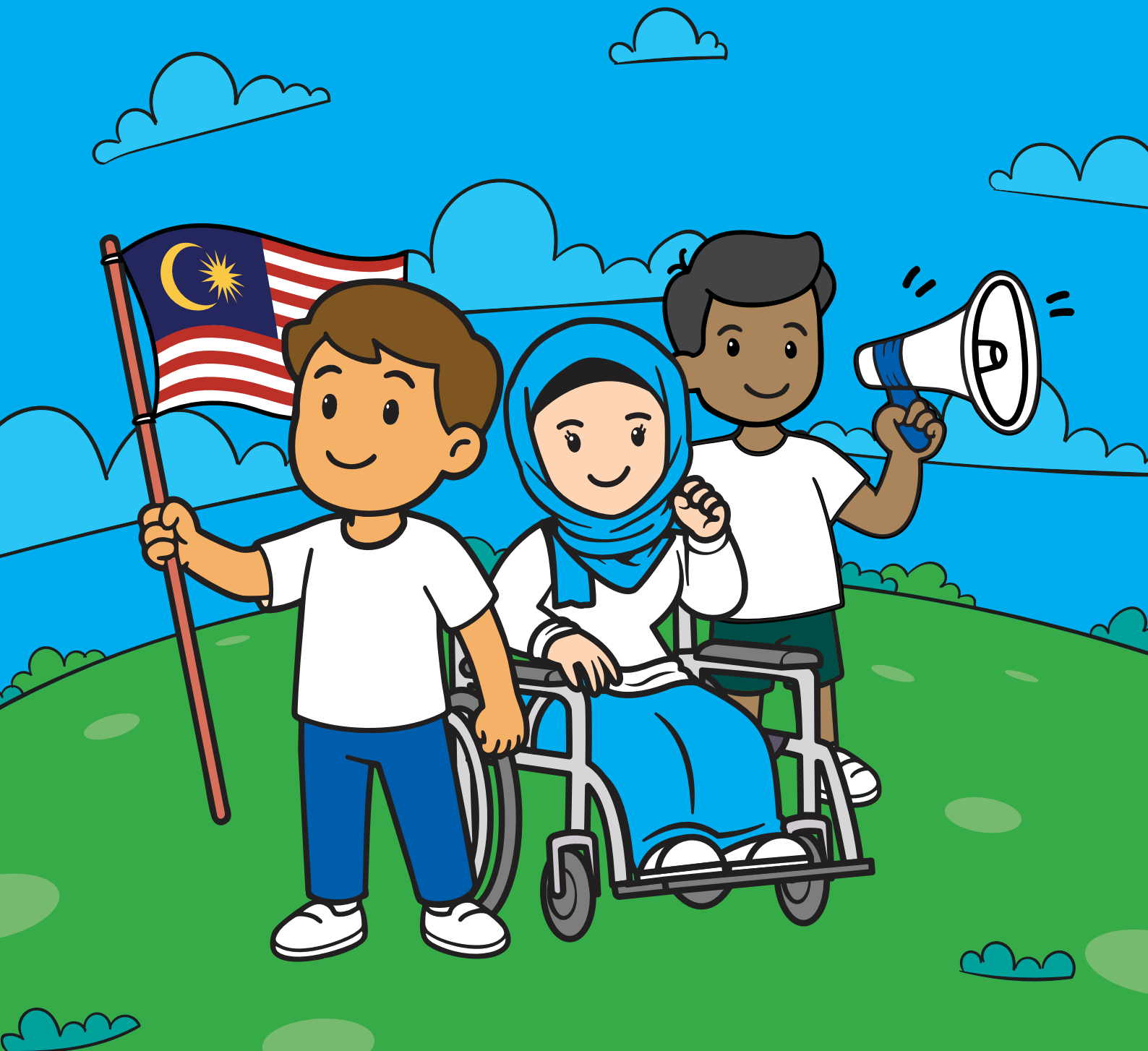




Child
Friendly
Cities
Initiative

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for every child

Child-Friendly Toolkit for Meaningful Participation in Child Councils in Malaysia



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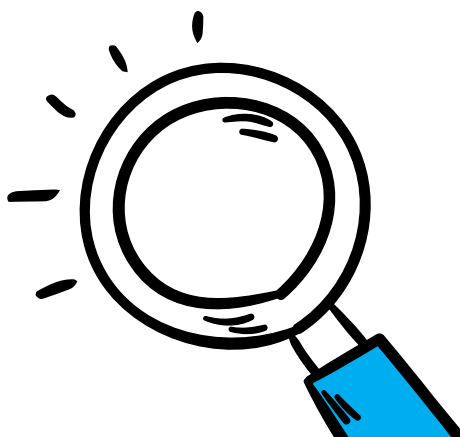
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Acknowledgements

This **toolkit** was created to help local governments, **such as city councils**, in Malaysia that are part of the Child Friendly Cities Initiative (CFCI). The goal is to give them simple and useful ways to work **together with** children and young people. Children are anyone under the age of 18.

