

UN IN RUSSIA



№5 (66)

Special issue
20th Anniversary
of the Convention on the
Rights of the Child



Translating economic growth into sustainable human
development with human rights

Published by
the United Nations Office
in the Russian Federation



Right to left:
**Oksana Fyodorova, UNICEF Goodwill
Ambassador, Sofia Rudieva, and Vera Krasnova perform
at the summer camp of UNICEF peacekeepers. Dagestan, July 2009**

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"I intend to organize the work aimed at elaborating and approving a national plan of action for children we have not adopted for 8 years now", Alexey Golovan, who was recently appointed the Ombudsperson for Children's Rights under the President of the Russian Federation emphasizes in his interview to *UN in Russia*

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"Frankly speaking, when I learnt that a Senior Advisor from the UN will visit our school on International Day of Democracy, I doubted it would really happen. In fact, I did not know anything about this day", says Lena Yakimova, student of 11th grade of Odintsovskaya high school number 16

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In the last three years, some 513 children in Chechnya and Ingushetia benefited from the housing assistance project, financed by the UN Agency for Refugees. During 2000–2006, UNHCR supported the construction of 266 individual houses in North Ossetia-Alania benefiting over 600 children

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UN Secretary-General's Message on International Day of Democracy

The International Day of Democracy is a reaffirmation by the international community of its commitment to build participatory and inclusive societies, based on the rule of law and fundamental human rights.

Democracy is not only an end in itself; it contributes powerfully to economic and social progress, international peace and security and respect for fundamental rights and freedoms.

While democracy continues to be upheld as a universally relevant set of principles and an optimal social and political system, the challenges to consolidating democracy around the world remain formidable and numerous. Restoring or building new democracies, preserving fragile democracies and improving the quality of even long-established democracies requires commitment and hard work.

The primary responsibility for democratic change lies within national societies. At the same time, the international community can play a vital supportive role. Indeed, demand for UN assistance with institution-building, elections, the rule of law, the strengthening of civil society and other key



aspects of democracy has grown considerably. This trend is likely to continue.

That means the United Nations needs to continually evaluate its efforts, with a particular focus on coherence, since there are many UN initiatives in this area. To ensure that UN assistance truly helps to build national capacities and nurture democratic cultures, I have, as an essential first step, circulated a Guidance Note on Democracy to all parts of the United Nations, including field presences. The note sets out the UN framework for democracy based on universal principles, and commits the Organization to principled, coherent and consistent action in support of democracy.

Democratic principles are woven throughout the normative fabric of the United Nations. On this International Day, let us rededicate ourselves to those principles, and to promoting peace, development and human rights through the consolidation of democracy and the rule of law.

15 September 2009

Ban Ki-moon

UN in Russia
Published once in two months
Circulation: 2,000 copies

www.unrussia.ru
www.undp.ru

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United Nations Office
in the Russian Federation

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Russia' First Child Rights Ombudsperson

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

(Article 3, Convention on the Rights of the Child).

On September 1, the Day of Knowledge in Russia, Russian President Dmitry Medvedev gave a wonderful gift to all Russian children – for the first time ever, an official was appointed, whose principal duty was to uphold the rights of children throughout the whole country. On that day, Dmitry Medvedev issued a decree, pursuant to which Alexey Golovan was appointed the Ombudsperson for Children's Rights under the President of the Russian Federation. Before that Alexey Golovan had been serving in the capacity of the Moscow City Ombudsperson for Children's Rights.

The establishment of the position of a Child Rights Ombudsperson at the federal level testifies to the fact that the Russian Government is fully determined to fulfil its obligations to protect child rights assumed under the Convention on the Rights of the Child. The 20th anniversary of the adoption of the Convention is celebrated all over the world. Soon after his official appointment, Alexey Golovan kindly agreed to answer questions of the *UN in Russia* bulletin.

– *Congratulations on your new appointment. Was it unexpected for you?*

– Thank you. The need to establish the federal post of the Ombudsperson for Children's Rights has been discussed for quite some time now. A relevant draft law was elaborated, and more than once the Council of Federation approached the Russian president with this issue. Two years ago, the late Patriarch Alexey II of Moscow and All Russia also approached the president with a proposal to institute such a post, but the issue remained pen-

ding. Therefore, the president's decision to create such a position turned out to be to a certain extent unexpected for many people. On the other hand, this decision was in line with recent systemic changes the president was implementing to protect children's rights and legitimate inte-



Alexey Golovan, the Ombudsperson for Children's Rights under the President of the Russian Federation

rests and to set up a system of protection mechanisms.

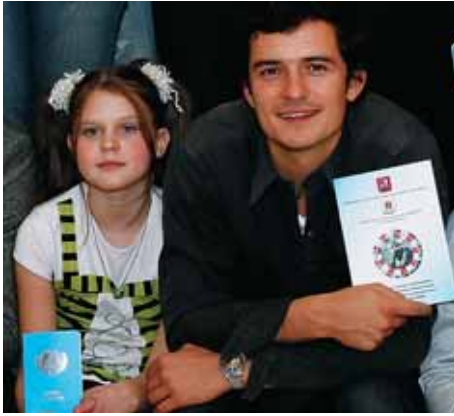
On 16 March 2009, the Russian president held an extended meeting on crimes committed against minors; he also submitted two draft laws aimed at safeguarding children's rights and interests for consideration of the State Duma during its spring session. The draft laws were approved, signed by the president and enacted. On several occasions the president drew the attention of law enforcement officials to the need to focus on issues relating to the protection of children's rights and interests. That's why his decision is a logical step towards the creation of a child protection system in the

Russian Federation, because the Child Rights Ombudsperson Institution is one of the most essential elements of this system.

– *Is there any fundamental difference between being the Ombudsperson under the Russian President rather than the Russian Federation Ombudsperson? Will your independence be affected in any way?*

– I am an advocate of the Child Rights Ombudsperson Institution as an independent state body established both at the federal and regional levels. However, I think that under current circumstances, the decision made by the president was justified. An opportunity came up to have the post established fairly quickly through a presidential decree rather than through a lengthy process of considering a draft law on the Ombudsperson for Children's Rights in the State Duma. The president expects the Ombudsperson to coordinate the activities of various agencies and departments dealing with child rights, including law enforcement structures while only the government and, in some cases, the president can coordinate their work. At the same time, there are human rights ombudspersons operating in a number of Russian regions who are independent in accordance with the Russian legislation. But no one would say that they take advantage of their independent position and are in opposition to the current government or allow themselves to criticize the authorities.

In the future, I intend to promote the independence of the Child Rights Ombudsperson Institution. I strongly rely in this case on the assistance of regional ombudspersons as through our joint efforts we'll be able to justify and prove that we can make a bigger difference when we are independent. Then I believe such decision would be fully supported.



