

CHILDREN IN CONFLICT: AFRICA

A Selected Resource Guide for Educators



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Children in Conflict: Africa Selected Resources

African Charter on the Rights and Welfare of the Child (1999)

- Written in 1990 and entered into force in 1999, this Organization of African Unity charter is available online at:
<http://www1.umn.edu/humanrts/africa/afchild.htm>

The African Union (AU)

- Established by a 1999 declaration by the OAU (Organization of African Unity) and launched in 2002
<http://www.africa-union.org/root/au/index/index.htm>

Top Websites for General Info on Children in Conflict in Africa:

- **Amnesty International:**
<http://web.amnesty.org/pages/childsoldiers-index-eng>
- **Relief Web 2002 report** (great background article on child soldiers)
<http://www.reliefweb.int/library/documents/chilsold.htm>
- **Human Rights Watch**
Africa page: <http://www.hrw.org/doc/?t=africa>
Children's rights page: <http://hrw.org/doc/?t=children>
Child soldier page: <http://hrw.org/campaigns/crp/index.htm>
- **UNICEF** (United Nation's Children Fund)
<http://www.unicef.org/index.php>

African Studies Programs - selected websites

Each of these websites contains valuable teaching resources, including: maps, curriculum plans, teaching guides, links to reputable websites, lending libraries, film lists, and more! See the "Outreach" links, and be sure to check out materials available for loan or purchase.

- **University of Wisconsin-Madison African Studies Program**
<http://africa.wisc.edu>
- **University of Pennsylvania African Studies Program**
http://www.africa.upenn.edu/K-12/menu_K-12.html
See especially their online resource guide:
http://www.africa.upenn.edu/K-12/menu_EduKNTR.html
- **Boston University African Studies Program** Teacher Resources

<http://www.bu.edu/africa/outreach/tips/index.html>

- **Michigan State University African Studies Program Outreach**
<http://africa.msu.edu/outteacher.php>
- For a complete list of African Studies programs and centers, see:
http://www.africa.upenn.edu/About_African/ww_afstd.html

Maps

- **Relief Web:** www.reliefweb.int
- **United Nations Cartographic website (Africa page)**
<http://www.un.org/Depts/Cartographic/map/profile/africa.pdf>
-
- **Google Earth:** <http://earth.google.com/>
*See especially: **Crisis in Darfur: witness the destruction for yourself*** – a brand new online collaboration between the United States Holocaust Museum and Google Earth, which allows users to look at high resolution satellite images of Darfur and see the destruction, plus read personal stories of the people affected.
<http://www.ushmm.org/googleearth/>
- **How Big is Africa?** Excellent map of Africa in proportion to other land bodies <http://www.africa.upenn.edu/K-12/buafr.html>

Selected Films

Rwanda:

- **Ghosts of Rwanda** (PBS) Documentary of Rwanda genocide
Companion Resource: ***Triumph of Evil: How the West ignored warnings of the 1994 Rwanda genocide and turned its back on the victims*** Not specifically on children, but a good background resource. <http://www.pbs.org/wgbh/pages/frontline/shows/evil/>
- **Valentina's Nightmare** (PBS, 1997). Frontline documentary tells the story of a 13-girl who witnessed and survived the Rwandan genocide. Note: this documentary is very graphic and includes many horrific scenes; may not be suitable for younger students.

- ***Hotel Rwanda*** (Rwanda). Hollywood feature film on the 1994 Rwandan genocide starring Don Cheadle as Paul Rusesabagina. *Note: like all Hollywood films, this one needs some extra pre-teaching to provide context and help students avoid sensationalizing and essentializing Africans and Africa.

Sudan:

- ***Lost Boys of Sudan*** (POV, 2004). By Peter Kon Dut, Santino Majok Chuur, Megan Mylan, and Jon Shenk. A popular film that follows the lives of several "lost boys" of Sudan as they adapt to their new lives in the U.S.
- ***Sudan: The Quick and the Terrible***, a PBS Frontline documentary (2005) <http://www.pbs.org/frontlineworld/stories/sudan/>
- ***God Grew Tired of Us*** (Sudan), a new documentary currently in cinemas about the Lost Boys of Sudan, narrated by Nicole Kidman
- ***Darfur Diaries: Message from Home*** (2006, 57 minutes). Filmed in 2004, a very popular documentary by Aisha Bain, Jen Marlowe, and Adam Shapiro. Conversations with refugees and displaced peoples, civilians and fighters resisting the Sudanese government, teachers, students, parents, children and community leaders, whose stories and testimonies are woven together through the personal experience of the filmmakers, and conveyed with political and historical context.
- ***All About Darfur*** (California Newsreel 2005, 82 minutes) A very helpful film for understanding "race" and "ethnicity" in the context of Sudan. In Arabic and English with English subtitles; Directed by Taghreed Elsanhoury, who returns to Sudan, her homeland, after living in Great Britain since childhood. A companion website with more resources is available at: <http://www.allaboutdarfur.com/>

Other/General:

- ***Returning Dreams*** (Liberia) Bullfrog documentary on the aftermath of Liberia's civil war, where children are fighting to reclaim their futures and return home.
- ***Journey into Sunset*** (Uganda) Documentary featuring actor Don Cheadle (*Hotel Rwanda*) on a visit to war-torn Uganda, covering the lives of child "night commuters" who flee their homes each night to

avoid being kidnapped into the Ugandan rebel army
<http://www.journeyintosunset.com/>

- ***Picc Mi (Little Bird)***, the second of three short films in *Three Tales from Senegal*, this 20 minute film tells the touching story of exploitation in a Senegalese city from the perspective of two young boys. Library of African Cinema, California Newsreel.
- ***What Do We Know about Africa?***
<http://www.bu.edu/africa/outreach/tips/index.html> Boston University's African Studies Program produced this excellent video introduction to Africa, which includes a curriculum guide.

For more on African film, see:

- **Library of African Cinema**
<http://www.newsreel.org/nav/topics.asp> *One of the premier distributors of African films in the United States. There is a tremendous amount of information to guide those looking for film to the appropriate titles, by country, theme and so on.*
- **First Run/Icarus Film's Africa Video and Film Catalog**
<http://www.frif.com>
- **UW-Madison's African Studies Program Video Library Catalogue:** <http://africa.wisc.edu/outreach/catalogue.pdf>

Selected Readings: Non-fiction (Books and Articles)

Child Soldiers and Children in War - General:

- ***Child Soldiers in Africa*** by Alcinda Honwana (2005)
- ***Where are the Girls?: Girls in Fighting Forces in Northern Uganda, Sierre Leone and Mozambique*** by Dyan E. Mazurana and Susan McKay (2004)
- ***Forgotten Casualties of War: Girls in armed conflict*** (Save the Children, 2005) [http://www.reliefweb.int/rw/lib.nsf/db900SID/EVIU-6BSFEG/\\$FILE/SCF_apr_2005.pdf?OpenElement](http://www.reliefweb.int/rw/lib.nsf/db900SID/EVIU-6BSFEG/$FILE/SCF_apr_2005.pdf?OpenElement)
- ***Children and Youth on the Front Line: Ethnography, Armed Conflict, and Displacement*** by Jo Boyden and Joanna de Berry (2004)

