

For Each and Every Child

He Taonga Tonu te Tamariki



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For Each and
Every Child
He Taonga
Tonu te Tamariki

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He Kupu Takamua

He aha te mea nui o te ao?

Māku e kī atu, he tamariki, he taiohi, he rangatahi.

What matters most on this earth?

I proclaim, it is the child, the juvenile, it is the youth.

Ko tā *He Taonga Tonu te Tamariki*, he kōpaki i te iho o te kawenata o te ao kāore nei tōna rite i roto i ngā tau mō te tokomaha o te hunga i haina i a ia – koia tēnei ko Te Tikanga a Te Kotahitanga o Ngā Iwi o Te Ao mō Ngā Mana o te Tamaiti (UNCROC), 1989. I tēnei pukapuka, ka tukuna te hā o te kawenata kia rere, tēnei huīnga kī taurangi o te ao e mea ana me āta tiaki, me āta poi-poi, me whakapakari tēnei hunga koia pea te wehenga o te hapori e tino kino rawa atu ana te parea ki tahaki, te tūkinotia – ko ā tātou tamariki.

E kōrero ana ngā kupu me ngā pikitia o te pukapuka nei ki ngā tamariki, ki ngā pakeke, ki te iwi nui tonu; e mea ana me pēnei rawa te noho a te tamariki i Aotearoa nei, me noho marumaru i runga anō i ētahi mana, i ētahi tikanga e noho marumaru ai ngā tamariki katoa, huri i te ao. Arā tētahi whakataukī Īnia e whakanui ana i te hapori ko ana tamariki tāna aronga mātāmua:

*Hei whakariterite mō te tau kotahi –
whakatōkia he māra raihi.*

*Hei whakariterite mō te ngahuru tau –
whakatōkia he rākau.*

*Hei whakariterite mō ngā rau tau kei tua –
poi-poiā ngā tamariki.*

I taku tūranga hei Kaiwhakawā Matua o Te Kōti Taiohi, kāore he mea nui ake i tēnei.

Kāore e rite te kino o ngā take tūkinotia e tae mai ana ki te kōti i Aotearoa ki ētahi o ngā mea weti-weti i tāwāhi. Inā rā, kāore e tukuna ana ngā tamariki o konei ki te pakanga, ki te ai, ki te tū hei pononga, me ētahi atu mahi mōrikanika. Hāunga anō tērā, kei te tokomaha rawa ngā tamariki, ngā rangatahi e takakinohia ana, kāore e whiwhi ana i ngā mea e tika ana kia whiwhi rātou, nā runga i ētahi raruraru e noho tāmore mai ana ki tō tātou porihanga. Kei pīhia e tātou ēnei raruraru. E āhua ōrite ana ngā āhuatanga e pēhi nei i ngā taiohi katoa e tae mai ana ki te Kōti

Taiohi, he āhuatanga e tangi ai te ngākau. Huri he rā, huri he rā, e āta kite ana mātou ngā kaiwhakawā i ngā hua o ngā mahi tūkinotia i roto i ngā whānau, me ngā pānga kino ki ngā tamariki ko rātou te whakaturanga tuatoru o roto i ō rātou whānau kei raro kē e putu ana – arā ētahi moka o Aotearoa e āta kitea ai tēnei āhua. Kei te kite anō i ngā taitamariki e makere atu ana i ngā ara rapu mātauranga, i ngā tamariki o ngā whānau takapau pōkai, ngā whānau rawa kore, kāore nei he tāngata hei taurira pai mō rātou (me te tino hāngai o tēnei kōrero ki ngā mea tāne), kua tahuri ki te kai tarukino, ki te kai waipiro, ka mutu, nā ō rātou whānau tonu pea i whāngai tuatahi atu ēnei mea kino ki a rātou.

Ko te nuīnga o ngā rangatahi e tae mai ana ki te Kōti Taiohi, kāore i taka whakarere ki te hē i te taiohinga. Nō mai rā anō te pūtake, he hōhonu tonu ōna pakiaka, he riri, he ngākau anipā i hua ake i te tūkinotanga, i te manaaki kore, i te aroha kore i rongō ai rātou i a rātou e kōhungahunga ana. Koinei au e kī nei me ū mārika tātou ki te ara tika mō ā tātou tamariki, me whakapau kaha ki te tiaki, ki te mahi i ngā mahi katoa e taea ana e tino ora ai rātou mai i te whānautanga, ā, i mua atu anō pea i tērā.

Ko tēnei pukapuka e whakaata nei i te tino o Te Tikanga a Te Kotahitanga o Ngā Iwi o Te Ao mō Ngā Mana o te Tamaiti, he whakatangi i te pūkaea, he whakaaraara i te iwi kia takatū ki te poi-poi i ā tātou tamariki. Me pūrua ia tangata, ia hapori, me te motu whānui i āna mahi atawhai tamariki. Kāore hoki he mahi whaitake ake i tēnei. Ka mutu, ko te whakatinana, ko te whakaū i ngā āheinga o ia tamaiti i Aotearoa, ēnei mana e whakaahuatia nei i tēnei pukapuka, kāore i tua atu i tēnei hei mahi tīmatanga. Me kī taurangi tātou ko ā tātou tamariki ki mua, ā, kia maimoatia ngā tamariki katoa, kia kua tētahi e hapa. Ko tēnei kōrero a Nelson Mandela, o te tau 1985, hei kupu whakamutunga:

*Kāore he whakaaturanga mārama ake o te
mauri o tētahi iwi, i te āhua o tana tiaki i ana
tamariki.*

nā Andrew Becroft

*Te Kaiwhakawā Matua o Te Kōti Taiohi
Hereturikōkā 2011*

Foreword

*He aha te mea nui o te ao?
Māku e kī atu, he tamariki, he taiohi, he rangatahi
What matters most on this earth?
I proclaim, it is the child, the juvenile, it is the youth.*

For Each and Every Child captures the essence of the most signed international covenant in the history of the world – the United Nations Convention on the Rights of the Child (UNCROC), 1989. This book gives life to this covenant – this unequivocal international commitment to protect, nurture, and further the interests of what is potentially one of the most marginalised and abused groups in our community – our children.

The words and pictures in this book speak to children, adults, and indeed the whole community about how our children should expect to live in Aotearoa New Zealand, protected by a set of rights that they share with every other child in the world.

An old Indian proverb emphasises the primary importance of a community focusing on children:

To plan for a year – sow a rice paddy field.

To plan for a decade – plant trees.

To plan for a future – nurture children.

From where I sit, as Principal Youth Court Judge, nothing could be more important. Certainly, the cases that arise in Aotearoa New Zealand may not be so chilling as those involving children in other countries. Our scenarios do not include child soldiers, child prostitution, or child slavery and exploitation. Nonetheless, too many of our children and young people are damaged and disadvantaged by real problems that are deeply embedded in our society. These are issues that cannot be casually disregarded.

