

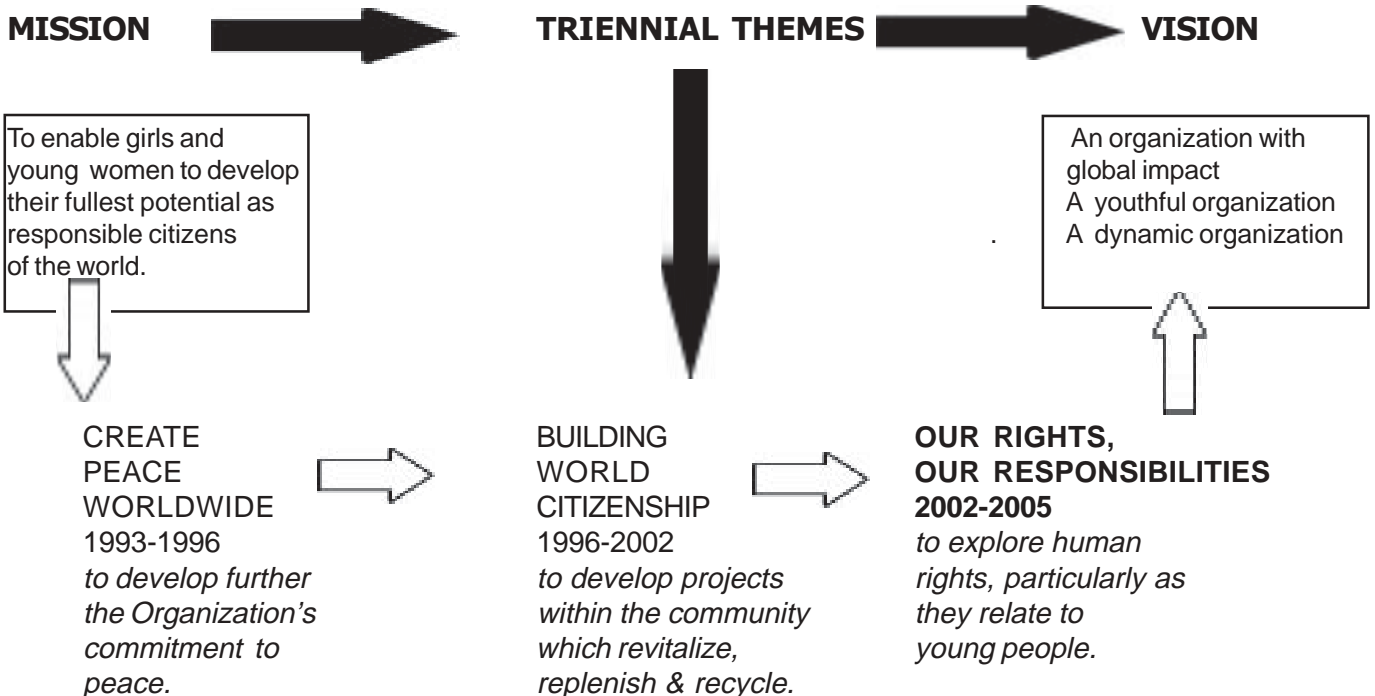
"Our Rights, Our Responsibilities"

WAGGGS Call to Action

Triennial Theme 2002-2005

I: Introduction: Why a Triennial Theme?

WAGGGS' Triennial Themes are designed to help individual members and Member Organizations develop their ongoing work in fulfilling the WAGGGS' Mission and moving towards a shared Vision of the future.



Each Triennial Theme builds upon earlier themes and is contemporary without being prescriptive or rigid. Within the latest theme: "Our Rights, Our Responsibilities" citizenship issues, particularly as they relate to young people as part of the global community, are explored under six broad headings:

1. ***The Right to Be Me***
2. ***The Right to be Heard***
3. ***The Right to be Happy***
4. ***The Right to Work Together***
5. ***The Right to Learn***
6. ***The Right to Live in Peace***

These specific six areas are important for WAGGGS' work. They each deal with important principles which relate to confidence in oneself, appreciation of others and co-operation between individuals and groups. They are concerned with the search for internal as well as external harmony and they raise important questions about the causes and consequences of inner and outer conflict.

