differing perspectives. Some look at the international events discussed above while others reflect on achievements at the grassroots level, the place where all change ultimately has to originate. Among the latter CRIN is particularly pleased to feature an article on citizenship education written by a 17 year old young woman from Venezuela. Three of the other articles highlight the importance of the non-discrimination principle in the Convention. They consider the particular difficulties faced firstly, by disabled children across the world and, secondly, by Roma children in central and eastern Europe in accessing a decent education.

## **W**hat is CRIN?

CRIN is a global network of children's rights organisations seeking to support the effective exchange of information about children and their rights.

CRIN is open to individuals, non-governmental organisations (NGOs), UN agencies and educational institutions who are involved in children's rights; committed to the UN Convention on the Rights of the Child (the Convention or CRC); and want to share information with others. The network has three main aims which it seeks to meet through specific project activities and an information service based at the Coordinating Unit.

The network exists to:

- support and promote the implementation of the UN Convention on the Rights of the Child;
- help to meet the information needs of organisations and individuals working with and for children's rights; and
- support organisations to gather, handle, produce and disseminate child rights information through training, capacity building and the development of electronic and non-electronic networking tools.

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Above all, these articles share a profound commitment to making a reality of children's right to education and a recognition that this will only come about if the effort is broad and engages on many levels. Education is no longer solely the preserve of educationalists, but something that should be a concern for all of us working in the field of children's rights.

The articles on education in this issue of the newsletter were all submitted by individual CRIN members in response to a request for contributions. In selecting the articles for inclusion we have tried to ensure a wide range of coverage, both thematic and geographic. But the views expressed in the articles are the views of the individual contributors rather than those of CRIN itself.

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## **T**he Global Campaign for Education takes off

An international campaign involving organisations in 180 countries has just been launched which aims to make governments face up to their obligations and acknowledge their responsibility for the 125 million children who are currently being denied a basic education.

The Global Campaign for Education has brought on board such international networks as the aid agencies ActionAid and Oxfam International; Education International, which represents over 23 million teachers and education workers; the coalition Global March against Child Labour, a group committed to the elimination of child labour; and various national civil society networks working in the areas of development or education.

In the light of the World Education Forum, taking place in Dakar, the campaign believes this initiative is an urgent priority, particularly in view of the desperate situation in which several national

## **L**ate News!

CRIN is delighted to announce the appointment of the new CRIN Coordinator, Ms Andrea Khan. Ms Khan has recently worked with UNICEF's Innocenti Research Centre in Florence and has a strong background in communications and information work. She will take up the post on 15th May.

education systems now find themselves. In addition to the millions of children totally deprived of schooling, another 150 million - mostly girls - receive only mediocre and irregular education. The cost of education extracts a very real price which many families cannot afford. Added to this is the fact that one adult in every four worldwide, representing an additional 870 million people, is illiterate.

These statistics contrast sharply with the promise made by 155 countries at Jomtien, in Thailand 10 years ago, that education would be made accessible to all by the year 2000. Five years later, at the UN World Summit for Social Development held in Copenhagen in March 1995, all governments and international organisations committed themselves to reducing discrimination against girls and women in their access to primary and secondary education by the year 2005. They also agreed to make primary education universal by the year 2015. If the current pace of change continues, their objectives will not be attained. Furthermore it is also important to mention that along with the Jomtien and Social Summit agreements, the commitments embodied in the Convention on the Rights of the Child are not being met either.

The campaign has therefore adopted a mission statement and an action plan (available on request), in a bid to end to the systematic violation of the universal right to education and the resulting wholesale waste of human resources that inevitably ensues. This violation represents one of the biggest obstacles to development. In a global economy where knowledge assumes increasing importance, the absence or lack of education contributes to the growth in poverty and to inequality between citizens and between states.

A highlight of the campaign is a Global Action Week from 3-9 April this year that will include activities at both national and international levels. In addition, a series of joint actions will take place during the Dakar Forum. We are very concerned that the forum may not deliver any concrete plan for achieving the 2015 goals. The first stage of the campaign will close with actions organised around the Geneva Social Summit review to be held from 26-30 June this year.

It is high time governments and international financial institutions recognised that education is a fundamental human right and that the responsibility for organising quality education for children, young people, and adults lies with the states themselves. It seems clear to the participants in the Global Campaign for Education that only worldwide mobilisation of civil society will force those responsible to act. And our active commitment is to achieve exactly that - mobilisation.

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## **E**ducation for All - gearing up for the World Education Forum

In Jomtien, Thailand, a decade ago, world leaders and international donors set out a bold vision for the 1990s as the Decade of Education for All. They promised to provide good quality basic education for all children by the year 2000, pledging to eradicate discrimination and substantially improve the quality.

Now, only broken promises remain. Despite modest successes in enrolment rates in some countries, the vision that was born in Jomtien has never been matched by the commitment essential if the rhetoric was to be translated into actions.

Over the past year, a review of the Education for All decade has sought to learn both from the progress that has been made and the difficulties that arose. The aim has been to rekindle the momentum and commitment necessary if we are to turn that initial

hopeful vision into a fact of life over the next 15 years. National reports on developments in education over the last decade have provided a basis for discussion at regional review conferences, with the aim of developing them into regional strategies and action plans. These will all be brought together at the World Education Forum in Dakar.

### *The draft framework for action*

The Education for All Steering Committee, led by UNESCO, developed a draft framework for action, which was intended to be the basis for the action plans coming out of the World Education Forum. The regional review conferences were asked to build on the draft framework, developing more concrete action plans from it.

NGOs and government representatives strongly criticised the original draft framework. A critique prepared for the UK government on behalf of 13 NGOs condemned it on the grounds that the paper “represents more a prescription for inertia than a framework for action”.

The charge could not be more serious. Fundamentally, the Education for All decade failed because bold statements of vision were never matched by concrete commitments to act, either by national governments or by international donors. The means to achieve the vision were never put in place. The whole EFA review is in danger of repeating another expensive exercise in target-setting without backing it up with commitments that will enable those targets to be met.