This toolkit shows how to:

- Involve children in real and important ways.
- Run child council meetings so everyone's voice is heard.
- Keep all activities safe for children and teens.

We thank **Dr. Alvin Leung**, who wrote the toolkit. We also thank **Project ID** for their help.

The project was guided by **Yin Yee Tham** and **Li Na Yong**, with big thanks to **Jessica Sercombe** and **Dr. Juanita Vasquez-Escallon** for their ideas that made the toolkit even better.

This toolkit only exists because so many people came together with one shared goal: to make sure **children and young people can safely and meaningfully take part in decisions that shape their lives**.

Word Helper

Let's learn some words first.

This will make everything easier to understand!

Accountable	=	Can be trusted to do the right thing.
Accountability	=	Owning up or being responsible for something.
Council	=	A team that works together to make decisions.
Child Council	=	A team of children that works together to make decisions
City Council	=	A team of leaders from the city authorities that works together to make decisions.
Committee	=	A small team of people chosen to do a specific job.
Councillor	=	Someone who belongs to a council.
Expert	=	Someone who knows a great deal about a particular thing.
Facilitator	=	A person who helps make things happen or makes things easier for everyone.
Inclusive	=	Having as a goal to include as many different types of people as possible.
Local governments	=	A group of people who make rules and important decisions to help organize and take care of everyone living in a community
Meaningful participation	=	Joining in and having your ideas actually matter.
Risk	=	Something that might cause a problem, trouble or harm.
Skill	=	The ability to perform a task well, especially because of training or practice.

1

Introduction

1.1 Introduction to the Toolkit

WHO is this toolkit for?

This toolkit is made for people in local governments in Malaysia. This toolkit uses the term 'city council' to talk about all types of local governments that help run towns and cities.

HOW to use the toolkit?

You don't have to read everything at once. Just start with the parts that are most helpful for your current work on the child council.

The ideas in this toolkit are only suggestions to help set up and run a child council. They are not strict rules, so they can be changed to fit what children in your city need the most.



2

Preparing For Meaningful Participation

2.1 Forming a Child Council

WHAT is this about?

It is about deciding who can join the child council and how to choose them.

WHY is this important?

Choosing members the right way helps the council hear from different people and work well as a team.

HOW is this done?

1

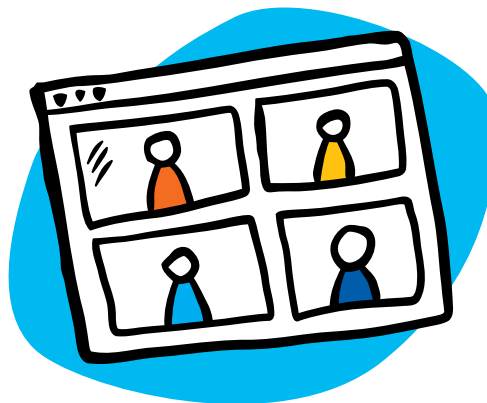
Decide who can join



- Decide the total number of members who will be on the council.
- Decide who can join.
 - Every child in the city should get a chance to join.
 - Pick the age group. For example, ages 9–12 or 15–17.
- Save some spots for different groups. This helps make sure everyone's voice is heard. You could include:
 - Boys and girls.
 - Children from different cultures or religions.
 - Children from families with different incomes.
 - Children with disabilities.
 - Children who are not Malaysian but are living in the country.
 - Children who do not have a nationality or who were born in the country but do not have official documents.
- Decide how long someone can be on the council.
 - Most members stay on the council for 2 years.

2

Plan how to choose the members



- **Option 1:** Election by children in the city.
- **Option 2:** Let the selection committee choose.

If a committee chooses, they should:

- Have people from different groups (such as children, youth groups, the city council, and schools). Make sure everyone is included, such as children with disabilities or those who are often left out.
- Ask children who want to join to share their ideas for what the child council should do and how they want the city to be a child-friendly place.
- Choose children who are interested in making the city better for children and families and who are willing to listen, share ideas respectfully, and work well with others. Do not choose members based on school grades.
- Make sure it does not feel like a competition.
- Give children who weren't chosen a chance to join your meetings or activities.

