

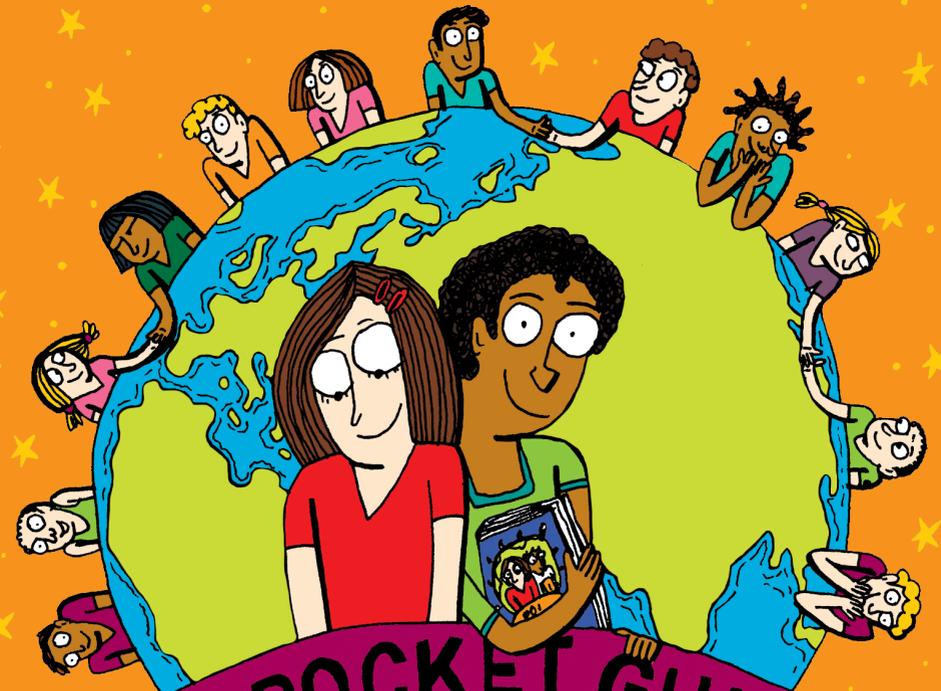


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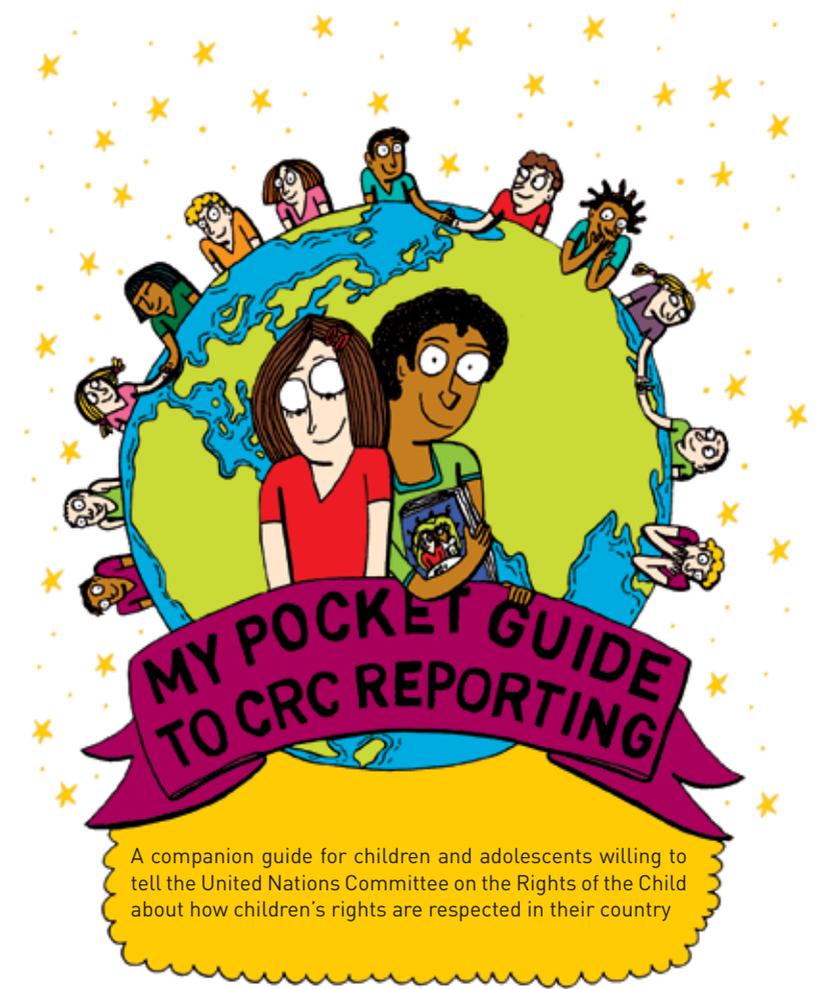
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# MY POCKET GUIDE TO CRC REPORTING

A companion guide for children and adolescents willing to tell the United Nations Committee on the Rights of the Child about how children's rights are respected in their country



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**MY POCKET GUIDE TO CRC REPORTING - A companion guide for children and adolescents willing to tell the United Nations Committee on the Rights of the Child about how children's rights are respected in their country**

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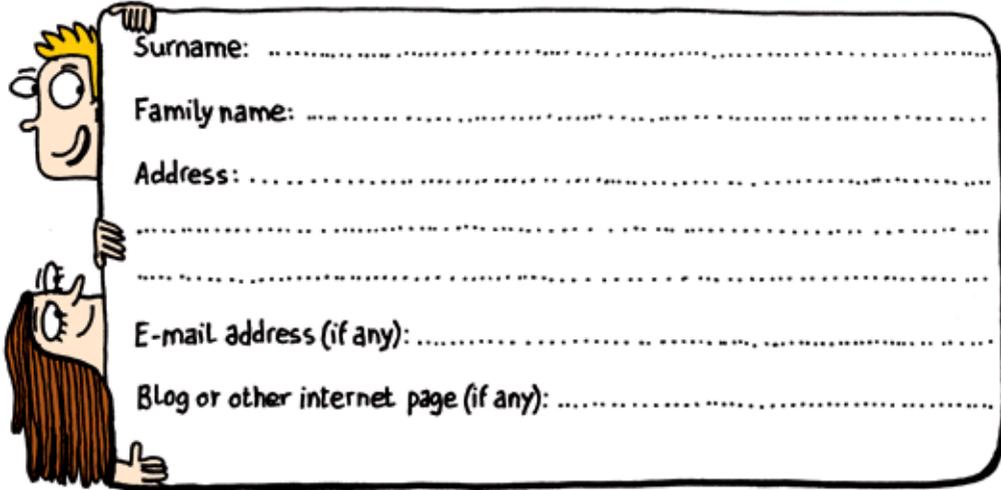
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THIS POCKET GUIDE BELONGS TO:



Surname: .....

Family name: .....

Address: .....

E-mail address (if any): .....

Blog or other internet page (if any): .....

DATE OF MY COUNTRY'S CRC SESSION:

MY BEST MEMORIES OF THE CRC REPORTING:



THE GREATEST RESULT OF THE CRC REPORTING PROCESS:



MY NOTES & DRAWINGS:





## WHAT'S IN THIS POCKET GUIDE

Thanks to all!	12
A word from the Chairperson of the UN Committee on the Rights of the Child	13
<b>THE BASICS</b>	<b>14</b>
What is the Convention on the Rights of the Child?	14
What is the Committee on the Rights of the Child?	19
What does it mean to report?	20
Who can report to the Committee on the Rights of the Child?	20
The “magic” reporting cycle	21
Why should children report to the Committee?	21
<b>I WANT TO REPORT ON CHILDREN'S RIGHTS TO THE COMMITTEE</b>	
<b>WHAT DO I DO?</b>	<b>26</b>
Find out about the examination	26
Plan how to report to the Committee	26
Involve other children in reporting	28
<b>STEP BY STEP GUIDE TO RESEARCH</b>	<b>31</b>
Step 1: What sort of report do you want to send to the Committee?	31
Step 2: Who do you want to talk to?	32
Step 3: How do you find out what children think?	33
Step 4: Do your research	37
Step 5: Analyse your findings	38
Step 6: Write your report	38
Step 7: What to do with your finished report?	42
Some good examples	43



<b>MEETING THE COMMITTEE ON THE RIGHTS OF THE CHILD</b>	<b>45</b>
Children's delegations	45
Going to Geneva	48
What happens when you meet the Committee?	50
What happens in the pre-session working group?	50
What happens in the children's meeting?	51
Will the Committee speak my language?	53
Should I also be at the Committee's session with my government?	53
<b>A RAPPORTEUR VISIT</b>	<b>54</b>
What is a Rapporteur?	54
Plan a Rapporteur visit	56
Think about the best time to have the Rapporteur come to your country	57
<b>THE CONCLUDING OBSERVATIONS</b>	<b>58</b>
Who gets the concluding observations?	58
Should you send them out?	58
<b>FOLLOW-UP</b>	<b>61</b>
<b>USEFUL THINGS TO REMEMBER</b>	<b>62</b>
<b>USEFUL WEBSITES</b>	<b>64</b>
<b>ANNEXES</b>	<b>65</b>
Annex 1: Summary of the Convention on the Rights of the Child	66
Annex 2: The CRC reporting cycle	68
Annex 3: Examples of children's rights surveys	70

THANKS TO ALL!


 Thank you!

This guide has been written with the help of children and adults from Bangladesh, Hong Kong, Kenya, Peru, the Republic of Moldova and Wales who have been involved in checking how well children's rights were put into practice in their countries.

**Children and young people:** Cheney Cheng (Kids' Dream - Hong Kong), Daniela Gancear (Child Rights Information Centre - Moldova), Laila Garcia (MNNATSOP - Peru), Orlando Marcelo (MNNATSOP - Peru), Roseline Olang (Kenya Alliance for the Advancement of Children - Kenya), Rakibul Hassan Raku (Child Brigade - Bangladesh) and Ben Sawyer (Funky Dragon - Wales).

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## A WORD FROM THE CHAIRPERSON OF THE UN COMMITTEE ON THE RIGHTS OF THE CHILD



The Committee on the Rights of the Child places great importance on the participation of children in the reporting process under the Convention on the Rights of the Child.

Strong reporting depends on the availability of relevant information from a range of sources. Child-led organisations or groups are clearly among the competent bodies from which the Committee wishes to receive expert advice. The Committee encourages UNICEF and NGOs to assist child-led organisations in this process and in its follow-up.

