



**schools pack resources**

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- Child stories
- United Nations Convention on the Rights of the Child
- 'Wants' vs 'Needs' cards
- Map of Bangladesh highlighting Cox's Bazaar

## available for download online

- Editable Prezi presentation template of our projects highlighted on a world map.
- Junior Reporters Powerpoint presentation
- Project fact sheets

[www.childrenontheedge.org](http://www.childrenontheedge.org)

Follow the links to the Schools page.



# LEARN ABOUT... CHILDREN AROUND THE WORLD

CHILDREN  
ON THE EDGE



## THIRI'S STORY

Thiri and her parents are from a country called Burma. They had to run away to Thailand because there were some soldiers in Burma being very unkind to them.

The people in Thailand said that they were not allowed in and put her Mum and Dad in prison. Thiri was left on her own, trying to earn money by collecting rubbish.

Then Thiri found a Children's Centre run by Children on the Edge. Here she is safe and is being cared for until her parents can get out of the prison. Instead of collecting rubbish on her own, she now enjoys drawing, singing and dancing with her friends.

She is now able to play and learn in safety.

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## DARA'S STORY

Dara is a **refugee**\* from Burma, his father died of when he was 10 months old and by the time he was 7 his mother was got very poorly and was too ill to care for him. She bought him to the Children on the Edge Crisis Centre in Thailand, and she died 15 days later.

Since being at the centre Dara has had lots of people taking care of him and helping him when he feels sad. He is kept safe here and can go to school too. He feels like he is part of a family again.

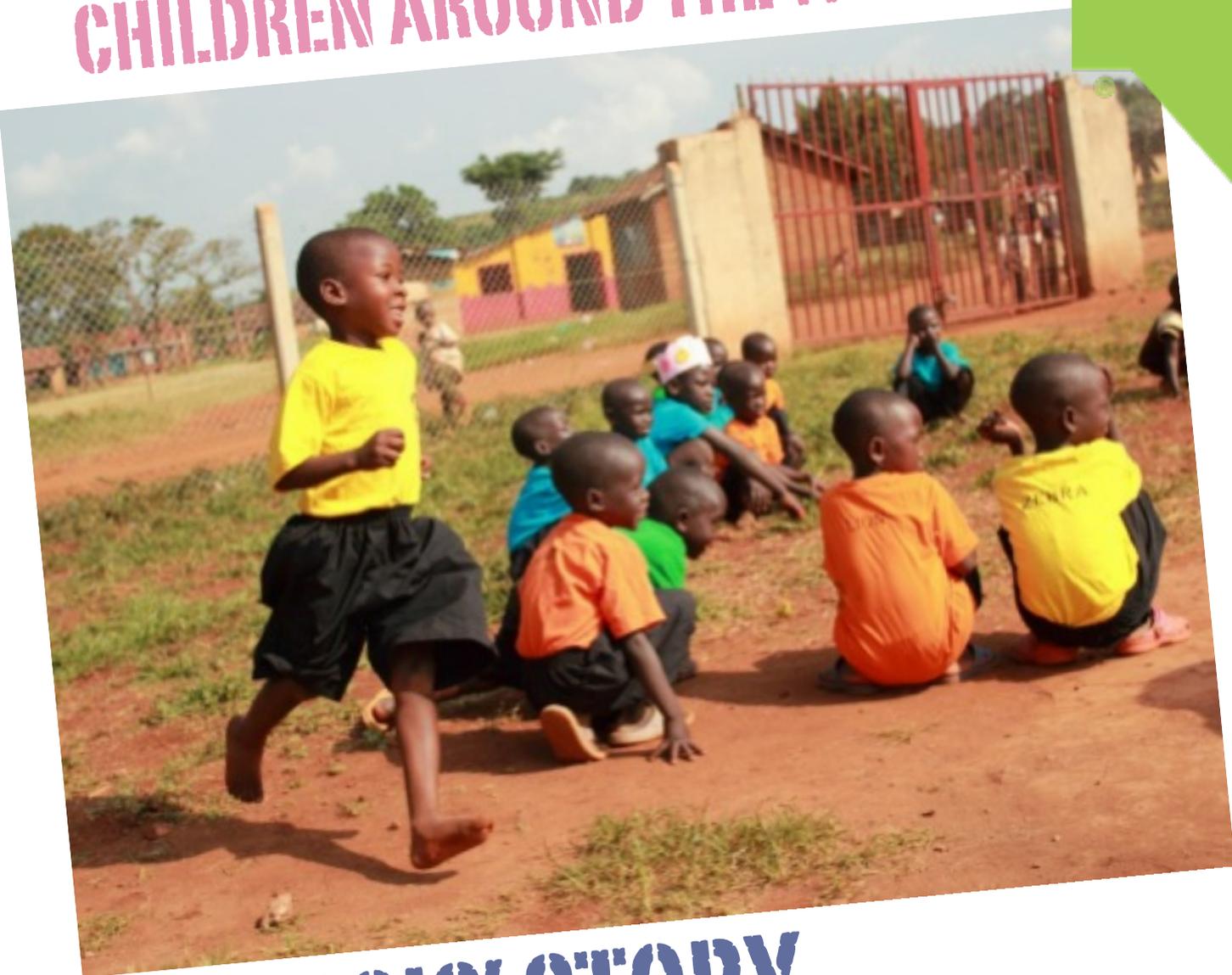
Dara has had a very difficult time, but he is always joking and making people laugh.

