



CHILDREN AND THEIR RIGHTS (INFOGRAPHICS)

THEME: A BETTER FUTURE FOR EVERY CHILD



“Let us sacrifice our today so that our children can have a better tomorrow.”

- A. P. J. Abdul Kalam



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Contents

Introduction.....	2
Infographics on Children by MSW 3 rd Semester students	4
1. No Discrimination.....	4
2. Best Interest of the Child	5
3. Making Rights Real	6
4. Name and Nationality	7
5. Keeping Families Together.....	8
6. Respect for Children’s View	9
7. Sharing Thoughts Freely.....	10
8. Freedom of Thoughts and Religion.....	11
9. Protection of Privacy	12
10. Access to Information	13
11. Responsibility of Parents	14
12. Protection from Violence	16
13. Children without Families	17
14. Children who are Adopted.....	18
15. Children with Disabilities	19
16. Social and Economic Help	20
17. Food, Clothing, a Safe Home.....	21
18. Right to Education	22
19. Protection from Harmful Drugs	23
20. Protection from Sexual Abuse	24
21. Prohibition of Employment of Children.....	25
22. Children who break the Law	26
Reference.....	27

Children and Some of their Rights

Introduction

Children are considered persons under the age of eighteen, and due to their physical and mental immaturity, they are entitled to a special status and set of rights (MacPherson, 1989). In the year 1989, the United Nations General Assembly adopted the Convention on the Rights of the Child (CRC) and it guarantees and sets minimum standards for protecting the rights of children (History of Child Rights | UNICEF, n.d.). According to the Convention, the child's parents or extended family are responsible for bringing up and ensuring the holistic development of the child, and the child will be separated from their care by the competent authorities only if it is in the best interest of the child. In such cases, the state shall take action as per the national laws to place the child in an alternative home as they are entitled to special protection and assistance by the State (Kolvin, 1995; MacPherson, 1989).

On 11 December 1992, India acceded to the United Nations Declaration on the Convention on the Rights of the Child (UNTC, n.d.). It also adopted the National Charter for Children in 2003 that supports the CRC. On the occasion of World Children's Day (20th November: World Children's Day marks the anniversary of the UN General Assembly establishing the Declaration and Convention on Children's Rights in 1990), the Department of Social Work, St. Edmund's College, particularly the MSW 3rd semester students, produced infographics concerning children's rights under the supervision of Ms. Hazel Wahlang as part of their concurrent fieldwork.

On the occasion of World Children's Day (20th November: Since 1990, World Children's Day also marks the anniversary of the date that the UN General Assembly adopted both the Declaration and the Convention on children's rights), the Department of Social Work at St. Edmunds College has initiated a programme to create infographics on any topic concerning children as part of the concurrent fieldwork. The MSW 3rd semester students have created infographics for topics of particular interest to them.

Convention on the Rights of the Child

 <p>1 DEFINITION OF A CHILD</p>	 <p>2 NO DISCRIMINATION</p>	 <p>3 BEST INTERESTS OF THE CHILD</p>	 <p>4 MAKING RIGHTS REAL</p>	 <p>5 FAMILY GUIDANCE AS CHILDREN DEVELOP</p>	 <p>6 LIFE, SURVIVAL AND DEVELOPMENT</p>	 <p>7 NAME AND NATIONALITY</p>
 <p>8 IDENTITY</p>	 <p>9 KEEPING FAMILIES TOGETHER</p>	 <p>10 CONTACT WITH PARENTS ACROSS COUNTRIES</p>	 <p>11 PROTECTION FROM KIDNAPPING</p>	 <p>12 RESPECT FOR CHILDREN'S VIEWS</p>	 <p>13 SHARING THOUGHTS FREELY</p>	 <p>14 FREEDOM OF THOUGHT AND RELIGION</p>
 <p>15 SETTING UP OR JOINING GROUPS</p>	 <p>16 PROTECTION OF PRIVACY</p>	 <p>17 ACCESS TO INFORMATION</p>	 <p>18 RESPONSIBILITY OF PARENTS</p>	 <p>19 PROTECTION FROM VIOLENCE</p>	 <p>20 CHILDREN WITHOUT FAMILIES</p>	 <p>21 CHILDREN WHO ARE ADOPTED</p>
 <p>22 REFUGEE CHILDREN</p>	 <p>23 CHILDREN WITH DISABILITIES</p>	 <p>24 HEALTH, WATER, FOOD, ENVIRONMENT</p>	 <p>25 REVIEW OF A CHILD'S PLACEMENT</p>	 <p>26 SOCIAL AND ECONOMIC HELP</p>	 <p>27 FOOD, CLOTHING, A SAFE HOME</p>	 <p>28 ACCESS TO EDUCATION</p>
 <p>29 AIMS OF EDUCATION</p>	 <p>30 MINORITY CULTURE, LANGUAGE AND RELIGION</p>	 <p>31 REST, PLAY, CULTURE, ARTS</p>	 <p>32 PROTECTION FROM HARMFUL WORK</p>	 <p>33 PROTECTION FROM HARMFUL DRUGS</p>	 <p>34 PROTECTION FROM SEXUAL ABUSE</p>	 <p>35 PREVENTION OF SALE AND TRAFFICKING</p>
 <p>36 PROTECTION FROM EXPLOITATION</p>	 <p>37 CHILDREN IN DETENTION</p>	 <p>38 PROTECTION IN WAR</p>	 <p>39 RECOVERY AND REINTEGRATION</p>	 <p>40 CHILDREN WHO BREAK THE LAW</p>	 <p>41 BEST LAW FOR CHILDREN APPLIES</p>	 <p>42 EVERYONE MUST KNOW CHILDREN'S RIGHTS</p>
<p>43-54</p>  <p>HOW THE CONVENTION WORKS</p>						