- ***Innocents Lost: When Child Soldiers Go to War*** by Jimmie Briggs (2005)
- **“Using Children in Armed Conflict: A Legitimate African Tradition? Criminalising Recruitment of Child Soldiers”** by T.W. Bennett (Monograph No 32, December 1998). Available online at: <http://www.iss.co.za/Pubs/Monographs/No32/Contents.html>
- ***Young Soldiers: Why They Choose to Fight*** - by Rachel Brett and Irma Specht (2004). General, but discusses Africa in parts.
- ***The Impact of War on Children*** by Graça Machel (2001). General, but includes chapters on Africa.
- **“Bleak future for Congo’s child soldiers”** (BBC report) <http://news.bbc.co.uk/2/hi/africa/5213996.stm>
- **“Chad demobilizes child soldiers”** (BBC report) <http://news.bbc.co.uk/2/hi/africa/6640351.stm>
- ***Easy Prey: child soldiers in Liberia*** by Janet Fleischman and Lois Whitman (Human Rights Watch 1994)

Sudan

- ***Children in Sudan: slaves, street children and child soldiers*** by Jemera Rone (Human Rights Watch/Africa 1995)
- ***Darfur Diaries: Stories of Survival*** by Jen Marlowe, Aisha Bain, and Adam Shapiro with preface by Paul Rusesabagina (Nation Books, 2006; 256 pages). Print companion to the popular documentary film.
- ***Not on Our Watch: The Mission to End Genocide in Darfur and Beyond*** by Don Cheadle and John Prendergast (Hyperion, 2007, 192 pages). Cheadle, actor and star of the film *Hotel Rwanda*, and Prendergast, senior adviser of the International Crisis Group, present a collection of practical information, instructions, memoir and history.
- **“From child soldier to rap superstar”** (BBC report) Story of Emmanuel Jal, a former Sudanese child soldier who’s topping the charts in his new home of Kenya <http://news.bbc.co.uk/2/hi/entertainment/4277923.stm>

- **"10 questions: Emmanuel Jal"** (*Time*)
<http://www.time.com/time/magazine/article/0,9171,1109296,00.html>
- **"Pop Culture Finds Lost Boys"** (*Time*)
<http://www.time.com/time/magazine/article/0,9171,1584807,00.html>

Uganda

- ***The Scars of Death: Children Abducted by the Lord's Resistance Army in Uganda*** by Human Rights Watch/Africa (1997)
- **"Hope for Uganda's Child Soldiers?"** (*Time*)
<http://www.time.com/time/world/article/0,8599,1226297,00.html>
- **"In Search of Uganda's Lost Youth"** (*Time*)
<http://www.time.com/time/magazine/article/0,9171,465806,00.html>
- **"Children of War in Uganda"** by Keith Morrison and Tim Sandler (Dateline NBC) <http://www.msnbc.msn.com/id/9006024/>
- **"What is happening to child soldiers in Uganda?"** (BBC report)
http://news.bbc.co.uk/cbbcnews/hi/world/newsid_3643000/3643615.stm

Rwanda

- **Report on Rwanda a decade after the 1994 genocide**
<http://www.pbs.org/wnet/wideangle/shows/rwanda/>
- **The Right to a Childhood – teaching activity on Rwanda**
<http://www.bbc.co.uk/worldservice/people/features/childrensrights/teaching/house.shtml>

Child Labor, Prostitution and Exploitation (general)

- ***Child Labor in Sub-Saharan Africa*** by Loretta Elizabeth Bass (2004)
- ***Children at Work: Child Labor Practices in Africa*** by Anne Kielland and Maurizia C. Tovo (2006)
- ***Global Sex Workers: Rights, Resistance and Redefinition*** by Kamala Kempadoo and Jo Doezema (1998)
- ***Child Labor in Sub-Saharan Africa*** by Loretta Elizabeth Bass (2004)

AIDS and health issues

- **The Children of Africa Confront AIDS: From Vulnerability to Possibility** by W. Stephen. Howard and Arvind Singhal (2003)
- ***Female "Circumcision" in Africa: culture, controversy and change*** by Bettina Shell-Duncan and Ylva Hernlund (2000)

Selected Readings: Autobiography

- ***What Is The What: The Autobiography Of Valentino Achak Deng*** with Dave Eggers (McSweeney's, 2006). Acclaimed biography of the Sudanese "lost boy" Valentino Achak Deng. (Sudan)
- ***A Long Way Gone: Memoirs of a Boy Soldier*** (2007) by Ishmael Beah (Sudan)
- ***Escape from Slavery*** by Francis Bok (with Edward Tivnan) (St. Martin's Griffin, 2003; 285 pages/2004 reprint, 304 pages). True story of a Sudanese boy kidnapped into ten years slavery, later to become a UN refugee in Cairo and, later, move to the U.S. (Sudan)
- ***The Lost Boys of Sudan: An American Story of the Refugee Experience*** by Mark Bixler (University of Georgia, 2006). True story of four "lost boys" placed in Atlanta. (Sudan)
- ***God Grew Tired Of Us: A Memoir*** by John Bul Dau and Michael Sweeney (National Geographic, 2007). A "lost boy" memoir of a Dinka boy whose life was upturned by war and violence. Companion documentary film also released this year. (Sudan)
- ***The Devil Came on Horseback: Bearing Witness to the Genocide in Darfur*** by Brian Steidle with Gretchen Steidle Wallace (Public Affairs, 2007). A memoir of a former U.S. marine sent to Sudan as part of an unarmed African Union peace-keeping team. (Sudan)
- ***The Journey of the Lost Boys: A Story of Courage, Faith and the Sheer Determination to Survive by a Group of Young Boys Called "The Lost Boys of Sudan"*** by Joan Hecht (Allswell, 2005) (Sudan)
- ***They Poured Fire On Us From The Sky: The True Story of Three Lost Boys from Sudan*** by Alphonsion Deng, Benson Deng, Benjamin Ajak and Judy A. Bernstein (Public Affairs, 2005, 307 pages). Three Dinka relatives recount the horrors of life in war-torn

Sudan and the culture shock they face when relocated in San Diego.
(Sudan)

- ***An ordinary man : an autobiography*** by **Paul Rusesabagina** with **Tom Zoellner** (Viking, 2006). Story of Paul Rusesabagina, on whose story the movie *Hotel Rwanda* was based. (Rwanda)
- ***This Voice in My Heart: A Genocide Survivor's Story of Escape, Faith, & Forgiveness*** by **Gilbert Tuhabonye** with **Gary Brozek** (2006) (Rwanda)
- ***Notes from the Hyena's Belly: An Ethiopian Childhood*** by **Nega Mezlekia** (New York: Picador, 2002). (Ethiopia)
- ***Infidel*** by **Ayaan Hirsi Ali** (2007) (Somalia)
- ***Born in the Big Rains: A Memoir of Somalia and Survival*** by **Fadumo Korn** with **Sabine Eichhorst**, trans. Tobe Levin (2006) (Somalia)
- ***Kaffir Boy: The True Story of a Black Youth's Coming of Age in Apartheid South Africa*** by **Mark Mathabane** (1984) (South Africa)

Selected Fiction and Children's Literature

Novels

- ***Johnny Mad Dog*** (2005) by **Emmanuel Dongala** (Congo Republic)
- ***Little Boys Come From the Stars*** (1998) by **Emmanuel Dongala** (Congo Republic)
- ***Beasts of No Nation*** by **Uzodinma Iweala** (US/Nigeria)
- ***Allah Is Not Obligated*** by **Ahmadou Kourouma** (Côte d'Ivoire)
- ***Graceland*** by **Chris Abani** (Nigeria)
- ***Chronicler of the Winds*** by **Henning Mankell** (Sweden/Mozambique)
- ***Things Fall Apart*** by **Chinua Achebe** (Nigeria)
- ***Woman at Point Zero*** by **Nawal El Saadawi** (Egypt)

- **Maps** by **Nuruddin Farah** (2000) (Somalia)
- **Nervous Conditions** by **Tsitsi Dangaremba** (Seattle: Women's Press, 1988) (Zimbabwe)