Pray for **refugee** children from Burma, especially those that have lost a Mum or Dad.

\*a **refugee** is someone who has to run away to a different country, because it is not safe where they are living

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## FRANCIS' STORY

This is Francis. He is 7 years old and he lives with his Grandma in Soweto slum, Uganda. His parents left him when he was four and they never visit. The slum here has no school, not much food and nowhere safe to play.

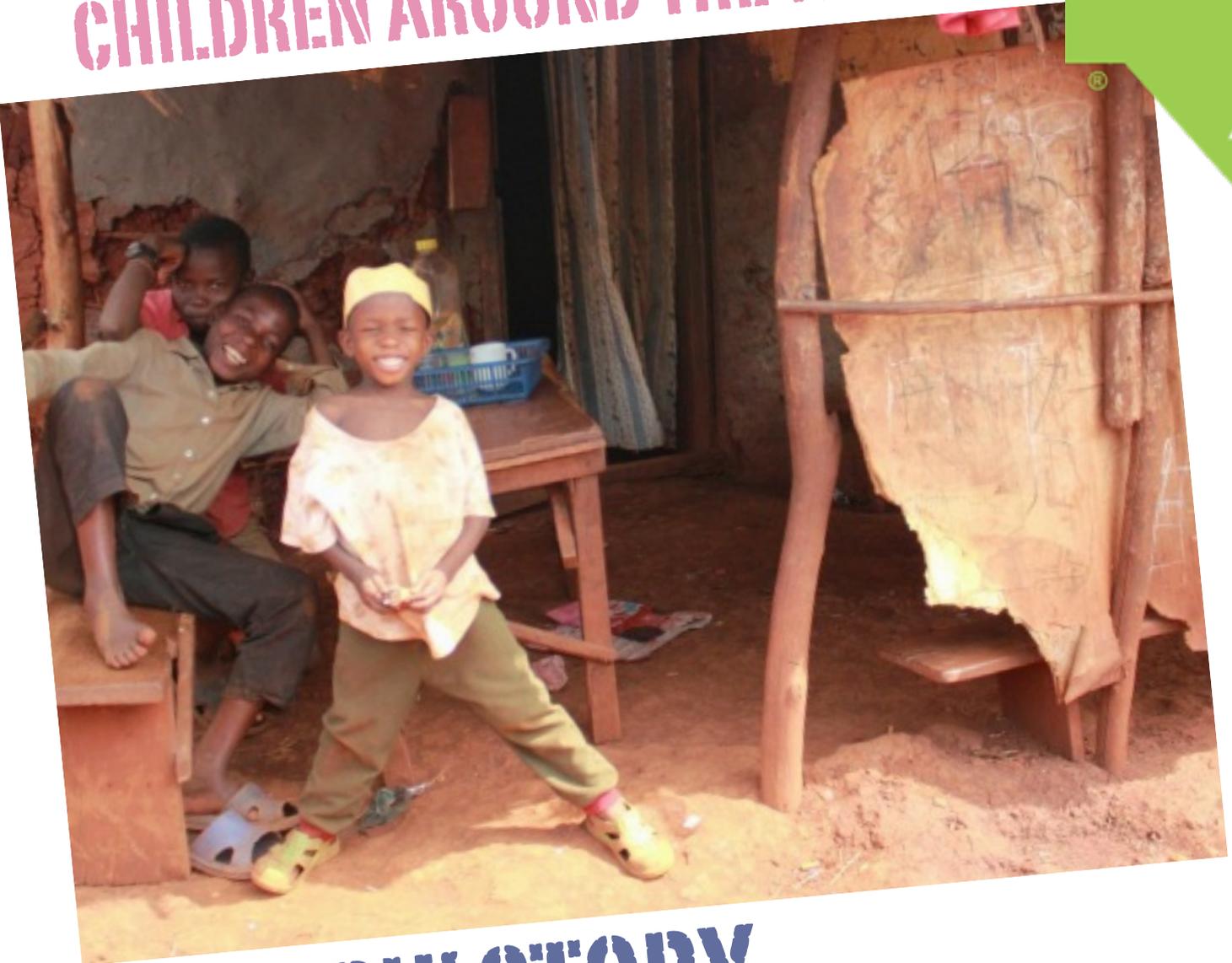
There is a Child Friendly Space run by Children on the Edge here which Francis has started coming along to. When he first came he was very weak and was way too small for his age. He couldn't talk or play and he got into lots of fights!

