

## **Appendix: Resources on Particular Marginal Populations**

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Given the diversity of marginal groups, this appendix provides a brief discussion and then a list of print and electronic resources for those interested in learning about particular vulnerable groups.

### **Child Labor**

The International Labour Organization publishes a great deal of literature on child labor, its impact, the consequences, and the worst forms. It also publishes a number of region- specific documents addressing particular issues of child labor in individual countries. Documents on child labor also address other types of marginalization such as child trafficking, child soldiers, child sex tourism/exploitation, and indigenous people.

### **Child Sex Tourism and Sexual Exploitation**

Child sex tourism and sexual exploitation are often a consequence of child labor and child trafficking. Thus, in addition to the literature on child labor and child trafficking, resources pertaining specifically to child sex tourism and exploitation can be found through Human Rights Watch, UNICEF, the U.S. Department of Justice, and World Vision International.

### **Child Soldiers**

Child Soldiering is closely related and intertwined with issues relating to children in conflict-affected areas and child labor. Therefore, information and resources can be found not only with groups such as the Coalition to Stop the Use of Child Soldiers, but with organizations such as the International Labor Organization, UNICEF, Save the Children, and Human Rights Watch.

### **Child Trafficking**

Child Trafficking ties in heavily with child labor as it is considered one of the worst forms by the international standard. Therefore, the International Labour Organization is an important resource in gaining information on child trafficking. While data are difficult to collect due to the nature of trafficking, UNICEF is another good resource in providing basic fact sheets and overviews of the child trafficking.

### **Children and Urban Poverty/Street Children**

Children facing urban poverty face issues of poor water and sanitation, physical hazards, and poor quality of care at home. UNICEF has published a comprehensive document on

children and urban poverty. Many children living in impoverished conditions in urban areas are living on the streets, or spend much of their time on the street. There are several organizations that devote all or part of their time as advocates for street children. These organizations include Human Rights Watch, the Consortium for Street Children, Youth Advocate Program International, and the Canadian International Development Agency. UNESCO also deals with street children and education.

### **Children in Conflict-Affected Area**

As child soldiers are a consequence in areas of conflict, much of the literature regarding the impact of conflict-affected areas on children is addressed in reports on child soldiers. Literature on small arms also relates to children in conflict and is thus a useful resource. One of the most well known and cited resources in the field is “The Machel Review 1996-2000: A critical review of progress made and obstacles encountered in increasing protection for war-affected children” by Graca Machel, currently being updated. This is one of the most comprehensive studies on children and conflict to date. Other organizations that are useful resources for the impact of conflict on children include Save the Children, UNICEF, the United Nations, and World Vision International.

### **Girls’ Education**

While children are marginalized in many ways, girls often deal with issues and experiences foreign to their male counterparts. While many types of marginalization prevent all children from attending school, girls face a higher level of discrimination and face different issues in schools when they do attend. Organizations such as UNICEF, UNESCO and Save the Children publish documents devoted to girls’ education and gender parity in schools.

### **HIV/AIDS**

As HIV and AIDS affect every corner of the globe, organizations are publishing useful resources on prevention, education, crisis management, and strategic response. These documents also address the relation of HIV/AIDS to other forms of marginalization such as orphans, child labor, poverty, and young mothers. Useful resources on HIV/AIDS come from organizations such as UNAIDS, UNICEF, USAID, UNESCO and the International Institute for Educational Planning.

### **Indigenous People, Nomadic Children, and Children in Rural Areas**

Most of the literature regarding nomads, indigenous children, and children in rural areas focus on education and the difficulties in terms of provision and relevance. In regards to nomads, UNESCO and the International Institute for Educational Planning have produced several documents along with the Institute for Development Studies of the World Bank. Regional organizations such as the African Development Bank contribute to the literature as well. In regards to indigenous people, UNICEF is one of the leaders in publications on their rights and education. In regards to children in rural areas, UNESCO has published documents

with the Food and Agricultural Organization of the United Nations. The World Health Organization also addresses problems with drinking water and sanitation in rural areas.

