



# Focus: Children and Young People as Partners in ADC

We are the children of the world, and despite our different backgrounds, we share a common reality.

We are united by our struggle to make the world a better place for all.

We are not the sources of problems; we are the resources that are needed to solve them.

You call us the future, but we are also the present.

Children's message from the Children's Forum at the 2002 World Child Summit in New York

Child participation is also a critical element of building back better. This means consulting children, listening to them, and incorporating their views into responses. Civil society has a crucial role to play in supporting children through these processes.

Speech by Michelle Bachelet, UN High Commissioner for Human Rights Child Rights Connect - General Assembly 2020

## I. Agenda 2030 – a mandate for sustainable and child-friendly development

The "Appeal for a world fit for children" from 2002 is – despite all efforts - still relevant and urgent: there are around 2.3 billion children and adolescents under the age of 18<sup>1</sup>, which is almost one-third of the world's population; including the age group up to 25 years old, they represent almost 41%.<sup>2</sup> In several developing countries – including partner countries of the Austrian Development Cooperation (ADC) such as Uganda, Burkina Faso and Mozambique - young people represent the majority of the population. There is hardly any possible development measure that does not affect and influence children. *vel, luctus pulvinar,*

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<sup>1</sup> In line with the UN Convention on the Rights of the Child, "child" means any person under the age of 18; this therefore also includes adolescents/youth in this focus paper.

<sup>2</sup> UN DESA/Population Dynamics, World Population Prospects 2019.

However, have these effects on children and youth been analyzed beforehand? Have they been assessed after the measure? Have children and youth been included in the development and implementation of the measure? In how far have the different experiences and life situations of toddlers, girls, children with violent experiences, unaccompanied children, children in closed facilities and in alternative care settings, children with disabilities or unemployed youth been taken into consideration? In how far have the measures reinforced dependencies of young people or strengthened their right to participation and empowerment?

Great expectations were attached to the Millennium Development Goals (MDGs) from 2000. 15 years later, the results varied: on the one hand, significant progress was made - child mortality was cut in half, from 12.7 million (1990) to 5.9 million (2015), and so was the lack of school access, from about 100 million (2000) to 57 million (2015). Nevertheless, up to 230 million children are officially "non-existent" due to a lack of birth registration, and almost a billion children worldwide have already been victims of physical, psychological or sexual violence (UN High Commissioner for Human Rights, 2016). A key finding from 15 years after the adoption of the MDGs showed that disadvantaged young people (e.g. children with disabilities, children from minority groups, girls from these groups) were disproportionately excluded from progress.

Against this background the world community adopted the Sustainable Development Goals (SDGs) in 2015 as part of the 2030 Agenda. The SDGs pay particular attention to protecting children from discrimination. The SDGs address the countries in the global south and north alike and range from inclusive access to education (including focus on early childhood development and gender equality, SDG 4) to protecting children from violence and exploitation (including child labour, child trafficking, child soldiers, SDGs 8.7 and 16.2) up to the creation of inclusive societies, which also involves children in decision-making processes and ensures legal protection of children and law enforcement (SDG 16, see UNICEF's Mapping of SDGs and children's rights, 2016). In this way, the SDGs build the bridge to human rights, the world's only normative, legally binding value system.

## **II. The Rights of Children as a Quality Element of International Development Cooperation**

### **Childhood and adolescence between personal and social development**

In the first years of a person's life, the foundations for individual, personal development are laid - on a physical, cognitive, social level and in direct interaction with caregivers, family and community, shaped by protective and risk factors. Child development is characterized by a complex tension between the need for exploration and the child's longing for security, between growing independence and the need for protection. Against this background, concepts of "childhood" and "youth" have developed, with specific ways in which society reacts to "age-related" challenges.