The Committee is very pleased that this Guide has been published so shortly after the adoption of its General Comment no. 12 (2009) on "The Right of the Child to Heard". This official text encourages States to actively consult children and create spaces for meaningful participation and representation. This Guide is an excellent example of how to do so.

We hope this Guide will help children and young people to be involved in all stages of the reporting process as their views are key in order to ensure that the implementation of the Convention is monitored directly by those most concerned - the children themselves.

**Ms. Yanghee Lee**

*Chairperson UN Committee on the Rights of the Child*



## THE BASICS

This guide is intended for child-led organisations and children who want to act on children's rights. It should give you all the information you need to get started.

But before we begin, let's just make sure you know the basic stuff:

### WHAT IS THE CONVENTION ON THE RIGHTS OF THE CHILD?

The Convention on the Rights of the Child – known as the CRC – is an international human rights treaty which exists since 1989 and lists the rights of all boys and girls under the age of 18. It obliges governments to say what they are doing to make sure children enjoy these rights.

The CRC gives details about the rights of children living in very difficult circumstances, like children in trouble with the police or in prison, refugee children, children working or living in the street and children who cannot live with their parents.

The CRC has two optional protocols: One on the special situation of children in war (OPAC) and one on children who are sold or sexually abused through prostitution or pornography (OPSC). There is also a new third optional protocol to allow children to complain about their personal situation. You should check whether your country has ratified these protocols and, therefore, whether your government should report on them.

There are four important principles:

- ▶ the right to **live and to survive**, meaning that States should not let children die, for example of hunger, or be killed by anyone, and should make everything possible for all children to grow up healthy and happy.



- ▶ the right **not to be discriminated** against, because of race, sex, age, parents, or any other reason.
- ▶ the fact that adult's decisions should be made in **children's best interests** – rather than in the interests of adults' themselves, for instance.
- ▶ the right for children to **be heard**, by being able to express their views and having them taken into account.

Some other rights of children are, for example:

- ▶ the right to have a name and nationality
- ▶ the right to be protected from all forms of violence
- ▶ the right to have an education that helps you grow fully as a person.
- ▶ ...

List here other rights that you find most important:



Check out in annex 1 if these rights are covered by the CRC!



## SOME WORDS YOU MIGHT NEED TO KNOW

**BEST INTERESTS:** It means that people should always think about the effect any decisions they are making will have on a child, and whether that decision is really the best thing for that child, taking into account all the rights in the CRC.

**CHILDREN'S OMBUDSMAN (or CHILDREN'S COMMISSIONERS):** This is an independent person whose job it is to promote the views of children and protect their rights. They are set up by law and have legal powers.

**COMMITTEE ON THE RIGHTS OF THE CHILD (or, in short, THE COMMITTEE):** A group of 18 international children's rights experts that checks how well governments protect and respect children's human rights.

**CONCLUDING OBSERVATIONS:** Recommendations made by the Committee on the Rights of the Child to the governments it has examined.

**CONVENTION ON THE RIGHTS OF THE CHILD (or, in short, THE CONVENTION, or THE CRC):** This is an international human rights treaty for all children aged under 18. It gives children a full set of economic, social, cultural, civil and political rights that include the right to express their views and have them taken seriously.

**IMPLEMENTATION:** To put something into practice.

**INTERNATIONAL HUMAN RIGHTS TREATY:** An agreement between many countries about the rights that people all have. Human rights are basic things every human being should have - but often cannot enjoy in reality - like the right to be free, the right to say what you think or the right not to be tortured.

**MONITOR:** To watch the progress of something to see how successful it is, or to check that something is being done properly.

**NGO:** An NGO is a non-governmental organisation - a charity or other group that is not part of the government.

**NGO GROUP FOR THE CONVENTION ON THE RIGHTS OF THE CHILD (or in short, THE NGO GROUP):** The organisation which helps NGOs and children to take part in the reporting process. Its job is to give you all the information you need to report successfully on children's rights to the UN (like this guide!). Check out its website for more information: <http://www.childrightsnet.org>



**OPTIONAL PROTOCOL:** A new treaty added to a Convention, which governments can decide to agree to, or not. The Convention on the Rights of the Child has several Optional Protocols - one on children affected by war, one on sale of children, child prostitution and pornography, and a new one on the possibility to make a complaint to the Committee.

**PRE-SESSION:** The pre-session is a 1-week period when the Committee on the Rights of the Child talks to NGOs and children about the state of children's rights in their countries. There are 3 pre-sessions a year.

**RAPPORTEUR:** A rapporteur is a UN representative whose job it is to lead an investigation - the Committee on the Rights of the Child appoints its members as rapporteurs to be in charge of each government examination.

**RATIFICATION:** Where a country agrees to follow an international treaty, like the Convention on the Rights of the Child.

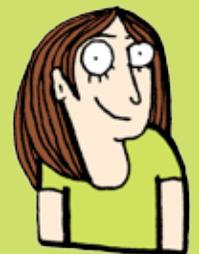
**RESERVATION:** A reservation is when a government wants to sign up to an international treaty but does not agree with a particular article. It then puts a reservation in place so that it does not have to follow that article. A reservation cannot go against the aims of the treaty it is linked to.

**SECRETARIAT OF THE COMMITTEE ON THE RIGHTS OF THE CHILD:** The people who make all the arrangements for the Committee on the Rights of the Child, set the timetable for their examinations, and pull together their reports and recommendations - because the Committee members only come to Geneva for the session.

**SESSION:** The session is a 3 week period when the Committee on the Rights of the Child talks to governments about the state of children's rights in their countries. There are 3 sessions a year.

**STATE PARTY:** A State Party is a country whose government has ratified a particular treaty such as the Convention on the Rights of the Child.

**UNITED NATIONS (or UN):** The United Nations was set up in 1945 to keep international peace and security, to develop friendships between nations, to help to solve international problems, to promote respect for human rights, and to encourage different countries to work together.



If you feel bored with reading and writing about children's rights, check out nice videos on children's rights on the internet and discuss them with others.

Cartoons for Children's Rights is a UNICEF broadcast initiative with more than 80 half-minute videos based on the articles of the CRC:  
[http://www.unicef.org/videoaudio/video\\_top\\_cartoons.html](http://www.unicef.org/videoaudio/video_top_cartoons.html)



## WHAT IS THE COMMITTEE ON THE RIGHTS OF THE CHILD?



The Committee on the Rights of the Child is a group of 18 people who know a lot about children and have been selected from all over the world. After a government agrees to follow (ratifies) the CRC, it becomes a "State Party" and the Committee members check that it is doing all it can to respect it.

Each government must send the Committee a first report 2 years after it ratifies the CRC and then one every 5 years.

The Committee meets 3 times each year to look at individual country situations.

The Committee cannot force a country to do anything, but it can give it strong advice and criticisms, and let everybody know about it.



## WHAT DOES IT MEAN TO REPORT?

The “reporting process” is what is done for the Committee to be able to check how countries are doing. It is a cycle in which each country writes a report, sends it to the Committee who studies it along with information from other people, asks questions, and gives its conclusions and recommendations to the government of the country, who goes back home to improve the situation and reports again a few years later, and so on.

The Committee on the Rights of the Child welcomes children to be involved, if possible, in every part of the reporting process, even in governments’ reports.

The reporting process is also an occasion to make people interested and aware of the situation of children in your country. Children can make the reporting process more interesting for people, for example by talking to important persons in the country (politicians, stars, journalists, etc.).

## WHO CAN REPORT TO THE COMMITTEE ON THE RIGHTS OF THE CHILD?



Different people and groups can send a report to the Committee on the Rights of the Child before it meets with the government.

Usually, NGOs, UNICEF and children’s ombudsmen from the country concerned send reports to explain how well they think the government protects and respects children’s rights. Some other agencies of the United Nations, some NGOs which work in different countries and even individual people who know the situation well can also send reports.

As for children, most of those who report have had the help of an NGO in their country. The NGO Group can tell you which organisation does this in your country.



## THE “MAGIC” REPORTING CYCLE

Once it has received a lot of information on children’s situation in a country, the Committee holds meetings in Geneva (Switzerland) to listen to people who wrote reports and to meet with governments.

Three or six months before the Committee meets the government to discuss what it does for child rights, it holds a pre-session in Geneva. This is a private meeting where the Committee talks to NGOs, UNICEF and children about what the government is doing to put children’s rights into practice, and what needs to be done to improve things for children. The Committee may also hold a separate children’s meeting so that it can hear directly and privately from them.

Once it has met with NGOs, UNICEF and children, the Committee sends the government a list of things that it wants to know more about, called the list of issues. The government has to answer this in writing. These are called the written responses.

Once a government has submitted the written responses, its officials travel to Geneva for a formal examination by the Committee. This is a public meeting, which means that anyone, including NGOs and children, can attend. At this meeting, the government is questioned about its children’s rights record.

A few weeks or days after meeting the government, the Committee publishes its recommendations known as concluding observations, saying what the government has done well, where it has not done enough to protect children’s rights and what it must do to improve the situation.

## WHY SHOULD CHILDREN REPORT TO THE COMMITTEE?

The Committee receives lots of reports from adults – governments, NGOs and UNICEF – so it is important that they also hear what children have to say about their rights. Reporting to the Committee is your chance to tell the world how well, or not, your government protects your rights. You will help the Committee understand what it is really like to be a child in your country.



As you can see, there are lots of different steps children can undertake during the “magic” CRC reporting cycle:



1 Collecting evidence about how far children enjoy their rights, and how well the government protects them.



4 Checking out the list of issues sent by the Committee to the government after the pre-session, and reacting to the government’s written replies if you don’t agree with them.



5 Attending the examination of the government by the Committee.



2 Sending reports on children’s rights to the Committee on the Rights of the Child.



3 Meeting with the Committee to talk about children’s rights.



6 Reading and using the concluding observations of the Committee about where the government must do more and better to protect children’s rights.