Orlando Blum, a Hollywood star and UNICEF Goodwill Ambassador among Russian children

– Which additional new powers have you gained in your new capacity? Perhaps now you have some restrictions...

– I believe that from now on, we'll be able to influence policy decisions affecting the interests of specific groups or all children. It'll be easier for me to seek a more efficient and accurate implementation of the UN Convention on the Rights of the Child by the Russian government. For example, I intend to organize the work aimed at elaborating and approving a national plan of action for children we have not adopted for 8 years now. I will also advocate for the signing and ratification by Russia of the Optional Protocol to the Convention on the Rights of the Child on the Sale of Children, Child Prostitution and Child Pornography as well as other

European conventions. Another thing that we are looking to accomplish is to develop and submit for approval a strategy to end violence against children and to seek the adoption of several federal laws relating particularly to safeguarding the children's right to housing, the rights of orphans, children with disability, etc.

We'll be certainly dealing with specific problems of individual children; however, more attention and more efforts should be devoted to systemic issues. One of them concerns the development of the Child Rights Ombudsperson Institution in the Russian constituent entities. This provision is explicitly set forth in the presidential decree. In addition, I received direct instructions from the president to the effect that I should assist the Russian constituent entities in creating such offices. I believe it would ensure the establishment of the network throughout the whole country and would facilitate the work of upholding the rights of concrete children. Nevertheless, there are some restrictions in my work. For example, before the appointment in my public statements or materials I addressed the federal authorities with a number of claims, saying that they have failed to undertake measures in certain areas; I'll no longer have such an opportunity, as from now on, I should be responsible for this myself.

– With what feelings do you commence your activities in your new capacity? Don't you think it would be more difficult to work now?



Movie star Wille Haapasalo demonstrates the UNICEF children passport 'Rights of the Child'

– Certainly, because my current scope of responsibilities is radically different from what it used to be earlier. On the other hand, it's much more challenging. It would be wrong on my part not to take advantage of such a great chance. With my new powers came greater responsibility, and I should do my best to make the Ombudsperson Institution operate at full capacity and gain recognition at the regional level.

Yana Negreeva,
(The interview was prepared with UN Radio assistance)

20th Anniversary of the Convention on the Rights of the Child: Progress and Prospects



On 20 November 2009, the global community celebrates the 20th anniversary of the UN Convention on the Rights of the Child. This Convention is the only international legal instrument, adopted and ratified by almost all countries of the world. The Convention has secured in international and national law children's basic rights to education, adequate living standards, and protection from all forms of violence and discrimination.

The Convention on the Rights of the Child is based on four core principles. By agreeing to observe the principle of non-discrimination, the States Parties to the Convention have committed themselves to ensure equal rights for all chil-



dren regardless of their ethnicity, gender, language, religion, social or health status. The second principle involves actions taken in the best interests of the child. All government authorities, when making decisions that affect children's lives, should focus on the best interests of the child. The third core principle of the Convention ensures the children's right to life, survival and development, while the fourth principle concerns the views of the child. According to the Convention, the States Parties undertake to assure children the right to express their views freely in all matters affecting them.

There has been a remarkable improvement in the situation of children in

UN Convention on the Rights of the Child: Figures and Facts

In 1989, the world leaders acknowledged that children's rights should be set out in a separate legal document because all children need special care and protection. The Convention on the Rights of the Child is the first international legal document proclaiming that all children have equal social, economic and political rights. The Convention on the Rights of the Child is the most widely ratified human rights treaty in history: it has been signed and ratified by 193 countries. There are only two countries that have abstained so far: USA and Somalia.

The Convention consists of 54 articles and two Optional Protocols. It affirms basic human rights for all children, including the right to life and survival, the right to develop to the fullest, the right to protection from harmful influences, abuse and exploitation, the right to participate fully in family, cultural and social life.

Every five years, the State Parties to the Convention are obliged to report to the Committee on the Rights of the Child on the measures adopted to implement the Convention in their respective countries and on the progress made on the implementation of children's rights.

each State Party to the Convention. Nevertheless, a lot of problems that impede children's healthy and full development are still there. Infant and maternity mortality rates in developing countries tend to remain at a high level. Violence, child trafficking, exploitation of children occur frequently.

Over the recent years, noticeable improvement in the situation of children in Russia has taken place: new laws have been enacted; family care services have been streamlined; sizable funds have been allocated from the state budget towards the implementation of various social programmes.

I Have the Right to Know!

UNICEF announces the launch of the Public Service Announcement (PSA) Campaign timed to coincide with the 20th anniversary of the Convention on the Rights of the Child.

The principal goal of the campaign entitled 'The Rights of the Child' is to remind children and their parents, as well as the whole community of the need to take into consideration the child's interests and respect his or her rights when important decisions are made at both the family and state levels. The campaign is carried out with the assistance and participation of the Moscow City Government.

Within the context of this campaign, UNICEF has commissioned the Laboratory of Social Adverti-

sing to create a video spot and design mock-up models of outdoor and magazine advertisements. During the period from 1 November 2009 till 1 March 2010, these public service announcements will be broadcast free of charge on Russian federal and regional TV channels, at large supermarkets and airports. Within the framework of the partnership under the Child-Friendly Cities Initiative, the Moscow City Government has assigned a considerable number of billboards in the streets of Moscow for UNICEF.

More information on the PSA Campaign can be found on the UNICEF website www.unicef.ru and on the UNICEF YouTube channel <http://www.youtube.com/user/UNICEFrussia>

network of child rights ombudspersons in the country and the establishment of the post of the Ombudsperson for Children's Rights under the President of the Russian Federation.

However, some problems have yet to be addressed. The child mortality rate in Russia is four times higher than in Western Europe. The poverty risk among families with children is three times higher than among other population groups. Despite the development of family-based care settings for children without parental care, the number of children living in state-run institutions is not going down. Today, 2.7% of all children in Russia (730,000) are deprived of parental care, with about 156,000 children brought up in children's homes and residential institutions.

One of the most important recent achievements in Russia was the creation, with the assistance of UNICEF, of a

Violence against children remains a severe problem. In 2008 alone, 126,000



crimes of violence against children were reported in Russia.

Special efforts should be focused on children who often fall through the cracks: children in difficult circumstances, children living with HIV, street children, children from migrant families, etc.

UNICEF calls upon all players in the society – the state, business community, non-profit organizations and individuals – to unite their efforts so that the rights of children in Russia could be protected and their voices heard.

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United Nations
Human Rights

Office of High Commissioner
for Human Rights

Opinions

International Day of Democracy at Suburban Moscow School



In 2007, the UN General Assembly declared 15 September International Day of Democracy.

In Russia, little is known about this day. I only heard of it by word of mouth till I had a chance to meet with Dirk Hebecker, Senior Human Rights Advisor to the UN Country Team in the Russian Federation, at the Federal Center for Civil Education.