Those young people who appear in the Youth Court share distressingly similar characteristics. As judges, we see daily the effects of intergenerational family abuse and violence and the consequences for children of being part of a “third-generation underclass” – pockets of which exist throughout Aotearoa New Zealand. We also see the children who are lost to the education system by their early teens; and the children from transient and disadvantaged families who, without good role-models (particularly male), have been introduced to drug and alcohol use, often by their families, at an early age.

Most of those appearing in the Youth Court do not suddenly offend as teenagers. They have profound and deep-rooted anger and insecurities relating to experiences of abuse and neglect that date back to their early childhood. That is why there can be no compromise in our attitude to our children and our commitment to provide them with the best life from birth – or even earlier.

This book, reflecting the essence of UNCROC, sounds a clarion call to nurture our children. As individuals, communities, and a country, let us redouble our efforts to do so. What could be more important? Making the non-negotiable rights depicted in this book a reality for every child in Aotearoa New Zealand would be a very good start. Let us pledge to put children first and ensure that every child is valued. As Nelson Mandela observed in 1985:

There can be no keener revelation of a society's soul than the way in which it treats its children.

Andrew Becroft

Principal Youth Court Judge

Te Kaiwhakawā Matua o Te Kōti Taiohi

August 2011



He mana anō ō tēnā, ō tēnā tamaiti, puta noa i te ao, ahakoa kei te tāone nui e noho ana, kei te papa kāinga, kei te pāmu, kei te tahamoana, kei te maunga, kei te ngahere, kei te koraha rānei e tirotiro whetū ana i te rangi pō. Ko tēnei mea te 'mana' i konei, he tikanga, he ture mō te atawhai i te tangata. E whakaae ana ngā kāwanatanga he mana ō ngā tamariki katoa, ā, me hāpai ēnei mana ka tika.



Every child in the world has rights. A child has rights whether they live in a city, in a village, on a farm, by the sea, on a mountain, in a jungle, or in a desert under the stars. Rights are rules about how people should be treated. Governments agree that all children have rights and that these must be respected.



He tino taonga mātou, ngā tamariki. Tiakina mātou, āraia atu ngā kino i a mātou. Homai koa ngā mea e hauora ai, e kaha ai mātou.



As children, we are all special. Take care of us and keep us safe.
Make sure we have what we need to make us healthy and strong.



Tukua mātou kia ora, kia tupu, kia ako, kia uiui. Ā, kia pakeke ake nei mātou, kua pai tā mātou whiriwhiri i ngā pēheatanga o ō mātou nei ao.



Allow us to live, grow, learn, and ask questions. Then, when we are older, we will be able make up our own minds about things.



Ahakoā ko Jack, ko Bella, ko Poutama, ko Elijah, ko Miriama,
ko Ahmed, ko Nanda, ko Sina – he ingoa tō ngā tamariki katoa,
he ingoa nō roto mai i tōna whānau. Pārekareka ana tērā tā
mātou noho tahi ki tō mātou nei whenua, ki Aotearoa.



Jack, Bella, Poutama, Elijah, Miriama, Ahmed, Nanda, and Sina – everyone has a name from their family. We all enjoy being together in our country, Aotearoa New Zealand.



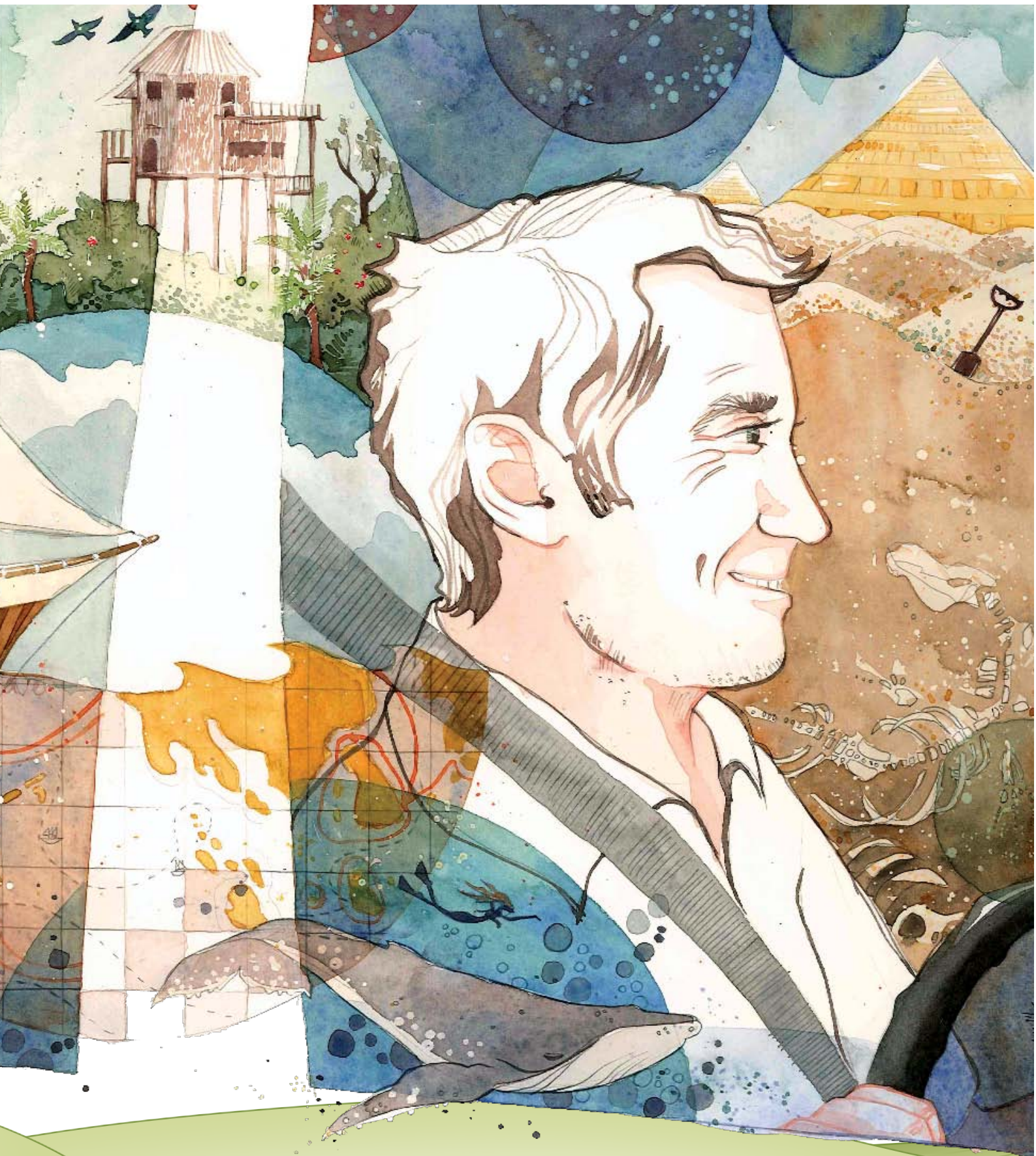
Tiakina mātou, arohaina, atawhaingia mātou, ki te kore e taea ēnei āhuatanga e ō mātou ake whānau. Kia kaha koutou ki te whītiki i ō mātou whānau kia torokaha tonu, kia hauora tonu.



