

HUMAK UNIVERSITY OF APPLIED SCIENCES

THESIS

HOW YOUTH AND CHILDREN'S ISSUES ARE
REPRESENTED IN THE MEDIA-
CONTENT ANALYSIS ON NEWSPAPER ARTICLES

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ABSTRACT

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Title How youth and children's issues are represented in the media- Content analysis on newspaper articles	
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Abstract <p>The purpose of this research was to study how children's and young peoples issues are represented in the Finnish media in connection to the United Nations Convention on the Rights of a Child. The convention is an international agreement, which was ratified by Finland in 1991. The Convention consists of 54 Articles and three Parts. These articles portray children's rights in different areas of their lives.</p> <p>The research method used was the qualitative content analysis. Content analysis is commonly used tool to study different fields of media and the messages, texts and pictures produced by the media. The material is collected from one newspaper during three 10-day periods. There were all together 182 newspaper articles, which were analyzed. The newspaper articles are then divided into different categories and analyzed. The nine categories in the analysis are: crime and criminal acts, culture, daycare, early years, education, family and parenting, health related issues, social issues and youth issues. The articles were further analyzed on their content concerning who wrote them, in which part of the newspaper they were published and whether they portrayed children and young people as subjects or objects. The photos in connection to the articles were not analyzed.</p> <p>The top three categories on the child and youth related articles were: youth issues, education and family & parenting. There were most articles in the opinion page section and domestic section of the newspaper. The Youth Mail section had 28 articles during the 30 days, when the articles were collected. There were no articles, which were written by younger children nor aimed for this age group.</p> <p>There was only one article in which the Convention on the Rights of a Child was mentioned, even though the time period for the article collection took place around the time of the International day of the Convention.</p> <p>Recommendation for the future is that both the children's and young people's issues as well as the UNCRC will get more media attention. Also special children's pages in Helsingin Sanomat should be developed to enable children to use written media. These pages should be published on regular basis.</p>	
Keywords Convention on the Rights of a child, content analysis, written media, children, young people	

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States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health.

To this end, States Parties shall:

- (a) Encourage the mass media to disseminate information and material of social and cultural benefit to the child and in accordance with the spirit of article 29;
- (b) Encourage international co-operation in the production, exchange and dissemination of such information and material from a diversity of cultural, national and international sources;
- (c) Encourage the production and dissemination of children's books;
- (d) Encourage the mass media to have particular regard to the linguistic needs of the child who belongs to a minority group or who is indigenous;
- (e) Encourage the development of appropriate guidelines for the protection of the child from information and material injurious to his or her well-being, bearing in mind the provisions of articles 13 and 18. (Article 17, Part I, UNCRC, 1989)

For my thesis I wanted to use my knowledge and interest in the children's rights, especially according to the United Nations Convention on Children's Rights (UNCRC). I am also interested in the media and how it reflects the news concerning children and their rights in the current society. The UNCRC in its Article 17 encourages the media to participate in the important task of disseminating information about the Convention as well as in the provision of information for children and young people in co-operation with the State. During the years 2009 and 2010 I attended a study module on children's rights at the Helsinki Open University. I learned not only about the UNCRC, but also how different governmental offices and programs as well as the NGO sector perceive children today. On another occasion I was listening about a study where the researcher had studied about political writing prior to elections. She had categorized articles according to a certain standards. I decided to follow this re-

search idea for my thesis on children's rights and the media. My main research question is: How does the written media present children and young people today in connection to the UNCRC? In my opinion the current challenge concerning the UNCRC is that, it is not known to the great public. It is also part of the education for future teachers or youth workers. The Finnish government implements the UNCRC and it is impeded into the national laws. My goal with this thesis is also to make the UNCRC more transparent to it's readers and hopefully show how the UNCRC is in a way or another a part of our every day lives and the news in the media.

My starting points for the final thesis were based on my personal interest in the United Nation's Convention on Rights of a Child (UNCRC) and media messages on this convention. The UNCRC is divided into sections. These sections cover different aspects of children's lives. However in the course of the material collecting and writing the thesis, it became evident that the UNCRC is not present as such in the articles I collected. Thus the UNCRC became only a tool or basis for my categories into which I have divided my work. The categories or themes also rose from the material I collected.

All in all I have covered 30 days divided into 10-day periods in the collection process. The times of collection were chosen to land for the time of the Day for the Rights of a Child and Father's day in November as well as Mother's day in May. My assumption was, that these times were to be most likely times to find articles concerning children and issues related to children in Finland as well as to cover the topic of UNCRC. The articles were collected from one newspaper; Helsingin Sanomat (HS) and two magazines; Kotiliesi and Suomen Kuvalehti (SK). I collected only articles about children and young people under 18-years of age, which is the legal age limit between minors and adults in Finland. Also the UNCRC in its first article states:

For the purposes of the present Convention, a child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier. (Article 1, Part 1, UNCRC 1989)

Language has been a major challenge in my work. Since all the articles collected are written in Finnish the interpretations concerning the topic of the article are challenging. This I believe is the same for anyone doing research using two or more lan-

guages, but especially when using lot of written material, interviews or other forms of data collection. This in practice means that all the results are interpretations about the collected articles formed by the author of the research. If another would use the same material, the results could slightly differ from the results I have reached. Since the articles also covered a wide selection of topics, it was not possible to utilize the content analysis model of word recognition.

The content analysis entails a systematic reading of a body of texts, images and symbolic matter, not necessarily from author or user's perspective. (Krippendorff 2004, 3)

Content analysis is a summarizing, quantitative analysis of messages that relies on the scientific method (including attention to objectivity-intersubjectivity, a priori design, reliability, validity, generalizability, replicability, and hypothesis testing) and is not limited as to the types of variables that may be measured or the context in which the messages are created or presented. (Neuendorf 2002, 10)

Content analysis is most often associated with quantitative research methods, but it also covers qualitative research. According to Krippendorff's (2004, 18) definition content analysis is a research technique for making replicable and valid inferences from texts or other meaningful matter to the contexts of their use.

Ultimately, all readings of texts are qualitative, even when certain characteristics of a text are later converted into numbers. (Krippendorff 2004, 16) Computer programs are used to analyze large quantities of material. In my research, I did not find it necessary to use computer aids in the analyzing process.

In my thesis I was trying to find the most frequently occurring themes in the articles. The themes were quite broad and some of the articles could be placed under two or more categories. After the first division into themes, it seemed that education and early years education, health related issues and services concerning children and young people were the most reoccurring themes.

The United Nations Convention on the Rights of the Child (UNCRC) is divided into three parts and 54 articles. The first part states the fundamental rights of the child, the second the role of the governments and the third is about signing the convention. In my thesis the focus is naturally on the first part and the articles 1 to 42. The UNCRC was approved by the United Nations general assembly in 1989 and it was opened for ratification in 1990. All independent countries with the exceptions of Somalia and USA have ratified the convention.

As my theory bases on a written international document, which has been ratified by the Finnish government in 1991, it is quite challenging to find sufficient material that would cater to my needs directly. The material I will use in my thesis is mostly published by different national and international non-governmental organizations (NGOs). I will also reflect research material on media studies on children and young people in general. The year 2009 was a 20th anniversary of the UNCRC in Finland as well as internationally. There are articles, books and magazines, which were published to celebrate and acknowledge the anniversary. For example the Finnish Save the Children organization- Pelastakaa Lapset- published five special leaflets about the specific issues in the UNCRC. Also the study unit on the rights of children in the Helsinki Open University took place during that year.

In the yearbook published by the Ombudsman for children in 2009 states that in the year 2008 there were approximately 56 news or articles or references about the Ombudsman's work or office in the national Finnish media. They were mostly in printed media (77%), but also periodicals (10%). Radio and TV covered least, together less than 10%. If the 56 are multiplied by twelve months it does add up to around 670 "hits" in a year. According to the report this was little bit more than in the year 2007. In the year 2010 the number of "hits" was quite much higher with approximately 69,5 "hits" per month and in 2011 the number was approximately 49 "hits" per month. I believe this data gives some idea also to the amount Ombudsman's work and the children's rights interest the media.

The Ombudsman for Children is obliged each year by law to provide the government with the account of her activities and an assessment of the state of child and youth welfare and the implementation of their rights in Finland (Office of the Ombudsman for Children in Finland 2009, 5).

The ombudsman for children in Finland is only one actor in a wide and versatile field of children's and young people's interest groups. There are quite many different types of organizations and institutions in Finland, who are focusing on either children's or young people's issues or both. Thus it is obvious that the actual number of articles or media messages on children or young people in any given time period or year, would be much higher than the one reported by the Ombudsman's office. Also the Ombudsman's office has been mainly collecting article "hits" in connection to their work and the UNCRC.

My hypothesis was that there are not that many articles about children as there are articles about children in connection to a family or other group or services aimed for children or young people. And further, I did not expect to find articles written by children themselves, except in the children's and young people's own opinion pages, published every Saturday in the Helsingin Sanomat, nor was I expecting to find articles about the UNCRC as such or even references to it. My starting hypothesis was that there are not many articles about children or young people as such, but the articles will be more focusing on issues in connection to them. I was expecting also to find articles in which the children and young people are represented as a homogenous group or part of a group or entity.

According to Schrier (2012) there are eight steps in qualitative content analysis (QCA). These are:

1. Deciding on your research question(s)
2. Selecting your material
3. Building a coding frame
4. Dividing your material into units of coding
5. Trying out your coding frame
6. Evaluating and modifying your coding frame
7. Main analysis
8. Interpreting and presenting your findings

My questions in the beginning were quite broad and they were generated from my own personal interest concerning the relationship between media and the Convention on the Rights of a Child (UNCRC). The UNCRC Article 17 provides several aspects about the relationship between the media and the UNCRC. I had several questions I wished to answer. The main question was:

- How does the written media present children and young people today in connection to the UNCRC?

The further and more defining questions were:

- Does the written media take into consideration the children's rights in its articles?
- Does the media present the United Nations Convention on the Rights of the Child (UNCRC) in the daily news?
- What are the most frequent UNCRC articles that can be referred to in the articles produced by the written media?

My main focus was going to be on the children and young people and how the media represents their views in the articles. I also wanted to determine what kind of news and articles are published and compare them with each other as well as in junction to the UNCRC. I anticipated to find that most of the articles being written about children

and young people would be as a part of the family or another group, like a school class or hobby group.

Early on in my thesis, after the first time reading through the data, it was clear that I needed to make several categories for the main themes rising from the data. And only after the first division into categories, was I able to start looking for the more in depth meanings inside the themes. I tried to determine whether the article was written from the adults or child's point of view. Also who has written the material is an interesting factor, e.g. educational or youth work professionals or parents, especially in the opinion writings. Secondly I tried to determine whether the article was written in a positive, neutral or negative manner. For example, there might be an article about daycare children enjoying the sports activities in the park or bullying in a local school. Thirdly I wanted to determine if the child or children mentioned in the article have been subjects, the ones being active doers or objects to whom the for example service is aimed. I was also going to make different categories for different age groups such as under school aged children under 7 years old, school aged children under 15 years old and young people less than 18 years old, but this proved to be impossible, since the age was not often mentioned in the articles. This also meant, I had to determine or estimate the age group of the children or young people described in the article for my research purposes and category division.

Content analysis is used to identify themes, concepts and meaning. It is a form of classifying content. These elements can be counted in numerical terms as well as examined for meaning. But when looking at the latter there is the problem of hidden meaning, of reading between the lines, and we will never know whether our reading between the lines is what the informant was meaning. (Burns 2000, 432)

According to Burns (2000), every content analysis needs a coding system that is relevant to the specific data and theoretical framework and research question. He also states that coding is important in the qualitative research as it operates as a labeling, retrieval and organizing tool. If a certain coding system does not work in the research a new one can be developed to accommodate the research better. I was anticipating that in my research I would need to redefine the categories or codes as

the work proceeded. But the division into nine categories proved to be sufficient and only three articles written by young people would not fulfill the criteria for the categories I developed.