Children's literature and bibliographies/reviews

- **Brothers in Hope: The Story of the Lost Boys of Sudan** (Coretta Scott King Illustrator Honor Books) by **Mary Williams**, illustrated by **Gregory Christie** (Lee & Lowe, 2005, 40 pages). Fictional picture book based on the harrowing, real-life experiences of a band of approximately 30,000 southern Sudanese boys, between the ages of 8 and 15, who walked nearly 1000 miles searching for a safe refuge. Great resources for ages 9-12/grades 3-5 (may be suitable for grade 1 and higher).
- **Dream Freedom** by Sonia Levitin (Silver Whistle, 2000, 192 pages). Ages 9-12. A vivid account of modern-day slavery in Africa, the book begins in an American classroom and moves to Sudan.
- **Childhood in African Literature: A Review** by **Eldred Durosimi Jones, Marjorie Jones** (1998)
- **Africa Access Review** Annotations and Critiques of Children's Materials on Africa <http://www.africaaccessreview.org/>
- **CABA (Children's Africana Book Award)** Annual award from the Outreach Council of the African Studies Association for best children's literature in young and older readers categories. See lists of current and past winners online at: <http://www.africaaccessreview.org/caba.cfm>
- **African Literature Bibliography** (2003) A comprehensive list of published texts in African oral and written literature and criticism and theory. Compiled by Prof. Harold Scheub. http://african.lss.wisc.edu/all/biblio_frm1.htm

Selected Activist and Community Organizations

Local:

- **African Youth Outreach** <http://africanyouthoutreach.org/index.html>

A nonprofit non-governmental organization based in Madison with the aim of directing education efforts in South Africa, particularly AIDS orphans.

- **Darfur Action Coalition of Wisconsin**

A grassroots collective of organizations and individuals dedicated to raising awareness and moving people to action to end the genocide in Darfur.

<http://darfuractioncoalition.org/>

- **Action in Sudan**

A Madison student and community organization dedicated to humanitarian efforts in Sudan, especially with the ongoing genocide in Darfur. Member of the Darfur Action Coalition of Wisconsin.

<http://actioninsudan.rso.wisc.edu/home/index.html>

- **African Association of Madison** <http://www.africanassociation.org/>

Hosts annual AFRICA FEST event (this year's will be held on August 11, 2007 at Warner Park).

National/International:

- **COC - United States Holocaust Museum's Committee on Conscience**

This site has testimonials, facts on genocide in Africa and the world and teacher resources for teaching holocaust and genocide.

<http://www.ushmm.org/conscience/>

- **Africa Action**

The oldest organization in the U.S. working on African affairs.

<http://www.africaaction.org>

- **Amnesty International**

One of the most trusted and well-known international human rights organizations features detailed reports of human rights infractions in Sudan and elsewhere. Has chapters throughout Wisconsin.

<http://web.amnesty.org/library/eng-sdn/reports>

- **Sudan Watch**

<http://sudanwatch.blogspot.com/>

- **Genocide Intervention Network**

<http://www.genocideintervention.net>

<http://www.genocideintervention.net/index.php?gclid=CNCaj42Y9YoCFRRESAodFV6Ukw>

- **Save Darfur**

This site includes teaching resources, including a downloadable PowerPoint presentation on Darfur.

http://action.savedarfur.org/campaign.jsp?campaign_KEY=5191&track=google_ads

- **Doctors without Borders**

<http://www.doctorswithoutborders.org/news/sudan.cfm>

- **Physicians for Human Rights**

<http://physiciansforhumanrights.org/>

- **International Rescue Committee**

A humanitarian organization that works to “provide access to safety, sanctuary, and sustainable change for millions of people whose lives have been shattered by violence and oppression.”

<http://www.theirc.org/>

- **Save the Children** <http://www.savethechildren.org/>

Other Resources for Educators

- **Darfur is Dying (online video game)** www.darfurisdying.com

This free, online video game was reviewed in a recent issue of BBC Focus on Africa (Jan-Mar 2007), and the 14-yr-old reviewer learned a lot from it and was engaged by it, but found the graphic art and the sound a bit basic. An ASP colleague found the game intriguing and recommends it as a learning tool for middle and high school students.

- ***In Darfur***, a play by **Winter Miller** currently in production in New York City at the Public Theater. A sample is available online (copyrighted by the author) at:

<http://www.pwcenter.org/files/works/UntitledDarfurPlay-sample.pdf>

- **Crisis in Darfur: witness the destruction for yourself** - an online collaboration between the United States Holocaust Museum and Google Earth, which allows users to look at high resolution satellite images of Darfur and see the destruction and read personal stories of the people affected and such. It is quite powerful, and a fantastic classroom resource! <http://www.ushmm.org/googleearth/>

- **CHOICES**, <http://www.choices.edu/weblaunch.html>, a subscription practicum web resource for teachers featuring a genocide curriculum plan with units on Sudan with lesson plans, reading materials, lots of links, and more: http://www.choices.edu/resources/twt_n_darfur.php - recommended by many teachers at our *Teaching Sudan* workshop!
- **Universal Declaration of Human Rights:**
<http://www.unhchr.ch/udhr/lang/eng.htm>
- **UN Genocide Convention: Convention on the Prevention and Punishment of the Crime of Genocide.**
http://www.unhchr.ch/html/menu3/b/p_genoci.htm
- **Comprehensive Peace Agreement (2005)**
<http://ias.berkeley.edu/africa/sudan/cpa.pdf>
Signed in January, 2005 to end the civil war between the Government of Sudan and the SPLA.
- **The Darfur Peace Agreement (2005)**
An agreement signed on May 5, 2006 by the Government of Sudan and the Sudan Liberation Movement/Army (Minni Minawi). Available online at: http://ias.berkeley.edu/africa/sudan/DPA_ABUJA-5-05-06-withSignatures.pdf or <http://www.unmis.org/english/dpa.htm>.
- The US State Department's **Country Reports on Human Rights Practices 2006**. Released by the Bureau of Democracy, Human Rights, and Labor, 2007 <http://www.state.gov/g/drl/rls/hrrpt/2006/>
- **Aluka**, a new site documenting the struggles for freedom in southern Africa: <http://www.aluka.org/>
- **Oxfam Cool Planet** Africa site –
<http://www.oxfam.org.uk/coolplanet/teachers/resources/africa.htm>
- **Schoolnet's Africa website:**
<http://www.schoolnetafrica.net/354.0.html?&L=0>
- **iEARN International Education and Resource Network**
<http://www.iearn.org/> Started in 1988, iEARN is the world's largest non-profit global network that enables teachers and young people to use the Internet and other new technologies to collaborate on projects that both enhance learning and make a difference in the world.

- **ePALS** – A “global community” which connects learners around the world for sharing and exchanges that foster literacy, language and critical thinking skills in a fun and safe environment.
<http://www.epals.com/>

AMP: Analyzing Media Perspectives Online Resources for African News

We invite you to find a new or different perspective on Africa & African News
...and this is just a sample of what is available online in English!