The teachers have spent time with him over the months and he now plays happily with the other children, enjoys his lessons and looks a lot more healthy.

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## JOSEPH' STORY

When these three came to our Centre in Uganda we were introduced to them as Moses, Isaac and 'boy'. 'Boy' is seen here wearing the crown. A lot of the children who arrive at the Centre come with no name. Here in Soweto slum, quite often children have lost their parents and live with grandparents who are so busy that they soon forget names. Can you imagine if you didn't have a name?

The first thing our staff do is find out names and make sure each child knows who they are, and how special they are. The 'boy' here in the photo is wearing a crown which he made on our summer play scheme, this is one of the ways that we help children to have fun and to know that they are special.

The boy's name is Joseph.

# LEARN ABOUT... CHILDREN AROUND THE WORLD

CHILDREN  
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## LAILY'S STORY

Laily lives in Bangladesh. Her Dad got very poorly and couldn't earn money to support her and her sister and brother, so Laily and her Mum have to make small amounts of cash by making oyster wreaths and selling them in the market.

One day staff from the learning centre run by Children on the Edge came to Laily's house. They said that she could come and learn at the centre in the afternoons for free and still have time left in the day to help her Mum.

Laily started almost straight away. She said at first she was afraid about learning but now she loves it much more than collecting oysters! She describes how every day she prepares homework and goes to school. Here she is given snacks, has time with friends and receives care from the teachers.

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## KOMALI'S STORY

At 7 years old, Komali had a dream. Her dream was to be able to read and write. Komali lives in Bangladesh and her family are so poor that she has to go to work to help earn money, so she can't go to school.

She used to dream of attending classes, but spent day after day mending fishing nets. She watched other children in her village go to school, wishing she could go too.

Children on the Edge have started a learning centre for working children like Komali. Now she can help her mum in the morning, but also come to the centre for a few hours each afternoon where she has classes and gets a chance to rest and play with her friends. She is top of her class and loves learning. She has decided that one day, when she has grown up, she will become a school teacher.

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## **SAMI'S STORY**

Sami is 8 years old. He is a refugee from Burma. He had to run away from there because the grown ups were doing bad things to his family and friends. They all ran away to Bangladesh, but no one there wanted them to live there either. They live in a camp there with thousands of other people just like them. There are not allowed to be any schools here and Sami's mum and dad are very sad that none of the children will be able to learn to read and write.

To help, Children on the Edge have set up some secret schools. They have set up 30 classrooms across the two makeshift camps. Sami and his older brothers and sisters attend lessons here with trained teachers. His mother is delighted with the project because now a whole generation of Rohingya children will grow up being able to read and write.

Sami loves going to school with his friends.

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# A summary of the United Nations Convention on the Rights of the Child

**Article 1** (definition of the child)

Everyone under the age of 18 has all the rights in the Convention.

**Article 2** (without discrimination)

The Convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from.

**Article 3** (best interests of the child)

The best interests of the child must be a top priority in all actions concerning children.

**Article 4** (protection of rights)

Governments must do all they can to fulfil the rights of every child.