2.2 Helping and Including Everyone Who is Left Out

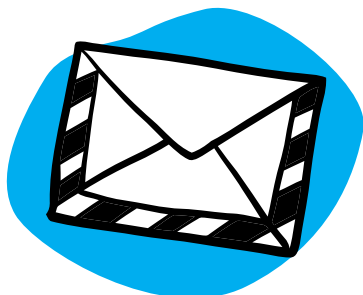
WHAT is this about?

It is about helping and including children who might find it hard to take part so they can be part of the child council or join activities, even if they're not members.

WHY is this important?

All children in the city should know they can join the child council. Some children, especially those who don't usually get included, might need extra help to take part.

HOW is this done?



Invite everyone, especially those who are often left out

- Make a list of all children in your community, such as at school, clubs, or at home.
- Work with local groups that help children who are often left out to connect with them.



Tell children about the council and how to join

- Share simple information about the council with children and parents in the languages they speak.
- Use local newspapers, radio, or social media to invite children to join.
- Visit children at their homes or schools to explain what the council does and how they can take part. Bring a teacher or staff member to help.
- Have small group talks with children from different areas and groups to hear their ideas and concerns about joining.
- Make photos or short videos showing how the council works.
- Give children time to ask questions and share their thoughts.



Make it easy for children to join

- Help children who are left out to apply to the council.
- Ask children what matters most to them and show how the council can help them be heard.
- Let children see how the council works so they know what to expect.
- Talk with parents so they can support their child.
- Give children different ways to take part, such as in casual meetings or fun activities, so that even children who are not council members can participate.
- Make sure children can get the support they need to join the activity, such as sign language interpreter, a safe place to stay during the activity or help with travel costs.

2.3 Nine Basic Rules for Fair and Meaningful Participation

WHAT is this about?

There are nine important rules to make sure children can share their ideas safely and fairly. UNICEF uses these rules to listen to children and make their communities better.

WHY is this important?

Knowing the nine basic rules helps children take part in the child council and other activities in a safe, fair, and successful way.

WHAT are the rules?

Basic rules:



3

Supporting Meaningful Participation

3.1 Ways Children Can Join In

WHAT is this about?

It is about working with child council members to pick the best way to do things and making sure everyone knows what's coming.

WHY is this important?

It helps children get ready so they can balance school, friends, and council activities.

HOW is it done?

1 Setting up how the child council works

- **Big group meetings (Plenary sessions):**
 - Everyone joins, sometimes guests too. Share the plan before the meeting.
- **Small group meetings (Topic-based):**
 - Work on one topic, such as protecting the environment or improving parks.
- **Advisory groups:**
 - Work with city council leaders on special projects.
- **An example of a child council meeting:**

1 hour: **Big group meetings (Plenary sessions)**

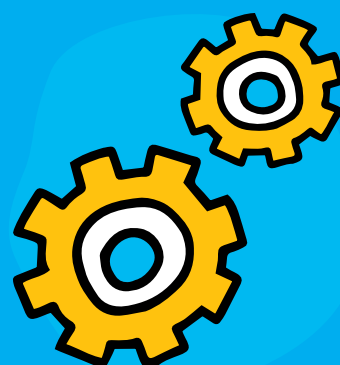
20 min: Break

1 hour: **Small group meetings (Topic-based)**

20 min: Break

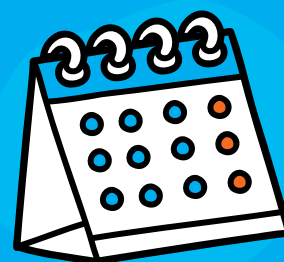
30 min: **Big group meetings (Plenary sessions)**

- **Other useful activities:**
 - Learning sessions, meeting the mayor, and showing work on World Children's Day.



2 Choosing how often to meet

- Regular meetings (for example, once a month) help everyone stay involved.
- Extra informal meetups can happen, but meetings should stay flexible since children have other things to do.



3 Choosing where to meet

- A bright, welcoming space helps children feel part of the council.
- Make sure it is easy to reach, safe, and accessible for all children.
- For example, the Petaling Jaya City Council created a bright, colorful room near a park for its Child Council.