### *Regional EFA review conferences*

The EFA Steering Committee has responded by trying to redraft the original framework to give it a stronger action focus. This should have happened through reviews and developments within the regional review conferences. Unfortunately the way these conferences have been run has made this impossible. Repeated presentations of issues in education, as well as round-table discussions that lacked a focus on action and solutions, have left little room to take the existing framework and build in strong, specific commitments.

At the Bangkok review for Asia, for example, the sub-regional “action plan” presentations at the end of the conference outlined unstructured lists of possible interventions in education, without giving any sense of priorities or direction among them. They amounted to brainstorming, not coherent action plans that could result in making children’s rights in education a reality.

Some regional review discussions have even resisted being honest about the failures of the EFA decade – an honesty which is the essential starting point if we are to answer the question: “What are we going to do differently over the next 15 years?”

### *Ways forward?*

The agenda of the World Education Forum needs to be completely different from the regional review meetings in order to have any chance of developing further specific commitments.

The original draft framework had a largely northern perspective. The EFA Steering Committee will need to bring southern civil society experience and more southern government representation into the process. This should at least specify what commitments are needed from donors and governments to achieve the targets. They also need to define how best to use the time in Dakar to sign up governments and donors to these commitments.

Ultimately success will depend on bold leadership. Almost all governments and donors seem to feel that they will be able to get away with defining targets without offering the resources or commitments needed to achieve our goals. Who will be the first to step out and confront this complacency, embarrass the apathetic by offering detailed pledges, and challenge others to follow their lead?

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## **T**aking a human rights' perspective on education

Members of the Geneva-based NGO Group for the Convention on the Rights of the Child's sub-group on education met recently to share information about advocacy plans relating to a series of international meetings and to explore possibilities for joint advocacy. The first opportunity this year for joint action is the Commission on Human Rights, which is in session from 20 March until the end of April at the Palais des Nations in Geneva.

The UN Special Rapporteur on Education, Katarina Tomasevski, is presenting her second report to the Commission and the group is highlighting it so that the maximum attention is paid to it. Seeing education from a human rights' perspective provides a challenge to most governments, and to many international organisations, which are used to viewing it only as a service delivery sector.

Since last year, the Special Rapporteur has made two country visits, one to Uganda and the other to the UK. The reports (document number: E/CN.4/2000/6/Add.1 and Add.2) can be found on the Office of the High Commissioner's web site:  
<http://www.unhchr.ch>.

The Special Rapporteur's reports illustrate the differences that emerge when education is viewed from the human rights' angle. The Convention on the Rights of the Child states that primary education should be made compulsory and free for all. However, the trend in educational financing over the past decade has been towards an increase in fees and other school-related costs for parents and for children who need to work in order to pay for their own or their siblings schooling. Given this situation, what can be done to enforce children's rights?

Another key area of interest from a human rights' perspective is discrimination. Who has access to educational services? What is taught in schools? National education statistics may not include refugee children or other groups of children at risk, and thus give an inaccurate picture of discrimination in a country. Internally displaced children may not attend

government schools as their families do not dare to register. Gender or disability are often a basis for various forms of discrimination, as are race, ethnic origin and religious conviction. What can be done to make all these children who are discriminated against visible?

The ideal school is not only open for all children, it is also sufficiently flexible to embrace them all, despite their differences, providing quality education that has Convention on the Rights of the Child built into it. The worst school is one where children are taught to discriminate.

Article 29 of the Convention deals specifically with the aims and contents of education and the UN Committee on the Rights of the Child has recently decided to produce general comments on it. One reason the Committee chose this article to be the first on which it elaborates such comments is a wish to contribute to the World Conference on Racism, Racial Discrimination, Xenophobia and Related Intolerance in 2001.

The committee secretariat in the Office of the High Commissioner for Human Rights has started work on the general comment and a first draft should be ready by September this year. The secretariat invites NGOs to e-mail any relevant information on aspects of Article 29 to Maria Bustelo, as soon as possible. The e-mail address is: [mbustelo.hchr@unog.ch](mailto:mbustelo.hchr@unog.ch)

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# W elcome to EENET

The Enabling Education Network (EENET) is an information-sharing network, which supports and promotes the inclusion of marginalised groups of children in education worldwide. Based at the University of Manchester in the Centre for Educational Needs, it is independently funded by European non-governmental organisations and has an international steering group.

EENET was set up in April 1997 in response to the information needs of inclusive education practitioners, particularly in Africa and Asia. Since research and literature in this field tends to be culturally inappropriate to the needs of practitioners in the south, EENET aims to promote accessible and relevant discussion documents and training materials. The documentation of innovative work in the south is encouraged so that the lessons learned can contribute to practice and thinking internationally. This helps to promote the flow of information south-south and south-north.

## EENET's underlying values and principles

### EENET

- believes in the equal rights and dignity of children;
- prioritises the needs of countries which have limited access to basic information and/or financial resources;
- recognises that education is much broader than schooling;
- acknowledges diversity across cultures and believes that inclusive education should respond to this diversity;
- seeks to develop partnerships in all parts of the world.

### In conducting its work EENET:

- adheres to the principles of the Salamanca Statement, [The Salamanca Statement and Framework for Action on Special Needs Education states that “ordinary schools should accommodate all children, regardless of their physical, intellectual, emotional, social, linguistic

or other conditions”.]

- believes that access to education is a fundamental right;
- recognises the intrinsic value of indigenous forms of education

### EENET is committed to:

- encouraging the effective participation of key stakeholders in education;
- engaging with the difficulties caused by the global imbalance of power;
- encouraging a critical and discerning response to all information and materials circulated.

The majority of individuals and organisations currently on EENET's mailing list are involved in inclusive education from a disability perspective. However we are keen to include all issues of difference and marginalisation within the broader context of international moves towards education for all. Race, ethnicity, gender and poverty are issues which may also affect the lives of disabled children, but they tend to be tackled separately by many international agencies. EENET recognises the danger of separating the needs of disabled children from the needs of all children and believes that there is a need to take a more comprehensive approach to issues of inclusion and exclusion. Exclusionary practices exist in all societies. The cultural and political context of a country will determine the way in which inclusive education is practised and interpreted.

