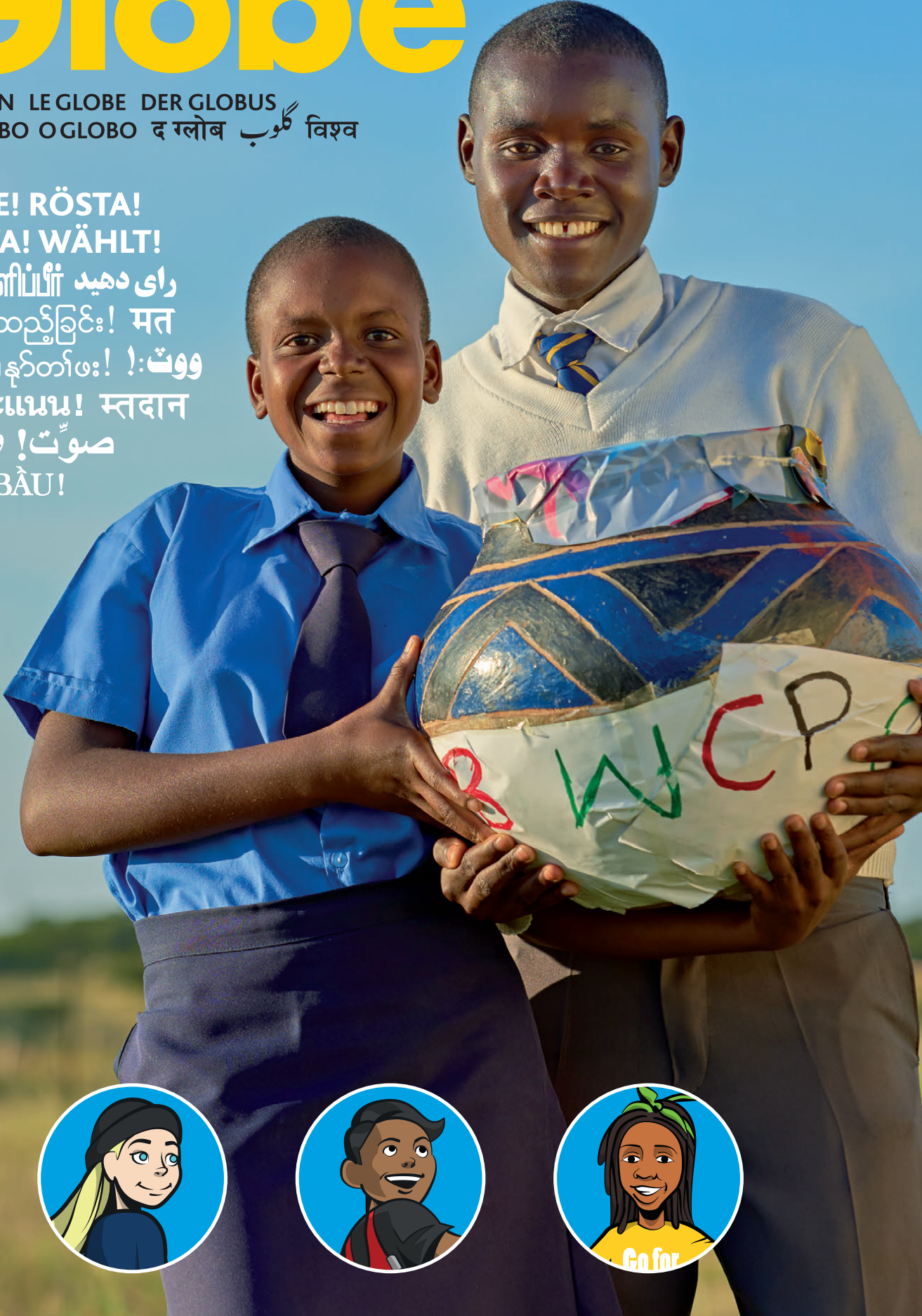


THE Globe

GLOBEN LEGLOBE DER GLOBUS
EL GLOBO OGLOBO द ग्लोब گلوب विश्व

VOTE! RÖSTA!
¡VOTA! WÄHLT!
വാക്കണിപ്പീറ്റ് റായ് റഹീദ്
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လၢကးၤမၤစၢၤ! स्तदान
!: صوت! ووٹ
HÃY BÀU!



WORLD'S CHILDREN'S PRIZE MAGAZINE #66/67 2019

WORLD'S CHILDREN'S PRIZE FOR
THE RIGHTS OF THE CHILD

PRIX DES ENFANTS DU MONDE
POUR LES DROITS DE L'ENFANT

PREMIO DE LOS NIÑOS DEL MUNDO
POR LOS DERECHOS DEL NIÑO

PRÊMIO DAS CRIANÇAS DO MUNDO
PELOS DIREITOS DA CRIANÇA

DER PREIS DER KINDER DER WELT
FÜR DIE RECHTE DES KINDES!

बाल अधिकारों हेतु विश्व
बाल पुरस्कार

बाल अधिकारका लागी
विश्व बाल पुरस्कार

بچوں کے حقوق کے انعام کا عالمی پروگرام

World's Children's Prize for the Rights of the Child



Guylande Mésadiou



Spès Nhangaza

◀ The young people on the front page, Glory and Talkmore from Chihota in Zimbabwe, are holding the village's ballot boxes for the Global Vote. They are both Child Rights Ambassadors.



The lottery for a better world

Thanks! Tack! Merci! ¡Gracias! Danke! Obrigado! CẢM ƠN ကျေးဇူး
! شکر! धन्यवाद நன்றி سپاس شکر! 𑆑𑆑𑆑𑆑 𑆑𑆑𑆑𑆑 𑆑𑆑𑆑𑆑

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Hi!

The Globe magazine is for you and all other young people taking part in the World's Children's Prize program. Here you'll meet friends from all over the world, learn about your rights and get some tips on what you can do to make the world a little better!

The people in this issue of The Globe live in the countries shown:



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Come on a journey with us to Zimbabwe, Burkina Faso, DR Congo, Pakistan, Burma and other countries. Meet Child Rights Ambassadors and children who vote for their heroes and rights!

This year's Child Rights Heroes

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The Globe is partly funded by Sida, Swedish International Development Cooperation Agency, through Forum Syd. Sida does not necessarily share the views expressed here. Responsibility rests exclusively with the writers and the party responsible for publication.

The Globe is not for sale!

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What is the World's Ch

Want to be a changemaker to make the world a better place? Then the World's Children's Prize program (WCP) can help you. By getting to know Child Rights Ambassadors, Child Rights Heroes and other children all around the world, you'll learn about:

- Compassion
- The equal worth of all people
- The Rights of the Child
- Human rights
- How democracy works
- How to campaign against injustice, poverty, racism and oppression
- The UN's Global Goals, which have been agreed by the countries of the world to protect the environment and make the world a fairer place by 2030.

Be a changemaker!

Take the opportunity to be a changemaker and stand up for the equal worth and rights of all people! You can make your voice heard and influence life where you live, in your country and around the world, now and in the future. Together with millions of other children, you can be involved in building a more compassionate world in which everyone is treated equally, where the Rights of the Child are respected and where people and the environment thrive.

The World's Children's Prize program runs from November 2018 until 16 May 2019. You can report the results of your vote up until 16 April 2019.



THE RIGHTS OF THE CHILD IN YOUR LIFE

Start by finding out whether the UN Convention on the Rights of the Child is really being respected where you live, for example, at school. Talk about: How can things be improved for children in your town and in your country? Can you make your voice heard about issues that affect you and your friends? Study the history of democracy and, if you want to, start up a WCP Child Rights Club at your school!

PAGES 12-13

ROUND-THE-WORLD RUN FOR A BETTER WORLD

On 16 May*, children at Global Friend schools around the world will be celebrating *No Litter Day*. Show you are part of the *No Litter Generation* by picking up litter in your town, in the schoolyard and on the streets. And take the opportunity to talk to others about the right to a clean and healthy environment for you and all other children around the world.

PAGES 108-127



Before the *Round the Globe Run for a Better World* on 1 April, you and your friends will learn about the Global Goals, mainly the ones that are about gender equality and equal rights for girls (Goal 5), reduced inequalities (Goal 10) and peace and justice (Goal 16). It would be great if you could make posters and other material and spread the word via social media about what changes you'd like to see in your village, city and country. 1 April will begin with you telling the media, decision-makers and your parents about the changes you'd like to see. All the pupils will then form a long chain, fingertip to fingertip. The chain will then turn into a 3 km walk or run. Report back on how many pupils took part in the chain and the Round the Globe Run, so we can count how many times round the globe millions of children have collectively walked or run for a better world on this day.

PAGES 22-23, 34-87 AND 88-107

NO LITTER GENERATION



Important dates

1 April – Round-the-World Run for a Better World.

16 April – final date for reporting the results of your Global Vote.

16 May – No Litter Day*

*No Litter Day is on 16 May, but your school may choose to celebrate it on any day during the week beginning 13 May or, if necessary, when it suits you best during the spring term.

Children's Prize?

THE RIGHTS OF THE CHILD AROUND THE WORLD



The UN Convention on the Rights of the Child applies to all children everywhere. Learn more through meeting the WCP Child Rights Ambassadors, the Child Jury and the children they fight to protect. Find out what life is really like for the world's children right now.

PAGES 6-11, 14-15, 91-107 AND 120-127

MEET THE CHILD RIGHTS HEROES

Every year, three amazing Child Rights Heroes, changemakers for a better world, are nominated as candidates for the World's Children's Prize. Find out more about them and the children they fight for.

PAGES 34-87

So far 42 million children all over the world have learned about the Rights of the Child and democracy through the WCP program. Over 70,000 schools in 116 countries have registered as Global Friend schools and support the World's Children's Prize.

Did you know?

That the WCP program is the world's largest annual education initiative about the equal worth of all people, the Rights of the Child, democracy and sustainable development.



THE BIG ANNOUNCEMENT!

Once the votes of millions of children have been added up, an announcement is made revealing which of the nominated Child Rights Heroes has received the most votes and is therefore the recipient of *The World's Children's Prize for the Rights of the Child*, along with which two will receive the *World's Children's Prize Honorary Award*. Gather your whole school to announce the results! Or invite the local media to a World's Children's Press Conference, which is held at the same time in several different countries. Later, the Child Rights Heroes are honoured at the big WCP Ceremony at Gripsholm Castle in Mariefred, Sweden, which is led by the Child Jury.

PAGE 128

THE GLOBAL VOTE



Once you've learned all there is to know about the Rights of the Child and the nominated Child Rights Heroes, you can get involved in the Global Vote. Set a date for your Global Vote in plenty of time and prepare everything you need for a democratic election, from appointing election observers to making ballot boxes. Invite the media, parents and politicians to experience your Global Vote Day. Report the result of your school's vote via the ballot box at worldschildrensprize.org.

PAGES 19-33



Follow us on social media!

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 worldschildrensprize
 @wcpfoundation

worldschildrensprize.org

Age limit for the World's Children's Prize

The WCP program is for anyone from the year they turn 10 until the year they turn 18. The UN Convention on the Rights of the Child says that you're a child until you turn 18. The lower age limit is there for several reasons. In order to be able to participate in the Global Vote, you must learn all about the work of the nominees. The children they fight for have often been through terrible things, and their stories can be frightening for younger children. Even older children may find it upsetting, which is why it's important to have adults to talk to when you're working with the WCP program.





The photo from the 2018 WCP ceremony contains two jury members who have now 'retired': Dieu-Merci from DR Congo and Netta from Israel.

Meet the Child Jury!

The members of the World's Children's Prize Child Jury are experts on the rights of the child through their own life experiences. Each Jury child primarily represents all the children in the world who share their experiences. They also represent children of their own country and continent. Whenever possible, the Jury includes children from all continents and all major religions.

The Jury members share their life stories and the violations of the rights of the child they have experienced themselves or that they campaign against. In this way, they teach millions of children around the world about the rights of the child. They can be members of the Jury until the end of the year they turn 18.

Every year, the Child Jury selects the three final candidates for the World's Children's Prize for the Rights of the

Child from all those who have been nominated.

The Jury members are ambassadors for the World's Children's Prize in their home countries and throughout the world.

The Child Jury leads the annual World's Children's Prize Award Ceremony in Sweden. During that week the Jury children visit schools and talk about their lives and about the rights of the child.

At worldschildrensprize.org you'll find more stories about the children of the Jury and also get to meet former Jury members.

Several new jury children were appointed in 2018.

♥ We haven't included the surnames of our Jury children, to protect their identities.



Jhonn Nara

♥ JHONN NARA, 17

BRAZIL

Represents children who belong to indigenous groups and fights for their rights and for children who have been the victims of abuse and who have been affected by environmental degradation.

Jhonn Nara lives in Amazonas in Brazil and is one of the youngest leaders of the Guarani indigenous people. They used to live deep in the jungle, but her people have since been chased out of their villages. The rainforest has been cut down and replaced with cattle ranches and industries that pollute the environment with toxic chemicals and contaminated water. Now the Guarani people are living in roadside camps, where they can neither fish nor hunt. Poverty has led to the adults suffering from depression, and turning to drink, drugs and fighting. Jhonn Nara herself has been abused by a violent stepfather.

The Guarani people are subjected to threats and violence by those who want to earn money from cutting down the forest and exploiting the land. When Jhonn Nara was 10, a group of masked men came to her village and shot and killed her grandfather, who was one of the leaders of her people.

“When we protest, we are threatened, abused and killed. They want to get rid of us, but we’ll never give up,” says Jhonn Nara, who is saddened when she and other indigenous children are treated worse than other pupils in school. “It really hurts.”

♥ NOOR, 17

PALESTINE

Represents children in conflict zones, children who live under occupation and children who support dialogue for peace.

“My first memory of the sound of gunshots is from the middle of the night, when I was four. We raced down to the basement. Later when we tried to come back up, my grandmother’s room was on fire and there were bullet holes and



Noor

shrapnel everywhere. Some time ago, while we were sitting an exam in school, a tear gas grenade was suddenly fired into the classroom. My eyes felt like they were burning and it was hard to breathe. My friends and I ran home, but Israeli soldiers stopped us and forced us to turn back. I was so upset and scared, I felt weak and completely powerless. We told them that we were just innocent children. When I eventually made it home, I burst into tears. My grandmother read from the Koran to comfort me, and gave me olive oil to drink. Her advice was to carry on with my education, and I love school.” Noor doesn’t like soldiers, but she wants her people to be able to live as neighbours and friends with the Israeli people.

“We should respect their faith and they ours. We must respect one another!”

♥ KIM, 15

ZIMBABWE

Represents children who have been empowered to stand up for children’s rights, and in particular for equal rights for girls.

When Kim became a WCP Child Rights Ambassador, she wanted to start a Child Rights Club at her school straight away but her head teacher said no. Kim didn’t give up, and in the end she was allowed to set up her club. She’s now given thousands of children knowledge of their rights and encouraged them to fight for a better world for children.

“When I was little, I didn’t know that children have rights. It made me sad when I saw children who didn’t get to go to school, children who were beaten and young girls who were subjected to sexual abuse and child marriage. Now my ambassador role involves speaking for other children who are suffering in silence and dare not tell, or because they don’t know they have rights. I fight in particular for girls, for example, to put an end to child marriage and so that us girls have the right to our own toilets at school. Being a WCP Child Rights Ambassador

feels like an honour. It means everything to me. And I know that my generation will make sure that changes are made for the better for the world’s children.”

♥ SHAMOON, 16

PAKISTAN

Represents child labourers, slave children and children who ‘don’t exist’ because their births were never registered.

Shamoon was born into a family that had been debt slaves for a brick kiln owner since his dad was a boy. Everyone was forced to work from morning till night to pay off an old debt of about 600 US dollars. Shamoon’s dad fought for the rights of the brick kiln workers and opened an evening school for the children. The brick kiln owner didn’t like this, and Shamoon’s dad was forced to flee. The next morning, the owner sent for Shamoon and his mum.

“Mum had told me that the owner would kill dad if we told him where he was. The owner beat me with a stick. That’s when I realised that we were slaves.”

It was another two years before the kiln owner agreed not to hurt Shamoon’s dad, so he could come home. Shamoon’s family are not debt slaves anymore, but they still work at a brick kiln. Shamoon goes to school and helps with the work when he can.

“In the evenings I have evening school for the children and young people from the brick kiln. Education makes them brave and able to help their families. Education is the path to freedom!”



Jury children Milad and Taree on their way to the WCP ceremony.



♥ MILAD, 16

SYRIA

Represents displaced children and children growing up in war zones.

Milad was forced to flee from the war in Syria when he was nine years old. His route took him from his home city of Aleppo in Syria, to Kobane, and then on to Turkey.

“It was hard to survive there. Thousands of new refugees were arriving every day, and there were lots of children begging on the street. I worked in a factory, because there was no school.”

After two years, Milad’s mum said that he had to get to Europe so he could go to school. Lots of refugees were making the journey across the Mediterranean, but thousands died when their overcrowded boats capsized. So the family saved up money and paid a trafficker. During the journey they disappeared for several days. The family was very worried. When the smuggler finally got in touch, he demanded more money to let Milad go.

Today, Milad lives in Sweden with his family, who also got to join him. He’s happy in Sweden, but he misses his best friend back in Aleppo.

“My city has been destroyed by bombing, it’s tragic. I’m grateful that I was able to come, because we would have died in Syria,” says Milad. “Now I’m worried about others. We can’t just think about ourselves.”

♥ TAREE, 15

USA

Represents children who are homeless.

When Taree was nine, he became one of 2.5 million homeless children in the USA who live in shelters, in cars, at dilapidated hotels or on the street. Taree’s family (his mum and five siblings) lived in a shelter, where homeless people are offered a place to sleep. It was in the homeless area of Los Angeles, where thousands of people live on the street.

“My family had one room and shared the toilet and shower with others. The hardest thing about being homeless was moving around and changing schools so often. I worried a lot about the future and how I would help my family to survive. Sometimes it was hard to stay motivated, but my mom has always helped us to believe in ourselves, and luckily I like school. Maths makes me happy!”

Taree’s family now finally has their own

home. Sometimes he helps children who are still homeless with their school work. When he’s older he wants to be an author. “I like writing my own stories. If I succeed in becoming a writer I’ll help my family first, then other homeless people.”

♥ NEETA, 15

NEPAL

Represents children who have been exploited in the child sex trade.

When Neeta was 11 years old, she was persuaded by a friend to bunk off school and go with her to the capital, Kathmandu. They were planning to have some fun and go exploring. Instead, Neeta was left in Kathmandu at a bar with people she didn’t know. She was drugged and subjected to terrible abuse. When she cried and begged to be allowed to go home, she was beaten by the bar’s owner and locked in a room.

In the end, a young man who worked at the bar promised to help Neeta and three other girls escape. Actually he planned to sell them on, but when they arrived at the main bus station, the guards became suspicious. They called the police, and Neeta was taken to a home for girls who had been victims of the child sex trade. She got help there to report the man to the police. He’s in prison now.

“I’m grateful that I was given a second chance in life. Now I’m a member of a child rights club and I campaign for children’s rights,” says Neeta.

♥ ANNANTHI, 15

INDIA

Represents children at risk of being forced into child marriage and girls at risk of being killed at birth.

When Annanthi was little, her mum said: “We were planning to kill you, but we let you live.” In their village, many girls have been killed at birth for as long as anyone can remember because of poverty and the view that daughters are of less value than sons. But now hundreds of villages in the region have almost completely eradicated the tradition of killing baby girls. The



Annanthi



Dario

girls have been given help to attend school and their parents have been given education and support.

“Now they know that girls are a gift, not a punishment,” says Annanthi. “Why don’t people understand that a girl has just as much value – that she can take care of her family just as well, if not better, than a boy? I plan to do everything I can to show everyone that all girls have the right to live.”

Child marriage is common in Annanthi’s village, but she doesn’t plan to marry until she’s at least 25. First she wants to get an education and a good job.

“They might try and marry me off earlier, but I’ll fight it. My husband will be kind and share the housework. And my education will be my dowry (money and possessions that the woman’s family must give to the man’s family).”

♥ DARIO, 13

ROMANIA

Represents children who grow up in children’s homes and who are discriminated against because they are poor and/or because they are Roma or belong to a different minority ethnic group in their country.

Dario grew up in Ferentari, one of the poorest and most dangerous areas in Europe, in a wooden shack that his dad built right on the pavement, with no heating, toilet or running water. Despite their situation, Dario’s mum did everything she could to make sure the children had a good life, but his dad started drinking and spent the family’s money on alcohol.

“When I was 9 years old, mum sent me and my little sister out onto the streets to get some money for food. One day the police caught us and we had to move to a children’s home. At first it was really hard because everything was so different. We missed our mum and cried every day, but after a while, when we made friends, things got better.”

Like Dario, many of the children at the children’s home come from Roma families. The Roma have been Europe’s most dis-

criminated against and poorest minority ethnic group for hundreds of years.

“I want to learn more about children’s rights and about how I can help other children who’ve had a difficult time, like me. If I could decide, I’d clean up all the litter and all the drugs in my area so that people would be kinder to one another. And no-one would have to live at a children’s home, but could be with their families.”

♥ EUNILDA, 15

MOZAMBIQUE

Represents children who have been subjected to abuse by a relative and threatened to keep them silent.

Eunilda’s problems started when her parents split up and her mum had to go abroad to find work.

“Me, my brother and sister had to live with our grandparents and mum sent home money and clothes, but we never got any of it. My grandma gave it all to our cousins instead.”

In the end, Eunilda and her two siblings moved to their dad’s parents and hoped things would be better there. At first everything was good. Eunilda got food, clothes and started school. But when she was nine, something happened that changed everything. Every time Eunilda was at home alone, an older relative came over and abused her. She didn’t tell anyone because the man threatened to kill her if she didn’t keep quiet. It was a long time before she finally dared to ask for help to stop the abuse.

Eunilda is now a proud WCP Child Rights Ambassador who fights so that other children never have to experience what she did. She has also protested against teachers being allowed to hit children, and against child marriage.

“Lots of girls think life will be better for them if they marry early, but it’s actually worse because child marriage kills their dreams. Every girl needs to know this.

I talk about my good and bad experiences to encourage others to join the fight for their rights and for other children’s rights.”

♥ ANN, 15

PHILIPPINES

Represents children who have been exploited in the child sex trade.

Ann grew up in a poor family in Manila, capital of the Philippines, the youngest of seven siblings. She loved school, but she knew that like her older siblings she would soon be forced to quit because of the school fees.

When Ann was 11, she was invited to the home of a neighbour, a young woman who was friends with her big sister. The woman told Ann to take her top off, then she took photos. Ann didn’t understand why. She gave the money to her mum, who didn’t ask where it came from. A few days later, Ann told her. Her mum got angry, but the others in the family convinced her not to start a fight. Perhaps they were afraid the woman would demand the money back, which had already been spent on food. Later the same thing happened again. This time two men were there while the photos were being taken. One of them was a tourist from another country.

Ann was too little to dare to say no to an adult. She was also too young to understand that the woman next door was using her to earn money via the child sex trade. One day, the woman took Ann and some other children to a hotel. They were to be sold to older men there, but before anything could happen, the police stepped in. They had been secretly watching the woman. Both she and the men who wanted to buy the children ended up in prison.

Ann now lives in a safe house for vulnerable girls. It’s still too dangerous for her to return home.

“I often write letters to my family and tell them about my new life. I have lots of friends and I’m happy at my school. I now know that what happened to me was a violation of my rights, it wasn’t my fault. Now I want to help protect and empower other girls.”



Shai

♥ SHAI, 15

ISRAEL

Represents children who grow up in conflict zones and who seek dialogue for peace.

“When I was eight, there were protests for social justice which my family was involved in. This experience changed me and made me much closer to who I am today. I saw a 12-year-old child talk about how we children can make a difference.

In first and second grade I was bullied, which knocked my confidence. In fourth grade I was bullied again, but this time I defended myself using the karate that I had learned. This experience taught me to control myself and my temper, and that I would never want to see someone get hurt as I had been hurt.

“Until third grade my understanding of the situation in Israel was: Arabs are bad and Jews are good. But when I mentioned this to my mother she took out a map and taught me about the conflict. That moment made me understand that there is no good or bad, only two opposing narratives. I try to make my friends and kids around me see that there is no really bad side and good side, and we all need to help end the conflict.

“However I still cannot forget that I live in a conflict area, the people around me suffer constantly, people from both sides. There is so much death and pain, and I always feel like I have to look over my shoulder. I know, though, that if people could understand what I understood in third grade we will be able to work out something together instead of fighting useless wars. As a child in Israel, I feel that in the grown-up world my hands are a bit tied so I stick with other children and try to convince them to look for peace instead of war.

“My views are very simple: we’re not doing enough. Both sides need to realise that the goal should be peace.”



Jury children Sesethu, Ann, Neeta and Kim in front of Gripsholm Castle in Mariefred.



Sesethu meets the Queen

Sesethu, 14, grew up in the township of Khayelitsha outside Cape Town in South Africa. There's a lot of poverty, violence and criminality there, and Sesethu, who is deaf, must always be careful. When she was bullied by hearing children, she never dreamed that one day she would be on WCP's Child Jury and get to meet the Queen of Sweden...

On the jury, Sesethu represents deaf children and other differently-abled children.



“I was born deaf in a village in the countryside, but when I was six we moved here to Khayelitsha because my parents needed to find work.

“One day when we were sitting watching a football match on TV in our little house, a group of drunken men started arguing outside on the street. It ended with my dad getting shot and killed. When I was nine, my mum became ill and died.

“Since then I've been living with my grandma. We have a basic little house. There's no bathroom or anything, but it's better than many houses here in Khayelitsha.”

Bullied

“I was bullied throughout my childhood by hearing children. They don't respect the fact that I speak using sign language; they just make faces and mean signs. I'm deaf, but I'm not stupid or ashamed of being deaf! I'm proud of it! I hope that things will get better for us deaf children in the future, so we can socialise and communicate with hearing children. Then they'll be able to understand us too.”

06.30 The school bus picks me up. It's particularly dangerous for us deaf children to walk or take a taxi to school.



Dangerous to take a taxi

“I spend almost all my time at school or at home. It's not safe in my area, particularly not for us deaf girls who can't call for help.

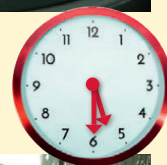
“My school bus picks us up every morning. It's not safe for us to take a taxi. Taxi drivers can be dangerous. Last year, my friend was abducted by a taxi driver. When she returned to school, she said that the driver had assaulted her. Many deaf girls are assaulted here. There are also lots of fights between taxi drivers, and they have weapons and shoot one another.”

Same rights

“At my school, we've learned about the rights of the child through The Globe, and I teach other children about their rights. I want to show them and the rest of society that I am equally as important



05.30 I get up early and get washed while my grandma makes porridge for us.



as hearing children and have the same rights as them. If we aren't given equal opportunities, we feel powerless.

"I'm now a proud member of the World's Children's Prize International Child Jury. I flew to Sweden to meet my jury friends and the Child Rights Heroes who came to receive their awards. As the members of the Child Jury, we led the WCP award ceremony at Gripsholm Castle in Mariefred. During the ceremony they showed a film* about me and it made me very proud."



08.00 My favourite time is when I get to school. All my friends there speak sign language.

17.00 When I get home from school, I eat porridge and help my grandma with the washing.



I love school!
Here we're all making the sign for "I love you".

21.00 Grandma and I go to bed. We share a bed. I love my grandma and think it's nice to snuggle up with her. To me, she is what my name, which is in Xhosa, means: *My gift!*




12.00 I love sport and exercise. We often play football in PE.



Thanking Her Majesty!

"I was chosen to present our thank-you bouquet to Queen Silvia of Sweden."



 *Watch the film about Sesethu at worldschildrensprize.org/sesethu



Celebrate the rights of the child

Fira barnets rättigheter

Célébre les droits de l'enfant

Celebre os Direitos da Criança

The UN Convention on the Rights of the Child applies to you and all other children under 18. All the countries in the world except the USA* have ratified (pledged to follow) the Convention. This means they must put children's best interests first and listen to what children have to say.

Basic principles of the Convention:

- All children are equal and have the same rights.
- Every child has the right to have his or her basic needs fulfilled.
- Every child has the right to protection from abuse and exploitation.
- Every child has the right to express his or her opinion and to be respected.

What is a convention?

A convention is an international agreement, a contract between countries. The Convention on the Rights of the Child is one of the six UN conventions on human rights.



CHARLES DRAWIN

* USA has *signed* the Convention but that is not legally binding.

The UN Convention on the Rights of the Child brings together a long series of rights that apply to all the children in the world. We have summarised a few of them here.

Article 1

These rights apply to all children under 18 in the world.

Article 2

All children have the same rights and should not be discriminated against.

Nobody should treat you badly because of your appearance, your skin colour, your gender, your language, your religion, or your opinions.

Article 3

Those who make decisions affecting children must put the interests of the children first.

Article 6

You have the right to life and the right to develop.

Article 7

You have the right to a name and a nationality.

Article 9

You have the right to live with your parents unless it's bad for you.

You have the right to be brought up by your parents, if possible.

Articles 12–15

All children have the right to say what they think. You are to be consulted and your opinions respected in all matters concerning you – at home, at school and by the authorities and the courts.

Article 18

Your parents are jointly responsible for your upbringing and development. They must always put your interests first.

Article 19

You have the right to protection from all forms of violence, neglect, abuse and mistreatment. You should not be exploited by your parents or other guardians.

Articles 20–21

You are entitled to receive care if you have lost your family.

Article 22

If you have been forced to leave your country you have the same rights as all the other children in your new country. If you are alone you have the right to special protection and help. If possible you should be reunited with your family.

Article 23

All children have the right to a good life. If you are disabled you have the right to extra support and help.

Article 24

When you are sick you have the right to receive all the help and care you need.

Articles 28–29

You have the right to go to school and to learn important things, such as respect for human rights and respect for other cultures.

Article 30

The thoughts and beliefs of every child should be respected. If you belong to a minority you have the right to your own language, your own culture and your own religion.

Article 31

You have the right to play, rest and free time, and the right to live in a healthy environment.

Article 32

You should not be forced to do hazardous work that prevents your schooling and damages your health.

Article 34

No one should subject you to abuse or force you into prostitution. If you are treated badly you are entitled to protection and help.

Article 35

No one is allowed to kidnap or sell you.

Article 37

No one should punish you in a cruel and harmful way.

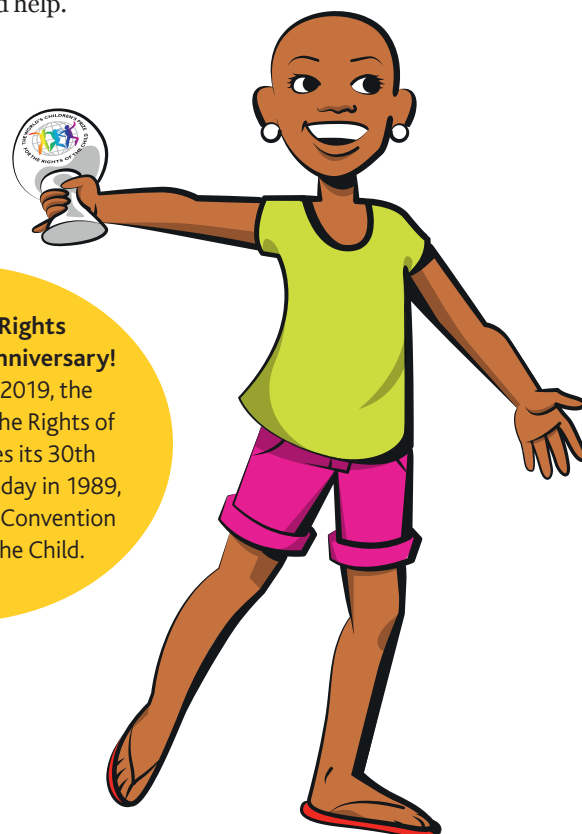
Article 38

You never have to be a soldier or take part in armed conflict.

Article 42

All adults and children should know about this convention. You have the right to learn about your rights.

Find out more about the rights of the child, about children's right to complain, and about the global goals at worldschildrensprize.org



Celebrate the Rights of the Child 30th anniversary!

On 20 November 2019, the UN Convention on the Rights of the Child celebrates its 30th anniversary. On that day in 1989, the UN adopted the Convention on the Rights of the Child.

The right to complain!

Children whose rights have been violated can submit complaints directly to the UN Committee on the Rights of the Child, if they have not received help in their home country. This has become possible thanks to a relatively new protocol to the UN Convention on the Rights of the Child. Children in countries that have approved the protocol therefore have better opportunities to make their voices heard regarding their rights. Sweden has not yet approved the protocol. You and your friends can contact your politicians and demand that they do so.



How is life for the world's children?

All countries that have ratified the UN Convention on the Rights of the Child have promised to respect the rights of the child. Yet still, violations of these rights are common in all countries.

RIGHT TO LIFE AND TO DEVELOP

You have the right to life and the right to develop. You also have the right to good health, and to help if you are sick. Lack of food, clean water and good hygiene affects many children's health. A million children die during the first 24 hours of life due to poor conditions when the mother is giving birth.

1 in 7 of the world's children aged under five are undernourished. This affects their development for the rest of their lives. Many children, 15,000 a day, die before they reach the age of five. In poor countries, more than half of the very youngest children die of preventable

illnesses such as pneumonia, diarrhoea, tetanus and AIDS. Malaria kills half a million children under the age of five every year. Only 5 in 10 children with malaria receive treatment, and only 5 in 10 children in the poorest malarial countries sleep under a mosquito net. But a lot has improved: since 1990, global infant mortality has more than halved!

NAME AND NATIONALITY

When you are born, you have the right to a name and to be registered as a citizen of your home country.

Around 140 million children are born in the world every year. 1 in 3 of these children will never be registered. There is no written evidence that they exist. This can make it difficult to do things like go to school or to the doctor's!

DISABILITIES

If you have a disability, you have the same rights as everyone else. If you have a hearing impairment, are deaf or have any other kind of disability, you have the right to receive support so that you can play an active role in society. Children with disabilities are among the most vulnerable in society. In many countries they are not allowed to go to school. Many are treated as inferior and are kept hidden away.

There are approximately 200 million children with disabilities in the world.