**Article 5** (parental guidance)

Governments must respect the rights and responsibilities of parents to guide and advise their child so that, as they grow, they learn to apply their rights properly.

**Article 6** (survival and development)

Every child has the right to life. Governments must do all they can to ensure that children survive and grow up healthy.

**Article 7** (registration, name, nationality, care)

Every child has the right to a legally registered name and nationality, as well as the right to know and, as far as possible, to be cared for by their parents.

**Article 8** (preservation of identity)

Governments must respect and protect a child's identity and prevent their name, nationality or family relationships from being changed unlawfully. If a child has been illegally denied part of their identity, governments must act quickly to protect and assist the child to re-establish their identity.

**Article 9** (separation from parents)

Children must not be separated from their parents unless it is in the best interests of the child (for example, in cases of abuse or neglect). A child must be given the chance to express their views when decisions about parental responsibilities are being made. Every child has the right to stay in contact with both parents, unless this might harm them.

**Article 10** (family reunification)

Governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit both of them.

**Article 11** (kidnapping and trafficking)

Governments must take steps to prevent children being taken out of their own country illegally or being prevented from returning.

**Article 12** (respect for the views of the child)

Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

**Article 13** (freedom of expression)

Every child must be free to say what they think and to seek and receive information of any kind as long as it is within the law.

**Article 14** (freedom of thought, belief and religion)

Every child has the right to think and believe what they want and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children guidance about this right.

**Article 15** (freedom of association)

Every child has the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

**Article 16** (right to privacy)

Every child has the right to privacy. The law should protect the child's private, family and home life.

**Article 17** (access to information from mass media)

Every child has the right to reliable information from the mass media. Television, radio, newspapers and other media should provide information that children can understand. Governments must help protect children from materials that could harm them.

**Article 18** (parental responsibilities; state assistance)

Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must help parents by providing services to support them, especially if the child's parents work.

**Article 19** (protection from all forms of violence)

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and mistreatment by their parents or anyone else who looks after them.

**Article 20** (children deprived of a family)

If a child cannot be looked after by their family, governments must make sure that they are looked after properly by people who respect the child's religion, culture and language.

**Article 21** (adoption)

If a child is adopted, the first concern must be what is best for the child. The same protection and standards should apply whether the child is adopted in the country where they were born or in another country.

**Article 22** (refugee children)

If a child is a refugee or seeking refuge, governments must ensure that they have the same rights as any other child. Governments must help in trying to reunite child refugees with their parents. Where this is not possible, the child should be given protection.

**Article 23** (children with disability)

A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community. Governments must do all they can to provide free care and assistance to children with disability.

**Article 24** (health and health services)

Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.

**Article 25** (review of treatment in care)

If a child has been placed away from home (in care, hospital or custody, for example), they have the right to a regular check of their treatment and conditions of care.

**Article 26** (social security)

Governments must provide extra money for the children of families in need.

**Article 27** (adequate standard of living)

Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs. Governments must help families who cannot afford to provide this.

**Article 28** (right to education)

Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's human dignity. Wealthy countries must help poorer countries achieve this.

**Article 29** (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

**Article 30** (children of minorities)

Every child has the right to learn and use the language, customs and religion of their family whether or not these are shared by the majority of the people in the country where they live.

**Article 31** (leisure, play and culture)

Every child has the right to relax, play and join in a wide range of cultural and artistic activities.

**Article 32** (child labour)

Governments must protect children from work that is dangerous or might harm their health or education.

**Article 33** (drug abuse)

Governments must protect children from the use of illegal drugs.

**Article 34** (sexual exploitation)

Governments must protect children from sexual abuse and exploitation.

**Article 35** (abduction)

Governments must ensure that children are not abducted or sold.

**Article 36** (other forms of exploitation)

Governments must protect children from all other forms of exploitation that might harm them.

**Article 37** (detention)

No child shall be tortured or suffer other cruel treatment or punishment. A child shall only ever be arrested or put in prison as a last resort and for the shortest possible time. Children must not be put in a prison with adults and they must be able to keep in contact with their family.

**Article 38** (war and armed conflicts – see 'Optional protocols')

Governments must do everything they can to protect and care for children affected by war. Governments must not allow children under the age of 15 to take part in war or join the armed forces.

**Article 39** (rehabilitation of child victims)

Children neglected, abused, exploited, tortured or who are victims of war must receive special help to help them recover their health, dignity and self-respect.