And – African News Dimension
www.andnetwork.com/

Pambazuka Press
www.pambazuka.org/en/

Africa Daily
www.africadaily.com/

All Africa
allafrica.com/

BBC News Africa
news.bbc.co.uk/1/hi/world/africa/default.stm

BBC Focus on Africa Magazine
www.bbc.co.uk/worldservice/africa/features/focus_magazine/index.shtml

IRIN News – United Nations
www.irinnews.org/frontpage.asp

World News – Africa
www.wnafrica.com/

World Newspapers – Africa Section
www.world-newspapers.com/africa.html

World Press
www.worldpress.org/africa.htm

Africa Week
www.africaweekmagazine.com

Pan-African News Agency
www.panapress.com

Abidjan Post – Cote D'Ivoire
www.abidjan.com/

Accra Daily Mail – Ghana
www.accra-mail.com

Addis Tribune – Ethiopia
www.addistribune.com/current/news.htm

Botswana Gazette
www.gazette.bw/

Daily Graphic – Ghana
www.graphicghana.info/

Daily Monitor – Kampala, Uganda
www.monitor.co.ug/

Guardian – Lagos, Nigeria
www.nguardiannews.com/

Herald – Harare, Zimbabwe
www.zimbabweherald.com/

Independent – Harare, Zimbabwe
www.theindependent.co.zw/

IPP Media – Tanzania
www.ippmedia.com/

Kenya's Daily Nation
www.nationmedia.com/dailynation/

Lesotho News Agency
www.lena.gov.ls/

Middle East Times – Cairo, Egypt
<http://www.metimes.com/>

Namibian - Windhoek, Namibia
www.namibian.com.na/

Nation – Victoria, Seychelles
www.nation.sc/

SABC News – Johannesburg, South Africa
www.sabcnews.com/

South Africa's Mail & Guardian

www.mg.co.za/

Sudan.Net
www.sudan.net/news/news.html

Sunday Post – Lusaka, Zambia
<http://www.post.co.zm/>

Standard – Harare, Zimbabwe
www.thestandard.co.zw/

Standard – Nairobi, Kenya
www.eastandard.net/

One World Africa
africa.oneworld.net/

Adunagow Magazine
magazine.adunagow.net/

Africa Interactive
www.africa-interactive.net/index.php?TreeID=2

Africa Focus
www.africafocus.org/

H-Net African Studies Gateway
www.h-net.org/gateways/africa/

Voice of America – Africa
www.voanews.com/english/Africa/index.cfm

CNN International – Africa
edition.cnn.com/WORLD/africa/archive/index.html

African Book Center
www.africabookcentre.com/

Chimurenga - Arts, Culture, and Politics
www.chimurenga.co.za/index1.html

AMP: Analyzing Media Perspectives is a student organization focused on analyzing domestic and international media coverage of critical world events in an effort to support a diversity of perspectives in media, media literacy, and media responsibility.

For more information on AMP, contact Denise St. Clair at dstclair2@wisc.edu.

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Africa: Myth and Reality **Barbara B. Brown**

Social Education 58(6), 1994, pp. 374-375 1994 National Council for the Social Studies

Why travel all the way to Africa to an international NCSS conference? The main reason is simple: the most powerful learning comes from experience marched with more formal education. This year's conference in Nairobi offered specialized tours around the city as well as formal sessions on Africa and on general social studies issues. The conference also provided participants with important opportunities to talk with colleagues from Kenya and around the world.

Whenever we travel, we find how much more interesting reality is that our preconceptions. African reality is certainly more complex than the books and movies we are usually exposed to in the United States. The conference gave me the opportunity to explore similarities and differences in politics and in educational reform. Unfortunately, not all of my discoveries at the conference were pleasant. The scourge of old stereotypes continues to plague Africa. The conference served as a strong reminder to be thoughtful in how we teach about the continent.

Political Realities

Any reality we construct of a place is only partial. No matter how much knowledge each of us brought to the conference in Kenya, we learned more. I arrived full of a knowing cynicism about corruption and authoritarian rule in Kenya. Reading the newspapers seemed only to confirm my suspicions. Yet Kenyan colleagues contradicted my presumptions, insisting that I was paying attention to the wrong part of the news stories. They pointed out that corruption and government threats were news: they were now being brought into the open, when they had once only been the subject of whispered conversations. Certainly the reporting of corruption and assassinations does not in itself constitute democracy, but open debate about them represented an enormous step toward such democracy.

Giving weight to my colleagues' argument was a visit I and other conference participants were able to make to parliament. I sat in a visitors' gallery, crammed full of young people, all hunched forward listening to the debate. It wasn't even a particularly important debate that afternoon, yet people were eager to hear the arguments. The next day, I heard sustained shouting outside my hotel room. I ran to my window to see a demonstration of young men running, carrying palm fronds, and shouting about the victory their candidate had just won in a by-election. I left Kenya encouraged by such political developments. I also left mindful of the danger of missing the unwritten but crucial context in which news stories are written.

Comparing Educational Reform

Visiting another country allows us to see familiar issues in new ways. Two presentations at the conference made me pinch myself to be sure I wasn't home in Boston discussing the frustrations of educational reform. In the first presentation, we heard a familiar tale of gender bias in textbooks, this time in Kenya. However, as the talk went on, we learned of a critical difference between the United States and Kenya: Kenyan texts are particularly important because they are frequently the only books a child ever reads. Thus, the struggle to end gender bias takes on a special urgency there.

Another presentation featured Kenyan education professors exploring the gap between intended reform and actual classroom practice. As they shared their frustration over resistance to moving from a teacher-centered to a child-centered pedagogy, I heard echoes of similar conversations in Boston. However, visiting Kenyan schools with colleagues reminded me of the difficulty of making such changes in schools where the class size is of an en sixty and basic materials are lacking. As a gift, I brought a world map to one school, by no means the poorest in Kenya. The students couldn't locate Kenya on it, because they hadn't seen a map before. For their art lessons, the teacher made paint by mixing wheat flour with dirt. Yet on the playground, I saw fewer differences in opportunities between the United States and Kenya. I watched children play many of the same games as Boston children: soccer, dodge ball, jump rope, and jacks. Although the school had no money for equipment, the children simply made their own. (These well made toys and games will form the basis of a traveling kit for the Boston Children's Museum on "A Child's Life in Kenya.")

Reality and Tourism: the Masai and the Exotic

Although these presentations at the conference offered new perspectives on old problems, other presentations were more problematic. I had hoped that by traveling to Kenya I could escape some of the stereotyped perspectives on Africa that I have witnessed in the United States. Yet the conference organizers decided to single out the Masai as a topic for three presentations. No other ethnic group on the continent was the subject of any presentation. Many people from outside Africa are unaware that the Masai and other semi-nomadic groups are atypical of Kenya and highly atypical of the continent. Most Africans are farmers. It would be as if Africans were to attend an NCSS conference to find that the only presentations devoted to U.S. ethnic groups were three workshops on the Amish!

During colonial rule, the British highlighted Masai life, because as colonizers they wanted to promote an image of Africans as different and nobly primitive. In U.S. textbooks we still find residues of this attitude reflected in a frequency of photographs of the Masai out of all proportion to their actual numbers (several hundred thousand in a continent with more than 700 million people). We need to think about why the Masai are so compelling a subject. Are we only interested in Africans as the exotic "other"? We should remember that in teaching about Africa, our mistakes tend to come not from using inaccurate or outdated information, but from choosing the wrong information to focus on.

The Kenyan tourist industry in some ways conspires to reinforce our stereotypes. Tourism is a major source of foreign exchange. What better way to encourage tourism than to stress the exotic? Once in the country, it was hard to find postcards depicting any of the scenes that were in front of my eyes. Instead, I was offered bare-breasted young women, Masai warriors, and wild animals, all twirling on their spindles in the stores, with only an occasional shot of an urban monument thrown in. I fear that the hotel shopkeepers know what we want: In an attempt to turn the tables on these distorted images, I bought a sample of these postcards for colleagues to take into classes at home and ask students to compare with Kenyan reality. Then, they can collect postcards about their own city and discuss tourism versus reality, perhaps concluding the activity by creating their own postcards of Boston and Nairobi.