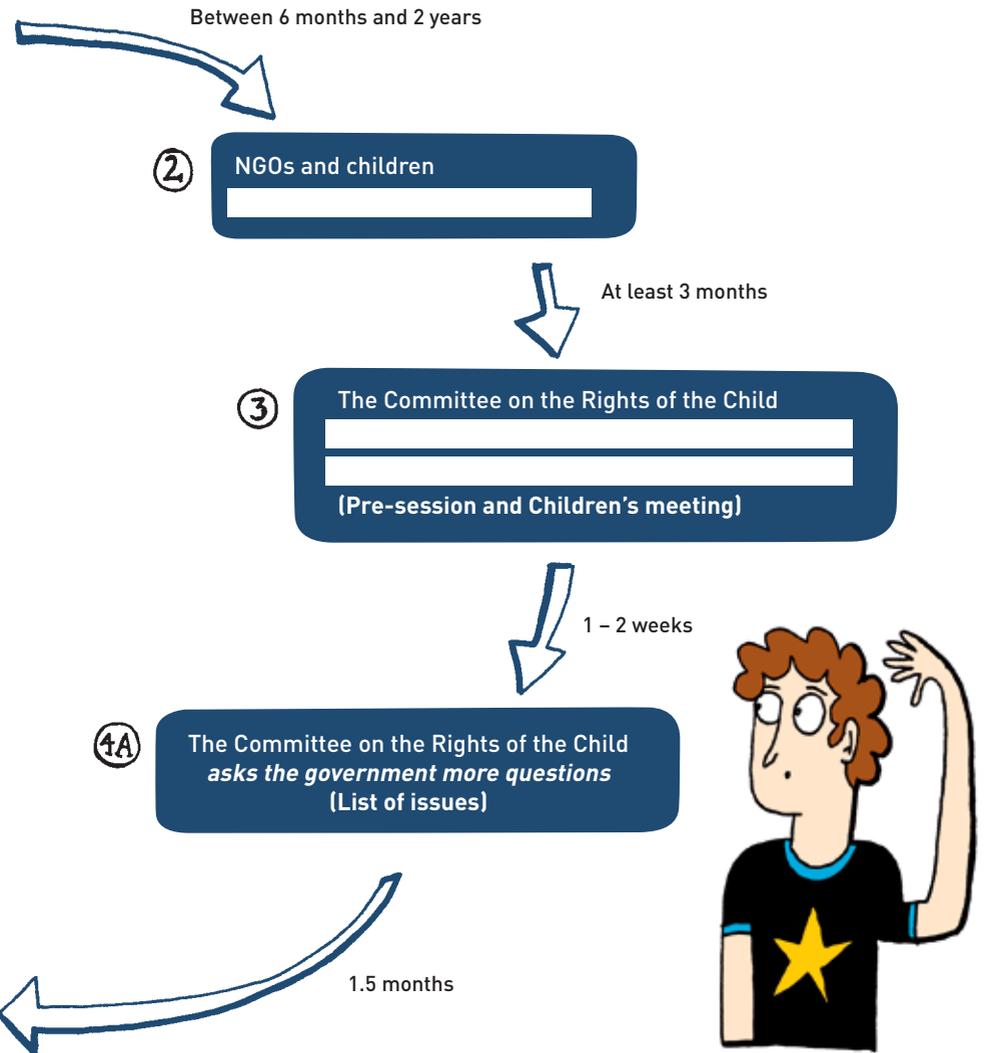
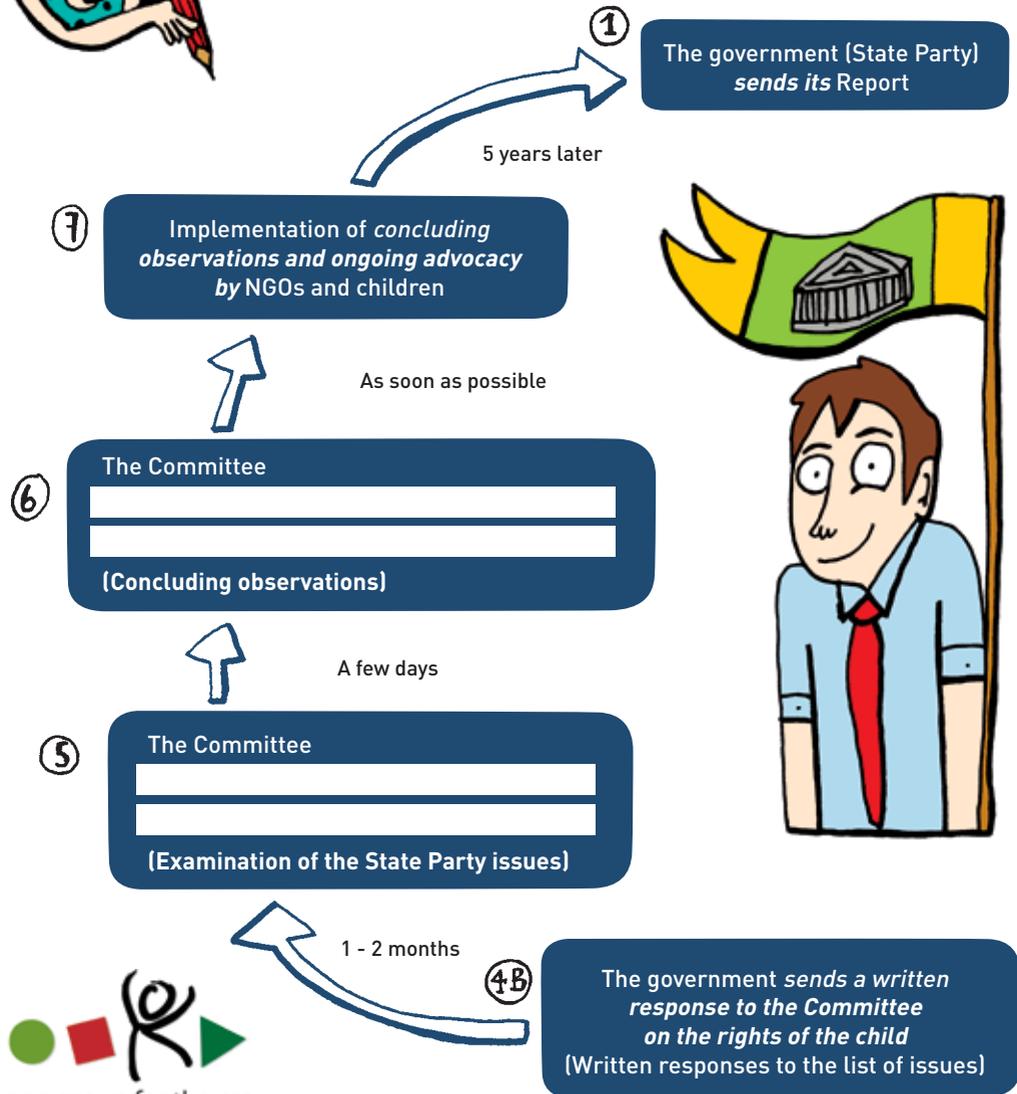


7 Following up on how well the government is implementing the recommendations from the Committee.

Are you clear on the reporting cycle?...  
Fill in the gaps on the following graph and check your answers  
in annex 2:



REPORTING CYCLE OF THE COMMITTEE ON THE RIGHTS OF THE CHILD





## I WANT TO REPORT ON CHILDREN'S RIGHTS TO THE COMMITTEE – WHAT DO I DO?

If you don't know organisations that work on children's rights and can help you, contact the NGO Group by phone or e-mail, so we can tell you which organisations in your country support children to report to the Committee on the Rights of the Child: NGO Group for the CRC: [secretariat@childrightsnet.org](mailto:secretariat@childrightsnet.org) or call 0041 22 740 47 30 See also: <http://www.childrightsnet.org>

### FIND OUT ABOUT THE EXAMINATION

To find out **when** your country will be examined by the Committee on the Rights of the Child visit the official Committee's website at <http://www2.ohchr.org/english/bodies/crc/sessions.htm> or ask the NGO Group. The dates of examinations by the Committee can change, so check the website regularly and keep in contact.

### PLAN HOW TO REPORT TO THE COMMITTEE



- ▶ You need to plan what you are going to do, and when you are going to do it. Some things to think about:
  - ▶ How you will decide what children's rights issues to tell the Committee about
  - ▶ What type of information you want to send to the Committee on the Rights of the Child (e.g. statistics, figures, testimonials, review of state policy)
  - ▶ How you will gather this information
  - ▶ How you will get children's input

- ▶ Whether there are special groups of children that should be involved (children with disabilities, working children, children in care, etc.)
- ▶ What other organisations you should involve in your work to be more effective (government officials, parliamentarians, NGOs, schools, or journalists)
- ▶ What help you need (training, information, translation, organising meetings, paying for travel, etc.)
- ▶ What you can do in your country for people to know about children's rights and the reporting process
- ▶ How much money and resources you will need to do your work.
- ▶ Who you can ask for money and resources.
- ▶ If you will send a delegation (a group of children) to Geneva to meet the Committee
- ▶ When to send your report to the Committee.
- ▶ How much of your and other people's time all this will take
- ▶ How committed you and others intend to be.
- ▶ How you will balance your and others' involvement with other obligations (school, holiday, work, sports, etc.)

**Tip:** Reporting takes a long time and there is a lot to do, so don't try to do it all at once! It is best to take it one step at a time



## INVOLVE OTHER CHILDREN IN REPORTING

### Who should be involved?

Try to get as many children as possible involved so that the Committee can hear the views of children of different ages and backgrounds.

It is important to talk to children living in difficult circumstances so that they have the chance to tell the Committee about their lives. Include children in care (orphanages, group homes), refugee children, Roma and traveller children, children in prisons, children with disabilities, street children, working children, or indigenous children.



**Tip:** Think about which groups of children are often not able to enjoy all of their rights and ask for help on how to contact and work with them.

### What do you do to make sure all children are able to be involved?

One good way is to give children information about their rights and the reporting process. This can be distributed through schools, NGOs, child-led organisations, children's homes, hospitals, youth clubs and local councils. If you have a webpage or a blog, on Facebook or other, it can also be put online.



Children already involved in the reporting process have told us it is difficult because of school, family and work responsibilities.

Others have found it hard to participate because of their young age, disabilities, or because they are homeless or in prison. Try to propose activities adapted to each group so they can participate regardless of how much time they have to give or who they are.

How would you like to encourage participation in your community or country?

.....





**CASE STUDY: Making sure children with disabilities have their say, England**

Children from all backgrounds, including children with disabilities, helped to lead the *Get ready for Geneva* project from the start. We asked children with disabilities the same questions that we asked all other children. We also had extra questions because we thought their rights might be more likely to be ignored – like the right to have a say, the right to an education, and the right to play.

Experts helped us design pictures for mute children to show us what they thought about different issues. We used a sign language interpreter in our interviews. The Committee really listened to what children with disabilities had to say and made good recommendations about what must be done.