The new Triennial Theme explores rights issues in terms of our understanding of what these rights are but also connects rights with responsibilities. This connection is important because through it we can improve our abilities and respond to our sense of duty in safeguarding and securing rights for ourselves and others.

The essence of duty is fundamental to the principles upon which WAGGGS is based and incorporates a sense of duty to God, country and service to others and to the Girl Guide/Girl Scout Law. The word “duty” can be interpreted as “responsibility” for oneself and for others. This responsibility brings with it a set of values such as honesty, trustworthiness, respect, tolerance, caring, objectivity and openness. Such values are important as a basis for the development of personal identity and acquiring positive attitudes. We live in a world where there is great emphasis on the “rights” of individuals but the personal and group responsibilities that come with these rights have often been overlooked, leading to people becoming selfish and greedy.

Although some Associations have done some work on aspects that relate to this theme, there is much more that we can all achieve in terms of education, information sharing and giving encouragement.

WAGGGS has a responsibility to challenge and assist Member Organizations in the education of their members to become responsible citizens making a positive contribution to their local and wider communities. For this reason, we have developed an Activity Pack for each rights issue. The packs contain information to encourage thinking, debate and a range of activities for a wide range of age groups, to get members started. There is great scope to build and develop ideas.

The Activity Packs can be used to deal with real issues that affect people. Some are designed for individuals working alone, others are more appropriate for groups. Some involve the local community, others require much wider networking. There are some activities most suited to younger members and others for older members, but most can be adapted to the needs and abilities of any age group.

WAGGGS is a unique organization, in a unique position to support young people, especially girls and young women, as they face the challenges of today’s world. We are able to unite and build confidence in girls and young women so that they may expect to live in a more just and equitable society. We have a responsibility to *call to action* our members, so that we all stand strong together, taking responsibility for the rights we all share.

This Introductory Pack contains background information on the rights issues, provides guidelines for Leaders, notes on partnership, publicity ideas, suggestions for recording results.

The Activity Packs suggest a range of activities, which will help National Organizations:

- deepen their knowledge and understanding of rights and responsibilities
- take action to safeguard or secure rights for themselves or others
- share the lessons they learn for the benefit of others
- encourage others to believe that they can make a difference

As ever, you, the National Organizations are the key to success. Commitment, participation and involvement are absolutely essential if the Theme is to have a powerful impact.

Remember that by supporting “Our Rights, Our Responsibilities” theme, you can:

- **strengthen your sense of belonging and unity**
- **strengthen and raise the profile and value of what you are already doing for the community and wider world**
- **encourage creativity, innovation and individual expression**
- **influence public opinion**
- **inspire others**



II: The Triennial Theme: Why Rights and Responsibilities?

The idea of *natural rights* - rights which belong to people by virtue of their humanity – is a very old one. Despite wide differences in cultures across the world, the idea of natural rights has developed in some form in all human societies. However, the recognition of natural or moral rights does not mean that these rights are automatic or secure for everyone and this is especially true for girls and women. Throughout history, people have had to struggle to claim their rights. Action for justice has united people in powerful movements to end oppression - for example: movements to secure freedom from slavery, the right to vote and freedom to follow a religion.

During the last century, international and regional codes of Human Rights, which aim to secure certain basic rights for everyone have been developed and are endorsed by governments. *The Universal Declaration of Human Rights* was adopted and proclaimed by the General Assembly of United Nations in 1948. *The Convention on the Rights of the Child*, adopted in 1989, has been signed by 191 governments – both summarised in Annex I. Yet, despite the power of these codes when applied in law, in practice there are still major violations of people's rights in many parts of the world.

BASIC RIGHTS: BASIC WRONGS

IT'S A SAD FACT BUT.....

- one in four of the world's people live in a state of absolute poverty, unable to afford basic shelter or minimum food requirements
- every day 35,000 children die because they are poor
- 130 million children do not go to primary school because their parents cannot afford to send them and their governments cannot afford free education; over 70% of these children are girls
- every day 25,000 people die from illnesses that are carried in dirty water world-wide, women are paid 30-40% less than men for the same jobs
- every day, 8,500 children and young people are infected with HIV
- 50 to 60 million children between the ages of 5 and 14 years work in dangerous conditions
- nine out of ten people killed in today's wars are civilians; most of these are women and children

The term “basic rights” covers both material and civil rights. The fact that they are incorporated under one heading emphasises that they are interrelated and indivisible.