Look after us, love us, and care for us if our families can't.
Do your best to keep our families strong and healthy.



Tukua mātou kia kōrero i ō mātou whakaaro, i ō mātou kare
ā-roto, i ō mātou wawata. Kia rongō mai koutou i ā mātou
kōrero. Kia kite koutou i tā mātou e whakaatu atu ana.
Kōrero mai ki a mātou mō ngā take o te wā.



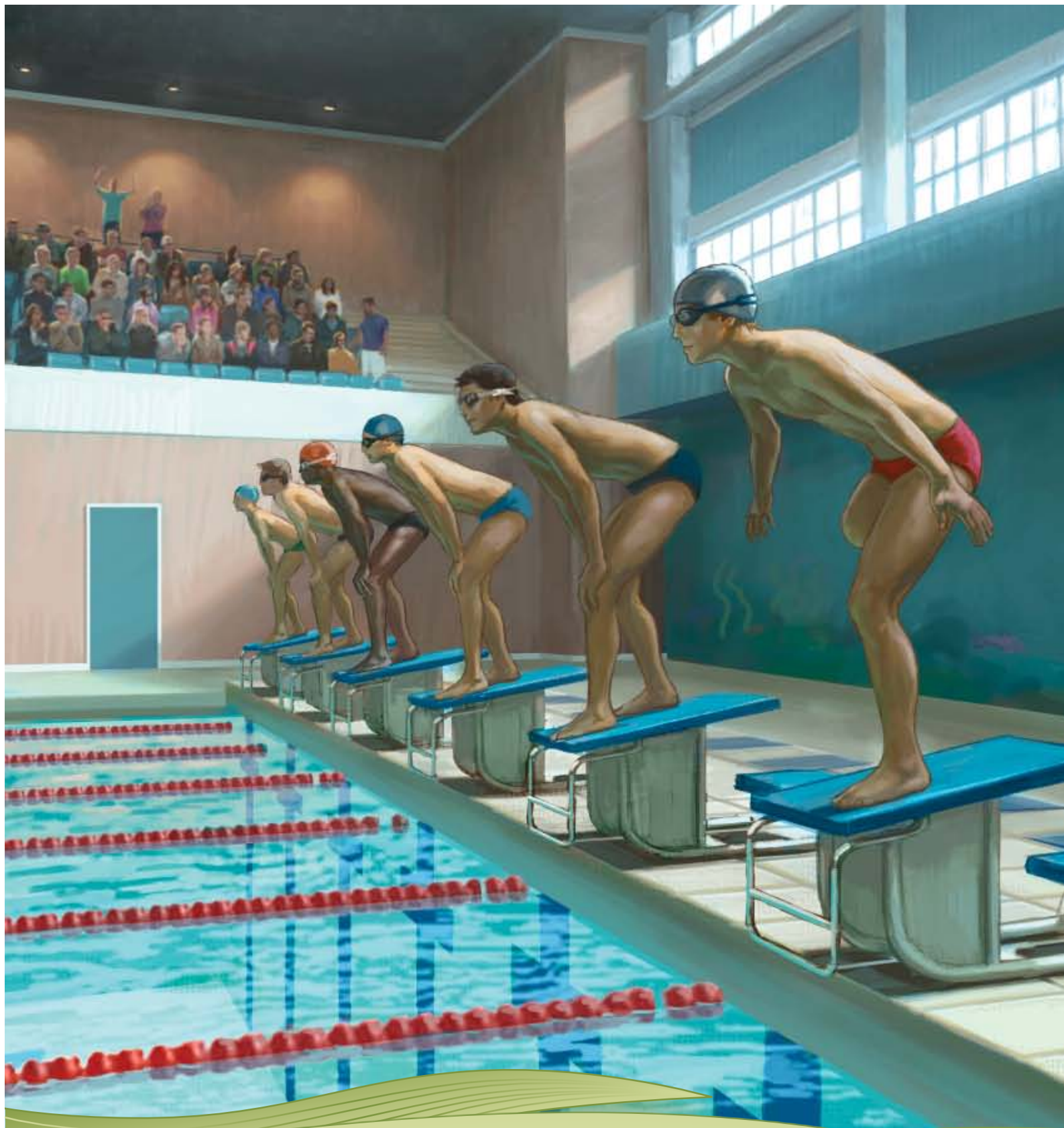
Let us tell you what we think, feel, and dream.
Hear what we have to say. See what we have to show you.
Talk with us about things that are happening.



Kauparea atu ngā kino. Kia kua rawa mātou e whara i te tangata, i ō mātou mātua anō, i ētahi atu rānei e noho tahi ana ki a mātou. Ki te mamae mātou i tētahi mea, pēnei i te werohanga rongoa, whakamōhiotia mai i mua i te mahinga.