EENET'S definition of inclusive education can be summed up by the following:

### Inclusive education

- acknowledges that all children can learn;
- acknowledges and respects differences in children, including: age, gender, ethnicity, language, disability, HIV and TB status etc;
- enables education structures, systems and methodologies to meet the needs of all children;
- is part of a wider strategy to promote an inclusive society;
- is a dynamic process which is constantly

- evolving;  
– need not be restricted by large class sizes or a shortage of material resources.

[Definition developed for the IDDC seminar on IE, Agra, India 1998]

*Enabling Education*, EENET's free newsletter, provides an opportunity for practitioners to share ideas and experiences, analyse mistakes and celebrate achievements. Its aim is to facilitate conversations and to encourage the sharing, rather than the dissemination, of information on inclusive education.

EENET's long-term plan is to regionalise its activities in order to improve south-south networks and to encourage more practitioners to document their work and share their experiences. This year we are hoping to establish at least one regional partnership. Negotiations are currently underway with agencies in China, South Asia and South America. If you have any ideas or suggestions about possible regional partnerships, please don't hesitate to contact us.

Documents and training materials are available free of charge to south-based organisations and access to EENET's web site is free to all users. For details of the documents and video material available from EENET, and to be placed on our mailing list, please write to us at the following address:

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## **E**ducation for All - putting an end to invisibility

A recent statement by the UNESCO Director General Koichiro Matsuura reaffirms UNESCO's commitment to "reach the unreached". Among the most marginalised are disabled children, who are often segregated or ignored, and thus effectively rendered invisible. For this reason an international project on Disabled Children's Rights and the UN Convention on the Rights of the Child has been developed, with the clear aim of raising awareness and promoting the rights of disabled children. [Full details can be found on <http://www.eenet.org.uk> or from the author.]

Concrete examples of violations and good practice are being documented, with over 400 examples collected so far. The largest group of examples relates to disabled children's right to education.

### Violations

One aim of the project is to highlight violations that until now have remained unrecorded.

*Invisibility.* Disabled children are often ignored in reports or statistics. In Vietnam, for example, when calculating the school attendance rate, the number of disabled children is first subtracted from the total number of children in a district. This perpetuates the fiction that disabled children do not need education.

Disabled children may be hidden. In Russia, medical professionals reportedly pressurise parents to abandon a disabled child at birth. It is sent to an institution, where his/her rights to education, medical care and individual development are likely to be denied, as well as the opportunity to learn to read, write and even walk, with children sometimes being classified as ineducable.

*Rigid medical approach.* Some countries use medical diagnosis to determine whether a child is entitled to education and, if so, what kind. The wishes of the parents, and the actual needs and abilities of the child, are routinely overridden.

In Japan, disabled children are segregated by education programmes according to the type and degree of disability. School counselling actively persuades parents and children to enter disabled classes or schools, without fully hearing and respecting their opinions.

*Direct discrimination.* Some countries have discriminatory policies. In Austria, regular children can claim 16 years of education, pupils in special schools 11 years and those with special needs attending regular schools may only claim eight years. The Israeli education system divides deaf children into those with verbal communication and those who sign. The second group is assumed to be of lower ability.

*Low level of resources.* Where resources are generally inadequate, disabled children tend to be disproportionately disadvantaged. In Kenya, 85 per cent of children attend school, but only four per cent of disabled ones go.

In Zimbabwe, a survey of two poor communities showed that health and education services for the general population are inadequate. Although a few disabled children attend school, teachers do not have the skills to help many more. These children are denied not only an education, but also the opportunity for integration into society.

### Improving practice

A second important purpose of the project is to show what is already being done to redress these problems, by providing concrete examples of good practice. Most of these are supported by NGOs and, although small, may provide, in the words of UNESCO's Director General "the seeds for new approaches". A common factor in many of the examples of promoting good practice is the sharing of information, knowledge and skills.

*Combating invisibility through exposure,* through meeting disabled children and their families, or by raising their profile in the media, is also very important.

In Yemen, disabled children have been involved in a Children's Day of Broadcasting. Thirty

disadvantaged children, including disabled children, were given support to produce a radio programme in which children expressed themselves to the public about their problems and feelings.

*Learning by doing.* The pilot approach to implementation can provide both a vision of what is possible, and a learning opportunity for people to make mistakes and develop ideas and skills. In Addis Ababa, Radda Barnen supports a pilot inclusive education programme for children with learning disabilities. The aims are to develop a workable programme, to share lessons learned, and to promote the children's rights. So far results have been positive. Regular students have been helpful to their disabled classmates, and teachers, administrators and education officials are increasingly enthusiastic.

*Sharing information and knowledge.* Support networks, which pool ideas and examples of good practice are very important, especially in parts of the world plagued by lack of information. Parent members of the Lesotho Society for Mentally Handicapped Persons have become more aware of their children's needs, and are assisting and advising teachers how to cope with their children at school. They are invited to give talks and to share their experience during teachers' seminars.

### Conclusion

The CRC applies to all children without exception. But we cannot assume that improvements in children's rights automatically benefit the most marginalised children. By turning the spotlight on disabled children, this project is highlighting violations of their right to education, to ensure that 'Education for All' really does include disabled children.

For more information on this project developed by the International Save the Children Alliance, or if you would like to contribute examples of good or poor practice, please contact the author.

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## **D**enied a future - Roma, Gypsy and Traveller children

Since January 1999, the Denied a Future? project has actively engaged in promoting the right to education of Roma, Gypsy and Traveller children. It aims to raise awareness of the fact that throughout Europe children from these communities do not enjoy equal opportunities when it comes to education. The project also seeks to create a climate for positive change by promoting good policy and practice and engaging the support of international institutions.

The Denied a Future? project objectives include:

- Gathering evidence from countries in Europe where education policy and practice discriminate against Roma, Gypsy and Traveller children and deny their right to equality of opportunity in education;
- demonstrating how this contravenes international or national legislation;
- identifying and disseminating examples of good policy and practice in order to promote the elimination of discriminatory practice from the education systems of Europe;
- bringing this evidence to the attention of national governments and international and regional institutions.

### *Central and Eastern Europe*

Many Roma children throughout central and eastern Europe continue to be denied the opportunity to reach their full potential. From an early age Roma children receive powerful signals that they are regarded as second class citizens. Their first encounter with discrimination, racism and negative stereotyping is often in kindergarten or elementary

school.