Unfortunately, it is not only the shopkeepers who know what we want. Jacaranda, one of the publishers at the conference, claims to provide "authentic African children's books from Kenya." Their managing director told me that they plan to produce yet more Masai materials, even though they know the Masai are unrepresentative of Kenya. Why? Because they will sell well to the United States, their principal market. The director said she had to think of their "bottom line." (Jacaranda's Mcheshi series, however, avoids this trap and is excellent.)

Television and Movie "Reality"?

At home in the United States, television and the movies have distorted African reality. TV offers us a narrow perspective on nature programs and disaster politics. Hollywood, for its part, has never been interested in reality, especially about black people. Perhaps that is why most films about Africa have white stars, like *Out of Africa*, or focus on animals, like *The Lion King*. We need to do careful reality checks on any media representation of Africa. We need to ask: what is truly representative of the continent? Most Africans have never seen the wild animals for which Africa is famous. A Kenyan teacher told me that her first viewing was as a high school senior whose class raised funds for all of them to visit a game park. Few African countries have big herds of elephants, zebras, and other animals. A Nigerian colleague told me the first wild animals she saw were in Madison, Wisconsin. . . at a zoo.

The Search for Accurate Teaching Materials

When we teach about Africa, a continent burdened by centuries of exploitation and continuing misinformation, we have a special responsibility. Stereotyped textbooks, picture books, films, and curriculum guides continue to litter our classrooms. We have a responsibility to ask ourselves: is this portrayal representative? Is it an accurate depiction of a country? Do we see urban and rural life? Rich and poor? Problems and possibilities? In short, we have a responsibility to learn more in order to be able to question our sources.

Fortunately, outstanding literature, texts, videos, and curriculum guides are available. The difficulty in accessing these is two fold: first, knowing where to search for these materials, as many come from small publishers and non-profit organizations; and second, knowing how to separate the gold from the dross. An introductory guide to teaching materials about Africa is available from the Africa Outreach Program at Boston University. Besides this guide, educators can contact any of the federally funded National Resource Centers on Africa. They each have an outreach staff person to advise on purchases as well as to organize workshops and institutes in their area of the country. A list of these centers is available through the Africa Outreach Program at Boston University, 270 Bay State Rd., Boston, Massachusetts 02215.

As I was leaving Kenya, the airport offered me one last lesson on stereotyping through two ads I saw posted. The first one, next to the check-in counter, depicted a British Airways cockpit. In the pilot's seat with headphones on were a cheetah and a Masai warrior. The second ad hit me appropriately as I was ascending the escalator to depart for the United States. It depicted the familiar Marlboro man on a horse lassoing cattle. The Wild West meets Wild Africa. Clearly, myths and stereotypes are not solely an African problem. Our challenge as educators is to replace these myths with reality.

Barbara B. Brown is director of the Africa Outreach Program at Boston University.

Notes

1 Jo Sullivan, former director of Boston University's Africa Outreach Program, suggested the analogy between the Masai and the Amish.

African Charter on the Rights and Welfare of the Child,

OAU Doc. CAB/LEG/24.9/49 (1990), entered into force Nov. 29, 1999.

PREAMBLE

The African Member States of the Organization of African Unity, Parties to the present Charter entitled 'African Charter on the Rights and Welfare of the Child',

CONSIDERING that the Charter of the Organization of African Unity recognizes the paramountcy of Human Rights and the African Charter on Human and People's Rights proclaimed and agreed that everyone is entitled to all the rights and freedoms recognized and guaranteed therein, without distinction of any kind such as race, ethnic group, colour, sex, language, religion, political or any other opinion, national and social origin, fortune, birth or other status,

RECALLING the Declaration on the Rights and Welfare of the African Child (AHG/ST.4 Rev.1) adopted by the Assembly of Heads of State and Government of the Organization of African Unity, at its Sixteenth Ordinary Session in Monrovia, Liberia, from 17 to 20 July 1979, recognized the need to take appropriate measures to promote and protect the rights and welfare of the African Child,

NOTING WITH CONCERN that the situation of most African children, remains critical due to the unique factors of their socio-economic, cultural, traditional and developmental circumstances, natural disasters, armed conflicts, exploitation and hunger, and on account of the child's physical and mental immaturity he/she needs special safeguards and care,

RECOGNIZING that the child occupies a unique and privileged position in the African society and that for the full and harmonious development of his personality, the child should grow up in a family environment in an atmosphere of happiness, love and understanding,

RECOGNIZING that the child, due to the needs of his physical and mental development requires particular care with regard to health, physical, mental, moral and social development, and requires legal protection in conditions of freedom, dignity and security,

TAKING INTO CONSIDERATION the virtues of their cultural heritage, historical background and the values of the African civilization which should inspire and characterize their reflection on the concept of the rights and welfare of the child,

CONSIDERING that the promotion and protection of the rights and welfare of the child also implies the performance of duties on the part of everyone,

REAFFIRMING ADHERENCE to the principles of the rights and welfare of the child contained in the declaration, conventions and other instruments of the Organization of African Unity and in the United Nations and in particular the United Nations Convention on the Rights of the Child; and the OAU Heads of State and Government's Declaration on the Rights and Welfare of the African Child.

HAVE AGREED AS FOLLOWS:

PART 1: RIGHTS AND DUTIES

CHAPTER ONE: RIGHTS AND WELFARE OF THE CHILD

Article 1: Obligation of States Parties

1. Member States of the Organization of African Unity Parties to the present Charter shall recognize the rights, freedoms and duties enshrined in this Charter and shall undertake to the necessary steps, in accordance with their Constitutional processes and with the provisions of the present Charter, to adopt such legislative or other measures as may be necessary to give effect to the provisions of this Charter.
2. Nothing in this Charter shall affect any provisions that are more conducive to the realization of the rights and welfare of the child contained in the law of a State Party or in any other international Convention or agreement in force in that State.
3. Any custom, tradition, cultural or religious practice that is inconsistent with the rights, duties and obligations contained in the present Charter shall to the extent of such inconsistency be discouraged.

Article 2: Definition of a Child

For tile purposes of this Charter. a child means every human being below the age of 18 years.

Article 3: Non-Discrimination

Every child shall be entitled to the enjoyment of the rights and freedoms recognized and guaranteed in this Charter irrespective of the child's or his/her parents' or legal guardians' race, ethnic group, colour, sex, language, religion, political or other opinion, national and social origin, fortune, birth or other status.

Article 4: Best Interests of the Child

1. In all actions concerning the child undertaken by any person or authority the best interests of the child shall be the primary consideration.
2. In all judicial or administrative proceedings affecting a child who is capable of communicating his/her own views, and opportunity shall be provided for the views of the child to be heard either directly or through an impartial representative as a party to the proceedings. and those views shall be taken into consideration by the relevant authority in accordance with the provisions of appropriate law.

Article 5: Survival and Development

1. Every child has an inherent right to life. This right shall be protected by law.
2. States Parties to the present Charter shall ensure, to the maximum extent possible, the survival, protection and development of the child.
3. Death sentence shall not be pronounced for crimes committed by children.

Article 6: Name and Nationality

1. Every child shall have the right from his birth no a name.
2. Every child shall be registered immediately after birth.
3. Every child has the right to acquire a nationality.

4. States Parties to the present Charter shall undertake to ensure that their Constitutional legislation recognize the principles according to which a child shall acquire the nationality of the State in the territory of which he has been born if, at the time of the child's birth, he is not granted nationality by any other State in accordance with its laws.

Article 7: Freedom of Expression

Every child who is capable of communicating his or her own views shall be assured the rights to express his opinions freely in all matters and to disseminate his opinions subject to such restrictions as are prescribed by laws.