**Article 40** (juvenile justice)

A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to help from a lawyer and a fair trial that takes account of their age or situation. The child's privacy must be respected at all times.

**Article 41** (respect for better national standards)

If the laws of a particular country protect children better than the articles of the Convention, then those laws must stay.

**Article 42** (knowledge of rights)

Governments must make the Convention known to children and adults.

The Convention has 54 articles in total. Articles 43–54 are about how adults and governments must work together to make sure all children get all their rights, including:

**Article 45**

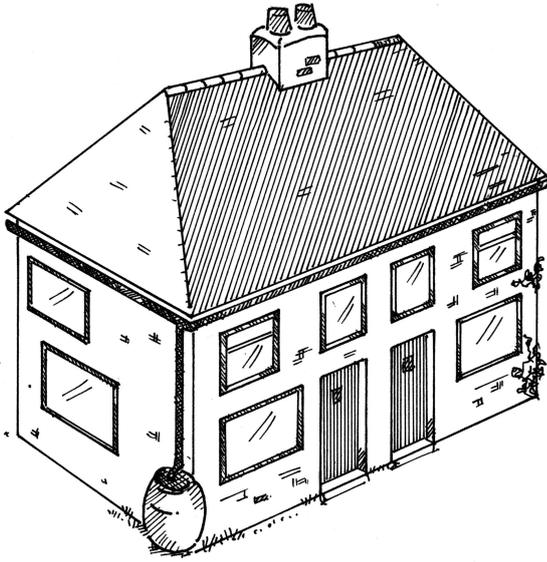
UNICEF can provide expert advice and assistance on children's rights.

**Optional protocols**

In 2000, the UN General Assembly adopted two optional additions to strengthen the Convention. One protocol required governments to increase the minimum age for recruitment into the armed forces from 15 years and to ensure that members of their armed forces under the age of 18 do not take a direct part in armed conflict.

The other protocol provides detailed requirements for governments to end the sexual exploitation and abuse of children. It also protects children from being sold for non-sexual purposes – such as other forms of forced labour, illegal adoption and organ donation.