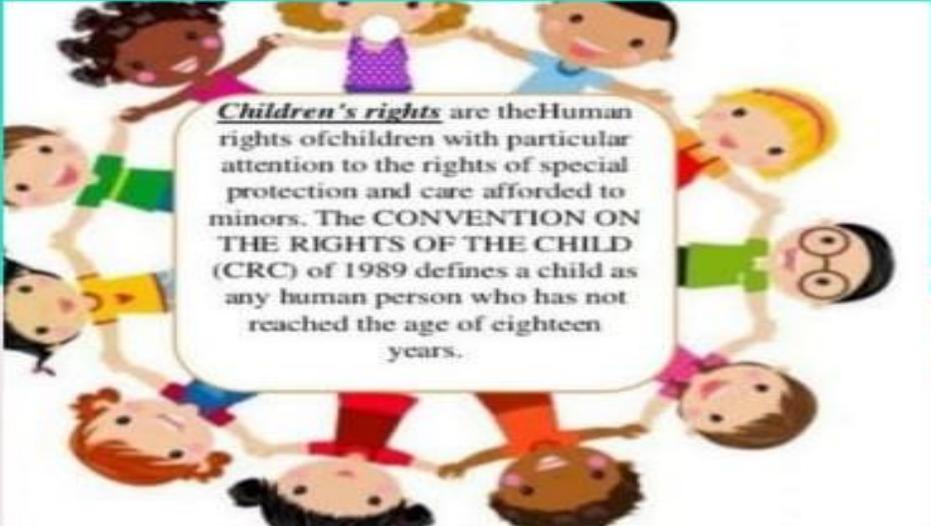
Source:

<https://www.unicef.org/rosa/media/3496/file/Convention%20on%20the%20Rights%20of%20the%20Child.pdf>

Infographics on Children by MSW 3rd Semester students

1. No Discrimination

CHILD RIGHTS
NO
DISCRIMINATION
(ARTICLE -2)



Children's rights are the Human rights of children with particular attention to the rights of special protection and care afforded to minors. The CONVENTION ON THE RIGHTS OF THE CHILD (CRC) of 1989 defines a child as any human person who has not reached the age of eighteen years.

No Discrimination

The rights of all children are respected , without discrimination of any kind irrespective of the child's or his or her parents or legal guardian race , colour,sex, language, religion, political or others opinion , national , ethic or social origin, property , disability,birth or other status.



Children have right to non-discrimination. This means that all children, without exception, should enjoy their rights to effective protection.



The right to non-discrimination does not mean that all children should be treated in the same way. Infact ,in some cases ,preferential treatment or positive discrimination could be viewed as necessary in restoring the balance the chances , rights and protection offered to children. These methods are justified by the need to put an end to the consequences of discrimination and resulting inequalities.

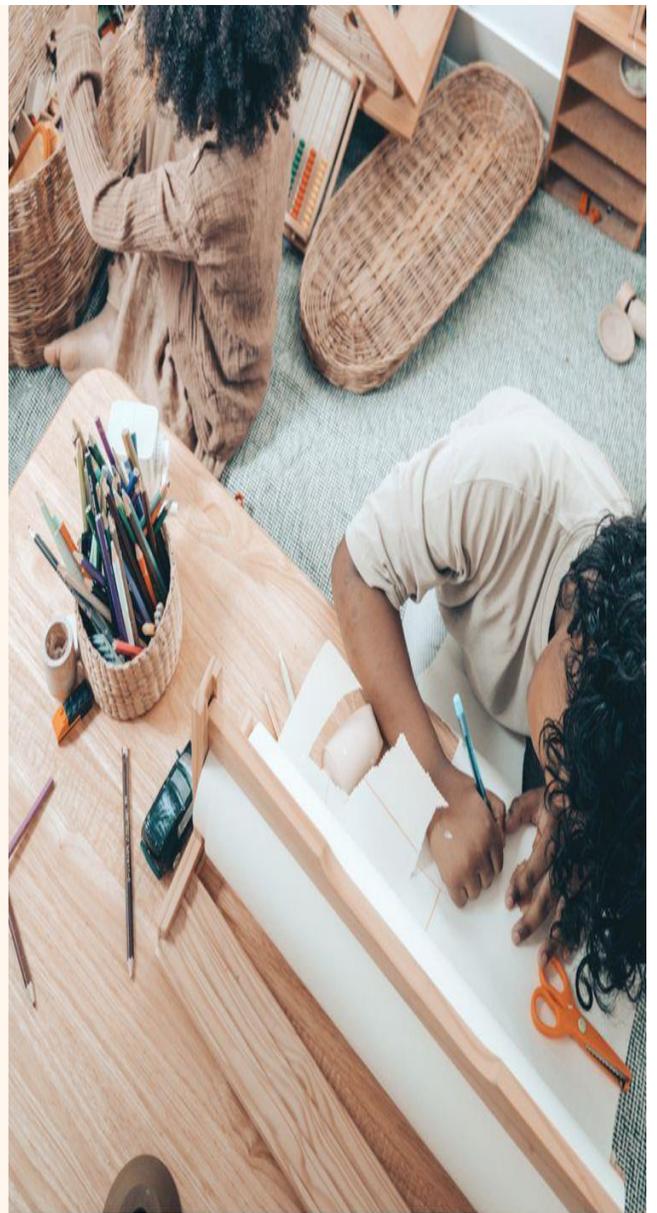
Produced by
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THEME : The BEST INTERESTS OF THE CHILD