Burns (2000) suggest three stages in the coding. The first is to list coding categories, next is the coding itself, when same articles may be coded into different categories. And last is the collection of the data and categories. It is crucial to make several copies of one's material, so that there is no danger of losing the original material. I made one set of copies, but did not need to use them.

Margrit Schrier has written on qualitative content analysis (QCA) in 2012. I have used her theory throughout my thesis. Her ideas of conducting a research by using QCA are very simple yet profound and have been very useful tool for this particular thesis. According to Schrier, QCA is a method for systematically describing the meaning of qualitative material. It is done by classifying material as instances of the categories of a coding frame.

The categories that were the most frequent in the articles, were:

- Health related issues
- Education,
- Early years,
- Daycare,
- Social issues,
- Family & parenting,
- Crime and
- Culture.

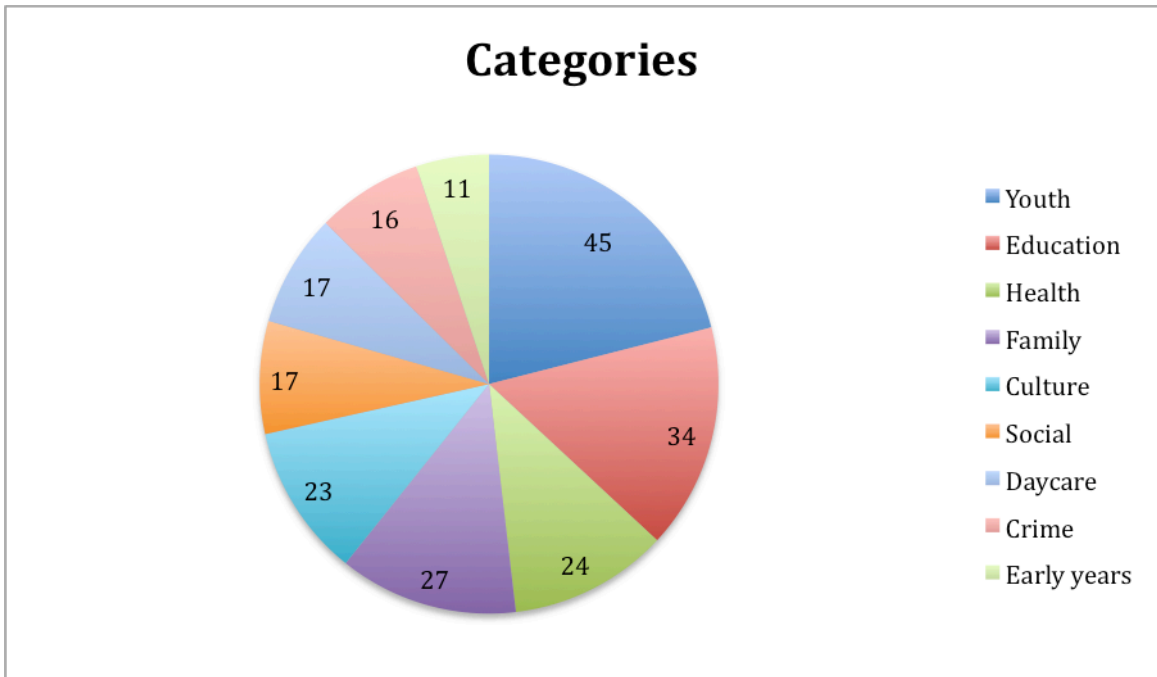


Table 1. Division into categories

Most of the articles I collected are written by journalists and other adults, some are written by young people themselves. There is a weekly section in the Helsingin Sanomat (HS) called Nuorten Posti- Youth Mail, in which, almost all the articles are written by young people. Also a lot of material is from the opinion section of HS, into which people send their own writings about the current issues. I planned also to categorize the articles into three groups, negative, neutral and positive. With these sub categories, I will try to find out, whether certain categories are written from more positive or negative perspective. My assumption was that the articles concerning services would be written from a more negative point of view. With the articles written by young people I expected to find different themes, than from their counterparts, articles written by adults.

For my thesis I chose to use the content analysis, since it has been widely used in research that is based on material, whether written, taped or otherwise collected.

The content analysis I conducted was going to focus on the collected articles and their content in relation to the children and young people under 18 years of age. This age range is also the one referred to in the UNCRC.

For the purposes of the present Convention, a child means every human being below the age of eighteen years, unless under the law applicable to the child, majority is attained earlier, (Article 1, Part I. UNCRC, 1989).

In Finland the age of eighteen is also a legal age for many civil rights. It is age limit for voting, driver's license and marital age. Also criminal offences committed under the age of 18 are considered juvenile offences.

I used content analysis as both qualitative and quantitative method in determining how much was written and in which way. I organized and categorized the articles in several different ways. Some articles were used in different categories.

For those types of analyses at the other end of the qualitative data continuum, the process is much more mechanical with the analysis being left until the data has been collected. Perhaps the most common method of doing this is to code by content. This is called content analysis. Using this method the researcher systematically works through each transcript assigning codes, which may be numbers or words, to specific characteristics within the text. The researchers may already have a list of categories or she may read through each transcript and let the categories emerge from the data. Some researchers may adopt both approaches. (Dawson 2009, 122).

In most general terms, QCA will be an option if you have to engage in some degrees of interpretation to arrive at the meaning of your data... Data never speaks for itself, it does not have a specific meaning. Mean-

ing is something we, the recipients, attribute to the words that we hear or read, to the images we see. This is a complex process in which we bring together our perception of the material with our own individual background: what we know about a topic, the situation in which we encounter it, how we feel at the time, and much more. Meaning is not given, but we construct meaning. (Schrier 2012, 2).

The media sources I chose for my thesis were three Finnish publications. Helsingin Sanomat (HS) is the biggest newspaper publication in Finland with 940 000 (<http://medianetti.helsinginsanomat.fi/mediatiedot/>) circulation daily. HS is also in the public opinion the main newspaper in Finland, since it covers the metropolitan area as the local area. The weekly periodicals chosen were Kotiliesi; a family oriented magazine and Suomen Kuvalehti; a general interest magazine. Both magazines have been published for several decades and have a reputation of prestige and trustworthiness in the Finnish society. The circulation of Suomen Kuvalehti is 96791 and Kotiliesi is 140297. These are the amounts the publishing companies gave in April 2011.

The ten days when the magazines were collected were days prior to the international children's rights day, which is celebrated 20th of November. In the year 2010 the day was also near the national Father's day celebrated the second Sunday in November. After reviewing the collected articles I decided to collect also some periodicals for another ten days in May, around the national Mother's day as well as additional ten days in November. This will enable me to do some comparison between the frequencies of articles about child related articles in connection to both of parents.

Media in my work consists only of written media or text articles. Media can be divided into different concepts. In my thesis I use media to mean written media, more specifically the one newspaper and two periodicals.

Communication is exchanging messages between a sender and receiver. Communication needs a system of codes. Everyone participating in the communication process needs to have a code or key, with which they interpret the meaning of a particular message. (Kunelius 2003, 10-11).

Communication interprets our relationship to the existing reality by using different languages and codes. At the same time it connects us to a certain culture, its social relationships, customs and power relations under which the language has developed. Communal communication has its roots in the rituals and symbols, which have connected even the earlier communities. (Kunelius 2003, 15).

Mass communication is transferring messages to relatively large and unspecified audiences. Mass communication uses technical channels and aids and is usually one-way communication. Mass communication is public communication and the mass itself consists of individuals. (Kunelius 2003, 17-18).

Journalism is a form of production of journalistic interpretations of current topics. One of the most important journalistic tasks is the societal task. According to Välvirronen (2009, 24), the most important task for journalism is the developmental and maintenance of democracy. Journalism is seen as the fourth power in the society.

Much of the general public's opinion is shaped by the journalistic interpretations, whether they receive these in the written media or other forms of media. Thus I believe that journalists have a great responsibility to provide their messages in a clear and unbiased way.

Collection of the articles was divided into three different times. First 10-day period was from 12.11.2010 to 21.10.2010, second period was from 6.5.2011 to 15.5.2011 and last was from 11.10.2011 to 20.10.2011. All in all there were 182 articles, which were connected to young people or children, either directly or indirectly.

My first task was to write down all the headlines from the articles and to translate them into English. Each article was dated and the section of the newspaper or magazine in which they were written was also written down. My collection of articles was planned so that I would not collect material from HS foreign news sector nor sports section. This exclusion was due to the fact that I was personally more interested in the news about Finnish children and also due to the nature of sports news being more informative about results than people behind the results. Also the weekly weekend addition NYT was left out from the collection. There are very few in-depth articles or news

coverage in the NYT. After this task I was ready to start my initial division into categories.

5 FINDINGS

I started the division into categories by themes and by looking at the section in which the articles were published. This was not my original plan, but proved its relevance later on during the research. It was quite useful to reflect the articles topic to the section in which it was. The most prevalent set of articles were the opinion pages articles. There were all together 59 opinion articles. The topics varied and all my eight categories were covered in the opinion writings with the exception of crime related issues. The second biggest set was with the domestic articles (42) and the third were the town or local news (35). The youth mail covered all together 28 of all the articles collected.

The Youth Mail articles were also the only articles written by young people themselves. There were no articles, which were written by younger children. It was also quite clear that, children had not given initiative to the articles. In other words a child did not give the idea for an article to the media. The 59 articles in the opinion pages were written by other adults than journalists, whilst the rest 95 articles were clearly written by journalists. There were one to three articles in each of the following sections of the HS: People, Editorial, Sunday pages, Entertainment, Home and Economics. The Editorial articles were about child welfare clinics and how the municipalities in Finland need to organize appointments for families on regular basis (Neuvola) and on how study results in primary schools should be monitored by the Board of Education or other institution.

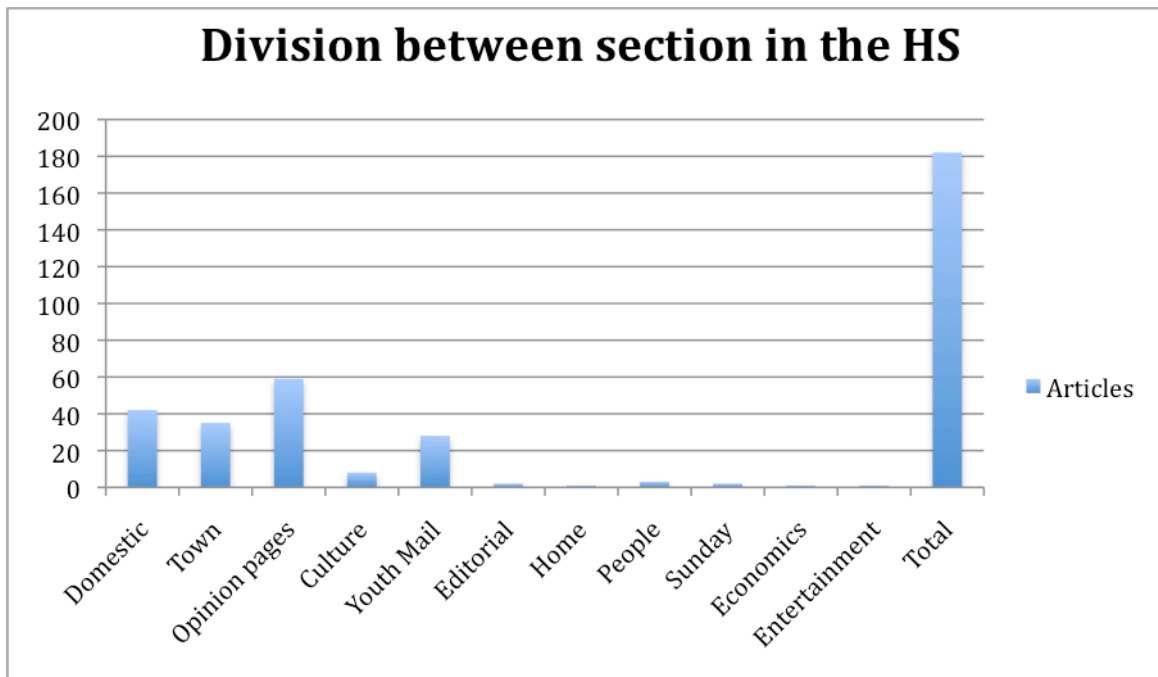


Table 2. Division of articles between different sections of the Helsingin Sanomat newspaper

The two magazines I collected articles from; Suomen Kuvalehti (SK) and Kotiliesi; had only six articles in all the four magazines. This was quite surprising, especially since Kotiliesi is known to be family-oriented magazine. The articles in these magazines were headlined:

- We meet: Vilma Virtanen, age 9
- Violence in schools is underestimated
- Father
- “I know how to be a quite the wonderful mom”
- “No quotas in schools”
- We need a child and youth minister

In the end, since there were so few of the magazine articles, I decided to leave them out of my analysis and focused solely to the HS newspaper articles.