Children's Rights Alliance for England



## STEP BY STEP GUIDE TO RESEARCH

### STEP 1: WHAT SORT OF REPORT DO YOU WANT TO SEND TO THE COMMITTEE?

Children who have sent reports to the Committee in the past have taken lots of different approaches. Some reports focused on the general state of children's rights in their country. Other reports concentrated their efforts on a particular group of children or how rights are respected in particular places – such as schools or children's homes.

Try to describe here the kind of report you would like to prepare, so that you can then explain it to others and to adults who might help:



Tip: If some adults help you, they should look at the really good guide of Save the Children: *So You Want to Involve Children in Research*  
[www.savethechildren.net/alliance/resources/publications.html](http://www.savethechildren.net/alliance/resources/publications.html)



STEP 2: WHO DO YOU WANT TO TALK TO?

You might want to talk to as many children as possible, or only to groups of children that often have their rights violated. Or only to a specific age group or school grade? Or only in one region?

List here your top 5 targets:

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....

In any case, it will probably be difficult to talk to all children who are part of your target group(s). So, try to approach a "representative sample". This means that if you know that in a group there are for example as many girls as boys, make sure that you approach about the same number of girls and boys (same for age, region, ethnic or social background, etc.)

To address very difficult situations, you may look out first for existing information (complaints, NGO reports, child hot-lines information, etc.) and discuss it among your group of child researchers - rather than necessarily collecting new information from children who have been victims, for instance of sexual violence, or who are living in situations where they might still be hurt, such as prisons. However, child-led surveys sometimes allow



finding out about facts and/or perceptions that adult-led research would not reflect, so you should not avoid difficult groups or issues, but be very carefully in planning and asking for the help of adults who know how to do it. The NGO Group's Guide for Non-Governmental Organizations Accompanying children in CRC reporting contains a "template risk assessment for a children's rights research project" that adults should use for that purpose.

STEP 3: HOW DO YOU FIND OUT WHAT CHILDREN THINK?



There are lots of different ways. You can:



- ▶ Organise **days of discussion** where children can talk about issues that affect them.
- ▶ If you feel you need to learn more, ask for **training to acquire skills and knowledge** necessary for these activities.
- ▶ **Do surveys** to collect the views of children from all over your country, especially if you are able to use the internet (“on-line survey”).
- ▶ **Interview small groups** of children to talk in detail about their rights and what needs to be done to protect them.
- ▶ Carry out **one-to-one interviews** in sensitive or difficult cases (for example children who have been abused, children in prison, children with mental health difficulties).
- ▶ Launch a **national call**, asking children to send you their examples of where their rights are, and are not, respected.
- ▶ Look at **research that has already been done** – you might be able to use this in your report for the Committee.
- ▶ Involve **your school, your institution, your sports club** in organising the activities, so that you can reach out to children you don’t even know.

You can do some or all of these things – or you might have other ideas for what will work best for children in your country!



List other ideas that will work best for children in your country:

- .....
- .....
- .....
- .....

- .....
- .....
- .....
- .....
- .....

No matter how you finally decide to collect children’s views about their rights, there are certain things that you will need to think about:

Decide what questions to ask and how

The method you choose will depend on which children you want to talk to, how much time you have, and how much money you have to do your research. Make sure that your method helps you explore rights and how they are realized or not – and prioritize the most important issues.

It is good to form a question that goes well with the method you choose. You need to remember that “closed” questions (yes/no), “multiple choice” questions (like in a quizz) or ratings (from 1 to 5, or from “very important” to “not important at all”) are easy to use. They don’t take time and provide answers that are easy to count, but they do not give details you might need. “Open” questions (making people give an answer other than yes or no) take time for the person who answers (orally or in writing) and will give you more work afterwards, but can be great for example in an individual interview to really understand what the person means. Generally, researchers use a mix of open and closed questions:



TYPE OF QUESTION	EXAMPLE	DO YOU WANT TO ASK SUCH QUESTIONS? YES/NO/ WHY
Closed survey question	Have you ever heard about children's rights? Yes/No	
Multiple choice / Rating question	<i>How healthy is the food in your school?</i> On a scale of 1 to 5 (with 1 = very unhealthy and 5 = very healthy)	
Open survey question	<i>How do you think the police treat children?</i> Should give you an opinion and, possibly, some examples	
Precise open interview question	<i>How do children in your school get involved in decision-making?</i> Should give you facts	
Broad open interview question	<i>How well are your rights respected?</i> Should give you info about personal experience	
An open question for discussion in a group	<i>How well are children's rights respected in your community?</i> Could provide different opinions	



Tip: Don't ask too many questions. You will get much better results if you just concentrate on the things you really need to know.

See annex 3 for some examples of children's rights surveys.

## STEP 4: DO YOUR RESEARCH

Once you have decided who to speak to, how to ask and what to ask, you are ready to start your research.

Remember to **ask permission** to use the information people give you.

You should always explain why you're doing the research. Tell children that they do not have to answer any questions that make them feel uncomfortable. If you are doing interviews you will need to think of a way to record what they say – perhaps by taking notes, or (with their permission) by tape recording the interview.

If you do a survey, test it first and think how you will count and compile answers.

If you do an event decide whether to take notes, ask the children to take notes or to film the event (with their permission).

Don't use only questions – you can ask children to draw, to create a song, a play, etc.

Remember to tell those who participate how the information will be used. Make sure you give them feedback and inform them about the reporting process and the Committee's final recommendations.

Tip: Making sure everyone has an equal chance to participate:

- Find out which children often don't have a chance to have their say (for example, younger children, refugee children, working children, or children who aren't in school)
- Make sure you talk to all the children who come to your events
- Use interpreters for children that don't speak your language well, and invite workers along to support those children that might need extra help
- Ask an NGO to help you think of different ways to collect information from children who find it difficult to communicate.

## STEP 5: ANALYSE YOUR FINDINGS

Once you have finished collecting children's views, it is time to work out what the information you have collected shows about children's rights. **This is called analysis.** It is easier to do your analysis one question or one issue at a time, writing a summary of the answers or the outcomes, compiling data into a table or producing a graph. Research analysis can take a lot of time, and you will need lots of patience!

Try to balance out “**quantitative information**” (for instance, *63% of children go to the doctor when they are ill*) and “**qualitative information**” (for instance, *many children living in the countryside told us they do not go to the doctor because it is too far and too expensive, and they are afraid to tell their parents when they feel sick*).

When you are doing your analysis, keep an eye out for things that come up time and time again – these will be the **key themes** of your research findings.

## STEP 6: WRITE YOUR REPORT



You need to decide what the most important findings from your research are – these will form the main section of your report. It is important that these are your own views and nobody imposes their ideas on you. Use statistics from your surveys, quotes from your interviews, pictures drawn by children, photographs or case studies that children have given you.

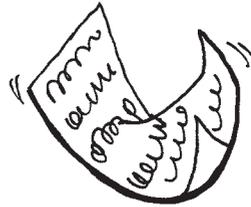
Unlike for adults, there are no rules about what children should include in their reports, and what their reports should look like. It is good to give the Committee a written report for them to read in advance, but videos may also be sent.





## Length of the report

The text should be no longer than **30 pages** because the Committee receives a huge amount of information for every examination, but you can have more pages for drawings, photos, etc. You can also have a shorter report integrated or summarized in the main adults' NGO/coalition report.

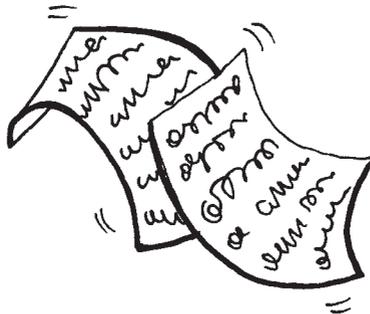


## Language

Reports must be in one of the 3 languages the Committee uses – English, French or Spanish. English is preferable so that all members can read the report. If the main language of your country is not English, French or Spanish, produce a version of your report in your country's main language so that children can see what information has been sent to the Committee. Have it translated for the Committee afterwards. Make sure you plan enough time for this to be done, and do not hesitate to contact UNICEF or foreign embassies to ask them whether they could pay for translation and publication.

## Chapters

When governments and NGOs send reports to the Committee, they are asked to present them in **chapters** which reflect the different rights in the CRC. Here they are in case you want to use them:



CHAPTER	EXPLANATIONS	WRITE DOWN whether you have interesting information on each topic and whether it is worth having it as a chapter
<b>General measures of implementation</b> (Articles 4, 42, 44)	These articles say that governments must do everything they can to put the CRC into practice for all children. They also say that governments must tell children and adults about the CRC and make all reports public.	
<b>Definition of the child</b> (Article 1)	All of the rights in the CRC apply to everyone under 18.	
<b>General principles</b> (Articles 2, 3, 6, 12)	These articles say that the best interests of the child should always be a top priority, that children should never be discriminated against, that they have the right to life, and that their views must be taken into account.	
<b>Civil rights and freedoms</b> (Articles 7, 8, 13, 14, 15, 16, 17, 19, 37)	These articles cover the right to an identity, to say what you think (freedom of expression), freedom of religion, the right to come together in public (freedom of association), the right to privacy and the right not to be hurt or treated badly.	
<b>Family environment and alternative care</b> (Articles 5, 9, 10, 11, 18, 20, 21, 27)	These articles talk about how children should be treated in their families, what happens if parents separate, and how children should be treated if they need to live away from home.	
<b>Disability, basic health and welfare</b> (Articles 6, 18, 23, 24, 26, 27, 33)	These articles cover the health care and benefits that children should have.	
<b>Education, leisure and cultural activities</b> (Articles 28, 29, 31)	These articles say that all children must have an education that helps them become the best that they can be. Article 31 says that children must have the chance to play and have fun.	
<b>Special protection measures</b> (Articles 22, 30, 32, 33, 34, 35, 37, 38, 39, 40)	These articles deal with children in special situations, including refugee children, children who are in trouble with the law and children who have been taken advantage of. They set out how these children should be treated.	

## Recommendations

It is important to make recommendations about how things can be improved as a logical conclusion of your findings. They should be realistic and feasible for the government. For instance, instead of “make all children healthy”, you could say “provide children with free universal medical care”.

As the Committee will decide on extra questions (list of issues) to send to your government right after having met with you, you can also propose some specific questions that you would like the Committee to include.