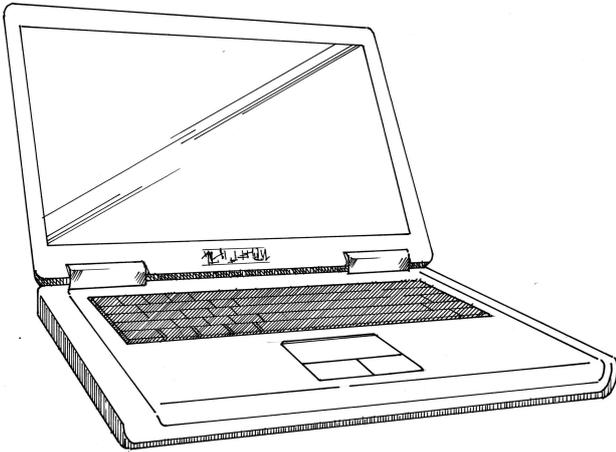




Decent shelter



The freedom to practise your own culture, language and beliefs



A personal computer



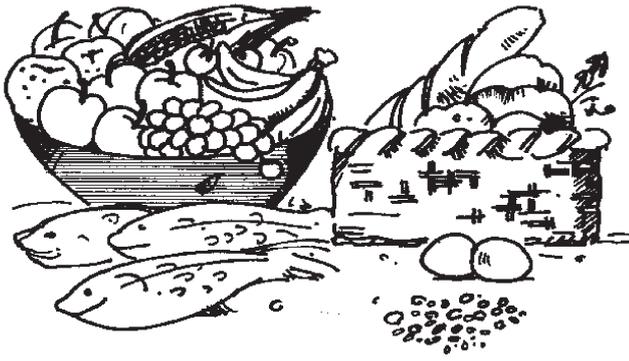
Clothes in the latest style



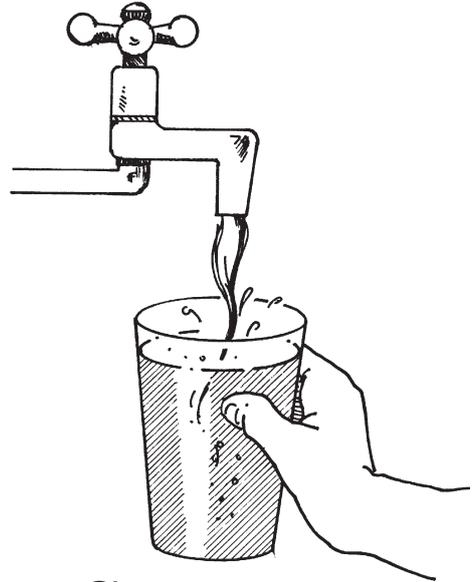
Clean air



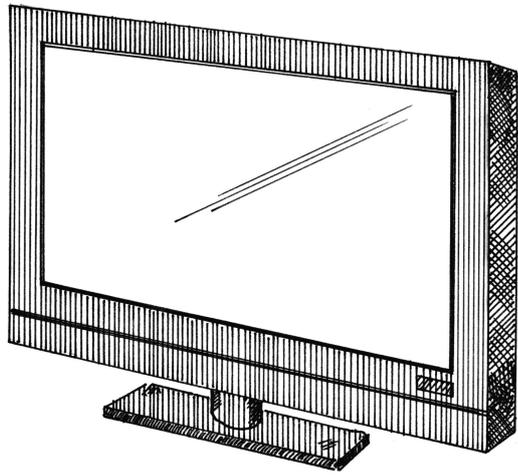
Protection from abuse and neglect



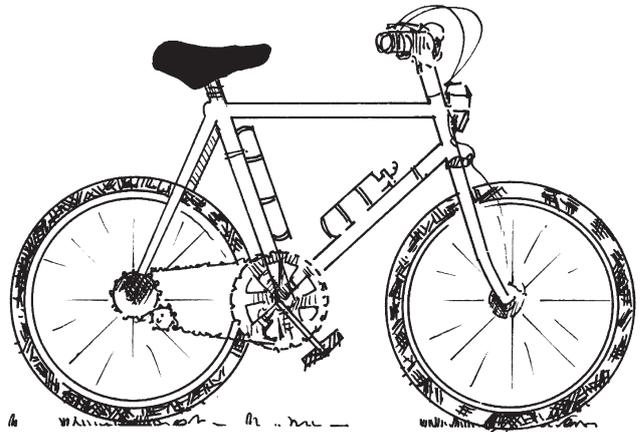
Nutritious food



Clean water



A television set



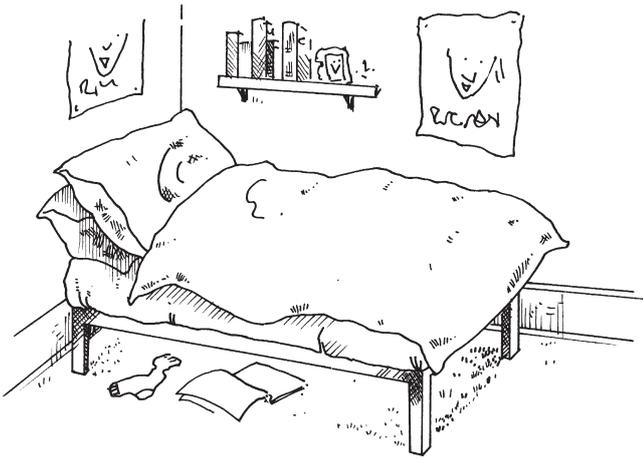
A bicycle



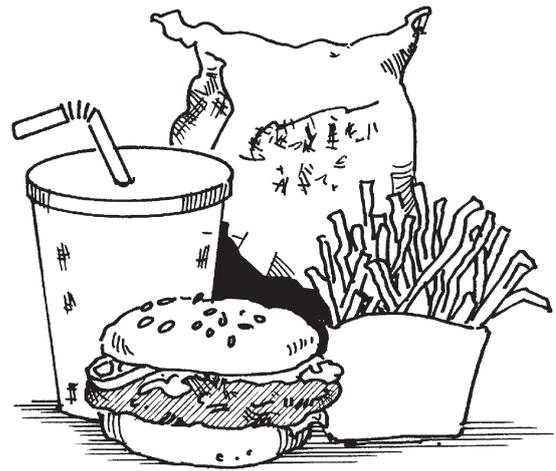
The opportunity to express your opinion and be listened to.