My initial expectation, that the Education, daycare and social issues would be the most reoccurring themes, proved to be slightly wrong. I had not taken into consideration, that the Youth mail section in HS would have so many articles each week. Thus the youth related issues were the biggest theme with 45 articles. The second was the

education related issues with 34 articles and the third biggest theme was the family and parenting.

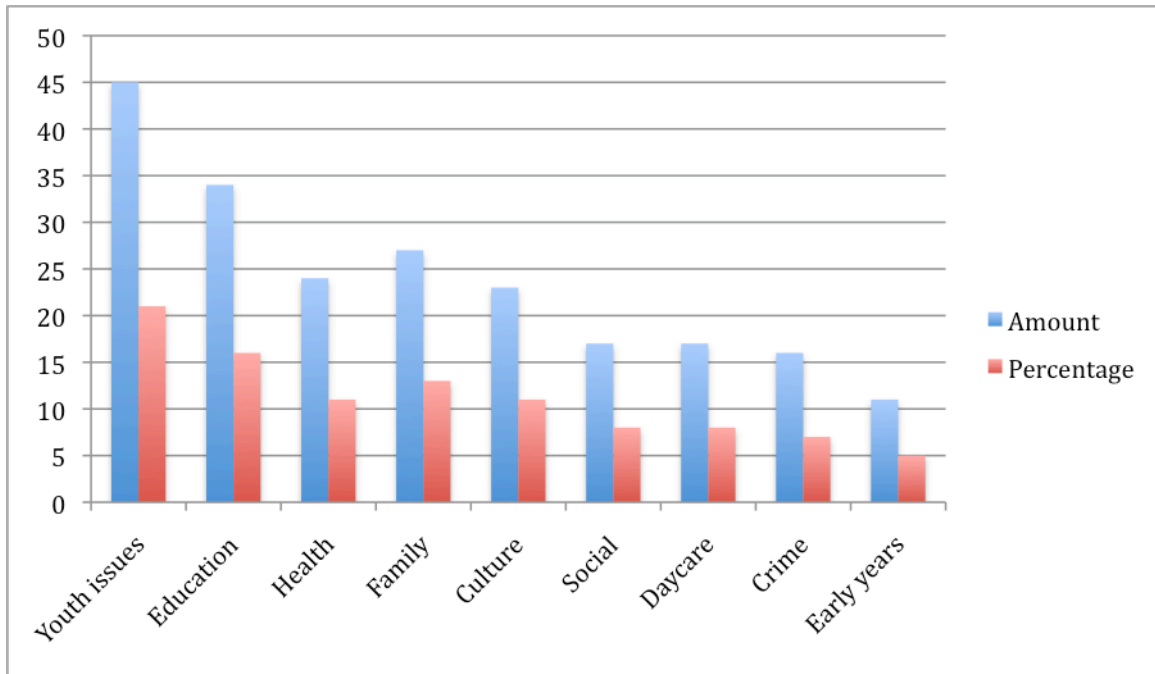


Table 3. How many articles there were per category and how much is this in percentages

After the division into categories by the themes in the articles and division into the different sections in the Helsingin Sanomat (HS), I started to look more closely into the different aspects of the articles. I also looked for reoccurring themes and whether the articles were connected to each other. Most of the articles were very descriptive in their headlines, which made the division a lot easier.

5.1 Nine categories

In the next part of this research I am presenting each of the nine categories. I have chosen a headline from the material to represent the category and the UNCRC articles, which are in direct connection to the category. I was able to find an UNCRC article to each of the categories, with the exception of early years, which have very strong connection to two of the articles presented in the other categories; Article 18 and Article 24. I have also tried to find special themes within the category, whether they are dominant themes or different from the main themes. All the categories are represented by more than ten articles, which indicates that many different aspects of today's children's and young peoples lives are news worthy to the media. The categories are also represented by different national laws on child and youth issues. There are laws about daycare, education, health related issues and social issues, as well as family related laws. I have not used those as basis for the categories.

5.1.1 Youth Issues - "Choose world, not Big Brother"

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law. (Article 12, Part I, UNCRC, 1989)

1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.

2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:

(a) For respect of the rights or reputations of others; or

(b) For the protection of national security or of public order (ordre public), or of public health or morals. (Article 13, Part I, UNCRC, 1989)

1. States Parties shall respect the right of the child to freedom of thought, conscience and religion.

2. States Parties shall respect the rights and duties of the parents and, when applicable, legal guardians, to provide direction to the child in the exercise of his or her right in a manner consistent with the evolving capacities of the child.

3. Freedom to manifest one's religion or beliefs may be subject only to such limitations as are prescribed by law and are necessary to protect public safety, order, health or morals, or the fundamental rights and freedoms of others. (Article 14, Part I, UNCRC, 1989)

Youth related issues in my division covered youth culture, how young people experience their lives, hobbies and issues specific to young people. The Youth Mail section of HS is published every Saturday and young people are able write their own opinion type of short writings for this page. The amount of writings per week varies and there does not seem to be any specific topic on which the young people write about. The Youth Mail section's articles varied a lot in their topics and three of the articles were not suitable for any of my larger theme categories. The young people writing for the HS usually sign the writings with their name, but on more sensitive issues they are allowed to use their alias. There is also a moderator for these pages, who will introduce a new topic and encourages young people to write on it.

Youth issues were also written about in the other sections of the HS. All in all the 54 articles concerning youth issues directly were spread out between different sections of the paper, however most of the articles were either on the domestic pages or Youth Mail pages. There were two main topics in the youth issues; elections and debate about lowering the voting age to 16 and whether the newly elected government should have a Minister for child and youth affairs. The discussion about such Minister in the new government was mainly conducted in the opinion pages of the HS.

The most interesting themes brought up by the young people themselves in Youth Mail section were school related issues. Young people were writing about their concerns in the school life as well as their own ideas on how to improve the school curriculum and develop more choices for the pupils. Young people were also writing about working life and their thoughts about summer jobs and the need for work counseling. The Youth Mail section had during the five Saturday's together 28 articles.

5.1.2 Children's culture- What if Tin Tin was a girl?

1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.
2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity. (Article 31, Part I, UNCRC, 1989)

Cultural issues concerning children and young people were few. These covered both cultural services and cultural activities. The topic, which accumulated most writings, was the discussion about children's literature house. This discussion was initiated by one article about children's literature house opened in Tallinn and an article in connection to this news, where a journalist was asking whether it would be a time for such a place in Helsinki also. Other cultural articles were for example about literature aimed for children and young people, youth theatre and circus and children's activities in connection to the World Design Year 2012. The writings written by young people themselves were about extra curricular activities for pupils as well as hobbies and media. One of the most interesting articles was introducing a child, who had won the national drawing competition, where the best drawing was chosen to be a postal stamp later on. The young artist was very proud of his win.

The culturally connected news were mainly written in a positive way and young people themselves wrote 5 out of 23 articles.

5.1.3 Education- Dual degree is only available for few

1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

(a) Make primary education compulsory and available free to all;

(b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;

(c) Make higher education accessible to all on the basis of capacity by every appropriate means;

(d) Make educational and vocational information and guidance available and accessible to all children;

(e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.

2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

3. States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries. (Article 28, Part I, UNCRC, 1989)

Education related issues were the second largest category with 34 articles. Only articles, which were discussing the education in the primary and secondary education, were chosen for this category. The themes in these articles varied a lot due to the quite broad spectrum of education related themes. There were articles about children and young people as well as general education and educational institutions. There were two topics, which accumulated more articles than others. Violence and bullying in schools and special education in schools were addressed in seven articles. Special education covered both ends of the learning spectrum, highly talented pupils as well as those in need of specialized education due to difficulties in learning. Most of these articles were on the opinion pages of HS and young people themselves addressed the need for special education for brighter students.

5.1.4 Family and parenting- Play parks provide preventive work among families

1. States Parties shall ensure that a child shall not be separated from his or her parents against their will, except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is necessary for the best interests of the child. Such determination may be necessary in a particular case such as one involving abuse or neglect of the child by the parents, or one where the parents are living separately and a decision must be made as to the child's place of residence. (Article 9, Part I, UNCRC, 1989)

1. States Parties shall use their best efforts to ensure recognition of the principle that both parents have common responsibilities for the upbringing and development of the child. Parents or, as the case may be, legal guardians, have the primary responsibility for the upbringing and development of the child. The best interests of the child will be their basic concern. (Article 18, Part I, UNCRC, 1989)

Since the timing for collecting the articles was around both Father's Day and Mother's Day, the amount of articles covering parenting and family issues was expected to be high. In the end this category was the third biggest with 27 articles. The themes in these articles covered parenthood, but also more generalized themes as services aimed for families with children and child benefits for parents. Single parenting is also a theme, which seems to interest the readers. The different point of view to parenting was provided by an article titled: Mother is a parent also while in prison. In this article few mothers serving time in state women's prison were interviewed about their perception of being a mother.

In 2010 there were all together nine articles about fatherhood or fathers. The following year there were four articles about motherhood or mothers and three articles about fathers during the time periods, when the articles were collected. In my opinion the number of articles about parenthood were few, especially considering the collection of the articles took place during the special days for mothers and fathers. The main focus was apparently on families instead of parents or parenthood.

5.1.5 Health care services- Students were examining the noise level in their school

1. States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care services.
2. States Parties shall pursue full implementation of this right and, in particular, shall take appropriate measures:
 - (a) To diminish infant and child mortality;
 - (b) To ensure the provision of necessary medical assistance and health care to all children with emphasis on the development of primary health care;
 - (c) To combat disease and malnutrition, including within the framework of primary health care, through, inter alia, the application of readily available technology and

through the provision of adequate nutritious foods and clean drinking-water, taking into consideration the dangers and risks of environmental pollution;

(d) To ensure appropriate pre-natal and post-natal health care for mothers;

(e) To ensure that all segments of society, in particular parents and children, are informed, have access to education and are supported in the use of basic knowledge of child health and nutrition, the advantages of breastfeeding, hygiene and environmental sanitation and the prevention of accidents;

(f) To develop preventive health care, guidance for parents and family planning education and services.

3. States Parties shall take all effective and appropriate measures with a view to abolishing traditional practices prejudicial to the health of children.

4. States Parties undertake to promote and encourage international co-operation with a view to achieving progressively the full realization of the right recognized in the present article. In this regard, particular account shall be taken of the needs of developing countries. (Article 24, Part I, UNCRC, 1989)

Health related articles were the fourth largest category. The themes in these 24 articles varied a lot. They were about both the health care services as well as general health of children and young people, although only few were about the services only. Both physical and mental health themes were covered in these articles. A theme, which was dominant among these articles, was nutrition and food. One of the most interesting articles was about town of Sipoo, which wants to regulate the sell of energy drinks to the young people. The town plan is to ban the sell of energy drinks to under 15-year olds. The town officials argued that the consumption of energy drinks was causing restlessness in schools. The local grocery store owners were not ready to commit themselves to the ban.