Article 8: Freedom of Association

Every child shall have the right to free association and freedom of peaceful assembly in conformity with the law.

Article 9: Freedom of Thought, Conscience and Religion

1. Every child shall have the right to freedom of thought conscience and religion.
2. Parents, and where applicable, legal guardians shall have a duty to provide guidance and direction in the exercise of these rights having regard to the evolving capacities, and best interests of the child.
3. States Parties shall respect the duty of parents and where applicable, legal guardians to provide guidance and direction in the enjoyment of these rights subject to the national laws and policies.

Article 10: Protection of Privacy

No child shall be subject to arbitrary or unlawful interference with his privacy, family home or correspondence, or to the attacks upon his honour or reputation, provided that parents or legal guardians shall have the right to exercise reasonable supervision over the conduct of their children. The child has the right to the protection of the law against such interference or attacks.

Article 11: Education

1. Every child shall have the right to an education.
2. The education of the child shall be directed to:
 - (a) the promotion and development of the child's personality, talents and mental and physical abilities to their fullest potential;
 - (b) fostering respect for human rights and fundamental freedoms with particular reference to those set out in the provisions of various African instruments on human and peoples' rights and international human rights declarations and conventions;
 - (c) the preservation and strengthening of positive African morals, traditional values and cultures;
 - (d) the preparation of the child for responsible life in a free society, in the spirit of understanding tolerance, dialogue, mutual respect and friendship among all peoples ethnic, tribal and religious groups;

- (e) the preservation of national independence and territorial integrity;
- (f) the promotion and achievements of African Unity and Solidarity;
- (g) the development of respect for the environment and natural resources;
- (h) the promotion of the child's understanding of primary health care.

3. States Parties to the present Charter shall take all appropriate measures with a view to achieving the full realization of this right and shall in particular:

- (a) provide free and compulsory basic education;
- (b) encourage the development of secondary education in its different forms and to progressively make it free and accessible to all;
- (c) make the higher education accessible to all on the basis of capacity and ability by every appropriate means;
- (d) take measures to encourage regular attendance at schools and the reduction of drop-out rates;
- (e) take special measures in respect of female, gifted and disadvantaged children, to ensure equal access to education for all sections of the community.

4. States Parties to the present Charter shall respect the rights and duties of parents, and where applicable, of legal guardians to choose for their children's schools, other than those established by public authorities, which conform to such minimum standards may be approved by the State, to ensure the religious and moral education of the child in a manner with the evolving capacities of the child.

5. States Parties to the present Charter shall take all appropriate measures to ensure that a child who is subjected to schools or parental discipline shall be treated with humanity and with respect for the inherent dignity of the child and in conformity with the present Charter.

6. States Parties to the present Charter shall have all appropriate measures to ensure that children who become pregnant before completing their education shall have an opportunity to continue with their education on the basis of their individual ability.

7. No part of this Article shall be construed as to interfere with the liberty of individuals and bodies to establish and direct educational institutions subject to the observance of the principles set out in paragraph I of this Article and the requirement that the education given in such institutions shall conform to such minimum standards as may be laid down by the States .

Article 12: Leisure, Recreation and Cultural Activities

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 fully participate in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.

Article 13: Handicapped Children

1. Every child who is mentally or physically disabled shall have the right to special measures of protection in keeping with his physical and moral needs and under conditions which ensure his dignity, promote his self-reliance and active participation in the community.
2. States Parties to the present Charter shall ensure, subject to available resources, to a disabled child and to those responsible for his care, of assistance for which application is made and which is appropriate to the child's condition and in particular shall ensure that the disabled child has effective access to training, preparation for employment and recreation opportunities in a manner conducive to the child achieving the fullest possible social integration, individual development and his cultural and moral development.
3. The States Parties to the present Charter shall use their available resources with a view to achieving progressively the full convenience of the mentally and physically disabled person to movement and access to public highway buildings and other places to which the disabled may legitimately want to have access to.

Article 14: Health and Health Services

1. Every child shall have the right to enjoy the best attainable state of physical, mental and spiritual health.
2. States Parties to the present Charter shall undertake to pursue the full implementation of this right and in particular shall take measures:
 - (a) to reduce infant and child mortality rate;
 - (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 ensure the provision of adequate nutrition and safe drinking water;
 - (d) to combat disease and malnutrition within the framework of primary health care through the application of appropriate technology;
 - (e) to ensure appropriate health care for expectant and nursing mothers;
 - (f) to develop preventive health care and family life education and provision of service;
 - (g) to integrate basic health service programmes in national development plans;
 - (h) to ensure that all sectors of the society, in particular, parents, children, community leaders and community workers are informed and supported in the use of basic knowledge of child health and nutrition, the advantages of breastfeeding, hygiene and environmental sanitation and the prevention of domestic and other accidents;
 - (i) to ensure the meaningful participation of non-governmental organizations, local communities and the beneficiary population in the planning and management of a basic service programme for children;
 - (j) to support through technical and financial means, the mobilization of local community resources in the development of primary health care for children.

Article 15: Child Labour

1. Every child shall be protected from all forms of economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's physical, mental, spiritual, moral, or social development.

2. States Parties to the present Charter take all appropriate legislative and administrative measures to ensure the full implementation of this Article which covers both the formal and informal sectors of employment and having regard to the relevant provisions of the International Labour Organization's instruments relating to children, States Parties shall in particular:

- (a) provide through legislation, minimum wages for admission to every employment;
- (b) provide for appropriate regulation of hours and conditions of employment;
- (c) provide for appropriate penalties or other sanctions to ensure the effective enforcement of this Article;
- (d) promote the dissemination of information on the hazards of child labour to all sectors of the community.

Article 16: Protection Against Child Abuse and Torture

1. States Parties to the present Charter shall take specific legislative, administrative, social and educational measures to protect the child from all forms of torture, inhuman or degrading treatment and especially physical or mental injury or abuse, neglect or maltreatment including sexual abuse, while in the care of the child.

2. Protective measures under this Article shall include effective procedures for the establishment of special monitoring units to provide necessary support for the child and for those who have the care of the child, as well as other forms of prevention and for identification, reporting referral investigation, treatment, and follow-up of instances of child abuse and neglect.

Article 17: Administration of Juvenile Justice

1. Every child accused or found guilty of having infringed penal law shall have the right to special treatment in a manner consistent with the child's sense of dignity and worth and which reinforces the child's respect for human rights and fundamental freedoms of others.

2. States Parties to the present Charter shall in particular:

- (a) ensure that no child who is detained or imprisoned or otherwise deprived of his/her liberty is subjected to torture, inhuman or degrading treatment or punishment;
- (b) ensure that children are separated from adults in their place of detention or imprisonment;
- (c) ensure that every child accused in infringing the penal law:
 - (i) shall be presumed innocent until duly recognized guilty;
 - (ii) shall be informed promptly in a language that he understands and in detail of the charge against him, and shall be entitled to the assistance of an interpreter if he or she cannot understand the language used;

(iii) shall be afforded legal and other appropriate assistance in the preparation and presentation of his defence;

(iv) shall have the matter determined as speedily as possible by an impartial tribunal and if found guilty, be entitled to an appeal by a higher tribunal;

(d) prohibit the press and the public from trial.

3. The essential aim of treatment of every child during the trial and also if found guilty of infringing the penal law shall be his or her reformation, re-integration into his or her family and social rehabilitation.

4. There shall be a minimum age below which children shall be presumed not to have the capacity to infringe the penal law.

Article 18: Protection of the Family

1. The family shall be the natural unit and basis of society. It shall enjoy the protection and support of the State for its establishment and development.