### **Internally Displaced Persons**

While refugees have received attention for over 50 years, internally displaced people (IDPs) are emerging as a group apart from refugees with different needs and issues. IDPs are displaced but have not crossed an international border, and thus do not come under the purview of the United Nations. The International Displacement Monitoring Centre and the Norwegian Refugee Council collect data on internally displaced people apart from refugees and publish documents discussing issues and guiding principles. Other information regarding internally displaced people can be found in documentation on refugees particularly through the United Nations Refugee Agency.

### **Orphaned and Vulnerable Children**

Orphaned and vulnerable children are a major concern particularly in Africa where HIV/AIDS is rampant. Therefore, much of the HIV/AIDS literature from organizations such as UNICEF and UNAIDS addresses the problem of orphaned and vulnerable children. Other documents such as those from Human Rights Watch focus more on the problem of poor conditions in orphanages and the accompanying consequences.

### **Refugees**

There are several organizations dedicated to serving refugees. The main organization to publish resources regarding refugees is the United Nations Refugee Agency (UNHCR). Other organizations with helpful resources include Amnesty International and Human Rights Watch.

### **Special Needs Children/Children with Disabilities**

Special needs is an important issue that is not always recognized internationally. There are, however, several organizations which advocate for children with disabilities and special needs. These organizations include International Disability and Development Consortium, Canadian Association for Community Living & Inclusion International, UNICEF, and the World Health Organization. The World Bank is also a useful resource for youth and disabilities.

### **Young Mothers and Newborns**

As children's early experiences are crucial to their future, attention to newborns and young mothers is essential in helping to prevent future marginalization. Thus, organizations such as Save the Children publish documents on the problems young mothers are facing socially and in regards to health, the impact that it has on newborns, and recommendations on how to ensure newborn survival and quality of life.

## **Youth**

Youth is a difficult category to define because there are no universal agreements as to the ages that constitute childhood and youth. However, organizations such as the World Bank and USAID's Equip 3 Project focus specifically on youth and relating issues. The 2007 *World Development Report* is one of the major documents dedicated to youth. Certain documents on marginalized children devote portions to youth depending on the age used to define youth. This is particularly the case in documents on HIV/AIDS and orphaned and vulnerable children.

## **Youth Gangs**

Much of the literature on gangs focuses on the Americas and the Caribbean due to its prevalence in these areas. Therefore, one of the leaders in resources for youth gangs is the Washington Office on Latin America. Other resources can be found through the World Bank, USAID, and the UN Development Program.

## **Resources**

The following list of documents regarding child and youth marginalization are organized as follows: comprehensive reports, individual country analysis reports, regional reports, reports focused on education, facts sheets, and documents conveying primarily recommendations and guiding principles.

### **Comprehensive Reports**

The following documents address the different categories of child marginalization worldwide with regards to definitions, qualitative data, issues and consequences related to each type of marginalization, and policy recommendations and guiding principles.

#### *General:*

Human Rights Watch (1999). *Promises broken*. Retrieved on January 7, 2007 from <http://www.hrw.org/campaigns/crp/promises/>.

UNICEF (2005). *Excluded and invisible: The state of the world's children 2006*. New York, NY.

#### *Child Labor:*

International Labour Organization (2006). *The end of child labour: Within reach*. Geneva,

Switzerland.

*Child Trafficking:*

International Programme on the Elimination of Child Labour. (2002). *Unbearable to the human heart: Child trafficking and the action to eliminate it*. Geneva, Switzerland: International Labour Organization.

*Children in Conflict-Affected Areas:*

Gow, M., Vandergrift, K., Wanduragala, R. (2000). *The right to peace: Children in armed conflict*. Monrovia, CA: World Vision International.

*Children in Rural Areas:*

World Health Organization/UNICEF (2006). *Meeting the MDG drinking water and sanitation target: The urban and rural challenge of the decade*. Geneva, Switzerland.

*Children and Urban Poverty:*

UNICEF (2002). *Poverty and exclusion among urban children*. Florence, Italy: UNICEF Innocenti Research Centre.

*HIV and AIDS:*

UNAIDS. (2006). *2006 Report on the global AIDS epidemic*. New York, NY.

