

Implementation Handbook

for the Convention
on the

Rights



of the
Child

FULLY REVISED EDITION

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United Nations Children's Fund

Child's right to leisure, play and culture



Text of Article 31

- 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 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 concerns the child's rights

to rest, leisure, play and recreational activities and to participate in cultural and artistic life. The words "rest", "leisure", "play" and "recreational activities" appear on one level to be synonymous, because they are all about not working. But although not working is a unifying factor, the four words contain important differences.

"Rest" includes the basic necessities of physical or mental relaxation and sleep, "leisure" is a wider term implying having the time and freedom to do as one pleases, "recreational activities" embrace the whole range of activities undertaken by choice for the purposes of pleasure (including a number which can simultaneously be termed work, such as sports, creative and performing arts, crafts and scientific, agricultural or technical pursuits) and "play" is arguably the most interesting in terms

of childhood, in that it includes activities of children which are not controlled by adults and which do not necessarily conform to any rules. Children's right to play is sometimes referred to as the "forgotten right", perhaps because it appears to the adult world as a luxury rather than a necessity of life, and because children always find ways and means of playing, even in the direst circumstances. But play is also an essential part of development and children who are unable to play, for whatever reason, may lack important social and personal skills.

Children's cultural rights include both their right of access to developmentally appropriate cultural and artistic events, and their right to undertake such activities themselves – both to join with adults in cultural and artistic pursuits and to enjoy

their own. (The word "culture" in the rest of the Convention is used to refer to communities' traditions

and customs; in this article the word "cultural" is used more in its artistic sense). _

LEISURE, PLAY AND CULTURE



Extracts from Committee on the Rights of the Child Guidelines for Reports to be submitted by States Parties under the Convention

Guidelines for Initial Reports

“Education, leisure and cultural activities

Under this section States Parties are requested to provide relevant information, including the principal legislative, judicial, administrative or other measures in force; the institutional infrastructure for implementing policy in this area, particularly monitoring strategies and mechanisms; and factors and difficulties encountered and progress achieved in implementing the relevant provisions of the Convention, in respect of:...

(c) Leisure, recreation and cultural activities (art. 31)

... States Parties are requested to specify the nature and extent of cooperation with local and national organizations of a governmental or non-governmental nature, such as institutions of social workers, concerning the implementation of this area of the Convention. States Parties are encouraged to provide additional relevant statistical information and indicators relating to children covered in this section.”

(CRC/C/5, paras. 21 and 22)

Guidelines for Periodic Reports

“VII. EDUCATION, LEISURE AND CULTURAL ACTIVITIES

C. Leisure, recreation and cultural activities (art. 31)

Please provide information on the measures adopted, including of a legislative nature, to recognize and ensure the right of the child to:

- *Rest and leisure;*
- *Engage in play and recreational activities appropriate to the age of the child;*
- *Participate freely in cultural life and the arts.*

In this regard, reports should also indicate:

The proportion of the relevant overall budget allocated (at the central, regional, local and where relevant at the federal and provincial levels) for children;

The cultural, artistic, recreational and leisure activities, programmes or campaigns developed and provided at the national, regional or local, and where appropriate at the federal and provincial levels, to ensure the enjoyment of this right including in the family, in the school and in the community;

The enjoyment of the rights recognized by article 31 in relation to other rights recognized by the Convention, including the right to education;

The respect ensured to the general principles of the Convention, namely non-discrimination, the best interests of the child, respect for the views of the child and the right to life, survival and development to the maximum extent;

Relevant data on the children concerned, including by age, gender, region, rural/urban area, and national, social and ethnic origin;

Progress achieved in the implementation of article 31, difficulties encountered and targets set for the future.”

(CRC/C/58, paras. 117-118. Paragraph 92 of the *Guidelines for Periodic Reports* is also relevant to reporting under this article; for full text of *Guidelines*, see Appendix 3, page 674.)