It was then that the idea to celebrate International Day of Democracy at the Odintsovo Secondary School No.16 came to mind. An invitation was extended to Mr. Hebecker to participate in this event as a guest of honor.

Our school is a perfect choice for celebrating this event. Founded only four years ago, it is built in a new development in Odintsovo. Ninety percent of its residents moved here from different parts of the former Soviet Union. They come from Siberia, the Far East and the North of Russia, Ukraine, Belarus, Moldova, Azerbaijan, Armenia, Kazakhstan, Kyrgyzstan, Tajikistan, Ossetia, Chechnya, Ingushetia, and many other regions.

How shall we mark this day? Together with Principal, Olga Ledeneva, we

planned to spend the homeroom period discussing International Day of Democracy and drawing posters on the subject of democracy – the way it is perceived by children. We also thought of installing a big screen, where we could present children's work. In addition, 11th graders would have a class on 'The Principles of Democracy'. A musical presentation of school would be demonstrated to our guests in the auditorium. Together with Dirk Hebecker, we planned to invite a representative of the Human Rights Commissioner in the Moscow Region, Marina Tugareva. At the end of the day we planned a question-answer roundtable with our guests.

I was responsible for teaching the class on 'The Principles of Democracy'. The lesson consisted of three parts. At first, we spoke about the origins of the word 'democracy'. What is democracy? We can agree with Abraham Lincoln: democracy is a people's movement, for the people, by the people. What if the people don't want to be leaders? I asked the children who wanted to be a leader. Only a few raised

their hands. For each of us, it is more important to have a right of participation in the life of our country and have our opinions taken into consideration, heard and accepted, regardless of gender, sexual orientation, color, race or religious affiliation.

It is important to remember that democracy does not start where the people are verbally recognized as having political power but is built on the basis of a well-founded system that ensures real citizens' participation in governance and control over authorities. This practice gives an important meaning to the elections.

The second part of the lesson was a practicum that tested the ability to critically think about the events in Russia applying democratic principles. The students were divided into groups of four or five. Each group received an index card with a picture and a short synopsis of human rights. For example, a picture of a Russian demonstration against the forced conscription in the army, the return from



exile of Andrei Sakharov, the establishment of the Commission for Rehabilitation of Victims of Political Repression, breakup of the March of Dissent in Moscow. Each picture was shown on the screen, and the groups were asked to comment on the situation and determine whether it was the case of an abuse or respect of human rights.

The third part of the lesson was a game called 'A Great Race' (on the lines of a popular American TV-game 'The Amazing Race'). Each student was asked to list, writing on a card, the successes and failures in the development of democracy in Russia for the last 50 years. The winner, who had more examples, received a package of candy bars.

In my view, we have done a great job. Any initial feeling of awkwardness of having the Principal, guests, and journalists from the Odintsovo TV station attend our lesson were quickly overcome. Everyone was into it – the children had fun and enjoyed themselves. The most important result of the lesson was that the children showed a willingness to bring a positive change towards democracy.

A roundtable with Mr. Hebecker was a highlight of the event. Children were fascinated by the fact that despite his senior position at the UN, he was friendly and easygoing with everyone. He was unlike senior bureaucrats in Russia who tie up the city for the day and need a police escort if and only if they decide to speak to those whom they represent. On top of that, they make a public appearance for the sole purpose of promoting their political views in front of TV cameras.

Children had an opportunity to ask Dirk Hebecker many questions. Sasha Kolomychuk, a 10th grader, aware that Mr. Hebecker is a German citizen, asked a rather provocative one: "Is 9 May a holiday in Germany and if so, what do Germans celebrate?" Mr. Hebecker replied: "Yes, we do celebrate but not on 8 May. On this day, we celebrate the liberation from fascism and the birth of our democracy." Unfortunately, TV reporters left the roundtable soon thereafter, and we had no video cameras to record the whole roundtable discussion. I asked the children to write down their questions and answers, and below are some of their first impressions about that day.

The following is a comment by Katya Chernova, a 9th grader: **Question:** *After the terrorist attacks on September 11, a man and a woman of Arab origin were detained at the US customs when they arrived there. All their documents were in order, but they were detained nevertheless on the ground of suspicion. Is it fair to detain someone on the basis of their physical appearance?* **Answer:** Of course, there is no justification of detention on the basis of physical appearance, but racism is widely spread throughout the world. Some people are subjected to stereotyping more than others. There is a common view that all Arabs are terrorists but it is far from the truth. A terrorist can be of German, French or Russian origin. It is best to avoid stereotyping and challenge it.

Question: *In the Netherlands, human rights know no limits. Drug usage and same-sex marriages are not banned. Of course, using drugs is never a good idea. Homosexuals in Russia are subjected to discrimination, whereas in*

long ways to go. Of course, it is never a good idea to restrict the rights of these people. An important role in all this belongs to the society. When the society is against same-sex marriage, for instance, homosexuals will continue to experience as much discrimination as before, even if the prohibition of same-sex marriages is removed.

Albert Majinian (11th grade) wrote a letter: "Honorable Mr. Hebecker, My name is Albert Majinian and I am a student at Odintsovo School No. 16. I would like to express my words of gratitude for finding the time to visit our school. You have inspired many of our students who, thanks to your visit, gained more confidence. It was truly an honor to sit at the same table with you and to ask you questions.

We are looking forward to your next visit and wishing you all the best in your future endeavors."

In another letter, a student wrote: "On 15 September, we had a remarkable



the Netherlands, there is no discrimination whatsoever. Should we remove the restrictions limiting human rights in the same way it was done in the Netherlands or is it best to set certain limits when it comes to human rights? **Answer:** Anti-drug movement is common everywhere. As for the Netherlands, it is simply an attraction for tourists. When it comes to homosexuals in Russia, they are not welcomed by your conservative government, and people do not easily accept same-sex marriages. Although many countries in Europe and North America have officially accepted same-sex marriages and partnerships, Russia has a

guest at our school – a senior UN official, Mr. Dirk Hebecker. We asked him a lot of questions, and I liked the fact that he did his best to answer them all, including questions about his personal life. It was interesting to hear about his family. He treated every question with respect. It was important to me to hear someone like Mr. Hebecker speak with us and it gave me an insight into how to eloquently express your ideas. I enjoyed it a lot. In general, I am not very interested in politics, but on that day, I understood that politics is very interesting, especially when you speak to people like Dirk Hebecker. I think we should have more visits like this.

In conclusion I want to say that no one was left disappointed. We will be happy to welcome you at our school again!
Sincerely Yours, Vusala Guseinova, student from 11th grade, Odintsovo School No.16”

Here is a comment by Katya Draenko-va: “We had a lesson ‘The Principles of Democracy’ with participation of Dirk Hebecker. As a future lawyer I am very interested in this topic. We analyzed various situations with clear abuses of human rights and sought solutions to prevent these abuses in the future. It was an excellent opportunity to acquire experience and the ability to express our opinion and convince others of the strength of your argument on a topic not often spoken about. For me, this was an opportunity to gain an understanding of human rights. It is important as I need to know how to consider two different viewpoints about the matter of importance to all of us.

