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“Explanation is a key to
implementation”

Children's Rights in Azerbaijan:
“Child Ambassadors Council”

May 2021



Norwegian University of
Science and Technology

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Ambassadors Council”

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Mphil in Childhood Studies

Submission date: May 2021

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Acknowledgements

Conducting a research was fun and at the same time tough task for me, however, I could manage. But managing this process was the success of several people that I would like to present.

My supervisor – Anne Trine Kjørholt has assisted me to go through the hard times and enlightened my mind for the progress of the research, Our meetings has impacted my views and opened a new path for my reflections and conduction of research,

My big family – my mom, dad, siblings, aunts and uncles! They have supported me in every step of my life and always welcomed my decisions! Especially my aunt Afet Abdullayeva has helped me to go through the educational part of my life! I am dedicating my master thesis to Afet Abdullayeva! I would like to thank them million times for always being there and supporting me!

My teachers – they have always contacted me and always showed their support throughout these hard times that I was having! I am thankful to them that they have made me ready for the life and impacted on my personal progress! Gulnara Hasanova, Vafa Zeynalova, Aybaniz Khalilova, thank you very much for your help and support!

My participants – meeting these amazing children of my country has opened a new scenery for the progress of children's rights in my motherland. They have shown their agency and kindness, as well as, willingness by being participants of data collection process!

The State Committee for Family, Women and Children Affairs of the Republic of Azerbaijan – the members of the committee have welcomed me and created a space for the conduction of the research, and they were extremely supportive. I would like to thank each manager of the committee for their kindness and their assistance in conducting the study.

My Norwegian family! Silvia, Mona, Pamu, Dobby, Alex, Peyman, Rune and Tima! Thanks for your support! Although the year was tough, having serious troubles their support assisted me to finish my master thesis and keep going! Having them as friends, family is my biggest luck. My lovely land Norway! Being in Norway, breathing with the fresh and lovely air of Viking land has enriched my view and approach towards the research. NTNU had a great impact on me! I am very lucky to have a Norwegian experience and be in my dream land after 12 years' of pray, hard work and desire.

List of Acronyms

ACRWC – African Charter on the Rights and Welfare of the Child

CRC – Convention on the Rights of the Children

CYPU – Children and Youth Public Union

EU – European Union

NAYORA – National Assembly

NGO – non-governmental organization

SDG – Sustainable Development Goal

UN – United Nations

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Abstract

Master thesis aims to glimpse to the implementation of children's rights in Azerbaijan within the frames of newly launched institution "Child Ambassadors Council". The elements of children's participation right have been presented and shown. Moreover, the world is progressing and digitalizing. The utilization of high techs in the process of promotion and implementation of children's rights is also described. In many states children's rights policy is being progressed. A lot of international and national frameworks, as well as organizations try to ease the governments' child policies by launching several aid programs.

Aim of the master thesis is to examine the government's implementation on children's rights. The launched institution "Child Ambassadors Council" is new and innovative strategy in implementation of children's right in Azerbaijan. Further, the master thesis can also be informative for viewing the child policy in neighbouring states such as Russia and Turkey. Azerbaijan's child policy is being regulated by the help of CRC and National Law on Children's Rights. Government is interested in to invest on child policy and detect the child abuse. To progress the child policy, specific programs are needed. For instance, Child Parliaments and Child Ambassador Councils.

Interviews and diaries are used for the investigation of launched institution. Interviews are concluded with authorities, and child ambassadors were asked to join to both: interviews and diaries method. The view towards children's liberties and transitions as citizens is being progressed not only in Global North, but also in Global South. Azerbaijan is the country contrasts. The country has gone through military hardening period. Civil war, 1st and 2nd Karabakh Wars affected the human policy of the country. However, state regulates the implementation of human policy. Further discussions on implementation of child policy, the Azerbaijani model of protection and provision of children's rights is discussed in the master thesis. As a result, the understandings of CRC and National Law have been examined. The objectives of launched institution, expectations of and from both child ambassadors and state committee were clarified. The role of committee as a bridge was described in the master thesis.

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CHAPTER I

1.0 INTRODUCTION

This chapter provides general view about the master thesis's aim, research questions, topic, inspiration, and gap of the research. Besides, the overview of the other chapters is concluded and remained explored. The topic on the Children's Rights in Azerbaijan is extremely interesting and unexplored. Moreover, the data about Azerbaijani practice could also be associated with the practices of neighbouring countries as Turkey, Georgia, Armenia, and Russia. As Azerbaijan is between Europe and Asia, and combines cultural, ethnical, religious diversity the research on childhoods in that geography within the frames of children's rights would be interesting and attracting to know about. The information about "Child Ambassadors Council" institution is provided widely. As Azerbaijan is integrating to western society and values, the rights of children and implementation of CRC is becoming more popular. "Child Ambassadors Council" institution established by The State Committee for Family, Women and Children Affairs of the Republic of Azerbaijan.