Background

Principle 7 of the 1959 Declaration of the Rights of the Child states: “The child shall have full opportunity for play and recreation, which should be directed to the same purposes as education; society and the public authorities shall endeavour to promote the enjoyment of this right.” (The “purposes of education” under the Declaration are to “promote [the child’s] general culture and enable him, on a basis of equal opportunity, to develop his abilities, his individual judgement and his sense of moral and social responsibility, and to become a useful member of society” (also principle 7)). Article 31 of the Convention on the Rights of the Child noticeably does not prescribe the purpose of play and recreation. Children are just as entitled as adults to forms of play and recreation which appear purposeless to others, though adults do have responsibilities to prevent them from engaging in leisure pursuits which are actively harmful. The *Manual on Human Rights Reporting*, 1997, comments that the Convention’s article 31 “should also be considered in combination with other relevant articles of the Convention, which will lead to recognition that the right to play and recreation should be taken into account in the framework of the right to education, thus contributing to the development of the child’s abilities to their fullest potential. Similarly, in those specific circumstances, activities and ages under which children below 18 may work, in the light of article 32, the right to rest and leisure should be equally and necessarily ensured. In situations covered by article 39 relating to the recovery and social reintegration of the child victim of any form of neglect, exploitation and abuse, torture or armed conflicts, the engagement in play and recreational activities may further gain an instrumental and healing role by promoting the child’s self-esteem and trust and his or her growing participation in life.” The *Manual* also points out that sports activities and competitions in leisure pursuits “which may seem to be primarily designed to promote the child’s well-being” should not damage the child’s physical or psychological development (*Manual*, p. 468; see also article 36, page 535).

Children’s right to “rest and leisure”

Rest is almost as important to children’s development as the basics of nutrition, housing, healthcare and education. Indeed, over-tired children are often unable to learn and are more susceptible to illness. A primary responsibility of ratifying States is, therefore, to ensure that children who work have adequate time for sleep and relaxation. The ILO Night Work of Young Persons (Non-Industrial Occupations) Convention, 1946 (No.79) and the ILO Night Work of Young Persons (Industry) Convention (Revised), 1948 (No.90) protect children from working at night. The ideal principle set out in these provisions is that children under the age of 14 or in full-time education should have a consecutive period of 14 hours to rest including the period between eight o’clock in the evening and eight o’clock in the morning (article 2(1) of ILO Convention No.79); that all children under the age of 16 should have 12 hours’ rest (article 3 of Convention No.79 and article 2 of Convention No.90), and 16- to 18-year-olds at least seven hours (article 2 of Convention No.90). However, these are heavily qualified safeguards. For example, children in domestic service and children working in non-hazardous occupations with their families may be exempted entirely from these Conventions; and yet millions of children across the world work long hours in conditions of near slavery as domestic workers, and many more are forced by their family circumstances to work in family enterprises without adequate rest or education throughout most of their childhood. The right to leisure encompasses more than just having sufficient time to sleep at night. Discussion under articles 29 and 32 explores the problems engendered by children’s need to work and the complex relationship between children’s work and education. Article 31 is necessary as a reminder that, in addition, children need some space for themselves between work and education (article 16, the right to privacy, also addresses this need). In the drafting sessions Canada proposed an amendment requiring “parents, States Parties, educational institutions and others caring for children” to make “reasonable limitations on school and working hours” (E/CN.4/1983/62, Annex II; Detrick, p. 415). Countries have very different legal interpretations of how many hours compulsory education should take up in a year and very different practices relating to homework (school work done at home). Some countries have customs and laws reserving one day of the week and additional religious festivals as free from work; others have regulations which ensure that children are only permitted to work for remuneration on one day of each weekend and only a portion of school holidays; others ensure that the school day has frequent rest periods. Children in compulsory schooling are, after all,



State support for outdoor play in Norway

“... As of 31 December 1996, 1,347 Statesupported areas had been set aside for outdoor recreation. About 30 per cent of these were purchased directly by the State; the remaining 70 per cent were purchased by municipalities or intermunicipal outdoor recreation committees receiving State grants. Most of the areas set aside for outdoor recreation are close to densely populated areas or in popular recreation areas. Along the south coast some 275 areas are specially protected as coastal paths.