UNAIDS, UNICEF, USAID (2004, July). *Children on the brink 2004: A joint report of new orphan estimates and a framework for action*. New York, NY.

*Indigenous People:*

UNICEF (2003). *Ensuring the rights of indigenous children*. Florence, Italy: UNICEF Innocenti Research Centre.

*Internally Displaced People:*

Internal Displacement Monitoring Centre (2006). *Internal displacement: Global overview of trends and developments in 2005*. Geneva, Switzerland: Norwegian Refugee Council.

*Orphaned and Vulnerable Children:*

UNICEF (2006). *Africa's orphaned and vulnerable generation: Children affected by AIDS*. New York, NY.

*Refugees:*

UNCHR (2006). *The state of the world's refugees: Human displacement in the new millennium*. New York, NY: Oxford University Press.

*Young Mothers and Newborns:*

Save the Children (2006). *State of the world's mothers: Saving the lives of mothers and newborns*. Westport, CT.

*Youth:*

World Bank. (2006). *World development report 2007: Development and the next generation*. Washington, DC: World Bank.

## **Individual Country Analysis**

The following documents are useful for finding quantitative data and an overview of the situation regarding marginalized children in individual countries. Many of the reports address individual country progress, policy action, and challenges as well.

*Child Labor:*

Bureau of International Labor Affairs (2006). *The Department of Labor's 2005 findings on the worst forms of child labor*. Washington, D.C.: The U.S Department of Labor.

*Child Soldiers:*

Coalition to Stop the Use of Child Soldiers (2004). *Child soldiers global report*. London, England.

Coalition to Stop the Use of Child Soldiers (2004). *Child soldier use 2003: A briefing for the 4<sup>th</sup> UN Security Council open debate on children and armed conflict*. London, England. Retrieved September 27, 2006 from <http://hrw.org/campaigns/crp/hrw-reports.htm>

*Child Trafficking:*

The Office of the Under Secretary for Global Affairs (2006). *Trafficking in persons report: June 2006*. Washington, DC.: The United States Department of State.

*Children with Special Needs/Disabilities:*

International Disability Rights Monitor (2005). *Regional report on Asia*. Washington, D.C.: Center for International Rehabilitation.

International Disability Rights Monitor. (2004). *Regional report on the Americas*. Washington, D.C.: Center for International Rehabilitation.

**Regional Reports**

Due to the fact that certain types of marginalization are more prevalent in some countries than in others, regional reports are useful for gaining information on the worst forms of marginalization in specific areas of the world. These reports provide similar information to that of the comprehensive reports yet are more specifically focused in terms of the area and the particular issues, impacts, and consequences that the prevalent forms of marginalization have on the region.

*Child Labor:*

International Labour Organization (2005). *Combating child labour in Asia and the Pacific: Progress and challenges*. Geneva, Switzerland.

*Children in Conflict-Affected Areas:*

International Programme on the Elimination of Child Labour (2003). *Wounded childhood: The use of children in armed conflict in Central Africa*. Geneva, Switzerland: International Labour Organization.

*Street Children:*

West, A. (2003). *At the margins: Street children in Asia and the Pacific*. Poverty and Social Development Papers No. 8. Manila, Philippines: Asian Development Bank.

*Youth Gangs:*

Rodgers, D. (1999). *Youth gangs and violence in Latin America and the Caribbean: A*

*literature survey*. LCR Sustainable Development Working Paper No. 4 Urban Peace Program Series. Washington, D.C.: World Bank.

USAID (2006). *Central America and Mexico gang assessment*. Washington, D.C.

Washington Office on Latin America (2006). *Youth gangs in Central America: Issues in human rights, effective policing, and prevention*. Washington, D.C.

## **Education**

Many organizations argue that education is one possible solution to preventing and combating the marginalization of children. The following reports address how education is beneficial to marginalized children, why marginalized children are not being educated, and what needs to be done to make education effective for these children.

### *Child Labor:*

International Programme on the Elimination of Child Labour (2006). *Education as an intervention strategy to eliminate and prevent child labour*. Geneva, Switzerland: International Labour Office.