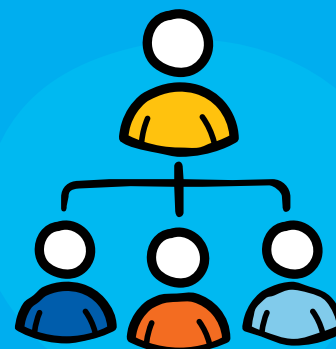


4 Deciding roles

Some members can have special roles, and the children can choose these themselves.

Possible roles include:

- **President** – leads the council
- **Vice-President** – helps the president
- **Secretary** – keeps notes and records
- **Treasurer** – looks after any money
- **Media & Communication Officer** – shares news about the council



5 Setting goals

- In the first meetings, agree on what the council wants to achieve.
- Goals should connect to children's rights and the city's bigger plans.



3.2 Deciding How to Use Money and Other Resources

WHAT is this about?

It is about making sure the child council has what it needs, such as money, space, help, and tools, to do its work.

WHY is this important?

Having the right resources helps the child council run smoothly and carry out fun and meaningful activities, such as campaigns and community projects.

HOW is it done?

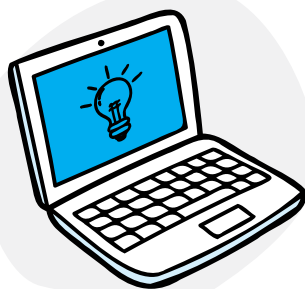
A special budget can be set aside for the child council. Extra help can come from places such as libraries or community programs with a budget for children's activities.

Money might be used for:



A place to meet

Money for a room or office, keeping it clean, electricity, and internet.



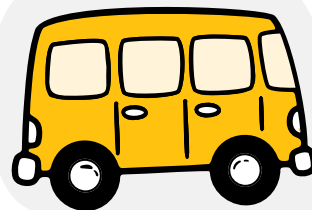
Other important things

Computers, websites, books and events to share information with the community.



People to help

Adult facilitators, trainers, sign language interpreter, support for visually impaired person, or partner organizations that support the council.



Travel and support

Money for transportation or extra support for members from families with less money.



Child-led projects

Money set aside for activities and projects planned by the children themselves.

3.3 Helping Child Council Members Build Skills

WHAT is this about?

It is about figuring out what the child council members need and helping them learn new skills so they can take part and contribute fully.

WHY is this important?

Training and support make the council stronger because they:

- Build confidence to share their ideas and take action.
- Gives responsibility and pride in their work.
- Keeps members interested and involved.

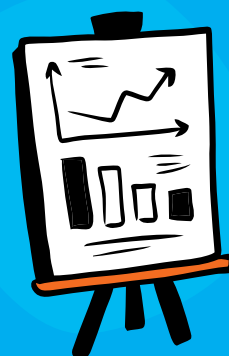
HOW is it done?

Watch the first meetings and talk to members to see what they need.

There are different ways to help child council members build skills:

Workshops and Training

Experts can lead sessions on things such as children's rights, speaking up, working together, and talking about important causes.

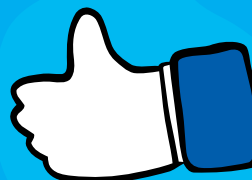


Peer Support

Members, other children's councils, or past councils can help and teach each other, share experiences, and learn together.

Volunteering

Joining community projects gives hands-on experience, builds kindness and empathy, and teaches responsibility.



Leadership Roles

Letting members take charge of certain activities or projects helps them make decisions, take initiative, and practice being a leader.

3.4 Helping Every Child Take Part

WHAT is this about?

It is about making sure every child can join the child council by removing barriers, helping children feel confident, and helping each other.

WHY is this important?

When all children can join, the council becomes stronger and fairer for sharing their ideas and making a difference.

HOW is it done?

Remove barriers

- Meet at safe, easy-to-reach places.
- Make spaces accessible for children with disabilities.
- Help with transport costs or options.
- Offer both in-person and online meetings, with devices and internet support.
- Allow different languages and encourage friends to help each other.
- Plan activities that everyone can join in.



Build confidence

- Let all children join meetings, even if they aren't members yet.
- Work with groups to include children from all communities.
- Talk with parents so they support participation.
- Pair shy or vulnerable children with a buddy.
- Check in with children who leave to understand and help them stay involved.

Encourage inclusion

- Train council members and adults on safety, respect, and inclusion.
- Use posters, messages, and media that show all kinds of children.
- Ask children regularly if they feel included and safe.
- Provide a way to report problems if someone feels left out.
- Create smaller groups or projects for children with different interests or strengths.

3.5 Getting City Council Adults Ready to Work with Children

WHAT is this about?