However, such responses create dependencies on young people as well as risks for abuse of responsibility by adults - including a child's own parents. Corporal punishment as a means of education or social norms forcing girls into marriages and which economically exploit children through child labour, challenge society, the state and the international community to develop effective counter-strategies. This may include family strengthening programs, suffi-

cient funds for child protection and social assistance, the promotion of independent ombudsmen and advocacy groups for children and adolescents, as well as investments and strengthening of equal opportunities in the area of education and vocational training and child and adolescent health - especially in times of crises: from climate change to the Covid-19 pandemic. In practice, however, there is an ambivalent approach to investing in relevant sectors in many countries. Despite the rhetoric of priority for children and children as the "future of society", there is often a lack of corresponding priority setting in government programs and national budgets.

## Human Rights of Children and Youth

The recognition of young people as independent right holders derives from general human rights. Children's rights are human rights and like everyone else, children and adolescents are entitled to respect and protection of their dignity, freedom and equality. The basic concern of a specific child rights approach is to set and apply universal standards for overcoming challenges that particularly affect young people and hence to develop a "world fit for children".

After more than ten years of elaborate negotiations, the **Convention on the Rights of the Child (CRC)** was adopted by the General Assembly of the United Nations on November 20, 1989. Taking advantage of the momentum at the end of the east-west conflict, the international community agreed on a worldwide catalogue of human rights that applies specifically to all children. At its core is the recognition of children as distinct bearers of fundamental human rights. The Convention on the Rights of the Child forms a comprehensive framework with standards that are binding under international law:

- **Protection rights** (e.g. right of the child to protection against all forms of violence, exploitation, child trafficking),
- **Provision rights** (e.g. the child's right to education, health, leisure, combating poverty), and
- **Participation rights** (e.g. right of the child to participation and involvement, freedom of assembly and association).

CRC standards address all areas of children's lives, ranging from family and alternative care settings to schools, leisure time activities and vocational training. The CRC places the primary responsibility for the upbringing of the child with the parents; only if the child's best interests are at risk (in cases of sexual abuse or neglect, for instance), state authorities bear a subsidiary responsibility to intervene, which may even lead to separation of the child from the parents.

Based on the right of every human being to respect for their dignity, the CRC builds on **four fundamental principles of children's rights**:

- **Principle of the "best interests of the child"**: in every measure which affects a child directly or indirectly "the best interests of the child" must be a primary consideration, i.e. the interests of the child as an individual or a group must be actively taken into account in such processes. There is a direct connection to the right of participation to determine these interests.
- **Right of the child to participation**: Every child has the right to participate in all matters which affect it, in a way appropriate to the age and development of the child. His/her views must be 'given due weight', i.e. taken into account in a way, which can have a meaningful impact on the decision.
- **Right of the child to life**: Every child has the right to life, survival and development.
- **Prohibition of discrimination against children**: Every child is entitled to the same protection of his/her rights, without being discriminated on account of sex,

origin, opinions, language, religion, disability, parents' status or any other status. As a consequence, States Parties are also obliged to actively identify and protect children at risk from discrimination and marginalisation.

The CRC is supplemented by three Optional Protocols on:

- the sale of children, child prostitution and child pornography (2000),
- the involvement of children in armed conflict (2000),
- a communications procedure (2011), which allows children to submit individual complaints to the CRC Committee against a State Party on alleged violations of children's rights once domestic remedies have been exhausted; the Protocol also grants the Committee competence to initiate an inquiry for grave or systematic violations

Compliance with the CRC is monitored by the United Nations Committee on the Rights of the Child composed of 18 independent experts. The experts examine the implementation either in the course of the mandatory state reporting procedures or, increasingly, through decisions on individual complaints. Supporting such monitoring processes (both in relation to capacity building of states and civil society) is also an important task in the development context. The UN Committee regularly publishes "General Comments" on topics such as protection against violence, children in street situations, child refugees or corporate responsibility. These guidelines play a key role in interpreting government obligations and in development cooperation.

The CRC has become the "most successful" human rights treaty - at least as far as the status of ratifications is concerned – with 196 contracting states (all states in the world with the exception of the USA, as of May 2020). However, in view of continuing child poverty, child labour, sexual exploitation, domestic violence and the employment of "child soldiers" etc., the Convention can also be regarded as the possibly most ignored of all human rights agreements. All too often, in this **discrepancy between rights and reality** an ambivalent attitude exists by societies towards children.