2. States Parties to the present Charter shall take appropriate steps to ensure equality of rights and responsibilities of spouses with regard to children during marriage and in the event of its dissolution. In case of the dissolution, provision shall be made for the necessary protection of the child.

3. No child shall be deprived of maintenance by reference to the parents' marital status.

Article 19: Parent Care and Protection

1. Every child shall be entitled to the enjoyment of parental care and protection and shall, whenever possible, have the right to reside with his or her parents. No child shall be separated from his parents against his will, except when a judicial authority determines in accordance with the appropriate law, that such separation is in the best interest of the child.

2. Every child who is separated from one or both parents shall have the right to maintain personal relations and direct contact with both parents on a regular basis.

3. Where separation results from the action of a State Party, the State Party shall provide the child, or if appropriate, another member of the family with essential information concerning the whereabouts of the absent member or members of the family. States Parties shall also ensure that the submission of such a request shall not entail any adverse consequences for the person or persons in whose respect it is made.

4. Where a child is apprehended by a State Party, his parents or guardians shall, as soon as possible, be notified of such apprehension by that State Party.

Article 20: Parental Responsibilities

1. Parents or other persons responsible for the child shall have the primary responsibility of the upbringing and development of the child and shall have the duty:

(a) to ensure that the best interests of the child are their basic concern at all times-

(b) to secure, within their abilities and financial capacities, conditions of living necessary to the child's development; and

(c) to ensure that domestic discipline is administered with humanity and in a manner consistent with the inherent dignity of the child.

2. States Parties to the present Charter shall in accordance with their means and national conditions take all appropriate measures;

(a) to assist parents and other persons responsible for the child and in case of need provide material assistance and support programmes particularly with regard to nutrition, health, education, clothing and housing;

(b) to assist parents and others responsible for the child in the performance of child-rearing and ensure the development of institutions responsible for providing care of children; and

(c) to ensure that the children of working parents are provided with care services and facilities.

Article 21: Protection against Harmful Social and Cultural Practices

1. States Parties to the present Charter shall take all appropriate measures to eliminate harmful social and cultural practices affecting the welfare, dignity, normal growth and development of the child and in particular:

(a) those customs and practices prejudicial to the health or life of the child; and

(b) those customs and practices discriminatory to the child on the grounds of sex or other status.

2. Child marriage and the betrothal of girls and boys shall be prohibited and effective action, including legislation, shall be taken to specify the minimum age of marriage to be 18 years and make registration of all marriages in an official registry compulsory.

Article 22: Armed Conflicts

1. States Parties to this Charter shall undertake to respect and ensure respect for rules of international humanitarian law applicable in armed conflicts which affect the child.

2. States Parties to the present Charter shall take all necessary measures to ensure that no child shall take a direct part in hostilities and refrain in particular, from recruiting any child.

3. States Parties to the present Charter shall, in accordance with their obligations under international humanitarian law, protect the civilian population in armed conflicts and shall take all feasible measures to ensure the protection and care of children who are affected by armed conflicts. Such rules shall also apply to children in situations of internal armed conflicts, tension and strife.

Article 23: Refugee Children

1. States Parties to the present Charter shall take all 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 shall, whether unaccompanied or accompanied by parents, legal guardians or close relatives, receive appropriate protection and humanitarian assistance in the enjoyment of the rights set out in this Charter and other international human rights and humanitarian instruments to which the States are Parties.

2. States Parties shall undertake to cooperate with existing international organizations which protect and assist refugees in their efforts to protect and assist such a child and to trace the parents or other close

relatives or an unaccompanied refugee child in order to obtain information necessary for reunification with the family.

3. Where no parents, legal guardians or close relatives can be found, the child shall be accorded the same protection as any other child permanently or temporarily deprived of his family environment for any reason.

4. The provisions of this Article apply *mutatis mutandis* to internally displaced children whether through natural disaster, internal armed conflicts, civil strife, breakdown of economic and social order or howsoever caused.

Article 24: Adoption

States Parties which recognize the system of adoption shall ensure that the best interest of the child shall be the paramount consideration and they shall:

(a) establish competent authorities to determine matters of adoption and ensure that the adoption is carried out in conformity with applicable laws and procedures and on the basis of all relevant and reliable information. that the adoption is permissible in view of the child's status concerning parents, relatives and guardians and that, if necessary, the appropriate persons concerned have given their informed consent to the adoption on the basis of appropriate counselling;

(b) recognize that inter-country adoption in those States who have ratified or adhered to the International Convention on the Rights of the Child or this Charter. may, as the last resort, be considered as an alternative means of a 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 affected 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 trafficking or improper financial gain for those who try to adopt a child;

(e) promote, where appropriate, the objectives of this 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;

(f) establish a machinery to monitor the well-being of the adopted child.

Article 25: Separation from Parents

1. Any child who is permanently or temporarily deprived of his family environment for any reason shall be entitled to special protection and assistance;

2. States Parties to the present Charter:

(a) shall ensure that a child who is parentless, or who is temporarily or permanently deprived of his or her family environment, or who in his or her best interest cannot be brought up or allowed to remain in that environment shall be provided with alternative family care, which could include, among others, foster placement, or placement in suitable institutions for the care of children;

(b) shall take all necessary measures to trace and re-unite children with parents or relatives where separation is caused by internal and external displacement arising from armed conflicts or natural disasters.

3. When considering alternative family care of the child and the best interests of the child, due regard shall be paid to the desirability of continuity in a child's up-bringing and to the child's ethnic, religious or linguistic background.

Article 26: Protection Against Apartheid and Discrimination

1. States Parties to the present Charter shall individually and collectively undertake to accord the highest priority to the special needs of children living under Apartheid and in States subject to military destabilization by the Apartheid regime.

2. States Parties to the present Charter shall individually and collectively undertake to accord the highest priority to the special needs of children living under regimes practising racial, ethnic, religious or other forms of discrimination as well as in States subject to military destabilization.

3. States Parties shall undertake to provide whenever possible, material assistance to such children and to direct their efforts towards the elimination of all forms of discrimination and Apartheid on the African Continent.

Article 27: Sexual Exploitation

1. States Parties to the present Charter shall undertake to protect the child from all forms of sexual exploitation and sexual abuse and shall in particular take measures to prevent:

- (a) the inducement, coercion or encouragement of a child to engage in any sexual activity;
- (b) the use of children in prostitution or other sexual practices;
- (c) the use of children in pornographic activities, performances and materials.

Article 28: Drug Abuse

States Parties to the present Charter shall take all appropriate measures to protect the child from the use of narcotics and illicit use of psychotropic substances as defined in the relevant international treaties, and to prevent the use of children in the production and trafficking of such substances.

Article 29: Sale, Trafficking and Abduction

States Parties to the present Charter shall take appropriate measures to prevent:

- (a) the abduction, the sale of, or traffick in children for any purpose or in any form, by any person including parents or legal guardians of the child;
- (b) the use of children in all forms of begging.

Article 30: Children of Imprisoned Mothers

1. States Parties to the present Charter shall undertake to provide special treatment to expectant mothers and to mothers of infants and young children who have been accused or found guilty of infringing the penal law and shall in particular:

- (a) ensure that a non-custodial sentence will always be first considered when sentencing such mothers;
- (b) establish and promote measures alternative to institutional confinement for the treatment of such mothers;
- (c) establish special alternative institutions for holding such mothers;
- (d) ensure that a mother shall not be imprisoned with her child;
- (e) ensure that a death sentence shall not be imposed on such mothers;
- (f) the essential aim of the penitentiary system will be the reformation, the integration of the mother to the family and social rehabilitation.