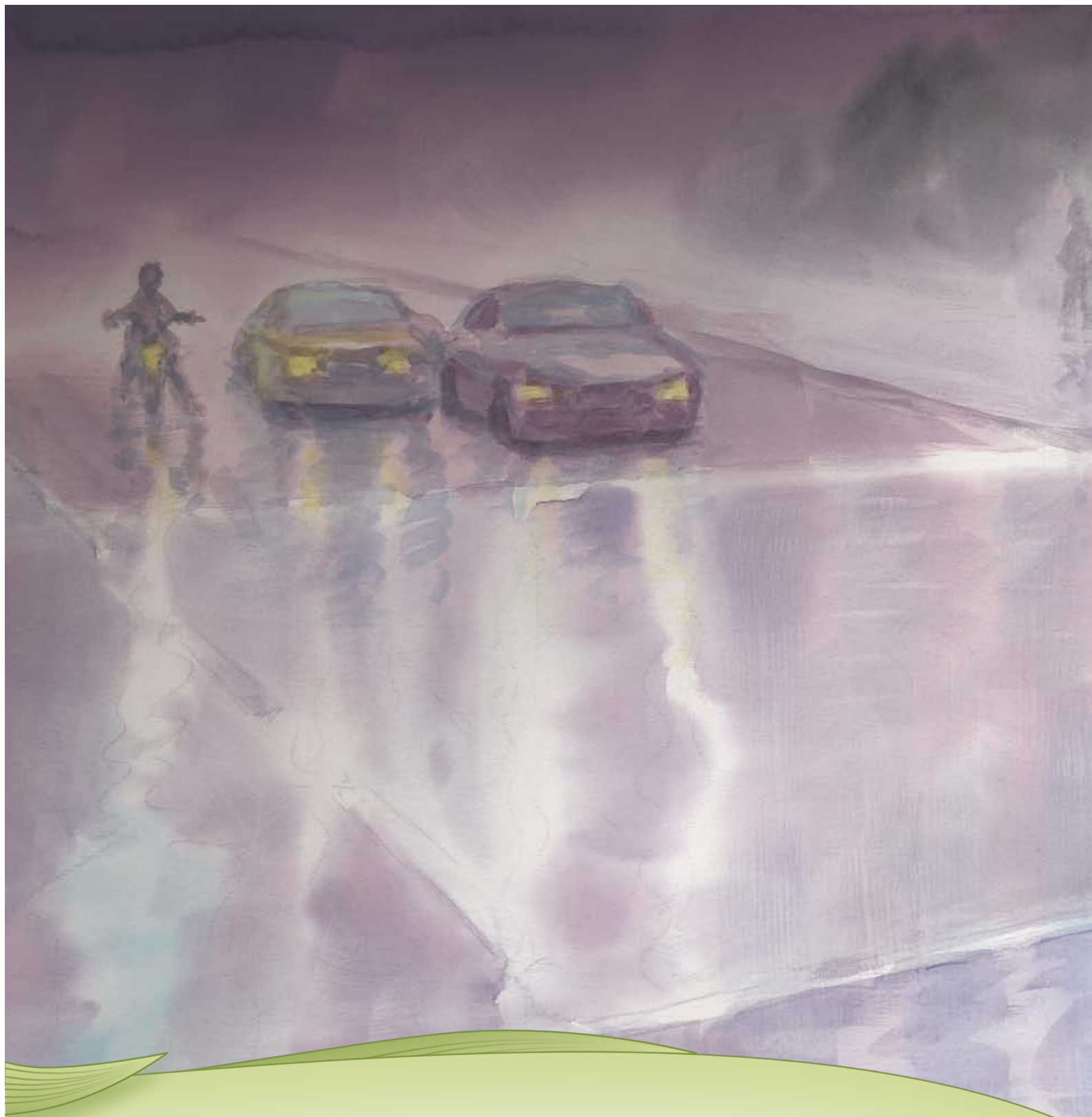
Protect us. No one should ever be allowed to hurt us, not even our mums or dads or the people we live with. If something might be painful, like an injection, tell us about it first.



Mehemea e hauā ana te tinana, te hinengaro rānei, āta tiakina mātou, kia pērā me ērā atu tamariki te harikoa o tā mātou noho ki te ao.



If there is a disability in our body or mind, take special care of us so that we can live happily in the world like other kids.



Me ārai atu anō ngā kino o te huarere. I te wā o te makariri, o te ua, me mahi kia mahana, kia maroke mātou. Ina kaha mai te rā, homai koa he pōtae ārai rā. Kia tika anō te rahi o te kai me te wai e homai ana. Mehemea e pāngia ana mātou e te mate, tukuna mātou kia whakangā, haria rānei kia tirohia e te tākuta, kia piki anō ai te ora.



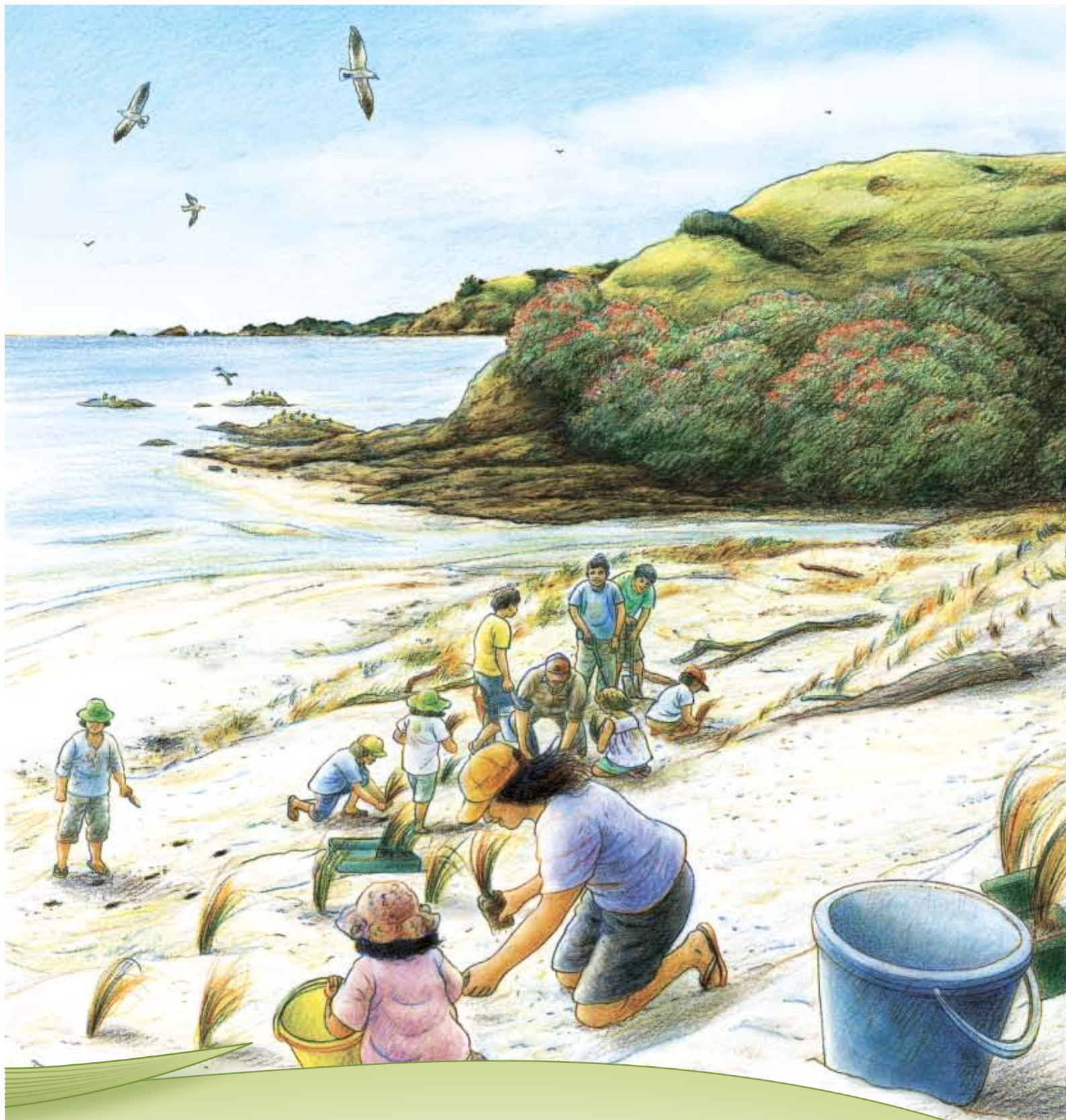
Shelter us in all weathers. When it is cold and wet, keep us warm and dry. When the sun is hot, give us hats to wear. Make sure we have enough to eat and drink. If we are sick, let us rest or take us to a doctor to help us get better.