Binding standards relevant to children's rights are not only found in the CRC itself, but also in numerous other international and regional conventions. The Convention on the Rights of Persons with Disabilities (CRPD), for example, emphasizes that children with disabilities have the same rights as children without disabilities. The Women's Rights Convention (CEDAW) sets essential standards for the protection of discrimination against girls, their empowerment and protection against violence. The International Labor Organization (ILO) has adopted conventions against child labour (or its worst forms such as sexual exploitation, bondage or child trafficking). Furthermore, regional organizations have set priorities in the field of children's rights, such as the European Union, the Council of Europe or the African Union, the latter in the framework of the African Charter on the Rights and Welfare of the Child (1990)<sup>3</sup>.

## Child Rights Approach

There can be no doubt that the **implementation** of the CRC constitutes an extensive task for all countries which seek to guarantee the freedom and participation rights of young peo-

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<sup>3</sup> See also Chapter III below and the additional information at the end of the document.

ple, as well as their entitlement to basic provisions and protection against violence, exploitation and discrimination. To fulfil this mandate, political will and the relevant resources are needed, whereby the CRC consistently underlines the necessity for **(development) cooperation**. In particular, international (development) cooperation must provide support to ensuring respect for the economic, social and cultural rights of children, with emphasis especially on the right to education.

The complementary role of development cooperation in implementing CRC is based on the awareness that hardly any country has adequate means at its disposal to immediately guarantee all rights at the same time. Of decisive importance, therefore, are the programmes, the **priorities**, and the course a policy takes in contributing to the realisation of children's rights. In the end, these commitments confront development work with the challenge either of supporting a specific programme or of rejecting it as discriminately for children and young people.

The child rights approach is based on the CRC, which has been recognized by development partners in the global north and south alike. The child rights approach aims at strengthening or empowering rights bearers (**empowerment**) and at the responsibilities of duty bearers and/or the means of calling them to account (**accountability**). Practically, this means helping children to develop and grasp opportunities and supporting them in claiming their rights. The child rights approach enables the development of specific measures for capacity development of relevant actors.<sup>4</sup> Thereby, a dual strategy of empowerment and accountability is followed:

1. Capacity development to strengthen children and young people and their interest groups in advocating for their rights - e.g. through specific information and easily accessible advisory services, access to ombudspersons/institutions for children, child rights education, child and youth participation, cooperation with civil society.
2. Capacity development to strengthen those responsible, and thus in particular government agencies - e.g. through policy advice, the support of strategy development processes, monitoring and training for security forces, teachers, social work and/or local administration.

Numerous practical examples demonstrate the enhanced quality and sustainability of measures that take a participatory approach based on children's rights, e.g. by involving children and adolescents in the development of national strategies for poverty reduction, in awareness-raising measures for HIV prevention, in research projects on violence protection measures or through the formation of "child unions" against labour exploitation. In recent years, guaranteeing institutional child protection standards ("child safeguarding policies") for development policy actors has become particularly important in order to prevent abuse of young people as part of development cooperation measures.<sup>5</sup>

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<sup>4</sup> See also EU-UNICEF Child Rights Toolkit: Integrating Child Rights in Development Cooperation (2014).

<sup>5</sup> See also Keeping Children Safe Coalition, Keeping children safe: A toolkit for child protection (2011), and ECPAT Austria, [www.ecpat.at](http://www.ecpat.at), as well as results of the UN Global Study on Children deprived of Liberty (2019).

### **III. Framework Conditions for Development Cooperation**

#### **Children's rights and EU development cooperation**

For decades, ensuring health care, nutrition for children and their access to education have been the subject of international development cooperation. In the past few decades, however, numerous other child-focused topics have emerged on the political agendas of many countries, the EU and international organizations. This includes protecting children in armed conflicts and banning the use of child soldiers, protecting children from violence, sexual abuse, "child sex tourism" and child trafficking, and the child rights approach itself, as well as participatory and inclusive approaches, especially in climate protection measures. The Agenda 2030 reflects this development. It contains a large number of requirements for improving the living conditions of children and adolescents, which cannot be implemented without guaranteeing appropriate children's rights.<sup>6</sup>