“Outdoor recreation provides a sound foundation for better health and a better quality of life. There are reports from day-care facilities that increasing numbers of children have poor motor development, probably due to lack of outdoor play and physical activity. Experts hold that playing in natural surroundings will benefit the motor, intellectual and social development of the child. The health authorities have implemented a national programme to increase awareness among parents, health workers, teachers and politicians of the importance of giving children sufficient time and opportunity to play out of doors.”

(Norway 2R, paras. 319 and 320)

already working full-time if homework is taken into account – indeed, often being forced into overtime in adult terms. If they undertake paid work in addition to schooling, they may rarely have a minute off for months on end.

During discussion of El Salvador’s Initial Report, a Committee member stated: “As far as the employment of children was concerned, while legislation appeared to draw a balance between work and school, access to education did not only mean school attendance. It also meant ensuring that a child had the time to think about what he was learning, to do homework, and also to have the time to play and be a child.” (El Salvador SR.86, para. 62)

The Committee raised this concern formally with Micronesia and Japan:

“The insufficient leisure opportunities are also a matter of concern...”

“In the light of article 31 of the Convention, the Committee recommends that the State Party develop cultural, artistic, recreational and leisure activities at schools” (Federated States of Micronesia IRCO, Add.86, paras. 20 and 38)

“...the Committee is concerned that children

are exposed to developmental disorders due to the stress of a highly competitive educational system and the consequent lack of time for leisure, physical activities and rest, in light of the principles and provisions of the Convention, especially its articles 3, 6, 12, 29 and 31.” (Japan IRCO, Add.90 para. 22)

Right to “engage in play and recreational activities appropriate to the age of the child”

As discussed above, play and recreational activities can be distinguished from each other in so far as play is unstructured and free from adult direction (although it may be facilitated and overseen by adults), whereas recreational activities include most aspects of a school curriculum – sports, performing and creative arts, science and technology and so forth – as well as games and spectator activities. A defining characteristic of both play and recreation is that they are not compulsory.

Few countries give adequate priority to children’s right to “play”. The haphazard, anarchic nature of play contributes nothing to the nation’s economy or international profile. However, play does contribute a great deal to children’s physical and psychological health. Many social skills, such as negotiation, sharing and self-control, are gained through unsupervised play with other children. In terms of physical development, it is essential that children spend time exercising their bodies.

Although the range of children’s play is enormous and ever-changing (see, for example, the box opposite describing Madagascar’s range of play activities), children’s basic play needs are relatively simple. All that is required is safe, accessible space for the children’s use, preferably containing possibilities for creating or changing things. Surprisingly, these are difficult to achieve in today’s world .

The Committee has therefore encouraged Government initiatives to promote children’s play:

“The Committee believes that opportunities for the cultural development of children are critical and recommends that measures be taken to give children access to child literature and media. The need for playgrounds and child-friendly parks should be considered in city planning.” (Lebanon IRCO, Add.54, para. 36.)
“... in the light of article 31 of the Convention, the Committee is concerned at the lack of appropriate playgrounds.



Declaration of the Child's Right to Play

The International Association for the Child's Right to Play (IPA, given consultative status with UNESCO and UNICEF) has adopted a *Declaration of the Child's Right to Play*, which states a deep concern about:

“a number of alarming trends and their negative impact on children's development:

- Society's indifference to the importance of play.
- Over-emphasis on theoretical and academic studies in schools.
- Increasing numbers of children living with inadequate provisions for survival and development.
- Inadequate environmental planning, which results in a lack of basic amenities, inappropriate housing forms, and poor traffic management.
- Increasing commercial exploitation of children, and the deterioration of cultural traditions.
- Lack of access for third world women to basic training in child care and development.
- Inadequate preparation of children to cope with life in a rapidly changing community.
- Increasing segregation of children in the community.
- The increasing numbers of working children, and their unacceptable working conditions.
- Constant exposure of children to war, violence, exploitation and destruction.
- Over-emphasis on unhealthy competition and 'winning at all costs' in children's sports.”

