

A young child with dark hair, wearing a light blue sweater, is leaning their head against a large, worn red suitcase. An adult's hand is visible, gripping the handle of the suitcase. The background is a dusty, open area with some buildings and people in the distance, suggesting a displacement or migration setting.

# Children ON the Move:

Their rights under the Convention on  
the Rights of the Child (CRC) and through  
the eyes of children

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**Provisions under Article 22 of the CRC**

**The Global Child Rights Dialog (GCRD)**

**Children' opinions on the rights under Article 22**

**Closing Remarks**

# GlobalChild; facilitating compliance & accountability

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- Operationalizing the 41 substantive rights under the CRC;
- Creating 41 sets of indicators to serve as CRC compliance monitoring tool; and
- Subjecting the indicator sets to the feedback from over 100 experts and 2000 children across the globe

## Article 22: Rights of refugee and asylum seeking children

States Parties shall take appropriate measures to ensure that a child who is seeking refugee status or who is considered a refugee shall, whether unaccompanied or accompanied, receive appropriate protection and humanitarian assistance in the enjoyment of applicable rights set forth in the present Convention....

# Attributes of Article 22

Appropriate  
protection &  
humanitarian  
assistance

Preservation of  
rights

Duty to protect  
& assist  
through  
international  
cooperation

Best interests  
and family  
reunification  
principles

## Appropriate protection and humanitarian assistance

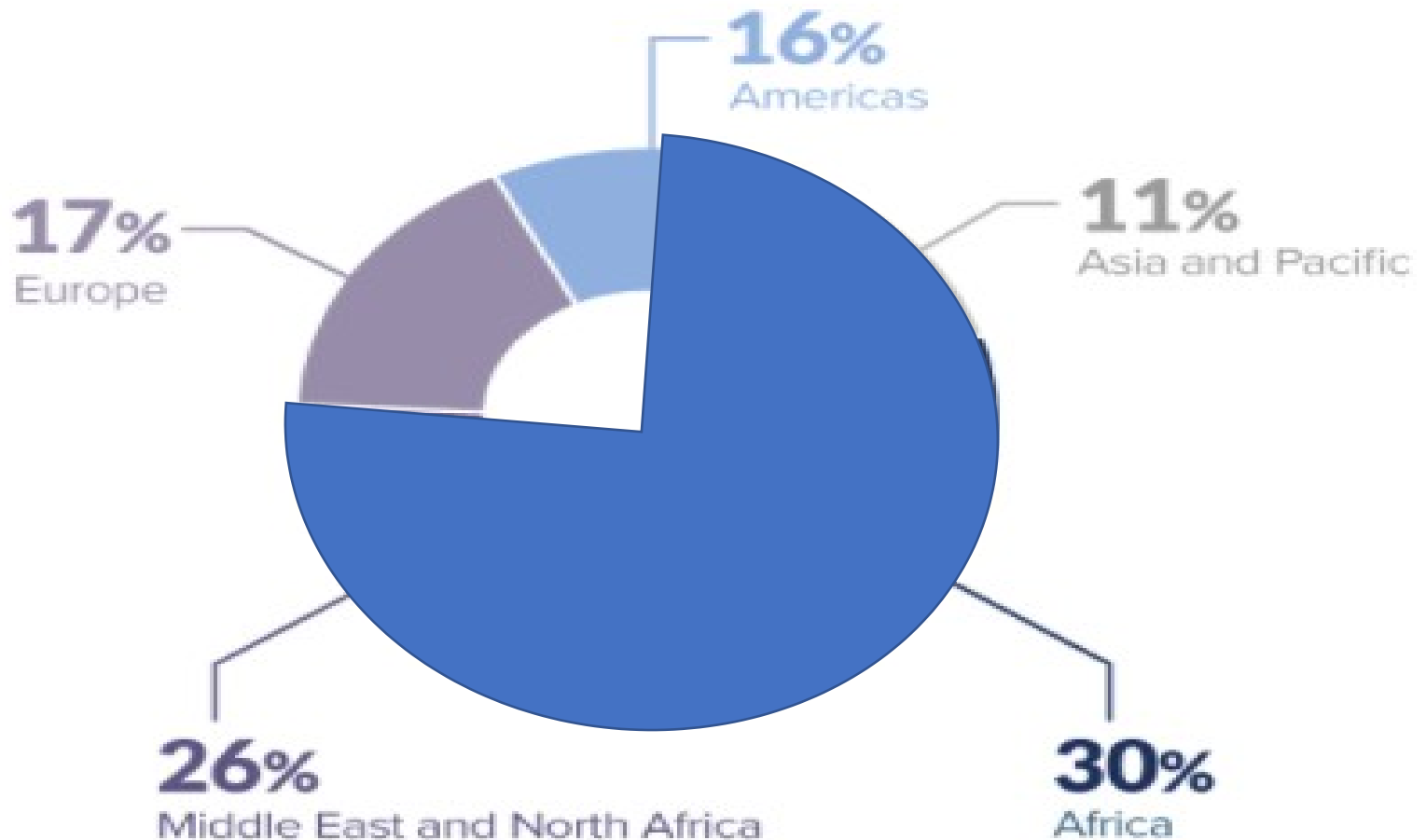
- Granting refugee children neither a special status nor any lesser status than children of the host country;
- Treating the children as children first and foremost and not as migrants per se;
- Not undermining their rights to education, health, protection & so on; and
- The criterion of humanitarian assistance should strengthen the “appropriate protection” (avoid discriminatory consequences, defend the principle of non-deportation of children; and reinforce the child’s right to preserve family life)