PROTECTION :

- > Long-term monitoring system for a family and situation at risk.
- > Interaction and Collaboration between professionals.
- > Tools need to be used and implemented by professional.



PREVENTION:

To be effective, we must :

- > involve the child as a rights holder,
- > strengthen networks and coordination between different services and frontline practitioners.
- > involve parents and families.
- > target material to different communities.

 -Mynriedki Passah (20STEMSW026)



3. Making Rights Real

Making Rights Real



~ Every child has the right to be BORN well



~ Every CHILD has the right to EDuCaTiOn

~ Every Child has the right to be Protected

This includes all the hazards that affect their physical, mental and emotional states and also protecting them from the abuse of adults



~ Every Child Has the RIGHT to good GOVERNANCE

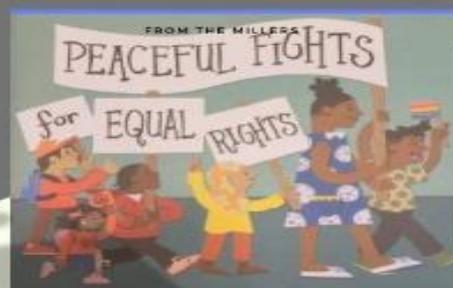


~ Every Child has the right to freedom and Peace

~ Every Child has the right to basic Needs

*Protect

ChildREN's Rights Every Day



Angela Rani Marak
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Right to Children identity

The Right to and Identity(Article 7 AND 8)

Children are entitled to a name, legally registered with the government, and a nationality (to belong to a country).

IDENTIFY

That every child has the right to an identity inclusive of a name, nationality, ethnicity and spiritual practice.

IDENTIFY

That every child has the right to participate in a community regardless of one's identity.

IDENTIFY

A community that needs to practice acceptance of Diversity.

NAME: CHYRHITDIAM KHONGLAH

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5. Keeping Families Together

KEEPING FAMILIES TOGETHER

Every child has the right to grow up in a supportive, caring and nurturing family environment.

Children should not be separated from their parents unless they are not being properly looked after - for example, if a parent hurts or does not take care of a child. Children whose parents don't live together should stay in contact with both parents unless this might harm the child.



"Children's survival and well-being is incredibly dependent on others because they are uniquely vulnerable to stressors in their environment," says Côté.

Lizana Mery Tyngkan
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Respect for children's views

- The children have the right to say what they think should happen and have their opinions taken into account
- Every child has the right to learn and use the language or not these are shared by the majority of the people in the country where they live



Article 9

- 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.



When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account. This does not mean that children can now tell their parents what to do. This Convention encourages adults to listen to the opinions of children and involve them in decision-making – not give children authority over adults. Article 12 does not interfere with parents' right and responsibility to express their views on matters affecting their children. Moreover, the Convention recognizes that the level of a child's participation in decisions must be appropriate to the child's level of maturity. Children's ability to form and express their opinions develops with age and most adults will naturally give the views of teenagers greater weight than those of a preschooler, whether in family, legal or administrative decisions.

Submitted by:
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SHARING THOUGHTS FREELY



- CHILDREN HAVE THE RIGHT TO SHARE FREELY WITH OTHERS WHAT THEY LEARN, THINK AND FEEL, BY TALKING, DRAWING, WRITING OR IN ANY OTHER WAY UNLESS IT HARMS OTHER PEOPLE.

- MAKE YOUR HOME A SAFE SPACE WHERE YOUR CHILDREN FEEL COMFORTABLE EXPRESSING THEIR THOUGHTS, FEELINGS, WORRIES AND FRUSTRATIONS WITHOUT JUDGEMENT.



- IF IT IS HARD FOR THEM TO TALK ABOUT THEIR FEELINGS, ASK THEM TO TRY WRITING IT IN A JOURNAL OR DRAWING A PICTURE ABOUT THEIR DAY OR AN EXPERIENCE THEY HAD.