After class we had a roundtable where we had an opportunity to speak with our guest. We asked him various questions, from politics to his personal life. He was very frank and animated. His oratory skills had a great influence on me. He also gave us some advice on how to reach success in life. This was a very important piece of advice that made me think and make conclusions.

I learned a lot from our conversation and was convinced that in future, as a lawyer, will help people understand and protect their rights. I am thankful to Dirk Hebecker for his frankness and sincerity.”

This letter was written by Valya Andreeva from 10th grade: “I was looking forward to this meeting and prepared a lot of questions in advance. It turned out that

other students were concerned about the same topics that I raised.

I really enjoyed the fact that Mr. Hebecker gave us detailed and objective answers. I was pleasantly surprised that he is fluent in Russian, English, and Vietnamese. At the end of our conversation Dirk Hebecker was equally surprised how mature our students were and expressed his interest in visiting our school in the future. I would also like to see him again and will be looking forward to his next visit.”

And here is a comment by Lena Yaki-Amova, a 11th grade student: “Frankly speaking, when I learnt that a Senior Advisor from the UN will visit our school on International Day of Democracy, I doubted it would really happen. In fact, I did not know anything about this day. I really did not want to go to class, and thought I would sit in the corner hoping to avoid asking any stupid questions. At first I was a bit uncomfortable seeing all these visitors in our class. At the end I became more relaxed and realized that our guests were actually quite easygoing people! When we sat at the roundtable, I did not even think I would ask a question but I did! And more than one! Mr. Hebecker explained everything in a very simple language, and I really enjoyed listening to him. On my trip to Germany our tour guide told us not to pronounce the word ‘fascist’ so as not to offend the Germans. I was curious what people in Germany and other countries throughout the world thought about fascism and why Russia, a country that fought against it for so long, has experienced a rebirth of fascism. Mr. Hebecker said that in general, this demonstrates a negative trait of democracy. Every person has a right to his personal opinion and free expression. These



groups (and skinheads, in particular) do everything in such a way that you cannot accuse them of breaking the law. Mr. Hebecker also mentioned that skinheads and other similar groups are monitored. As for fascism in other countries, it exists there, too, including Germany. Many thanks to Mr. Hebecker for treating us not like children but mature individuals!”

Here is a note by Christina Belinsky: “The Day of Democracy in our school started with a lesson on democracy. We worked with index cards that dealt with situational examples from democratic principles (their successes and failures). There were four groups. It was our turn to talk about the NGO ‘Helping the Elderly’ – a youth group from different cities throughout Russia that visits the elderly, gives them small gifts or entertains with performances. I got very interested in this project and decided to join the organization. I chose to help an elderly man who never gets any letters. Today, I am waiting for his contact info so I could write to him and send him a small gift.

On Day of Democracy, I learned quite a bit. I especially enjoyed the roundtable with Mr. Dirk Hebecker. He told us about the structural organization of the UN, its activities and objectives. Mr. Hebecker also spoke about his family and his life, his childhood, education and his career path. The most important thing that I learned is that every person is an individual. Every person is unique and cannot be a part of a ‘grey crowd’. Personal development is now the most important thing in my life.”

Elena Romanova,
History Teacher



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UN Convention on the Rights of the Child and Priorities for Displaced Children in Russia

“States Parties shall take appropriate measures to ensure that a child who is seeking refugee status or who is considered a refugee in accordance with applicable international or domestic law and procedures shall, whether unaccompanied or accompanied by his or her parents or by any other person, receive appropriate protection and humanitarian assistance in the enjoyment of applicable rights set forth in the present Convention and in other international human rights or humanitarian instruments to which the said States are Parties”
(from Article 22 of the Convention on the Rights of the Child)

The protection and care of forcibly displaced children, including adolescents, is a UNHCR priority, and therefore the rights of girls and boys of diverse backgrounds and abilities are of specific concern. The 1989 UN Convention on the Rights of the Child and other legal instruments provide the framework for UNHCR to assist and protect children. Child protection systems are particularly important for unaccompanied and/or separated migrant or asylum-seeking children. They often include mechanisms to address the child’s immediate needs, the appointment of a legal representative and/or a guardian,

family tracing and identification of a solution based on a ‘best-interests’ determination. Co-ordination and referral mechanisms between the child-protection and asylum systems are important to ensure that the international protection needs of children are recognized and met.

UNHCR’s ‘Five Global Priorities for Refugee Children’ and the Conclusion No. 107 (LVIII-2007) of the Executive Committee of the High Commissioner’s Programme on Children at Risk guide UNHCR’s work in the Russian Federation.

In 1990, the Russian Federation signed the Convention on the Rights of the Child (CRC) and on 24 September 2008 ratified its Optional Protocol on the involvement of Children in Armed Conflict. During the 2009 universal periodic review, the Russian Federation declared in its response the prioritization of the Optional Protocol to the Convention on the Rights of the Child on the Sale of Children, Child Prostitution and Child Pornography. Presently, Russia is reviewing its domestic legislation to check if it is in compliance with the standards stipulated in this instrument.



This photo and the next ones show children and their parents in Chechnya and Ingushetia who benefited from the UNHCR housing assistance project

Acceding to the Convention resulted in numerous changes in the national legislation – currently children in the RF are protected by a number of laws. The Federal Law on Basic Guarantees of the Rights of the Child in the Russian Federation of July 21, 1998 includes all CRC provisions. Certain provisions on the welfare of refugee and IDP children are found in the RF laws ‘On Refugees’ and ‘On Forced Migrants’.

Access to the asylum procedure is of crucial importance for persons seeking protection from persecution and inhuman treatment, especially for vulnerable categories of applicants such as unaccompanied and separated children. The Federal Law ‘On Refugees’ does not contain provisions on special procedures for processing cases of unaccompanied minors (UAMs). In principle, UAMs have unrestricted access to the national RSD procedure, carried out “in the best interest of the child”, following the acquisition of the relevant information on the parents and/or guardian. In practice, access to the asylum procedure for unaccompanied minors and separated children can be hindered due to the lack of legal provisions regarding appointment of legal guardians. Considering the above there is a vital need to increase the efforts of state entities and non-governmental organizations to protect this category of applicants and where necessary, amend legislation regulating procedural issues.