Basic rights can be defined as “the rights of people to have the power, means and access to the basic resources necessary to enable them to participate in their society and to make positive changes in their lives.”

Responsibility can be defined as “an awareness of our role as citizens and decisions about how to live – as consumers, as family and as community members – that does not contribute to injustice – and how to change things for the better for ourselves and others.”

“Developing Rights: Teaching Rights and Responsibilities ages 11-14” March 1998,
by Sheila Harding and Rob Union (Oxfam Publication)

The concepts of rights and responsibilities are implicit in the Original Promise and Law. The Law highlights important aspects of moral justice and by referring to these requirements as a “law” emphasizes their binding nature and importance. In making our Promise we all agree to abide by this Law and it is our unity in this Promise that ensures that we recognize our responsibilities towards others as well as our own right to moral justice.



Education to raise awareness about universal basic rights helps people to take active and positive responsibility for claiming rights for themselves and others. Even in countries where the majority do not have to struggle for their rights, rights must not be taken for granted because the situation can change. People who are aware of their rights are more likely to become active and effective citizens.

“*Our Rights, Our Responsibilities*” has been chosen by WAGGGS as its Triennial Theme because we can play a significant part in educating youth, especially girls and young women. We empower young people to deal effectively with rights issues and to look at democracy in all aspects of their lives. Activities have been developed to help young people consider their rights and responsibilities as individuals and as members of their local and the global community. They encourage consideration of how actions and attitudes affect others.

“*Our Rights, Our Responsibilities*” is not just about knowing our rights; it is also about believing that we deserve them. The theme explores how to secure these rights and to recognise when they are being denied or undermined. The theme helps us look at the rights of others and how we can maintain them.

The aim is to look beyond rights to responsibilities. Our rights as citizens bring with them responsibilities – to make sure that we do not allow our rights to be eroded, but also to support the rights of others. Our responsibilities extend to contributing something to the communities in which we live, in a spirit of good citizenship and social harmony.

Overall the most important outcome of this theme will be Girl Guides/Girl Scouts understanding their rights and responsibilities and building self-respect. This is an empowering experience for all young people, who often feel that their opinions and potential contributions are dismissed or overlooked because of their age. It is also a particularly valuable experience for girls and young women, who often are encouraged to think of themselves as providers, carers, or worse still, objects for admiration and possession, rather than individuals with rights and potential.

The connection between rights and responsibilities is an important one for young people as they work out their own values, of right and wrong and their commitments. The essence of what some would refer to as duty is embodied in this concept of responsibility. But it is not duty imposed by someone else, it is duty as determined by the individual and his or her values and personal beliefs. In that sense it is about duty to oneself and to others.

Another important aspect of having rights and responsibilities is taking part in decision- making. This requires one to have a responsible attitude, which takes into account:

- other people’s views
- finding more information
- changing or modifying your views if necessary
- weighing up the likely effects of each alternative
- making your decision and accepting responsibility for it.

There can be little doubt in any of our minds at the start of the 21st century, that lack of mutual understanding and respect between people provides a fertile ground for the growth of mistrust, fear and even hatred. WAGGGS is one of the few organizations that can demonstrate the process in reverse. Our non-formal education and exchange programmes build more than understanding and tolerance. They build respect, mutual support and friendship. We can offer an example. We can do *much* to support the “listening”. We can do much to promote negotiation, compromise and consideration for others in the *Right to Live in Peace*.



Getting Started: Guidelines for Leaders

WAGGGS has developed activities to help explore the rights and responsibilities outlined below. These are presented in six Activity Packs, each exploring a particular aspect of the theme. These six aspects are part of a whole and all are important and link together. Some activities have been placed in one Activity Pack but could easily belong to several.



The notes below describe the six aspects in general terms. As you read these notes, think of their relationship to the Universal Declaration of Human Rights and the United Nations Convention on the Rights of the Child as summarised in Annex I.