As a rule, the education services and facilities available to Roma children are of a lower standard than those offered to the majority populations. In the worst cases, entrenched racism on the part of many education professionals has fostered a belief that school exclusion, school refusal and under-achievement are the result of the 'inherent nature' of the Roma, rather than the beliefs and practices of the education system and the professionals employed within it.

An encouraging sign has been increased interest, at least from some quarters, to discover more about the rich experience of multicultural and equal opportunities practice that has been developed in many countries in the post-war period. However, this same experience shows that these approaches are challenging to implement and invariably meet with resistance. It also clearly indicates that there are no quick-fixes that can be imposed - if anything, the opposite is true and each community has differing needs.

Although legislation has been passed to protect the rights of minorities in many central and east European states, the record on implementation is often poor. In many countries, there appears to be an absence of political will to enforce policies that will end discrimination. Projects to bring Roma children back to school do however exist. But, where good practice has been developed, it has rarely been utilised as a basis for improvement in policy and practice at national or regional level. Thus, although many pilot projects are successful, they remain marginal efforts to overturn a systematic pattern of exclusion and discrimination.

### *Western Europe*

In the western Europe, the lack of recognition of Roma and Traveller cultures continues to exist, fuelled by many teachers' lack of awareness and understanding and even hostility. In families which have traditionally been mobile, many children continue to grow up in a world of regular eviction, and of unhealthy and even dangerous stopping places which have no access to basic facilities. School attendance is difficult when movement is unplanned

and enforced. Such children rarely have access to relevant pre-school experiences with their peer group. Schools are often reluctant to accept children who have experienced intermittent education. For settled Roma children in western Europe, the success of education often depends on the sensitivity of individual teachers and the initiatives of a small number of NGOs and local authorities seeking to introduce culturally sensitive practices and teaching materials to in-service training and practice in schools. Prejudice and discrimination from the majority population continue to be the experience of many Roma and Traveller children in western Europe.

### *Recommendations*

Equal access to education is a universal right and therefore an absolute. Whatever the subjects of this right are or were, do or have done remains irrelevant. Discriminatory policies violate children's right to education. They run contrary all international human rights standards, such as: Article 26 of the Universal Declaration of Human Rights, Article 13 of the International Covenant on Economic, Social and Cultural Rights, Articles 28 and 29 of the Convention on the Rights of the Child and Article 2 of the First Protocol to the European Convention on Human Rights.

Save the Children UK, which runs this project, recommends that all policies adopted by the authorities responsible for education at national, regional and local level take into account of the needs and aspirations of all groups within society. This includes Roma, Gypsy and Traveller children and should ensure that all educational provisions be adopted in consultation with Roma, Gypsy and Traveller representatives. Governments and other authorities with responsibilities for education must take specific measures to ensure that Roma, Gypsy and Traveller children do not suffer from discrimination and benefit from true equality of opportunity.

Should you wish to receive further information about this project, please contact Maria Andruszkiewicz, Federica Donati or Martin Kovats at Save the Children UK:

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## **C**itizen education

Carlena Prince Castrillo, 17, from Venezuela

Every person under 18 years old is either a child or an adolescent. They have dreams, worries, great energy and a lot of potential. They are also smart and able to take on the challenges required by the world. In Venezuela, they represent 50 per cent of the population.

Children and adolescents show that every day they become more worried about their environment, that they can and must make a commitment, as citizens of their country, to identify problems and offer solutions in order to contribute to the harmonious development of the society they belong to. The inclusion of children and adolescents in social processes has been growing over a long period, thanks to actions taken by civil society.

### *Citizen education, human education*

Every person under 18 years old has human rights and also a group of rights by virtue of their being children. These are contained in the UN Convention for Children's Rights. Venezuelan national legislation was adapted to accommodate this Convention's principles, and from 1 April this year, it will be in force through the Organic Law for the Protection of Children and Adolescents (LOPNA).

Through Community Learning Centres (CECODAPs), the aim is to disseminate and promote Children's Rights and the LOPNA. The overall goal is to foster an increased sense of social responsibility among all citizens and respect for children as individuals and as citizens with their own rights and responsibilities.

It is very important that, from an early age, human beings receive education about citizenship, so that they identify themselves as part of a society, in which they play a certain role. They need to be aware of their own individual importance and their contribution, and that without those the social system would not work. But just as they are expected to contribute, so the society they enrich must respect and value them. This is why it is necessary for them to know the law that protects them, in order for them to demand its fulfilment should it be necessary. By the same token, he / she will feel committed to what is going on in her / his environment and be aware of his or her responsibilities. For these reasons he/she will wish to contribute to its stable progress.

What really is important in this rights and citizens education process is achieving the child's recognition that he/she is an individual with abilities and limits. She/he needs to know about the environment, the collectivity he/she is part of, within which he/she makes exchanges and without which it is not possible to live. It is definitely education which helps the child define its world, its freedom, and its capacity to choose between good and bad.

The idea is to let the children and adolescents participate, to feel responsible for what is going on in their own life history and in their countries, to let them be the ones who diffuse and demand the respect for their rights. This is why CECODAP has several programmes in children's rights education.

The programme, Rights To My Size, works with pre-school children. Give your Heart to the Convention works with children and adolescents aged seven to 12, and This is The Way We Are scheme involves adolescents aged 12 to 17. They are taught to be leaders and promoters of their own rights, as well as to be citizens.

Young people have abilities, they just need a chance to demonstrate them. Children and adolescents who have the opportunity to participate in the mass media and in the social decision making, feel like citizens and act accordingly.

Little by little, a social conscience and an awareness about childhood and adolescence has been created. During the presidential elections in Venezuela, children took a document to the candidates which had been created with the participation of all Venezuelan children. The document was entitled The Hope Agenda. Once the president was elected, they presented it in person and discussed their problems and the ways to solve them.

The Constitutional Movement, created in order to get a new written constitution, decided to make a stand and developed the Children and Youth Constitutional Assembly. This involved writing a document proposing that any matters that affected children's rights had to be covered in the constitution. This was to guarantee the legality and protection of the new law, the LOPNA, which they also had a hand in.