The European Union has long started to coordinate its activities more closely and to develop strategic goals around children as a target group. In 2006, the EU Commission published a first policy paper 'towards a child rights strategy', which was followed by another Commission communication specifically on the role of children in EU development policy and humanitarian aid. In its external relations, the EU also adopted Guidelines on children and armed conflict in 2003. In its Guidelines for the promotion and protection of the rights of the child (2007), which were updated in 2017, the EU reaffirms its commitment to a child rights approach in its external relations. Strengthening of "general implementation measures" (child rights impact assessments of legislation and budgets; data collection; awareness raising and training) has been set as a special focus. The guidelines also state that the EU is particularly committed to the implementation of the child-focused SDGs as part of the 2030 Agenda implementation.<sup>7</sup>

#### **National Standards**

In addition, requirements for development cooperation have also increased in Austria, also demanding specific attention to be paid to children and adolescents. In 2011, the Austrian Parliament passed the Federal Constitutional Law on the Rights of Children, which acts as a link between international obligations and national implementation. The priority of the well-being of children, the right to participation and protection against violence and exploitation thus become constitutional guiding principles of the Austrian legal system, which also include development policy.

The Development Cooperation Act explicitly defines children as a target group of the Austrian Development Cooperation (ADC), in that "the needs of children [...] must be taken into account [...] in a meaningful way in all measures". The "Mission Statement" of Austrian development policy – the three-year programme – has the "orientation towards people, their needs

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<sup>6</sup> See also UN OHCHR, Protection of the rights of the child in the implementation of the 2030 Agenda for Sustainable Development (2016).

<sup>7</sup> See also EU Guidelines for the Promotion and Protection of the Rights of the Child – Leave no child behind (2017), 13.

and rights" as a priority. The focus is, among others, on children as a "particular vulnerable group".<sup>8</sup>

Child protection and children's rights have been a special focus of Austria's foreign policy<sup>9</sup> for many years, also during Austria's membership, for example in the Human Rights Council<sup>10</sup> or the United Nations Security Council.

## IV. Guiding Principles of the Austrian Development Agency

The international and domestic requirements and framework conditions make it clear that it is not enough to simply "think" about the interests and rights of children in the context of development cooperation. Rather, children are to be defined as a specific, distinct target group, whose interests should either be the subject of direct interventions (e.g. promotion of vocational training for young people) or be taken into account in other contexts using a mainstreaming approach (e.g. in the implementation of the action plan for resolution 1325 from 2000 on women, peace and security, or, generally, in relation to the situation of girls). These requirements apply to country strategies that address child-related issues, as well as sector programs, for example with regard to the identification of certain particularly disadvantaged groups of children, to instruments of political dialogue, in donor coordination and in the context of multilateral development cooperation. ADA's Environmental, Gender and Social Impact Management (EGSIM) handbook states that all programs must ensure inclusive and effective participation mechanisms for all stakeholders involved, with explicit mention of children and adolescents. Funding for programs that allow child labour is excluded.<sup>11</sup>

Building on this, the following five principles for dealing with children and adolescents in Austrian development cooperation can be derived:

- **Children's rights standards as a programmatic basis:** In accordance with international and national guidelines, ADA pursues the human rights and child rights approach from program development to evaluation and in political dialogue at the bilateral and multilateral level.
- **Mainstreaming and child-specific focus:** The responsibility for child-specific and child-friendly interventions cannot be attributed exclusively to one single sector or an administrative department, but is basically relevant as a cross-cutting material for all areas of responsibility. Appropriate awareness-raising measures are therefore required in all areas in order to specify the respective need for action. In addition to mainstreaming, there are also specific priorities that are aimed directly at children and adolescents as a target group, e.g. by actively promoting girls' educational opportunities, preparing young people for careers, and ensuring the availability of child protection facilities in the event of domestic violence.
- **Inclusive approach:** Children and adolescents represent a very inhomogeneous target group. Infants, school children, girls and boys, children and adolescents with disabilities, children in remote regions, street children, members of ethnic minorities

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<sup>8</sup> See also [https://www.entwicklung.at/fileadmin/user\\_upload/Dokumente/Publikationen/3\\_JP/Englisch/3JP\\_2019-2021\\_EN.pdf](https://www.entwicklung.at/fileadmin/user_upload/Dokumente/Publikationen/3_JP/Englisch/3JP_2019-2021_EN.pdf)

<sup>9</sup> See for example UN Model Strategies and Practical Measures on the Elimination of Violence against Children in the Field of Crime Prevention and Criminal Justice (2014).