5.1.6 Social issues- How to teach young people about alcohol use?

1. In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.
2. States Parties undertake to ensure the child such protection and care as is necessary for his or her well-being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures.
3. States Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff, as well as competent supervision. (Article 3, Part I, UNCRC, 1989)

The social issues category included different aspects of social welfare, social services as well as social behavior. There were no dominant topics in this category, but very versatile issues were covered. All the articles related to our society and municipalities as well as children's and young peoples social interaction and skills were counted into this category. The political articles concerning children's and young peoples affairs were placed into this category. There were not many articles written from a political perspective. I found this quite surprising since I personally see Finland as a politically oriented country, where lot of focus is on political decision-making and how the society works in cooperation with the political actors. Even the discussion about a Minister for children's and youth affairs was more on a societal level than party political level. In the articles written by young people themselves also their own perception of the world around them comes into focus. They might perceive themselves as part of a social group or as an advocate for a group of people.

5.1.7 Crime and criminal acts- A girl was harassed by a young man in Vaasa

States Parties shall ensure that:

(a) No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by persons below eighteen years of age;

(b) No child shall be deprived of his or her liberty unlawfully or arbitrarily. The arrest, detention or imprisonment of a child shall be in conformity with the law and shall be used only as a measure of last resort and for the shortest appropriate period of time;

(c) Every child deprived of liberty shall be treated with humanity and respect for the inherent dignity of the human person, and in a manner which takes into account the needs of persons of his or her age. In particular, every child deprived of liberty shall be separated from adults unless it is considered in the child's best interest not to do so and shall have the right to maintain contact with his or her family through correspondence and visits, save in exceptional circumstances;

(d) Every child deprived of his or her liberty shall have the right to prompt access to legal and other appropriate assistance, as well as the right to challenge the legality of the deprivation of his or her liberty before a court or other competent, independent and impartial authority, and to a prompt decision on any such action. (Article 37, Part I, UNCRC, 1989)

Crime and criminal acts in the collected articles, could be divided into two further categories. Crimes or criminal acts committed by young people or against children and young people. All together there were 16 articles under this category. Out of these 9 concerned children or young people as actors and 7 were articles about criminal acts against children or young people. There were no serious crimes or criminal acts in these articles except for one, in which more information about a recent murder was given to the public. The criminal acts varied from arson to traffic accidents and violence among young people.

5.1.8 Daycare- Espoo holds on to the small daycare centers

2. For the purpose of guaranteeing and promoting the rights set forth in the present Convention, States Parties shall render appropriate assistance to parents and legal guardians in the performance of their child-rearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children.

3. States Parties shall take all appropriate measures to ensure that children of working parents have the right to benefit from child-care services and facilities for which they are eligible. (Article 18, Part I, UNCRC, 1989)

Daycare services and children's care in different institutions as well as municipalities organizing these services are usually a very discussed topic, especially in the local news. During the 30 days the articles were collected this category consisted of 17 articles. In this category municipality daycare centers and play parks and private daycare centers were in the center of attention. Also daycare teachers and the teaching as well as how the services are organized were written about. Interestingly almost half of the articles were on the opinion pages and they were about all kinds of daycare services and written in a quite positive manner, defending different actors and ways of working with children.

5.1.9 Early years- Money to plant trees, but not enough for children

Early years are usually considered to be those years prior to primary school. In Finland the age of starting primary school is around 7 years of age. The articles in this category discuss issues concerning young children in general, not the services they are likely to use, for example daycare or children's wellbeing clinics. Since this category is very narrow, it also was the smallest category with only 11 articles. The only article about children's rights belonged to this category. This article was in the opinion pages and it was written by private person on 20.11.2010. She argued that there

is still a lot to be done in the field of children's rights and that we can start by looking around us and helping those who are in need of our help. Other articles were on other issues like how children treat each other or what adults believe children need.

5.2 Positive or negative news

Determining a piece of writing or in this research an article to be a positive or negative in its manner of conveying the message is always a subjective interpretation. In all the 182 articles the directly negative pieces of writing can be found on the articles under the crime and criminal acts category. A crime or a criminal and punishable act are always acts against the commonly agreed rules and laws. But even in these articles the tone in which they were written remained quite neutral and matter of fact type. What could be seen as negative articles were the ones, in which services or actions concerning children and young people were demanded or criticized. Positive news were also rare. The clearly positive news were about children's or young people's accomplishments or adults, who have taken children's or young people's lives and needs into consideration and acted upon them.

Most of the articles were written in a neutral way. The journalistic approach was also present in the articles written by adults or young people in the opinion pages and Youth Mail section. Although it is possible that the articles, not written by journalists have been edited prior to publishing or that the most outrageous writings have not been published at all.

5.3 Children and young people as subjects or objects

In this research one goal was to determine whether the children and young people in the collected articles were portrayed as subjects or objects. With these definitions the children or young people described in the article would either be doing or something

would be done for them. For example in the article titled “Young people used their votes less than adults” young people were doing something, in this case voting. As objects they were the targets of something as in an article titled “ Ekapeli helps pupils with dyslexia”. In some of the articles children or young people were neither, since the article was about services or families etc.

In 82 articles it was quite clear that the children or young people were directly subjects or objects. Children and young people were subjects in 35 articles and objects in 47 articles. But in more than half of the articles the focus was on something else like family, service and facilities, all of which were related to children or young people indirectly. In all the crime or criminal act category articles the children and young people were either subjects or objects or both. For example in an article “Children abuse each other” it is clear that the violence experienced or initiated is an act by or upon a child.

In the end the question about being a subject or object was not as important as I believed to be in the beginning of the research. It proved the point that children and young people are often seen as part of a bigger group and also that lot of the written articles do not describe children or young people as active participants in the society, but more as an mass of people, to whom we develop services, who participate in activities and who act in the society as part of their family unit.

Children and young people might interpret the division into subjects and objects differently.

5.4 Who writes and how they write

The question of who writes and how they write or even on which theme they write about was easy to answer, if looking at the question from the adult or child/ young person perspective. Only the 28 Youth Mail articles were clearly written by young people and a young person doing her work placement in the newspaper wrote only

one other article. Adults wrote the rest of the articles. Adults who were not professional journalists wrote the 59 opinion writings. Professionals from different fields and organizations had written 26 of the 59 opinion writings and other adults, like parents, had written 31 of the opinion writings. Two of the 59 writings were signed by an alias, but from the writing it could be determined that the writer was an adult.

Journalists had also interviewed children and young people for their articles. There were all together 18 articles, which also voiced out the younger generations opinions. In one of the articles about how children need attention from adults, young children were asked what their fathers are able to do best. These children were very young, aged between five and seven. In most cases the people interviewed were young adults. The interviews were in connection to the topic of the article and in most cases also adults were interviewed for the same article.

States Parties undertake to make the principles and provisions of the Convention widely known, by appropriate and active means, to adults and children alike. (Article 42, Part II, UNCRC, 1989)

All the findings found in this research are of course interpretations of the author. When interpreting media messages or other sources, there is also the challenge of reliability in the process. Since the researcher is not the author of the texts used, one must ensure in other ways the transparency to the reader. I have not used an outside translator in the research process and all the translations as well as interpretations are my own. The small nuances in the language are often the most challenging to detect or translate. The articles written by journalists are always easier to interpret and translate than those of the general public. Thus the most challenging material in this research were the articles written by adults to the opinion pages or the one written by young people to the Youth Mail section of Helsingin Sanomat.

Since in the course of this research the sources for media messages used was changed into just one newspaper, I duly note the slightly biased results. Using only one source for the material collection is not giving a wide basis for any research. However, since there were all together 30 days during which the material was collected and the amount of articles were 182, I trust the material to be sufficient. It would be interesting in the future to compare few newspapers, with approximately same circulation, and to find out which newspapers focus more on the children and young people. Also a study between different major newspapers during a same time period to compare the articles on children's and youth issues would give an idea of how widely written news media covers this topic. I believe that in a larger study a computer aided research method would be needed with a word recognizing program.

The most surprising result in my study was the lack of articles about the United Nations Convention on the Rights of a Child (UNCRC). My expectation was that there

would be only few on this topic, but I did expect more than one. Year 2009 was the 20th anniversary on the UNCRC and thus the topic accumulated articles and even special magazine issues on the topic. Since the convention encourages states to disseminate information about the UNCRC to both children and adults, one would expect the convention to be more transparent and gain more media attention during other times than when the Convention celebrates special anniversaries. The Finnish Unicef also states in their booklet about the UNCRC how the rights of a child can be realized or not in the daily life. The UNCRC is thus a tool for everyday use for us all, to help us to create a child-friendly society.

Also the lack of articles about minority children or young people was apparent. Neither were there articles about disabled or handicapped children. The rights of these special groups of children and young people are focused on the UNCRC. There are also two additional agreements to the UNCRC on children's participation to armed conflicts and on trafficking children, child prostitution and child pornography. None of the collected articles included these topics.

Other interesting, yet at the same time alarming result was the lack of articles aimed for young children. There is lot of discussion in the educational field, how children should be taught media literature skills. There are special education classes for even young children on how to use media and how to understand it. Keeping this in mind, the lack of writings aimed for young children, is even more surprising and note worthy. Since there is a weekly special section for young people in the HS, why there is not such a section for children. Even if this would not be on weekly basis, a permanent section on even monthly basis would be a huge improvement to the current situation. This section could serve both children and adults alike. Professionals working with children as well as parents and other caretakers could use these children's pages or section in teaching children about media and literature culture.

The three key words describing the UNCRC are protection, provision and participation. The media as well as us all, who make this society, are responsible, that children and young people have are able to enjoy these areas in their lives. Adults and especially professionals have their own responsibilities towards children and young people. We need to:

- Protect children and young people in all areas of their lives
- Provide children and young people as good life as possible and tools to create it for themselves
- Include children and young people in all decision-making concerning their lives.

When looking especially at the media they are responsible for:

- Protecting children from harmful information
- Providing age appropriate, sufficient and interesting information to children
- Making participation possible and transparent to children.

The state had its own responsibilities concerning the dissemination of information. Former Minister of Culture and Sports Stefan Wallin set up a committee to study how the State can further improve its task of dissemination of information on UNCRC and to create practices for this. The committee made some recommendations in 2010 for the State. Some of these were in brief:

- The State will create structures and ensure the continuum for education about the UNCRC as well as sharing information about it.
- Media communication will be made more efficient
- The International Day of the Rights of a Child will be made into national flag day
- Education about the UNCRC will be included into the study curriculum
- Teaching UNCRC will be part of vocational and professional studies in the relevant study fields.

I am personally hoping to disseminate the results of this research to some of the actors in the field of child and youth issues. The main organizations in the children's rights field in Finland are The Finnish Unicef, Lasten Parlamentti and Ombudsman for children's office. They all have strong connections to the UNCRC and are seen as the main actors in the children's rights in Finland. I am also hoping that these or other actors in the child and youth field will further lobby the written media about the importance of the UNCRC and the responsibility they have in the dissemination of information concerning children, their rights and information relevant to them. Whether this is done in the manner of specialized children's pages or other forms of written media is not as important as the need for children to have access to the information. Children

are using the media at young age also, but if there is no appropriate channels to do so in the written media, they will focus on the other forms of media that are more easily accessible.