Medical care when you need it



Your own bedroom



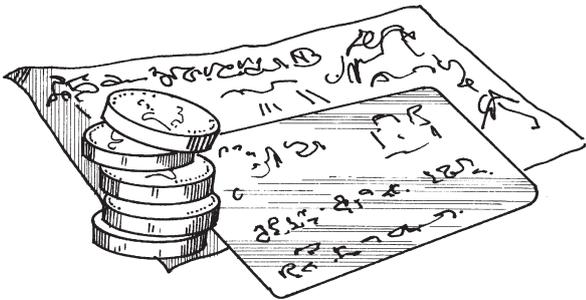
Fast food



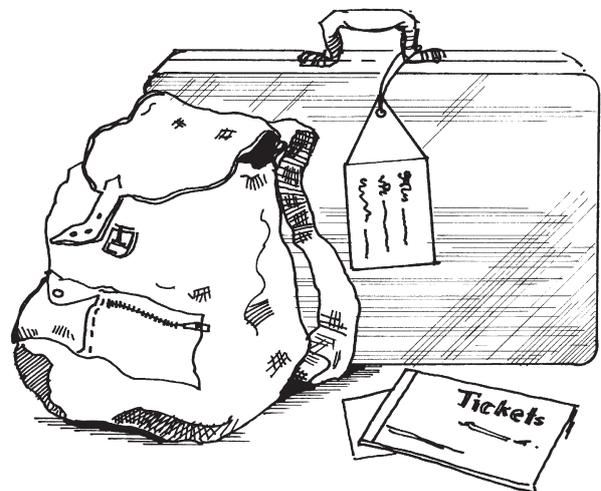
Protection from discrimination



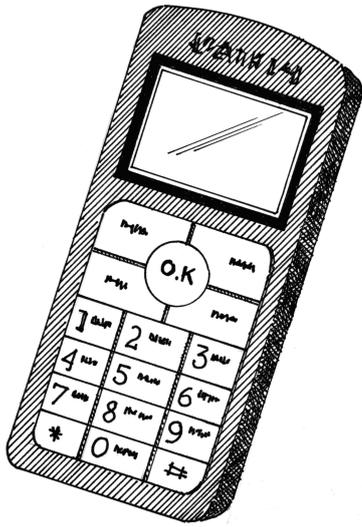
Education



Money to spend as you like



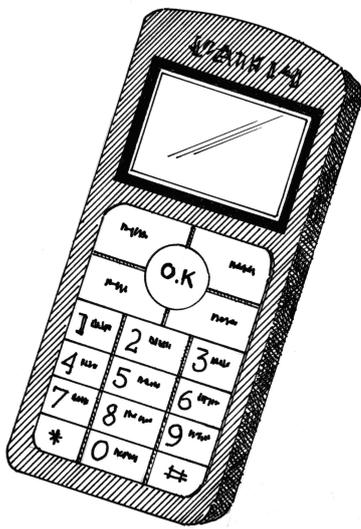