- GIVING THEM YOUR FULL ATTENTION AND DOING SOMETHING FUN TOGETHER SHOWS THEM THAT YOU CARE ABOUT THEIR HAPPINESS AND WELL-BEING AND THAT YOU VALUE SPENDING TIME TOGETHER.

Shaunee Umdor
MSW 3rd Semester
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8. Freedom of Thoughts and Religion

CHILDREN'S FREEDOM OF

THOUGHTS AND RELIGION

The Convention of Child Rights: Article 14



FREEDOM OF THOUGHTS

The freedom of thought is the right for every person to determine freely, in its spirit, its conceptions and its intellectual and spontaneous representations. The children are free to have thoughts which evolve and change according to their degree of maturity and discernment.

FREEDOM OF CONSCIENCE

The freedom of conscience is a freedom halfway between the liberties of thought, opinion and the freedom of religion. This freedom, strictly connected to the ethical and philosophical convictions of a person, is the assertion that all human beings have a consciousness and a reason. So, the children are free to determine what will be the principles which will guide their existence.



FREEDOM OF RELIGION

The freedom of religion allows every person to have the religion or the conviction of their choice and to show it freely. It is the right not to undergo constraint and oppression which would injure their freedom of religion or other rights. Children can freely determine the religion or the conviction of their choice, as soon as they reach a sufficient level of discernment. A religion doesn't have to be imposed to them.

Remember!!!

1. States Parties shall respect the right of the child to freedom of thought, conscience and religion.
2. States Parties shall respect the rights and duties of the parents and, when applicable, legal guardians, to provide direction to the child in the exercise of his or her right in a manner consistent with the evolving capacities of the child.
3. Freedom to manifest one's religion or beliefs may be subject only to such limitations as are prescribed by law and are necessary to protect public safety, order, health or morals, or the fundamental rights and freedoms of others.

The Covention on the Rights of the child

Article 16: Protection of Privacy

Every Child has the right to Privacy

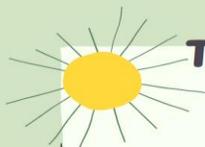
The law must protect children's
privacy, family, home,
communications and reputation
from any attack.

NOTE: When the child is
not comfotable in touching
that is a bad touch

By, Rikyntilang Lyngdoh
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RIGHTS OF CHILDREN



THEME: ACCESS TO INFORMATION

EVERY CHILD DESERVES TO LEARN



POSITIVE SIDES:



Children's are the upcoming future. Utmost care should be given on their upbringing and education. They have the right of getting information from the internet, radio, TV, etc. The internet would be of a great help for them to learn new things in a good manner. They shouldn't be made deprived of reading as it is their right to learn, grow and develop.

NEGATIVE SIDES



Sometimes the information what the children get could be harmful as well. They unknowingly gets involved in pornography, cyber bullying, drug trafficking, etc which may hamper their good mental health.



PROTECTION



The Children's right to access to information gives children dangerous freedoms and undermines respect for adults and for parents. Ideas about their rights could encourage children to be greedy, selfish and irresponsible. So its very important to protect them and make them understand the coreect and right means of information and education.

PREVENTION

Prevention can be done in mainly by reducing the amount of unlimited use of technology in the name of education and by applying a password for some sites and channels.

Prepared by Ankita Sharma
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Responsible Parenting

Bringing up Children the Proper Way



ARTICLE 18

RESPONSIBILITY OF PARENTS

What is parental responsibility?

Parental responsibility means the legal rights, duties, powers, responsibilities and authority a parent has for a child and the child's property. A person who has parental responsibility for a child has the right to make decisions about their care and upbringing. Important decisions in a child's life must be agreed with anyone else who has parental responsibility.



Providing Necessary Guidance.

It is important for parents to be the steering wheel on the vehicle of learning, providing guidance and information along the entire journey, so that their children stay on course and are not distracted or dissuaded from reaching their academic potential.

The importance of parental involvement has been well documented for some time. Studies continue to indicate that a parent's role in children's learning is critical to their academic achievement.

Benefits of Parental Involvement.

- Parents and children enjoy a deeper interaction
- Children who received schooling at home tend to do better on standardized tests
- Children show improved self-esteem and self-worth, improved confidence and better behavior
- Children complete homework more easily and consistently
- Children receive better grades on tests and attendance
- Parents are more aware of what their children are learning and can pinpoint key areas or subjects that the children may need additional help in

A Parent's Role in Education.

Part of being involved in your children's lives includes ensuring they are engaged and challenged in their educational environment, as well as supporting their learning along the way. Look for more ways you can be involved in your child's education, including reading to the younger children, helping them with their homework, and looking for ways to learn outside of the school day.

It's also important that children enjoy the learning process. If your child is not happy in school, consider other alternatives such as online learning. Online schools also allow parents to have a greater role in their children's education.