# Preservation of rights

- Preservation of rights not only under the CRC but also under a number of other international treaties and instruments;
- 1951 Refugee Convention is the source document and center piece of UNHCR guidelines in relation to child asylum claim;
- Under all treaties the primary consideration must be children's protection, while under the CRC the best Interest of the Child (BIC) is the central focus of all actions undertaken to protect them.

# Duty to protect & assist through international cooperation

## Where the world's displaced people are being hosted



# Best interest and family reunification principles

- Two guiding principles for all activities with the refugee child: the Best Interests of the Child (BIC) and the principle of family unity;
- Family reunification should be based on a robust assessment that upholds BIC as a primary consideration (a process referred to as the Best Interest Determination, BID); and
- Family reunification should not be delayed because of the BID procedure, however, it also cannot trump the child's best interests.

# Attributes of Article 22

Appropriate protection & humanitarian assistance.

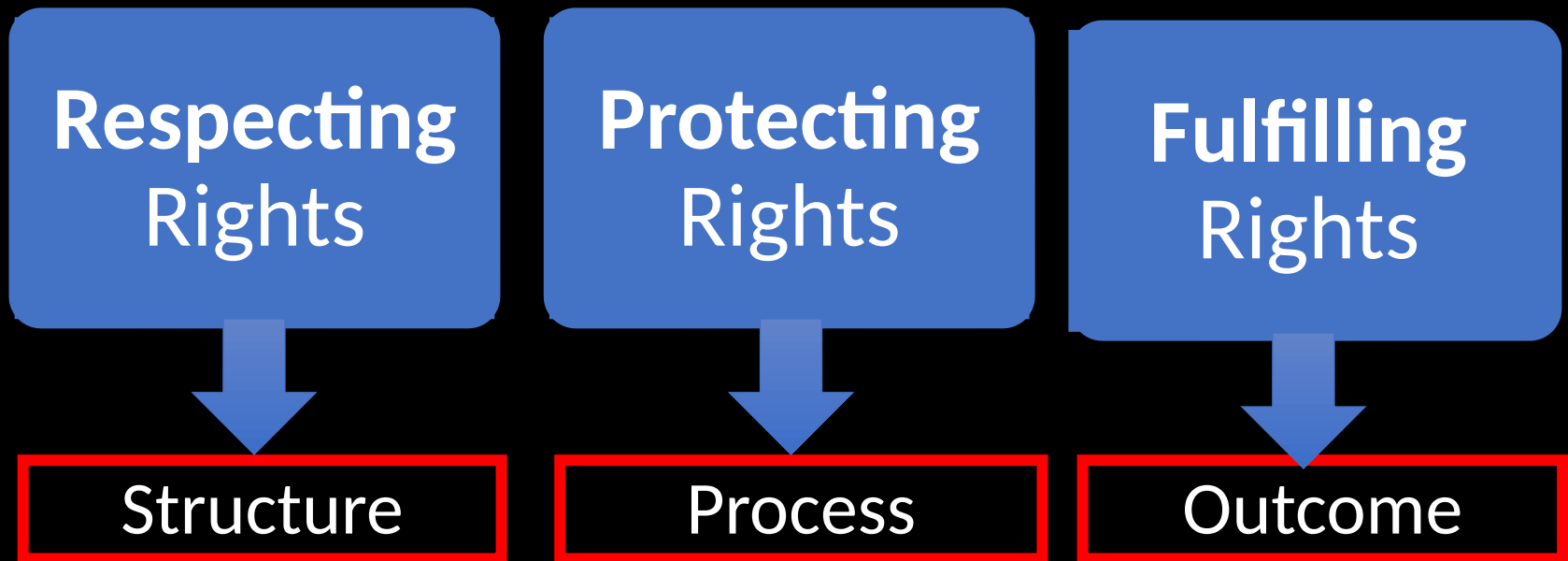
Preservation of rights

Duty to protect & assist through international cooperation

Best interests and family reunification principles

-Human rights inflicts responsibilities on their duty bearers in the forms of actions to respect, and protect the right; an

-States' actions should be conducive to progressive improving the lives of the right holders



## **Structure Indicators**

**The law ensures  
that children have  
the right to acquire  
nationality**

## **Process Indicators**

**Information about  
acquiring  
nationality is  
available easily and  
at no cost**

## **Outcome Indicators**

**Proportion of  
stateless children**

# Clarity of the international standards on the obligations of the host governments,

Art 22-CRC; “...host countries have a moral and legal obligation to ensure children their right to an education ...”;



# Clarity of the international standards on the obligations of the host governments,

SDG 4 also ;”..ensuring inclusive and equitable quality education to all children, including displaced children, as reflected in other legal rules and commitments...”;

# Global Child Rights Dialogue(GCRD))



# ARTICLE 22

**Governments must protect and help children who are refugees, whether they are on their own or with their families**



**Child refugees have the same rights as every child, including the rights to be heard, supported and protected**

Refugees should be able to attend regular schools  
Counselling should be provided to help children recover from any trauma

**Child refugees also have special rights as refugees**

They should understand and be heard in any processes or decisions that will decide their future  
The child's best interests should inform all decision

**Governments should help children to find their families or, if not possible, they should provide the child with support and care**

Children should not be kept in detention while they are waiting a decision about their future

**Governments should work together with other countries and international organisations to support child refugees.**

Countries should share information to help children find their families

**Child Friendly versions  
of the CRC article**







**Over 2000 children from 52 centers of the five regions of the globe participated and voiced their opinions on their 41 substantive rights**

# Key themes identified by children when discussing Article 22

Children  
receive  
support

Treated with no  
discrimination

Children are  
safe

Children made  
feel welcome

# Children Receive Support

*“Well I think there should have people stationed in schools.. we need like a counsellor ..that could speak the language as well. feel better if have someone native, who could speak both languages.”*