CHILD LABOUR

You have the right to be protected from economic exploitation and work that is hazardous to your health or that prevents you from going to school. All work is prohibited for children under twelve.

In some of the poorest countries in the world, around 1 in 4 children are forced to work. For most of them, the work they do is harmful to their safety, health, development and education. Some 5.5 million children are forced into the worst forms of child labour, as debt slaves, soldiers or victims of the child sex trade. Every year, at least 1.2 million children are the victims of trafficking: some within their own country, while others are sent abroad.

EDUCATION

You have the right to go to school. Primary and secondary schooling should be free for everyone.

Around 9 in 10 children in the world go to school, but there are still 263 million children who get no education. 63 million of them are aged 6-11 years. More children than ever before are now starting school, but many are forced to quit before they've completed their education. More than half of the children who don't go to school are girls.



DIGITALISATION

Access to technology and the internet is increasing, and it's an important factor in empowering and informing children and young people. But access to the internet and mobile phones is not equal.

3 in 10 children have no internet access. The situation is worst for children in Africa, where 6 in 10 lack internet access.

PUNISHMENT

Children may only be imprisoned as a last resort and for the shortest possible time. No child may be subjected to torture or other cruel treatment. Children who have committed crimes should be given care and help. Children may not be sentenced to life imprisonment or receive the death penalty.

At least 1 million children in the world are being held prisoner. Imprisoned children are often treated badly.

WAR AND REFUGEES

You have the right to protection and care in times of war or if you are a refugee. Children affected by conflict and refugee children have the same rights as other children.

Roughly 28 million children in the world are currently refugees, many more than there were just a few years ago. The vast majority who are forced to leave their homeland live in a neighbouring country. At least 2 million children have been killed in war in the past 10 years. 6 million have suffered serious physical

injuries, while 10 million children have suffered psychological harm. 1 million have lost or become separated from their parents. Around 300,000 children are being used in wars as soldiers, carriers or mine clearers. More than 1,500 children are killed or injured by mines every year.

MINORITIES AND INDIGENOUS PEOPLES

Children who belong to minority groups or indigenous peoples in their country have the right to their language, culture and beliefs. Examples of indigenous peoples – the very first people to live in a country – include Aboriginal Australians and the Inuit people of Greenland.

Indigenous and minority children often suffer injustices. Some are not allowed to speak their own language. Others are not allowed to practice their faith, or to love whoever they want to. Many of them are discriminated against, which means that they do not have the same opportunities as other children, for example, when it comes to education and medical care.

THE ENVIRONMENT

Climate change is causing more droughts, more floods, heatwaves and other problematic weather conditions. Children are killed and injured, but natural disasters can also make food and clean water even more scarce and can increase the spread of diarrhoea and malaria, which affect children particularly badly.

More than half a billion children live in areas that are often affected by floods, and 160 million live in areas where there is a risk of severe drought.

VIOLENCE

You have the right to protection from all forms of violence, neglect, abuse and mistreatment.

1 in 3 children say they have been subjected to bullying and/or discriminatory treatment. 3 in 4 children aged 2-14 in the world have been subjected to some form of violence in the home. Many countries allow corporal punishment in schools. Just 55 countries in the world have banned all forms of physical punishment for children.

A GOOD LIFE

You have the right to a home, food, clothing, education, health care and security.

Over 1.3 billion people, or 1 in 7, live in extreme poverty. Almost half of these people are children. Around 100 million children live on the streets. For many, the streets are their only home. Others work and spend their days on the streets, but have families to return to at night.

YOUR VOICE MUST BE HEARD!

You have the right to say what you think about any issue that affects you. Adults should listen to the child's opinion before they make decisions, which must always be in the child's best interests. Is this how things are in your country and in the world today? You and the rest of the world's children know best!



CHARLES DRAWIN



The road to democracy

Every year, the World's Children's Prize Program ends with you conducting your own democratic Global Vote. Take a journey through time, charting the rise of democracy in our world.

What is democracy?

You and your friends probably have similar opinions on some issues, but completely different views on other issues. Perhaps you are able to listen to one another and discuss the issue until you arrive at a solution that everyone accepts. If so, you are in agreement and have reached a consensus. Sometimes you have to agree to disagree. Then the majority – the biggest group – gets to decide. This is called democracy.

In a democracy, all individuals should have equal worth and equal rights. Everyone should be able to express their opinions and influence decisions. The opposite of a democracy is a dictatorship. That's when everything is decided by just one person or a small group of people and nobody is allowed to protest. In a democracy, everyone should be able to make their voices heard, but compromise is necessary and decisions are made by voting.

Direct democracy is when you vote on a particular issue; for example, when children decide who should receive the World's Children's Prize. Another example is when a country holds a referendum on a certain issue. Most democratic countries are governed by a representative democracy. This is when the citizens choose individuals to act as their representatives – politicians – to govern the country according to what the citizens want.

Joint decisions

Throughout the ages people have gathered together to make decisions, in a group or village, perhaps about hunting or farming. Some groups have rituals when making joint decisions. Sometimes an object, such as a feather, is passed round, and whoever is holding the feather is allowed to speak.



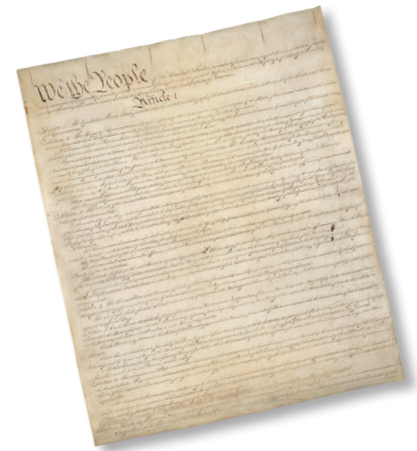
The birth of the word 'democracy'

The word democracy came into being in 508 BC, derived from the Greek words demos (people) and kratos (power). The citizens of Greece had to climb a stair to give their opinion on important issues. If they couldn't reach an agreement, they would vote on the issue by a show of hands. Only men had the right to vote at this time. Women, slaves and foreigners were not considered citizens and are not allowed a say in any such decisions.

508 BC

Autocratic rulers of the 1700s

In the 1700s, most countries are ruled by autocratic leaders. Countries in Europe were ruled by kings and emperors, who might just ignore the will of the people. But some thinkers were interested in ancient ideas that all individuals are born free and equal, with rights. They questioned why some groups in society should have more power and wealth than others. Some criticised the oppression by the rulers and believed that if people had more knowledge they would protest against the injustice in society.



No women or slaves

In 1789, the first constitution of the United States of America was written. It stated that the people should have power over decisions in society, and that individuals should have the right to say and think whatever they want. However, the constitution did not apply to women or slaves.

1789

Voice of the rich

1789 was the year the French Revolution began. The people demanded freedom and equality. The ideas behind the Revolution spread across Europe and influenced the development of society. But it was still the case that only men were considered citizens. And what's more; often the only men who were allowed to vote and become politicians were rich ones who owned land and buildings.

Women demand voting rights

In the late 1800s, more and more women were demanding the right to vote in political elections. In 1906, Finland was the first country in Europe to give women the vote. Sweden and the UK followed suit in 1921. In most of the other countries in Europe, Africa and Asia, women were not allowed to vote until 1945, or even later.



MUSEUM OF LONDON



Equal rights for all

The UN's Universal Declaration of Human Rights was adopted. The declaration states that all individuals are of equal worth, and that they share the same freedoms and rights.



First democracy in Africa

In 1957, Ghana in West Africa gained independence from its colonial ruler, Great Britain. Kwame Nkrumah became the first leader of the country. The colonisation of Africa, Asia and Latin America had begun hundreds of years previously. The great powers of Europe had sent out soldiers and explorers, to occupy land, steal natural resources, and turn people into slaves.

1856

First secret ballot

In 1856, the world's first secret ballot was held in Tasmania, Australia, using ballot papers with the candidates' names printed on them.

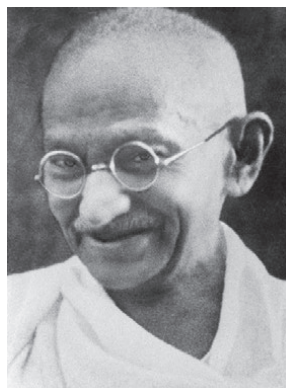


1921

1947

World's biggest democracy

In 1947, India liberates itself from the British Empire and becomes the biggest democracy in the world. The fight for freedom is led by Mahatma Gandhi, who believes in resisting oppression without violence.



1948

1955

Equal rights in the USA

In 1955 a woman called Rosa Parks, who was black, refused to give up her seat on a bus to a white man. Rosa was fined, because in the American South black people did not have the same rights as white people. They were not allowed to go to the same schools as white children, and sometimes they were not allowed to vote. Civil rights champion Martin Luther King started a boycott of the bus company. This marked the beginning of a protest movement across the USA, against racism and for freedom and equal rights.



1957



The children's democratic Global Vote

In 2018 and 2019, the World's Children's Prize program will take place for the eighteenth time. So far over 42 million children have learned about their rights and democracy – knowledge needed by every new generation. It helps you and your friends, throughout your lives, to build a society where democracy is strengthened and children's rights and human rights are respected. Once you have learned all about the rights of the child, and the contributions of the Child Rights Heroes, it's time to prepare for the democratic Global Vote. Your vote is your decision. No one should tell you who to vote for. The candidate who receives the majority of the votes will receive the 2019 *World's Children's Prize for the Rights of the Child!*



UN Convention on the Rights of the Child adopted

The United Nations General Assembly adopted the Convention on the Rights of the Child. It states that every child has the right to express his or her opinion and to be respected.

The Arab Spring

In 2010, a poor young man in Tunisia set himself on fire when his vegetable cart was confiscated by the police. When news of his death spread, hundreds of thousands of unhappy people demonstrated against the dictator who ruled the country. People in neighbouring countries were inspired, and the dictatorships in Egypt and Libya were overthrown. Today, these new democracies are extremely fragile, and several of the countries where the Arab Spring gained a foothold are experiencing major problems.

▶ ● 1989 ● 1994 ● 2010 ● 2015 ● 2018–2019



Voting rights for everyone in South Africa

In 1994, Nelson Mandela became South Africa's first democratically-elected president. He had been in prison for 27 years for his fight against the country's racist apartheid system, which separated people according to the colour of their skin. The election of Mandela was the first time that all South Africans were able to participate in an election on equal terms.

New Global Goals

Although more countries than ever before have introduced democracy, people are still suffering as a result of injustices and oppression. So in 2015, world leaders in the UN agreed to work towards for 17 new Global Goals for a better, fairer world.





Through the Global Vote, you can make your voice heard and help decide who will receive the World's Children's Prize for the Rights of the Child.

Time for Global Vote

You have the right to vote up to and including the year you turn 18. Set a date for your Global Vote Day as soon as you start this year's WCP program, so that you have plenty of time, weeks or months, to learn about the nominees and discuss the rights of the child where you live and around the world.

Nobody else should be able to influence your decision – not your friends, teachers, or parents. Nobody should be able to find out who you voted for unless you tell them yourself. Everyone who has a right to vote should be included on the voting register. Every name should be crossed off this list when they receive their ballot paper or when they cast their vote in the ballot box.

1 Invite people to your day!
Invite your family and friends, the local media and politicians to the Global Vote day!



2 Make imaginative ballot boxes

3 Appoint key people

- Presiding officers mark off the names on the electoral register and give out ballot papers.
- Election supervisors make sure everything is done correctly.
- Vote counters count the votes.

4 Vital voting booth

Enter the voting booth one at a time, so that nobody else can see how you vote.

5 Prevent cheating

Prevent people from voting twice by marking everybody who has voted, for example, with ink on their thumb, a painted nail, or a line on the hand or face. Use ink that does not wash off easily!

6 Count the votes

Celebrate and then report your results for all three candidates to the WCP!



You can find inspiration on pages 20-33, by visiting Global Vote days in different countries.

We stand up for girls' ri

"By the time we've prepared ourselves for the Global Vote, we've learned a lot about the rights of the child and gender equality. We've learned that as children we can raise our voices and stand up for our rights!" says WCP Child Rights Ambassador Glory, 13. Glory is responsible for the Global Vote at Manyaira Secondary School in Chihota in Zimbabwe, together with her ambassador colleagues. Before the voting starts, Glory reads out her poem 'Child Abuse'. In Chihota, the Global Vote is both a serious and solemn occasion, but also a big party to celebrate the rights of the child!

(You can read more about Glory and girls' rights in Zimbabwe on pages 94-107)

They fight for our freedom

"Today is an important day because we're voting for people who fight for our rights, our freedom! The World's Children's Prize has taught me that child labour is wrong. I didn't know that before. Child labour is so common here that it feels completely normal. That's why I think it's so important for us to learn about our rights. So we can protect ourselves from being exploited."

Tapikanashe, 14



Glory



The ballot box

The voters drop their ballot papers into the clay pot, which has been transformed into a ballot box. On the tablecloth underneath it, many of the voters have written their demands for respect for equal rights for girls.



Marking to prevent any cheating

Once the ballot paper has been deposited into the ballot box, under the supervision of an election officiator, the voter receives an ink mark on their little finger. So no one can vote twice.

Everyone should go to school!

"Today we've voted for someone who stands up for our rights, and it feels great. I've learned loads about the rights of the child by getting involved in the World's Children's Prize, like that every child has the right to go to school. Here, lots of orphans

don't go to school because they can't afford it if their parents have died. It's not fair. Many girls don't get to go to school because they get married off. Where I live, it's quite common for girls to be forced to marry at the age of 15. WCP has taught

me that girls and boys have the same right to go to school."

Tapara, 13



ghts!



Here, you receive your ballot paper



The queue to vote

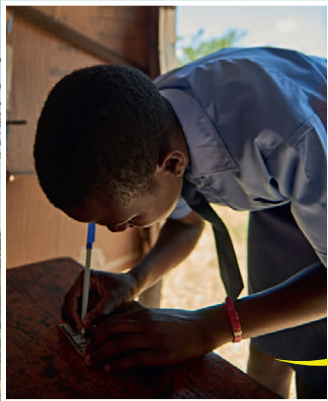


Last chance to read The Globe

Voters need to know all about the Child Rights Heroes before voting.

Secret ballot

In the voting booth, no one can disturb you or see how you vote. You have the right to vote in secret.



Election official

He calls voters to the voting booth one at a time.

Time to count the votes!

The vote counters begin their work.



Beaten over the slightest little thing

"In Zimbabwe, girls don't have the same worth as boys. Many of us are subjected to abuse and assault. And we often aren't allowed to go to school. Today, we've voted for WCP candidates who honour the rights of the child. Maybe the candidates can come here and help us too. We need it! The World's Children's Prize teaches us a lot about our



rights. I didn't know it was wrong for parents to beat their children. It happens all the time here, for the slightest little thing. I now know that it's against our rights. So WCP is important for us. I want to be a pilot. If I succeed, I'm going to take care of my parents and other relatives who live in poverty. And I'll buy cool clothes!"

Rejoyce, 14

Teaching us democracy

"Many children have been subjected to abuse. Many don't get enough to eat, they don't have the right to a home and a place to sleep, and some have almost no clothes. We've been working with the WCP program and we've learned a lot about our rights. Now I know that we have the right to all these things and that they are called basic needs.

WCP has also taught us how to run a democratic election. That's really important!"

Vimbainashe, 12



Waiting for The Globe when s



Teaching children and adults

"We were desperate for The Globe to arrive at our school again. I'm a Child Rights Ambassador and I was planning to teach other children about the WCP program. But one day at school we heard shooting. I immediately realised that our village was under attack and ran as fast as I could towards the forest, where we hid to save our lives. We had to live off whatever was growing there. The rebels took over our school and waited there to kill people. They destroyed our school and burned down many homes.

"I found out that my dad had been killed. It made me so sad. I also thought that I probably wouldn't be able to go to school anymore.

"On the radio, I heard that we were to gather at a new school. When we arrived, it didn't have any walls yet. A month later, The Globe came to our new school. As a Child Rights Ambassador, I'm going to teach other children in my school, but also adults, about children's rights. When I'm older I want to do everything I can to make sure those who carried out the massacre are prosecuted."

Aselme, 13



The pupils in Upende's new school have been through so many awful experiences, but they are eager to learn about the rights of the child and to get involved in the WCP program.

Aselme, 13, and his friends in the village of Upende in Beni, DR Congo, were waiting for their copies of The Globe to arrive at school so they could get involved in the WCP program again. But one day when they were sitting in the classroom, they heard gunshots coming from their homes in the village. They realised they had to escape and ran to the forest. The rebel group that had come to the village destroyed their school and killed lots of people. When The Globe arrived, the children's new school didn't have any walls yet.



Right to school and play

"When the shooting started, I ran to the forest, where I lived off wild fruit. My sisters and other friends were assaulted by the rebels and infected with sexually transmitted diseases. They killed my dad, and I think about him all the time. When the Child Rights Ambassadors came here, they taught us that we have the right to go to school and to play. Now I'm a WCP Child Rights Ambassador myself and I want to teach other children about their rights and fight so that others don't experience what my family suffered."

Mathe, 14



There wasn't enough wood to finish one of the walls in the new school. When it rains, it gets wet in the classroom.

Everyone has the same worth

"I fled with my younger siblings. An armed man treated my little sister badly. When my parents came, we started at a new school. One day, I saw boys and girls from another school arriving with The Globe. They were called Child Rights Ambassadors and they taught us and our teachers about the WCP program. That was when I realised that all children have the same worth. I want to fight to make sure our country's government takes responsibility for children and respects our rights."

George, 13



The rebel group that killed and burned down houses in the village also destroyed the children's school in Upende.





chool was destroyed

One of the worst wars in the world

The war in DR Congo has been going on for more than 20 years and is one of the biggest and most brutal in the history of the world. More than five million people have died in attacks like the one that happened in Upende, or from hunger and diseases as a direct result of the war. Hundreds of thousands of children have been forced to become child soldiers, sex slaves for the fighters or have been subjected to rape. Millions of people have become refugees in their own country, and several million children are not in school. The current conflict began after the genocide in neighbouring Rwanda in 1994. Thousands of the perpetrators of the genocide fled to the forests of DR Congo, where they remained. DR Congo has vast riches such as gold and diamonds, but also tungsten and coltan, minerals that are used in mobile phones, computers and computer games. The war is very much about who will have control over DR Congo's mines and wealth. Companies from Belgium, the UK, Russia, Malaysia, China and India have been identified because they buy minerals, which are usually called conflict minerals, from various armed groups that are brutally violating children's rights and so keeping the war going.



Aselme (in the main group), Prince (in the group to the left), Wivine (in the group at the back), and Eugénie and Mathe (in the group to the right) reading out loud from *The Globe* to their school friends about children's rights.



I teach children and parents

"Every year we usually read *The Globe* in the classroom and at home. I was looking forward to learning more about children's rights, but then I had to run for my life from our school. The

Child Rights Ambassadors taught us that all children in the world have the same rights, like the right to go to school, to have food, clothes and clean water. I will carry on defending children's rights until I die. I will educate children about their rights and tell parents they must respect children's rights!"

Prince, 15

Teaching about girls' rights

"It's hard for us pupils to perform well because we have such a difficult situation at school. I'm a Child Rights Ambassador at my school and in my village. I teach children about their rights and in particular about girls' rights."

Wivine, 17



Learn peace!

"We'd been looking forward to *The Globe* arriving at school, but we had to escape to the forest, where me and my brothers stayed without anything to eat or drink for three days. We were so happy when we saw that our parents had survived. The Child Rights Ambassadors came with *The Globe* to the new school. Thanks to the WCP program, we know how important children's rights are. I will carry on teaching my school friends and teachers about children's rights, as well as the adults where I live and our leaders. I want to spread peace among children and say to the adults 'Learn peace!'"

Eugénie, 13

Eugénie's home was shot at with a rocket launcher and burned down. Her family survived and now live in a new house.



The Global Vote in school



The Global Vote at Irfan and Saima's school, where the pupils come from families who make a living from collecting paper and other rubbish. Every day after school the children have to help with this work.

The Globe teaches me about our rights

"Up until two years ago I used to spend all day every day collecting paper and other rubbish. Then they opened a school for us. In the beginning my dad didn't want to let me go there, but my mum persuaded him. The condition was that I would work after school every day.

I like going to school so much and it feels as if my life has become much better now. School finishes at twelve and I go home and eat, if my mum has something for us. Then I go off to work. I sell what I collect to a vendor and give my mum the money when I get home in the evening. Once I have done my homework, I usually go to sleep.

I want to be a teacher and open schools for all children who live like me. When we received The Globe magazine for the first time, we were very happy. Our teacher reads it out loud to us and we all listen very closely. I have learned a lot of new things about children's rights and about girls' rights. I think all of that is



very important to us. We children usually tell our parents about the stories from The Globe, and my mum really likes them.

Children should not work, they should go to school, and when they come home they should be able to play without someone telling them to work. Everyone should have their own home and no one should tell them to get out of their home, like they do to us."

Irfan, 13, BRICK school, Barkat Colony

There is a long queue to vote. Before the children receive their ballot paper, they need to leave their fingerprint.



Everyone should respect girls' rights

"We have been collecting rubbish for generations. It's dirty work, but if we didn't do it we would have no money. I go to school in the mornings, then I help my mum with the washing up and go off to collect rubbish. When I sell what I have collected to a vendor, he often touches me in an inappropriate way. When I stop him, he just laughs. I have learned from The Globe that we girls have rights and that everyone should respect our rights. Men often insult women and girls. They think that girls are worthless. They

often beat their daughters and wives. If boys do something stupid, no one stops them. Everyone says to girls that if they do something stupid they will be beaten or killed.

My teacher reads The Globe to us. We listen carefully and think about what we hear. It is very positive that people are getting to know more and more about children's rights and girls' rights. I like The Globe and the WCP program and taking part in the Global Vote. We talk about the stories in The Globe with our parents."

Saima, 13, BRICK school, Barkat Colony



s for debt slaves

Voting booth at the brick kiln.



The Global Vote at Amir's school, where many of the voting pupils belong to debt slave families in the brick kiln village. Many of the pupils must make hundreds of bricks every day, before or after school.



We children talk about WCP all the time

"My father's debt to the brick-kiln owner means that we cannot leave here. We are very poor and often have no food. Our only option to get money is to make more bricks. If we were to try to leave, the owner's people would beat us and report it to the owner, who would perhaps torture and kill my father.

Making bricks since being little is no fun, but now my life is very good because I can go to school. However, I have to make more than 200 bricks every afternoon, six days a week, to help my family.

People think that girls have less worth and that they do not need to respect us. Many people here beat girls. They don't want us to be allowed to speak out and don't send their daughters to school. But at our brick kiln people are beginning to change their attitudes. They no longer stop girls going to school and I approve of that very much.

We have learned about children's rights, and that they must be respected, through the WCP program. It is a very good program, which has also taught us that everyone should respect girls' rights. When I receive The Globe magazine, I gather my friends together. I read it out loud and they listen to the stories. My grandmother lives near me and she asks me time after time to read more from The Globe. Here at the brick kiln almost everyone is aware of WCP because we children talk about it all the time. And they see when we take part in the Global Vote."

Nyha, 12, BRICK-school, Khokhar Brick Kiln

The children at the brick kiln read The Globe in Urdu, which is printed in black and white.



Now I understand my rights

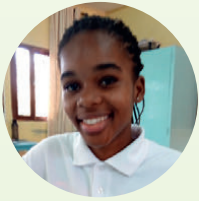
"Our debt to the owner is 700,000 rupees (USD 6,000). No one can pay that much. I hope that I can get an education and a job, so that I can pay the debt and my parents can be free one day. I want to be a doctor.

I go with my dad to the brick-works at five in the morning to mix the clay. Then I make 200 bricks, run home to eat and hurry to school. I finish school at one o'clock, eat a little and then make another 300 bricks. Then my dad and I mix the clay for the next day's work. I come home at six and do homework for 2-3 hours.

People don't treat girls and women well. We have read in The Globe that girls have rights, and I think that all people should respect them. I really like being part of the WCP program. I am learning about children's rights and about the stories of individual children and their actions to defend their rights. Now I understand my rights and have explained to my dad and the rest of my family all about it. They also think that it is good, and my dad now gives me more support than before. I like reading about the Child Rights Heroes and have made up my mind to be a good person, like them."

Amir, 14, BRICK school, Majid Brick Kiln





Hawuka



Caroline



Dulce



Aline



Catarina



Simeao



Nayla

They call me 'the lawyer'

"There are lots of injustices where I live, and children cannot speak freely. WCP is very important because abuse of children and trafficking is increasing here. Being a Child Rights Ambassador means spreading light where there is none. I talk to families and neighbours about the rights that children have. In my class, they call me 'the lawyer' because I support gender equality. I will continue to be a changemaker because what I care most about is changing people's way of thinking."
Hawuka, 15, Comunhao na Caolheita School

WCP is part of me

"Parents here don't respect children's right to speak. When a neighbour's daughter, who is ten years old, tries to say something, her grandfather gives her a beating. WCP is part of me, it's an honour to get to learn more and be able to pass it on to others. I teach girls and boys how to defend their rights. I talk in particular to girls and their families. I've learned that we mustn't keep it to ourselves when our rights are violated, we must tell someone about it."
Caroline, 15

Feels like a heroine

"Boys and girls here don't have equal rights. Girls have to get up early and do all the housework. As a Child Rights Ambassador, I've spoken a lot with parents about how they must respect the rights of the child. I feel like a heroine when I help other children stop accepting it when their rights are violated. It's the WCP program that's taught me that



These girls in Mozambique are all WCP Child Rights Ambassadors and have taken part in the WCP program and the 'project Mozambique for Girls' Rights'.

all children have rights and that everyone must respect them. When I see a child being mistreated, I report it and say that it mustn't happen. I really like The Globe. My grandma used to force my cousin, who is orphaned, to carry heavy water cans, but when she got to read The Globe, she realised it was wrong!"
Dulce, 12, 1 de Junho School

I help others

"Girls here have to do all the work at home and are always late for school. As a Child Rights Ambassador, I always try to solve problems like these. When I heard them say to a girl: 'If you don't work, you won't get anything to eat today', I told her to bring her schoolbag and school uniform and come back to my house. I asked my mum to give her breakfast before we went to school. For me, being an ambassador means helping others, both girls and boys. The Globe teaches us not to accept the problems we're surrounded by. I feel that I change things in lots of families. A girl we came to see was living with her dad and

grandma, and she had to do all the work. 'Excuse me, but we've come to ask uncle to help her so she can go to school.' The next day, everything was fine in the family and her dad had started helping his daughter with the work."
Aline, 12

We children are strong together

"WCP taught me how to make my voice heard and how strong we children are if we raise our voices together! I am a Child Rights Ambassador and I teach my school friends about their rights. From when I was little, my parents have always hit me instead of talking to me. But the WCP program has changed things, and my parents have started discussing things with me instead of hitting me. Before the WCP program, I had to do all the household chores to help my mum. But now my brother has also been given things to do at home."
Catarina, 16, Malangatana Valente Ngwenya School

The Globe helps parents understand

"I've taught parents where I live to respect the rights of the child. I feel good when I'm able to help girls and boys know their rights. We all have the same rights, and the WCP program is really important for protecting us girls and reducing violations of our rights. I love The Globe because it teaches lots of children that they have rights. My mum says that when parents read The Globe, they understand that they mustn't violate children's rights."
Simeao, 12, 1 de Junho School

Here to change things

"Girls go along with arranged marriages because they dare not speak up. We teach them to forget their fear. We also get parents to understand that they need to change. It feels good when I help other girls or boys understand their rights. As a Child Rights Ambassador, I feel like a new person that's come into a new world to make changes. We ambassadors can fight for equal rights. I read The Globe out loud to my younger siblings and they ask me questions."
Nayla, 12, 1 de Junho School



WCP improves equality in the family

"The law in our house is boys go to the market to assist our parents in the stores, while girls do all the household chores. I am a WCP Ambassador and I have decided to change the law in our house. I discussed it with my mother and told her it is wrong that the girls do all the work in the house. So I made up my mind to go home after school to help my sisters to do one of their jobs. My father did not approve of my activities, which brought a lot of disagreement with my father and mother. I did not relent, so this matter was brought to the school authorities. The manager laughed at my parents and they all joked about it. She explained that the WCP program specifies the rights of the child and gave The Globe to my parents. This brought peace in our house and all family members were happy. My father started asking me to make him breakfast and sometimes wash his clothes. My brothers started helping with household chores too. Thanks to the WCP program for changing the attitudes of my family and making our home happy and peaceful!"

Iwu, 11



More school, less hitting

"Children's lives have changed a lot here. Before the WCP program, we had no rights. Now the adults hit children less and my parents don't hit me like they used to. Children had to work in the fields, but when they heard about children's rights and the WCP activities, they asked their parents to be allowed to go to school because it's one of their rights. Girls now know more about their rights and parents understand that girls need to be valued. My big brother and sister now work together at home, so things are getting better. I became a changemaker through the WCP program and I now know and care more about other children's lives."

Child Rights Ambassador, Karen

Teaching the adults

"I want my village to respect the right of the child. We children need to fight for gender equality. Girls and women are oppressed, so we must try and educate men. Thank you WCP for teaching me about my rights and enabling me to teach other children in the village about their rights. Sometimes I have to work in the field during school time, but I see many children who don't go to school at all because they have to work in the fields, look after their younger siblings and do the household chores. Now that the adults know more about children's rights, I hope children's lives will improve. I want to teach the adults that girls and boys have the same rights and the same worth. I also want to teach them not to look down on poor people, not to force children to be soldiers and not to hurt children at all."

Child Rights Ambassador, Karen

Children from several schools have come together for their Global Vote at Lay Nar Dern School.



Has affected our lives

"I am a member of the WCP Child Rights Club at my school, and The Globe magazine has made a huge difference to my life and my friends' lives. It teaches us children about many rights that we are not aware of. It also shows we can demand our rights. For example, thanks to The Globe we know that not only men should speak and hold positions of power in society. Now I know that I also have the right to give my opinion and to make decisions."

Nafisatu, Sylvanus Municipal School





The queue to vote at Bakarydougou School in Côte d'Ivoire.

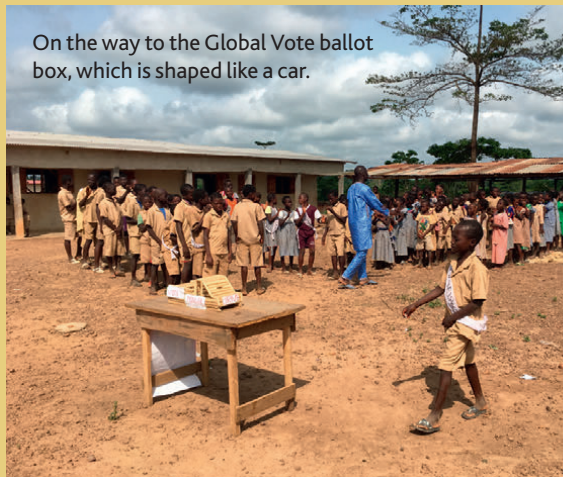


The boy to the right is being ticked off on the voting list and is given his voting paper. The boy to the left is having his finger inked to prevent voters from cheating and voting twice.

Global Vote in cocoa country



Côte d'Ivoire is a country with many cocoa plantations. Children often work to harvest the cocoa. Some of them come from neighbouring countries, and are sometimes treated very badly. Others, like the children in the village of Bakarydougou, work with their parents and are involved in the WCP program and the Global Vote.



On the way to the Global Vote ballot box, which is shaped like a car.



Time for the vote counters at Bakarydougou School to do their job, under the supervision of the election supervisors.



Birth certificates for everyone!

"I know children here in the village whose rights are violated. Most of them don't have a birth certificate. Some of them don't even have a school uniform.

"In the morning, after I've cleaned my teeth, I sweep the yard, fetch water and do the washing up before showering. Once I've eaten, I go to the fields with my mum, except for Fridays and Sundays when I do laundry instead. I weed the yam crops and harvest cocoa pods using a machete.

"I want to see the children of the village wearing school uniforms and for them to be able

to eat enough before going out to work in the fields. But most of all, I want them to have birth certificates.

"The WCP program teaches us about our rights, and the Global Vote teaches us all about elections. I usually talk about children's rights with my friends, both those who go to school and those who don't. The Globe teaches us children a great deal, and it's taught me a lot about other children's lives."

Larissa, 10, Child Rights Ambassador, EPP Bakarydougou School



The voting booth ensures that the Bakarydougou pupils' votes remain secret. No one knows who anyone else has voted for.

Reading The Globe is a voyage of discovery

"I work on the cocoa plantation with my parents, clearing undergrowth with a machete, picking the cocoa pods and carrying them. I sometimes work with my dad and my aunt, panning for gold. I dig a hole with a pickaxe, and when the earth is dug up we rinse it with water to look for gold.

"We need to educate parents so that they let their children go to school and help to build school buildings, like a dining room. My wish is to see all children go to school to learn. That's not the case in my village. Some girls are married young because their parents don't know how important school is or about all the dangers involved in marrying young.

"Before, I didn't know about my rights. But thanks to WCP I do now, and I've learnt to talk about my rights with my friends. I like the WCP program. It teaches me how children live around the world.

"For me, reading The Globe is like a voyage of discovery, which teaches me about children's rights. I showed my parents and my brothers and sisters The Globe. They're happy that I read it, but my parents think it's a lie that children can do everything it says."

Paul, 14, EPP Bakarydougou School



Time for the results of the vote.



GUINEA BISSAU

The teachers beat us

"I really like reading The Globe, which has taught me a lot of important things. At the school where I attend extra lessons, the teachers beat the pupils. Sometimes I'm afraid when I go there.

Once, I confided in my teacher here that the teachers there subject us to physical and mental violence. He said that those who allow that must be punished. I read in The Globe that, as children, we should be protected from violence and assaults, but the teachers at that school? Well, they do the opposite."