The Declaration calls for action by five government departments: health; education, welfare, leisure and planning, for more play-oriented professionals and for fewer commercial or violent games and toys.

“... the State Party is encouraged to provide more appropriate playgrounds for children.”
(Togo IRCO, Add.83, paras. 25 and 49. See also, for example, United Kingdom dependent territory: Hong Kong IRCO, Add.63, para. 32; Bangladesh IRCO, Add.74, para. 25; Central African Republic IRCO, Add.138, para. 73; Marshall Islands IRCO, Add.139, paras. 52 and 53)

Children's recreational activities tend to be similar to adult recreational pursuits – sports, games, films, crafts and so forth. The questions to be asked here are: do children have equal access to recreational facilities? Are resources for recreational activities equitably distributed between children and adults?



Traditional and modern recreational activities in Madagascar

“Madagascar has a complex sociocultural range of traditional games. Old traditions of children's games and songs are still found in the remotest rural areas. Older boys play games that tend to be violent, while older girls' games imitate family life. As they approach maturity, and without giving up games that provide physical exercise (balls made of rags, wrestling for boys, training of oxen, boat races, etc.) children engage in traditional games with riddles, proverbs, etc. helping to develop a knowledge of popular literature (stories, legends, traditional theatre, improvised choir singing). This tradition of games and leisure activities originating in ancient customs still exists. It should not be abandoned for more 'modern' leisure activities, but should be integrated with the changes that are a result of the intense traffic passing through Madagascar: toys, imported games, collective performances by artistic groups. Such a symbiosis may be achieved within traditional communities and also through youth associations (churches, the scout movement, extracurricular and postschool activities)... However, very definite reservations have to be made about activities considered as leisure that may endanger the child's moral health and harmonious mental development: (a) In the traditional field: betting on fights between small animals (such as drugged chameleons) or cock fights ending in the death of one of the animals; (b) In the 'modern' field: pin-table football, video films shown without discernment or dances held on official occasions or for popular festivals that unfortunately degenerate into drinking bouts or brawls.” (Madagascar IR, paras. 233-236)

One may also ask: are some children's activities genuinely recreational? Children can be coerced into activities called recreation but which they would not choose to do if left to themselves, and give them little pleasure. Modern agricultural methods, spiralling traffic demands and poor city planning are all the enemy of children's play. Television and computer games, though providing culture and entertainment, must also be seen as sometimes inimical to play and recreation "appropriate to the age of the child". Medical organizations in the developed world are reporting with alarm the "coronary time bomb" arising from the new phenomenon of children spending most of their time inside schools, homes and cars, in front of televisions and computers.

Children's right "to participate freely in cultural life and the arts"

This right encompasses both the right of children to join with adults in their cultural and artistic

pursuits and the right to child-centred culture and arts; it also includes the right of children to be both consumers and producers of arts and culture. Thus, children should not be barred from adult events or performances without good reason (for example because the child might be psychologically harmed or because young infants might disrupt a performance). In addition, children should be given opportunities to participate in all forms of cultural and artistic activity as well as enjoy performances and exhibitions designed specifically for their pleasure. This right obviously relates to children's rights under article 13 (freedom of expression), article 15 (freedom of association), article 17 (access to the media and to children's books) and article 30 (enjoyment of minority cultures). And given the essentially voluntary and pleasurable nature of the right, the principles of article 12 (taking account of children's views) should be given high priority.