Tukuna mātou ki te kura, kia pai ai te ako tahi, te pārekareka tahi me ngā hoa. Whakaakona mātou ki te pānui, ki te tuhi, kia pahure ai i a mātou ngā mahi ka whāia e tēnā, e tēnā ina pakeke ake mātou.



Send us to school to learn and to play with our friends.
Teach us to read and write so that we can grow up to be
good at whatever we do.



Āwhinatia mātou ki te atawhai i te whenua, ki te tiaki i ngā rākau ka kakea, i ngā awa me ngā moana ka kauria, i ngā putiputi ka katohia e mātou, tae atu ki ngā kararehe me ngā manu e noho tahi ana me tātou ki tēnei ao.



Help us to look after the land and to care for the trees we climb, the rivers and seas we swim in, the flowers and vegetables we grow, and the animals and birds that share the world with us.



Āwhinatia mātou ki te kōrero i ngā reo o ō mātou ake iwi. Tūkua mātou kia haere ki ō mātou marae, ō mātou whare karakia, ahakoa te hāhi, ahakoa te whakapono. Tūkua mātou kia kawē ake i ngā waiata, i ngā kanikani, kia kuhu anō i ngā kākahu o ō mātou ake iwi.



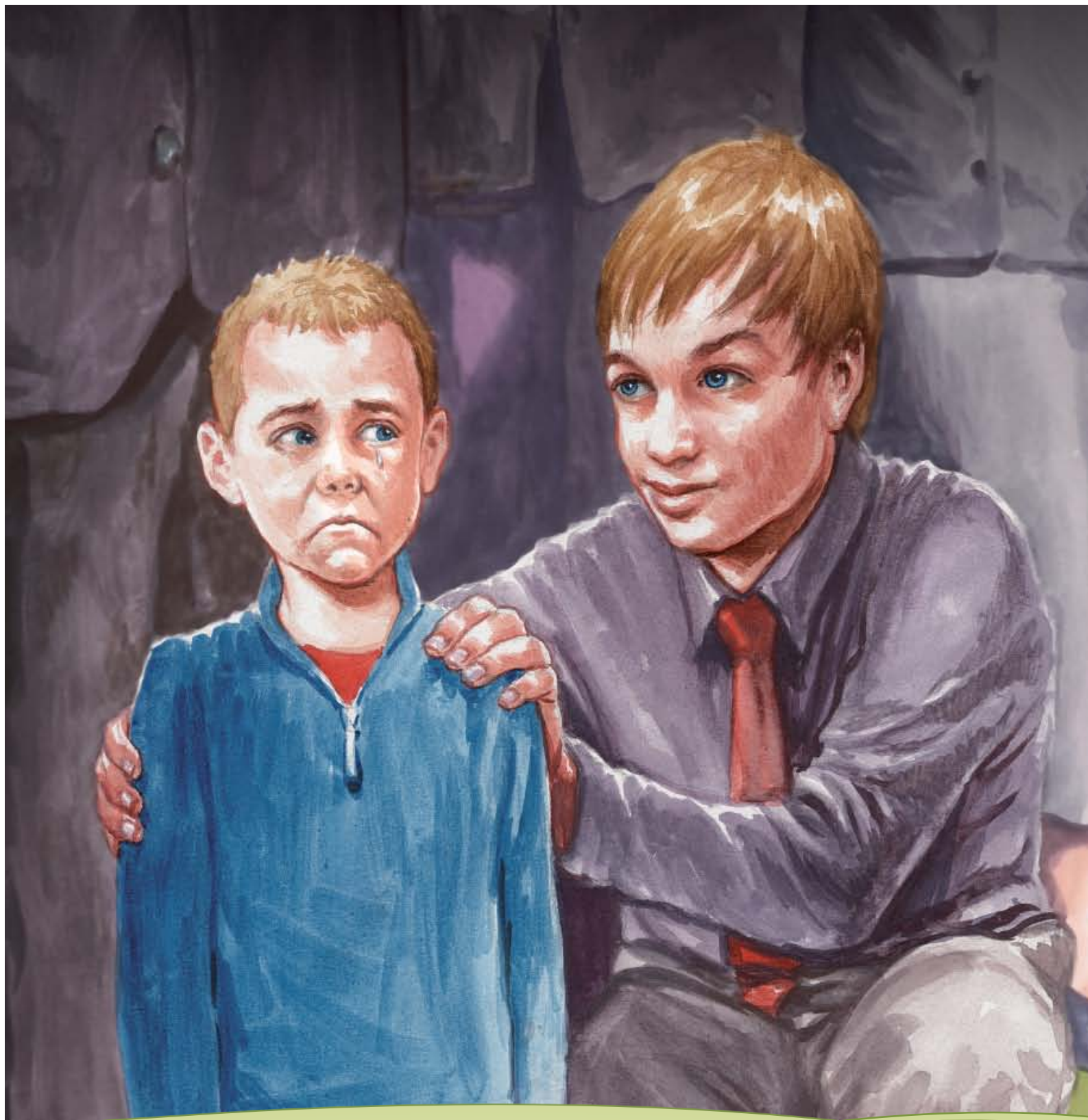
Support us to use the languages of our people. Allow us to go to churches, temples, marae, synagogues, mosques, chapels, or shrines. Let us sing, dance, and dress in the ways of our cultures.



Kia whai wā anō mātou ki te tākaro, ki te whakangā,
ki te ngahau tahi ki ō mātou whānau, ki ō mātou hoa.