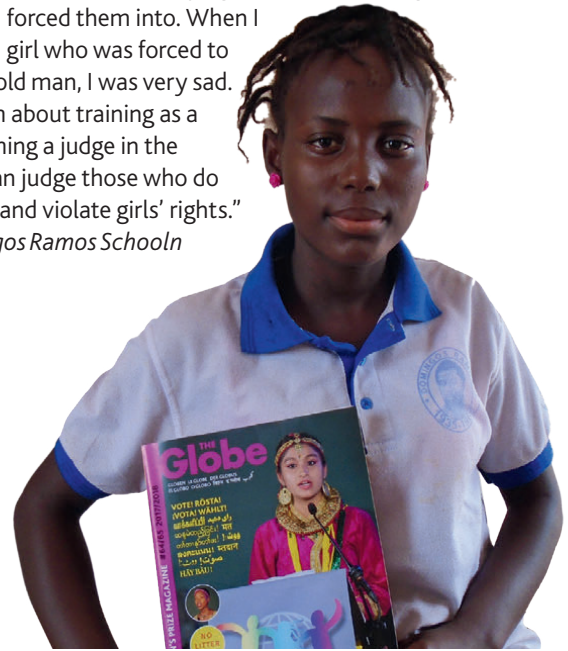
Fernando, 10, Professor José de Sous School



I want to save girls from child marriage

"I live near the reception centre for girls who have been forced to marry older men. It was them who gave me The Globe and the chance to take part in the Global Vote. Some of them managed to escape. They asked the police for help, and they then came to the AMIC centre. I usually visit them, and have made friends who told me how they were tortured until they agreed to the marriages their relatives had forced them into. When I met a 12-year-old girl who was forced to marry a 60-year-old man, I was very sad. It made me dream about training as a lawyer and becoming a judge in the future, so that I can judge those who do that kind of thing and violate girls' rights."

N'Dei, 13, Domingos Ramos School



GUINEA

All children have equal worth

"My mum helped me to leave the poverty of the village, to live with my aunt in the capital city, where I can continue to study. Here, I always have to carry out household chores and that affects my studies, especially during the exam period. I don't understand why girls' rights are violated when all children have the same rights, regardless of whether they are rich or poor. WCP shows us that all children have equal worth, and we can stand up for our rights and get others to protect us."

Aminata



I bring about change

"Adults don't listen when I try to have my say. I can't play or relax if I haven't finished all the household chores. Here, the most common violation of children's rights is children not being able to go to school. Girls aren't seen as having the same worth as boys. We have to cook, wash up and clean, so we don't have time to play. We have to get parents to respect all children's rights equally. By working with WCP, my friends and I have shared our knowledge and experiences. I've learnt about children's rights, which I didn't know about before, about heroes who fight for children, about the history of democracy and the fact that I have the right to express my democratic opinions freely. I take The Globe home and let my parents read it. They're curious! I see myself as someone who brings about change. As a Child Rights Ambassador, I intend to fight for the best interests of the child."

Jacqueline, 15, École Kamboinsé



Show the President The Globe

"All my rights are respected, except for the right to express my opinion. Here, when adults talk, children aren't allowed to say anything. But I'm a proud Child Rights Ambassador, and I tell everyone that they have to respect children's rights and democracy! I show my parents and friends The Globe. They like it, as they learn new things about their rights. Lots of people think we should show our local politicians The Globe. And why not even the President of Burkina Faso? When I grow up I want to bring about change, just like the Child Rights Heroes."

Aida, 10, École Privée Chayaf



Saying no to child marriage

"Where I live, we can't play as we would like to. Nor are we protected against violence, and we can't express ourselves freely. When I want to speak, adults tell me to be quiet. Girls and boys are treated differently."

I lead the child rights club at my school, and I talk about children's rights there. I explain that democracy means listening to others and making decisions together. Our club organised Global Vote Day. It felt good voting in an election that only children could take part in. We take it in turns to take The Globe home. I don't like it when it's not my turn! My brothers and sisters read it, and we also talk about what we've read with our mum. In the future, I'd like to build a home for girls who want to break with tradition and say no to child marriage."

Djamilla 10, École Privée le Messenger



The whole family

Children in Burkina Faso like The Globe and the World's Children's Prize, and several things are clear: girls' rights need to be respected more, families read The Globe together, and the children teach their parents about children's rights and girls' equal rights.

Our neighbour borrowed The Globe

"Some girls are forced to work as maids. They work long hours without being allowed to rest, and they don't even get paid. That's wrong! Many girls are forced to marry too early and to leave school."

"I've done lots of things with the WCP program: everything from reading stories to taking part in a press conference. We have a Child Rights Club at school, and I've trained as a Child Rights Ambassador. All my family read The Globe, and even our neighbour borrowed it. Then we discuss what we've read! This is the first time they've heard about children's rights and their importance. As a Child Rights Ambassador, I always intend to fight for the best interests of the child. When I grow up, I want to help children with disabilities, as they are often treated badly. I want to fight for their equal rights."

Nancy Ariane, 10, Ecole Privée le Messenger





Bibata leads a meeting of the WCP child rights club at CEG Tanghin Barrage.



WCP teaches my family

"Because I'm a girl, I never have time to play. They tell me I have to launder clothes. When I've finished that, I have to wash up. And after that, I have to sweep. Some other children can't even go to school and never spend time with other children. It's like they're in prison. Lots of girls don't get an education and are married off. Being part of the WCP program makes me happy. I've learnt so many new things, like how democracy is the right to choose for yourself, without being tricked. I'm a Child Rights Ambassador, and I stand up for children's rights. At home, I read aloud from *The Globe* to my family. They learn about children's rights, and we talk about the subject a lot."

Anabelle, 11, École Kamboinsé

The Globe is a treasure chest

"Where I live, many girls have to work very hard. Some adults have sex with young girls. Some girls who work have to give all the money they earn to their parents, and hardly get any food to eat.

"I let my friends and family read *The Globe*. A friend of mine didn't want to give it back – he wanted to show it to others at his school. *The Globe* is a treasure chest! WCP is good because it gives us knowledge about rights and obligations. I see myself as someone who brings about change, as I stand up for children's rights. I explain to my mum that girls and boys have the same rights. When I voted on Global Vote Day, I felt like I was fighting for children's rights!"

Estelle, 12, Ecole wa Malgba de Palgré



During the WCP child rights club meetings, the children read aloud from *The Globe* and discuss child rights issues, girls' equal rights and democracy.



reads *The Globe*!

WCP: a vaccine for a better life

"As part of the WCP program at my school, I acted out scenes from the life of a Child Rights Hero. I also helped my friend, who's a Child Rights Ambassador, to explain about children's rights to other children and parents. On Global Vote Day, I learnt that the majority get to decide! I take *The Globe* home, and my parents, my siblings and I read it aloud together. We learn that some people harm children, but that there are also people who help children. *The Globe* is like an antidote, a vaccine, which makes children's lives better."

Yves, 13, École Kamboinsé



Training for the future

"My right to say what I think isn't respected. Where I live, some children are beaten and don't get enough to eat. Girls have to work harder than boys, and they never get the chance to rest. As a Child Rights Ambassador, I teach my parents, local leaders, teachers and children where I live about children's rights and the right to make free choices. WCP trains us for the future and a world where children's rights are respected."

Germaine, 11, École Privée primaire Txingudi vida



Taught me to help others

"In my village, children's rights are respected, but just because children are being sent to school does not mean that they are getting nutritional food. To stop child labour I can talk to the person who uses a child for work. The WCP program has had a great impact on my life. It has taught me to help others who are in need. I have taken The Globe home. My mother also read it and told me that we can learn many things from this. I will start protecting child rights and continue throughout my life."

Kamana, 15, Shree Tapeshwor School



I can bring about change

"When I grow up, I intend to keep fighting to protect children against assaults, slave labour and sexual violence, especially girls who are particularly vulnerable. The WCP has taught me more about my rights and what I can do to bring about change."

Hermione, 15, Child Rights Ambassador, Alfred Westphal School

Wants to be a voice for vulnerable girls

"Having trained to be a Child Rights Ambassador, I now feel ready to defend children's rights and to be a voice for children whose voices are not heard. That's particularly true of girls who often experience discrimination and even assaults. I will help to implement the WCP program at my school. We've learnt how democracy works, so I'm particularly looking forward to Global Vote Day!"

Ramdiniath, Child Rights Ambassador, La Gaité School



Global Vote at Engilang'et School for Maasai children in Tanzania.



The WCP eradicates child marriage

"The WCP program has taught me lots about children's rights and is paving the way for my continued studies. After three years with the WCP, child marriage in our village has started to be eradicated, although some parents still marry off their children."

Koursouma, Toufndé Gandé School

The courage to fight

"Many girls my age are already married. The WCP program gives me the strength to continue. After all, if I give up, all my sisters will also give up. Through the WCP, we also teach adults so that they don't marry off their children. We explain to everyone in the village that children have the right to go to school, and that child marriage can have serious consequences in terms of their daughters' lives and health. I'm pleased that the WCP has given me and other girls the courage to fight for our rights."

Thillo, 17, Lycée de Galoya



Persuaded dad to change his mind

"My dad let me and all my siblings go to school. Without the WCP, he would never have agreed to it."

Coursoum, 13, Toufndé Gandé School



WCP changes everyone in the village

"Before, my dad wanted me to continue our family tradition: leave school and go to the Koran school in our village instead. The WCP made me want to stay in school, and to my great surprise it was my dad who then came with me all the way across the river on graduation day, and asked if I would pass! WCP really changes everyone in the whole village!"

Abou, 14, Toufndé Gandé School





CONGO BRAZZAVILLE

We are all equal

"My brother and I have been reading *The Globe* since the sixth grade. It has helped us to grow with dignity, as we know that although we are children we all have the same rights and are equal. Our parents understood our commitment to the WCP and encouraged us to take part in the Global Vote."

Bénie, 15, La Fraternité School, Congo Brazzaville

Global Vote at JPE Mikalou School in Congo Brazzaville.

GHANA



The voting queue and vote counting at Gemstar School in Ghana.

PHILIPPINES

WCP unites children



"The WCP program plays a vital role in the lives of children, enabling them to be heard. It has united children from across the globe in raising their voices against child abuse, exploitation and other forms of violence. As a change-maker I will use the knowledge I've gained from this program to influence other children to fight for our rights."

Marsida, 16, Mangelen School

Teaches us to do good deeds

"The WCP program helps children like me to hear the voices of other children who need help. Being part of the WCP is the best thing for us children because it helps us to know about our rights and also teaches us to do good deeds for others. I hope someday I can also help other children who experience abuse."

Trisha, 11, Alabel Central School



TOGO

Wants to change old habits

"Every day that God gives us, we discuss violations of human rights, a lack of respect for democracy and environmental problems with our friends in the WCP club and our teachers. We've carried out campaigns in many villages. WCP has made us changemakers, and we plan to work to change old habits and for a better world."

Justine, 11, ELP Sinou School



The voices of vulnerable girls

"We are fighting to ensure that there are no longer children who cannot make their voices heard. When we talk about those without voices, we mean girls who are subjected to violence and sexual assaults. When *The Globe* came here, we drew inspiration from the texts about children's rights and from the children's stories. We are now fighting even harder to end those terrible circumstances that force girls to leave school and that destroy their futures. And *The Globe* truly is a weapon that helps us to put a stop to this in our schools."

Elate, 12, CEF Lankouvi School



WHY HAS SPÈS BEEN NOMINATED?

Nominated Child Rights Hero

PAGES
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Spès Nihangaza

Spès Nihangaza has been nominated for the World's Children's Prize because for over 25 years she has been fighting to help Burundi's orphaned and most vulnerable children.

One in five children, around 700,000, in the world's third poorest country, Burundi, are orphans. Four in ten children were never registered at birth, which makes it difficult for them to access health care, go to school or inherit property.

When Spès and her sister Caritas were growing up, they were taught to help the sick and the weak. When, in 1992, they began looking after children who had lost their parents to AIDS, they set up the organization FVS, which is now called FVS Amade. The mass murder during the long civil war that started in 1993 led to many children being orphaned. Spès and FVS have worked to find these children new homes.

FVS runs a boarding school, a centre for street children and clinics, helps children go to school and access health care, and runs a social insurance fund for poor families. FVS has created a system of 1,700 solidarity groups, in which villagers get together and pay in money, which is then used for loans for starting up small businesses, for health care and school uniforms and school materials for children. Poor families are given support, and orphaned children are fostered and offered support to attend school. Spès has also created a system of Child Protection Groups that help children whose rights have been violated by providing legal and psychiatric support. Spès is sometimes called "Mother of 50,000 children" because she and FVS Amade help give so many children a better life.



When Spès Nihangaza and her big sister Caritas were growing up, they were taught to help others. When helping sick patients at a hospital in Burundi's capital Bujumbura, they soon realised that the patients' children also needed help. So they set up FVS, which now works to protect children's rights across the country.

It all started when two of Spès' uncles became ill at the end of 1989. Spès had recently qualified as a pharmacist and was working at a pharmacy. Her big sister Caritas worked as a nurse.

The two sisters and their seven other siblings were used to taking care of others. The door was always open at their parents' home for anyone who needed help. Spès' grandfather often talked about how her great grandfather looked after orphaned children after his village was struck by a deadly epidemic.

Spès' parents' house was also home to several of Spès'

cousins, who had moved in after their parents died in a car accident. Spès' mum and dad said that the children should be willing to share both their food and their rooms with relatives or neighbours who needed help.

So it felt completely natural for the whole family to step in and help the two uncles when they became ill. The siblings and cousins drew up a schedule to make sure the uncles had visits every day. They brought food and helped with washing, shaving and cutting their hair. They brought clean clothes and sat and chatted with them. No-one

knew what was wrong with the uncles.

One day, when Spès arrived at the hospital, she saw that the other patients were watching her.

"Dear uncle, why is everyone looking at me like that?" she asked.

"Well, every time you come here they're just waiting for you to go so they can have some of the food you bring. Hardly anyone else here gets visitors."

Lots of children

When she got home, Spès told the rest of her family what she'd found out. They decided to take a little extra





TEXT: ERIK HALKJAER, PHOTOS: JESPER KLEMEDSSON

food with them, but no matter how much food they took it was never enough.

Her big sister Caritas started visiting the women's ward at the hospital. She noticed that several women had their children with them, as there was no-one else to look after them.

In order to help as many patients as possible, Spès,

Caritas and their siblings and cousins asked their friends, neighbours and colleagues if they could help out. Soon there was a much bigger group of people than just the family giving their time voluntarily at the hospital.

Spès' little sister, who was studying to be a doctor, got in contact with the doctors at the hospital. One day the doctors explained that their sick uncles and many other patients had AIDS.

Help our children

And so the day came when a woman died, leaving her little girl behind her.

"What do we do now?" asked Caritas.

"We'll have to call everyone to a meeting," said Spès.

Children who have been orphaned as a result of AIDS, mass murder during the civil war or other causes have always had a friend in Spès.

They advertised in the newspapers, on the radio and in various churches for someone to look after the girl. She lived with Caritas' family for six months. Then the girl's aunt called and she was able to move there. More and more patients wanted Spès, Caritas and the others to help take care of their children when they died. A couple of patients also wanted to pay them for all the help they received.

"We need to set up an organization," said Spès to Caritas.

At the end of 1992, Spès and Caritas founded FVS (Famille pour vaincre le Sida, Family to Fight AIDS). They used the money they were given to buy food and pay for schooling for the patients' children.

More help

When Burundi's government started offering poor people cheap health care, FVS

Spès and her big sister Caritas (standing to the left of Spès) grew up in a home where they always made an effort to help the sick, the poor and the weak, and they have continued to do this throughout their lives. Here they are visiting a solidarity group, whose members take care of orphaned children and help to ensure they attend school through a system devised by Spès.

became involved in helping hand out healthcare cards. Their contact with the government led to Spès being invited to meetings with other organizations.

"I liked the way you talked about your way of working," said a woman from Switzerland.

Spès said thank you, but then the woman started talking about something called projects.

"I'm sorry, I don't understand what you mean when you talk about projects," said Spès.

"Don't you conduct your





work as projects? Then how do you apply for funding to do your work?” wondered the woman. “If I ask you what you plan to do with the money you get, what would your answer be?”

“Give food to the patients’ children so they can go to school,” said Spès.

The woman taught Spès how to write a project application and promised to organize funding.

There was no way to stop HIV and AIDS, but in 2001, WHO (the World Health Organization) decided that everyone in Burundi who was HIV positive would be entitled to free antiviral drugs that prevent the HIV virus from developing into AIDS. FVS was one of the organizations that would be handing out the medicine. Spès and Caritas opened the first FVS clinic, where people who were HIV positive would be offered health care, medicine and mental support.

More orphans

The organization that Spès and Caritas founded in 1992 was now doing much more than just caring for sick people. From the end of 1993, Burundi was affected by a long civil war. Many children lost their parents. FVS looked for new

homes for them, just as they did for the children of patients who had died.

The children’s foster parents needed money to buy food and clothes and to pay for schooling for these children. That’s when Spès had the idea for FVS solidarity groups (Nawe N’uze).



“If a child gets an education, they can get a job and lift themselves out of poverty, and then more children can get to go to school,” says Spès.

The members of the solidarity groups buy shares or membership. The money from the groups helps to buy school uniforms and school materials for the children, the adults can take out loans for small business projects, and there’s also money for health care if any of the group’s members or the children fall ill.

The most important thing for Spès is that the adults earn money, so they can invest more money in their solidarity group and help more children.

“When children get to go to school, they learn things, which reduces the risk of them becoming ill or getting HIV.

Mother to 50,000 children

This is what Spès is sometimes called because she and FVS Amade help so many children to achieve a better life.





They get an education, and they can go to university and get a job so they can help their family. If a member of the solidarity group or a child manages to get themselves out of poverty, then more children can go to school. Nawe N'uze is sowing seeds for the future," says Spès.

The beginnings of a good idea

One day, Spès met an older woman whose daughter had

been assaulted and had a child she didn't want. The daughter gave the child to her mother and disappeared. When Spès met the woman, the young child was very ill. The woman explained that the doctor had said the girl needed antibiotics. She needed two boxes of tablets, but the woman could only afford to buy one box. She could buy the next box once she'd sold a few vegetables, which would be harvested in a couple of months.

Spès' idea for how the poor can best help themselves and the large numbers of orphaned children has now expanded to 1,700 solidarity groups. Here she meets with one of the groups. The villagers in the solidarity group are collectively building a better life for themselves and their children, but they also act as foster parents to orphans and provide help for the poorest children and families in the village.

Spès went home, gathered FVS' management team together and presented her idea. They decided to create healthcare insurance for the people they helped. Then the woman wouldn't need to wait until harvest time to buy the medicine for her grandchild, who needed help now.

"When I see someone who needs help, I don't hesitate. I've always been this way. When I see a street child we've helped go to school with their school books under their arm, it makes me happy," says Spès. 🌍



How Spès and FVS Amade work for children

- They help set up solidarity groups and use them to find foster parents for orphaned children, who are also given help with school, school uniforms and school things. The solidarity groups also support children from poor families.
- They offer foster parents microloans to help boost their finances and provide for their foster child.
- They organize Child Protection Groups, train their leaders and offer legal and psychiatric help to children who have had their rights violated.
- They help children obtain birth certificates.
- They help children attend school, and they run a boarding school.

Support from a princess

In Burundi, all children aged between 7 and 13 must go to school. School is free, but many are unable to afford a school uniform, books and other school things. Pupils have to pass a test to go on to study after sixth grade. If you don't pass, you either have to quit school or pay to go to a private school. Few can afford to do that. Before 2005, you had to pay for years one to six as well. Several organizations, including FVS, managed to convince the government to introduce free schooling.

FVS has built its own school in Spès' home town of Bururi for 268 pupils at secondary and upper secondary level. Forty of the pupils have been given a scholarship by FVS to attend the school. Spès wants the school to offer gifted pupils who have previously been helped by FVS the chance to study further, even if they haven't passed the entrance test for secondary school. FVS' school has been built using money donated by Princess Caroline of Monaco, who is president of the organization AMADE Mondiale. In 2013, FVS merged with Amade Burundi. That's why FVS is now called FVS Amade. Spès is on the board of AMADE Mondiale.

Evelyne bakes for her family

When Evelyne missed lessons and didn't do her homework, she had to retake a year of school. She quit school after third grade. She took a job in the fields and sold fruit and vegetables, or helped her three younger sisters. When Evelyne was 18, a friend told her that FVS Amade ran courses for young people who hadn't finished school. Evelyne went to FVS Amade's offices and was able to choose between courses in baking, car repair and sewing. She decided to be a baker. She can use the money she earns to help her mum and pay for her sisters' schooling.

When Ninette's dad died, her stepbrothers took all the farmland. They also tried to take the cows that her dad had left to Ninette, her sister and their mum. So her mum went to the village's Child Protection Group, who fought to make sure that Ninette and her sister also got their inheritance from their dad.



Ninette's stepmother and her sons wanted to take the cows and leave Ninette with no inheritance, but FVS Amade helped her to get them back.

Ninette gets her cows back

Ninette and her mum were about to go to bed when they heard movement outside the house. They took the torch and went out. Ninette's three stepbrothers were standing there. They had three cows and were about to take them away with them.

"What are you doing? Don't take our cows!" shouted Ninette's mum.

"They're our cows. Our dad bought them and they belong to us," shouted the brothers.

One of the brothers grabbed the torch Ninette was holding and stamped on it so it broke.

Then they disappeared into the darkness with the cows.

A couple of days later, Ninette's mum went into the village. She told Marc from FVS Amade's Child Protection Group in the village what had happened.

"You need to tell the village leaders about this," he said.

Ninette's mum went with Marc to the office of the village leaders and told her story again. After a few days, Ninette's mum and big sister went into town to tell a judge as well. Marc had called one of FVS Amade's lawyers, who had promised to help.

Only boys inherit

When Ninette was nine years old, she discovered that her mum was very careful not to walk on the field next to theirs. Ninette asked why.

"It's not our land. It belongs to your stepbrothers, and they've said we're not allowed to grow food there," explained her mum.

In Burundi, women and girls cannot inherit when a man dies. Only boys can inherit. So when Ninette's dad met another woman, her mum just got a small piece of land for a house. Her dad's new wife had three boys and she





thought that all the land and all the animals should belong to her sons when the dad died.

When Ninette was six years old, her dad died. Her stepbrothers didn't let her or her mum have any of her dad's fields. They also wanted to have the cows that her dad had bought and that Ninette's mum had kept.

An end to the row

Ninette's mum spoke to Marc about the problems. He thought that Ninette and her sister should be entitled to some of the inheritance. Although the law says otherwise, the tradition in Burundi is for all children to receive something when their father dies.

Marc spoke to FVS Amade's lawyer, who contacted the village leaders. Together they managed to convince Ninette's stepbrothers to share some of the land. Ninette remembers how Marc, the lawyer and the head of the village spent the whole day going round the fields measuring. Ninette's mum and stepbrothers stood by and watched. In the end, Ninette and her sister got part of their dad's old field.

It was worse with the cows, which are very valuable in Burundi. When FVS Amade's lawyer tried to get the stepbrothers to give the cows back, they said no. But one day when Ninette came home from

Ninette and her mum have had to fight to ensure Ninette inherits land and cattle from her father because only sons are entitled to inherit in Burundi.

Marc from the village's Child Protection Group contacted FVS Amade's lawyer, who got Ninette's stepbrothers to share the land left by her father and got a court to rule that she should also get to keep the cows.



school, the cows were standing there again, grazing.

"We won in court!" said her mum.

Ninette's stepbrothers were cross, but when Ninette met one of them on the path outside the house, he said hello. That had never happened before. Ninette realised that the court ruling had put an end to all the rows. 🌐



Ninette, 12

Wants to be: A cattle farmer.

Often: Draws figures in the sand and decorates them with stones.

Sometimes: Plays marbles.

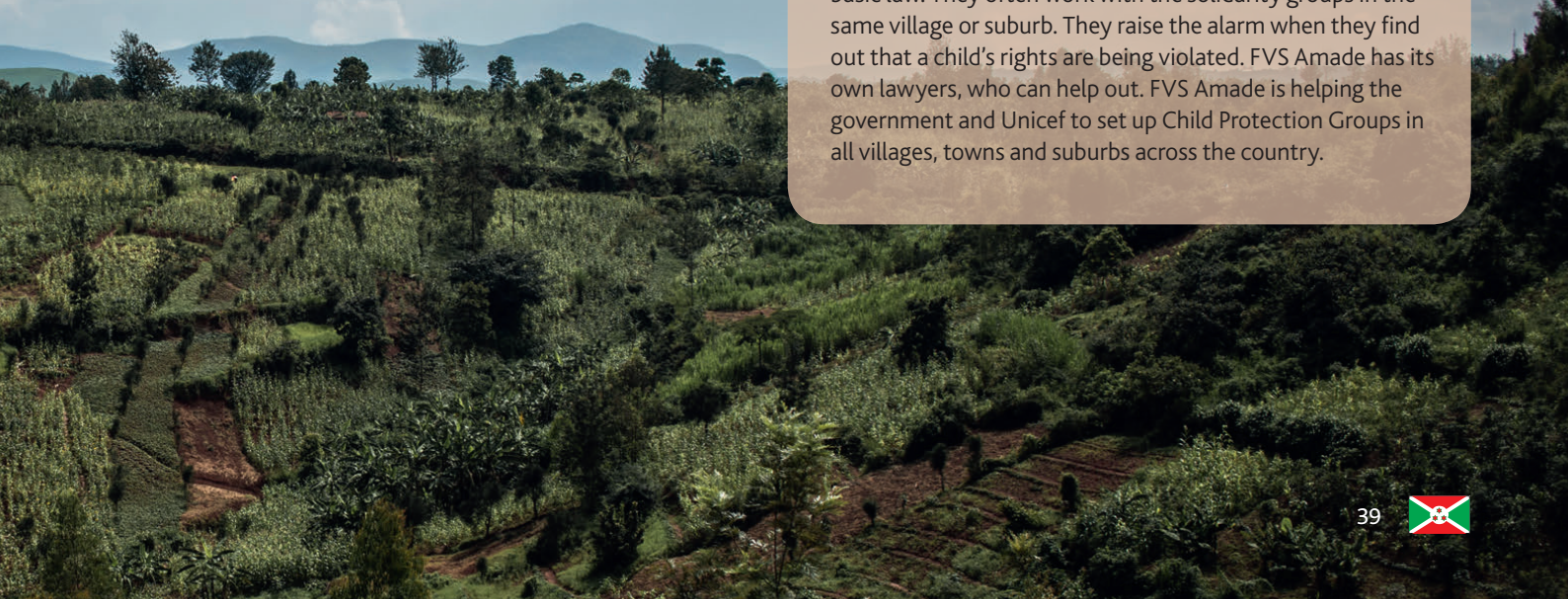
Favourite sport: Running.

Favourite subject: French.

Dreams of: Going to university.

FVS Amade's Child Protection Groups

FVS Amade has set up Child Protection Groups in the suburbs and villages where they work, to ensure that orphaned children come to no harm and are not exploited. A couple of adults in each location are trained in children's rights and basic law. They often work with the solidarity groups in the same village or suburb. They raise the alarm when they find out that a child's rights are being violated. FVS Amade has its own lawyers, who can help out. FVS Amade is helping the government and Unicef to set up Child Protection Groups in all villages, towns and suburbs across the country.



Villagers invest in

Floriane's mum has always been ill and her dad works a lot. Floriane and her siblings have had to help so much at home that they've barely had time to go to school. But one day Floriane got her big chance. The village solidarity group helped her get a place at FVS Amade's boarding school for poor children.

Floriane always finds coming home difficult. The life she has at school is so different to the way things are at home. She loves seeing her dad and siblings, but she feels sad when her mum isn't home. She's been ill for as long as Floriane can remember.

When Floriane still lived at home and went to the village school, her mum was sometimes at home in the morning, but then she'd be gone for several days. Then she'd suddenly be at home again. When Floriane would ask where she'd been, she'd just say she'd been to visit friends.



Her mum was kind and laughed a lot, but she didn't work and wasn't very good at taking care of the children. Spés and FVS Amade helped arrange for her to be admitted to a psychiatric clinic, which is where she is now. Floriane hopes her mum will be well enough to come home again some time.

Helped by the villagers
Floriane's dad is old. He

doesn't have much land of his own and he works for others in their fields. The house they live in is made of brown mud. They used to have an old house, but it collapsed.

Floriane's dad was given money by the village's solidarity group to build a new house. Floriane's parents aren't part of the group, but they were given help anyway because Floriane's mum is sick and her dad is poor.

The village's solidarity group surprised Floriane by arranging for her to attend FVS Amade's boarding school for poor children.

Her dad sold a calf to buy tin for the roof of their new house. They've also built a little barn for the family's cow and a new calf to sleep in at night. Next to the house, Floriane and her siblings have been growing sweet potatoes.

As a thank-you for all the help, Floriane usually assists



Floriane, 15

Wants to be: A business owner or banker.

Dreams of: A better life than I've had.

Likes: Praying to God.

Doesn't like: Arguing.

In her free time she likes: Singing and hanging out with friends.

Looks up to: Spés!



Floriane's mum is ill and her dad is poor. That's why the solidarity group has helped the family.



Floriane's big sister has always had to help out at home and hasn't had time for school. Her big brother goes to another boarding school, but he also has to help at home.





Floriane

When Floriane is at home she helps out in the family's little field and fetches water.



TEXT: ERIK HALKJÆR PHOTOS: JESPER KLEMEDSSON

at the solidarity group meetings. She loves maths and finance, and she makes notes in the group's cashbook.

Big news

One day when Floriane was working in the field, her big brother came with some important news.

“The solidarity group has decided that you will have the chance to go to a boarding school for children from poor homes,” he said.

Floriane had been going to the school in the village from first to sixth grade. It took an hour to get there. Often she left home without eating any breakfast because there was no food at home. She didn't get any food at school either. The days were long without food, but Floriane enjoyed learning things. Maths was her favourite subject.

The village's solidarity group realised that Floriane was particularly gifted when it came to figures, so they asked FVS Amade whether there was a place for her at the

organization's school in Matana, which is a couple of hours away by car.

The solidarity group had already helped Floriane's dad pay for some of Floriane's big brother's schooling, but Floriane would be able to go to the FVS school for free.

School with a computer room

When term started, Floriane packed her things in a bag. FVS Amade picked her up on the Saturday before school started.

The school was big. There was a basketball court, a chapel and a dining room. There were nuns who looked after the pupils. They showed Floriane and the other girls the dormitories with lots of beds.

Everything was different to the village and the village school at home. The nuns explained that everyone was given breakfast in the mornings, then there was lunch in the middle of the day, and in the evening there was dinner. The school also had a computer room.

The next day, all the other

pupils arrived. There were lots of them. Floriane was nervous, but also excited about getting to know girls from other parts of the country.

Extra-mum Spés

When school started on Monday, Floriane realised that it was really happening. She also realised that she was actually quite clever, and she was particularly good at maths and French. But she missed her family and thought about her mum a lot.

“You can always come to me if you need help. I can be like your extra-mum,” said Spés.

Floriane now has lots of new friends at school and is really enjoying it. The nuns take good care of her and her school friends. There's plenty of time to study in peace and quiet. There's always food, but sometimes she feels sad and misses home.

When she's feeling really bad, Floriane often thinks about how lucky she is to be here, but how much her family



Back at school!





05.30
Good morning!

and friends at home in the village struggle. That's why it's so hard to go home in the holidays.

Homework at dawn

Floriane's dad doesn't always have money. Sometimes he's sick and can't work. Then Floriane's brother has to work instead. When he does, he misses school, and he may have to quit. Of Floriane's six siblings, she's the only one who has completed more than nine years in school.

Floriane's youngest big sister has reached ninth grade, but she's had to retake several grades because she had to help at home.



14.00 Floriane, who is good at maths and wants to run her own business or be a banker, has lessons in financial management and bookkeeping, and here she's studying computing.

Every time Floriane comes home she tries to help out as much as she can. She remembers how it was when she lived at home and came home from school. There were always things to do: she had to bring home the cows from the field, someone had to fetch water, dad needed help in the fields and she or her sister had to make dinner.



11.00 On Sundays there's a church service. Here Floriane is singing in the classroom with the other pupils who are also Protestants. Pupils who are Muslims and Anglicans have gathered in other classrooms. The Catholic pupils have their service in the school chapel. In her free time, Floriane usually sings pop songs and raps with friends from her dormitory.

Ten of Floriane's school friends



"I come from a poor family in Bujumbura. Here at school I get some peace and quiet to read and I eat good food and sleep comfortably. When I'm older, I want to be a doctor and help my family."
Gerard, 13



"When I was little, my dad disappeared. There are good teachers here and we get plenty of food. I'm going to be an ambassador and live abroad with my family when I'm older."
Prosper, 14



"My dad died and my mum and siblings have HIV. I'm the only one who isn't infected. We had no light at home to do homework, and very little to eat. Here I get to learn about things I probably never would have learned about at the school at home. When I'm older, I'm going to be a journalist."
Yves, 13



"My parents are dead and I grew up with my grandma. There were always loads of jobs to do at home. Now I've come along much further at school than my old classmates. In the future I'm going to be president!"
Filisten, 14



"Mum and dad don't have much money, but I've been given the chance to study here. At home it was too dark to do my homework and there was hardly any food. When I finish school, I'm going to be a doctor."
Alain, 12



16.00
After the end of the school day, Floriane plays basketball and hangs out with her friends.



Her sister couldn't answer. She was ashamed. But now Floriane helps her with the baby when she's home. She and her sister share a bed and have the little girl between them under the mosquito net.

Floriane sometimes feels angry with her mum. If only she hadn't been ill, then Floriane's big sister could have finished school and wouldn't have had to work at home so much.

Floriane wants to graduate and be like Spés: start a company or maybe a bank. She likes looking after the cows and the calf at home, so one of her ideas is to run a big farm with livestock. 🌐

19.00 Floriane isn't used to always having breakfast, lunch and dinner (shown here), served every day.



There was hardly any time to do homework. The best thing to do was to get up early and do homework just as the sun was coming up. There are no lights in the house, so you can't read when it's dark.

Wants to be like Spés

One day when Floriane came home, her big sister told her she was pregnant.

"How will you cope? You know you have to go to school. Now you'll have to take care of the baby instead. What will you do then?" asked Floriane.