<sup>10</sup> <https://www.bmeia.gv.at/europa-aussenpolitik/menschenrechte/oesterreich-im-vn-menschenrechtsrat/>

<sup>11</sup> ADA, Environmental, Gender and Social Impact Management Manual (2018), 5 und 12.

or adolescents without jobs have different needs. This requires tailored interventions, inclusive processes and appropriate means of communication. The child rights approach demands that the focus be placed on particularly disadvantaged groups and prohibits any discrimination.

- **Participation and partnership:** children and adolescents are experts in their respective living conditions; thus, they are taken seriously as partners and actors of ADA and increasingly involved as participants in development cooperation measures.
- **Structural foundation:** training and further education offers for development policy actors as well as for children and adults as target groups in the partner countries; the establishment of focal points within the ADA; and child-specific monitoring and evaluation form essential elements of strengthened quality assurance as well as ensure the sustainability of measures aimed at promoting rights of children and adolescents and SDG implementation.

We are not the sources of problems; we are the resources that are needed to solve them.



## Selected projects

### **Engaging Armed Groups to End the Six Grave Child Rights Violations in Darfur**

Project partner: Austrian Study Center for Peace and Conflict Resolution – ÖSFK

Country: Sudan

Funding amount: € 135,000.00

Duration: 01.12.2017 - 31.12.2020

The project helps all relevant armed groups to reduce violence against the approximately 2.4 million children in Darfur. Training and dialogue events strengthen the acceptance, knowledge and qualifications in relation to children's rights among the participating conflict parties; and improved and strengthened the trust between the UNAMID peace mission in Darfur and the participating conflict parties.

### **Strengthening Gender-Based Social Inclusion for Resilience and Sustainable Peace in the Sahel and the East Regions - Burkina Faso**

Project partner: United Nations Children's Fund - New York

Country: Burkina Faso

Funding amount: € 1,250,000.00

Duration: 15.12.2018 - 30.06.2020

The overall aim of the intervention is to promote gender equality with a focus on strengthening young people and education for girls, as well as eliminating child marriage. A better knowledge of schoolgirls about menstrual hygiene management as well as an improvement of the necessary infrastructure in schools should help that girls can take up their education. The political and legal framework for child protection as well as access to and use of child protection services will be improved. Interventions focus on the five regions most affected by violence against children, where female genital mutilation (FGM), child marriage and the worst forms of child labour are common.

### **Inclusive Education Now!**

Project partner: LIGHT FOR THE WORLD International - Organization for inclusive development / Organization for inclusive development cooperation

Country: Bosnia and Herzegovina

Funding amount: € 150,000.00

Duration: 01.01.2018 - 31.12.2020

The aim of the project is to strengthen inclusive education throughout Bosnia and Herzegovina. The capacities of the responsible ministries and organizations of people with disabilities are to be strengthened in order to implement and pursue the right to inclusive education. On the one hand, the capacities of government institutions with regard to quality implementation and measurement of education for children with disabilities in the regular school system are improved. On the other hand, the capacities of civil society organizations regarding inclusive education for children with disabilities are strengthened. Furthermore, the knowledge and understanding of the general public regarding inclusive education should be built up through campaigns.