- 1. Provide an environment that is SAFE.**
 - A. Keep your child free from physical, sexual, and emotional abuse.**
 - B. Keep unsafe objects locked up or out of reach of your child.**

- 2. Provide your child with BASIC NEEDS.**
 - A. Water. B. Plenty of nutritious food C. Shelter**

- 3. Provide your child with SELF-ESTEEM NEEDS.**
 - A. Accept your child's uniqueness and respect his or her individuality.**
 - B. Encourage (don't push) your child to participate in a club, activity, or sport**

- 4. Teach your child MORALS and VALUES.**
 - A. Honesty B. Respect c. patience d. Forgiveness**

- 5. Develop MUTUAL RESPECT with your child.**
 - A. Use respectful language B. Respect his or her feeling C. Respect his or her opinions**

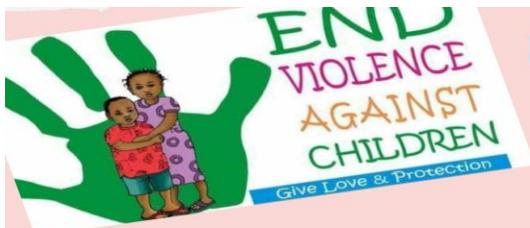
- 6. Provide DISCIPLINE which is effective and appropriate.**
 - A. Structure B. Consistent C. Predictable D. Fair**

- 7. Involved yourself in your child's EDUCATION.**
 - A. Communicate regularly with your child's teacher(s)**
 - B. Make sure that your child is completing his or her homework each night.**

- 8. Get to KNOW YOUR CHILD.**
 - A. Spend quality time together B. Be approachable to your child. C. Ask questions.**
 - D. Communicate. Communicate. Communicate.**

Prepare by
Shimtilin Malngian 3rd semester

12. Protection from Violence



Protection from violence

Violence against children takes many forms, including physical, sexual, and emotional abuse, and may involve neglect or deprivation. Violence occurs in many settings, including the home, school, community and over the Internet.



The protection of children from all forms of violence is a fundamental right guaranteed by the Convention on the Rights of the Child and other international human rights treaties and standards.

What are the problems?

**Much violence is hidden within the private realm of the family, or within the confines of schools, prisons, care homes and other institutions. State Parties have a duty to prevent such harms, to investigate cases of violence and hold those responsible to account.*



**Non-physical punishments considered cruel and degrading, and incompatible with the Convention on the Rights of the Child, include, for example, punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child.*

**Such punishments may be carried out in the family, or in institutions such as schools.*

Psychological punishments that are particularly cruel or severe may be considered psychological torture.



Six steps to take to end violence against children

Violence

- 1. Enact an explicit legal ban on violence against children backed by effective enforcement.**
- 2. Increase efforts to make violence against children socially unacceptable.**
- 3. Ensure the social inclusion of girls and boys who are at special risk in the prevention and response to violence against children.**
- 4. Build or enhance strong data systems and sound evidence to prevent and address violence against children.**
- 5. Develop a national, child-centered, integrated, multidisciplinary and time-bound strategy to address violence against children.**
- 6. Join with other governments to ensure the protection of children from violence is at the heart of the post-2015 international development agenda.**



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Protection of children without families

Article 20 (children deprived of family environment) Children who cannot be looked after by their own family have a right to special care and must be looked after properly, by people who respect their ethnic group, religion, culture and language.



ISSUE

the convention on the rights of the family environment for children (preamble) states responsibility in ensuring alternative care for children deprived of a family environment (Art. 20). However, it is less clear regarding the responsibility of the state to support parents in their caregiving role and strategies to prevent unnecessary separation of children from their families as well as the goals for alternative care, and the criteria for making decisions regarding alternative care placement.



SOLUTION

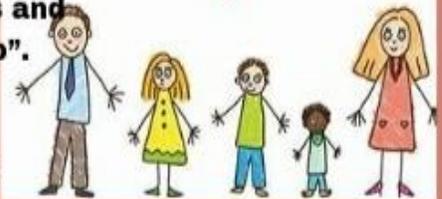
To make sure that every child lives in a family-type, loving and supportive environment, UNICEF supports child care reforms to ensure the full transition from institutional to community-based care for children and their families.



Children Adopted

According to section 2(aa) of the Juvenile Justice (Care and Protection of Children) Amendment Act, 2006, "adoption means the process through which the adopted child is permanently separated from his biological parent and becomes the legitimate child of his adoptive parents with all right, privileges and responsibility that are attached to the relationship".

ADOPTION



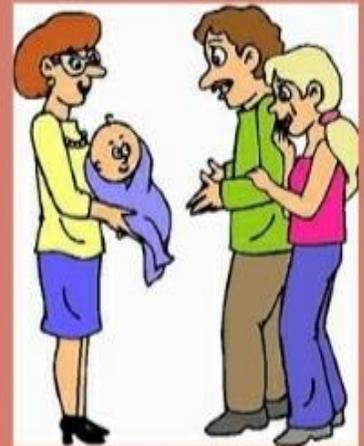
"Parenthood requires love, not DNA"

"Will it be easy? Nope. Will it be worth it? Absolutely"

"Adopting one child won't change the world: but for that child, the world will change"



When Children are adopted, the most important thing is to do what is best for them.



"Just because you're adopted doesn't mean they actually love you!"