It should be noted that children's views of what they want in recreational pursuits are often ener-



Recreational opportunities cut back for Mongolian children

"We could say that before 1990 there existed a complex system of activities for children to be involved in during their leisure time. But with the political and economic reform, the change in the administrative units of Mongolia and the reorganization of public organizations, certain changes have transpired with regard to their functions, structure and activities. With privatization, many of the cultural clubs, libraries, cinema houses, sport halls and museums were closed down over the last three years; many of the establishments designed to conduct children's activities have changed their orientation. As a result, the number of children attending leisure-time activities has necessarily been decreased. The decline in the number of children participating in these activities is closely linked to the introduction of fees for all these courses and activities. There is a new demand to conduct activities linked with production of marketable goods..." (Mongolia IR, para. 200)

Cultural opportunities opened in Mexico, Denmark, Norway, Italy and Bulgaria

Mexico described a programme initiated over a decade ago for stimulating children's access to culture, which includes drama, art, poetry and writing workshops operating in public institutions in many localities; travelling art collections and non-commercial film performances; a national exhibition of children's paintings, international cultural exchanges and a special cultural journal for children *Tiempo de Niños* (Mexico IR, paras. 221-226). The Danish Ministry of Culture has set up a special Working Group on Children and Culture to encourage initiatives such as the 'Try your own' scheme, and an experiment to open up established cultural institutions to children. The Youth and Adult Education Act 1991 gives special priority to children including the allocation of financial resources for leisure-time activities (Denmark IR, paras. 273-276). The Norwegian Council of Culture has also implemented an experimental programme called 'Try it yourself', in which children are allowed to initiate and organize their own cultural activities with a grant from the central authorities (Norway IR, para. 405). Italy reported to the Committee about a new statute requiring all local authorities to make facilities available to children for their physical exercise (Italy IR, para. 185). Bulgaria described its "National Palace for Children", offering 45 different courses in arts, sports, science and technology, for children to use in their leisure time. Four thousand children have voluntarily attended these courses. The Palace is half-funded by the State, collecting the other half from small fees, sponsorships and donations. (Bulgaria IR, para. 218)

getically sought by the commercial world for marketing purpose; these views do, indeed, determine what children get, but, unfortunately, often in terms of the lowest common denominator. However, children's more creative and stimulating participation is sought by those engaged in planning cultural activity – for example the National Canadian Children's Museum has a Children's Advisory Committee composed of children to provide it with ideas on the development and enhancement of programmes and exhibitions (Canada IR, para. 299).

States Parties' obligations to promote and encourage opportunities for children's participation in cultural, artistic, recreational and leisure activities

Because children lack both money and power, they are dependent on the adult world, including the Government, for their access to recreational, sporting and cultural opportunities. Mongolia painted a bleak picture to the Committee of the leisure activities of children in its post-communist period, which highlights the need for active State measures. Other countries, however, reported exciting initiatives under article 31 (see box opposite). Analysis of government spending on culture, sports and the arts often reveals an unjustifiably small proportion of resources being used for children's benefit.

Equal opportunities

Along with many of the Convention's provisions, certain categories of children need more attention and resources in order to enjoy their rights under article 31. Poor children are not necessarily deprived of leisure and culture – children from the poorest communities of the world have some of the richest lives in these terms. But poverty of environments, particularly in urban ghettos, the cost of many modern recreational activities and the need to work are obvious obstacles to the exercise of article 31 rights. State measures in this area may, therefore, have to be targeted on poorer children, as in Germany which the Committee commended for its *"... commitment to undertake measures to improve poorer children's access to out-of-school activities, including leisure activities."* (Germany IRCO, Add.43, para. 31)

Other countries were encouraged to make greater efforts to combat discrimination in this area:

"Though the Committee is aware that the reform of the primary education curricula has included measures to fulfil the rights of the child to leisure and recreational and cultural activities, it remains concerned about the insufficiency of these measures, in particular

for children living in urban-poor and rural areas. In the light of article 31 of the Convention, the Committee recommends that the State Party strengthen its measures to improve children's access to leisure and to recreational and cultural activities, especially for the most vulnerable groups of children." (Ecuador IRCO, Add.93, para. 27)

"The Committee notes with concern that many children, especially in Black communities, do not enjoy the right to leisure, recreation and cultural activities... In light of article 31, the Committee recommends that the State Party take effective measures to ensure that children, especially those in Black communities, enjoy the right to leisure, recreation and cultural activities." (South Africa IRCO, Add.122, para. 34)