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APPENDIX 1

Convention on the Rights of the Child

Adopted and opened for signature, ratification and accession by General Assembly resolution 44/25 of 20 November 1989

entry into force 2 September 1990, in accordance with article 49

Preamble

The States Parties to the present Convention,

Considering that, in accordance with the principles proclaimed in the Charter of the United Nations, recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Bearing in mind that the peoples of the United Nations have, in the Charter, reaffirmed their faith in fundamental human rights and in the dignity and worth of the human person, and have determined to promote social progress and better standards of life in larger freedom,

Recognizing that the United Nations has, in the Universal Declaration of Human Rights and in the International Covenants on Human Rights, proclaimed and agreed that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status,

Recalling that, in the Universal Declaration of Human Rights, the United Nations has proclaimed that childhood is entitled to special care and assistance,

Convinced that the family, as the fundamental group of society and the natural environment for the growth and well-being of all its members and particularly children, should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community,

Recognizing that the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding,

Considering that the child should be fully prepared to live an individual life in society, and brought up in the spirit of the ideals proclaimed in the Charter of the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity,

Bearing in mind that the need to extend particular care to the child has been stated in the Geneva Declaration of the Rights of the Child of 1924 and in the Declaration of the Rights of the Child adopted by the General Assembly on 20 November 1959 and recognized in the Universal Declaration of

Human Rights, in the International Covenant on Civil and Political Rights (in particular in articles 23 and 24), in the International Covenant on Economic, Social and Cultural Rights (in particular in article 10) and in the statutes and relevant instruments of specialized agencies and international organizations concerned with the welfare of children,

Bearing in mind that, as indicated in the Declaration of the Rights of the Child, "the child, by reason of his physical and mental immaturity, needs special safeguards and care, including appropriate legal protection, before as well as after birth",

Recalling the provisions of the Declaration on Social and Legal Principles relating to the Protection and Welfare of Children, with Special Reference to Foster Placement and Adoption Nationally and Internationally; the United Nations Standard Minimum Rules for the Administration of Juvenile Justice (The Beijing Rules) ; and the Declaration on the Protection of Women and Children in Emergency and Armed Conflict, Recognizing that, in all countries in the world, there are children living in exceptionally difficult conditions, and that such children need special consideration,

2

Taking due account of the importance of the traditions and cultural values of each people for the protection and harmonious development of the child, Recognizing the importance of international co-operation for improving the living conditions of children in every country, in particular in the developing countries,

Have agreed as follows:

PART I

Article 1

For the purposes of the present Convention, a child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier.

Article 2

1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.

Article 3

1. In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.

2. States Parties undertake to ensure the child such protection and care as is necessary for his or her well-being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures.

3. States Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff, as well as competent supervision.

Article 4

States Parties shall undertake all appropriate legislative, administrative, and other measures for the implementation of the rights recognized in the present Convention. With regard to economic, social and cultural rights, States Parties shall undertake such measures to the maximum extent of their available resources and, where needed, within the framework of international co-operation.

Article 5

States Parties shall respect the responsibilities, rights and duties of parents or, where applicable, the members of the extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognized in the present Convention.

Article 6

3

1. States Parties recognize that every child has the inherent right to life. 2. States Parties shall ensure to the maximum extent possible the survival and development of the child.

Article 7

1. The child shall be registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality and, as far as possible, the right to know and be cared for by his or her parents.

2. States Parties shall ensure the implementation of these rights in accordance with their national law and their obligations under the relevant international instruments in this field, in particular where the child would otherwise be stateless.

Article 8

1. States Parties undertake to respect the right of the child to preserve his or her identity, including nationality, name and family relations as recognized by law without unlawful interference.

2. Where a child is illegally deprived of some or all of the elements of his or her identity, States Parties shall provide appropriate assistance and protection, with a view to re-establishing speedily his or

her
identity.

Article 9

1. States Parties shall ensure that a child shall not be separated from his or her parents against their will, except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is necessary for the best interests of the child. Such determination may be necessary in a particular case such as one involving abuse or neglect of the child by the parents, or one where the parents are living separately and a decision must be made as to the child's place of residence.
2. In any proceedings pursuant to paragraph 1 of the present article, all interested parties shall be given an opportunity to participate in the proceedings and make their views known.
3. States Parties shall respect the right of the child who is separated from one or both parents to maintain personal relations and direct contact with both parents on a regular basis, except if it is contrary to the child's best interests.
4. Where such separation results from any action initiated by a State Party, such as the detention, imprisonment, exile, deportation or death (including death arising from any cause while the person is in the custody of the State) of one or both parents or of the child, that State Party shall, upon request, provide the parents, the child or, if appropriate, another member of the family with the essential information concerning the whereabouts of the absent member(s) of the family unless the provision of the information would be detrimental to the well-being of the child. States Parties shall further ensure that the submission of such a request shall of itself entail no adverse consequences for the person(s) concerned.

Article 10

1. In accordance with the obligation of States Parties under article 9, paragraph 1, applications by a child or his or her parents to enter or leave a State Party for the purpose of family reunification shall be dealt with by States Parties in a positive, humane and expeditious manner. States Parties shall further ensure that the submission of such a request shall entail no adverse consequences for the applicants and for the members of their family.
2. A child whose parents reside in different States shall have the right to maintain on a regular basis, save in exceptional circumstances personal relations and direct contacts with both parents. Towards that end and in accordance with the obligation of States Parties under article 9, paragraph 1, States Parties shall respect the right of the child and his or her parents to leave any country, including their own, and to enter their own country. The right to leave any country shall be subject only to such restrictions as are prescribed by law and which are necessary to protect the national security, public order (ordre public), public health or morals or the rights and freedoms of others and are consistent with the other rights recognized in the present Convention.

Article 11

1. States Parties shall take measures to combat the illicit transfer and non-return of children abroad.
2. To this end, States Parties shall promote the conclusion of bilateral or multilateral agreements or accession to existing agreements.

Article 12

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.
2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

Article 13

1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.
2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:
 - (a) For respect of the rights or reputations of others; or
 - (b) For the protection of national security or of public order (ordre public), or of public health or morals.

Article 14

1. States Parties shall respect the right of the child to freedom of thought, conscience and religion.
2. States Parties shall respect the rights and duties of the parents and, when applicable, legal guardians, to provide direction to the child in the exercise of his or her right in a manner consistent with the evolving capacities of the child.
3. Freedom to manifest one's religion or beliefs may be subject only to such limitations as are prescribed by law and are necessary to protect public safety, order, health or morals, or the fundamental rights and freedoms of others.

Article 15

1. States Parties recognize the rights of the child to freedom of association and to freedom of peaceful assembly.
2. No restrictions may be placed on the exercise of these rights other than those imposed in conformity with the law and which are necessary in a democratic society in the interests of national

security or public safety, public order (ordre public), the protection of public health or morals or the protection of the rights and freedoms of others.

Article 16

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1. No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence, nor to unlawful attacks on his or her honour and reputation.
2. The child has the right to the protection of the law against such interference or attacks.

Article 17

States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health.

To this end, States Parties shall:

- (a) Encourage the mass media to disseminate information and material of social and cultural benefit to the child and in accordance with the spirit of article 29;
- (b) Encourage international co-operation in the production, exchange and dissemination of such information and material from a diversity of cultural, national and international sources;
- (c) Encourage the production and dissemination of children's books;
- (d) Encourage the mass media to have particular regard to the linguistic needs of the child who belongs to a minority group or who is indigenous;
- (e) Encourage the development of appropriate guidelines for the protection of the child from information and material injurious to his or her well-being, bearing in mind the provisions of articles 13 and 18.

Article 18

1. States Parties shall use their best efforts to ensure recognition of the principle that both parents have common responsibilities for the upbringing and development of the child. Parents or, as the case may be, legal guardians, have the primary responsibility for the upbringing and development of the child. The best interests of the child will be their basic concern.
2. For the purpose of guaranteeing and promoting the rights set forth in the present Convention, States Parties shall render appropriate assistance to parents and legal guardians in the performance of their child-rearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children.
3. States Parties shall take all appropriate measures to ensure that children of working parents have the right to benefit from child-care services and facilities for which they are eligible.

Article 19

1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

Article 20

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1. A child temporarily or permanently deprived of his or her family environment, or in whose own best interests cannot be allowed to remain in that environment, shall be entitled to special protection and assistance provided by the State.

2. States Parties shall in accordance with their national laws ensure alternative care for such a child.

3. Such care could include, inter alia, foster placement, kafalah of Islamic law, adoption or if necessary placement in suitable institutions for the care of children. When considering solutions, due regard shall be paid to the desirability of continuity in a child's upbringing and to the child's ethnic, religious, cultural and linguistic background.

Article 21

States Parties that recognize and/or permit the system of adoption shall ensure that the best interests of the child shall be the paramount consideration and they shall:

(a) Ensure that the adoption of a child is authorized only by competent authorities who determine, in accordance with applicable law and procedures and on the basis of all pertinent and reliable information, that the adoption is permissible in view of the child's status concerning parents, relatives and legal guardians and that, if required, the persons concerned have given their informed consent to the adoption on the basis of such counselling as may be necessary;

(b) Recognize that inter-country adoption may be considered as an alternative means of child's care, if the child cannot be placed in a foster or an adoptive family or cannot in any suitable manner be cared for in the child's country of origin;

(c) Ensure that the child concerned by inter-country adoption enjoys safeguards and standards

equivalent to those existing in the case of national adoption;

(d) Take all appropriate measures to ensure that, in inter-country adoption, the placement does not result in improper financial gain for those involved in it;

(e) Promote, where appropriate, the objectives of the present article by concluding bilateral or multilateral arrangements or agreements, and endeavour, within this framework, to ensure that the placement of the child in another country is carried out by competent authorities or organs.

Article 22

1. States Parties shall take appropriate measures to ensure that a child who is seeking refugee status or who is considered a refugee in accordance with applicable international or domestic law and procedures shall, whether unaccompanied or accompanied by his or her parents or by any other person, receive appropriate protection and humanitarian assistance in the enjoyment of applicable rights set forth in the present Convention and in other international human rights or humanitarian instruments to which the said States are Parties.

2. For this purpose, States Parties shall provide, as they consider appropriate, co-operation in any efforts by the United Nations and other competent intergovernmental organizations or non-governmental organizations co-operating with the United Nations to protect and assist such a child and to trace the parents or other members of the family of any refugee child in order to obtain information necessary for reunification with his or her family. In cases where no parents or other members of the family can be found, the child shall be accorded the same protection as any other child permanently or temporarily deprived of his or her family environment for any reason, as set forth in the present Convention.

Article 23

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1. States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community.

2. States Parties recognize the right of the disabled child to special care and shall encourage and ensure the extension, subject to available resources, to the eligible child and those responsible for his or her care, of assistance for which application is made and which is appropriate to the child's condition and to the circumstances of the parents or others caring for the child.

3. Recognizing the special needs of a disabled child, assistance extended in accordance with paragraph 2 of the present article shall be provided free of charge, whenever possible, taking into account the financial resources of the parents or others caring for the child, and shall be designed to ensure that the disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development

4. States Parties shall promote, in the spirit of international cooperation, the exchange of appropriate information in the field of preventive health care and of medical, psychological and functional treatment of disabled children, including dissemination of and access to information concerning methods of rehabilitation, education and vocational services, with the aim of enabling States Parties to improve their capabilities and skills and to widen their experience in these areas. In this regard, particular account shall be taken of the needs of developing countries.

Article 24

1. States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care services.

2. States Parties shall pursue full implementation of this right and, in particular, shall take appropriate measures:

(a) To diminish infant and child mortality;

(b) To ensure the provision of necessary medical assistance and health care to all children with emphasis on the development of primary health care;

(c) To combat disease and malnutrition, including within the framework of primary health care, through, inter alia, the application of readily available technology and through the provision of adequate nutritious foods and clean drinking-water, taking into consideration the dangers and risks of environmental pollution;

(d) To ensure appropriate pre-natal and post-natal health care for mothers;

(e) To ensure that all segments of society, in particular parents and children, are informed, have access to education and are supported in the use of basic knowledge of child health and nutrition, the advantages of breastfeeding, hygiene and environmental sanitation and the prevention of accidents;

(f) To develop preventive health care, guidance for parents and family planning education and services.