*(Trinidad and Tobago, ages 13-17)*

*“Give opportunity for social reintegration”*

*(Cote d’Ivoire, ages 14-17)*

*“Victims treated and cared for well”*

*(Zambia, ages 11-18)*

*“The government should provide shelters or housing for refugees”*

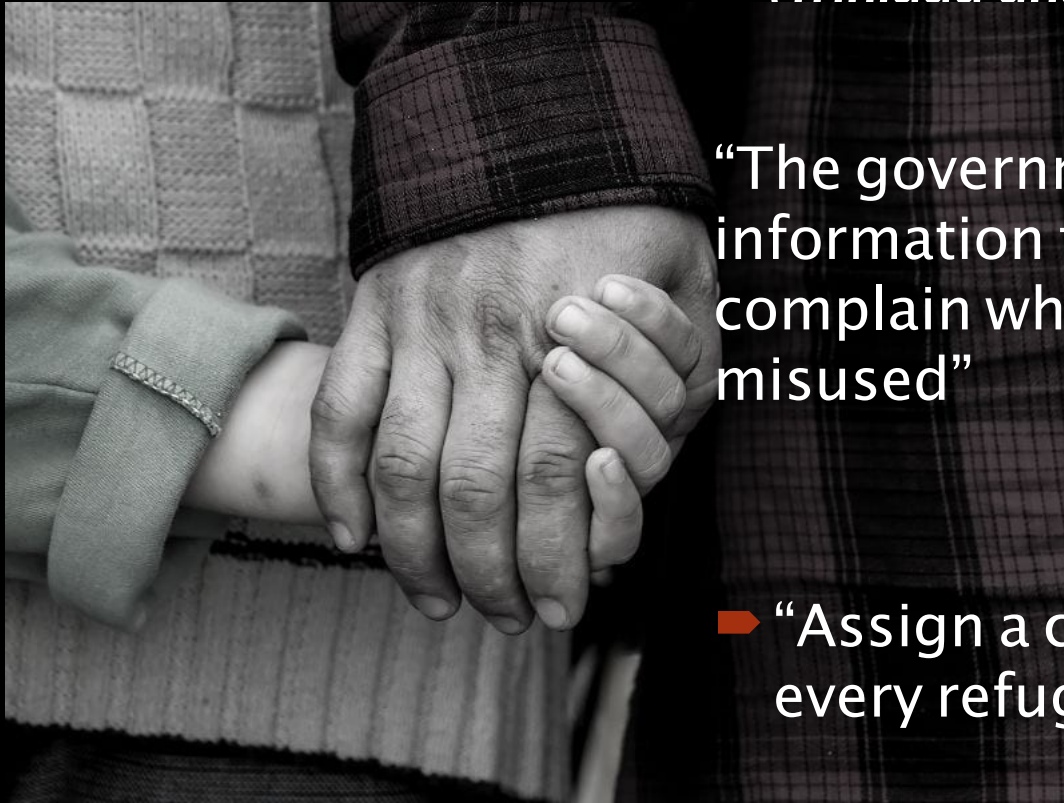
*(Jamaica, ages 10-16)*



# Children are Safe

*“...could have a neighbourhood watch group or something to see if they see children who they know they are refugees and monitor them, see if they going to school, like you ask them.”*

*(Trinidad and Tobago, ages 13-17)*



“The government, should have detailed information for where children can complain whenever trapped, abused, misused”

*(Zambia, ages 11-18)*

➤ “Assign a child protection delegate in every refugees camp”

*(Jamaica, ages 12-16)*

# Refugees Are Made Welcome



“Celebration of day for the respect of refugee’s rights “

(Cote d’Ivoire, ages 14-17)

“Public awareness or sensitization of the public regarding refugees”

(Jamaica, ages 10-18)

WELCOME TO CANADA

# Stop Discrimination

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“There should be awareness raising through radio, TV, ...and blogging all forms of discrimination against children”

*(Zambia, ages 11-18)*

“...they should have the same standards as the citizens... like they shouldn't be separated or segregated just because they are refugees”

*(Trinidad and Tobago, ages 13-17)*

# Stop Discrimination



*“There should be equal education, health care, etc. for refugees as for other children”*

*(Jamaica, ages 10-18 )*

*“Provision is made for them as they access basic human rights and protection”*

*(Zambia, ages 11-18)*

## How GCRD Consultations Impacted the Indicators:

1. A few concepts were strengthened within the overview of the articles:

- Awareness raising programs for public to understand art 22

2. A few new SPO indicators developed in response to children's input:

- **Article 29:** Budgetary allocation to establish food programs in school, ensuring adequate nutrition, especially for children from low-income families (S).
- **Article 28:** Teacher evaluation by students and incorporation of their input into school curricula and policies (P).

## Concerns during the journey

- Abduction;
- trafficking;
- forced labour; and exploitation;
- Risk of drowning;
- Risk of being abandoned;
- asphyxiation from over crowded travel accommodations; and
- ....

## Concerns for the post-journey:

- Basic material needs (Art 25);
- Language as limiting factors (Art 28 and 30);
- Stereotyped due to their cultures and religions and discriminated (Art 2, and 30);
- Education; oblivious to their responsibilities and circumstances(Art 29)

# Putting education at the center of humanitarian response is catalyst for:

In Syria the loss of human capital through the lost education was estimated at USD \$ 11 billion

**11 billion is 18% of Syria's GDP!**

A world map is shown with several children's hands touching it. The children are wearing white wristbands with Arabic script. The map shows continents like South America, Africa, and Australia. The title 'The world on the move' is written in red at the top.

# The world on the move

Photo credit; UNICEF Canada

- unprecedented global displacement of people;
- Growing awareness on increased vulnerabilities of children;
- Under the CRC, SPs are accountable to Respect, Protect and Fulfill all Rights of these children;
- Need for policy solutions and concrete programmatic change to address the needs of children on the move;
- Need for Kindness, openness, and tolerance!



children experience horrendous journey till they arrive  
on a safe shore.

**We MUST deliver!**



# GlobalChild

[www.globalchildnetwork.com](http://www.globalchildnetwork.com)

## THANK YOU!



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**Wide Consultation with children  
(Global Child Rights Dialog)**

**GlobalChild Team**