20.00
Good night!



"The good thing about being here is that I can study and play as much basketball as I like. I'm going to study at university to be a doctor."
Jovith, 12

"My dad died. My mum doesn't have a job, but she tries to do a bit of farming. It's easy to study here and they take good care of us. I want to be a lawyer, like my dad."
Bella, 14

"My mum died when I was a little baby and my dad got very ill. I've been living with my aunt, but she doesn't have that much money. It's easy to study here and you can go as far as you want to in life afterwards."
Lauraine, 12

"When I was ten, my mum died and my dad couldn't cope with looking after me. I lived on the street, but a man found me and took care of me. He helped me get into the school here. It's good, because now I don't have to work at home."
Nella, 12

"There are lots of us at home. Our dad died and mum only has a small field to grow food. Not all of us can go to school, so I'm glad to be here. I've made lots of new friends and it's much easier to learn things here. When I'm older I want to be a doctor and help others."
Ghyslaine, 13

The girl with the drum

When Arlette feels sad and misses her family, she usually plays the drum. She's been playing since she was little, and now that she goes to FVS Amade's boarding school far from home, she plays often.

"Every Saturday I go down to the chapel and play. It helps when I feel lonely.

Things weren't that easy at home. My dad disappeared five years ago and there are four of us children. That's why mum joined the solidarity group, which helped me get into this school.

In the holidays, I'm reminded how tough it is at home, but I also think about how I've been given such a big opportunity here at the school. I can get grants and continue my studies at university. Then I can get a job and help my family.

When we were in eighth grade, we got to go on a class trip to Uganda. All the children there spoke English, but I'm really good at it. We were there for three weeks, we learned to cook and did business projects, like making soap or jam and selling it. I called my mum when we got home. I said that the trip had been really useful for me and that what I'd learned will help me in the future. 'Mum, everything's going to be fine, don't worry,' I said."



Three baskets offer help

The three baskets are filled with money when the solidarity group in Floriane's home village hold their meetings. The money is then placed in three boxes, each with their own lock, in the wooden chest. Money from the locked boxes has helped Floriane's family and enabled her to go to FVS Amade's school ...



In the middle of the lawn are three woven baskets and a wooden chest. 21 men and women dressed in smart clothes sit in a half circle around them. They are all members of the solidarity group in Floriane's home village. Floriane used to join in with the group's meetings sometimes because she's good at counting.

Floriane sits next to the cashier. Firstly they call out the names of everyone who has taken out a loan from the group's funds; they have to pay interest on their loans by putting money in one of the baskets. The group applauds every time. Sometimes a member can't put money in, so that person has to pay double next time.



One basket is filled with the villagers' interest payments on their loans from the solidarity group.



Floriane notes down all payments in the solidarity group's cashbook.



Those who want to can also put money in another basket which is for deposits. All the members of the solidarity group pay an annual membership fee, also called a deposit or share. When someone puts money in the other basket, that person is buying a larger share of the whole group's total contribution. This means the whole group gains more money, or capital.

The money from the three baskets is placed in the three boxes in the safe: one for interest payments and deposits, one for the fund for healthcare and other help for the villagers, and one for school uniforms and materials for the children.



When she's home from school, Floriane usually goes to the solidarity group meetings. The solidarity group in her village has also decided to help poor families that are not members of the group.

Three keys

Those who can put a little money into a third basket, contributing to fund to pay for children's school uniforms and school materials.

Floriane notes everything down: who pays their interest and how much they've paid, who has bought a bigger share and for how much and who has put money into the fund for school material, and how much.

All the money is then placed in different boxes in the wooden chest, which is on the ground next to the baskets. Three keys are needed to open the three boxes in the chest.

The money paid in interest and deposits goes into the first box. A small portion of the deposits goes into the second box for a fund for healthcare or other help the members might need. The third box contains the money for school uniforms and school materials.

While Floriane notes everything down in the group's cashbook, others

note down the details in each member's own cashbook. The members can use these to keep track of their investments during the year.

A member can apply for a loan for small business projects at any time during the year. At the end of the year, everyone who has paid their interest gets their investments back with a small profit.

Helping the village

The money for school materials is used every year at the start of school. The solidarity

group buys school uniforms, pens and notebooks for all the children in the village.

The solidarity group in Floriane's village has decided to help more people than just its members. Floriane's family is poor, so they have been given help to build a house. The group also helped Floriane get a place at FVS Amade's school.

"I'm so grateful for your help. I don't know how to thank you. You are like my parents and I hope you can help others like me in the

future," says Floriane when the meeting is over.

"We're happy for your sake and that you have the chance to go on and do further studies. You're always welcome here. You know that," says the group's chairwoman Christine.

Floriane has decided that when she's finished university and started her own company or got a job at a bank, she's going to help the people in her village. Because they've helped her. 🌍



"I don't know how to thank you. You are like my parents and I hope you can help others like me in the future," says Floriane to the village's solidarity group.



TEXT: ERIK HALKJÆR PHOTOS: JESPER KLEMDSSON





It's nice to have a roof over our heads, at grandma's. There's a mattress and a quilt. Evariste doesn't get wet when it rains. He used to live at a rubbish dump; it smelt horrible and was really dirty. He got soaked through whenever it rained.

From the street to grandma's

Their mum and dad beat Evariste and his younger brothers Selmani and Eric, so they ran away from home and lived on the street. Help from FVS Amade has enabled Evariste and Selmani to return home and they now live with their grandma. They go to school and play football whenever they want. But their little brother Eric is still living on the street ...



“We’d slept on the rubbish dump at the market in town. We got up early to look for wood to sell to people who make coal, but my little brother Selmani didn’t want to. He disappeared into town instead. I went to the market on my own and looked. Our little brother Eric wasn’t with me either. He had slept somewhere else.

“When I got back to the dump, Selmani wasn’t there. I heard that the police had been there looking for street children.

Reading and writing is hard. Evariste is a bit better at it than Selmani. Grandma Rachel tells them off because their notebooks are so crumpled and dirty.

“That night I prayed to God for Selmani to come back. We always sleep together, even if we do different things during the day. He was gone for four days. I searched everywhere and asked after him, but no-one had seen him. At night, I prayed that nothing bad had happened to him. I met Eric, but he didn’t want to help look for him.”

Help for the boys

“One day when I was going past the prison, I heard someone calling my name:

‘Eva, Eva!’

It was Selmani. He was sitting in a car with some adults. I was so happy to see him.

‘We’re from an organization called FVS Amade. We helped your brother get out of prison and we’re going to take him to



Evariste, 10

Wants to be: A priest.

Would rather: Go to school.

Doesn't want to: Live on the street again.

Likes: Playing football.

Misses: The house where he lived with his mum and dad.

Favourite toy: A teddy.

“Sometimes young people from the government militia captured us. They were on drugs and they beat us and wanted to steal our things. They could also lock us up for a few days.

“When I first started living on the street, mum and dad were really angry when I came home again. I'd gone off with some other kids and stayed with them. Dad shoved me in a sack and beat and kicked me.

“Mum forced us to do loads of work at home. When we didn't do it, she hit us. She tied me up once, but Selmani cut me free with a knife.

our centre for street children,” explained one of the adults. “Would you like to come too?”

I wanted to, and we got to stay with FVS for ten days. They gave us food, shoes and new clothes. One day they said that we would be able to go home to grandma's and live with her. We were pleased. I've always felt happy with her. We have to help out with some things at home, but we can play football and go to school.”

Hard life on the street

“Living on the street was tough. I've been in prison four times. We used to steal watches and phones. We used the money to buy a little food and glue, which we sniffed. The police caught us because they didn't want street children on the streets. They used to let me stay in prison for three or four days before letting me out.

“That's why we ran away from home and never went back. Eric ran away when he was just two years old.

“It's better now we're living with grandma. She doesn't hit us.” 🌐

Everyone after the ball

Evariste, his little brother Selmani and their friends play football whenever they can. The ball is made out of rolled up bits of material. There aren't any rules. Everyone goes after the ball and shoots and passes as much as they can. If the ball goes outside the edge you have to try and catch it quickly, or it'll get lost forever down in the ravine.





Evariste and Selmani search for their little brother Eric.

Searching for their little brother

Evariste wishes his youngest brother Eric could come and live with him at grandma's. Eric usually hangs around the market. They found him once, but he disappeared again.

Sometimes after school, Evariste and Selmani travel into the centre of the capital Bujumbura to look for their little brother Eric. They get help from FVS Amade.

Evariste and Selmani know roughly where Eric usually sleeps and spends his time

during the day. They also know which other street children know him.

They don't have any photos, but Selmani looks a lot like Eric, so several people at the market understand who they're looking for. Many say they know where they've seen Eric.



Evariste's school uniform is a light brown shirt and a pair of shorts. They're much too big, but they will last for several years. He also got a pair of shoes and a rucksack from FVS Amade.

When Evariste and Selmani were found, they got to live at FVS Amade's reception centre for street children for a month and a half before moving in with their grandma. Now four other children live there.

We've left the streets



"I'm grateful that they've been so welcoming here after I'd been in prison. Now I can go back to school after two years on the street."
Francine, 12



"I've been living on the street for two months, but now I want to go back to school again and be like other children."
Aimable, 12





Evariste and Selmani had never been to school before. They are in the same class, year 1, even though Selmani is two years younger than Evariste. They go to school in the mornings, and in the afternoons, the older children go to school.

“He was here earlier on. Check at the Asian market,” says one woman.

A girl Evariste knows says she hasn’t seen Eric for several days. Two boys recognise Evariste and Selmani. They ask what they’re doing there in their school uniforms.

“We live with grandma and we’ve started school. It’s good,” says Evariste.

Found and lost

Sometimes they walk round the market for several hours.

Sometimes they go home after just a short time. FVS Amade doesn’t want Evariste and Selmani to feel tempted to go back to their old friends.

Although sometimes some of the street children they meet come into contact with FVS Amade later. They realise they can get help, maybe even start school.

One day, Evariste and Selmani find out that someone from FVS Amade has found Eric. She recognised him because he looked like

Selmani. Eric went with her to FVS Amade, but he only stayed for five days. He met Evariste and Selmani, but then he disappeared.

“He’s very dependent on drugs. If we find him again, we’ll need to help him get off the drugs,” says a social worker at FVS Amade. 🌐

Grandma Rachel lives high up on a hillside outside the capital Bujumbura. The brothers’ school is right at the bottom of the hill. It doesn’t take long to get down, but when it rains it’s muddy and slippery.



“I’d rather not see my mum again. She just wants me to beg and give the money to her. If I could, I’d go to school and live at school too.”
Selenia, 12



“We get food here, without having to beg or work. It’s nice. I’ve lived on the street for a year and a half, but now I want to go back to school so I can be a doctor.”
Levien, 11



Celestin looks after his animals when he gets home from school. Here he is doing his homework, next to his goat and his mum's calf.



Celestin's cockerel.

Celestin's animals create a better future

Celestin's dad didn't want to know him, and he was bullied at school. But no-one teases him anymore. Instead he is respected for his faith in the future and his ability to earn money from his animals.

One day when he was eight years old, Celestin asked his mum what the pills were that he took every day.

"You have a virus in your body called HIV. If you don't take your pills, you could get AIDS and die," explained his mum Marie, and added that she also had the virus. And Celestin's dad had it too.

Celestin's dad accused Celestin's mum of infecting him. It was probably the other

way round, but his dad forced Celestin and his mum to move out. Celestin and his mum had to keep moving to different villages for a couple of years. Celestin's dad's relatives didn't want them to live with them, but, as his son, Celestin is entitled to inherit some of his dad's land.

Just like everyone else

At the hospital, Celestin and his mum met a person from FVS Amade, who said that



Celestin looks after his schoolbooks and wraps them carefully in protective paper.

they could get help. FVS Amade's lawyers helped Celestin get a house from his dad's relatives. The house is next door to his grandma Rachel. FVS Amade also made sure that Celestin got to go to school.

"I didn't tell anyone that I was HIV positive, but one of dad's relatives worked at the school and told everyone that I had the virus," says Celestin.

Suddenly no-one wanted to play with him and he had to sit on his own in the classroom.

Following an argument, Celestin and another boy were called to the headteacher's office. The teachers said that Celestin had to quit school. His relative was the worst of all. But FVS Amade explained to the headteacher that Celestin was taking medication and that HIV isn't spread just by playing with other children. So the headteacher said he could remain in school.

"No-one's teased me since that day. They also explained to all the children at school





what HIV is and that I'm just like all the other children," says Celestin.

One hen becomes five

Not all Celestin's relatives were mean. One day, an aunt gave him a hen. When the hen laid ten eggs, Celestin only sold five of them. The five eggs he saved became five chicks. He bought feed for the five chicks using the money from the five eggs he sold. They would in turn grow up and produce new eggs.

At school, Celestin likes maths. His hens gave him the idea of investing the money he earned to buy more animals.

Then one of the hens got sick and died. It infected the others, and they died too.

But Celestin didn't give up. He had saved money and bought new hens and a cockerel. He used the money he earned to buy feed for his hens and to help his mum.

Moles in exchange for sheep

Many of the farmers in the village have problems with moles eating their crops. Anyone who can catch moles can earn

lots of money and Celestin has made his own traps.

"I caught 25 moles in a day. I got up early in the morning and put the traps out. Then I went to school, and when I got home there were moles in several of the traps."

Celestin used the money he earned from catching moles to buy a sheep. He raised the sheep, sold it and then bought a goat with the money. Then he bought another goat and a new sheep.

The goats and the sheep produce manure for fertiliser, which Celestin sells at the market. Sometimes farmers come to his home to buy fertiliser.

More and more animals

Celestin wants to use the money to buy more animals



Vital medicine

The antiretroviral drug that Celestin takes every day means he can live a long life without getting AIDS.

and feed for them. He also helps his mum and pays for his own clothes and school things.

Celestin's mum is a member of the village's solidarity group. She's been given a loan so she can grow fruit and vegetables, which she sells at the market. She has also been able to buy a cow and a calf.

"I feed all the animals before I go to school. When I get home, I look after them again. Then I do my homework before it gets dark."

Celestin likes fixing bikes and he often helps a bicycle repair man. One day he hopes to have his own local bicycle workshop and maybe even buy his own motorbike. 🌐

FVS Amade helps people who are HIV positive

Pregnant women can pass the HIV virus on to their baby when it's born. HIV can also be passed on when a person with the virus has unprotected sex with another person. Blood from a person carrying the HIV virus can also infect another person. There is no cure for HIV yet, but antiviral drugs can stop the virus from developing into AIDS, which is fatal. You can live your entire life with HIV, as long as you take the antiviral drugs. Around 84,000 people in Burundi are HIV positive. Two thirds of them take antiviral drugs. The number of people living with HIV in Burundi has dropped hugely over the past few years. FVS Amade runs two clinics offering treatment to people with HIV.



Celestin in front of the house that FVS Amade's lawyer helped him get from his dad's relatives.

WHY HAS ASHOK BEEN NOMINATED?

Nominated Child Rights Hero

Ashok Dyalchand

PAGES 52-69

Ashok Dyalchand has been nominated for the World's Children's Prize for his 40-year-long fight for girls' rights in India and his campaign to abolish child marriage.

Every day, 15,600 girls are subjected to child marriage in India. Girls are forced to quit school and they become slaves in their husband's home. They risk death if they fall pregnant because their bodies are not ready to give birth to children.

In order to save girls' lives, raise their status and put an end to child marriage, Ashok and his organization IHMP set up Girls Clubs. Since the organization was founded in 1975, some 50,000 girls in 500 villages have learned about their rights and received Life Skills Education. With knowledge, self-confidence and support from one another, the girls manage to convince their parents not to force them into child marriage, but to let them finish school instead. Ashok has also set up Boys Clubs, where so far 5,000 boys and young men have learned about child marriage, girls' rights and gender equality.

When Ashok started his organization, girls in the villages where IHMP works were being married off at an average age of 14 years. Now the average age is 17. The average age of a girl at the birth of her first child has risen to 18. This means that fewer mums and babies are dying in childbirth. The status of girls has also been raised in the villages where Ashok works.

IHMP also educates parents, the police, village councils and social workers from lots of other countries. Ashok fought for the introduction of the law that came into force in India in 1994, prohibiting abortion based on the baby's sex.



"A girl is discriminated against and oppressed from the moment she is in her mother's womb because many parents in India want an abortion if the baby is a girl, even though it's illegal. If the girl is born, many of her fundamental rights will be taken from her. The worst violation is being forced into child marriage. Every day, 15,600 girls are subjected to child marriage in India. My job is to put a stop to it," says Ashok Dyalchand, who has been fighting for girls' rights for over 40 years.

I grew up in a beautiful house, surrounded by a large garden. My mother was a doctor and my father led a big organization. I went to the best school in the city of Shimla, and in my spare time I played billiards, field hockey and table tennis," says Ashok.

"I decided to follow in my mother's footsteps and was accepted onto India's top

medicine course. I wanted to be a successful eye specialist, to work at a nice hospital in a big city, earn good money and live a comfortable life."

Rural mobile hospital

When it was time for Ashok to undertake the practical part of his course, he joined a healthcare team that travelled around to some of the mountain villages. It was a

All girls in India

"The fact that we're working via a system of state health workers that already exists means we should be able to reach all girls in India with our programme against child marriage and for girls' rights!" says Ashok.

rural mobile hospital that carried out eye operations on poor people, who would never have got the help they needed otherwise.

"I didn't do it because I was a good person; I was planning to return to the city and the good life as soon as possible. But I knew that the rural mobile hospital would give me lots of practical experience in a short space





Girls left in the rubbish

"We realised that the situation for girls in India was far more serious than we first thought, and that discrimination against girls started as early as in their mother's womb. If parents found out during a scan that they were expecting a girl, many chose to have an abortion. And across India, female foetuses could be found dumped at rubbish tips, having been killed at birth," says Ashok, sadly. He became an important voice in the movement that was responsible for the introduction of a law banning abortion on the grounds of gender, which came into force in India in 1994.

of time because we examined 400 patients every day and carried out 200 operations a week."

Ashok travelled around with the rural mobile hospital for three years and encountered a world that was completely different to the one he was used to.

"I'd grown up in luxury, protected from the problems around me. I'd never even been to an Indian village before I started working with the rural mobile hospital."

Ashok was now surrounded by people living in extreme poverty. Adults and children who were hungry and sick and who weren't getting any kind of education.

The girl from Tibet

One day, Ashok examined a poor little Tibetan refugee girl. He saw that she had an eye disease that could be cured if she got the right treat-

ment quickly. Otherwise she would go blind. Ashok placed her in one of the hospital beds, but his boss got angry and threw the girl out because the beds were only for patients who were to be operated on.

"A week or so later, I saw the girl at the market; she was being supported by her mother. I was devastated when I realised that the girl had already gone blind. I was ashamed that I hadn't fought harder for her.

Ashok found his boss and shouted:

"You've made a little girl blind. I'm not staying at your bloody hospital for another minute."

"I stormed out and never went back. I knew now that I wouldn't be able to fulfil my plan to become a well-paid eye doctor at a nice hospital. That little girl had changed me forever."

Women dying

Ashok decided to offer medical care to poor people. In 1975, he took over an old hospital with five beds in the little town of Pachod, which had been affected by severe

drought and famine for four years.

"I drove around on a motorbike to talk to people and find out what they really needed. I was out every day because I was the only doctor in a region

Dangerous life for girls in India

- 240,000 girls under the age of five die every year because of discrimination, through getting less food, medical treatment and care than boys.
- More than 3.7 million girls don't go to school.
- With over 200 million women who can't read, India has the highest number of illiterate girls and women in the world.
- Every five minutes, a case of domestic abuse is reported to the police.
- 92 girls and women are raped every day (2014).
- 11-16 million female foetuses may have been aborted between 1990 and 2018.



This is the motorcycle Ashok used to travel around on 43 years ago, talking to people in the villages to find out what they really needed. He was the only doctor in a region with 78 villages.



with 78 villages. I interviewed, examined, performed operations and then went out on my motorbike again!”

Ashok soon understood that the villagers felt the biggest problem was that many pregnant women were dying because of the lack of good maternal health care for women while they were expecting and help during childbirth.

“All the roads to the hospital were bad and transportation was by oxcart. During my first week at the hospital, two young girls and their unborn babies died because they hadn’t got to the hospital in time.”

Ashok came up with the idea of teaching simple mater-

nal health care to the traditional midwives, or dais, in Indian villages. That way they would detect any problems much earlier on in the pregnancy and know whether a woman needed medical treatment at the hospital. His idea proved to be a huge success and it spread across India. Pregnant girls and women flocked to Ashok’s little hos-

pital. It was now possible to save the lives of many women and their babies.

Child marriage

“We realised that many of the problems that young pregnant women had were down to the very fact that they were young. More than 8 in 10 girls in the villages married before they reached the age of 18, with

most of them being just 14. The girls were getting pregnant before their bodies were ready to give birth because they were still children themselves. Often both the girl and the baby died during childbirth. I felt I had to put an end to child marriage in order to save lives, but also because all the girls who were victims lost their own childhood and had their rights violated.”

Ashok realised that girls were being treated worse long before the marriage itself.

“From very early on in life, boys were taken better care of than girls. Sons got more breast milk, food, vaccinations and other health care than daughters. Girls were often undernourished and if they fell ill, they were taken later, or not at all, to see the doctor.”

While the boys went to school and spent time with their friends, Ashok saw that the girls in the villages were at home, doing all the household chores and looking after their younger siblings. The idea was to prepare the girls for being



12 million child brides

- Every year, 12 million girls around the world are forced to marry before they have reached the age of 18. That’s 23 girls every minute, or almost one girl every two seconds.
- 1 in 5 girls in the world are married off before the age of 18.
- Every day, 15,600 girls are married off in India, at an average age of 15, despite the fact that child marriage is illegal.
- India has the most child brides in the entire world.
- The UN Convention on the Rights of the Child prohibits child marriage, but 93 countries in the world allow girls to be married off before they reach the age of 18.
- One of the UN’s goals for 2030 is to put an end to child marriage.
- If we fail to reduce the number of child brides, an estimated 1.2 billion girls in the world will be child brides by 2050.

We are members of Ashok’s clubs!



Ajay, 17



Anjali, 14



Akosh, 17



Anjali, 14



Akosh, 16



Anyum, 14



Akosh, 17



50,000 girls have been reached through the work of Ashok and his organization. Half of them are unmarried girls in 500 villages who attended the Life Skills Education course and now belong to a Girls Club.

The book on Life Skills Education, which is so essential for these girls.



someone's wife and someone's mother, not to allow them to live their own lives.

"We wanted to be a voice for the girls, and their defender."

In 1985, Ashok and his seven colleagues started the organization IHMP (Institute of Health Management Pachod): a centre that would work with preventive maternal care and health care, and fight against child marriage and in defence of girls' rights.

Girls becomes slaves

"Nothing violates a girl's rights more than subjecting her to child marriage. She is forced to quit school to instead become a slave to her hus-

band, give birth to his children and do all the household chores. She is robbed of her family, her friends, her freedom and her dreams. The girl becomes a prisoner in her own home. I wondered whether this was what families really wanted for their daughters. And besides, child marriage is actually against the law in India," explains Ashok.

After talking to thousands of villagers, Ashok understood lots of important things. Most of the families didn't want to marry off their daughters as children, but old traditions, group pressure and poverty left them feeling they had no choice. All the neighbours

became suspicious if a family didn't marry off their daughter early, according to village custom. Rumours would start up. "There must be something wrong with the daughter if they don't want to marry her off? Maybe there's something wrong with the whole family?"

In India, the girl's family pays a dowry to the husband's family when it's time for the wedding, although this is also against Indian law. The dowry can be money, furniture, jewellery, cars, motorbikes, cattle or other items. The older the girl is, the more her family has to pay. That's why poor families often feel forced to marry off their daughters at a young

age. It's cheaper that way. And because the girl is going to be married off so early, the families don't think there's any point in letting her go to school for any length of time. It's wasted money because the daughter isn't going to contribute money to the family, as she's going to be a housewife and look after her new family. The families are also afraid that boys and men will subject their daughters to sexual harassment if they spend time outside the home, such as on their way to and from school. It brings shame on the daughter and the family's honour



Anand, 17



Ashawini, 14



Bhimrau, 17



Ashawini, 13



Chetan, 16



Bhagyshree, 14



Koran, 15



Gangasagar, 12



and makes it harder to marry her off.

Life Skills Education for girls

“We could see that girls had their rights violated because society was not equal and girls and women lacked worth in many ways. They were denied knowledge and power over their own lives. We also understood that many families didn’t want things to be like this, and instead wanted their daughters to avoid child marriage, to finish school, learn more and be happy.”

The villagers and Ashok decided to set up clubs just for girls, where they could support one another and learn important things. Together they produced a textbook on Life Skills Education that would help the girls cope better with life. The subjects were chosen based on what the vil-

lagers themselves thought was important for their daughters to learn. It covered everything from girls’ rights, menstruation and health, how to report an assault and how banks work to learning a craft to help them earn a living as adults. With more knowledge, Ashok hoped that the girls, their families and entire villages would raise girls’ status and be better at protecting them from child marriage.

Girls Clubs

“We had to think carefully about how to go about things in a way that would have the approval of the villagers because girls rarely or never went anywhere other than home or school. There were two really important things to do: find a safe way and a safe place for the girls to meet and learn. The villagers them-

This is what the girls learn about:

- The Rights of the Child.
- Girls’ rights.
- Child marriage.
- Menstruation, health and living together.
- Women’s right to divorce.
- Men’s violence towards women, for example, domestic abuse.
- How and where girls can report cases of assault.
- How to use a tablet and the internet.
- A craft, such as needlework.
- How society works, for example, the police, banks and the Village Council.

“We go on study visits with the Girls Clubs. Before, it was only the men who knew how society works. The women were totally dependent on the men and completely powerless. Now we learn more knowledge and therefore have more control over our lives,” says Salia, 15, one of the roughly 25,000 girls who have so far completed Ashok’s Life Skills Education Class.

On the way to Girls Club.



Ramday, 16



Kaveri, 13



Ravi, 16



Komal, 13



Rushikes, 16



Manisha, 12



Sagar, 16



Marjika, 13



Sahel, 16





selves suggested venues for teaching life skills. Places like the village hall, a temple or a classroom after school.” Since the villagers placed great trust in the female health workers, or Ashas, who are in every Indian village, Ashok felt they would be the perfect teachers for the girls. The health workers were trained by IHMP in how to teach the **Life Skills Education Class**, and 1999 saw the first clubs starting up. Each club was made up of 25 unmarried girls aged 11-19, who met twice a week for six months.

“The girls’ self-confidence grew as they gained more knowledge and the opportunity to get out of the house and talk to one another in a place that was just for them. And where their opinions mattered.” The girls shared what they learned about girls’ rights with their parents and neighbours.

Ashok and IHMP started more Girls Clubs in other villages. Before the courses came to an end, the girls chose someone from the group to undergo leadership training and lead the clubs and teaching from then on. The Girls Clubs also started demonstrating and putting on street plays to highlight their rights in the villages. IHMP educated parents, the police, members of village councils and others in girls’ rights.

Brave girls

After a while, things started to change with the practice of child marriage in the villages around Pachod.

“Girls who had completed the Life Skills Education Class and who continued to attend the Girls Clubs managed to



Girls who have completed the Life Skills Education course and continued to attend the Girls Clubs have succeeded in stopping child marriage after child marriage, and have been able to finish school. They have gained knowledge and courage, and succeeded in convincing their parents to stop planned child marriages.

Boys Club meetings

The boys meet once a month and learn about girls’ rights, child marriage and gender equality.

stop marriage after marriage and finish school. The girls had gained knowledge and courage. They had learned to speak up and use good arguments, which helped them convince their parents to stop planned child marriages. A group that used to be com-

pletely invisible and powerless had suddenly succeeded in explaining their rights and the importance of daughters also being allowed to finish school and gain a profession!” explains Ashok.

Although the work was going well, Ashok was still

concerned that things weren’t moving fast enough. Many girls were still being forced to marry, and many were dying in childbirth.

“We started working with newly-married couples where the girl was a child under the age of 18. We explained to her,

How Ashok and IHMP work

Ashok and IHMP fight against child marriage and for girls’ rights by:

- Starting Girls Clubs for unmarried girls, where they learn about their rights and receive Life Skills Education. The Girls Clubs also function as safe places for girls, where they can talk about things that are important to them.
- Starting Boys Clubs for unmarried boys, where they learn about child marriage, girls’ rights and gender equality.
- Educating newly-married couples, where the bride is a child under the age of 18, about girls’ rights and the importance of delaying the first pregnancy for as long as possible, to save the life of both the girl and the baby.
- Educating parents, police, village councils and social workers from many countries about girls’ rights and gender equality.



Sandeep, 17



Palavi, 14



Rupali, 12



Subhesh, 15



Sania, 13



Vinad, 17



Seema, 14



Vinad, 22



Uramila, 14





Baisheli and Arati's big brother belongs to one of Ashok's Boys Clubs. As a result, he has begun helping at home, so that his sisters have time for playing and homework.

her husband and the whole village about all the dangers involved in the girl getting pregnant, and tried to encourage them to delay the first pregnancy for as long as possible. We worked with the state health workers to try and change people's views on what is an appropriate age to marry. We explained the benefits of contraceptives and taught them about girls' rights. We also made sure that the girls were given support and regular health checks. This helped save the lives of many young girls."

So what about the boys?

In his work over the course of forty years, Ashok and IHMP have in fact never come up against any serious opposition because everything they do is based on what the villagers themselves want for their daughters. But sometimes teenage boys and young men in the villages threw stones at them and shouted: "You're teaching the girls to stand on our heads!" Next time you come, we'll stone you!"

Ashok realised that the boys felt left out and that it was a big mistake.

"Obviously the boys had to understand and be involved if we were to stop child marriage. It is after all men who are marrying girls who are too young, and boys and men who beat and discriminate against girls and women. That's why the boys also have to be on board and learn about gender equality."

In 2014, Ashok and IHMP started up Boys Clubs as well, which work in roughly the same way as the Girls Clubs. The boys get together once a month and learn about girls' rights, child marriage and gender equality.

in 173 villages and has 120 employees, including doctors, nurses, researchers and social workers.

"When we started our work in Pachod, the average age of a girl when she got married was 14; now it's 17. It's better than it was, but of course we won't be satisfied until everyone who marries is at least 18 years old."

In the villages where Ashok works, there has been a considerable improvement in the status of girls, and reports of his work have spread far and wide around the world. IHMP has run training courses at the centre in Pachod for social workers from Afghanistan, Bangladesh, Nepal, Sri Lanka, Thailand, Ethiopia, Kenya, Somalia and Sudan.

"Our goal is freedom for girls and a society free from sex discrimination and inequality. We have a long road ahead, but every time I meet the girls in our clubs and hear about their dreams for the future, it gives me new strength to continue with this important mission!" says Ashok. 🌍

Together

"I could never have managed to do this work alone. Without my friends and colleagues the fight for girls' rights would never have been possible. We are a team," says Ashok. Manisha at the office in Pachod has worked with him right from the start.



Major successes

Some 50,000 girls have been reached by Ashok's work. Half of them are unmarried girls in 500 villages who have completed the Life Skills Education Class and who now belong to a Girls Club. 5,000 unmarried boys and young men have so far been reached via the Boys Clubs.

The average age of a girl giving birth to her first child has risen to 18 in the villages where IHMP works. Fewer mums and babies are dying in childbirth. IHMP now works



Performances save girls' lives

It's evening in the little town of Jamkhed. By a temple at a busy street crossing, one of Ashok's Girls Clubs is performing a theatre piece about girls' rights. Koyal, 14, and Dipali, 13, perform a sentimental dance and acting number. The audience, which includes boys, girls, men and women of all ages, is transfixed.

"Street plays are a brilliant way of getting people to learn important things," says Koyal.

The song in our dance number is about not killing girls but instead giving us a chance to go to

school and have a good life. In India, girls can be killed before they are born by parents having abortions if



they find out they're carrying a girl. Sometimes girls are even killed after the birth when they discover the baby is a girl," says Dipali sadly.

Koyal nods and tries to explain:

"A girl's family pays a dowry to the husband's family when she marries. They pay for the entire wedding party, give money, household items, goats, cars and other gifts to the husband's family. The dowry is too much for many poor families, and that's why they decide to get rid of daughters. A son doesn't cost money. Instead, a new girl with a dowry joins the family when the son gets married. The family earns money from

a son and loses money from a daughter," she says.

"I get so angry when I think about it! It's wrong, and that's why we have street plays. We try and change people's way of seeing girls. That girls have the same worth as boys," says Dipali.

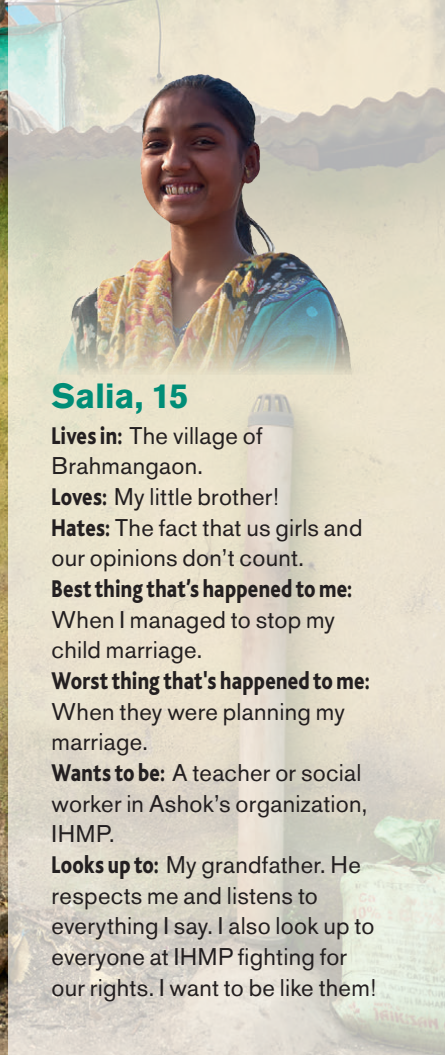
But although the Girls Club plays are often about serious subjects, and they are performed in front of a large audience, the girls don't hesitate for one second.

"We're not a bit nervous when we perform, it's just fun. And important. We're going to carry on with this for a long time!"

No to dowries!

"Dowries are really bad. They create major problems for girls. They're illegal, but it happens anyway," says Koyal. Koyal wants to be a doctor and Dipali a policewoman.