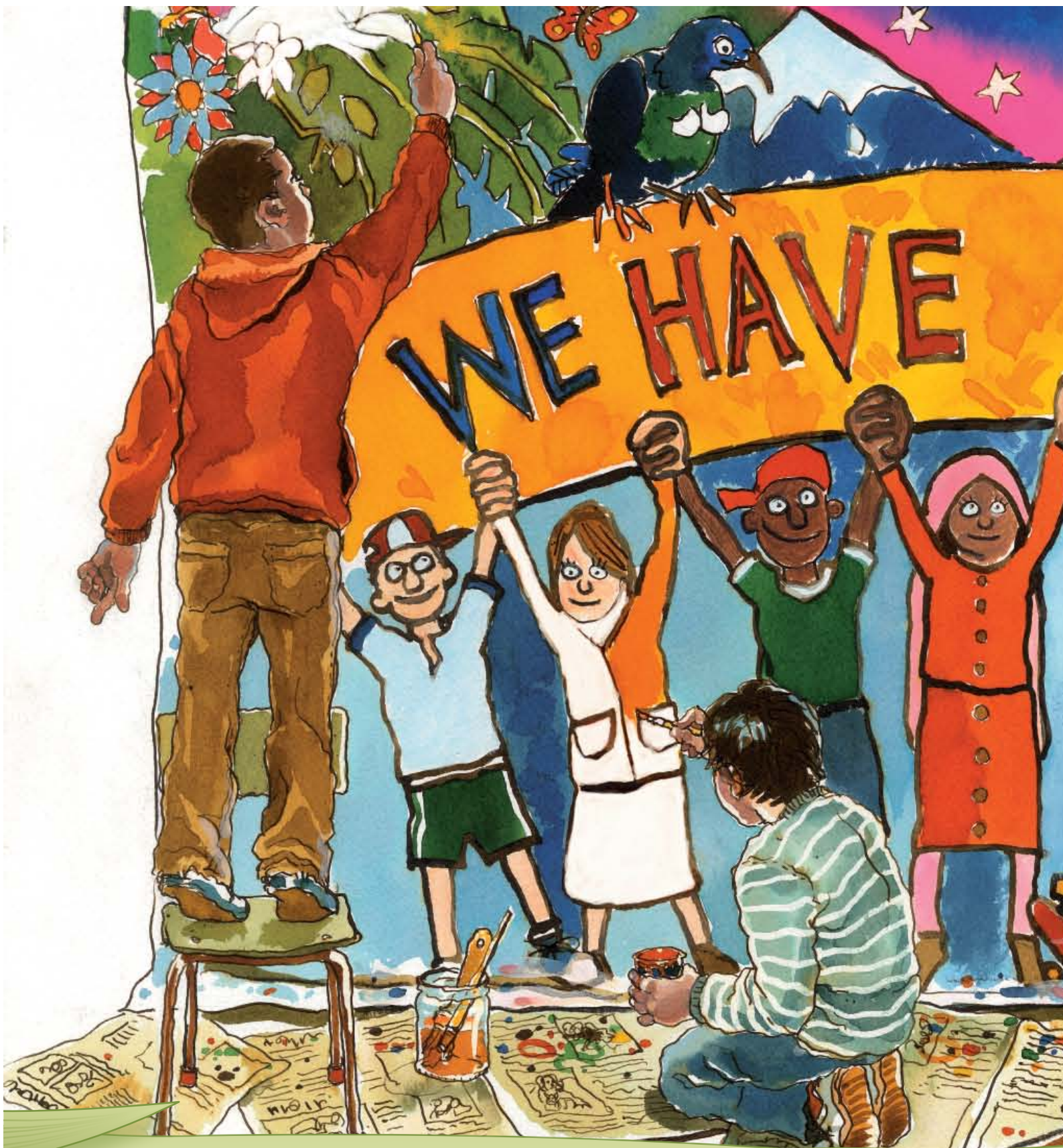
Give us the time to play and rest and to enjoy time with family and friends.



Ina whara mātou, ina mamae rānei i tētahi atu, ina tau mai te pōraruraru, te pōuri, āwhinatia mātou ki te whakapuaki i ō mātou kare ā-roto, i ō mātou whakaaro, ā, kia mimingo anō ngā pāpāringa i te kata, i te menemene i muri iho.



If we have been hurt or are confused or unhappy, help us to share our feelings and later to laugh and smile again.



Kōrero atu ki ō mātou whānau, ō mātou hoa, me ērā atu tāngata nui ki a mātou mō ō mātou mana. Kei tēnā, kei tēnā tamaiti ēnei mana katoa.



Tell our families, friends, and other important people about our rights. These rights are the same for each and every child.

A summary of the articles of the United Nation's Convention on the Rights of the Child

He whakarāpopotonga i ngā kupu tohu o Te Tikanga a Te Kotahitanga o Ngā Iwi o Te Ao mō Ngā Mana o te Tamaiti

- 1** Everyone under 18 years of age has all the rights in this Convention.

Kei te hunga katoa kei raro iho i te 18 tau te pakeke ngā mana katoa o tēnei Tikanga.

- 2** The Convention applies to everyone whatever their race, religion, or abilities; whatever they think or say; and whatever type of family they come from.

E hāngai ana te Tikanga ki te katoa, ahakoa te iwi, te hāhi, ngā āheinga, ō rātou whakaaro, ā rātou kōrero, ahakoa te momo whānau i ahu mai ai rātou.

- 3** All organisations concerned with children should work towards what is best for each child.

Ko ngā whakahaere katoa e arotahi ana ki te tamariki, me mahi kia puta he painga nui ki tēnā, ki tēnā tamaiti.

- 4** Governments should make these rights available to children.

Me mahi ngā kāwanatanga kia whakawāteahia ngā mana nei ki ngā tamariki.

- 5** Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly.

Me hāpai ngā kāwanatanga i ngā mana me ngā kawenga a ngā whānau ki te whakahaere, ki te ārahi i ā rātou tamariki, kia ako ai ngā tamariki ki te whakamahi tika i ō rātou mana i a rātou e tipu ake ana.

- 6** All children have the right to life. Governments should ensure that children survive and develop healthily.

Kia mātua āhei i ngā tamariki katoa tēnei mea te orange. Me mahi rawa ngā kāwanatanga kia ora ngā tamariki, kia hauora anō te whanaketanga.

- 7** All children have the right to a legally registered name, and nationality. Also the right to know and, as far as possible, be cared for by their parents.

Kei te tamaiti te mana kia whiwhi ia i tētahi ingoa rēhita whaimana i raro i te ture, ā, i tētahi iwi hoki. Ko te tikanga, me mōhio anō te tamaiti ko wai ōna mātua, ā, mā rāua anō ia e tiaki.

- 8** Governments should respect children's right to a name and nationality and family ties.

Me hāpai ngā kāwanatanga i te mana o te tamaiti kia whiwhi ingoa ia mōna, kia mōhio ia ki tōna iwi, ki ōna kāwai whakapapa anō hoki.

- 9** Children should not be separated from their parents unless it is for their own good. For example, if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.

Kia kau e wehea te tamaiti i ōna mātua – māna, kei te wehenga tōna orange. Hei tauira, mēnā e tūkinotia ana, e whakahapatia ana rānei te tamaiti e tētahi o ngā mātua. Ko te tamaiti kua wehe ōna mātua, he mana tōna ki te whakapā atu ki ngā mātua e rua, ki te kore ia e whara i tērā āhua.

- 10** Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.

Ko ngā whānau e noho wehe ana, he whenua kē, he whenua kē, me tuku kia whakawhiti i waenganui i aua whenua, kia kitekite tonu ai ngā mātua i ngā tamariki, kia whakakotahi anō ai rānei te whānau.

- 11** Governments should take steps to stop children being taken out of their own country illegally.

Me whakatau kaupapa ngā kāwanatanga ki te aukati i te kawenga o ngā tamariki ki whenua kē, me he kawenga e takahi ana i te ture.

- 12** Children have the right to say what they think should happen when adults are making decisions that affect them, and to have their opinions taken into account.

Kei ngā tamariki te mana ki te kōrero atu kia pēheatia rātou, ā, me whakarongo anō ngā pakeke ki ēnei whakaaro, ina whiriwhiri ana ngā pakeke i ētahi whakataunga e pā ana ki ngā tamariki.

- 13** Children have the right to get and to share information, as long as the information is not damaging to them or to others.

Kei ngā tamariki te mana ki te whiwhi, ki te tuku pārongo, ki te kore he kikino o aua pārongo ki a rātou, ki ētahi atu rānei.