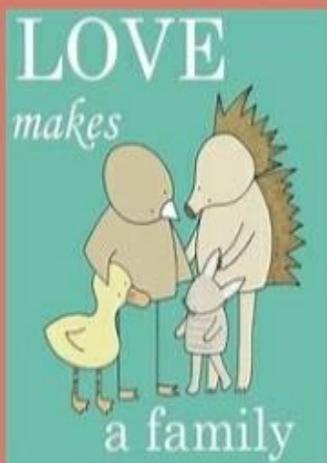
"The adoption was challenging - the LOVE arrived instantly"

"If a baby is not a blessing for you right now, let them be a blessing to someone else"

The prospective adoptive parents need to be physically, emotionally and mentally stable

Any person is eligible to adopt irrespective of their gender or marital status

A single parent cannot be more than 55 years of age.



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THE RIGHTS OF CHILDREN WITH DISABILITIES



I TOO HAVE A RIGHT

CHILDREN WITH DISABILITIES ARE ONE OF THE MOST MARGINALIZED AND EXCLUDED GROUPS IN SOCIETY. FACING DAILY DISCRIMINATION IN THE FORM OF NEGATIVE ATTITUDES, LACK OF ADEQUATE POLICIES AND LEGISLATION, THEY ARE EFFECTIVELY BARRED FROM REALIZING THEIR RIGHTS TO HEALTHCARE, EDUCATION, AND EVEN SURVIVAL.

"INCLUSION IS A RIGHT FOR ALL CHILDREN AND IS ABOUT MEANINGFUL PARTICIPATION AND EQUAL ACCESS"



CALL TO ACTION

CHILDREN WITH DISABILITIES MUST BE LOOKED AFTER BY EVERYONE CAREFULLY. WE ALL NEED LOVE AND AFFECTION AND A DISABLED CHILD EVEN MORE AND A LIFELONG. WE ARE ALL CAREGIVERS IN THAT SENSE AND NOT 'ONLY' THE MEMBER STATES.



ARTICLE 3, GENERAL PRINCIPLES: RESPECT FOR THE EVOLVING CAPACITIES OF CHILDREN WITH DISABILITIES AND RESPECT FOR THE RIGHT OF CHILDREN WITH DISABILITIES TO PRESERVE THEIR IDENTITIES

YOUR GENEROSITY GIVES CHILDREN A SMILE

Prepared by :
Ahsan Sabry
MSW 3rd semester



Social and Economic Help For Children



Economic and Social Rights are human rights that relate to our ability to live in dignity and participate fully in our Society. They include rights related to the workplace, social security and access to housing, food, water health care and education.

To help poor Families we should:

- > Donate a part of our weekly allowance to them .
- > Ask our Youth Group to contribute any items to help the children who are in needs.



- > Sponsor a child to get an education.



- > Donate food to children organization.



Connecting with families in social protection Programmes and encouraging the uptake of nutrition, health and education service.

Compilation of Infographic done by,
Angelis Lyngdoh
MSW 3rd Semester
St. Edmund's College Shillong

RIGHT OF THE CHILD

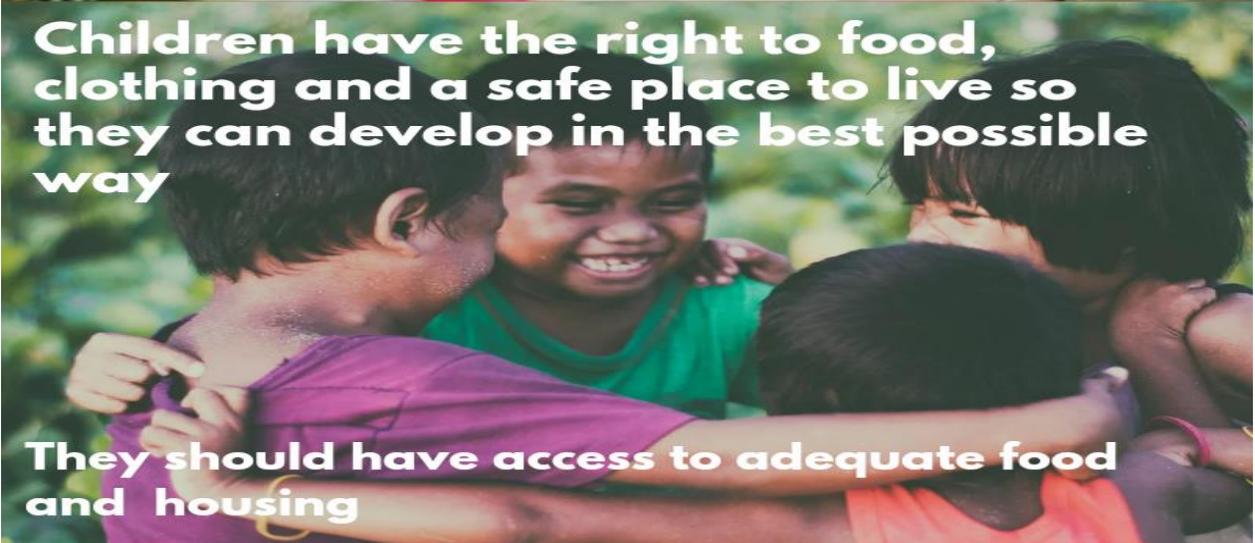


FOOD, CLOTHING AND SAFE HOME

Article 27 of the UNCRC says that children and young people should be able to live in a way that helps them reach their full physical, spiritual, moral and social potential.