## STEP 7: WHAT TO DO WITH YOUR FINISHED REPORT?

You should send your finished report to the NGO Group by e-mail at [secretariat@childrightsnet.org](mailto:secretariat@childrightsnet.org).

If you can, send **25 copies** of the report by post for the Committee members. If not, the NGO Group can make photocopies.

The NGO Group can tell you when the Committee needs to receive your report. This is usually 6 months before your government comes before the Committee for its examination at the session.

You should also make sure your report is known in your own country. To do this you can hold a launch even send press releases to the media, and send your report to people that make decisions that affect children in your country. This could be people in your government, in parliament, your children’s ombudsman or commissioner, other NGOs, the media, and local authorities. It is also important to **make sure your report is sent to children** – especially those that shared their views with you.



## SOME GOOD EXAMPLES

If you can, check out on the internet a few examples of reports children have sent to the Committee in 2010, or ask the NGO Group to send you a copy by post:



### *My Life... My Suggestions,*

By the Cambodia Children and Young People’s Movement (CCYMCR),  
<http://www.crin.org/resources/infodetail.asp?id=24189>

### *Children’s Voices to the UN Committee on the CRC by Children of Republic of Korea,*

Supported by Save the Children Korea,  
<http://www.crin.org/resources/infodetail.asp?id=24169>

### *This Is What We Think About It! Second Report by the Belgian Children to the UN Committee on the Rights of the Child,*

Supported by UNICEF Belgium,  
<http://www.crin.org/resources/infodetail.asp?id=22464>

### *That’s Our Opinion/The Voice of unaccompanied and separated children about their rights in Belgium,*

Supported by UNICEF Belgium,  
<http://www.crin.org/resources/infodetail.asp?id=22469>

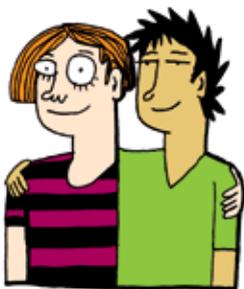
### *Children’s Rights in Macedonia - from children’s perspective,*

Supported by the Ad-hoc Coalition of 7 Non-Governmental Organizations from the Republic of Macedonia,  
<http://www.crin.org/resources/infodetail.asp?id=22157>



### CASE STUDY: Supporting children to report, Mongolia

Children in Mongolia sent a report to the Committee and made 2 films, one about their project and another to highlight child protection concerns of children in their country. Nearly 30 children worked together in the summer of 2007 to do this. Sometimes the children were stressed because they were dealing with difficult topics, so they had support from social workers. They also had fun activities. Children organised their own budget, and used lots of different methods to do their research. Nearly 200 children took part – they were aged 8 to 18. They concentrated on poor areas, care centres, markets, rubbish sites, homeless shelters and police units. A professional researcher helped them. They presented their report to their families, and launched it at an event with 120 representatives from the government, parliament, NGOs, media and youth organisations. Their films were shown on 3 TV channels in Mongolia.



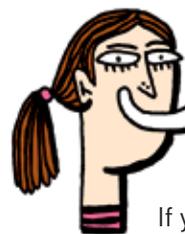
See C.Willow (2010), Children's right to be heard and effective child protection

Save the Children Southeast Asia and the Pacific

### CASE STUDY: Writing a report for the United Nations, Scotland

In 2008, children presented a report to the Committee. They used "peer education" meaning that children supported other children to learn about the Convention on the Rights of the Child. An information pack called UNCRC for Beginners was used as a basis for children to talk about times when they felt their rights had been ignored. Their views were included in the report, as well as those of youth workers. In total, 1,325 children aged 4 to 25 and 56 youth workers used UNCRC for Beginners. It took 18 months for children to gather the information they needed and to write their report for the Committee on the Rights of the Child.

Article 12 in Scotland



## MEETING THE COMMITTEE ON THE RIGHTS OF THE CHILD

If you can't travel to Geneva, don't worry. The Committee on the Rights of the Child reads all the reports that are sent by children as part of the reporting process.

If you can, it can help the Committee better understand what the real lives of children are like. Going to Geneva also gives the Committee the chance to ask you questions.

### CHILDREN'S DELEGATIONS

The Committee is not able to pay for children or NGOs to travel to Geneva to meet with them – this will need to be paid for by the organisation you work with or other sponsors.

It is up to you how many children make up your delegation. When deciding this, you will need to think about:

- ▶ What you want to talk to the Committee about – and who is best placed to do this
- ▶ What may be the most important or impressive information for the Committee
- ▶ The length of the meeting with the Committee – one hour.
- ▶ What the delegation will do when in Geneva – other meetings and or activities the delegation will participate in.
- ▶ How much money there is to support your delegation.

Children who have visited the Committee in Geneva in the past have been chosen in different ways. You could run a competition (judged by children), elect your own representatives, or let the organisation you work with choose which children should go with your informed consent on the selected child delegates. Here are some examples of how children have made these decisions in the past:



### CASE STUDY: Choosing a delegation to meet with the Committee

#### ENGLAND

Children managing the Get ready for Geneva project ran a competition called Get yourself to Geneva. To enter, children had to be under 18 and living in England. They were asked what Article 12 (the right to have a say) meant to them – by writing a newspaper story, essay, letter or diary entry; sending in a podcast or short film; composing a song; drawing a comic strip; or sending in a photograph or drawing – with a caption – that showed Article 12 in practice. They also had to finish a sentence starting ‘I want to visit the UN Committee so that I can...’. The entries were judged by children and by the Get ready project team. 12 children aged 9 to 17 were chosen. Extra money was given by other charities to support another 2 children to go to the Government examination in Geneva 3 months later and report back to children in England.

Children’s Rights Alliance for England

#### HONG KONG

2 delegates aged 15 and 19 were chosen to meet with the Committee on the Rights of the Child in 2005. The delegates were chosen by the children that had prepared the report for the Committee. A meeting was held to discuss the election rules, and to come up with criteria for the delegation members such as commitment to children’s rights, being actively involved in preparing the report, feeling comfortable talking in English, and being willing to talk in public. A ballot paper was designed and sent out to all the voting children. The 2 elected children joined the NGO delegation that travelled to Geneva and took part in all the events relating to the CRC reporting process in Hong Kong and in Geneva.



Hong Kong Committee on Children’s Rights



#### KENYA

Choosing children to meet with the Committee began 6 months before the report was written. NGOs divided Kenya into 10 regions. Workshops were organised for collecting information from children, and about 50 children took part in each. At the end of each workshop, the children were asked to choose 2 children to represent their views at a national event. The national event brought together 107 children. During this event, children were asked to choose 9 children to meet with government decision-makers and to agree on 4 issues that they thought were most important. They then chose 4 of their group to talk about these issues with the Committee on the Rights of the Child in Geneva. 2 boys and 2 girls with some personal experience on the issues.

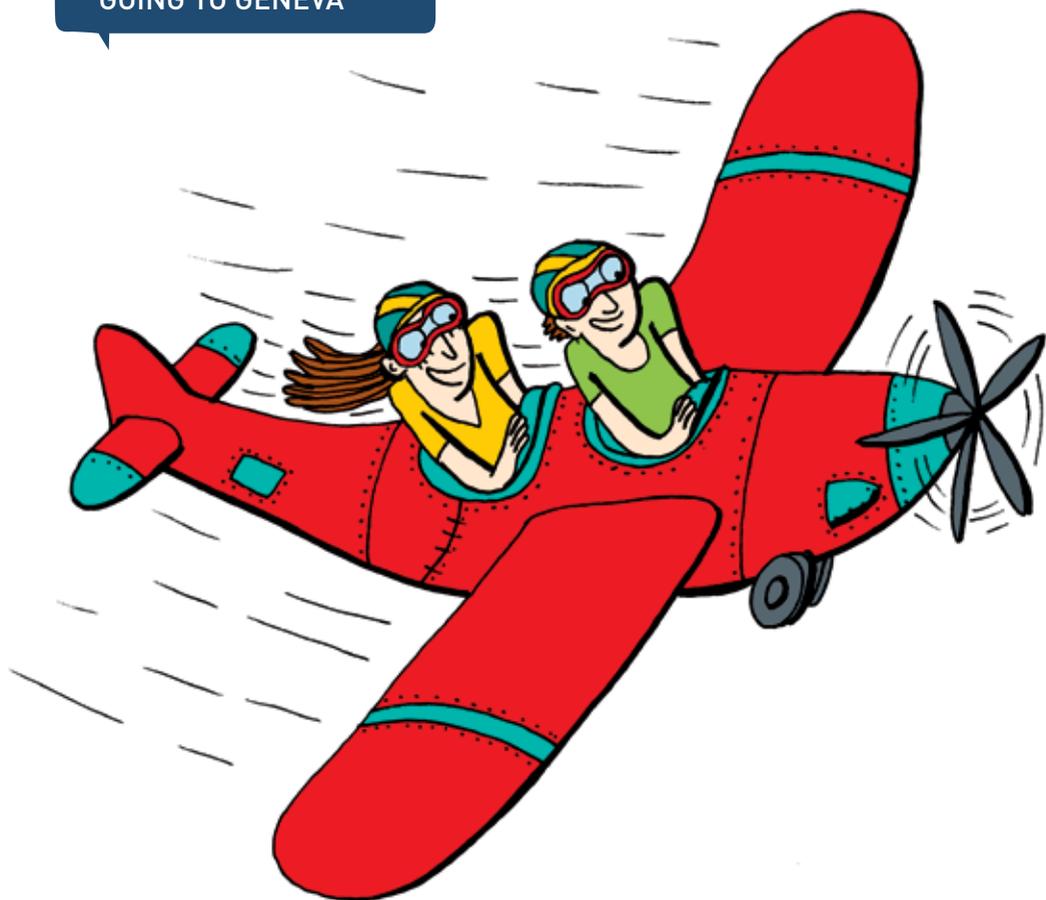
Kenya Alliance for the Advancement of Children - KAACR

#### WALES

Funky Dragon, the children and young people’s assembly for Wales, sent 3 children to Geneva to present 2 reports to the Committee – Our rights, our story, which set out the findings from research with 11 to 19 year-olds, and Why do people’s ages go up and not down?, research with 7 to 10 year-olds. A steering group of 20 Funky Dragon members was set up to manage the research with children. The steering group’s job included recruiting staff; writing research questions and designing research activities; coming up with logos and promotional materials – including 2 films; collecting and analysing data; discussing the research findings with all the members of Funky Dragon; and writing the final reports for the Committee. The steering group had enough money to send 3 children to Geneva. The steering group held a vote to decide who would go because more than 3 children volunteered for this job.