Salia, 15

Lives in: The village of Brahmanaon.

Loves: My little brother!

Hates: The fact that us girls and our opinions don't count.

Best thing that's happened to me: When I managed to stop my child marriage.

Worst thing that's happened to me: When they were planning my marriage.

Wants to be: A teacher or social worker in Ashok's organization, IHMP.

Looks up to: My grandfather. He respects me and listens to everything I say. I also look up to everyone at IHMP fighting for our rights. I want to be like them!

Salia's hunger strike against

"Without Ashok's Girls Club, my life would have turned out completely differently. I would have been married, forced to quit school and I'd probably already be a mum, despite being just a child myself. If I had survived the birth that is. My life would have been over," says Salia, 15, gravely. She was on her way to becoming one of the 15,600 girls in India who are forced into child marriage every day.

That day, two years ago, was just like any other. Me and mum were sitting by the fire, chatting and cooking together. She was making a vegetable curry and I was baking chapati bread. While we were sitting there, a woman, who is a family friend, stopped by to visit. There's nothing strange about that. Relatives, neighbours and friends often visit one

another in our villages. We ate, talked and had a nice time. But a bit later, after dinner, everything changed. I heard the woman suddenly say: 'I want you to give me your daughter Salia as a wife for my son.'

"I was shocked and started crying. I really didn't want to get married. I wanted to go to school, which I loved. I was just 13 years old, and I knew

that her son was at least ten years older, that he was an adult man. It felt surreal."

We put up a fight

"I was in one of Ashok's Girls Clubs, and I'd learned a lot of bad things about child marriage. I knew that I would be forced to quit school and that there was a high risk of me and my baby dying if I fell pregnant. But most of all, I knew that child marriage was illegal.

"I was worried and angry. It felt so strange that my family were sitting and discussing marrying me off. I cried and couldn't sleep that night. The thoughts were buzzing around my head. The woman stayed the night, but the next day I didn't say a word to her before I went to school. It felt like she



Education for a better life

"It's really important for girls to get an education! If a girl who has little or no education is forced to marry when she's 12 or 13 years old, it will be easy for an adult man to treat her like a piece of property. He dominates her and does what he wants. But if the girl has gone to school and is over 18, it's not as easy. Then she has more knowledge, she's more confident and more independent, and she can have a better life," says Salia.



child marriage



Salia grinds chilli and makes chapatis together with her mother.



"The nicest things I own are my school things. My books, pens and schoolbag," says Salia, doing homework together with her little brother.

wanted to destroy my life. And when I got home from school, it was impossible to concentrate. It hurt too much.

"I was so worried that I decided to ask my friends Rojina and Saima for help. They were also in the Girls Club. Together we decided to put up a fight. Even though, of course, I felt really awful, it felt better not to be alone."



Three generations

Both Salia's mum Sajida and her grandma Jeitun were married when they were 12 years old.

"When I was young, girls didn't go to school. No-one thought about us. I think it's really good that Salia hasn't married yet, and that she'll get to finish school and have a good future," says her grandma.



Dad and grandfather are good men

"In my family my mum and dad make decisions together. But it's more usual for the dad to have the most power in a family, and to decide whether or not a marriage is to be arranged. I love my dad Samad because he chose to cancel my wedding! And my grandfather Jalal has completely changed his mind. At first he thought that the wedding was a good idea, but now he doesn't at all. He's proud that I'm the peer leader of a Girls Club and that I travel to the town of Pachod for more training in girls' rights. He likes to accompany me on the way, and that makes me happy!"

TEXT: ANDREAS LÖNN PHOTOS: JOHAN BIERKE



Hunger strike

“Rojina came home with me after school and told my parents about a girl who had been forced into an arranged child marriage. The girl had been so distressed that she took her own life by drowning herself in the village well.

“My mum got worried when she heard this and talked to my dad. I knew that dad was actually on my side, but I was still worried that he would feel under pressure to go along with the woman’s proposal.

“While we were teaching my mum, dad and the rest of the family about child marriage and girls’ rights, I began a hunger strike. I said: ‘I’m not going to eat anything until you call off this wedding. I want to go to school! I refuse to get married!’

“Finally, my whole family understood that I was serious and they cancelled the wedding. I was so happy and I felt free! But the woman and her family were very angry and disappointed. They’re still not speaking to us after the whole thing.”

Ashok’s Girls Club

“It’s thanks to Ashok’s Girls Club that I gained the know-



ledge, support and courage to dare to talk to my family and fight against child marriage. Ashok saved my life and I’m so grateful!

“I joined the Girls Club in our village when I was 13 and I’m now a peer leader of a Girls Club myself. We meet twice a week and my friends Rojina and Saima come too. There are twenty of us who meet every Wednesday and Saturday, and I love it! The meetings last two hours. We spend time together and have fun, but we mainly talk about girls’ rights.

“Girls suffer many rights violations here. Us girls never get to choose whether or not

we can go to school. We never get to choose whether, or when, we’re going to marry. Girls always do all the work at home because families and society believe we need to prepare for life as a married woman. To be able to take care of our husbands and children. So we fetch water, cook, wash up, clean and wash clothes. And on top of that try and find time for school and homework, if we’re lucky enough to get to go to school! Sometimes the boys help their dads with farming, but often they don’t do anything other than hang out with their mates. It’s not right!”

What we’re doing is right!

“The Girls Club gives us knowledge, and together we are stronger. It boosts our confidence and we are bolder about saying what we think. And now that there are a lot of us, people listen!

“We bring both adults and children together at village meetings and we tell them about girls’ rights. When we last had a demonstration march through the village, there were just forty of us girls when we started, but more joined along the way and by the end of it there were loads of us! We held placards and shouted that child marriage had to stop, and that girls’ rights must be respected. Of course, some of the adults

The sign that Salia, Rojina and Saima are showing the others says:

Learning objectives

What is child marriage?

What are the disadvantages of child marriage?

What is the legal age of marriage for a boy and a girl?

were’n’t happy with us, and some lads teased us and laughed, but we didn’t care. We know that what we’re doing is right.

“This is important to me. I want other girls to have the



Why are girls forced into child marriage?

Salia thinks that child marriage is mainly down to three factors:

Financial

If a family is poor, they can marry off a daughter and then there’s one less mouth to feed.

Safety

When a daughter reaches puberty, the parents worry that she might be raped or exploited in some other way. They think she’s safer within a marriage.

Honour

If you make sure your daughter isn’t raped, doesn’t have boyfriends or other relationships outside marriage, it protects the family’s honour.





Proud peer leader for girls' rights

"When my friends in the village, who are the same age, and I had completed the Life Skills Education Class that Ashok's organization runs, the other girls chose me to be a peer leader for our club. I was really happy and proud! Together with peer leaders from other villages, I go to Ashok's organization regularly to learn even more about girls' rights and about how to teach the Life Skills Education Class," says Salia.

courage to say no to child marriage, like I did. For all girls to know their rights, so we can defend ourselves when our rights are violated." 🌐

The Girls Club is freedom

"The Girls Club is the only place where we can be completely free. We can meet there and learn important things about our lives, chat, laugh and share our problems. These kinds of places to meet and opportunities don't normally exist for us girls. In villages like mine, girls don't get the chance to talk. Our opinions don't count. We're not listened to. Without Ashok and IHMP, we would never have had this freedom," says Salia.

Welcome!

"Today we're going to talk about child marriage and girls' rights," says Salia, and welcomes all the girls in the club.



Knowledge is the greatest gift!

“The Life Skills Education that us girls get from Ashok’s organization has given me knowledge and boosted my confidence. My dad never used to think about my education at all before. He understands now and he’s got big plans for me!” says Rojina, 15, who dreams of one day becoming a teacher.

But Rojina is already teaching others by being a peer leader for a Girls Club, which they’ve decided to call *Savitribai Phule*.

“**S**avitribai Phule was alive in the 19th century. She was India’s first female teacher and she started a school for girls and fought for girls’ and women’s rights. Savitribai paved the way for us girls and she’s my role model. I’m hugely grateful to her. If it hadn’t been for her, girls would never have had so much freedom. We would have just been prisoners in our own homes.

“I’m one of the peer leaders in our Girls Club, and sometimes when we’re teaching about girls’ rights in villages or schools, I put on a play

about Savitribai Phule. I think it’s important because her message about girls’ rights is just as relevant today as it was when she was alive. Some families still don’t let their daughters go to school. They think there’s no point, as the daughter will still be married off and belong to another family.”

Girls improve the village

“I think it’s all wrong. If a girl gets an education, it won’t just change her life, it will also change the family, the village and the whole of society for the better.



Rojina as a student ...



... peer educator ...



... and as Savitribai Phule.

“In India, girls are also subjected to harassment and sexual violence. Domestic abuse is also very common. But as more girls get to go to school and learn about their rights through Girls Clubs like ours, I believe things will change.

“The knowledge I’ve gained from Ashok’s organization has given me confidence. As a peer leader in the Girls Club, I pass the knowledge I’ve gained about girls’ rights on to others, both children and adults. And

knowledge is the greatest gift you can give to anyone. When I do it, I feel a bit like Savitribai Phule, and that actually makes me proud!”



Equal worth

"Many adults who see my performance are surprised that as a Muslim girl I choose to put on a play about Savitribai, who was a Hindu. But everyone enjoys it and thinks it's really good!" says Rojina.



Here, Rojina is teaching the students at her own school, Swaraj Maahyamik Vidyalaya School, about girls' rights through her performance about India's first female teacher, Savitribai Phule.

"I dream about becoming a teacher when I'm older. Then I'll teach a lot about girls' rights and about gender equality. I also want to be on the Village Council so I can influence others," says Rojina.

TEXT: ANDREAS LÖNN PHOTOS: JOHAN BJERKE





Saima empowers girls

Saima is just 16 years old, but really she should have quit school and got married years ago. Instead she's studying and fighting for girls to be allowed independence and to be treated with respect.

My dad was first asked by another family if he wanted to marry me off when I was 13. It was

followed by lots of other proposals. But my dad kept saying no. He explained that there will be no wedding until

I've been in education for 15 years, and that means that he thinks I need to have finished university studies first.

"The reason he thinks this is because I've always told him everything I learned about girls' rights in Ashok's Girls Club. Dad let me explain to him, and he has understood. I love him for that! The knowl-



Independent and equal.

Keeping informed!

Saima teaches the girls how to use a tablet and access the internet.





Saima's showroom!

edge and confidence I've gained through Ashok's organization IHMP have given me the chance to keep studying and try and achieve my dreams. My greatest dream is to one day be a doctor."

Independent girls

"I'm now leading the Girls Club in our village. As a peer leader, IHMP has given me the chance to go on courses on how to use a tablet, and now I'm teaching other girls about how to search for information online and I can access loads of news and knowledge in this way, so that us girls know what's happening in society and in the world.

"Being able to use a tablet boosts confidence and also we get treated with greater respect. People in the village listen to us now. It wasn't like that before. Then it was just boys and men who were

informed and learned things. Knowledge was withheld from girls. And then it was easy for men to take advantage of girls and trick them. Girls became the property of men, and they could do what they liked with them. Now that we have knowledge, we are both able, and have the confidence, to express our own opinions and then it's not so easy to be taken advantage of. We get more respect. We become more independent."

Earning an income

"Ashok's organization also helped me go on a course in sewing, with a certificate showing I completed the course. I wanted to go on the course because I like clothes, but also to know that I have vocational training. That's really important for a girl because then we can earn our own money, which makes us



more independent and on an equal level with men.

"I now make clothes to order. Customers come to me with the fabric and I make the clothes. I charge between 100 and 200 rupees, depending on the type of work. The money means I can pay for my school books and bus tickets to get to school. I can also contribute a little to my family, and that feels really good." 🌐

Wages pay for school books and bus tickets

"I charge between 100 and 200 rupees per garment, depending on the type of work," says Saima.





Boys must respect girls!

“I pledge as follows: I will not marry until I am 21 years of age and I will not marry a girl less than 18 years of age!” The atmosphere is festive as the twenty boys deliver their pledges strongly and clearly together, just as they always do to end each club meeting.

Sagar, 15, in the little village of Rohilagadh is among the 5,000 boys and young men who have so far been reached by Ashok’s message that girls and boys have equal worth.



The members of the Boys Club meet twice a month and talk about child marriage, harassment of girls, domestic abuse, what being a man means, gender equality and loads more. The meeting goes on for two hours and our teacher Ravindra is a social worker at Ashok’s organization, IHMP.

“It’s important that we talk about these things because girls have it much harder than boys here. Child marriage is still something that affects girls, for example.

“At the club, we learn that it’s illegal to force a girl who is under 18 to marry, but that some families do it anyway. If a girl is married off as a child,

she has to quit school and look after her husband instead. It shouldn’t be like that. All children should have the same opportunities to get out into the world and enjoy life. If you want to achieve your dreams, you have to go to school first.

“And also, a young girl isn’t ready to have children. Both the girl and the newborn baby

Wants change

“Discrimination against girls isn’t right. I joined the Boys Club to gain more knowledge, so that I could work with others by getting involved and influencing people and changing behaviour,” says Sagar.

Here the boys are being taught by Ravindra from Ashok’s organization, IHMP.



Sagar helps fetch water and wash clothes, which means his sisters Baisheli, 13, and Arati, 12, also have time to do their homework, meet up with friends and play.

can die during the birth. And if they survive, the girl still isn't ready to look after children and a family. By stopping child marriage, you're actually saving girls' lives."

A real man

"It used to be that a 'real man' was a big, strong guy who beat his wife. He was the woman's 'boss' and she had to obey him and do whatever he commanded. At Ashok's Boys Club, we learn that a real man respects girls and women, treats them well and sees women as equals.

"A good man gives his sons and daughters the same amount of attention and chances in life. He does good things for everyone in society and the village. Basically, he's a good person.

"I want to be such a man when I'm an adult, but I'm trying to be like that already. At home I fetch water and wash clothes. I want to help, so my mum and sisters don't have to do everything. It wouldn't have been right if I bossed my sisters about and ordered them to do things. Now it's

fairer because they often help with the cooking and cleaning.

Girls used to do everything at home, but it's got a lot better here after the Boys Club meetings, where we learn about gender equality."

Boys need to be on board

"Us boys need to learn about girls' rights and about gender equality if the situation for girls is to get any better. It's no use just having Girls Clubs, we need clubs for us boys too if girls are to be treated with respect.

"Without Ashok's clubs, arranged child marriages would have carried on being a common thing here. But we're starting to see a difference now. Girls are going to school and being treated with greater respect, and I think life is going to be good for everyone in the future." 🌐

Sagar's list of how boys abuse girls' rights

- Men force girls and women to do all the work in the home.
- Boys harass girls on their way to school. They say stupid things and force girls to look at porn on their mobile phones.
- Men force their daughters and sisters into child marriages, which means they have to quit school.
- Girls are harassed and abused in their homes by their dads and then by their husbands.
- Boys subject girls to rape and other sexual violence.

Ashok a role model

"Ashok is a man who treats girls and women with respect, like fellow human beings. He is an important role model and I want to be like him," says Sagar.



TEXT: ANDREAS LÖNN PHOTOS: JOHAN BIERKE



WHY HAS GUYLANDE BEEN NOMINATED?

Nominated Child Rights Hero

Guylande Mésadiou

PAGES
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Guylande Mésadiou has been nominated for the World's Children's Prize for her fight for Haiti's most vulnerable children: domestic slave children, street children and children in prison.

Some 225,000-300,000 children in Haiti live with a family that is not their own as *restavèk*. They are domestic slaves. They rarely go to school, and are beaten and sometimes sexually abused. When Guylande saw all the children who were forced to live on the street or as domestic slaves, she and her friends set up the organization *Zanmi Timoun, Children's Friend*. Since then, Guylande has been fighting for these vulnerable children for almost 20 years. *Zanmi Timoun* identifies domestic slave children, street children and children in prison, and helps them get a birth certificate and start school. Parents are given small loans to start their own small businesses or some other activity to help the family earn a little money so they don't send their children away to be *restavèk*. There are lots of children in prison who haven't had a trial and may be completely innocent. *Zanmi Timoun* helps get them out. At *Zanmi Timoun's* schools, the children can do two grades in one year, as they start so late.

In the major earthquake in 2010, hundreds of thousands of children ended up on the street, and families who had lost everything sent their children to other families to work as domestic slaves. *Zanmi Timoun* helps a lot of these children.

Zanmi Timoun also wants to influence Haiti's politicians. This has led to improvements like the adoption of a national law against trafficking and child abuse. The president appointed Guylande chairwoman of the committee that will make sure this new law is obeyed.



Guylande left home at a young age. While she was studying to be a lawyer, she saw poor children who weren't allowed to go to school and had to work as domestic slaves for other families. She decided to do something about it, and started the organization *Zanmi Timoun, Children's Friend*.

When Guylande Mésadiou was about to start high school, her dad told her she'd be moving to Haiti's capital, Port-au-Prince.

"Here's your school uniform and a bag of clothes," said her dad.

"But where am I going to live?" asked Guylande.

"We've arranged somewhere for you to live," replied her dad.

Guylande was used to this. Her parents made most of the decisions. She used to compare her dad to a general. His word was law. When she was eight years old, he decided that she was to go to school in another village.

So when her parents said that it was time to leave home, Guylande did as she was told. She travelled from her home village up in the mountains to one of the suburbs of the capital.

In the capital she came across the kind of poverty that she recognised from home, but there were also people here who didn't have jobs and children who weren't going to school. The children would hang out on the streets, begging, stealing and getting into fights. Many children were living with other people, where they were forced to clean, do the laundry, cook, do the shopping and take other children to school.

Wanted to help children

After high school, Guylande began studying law at university. She got her friends together for a meeting. They discussed ways that they could help the children where they lived. They decided they would identify the children in the residential area who weren't going to school. They asked the children why they weren't in school. Most said that they lived with families that weren't their own. Their own families couldn't afford to feed them. They had to work for other families instead in return for food. There wasn't any time to go to school.

Guylande suggested that





they bring as many children as they could to her house for a meeting. They would ask the children what they wanted to do. Almost 50 children came to the first meeting in 2001. They gathered together in the

largest room, which was the bedroom. The children sat on the bed, on chairs, on the floor and leaned against the walls.

“What would you like to do to improve your lives?” asked Guylande.

“We want to go to school,” replied the children. “And have time to play.”

The children promised to each bring a friend to the next meeting. So many children came that there wasn’t enough room in the house. So they went up on the roof instead.

“What are you doing up there?” called a man from down on the street.

“Come up!” answered Guylande.

The man was a teacher at the local school. Guylande explained that the children wanted to learn to read and write.

“And they want to learn how to sew, draw and weave.”

“But why are you sitting up here?” asked the man, and he gave Guylande the key to his school.

“We only teach in the mornings. You can be there in the afternoons,” said the teacher.

Many students at Zanmi Timoun’s schools are or have been domestic slaves, in prison or subjected to violations of their rights in some other way.

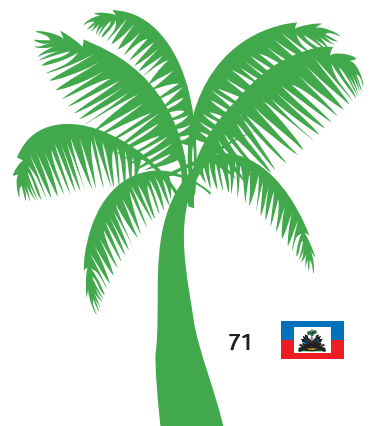
More and more

Guylande and her friends continued to study at university and also started teaching street children and children working as domestic slaves. Rumours of the afternoon school spread. Soon children who were already in school started coming because they needed help with their homework.

Just like Guylande, many of the children coming to the afternoon school were from rural areas. Their families had



Guylande together with Poulette, whom she helped to free from prison. Poulette was imprisoned at the age of eight and not released until eight years later, even though she was totally innocent.





Guylande and Zanmi Timoun:

- Identify children who are restavèk, domestic slaves, in prison, living on the street or who are vulnerable in some other way. They help get children out of prison.
- Find out what the children's needs are and help them get a birth certificate if they haven't got one.
- Get the children to start at Zanmi Timoun's schools, or schools in their home towns if they can be reunited with their families. At Zanmi Timoun's schools, they can do two grades in one year, as they start so late.
- Offer small loans to the children's families so they can start small businesses, farming or something else to earn an income and do not need to send their children away to be domestic slaves.
- Influence politicians to make laws and work to ensure that children's rights are respected.



Guylande and the organization Zanmi Timoun seek out domestic slave children, street children and children in prison, and help them to obtain birth certificates and go to school.

sent them to work in the capital because there was no food at home.

To stop children being sent away from home, Guylande and her friends decided to start working in two smaller towns as well. They educated poor families about the rights of the child and Haiti's laws.

"Children have to have a birth certificate so they have their own identity and can go to school," explained Guylande.

More and more people got to hear of their work and volunteered to help. People provided financial support, books, pens, clothes and school materials.

And more children came who needed help. Finally, the little afternoon school wasn't big enough anymore. Guylande and her friends

decided to start their own school.

Children's Friend is founded

Many of the children who came to the afternoon school were older and had missed the first years of school. According to Haitian law, schools can only teach one grade per academic year. In 2007, Guylande managed to convince Haiti's politicians that pupils at Zanmi Timoun's school would be able to complete two grades in one academic year. So now they had their own school, but no name for their organization. They brought together all the volunteers and children for a big meeting.

"Our organization needs a name," said Guylande.

"Zanmi Timoun," suggested one child.

Zanmi Timoun means

'Children's Friend' in Creole, which is the language they speak in Haiti. Many thought it was a good idea.

They registered the name, drew up a set of rules, convened an annual meeting and elected a board. This is what people with lots of money were asking for in order for them to support Zanmi Timoun. Funders also wanted to know what was the purpose of the organization. So Guylande and her friends wrote down what they wanted to do: work with children who were forced to work as domestic slaves, children in prison and children who had been the victims of violence and assault.

Earthquake creates more child slaves

On the afternoon of 12 January 2010, Haiti was struck by a



Guerline, to the right of Guylande, continues to be a domestic slave in the home of another family, but she now also gets to go to Zanmi Timoun's school every day.

powerful earthquake, with its epicentre just 25 kilometres from Port-au-Prince. It caused a huge amount of destruction. Tens of thousands of people died and hundreds of thousands were injured and made homeless.

The earthquake forced hundreds of thousands of children onto the streets and into slave labour. Families who had lost everything sent their children away to other families, where they could get food in return for work.

When the international aid organizations got through to Haiti, many of them wanted to help these children. Zanmi Timoun was promised millions of dollars in financial support for several years and was able to set up an office. Guylande was made director and for the first time she was

able to earn a salary. She could employ not only the friends that had worked alongside her for free for nine years, but also social workers and psychologists, who could provide support to the children and their parents. Older children who were fed up with school or who couldn't take their exams were given the opportunity to do apprenticeships in sewing, baking or mechanics.

The extra resources not only enabled Guylande and Zanmi Timoun to help more children and their families; they were also able to start lobbying politicians. This led to Haiti adopting the UN Convention against trafficking, to combat slave labour and the sexual exploitation of women and children.

Four years later, Haiti adopted a national law against trafficking and child abuse. The



When Guylande and her friends needed a name for their organization, a young girl came up with a suggestion: "Children's Friend", Zanmi Timoun in Creole, and that's what it became.

president set up a special committee to ensure the law is obeyed. Guylande was chosen to be chairwoman of the committee! 🌐

TEXT: ENIK HALKJÆR PHOTOS: JESPER KLEMEDSSON



Two grades every year

Many children in Haiti never start school. They live on the street or are forced to work. When they want to start school later, the schools say there's no room for older pupils in the lower grades.

Zanmi Timoun has four schools where the pupils can complete two grades every academic year. Zanmi Timoun also tries to get school leaders and teachers to understand that all children, regardless of their age, have the right to go to school. It doesn't matter if one pupil is older than the others.

Another of Zanmi Timoun's schools is in Port-au-Prince's slum area Cité Soleil, which is one of the biggest and most dangerous slums in the world. This is where Emanuel, 14, and Jean-Noël, 14, go to school.



From gang to school

"My dad couldn't look after me before. My mum's gone. Instead of going to school, I used to hang around on the street. There was a gang of us that used to help one another. To earn money, we'd wash cars at the crossroads. Once another boy took my money. Just as the driver of the car I'd washed was about to hand me the money, the other boy put his hand out and snatched it and ran off.

My Dad earns money by collecting scrap iron, which he sells at the iron market here. But thanks to Zanmi Timoun I got to start school. There's so much to learn. When I'm older I'm going to learn how to ride a motorbike and drive a taxi. I don't hang out with the same lads as before. I've got new friends now."
Jean-Noël, 14



Learning about rubbish during free time

When school finishes in Haiti, the children can go home and play, do their homework or help out at home. There aren't that many leisure activities, so Zanmi Timoun has started after school clubs. On the weekends the children can go to school, where there are young people who come up with things to do. They also provide lunch. The children can play, but also learn about things like rubbish and recycling because pollution is a major problem in Haiti.



Dreamed of a school uniform

"I started school when I was little, but my mum couldn't afford my school uniform and all the things I needed. So I lived on the street instead. To help my mum, I washed cars that stopped at the red light at the crossroads. Sometimes I managed to do 15 cars in one day, but the drivers would often swear at me. They didn't want me to wash their cars.

And there was a gang on the street, but I didn't want to be in it. It's too dangerous. They could beat me up when they knew I'd earned some money. They hit me and stole my money. Once they cut me with a knife.

When I encountered Zanmi Timoun, I got to start school. They gave me a school uniform. When I was washing cars, I used to watch all the school children with their uniforms. I wanted to be like them. Sometimes I cried.

I don't miss life on the street. Now I get to learn things in school. We have food on the table and clothes and shoes to wear. Zanmi Timoun has also helped my mum. First she started a little company to sell mangos. Now she collects plastic, which she sells for recycling. We never knew you could earn money from that before."
Emanuel, 14



Many of the children in prison in Haiti have never had a trial. Zanmi Timoun fights to give all children in prisons the right to a trial, the opportunity to be with their families and to go to school.



TEXT: ERIK HALKJÆR PHOTOS: JESPER KJEMEDSSON

Poulette's nightmare in prison

Poulette's nightmare starts when she is eight years old. She's taken away by police, who say she's murdered a child. The truth is that the child died of an illness, but Poulette is put in prison. The weeks become years, and Poulette ends up spending eight years in prison ...

The woman was adamant. She pointed at Poulette and said: "It was her who poisoned the milk so the child died."

The police asked Poulette if she had given milk to some children earlier in the day.

"Yes, my cousin and I did," answered Poulette.

Poulette was eight years old. She was sitting on the ground, washing up. One of the neighbours' little girls was sitting next to her. Poulette had promised to look after her.

Poulette's family lived in a small village up in the mountains. Her mum was working away from home for a couple of weeks. Her dad and older siblings were working for a farmer, gathering the harvest.

The police asked Poulette to come with them.

"But what about the girl I'm supposed to be looking after?" asked Poulette.

"She'll find her own way home," said a policeman.

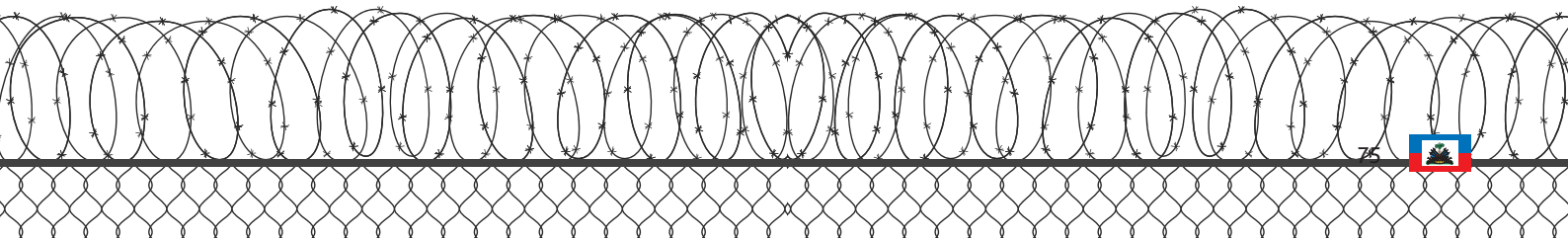
The police drove Poulette to the police station in the neighbouring village. Poulette

didn't have a clue what was going on. She was frightened, and didn't say a word.

Mum frantic

When Poulette's mum Carmen came home, she asked where Poulette was. No-one knew. They only knew she'd disappeared. Someone said the police had taken her, but that seemed odd.

A motorcycle taxi took Poulette's mum across the poor mountain roads to the police station. A policeman there said that Poulette had





Poulette is now back home with her family. She is the first one in her family to go to school.

gone with a few other policemen to the capital Port-au-Prince.

It couldn't be true, thought her mum Carmen. How would she find her daughter in the big city? And how would she afford to get there? Carmen cried. She understood that she may have lost her youngest daughter forever.

"How can a girl of eight years cope there?" she asked the policeman.

"She's killed another child, so she has to stay in prison," said the policeman.

Carmen didn't believe the police, but what could she do? Who could she talk to? She hadn't been to school, and nor had her husband or any of her children. They didn't understand how things worked.

In prison

In Port-au-Prince, the police car with Poulette stopped at a large prison. There were rolls of barbed wire on top of the high white walls. There were armed guards in towers, and in the corners, cameras were filming everything.

"You're going to live here now," said the policeman.

Poulette cried. She wanted her mum. She hadn't killed anyone. She just gave some of

the children in the village a little milk. What did she do wrong?

Poulette was locked into a prison cell with thirteen other girls. She was the youngest. They slept in bunk beds.

On the wall outside the prison, in big blue letters, it said that it was a women's prison and a facility for rehabilitation and support for young girls to help them rejoin Haiti's lawful society. That last part wasn't true.

The guards mistreated everyone, regardless of their age. One of Poulette's cellmates took a sandwich with her from the refectory once. She hid it under her pillow. The next day, the sandwich was gone. Her cellmate thought Poulette had eaten it.

"What have you done? You knew it was mine," she shouted.

"I didn't do it," answered Poulette.

"Yes you did, I know it was you," shouted the cellmate, who wanted to fight.

A prison guard appeared at the last minute. The other girls in the cell explained what had happened. The guard took the girl who had hidden the sandwich. She was put in isolation cell.



Poulette was held in prison for eight years. She was totally innocent. She was even put in an isolation cell.



Poulette on the family's smallholding.

ation, without any light. She had to stay there for four days.

Another time, the girls were washing. Poulette was last.

“Are you still here?” asked one of the guards.

“Yes, I haven’t finished washing,” replied Poulette.

“You know your time’s up. It’s isolation for you,” said the guard.

As a punishment, Poulette was locked in the dark isolation cell for two days. She slept on the cold cement floor.

Weeks become years

Time passed. The days turned into weeks, and the weeks turned into months and years. Poulette had spent six years in the prison. She was 14 and still didn’t know why she was there. She had never had a trial in court.

There were lots of other girls

in prison who hadn’t had a lawyer or an opportunity to defend themselves in a court of law. They’d been driven straight to prison by the police.

Every week, a group of people came to the prison to



When Guylande went to see Poulette in prison, it turned out they were from the same village.

talk to some of the girls. They asked questions about their names, where they came from, where their parents lived, why they were in prison and whether they had a lawyer.

Poulette told them her name and where she was from. The woman she spoke to said she might be able to help her.

Meeting Guylande

After a while, Poulette was called to the prison’s waiting room. There was a woman there who said her name was Guylande and that she was from the same village as Poulette.

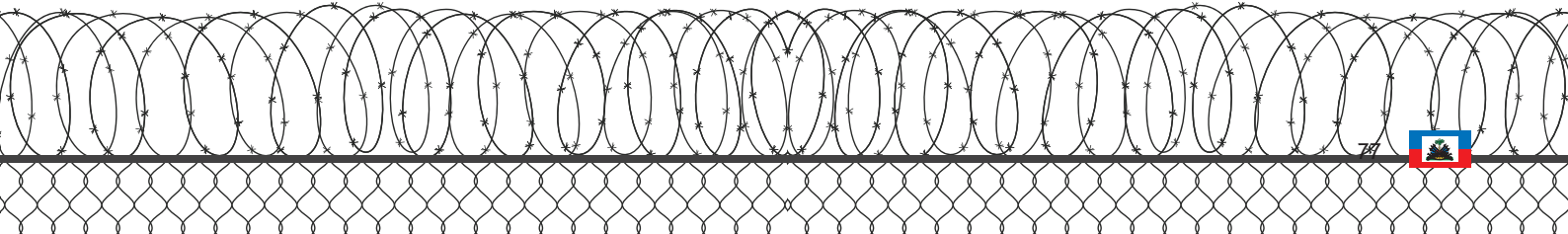
“I’m a lawyer and I work with the organization Zanmi Timoun. We’re coming here to help you get out of prison. Because children shouldn’t be in prison,” said Guylande.

Poulette listened to



Poulette, 16

- Likes:** Crocheting.
- Doesn't like:** Cleaning.
- In her free time she likes:** Skipping and playing football.
- Wants to be:** A seamstress and shop-owner.
- Would like to have:** A radio.
- Looks up to:** Sophia Saint-Rémy Martelly (wife of the former president Michel Martelly and an active HIV/AIDS campaigner in Haiti).



Guylande, who explained that a long time ago she'd heard about a girl who'd suddenly disappeared from her village.

"When one of my colleagues came to me the other day and said she'd spoken to a girl in prison who was from my home village, I thought I have to come here myself," said Guylande.

After a while, Poulette realised that she and Guylande knew the same people. Guylande had even spoken to her mum.

It was the first time in six years that she'd heard anything about her village and her family. She cried because she was so happy, but also because she missed her mum so much.

"I promise I will help you. Firstly, children as young as you were when you first came here should never be in prison.

And secondly, you have to have a trial before you go to prison," said Guylande.

Staff from Zanmi Timoun travelled to Poulette's village. They interviewed the family, the neighbours, the woman who'd accused Poulette of murder and the police who'd arrested her.

Free at last

A year and a half later, Zanmi Timoun were able to put the case before a judge. He looked at the investigation and said that whether Poulette was guilty or not, she had to come out of prison. Such a young girl should not be behind bars, he thought.