THE RIGHT TO BE ME

Everyone is an individual and unique. Many things such as: family background, culture, experiences, interests and skills shape us all. People have a right to be who they are and should be proud of themselves and enjoy many ways of expressing their individuality. The world is a rich place because there are different people and cultures within it. Understanding different cultures brings about greater tolerance and peace because we can recognize that people have very different ways of expressing their individuality. In considering this aspect of the theme we must always remember that in some cultures the group is seen to be more important than the individual. A deeper understanding of other cultures also shows that stereotypes do not represent the whole picture.

We can begin to work on this issue by exploring our own individuality and then asking ourselves how to get the best out of each individual and how this relates to the Guide/Girl Scout Movement. The Right to Be Me is about being yourself, but also about not being judgmental; it is about recognising the right to be different as long as you are responsible; about working out what these responsibilities are not only to yourself but also to your family, friends, groups and community.

It is also a theme that deals with the past that shaped us and the future and what it might hold. Most people have ideas of what they want to do and be. This should be based on what is important to them as individuals rather than being the same as others. Everyone has a role to play in the world.



Questions for discussion:

- *What are or have been the most important influences on your life – are they genetic and inherited or part of your upbringing?*
- *What assumptions do people often make about you that you think are wrong? Are they based on some kind of stereotype?*
- *What groups of people do you stereotype?*
- *What do you want to do and be? And who can help you achieve this goal?*
- *What role can and should the Girl Guide/Girl Scout Movement play in helping individuals reach their potential?*
- *How do responsibilities to family, friends and community fit into a theme about the individual?*
- *Can you give an example of how there may sometimes be conflicts between what you want and your responsibilities to family and friends? How can they be resolved?*

These questions can also be used as a basis for activity development.

THE RIGHT TO BE HEARD

Ideally everyone has a right to his or her own beliefs and to express them, but we know that in some situations people are not able to express themselves freely. At the same time it is important to respect other people's viewpoints. This is fundamental to democracy and democratic values.

All citizens have rights to their own beliefs. Sometimes, however, one person's "rights" can clash with another person's "right". How far can a person exercise their right without infringing on another person's right? It is important to remember that in exercising our rights we must not trample on other people's freedom.

The Right to Be Heard is about defending your viewpoint, being able to identify appropriate ways of presenting your views in a coherent argument and reviewing them in the light of new information. Holding onto our beliefs and opinions, even in the face of opposition, can be important. However, being able to change one's mind in the light of new knowledge may be just as big a strength. And if we want to persuade others to our way of thinking, then we need to use negotiation and develop influencing skills.

It is about working out better ways to express ourselves to our family, friends and the community in which we live. It is also about understanding the principles of democracy and how these can be applied in our daily lives.

One of the most important aspects of democracy is learning to live together in a way that promotes peace, harmony and human respect and understanding. Democracy is about respecting human dignity and justice.

Questions for discussion:

- *How does your ability to express your feelings vary depending on whether you are at home, in your class at school, your Girl Guide/Girl Scout troop/unit?*
- *Why is there a difference?*
- *Think about someone to whom you find it difficult/easy to talk openly - why is this?*
- *Think about someone you argue a lot with – why is this?*
- *How do you behave when you disagree with someone else's point of view? Why do you behave in this way and could your approach be improved?*
- *Think about timing – do you sometimes say what you think at the wrong time? Give an example.*
- *When do you sometimes feel it is best to keep quiet? Why do you do this? Is this an infringement of your rights or simply a responsible attitude to the situation?*
- *Discuss the principles of democracy and how these affect individuals, communities and nations.*



These questions can also be used as a basis for activity development.

THE RIGHT TO BE HAPPY

Everyone has difficulties and challenges in their lives. Whether these overwhelm or challenge us depends on the individual's point of view. Some people remain happy despite having big difficulties because they are determined to be positive and remember the good things they have.