3. States Parties shall take all effective and appropriate measures with a view to abolishing traditional practices prejudicial to the health of children.

4. States Parties undertake to promote and encourage international co-operation with a view to achieving progressively the full realization of the right recognized in the present article. In this regard, particular account shall be taken of the needs of developing countries.

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Article 25

States Parties recognize the right of a child who has been placed by the competent authorities for the purposes of care, protection or treatment of his or her physical or mental health, to a periodic review

of the treatment provided to the child and all other circumstances relevant to his or her placement.

Article 26

1. States Parties shall recognize for every child the right to benefit from social security, including social insurance, and shall take the necessary measures to achieve the full realization of this right in accordance with their national law.

2. The benefits should, where appropriate, be granted, taking into account the resources and the circumstances of the child and persons having responsibility for the maintenance of the child, as well as any other consideration relevant to an application for benefits made by or on behalf of the child.

Article 27

1. States Parties recognize the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.

2. The parent(s) or others responsible for the child have the primary responsibility to secure, within their abilities and financial capacities, the conditions of living necessary for the child's development.

3. States Parties, in accordance with national conditions and within their means, shall take appropriate measures to assist parents and others responsible for the child to implement this right and shall in case of need provide material assistance and support programmes, particularly with regard to nutrition, clothing and housing.

4. States Parties shall take all appropriate measures to secure the recovery of maintenance for the child from the parents or other persons having financial responsibility for the child, both within the State Party and from abroad. In particular, where the person having financial responsibility for the child lives in a State different from that of the child, States Parties shall promote the accession to international agreements or the conclusion of such agreements, as well as the making of other appropriate arrangements.

Article 28

1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

(a) Make primary education compulsory and available free to all;

(b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;

(c) Make higher education accessible to all on the basis of capacity by every appropriate means;

(d) Make educational and vocational information and guidance available and accessible to all children;

(e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.

2. States Parties shall take all appropriate measures to ensure that school discipline is administered in

a manner consistent with the child's human dignity and in conformity with the present Convention.

3. States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy
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throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

Article 29

1. States Parties agree that the education of the child shall be directed to:

(a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;

(b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;

(c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;

(d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;

(e) The development of respect for the natural environment.

2. No part of the present article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principle set forth in paragraph 1 of the present article and to the requirements that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

Article 30

In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practise his or her own religion, or to use his or her own language.

Article 31

1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.

2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.

Article 32

1. States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.

2. States Parties shall take legislative, administrative, social and educational measures to ensure the implementation of the present article. To this end, and having regard to the relevant provisions of other international instruments, States Parties shall in particular:

(a) Provide for a minimum age or minimum ages for admission to employment;

(b) Provide for appropriate regulation of the hours and conditions of employment;

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(c) Provide for appropriate penalties or other sanctions to ensure the effective enforcement of the present article.

Article 33

States Parties shall take all appropriate measures, including legislative, administrative, social and educational measures, to protect children from the illicit use of narcotic drugs and psychotropic substances as defined in the relevant international treaties, and to prevent the use of children in the illicit production and trafficking of such substances.

Article 34

States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes, States Parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent:

(a) The inducement or coercion of a child to engage in any unlawful sexual activity;

(b) The exploitative use of children in prostitution or other unlawful sexual practices;

(c) The exploitative use of children in pornographic performances and materials.

Article 35

States Parties shall take all appropriate national, bilateral and multilateral measures to prevent the abduction of, the sale of or traffic in children for any purpose or in any form.

Article 36

States Parties shall protect the child against all other forms of exploitation prejudicial to any aspects of the child's welfare.

Article 37

States Parties shall ensure that:

(a) No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by persons below eighteen years of age;

(b) No child shall be deprived of his or her liberty unlawfully or arbitrarily. The arrest, detention or imprisonment of a child shall be in conformity with the law and shall be used only as a measure of last resort and for the shortest appropriate period of time;

(c) Every child deprived of liberty shall be treated with humanity and respect for the inherent dignity of the human person, and in a manner which takes into account the needs of persons of his or her age.

In particular, every child deprived of liberty shall be separated from adults unless it is considered in the child's best interest not to do so and shall have the right to maintain contact with his or her family through correspondence and visits, save in exceptional circumstances;

(d) Every child deprived of his or her liberty shall have the right to prompt access to legal and other appropriate assistance, as well as the right to challenge the legality of the deprivation of his or her liberty before a court or other competent, independent and impartial authority, and to a prompt decision on any such action.

Article 38

1. States Parties undertake to respect and to ensure respect for rules of international humanitarian law applicable to them in armed conflicts which are relevant to the child.

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2. States Parties shall take all feasible measures to ensure that persons who have not attained the age of fifteen years do not take a direct part in hostilities.

3. States Parties shall refrain from recruiting any person who has not attained the age of fifteen years into their armed forces. In recruiting among those persons who have attained the age of fifteen years but who have not attained the age of eighteen years, States Parties shall endeavour to give priority to those who are oldest.

4. In accordance with their obligations under international humanitarian law to protect the civilian population in armed conflicts, States Parties shall take all feasible measures to ensure protection and care of children who are affected by an armed conflict.

Article 39

States Parties shall take all appropriate measures to promote physical and psychological recovery and social reintegration of a child victim of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or armed conflicts. Such recovery and reintegration shall take place in an environment which fosters the health, self-respect and dignity of the child.

Article 40

1. States Parties recognize the right of every child alleged as, accused of, or recognized as having infringed the penal law to be treated in a manner consistent with the promotion of the child's sense of dignity and worth, which reinforces the child's respect for the human rights and fundamental freedoms of others and which takes into account the child's age and the desirability of promoting the child's reintegration and the child's assuming a constructive role in society.

2. To this end, and having regard to the relevant provisions of international instruments, States Parties shall, in particular, ensure that:

(a) No child shall be alleged as, be accused of, or recognized as having infringed the penal law by reason of acts or omissions that were not prohibited by national or international law at the time they were committed;

(b) Every child alleged as or accused of having infringed the penal law has at least the following guarantees:

(i) To be presumed innocent until proven guilty according to law;

(ii) To be informed promptly and directly of the charges against him or her, and, if appropriate, through his or her parents or legal guardians, and to have legal or other appropriate assistance in the preparation and presentation of his or her defence;

(iii) To have the matter determined without delay by a competent, independent and impartial authority or judicial body in a fair hearing according to law, in the presence of legal or other appropriate assistance and, unless it is considered not to be in the best interest of the child, in particular, taking into account his or her age or situation, his or her parents or legal guardians;

(iv) Not to be compelled to give testimony or to confess guilt; to examine or have examined adverse witnesses and to obtain the participation and examination of witnesses on his or her behalf under conditions of equality;

(v) If considered to have infringed the penal law, to have this decision and any measures imposed in consequence thereof reviewed by a higher competent, independent and impartial authority or judicial body according to law;

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(vi) To have the free assistance of an interpreter if the child cannot understand or speak the language used;

(vii) To have his or her privacy fully respected at all stages of the proceedings.

3. States Parties shall seek to promote the establishment of laws, procedures, authorities and institutions specifically applicable to children alleged as, accused of, or recognized as having infringed the penal law, and, in particular:

(a) The establishment of a minimum age below which children shall be presumed not to have the

capacity to infringe the penal law;

(b) Whenever appropriate and desirable, measures for dealing with such children without resorting to judicial proceedings, providing that human rights and legal safeguards are fully respected. 4. A variety of dispositions, such as care, guidance and supervision orders; counselling; probation; foster care; education and vocational training programmes and other alternatives to institutional care shall be available to ensure that children are dealt with in a manner appropriate to their well-being and proportionate both to their circumstances and the offence.

Article 41

Nothing in the present Convention shall affect any provisions which are more conducive to the realization of the rights of the child and which may be contained in:

- (a) The law of a State party; or
- (b) International law in force for that State.

PART II

Article 42

States Parties undertake to make the principles and provisions of the Convention widely known, by appropriate and active means, to adults and children alike.

Article 43

1. For the purpose of examining the progress made by States Parties in achieving the realization of the obligations undertaken in the present Convention, there shall be established a Committee on the Rights of the Child, which shall carry out the functions hereinafter provided.

2. The Committee shall consist of ten experts of high moral standing and recognized competence in the field covered by this Convention. The members of the Committee shall be elected by States Parties from among their nationals and shall serve in their personal capacity, consideration being given to equitable geographical distribution, as well as to the principal legal systems.

3. The members of the Committee shall be elected by secret ballot from a list of persons nominated by States Parties. Each State Party may nominate one person from among its own nationals.

4. The initial election to the Committee shall be held no later than six months after the date of the entry into force of the present Convention and thereafter every second year. At least four months before the date of each election, the Secretary-General of the United Nations shall address a letter to States Parties inviting them to submit their nominations within two months. The Secretary-General shall subsequently prepare a list in alphabetical order of all persons thus nominated, indicating States Parties which have nominated them, and shall submit it to the States Parties to the present Convention.

5. The elections shall be held at meetings of States Parties convened by the Secretary-General at United Nations Headquarters. At those meetings, for which two thirds of States Parties shall constitute

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a quorum, the persons elected to the Committee shall be those who obtain the largest number of

votes

and an absolute majority of the votes of the representatives of States Parties present and voting.

6. The members of the Committee shall be elected for a term of four years. They shall be eligible for re-election if renominated. The term of five of the members elected at the first election shall expire at the end of two years; immediately after the first election, the names of these five members shall be chosen by lot by the Chairman of the meeting.

7. If a member of the Committee dies or resigns or declares that for any other cause he or she can no longer perform the duties of the Committee, the State Party which nominated the member shall appoint another expert from among its nationals to serve for the remainder of the term, subject to the approval of the Committee.

8. The Committee shall establish its own rules of procedure.

9. The Committee shall elect its officers for a period of two years.

10. The meetings of the Committee shall normally be held at United Nations Headquarters or at any other convenient place as determined by the Committee. The Committee shall normally meet annually. The duration of the meetings of the Committee shall be determined, and reviewed, if necessary, by a meeting of the States Parties to the present Convention, subject to the approval of the General Assembly.

11. The Secretary-General of the United Nations shall provide the necessary staff and facilities for the effective performance of the functions of the Committee under the present Convention.

12. With the approval of the General Assembly, the members of the Committee established under the present Convention shall receive emoluments from United Nations resources on such terms and conditions as the Assembly may decide.

Article 44

1. States Parties undertake to submit to the Committee, through the Secretary-General of the United Nations, reports on the measures they have adopted which give effect to the rights recognized herein and on the progress made on the enjoyment of those rights

(a) Within two years of the entry into force of the Convention for the State Party concerned;

(b) Thereafter every five years.

2. Reports made under the present article shall indicate factors and difficulties, if any, affecting the degree of fulfilment of the obligations under the present Convention. Reports shall also contain sufficient information to provide the Committee with a comprehensive understanding of the implementation of the Convention in the country concerned.

3. A State Party which has submitted a comprehensive initial report to the Committee need not, in its

subsequent reports submitted in accordance with paragraph 1 (b) of the present article, repeat basic information previously provided.

4. The Committee may request from States Parties further information relevant to the implementation of the Convention.

5. The Committee shall submit to the General Assembly, through the Economic and Social Council, every two years, reports on its activities.

