



CF Item = Barcode Top - Note at Bottom =  
 CF\_Item\_One\_BC5-Top-Sign

Page 5  
 Dat 8/1/2002  
 Time 4:53:49 PM  
 Login wbq



CF/RAI/NYHQ/SP/SSC/2002-01056

Full Item Register Number [auto] **CF/RAI/NYHQ/SP/SSC/2002-01056**

Ext Ref: Doc Series/Year/Number **SP/SSC/WSC-000.18**

Record Item Title

**Middle Childhood, Executive Summary - Reference Book: Preparatory & Reference Documentation on the World Summit for Children (1990: July); Special Session for Children**

Date Created / on Correspondence  
 7/1/1990

Date Registered  
 12/28/2001

Date Closed

Primary Contact **Rijuta Tooker (Temp Assist)**  
 Owner Location **Special Session & Global Movement For Chil =**  
 Home Location **Special Session & Global Movement For Chil =**  
 Current Location **Special Session & Global Movement For Chil =**

Fd1: Type: **IN, OUT, INTERNAL**  
 Fd2: Sender Ref or Cross Ref  
 Field

File Container Record ID  
 File Container Record (Title)

**CF/RAF/USAA/DB01/2001-06648**  
**Background Documents (WSC)**

N1: Number of pages  
 0

N2: Doc Year  
 0

N3: Document Number  
 0

Full GCG Code Plan Number  
 Record GCG File Plan

Da1: Date Published

Da2: Date Received

Date 3

Priority

Record Type **A01ed Item Corr - CF/RAI/NYHQ/SP/SSC**

Electronic Details

No Document

DOS File Name

Alt Bar code = RAMP-TRIM Record Number

**CF/RAI/NYHQ/SP/SSC/2002-01056**

Notes

[Archives: CF/NYH/SP/SUM; Folder: S0355.] Contents: Section 1: Members of the Planning Committee - Schedule of (remaining) meetings and activities; Section 2: Schedule and Programme of the World Summit for Children; Section 3: Draft Declaration of the World Summit for Children - Draft Plan of Action; Section 4: Report of Meetings: - 1st, 2nd, 3rd Meetings of the Planning Committee - Meetings of the Working Group on Format - ~~Meetings of the Working Group on the Declaration - Statement of Agreement of the six Initiating Governments -~~

Print Name of Person Submit Images

Signature of Person Submit

Number of images  
 without cover

**EDWIN RAMIREZ**

**7**

# **Middle Childhood**

**Executive Summary  
Tarrytown Group, UNICEF New York,  
16 September 1998**

**[This revision replaces Parts 2 & 3 in the main  
document]**

## **What is needed?**

**New skills for a new world, where diffusion of  
information and capital respond symbiotically to  
one another:**

- Flexibility
- Adaptability
- Collaborativeness
- Problem-solving prowess

**(Critical Transitions, Levinger, 1996)**

## **Middle Childhood: Part 1 Specific Results for Children/ Priority Areas of Focus Key Results for Children in Middle Childhood**

*1.1 : In consideration of CRC and CEDAW, and in line with WSC goals, enabling conditions and key results for Middle Childhood can be identified:*

### **Conditions**

- ◆ a caring, nurturing family and community environment
- ◆ to be able to enjoy quality learning opportunities in school
- ◆ freedom from ill-health and malnutrition
- ◆ freedom from all forms of exploitation, violence and abuse
- ◆ for children to be able to participate fully in decisions which affect their lives and as subjects of their own development rather than as objects

### **Results**

- ◆ Alive
- ◆ Well
- ◆ Aware
- ◆ Empowered

*1.2 Three Key Priority Areas of Focus for a Global Agenda for Children*

- **Getting children into school and keeping them there**
  - Learning is a key goal for middle childhood
  - Schools promote learning, deliver a range of essential services, are important sources of protection, places where children develop independence and a natural space for children's participation.
  - Schools linked to communities create an enabling environment for ensuring children's continued attendance at school
- **Reaching and protecting the most vulnerable and hard to reach**
  - Global goals for children have failed to address the bottom 20 per cent
- **Increasing children's participation in meaningful and practical ways**
  - participation rights hold the key to self-protection, however there are few tested models for programming

*1.3 Links with Agenda Set at the World Summit for Children*

Continuing WSC agenda but with a special focus on:

- Learning
- Reaching and protecting the most vulnerable and hard to reach with multi-sectoral inputs
- Participation of children in issues and activities which affect their lives
- Gender equality/equity

#### **1.4 Identification of major partners including their expected roles**

- to expand knowledge about children in this age group (academic institutions, middle childhood researchers)
- to build consensus for a life cycle approach to working with children, in the context of UNDAF
- to build capacity for planning and implementation for children in Middle Childhood
- Through UNDAF, and with programme activities, multilateral development banks, WHO, UNAIDS, UNDP, UNFPA, UNESCO, UNCHS/ Habitat, ILO, WFP, bilaterals, international and local civil society
- Strengthening links with governments, civil society organisations, private sector, local government structures, NGOs/ CBOs

## **2 Part 2. Specific UNICEF Targets/ Priority Areas of Focus for Middle Childhood**

### **2.1 Short-term targets by 2005**

#### ***Getting children into school and keeping them there***

Through policy dialogue, system reform and practical innovations:

1. Promoting approaches to getting children into school and keeping there, especially girls.
2. Developing models of rights-based, child-friendly, gender-sensitive and health-promoting schools which include:
  - a. a focus on quality education to ensure children get into school and there, and to ensure that what is learned will be a useful basis for future learning (life skills, literacy, numeracy, and skills of problem solving, adaptability, collaboration and flexibility.)
  - b. the school, in partnership with other agencies, as a hub of a range of community-based and managed services for children, 6-12.

#### ***Reaching and protecting the most vulnerable and hard to reach***

***[girls, children in emergencies, minority and indigenous children, children who are internally displaced or refugees, working children, children with disabilities, children below the poverty line]***

1. Advocacy for legislation and enforcement of policies for girls education, education for gender equality, against child soldiers, in support of AIDS orphans, against sexual exploitation and abuse of children 6-12, and against child labour (uniting the minimum age for work with the compulsory age for schooling).
2. Developing innovative programmes to prevent vulnerabilities and rehabilitate children in need of protection, after analysing the causes which contribute to children's vulnerability. For example with regard to sexual exploitation: the global financial downturn, pushing girls out of sweatshops and into prostitution; the HIV/AIDS pandemic fuelling a market for

younger sex workers, the Internet used to spread knowledge about access to younger children, and international cartels facilitating trafficking in children for sexual (as well as other) purposes.

*Increasing children's participation in meaningful and practical ways*

*[Participation defined as taking positive opportunities for interaction, from birth onwards, and creating opportunities for interaction in the course of life, in this case during Middle Childhood.]*

1. Advocacy and dissemination of knowledge on participation as an objective and as a right resulting in increased awareness of the importance of children's participation in decisions affecting their lives, within families and within communities.
2. Involvement of children in designing programmes which affect their lives.
3. Ensuring children's participation in school, and in exploring the range of participation opportunities which are also opportunities for learning beyond school, in the family and in the wider community, with adults and with other children of all ages, cutting across lines of discrimination.

**2.2 By 2010**

All the target areas for 2005, with higher standards and more countries.

**2.3 Key Strategies and Interventions to achieve Middle Childhood targets**

**2.3.1 Key Strategies to be Employed**

The following are the key strategies identified by the group:

- Advocacy for rights-based policy and legislation
- Empowerment for implementation to make rights a reality in children's lives
- Equitable access to quality basic education and other basic services
- Communication for behaviour change
- Mobilising and leveraging resources

### 2.3.2 Major Supported Interventions

These are organised according to the 3 key priorities, and are not exhaustive, but examples. They are linked to targets.