Funky Dragon

## GOING TO GENEVA

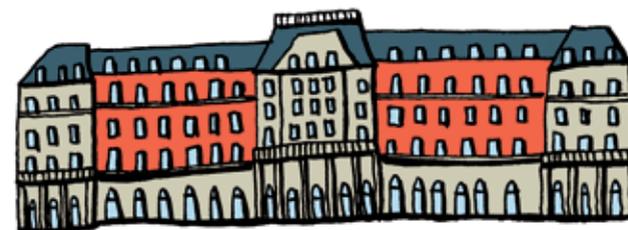


The organisation you work with will usually plan your trip to Geneva, and may ask for your help in doing this. The NGO will give you the information you need about what will happen in Geneva, and the kind of things you may need to take with you. It will also help you get a passport or a visa if you need one to travel to Geneva. The NGO Group can also give you advice about this and has a practical handbook for all delegations coming to Geneva. Ask for it!



### WHAT TO EXPECT WHEN YOU'RE IN GENEVA (by Imogen, 17 years old)

It's important for you to know a bit about what you should expect before going to Geneva to ensure you can enjoy and make the most of your trip. The Palais Wilson is a massive building, so don't get put off by the size or the strict security. Once you're through security you can really marvel at the building! Inside the Palais Wilson is where the Committee on the Rights of the Child meets, along with other UN committees.



You will be shown round the building by a staff member from the NGO Group, who will know their way around. Before entering the Committee's room they will brief you on what to expect and how the day will pan out. This may take place in the cafeteria. If it does, make sure you get some fresh air on the balcony outside before you go into the meeting – there's a great view of Lake Geneva!

The layout of the Committee room can be quite intimidating. In the pre-session, the Committee members sit around the edge of the room and everyone else sits in the middle. This is good if you're likely to get distracted - the thought of having Committee members surrounding you is enough to keep you awake and concentrating for the duration of the meeting! In the children's meetings, Committee members will often come and sit with you instead.

## WHAT HAPPENS WHEN YOU MEET THE COMMITTEE?

The Committee invites NGOs, UNICEF and children to Geneva 3 or 6 months before it meets with the government to build up a picture of children's rights in the country. **This is called the pre-session.** There can be two meetings which children might be involved in – **the pre-session working group** and a **children's meeting**. Both meetings usually take place in the main room of the Committee

## WHAT HAPPENS IN THE PRE-SESSION WORKING GROUP?

UNICEF and NGOs invited to this meeting can ask for children to join their delegation. Although some children have participated actively most are usually just observers. This is because children can have their own meeting with the Committee if they ask for it.

The pre-session lasts for 3 hours. NGOs and UNICEF give short presentations to tell the Committee about children's rights in their country. The Committee then asks lots of questions – one after the other. Participants are given a short break and then come back into the meeting to answer the questions.



### **CASE STUDY: Meeting with the Committee; England**

*12 children from England met with the Committee in 2008. 10 of these children met with the Committee in a children-only meeting (see below), but 2 took part in the pre-session as part of the NGO delegation. To prepare, these children took part in a weekend residential in England with 10 adult members of the delegation. They learned more about the child's rights issues that affect children in England (based on the findings of research carried out with over 1,700 children) and received training in public speaking. At the pre-session Nathan (age 12) and Imogen (age 17) gave presentations and answered. One adult helped to explain difficult terms and what different laws and policies meant when they were referred to by the Committee or by NGOs.*

Children's Rights Alliance for England

## WHAT HAPPENS IN THE CHILDREN'S MEETING?

Tell the NGO Group a few weeks in advance if you want children to have a **private meeting** with the Committee. This usually lasts for 1 hour and takes place just before or after the pre-session working group. A representative from the NGO Group will attend this meeting to help facilitate it for you. However, adults can only attend this meeting if children want them to be there and must not answer questions or give their own views.

The Chair of the Committee will be there, and other Committee members should also take part. They will introduce themselves and ask you who you are. They will then ask you what you want to tell them about.



There are no rules about what you should do in this meeting. Many children give presentations and then answer any questions the Committee has. If there is time, children may also ask the Committee some questions.

In principle, you cannot use PowerPoint or video for your presentation, but there have been some great exceptions. So, let the NGO Group know if you want to ask about such a possibility.

The Committee wants to hear about **your experiences and the views of children in your country**. You will not be expected to answer any personal questions. And you should not answer a question if you don't want to, or feel you don't know.



Tip: You only have a short time to meet with the Committee – one hour, which will pass quickly! So, tell them about the most important issues for children in your country. Tell them what you want them to recommend to your government. Remember, they will have read your report before the meeting!

Any child present can answer the Committee's questions, but you should wait to speak until the Chair introduces you. You will then need to speak into the microphones around the table to be heard.

The children's meeting is private. There will be no official report. It might be useful to ask one member of your delegation (adult or child) to take notes if you want to report back on the meeting to children in your country.



## WILL THE COMMITTEE SPEAK MY LANGUAGE?

Most of the Committee members speak English so this can be the best language to work in. If you do not feel confident in English, you will need to ask adults if they can provide a translator for you in the children's meeting. The NGO Group can help with translation into French and Spanish. Translation into Russian, Arabic and Chinese may be provided by the UN if asked for in advance.

Tip: If you need someone to translate during the children's meeting, please remember that it will take twice as long to talk about things.



## SHOULD I ALSO BE AT THE COMMITTEE'S SESSION WITH MY GOVERNMENT?

The NGO Group prepares summaries of the sessions, but this does not compare to "being there" and official records are often not available in all languages until months after the discussion.

The session with the government is public. NGOs and children do not have a right to speak, but they can participate as observers to listen to the dialogue between the Committee and the government. However, you might find it hard to follow one or several official meetings of three hours, or simply get bored. If you make it to Geneva on that occasion, discuss with the adults accompanying you when you can take breaks and if you can plan other activities. When sitting there, you can also share individual or collective tasks among all children



present to make it more exciting and useful than only listening (e.g. note down when people talk about what was said in the children's report, write the best, worst or most interesting things that government people say for you to use when you go back home, draw what you see and hear in the form of comic strips or illustrations, etc.).



## A RAPPORTEUR VISIT

Only a small number of children can travel to Geneva, but there are other ways to get your messages directly to the Committee. The first is through sending a report. The second is by inviting a member of the Committee to visit children in your country. This is called a **Rapporteur visit**.

### WHAT IS A RAPPORTEUR?

The Rapporteur is the member of the Committee who is in charge of the examination of your country. The NGO Group or the organisation you work with will be able to tell you who this is.

The Rapporteur will lead the Committee's questioning of NGOs, UNICEF and the State party.

Many NGOs decide to invite the country Rapporteur to visit their country in order to allow him/her – and by extension the Committee – to hear directly from children about their lives as well as to meet other actors. The Rapporteur visit allows the Committee to meet children in their own environment, understand the main issues affecting children and can provide more time for children to discuss their concerns in a child friendly setting.



Write the name and contact details of your rapporteur here



If/when you meet the rapporteur or find a picture on the internet, draw his or her portrait, or ask him/her for an autograph and written note for children in your country:



A large, empty rectangular area with a dotted border, intended for drawing a portrait or writing an autograph and note.



Children and NGOs find it useful to invite Committee members to visit their country so that they can see for themselves what children's lives are really like. It also means that more children can talk directly to the Committee about how well their rights are respected. **It is a really important part of the reporting process.**

NGOs have to cover the costs of a Rapporteur visiting their country (for example, travel, accommodation and food). You will need to speak to the organisation you work with if you would like to invite a Committee member to visit your country.

To invite the Rapporteur to visit your country, you will need to write to the Secretariat of the Committee. The NGO Group can help you with that.

## PLAN A RAPPORTEUR VISIT

You can get involved in planning activities for the Rapporteur when he or she visits your country. Ideas for activities include:

- ▶ Meeting children at organised events
- ▶ Visiting places where children live their lives – like schools, children's homes, hospitals, local towns, youth clubs and prisons
- ▶ Arranging for the Rapporteur to talk to children who find it hard to get involved
- ▶ Raising awareness about children's rights and the reporting process with the general public.



## CASE STUDY: Planning a Rapporteur visit, Peru

*To make sure that the visit of Rosa Maria Ortiz (a member of the Committee on the Rights of the Child) was successful, child-led organisations in Peru had to work together really well to design a programme for the visit. The programme included meetings with people who work for the government, politicians as well as NGOs and the media. These meetings – especially the meetings with the media – helped to make sure that there was lots of information available to the general public about children's rights in Peru. Rosa Maria also took part in an event for government officials who make decisions affecting children; a national event in Peru's Congress; and a conference for NGOs. The aim of these events was to raise awareness about the concluding observations (recommendations) of the Committee, and to show government officials what had to be done to make sure children's rights are a reality for all children in Peru.*



Save the Children Sweden: Latin America and the Caribbean

## THINK ABOUT THE BEST TIME TO HAVE THE RAPPORTEUR COME TO YOUR COUNTRY

It is important to find the best time for a Rapporteur visit to take place.

If you wish to influence the concluding observations of the Committee, the visit should take place between the pre-session and the State party examination.

If you prefer to influence the follow-up, the Rapporteur visit can take place after the session and include meetings with the government, UN agencies, ombudsmen, NGOs and the media.



## THE CONCLUDING OBSERVATIONS

After the Committee has met with your government, it will publish its recommendations – called concluding observations.

The concluding observations appear on the Committee’s website:  
<http://www2.ohchr.org/english/bodies/crc/sessions.htm>.

Tip: Try to find the concluding observations on your country last time it came before the Committee. Read them and see what you think.

### WHO GETS THE CONCLUDING OBSERVATIONS?

The concluding observations are sent directly to your government by the Secretariat of the Committee on the Rights of the Child. The NGO Group sends the concluding observations to all the NGOs and child-led organisations that have sent in reports or taken part in meetings in Geneva.

### SHOULD YOU SEND THEM OUT?

Lots of NGOs and children’s organisations write child-friendly versions of the concluding observations to help children understand them better. Some NGOs have translated the concluding observations into the languages used most by children in their countries.

You might want to send the concluding observations – and a children’s version – to all the children and the organisations that helped you put together your report for the UN.