Although there is no legal provision relating to the right of refugee and asylum-seeker children for education, under the February 2002 decree signed jointly by the Moscow City Mayor and the Moscow Region Governor, and an instruction of the Moscow Department of Education, all city schools were advised to accept children without a requirement to submit registration documents, but upon indication of their place of residence. This greatly helped refugee, asylum-seeker and migrant children. According to reports provided by UNHCR’s implementing partner ‘Ethnosfera’, there have been no gross violations of this decree. Since 2000,

in order to fill the gap in Russian language skills and facilitate children’s integration in the local community, such children prepare for the enrolment in regular schools at special ‘Russian language schools’ in the framework of an agreement between UNHCR, the Moscow Department of Education, several Moscow schools and ‘Ethnosfera’. Thus, in June 2009, there were 65 refugee and asylum-seeker children out of 286 students enrolled into regular schools. It is vital to develop this positive practice in other RF regions.

As part of educational activities, for several years, UNHCR’s implementing partner ‘Equilibre-Solidarity’ has organized preparatory Russian language courses for refugee and asylum-seeker children from Afghanistan, who wished to participate in the annual Russian Language Contest for school students. They became laureates of this prestigious event several times.



Since 1992, UNHCR has supported higher and professional studies for asylum-seeker and refugee children through the DAFI Programme – the German Fund named after Albert Einstein and sponsored by the Ministry of Foreign Affairs of the Federal Government of Germany. During this period, over 400 students from 33 countries of Africa, Asia and South America in the Russian Federation have become DAFI students and received college and university diplomas.

Asylum-seekers and stateless persons still face problems with birth-registration of their children, in particular in

the regions. Raising awareness amongst the authorities and legal assistance to the persons concerned will help to resolve this problem.

Everyone in the Russian Federation, including asylum-seekers, recognized refugees and persons with temporary asylum status (TA), has access to primary health care services provided in state clinics and hospitals. Recognized refugees are entitled to health insurance at par with Russian nationals. However, only those recognized refugees who hold residence registration can exercise this right. This situation directly affects refugee and asylum-seeker children. In order to ensure access to medical aid for persons with registration problems, UNHCR runs a programme of medical assistance through its implementing partner Magee Woman Care International. In addition to services provided by the government, persons of concern to UNHCR have access to reproductive health care, family planning, psychological services, and immunizations through Magee Woman Care International. Thus, during the first six months of 2009, 100 percent of children (286 in total) passed a medical examination, while 138 were immunized.

In the North Caucasus, children comprise 35 percent of the total population



of UNHCR's concern (91,000). While UNHCR and its partners do not conduct any activities targeting exclusively children, children are beneficiaries of all protection and shelter activities.

In addition, IDP and refugee children benefit indirectly from legal counselling (about 9,000 consultations yearly) conducted by 12 Legal Counselling Centres in Chechnya, Ingushetia, and North Ossetia-Alania (NOA) on issues such as social benefits and child allowances,

renewal of documents, issuing of birth certificates and custody rights.

In the past three years, some 513 children in Chechnya and Ingushetia benefited from the housing assistance project. During 2000–2006, UNHCR supported construction of 266 individual houses in NOA benefiting over 600 children.

In 2008, some 3,250 children received non-food assistance in Chechnya, Ingushetia, and Dagestan. Following the August 2008 conflict, 356 families that left Georgia / South Ossetia for North Ossetia with children under 18 benefited from the non-food items distribution.

The UN Refugee Agency will continue advocating cooperation between state and non state actors for the protection of children's rights, to help meet their basic needs and expand their opportunities. The universally agreed provisions and principles of the Convention on the Rights of the Child serve as a guidance for all actions and policies, undertaken in the best interests of children. The positive initiatives such as Moscow city's inclusive approach to education are to be highlighted as a good example for all partners in the Russian Federation.



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UN Development Programme

Highlight



Environmental Education for Children and Youth

"States Parties agree that the education of the child shall be directed to ... the development of respect for the natural environment. "

(from Article 29, Convention on the Rights of the Child)



The United Nations Organization declared 2010 the International Year of Biodiversity. The UN Secretary General noted that human activity and climate change are the main factors of the extinction of biological species at an unprecedented scale. According to the United Nations, three species of flora or fauna disappear every hour. The planet loses from 18,000 to 55,000 species annually. According to the Secretariat of the UN Convention on Biodiversity, the current rate of extinction of flora and fauna species is 100-1,000 times higher than the previously registered natural rate. If this trend continues, it will be difficult to provide food for the growing population of the Earth. By 2015, over 1.2 billion people, in particular in Africa, will face food shortages. The state of the planet more and more depends on its population: today – on us, tomorrow – on our children.

Contemporary environmental education programmes provide an opportunity for children to communicate with nature, feel both part of it, and its protectors. It is hard to overestimate the meaning of environmental education for the society as a whole, as it is a key factor of sustainable development.

For many years, the United Nations Development Programme (UNDP) has implemented environmental projects funded by the Global Environmental Fund (GEF) in Russia's regions. These projects address a set of environmental tasks including strengthening of natural complexes protection, support of academic research and monitoring, improvement of local legislation, development of tourism and sustainable use of natural resources, as well as energy efficiency. The development of the environmental education is a goal of all UNDP/GEF projects seeking to ensure that people know the nature around them and are able to help it. This work is implemented in Kamchatka and Altai, in the Lower Volga and Taymyr, in the North-West of Russia, and in the Republic of Komi. In every region, unique approaches and new educational methods were offered for pre-school education, secondary school, and creative extracurricular activities. Some of these projects and initiatives are described below.

In Kamchatka, the development of environmental education is implemented in the framework of two UNDP/GEF projects on biodiversity conservation. Last

year, elective courses for 8-10 grades in geography, physics, history, and English were designed for comprehensive schools. It is noteworthy that courses materials included information on regional nature, specially protected natural areas of Kamchatka and other regions of Russia, volcanoes, geysers, flora, and fauna of Kamchatka. Thus while studying English or geography, a student will learn about the nature of the region and its role in the life of local people.

For several years, local students have attended a course on Kamchatka salmon designed together with the regional Ministry of Education. Students and teachers visit the Salmon Museum, fish farms and spawning areas, take part in the 'Salmon Protectors' festival. The aim of the course is not only to give information, but first of all, to explain the importance of conservation of the unique fish for future generations, cultivate an understanding of vulnerability of this part of the nature, and its role for their native land.

In addition to school activities, UNDP/GEF projects in Kamchatka include other forms of work with children. Museums and visitor centres are established in natural parks of the region. Currently a modern museum is being built at the Kronotsky State Biosphere Reserve. Since 2003, a monthly newspaper Protected Area, with a children's section 'Bear Cub' in every issue, has been published and disseminated in all schools of Kamchatka.

Young people from the Altai and Sayan regions also know a lot about the nature of their native area. A set of small projects and educational initiatives is implemented here in the framework of the UNDP/GEF project on biodiversity conservation. They include environmental camps, ecological trips for children,

and support to visitor centres in reserves, national and natural parks.