6. States Parties shall make their reports widely available to the public in their own countries.

Article 45

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In order to foster the effective implementation of the Convention and to encourage international co-operation in the field covered by the Convention:

(a) The specialized agencies, the United Nations Children's Fund, and other United Nations organs shall

be entitled to be represented at the consideration of the implementation of such provisions of the present Convention as fall within the scope of their mandate. The Committee may invite the specialized agencies, the United Nations Children's Fund and other competent bodies as it may consider appropriate to provide expert advice on the implementation of the Convention in areas falling

within the scope of their respective mandates. The Committee may invite the specialized agencies, the

United Nations Children's Fund, and other United Nations organs to submit reports on the implementation of the Convention in areas falling within the scope of their activities;

(b) The Committee shall transmit, as it may consider appropriate, to the specialized agencies, the United Nations Children's Fund and other competent bodies, any reports from States Parties that contain a request, or indicate a need, for technical advice or assistance, along with the Committee's

observations and suggestions, if any, on these requests or indications;

(c) The Committee may recommend to the General Assembly to request the Secretary-General to undertake on its behalf studies on specific issues relating to the rights of the child;

(d) The Committee may make suggestions and general recommendations based on information received pursuant to articles 44 and 45 of the present Convention. Such suggestions and general recommendations shall be transmitted to any State Party concerned and reported to the General Assembly, together with comments, if any, from States Parties.

PART III

Article 46

The present Convention shall be open for signature by all States.

Article 47

The present Convention is subject to ratification. Instruments of ratification shall be deposited with the Secretary-General of the United Nations.

Article 48

The present Convention shall remain open for accession by any State. The instruments of accession shall be deposited with the Secretary-General of the United Nations.

Article 49

1. The present Convention shall enter into force on the thirtieth day following the date of deposit with the Secretary-General of the United Nations of the twentieth instrument of ratification or accession.
2. For each State ratifying or acceding to the Convention after the deposit of the twentieth instrument of ratification or accession, the Convention shall enter into force on the thirtieth day after the deposit by such State of its instrument of ratification or accession.

Article 50

1. Any State Party may propose an amendment and file it with the Secretary-General of the United Nations. The Secretary-General shall thereupon communicate the proposed amendment to States Parties, with a request that they indicate whether they favour a conference of States Parties for the purpose of considering and voting upon the proposals. In the event that, within four months from the date of such communication, at least one third of the States Parties favour such a conference, the Secretary-General shall convene the conference under the auspices of the United Nations. Any amendment adopted by a majority of States Parties present and voting at the conference shall be submitted to the General Assembly for approval.
2. An amendment adopted in accordance with paragraph 1 of the present article shall enter into force when it has been approved by the General Assembly of the United Nations and accepted by a two-thirds majority of States Parties.
3. When an amendment enters into force, it shall be binding on those States Parties which have accepted it, other States Parties still being bound by the provisions of the present Convention and any earlier amendments which they have accepted.

Article 51

1. The Secretary-General of the United Nations shall receive and circulate to all States the text of reservations made by States at the time of ratification or accession.
2. A reservation incompatible with the object and purpose of the present Convention shall not be permitted.
3. Reservations may be withdrawn at any time by notification to that effect addressed to the Secretary-General of the United Nations, who shall then inform all States. Such notification shall take effect on the date on which it is received by the Secretary-General.

Article 52

A State Party may denounce the present Convention by written notification to the Secretary-General of

the United Nations. Denunciation becomes effective one year after the date of receipt of the notification by the Secretary-General.

Article 53

The Secretary-General of the United Nations is designated as the depositary of the present Convention.

Article 54

The original of the present Convention, of which the Arabic, Chinese, English, French, Russian and Spanish texts are equally authentic, shall be deposited with the Secretary-General of the United Nations. IN WITNESS THEREOF the undersigned plenipotentiaries, being duly authorized thereto by their respective governments, have signed the present Convention.

APPENDIX 2

HELSINGIN SANOMAT HEADLINES

12.11-21.11.2010, 6.5-15.5.2011, 11.11- 20.11.2011

D= Domestic

T= Town

O= Opinion

C= Culture

YM= Youth Mail

E= Editorial

V= Entertainment

H= Home

P= People

12.11.2010

Perheet neuvolaan

Families to the child care clinics (E)

Poliisi käskytti nuoria suomeksi- sai moitteet

Police was giving orders in Finnish- was reprimanded (T)

Vihdin lukiolaiset marssivat ulos koulusta

High school students walked out from the school (T)

Vantaan valtuusto pohti lasten maidonjuontia

Vantaa city council was contemplating the children's milk drinking (T)

Laho ja kosteus iskivät ammattikorkeakouluun

A University of Applied Sciences was affected by rot and moisture (T)

Bänditilan sytyttäjä tuomittiin nuorisorangaistukseen

Youth penalty was given to an arsonist of the youth music facilities (D)

13.11.2010

Verikännykät-dokumentin ohjaaja perää Nokian vastuuta Kongossa

Director of Blood mobile phones- documentary demands responsibility in Congo from Nokia (C)

Isälle annetaan kirjoja ja vaatteita

Fathers are given books and clothes (D)

Espoo säilyttää pienet päiväkodit

Espoo holds on to the small daycare centers (T)

Keinutien koulu saa kolme lisäopettajaa

Keinutie school will have three extra teachers (T)

Nuori mies ahdisteli tyttöä Vaasassa

A girl was harassed by a young man in Vaasa (D)

Virkkunen ei kannata esikoulupakkoa
Virkkunen does not support obligatory pre-school (D)

Huostaanotettuna ikävöin kotiin
I miss home when taken into custody (YM)

Ei kannata pelätä omaa erillaisuuttaan
There is no reason to be afraid to be different (YM)

Kuunnelkaa ennen kuin ryhdytte rähjäämään
Listen before getting angry (YM)

Big Brotherissa kiinnostaa se, mitä ei itse tekisi
What you would not do yourself, is the most interesting thing about Big Brother (YM)

Valitse maailma, unohda Isoveli
Choose world, not Big Brother (YM)

14.11.2010

Isän käsistä
Made by dad (H)

Ylikomissario ryhtyi isäksi Ruandan orvoille
Sergeant became a father to the orphans of Ruanda (P)

Lastenkirjoilla on Tallinnassa oma maja
Children's books have their own house in Tallinn (C)

Saadaanko Helsinkiin lasten kirjatalo?
Is there going to be a children's literatures house in Helsinki? (C)

Nuorten hyvinvointiasema käynnistyi Kirkkonummella
Kirkkonummi opens a well-being center for young people (T)

Vantaa korostaa malttia äänestysikärajan laskemisessa
Vantaa highlights patience in the age limit for voting (T)

Äänestysikärajaa ei ehditä alentaa 2012 kuntavaaleihin
Age limit for voting will not be changed for the 2012 communal elections (D)

Isät kertovat
Stories from fathers (O)

Isyyteni muutti nopeasti muotoaan
My fatherhood was changed rapidly (O)

Lapsuudessani kukaan ei voinut täyttää isän paikkaa
In my childhood no one was able to fill my fathers place (O)

Äijäporukassa on hyvä puhua
I is good to talk with other males (O)

Asennetta ja toimintaa, isät
Fathers, attitude and action (O)

Lasten kanssa on valtavan hauskaa!
It is so much fun with kids! (O)

Minulla on ollut rikas elämä erilaisissa isän rooleissa
Being a dad in various roles has made my life rich (O)

15.11.2010

Lähiseudun asukkaiden rakastama parakkikoulu voi jäädä pysyväksi
Temporary school, which is loved by neighborhood residents, may become permanent (D)

Lapset pahoinpitelevät toisiaan
Children abuse each other (D)

Vauvaperheiden erot yleistyneet pääkaupunkiseudulla
Divorces among families with babies have become more common (T)

“Yksin olisi vielä rankempaa”
“Alone would be even harder” (T)

Lapset tarvitsevat huomiota
Children need attention (T)

Lapsia otetaan huostaan usein liian myöhään
Children are often taken into custody too late (O)

16.11.2010

Nuorten asenteet tiukkenivat
Young people's attitudes got tougher (D)

Opiskelijat haluavat sitoa opintotuen indeksiin niin kuin ovat halunneet jo 20 vuotta
Students want to have the study grant tied to index as they have wanted for 20 years (D)

Kokoomusnuoret jäi yksin kehitysapupuheissa
Coalition party youth left by themselves in the developmental aid debate (D)

Autoa väistänyt mopo törmäsi jalankulkijaan suojatiellä
A moped hit a pedestrian while giving way to a car (D)

Nuoriso jäi aikuisten äänestystahdista
Young people used their votes less than adults (D)

Ei riitä, että perheet ohjataan neuvolaan
It is not enough, that families are guided to childrens' clinics (O)
Hoiva-alan opiskelupaikkoja pitää lisätä
More study places in care service fields (O)

Keskustakirjasto on myös lasten kirjatalo
City center library is also children's literature house (O)

Maitoallergisten lasten on tyydyttävä Vantaalla veteen
Children with milk allergies will have to drink water in Vantaa (O)

17.11.2010
NO ARTICLES

18.11.2010
Jyväskylä aikoo maksaa oman lapsen hoidosta
Jyväskylä tends to pay for taking care of one's own child (D)

Päivähoitoon ei tulekkaan osaremonttia
There will be no changes in the daycare law (D)

“Poikaystävän pitää olla rehellinen ja luotettava”
“Boyfriend needs to be honest and trustworthy” (D)

Nuori tyttö yritettiin raiskata Kirkkonummella
Attempted rape of a young girl in Kirkkonummi (T)

Lastenkirjallisuustalo tarvitsisi pian omat tilat
Children's literature house will need own premises soon (O)

19.11.2010
“Har du många barnbarn?”
“ Do you have many grandchildren?” (T)

Ekapeli auttaa lukioppilaita
Ekapeli helps pupils with dyslexia (P)

Kouluväkivallasta tulisi kerätä tietoa järjestelmällisesti
There should be organized data collection about school violence (O)

Vegaaniruokaa voisi hyvin tarjota päiväkodeissa
Vegan food could be served in daycare centers (O)

20.11.2010
Moni Suomessa syntynyt nuori kokee itsensä ulkomaalaiseksi
Many Finnish-born young people see themselves as foreigners (D)

Puhu toimittajalle kuin peruskouluikäiselle
Talk to a journalist as you were talking to a primary school pupil (D)

Ei saa huijata nuoria äänestämään
Do not fool young people to vote (D)

Päivi Setälä ja Sorin Sirkus saivat valtionpalkinnot
Päivi Setälä and Sorin Sirkus received the national grants (C)

Tarkkailuluokat takaisin kouluihin
Special education classes back to schools (o)

Lasten oikeuksia on jaksettava puolustaa
Children's rights must be defended (O)

Lastentarhanopettajat uupuvat työssä
Kindergarten teachers experience tiredness in their work (O)

Lapsille ei opeteta suomenkielisiä lyhenteitä
Finnish abbreviations are not taught to children (O)

Ujous ei ole sairaus
Being shy is not an illness (YM)

Kodittomaan törmääminen pysähdytti
Encounter with a homeless was eye-opening experience (YM)

Historian tunneilla ei ehditä käydä läpi tarpeellisia asioita
History lessons are not sufficient enough (YM)

Kaikkien olisi saatava oppia ilmaisemaan itseään musiikilla
Musical self-expression should be available to all (YM)

Toivottavasti saamme seurata ilveksiä tulevaisuudessakin
Hopefully we get to lynx's in the future too (YM)

Avun hakemista ongelmiin ei kannata hävetä
Asking for help is nothing to be ashamed for (YM)

Naisten pakkoarmeija ei toimisi
Obligatory army for women would not work (YM)

21.11.2010

TS: Opettajat hylkivät köyhiä alueita

TS: Teachers discriminate poor neighborhoods (D)

Filatov: Lapsiperheiden köyhtyminen pysäytettävä

Filatov: The poverty of families with children must be stopped (D)

Erinimisiä tarkkailuluokkia on enemmän kuin ennen
Special education classes exist more than before, but with different names (O)

6.5.2011

Tuusula siivosi seksistisen nuorisokalenterin
Tuusula cleaned the calendar aimed for young people (D)

Yksityiskoulut sopivat mainiosti moniarvoiseen suomalaiseen yhteiskuntaan
Private schools fit fine into many sided Finnish society (O)

Yksityisen hoidon tuen osuutta suurennettava
Support for private care must be increased (O)