It is about making sure adults, such as city council staff and councillors, know how to work with child council members in a respectful, fair, and inclusive way.

WHY is this important?

For adults to work well with children, they need:

- **Knowledge:** Understanding children's rights, how children can participate, and how to keep children safe.
- **Skills:** Being able to communicate clearly, listen carefully, and involve children in decisions.
- **Attitudes:** Being respectful, fair, and non-discriminatory toward all children.

HOW is it done?

1 Share the roles of the child council

- Explain to city council staff and leaders how children's ideas can help.
- Use newsletters or events to introduce the council.

2 Get adults to involve children

- Help city council staff find projects where children's views matter. A good place to start is by looking at the projects in the Child-Friendly Cities Initiative (CFCI) Plan of Action.
- Ask adults to suggest topics for the child council to discuss. For example, have adults share the city council's plans and goals, and then let children think of ways they can help make these plans happen.

3 Invite adults to child council meetings

- Let adults join some meetings as guests.
- Ask them to watch and listen, not interrupt.

4 Show the work and successes of the child council

- Show city council staff, leaders, and the public what the council has achieved.
- Share stories in local media about activities and successes.

5 Give briefing sessions to councillors

- Remind adults to listen to and respect children.
- Use simple, easy-to-understand language.
- Talk with adults about any worries they have about children joining in.

4

Ways For Meaningful Participation

4.1 Choosing Key Topics for the Child Council

WHAT is this about?

It is about choosing a few important topics for the child council to focus on.

WHY is this important?

Focusing on a few topics helps the child council:

- Spend time and energy on issues that matter to them.
- Get more involved in decision-making for those topics.
- Include other children by sharing ideas and gathering opinions.

It is important to note that choosing key topics does not stop the child council from giving input on other issues too. Some ways to organise this include:

- Splitting meetings into a general session (any topic) and a topic-specific session.
- Creating special advisory groups so small groups of members can focus more deeply on specific topics.

HOW is it done?

1

Find out what children are interested

- Ask council members what interests them (such as sports, transport, schools, health, parks).
- Help child council members understand why other children might choose different topics from theirs.
- Talk with child council members about why these topics are important to them and to other children, including those who don't always get heard.
- Combine small ideas into bigger topics (for example, small ideas about recycling and reducing plastic can be combine for a bigger topic on "waste in the city").
- Make a shortlist of the most interesting and realistic topics.
- Explain clearly what happens next.



2

Find how children can make a difference

- See which topics can really lead to change.
- Make sure the ideas fit city plans and rules.
- Ask city council staff how children's ideas could be used.
- Work with city council staff to present city plans in a child-friendly way, allowing children to share ideas or give feedback on things they notice as important.
- Choose topics that can be worked on within 2 years. If they are part of a bigger plan, break the big ideas into smaller, doable steps so that, over time, these small actions can lead to big and lasting changes.

3

Finalise key topics and set goals

- Share results of talks with the city.
- Pick the final topic(s) and decide who joins each group.
- Set clear, realistic goals for each.
- Decide where children can have a say (planning, budgeting, services, etc.).

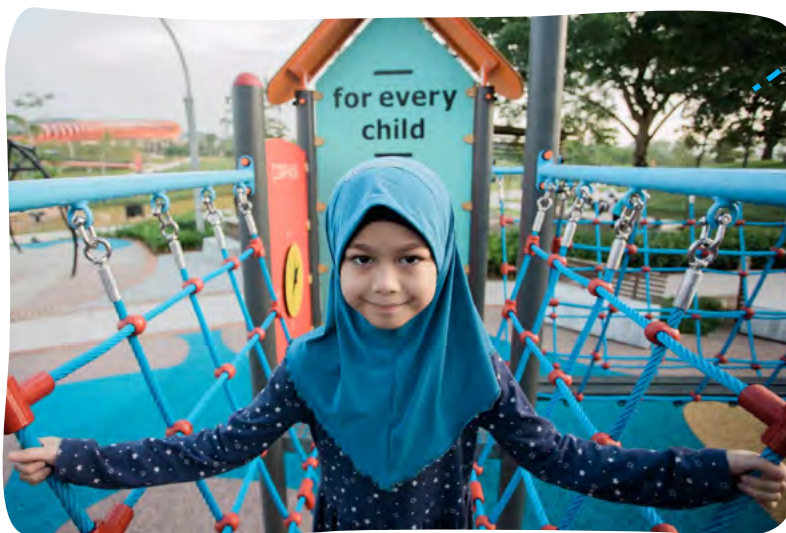
4

Plan how children will take part

- Run child-led projects and campaigns.
- Discuss topics in council meetings.
- Meet with city council staff from relevant departments.
- Ask other children in the city for their views.
- Use surveys to collect even more ideas.