1.1 Topic and Aim

The master thesis aims to get knowledge about the implementation of the UN Convention of the Rights of the Child in Azerbaijan. The implementation of these rights is crucial for development of child policy globally. I also aim to investigate children's rights to participation in Azerbaijan. The implementation of CRC, the use of National Law on Children's Rights and children's impact on the child policy is going to be explored within the newly established institution "Child Ambassadors Council". This institution has been established in 2020 by The State Committee for Family, Women and Children Affairs of the Republic of Azerbaijan (modern.az, 2020). This institution is the logical continuation of the "Children's Parliament" institution. "Child Ambassadors Council" institution was established in the year of 2020 by The State Committee for Family, Women and Child Affairs of the Republic of Azerbaijan (Ailə, Qadın və Uşaq Problemləri üzrə Dövlət Komitəsi - Uşaq Səfirlər Məclisi, 2019). "Child Ambassadors Council" aims to promote children's rights. Additionally, this institution attempts to encourage children to express their thoughts, participate in decision-making process and notify the council about violation of children's rights. More information about the institution is presented in the 2nd chapter.

Governments are choosing their strategies of monitoring child policy in different ways. As an example, some states create municipal organizations of children while others try to monitor the implementation of children's rights by authorities. The master thesis is going to explore the perspectives of adult and child participants on this launched institution within the frames of CRC and National Law on Children's Rights of the Republic of Azerbaijan. Besides the daily lives of ambassadors and their activism in the implementation of children's rights are going to be investigated. As the national law indicates, several institutions must cooperate with one another for the implementation of children's rights, I am going to examine how the cooperation between several institutions are being established. The role of government committee as mediators would have a significant impact on the implementation of children's rights. Also, it is another aim to glimpse on the strategy of the "Child Ambassadors Council" institution and view the legacy that the authorities set. The main principles of Convention on the Rights of the Children are based on the best interest of the child, development, provision of basic needs, inclusion, equality, and non-discrimination.

Azerbaijan is the country of frequent changes and revolutions. Not only society, but also government policy on different issues are being changed frequently. Childhood is never-ending period and only changeable variable is the form of the childhoods (Qvortrup, 2009). The shape of childhood is also changing in Azerbaijan. Comparing the years of my childhood to children's lives in Azerbaijan today, I can assume that modern childhood is "computerised". In my childhood children used to play and spend their time outside and street was one of the educative institutions. But these days, due to my personal experiences, parents rarely allow their children to play outside. Also, children are not willing to go out. They prefer staying indoors and surfing on the internet. This is one of the possible examples of the change in childhoods.

The perspectives and views of the government on children's rights have also changed. Government has revised the National Law on Children's Rights several times and the rights were adjusted to the demands of Convention on the Rights of the Child as Azerbaijan ratified CRC. Moreover, government has also invested on NGOs several times, as an instance in the year of 2020, 423 projects were funded (QHT-lərə Dövlət Dəstəyi Şurası və 26 qurum birgə grant müsabiqələrinin nəticələrini açıqlayıb - Xəbərlər | Azərbaycan Respublikası Mədəniyyət Nazirliyi, 2020). These NGOs have also included projects about children and promotion of their rights. The State Committee for Family, Women and Children Affairs of the Republic of Azerbaijan is the governmental institution which is considered as the ministry. The committee tries to bring new ideas and new regulations for the development of child policy, additionally the committee is monitoring the human policy of the government and responsible for the protection of women's rights and preservation of family values. The committee also tries to encourage young citizens for the peaceful assembly by launched projects such as hearings, gatherings and meetings dedicated to several topics. Mostly, topics are being about the education, protection of children's rights, investigation of child abuse etc.

Azerbaijan is the country which is geographically situated between Asia, Europe, and Middle East. Society is polyethnic and cultural values are constructed throughout history. In the country where people, values, culture is different and varies, the reaction of people can be different to new changes and frameworks. Although Azerbaijan is a home for several nationalities and religions, everyone considers themselves as a part of Azerbaijanian society. However, traditionalist and open approaches can be observed to new millennial regulations.

Azerbaijan is the country which is rich for oil and gas. The country makes good amount of money on exportation. Government invests in many sectors. The country is often compared to the European countries and it is trying to integrate to western society. Azerbaijan has joined the EU partnership program in 2009, hence, the corruption in different structures was the main burden for integrity (Aliyeva, 2014). Meanwhile, President of the Republic of Azerbaijan, Mr. Ilham Aliyev has also declared that the government is fighting against corruption and revolutionary changes are being observed in the battle against corruption (Ilham Aliyev was interviewed by the U.S. Fox News TV channel, 2020).