For several years, the UNDP/GEF Altai-Sayan project has supported a regional youth initiative 'Friends of Protected Islands Rally'. In 2008, the rally participants in 16 days covered about 3,000 km through the Republic of Altai, the Kemerovo, and Altai regions calling for help to specially protected areas of Russia. In the Republic of Altai, they visited the Altai Reserve and natural parks Uch-Enmek, Chui-Oozy, and Argut, as well as the Mountain Altai Botanical Gardens. In the Kemerovo region, they visited the Shorsky National Park and the 'Kuznetsky Alatau' reserve. This trip continued a successful project of the previous year, 'Friends of Protected Islands Rally 2007'. Then schoolchildren from the Altai Regions and the Republic of Altai covered 1,500 km and visited the 'Altaisky' (Republic of Altai) and 'Tigireksky' (Altai Region) reserves. Participants of the 'travelling environmental camp' had interesting summer holidays and gained practical experience of conservation activities. They included weeding, stump planting, preparation of fodder for wild hoofed animals, and creation of environmental trails. Instructors from the Altai Region, Republic of Altai, Tomsk Region, and Moscow taught the participants ecological monitoring, journalism, and teamwork.

After the holidays the children continue studying the nature of their native land. In the Republic of Altai, tutorials were developed and teacher training



courses held within the programmes 'The World of Altai Nature' and 'The World of Altai Culture'. These tutorials were prepared within the framework of a subproject on experimental testing of continuous environmental education at schools. The subproject stipulates the development of a set of tutorials entitled 'Protected Altai' for secondary and elder students of a comprehensive school. An electronic tutorial 'Methodological Materials for Friends of Protected Islands' published in 2008 by the State Natural Reserve 'Tigireksky' (Altai Region) with the UNDP project support became the winner of the contest 'The Best Altai Book 2008'.

In 2006-2008, summer environmental camps, school ecological newspaper competition, rubbish collection in natural areas for children and young people were organized in the Lower Volga district (Astrakhan and Volgograd regions, Republic of Kalmykia) with the support of the UNDP/GEF project. Children visited and helped in the Astrakhan State Reserve, Volgo-Akhtubinsk Valley natural park (Volgograd Region) and the Natural Park of Kalmykia. An interregional elective course and a learning kit on wetlands biodiversity for 6-9 graders have been developed. An illustrated volume 'Birds of the Lower Volga' is prepared for publishing.

However, not all environmental initiatives are of local significance. In 2004, in the framework of the joint UNDP/GEF and the Ministry of Education and Science of Russia project, a methodological package 'Energy Saving' for 8th grade of secondary schools was developed. The tutorial preparation was based

on the Norwegian programme SPIRE and wide experience of extracurricular activities in the area of energy saving in the North-West of Russia. A team of Russian teachers and specialists prepared a tutorial, a workbook for students, and teaching aid. They have been tested and are now used in the schools of the Republic of Karelia, Arkhangelsk, Murmansk, and Tver regions. Examples of specific low cost energy saving projects included in the course help teach the students save energy at school and at home.

The United Nations Development Programme and Global Environmental Fund specialists are happy to see that children and young people are among main participants of UNDP/GEF environmental projects. It makes us hope that the future of unique natural areas is in safe hands.

To learn more about children's participation in UNDP/GEF environmental projects, please, visit the websites of our projects:

<http://altai-sayan.org>,
<http://www.unkam.ru>,
<http://www.undp-komi.org>,
<http://www.volgawetlands.ru>,
<http://www.kamchatkasalmon.ru>

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World Food Programme

Regions



School Feeding in Tajikistan

“States Parties ... shall strive to ensure that no child is deprived of his or her right of access to such health care services. To combat disease and malnutrition, including within the framework of primary health care, through, inter alia, the application of readily available technology and through the provision of adequate nutritious foods and clean drinking-water, taking into consideration the dangers and risks of environmental pollution”

(Article 24, Convention on the Rights of the Child)

WFP has been working in Tajikistan for 16 years, from the tragic civil war in the early 1990s to the present post-financial crisis recovery period. The central focus of WFP’s programme in this Central Asian country are schoolchildren – nearly 500,000 of them get a hot meal every day, when they attend primary school. Currently, WFP provides meals to 70 percent of all schoolchildren in Tajikistan working in every region of the country.

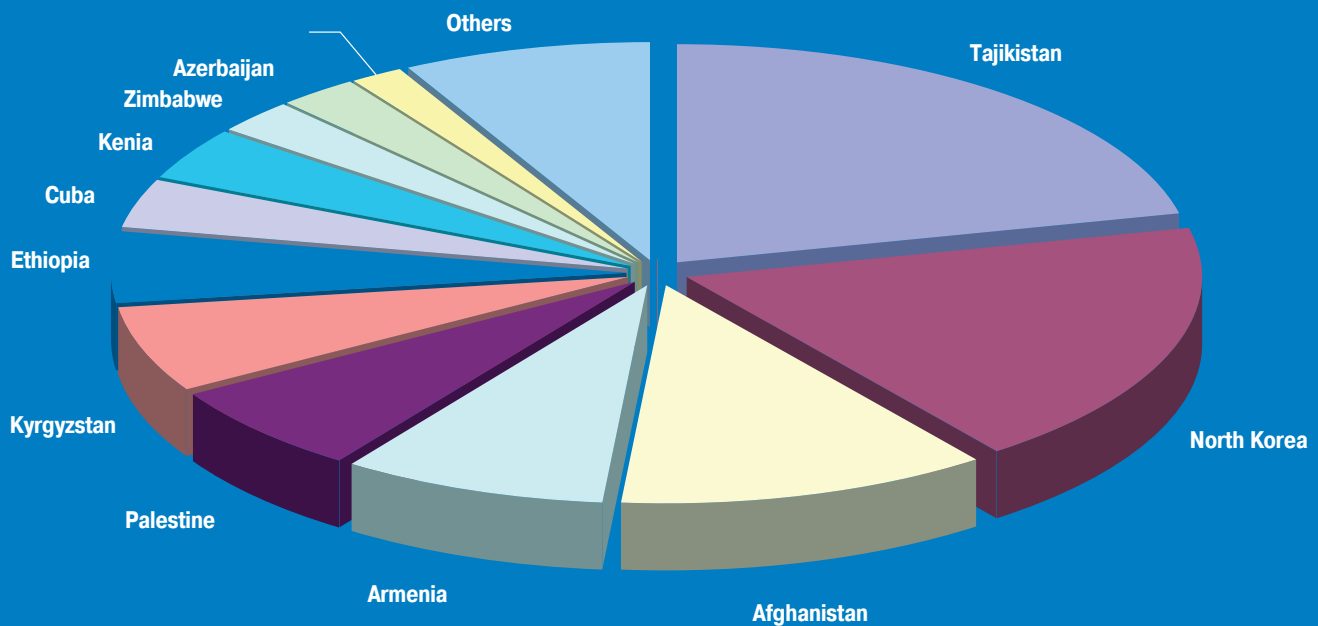
The Parent Teacher Association (PTA) designed to manage and support school activities is one of the keys to the success of the school feeding programme. WFP encourages PTA to take a strong role,



especially in the maintenance of school gardens, which can supply fresh vegetables for children’s meals and provide extra income from sales of produce to be used for books and teachers’ salaries.