Case Study:

Malaysia's first inclusive playground in the City of Elmina, Shah Alam, was opened in 2022. It was made for all children to play together. The playground was built by the Shah Alam City Council, UNICEF Malaysia, and a property company. Children with and without disabilities, along with their families, helped to make it too. This shows that working with children can help make places where everyone feels included.



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4.2 Helping Children Work on Key Topics

WHAT is this about?

It is about helping child council members get the support they need to work on their chosen topics.

WHY is this important?

Members know a lot from their own lives, but sometimes they need extra guidance. The support depends on what they already know and how difficult the topic is.

HOW is it done?

1

Share what they know

- Let members talk about their own experiences.
- Encourage them to share ideas.

Example: For making an inclusive park, members can share their experiences in city parks and suggest ways to make them accessible, especially for children with disabilities.

2

Provide information on the topic(s)

- Share facts and data in simple ways.
- Explain how city decisions are made.
- Show examples from other places.
- Make learning fun and easy to understand.



3

Ask members to do research

- Suggest small research projects.

Example: For inclusive parks, what makes them inclusive, why children use them, what barriers exist.

- Use fun methods, such as:
 - Talking to teachers or parents.
 - Reading books or websites.
 - Asking classmates and friends.
 - Visiting libraries, museums or other sites with adult facilitators. For example, in the Ronda-Ronda Kotaraya (Children's City Walk) activity, children assess the city to observe how safe and easy it is for everyone to move around. They then prepare a report and share their feedback with the city council to help improve city planning.
 - Build skills such as teamwork and communication.

4

Learn from experts

- Invite experts, city council staff, or NGOs to share knowledge.

Example: Landscape architects for parks, environmental groups for waste.

- Ask them to use child-friendly language.
- Give time for questions and maybe invite other children too.



4.3 Making Meetings Fun and Meaningful for Children

WHAT is this about?

It is about organizing meetings so that child council members are actively involved, can share their ideas, and enjoy participating.

WHY is this important?

Meetings for children should be more interactive, clear, and fun so that everyone can understand, contribute, and stay interested.

HOW is this done?



4.4 Helping Children Consult with Their Peers

WHAT is this about?

It is about helping child council members to ask other children in the city for their opinions, even if those children are not part of the council.

WHY is this important?

It helps the council speak for all children, not just a few. It also teaches council members useful skills such as listening, sharing ideas, and explaining what they learn.

HOW is this done?

1 Open child council meetings to non-members

- Invite other children to some meetings.
- Let council members lead parts such as a community chat.
- Focus on easy-to-join topics.
- Explain clearly and get parent/guardian consent.

2 Work with local groups

- Team up with local groups such as youth groups
- Talk about key topics to keep collaboration focused.

Example: Talk to youth councils on topics such as reducing solid waste or set up a child council booth at events to collect opinions.

3 Organise sessions in libraries and other facilities

- Meet in child-friendly places.
- Add short discussions to fun activities (such as reading or games).

Example: For a topic on recycling, hold a reading session about recycling and add a 10-minute discussion to collect children's ideas.

4 Online surveys

- Make simple surveys with clear questions.
- Share QR codes online and in public places.
- Don't give too many surveys.

5 Interviews

- Encourage members to interview peers informally.
- Help them choose main themes and questions.
- Report different perspectives in child council meetings.

Example: Ask their peers about what they like or dislike about local parks or community programs.

5

Making Sure Children's Ideas Are Heard and Acted Upon

Making sure city council leaders listen to the child council
and act on their ideas is very important.

This can be done by:

Giving feedback on the child council's views and requests.

Showing how the child council's input is used in city decision-making.

Making communication between the child council and city council
clear and effective.

5.1 Providing Feedback on the Child Council's Views

WHAT is this about?

It is about giving child council members feedback on their ideas to support consultation and collaboration.

WHY is this important?

Feedback helps children:

- Feel respected and valued.
- Know that their participation is meaningful.
- Understand how decisions are made and why some ideas might not be possible.
- Learn how to create stronger proposals that are more likely to be accepted.

HOW is this done?



1

Make it a rule

- City council leaders must always give feedback.
- Feedback should come on time, through adult facilitators.
- If ideas aren't accepted, explain the decision clearly and share the reasons why. If possible, try to find other ways or make some changes so the idea can still happen in some way.
- If a decision takes longer, share regular updates.