Here we have a clear example what happens when people feel part of a project. They get involved, they defend it, they correct it and they work for its own good. The progress and well-being that the world's society has always desired, depends on a citizen education and on human values.

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Tel: +58 2951 4079/ 2952 7279  
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## **P**eer education among street and urban poor children

As a result of the Asian economic crisis, unemployment has increasingly risen in the Philippines. This has led to small children, some as young as seven or eight, taking to the streets to beg or sell anything that can be sold to motorists or a passers-by - garlands, rags, newspaper, cigarettes, you name it. Others engage in some trade or other; usually these are the older ones, 12 to 13 year olds, who are very vulnerable to prostitution and other crime syndicates. Seventy-five per cent of these children still have families, but they would rather stay on the streets than become victims of abuse at home.

ChildHope Asia Philippines is one of the NGOs with street children-based programmes and services. It too believes that the street is not the place in which children should grow up. This is why its biggest project component, the Education on the Streets programme, has continuously employed 16 full-time street educators. These reach out to the children to assist them with their basic emotional and material needs, and to convince them to voluntarily enter a shelter or go back to their families, whenever it is deemed safe for them to do so.

Sixteen street educators are not enough to cover their respective areas of assignment. They need assistance in referring children to clinics, in conducting sessions, in counselling children, and in motivating them to live in shelters. This is where peer education, otherwise known as the child-to-child approach, becomes relevant and useful.

The Street Education programme uses the child-to-child approach through what are known as junior health workers (JHWs). The JHWs are a unique feature of the programme. At present, 30 JHWs are being re-trained under a World Health Organization-assisted project. This tackles the main barriers to existing health services that are available to street and urban poor children and adolescents.

### *Choosing the JHWs*

They are selected from among the older children who are living on the streets or with their families,

since the street education programme covers only street and community-based children. They should also be between the ages of 10 and 18. This is the age when children are most likely to exhibit leadership skills, an important characteristic to consider. It is also important that the child is literate and can prepare simple reports. Boys and girls have equal opportunities to become JHWs. They should be patient, talented, and must possess a strong sense of responsibility. He/she must not show favouritism in dealing with their fellow children but should instead manifest sensitivity and genuine concern for others. Lastly, he/she must be faithful/committed to their job despite the difficult circumstances surrounding it.

### *Requirements*

It is not enough that the child possesses all the above qualifications. There are also some basic requirements that each child must meet. Street children who wish to become JHWs, must have attended two or three sessions on any of the following topics: value clarification, child rights, primary health care, first aid, drug abuse prevention education, STD/HIV-AIDS, mental health, and human sexuality and family planning. They must also maintain regular contact with the street educators.

### *Training and improving skills*

After the children have been selected, they undergo a four-day training workshop that focuses on the following topics: team-building, self awareness, the UN Convention on the Rights of the Child, what is a JHW?, health and sickness, common illnesses, existing resources, preparation of a plan of action.

The children also receive hands-on training by assisting their partner street educators in conducting sessions among the street children in their respective areas of assignment.

### *Roles and functions*

The JHWs are required to attend regular monthly/quarterly meetings as well as the General Assembly of Junior Health Workers. They must also improve their knowledge of values, first aid, and substance abuse prevention by attending training sessions conducted by staff of the Street Education

Programme. They help reach out to other street children, go out on the streets to contact children in need, administer first aid and simple home remedies, and accompany the children to the different referral services, systematic follow-ups are an important part of the job. They are also involved in the training of new JHWs, thereby putting to good use the principles of the child-to-child approach.

### *Job problems*

During the above-mentioned monthly meetings, the children bring up immediate concerns regarding their work. Some of these include: replenishment of their first-aid kit supplies/contents; difficulty in referring children to the hospitals since they occasionally, do not carry complete identification as JHWs, in the process, they are sometimes not taken seriously by the hospital staff; balancing their lives/roles – as children, students, family members, and income earners; frustration on the part of the child they accompany to hospitals at not being able to receive the proper medical attention sought; managing the behaviour of the children in group sessions; keeping motivated and pro-active; transportation money; more regular support and training meetings; difficulty in approaching some children who are shy or mistrustful.

In response to these expressed needs, ChildHope Asia Philippines and its sister agency, Families and Children for Empowerment and Development (FCED), have started implementing the WHO-pilot project that would help increase access to the provision and utilization of health services by street children. It is hoped that with the project's activities and interventions, ChildHope and FCED will be able to effectively resolve some of the barriers and issues, and develop a friendlier environment for these child/youth volunteers.

When Dr John Howard, the WHO consultant from Macquarie University, visited the Street Education Programme last year, he found the current batch of JHWs very enthusiastic, impressive, committed, and very eager to learn. They clearly understand issues of confidentiality, how to solve problems, and the UN Convention the Rights of the Child. They recognize substance use as an issue in their communities and among street children, and note

an increase in injection drug use by older youths and adults. Most importantly, they advocate among their peers against early and unprotected sexual activity and for regular check-ups for sexually transmitted diseases (STDs). Although these young people are not problem-free, they are willing to help others and are generous with their scarce time. FCED, for its part, is also implementing a project called Expanding Children's Participation in Social Reform (ECPSR), where children are recruited and trained to advocate among other children on issues that concern them. For more information on this project contact ChildHope Asia.

The ability of children to help other children, should never be underestimated. Instead, organizations working with street and urban poor children should try to develop their own unique ways of empowering their clients to teach and help other children, using the child-to-child approach.

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 Paco  
 1007 Manila  
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 Tel: +63 2 563 4647  
 Fax: +63 2 563 2242  
 Email: [chsea@vasia.com](mailto:chsea@vasia.com)

**Child Domestic Work, Innocenti Digest, No.5**

UNICEF Innocenti Research Centre,  
Piazza SS Annunziata 12, 50122, Florence, Italy  
tel: +39 55 20330  
fax: +39 55 244817  
email: orders@unicef-icdc.it

**International Children's Rights Thesaurus**

Prepared by Anne di Lauro  
The Thesaurus is trilingual with separate editions in  
English, French and Spanish  
Ordering as above

**Child Protagonism and the Convention of the  
Rights of the Child at Municipal Level**

in Spanish  
PRONICE, Guatemala,  
email: pronice@infovia.com.gt

**Violence Against Children in the Context of  
War and Impunity**

in Spanish.  
Ordering as above.