Happiness can be described as a feeling or an expression of joy. It cannot be measured. It is a widely accepted notion that the root of all human's behaviour seeks to increase happiness. The ability to be happy is a tremendous gift developed by the individual and it is one that can be shared with others through our actions. What makes us happy? It has been said that for most people happiness comes from having a good supportive network of family and friends. This is important because it provides us with a group of people we can relate to on an individual basis. Other things that may bring happiness include:

- doing something useful and feeling valued by people around you
- being accepted and loved
- doing a job you like, that brings satisfaction and a sense of responsibility
- pursuing a specific interest
- enjoying good health
- having access to the basic needs of life, e.g. security, food, shelter and freedom from abuse

Yet many people face hardship and illness with a smile. Why is this? What makes an individual resilient and positive about their lives?

The *Right to Be Happy* is about thinking about what makes each of us happy and the decisions we must make to secure that happiness. Happiness is connected to responsibilities.

Happiness is an elusive idea, yet there are many individuals, families and even societies in the world afflicted by increasing dissatisfaction with their lives – why is this and what can we as Girl Guides/Girl Scouts do to help?

Questions for discussion:

- *What makes you happy?*
- *What makes you unhappy?*
- *Do we have the right to do as we like if it makes us happy? If not, why not and what can we do when we feel there is a conflict?*
- *Is it possible to create a feeling of happiness just because you want to?*
- *Are there certain people for whom you always try to be happy – why is that?*
- *Have you ever pretended to be unhappier about something than you really are just to get your own way?*
- *Can you think of something causing you unhappiness in life that you can do something about? Plan to bring about the change.*
- *Is there anything that someone else can help you with – who, and how can you secure their help?*
- *Can you think of ways to make members of your family happier – or a special friend?*
- *Does “trying to be happy” work? Test it for a day and discuss the results with the group*

These questions can also be used as a basis for activity development.



THE RIGHT TO WORK TOGETHER

Being part of a group or team is a special feeling. Groups and teams that work well are built on trust, respect and a sense of belonging. This sense of belonging is important to us all, for we are “social beings” enjoying the company and society of others. Working, acting and living in groups happens in every country and culture – although some societies are particularly inclined towards group living and working and others are not. Whatever the local social customs, there is no doubt that working as a team can bring huge benefits. You can share your skills, support each other and achieve far more. You may gain respect and a greater sense of achievement. Deep and lasting friendships often develop as a result of teamwork. You may be protected and so feel secure and safe. A concerted effort by many people (even if they are often spread far apart globally) may be the only means by which positive change can be brought about.

However, sometimes working in a team can be a huge challenge requiring patience, tolerance and determination, particularly when you have no choice over the group. This may happen at school, in clubs, even in your own family. Learning to work with others is a great skill. Think about how being a Girl Guide/Girl Scout helps in this regard.

Questions for discussion:

- *What groups or teams do you belong to? What do you hope to gain from membership?*
- *What characteristics make up a good team?*
- *Can people with very different personalities still work together as a team? Can you give examples?*
- *Can you think of a successful/unsuccessful team of which you were a member? Explain the success or lack of it.*
- *What does being a Guide/Scout mean in terms of building team skills?*
- *How can you share these skills with your family, friends and wider community?*
- *Can you think of local/global groups that have worked together to bring about change? What did they change and how was this achieved?*
- *Can you think of a change that you could bring about by forming a group or team of people to achieve it?*

These questions can also be used as a basis for activity development.

THE RIGHT TO LEARN

Learning starts from the moment we are born and carries on throughout our lives. Learning is not only a school-based activity. In recent years, there has been a growing recognition that while **formal education** is very important, there is also much to be said for so-called **informal education** and **non-formal education**. It is useful to understand these distinctions and so recognise that we are learning throughout our lives.

<i>Formal Education:</i>	<i>hierarchically structured, chronologically graded, educational system running from primary through to tertiary institutions</i>
<i>Informal Education:</i>	<i>the process whereby every individual acquires attitudes, values, skills and knowledge from daily experience, such as from family, friends, peer groups, the media and other influences and factors in the person's environment</i>
<i>Non-formal Education:</i>	<i>organized educational activity outside the established formal system that is intended to serve an identifiable learning clientele with identifiable learning objectives</i>

(The Education of Young People – A statement at the dawn of the 21st century)



Everyone has abilities and the right to keep learning and developing new skills and knowledge. Self-development and continued growth are not only about the opportunities provided for us but also the opportunities that we make for ourselves. A love of learning can help us build self-respect and a meaningful life. Think about the Girl Guide/Girl Scout Movement in this regard – both in terms of what it offers you but also what it helps you to offer others.