2

Choose clear ways to talk

- Use tools everyone can access (such as email, WhatsApp, or letters).
- Keep children safe online.
- Tell parents how the council communicates.

Country Examples on formal obligation:



Jyväskylä, Finland

The youth council is part of the city council and helps make decisions in the city. They can share their ideas with different departments.

If they disagree with something, they can give feedback, and the city council has to respond.

For example, in 2021, they gave ideas about the new public transport plan. They also write articles, hold meetings, organize events, and teach school councils.

Guimarães, Portugal

The youth council helps make decisions for the city and community. Their ideas are sent to the city council to help guide important choices. For example, when the city council decides how to spend its money, the youth council shares their ideas with the city leaders. The youth council also help develop the Municipal Youth Plan, so that young people can have a say in how the city is planned.



5.2 Making Child Participation Part of City Council Work

WHAT is this about?

It is about including the child council in the city council's work so that children can take part in discussions and decision-making in a meaningful way.

WHY is this important?

This helps the child council and city council work more closely together and gives children more influence over decisions that affect their city.

HOW is this done?

1 Consultation

- City leaders should ask the child council for ideas, especially on topics important to children.
- Focus on the council's key topics.
- Always give feedback after the consultation.

2 Advisory groups

- Make short-term groups where child council members work with city leaders on specific projects.
- Other interested children can join too.
- Decide together how to work as a team.

Example: For a mobile toy library, child council members could advise on which toys/books to buy, ask peers about opening times and activities, and help promote the library.

- Provide feedback to children throughout the collaboration.



5.3 Responding to the Child Council's Questions and Requests

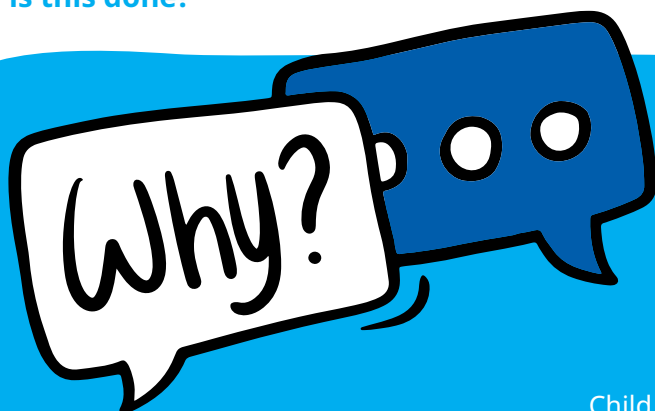
WHAT is this about?

It is about creating a system so that when child council members ask questions or make requests, they get a real answer. This helps children lead and work together with the city council.

WHY is this important?

Child participation should not just follow the city council's agenda. Children should be able to ask questions and make requests, and there must be a system in place to answer them.

HOW is this done?



1 Answer questions

Child council members can ask city council about their ideas or key topics.

City council must reply in simple, clear ways that children can understand.

2 Support activities

If child council members want to lead projects (such as a campaign), adult facilitators should give them the support they need.



6

Keeping Children Safe From Harm

This means taking steps to keep children safe and protected from harm. It includes the child council members and other children who take part in any other activities.

To make sure children are safe, the child council should:

Make a safety rule and choose people in charge of safety.

Explain safety rules and children's rights to everyone.

Check for problems and plan ways to prevent them.

6.1 Making Safety Rules and Choosing the Person in Charge of Safety

WHAT is this about?

It is about setting up rules to keep children safe and prevent harm during child council activities. Adult facilitators should ask child protection experts or local groups for advice when making the rules.

People in charge of safety must:

- Know about child protection
- Understand local support and referral systems
- Listen to children carefully and respond if a child is upset or reports harm

WHY is this important?

Having a rule and trained person in charge keeps children safe and reduces the chances of harm.

WHAT should the safety rules include?

1 Person in charge

- Special adults (at least one female) are chosen to keep children safe.
- Their roles and contact details are shared.

2 Reporting problems

- Clear steps for what to do if there's an accident, emergency, or problem.
- Parents/guardians are informed quickly.

3 Formal complaint process

- Who to contact to make a complaint.
- Who will look into the complaint fairly.
- Ways to keep the name of the child who made the complaint secret during and after checking it.
- Ways to make sure the rules and decisions after the complaint are followed.



4 Supervision of child participants

- Adults (companion) are always present with children.
- Their roles are explained, and there must be enough adults for every group of children.