Children have the right to food, clothing and a safe place to live so they can develop in the best possible way



They should have access to adequate food and housing



Parents or guardian have the main responsibility for making sure their child or young person reach their full potential

18. Right to Education



**"KNOWLEDGE WILL BRING YOU THE OPPORTUNITY TO MAKE A DIFFERENCE."
- CLAIRE FAGAN**

**EDUCATION IS THE MOST POWERFUL WEAPONS TO CHANGE THE WORLD,
EVERY CHILD HAS THE RIGHT TO EDUCATION FOR THEIR
BETTERMENT AND FOR THE FUTURE GENERATIONS.
THIS INCLUDES THE RIGHT TO FREE PRIMARY EDUCATION AND TO ACCESSIBLE
SECONDARY AND HIGHER EDUCATION.
EDUCATION IS A POWERFUL TOOL FOR CHILD SUPPORT,
GROWTH, DEVELOPMENT AND WELL-BEING CLOSING THE GAP IN SOCIAL INEQUALITY.**

Philemon lamare
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PROTECTION FROM HARMFUL DRUGS

ARTICLE 33

STATES PARTIES SHALL TAKE ALL APPROPRIATE MEASURES, INCLUDING LEGISLATIVE, ADMINISTRATIVE, SOCIAL AND EDUCATIONAL MEASURES, TO PROTECT CHILDREN FROM THE ILLICIT USE OF NARCOTIC DRUGS AND PSYCHOTROPIC SUBSTANCES AS DEFINED IN THE RELEVANT INTERNATIONAL TREATIES, AND TO PREVENT THE USE OF CHILDREN IN THE ILLICIT PRODUCTION AND TRAFFICKING OF SUCH SUBSTANCES.



DRUG USE AMONG CHILDREN POSE A THREAT TO THEIR SURVIVAL AND DEVELOPMENT AND THEIR HEALTH. HOWEVER IN MANY PLACES, CHILDREN WHO USE DRUGS ARE DEALT WITH BY THE CRIMINAL JUSTICE SYSTEM INSTEAD OF GETTING THE HELP THEY NEED. WHAT'S MORE, A REFUSAL TO BELIEVE THAT CHILDREN TAKE DRUGS MEANS THAT CHILDREN ARE UNABLE TO ACCESS REHABILITATION AND HARM REDUCTION SERVICES. PEOPLE SAY WE NEED TO PROTECT CHILDREN, BUT THE BEST PROTECTION IS TO GIVE THEM THE HONEST AND OBJECTIVE INFORMATION AND SERVICES THEY NEED TO MAKE CHOICES.

GOVERNMENT SHOULD USE ALL MEANS POSSIBLE TO PROTECT THE CHILD FROM THE USE OF HARMFUL DRUGS AND FROM BEING USED IN THE DRUG TRADE



MEASURES TO PROTECT CHILDREN WHO USE DRUGS

1. STATES PARTIES RECOGNIZE THE RIGHT OF THE CHILD TO FACILITIES FOR THE TREATMENT OF ILLNESS AND REHABILITATION OF HEALTH. STATES PARTIES SHALL STRIVE TO ENSURE THAT NO CHILD IS DEPRIVED OF HIS OR HER RIGHT OF ACCESS TO SUCH HEALTH CARE SERVICES

2. STATES PARTIES SHALL PURSUE FULL IMPLEMENTATION OF THIS RIGHT AND, IN PARTICULAR, SHALL TAKE APPROPRIATE MEASURES:

- (A) TO ENSURE THE PROVISION OF NECESSARY MEDICAL ASSISTANCE AND HEALTH CARE TO ALL CHILDREN
- (B) TO COMBAT DISEASE, THROUGH, INTER ALIA, THE APPLICATION OF READILY AVAILABLE TECHNOLOGY
- (C) TO DEVELOP PREVENTIVE HEALTH CARE