#### → *Getting all children into school and keeping them there* ||

**This means:**

1. Developing safe and healthy schools where rights are upheld, which address the specific needs of girls, and where the school, in partnership with other agencies, integrates a hub of community-based and managed services for children, 6-12.
2. Ensuring appropriate health and nutrition interventions including micro-nutrient supplements, deworming, malaria control and promotion of good nutrition and health practices.
3. Ensuring that the ways in which schools are managed and in which interactions occur, demonstrate and encourage healthy and life-supportive practices and attitudes.
4. Elimination of disparities in enrolment and completion especially those related to gender through teacher training and supervision, community participation and support, ensuring non-violent schools, ensuring learning environments and curricula are non-discriminatory, finding creative solutions for ensuring child-friendly schools.
5. Ensuring quality basic education: This implies methodologies and classroom processes which stimulate meaningful participation and learning for problem-solving, the development of capacities for managing the challenges of life, and the creation of values, attitudes and behaviours based on tolerance, equality, non-violence and respect for rights. This includes supporting girls and boys to know, respect and negotiate to ensure respect for rights, including their own, with particular attention to the rights of women and girls, ethnic minorities, indigenous peoples, persons with disabilities, and other discriminated groups.
6. Understanding and responding to issues of second and third language learning in classrooms, and ensuring the appropriateness of textbooks so they are relevant to the lives and experiences of students, while providing links to a wider world.
7. Promoting diversified opportunities for learning which allow children to practice and promote their own language and culture
8. Ensuring resources for sport and recreation and time to play at home and at school
9. Training of teachers, parental involvement and special accessible classrooms for needed individualized attention, and facilitating special education through development of curriculum using Braille, sign and audio tapes for communication needs of children with disabilities.
10. Ensuring practical measurement of learning achievement, as well as immunization, vision and hearing, and responding to needs identified.

### **Reaching and protecting the most vulnerable and hard to reach**

[girls, children in emergencies, minority and indigenous children, children who are internally displaced or refugees, working children, children with disabilities, sexually exploited or abused children, child soldiers, children below the poverty line]

#### **This means:**

1. Advocacy and support for legislation and enforcement limiting for example, child labour, sexual exploitation and recruitment of child soldiers.
2. Ensuring that all children receive basic education, regardless of their situation, including children in refugee camps, street children, children in remote rural areas and poor urban areas, and that all children of ethnic minorities, indigenous children, and all other discriminated groups have access to quality basic education which incorporates their special needs. Making school schedules flexible so that children can attend. Ensuring that time spent in school and the quality of teaching and curriculum content, and classroom methodologies and processes are adequate for the development of the necessary learning and skills.
3. Facilitating sustainable community-based rehabilitation services for children with disabilities, while enhancing the ability of parents and caregivers to identify the signs of disability and seek early treatment and demand appropriate services; creating an enabling social environment with special focus on reducing gender-based negative attitudes and stigma.
4. Providing protection to especially vulnerable children such as those affected by armed conflict, landmines, emergencies, AIDS (orphans), as well as ethnic minorities and indigenous peoples and promoting their positive development and participation in society
5. Supporting NGOs and CBOs in efforts to change negative attitudes and practices towards girls; development of educational materials to sensitize and inform adults about the harmful effects of some traditional practices
6. Advocacy and support of children's rights in families and communities and with employers towards the elimination of work that is hazardous or likely to interfere with the child's health, or physical, mental, spiritual, moral or social development, and elimination of all work that interferes with the child's right to education or is harmful to the child's health.

### **Increasing children's participation in meaningful and practical ways**

#### **This means:**

1. International conferences organized with children's participation
2. Projects designed *with* all children needing special protection, not just for children (e.g., displaced/refugee children). For example, environmental protection projects designed with children.

3. Children participating in UNICEF's programme process
4. Advocacy for children's real participation in decisions which affect their lives
5. Training of partners, networking and knowledge dissemination of participation as an objective, done with partners.
6. Provision of training on children's participation to teachers and school administrators, in families and communities
7. Establishment of school committees involving children
8. Development of conflict resolution groups in which children participate
9. Training of children on their rights and respect for the rights of others, in accordance with CRC, CEDAW and other human rights instruments.
10. Increasing awareness, understanding and acceptance (by and with children) of child participation as a right in home, school, community and social institutions through education and advocacy

### **Section Three**

#### **Annex Key Justifications for These Recommendations**

These are addressed in the attached report of the group. See pp2-18.

#### **Middle Childhood Team**

Peter Buckland, Krishna Belbase, Rana Flowers, Elaine Furniss, Alec Fyfe, Esther Guluma, Gulbadan Habibi, Greg Keast, T.V. Luong, Kopano Mukelabai.

#### **Responses to the main paper were received from:**

Staneala Buckley, Nicola Bull, Anne Dykstra, Nasreen Elahi, Warren Feek, Joan French, Aster Haregot, Waheed Hassan, Jim Himes, Gareth Jones, Beryl Levinger, Erma Manoncourt, Marjorie Newman Williams, Vincent Orinda, Mary Pigozzi, Sheldon Shaeffer, Stephen Simon.