It was a wonderful day. Poulette was about to turn 16. She'd been in prison for eight years, but now she'd be allowed home.

"I'm going to tell you what

really happened that day, eight years ago," said Guylande.

The woman who had accused Poulette of murder was mad. The child who died was seriously ill. It wasn't the milk that killed the child. It was the illness.

The woman had seen Poulette and her cousin giving milk to the children. When one of the children died shortly after, she went to the police. The police looked for Poulette's older cousin, but they couldn't find her. So they arrested Poulette instead. There was never any investigation. The police just put Poulette in prison.

"Unfortunately it often happens that way. Lots of children are in prison when they shouldn't be," said Guylande.

Staff from Zanmi Timoun drove Poulette home to her

village. They drove up in the mountains; the roads got worse, the hills greener, and the palm leaves swayed into the wind. It's so beautiful, thought Poulette. Carmen and the rest of the family were waiting at home.

"I can't believe it's true," cried her mum with happiness, and she hugged Poulette hard. The tears ran down their cheeks.

"I thought you were dead, but now you're back. This can only be God's doing," said Carmen.

With Zanmi Timoun's help, Poulette was able to start school. She was allowed to start fourth grade because she'd been to school a little in prison. She's the first in her family to go to school. 🌍



Poulette was accused of having given a child poisoned milk, but the child died of an illness. Here Poulette gives a girl some water to drink.



Poulette with her mother Carmen at the market. Both of them cried with joy when Poulette finally came home from prison.



In prison, Poulette was good at crocheting and knitting. She can crochet a scarf, a hat or a bag in just a few hours. She sells what she makes, but in the future she hopes to be able to open her own shop. Then she'll be able to get a loan out and buy more materials. She also likes plaiting plastic to make sandals and baskets.





"They accuse me of having stolen solar panels, but I haven't had a trial. I've completed seven years in school. I was planning to be a mechanic and fix cars when I'm older, but now I'm here and I don't know if that's possible."
Danielson, 14

"They convicted me and Mirlande of having stolen a motorbike, but I wasn't involved and the police haven't arrested the people who stole it. I want to be a lawyer, but how can I finish school here?"
Richelove, 17

"My friend borrowed a motorbike to get home. She gave me a lift and parked the bike at home. There was a burglary and someone took it. The police arrested me and then my friend. We were convicted at a trial of assisting in a theft. I haven't done anything, but I've been in prison for a year."
Mirlande, 17

Three years in prison for refusing to tell

The police said that if Louis, 16, would just say where his friend was he would avoid prison, but Louis was no snitch. It took three years for him to get out. Now he wants to be a judge.



I used to hang out with a friend who had got hold of a gun. We usually hung out together, but then he wanted me to come with him to do something, as he put it. I said no.

The next day, the police



came to my house. They arrested me for assisting in a robbery and took me to prison. They asked where my friend was and said that he had robbed a guy the evening before. I'm no snitch, so I said I didn't know where he was.

I didn't get a trial. My friend had been in prison before and had told me about it; that it was difficult to eat and wash. There were 20 of us in the cell. We slept in bunk beds. The other lads spoke loudly, shouted and got into fights. I was afraid.

My parents came to visit. They weren't angry with me. They

knew I was innocent. But suddenly one day a guard came and said that my mum and dad had died of an illness. I was sad and I wanted to die too. I tied my clothes together and tried to hang myself, but the guards found me.

Three years later, Zanmi Timoun got me out. They wrote a letter to a judge which said that I shouldn't be in prison. Now I live with my sisters, who got a loan from Zanmi Timoun. They sell sweets on the street so we can have food. Zanmi Timoun is also going to help me finish school." 🌐

TEXT: ERIK HALKJAER PHOTOS: JESPER KLEMESSON





Guerline, 14

Wants to be: A nurse.
In her free time she likes: Drawing.
Favourite school subject: Maths.
Likes: School.
Doesn't like: People swearing at me.



Domestic slave Guerline is given hope

Guerline has been a slave in other people's homes since she was five years old. She is forced to work and has to sleep on the floor. But one day a man comes along and says she has the right to go to school ...

When Guerline is five, she moves to live with a woman in another village, far from home. Her mum says it's bet-

ter there. She is the youngest of six siblings and her mum and dad can't always afford to give her food.

At her new home Guerline is

given food, but she has to work for it. She fetches water and wood and helps with the cooking. Guerline sleeps on a blanket on the floor. She can play if there's time between all the household chores.

A slave again

When Guerline is seven, her mum comes to fetch her.

"You're going to move to live

with a woman in the capital, Port-au-Prince," says her mum. It's even further away from home.

"I've come to an agreement with a woman there that you can live with her and maybe go to school. But you'll have to help around the house, just like you do here," says her mum.

The next day, the woman



The work of domestic slave Guerline

She must fetch water, cook, do the washing up, do the washing and hang it out, but also clean, lay the table and make the beds every day.

PHOTO: ERIK HALKJAER PHOTOS: JESPER KLEMEDSSON



arrives. Her name is Magalie. She takes Guerline with her to the capital.

When they arrive, Magalie shows Guerline the house where she's going to live and work. There's another woman living in the house with her children. They are older than Guerline and go to school.

"There's room for you to sleep here," says Magalie, and points to the floor by the kitchen table.

The other children and the adults sleep in beds, but Guerline just gets a few blankets to lie on.

No birth certificate

Guerline gets up early. She cooks food for everyone,

When she has time, Guerline draws. Often when no one else is at home. When she's drawing, it takes her mind off all the work she has to do. The girl on the right belongs to the family for whom Guerline is a domestic slave, but she never has to help out at home.

cleans, does the laundry, goes shopping and washes up. During the day she is often alone. The others are at school or working. Guerline doesn't think it's that odd that she isn't going to school. None of her siblings do. But she likes watching the children in the house putting their school uniforms on. They have rucksacks, they do homework and talk about their day at school.

When Guerline is out shopping, she often passes a school where the children in their smart uniforms are playing in the yard. Sometimes she meets children on their way to and from school. Guerline doesn't have any friends. The other children in the house and on the street usually play once they've done their homework. Guerline rarely has time to join in, there's so much to do around the house.

When she is ten years old, Guerline decides that she wants to go to school too. She



Guerline has to sleep on the kitchen floor.

wants a school uniform, friends and to learn things, like all the other children.

"When can I start school?" she asks Magalie.

"There's no time. And we don't have the money for it. And you're already ten years old. You should have started when you were six," answers Magalie.

There's another problem. Guerline has no birth certificate to prove when and where she was born, and who her parents are. No one can start school in Haiti without this document.

Guerline's right

One day, there's a knock at Magalie's door. Outside there's a man who says he's from an organization called Zanmi Timoun.

"Why isn't Guerline going to school? It's her right. And our school is right by your house," says the man.

"We don't have the money or a birth certificate," replies Magalie.

"You don't need either in our school," says the man. "At our school there are many other children who also live with families that are not their own." ➤





Guerline longs for school to start every day. Her first day at school was the happiest day of her life.

Magalie gets to find out about children’s rights and about Haiti’s law, which says that all children have to go to school. Magalie has been promised that Guerline will be at home with her to help out. She doesn’t want Guerline to go to school several hours a day.

“It makes no difference. She has to go to school. She can

come to us for four hours a day and then you must give her some time to do her homework, and then she can carry on helping you at home,” says the social worker from Zanmi Timoun.

Missing home

Guerline can’t believe what she’s hearing is true. She gets a school uniform, a pair of

shoes and a rucksack. The man accompanies her to school. She writes her name in the headteacher’s book. Magalie has to come and sign it.

The first day at school is hard. Guerline is shy. But it’s the happiest day of her life. A dream has come true. But Guerline still sleeps on the floor and every day she has to

get up early to cook food, clean, do the laundry, wash up and buy food.

Guerline starts longing for home and her own family. She misses her mum and dad and her brothers and sisters. Why can’t she live with them and go to school there? When she’s been at school for two years, Zanmi Timoun helps her travel home to visit. Guerline

Guerline’s possessions

Domestic slave Guerline only owns a few things: Rucksack, pencil case, school books, pens, school uniform and shoes.





is now 12 and hasn't been home for seven years.

Her mum, dad and siblings are happy to see her. Guerline tells them proudly that she's started school. She plays with her brothers and sisters, but there's a lot of work to do out in the fields. When the local farmers need help, the family works in their fields to earn money to put food on the table.

"You have to help out," says her mum.

Soon Guerline is no longer the family's school girl home to visit. She's just another person who can contribute to the family's finances. When she returns to Port-au-Prince after the summer holiday, she vows never to go home again.

Guerline misses her family

every day, but she doesn't miss being forced to work by her mum and dad as well. She sees school as her future.

Hope for the future

On the first day of term, Guerline tells her school friend Nathalie how horrible it was at her parents'. She cries. Nathalie cries too and they give each other a hug.

Every day, Guerline longs for school to start. Then she won't have to work and she gets to meet her friends.

There aren't many who live as close to school as Guerline. Lots of children have a long bus journey to school. They often arrive late as they also have to work where they live. There's rarely time for homework when the children are

forced to work as domestic slaves where they live. The teachers at the school know about this. Instead of punishing students who haven't done their homework or who arrive late, they talk to the students to make sure they're ok.

Sometimes the children say they're being beaten by the family they live with. Or that the family shouts and swears at them. They come to school with bruises.

Guerline has to manage the entire household by herself. She feels she is worthless, and she cries when no one is looking.

Guerline's dream is to finish school and start

her own business. Zanmi Timoun can provide financial support and help with loans when she reaches 18. She's going to save up the money she earns so she can study to become a nurse.

"I think about it when I'm scrubbing the floor," says Guerline. 🌐

For five years, Guerline could only watch other children putting on school uniforms and follow them to school, but never got to attend herself. However, now she has a school uniform and can go to school every day.

When Guerline is in school, she is spared from working and can spend time with her friends.





Why are you late for school?

"I have to work and cook. I'm often late, sometimes an hour. I don't like being late. I don't live with my parents, but I miss them. I'd like to live with them."
Célie, 14, domestic slave

When do you do your homework?



"I don't have time to do my homework at home. I try to find time to do it here at school. It's not great. And I often arrive late. That's not good either."
Joseph, 16, domestic slave

Why do you have a bruise?



"The woman I live with hit me. I was supposed to fetch shoes for her daughter, then she told me to fetch a book. I got both the shoes and the book, but she wanted to have the book first. That's why she hit me. It happens a lot. It's not nice and it shouldn't happen."
Wood, 13, domestic slave

What's good about school?



"I like school because I get to learn things and grow as a person. Where I live, all I do is work all the time, and it's no fun. It's better here at school."
Jolicoeur, 11, domestic slave

What help do you get?



"Zanmi Timoun has helped me start school. I wasn't allowed before, but I still don't have time to do my homework and study at home."
Jean-Pierre, 14, domestic slave



Saved by earthquake

Wilton, who is now 14, was six years old and had been living as a slave with another family for two years when Haiti was struck by a major earthquake in 2010. He tells his story:

"I was taking the rubbish out when the ground began to shake. I held onto a post until it stopped. Then I went home. The house I'd been living in wasn't there anymore and the family I'd been living with was gone.

I lived on the street until a social worker from Zanmi Timoun saw me and asked what I was doing. I said that things were not great, that my real family forced me to live here, but that there was nothing left of the house I'd been living in.

The social worker helped me find my real family and I got to go home. When I was seven, my family said I had to move again to another family to work. I couldn't go to school, I was forced to wash dishes and look after the family's children. I even took them to school, even though I wasn't

allowed to go myself. I slept on the floor. The family beat me and swore at me. I really missed home and I wanted to go to school here in the village.

Zanmi Timoun helped me start school. They have also given me a school uniform and school books. My family was given a loan so they could sell rice, cooking oil, flour, sweets and things like that. Sometimes I help in the shop when I'm not at school or playing football."

Both Wilton and his family have received help from Zanmi Timoun. The family were given a loan to buy goods that they can sell in their small shop.



Lots of child slaves

Some 225,000-300,000 children in Haiti live with a family that is not their own to carry out household chores. The system is called *restavèk* in the Creole language. The word comes from the French *rester avec*, "to stay with". Children who become *restavèk* come from poor families and their parents say they cannot afford to support them. Instead they give them away to other families, where they are fed in exchange for working as domestic servants. The work is often unpaid. The children rarely go to school, and are sometimes beaten and sexually abused. Child labour is prohibited in Haiti, but not in private homes. The UN is demanding that Haiti ban child labour in homes as well, and considers *restavèk* to be slave labour. The children are domestic slaves.



Forced to return to Haiti

Like many other Haitians, Guerline and her family lived across the border in the Dominican Republic. She went to school there and her parents worked, but they didn't have a work permit. One day, the country's president started talking about sending all Haitians without a work permit back to Haiti ...

Guerline heard on the radio that the president of the Dominican Republic said he didn't want people from neighbouring Haiti living and working in his country.

"Yeah, yeah, but no-one's going to listen. He's just talking a load of rubbish," explained Guerline to her little brother.

Both her dad Edmond and her mum Anita are from Haiti, but they met in the Dominican Republic. Her dad had travelled there to work in construction and sometimes in the fields. Her mum was there working as a housekeeper.

When Guerline was six years old, she started school in the Dominican Republic and learned Spanish. At home the family spoke Creole, which is the language of Haiti.

The Dominican Republic and Haiti share the island of Hispaniola in the Caribbean. The border between the two countries stretches across mountains and forests with bad roads. Many Haitians travel across the border every year to work in the neighbouring country, with or without a work permit. They work on farms, construction sites, at tourist hotels and in the homes of people with a bit

more money, who want someone to take care of their children and household.

Few people thought that the president of the Dominican Republic would suddenly throw all the Haitians out, but this time he was serious.

Deported by police

One Friday, Guerline was on her way to a friend's house. She saw a police car outside her home, where her mum was. She didn't think anything of it, but one of the policemen called out:

"Hi, where are you from?"

"Hi, I'm from here," answered Guerline.

"But were you born here? Are you from the Dominican Republic?" asked the policeman.

"Well, I was born here, but my parents are from Haiti."

"What do your parents do?"

"They work."

"Are they at home right now?"

"Yes, my mum is."

The policeman asked Guerline to show them where she lived. He asked her mum Anita if she had a work permit. "No," she replied.

"Then I'm sorry, but I have to deport you," said the policeman.

"What, now? Right away?"

"Yes, you have to get in the car and we'll drive you over the border."

Back in Haiti

Just a few minutes before, Guerline's younger siblings had gone over to a neighbour's. The police didn't ask if there were any others in the family, they just took Guerline and her mum with them.

At the border, the police made sure Guerline and Anita went back to Haiti through the high black gates. They were met by staff from the UN and Haiti's social services, who asked whether they needed





06.00
Good morning!



15.00
Guerline cleans
the house.



help with anything.

The UN employee took them to a young woman in a blue T-shirt displaying the words ‘Zanmi Timoun’.

“I can help you,” she said.

The woman explained that she worked at the border every day. Her organization Zanmi Timoun takes care of children who are deported.

“But since you have a relative you can live with, I can see that you don’t need that much help,” said the woman.

She explained that many children who are deported don’t have a birth certificate, passport or contact details for a relative in Haiti. That’s when Zanmi Timoun steps in to help find a relative. And they can sort out birth certificates.

“We were given underwear, soap, washing powder and toothbrushes. Zanmi Timoun even paid for a motorbike taxi to take us to my aunt’s house.”

Starting school

The next day, the young woman knocked on the door of the aunt’s house. She explained that the best thing for Guerline would be for her to stay in Haiti and finish school. She said that it would be best for her three younger siblings to also come home to Haiti and go to school there.

Zanmi Timoun would make sure they all got school uniforms and a place in school.

A few days later, the whole family were reunited apart from Guerline’s dad. Her dad carried on working in the Dominican Republic and sending home money for the family.

Guerline’s relatives gave the

family a bit of land and helped them build a house. Zanmi Timoun helped by providing some building materials.

Many of the pupils in the school have lived in the Dominican Republic, like Guerline. They are all struggling to learn both Creole and French. During breaktime they still speak Spanish some-



07.30 On the way to school.





19.30 Watching TV with her younger brothers and sisters.



Guerline's home

times, as they do in the Dominican Republic.

When her mum Anita crosses the border to the Dominican Republic to sell garlic, Guerline looks after her siblings at home. Then she helps sell the potatoes that mum buys in the neighbouring country.

Sometimes Guerline wishes

she could bunk off school, and get away from homework and her siblings. She just wants to listen to music, dance and play instruments. She's learning to play the trumpet at a neighbour's.

"One day I'm going to be as famous as Shakira," says Guerline. 🌐

09.00 Sometimes Guerline dreams of leaving school and just devoting herself to music.



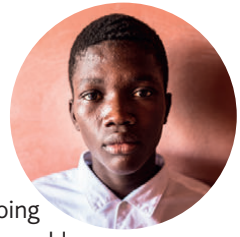
Right to an identity

In Haiti, many children never come into contact with the authorities when they are born, and they have no birth certificate. They grow up with a name, but without any papers to prove when and where they were born, and who their parents are. You need a birth certificate in order to go to school. You also need it if you want a passport to travel or work. Zanmi Timoun helps children get a birth certificate. They talk to children's parents about how important it is for their child to be part of Haitian society, and that as children they have the right to their own identity and to go to school. The work to help children get birth certificates involves cooperation with the Haitian government and UNICEF. The certificates are often presented at special ceremonies out in the villages. Getting your own identity is a big thing.



Finally getting a birth certificate

"With this birth certificate I can finally go where I want. I don't need to worry about being thrown out of school. It feels great. I'm in my fourth year now, and after school I'm going to study at university. Then I'll go out into the world and travel. When I'm not at school I help my mum and dad working in the fields, or I play football." Roberto, 15



Haiti's migrants

More than two million Haitians live abroad. Half of them live in the US and almost as many live in the Dominican Republic, but there are also Haitian migrants living in Canada, France, Brazil and Chile. In 2015, almost 52,000 Haitians were deported from the Dominican Republic. Over the following two years, more than 200,000 Haitians returned home from the Dominican Republic. Tens of thousands of impoverished Haitians who left the Dominican Republic are living in extremely poor conditions in temporary settlements in southeast Haiti. After the earthquake in 2010, some 60,000 Haitians were given temporary residence permits in the US, but President Donald Trump has said that they must return home by 2019. A third of Haiti's gross national product (GNP) consists of money that Haitians living abroad send home to relatives in their home country.

TEXT: ERIK HALKJAER PHOTOS: JESPER KLEMEDSSON



Round the globe for the Global Goals!

The countries of the world have agreed to achieve three extraordinary things by the year 2030: end extreme poverty, reduce inequalities and injustice and stop climate change. In order to achieve this, the countries have set 17 Global Goals for Sustainable Development. All the goals are equally important and interlinked.



CHARLES DRAWIN

In connection with the Round the Globe Run for a Better World, we are focusing in particular on the following Global Goals:

- Goal 5 – gender equality and equal rights for girls
- Goal 10 – reduced inequalities, and
- Goal 16 – justice and peaceful societies.

The Round the Globe Run also contributes to Global Goal 3 (health and well-being) and the right of all children to play, sport and leisure time.

The governments of each country are mainly responsible for achieving the goals and for making changes that help achieve the goals. But if the world is to have any chance of achieving these goals, then everyone has to be aware of them and get involved and help make changes! That means both adults and

children. Even small actions can make a big difference.

No Litter Generation

In the section about the No Litter Generation you can find out more about littering and climate change, which are interlinked with many of the goals.

The rights of the child

The Global Goals are linked to the rights of the child. If the goals are achieved, then the situation for children around the world will improve. If they are not achieved, it will mean that children will continue to be treated badly and that children's rights will not be respected. That must not happen!

Here are some examples of how the Global Goals are linked to the rights of the child.



1 NO POVERTY

No child should have to grow up in poverty. And no child should be treated differently or not be allowed the same opportunities as other children because of how much money they or their family have.



2 ZERO HUNGER

No child should have to go hungry or be undernourished. All children should have access to nutritious and safe food.



3 GOOD HEALTH AND WELL-BEING

All children should have the chance to be healthy and receive good health care and medical treatment. All children should be vaccinated. Infectious diseases and alcohol/drug abuse must be reduced, as well as road accidents.



4 QUALITY EDUCATION

All children should receive an education and all children should have the opportunity to learn to read and write. Primary and secondary schooling should be free. No child should be discriminated against in school.



5 GENDER EQUALITY

Girls and boys should have equal rights and opportunities in all respects. Child marriage and violence against girls, such as FGM and sexual violence, must be stopped.



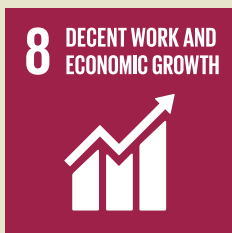
CLEAN WATER AND SANITATION

All children should have clean water, toilets and be able to attend to their personal hygiene, particularly at school.



AFFORDABLE AND CLEAN ENERGY

All children should have access to safe and sustainable energy that makes their lives easier, without ruining the environment.



DECENT WORK AND ECONOMIC GROWTH

No child should be subjected to child labour or people trafficking. Youth unemployment must be reduced. Parents should have good working conditions so that they have the time and energy to look after their children.



INDUSTRY, INNOVATION AND INFRASTRUCTURE

Industries, roads, etc. should not be dangerous for children. All children should have access to information and communication technology.



REDUCED INEQUALITIES

All children should have equal opportunities regardless of background, gender, belief, sexual identity or orientation, disability or the fact that they have been forced to leave their home.



SUSTAINABLE CITIES AND COMMUNITIES

All children should have decent housing close to play areas and good public transport links to school. Big cities should be built in an environmentally sustainable way while preserving culture and traditions.



RESPONSIBLE CONSUMPTION AND PRODUCTION

Children should be taught how to live in an environmentally sustainable way, e.g. about sustainable consumption, recycling and reusing.



CLIMATE ACTION

Children should learn how to combat climate change, and be able to demand that adults, e.g. decision-makers, do the same.



LIFE BELOW WATER

Children should learn how littering, overfishing and emissions can affect seas, lakes, rivers and everything that lives there.



LIFE ON LAND

Children should learn how to protect forests and land, mountains, animals and plants, and why no-one should waste nature's resources.



PEACE, JUSTICE AND STRONG INSTITUTIONS

No child should be subjected to violence, assault or exploitation, but should be able to grow up in peaceful, just communities.



PARTNERSHIPS FOR THE GOALS

Countries must work together more, support and learn from one another in order to create a better world for everyone.



One million children for a better world

On 1 April, all the children and young people participating in the World's Children's Prize program will join in the *Round the Globe Run for a Better World*. On this day, you will present your ideas on how to achieve the Global Goals where you live and in your country. You will also either walk or run together on this day, maybe a hundred times around the globe, for a better world!

On the previous pages you can learn about the 17 Global Goals for Sustainable Development that have been established by

the countries of the world. The Round the Globe Run for a Better World is mostly about Goal 5 (for gender equality and equal rights for girls),

Goal 10 (reduced inequalities) and Goal 16 (justice and peaceful societies).

Discover the Global Goals

When you read about the Child Rights Heroes and the children they fight for on pages 34-87 and prepare for how you plan to vote in your Global Vote, you can also discover how the Child Rights Heroes' work contributes towards achieving Goals 5, 10 and 16.

On pages 22-23, you can read about your WCP friends in DR Congo, who were subjected to an armed attack while waiting for The Globe to arrive. They are affected by almost all the Global Goals, but most of all they want to live in a peaceful society (Goal 16).

Your WCP friends in Zimbabwe on pages 94-107 and 120-123 are also affected by most of the Global Goals, but here it's mostly about equal rights for girls and Goal 5. You can also discover how girls and boys are fighting for gender equality together. Be a You Me Equal Rights Ambassador too!

1 April – it's happening!

While you're working with the WCP program and learning about children's rights and the Global Goals, think about what changes you'd like to see and help bring about to increase respect for the rights of the child and help achieve the Global Goals. In the run up to 1 April, you can put into

The Round the Globe Run for a Better World is a collaboration between the World's Children's Prize Foundation and the Swedish Olympic Committee, supported by the Swedish Postcode Lottery.

words your ideas on how to make your area and your country better. You can write poems, give a talk, post messages via social media and make posters or banners. Invite the media, local organizations, politicians and other leaders, parents and the public to your day for the Global Goals and a better world.

Start 1 April with a ceremony for the Global Goals, at which you tell the adult world how you want things to be and what you all need to do, together. Then all pupils will form a long human chain, fingertip to fingertip. It'd be great if you could display your posters too. Remember that you are doing this alongside over a million pupils at the same time!

The human chain is the start of you taking your message around the world many times via the Round the Globe run for a Better World. You extend your chain by walking or running three kilometres. The circumference of the Earth is 40,076 kilometres. We need just over 1.3 million children to reach round the globe one hundred times with your message for a better world!





Charlton

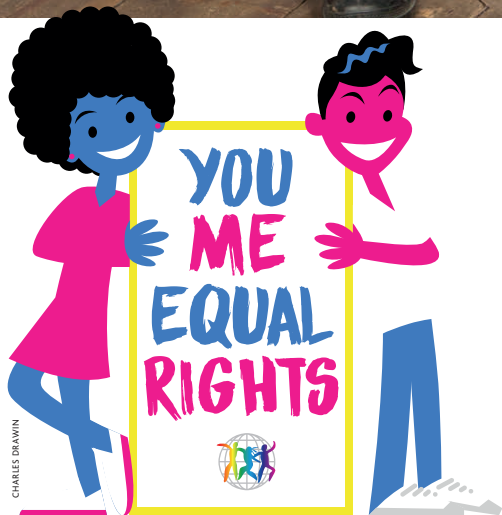
Tyrese

Curtley

Quinley

We are Ambassadors for

YOU ME EQUAL RIGHTS



CHARLES DRAWIN

The young musicians from South Africa who performed at the World's Children's Prize ceremony are the first ambassadors for *You Me Equal Rights* and Global Goal 5, in which girls and boys come together in support of greater gender equality and respect for girls having the same rights as boys. Read more about Quinley, Paxton and their ambassador friends on pages 92-93.

On pages 94-97, Glory and Talkmore in Zimbabwe talk about how they are working together to fight for gender equality and girls' rights. On pages 98-104, their friends in the village of Chihota talk about how their rights as girls have been violated, but how they now want to share their experiences, having taken part in the Child Rights Club. Hassan and Kimberley on pages 120-123 are also real *You Me Equal Rights* friends.

“I call upon Her Majesty Queen Silvia of Sweden to present the You Me Equal Rights Ambassador Globe to the Jazz Yard Academy Band”, said the MC of the WCP Ceremony, Kim from Zimbabwe. The boys in the band, as well as the other You Me Equal Rights Ambassadors, South Africa’s Idol winner Paxton and the Inkwenkwezi band all come from gang-ridden high-crime suburbs of Cape Town.

Drummer Quinley, 17, on his mission as a You Me Equal Rights Ambassador:

“When I returned to South Africa, I made a decision to try to be fair, honest and respectful to girls and women. My behaviour can start a trend of other young men treating women in the same way. It is something in my power to do. “In my community, men have been indoctrinated to treat women as slaves who must look after children and cook food. This indoctrination makes men dominate women. Men have the mind-set and behaviour of being more powerful and ruling the house. If women do not obey, they are punished and beaten.”

Bad for boys too

“In our case most men are violating women’s rights. I hate this because it destroys our

dignity. It has a negative affect on women emotionally and psychologically, but also on us boys because we have these violent men as fathers and uncles.

“I think extra measures should be taken by police to punish men when they violate women. I also think women should speak up and stand together with each other. I think we can organise campaigns to help women to speak up. This will show that boys don’t want their mothers and sisters to be abused.

“I dare to speak up in support of women and girls because raising your voice might help to find a solution to this problem. It makes me feel a sense of comfort after I speak up to support women.”



Quinley, 17, Charlton, 16, Tyrese, 15, and Curtley, 16, after having received their mission and crystal globe as You Me Equal Rights Ambassadors from Queen Silvia of Sweden.

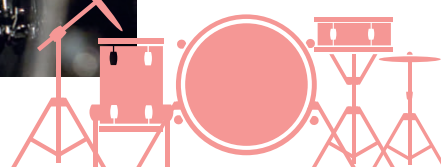
“Mission



Bass guitarist Charlton, 16, on his mission as a You Me Equal Rights Ambassador:

“I am against the disrespect of women and girls. They should be able to feel safe no matter where they go. I have a mother and sister, so my first instinct would be to protect and stand up for them. But also any other women who are being mistreated. That’s the kind of man and You Me Equal Rights Ambassador I want to be. I

feel sick when I see women treated badly. As a You Me Equal Rights Ambassador I will uphold the role given to me proudly. Together with my morals and values instilled in me by my mother, I will continue to treat women with respect and also set an example to those around me.”



Idol winner Paxton, 17, on her mission as a You Me Equal Rights Ambassador:

“It was such an honour on behalf of all girls whose rights have been abused to be given the mission as a You Me Equal

Rights Ambassador. It made me very happy, but also determined to spend my life earning this privilege.

“The award ceremony was my best gig so far in my life! I will stand up for children’s rights and I will continue to use my voice to sing about girls and women’s rights and reach as many hearts and minds as I can. Whenever I speak on radio or television, I make sure to explain what it



means being an ambassador. I want women and girls to be treated fairly and be given the same amount of opportunities as men. I believe in equality for everyone.”



Paxton with the You Me Equal Rights Ambassador globe that she received from Queen Silvia.

for life”



Guitarist Tyrese, 15, on his mission as You Me Equal Rights Ambassador:

“In my school, we presented the Crystal Globe at our assembly and spoke out about our mission to everyone. Then some boys teased us afterwards, but we told them that we will keep an eye on them and how they treat women. I will look out for my women friends and protect them against abuse.

“I dare to speak up, but I have to be careful. I think education about children’s rights is the most powerful thing for me to do.

“Men are supposed to protect women, but many men here are beating them. Sometimes I can react, but sometimes it is not safe for me to react.”

Keyboardist Curtley, 16, on his mission as a You Me Equal Rights Ambassador:

“It saddens me to see how men and other boys treat girls. It is painful to me to witness abuse. Girls’ rights are not respected. In my opinion, every person should be treated with respect, whether you are a boy or a girl. I think that men should begin to stand up for women’s rights! I think that men are sick and crazy when I see them beat a woman.”

“I speak up in support of women and girls because one’s voice has many powers. I want to let the world hear the cries of little girls.

“When I returned from Sweden, I felt I had learnt a massive amount about the rights of children and girls. I will make it my mission for the rest of my life to respect women and encourage everyone else to do the same.”





Glory and Talkmore fight for



Meet Child Rights Ambassadors Glory, 13, and Talkmore, 16, from the village of Chihota in Zimbabwe, who are both involved in the You Me Equal Rights campaign. On pages 98-104, some of their friends in Chihota talk about how they have been affected by serious violations of girls' rights.

"Gender equality is a human fight, not a female fight!" That's what it says on the flyers that Talkmore makes and hands out on the weekends.

"That's exactly right. And gender equality isn't just something that will make life better for us girls, it will be better for everyone," says his friend Glory.



Glory, 13

Loves: Playing netball with my friends.

Hates: When people take advantage of children.

Best thing that's happened to me: When I became a Child Rights Ambassador.

Worst thing that's happened to me: I've been lucky because I can't think of anything!

Wants to be: A lawyer and fight for children's rights.



It's lunch break at Manyaira Secondary School in Zimbabwe, and in the shade of a few trees, Glory and Talkmore have gathered together a group of pupils to talk about girls' rights and gender equality. They meet at least once a week. The group is made up of boys and girls. For Talkmore and Glory, who are WCP Child Rights Ambassadors, this is a really important issue.

"I wanted to be a Child Rights Ambassador because girls are in danger here. We are not respected and no-one listens to us. I've seen many girls being forced into mar-

riage, sexually abused and forced to quit school. As an ambassador, I wanted to warn other girls because those who take advantage of us are often the people who should be protecting us, such as dads, uncles, other family members, teachers and neighbours," says Glory.

Talkmore shakes his head sadly as he listens to Glory.

"As a boy I'm ashamed to see how boys and men treat girls and women in our community."

Boys seen as having more value

"Here, boys and girls do not have the same value. Boys are



"The nicest thing I have is my little puppy, who's called Tiger. I love him!"



Dad supports me

"At my house, it's always been important for me to have time to do my homework and rest, even if I'm a girl. My dad Nobert thinks so too," says Glory.



Girls bought and sold

"Many poor girls don't go to school, but instead are forced to marry, even if they are children. Here, the man must pay a dowry for his wife, so the girl's family earns money from a marriage. It's like selling and buying the girl, and that's not good at all. Of course, a girl my age shouldn't be forced to marry, she should get to go to school and learn things, so she can have a good life," says Glory.

Glory is proud of her Child Rights Ambassador's diploma, which sits in a glass frame in front of her while she does her homework.



gender equality

taught very early on that they are superior to girls, and to treat us as inferior beings. Even if the oldest child is a daughter, it's a much younger little brother who makes the decisions in the house if the dad isn't there. In some families they even decide over the mum!" says Glory.
"It's also tradition for the

girls to do all the tough household chores. When my sisters were cleaning, cooking, washing clothes and doing all sorts of other things, I was allowed to hang out with my friends and have a game of football and play! My sisters weren't allowed to spend time with their friends after school at all," says Talkmore.

Wanted to help girls

When Glory was trained as a WCP Child Rights Ambassador, she realised that all this was wrong. "During the lessons we read The Globe and learned that girls and boys have the same right to an education, protection, influence, play... everything! And that what we girls are suffering here in Zimbabwe is a violation of our rights."

Glory and other girls who had been trained as ambassadors started to bring pupils at the school together to talk about girls' rights and gender equality. Talkmore noticed what was going on. "When I saw how the girls were working, I felt that I wanted to help too." Talkmore was also trained to be a WCP Child Rights Ambassador and started helping Glory in her work for gender equality.

Meeting of the child rights club in Chihota. WCP Child Rights Ambassador Glory, holding The Globe, teaching about equal rights for girls. Among those listening are girls who have themselves been forced to quit school, having been subjected to assault or forced into child marriage.