Resources should be directed towards children of all ages. Infants and children of primary school age are as much in need of the stimulation and enjoyment of recreation as are older children, as was pointed out to Belize :

"The Committee expresses its concern at the lack of policies and programmes aimed at mother and child interaction activities within the home to promote leisure and creative play for children, particularly those under the age of two years. The Committee notes that such activities have a crucial bearing on the development of the child's cognitive abilities and their social and emotional development. In light of article 31 of the Convention, the Committee recommends that the State Party undertake studies on play involving mother and child interaction with a view to developing adequate programmes and policies in this regard." (Belize IRCO, Add.99, para. 23)

In addition, children with disabilities need particular assistance in gaining access to or using recreational facilities, and particular stress needs to be given to inclusive forms of recreation. Disabled children may receive special education separately from their peers, so recreation may be the only opportunity for integrated activities and is thus particularly important (see box on page 472).

Children in closed institutions, such as hospitals or forms of detention, will also require special measures. The Committee told Hong Kong that it:

"notes with appreciation the initiatives taken to make hospitals more baby and child friendly, including the measures being taken to improve paediatric ward facilities in hospitals and also to provide play areas for children in



Culture, recreation, sport and disability

The Standard Rules on the Equalization of Opportunities for Persons with Disabilities provides:

Rule 10 Culture

States will ensure that persons with disabilities are integrated into and can participate in cultural activities on an equal basis.

1. States should ensure that persons with disabilities have the opportunity to utilize their creative, artistic and intellectual potential, not only for their own benefit, but also for the enrichment of their community, be they in urban or rural areas. Examples of such activities are dance, music, literature, theatre, plastic arts, painting and sculpture. Particularly in developing countries, emphasis should be placed on traditional and contemporary art forms, such as puppetry, recitation and story-telling.
2. States should promote the accessibility to and availability of places for cultural performances and services, such as theatres, museums, cinemas and libraries, to persons with disabilities.
3. States should initiate the development and use of special technical arrangements to make literature, films and theatres accessible to persons with disabilities.

Rule 11 Recreation and sports

States will take measures to ensure that persons with disabilities have equal opportunities for recreation and sports.

1. States should initiate measures to make places for recreation and sports, hotels, beaches, sports arenas, gym halls, etc., accessible to persons with disabilities. Such measures should encompass support for staff in recreation and sports programmes, including projects to develop methods of accessibility, and participation, information and training programmes.
2. Tourist authorities, travel agencies, hotels, voluntary organizations and others involved in organizing recreational activities or travel opportunities should offer their services to all, taking into account the special needs of persons with disabilities. Suitable training should be provided to assist that process.
3. Sports organizations should be encouraged to develop opportunities for participation by persons with disabilities in sports activities. In some cases, accessibility measures could be enough to open up opportunities for participation. In other cases, special arrangements or special games would be needed. States should support the participation of persons with disabilities in national and international events.
4. Persons with disabilities participating in sports activities should have access to instruction and training of the same quality as other participants.
5. Organizers of sports and recreation should consult with organizations of persons with disabilities when developing their services for persons with disabilities.”

paediatric wards and areas for parents to stay with their children in hospital” (United Kingdom dependent territory: Hong Kong IRCO, Add.63, para. 7)

As regards children whose liberty has been restricted, the Committee raised the matter with the Russian Federation and expressed *“its concern as to the compatibility of juvenile justice and penitentiary institutions with article 37 of the Convention and how the rights of the child to leisure and contacts with the family and the best interests of the child are protected in such situations”*. (Russian Federation IRCO, Add.4, para. 14)

The United Nations Rules for the Protection of Juveniles Deprived of their Liberty is quite clear on these rights:

“18(c). Juveniles should receive and retain materials for their leisure and recreation as are compatible with the interests of the administration of justice...