Doing research in the context of Azerbaijan would be interesting and challenging. The historical path and recent development of the country cannot be underestimated. Changes of government policies, war and economic crisis which lasted until 1993 has truly influenced the lives of citizens. Fortunately, the development of the state has been progressed starting from the year of 1994. In the year of 1994, Azerbaijan has signed "The Contract of the Century" (The contract of the century – a national strategy for success | Who we are | Home, 2020).

This contract assisted the government to attract capital income by the help of oil export. The capital that received was spent on the several directions such as – human policy – Azerbaijan had over 1 million inner refugees (Refugees, 1996) as people were forced to leave their homes. Government built facilities for those people. Moreover, the following issues have been progressed: education – the Soviet system and syllabus had to be changed and modernized, army building – as Azerbaijan had the threat of second Karabakh war, development of city planning and global investment. Azerbaijan is still fast-progressive country, and the government tries to mitigate and develop human and child policy (Azerbaijan country profile, 2021). Azerbaijan has been fast progressing throughout the years of independency and country is trying to adjust to the new, modern world by preserving its cultural values.

The participation of children within the frames of several institutions such as family, NGOs, educational will also be investigated to fulfill the master thesis. Researching in the geography of Azerbaijan; presentation of Azerbaijani model of childhood and implementation of CRC in the country is not easy. The reason is this topic has not been investigated by scholars previously. However, Azerbaijan has also a lot of values that other countries are taking an example of. Azerbaijan is poly-ethnic country and there is no discrimination against any ethnic groups or religious minorities (Azerbaijan is a model of multiculturalism and tolerance - Diplomat magazine, 2014). The President of Azerbaijan Republic, Mr. Aliyev has also announced the year of 2016 as "The year of Multiculturalism" (Azərbaycan Prezidentinin Rəsmi internet sahifəsi - SƏNƏDLƏR » Sərəncamlar, 2016). During the year of multiculturalism Azerbaijan has hosted many international events on non-discrimination towards ethnic and religious minorities. Azerbaijani model of multiculturalism is an example to the world countries (Stilo, 2020), there are some practices to learn from Azerbaijani model of multiculturalism.

The National Law on Children's Rights is another crucial legal framework for the implementation of CRC. This law is a legal basis for government organizations while decision-making and it provides children with range of rights. Further information about the law will be presented in the following chapters. National Law encourages the responsible institutions, as well as government and non-government organizations to involve children to different social events and ensure their participation in decision-making processes. The state committee has improved the "Children's Parliament" institution; renamed and reframed the principles and established "Child Ambassadors Council" institution. This institution covers new strategies and tries to involve children to the range of hearings, meetings and gathering about children's rights issues. Children are given chance to express their viewpoints about several topics concerned child policy. New institution can be called as the logical outcome of the previous institution - "Children's Parliament".

1.2 Research Questions:

There is always a need for navigation, especially when you enter to the research and need to focus on the priorities to find out the useful information for your project. At this point research questions are functioning and assisting researchers/students for the development of the research. The questions that had been designed to navigate the master thesis project:

- "How is the UN Convention on the Rights of the Child (CRC) implemented and practiced in Azerbaijan?"
- "What are the main objectives of government policy on protecting children's rights within the frames of launched institution "Child Ambassadors Council" in Azerbaijan?"

- “What are the expectations from/of child participants?” / “How do these children plan their daily lives and what kind of activities are they engaged to?”
- “What are the ideas and experiences of children who are engaged in the project? (views of children)” / “What children understand and reflect on when it comes to the CRC and National Law on Children’s Rights?”

The first and second pack of questions aims to entitle and investigate the government’s viewpoints on children’s activism and the “Convention for the Rights of Child”. Furthermore, by examining the view of the government on children’s rights we get the key perspectives about the “Child Ambassadors Council” institution. Additionally, legal framework of the institution will be also presented and explained by the help of research questions and the interview guide. The State Committee assisted me to reach the legal framework of the newly organized institution. Investigation of the legal framework is important for the clarification of the running institution’s outlines. Legal framework provides the obligation for the authorities and rules for the child ambassadors. CRC’s implementation in Azerbaijan within the frames of investigated institution is specifically beneficial as Azerbaijan has ratified and modified the CRC. Adjusted version of CRC is called “National Law on Children’s Rights of the Republic of Azerbaijan”. Children’s freedom of expression within the frames of “Child Ambassadors Council” institution can also be considered in the circle of interest of my master thesis. Questions determine and cover the issues about the implementation of CRC and the efficiency of National Law. Additionally, understanding children’s rights from the perspectives of children and authorities; the further and initial strategy of the government policy on children’s rights are considered as my research questions.