Talkmore, 16

- Loves:** If I could have a really nice house in a nice area and get to drive around in a brand new BMW!
- Hates:** That girls and boys are treated differently.
- Best thing that's happened to me:** Becoming a WCP Child Rights Ambassador and helping Glory.
- Worst thing that's happened to me:** When my big brother died.
- Wants to be:** A lawyer and fight for children's rights.



At weekends, Talkmore gives out flyers that he has made in school about gender equality and girls' rights

Influencing other boys

“I think it’s really important for boys to be Child Rights Ambassadors too, so people can see that we’re fighting for girls’ rights together, and that we see one another as equals. Then everyone who meets us can learn about equality just by looking at us!” says Glory, laughing.

Talkmore agrees.

“Boys definitely have to be ambassadors for girls’ rights. Partly because the girls then feel they have our support, but also because we boys can influence other boys. Unfortunately, boys here still listen more to other boys,

which is why it’s important for us to be involved. But, of course, boys must show equal respect for the girl ambassadors, and I’m sure that will happen the more we Child Rights Ambassadors work together.”

Keen to reach everyone

Both Talkmore and Glory work to share knowledge about girls’ rights beyond their school as well. Sometimes together,

sometimes on their own.

“I help out at our village child rights club every weekend. Several of the girls in the club have experienced awful things, such as assault and child marriage. Many don’t go to school, but they still need to know about their rights. That’s why I help out there.”

“And I do flyers about girls’ rights, which I make myself and hand out on the weekends. I often make the flyers at

school during study time,” explains Talkmore.

Being themselves

Both Glory and Talkmore agree that it’s absolutely essential for girls to have more knowledge, and through that knowledge gain courage and be confident about demanding their rights, but also that boys learn and understand about girls’ rights and gender equality.



Glory at school ...

... and during her free time.



Bringing up water and carrying it home is heavy work. Talkmore's sisters used to always do it. Since he became a Child Rights Ambassador, it's often Talkmore who fetches the water.





Talkmore sweeping the yard while his sisters do their homework.

Talkmore has started helping his mum and grandma with the cooking. Not many of his friends do this.

“The boys will be better dads, who take care of their daughters and explain to their sons that they must respect their sisters and other girls’ rights. Then life will be better for girls in the future. But I believe that boys would also have better lives if we had gender equality. I believe that actually they do want to treat us with respect, and finally get to be themselves,” says Glory.

Helps out at home

The boys in Chihota don’t normally help their sisters and mums with the household chores.

“After the WCP ambassador training, I managed to convince my parents to let me help out with the housework at home. Instead of just hanging out with my friends while my grandma, my mum and my sisters do all the housework, I help with the cooking, clean-

ing and lots of other things. Now my grandma and mum get to have a rest, and my sisters have time to do their homework and spend time with their friends, just like I do. It feels great, and everyone seems to like me a lot now!” says Talkmore. 🌍

Happy grandma

“I’m happy that Talkmore helps out and does things that only girls did before. Of course boys and girls should help out. It’s makes life better for girls. It wasn’t like that when I was a child! When I was young, we girls didn’t even get to go to school, and me being so clever as well!” says Talkmore’s grandma Maria Mutete, 75, with a laugh.



Talkmore and his sisters take turns doing the dishes.



Grandma usually sees to the family’s cattle in the evenings, but now Talkmore helps her do it.



TEXT: ANDREAS LÖNN PHOTOS: JOHAN BJERKE



In the picture, Ashley, Charmaine, Glenda and Pearl attend an outdoor meeting of the Child Rights Club. On pages 98-104 they talk about the violations of girls' rights that they have been subjected to. Thanks to the club, they now want to talk about what happened to them, and have the confidence to do so.

Ashley finds the courage to tell her story

When Ashley was 14 years old, her teacher promised to help her pass her maths exam, but on one condition. That she slept with him. Ashley said no, and then he attacked her on her way home from church.

“My teacher knew that I wasn't passing my tests and homework questions in maths. One day, he asked if I wanted private lessons to help me understand better. I wanted to improve my grades, so I said yes. And I liked this teacher. He was nice.

“We met in the classroom after school and the first lesson went really well. But when we met the second time, it was really unpleasant. He said:

‘You're really not very good at maths, but if we have a relationship, I'll make sure you get a pass in your exam, even if you don't pass. I promise you'll get a pass even if you can't do the questions.’”

Waited in the maize field

“I said that I didn't want to have a relationship with him at all, that it was wrong. I said that I was a child and he was an adult teacher. Then I asked to go and said I didn't want

any more lessons. Then everything changed. He ignored me if I put my hand up in class and wanted to answer questions. If there was any messing about or talking in class, I got the blame for it. I was even hit.

“One Sunday, when I was walking home from church along a path through a maize field, the teacher was suddenly standing there. He'd been hiding in the field, waiting for me. He dragged me into the maize field and pushed a rag into my mouth so I couldn't scream.

Then he threw me on the ground. When he'd finished, he left me there as though nothing had happened. He went without saying a word.”

Girls picked on

“When I told my dad what had happened, he became very sad and said I shouldn't tell anyone else. He said the teacher had a very high status here, so people wouldn't believe me. My dad was afraid that I'd be taunted and picked on in other ways in the village. You're the one to blame here if you suffer what I suffered. People point, whisper and laugh. I think it's strange. It should be the adult





man who is taunted, not the girl, who is a victim.

“I didn’t dare go back to school after what happened. I was afraid of being taunted and afraid that the teacher had come up with a story that I’d wanted it to happen. And I fell pregnant. I had a miscarriage later on, but I still didn’t dare return to school. Now I’m just at home, I don’t really do anything. I don’t feel good; I

have nightmares and am unhappy.”

Club gives strength

“I feel a bit stronger when I visit the child rights club. At the club we’ve read in *The Globe* about girls in our neighbouring country Mozambique who’ve been through similar things to me at school. It makes me sad, but at the same it gives me the courage to report my teacher, just like

they did. One day I summoned up all my courage and told our leader what had happened. She’s now promised to help me. I think those of us who have been affected must be bold about telling people and reporting. And I think that teachers who do this to their pupils should end up in prison.

“In the future, my dream is to become a nurse.”

Ashley, 15

Girls’ Safe House

“The child rights club meets at my house and it’s a safe place for all girls in the villages around here. Sometimes girls who’ve had a bad experience run to me here in the middle of the night for protection,” says Mai Svisva from the organization Shamwari Yemwanasikana. Ashley, Glenda and Charmaine sit by the fire at her house when they’re talking about the experiences they’ve had of their rights being violated.

Should be treated like a daughter

“I think that a teacher should treat their pupil like a daughter, not like someone he can use and have a relationship with. It’s important for teachers to learn about girls’ rights, so they treat us with respect. That’s why I think it’s really good that adults also get training in children’s rights through the World’s Children’s Prize,” says Ashley.





Charmaine works while her brother goes to school

One morning, when Charmaine was about to put on her school uniform, her dad told her not to bother. Instead she was to start working in a neighbour's field and contribute to helping her little brother continue at school.

When I was 13, I was forced to quit school in the middle of term. My dad said we couldn't afford to pay the school fees anymore. I was just about to put on my school uniform one Monday morning when he said it. Children here can't disobey their parents, and daughters in particular must do as their fathers say. I went to mum, cried and told her how sad I was. Mum said she understood, but that there was nothing she could do. It's the husband who makes the decisions here."

Constantly tired

"Dad said that I had to start working in other people's fields to earn money, so that my little brother, who is 12, could carry on going to school. It felt incredibly unfair. Why was it me who had to work so my brother could stay at school, and not the other way round? But I already knew the answer. Here, boys and men are considered to be superior to girls and women. They are valued more. That was why my brother could carry on at school, and not me.

"I wake up at four in the morning and start work. It's

the maize harvest now and I'm never home before five in the afternoon. Then I eat dinner, if there's any food, and go to sleep at seven. I'm constantly tired. I work with a hoe, or I drive the plough that's pulled by oxen. Sometimes I get money, but usually I get paid in maize."

Every child's right

"It hurts to see my brother in his school uniform. I get angry with him, even though I know it's not his fault. He's never said anything about me having to quit school. I think that's odd.

"I loved school, and English and maths were my favourite subjects. My dream is to be a teacher, but I think it's going to be hard to achieve that dream now.

"I don't think children should work, it's wrong. Children should be in school. In the child rights club, we've learned that it's a child's right to go to school, and that it's against our rights to force us to work. I've also learned that it's against our rights when girls are treated worse than boys.

"My rights are being doubly violated, partly because I'm a child and partly because I'm a girl."

Charmaine, 14



"Both girls and boys should go to school because we all have equal value. I learned that at the child rights club, when our leader read out The Globe to us. I really hope the club will be able to help me, that I will learn more and have the confidence to talk to my dad and explain my rights," says Charmaine.



Glenda tricked into becoming a slave

Glenda thought she was finally going to be able to start school and happily went with her aunt on a long bus journey. But Glenda had been tricked. She was a victim of human trafficking and has been working without pay for a woman for the past two years.

“I used to live with my grandma in a village far from here. I was happy and I loved my grandma, but she couldn’t afford to pay my school fees. One day when I was 13, my aunt came to visit and said that she thought I should move in with her in another village and start school. I was so happy! And I decided straight away to go with her. My aunt was nice and happy the whole journey, and she looked after me.”

Child labour with no pay

“When we arrived, she changed completely. She said that I wasn’t going to school at

all, but instead I was going to work as a domestic servant for one of her friends. I was shocked and disappointed. When I cried and said I wanted her to help me go back home to my grandma, she became really angry. She said that if I said that one more time I’d get such a thrashing. I was so frightened that I never dared mention it again.

“I’ve been living here with my aunt’s friend for two years now. I often get locked in like a prisoner and I can’t leave the house. I’m the one who does all the housework: washing clothes, doing the dishes, cooking, fetching water,

cleaning...everything. I even do all the work in her maize field. If she thinks I’ve done the slightest thing wrong, I get a thrashing. And I never get any money for my work. I think my aunt gets my wages. Even if I want to run away, I can’t. I have no money, I don’t know where I am or how to get home.”

Help from the club

“The woman I work for has three adult sons, but because sons don’t do any household chores here, she needed a girl in the household. That’s why I was brought here.

“Sometimes when the woman isn’t home I manage to sneak out and spend time with the child rights club here. I’ve learned that what I’ve been subjected to is called trafficking and that it’s a violation of the rights of the child. The club is trying to help me get home to my grandma again. My grandma doesn’t know what’s going on, she thinks I’m going to school and that everything’s fine. My parents are separated. They have new families and seem to have forgotten me.

“Here it’s usually girls who are the victims of trafficking. People need someone to do household chores, and boys don’t do that kind of work. Girls have it much tougher than boys in Zimbabwe.”

Glenda, 15



Tricked and imprisoned

The woman that Glenda works for without pay often locks her in the house, like a prisoner.



Pearl's life



changed



The WCP program has taught Pearl, 16, that all children have the right to go to school and not be subjected to child marriage. She has also been empowered to share her own story.

"I'm going to teach my son to respect girls and to never marry a girl who is a child," says Pearl, who lives in Chihota in Zimbabwe.



TEXT: ANDREAS LÖNN PHOTOS: JOHAN BERKE

"I moved here to my grandma and grandpa's when I was 10, so I could continue going to school. I love my grandma and grandpa, and I love going to school!"

"But last year, when I was 15, everything changed for me. I was on my way home from school. A man from the village was hiding in the bushes. He jumped out and pushed me to the ground. Afterwards, he said he would beat me up if I told anyone what he'd done. I was petrified."

Pregnant

"I did everything I could to make sure no-one noticed, but I had nightmares and felt like I was being followed everywhere. I couldn't concentrate at school because I was always thinking about what had happened."

"Three months later, my grandma discovered I was pregnant. At first I refused to say anything, but then I told her everything that had happened. My grandma said I had to pack my things and go to my 'husband'. It felt terrible that I had to go to someone who had hurt me so badly, and that my family thought I should go to such a person. But here, if a man makes a girl

Pearl sitting outside her grandma and grandpa's house with her son.

"I will teach my son that girls and boys have equal value, and to respect girls," she says.



One afternoon on her way home from school, Pearl's life changed forever.



pregnant, the girl is considered to be his wife. I was forced to pack my things and go to him.”

Abused

“The man’s old grandmother answered the door. When I explained why I’d come, she didn’t believe me at first.

“When I told the man that my parents had said he was now responsible for me and the baby that I was expecting, he was furious. First he yelled at his grandmother for letting me in, then he punched me hard in the face and disappeared. Luckily, his grandmother was kind and took care of me that night.

“The man continued to beat me. He shouted that I should move back home to my own house. I was forced to hide at his grandmother’s. She cried and we were both afraid that I would die. A few weeks later I had to flee for my life.”

Forced to quit school

“I was in complete despair when I got home. When I told my grandma and grandpa that I was being beaten, they said:



“I love going to school, but I can’t anymore,” says Pearl.

“Don’t you know that many men hit their wives? That it’s normal?” I said I knew that it was like that in many families, but I begged to be allowed to come home again. In the end they said yes.

“It’s like my life is over, because I can’t go to school anymore. Girls with children can’t keep going to school here, and it hurts so much.

“I know that it’s wrong because I belong to a club where we learn about our rights. I now know that every child has the right to go to school! And it makes me happy to know that child marriage is a violation of our rights. I don’t think girls should be forced to marry. We shouldn’t be wives, we should go to school so we can have a good life.

“My dream is to be a seamstress and earn money so I can look after my son. I will teach him never to marry a girl who

is a child. And I will teach him to respect girls and explain that girls and boys have equal value.”





Mbare dirty

in many ways

“Here in Mbare it’s dirty in many ways. There’s litter everywhere, but it’s also a poor area with lots of problems. We girls are particularly vulnerable. As for me, I was drugged, assaulted and forced to move in with the man who did it,” says Lisa, 16. She is now both a WCP Child Rights Ambassador and a member of the No Litter Generation in Zimbabwe.

Both my parents died when I was little. I was in first grade at school. That’s a long time ago now, but I remember that I was happy and safe when mum and dad were alive. My dad worked as a car mechanic and my mum sold vegetables here at the market in Mbare. My mum had diabetes and in the end she got so ill she had to go to hospital. She never came home again. Two weeks later, my dad died too. He had a really bad headache before he died.

I loved school, and my dream was to study at university and train to be a social worker. Mbare is a poor area with lots of problems, and many girls my age have a difficult time. I wanted to do something about this.

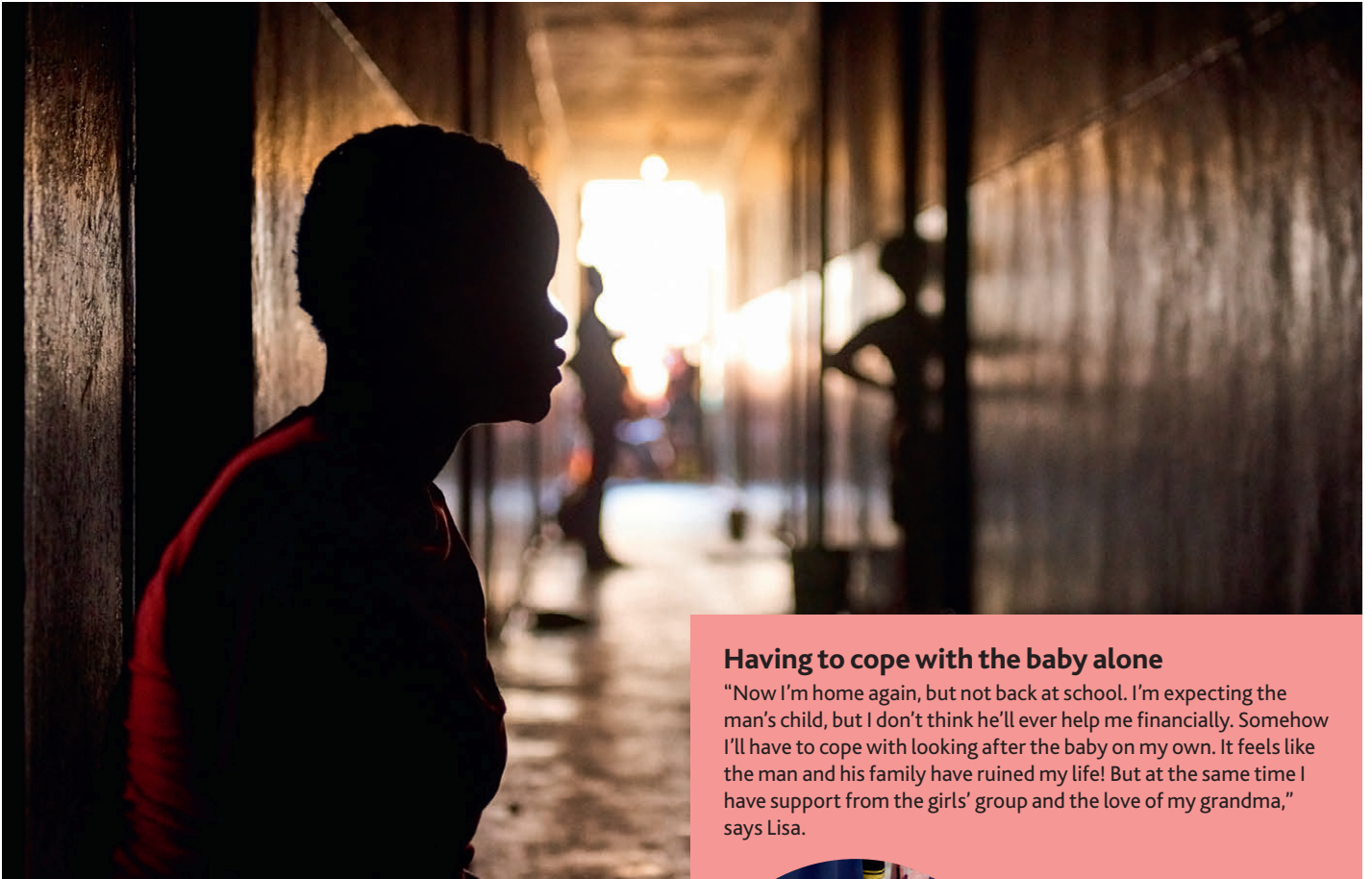
“But I was still lucky because I wasn’t completely alone. My grandma was able to look after me. And although she didn’t earn much money from her vegetable stall, she managed to make sure my two siblings and I and her own five children were able to go to school.”

Loved school
“I loved school and my dream was to study at university and

train to be a social worker. Mbare is a poor area with lots of problems, and I saw girls my own age having a really difficult time. Many are forced to work in bars to survive instead of going to school, for example. I wanted to do something about this.

“But when I was 14, everything changed. My grandma didn’t have enough money anymore, so my siblings and I and some of my grandma’s





Having to cope with the baby alone

“Now I’m home again, but not back at school. I’m expecting the man’s child, but I don’t think he’ll ever help me financially. Somehow I’ll have to cope with looking after the baby on my own. It feels like the man and his family have ruined my life! But at the same time I have support from the girls’ group and the love of my grandma,” says Lisa.



New best friends

“Now I’m in the support group, where everyone has had similar experiences and understands. We support and comfort one another. The girls in the group are my new best friends,” says Lisa.

my child and that I should go back to my ‘husband’, who was guilty and should take responsibility. That’s when I started to realise what had happened, and I tried to explain, but it was no use. My grandma cried when they kicked me out of the house and closed the door.”

Child marriage

“I went back to the man’s house, but it was his aunt who opened the door. When I

explained what my family had said, she agreed that I could stay if in exchange I started working at her bar and lived with the man as though we were married. I had no choice. In our culture, we were already considered married after what had happened in the man’s bed the night before. And I had nowhere else to go.

“I was just 15 years old and I worked every hour of the day, serving beer at the bar with no salary. I was like a slave, and after a while I fell pregnant as well. The men in the bar groped me and said disgusting things to me. I hated every second and it felt like my life was over.”

Saved

“But after four months, my grandma heard rumours about the kind of life I was living. That I was forced to work at a bar as a slave and that my ‘husband’ wasn’t taking care

children had to quit school. I was devastated. I realised that my dream of becoming a social worker would never be a reality.

“When I’d finished school, the only thing I could do was housework. I cooked, cleaned, washed dishes and fetched water. I became very lonely because I hardly ever met my friends anymore, and I was often sad.”

New Year’s Eve

“But on New Year’s Eve I was happy and looking forward to going to stay with a friend and celebrating. When she and I went out to buy some sweets and crisps in a shop near her house, we passed a bar. There was a man sitting outside who we’d met a few times before. He was chatting to his friends. He was nice and friendly and asked if we wanted to sit down and he’d get us a glass of juice, as it was New Year’s Eve. We were pleased and said yes. At

first it was fun, but we didn’t know that he had put something toxic in the juice. After a while I started to feel dizzy and lost consciousness. The next thing I remember was waking up naked in the man’s bed with terrible pains all over my body. My clothes were bloody and I was terrified. When I started crying, he got really angry and told me to go home. I didn’t understand what had happened and was so afraid that I did what I was told.”

Kicked out

“When I got home again, my grandma and uncle were furious. I hadn’t had permission to sleep over and a neighbour had seen us at a bar with a group of men. My grandma had also found out that I hadn’t stayed with my friend. They thought I had voluntarily stayed with some boyfriend. My uncle shouted that he wouldn’t take care of me or





Perhaps the No Litter Generation will ensure that we children here in Mbare will have a cleaner environment one day too. On No Litter Day we filled a rubbish truck with litter.



of me. She was furious. She came to the bar and yelled at everyone and said that it was time for me to come home. That day my grandma saved my life, and I love her for it. “When I got home, I contacted the organization Shamwari Yemwanasikana, which helps girls who are in a bad situation. Now I’m in one of their support groups for young girls who’ve been saved from child marriage. We’re involved in the World’s Children’s Prize and we learn about our rights and how to defend our rights. We read *The Globe* and I now know the things I was subjected to are called rape, child marriage and child labour, and that they are all violations of my rights. It makes me so incredibly angry! My grandma and I have reported the man and the woman to the police. But the man has disappeared: maybe he ran away because he was afraid of the police. So far

nothing has happened to the aunt, but I’m going to get help to try and get her convicted for child labour.”

Dreams for the future

“In the support group we also learn various crafts, so we can earn money to support ourselves and our children. Making jewellery and reusable sanitary towels, for example. It feels great, but I still dream of becoming a social worker. And now I know from my own experience how much I could do for girls’ rights. I don’t know if it’s possible because of how life has turned out, but I still dream. But I already do what I can for girls’ rights by being a WCP Child Rights Ambassador.

“I also belong to the No Litter Generation through the World’s Children’s Prize. I like it because I’ve learned that every child has the right to a clean environment. For this to be a reality for all children is

also a dream of mine. Maybe we members of the No Litter Generation will get there in the future here in Mbare too!”

Reusable sanitary towels

Tsitsi from the organization Shamwari Yemwanasikana teaches Lisa and the other girls in the support group how to make reusable sanitary towels. The idea is for the girls to gradually be able to make and sell the sanitary towels to help support themselves and their children.



NO LITTER day

16 MAY
MAI MAIO MAYO



جین بلا مہملاٹ

JIIL QASHIN LA'AN AH

स्वच्छ पीढ़ी

کچرے سے پاک نسل

SKRÄPFRI GENERATION

NO LITTER GENERATION

NO
LITTER
generation

نسل بدون زباله

GÉNÉRATION SANS DÉCHETS

GENERACIÓN SIN RESIDUOS

نسل بدون کثافات

GERAÇÃO SEM SUJEIRA

फोहोर नफाले दिन

WITH SUPPORT FROM



KEEP SWEDEN TIDY



WITH SUPPORT FROM



NO LITTER generation

A partnership between
World's Children's Prize Foundation
and Keep Sweden Tidy

There's hardly any part of the world that isn't affected by litter – on the ground and in lakes and seas. If we don't do anything about it, our oceans could end up containing more plastic than fish by the year 2050! But you and other children and young people around the world can make a difference and become the No Litter Generation.

On 16 May, you can get involved in No Litter Day and pick up litter on your street, in your village or your neighbourhood. Then report back to us and tell us the weight of all the litter you and your school have collected together at worldschildrensprize.org/nolitter

Litter is stuff that ends up on the ground or in lakes and seas, and that shouldn't be there. It could be glass bottles, plastic bags, tins, cigarette butts or sweet wrappers. Both animals and people can injure themselves because of litter. Some litter also contains hazardous substances that should not leak out into the environment.

Different countries – different challenges

Many countries lack good systems for handling and sorting waste. Most of it is thrown onto the streets or in open rubbish tips. And there are no recycling systems. If we don't try and make use of what we throw away, we're wasting the Earth's resources, because lots of materials could be used several times.

When waste and litter is just chucked out without any controls, it can cause health risks. Illnesses can spread if people come into contact with human

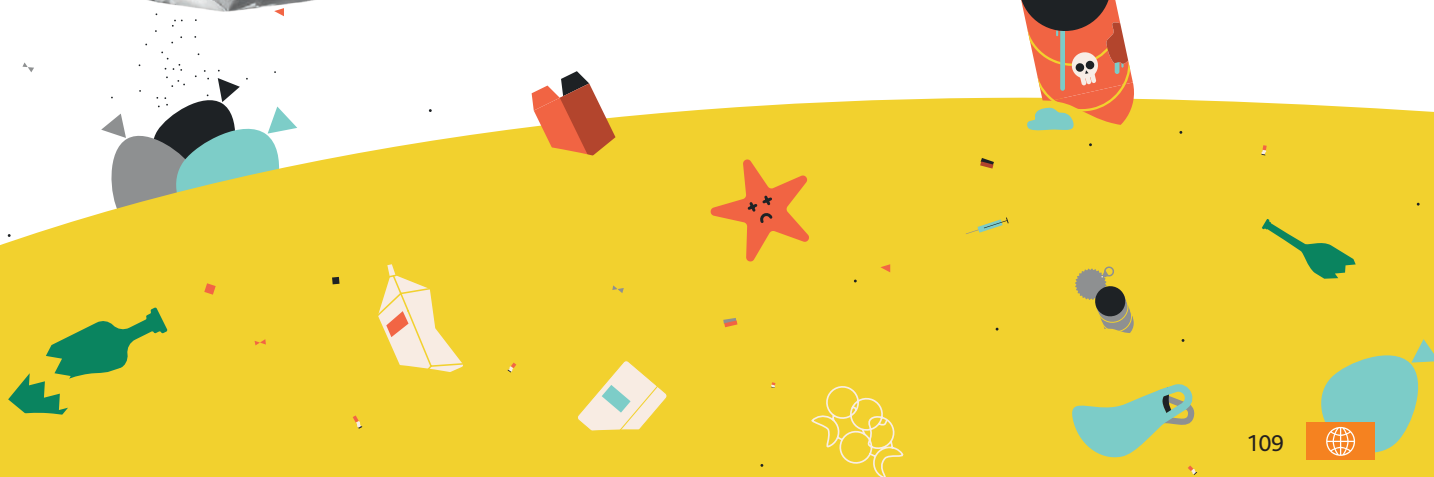
waste and needles, for example. The waste may even contain hazardous chemicals. A lot of litter and waste can blow off the streets and from open rubbish tips, ending up in lakes and seas.

Other countries have good systems for collecting and recycling waste. But they often face other challenges, like people not using the systems properly or buying things unnecessarily, creating more waste and litter. So different countries face different challenges.

Example: India

Many parts of India lack systems for managing waste, but 11 districts in the state of Tamil Nadu have introduced a great system. The families in these districts sort their waste into three containers.

Food waste is placed in a green basket. It's collected for compost, which





25 million elephants-worth of plastic in the oceans

There could already be 150 million tonnes of plastic litter in the world's oceans. That's the same weight as 25 million large elephants. If that many elephants stood in a line with their trunks outstretched, the line would be 200,000 km long. It would go round the world five times.



becomes soil or is used to make biogas. Material that can be recycled or reused, such as plastic bottles and paper, is placed in a white bag. The material is sorted, sold and then used again in various ways. Anything that can't be composted or recycled is placed in a black basket. This waste is collected, taken to landfill or stored in some other safe way.

In Tamil Nadu they are also trying to make sure that less waste is produced in the first place. For example, Little Flower school has made the entire school area a plastic-free zone, and there are signs up reminding visitors about the ban.

Example: Sweden

Sweden has a system for managing and recycling waste. Old newspapers are collected and used to make new paper. Metal cans and glass bottles are melted down and the material is used to make new bottles and cans. Some plastic is used to make new plastic.

Whatever cannot be used again is incinerated at special facilities, where the exhaust fumes are cleaned and the heat is used to heat up water for lots of houses.

Any waste that cannot be recycled or incinerated is taken to special rubbish tips where it causes the least possible damage to the environment.

But lots of people in Sweden don't bother sorting their rubbish, or they don't sort it properly. Material that should be recycled ends up in the ordinary rubbish, and a large amount of it ends up just as litter on the ground. And Sweden produces a lot of waste because people there buy lots of stuff and packaging that is only used once. In order to turn things around, we need to change our behaviour.

Litter costs money

It's hard to work out how much littering costs all around the world. Many countries invest lots of resources in cleaning and picking up litter. Littering can for example mean that tourists stop visiting an area, which leads to less money coming into a country. The more litter that ends up on the ground or in our oceans,

the greater the consequences and costs. It's cheaper to deal with the litter properly right from the start. A lot of what ends up as litter can also be used again.

Litter can harm animals

Many animals are injured by litter. They can hurt themselves on it, get stuck or even end up eating it. Animals that swallow bits of plastic can starve to death or

More plastic than fish ...

Lots of plastic litter ends up in the world's oceans. It can travel long distances on the wind or in rivers and rainwater. If we don't do something about this, by 2050 there could be more plastic than fish in the world's oceans!

Whale swallowed 30 plastic bags

- 8 million tonnes of plastic end up in our oceans every year.
- The plastic injures over 600 species of animals that live in and by the sea.
- 99 percent of all seabirds will have eaten plastic by the year 2050 if this development continues.
- A stranded whale in Norway had 30 plastic bags in its stomach.



4,500 billion cigarette butts reach the moon and back 117 times

In the whole world, around 4,500 billion cigarette butts are chucked on the ground every year! If you line up all these cigarette butts, the line would be 90,000,000 kilometres long. That's as far as travelling to and from the moon 117 times. It takes about three years for a cigarette butt to break down to such tiny pieces that it can't be seen. But even tiny pieces can do damage.



gradually get weaker as their stomachs fill with plastic instead of food. Both large and small animals can be injured by litter, for example whales, turtles, fish, birds, clams and cows.

Plastic doesn't go away

Plastic that ends up on the ground or in the sea breaks down into tiny pieces very, very slowly. This can take hundreds or thousands of years. Even really tiny bits of plastic (microplastics) can cause harm. Microplastics can be eaten by small organisms like animal plankton and clams. When these organisms are then eaten by larger animals, the plastic carries on up the food chain. In the end, the plastic may end up in the fish you eat for dinner. Researchers are trying to find out more about how animals and people are affected by eating microplastics.

Working for change

Many children and adults all over the

world are campaigning to reduce littering.

- More countries have introduced bans on, or increased the price of plastic bags, because they do damage. Rwanda in Africa was the first country in the world to introduce a ban on plastic bags.
- Many countries are working to make it easy to do the right thing, for example by putting out more rubbish bins with lids, so the waste doesn't blow away, and improving recycling systems.
- Producers – the companies that make plastic packaging – are being encouraged to develop smarter packaging that doesn't end up as litter.
- Many countries have annual litter picking campaigns, like No Litter Day, when both adults and children pick litter and learn more about the consequences of littering.
- Countries are also working together to solve the problem of littering. In 2015, all countries in the UN adopted 17 global goals for economically, socially and

environmentally sustainable development. The goals are to be achieved by 2030, which will only be possible if everyone does their bit. Recycling, dealing with waste and not littering will help achieve the goals.

No Litter Day

On 16 May, or another day in that week, children in lots of different countries will come together to pick up litter at their school, where they live or in their village. These children belong to the No Litter Generation. They are changing things for a better world, and on this day in particular for a cleaner, healthier world. They will sort and weigh the litter they collect on No Litter Day. Then they will report what has been collected and the total weight either to a contact person in their country or to the No Litter-scales at worldschildrensprize.org/nolitter.



Waste sorting at St. K Michael School in Accra, which is part of Eco-Schools Ghana.



What can we make out of litter?

Recycled glass is often made into bottles or drinking glasses, but it's also used in a special kind of asphalt for roads. Paper and cardboard is made into newspapers, tissues, writing paper and egg boxes. Steel and tin can be made into steel wire and building materials, tins, works of art, chairs and tables. Recycled wood can be transformed into bins, toys, play equipment and furniture. Plastic PET bottles can be melted down and used to make blankets, cushions, fleece tops and as insulation in warm coats and sleeping bags. It takes 10 bottles to produce enough fibre for a T-shirt, and 63 bottles for a fleece top. Have you got any more suggestions for what can be made using litter?



This is how you and your friends can join the No Litter Generation:

1. Study and discuss the content of this No Litter magazine.
2. Talk about how the place where you live can be litter-free.
3. Take the No Litter magazine home to your family, friends and neighbours. Share what you've learned and talk to them about how they can help keep your street or village litter-free.
4. Hold your own No Litter Day and pick, sort and weigh the litter you've collected. Be careful not to hurt yourself on the litter and get help from an adult if you find something that is sharp or dangerous in some other way.
5. Report what you have collected and the total weight of the litter.
6. Make sure all the litter is recycled or ends up somewhere where it can be stored safely.
7. Celebrate your efforts!

Best and worst thing about waste

The best thing would be if there wasn't any waste in the first place. Maybe we could use less packaging?

- Any waste that is still produced should ideally be reused or recycled. Then our stuff and materials could be useful again and it would help save the Earth's resources.
- If that's not possible, the waste should be incinerated or taken to a rubbish tip. But we need to do it properly, so we don't contaminate the air, ground or water.
- The worst thing is if waste ends up as litter on the ground or in rivers, lakes and seas.

THINGS FOR YOU AND YOUR FRIENDS IN THE NO LITTER GENERATION TO DO

LOOK AT WHERE YOU LIVE:

- Do you have good systems for dealing with waste?
- What problems are there when it comes to waste and litter?