- 14** Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide children in these matters.

Kei te tamaiti te mana ki te whakaaro, ki te whakapono ki tāna i pai ai, ki te kawē anō i te whakapono e pai ana ki a ia, ki te kore ia e takahi, e whakararu i ngā mana o tētahi atu i tana pērā. Me ārahi ngā mātua i ngā tamariki ki ēnei āhuatanga.

- 15** Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Kei ngā tamariki te mana ki te hui tahi, ki te whakapiri ki ngā rōpū, ki ngā whakahaere, ki te kore tēnei e takahi, e whakararu i ngā mana o ētahi atu.

- 16** Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families, and their homes.

Kei ngā tamariki te mana kia noho matatapu rātou. Me whakamarumaruru te ture i a rātou i ngā mahi tukituki i tā rātou noho, i ō rātou ingoa pai, i ō rātou whānau, i ō rātou kāinga.

- 17** Children have the right to reliable information from the mass media. Television, radio, newspapers, and digital media accessible to children should provide information that they can understand, and should not promote materials that could harm children.

Kei ngā tamariki te mana kia horahia ki a rātou ngā pārongo pāpāho pono. Ko te pouaka whakaata, te irirangi, ngā nūpepa, tae atu ki ngā ara matihiko e āhei atu ana te tamariki, me hora pārongo e mārama ana ki te tamariki, ā, kia kua rātou e whakatairanga i ngā mea tērā e raru ai te tamariki.

- 18** Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.

Kei ngā mātua e rua te kawenga ki te tiaki, ki te whakapakeke i ā rāua tamariki, ā, me āta whiriwhiri rāua kei hea ngā painga mō ia tamaiti. Me awahi ngā kāwanatanga i ngā mātua, mā te tuku ratonga hei tautoko i a rātou, ā, mēnā kei te mahi ngā mātua, kātahi ka tino hāngai tēnei kōrero.

- 19** Governments should ensure that children are properly cared for, and protect them from violence, abuse, and neglect by their parents, or anyone else who looks after them.

Me whakapau kaha ngā kāwanatanga kia tiakina paitia ngā tamariki, ā, kia noho marumaruru rātou i ngā momo mahi kino katoa, i te kupu kino, i te whakahapa rānei a ō rātou mātua, a ētahi atu rānei e tiaki ana i a rātou.

- 20** Children who cannot be looked after by their own family must be looked after properly by people who respect their religion, culture, and language.

Ko ngā tamariki e kore e taea te tiaki e ō rātou ake mātua, kia mātua tiakina e ētahi atu, ā, kia hāpaitia ō rātou whakapono, ā rātou tikanga ā-iwi, me ō rātou reo e aua tāngata.

- 21** When children are adopted the first concern must be what is best for them. The same rules should apply whether the children are adopted in the country where they were born, or if they are taken to live in another country.

Ina riro te tamaiti hei tamaiti whāngai, ko te whakaaro kia noho mātamua mai, he aha ngā painga mō taua tamaiti. Kia mau tonu ngā ture ahakoa whāngaia te tamaiti i te whenua i whānau ai ia, ahakoa heria rānei ki whenua kē noho ai.

- 22** Children who come into a country as refugees should have the same rights as children born in that country.

Ko ngā tamariki ka uru ki tētahi whenua hei rerenga mai i whenua kē, me ōrite tonu ō rātou mana ki ērā o ngā tamariki i whānau mai ki taua whenua.

- 23** Children who have any kind of disability should have special care and support, so that they can lead full and independent lives.

Me tiaki motuhake, me tautoko motuhake te tamaiti hauā, kia rawe ai tana noho, kia tū motuhake ai ia.

- 24** Children have the right to good quality health care, clean water, nutritious food, and a clean environment, so that they will stay healthy. Richer countries should help poorer countries achieve this.

Kei ngā tamariki te mana kia whiwhi rātou i ngā ratonga hauora pai, i te wai mā, i te kai hauora, kia mā anō te taiao, kia noho ora tonu ai rātou. Me āwhina ngā whenua whairawa i ngā whenua rawakore kia ea ai tēnei whāinga.

- 25** Children who are looked after by their local authority, rather than by their parents, should have their situation reviewed regularly.

Ko ngā tamariki e tiakina ana e ō rātou mana ā-rohe, kāore e tiakina ana e ngā mātua, kia auau te āta tiro tiro e pēhea ana tā rātou noho.

- 26** The Government should provide extra money for the children of families in need.

Me whakarato e te Kāwanatanga he pūtea atu anō hei āwhina i ngā tamariki o ngā whānau e tino kino ana te pōhara, e tino hē ana te noho.

- 27** Children have a right to a standard of living that is good enough to meet their physical and mental needs. The Government should help families who cannot afford to provide this.

Kei te tamaiti te mana kia tika tana noho ki te ao, kia ora tana tinana me tana hinengaro. Me āwhina e te Kāwanatanga ngā whānau pōhara kāore e ea i a rātou ēnei āhuatanga.

- 28** Children have a right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Richer countries should help poorer countries achieve this.

Kei te tamaiti te mana kia whiwhi ia i te mātauranga. Ko ngā mahi whakataki whanonga i te kura, me hāpai tonu i te mana o te tamaiti. Me kore utu te kura tuatahi, ā, me āwhina ngā whenua whairawa i ngā whenua rawakore kia ea ai tēnei whāinga.

- 29** Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.

Me poipoi ngā mahi whāngai mātauranga i te tuakiri me ngā pūmanawa o ia tamaiti. Me akiaki ngā mahi o te kura kia whakaaro nui ngā tamariki ki ō rātou mātua, ki tō rātou ake ahurea, me ngā ahurea o ētahi atu.

- 30** Children have the right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

Kei te tamariki te mana ki te ako, ki te kawe ake i te reo me ngā tikanga a ō rātou whānau, ahakoa e whakamahia ana ēnei, kāore rānei, e te nuinga o ngā tāngata o te whenua e noho ana ia.

- 31** All children have a right to relax and play, and to join in a wide range of activities.

Kei ngā tamariki katoa te mana ki te whakatā, ki te tākarō, ki te kuhu atu ki ngā momo mahi huhua.

32 The Government should protect children from work that is dangerous, or that might harm their health or their education.

Me whakamarumarū te Kāwanatanga i ngā tamariki i ngā mahi mōrearea, ngā mahi tērā e raru ai tō rātou hauora, tā rātou whai rānei i te mātauranga.

33 The Government should provide ways of protecting children from dangerous drugs.

Me whakatū te Kāwanatanga i ētahi tūwatawata e noho haumarū ai ngā tamariki i ngā pūroi kino.

34 The Government should protect children from sexual abuse.

Me whakamarū te Kāwanatanga i te tamariki mai i te taitōkai, i ngā tūkinotanga taha ai.

35 The Government should make sure that children are not abducted or sold.

Me āta mahi te Kāwanatanga kia kaua rawa te tamariki e kahakina, e hokona rānei.