**Child Soldiers in South Africa**

Edited by Elizabeth Bennett, Final edit by Susan  
Unsworth  
Institute for Security Studies, PO Box 4167,  
Halfway House 1685, South Africa  
tel: +27 11 315 7096  
fax: +27 11 315 7099  
email: iss@iss.co.za

**Child rearing in Hubai Village, China**

Zhou Yajun, Liao Yi, Susan Champagne  
Bernard van Leer Foundation, PO Box 82334  
2508 EH The Hague, The Netherlands  
tel: +31 70 351 2040  
fax: +31 70 350 2373  
email: registry@bvleerf.nl  
web site: <http://bernardvanleer.org>

**Children and Media: Image, Education,  
Participation.**

**Yearbook 1999 from the UNESCO  
International Clearinghouse on Children and  
Violence on the Screen.**

Nordicom, Goteborg University, PO Box 713, SE  
405 30, Goteborg, Sweden

fax: +46 31 773 46 55  
email: ulla.bergstrom@nordicom.gu.se

**Children, Economics and the EU - Towards  
Child Friendly Policies**

Save the Children  
Radda Barnen, Torsgatan 4, S-107 88 Stockholm,  
Sweden  
tel: +46 8 698 9000  
fax: +46 8 698 9014  
email: rbpublishing@rb.se

web site: <http://childrightsbookshop.org>

**Convention on the Rights of the Child Impact  
Study: Study to Assess the Effect of the UN  
Convention on the Rights of the Child on the  
Institutions and Actors who have the  
Responsibility and the Ability to Advance  
Children's Rights**

Lisa Woll  
Ordering as above

**Everyone has the Right to Grow and Blossom:  
Learning about Children with Disabilities/  
Todos tenemos derecho a florecer: Material  
de formacion sobre ninos con discapacidad  
funcional**

Christina Hagner  
Ordering as above

**Children's Rights - The Future Starts Here**

Amnesty International Publications, 1 Easton Street,  
London WC1X 0DW  
tel: +44 20 7413 5500  
fax: +44 20 7956 1157  
web site: <http://www.amnesty.org>

**Choose With Care: a Recruitment Guide for  
Organisations Working with Young Children**

Meredith Kiraly  
ECPAT Australia and MacKillop Family Services  
PO Box 1725, Collingwood, Vic 3066, Australia  
tel: +61 3 9419 1844  
fax: +61 3 9419 9518  
email: [ecpat@ecpat.org](mailto:ecpat@ecpat.org)

**Empty Desks, Empty Future - The Curse of  
Classroom Gender Gaps**

IDS Publications Office, Institute of Development  
Studies,  
Brighton, BN1 9RE, United Kingdom  
tel: +44 1273 678269

fax: +44 1273 621202  
email: ids.books@sussex.ac.uk

**Funding Guide for Child NGOs in Europe and Across the World**

Available in French and English  
EFCW, 53 Rue de la Concorde, B-1050 Brussels, Belgium  
tel: +32 2 511 70 83  
fax: +32 2 511 72 98  
email: efcw@dproducts.be  
web site: <http://www.efcw.org>  
Price, 600 BEF

**Helping Not Hurting Children: An alternative approach to child labour**

DFID (Department for International Development)  
94 Victoria Street, London, SW1E 5JL, United Kingdom  
tel: +44 20 7917 7000  
tel from Overseas: +44 1355 84 3132  
email: enquiry@dfid.gov.uk  
web site: <http://www.dfid.gov.uk>

**Implementation Handbook for the Convention on the Rights of the Child  
Manuel d'Application de la Convention Relative aux Droits de l'Enfant**

French version now available  
UNICEF, 3 UN Plaza, H-9F, New York, NY 10017, United States of America  
fax: +1 212 326 7768  
email: pubdoc@unicef.org  
<http://www.unicef.org>

**Including Disabled Children in Everyday Life, a practical guide**

Save the Children UK, Publications,  
17 Grove Lane, London, SE5 8RD, United Kingdom  
tel: +44 20 7703 5400  
fax: +44 20 7709 2508  
email: publications@scfuk.org.uk  
web site: <http://www.savethechildren.org.uk>

**Juvenile Justice in the West Bank and Gaza Strip: Laws and Legislation**

Defence for Children International/ Palestine Section  
PO Box 55201, Jerusalem, Via Israel  
tel: +972 2 296 0751/2

fax: +972 2 296 0750  
email: dcipal@palnet.com

**Political Participation of Youth Below Voting Age**

Edited by Barbara Riepl and Helmut Wintersberger  
European Centre for Social Welfare Policy and Research  
Bergassa 17, A-1090 Vienna, Austria  
tel: +43 1 319 45 050  
fax: +43 1 319 45 0519  
email: ec@euro.centre.org  
web site: <http://www.euro.centre.org/causa/ec/>

**Prison Bound: The Denial of Juvenile Justice in Pakistan**

Human Rights Watch  
350 5<sup>th</sup> Avenue, 34<sup>th</sup> Floor, New York, NY 10118-3299, United States of America  
tel: +1 212 216 1237/1239  
fax: +1 212 736 1300  
email: hrwnyc@hrw.org  
web site: <http://www.hrw.org>

**Psycho-Social Help to War Victims: Women Refugees and Their Families - from Bosnia and Herzegovina and Croatia (2<sup>nd</sup> Revised Edition)**

Editors: Libby Tata Arcel, Vera Folnegovic-Smalc, Dragica Kozaric-Kovacic, Ana Marusic  
Available in English, Serbo-Croatian and Russian  
International Rehabilitation Council for Torture Victims, PO Box 2107, 1014 Copenhagen o, Denmark  
tel: +45 33 760600  
fax: +45 33 760500  
email: publications@irct.org  
web site: <http://www.irct.org>

**War Violence, Trauma and the Coping Process - Armed Conflict in Europe and Survivor Response**

Editor: Libby Tata Arcel  
Ordering as above.