### *Children in Conflict-Affected Areas:*

Save The Children (2006). *Rewrite the future: Education for children in conflict-affected countries*. International Save the Children Alliance: London, England.

### *Children in Rural Areas:*

Atchoarena, D. & Gasperini, L. (2003). *Education for rural development: Towards new policy responses*. Rome, Italy & Paris, France: Food and Agricultural Organization of the United Nations and UNESCO.

Food and Agricultural Organization of the United Nations and UNESCO (2003). *Education for rural people: Aid agencies workshop*. Rome, Italy & Paris, France.

### *Girls' Education:*

Lewis, M.A., & Lockheed, M.A. (2006). *Inexcusable absence: Why 60 million girls still aren't in school and what to do about it*. Washington DC: Center for Global Development.

UNICEF (2005). *Gender achievements and prospects in education: The GAP report part I*.



New, York, NY.

UNICEF (2005). *Progress for children: A report card on gender parity and primary education*. New York, NY.

UNICEF (2000). *Educating girls, transforming the future*. New York, NY.

*HIV and AIDS:*

Coombe, C.M. (Ed.) (2003). *The HIV challenge to education: A collection of essays*. Paris, France: UNESCO/International Institute for Educational Planning.

Kelly, M.J. (2000). *Planning for education in the context of HIV/AIDS*. Paris, France: UNESCO/IIEP.

*Nomadic Children:*

Carr-Hill, R. & Peart, E. (2005). *The education of nomadic peoples in East Africa: Review of relevant literature*. Paris, France: African Development Bank & UNESCO-IIEP.

Kratli, S. (2000). *Education provision to nomadic pastoralists: A literature review*. IDS Working Paper No, 126. Brighton: World Bank-IDS.

*Street Children:*

UNESCO (1999). *Street children: Programme for the education of children in difficult circumstances*. Paris, France.

**Facts Sheets**

These documents are useful for a brief overview or snapshot of marginalized children internationally. The UNICEF Facts Sheets also give information on different initiatives that UNICEF has undertaken to combat child marginalization.

Children's Rights Information Network. Disability facts. Retrieved November 6, 2006 at [http://www.crin.org/docs/Disability\\_facts.doc](http://www.crin.org/docs/Disability_facts.doc)

UNICEF. Facts sheet: Child labour. Retrieved September 27, 2006, from <http://www.unicef.org/protection/files/labor.pdf>

UNICEF: Facts sheet: Child soldiers. Retrieved September 28, 2006, from <http://>

[www.unicef.org/protection/files/childsoldiers.pdf](http://www.unicef.org/protection/files/childsoldiers.pdf)

UNICEF (2006). Child protection information sheet: Trafficking. New York, NY.

UNICEF (2006). Child protection information sheet: Commercial sexual exploitation. New York, NY.

### **Recommendations and Guiding Principles**

Many of the comprehensive and regional documents provide policy recommendations and guidelines for combating marginalization. The following documents are entirely dedicated to necessary policy action, frameworks for working with marginalized children, and action plans for improvement.

#### *Indigenous People and Child Labor:*

International Labor Organization (2006). *Guidelines for combating child labor among indigenous and tribal peoples*. Geneva, Switzerland.

#### *Orphaned and Vulnerable Children:*

Smart, R. (2003). *Policies for orphans and vulnerable children: A framework for moving ahead*. Washington, D.C.: Policy Project Future's Group International.

UNICEF & UNAIDS (2004). *The framework: For the protection, care, and support of orphans and vulnerable children living in a world with HIV AIDS*.

#### *Special Needs Children/Children with Disabilities:*

Canadian Association for Community living & Inclusion International (2003). *A world fit for ALL children: Including the rights of children with disabilities in the UN Convention on the Rights of the Child National Plans of Action*. Ontario, Canada.

World Health Organization (2005). *Disability and rehabilitation WHO action plan 2006-2011*. Geneva, Switzerland. Retrieved on November 6, 2006 from [http://www.who.int/disabilities/publications/dar\\_action\\_plan\\_2006to2011.pdf](http://www.who.int/disabilities/publications/dar_action_plan_2006to2011.pdf)