Write down who you think you should send the concluding observations to in your country

PERSON / ORGANISATION	ADDRESS
1	
2	
3	
4	
5	
6	
7	
8	



### CASE STUDY: Sending out the concluding observations, England

The Committee's concluding observations recommendations for the UK Government were published on 3 October 2008. On the same day, the Children's Rights Alliance for England wrote a version of the concluding observations for children. This was so that all the children that had been involved in the CRC reporting process could see the impact of their views. They were able to see that the 14 recommendations they had made to the Committee had been included in its final concluding observations. The children's version of the concluding observations was sent out by e-mail and post to children, NGOs, local councils, schools, the government, and the Children's Commissioner, and was also posted online on the Get ready for Geneva website. Children have continued to work to monitor (to check) the government's progress towards putting the concluding observations into practice, especially in relation to the recommendations children made about their rights. It has published these reports on the Get ready website.



Children's Rights Alliance for England

It is really important that children check on the progress their government is making on the implementation of the concluding observations. This is because the Committee only meet with the government every 5 years – **but you can take action in your country straight away!**

Ask yourself:

- ▶ How can children make sure the government is taking action on the concluding observations?
- ▶ What can children do to spread the word about children's rights and the concluding observations?
- ▶ Are there children's rights issues that you want to campaign on? How can the concluding observations help you with this?

**Tip:** Ask the organisation you work with to help you run activities to campaign for change on children's rights. It can give you lots of advice and support.



### FOLLOW-UP

The publication of the concluding observations does not and should not be the end of the CRC reporting process. It is only the start in getting change for children's rights and have a real impact on law, policies and everyday lives of children. Here are some ideas to start planning your work after the Committee session:

- ▶ Translate the concluding observations into a **language that children can understand**
- ▶ Pick a theme from the concluding observations and organise a **campaign** (create a slogan, posters, stickers, give interviews on the radio or on TV saying all you know about the issue and what the Committee told your government to do about it).
- ▶ Ask for **appointments with important government people** (how about meeting the President or the Prime minister?!), to discuss the concluding observations and what they plan to do about them.
- ▶ Ask for a **hearing at the Parliament** to make parliamentarians look at laws that should be changed.
- ▶ Ask for appointments or **organise meetings with adults working with children** (unions of school teachers, of paediatricians, etc.) to see what you could do with them to improve the situation.
- ▶ Write down your **lessons learned** for the next reporting process.
- ▶ Hold **national events for children** to discuss children's rights issues
- ▶ Deliver **children's rights talks or information leaflets** in schools, youth clubs, children's homes and other institutions to raise awareness on where the country stands.
- ▶ Establish a **permanent children or youth group** to keep up with child-led CRC monitoring, using indicators developed by children.

- ▶ Consider **bringing complaints, with the help of lawyers**, on serious cases of violation of children's rights if the government does not do anything after they have been raised by the Committee.
- ▶ **Tell and train younger children** about your experience, so that they can carry on when you will have turned 18!

The follow up process is key to changing the children's rights situation in your country. It is important to ensure that there are enough people and money invested in follow up, and that children are included.



## USEFUL THINGS TO REMEMBER

Children who have been involved in the reporting process in the past have told us about the things that helped them to really make a difference for children's rights:

- ▶ Make sure **you and other children really lead** the reporting process as much as you want and make the decisions about the work you are doing! At the same time, ensure you ask for any support you might need from adults along the way.
- ▶ Get **as much information and advice as you can** – this includes talking to the organisation you work with, asking your parents or carers for help, and finding out what children in other countries have done. The NGO Group can support you to do this.
- ▶ Build **good relationships with your government if you can** – this will help you to make sure it takes action on the Committee's concluding observations (recommendations).
- ▶ Work out **who can help children** to make the biggest possible impact on the reporting process. This might be someone like a children's ombudsman or a children's commissioner, a government minister, a member of the Committee on the Rights of the Child, or the organisation you work with.

- ▶ Don't forget the children and adults in **your local area** – your friends; your brothers or sisters; your teachers; your youth workers or social workers; your parents, carers or other relatives; and your faith leaders can really help to put children's rights into practice where you live!
- ▶ Get the **media involved** – this will help you to hold the government to account by raising awareness about children's rights and the reporting process.
- ▶ **Spread the word** about children's rights by doing things like running activities in schools, producing posters or leaflets, holding children's meetings and discussion days, doing podcasts, having a website, training adults – and pretty much anything else you can think of!
- ▶ Involve your **excluded peers**, those underprivileged and deprived



## USEFUL WEBSITES

### COMMITTEE ON THE RIGHTS OF THE CHILD

<http://www2.ohchr.org/english/bodies/crc/>

Guides by the NGO Group for the CRC on reporting to the Committee on the Rights of the Child (detailed guides to help NGOs understand how to report to the Committee)

#### IN ENGLISH

<http://www.crin.org/docs/Reporting%20Guide%202006%20English.pdf>

#### IN FRENCH

[http://www.crin.org/docs/NGO\\_Group\\_Reporting\\_Guide\\_2006\\_Fr.pdf](http://www.crin.org/docs/NGO_Group_Reporting_Guide_2006_Fr.pdf)

#### IN SPANISH

[http://www.crin.org/docs/ngo\\_group\\_reporting\\_ed3\\_sp.pdf](http://www.crin.org/docs/ngo_group_reporting_ed3_sp.pdf)

#### IN ARABIC

[http://www.crin.org/docs/reporting\\_to\\_the\\_CRC\\_Arabic.doc](http://www.crin.org/docs/reporting_to_the_CRC_Arabic.doc)

#### IN RUSSIAN

[http://www.crin.org/docs/FileManager/NGOGroup/reporting\\_guide\\_2006\\_russian.doc](http://www.crin.org/docs/FileManager/NGOGroup/reporting_guide_2006_russian.doc)



## ANNEXES



## ANNEX 1: SUMMARY OF THE CONVENTION ON THE RIGHTS OF THE CHILD

The UN Convention on the Rights of the Child (CRC) has **54 articles**. Articles are different parts of the CRC that say what rights children have, and how the Government should protect them.

### Article 1

A child is a person aged 17 or under.

### Article 2

All the rights in the CRC belong to all children.

### Article 3

Children must always be a top priority.

### Article 4

Governments must do all they can to protect children's rights.

### Article 5

Parents can give children advice and help about their rights.

### Article 6

Every child has the right to be alive and to develop into the best person they can be.

### Article 7

Every child has the right to a name and nationality, and to be cared for by both parents.

### Article 8

Governments must protect the child's right to a name, a nationality and family life.

### Article 9

Every child has the right to keep in regular contact with both parents so long as this is the best thing for the child.

### Article 10

Decisions about a child going to live in another country should be made quickly and fairly.

### Article 11

Governments must work together to stop children being taken illegally to another country.

### Article 12

Every child has the right to express his or her views, and those views must be taken seriously.

### Article 13

Every child has the right to express him or herself and to receive all kinds of information and ideas (this is called freedom of expression).

### Article 14

Every child has the right to have his or her own beliefs and religion.

### Article 15

Every child has the right to meet people and to be outside in a group (this is called freedom of association).

### Article 16

The law must protect every child's right to privacy.

### Article 17

Governments must make sure children get lots of different information about all sorts of things. They should protect children from harmful information.

### Article 18

Governments must support parents. Parents must always try to do what is best for children.



### Article 19

Every child must be protected from all types of violence, abuse, neglect and bad treatment.

### Article 20

Children who do not live with their parents have the right to extra protection.

### Article 21

The child must be the top priority in adoption.

### Article 22

Children who are refugees, or trying to be refugees, have the right to extra protection.

### Article 23

Disabled children have the right to a full life, and to be part of the community.

### Article 24

Every child has the right to the best possible health.

### Article 25

Children who are in care or who live away from home for health reasons should have their care checked regularly.

### Article 26

Governments must support every child's right to have enough money.

### Article 27

Children have the right to get everything they need to develop fully.

### Article 28

Every child has the right to education.

### Article 29

Education is about helping children to develop fully as people.

### Article 30

Children must never be stopped from enjoying their own culture, religion or language.

### Article 31

Every child has the right to rest, play and to do things they enjoy.

### Article 32

Children must be protected from harmful work.

### Article 33

Governments must do everything to protect children from illegal drugs.

### Article 34

Governments must protect children from being hurt sexually.

### Article 35

Governments must do everything to protect children from being taken away or sold.

### Article 36

Governments must protect children from all other harm.

### Article 37

Every child has the right to protection from torture and very bad treatment.

### Article 38

Children must be protected from wars and from joining the armed forces.

### Article 39

Governments must give good support to children who have been abused or hurt.

### Article 40

Children who are in trouble with the law have many extra rights, including the right to privacy, the right to a lawyer and, wherever possible, the right not to go to court or be sent to prison.

### Article 42

Governments must tell everyone about all the rights in the CRC.