**So Close and Yet So Far Away**

Milica Krstanovic  
Yugoslav Children's Rights Centre, 11000 Beograd, Macvanska 8, Yugoslavia  
email: cpd@eunet.yu

**Standing Up for Ourselves**  
ECPAT IYPPP  
email: [ecpatiyp@pworld.net.ph](mailto:ecpatiyp@pworld.net.ph)

**State of Education in Tanzania, Crisis and Opportunity**

Kuleana Centre for Children's Rights, Publications Department  
PO Box 27, Mwanza, Tanzania  
tel: +255 68 500 911  
fax: +255 68 500 486  
email: [kuleana@raha.com](mailto:kuleana@raha.com)

**The Child and the European Convention on Human Rights**

Ursula Kilkelly  
Dartmouth Publishing Company Limited, Ashgate Publishing Ltd, Gower House, Croft Road, Aldershot, Hants, GU11 3HR, United Kingdom  
(In the US) Ashgate Publishing Company, Old Post Road, Brookfield, Vermont 05036, United States of America

tel: +44 1252 331551  
fax: +44 1252 317 707  
email: [ashgate@cityscape.co.uk](mailto:ashgate@cityscape.co.uk)  
web site: <http://www.ashgate.com>

**The Human Right to Education**

Douglas Hodgson  
Ordering as above

**Trafficking in Child Domestic Workers, in particular Girls in Domestic Service in West and Central Africa**

Available in French and English  
UNICEF, Bureau Regional pour l'Afrique de l'Ouest et du Centre, 04 BP 443, Abidjan, Cote d'Ivoire  
fax: +225 227607

**Untapped Potential: Adolescents Affected by Armed Conflict**

Allison Pillsbury, Women's Commission for Refugee Women and Children  
tel: +1 212 551 3107  
fax: +1 212 551 3180  
email: [allison@intrescom.org](mailto:allison@intrescom.org)

**Young Children's Rights. Exploring Beliefs, Principles and Practice**

Priscilla Alderson  
Jessica Kingsley Publishers, 116 Pentonville Road, London, N1 9JB, United Kingdom  
tel: +44 20 7833 2307  
fax: +44 20 7837 2917  
email: [post@jpk.com](mailto:post@jpk.com)  
web site: <http://www.jpk.com>

**Youth in Development - A Trojan Horse?**

Niels Lund, Danish Youth Council  
Scherfigsvej 5, DK-2100 Copenhagen, Denmark  
tel: +45 39 29 88 88  
fax: +45 39 29 83 82  
email: [nl@duf.dk](mailto:nl@duf.dk)  
web site: <http://www.duf.dk>

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**C**alendar of Events

31 March - 2 April 2000

**First Assembly of the NGO Working Group from the World Bank from ECA Region, Vilnius, Lithuania**

Roberta Harper  
email: [ngowbwg@bankwatch.org](mailto:ngowbwg@bankwatch.org)

6-7 April 2000

**National Workshop on the Involvement of NGOs in the Prevention of Sexual Abuse of Children, New Delhi, India**

Indian Committee of Youth Organisations,  
F-13, South Extension - One, New Delhi 110 049, India

tel: +91 11 462 4776  
fax: +91 11 464 1807  
email: [icyo@iname.com](mailto:icyo@iname.com)

10-11 April 2000

**Investing in our Children's Future, World Bank, Washington DC, USA**

Mary Eming Young, World Bank, Human Development Network, 1818 H Street, NW,

Washington DC 20433, Room G8 034, USA  
web site: <http://www.worldbank.org/children>

19-21 April 2000

**International Conference on Street Children  
in East Africa, Dar es Salaam, Tanzania**

Conference Secretariat, AFROCENTRE, Attn. Dr.  
Colletta Kibassa, PO Box 65395, Dar-Es-Salaam,  
Tanzania

tel: +255 51 151739

fax: +255 51 152977

26-28 April 2000

**World Education Forum, Dakar, Senegal**

Svein Psttveit, EFA Forum Secretariat, 7, Place de  
Fontenoy, 75352 Paris 07SP, France

tel: +33 1 4568 1524

fax: +33 1 4568 5629

email: [efa@unesco.org](mailto:efa@unesco.org)

web site: <http://www2.unesco.org/wef/>

10-13 May 2000

**The Century of the Child, Changes in Views  
on (residential) Child and Youth Care, The  
Netherlands**

Organisation Secretariat, Conference Agency  
Limburg, PO Box 1402, 6102 BK Maastricht, the  
Netherlands

tel: +31 43 3619192/ +31 43 3619020/ 3560152

email: [cal.conferenceagency@wxs.nl](mailto:cal.conferenceagency@wxs.nl)

13-17 May 2000

**Summit 2000 Children, Youth and the Media -  
Beyond the Millenium, Toronto, Canada**

Joseph Pereira, Director, SUMMIT 2000, 60 St.  
Clair Avenue East, Suite 1003, Toronto, Ontario,  
Canada, M4T 1N5

tel: +416 515 0466

fax: +416 515 0467

web site: <http://www.summit2000.ne>

15 May - 2 June 2000

**24<sup>th</sup> Session of the UN Committee on the Rights  
of the Child, Geneva, Switzerland**

State Party Reports to be considered: Cambodia,  
Djibouti, Georgia, Jordan, Kyrgyzstan, Iran, Malta,  
Norway, Suriname.

UN High Commissioner for Human Rights, Palais  
des Nations, 1211 Geneva 10, Switzerland

tel: +41 22 917 9301, fax: +41 22 917 9022

email: [pdavid.hchr@unog.ch](mailto:pdavid.hchr@unog.ch)

web site: <http://www.unhchr.ch>

**Pre-Sessional Working Group (25<sup>th</sup> Session),  
Geneva, Switzerland**

NGO reports to be considered: Burundi, Central  
African Republic, Colombia, Comoros, Finland,  
Marshall Islands, Slovakia, Tajikistan, United King-  
dom - Isle of Man.