## Further information on the subject

### Basic sources

- ADA, Human Rights/Children's Rights: <https://www.entwicklung.at/themen/governance-menschenrechte-migration/menschenrechte>
- Federal Ministry of European and International Affairs (FMEIA), Three Year Programme on Austrian Development Policy 2019-202: <https://www.entwicklung.at/themen/governance-menschenrechte-migration/menschenrechte>
- FMEIA, Human Rights/Focus Children's Rights: <https://www.bmeia.gv.at/en/european-foreign-policy/human-rights/priorities-of-austrian-human-rights-policy/rights-of-the-child/>
- Federal Ministry of Labour, Family and Youth (FMLFY); focus children's rights: [www.kinderrechte.gv.at](http://www.kinderrechte.gv.at)
- Global Responsibility: Platform for Development and Humanitarian Aid: <https://www.globaleverantwortung.at/global-responsibility-platform-for-development-and-humanitarian-aid>
- Text of the UN Convention on the Rights of the Child: <https://www.unicef.org/child-rights-convention>
- UN Committee on the Rights of the Child (interpretations of children's rights): <https://www.ohchr.org/EN/HRBodies/CRC/Pages/CRCIndex.aspx>
- FMEIA, Combatting Human Trafficking: <https://www.bmeia.gv.at/en/european-foreign-policy/human-rights/combating-trafficking-in-human-beings/>
- Resources on approaches to children's rights in development cooperation: <https://home.crin.org/> (CRIN)

### International

- United Nations International Childrens' Emergency Fund/UNICEF and/or Austrian National Committee for UNICEF: [www.unicef.org](http://www.unicef.org); [www.unicef.at](http://www.unicef.at)
- UNICEF Innocenti Research Centre (studies and reports): [www.unicef-icdc.org](http://www.unicef-icdc.org)
- UNICEF/EU Child Rights Toolkit: Integrating Child Rights in Development Cooperation (2014) - [www.childrightstoolkit.com](http://www.childrightstoolkit.com)
- UNICEF, The State of the World's Children 2019 - Children, food and nutrition: Growing well in a changing world - [www.unicef.org/reports/state-of-worlds-children-2019](http://www.unicef.org/reports/state-of-worlds-children-2019)
- UN High Commissioner for Human Rights, Protection of the rights of the child in the implementation of the 2030 Agenda for Sustainable Development (Report), UN Doc A/HRC/34/27 (15 December 2016)
- United Nations Declaration on the Rights of Indigenous Peoples for Indigenous Adolescents. (UNICEF Human Rights Unit, Ed.). New York: UNICEF. [http://files.unicef.org/policyanalysis/rights/files/HRBAP\\_UN\\_Rights\\_Indig\\_Peoples.pdf](http://files.unicef.org/policyanalysis/rights/files/HRBAP_UN_Rights_Indig_Peoples.pdf)
- UNICEF Austria, Link of SDGS and CRC (German)– [www.unicef.at/kinderrechte-oesterreich/sustainable-development-goals/](http://www.unicef.at/kinderrechte-oesterreich/sustainable-development-goals/)
- UNESCO, Education transforms lives (website) - <https://en.unesco.org/themes/education>
- WHO, Maternal, newborn, child and adolescent health - [www.who.int/maternal-child-adolescent/en/](http://www.who.int/maternal-child-adolescent/en/)
- International Labour Organisation (ILO)/International Programme on the Elimination of Child Labour (IPEC) - [www.ilo.org/ipec/](http://www.ilo.org/ipec/)