5 Background checks

- Adults working with children are checked (criminal records, references, etc.) to make sure children are safe around them.

6 Photography, video, and audio recordings

- Photos, videos, or recordings are only allowed with written consent from children and parents.
- Children's identities are protected, and recordings are stored safely.

7 Privacy

- Children's views are kept private.
- When shared, they are anonymous or in groups.

8 Code of conduct

- Clear behaviour rules for everyone (children, staff, and adults).

9 Written consent forms

- Written forms signed by children and parents/guardians to agree to participate safely.



6.2 Telling Children About Safety Rules and Their Rights

WHAT is this about?

It is about telling all children involved about the rules that keep them safe and who to talk to if they need help.

WHY is this important?

Knowing the rules and where to get help protects children and reduces the chance of harm.

WHAT is this done?

It is best to explain these rules and rights during the first meeting with child council members.



1 Explain the child safety rule

- Tell children the rules are there to keep them safe.
- Explain who they can go to if there's bullying, emergencies, or uncomfortable situations.
- Assure them that complaints will be taken seriously.



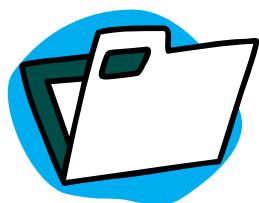
2 Introduce the person in charge

- Introduce the special adults who keep children safe.
- Share their names and contact details.



3 Inform children of their rights

- Explain that joining is voluntary.
- Children can leave anytime without losing access to city services.
- Share other rights about participation.



4 Emphasise privacy and confidentiality

- Remind children not to share discussions without permission.
- Give examples of when sharing is okay or not okay (e.g., never use someone's words to cause trouble).



5 Create group rules with children

- Work with children to set meeting rules together.
- The rules should include:
 - Treat others with respect.
 - Respect other members' opinions and views.

6.3 Checking for Risks and Making a Safety Plan

WHAT is this about?

It is about looking at what problems may happen when children join the child council activities. A safety plan helps prevent or reduce those problems so everyone can join safely.

WHY is this important?

Checking problems and planning ahead helps make sure children can take part in activities safely and confidently.

HOW is this done?

- Involve children, parents, and safety experts.
- Look into local rules such as culture, religion, or politics.
- Look into problems boys and girls might have.
- Make a table to write problems that might happen, and plan how to prevent them.

Type of Activity	What Could Go Wrong?	What We Already Do to Stay Safe (what actions have been taken to reduce the risk / problems?)	What Else Can Be Done (to ensure best interest and 'do no harm')
Regular child council meetings	Children may travel alone on public transport, which could increase chances of getting lost or road accidents	- The council building is easy to reach with public transport and has safe road crossings. - Agreed on arrival time; if a child is late, schools and parents are informed	- Talk with parents about giving children mobile phones for safety. - Agree with children and parents on the safest route to travel

Examples of Risks	How to Keep Children Safe / Reduce the Risks
1 Less time for schoolwork	• Set clear time limits before joining. • Plan activities so children can balance school and council.
2 Missing school classes	• Hold activities on weekends/holidays. • If during school, get consent from parents and schools.
3 Traveling alone	• Talk with parents about safe travel and maybe using a phone. • Agree on times and routes; inform parents if late.
4 Too much screen time	• Prefer face-to-face meetings. • Explain to parents why digital devices are needed, such as for doing research and reading documents. • Train parents and children on online safety. • Use social media wisely and safely, such as sharing only posts related to the activity, keeping private information safe, and being respectful. • Use safe, secure online platforms.
5 Harsh feedback from adults	• Adults sign a code of conduct. • Train them on child-friendly behaviour.. • Facilitators support children in meetings.
6 Hard-to-read documents	• Don't give complex documents without help. • Share easy-to-read summaries. • Be clear about goals.
7 Sensitive topics	• Check for risks first. • Let children step out if needed. • Provide a safe space and support afterwards.
8 Bullying from peers	• Create rules together against bullying. • Use activities that build respect and empathy.
9 Some children might feel left out	• Give extra support. • Use activities that include everyone and build community.





THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD

The United Nations Convention on the Rights of the Child is an important agreement by countries who have promised to protect children's rights.

The Convention on the Rights of the Child explains who children are, all their rights, and the responsibilities of governments. All the rights are connected, they are all equally important and they cannot be taken away from children.

for every child,

Whoever she is.
Wherever he lives.
Every child deserves a childhood.
A future.
A fair chance.
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For each and every child.
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In more than 190 countries and territories.
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Malaysia Country Office

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