When WFP launched the school feeding programme in 1999, it covered some 5,000 children. Today, thanks to the support of the Government of Tajikistan, loyal donors like the Russian Federation, and committed teachers and parents, schoolchildren represent three-quarters of 625,000 Tajiks receiving assistance from WFP. WFP is active in nearly 2,000 schools, which is some 70 percent of the total number of schools in Tajikistan.

Russian Contributions per Country 2003-2010 are 107.8 mln. US dollars



“Education is the cornerstone of a country’s future,” said WFP Deputy Country Director Heather Hill. “Our goal is to attract as many children as we can – particularly girls – to the classroom, where they can get a strong nutritional boost from our food and at the same time acquire basic skills for our knowledge-driven world.”

It is noted that school meals dramatically increase school enrolment and attendance. During the five-year civil war in

Tajikistan, for example, primary school attendance rate dropped to about 70 percent. Today, it is 92 percent, although WFP is still concerned about attendance rates in some of the most food-insecure areas of the country.

Perhaps the best demonstration of the impact of WFP school meals took place during the brutal winter of 2007-2008, when temperatures plunged to below 40 degrees Celsius for weeks at a time. During this period of intense cold,

power and water cuts and literal cessation of normal activities WFP school feeding never faltered. “Our schools didn’t close because hot meals brought children to the classroom,” said Malohat Shabanova, WFP Programme Officer.

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Society



Dangers in the Net

In the course of the past two decades, Internet turned into a global resource that is second to none, comprising the worlds of knowledge and entertainment. But this impressive progress brings about the vital issues of online security, as cyber attacks and online crime appear to pose an ever greater threat.

Children and young people are the most active users of the Internet and mobile gadgets, but they are also the most vulnerable ones. Surfing the Internet in search of new impressions they take the risk of encountering cyber criminals looking for accessible targets. According to recent research data, over 60 percent of children and teenagers visit chat confe-

rences on a daily basis. Three of four children would be prepared to share online private information about themselves and their families in return for goods and services, while one child of five becomes a target for a cyber attack annually.

The UN Convention on the Rights of the Child acknowledges children’s right to

education and access to information, as well as the right to participate in games and entertainment. That said, in 2005 the Global Summit on Information Society entrusted the International Telecommunications Union (ITU), a member of the UN family of agencies, with “promoting confidence and security in using information and communications technologies (ICT).”

ITU's recent initiative, Child Online Protection (COP), is one of major steps in building a safer and more reliable cyber environment. As an integral element of the Global Cybersecurity Agenda this document is designed to serve as a means of thwarting the burgeoning and increasingly sophisticated cybercrime and closing the legislative loopholes. It helps overcome the lack of institutional capacity to counter cybercrime and gain practical experience in that field.

There is a tremendous gap between what parents think of their children's Internet surfing and what children actually know about cyberspace, and what

stakeholder international partnership. It comprises UN agencies, such as the UN Children's Fund (UNICEF) and the UN Office for Drugs and Crime (UNODC), international organizations, such as the European Commission and Interpol, major corporations, for instance, Microsoft, and numerous NGOs.

What are the COP objectives? The major ones include the following: to make child online protection part of the international agenda; to expand public awareness of cyber threats, so that they become well known not just to IT experts or parents; to promote positive experience and current projects

- Reacting
- Telling someone about their concerns

Parents and teachers must cooperate very closely to clearly understand, which sites attract children most. And they should decide, which sites are safe for their children to visit.

Government institutions, in turn, should provide for sustainable frameworks whereby the society could elaborate effective responses to online threats. The professional IT community could play a major role in advancing a public discussion of these issues, and in many countries this community assumes



they learn from it. According to ITU, 92 percent of interviewed parents claimed setting some regulations to their children's online activities, while 34 percent of children from these families claimed such regulations were non-existent. In Great Britain, one of the most ICT advanced countries, 57 percent of children and young people aged between 9 and 19 admitted visiting porno sites, 46 percent admitted sharing private information and 33 percent said they received threatening messages. In a very different country, China, over 40 percent of interviewed children said they discussed sex and similar issues with unfamiliar online interlocutors.

The Child Online Protection programme was designed as a multi-

countering cyber threats to children and teenagers.

The Guidelines on Child Online Protection were adopted at the ITU Telecom World 2009 forum in Geneva in early October. The Guidelines cover such issues as children's rights in cyber space, harmful and illegal content, aggressive behaviour and Internet privacy. The core idea is as follows: the more children are informed of what they may encounter online, including how they should act, the better they are protected. For children, a special set of rules is devised, known by the English acronym SMART:

- Setting limits
- Meeting online friends offline
- Accepting invitations/friendship

voluntary obligations in this regard. Such initiatives, including child helplines, are also in the interest of the IT industry both because they set up high moral standards, and because in the long-term, they will bolster public confidence in the Internet as a global environment.

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UN HABITAT

Highlight



World Habitat Day: Moscow Children Draw City of the Future

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

(Article 31, Convention on the Rights of the Child)

On 6 October 2009, within the framework of celebrations dedicated to World Habitat Day marked on the first Monday of October, the Moscow-based UN-HABITAT project office and the Pushkin State Museum of Fine Arts partnered to hold a drawing contest for children 'Cities of the Future'. The contest was preceded by lectures for children in several museum halls with a focus on works of art devoted to cities and their future.

Children of several age groups, who attend classes at the museum centre for children and youth Museyon (art studios of Natalya Zolotova, Inna Entina, Vera Miroshnik, and Maria Drezkina), took part in the contest. Among the participants there was a group of children with disabilities for whom the museum

has developed a special psychological rehabilitation programme.

Children's ideas about city of the future, reflected in the drawings, provide another opportunity for urban planners to think how to make cities safer, healthier and more ecologically favourable for decent life of all its residents. This is what Museyon teachers say about the work of their students:

Natalia Zolotova: "In children's view, in a city of the future there will be big detached buildings of unusual forms and bright colours. Moreover, domestic hardships are over, as not only birds, he-



Fairy Tail City.
Nina Bonilia



Fruit City.
Vasilisa Afonina



City, where leaves fall instead of rain.
Sergej Shalam-Beridze

licopters and planes are flying, but also people have acquired wings."

Maria Drezkina: "This is what children think about a city of the future: these will be cities with interesting and unusual architecture: "a flying city", "a walking city". In such a city, streets will be multi-coloured, and the houses will be painted bright colours. Children dream that people could live closer to nature – in "houses on trees" and that "cars could run without fuel." And there should be less litter. Cities of the future, as children see them, will preserve their national specifics and culture

as "a walking Indian city" or "a walking Egyptian city". People living in cities must have housing, where they can find privacy and be their own selves: "a city – half sky – half water", "people live in caves and boats, and make bonfires". Animals must live in cities of the future – cats and "winged horses."