- UN Committee on the Elimination of Discrimination against Women (CEDAW) - [www.ohchr.org/en/hrbodies/cedaw/Pages/CEDAWIndex.aspx](http://www.ohchr.org/en/hrbodies/cedaw/Pages/CEDAWIndex.aspx)
- UN Committee on the Rights of Persons with Disabilities (CRPD) - <https://www.ohchr.org/en/hrbodies/crpd/pages/crpdindex.aspx>
- UN-Sondervertreterin des UN-Generalsekretärs zu Kinder und bewaffnete Konflikte – [www.childrenandarmedconflict.un.org](http://www.childrenandarmedconflict.un.org)
- VN-Sondervertreterin des VN-Generalsekretärs zu Gewalt gegen Kinder – [www.srsg.violenceagainstchildren.org](http://www.srsg.violenceagainstchildren.org)
- VN-Sonderberichterstatteerin zu Kinderhandel und sexueller Ausbeutung von Kindern - [www.ohchr.org/EN/Issues/Children/Pages/ChildrenIndex.aspx](http://www.ohchr.org/EN/Issues/Children/Pages/ChildrenIndex.aspx)
- UN Global Study on Children deprived of Liberty (2019) - <https://omni-book.com/view/e0623280-5656-42f8-9edf-5872f8f08562>
- Paris Principles – Principles and Guidelines on Children Associated with Armed Forces or Armed Groups (Definition „Kindersoldaten“, 2007) – [www.childrenandarmedconflict.un.org/our-work/paris-principles/](http://www.childrenandarmedconflict.un.org/our-work/paris-principles/)
- International Committee of the Red Cross (Focus: Children) – [www.icrc.org/en/war-and-law/protected-persons/children](http://www.icrc.org/en/war-and-law/protected-persons/children)
- UN High Commissioner for Refugees (Focus: Children and Youth) - [www.refworld.org/cgi-bin/texis/vtx/rwmain?page=children](http://www.refworld.org/cgi-bin/texis/vtx/rwmain?page=children)

## Europa/Regional

- EU External Action, Human Rights and Democracy: [https://eeas.europa.eu/topics/human-rights-democracy\\_en?](https://eeas.europa.eu/topics/human-rights-democracy_en?)
- EU External Action, Guidelines on the Promotion and Protection of the Rights of the Child (2017): [https://eeas.europa.eu/headquarters/headquarters-homepage/45976/node/45976\\_en](https://eeas.europa.eu/headquarters/headquarters-homepage/45976/node/45976_en)
- European Commission/Rights of the Child (DG Justice): [https://ec.europa.eu/info/policies/justice-and-fundamental-rights/rights-child\\_en](https://ec.europa.eu/info/policies/justice-and-fundamental-rights/rights-child_en)
- Council of Europe, Building a Europe for and with Children – [www.coe.int/children](http://www.coe.int/children)
- Federal Ministry for Economic Cooperation and Development (Germany): [www.bmz.de/de/themen/kinderrechte/index.html](http://www.bmz.de/de/themen/kinderrechte/index.html)
- Organization of American States (OAS) (Focus: Children): <http://www.oas.org/en/topics/children.asp>
- African Union (African Charter on the Rights and Welfare of the Child): <https://au.int/en/treaties/african-charter-rights-and-welfare-child>
- South Asian Association for Regional Cooperation (SAARC – Social Affairs): [http://saarc-sec.org/areas\\_of\\_cooperation/area\\_detail/social-affairs/click-for-details\\_8](http://saarc-sec.org/areas_of_cooperation/area_detail/social-affairs/click-for-details_8)

## Civil Society

- International Save the Children Alliance - [www.savethechildren.net](http://www.savethechildren.net)
- Save the Children Resource Centre – [www.resourcecentre.savethechildren.net](http://www.resourcecentre.savethechildren.net)
- World Vision – [www.worldvision.org](http://www.worldvision.org)
- Terre des Hommes - [www.terredeshommes.org](http://www.terredeshommes.org)
- Kindernothilfe – [www.kindernothilfe.de](http://www.kindernothilfe.de)
- Eurochild - [www.eurochild.org](http://www.eurochild.org)
- SOS Kinderdorf International - [www.sos-childrensvillages.org](http://www.sos-childrensvillages.org)
- ECPAT Österreich (Arbeitsgemeinschaft zum Schutz der Rechte der Kinder vor sexueller Ausbeutung) – [www.ecpat.at](http://www.ecpat.at)
- Caritas - [www.caritas.at/auslandshilfe/schwerpunkte/kinder/](http://www.caritas.at/auslandshilfe/schwerpunkte/kinder/)
- Light for the World - <https://www.licht-fuer-die-welt.at/selbstbestimmt-leben>

- GPPI/ Ludwig Boltzmann Institute of Human Rights, Global Trends Jeopardize Rights-Based Child Protection (2014), [www.gppi.net/2014/11/25/global-trends-jeopardize-rights-based-child-protection](http://www.gppi.net/2014/11/25/global-trends-jeopardize-rights-based-child-protection) (full study only in German)