36 Children should be protected from any activities that could harm their development.

Me whakamarumarū te tamaiti i ngā mahi tērā e hē ai tana whanake haere.

37 Children who break the law should not be treated cruelly. They should not be put in prison with adults and should be able to keep in contact with their families.

Kia kua ngā tamariki takahi i te ture e tūkinotia. Kia kua hoki e mauheretia ki te taha o ngā pākeke, ā, kia taea tonutia e rātou te whakapā atu ki ō rātou whānau.

38 Governments should not allow children under 15 to join the army. Children in war zones should receive special protection.

Kia kua ngā kāwanatanga e tuku i te tamariki kei raro iho te pakeke i te 15 tau kia kuhu i te ope tauā. Me whakamarū motuhake ngā tamariki kei ngā rohe pakanga e noho ana.

39 Children who have been neglected or abused should receive special help to restore their self-respect.

Me riro i te tamaiti kua tūkinotia, kua whakahapatia rānei, ētahi āwhina motuhake e tupu haere anō ai te whakaaro i roto i a ia he kura tonu ia, he tino taonga.

40 Children who are accused of breaking the law should receive legal help. Prison sentences for children should only be used for the most serious offences.

Ko ngā tamariki kua whakapaetia he takahi ture te mahi, me whiwhi āwhina ā-ture. Mō ngā hara tino kino anake te whakaae a te ture kia mauheretia te tamariki.

41 If the laws of a particular country protect children better than the articles of the Convention, then those laws should stay.

Mehemea he pai ake ngā ture o tētahi whenua ki te whakamarumarū tamariki i ngā kupu tohu o tēnei Tikanga, me mana tonu ko aua ture.

42 The Government should make the Convention known to all parents and children.

Me whakanui te Kāwanatanga i te Tikanga ki ngā mātua me ngā tamariki katoa.

The Convention on the Rights of the Child has 54 articles in all. Articles 43–54 are about how adults and governments should work together to make sure all children get all their rights.

For further information you can visit <http://www.unicef.org/knowyourrights>

E 54 ngā kupu tohu kei te Tikanga mō ngā Mana o te Tamaiti. Kei ngā kupu tohu 43–54 he kōrero mō te mahi tahi a ngā pākeke me ngā kāwanatanga kia mau pū ai i ngā tamariki katoa ō rātou mana katoa.

He pārongo atu anō kei te <http://www.unicef.org/knowyourrights>

Illustrators

Matt Gaudie



Pages 4–5 and 32–33

Matt is an artist/illustrator who lives and works in Wellington. He has a keen interest in painting and drawing people. Matt likes to depict interactions between people as they go about their everyday life. He finds people a constant source of artistic inspiration, as everyone is different in their own special way.

Leilani Isara



Pages 6–7 (and the line work for pages 12–13 and 22–23)

Leilani is a freelance illustrator and graphic designer, originally from Christchurch and currently living in Dunedin. Ever since she was little Leilani has been fascinated with art and has loved creating worlds and characters through drawing. In 2008, Leilani gained a Bachelor of Design with First Class Honours in Visual Communication/Illustration from Massey University, and has since been creating illustrations for magazines, books, and journals for clients in Aotearoa New Zealand and around the world.

Andrew Burdan



Pages 8–9, 26–27, and 28–29

Andrew is a Wellington-based illustrator who has worked in film, television, and print media. He began his freelance career as a storyboard artist on television commercials, television shows, and feature films. Andrew now works as an illustrator on children's books and educational resources. He says it's a really fun job that allows him to work on a wide variety of interesting subject matter and, importantly, to keep learning at the same time.

Elsbeth Alix Batt



Pages 10–11 and 24–25

Elsbeth studied architecture and fashion design before completing a graphic design degree at Auckland University of Technology in the 1980s. She lives on Auckland's North Shore with three tyrannical rescued cats. Elsbeth has done freelance work for numerous businesses, including book publishers, schools, and greeting card companies; and designed a set of stamps for New Zealand Post. Using the computer for illustrating has enabled her to develop various, usually realistic, styles. The majority of her illustration work is for the educational publishers, Learning Media, who produce the School Journals. She also creates "fine art" paintings, enjoys gardening and craftwork, and reading and collecting books.

Stephen Crowe



Pages 12–13

Stephen is a freelance illustrator and concept artist based in Island Bay, Wellington. Formally a senior designer at Weta Workshop, he has worked on a number of large budget, international film productions, including “King Kong”, “The Lion, the Witch and the Wardrobe”, and “Avatar”. When he’s not drawing stuff, you’ll find Stephen looking after his two very active kids, two self-involved cats, and a somewhat grumpy ninety-year-old weatherboard home, all of which he shares with his wonderful partner, Nicola.

Rachel Walker



Pages 14–15

Rachel is a Wellington illustrative artist and freelance designer who trained at Massey University. Her contemporary illustrative artworks are often inspired by nature, humour, and patterns; and are usually depicted in mixed media using watercolour, spray-paint, ink, and pencil. Rachel has exhibited solo work at Pixel Ink Gallery since 2008, and has illustrated for clients such as the Royal New Zealand Ballet and Learning Media.

Tom Simpson



Pages 16–17 and 18–19

Tom was born and raised in rural North Otago. He has been interested in the visual arts since the age of three, when he discovered the joys of applying lipstick to walls, shoes, and bedroom furniture. From these early beginnings Tom went on to study illustration at Massey University in Wellington, graduating in 2005. He currently works as a freelance illustrator and also takes time to work on his personal art.

Bruce Potter



Pages 20–21 and 30–31

Bruce is an international award-winning illustrator of over a hundred books. He has a background in cartooning and caricature for newspapers around the world and used these skills in his latest book “New Zealand Hall of Fame: 50 Remarkable Kiwis”. Bruce has four very exciting projects for children to look forward to in 2012. He lives with his wife and three kids on a two-acre paradise in Tuakau.

Rebecca Kereopa



Pages 22–23

Rebecca has loved drawing her whole life and after high school started studying design at Massey University. She took time out from her degree to travel in Europe and Morocco. The unique visual styles of the different countries and cultures she visited inspired her drawing. In 2010 she completed a Bachelor of Design, majoring in illustration. Rebecca currently works as a freelance illustrator and lives in Melbourne. She has been published by Learning Media, New Zealand Post, Nelson Education in Toronto, Communications Plus, and the New Zealand Bible Society. Rebecca’s artwork has featured on the cover of Tū Mai magazine and in Zupi, a contemporary art, illustration, and design magazine.

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This book reflects on the essence of the United Nations Convention on the Rights of the Child, our blueprint to advocate for the best interests of each and every child as central to our nation's progress.

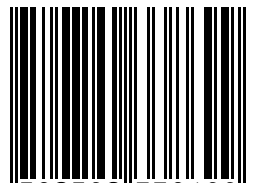
“What could be more important?”

Judge Andrew Becroft,
Principal Youth Court Judge



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