Questions for discussion:

- Think about the different environments in which you learn – what kinds of things do you learn in each and do you learn in different ways?
- What is distinctive about what you learn as a Girl Guide/Girl Scout and the way you learn?
- Do you think some people have developed a poor attitude to learning? Why do you think this is? What can be done to help them?
- What have you really enjoyed learning and why – was it the topic itself or the way it was taught?
- What have you learned today?
- What knowledge or skills can you share?
- Is it possible to learn to learn – how can you help others in this regard?
- What new learning would you like to plan?

These questions can also be used as a basis for activity development.

THE RIGHT TO LIVE IN PEACE

Perhaps of all the themes covered by the Activity packs, *The Right to Live in Peace* is the one that makes many people feel most powerless. What can an individual do to prevent wars between countries, hostility between neighbours, disputes between friends and arguments between members of the family? All of these scenarios can be frightening and we shy away from them, either to protect ourselves from hurt or because we feel powerless. Sometimes it seems inconceivable that there is anything that we can do to stop angry people shouting or fighting or to prevent acts of terror. In many ways it seems right that we should not have to get involved. Yet we feel responsible and are conscious that we cannot just turn our backs. This may be because the conflict is happening in our home and affects us directly, or in our country and affects our opportunities and freedom - or may be simply that the conflict is happening in our world and affects our global conscience.

Yet how does the individual help to build a peaceful world and take their responsibilities for the right to live in peace seriously? This Activity Pack is designed to help you think about this question and to find meaningful ways to both secure your rights and to help protect others from the miseries of arguments, aggression and war.

Questions for discussion:

- *What conflicts are you aware of in the world? Why is each one happening?*
- *What are the similarities and differences between the small conflicts you have with family members and friends and those that divide nations and cause wars?*
- *Why is it so difficult for people to see the other's point of view?*
- *Sometimes individuals or even entire nations are surprised at the ill feeling they have generated – how does that happen and can you give examples?*
- *What do you do when you are arguing with someone? How difficult is that? How could you change this behaviour?*

These questions can also be used as a basis for activity development.



The activities within each pack help to develop constructive critical skills and social skills. It will enable individuals to understand the framework of rights that affects them. It also shows how to achieve their full measure of rights and how to recognise and act upon their responsibility to help others too.

Each Activity Pack contains information and activities to help leaders and members take up the challenge to support young people to learn about and secure rights for themselves and others. There is plenty of room for local initiatives too – the packs are a guideline only and everyone is welcome to adapt the activities to suit local circumstances or to contribute new ideas and ways of doing things. Members will be encouraged to undertake activities from all six packs. These activities can be used within Girl Guide/Girl Scout groups or other groups that you are working with.

Notes on Partnership

WAGGGS is exploring the possibility of working in partnership with a range of organizations that are already working on these issues. These include UNICEF, UNESCO and Soroptimist International. The matter of rights and responsibilities has also been on the international agenda, especially the UN and the Global Movement for Children. We will keep you informed of how these partnerships develop and what they offer you in terms of additional resources and ideas.

Remember too that you may find useful local partners with which to work. It is a great achievement if you can find ways to involve other organizations and build their enthusiasm.

Publicity Ideas

We would hope that as many people as possible learn about the work we are doing to support young people in understanding their rights and responsibilities. This is important, not only because it raises the profile of the rights issues themselves but also because it raises the profile of WAGGGS and the Girl Guide/Girl Scout Movement. Such publicity helps inform others that we belong to an active, articulate and contemporary organization that honours the rights and responsibilities of young people and represents a major force for good in today's world. Many people may have a very outdated view about the Girl Guide/Girl Scout movement. We can earn their respect by letting them know about modern Girl Guides/Girl Scouts and some of our remarkable achievements.

Publicity can take many forms. It can involve you in writing articles for newspapers and magazines, inviting press officers to attend events or writing press releases yourselves. It may involve sending information and invitations to influential people in local government and other relevant local organizations. It may involve drawing parents, teachers and other individuals into your activities. You can extract parts of this Introductory Pack and the Activity Packs to produce information leaflets or press releases as required.