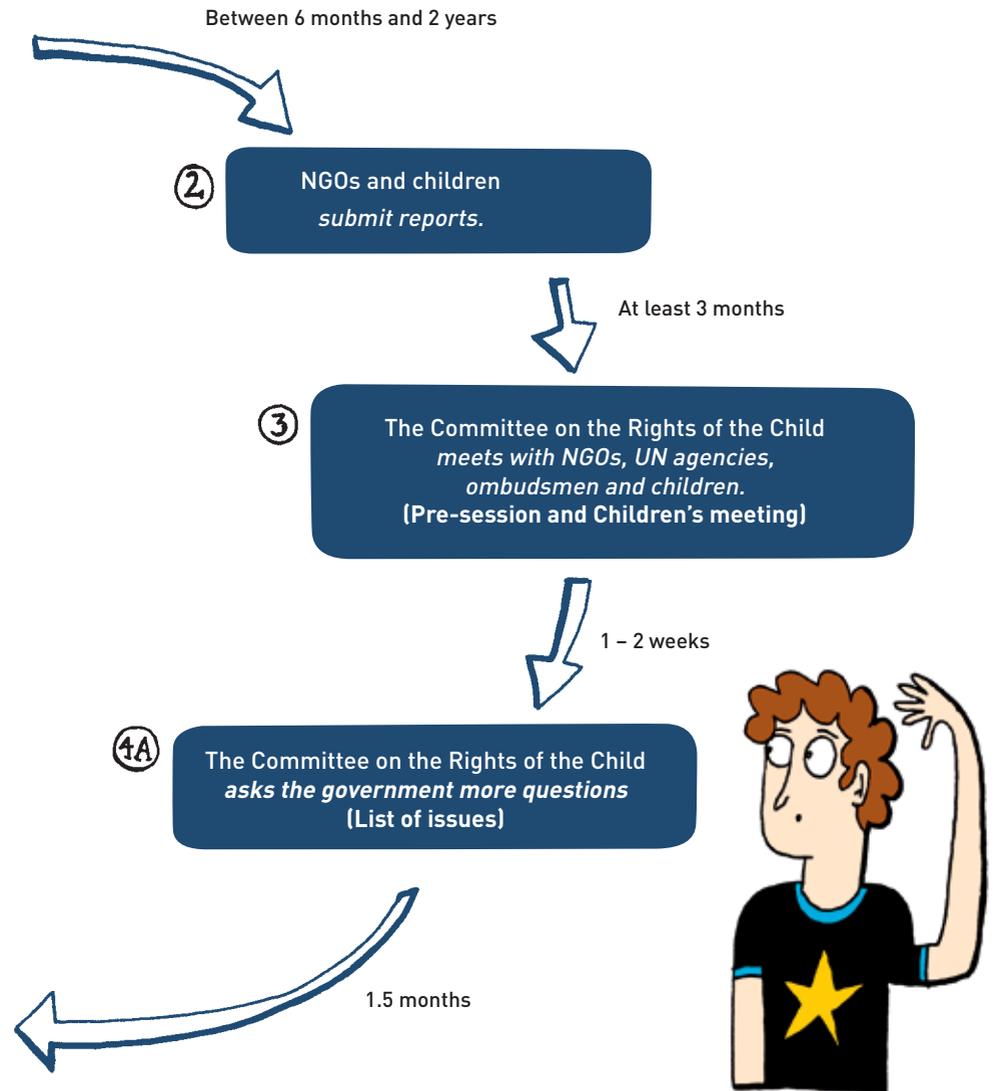
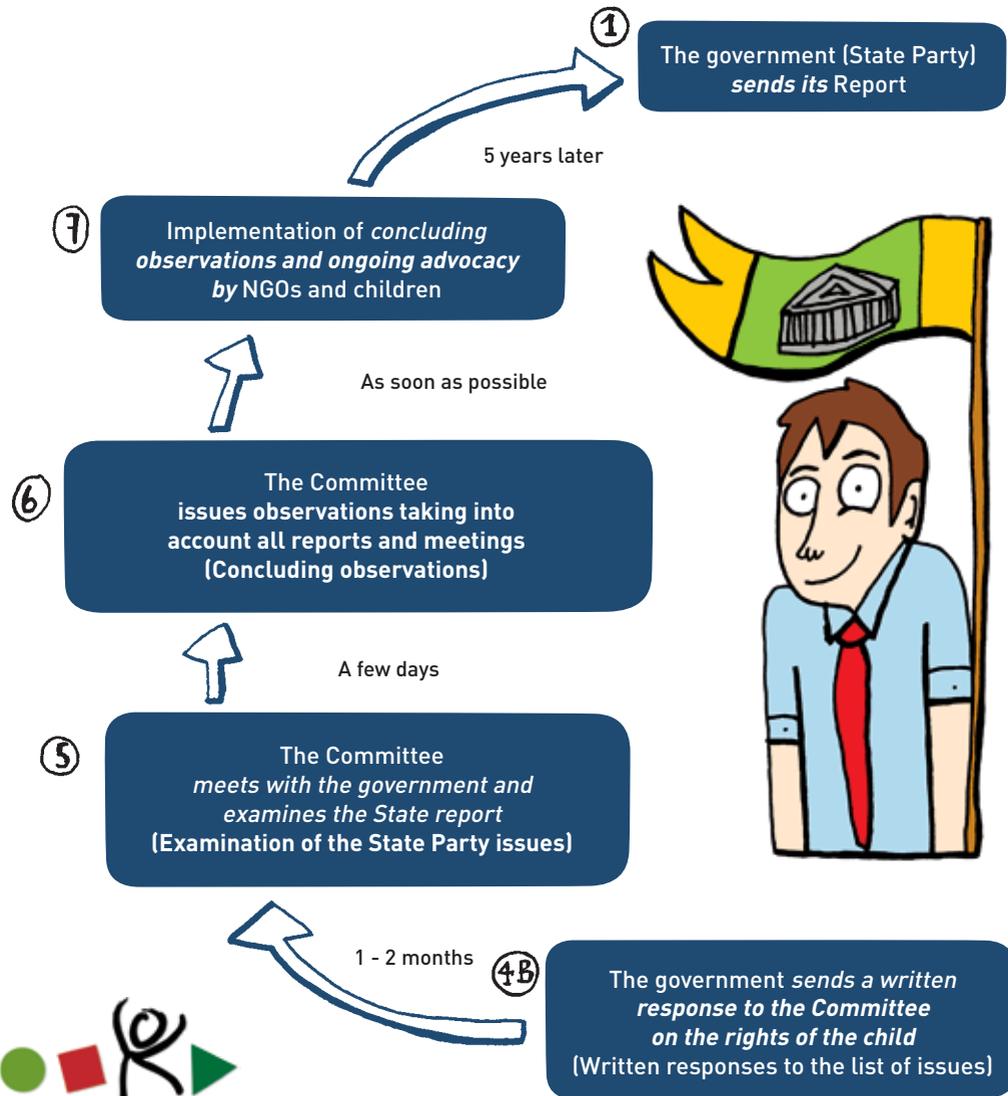
### Articles 41 to 54

These articles say how children's rights should be checked, and how governments should promote, protect and respect all the rights in the CRC.

**Summary provided by the Children's Rights Alliance for England (CRAE)**



### ANNEX 2: THE CRC REPORTING CYCLE



ANNEX 3: EXAMPLES OF CHILDREN'S RIGHTS SURVEYS



SURVEY 1: This was shared with us by the Child Rights Information Centre in the Republic of Moldova

Please fill in this questionnaire about children's rights. Your opinion is very important so we encourage you to honestly answer all questions. You don't need to write your name on this questionnaire. It is anonymous so no-one will know what you said. Filling in the questionnaire will only take a few minutes.

Choose the best option that suits you (put a sign in the box or circle, or write in your answer).

- 1. I am a girl/boy
  - 2. I am \_\_\_ years-old
  - 3. I live in a village/city
  - 4. I study in middle school/high school/college/youth centre
  - 5. Write down five children's rights that you know
- .....
- .....
- .....
- .....
- .....

- 6. Where did you learn about these rights (choose up to 3 answers)?
  - Parents
  - Friends
  - Teachers
  - Media – newspapers / magazines/TV/radio
  - Brochures /books
  - Internet
  - Somewhere else /someone else .....
- 7. In which document are children's rights found?
- 8. How far do you think children's rights are respected in your community (circle one)?
 

1	2	3	4	5
(not respected)			(fully observed)	
- 9. Where do you think children's rights are most often violated (choose up to 3)?
  - At home
  - In the street
  - In school
  - Among friends
  - Places for play and leisure
  - Public spaces (for example, shops, cinemas, theatres)
  - Somewhere else (please tell us where) .....
- 10. What children's rights do you think are most often violated?
- 11. What organisations/individuals can children go to if their rights are violated?



**12.** How would you like to be told about children's rights (choose up to 3 answers)?

- Parents
- Friends
- Teachers
- Media – newspapers/magazines/TV/radio
- Brochures/books
- Internet
- Somewhere else/someone else .....

**13.** What do you think should be done so that children's rights are respected?

**SURVEY 2: This was shared with us by the Children's Rights Alliance for England in the UK. It is 1 of 7 surveys they did with children about children's rights. Each survey was on a different topic. This survey is about respect.**

**1.** Do you have a say in decisions that affect your life?

Always      Most of the time      Hardly ever      Never      Not sure

**2.** Do adults listen to what you have to say?

Always      Most of the time      Hardly ever      Never      Not sure

**3.** Do you think children and young people are judged on the way they dress?

Yes                      No                      Not sure

**4.** Who is most likely to be treated unfairly by adults (you can choose more than one)?

Under-5s    5 to 10 year-olds    10 to 14 year-olds    15 to 17 year-olds    Over-18s



**5.** Do you think the police treat children fairly?

Yes                      No                      Not sure

**6.** Do you think shop assistants treat children fairly?

Yes                      No                      Not sure

**7.** There are lots of different types of children. For example, some children may have a different skin colour to you, or they may live at home or in care, they may have a disability, be from the travelling community, they may be a refugee or a young parent. Do you think one group of children in particular are not respected for who they are? Tell us who and why you think this.

**8.** To respect someone is about more than listening to their views. It also means valuing someone for who they are. Do you think there is enough respect between children (under-18s) and older people (over-65s)?

- Yes, there is enough respect between young and old people
- No, there isn't enough respect between young and old people
- I'm not sure

If you answered yes, please skip to question 11

**9.** If you said no or I'm not sure to question 8, which statement do you agree with?

- Old people don't usually respect younger people
- Younger people don't usually respect older people
- Neither group respects the other
- I'm not sure



**10.** What could improve respect between young and older people?  
(You can tick more than one)

- Having places where young and old people can meet
- Opportunities to learn more about one another
- Positive stories about children in the media
- Spending more time together
- Something else .....

**11.** Have you ever been treated unfairly by an adult? For example, have you ever been stopped from getting on a bus/train, from getting into the cinema or had difficulty getting help from a doctor or dentist because of your age?

Yes                      No                      Not sure

If you answered no please go to question 13

**12.** Please tell us why you were treated unfairly and how this made you feel.

**13.** Do you think the media (newspapers, television, magazines and radio) gives a fair picture of children living in England?

Yes                      No                      Not sure

**14.** Please explain your answer

**15.** What could the media do to improve the way it represents children and young people?



## BACKGROUND DETAILS

**A.** How old are you?

**B.** Are you male / female?

**C.** Where are you from?

East      East Midlands      London      .....

**D.** Do you have a disability, or special needs?      Yes      No

**E.** Are you...      White      Black      Mixed heritage      Asian      Chinese

**F.** Which of these best describes your home life?

- At home with my parents
- With other people in my family
- With friends
- On my own
- In a children's home
- With foster carers
- In a residential special school
- In a boarding school
- In custody
- Other

**G.** Which of these best describes where you get most of your education (you can tick more than one box)?

- School or college
- Pupil referral unit
- Educated at home
- I am not getting any education at the moment
- This doesn't apply to me – I'm too young
- This doesn't apply to me – I'm too old
- This doesn't apply to me for another reason (please explain) .....



NOTES