3. STATES PARTIES UNDERTAKE TO PROMOTE AND ENCOURAGE INTERNATIONAL CO-OPERATION WITH A VIEW TO ACHIEVING PROGRESSIVELY THE FULL REALIZATION OF THE RIGHT RECOGNIZED IN THE PRESENT ARTICLE IN THIS REGARD, PARTICULAR ACCOUNT SHALL BE TAKEN OF THE NEEDS OF DEVELOPING COUNTRIES. SOME CHILDREN AND YOUNG PEOPLE WILL EXPERIMENT AND USE DRUGS. THE MAJORITY OF DRUG USE AMONG YOUNG PEOPLE IS RECREATIONAL OR EXPERIMENTAL AND MOST WILL TRANSITION OUT OF THESE BEHAVIOURS WITHOUT SIGNIFICANT HEALTH PROBLEMS. THERE WILL, HOWEVER, BE THOSE THAT EXPERIENCE PROBLEMATIC DRUG USE OR BECOME DEPENDENT. MANY FACTORS COME INTO PLAY IN THIS REGARD, INCLUDING CO-MORBIDITY WITH MENTAL HEALTH PROBLEMS - ANOTHER CENTRAL CONSIDERATION CONNECTING DRUG USE, DEPENDENCE AND THE RIGHT TO HEALTH. THE COMMITTEE IS CONSISTENT ON THE NEED FOR TREATMENT AND REHABILITATION SERVICES FOR CHILDREN AND YOUNG PEOPLE WHO USE DRUGS. THE 3AO FRAMEWORK IS DIRECTLY APPLICABLE. AVAILABILITY: IN MANY COUNTRIES SPECIALISED SERVICES FOR YOUNG PEOPLE WHO USE DRUGS ARE NON-EXISTENT. SPECIALISED INTERVENTIONS FOR YOUNG PEOPLE ARE MULTI-FACETED - THERE SHOULD BE A RANGE OF OPTIONS DEPENDING ON THE KINDS OF DRUGS USED.

HOWEVER, SUCH INTERVENTIONS REQUIRE ADEQUATE HEALTH INFRASTRUCTURE IN ORDER TO BE EFFECTIVELY DELIVERED. AS SUCH, SERVICES FOR YOUNG PEOPLE WHO USE DRUGS MUST BE VISIBLE AND ACCOUNTED FOR IN BUDGETS, AND SHOULD BE SUPPORTED IN INTERNATIONAL DEVELOPMENT AID.

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Protection from sexual abuse

- Right to be protected from being abused and forced by economic necessity to enter occupations unsuited to their age or strength (Article 39(e))



Child abuse happens when someone caring for a child hurts a child's feelings or body. It can happen to boys or girls in any family.

- Educate children about safety measures. Provide information about the emergency contact numbers.
- Create awareness: About child protection systems and networks. Keep this information handy.



Sexual abuse is sexual contact (like sexual acts) or non-contact sexual activities (like taking or sharing sexual photos and sexual talk)



Physical abuse is when a child's body has been hurt. Hitting hard with a hand or an object like a belt can leave bruises or cuts and cause pain. Shaking, pushing, choking, punching, painful grabbing, and kicking also can be physical abuse.



Emotional abuse (or psychological abuse) happens when adults caring for a child judge, threaten, put down or reject kids or teens, withholding love so the child feels bad about themselves or worthless.

21. Prohibition of Employment of Children

PROHIBITION OF EMPLOYMENT OF CHILDREN

Article 24 of the Indian Constitution

According to the Constitution of India, children below the age group of 14 years are completely prohibited to be involved in factory, mine or other hazardous employment in anyways.



Child Labour is a social and economic evil, which damages the very foundation of the nation & economy.



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Child Criminal Justice

Children accused of breaking the law have the right to legal help and fair treatment. There should be lots of solutions to help these children become good members of their communities. Prisons should only be the last choice.

“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.”



GUIDING PRINCIPLES OF THE UN APPROACH TO JUSTICE FOR CHILDREN

1. Ensuring that the best interest of the child is given primary consideration
 2. Guaranteeing fair and equal treatment of every child, free from all kinds of discrimination
 3. Advancing the right to every child to express his or her views freely and to be heard
 4. Protecting every child from abuse, exploitation and violence
 5. Treating every child with dignity and compassion
 6. Respecting legal guarantees and safeguards in all processes
 7. Preventing conflict with the law as a crucial element of any juvenile justice policy
 8. Using deprivation of liberty of children only as a measure of last resort and for the shortest appropriate period of time
 9. Mainstreaming children’s issues in all rule of law efforts
- (United Nations 2008)

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BEST LAW FOR CHILDREN



THE CHILDREN ACT 1989

- To allow children to be healthy.
- Allowing children to remain safe in their environments.
- Helping children to enjoy life.
- Assist children in their quest to succeed.
- Help make a contribution – a positive contribution – to the lives of children.
- A child whose health or development is likely to be significantly impaired; or further impaired, without the provision for him of such services



EQUALITY ACT 2010

- Every individual has the right to be treated equally and fairly and not be discriminated against regardless of any 'protected characteristics'.
- Every individual has the right to be treated with respect and dignity.
- Health services have a duty to ensure that services are fair and meet the needs of everyone, regardless of their background or current circumstances.



THE HUMAN RIGHTS ACT 1998

- The right to from torture and inhumane or degrading treatment or punishment.
- The right to liberty and security.
- The right to freedom of thought, conscience and religion.
- The right to freedom of expression.
- The right of access to an education.



THE EDUCATION ACT 2002

- The local education authority must make arrangements for ensuring that their responsibilities in terms of safeguarding are exercised so that children are safe and that their welfare is promoted.
- The governing body of a school should make arrangements to ensure that their functions concerning the school's conduct are exercised with a view of safeguarding and promoting the welfare of children who attend the school.
- The governing body of a school should ensure that staff receive adequate training related to the safeguarding and promotion of the welfare of children.

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