7.5.2011

“Opiskelun hyödyt pitäisi tuoda paremmin esille”
“Benefits from studying should be more emphasized” (D)

Nuorten väkivalta puhkeaa usein porukassa
Youth violence comes out in groups (D)

Vantaan koululaisten heikentynyt osaaminen yllätti tutkijatkin
School children’s diminished abilities in Vantaa surprised the researchers (D)

Ikaalisten viimeiset laukaukset kuuluvat hätäkeskusnauhalla
The last shots fired in Ikaalinen can be heard in the emergency center’s taping (D)

Junioreita ei pidä yllyttää syömään karkkia
Juniors should not be encouraged to eat candy (O)

Uuteen hallitukseen nuorisoministeri
Youth minister in the new government (O)

Kouluun liittyvät harrastuskerhot vähentäisivät syrjäytymistä
Youth clubs connected to school would decrease isolation (YM)

Myös 12-13-vuotiaat nuoret kaipaavat kesätöitä
Also 12-13 year olds want summer jobs (YM)

Tiedekerhot ratkaisu neropulaan
Science clubs are the solution for lack of geniuses (YM)

Kaikki koirat koulutettava
All dogs must be trained (YM)

Nuoruus on koettava itse, ei vain kirjojen kautta
Being young must be experienced personally, not just by reading books (YM)

Paineetonta liikuntaa
Pressure free sports (YM)

8.5.2011

Koulu vailla yhtään Virtasta
A school without average Joe (T)

Nuoret opiskelivat flirttaamista seksuaalisuusmessuilla
Young people were studying flirting at the sexuality fair (T)

Melu häiritsi jääkiekon katselua- tyttö sai nyrkistä
Loud noise disturbed watching ice-hockey game- a girl was hit (T)

Tiikeri vai tukipylyvä? (C)
Tiger or suppositive pillar? (C)

Liika seksistyminen on pahaksi
Too much sexuality is bad (O)

Lapsiperheet tarvitsevat joustavia työaikatarkoituksia
Families with children need more flexible working methods (O)

Lasten kasvatusta on tietoisuutta
Raising children is work with a purpose (O)

Uskon äitien joukkovoimaan
I believe in joint mother power (O)

Lapsikorotus opintorahaan
Child addition to the study benefits (O)

Miten kasvattaa nuoria alkoholin käyttöön?
How to teach young people about alcohol use? (O)

Koulujen ongelmiin pitää puuttua riittävän aikaisin
Problems in schools must be addressed earlier (O)

Koululaisille on turvattu homeeton ympäristö
School children must be guaranteed mold free environment (O)

9.5.2011

Mopokortin hakijat ruuhkauttivat tutkintopaikat
Young people wanting a moped driving license took over test facilities (D)

Porissa hurjastellaan mieluummin mopoautoilla
Moped cars are preferred in Pori (D)

Vantaan Lumon lukiolaiset suosivat kaksipyöräisiä
Lumo high school students prefer two-wheeled mopeds (D)

Koulutie alkaa 26 oppilaan luokassa
Start of the school in class of 26 pupils (T)
Nuorisoasiat kuuluvat eri ministeriöiden vastuulle
Youth issues are divided between different ministries (O)

Palokuntanuorisotyö tulee turvata Helsingissä
Voluntary fire brigade youth work must be secured in Helsinki (O)

Helsingiläisille lapsille riittää neuropsykologista hoitoa
Children in Helsinki have enough neuropsychological care (O)

Kunnan tulee vastata myös toisen asteen opetuksesta
Secondary education must be organized by communities (O)

Päivähoidon ostopalveluissa yhdistyvät parhaat puolet
Privately produced day care services provide better deals (O)

10.5.2011
NO ARTICLES

11.5.2011
Helsinki ajaa alas leikkipuistoja
Helsinki closes down play parks (T)

Tikkurilassa vietetään tänään lasten päivää
Tikkurila celebrates children's day today (T)

Nuoret ajoivat ulos tieltä ja ampuivat starttipistoolilla
Young people drove off the road and fired a starter pistol (T)

Päiväkotien yötyöaika pitenee Vantaalla
Night shifts become longer in daycare centers in Vantaa (T)

Lapselle kannattaa kertoa alkoholin vaaroista
Children should be told about the dangers connected to alcohol (O)

Yksikin suuri opetusryhmä on liikaa
Even one too large class is too much (O)

12.5.2011
Rehtori puolusti ammattikorkeakouluja
Rector was defending Universities of Applied Sciences (D)

Kaksi nuorta loukkaantui ulosajossa Hangossa
Two young people were injured in a car accident (D)

Opiskelupaikoista kova kilpailu

Fierce competition for the study places (T)

Lähikäärme ja omenapensas veivät voiton
Dragon and apple bush took the victory (T)

Kunnollista huoltoa sitä tarvitseville
Proper care for those who need it (O)

13.5.2011

Sipoossa halutaan rajoittaa energiajuomien myyntiä
Sipoo wants to regulate the sell of energy drinks (D)

Koululaisia on kannustettava nykyistä enemmän tietokirjojen käyttöön
School children must be encouraged more to use fact books more (O)

Puiden istutukseen on rahaa, mutta ei lapsille
Money to plant trees, but not enough for children (O)

Leikkipuistoissa jatketaan nykyistä toimintaa
Play parks continue their current activities (O)

Odotamme vastuullisuutta lapsi- ja nuorisoasioissa
We expect responsibility with child and youth issues (O)

Miksi Vallilan perhekoti lopetettiin?
Why the Vallila homecare was closed? (O)

14.5.2011

Oppimistuloksia pitää seurata
Study results must be monitored (Editorial)

Oululaismies sai yhdyskuntapalvelua kolmen lapsen hyväksikäytöstä
Man in Oulu got community service for molesting three children

Psykiatrinen sairaanhoito saattaa loppua yläasteilla
Psychiatric care might come to an end in the upper classes (T)

Ennaltaehkäisy paras lääke nettikiusaamiseen
Prevention is the best medicine for online bullying (T)

Sukupolvet tutuiksi sumpin kera
Different generations getting to know each other over cup of coffee (T)

McDonald's rajaa nuorten asiointia häiriköinnin takia Pietarsaaressa
Young people's visits to McDonald's are limited due to bad behavior in Pietarsaari
(D)

Hintojen nousu kirpaisee pahiten auton ratissa ja ruokapöydässä
Prize increases affect driving and dining the most (Economics)

Virkanainen antoi sydämensä nuorille
Career woman gave her heart to young people (People)

Äänestin turhaan vaaleissa
My vote was useless in the elections (YM)

Ulkonäkö ei ole tärkeintä
Looks are not most important (YM)
Lisäopetusta lahjakkaille
Extra teaching for talented (YM)

Juhlapyhille samat nimet
Same names for public holidays (YM)

Elämä täytyy erottaa kirjoista
Real life must be separated from the books (YM)

Enemmän tietoa eri työtehtävistä
More information about different jobs (YM)

Hallitusohjelmaan kirjattava oikeus opiskelupaikkaan
Right for a study place must be recorded in the governmental policy (O)

Leikkipuistot ovat ehkäisevää perhetyötä
Play parks provide preventive work among families (O)

Yksityisellä päivähoidolla ei tavoitella voittoja
Private daycare does not work for profit (O)

15.5.2011

Äiti on vanhempi myös vankilassa
Mother is a parent also while in prison (D)

Huhtikuussa hukkui viisi alle 10-vuotiasta
Five under 10-year old were drowned in April (D)

Takana loistava urheilu-ura
Past magnificent sports careers (Sunday)

11.11.2011

Home on myös päiväkotien ongelma
Mould is a problem for daycare centers also (O)

Lasten päivähoito jäänee jättiviraston ulkopuolelle
Children's daycare is left outside of the mega organization (T)

12.11.2011

Päivähoidon kilpailutus lisää valinnanvapautta

Comparison between daycare services adds freedom of choice (O)

Pienistäkin asioista tulee hyvä mieli
Even small things make one feel good (O)

Maailmannäyttelyssä oli painotus nuorissa
Young people were the focus in the World Expo (O)

Nuoret taistelivat teatteritaloon remontin Kirkkonummella
Young people fought to have the theatre house renovated in Kirkkonummi (T)

Helsinki herätteli nuorisoa
Helsinki was waking up the young people (T)

13.11.2011

Aina isänpäivä
Always Father's day (D)

Tavoitteena autoton sukupolvi
A carless generation is the goal (T)

Oppilaat tutkivat koulunsa melutasoa
Students were examining the noise level in their school (T)

Tyttäreni isällä ei ole oikeutta isäkuukauteen
The father of my daughter has no right for the father's leave (O)

Hoitovapaalle jääminen oli elämäni paras päätös
Taking the parental leave was the best decision in my life (O)

Isä minun
My father (S)

14.11.2011

Lapset hyötyivät Jyväskylässä päiväkodin kellokortista
Jyväskylä children benefitted from the daycare timecard (D)

Kaksoistutkinto on vielä harvojen herkkua
Dual degree is only available for few (D)

“Ei ole mikään läpihuutojuttu”
“ It is not a piece of cake” (D)

Kiusatusta tuli kiusaaja
A bullied became a bully (YM)

Esilläpitokielto ei estä nuoren tupakointia
Ban to have cigarettes visible in shops does not reduce smoking among youn people (YM)

Pelkkä ruokavalio ei anna lisävuosia
A diet alone does not increase life expectancy (YM)

Suomea ja Yhdysvaltoja on turha vertailla
There is no use to compare Finland and the US (YM)

Lukiolaisten naamiaisjuhlat riistäytyivät käsistä
High school student's costume party got out of control (T)

Vanhemmat: Lisää liikuntaa
Parents: More physical activities (T)

Nuorten maailma on liian äänekes
Young people's world is too noisy (O)

Kouluissa pitää harpata kohti tietoyhteiskuntaa
Schools should aim for ICT society (O)

15.11.2011

Tyrnäväläinen mies tunnusti polttaneensa nukkuvat lapsensa
Man from Tyrnävä confessed setting his sleeping children on fire (D)

Helsinki haluaa eroon erityispäiväkodeista
Helsinki wants close down special daycare centers (T)

16.11.2011

Lasten hoitoajat tarkempaan seurantaan
Children's daily daycare times under more close supervision (D)

17.11.2011

Puistolankoulu virittäytyi Design-vuoteen
Puistola-school is ready for the Design year (T)

Sovittelija-oppilaat palkittiin Ahtisaari-päivillä
Mediator students were rewarded during the Ahtisaari-days (D)

Yle tekee TV2:ssa nuorennusleikkauksen
Yle TV2 makes a change towards younger audiences (C)

Koulutusta tulee kehittää kokonaisuutena
Education should be developed as an entity (O)

18.11.2011

NO ARTICLES

19.11.2011

Venytämmekö opintoja vai laskemmeko rimaa
Should we prolong our studies or lower the standards (O)

Sinikka ja Tiina Nopola saivat lastenkulttuurin valtiopalkinnon

Sinikka and Tiina Nopola received the annual state reward for children's culture (C)

Entä jos Tintti olisi tyttö
What if Tin Tin was a girl (C)

Lapsitähti kirjoittaa omat riiminsä
Kid star writes his own lyrics (V)

20.11.2011

Vanhempien välisissä riidoissa myös lapsi voi olla uhri
A child can be victim also in the disputes between the parents (O)

Suomen Kuvalehti 19.11.2010

Kohtaamiset: Vilma Virtanen, 9 vuotta
We meet: Vilma Virtanen, age 9

Kouluväkivaltaa vähätellään
Violence in schools is underestimated

Kotiliesi 16.11.2010

Isä
Father

“Osaan olla aika ihana äiti”
“ I know how to be a quite wonderful mom”

Suomen Kuvalehti 6.5.2011

“Ei kiintiöitä kouluun”
“No quotas into schools”

Suomen Kuvalehti 13.5.2011

Tarvitsemme lapsi- ja perheministerin
We need a child and youth minister