NGO Group for the Convention on the Rights of  
the Child, PO Box 88, 1211 Geneva 20, Switzer-  
land

tel: +41 22 734 0558

fax: +41 22 740 1145

15-17 May 2000

**“Step by Step” Strategies for Child Welfare  
Tomorrow, Salzburg, Austria**

European Forum for Child Welfare

Conference Secretariat, Pro Juventute Austria, A-  
5013 Salzburg, Postfach 200, Austria

tel: +43 662 431355 63

fax: +43 662 431355 32

email: [congress@projuventute.at](mailto:congress@projuventute.at)

31 May - 6 June 2000

**Prix Jeunesse International, Munich, Germany**

Prix Jeunesse International, c/o Bayerischer  
Rundfunk, 80300 Munchen, Germany,

tel: +49 89 5900 2058

fax: +49 89 5900 3053

email: [ks@prixjeunesse.de](mailto:ks@prixjeunesse.de)

web site: <http://www.prixjeunesse.de>

6-10 June 2000

**2<sup>nd</sup> International Conference on Child and  
Adolescent Mental Health, Kuala Lumpur,  
Malaysia**

Sarah Wilkinson, Conference Secretariat, Elsevier

Science Ltd., The Boulevard, Langford Lane,  
Kidlington, Oxford, OX5 1GB, UK  
tel: +44 1865 843691  
fax: +44 1865 843958  
email: sm.wilkinson@elsevier.co.uk  
web site: <http://www.elsevier.nl/locate/camh2000>

18-24 June 2000

**Sexual Abuse and Exploitation of Children: A Criminal and Justice Perspective**

Robert Pinheiro, Promotions Manager, International Networking Events, The British Council, 1 Beaumont Place, Oxford, OX1 2PJ, UK  
tel: +44 1865 302704  
fax: +1865 557368  
email: robert.pinheiro@britishcouncil.org  
web site: <http://www.britishcouncil.org/networkevents>

25-28 June 2000

**Victimization of Children and Youth: An International Research Conference, Durham, New Hampshire, USA**

Melissa Averill, Conference Facilitator, University of New Hampshire, 126 Horton Social Science Centre, Durham, NH 03824, USA  
tel: +1 603 862 0767  
fax: +1 603 862 1122  
email: maverill@hopper.unh.edu

3-21 July 2000

**International Summer Institute 2000: Media Education, London, United Kingdom**

Dr David Buckingham, Reader in Education, Institute of Education, University of London, 20 Bedford Way, London, WC1H 0AL, UK  
fax: +44 20 7612 6177  
email: teemddb@mentor.ioe.ac.uk

9-14 July 2000

**AIDS 2000 - 13 International AIDS Conference, Durban, South Africa**

Congrex, The XIIIth International AIDS Conference, PO Box 1620, Durban 4000, South Africa  
tel: +27 31 301 0400  
fax: +27 31 301 0191

email: [congrex@aids2000.com](mailto:congrex@aids2000.com)

24-28 July 2000

**International Special Education Congress 2000, Manchester, United Kingdom**

ISEC 2000 Programme Committee, CEN School of Education, University of Manchester, Oxford Road, Manchester, M13 9PL, UK  
tel: +44 161 275 3510/ 3511  
fax: +44 161 275 3548  
email: [ISEC@man.ac.uk](mailto:ISEC@man.ac.uk)  
web site: <http://www.isec2000.org.uk>

7-11 August 2000

**IFCW - Annual World Forum 2000, Sydney, Australia**

7-8 August 2000, Management and Leadership Institute  
9-11 August 2000, Children First' Conference  
World Forum Convener, PO Box 4023, Pitt Town, NSW 2756, Australia  
tel: +61 2 4572 3079  
fax: +61 2 4572 3972  
email: [sharyn@zeta.org.au](mailto:sharyn@zeta.org.au)

3-6 September 2000

**13th International Congress on Child Abuse and Neglect, Durban, South Africa**

Kimberley Svevo, ISPCAN Executive Director, 200 North Michigan Avenue, Suite 500, Chicago, Illinois, United States of America  
tel: +1 312 578 1401  
fax: +1 312 578 1405  
email: [ispcan@aol.com](mailto:ispcan@aol.com)

15-20 October 2000

**Peace Education: Rising to the Challenge of Children's Rights, Buntingford, Hertfordshire, United Kingdom**

Information Manager, International Networking Events, The British Council, 1 Beaumont Place, Oxford, OX1 2PJ, UK  
tel: +44 1865 302704  
fax: +1865 557368  
email: [network.events@britishcouncil.org](mailto:network.events@britishcouncil.org)  
web site: <http://www.britishcouncil.org/networkevents>



**CRIN**  
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Name of your director .....

Name of the CRIN contact in your organisation .....

Postal Address .....

.....

Country .....

Tel (Include country codes): .....

Fax (Include country codes): .....

Email: .....

Web site: ..... Do you use the Worldwide Web? : .....

Number of staff .....

Languages used in your organisation: .....

Number of CRIN Newsletters in English, French or Spanish .....

Please give a short description of your organisation's aims and activities (please continue on a separate sheet, if necessary).

Which countries does your organisation work in? (please continue on a separate sheet, if necessary).

How would you describe your organisation? (Please tick the appropriate box or boxes)

Non-governmental		UN Agency		Community-based	
Research		International		Governmental	

Does your organisation? (Please tick the appropriate box or boxes)

Work directly with children		Lobbying governments and the UN	
Work in partnership with other organisations		Provide training on children's rights	
Provide funding to other organisations		Undertake research on children's rights	
Work with the media and press		Undertake legal casework on behalf of children	

Which age group does your organisation target? (Please tick the appropriate box or boxes)

Children 0-4		Children 5-15		Children 16-18	
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Does your organisation have expertise in any of the following themes? (Please tick the appropriate box or boxes)

Children in care, fostering and adoption		Children living with HIV/AIDS	
Child Labour and working children		Individual cases of violations	
Children in armed conflict		Children in Conflict with the law	
Reporting and monitoring on the CRC		Children and the media	
Children with disabilities		Participation of children in decision making	
Children and education		Refugee and unaccompanied children	
Environment and habitat		Sexual exploitation of children	
Children and health		Children working and living on the street	

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**Please enclose any relevant publications, newsletters, annual reports and brochures**