“47. Every juvenile should have the right to a suitable amount of time for daily free exercise, in the open air whenever weather permits, during

which time appropriate recreational and physical training should normally be provided. Adequate space, installations and equipment should be provided for these activities. Every juvenile should have additional time for daily leisure activities, part of which should be devoted, if the juvenile so wishes, to arts and crafts skill development. The detention facility should ensure that each juvenile is physically able to participate in the available programmes of physical education. Remedial physical education and therapy should be offered, under medical supervision, to juveniles needing it.”

Finally, although not specifically raised by the Committee, the discrimination against girls in this area should be mentioned, since it is an almost universal phenomenon that domestic chores give girls less time to play than boys, and that where play space is available boys take up an unequal amount. Adults cooperating with children can usually remedy this, but measures are needed.



Implementation Checklist



● General measures of implementation

Have appropriate general measures of implementation been taken in relation to article 31, including:

- identification and coordination of the responsible departments and agencies at all levels of government (article 31 is relevant to the **departments of culture and sport, education, labour, health, welfare and planning**)
- identification of relevant non-governmental organizations/civil society partners?
- a comprehensive review to ensure that all legislation, policy and practice is compatible with the article, for all children in all parts of the jurisdiction?

adoption of a strategy to secure full implementation

- which includes where necessary the identification of goals and indicators of progress?
- which does not affect any provisions which are more conducive to the rights of the child?
- which recognizes other relevant international standards?
- which involves where necessary international cooperation?

(Such measures may be part of an overall governmental strategy for implementing the Convention as a whole.)

- budgetary analysis and allocation of necessary resources?
- development of mechanisms for monitoring and evaluation?
- making the implications of article 31 widely known to adults and children?
- development of appropriate training and awareness-raising (in relation to article 31 likely to include the training of **play workers, town and environment planners, employment inspectors, administrators of art and culture, artists, teachers and social workers**)?

● Specific issues in implementing article 31

- Are necessary measures taken to secure the right of the child to rest and leisure?
- Do such measures include prohibitions on children working at night or working throughout all school holiday periods?
- Have ILO Conventions Nos. 79 and 90 been ratified?
- Do compulsory school hours and homework regimes allow for rest and leisure periods?
- Does environmental planning take into account the play needs of children?
- Does this planning take account of children's views of what is needed?
- Are play and recreational opportunities appropriate to all ages of children (including preschoolers and teenagers) available without discrimination?
- Are resources allocated for sports, culture and the arts divided fairly between adults and children?



How to use the checklists, see page XVII

- Do all children have reasonable access to all cultural and artistic events?
- Are there any limitations on the participation of all children in cultural life and the arts?
- Are cultural and artistic events organized specially for children?
- Are children given access to cultural and artistic events through financial concessions or discounts?
- Do disabled children have access to integrated recreational, cultural and artistic activities?
- Do children in hospital have opportunities for play and recreational activities?
- Do children in institutions have opportunities for play, sports and recreational, artistic and cultural activities?
- Do children whose liberty has been restricted have opportunities for physical exercise, recreation and artistic or cultural activities?
- Are measures taken to ensure that girls have as equal an opportunity as boys for rest, leisure, play and recreation and to enjoy cultural and artistic activities?

Reminder: The Convention is indivisible and its articles are interdependent. Article 31 should not be considered in isolation.

Particular regard should be paid to: The general principles

Article 2: all rights to be recognized for each child in jurisdiction without discrimination on any ground

Article 3(1): the best interests of the child to be a primary consideration in all actions concerning children

Article 6: right to life and maximum possible survival and development

Article 12: respect for the child's views in all matters affecting the child; opportunity to be heard in any judicial or administrative proceedings affecting the child

Closely related articles

Articles whose implementation is related to that of article 31 include:

Article 13: freedom of expression

Article 14: freedom of thought, conscience and religion

Article 15: freedom of association

Article 16: protection of privacy

Article 17: access to information, role of the media

Article 28: aims of education

Article 30: respect for minority or indigenous culture

Article 32: child labour

Article 36: protection from exploitation