MAKE SUGGESTIONS AND CHANGES:

- What suggestions do you have to tackle littering?
- What suggestions do you have for solutions to deal with waste and litter?
- Who makes the decisions about the waste system where you live? Meet the people who are in charge and share your suggestions.
- Tell everyone where you live about why littering is bad. Encourage them to help create a litter-free school, street and village, and offer tips on how to do it.
- Plan how the No Litter Generation can work to reduce littering even when it's not No Litter Day.
- Collect ideas on how to reuse litter.
- And of course, don't drop any litter yourself!



Watch the No Litter Generation film at worldschildrensprize.org/nolitter.



The children at the brick kiln in Pakistan are part of the No Litter Generation, as it says in Urdu on the right.

PHOTO: ALI HAIDER

Litter is everyone's responsibility

For the majority of human history, litter has not been a big problem. Most of it was organic, food and kitchen waste, which decomposed and went back into the earth.

The problems began as cities grew in size and we gained practical new materials such as plastic. It was handy to be able to store food and other stuff in secure containers. However, this has generated much more waste on the planet that doesn't break down by itself. Consequently, many countries have built up systems for handling litter. Many poor countries have invested money in other things. In addition, many rich countries, sometimes illegally, send much of their most hazardous waste off to poor countries. This includes car tyres made of toxic rubber and electrical waste made up of mobile phones and computers. The mountains of waste are growing too quickly.

More wealth, the more waste
The richer you are, particularly if you live in a city, the more waste and litter you create. The USA and Japan

are among the countries that create the most waste, but they can afford to take care of it, so it is less visible on the streets than in poorer countries, which generate the very least waste. Waste collection systems are rare there and people throw their rubbish out on the streets. Disease is a common problem. But the situation could be even worse if not for the fact that one quarter of all the millions of tons of waste and litter created every day is collected by poor people who are garbage pickers.

Successful protests

It is unfair that some people keep generating litter, while others must pick litter just because they are poor. Keeping things clean and taking care of litter is an important job. Children should not have to work at all, they should be going to school. Garbage pickers throughout the world have

now begun protesting, as in the Indian city of Pune. And the politicians have actually listened! They have promised to pay the garbage pickers, mostly women, for their work. The women started up a cleaning company and now they have salaries, good working conditions and protective clothing. They work shorter hours, but are paid more. But the best thing is that their children have stopped picking litter and now go to school instead.

Garbage pickers essential

On the next page you will meet Sidra, 11, from Pakistan. She is one of roughly 15 million people around the world who pick garbage in order to survive. Sidra is keen to be part of the No Litter Generation and take part in No Litter Day. She lives in a country with no functioning waste management systems. People with money throw stuff away and

the very poorest collect it, sort it and sell it or swap it for things they need. Sidra's family have been picking litter for generations and are experts at recycling and reuse. But it is a tough and hazardous job that pays very little money.

Helping one another

It is the responsibility of everyone to ensure that people everywhere, especially children, get to live in a safe and healthy environment. We can help one another to pick litter and spread knowledge about the environment. But world leaders must also keep their promise: to fight to achieve the UN's Global Sustainable Development Goals by 2030 and eradicate extreme poverty, reduce inequality and injustice and resolve the climate crisis. Then children like Sidra will be able to choose for themselves what work they want to do when they grow up.



Nisha and Sidra are part of the No

Every afternoon when she gets home from school Nisha makes bricks. Her family are debt slaves and Nisha must help to pay off their debt.

Sidra gathers litter when she is not in school and sells it to various buyers. Both girls live in Pakistan and have learned about the rights of the child through the World's Children's Prize Program. Now they want to be part of the No Litter Generation. On No Litter Day on 16 May they will teach others why they should stop littering!



"I make two hundred bricks every day."



Nisha, 12
Class 5, BRIC
school

"My sister and mother get up at four every morning to make bricks until late evening. My mother borrowed a big sum from the brick kiln owner for treatment for my father. Since then we are like slaves to the owner.

"After school I cook lunch. I then bring lunch to my mother and sister. I stay with them and we work until the evening. I make two hundred bricks every day.

"The owner and the munshi (supervisor) do not treat the working children well. They shout at us and often beat us cruelly. I become sad and speed up my work. I think that if I make more bricks we will be able to pay back our debt and get freedom from this work.

"The rest of the evening I do my homework. We can only buy clothes or shoes at Christmas, but thank God we have the opportunity to go to school.

I work hard at my education. I want to be a doctor and open a hospital. I will then buy clothes and shoes for my mother and sister and they will not have to work at the brick kiln any longer. I will never leave school because I know that education is the only way to make life better.

"I learnt that I have rights, that all children are important and that everyone should respect our rights. Here everybody thinks that boys are better than us girls. This must change and girls must be respected!

"I like the idea of us being the No Litter Generation. Litter can be bad for everyone, people and animals. We must stop throwing litter everywhere and teach the adults to stop doing that. It will be nice to take part in No Litter Day together with children in other countries."



"Education is the only way to make life better."



"We have already had our first Global Vote Day."



"I weighed all the litter we picked and we made a note of the weight each time."

Litter Generation



Sidra, 12
Class 3,
BRIC school



“We are born in these tents and will finish our life journey in these tents. All members of my family collect garbage seven days a week. We sell it to vendors and buy food with the money.

“I always wonder why people waste so much food? But this way we always have food, which we could never buy from the market. Sometimes we find toys. Most of the toys are damaged, but perfect for us to play with. We never buy new clothes, we only use clothes which we find in the garbage.”

My miracle!

One day when I woke up my father told me: ‘You are not going to pick litter today but going to school.’ This was a miracle! I never thought about school even in my dreams. I

was so happy. This had not happened before in my family.

“One thing hurt me. Other students made fun of me because I was what people call a Khan Badosh (nomad) girl. I don’t know why people hate us. We are just like them! But my passion for education helped me tolerate it and later I made friends at school.

“When I started going to school others also started sending their children to school. Through education I can get respect in society. I work hard to get an education and become a social worker, so that I can fight for the rights of our people.

“I learnt that all children have rights. It was a wonderful experience. But here adults need to be educated so that they start respecting girls’ rights.

“After school I always go lit-

ter and rubbish picking. When we collect garbage other people treat us like we are not human. And the vendors often cheat when they are weighing our litter.

“We have always lived surrounded by litter. It would be nicer without the litter. But how would we then earn money? I will still be happy to belong to the *No Litter Generation*. We need to teach people about litter, to be aware of the environment, and change their habits. It will be beautiful when we have picked litter on *No Litter Day*.”



“It was a miracle going to school.”

Money from No Litter Day pays for school

Nisha and her friends will sell the litter that they pick during No Litter Day to the vendors. The money will be used for their school costs. The money from the litter that Sidra and her friends pick on that day will also be used for their schooling.

No Litter Generation collecting litter

Nisha and her friends have already made part of the No Litter Generation, and here Nisha weighs the litter that they have collected where they live and at the brick kiln.



How many Earths do you need?

People today are living in a way that requires more resources than nature can provide. We only have one Earth, but globally we're eating, travelling and consuming as though we had 1.7 Earths!

Each individual's personal impact on the planet is called an ecological footprint. The opposite, i.e. doing good things for the environment, is called an ecological handprint.

Countries like Kuwait, the US and Australia are among those with the largest ecological footprint per person. It's about things like the goods we buy, what we eat, how we travel and how we dispose of waste. The more of the Earth's resources we use, the more the environment is affected.

What is the footprint?

Your ecological footprint is the same as the number of Earths that would be needed if everyone lived like you. The more Earths, the more your lifestyle is affecting global warming and climate change.

The footprint can be described as the imprint in our natural environment that each person leaves behind on the surface of the Earth. The size of your ecological footprint depends on how big an area is needed to produce what you use. It includes land for growing food, providing pasture for animals, fishing waters, forest, areas where you live and go to school or work, etc. For example, metal and plastic are needed for cars, buses and aeroplanes. They run on oil and petrol. Then the footprint is compared with the land and the resources that are available on Earth.

Your footprint will be smaller if what you buy and the energy you use is pro-

duced in a way that has the least possible impact on the natural environment. For example, if the bus you travel in does not run on fossil fuels such as petrol. Food like vegetables, rice and fruit that are grown close to where you live produce a smaller footprint than if you eat food that's been grown on the other side of the globe and transported to you.

Creating more waste

We do not only use more than what the Earth can produce, we also create a huge amount of waste that has to be dealt with. In rich countries, the amount of waste per person has multiplied over the past 20 years. How much rubbish does your home produce in a week?

And waste also includes carbon dioxide, the gas that is released into the air when we use oil, petrol and coal or burn rubbish and wood. Carbon dioxide is the waste that is increasing the most, and in Sweden carbon dioxide emissions make up a large portion of our ecological footprint. It contributes to global climate change, which is forcing more and more people to abandon places where they've lived all their lives. Drought and torrential rain, flooding, acidification of the oceans and/or rising sea levels mean they can no longer survive there.

Rich people have a larger footprint

Roughly a fifth of the world's population accounts for over 80 percent of all consumption. Rich people have the biggest



ecological footprints, while people living in poverty leave much smaller footprints. In many countries, there's a huge difference between the ecological footprints of different people. In Brazil, for example, a child from an indigenous community in Amazonas leaves almost no footprint at all, while a ranch owner who has their own cars and boats, a mansion with air conditioning, a pool and a lot of electronics leaves an enormous footprint.

Largest footprint

The world's largest ecological footprint per capita is left by Qatar. The country has few inhabitants, but they are rich and contribute to substantial emissions of carbon dioxide by flying, driving cars and using air conditioning (it can reach temperatures of almost 60 degrees in the country's desert climate).

What can you do?

By thinking about how your lifestyle affects the natural environment and climate change, you can create a large and important ecological handprint for a better environment. Small changes to your everyday life can have a big effect on your future and the future of others. It could be anything from not littering to saving water. Make your own handprint list of what you're already doing and what more you want to do.



Fighting for climate justice

Jamie, 16, is fighting for climate justice and wants her home state of Washington, USA, to adopt essential climate change laws. Jamie has started Zero Hour, a movement that gives children and young people a voice in efforts to combat climate change.



"Let us young people be the movement that makes our elected leaders stop ignoring climate change!"
Jamie, 16

Greta on strike for the climate

Sweden's greenhouse gas emissions increased by 3.6 percent in 2017, but if Sweden is to achieve the climate goals that have been set, emissions will need to decrease by 5-8 percent every year! Greta, 15, has been campaigning for the environment since the age of 12. When Sweden had a general election in September 2018, she thought that the politicians were not talking or doing enough about the climate. So she went on strike from school for more than two weeks and sat outside Sweden's parliament building during the school day.



"It's my moral responsibility to strike for the climate. Politicians must put ecology before economy!"
Greta, 15

If everyone lived like the average inhabitant of the world, we would need 1.7 Earths. And if everyone lived like they do in...



... North America = 5 Earths



... Africa = 0.8 Earths



... Europe = 2.8 Earths



... Asia = 0.7 Earths



... South America = 1.8 Earths

Where's your country on the list?*

The list shows some of the countries in the world and their position on the list of size of ecological footprint per capita. The further down the list, the smaller the country's footprint.

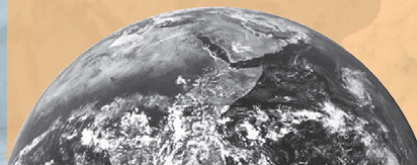
- | | | | |
|-------------------------|--------------------|------------------------|------------------|
| 1. Qatar | 39. Malta | 146. Tanzania | 163. India |
| 2. Luxembourg | 42. United Kingdom | 147. Guinea | 164. Nigeria |
| 3. United Arab Emirates | 43. Japan | 150. Benin | 165. Senegal |
| 6. USA | 45. France | 151. Cambodia | 166. Togo |
| 7. Canada | 47. Israel | 152. Burkina Faso | 167. Philippines |
| 9. Denmark | 65. China | 153. Côte D'Ivoire | 169. Zimbabwe |
| 11. Australia | 67. Portugal | 153. Guinea-Bissau | 170. Kenya |
| 15. Sweden | 75. South Africa | 154. Cameroon | 171. Nepal |
| 18. Finland | 86. Brazil | 156. Sierra Leone | 177. Mozambique |
| 19. Norway | 98. Mexico | 158. Congo-Brazzaville | 181. Pakistan |
| 32. Russia | 121. Ghana | 160. Liberia | 184. DR Congo |
| 38. Germany | 141. Burma/Myanmar | 161. Uganda | 185. Haiti |
| | | | 186. Burundi |

Can't see your country? You can find the full list online at data.footprintnetwork.org. You can also use this website to calculate your own, personal ecological footprint.

*Source: Global Footprint Network

GLOBAL GOALS

Poverty, energy and climate are all connected. That's why the global goals cover things such as giving all people the right to clean electricity and heating, and secure access to water and food.



OVERSHOOT DAY

Humanity is using up more resources in one year, such as energy, food and vegetation, than the natural environment is able to recreate by the end of that year. Every year, a group of researchers calculates the impact of our consumption on the natural environment. The date by which we have used up our resources is called *Overshoot Day*. In 2018, that date was 1 August, so five months before the end of the year!

On No Litter Day, children everywhere demonstrate that they are part of the No Litter Generation. In Pakistan, where children's voices are rarely heard in the media, the Children's Press Conference attracted lots of journalists, and the children's initiative for a cleaner environment even made the main news item on several TV channels.

"We demand more bins, so we can throw litter away instead of leaving it on the ground," said Saba. Her friend Shamoan, who grew up as a debt slave at a brick kiln, explained that litter is dangerous for both people and the environment:

"When brick kiln workers mix the clay for the bricks, they often cut themselves badly on bits of glass that people have thrown on the ground."



Pakistan



Saba and Shamoan (in the middle) leading the Children's Press Conference in Pakistan.



Philippines

No Litter Day

Cameroon



"A dirty environment creates more litter because when people are surrounded by dirt and waste they stop caring and then it gets even worse."

Tafuah, 16, HIMS BUJA

Benin



Burundi



"Climate change is affecting my life, like when it rains so much that my house gets flooded."

Seni, 10, Privée Nonglom Evangelique school



"I tell my parents that they mustn't drop litter or burn forest and bushes because it's bad for the environment."

Asseta, 10, CMI Privée WA Malgba de Palgré

"We must teach our friends and parents that litter needs to be dealt with."
Joel, 14, EP Yoba school

Burkina Faso



"I'm going to pass this knowledge on to my children and grand-children, to save future generations."
Pituwa, 12, Ujjo wa heri school



DR Congo

"If we take better care of the litter situation, it will reduce the problem of illnesses like malaria and diarrhoea."
Mweneke, 13, Espace Ami Universel-school



Burma/ Myanmar

"We collected plastic bags and bottles in my village and it was the first time we organized litter picking. There isn't much plastic in my little village; we use mostly bags and baskets made from leaves and bamboo."
Naw Sha, 12, Mee Wah Dern school

Côte d'Ivoire



Senegal



Sierra Leone



Around the World

Nigeria



Ghana



Congo Brazzaville



Sweden



Guinea Bissau



Mozambique



"No Litter Day isn't just about cleaning up, it's about making children, adults, teachers and other citizens aware of solutions to the problem of littering!"
Esther, 15 EAM school

"I've caught two 'bugs' – 50% 'Spread children's rights' and 50% 'Keep your place tidy'. And that's exactly what I'm doing, 100%!"
Espoir, 12, EAM school

Togo



Kimberley and Hassan ready for No Litter Day.



We are the No Lit

“Everything we learn we share with all the others at school assembly.”

Girls' rights

“When I had my Child Rights Ambassador training, I learned a lot about girls' rights. That it's a violation of a girl's rights to force her into child marriage, to do all the heavy housework, to stop her going to school or not listen to her opinions. There are lots of parents here who value their

sons more and listen to what we have to say. Daughters don't count. Even when us boys are little, we're allowed to tell our big sisters what to do. If the girls are constantly seen as being of less value and treated badly, I think that in the end they start to believe it themselves. It's so wrong! Because girls' rights have always been violated, and boys' rights always protected, I decided to be a Child Rights Ambassador who fights for

“Today on No Litter Day, us children raised our voices so everyone in the town heard us. Because if we don't look after our environment, life will be difficult and short for all children on the planet. And that's not something that we, the No Litter Generation, are willing to accept!” says WCP Child Rights Ambassador Hassan, 12, who lives in the town of Murewa in Zimbabwe. He and his ambassador friend Kimberley take environmental issues very seriously.



The WCP Child Rights Ambassadors have been given a lot of training in children's rights. I've learned that a clean environment is counted as one of the rights of the child. I didn't know that before. As WCP ambassadors, we are now fighting for children's right to a clean environment and health. It's really important! Us members of the No Litter Generation do not accept previous generations littering and failing to look after our environment. It's time for change! We hope the fact that we demonstrated in front of everyone in the town on No Litter Day and demanded that adults change their behaviour will be a good start.”

Environmental Club

“The other ambassadors and I meet twice a week, as we're also in the school's Environmental Club. In the club we learn how important recycling is for the environment. Litter contaminates the environment and makes people sick.

We learn how to recycle plastic bags to make rain hats for the rainy season, and we've made over fifty rubbish bins out of old beer and juice bottles, which people see as worthless junk. We make things that are useful, beautiful and cheap. You can actually make a little wastepaper bin out of old bottles or bottle tops instead of buying an expensive new one. And it's clever!

Litter-free school

“I believe the No Litter Generation has made everyone at school more aware of the environment, and that's why we look after it. The only place litter is dropped at our school is in our rubbish bins, which we made at the Environmental Club!” says Hassan.

KEEP OUR SCHOOL FREE OF LITTER



ter Generation!

girls' rights and gender equality together with Kimberley and the other ambassadors."

Period know-how

"I often talk to my friends and others at school about the importance of gender equality and girls' rights. And I've produced material about menstruation, which we keep on a shelf at the Environmental Club. There are sanitary towels and panty liners and other things. Girls can learn to look

after themselves properly. But we also teach the boys about periods, so they understand, stop teasing and can support the girls and treat them with respect instead. This is about girls' rights after all!

"In the future, I want to do talks about children's rights and the environment at schools and workplaces."

Hassan, 12, WCP Child Rights Ambassador, Hurungwe Primary & Secondary School



Kimberley and Hassan both got involved and organised No Litter Day, and collected litter.



Hassan gives out plastic gloves, bags and protective masks to everyone taking part in No Litter Day.



Hassan's period shelf

"We use tomato sauce to demonstrate how sanitary towels work!" explains Hassan



We are united!



All the litter collected during No Litter Day is weighed.

Hassan's friend Kimberley thinks it's important for girls and boys to be united in their fight for girls' rights and the environment if they are to get good results.

I became a WCP Child Rights Ambassador and member of the No Litter Generation together with Hassan and a few others. We meet every Tuesday and Thursday at the Environmental Club at school. We read *The Globe* together and talk about how to reach as many children as possible.

Our job as ambassadors is to teach other children about their rights and about the environment. Then they teach their families and neighbours when they get home. I talk about girls' rights most of all. In the past, girls were seen as totally inferior and they were not valued, but in our generation we're doing everything

we can to change these attitudes."

Together

"That's why it's so important for us to work together with the boys when it comes to girls' rights, gender equality and the environment. Here, out of habit and tradition, people listen to boys when they have something to say, for example that girls have the same rights, or that the environment is important. If us girls say the same thing, it still happens that our opinions

don't count, and many suspect that we don't want gender equality but in fact we want to take over, that we think we're better than boys and men. When we join forces, people see that we are actually equal."

No Litter Day

"We had our No Litter Day yesterday, and us Child Rights Ambassadors had a big responsibility. It used to be really messy and dirty here, but since those of us in the No Litter Generation made

At Hassan and Kimberley's Environmental Club, litter is turned into something new...

...bottle tops become bags...



...old plastic bags become clothes...



...shoes...



...wastepaper bins...



...and chairs...



...plastic bags become rain hats...





At breaktime the pupils at the litter-free school play football with a ball made of plastic bags and throw litter in rubbish bins made of plastic bottles.



Lawyer fighting child marriage

"Child marriage creates major problems for girls here. They're subjected to a lot of violence, and because the girls are not fully developed there can be such serious problems if they get pregnant that they end up dying. My dream is to be a children's rights lawyer who protects children who've had their rights violated," says Kimberley.

people aware of environmental issues, things have actually started to improve. It's clear that people don't want to drop litter so much anymore in Murewa.

"In the Environmental Club we make rubbish bins from old plastic bottles instead of leaving the bottles on the ground where they contaminate the environment. Now there are rubbish bins all over the school, but our aim is for them to be put in various places in public areas. Us

Child Rights Ambassadors are planning to write and suggest this to the City Council. We will also ask them to come regularly and empty our school rubbish bins, so the litter doesn't spill out causing a dirty and unhealthy environment here again for us children. That would go against our rights."

Kimberley, 12, WCP Child Rights Ambassador, Hurungwe Primary & Secondary School



The Globe offers tips

"The Globe is so good because we learn about how children around the world have solved their problems. When we find ourselves in similar situations, we know what to do," says Kimberley.



We are the No Litter Generation!

...juice bottles become rubbish bins...



...biscuit packets become hats...



...plastic packaging becomes toothbrush holders...



...and old tyres and toilets become planters for flowers!





We teach the adults!

"Today we've demonstrated through the town and taught adults that they mustn't throw litter, and about the importance of recycling. Many adults don't know this because they never learned about the environment in school. We learn lots of new things through the WCP programme and the No Litter Generation. Now we have the chance to teach the adults!"

Nyasha, 12

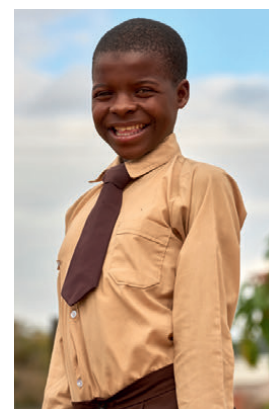


Use the bins!

"The No Litter Generation has taught me that it's really important to throw all litter in the rubbish bins and not on the ground. For example, if you throw used nappies out, dogs can come and eat them. Then maybe the dogs lick the plates at home and then people can get really sick. It's wrong, because us children have the right to live in a clean environment, and we have the right to health."

"In the future, my dream is to become a doctor."

Privilege, 12



Dirt and glass bottles everywhere

"Today we've had No Litter Day, when we helped clean up our area. Some parts of the town are very dirty. Paper, nappies, glass bottles, plastic bottles and old beer cans are lying about everywhere. The litter makes a lot of people sick and many children injure themselves on broken glass bottles. You can get cholera and tetanus, and you need to get good treatment or you might die. But lots of people here can't afford to go to the doctor. If us children were in charge, there wouldn't be any litter at all outside!"

"I dream of becoming a pilot and seeing the world."

Lee, 12



Right to a clean environment!

"I've learned that all children have the right to a clean and healthy environment. The WCP programme teaches us about our rights and how to protect ourselves. Lots of girls are subjected to assault here, but it's often hushed up. But now we know that these assaults are a violation of our rights and something that we need to report to the police. WCP is really important!"

"I dream of being a judge and specialising in cases where children have been sexually abused."

Ruvimbo, 12

No Litter ambassador

"I specialise in the environment and environmental contamination because for me it's the most important child rights issue. Before No Litter Day, I was interviewed on Radio Zimbabwe and Good Morning Zimbabwe on the TV. I explain to everyone, children and adults, that the environment is a children's rights issue!"

Natalie, 17, elected Zimbabwe's No Litter Ambassador



ZIMBABWE'S NO LITTER AMBASSADOR:

We're going to make the world better!



"Previous generations have ruined our planet. But those of us who have joined the No Litter Generation are going to make the world better. And if the generation that comes after us gains even more knowledge about the environment, it will make the planet a fantastic place to live again. That's why my job is so important!" says Natalie, 17, who is Zimbabwe's No Litter Ambassador.



"I'm lucky to have been chosen to have training in children's rights and the No Litter Generation through the World's Children's Prize. Now I'm a WCP Child Rights Ambassador and I've decided to specialise in the environment and environmental contamination because for me it's the most important child rights issue. All children have the right to a clean environment and the right to good health. And the right to play!

"But how can children play when there's litter, glass bottles and splinters everywhere that they can hurt themselves on? One of my friends died four years ago from the disease typhoid, which was caused by littering and a contaminated environment. He was just 14 years old. It's sad and wrong, and was the reason why I started getting interested in environmental issues."

UN development goals

"I've learned a lot about the environment through WCP and The Globe. I now know that the UN has made a cleaner environment one of its major global sustainable development goals for 2030, and I think that's really good and absolutely essential.

"Previous generations have ruined our planet with emissions and littering. Plastic and other toxic waste ends up in



"We use the media to tell people about our work for the environment and to combat littering. We want to increase people's knowledge," explains Natalie.

our rivers, lakes and oceans and contaminates our drinking water, and we become ill and die. It happens to animals

on land and in the sea too. If our generation doesn't start looking after the environment and stop contaminating it and littering, there'll be no future for us at all. The whole planet will be destroyed. I want to fight for our future!"



Talking on TV

"My commitment has meant that I've been elected the No Litter Ambassador for the whole of Zimbabwe, and I'm very proud to have this role.

"My mum always says 'Cleanliness is next to God'!" says Natalie, laughing.



Demonstration against littering and in support of the No Litter Generation in Mbare, the oldest township in the capital Harare.



"I think that a cleaner environment is the UN's most important sustainable development goal for 2030 because otherwise our planet is going to be destroyed," says Natalie.

My job is to explain to everyone, children and adults, that the environment is a children's rights issue. And as No Litter Ambassador, I've had the opportunity to talk on the radio and TV during prime time.

"In the run up to our No Litter Day in the capital Harare's township of Mbare, I was interviewed on Radio Zimbabwe and on the TV pro-

gramme Good Morning Zimbabwe. When I saw all the microphones and cameras and realised that everyone across the whole country would see and hear me, I got really nervous. But then I had more of a feeling of 'wow, now everyone can hear me!' It felt so important.

"The journalists asked me what it means to be a WCP Child Rights Ambassador and



what I think the government should be doing when it comes to children's rights and the environment. It was an amazing opportunity to tell millions of listeners and viewers what us young people want for our future, that the government should defend our rights and stand up for the environment. It was the best platform we could have hoped for!"

Registering to take part in No Litter Day in Mbare.

No Litter Day

"We got fantastic coverage when we used the radio and TV. Lots of people, adults and children who wouldn't otherwise have been aware of our cleaning day, turned up on our No Litter Day.

"Several adults who came told me they were ashamed that it was us children and young people who were pointing out serious problems and taking the initiative for change and doing something





Own clothes made of plastic

“We’ve made our protective clothing out of rubbish bags to protect our normal clothes from dirt, but also to look really good on this important day!” say friends Selma and Samantha, laughing.

good. Having heard me on the radio they just had to come and help out!

“We purposefully chose to have our No Litter Day in the township of Mbare. It’s a very poor area with lots of litter. None of the decision-makers, neither the City Council, the government nor the president, seem to care. And the city’s cleaning and rubbish collection services don’t work out there. The mountains of rubbish are just getting bigger all the time. Even the children’s play areas are covered with litter. In richer parts of the city they have functioning cleaning and rubbish collection services. I don’t know why it’s like this, but it’s wrong!”

Own rubbish truck

“Before No Litter Day, we contacted Harare City Council and asked whether they could provide a rubbish truck

because we realised that when we started cleaning up in Mbare there would be huge amounts of rubbish. They were willing to help, which was lucky for us! We collected so much rubbish that it was completely impossible to weigh it. I think I heard that the truck took 10 cubic metres of rubbish, and it was full to the brim!

“I hope that the rubbish

truck will now continue to come to Mbare and collect people’s rubbish. The politicians who make decisions in the city should be so ashamed that they just have to do something!

“But even if the rubbish truck comes, I suspect that the city’s rubbish recycling isn’t working that well. Some rubbish is recycled, but far from all of it. They’ve started a bit with plas-

tic, but compostable waste, for example, isn’t used at all. As a WCP Child Rights Ambassador, I have an important job ahead of me here. Making the politicians who make decisions in our city aware and influencing them.”

Hello and thank you!

The city provided a rubbish truck, which came and collected all the litter the children had collected on No Litter Day.





“Welcome to the World Children’s Press Conference, which is held at the same time by children in many countries,” explains Kouanda to the radio journalists in Burkina Faso.

Unfortunately, not all adults realise how important the rights of the child are. So you’ll need to explain it to them.

Prepare

Write down and practise what you want to say about WCP, and about what life is like for the children in your area and in your country. The day before the press conference you will receive secret information from WCP about the result of the Global Vote and the Child Rights Heroes.

Hold the press conference

1. If possible, begin with music and dancing, and explain that other children all over the world are holding press conferences at the same time.
2. State facts about the WCP and show short video clips.
3. Explain what life is like for children and what you know about violations of children’s rights where you live and in your country. Talk about the changes you’d like to see and place demands on politicians and other adults.
4. Share information about the fantastic efforts of the Child Rights Heroes and reveal the result of the Global Vote.
5. Hand out press releases and child rights fact sheets.

Are there several schools in your area? Hold a joint press conference with one representative from each school on stage (contact details page 31).

Good venue

If possible, choose the most important building in your area for your press conference to show that the rights of the child are important! Holding it at your school is fine too. The 2019 press conferences will be held in the second half of April. The exact date of the 2019 press conferences will be published on the WCP website

Invite the media

Allow plenty of time to contact your local media. You might need to nag them a bit. Phone, email and send text messages to newspaper offices and individual journalists.

Make your voices heard!

Would you and your friends like to get involved in sharing knowledge about children’s rights and global challenges? Make your voice heard through the media. Raising awareness puts pressure on those in power, and makes them think more about children when they’re making decisions.

Every year, when millions of children’s votes have been counted in the Global Vote, the children organize their own World’s Children’s Press Conference on the same day, across the globe. They demand respect for children’s rights and reveal which of the nominees has received the most votes and is

the recipient of The World’s Children’s Prize for the Rights of the Child, and which two will receive the World’s Children’s Prize Honorary Award. Only children can speak and be interviewed by journalists during the press conferences. Interested in getting involved?

This is what you do:

Tell the WCP contact in your country that you want to hold a Children’s Press Conference.



There were reports from the World’s Children’s Press Conference in several newspapers in Pakistan, as well as on the radio and TV. Normally it’s quite unusual for children to be given the chance to talk about children’s rights in the media in Pakistan.

At worldschildrensprize.org/wcpc you’ll find:

- The exact date of the 2019 press conference.
- Press releases, child rights fact sheets and draft scripts.
- Advice on how to invite journalists and questions for politicians.
- Films about WCP, the Global Vote and the Child Rights Heroes.
- Press images

Be a whistleblower when something isn't right!

All the adults who help you and other children to organize the WCP program must respect children's rights. If, while you're working with the WCP program, you witness a child being treated wrongly, or you yourself are treated wrongly, you must say something. People who report something that is wrong are called whistleblowers.

You should always try and talk to an adult you trust at your school or where you live first. If that's not possible, you can contact WCP. Some examples of things that should not happen in connection with running the WCP program are if an adult, such as a teacher, headteacher or another person, subjects a child to:

- Violence, including sexual violence.
- Bullying, hate speech or another form of psychological violence.
- Infringement of a child's privacy (for example, if someone takes a photo of you or publishes personal information about you, even though you don't want them to or you haven't been asked).

If what you're reporting has nothing to do with the WCP program, you must always contact an adult you know and trust instead. If you or someone else needs urgent, immediate help, you should contact the police.

How to report

The safest way to report what has happened to WCP is to use our Whistleblower form at www.worldschildrensprize.org/whistle. Then your report will be sent to a person in a position of responsibility at WCP, who will handle your information in confidence.

The Globe is free!

The Globe is a free teaching aid that can be used by the children taking part in the WCP program. If you see anyone selling The Globe, or selling something else related to the WCP program in order to earn money, that's wrong. Tell us here at WCP, or ask an adult you trust to contact us.



Queen Silvia of Sweden



Nelson Mandela



Malala Yousafzai



Desmond Tutu



Graça Machel

We are patrons of the World's Children's Prize

Malala Yousafzai and the late Nelson Mandela both chose to be patrons of the World's Children's Prize. They are also the only recipients of both the Nobel Peace Prize and what the media often refer to as the "Children's Nobel Prize", the World's Children's Prize for the Rights of the Child.

Anyone who has done something good for children's rights or the World's Children's Prize can be an Honorary Adult Friend and patron of WCP. Queen Silvia was WCP's first patron. Malala and the late Nelson Mandela are joined by Xanana Gusmão, Graça Machel, Desmond Tutu and Sweden's prime minister, who are also WCP patrons.



There was a huge round of applause for all the 42 million children who have taken part in the WCP program since it started in 2000.



Kim from Zimbabwe, who is both a WCP Child Rights Ambassador and a member of the WCP Jury, was the MC.

Welcome to the WCP

Every year, the jury children gather to lead the World's Children's Prize ceremony at Gripsholm Castle in Mariefred, Sweden, in celebration of the rights of the child. All three Child Rights Heroes are honoured and awarded prize money for their work for children. Queen Silvia of Sweden helps the members of the Child Jury to present the awards.



Rachel Lloyd received the millions of voting children's World's Children's Prize for the Rights of the Child from Queen Silvia. On the left is her colleague, Shaquana Blount.





During the final song, *A World of Friends*, the children of the jury were joined on stage by all the South African musicians – Paxton, Jazz Yard Academy and Inkwenkwezi – as well as musicians from Lilla Akademien and Queen Silvia.

ceremony!



Gabriel Meija Montoya received the *World's Children's Honorary Award* for his long struggle to help the most vulnerable children in Colombia.



Zintle and Simbongile from Inkwenkwezi Band sang and danced during the ceremony.



Valeriu Nicolae came to the ceremony with Auriel and Ionut, two of the Roma boys who have been helped by him in Romania. Valeriu also received the *World's Children's Honorary Award*.

PHOTO: SOFIA MARCETIC/WCF



ROUND THE GLOBE RUN FOR A BETTER WORLD



JORDEN RUNT LOPPET FÖR EN BÄTTRE VÄRLD • COURSE AUTOUR DU GLOBE POUR UN MONDE MEILLEUR
CORRIDA EM VOLTA DO GLOBO POR UM MUNDO MELHOR • CARRERA ALREDEDOR DEL GLOBO POR UN MUNDO MEJOR