This year's contest is the first step towards the exhibition 'Cities of the Future' to be organized by the museum to mark World Habitat Day in 2011. The exhibition will provide a retrospective look at the way children in various countries imagined the future of their cities during the last 100 years.

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United Nations
Educational, Scientific and
Cultural Organization



Russian Literature for Children Crosses the Borders

"States Parties agree that the education of the child shall be directed to: ...the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin"

(from Article 29 of the Convention on the Rights of the Child)



Novelist Ludmila Ulitskaya

Four books by Lyudmila Ulitskaya, one of the most significant contemporary Russian writers and winner of many literary prizes, were translated into English in the framework of the project 'Other, Others, Otherwise'.

The book collection in English already includes stories by four Russian writers – A.Gosteva, F.Grigorieva, V.Timenchuk, and R.Kirsanova. Superbly illustrated, each printed in a limited number of copies, these four books are the 'cornerstone' of a joint initiative carried out by the Sectors of Education and Social and Human Sciences of the UNESCO Office in Moscow, in cooperation with the Charity Foundation 'Insti-

tute of Tolerance' and the Russian National Library of Foreign Literature.

Intended for 10-13 year olds, these stories advocating cultural diversity, inter-religious dialogue and tolerance, and seeking to prevent discrimination, were presented in European libraries as examples of 'best practices'. Some regions of the Russian Federation included these books in the extracurricular programmes to provide methodological advice to teachers and parents. Authors of this project aim to promote the principles of cultural diversity and tolerance among young people worldwide, as well as the fundamental principles of the UNESCO Declaration on Cultural Diversity and of the UNESCO Declaration on the Principles of Tolerance.

In 2009, the English version of the book by K.Skripkin 'HIV and AIDS: What Can We Do about This?' was included in the book collection of the children's project. The book promotes the ideas of tolerance with a particular aim of reducing HIV-related stigma and discrimination and seeks to raise awareness of HIV related issues among young people. A series of presentations will be held to instruct all interested parties how to use the book as a methodological tool.

UNESCO

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Ludmila Ulitskaya takes part in the round table at the Moscow International Book Fair

Summary

You can find the full version of the UN in Russia Bulletin in English at www.undp.ru or www.unrussia.ru (Documents)

UN / The Secretary-General's Message on International Day of Democracy

In his message on the occasion of the International Day of Democracy, Ban Ki-Moon emphasized that this day is a reaffirmation by the international community of its commitment to build participatory and inclusive societies, based on the rule of law and fundamental human rights. Democracy is not only an end in itself; it contributes powerfully to economic and social progress, international peace and security and respect for fundamental rights and freedoms.

UNICEF / Russia' First Child Rights Ombudsperson

On 1 September, Russian President Dmitry Medvedev appointed Alexei Golovan the first Child Rights Ombudsman at the federal level. The newly appointed Ombudsman gave an interview to *UN in Russia* on how he sees his new role and priorities.

UNICEF / 20th Anniversary of the Convention on the Rights of the Child: Progress and Prospects

On 20 November, the world marks the 20th anniversary of the UN Convention on the Rights of the Child, the only international document signed and ratified by almost all countries of the world. The Convention affirms the rights to education, decent living standards, and protection from all types of violence and discrimination for all children.

OHCHR / International Day of Democracy at Suburban Moscow School

In 2007, the UN General Assembly declared 15 September International Day of Democracy. In Russia, little is known about this day. However, this year, a new school in a multiethnic community of the Odintsovo District in the Moscow Region marked the Day of Democracy and invited Mr. Dirk Hebecker, OHCHR Moscow Senior Human Rights Advisor, to take part in this event.

UNHCR / UN Convention on the Rights of the Child and Priorities for Displaced Children in Russia

The protection and care of forcibly displaced children is a UNHCR priority. Ratification of the Convention on the Rights of the Child brought about numerous changes in the Russian legislation, and today, children in the RF are protected by a number of laws. However, additional efforts of the civil society and government bodies are needed to ensure proper protection of the rights of forcibly displaced children by changing the legislation.

UNDP/ Environmental Education for Children and Youth

Environmental education is a key factor of sustainable development. For many years, UNDP has implemented ecological projects funded by the Global Environmental Facility in Russian regions. Development of environmental education upbringing is among the main goals of the projects in Kamchatka, Altai, Taimyr, the Lower Volga, in the North-West of Russia and the Republic of Komi.

WFP / School Feeding in Tajikistan

WFP has worked in Tajikistan since early 1990s focusing on school feeding activities. Currently, WFP provides meals to 70 percent of all schoolchildren of Tajikistan working in every region of the country. The Parent Teacher Association designed to manage and support school activities is key to successful implementation of the WFP school feeding programme.

UNIC / Dangers in the Net

Children and young people are the most active Internet users and the most vulnerable ones. A recent International Telecommunications Union initiative, Child Online Protection (COP), is an important step in building a safer and more reliable cyber environment. As an integral element of the Global Cybersecurity Agenda, this document is designed to address cybercrime and eliminate respective legislative loopholes.

UN HABITAT / World Habitat Day:

Moscow Children Draw City of the Future

To mark World Habitat Day, the UN Habitat Moscow office and the Pushkin State Museum of Fine Arts conducted a children's drawing contest entitled 'City of the Future'. The contest is the first step in preparation to the joint exhibition of children's drawings scheduled for 2011.

UNESCO / Russian Literature for Children Crosses the Borders

Four books by Lyudmila Ulitskaya were translated into English in the framework of the children's book project 'Other, Others, Otherwise' jointly implemented by the Education and the Social and Human Sciences Sector of the UNESCO Moscow Office, the Charity Foundation 'Tolerance Institute' and the All-Russia State Library for Foreign Literature. The main goal of the project is to promote the ideas of cultural diversity, tolerance, intercultural, and interreligious dialogue among readers aged 10-13.

United Nations



Millennium Development Goals

The Millennium Development Goals is a set of specific and measurable targets aimed at reducing poverty and raising living standards, which was adopted by 191 United Nations member-states, including the Russian Federation, at the Millennium Summit in 2000.

These Millennium Development Goals (MDGs), to be reached by 2015 or earlier, are as follows:

- | | |
|---------------|--|
| Goal 1 | Eradicate extreme poverty and hunger |
| Goal 2 | Achieve universal primary education |
| Goal 3 | Promote gender equality and empower women |
| Goal 4 | Reduce child mortality |
| Goal 5 | Improve maternal health |
| Goal 6 | Combat HIV/AIDS, malaria and other diseases |
| Goal 7 | Ensure environmental sustainability |
| Goal 8 | Develop a global partnership for development |