Article 31: Responsibility of the Child

Every child shall have responsibilities towards his family and society, the State and other legally recognized communities and the international community. The child, subject to his age and ability, and such limitations as may be contained in the present Charter, shall have the duty;

- (a) to work for the cohesion of the family, to respect his parents, superiors and elders at all times and to assist them in case of need;
- (b) to serve his national community by placing his physical and intellectual abilities at its service;
- (c) to preserve and strengthen social and national solidarity;
- (d) to preserve and strengthen African cultural values in his relations with other members of the society, in the spirit of tolerance, dialogue and consultation and to contribute to the moral well-being of society;
- (e) to preserve and strengthen the independence and the integrity of his country;
- (f) to contribute to the best of his abilities. at all times and at all levels, to the promotion and achievement of African Unity.

PART 11

CHAPTER TWO: ESTABLISHMENT AND ORGANIZATION OF THE COMMITTEE ON THE RIGHTS AND WELFARE OF THE CHILD

Article 32: The Committee

An African Committee of Experts on the Rights and Welfare of the Child hereinafter called 'the Committee' shall be established within the Organization of African Unity to promote and protect the rights and welfare of the child.

Article 33: Composition

1. The Committee shall consist of 11 members of high moral standing, integrity, impartiality and competence in matters of the rights and welfare of the child.
2. The members of the Committee shall serve in their personal capacity.
3. The Committee shall not include more than one national of the same State.

Article 34: Election

As soon as this Charter shall enter into force the members of the Committee shall be elected by secret ballot by the Assembly of Heads of State and Government from a list of persons nominated by the States Parties to the present Charter.

Article 35: Candidates

Each State Party to the present Charter may nominate not more than two candidates. The candidates must have one of the nationalities of the States Parties to the present Charter. When two candidates are nominated by a State, one of them shall not be a national of that State.

Article 36

1. The Secretary-General of the Organization of African Unity shall invite States Parties to the present Charter to nominate candidates at least six months before the elections.
2. The Secretary-General of the Organization of African Unity shall draw up in alphabetical order, a list of persons nominated and communicate it to the Heads of State and Government at least two months before the elections.

Article 37: Term of Office

1. The members of the Committee shall be elected for a term of five years and may not be re-elected, however, the term of four of the members elected at the first election shall expire after two years and the term of six others, after four years.
2. Immediately after the first election, the Chairman of the Assembly of Heads of State and Government of the Organization of African Unity shall draw lots to determine the names of those members referred to in sub-paragraph 1 of this Article.
3. The Secretary-General of the Organization of African Unity shall convene the first meeting of Committee at the Headquarters of the Organization within six months of the election of the members of the Committee, and thereafter the Committee shall be convened by its Chairman whenever necessary, at least once a year.

Article 38: Bureau

1. The Committee shall establish its own Rules of Procedure.

2. The Committee shall elect its officers for a period of two years.
3. Seven Committee members shall form the quorum.
4. In case of an equality of votes, the Chairman shall have a casting vote.
5. The working languages of the Committee shall be the official languages of the OAU.

Article 39: Vacancy

If a member of the Committee vacates his office for any reason other than the normal expiration of a term, the State which nominated that member shall appoint another member from among its nationals to serve for the remainder of the term - subject to the approval of the Assembly.

Article 40: Secretariat

The Secretary-General of the Organization of African Unity shall appoint a Secretary for the Committee.

Article 41: Privileges and Immunities

In discharging their duties, members of the Committee shall enjoy the privileges and immunities provided for in the General Convention on the Privileges and Immunities of the Organization of African Unity.

CHAPTER THREE: MANDATE AND PROCEDURE OF THE COMMITTEE

Article 42: Mandate

The functions of the Committee shall be:

(a) To promote and protect the rights enshrined in this Charter and in particular to:

- (i) collect and document information, commission inter-disciplinary assessment of situations on African problems in the fields of the rights and welfare of the child, organize meetings, encourage national and local institutions concerned with the rights and welfare of the child, and where necessary give its views and make recommendations to Governments;
- (ii) formulate and lay down principles and rules aimed at protecting the rights and welfare of children in Africa;
- (iii) cooperate with other African, international and regional Institutions and organizations concerned with the promotion and protection of the rights and welfare of the child.

(b) To monitor the implementation and ensure protection of the rights enshrined in this Charter.

(c) To interpret the provisions of the present Charter at the request of a State Party, an Institution of the Organization of African Unity or any other person or Institution recognized by the Organization of African Unity, or any State Party.

(d) Perform such other task as may be entrusted to it by the Assembly of Heads of State and Government, Secretary-General of the OAU and any other organs of the OAU or the United Nations.

Article 43: Reporting Procedure

1. Every State Party to the present Charter shall undertake to submit to the Committee through the Secretary-General of the Organization of African Unity, reports on the measures they have adopted which give effect to the provisions of this Charter and on the progress made in the enjoyment of these rights:

- (a) within two years of the entry into force of the Charter for the State Party concerned: and
- (b) and thereafter, *every three years*.

2. Every report made under this Article shall:

- (a) contain sufficient information on the implementation of the present Charter to provide the Committee with comprehensive understanding of the implementation of the Charter in the relevant country; and
- (b) shall indicate factors and difficulties, if any, affecting the fulfilment of the obligations contained in the Charter.

3. A State Party which has submitted a comprehensive first report to the Committee need not, in its subsequent reports submitted in accordance with paragraph I (a) of this Article, repeat the basic information previously provided.

Article 44: Communications

1. The Committee may receive communication, from any person, group or non-governmental organization recognized by the Organization of African Unity, by a Member State, or the United Nations relating to any matter covered by this Charter.

2. Every communication to the Committee shall contain the name and address of the author and shall be treated in confidence.

Article 45: Investigations by the Committee

1. The Committee may, resort to any appropriate method of investigating any matter falling within the ambit of the present Charter, request from the States Parties any information relevant to the implementation of the Charter and may also resort to any appropriate method of investigating the measures the State Party has adopted to implement the Charter.

2. The Committee shall submit to each Ordinary Session of the Assembly of Heads of State and Government every two years, a report on its activities and on any communication made under Article [44] of this Charter.

3. The Committee shall publish its report after it has been considered by the Assembly of Heads of State and Government.

4. States Parties shall make the Committee's reports widely available to the public in their own countries.

CHAPTER FOUR: MISCELLANEOUS PROVISIONS

Article 46: Sources of Inspiration

The Committee shall draw inspiration from International Law on Human Rights, particularly from the provisions of the African Charter on Human and Peoples' Rights, the Charter of the Organization of African Unity, the Universal Declaration on Human Rights, the International Convention on the Rights of the Child, and other instruments adopted by the United Nations and by African countries in the field of human rights. and from African values and traditions.

Article 47: Signature, Ratification or Adherence

1. The present Charter shall be open to signature by all the Member States of the Organization of African Unity.
2. The present Charter shall be subject to ratification or adherence by Member States of the Organization of African Unity. The instruments of ratification or adherence to the present Charter shall be deposited with the Secretary-General of the Organization of African Unity.
3. The present Charter shall come into force 30 days after the reception by the Secretary-General of the Organization of African Unity of the instruments of ratification or adherence of 15 Member States of the Organization of African Unity.

Article 48: Amendment and Revision of the Charter

1. The present Charter may be amended or revised if any State Party makes a written request to that effect to the Secretary-General of the Organization of African Unity, provided that the proposed amendment is not submitted to the Assembly of Heads of State and Government for consideration until all the States Parties have been duly notified of it and the Committee has given its opinion on the amendment.
2. An amendment shall be approved by a simple majority of the States Parties.