Holiday trips



A mobile phone



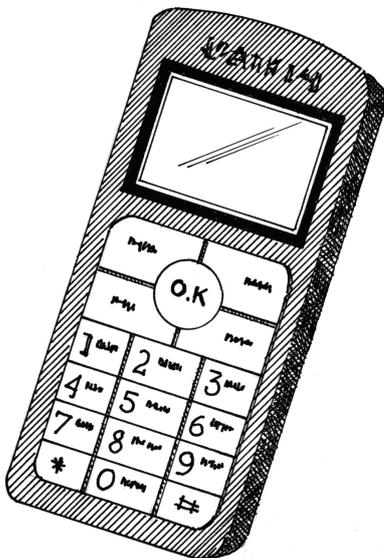
Play



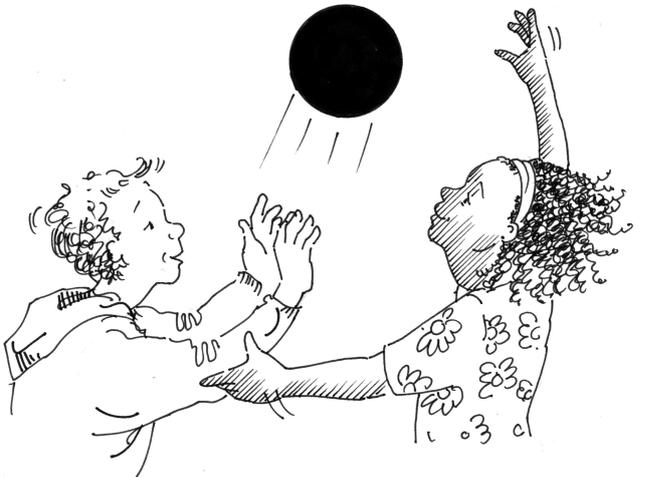
A mobile phone



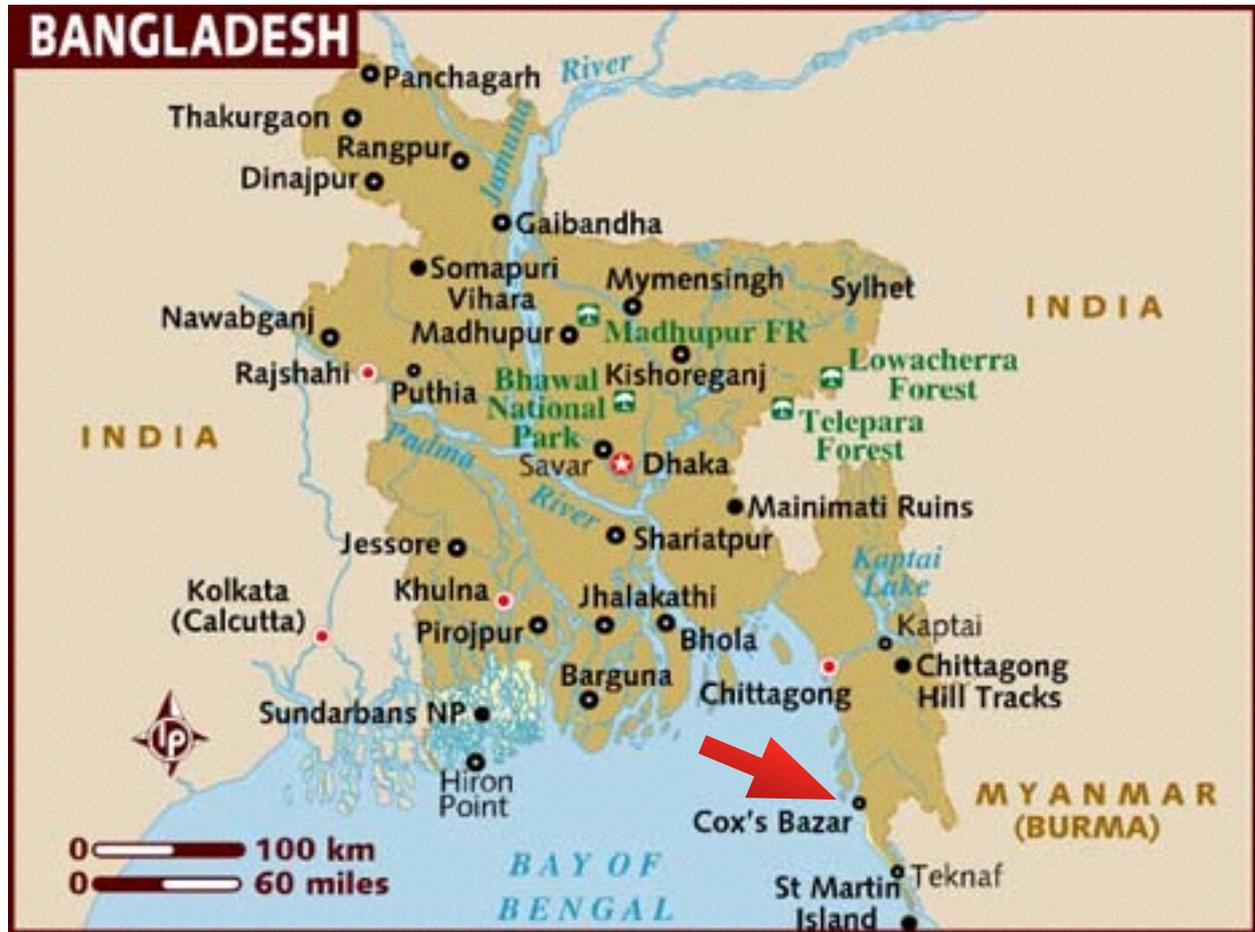
Play



A mobile phone



Play



The red arrow points to Cox's Bazaar where our Learning Centres are.