Keeping a Record

It is always satisfying to look back on the work we have done and for this reason, we encourage all members to keep a visual record of all that has been achieved under each of the themes. A record sheet divided into six parts will be provided with each Activity Pack and can be photocopied. This can be used by members to write or draw what they have done and so create a personal record. Alternatively, members can develop a personal notebook containing their plans and achievements throughout the theme period.



What does WAGGGS want to achieve with this Theme?

The theme enables National Organizations to engage their members in contemporary important issues that affect people's lives. Through this theme National Organizations can:

- Educate their members as well as others on the issues of rights and responsibilities, which is the basis of the Promise and Law.
- Influence others to take positive action on matters of rights and responsibilities.
- Facilitate in taking an advocacy role wherever possible.
- Improve/change the public image and perception of Girl Guiding/Girl Scouting.
- Use it as a tool to promote, both internally and externally, what it means to contribute towards building a better world.
- Use it as an opportunity to connect to real issues and promote values and positive attitudes.
- Highlight key issues that WAGGGS should focus on at international level.



Annex I: Summary of Key Rights Agreements Codes of Rights

A SUMMARY OF THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

1. All human beings are born free and equal in dignity and rights
2. Everyone is entitled to all their rights and freedoms listed in the Declaration, regardless of race, colour, sex or religion.
3. Everyone has the right to life, liberty and security.
4. No one shall be held in slavery.
5. No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.
6. Everyone has the right to recognition before the law.
7. Everyone is equal before the law.
8. Everyone has the right to an effective remedy for violation of his or her legal rights.
9. No one shall be subject to arbitrary arrest, detention or exile.
10. Everyone is entitled to a fair hearing.
11. Everyone is innocent until proven guilty.
12. No one shall suffer arbitrary interference.
13. Everyone has the right to freedom of movement.
14. Everyone has the right to seek asylum.
15. Everyone has the right to nationality.
16. Everyone has the right to marry.
17. Everyone has the right to own property.
18. Everyone has the right to freedom of thought.
19. Everyone has the right to freedom of opinion and expression.
20. Everyone has the right to freedom of assembly and association.
21. Everyone has the right to take part in government.
22. Everyone has the right to full security in society.
23. Everyone has the right to work.
24. Everyone has the right to rest and leisure.
25. Everyone has the right to a standard of living adequate for health and well-being.
26. Everyone has the right to education.
27. Everyone has the right to participate freely in the cultural life of the community.
28. Everyone has the right to social and international order in which these rights can be fully realised.
29. Everyone has duties to the community and a duty to respect the rights and freedoms of others.
30. Nothing in the Declaration may be interpreted as giving a right to destroy any of the rights and freedoms set out in it.



Annex II: Summary of Key Rights Agreements

Codes of Rights

A SUMMARY OF THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD

The main principles:

There are three main rights, which the Convention says must be considered whenever a decision is made about children or action is taken which affects them.

These are:

- Non-discrimination. All rights apply to all children regardless of race, sex, religion, language, and disability or family background.
- Best interests. When decisions are made about children, they should always consider the best interests of the particular child.
- The child's opinion. Children have a right to say what they think about anything that affects them. They should be listened to carefully and have their views taken into account.

Other rights

These can be divided into three categories:

Self

All children have the right to:

- A name and nationality.
- Express their thoughts, conscience and religion.
- Join organizations and take part in meetings.
- Privacy.
- Access to information, including information about themselves.

Services

All children have the right to:

- Physical and health care.
- Education.
- An adequate standard of living.
- A clean, safe, healthy environment.
- A range of leisure activities.
- Disabled children must be helped to live a full and active life and to be as independent as possible.

Protection

All children have the right to:

- Protection from abuse or neglect.
- Protection from dangerous drugs.
- Protection from sexual exploitation or being sold, abducted or trafficked.
- Protection from work which could be dangerous, harmful or inappropriate to their age.
- Defend themselves if accused of committing a crime. They should be treated with respect and if detained, should be treated appropriately for their age.
- Protection in times of war. Children should not be recruited into the armed forces if they are under 15.