Third and fourth questions are aiming to explore the opportunities of child ambassadors and their expectations from the project as participants. Right to participate is going to be inspected as child ambassadors are functioning as the main participants of the institution “Child Ambassadors Council”. They have the responsibilities of sharing and providing, as well as, bringing up children’s voices into the office. Investigation will also include the exploration of opportunities and limitation of the participants and institution. The question word “how” is a key word to encompass the research. Examination of the methods that children are applying in social activism and principles of implementation of CRC will also be undertaken. Besides, child ambassadors’ daily lives will be investigated. Overall, all conducted questions aim to view the institution from different perspectives. These perspectives create the ground for probing of the implementation of CRC and National Law on Children’s Rights in Azerbaijan.

1.3 Research and Current Gap

The research in Azerbaijan and overall, in the geography where East meets West is inspirational. Recent changes in state regulations, reforms in education system and children’s rights policy have inspired me to examine the topic. Challenges and gaps of the research in that geography, perhaps, should be mentioned. There is limited reliable information about Azerbaijan’s state policy on human and children’s rights. Recent years, by the establishment of the new specializations such as special needs education, socio-psychological support in education, children’s rights and etc children’s wellbeing and child policy is being widely developed. The lack of bibliographical resources is the comprehensiveness of the master thesis. I have explored the research articles of the of the several countries and researchers (Schmidt, and Shchurko, 2014; Alieva, 2014; DEĞİRMENCİOĞLU, 2010; Erbay, 2013 Tuukkanen, Kankaanranta, and Wilska, 2012 etc), and also read political agendas, law on

children's rights while conducting the master thesis. Additionally, articles about post-Soviet countries' child policies will assist me to enrich my master project. Neighbouring countries and Azerbaijan have shared and are sharing the common historical and cultural values. While literature review, I will bargain the mutual components for the mentioned states. This will have a comprehensive impact on my master thesis project.

Furthermore, research of children's rights and child policy is important in the region of Caucasus. Because researching in Azerbaijan's child policy could give an overview about Caucasus region and neighbouring countries. Caucasian countries almost share the same cultural and societal values. As a consequence, data collection process can reveal the elements of children's participation and government's efforts on provision and protection of children's rights not only in Azerbaijan but also in neighbouring states. While examining the legal documents about children's rights, "National Law on Children's Rights" and "CRC" will carefully be explored. The national law provides us not only with the rights that children are provided with but also gives an outline about the obligations of the state policy. The literature review and the practices of different countries on child policy, to be more concrete on children's parliaments and different unions will be examined. Unfortunately, lack of bibliographical resources is burdening the referencing. Investigating the changes and new framework in the afresh formed institution is very thought-provoking and inspirational to me.

1.4 What was the inspiration?

As a child social activist who played an active role and participated in many governmental and non-governmental events the topic which includes children's participation, especially in the implementation of children's rights, attracted me. Years back, as a kid who has been living almost below the poverty line and was trying hard to change stereotypes of adults on children's rights by bringing up the voice of children to initial authorities, I could succeed to be part of successful kids of my country. Observing the change of childhood, the efforts of the government on the progress of child policy has inspired me. Especially, when I saw the announcement of the state committee on open call for children to be participants in 2019, I have made decision that, this will be my master thesis topic.

For shaping the "Children's Parliament" in Azerbaijan, governors and institutions try to apply experiences of developed countries. Cooperation of the several institutions for the development of child policy is essential. Some of the articles of the national law determines the importance of cooperation of institutions for the development of the child policy. Still, the cooperation between institutions for the development of child policy need to be improved. Additionally, society must also be educated about the government's child policy. By the establishment of new version of "Children's Parliament", authorities try to erudite not only children, but also adults about children's rights and implementation of CRC. Ratified conventions, the mobility of children cannot stop the violence that children are coming across in their daily lives. The agency of children is extremely significant for finding the solution to violations. Shaping agency among children is the responsibility of institutions, NGOs, and government ("499-IQ - Uşaq hüquqları haqqında", 2020).

Development of child policy and human policy in Azerbaijan, investment on human capital is observed recent years. The year of 2009 was announced as "Children's Year" by the President of the Republic of Azerbaijan ("103 - 2009-cu ilin "Uşaq ili" elan edilməsi haqqında", 2020) and it was the revolutionary decision in terms of child policy. In 2009, government's main

focus was on balancing child policy. In the year of 2009, parliament revised the national law. As a result, articles of national law were modernized and frames for the development of child policy were set properly. Additionally, government maximized the focus on children's development and integrity. Charity campaigns for poor children and children who need special care are being organized frequently. Social activism and volunteerism culture started to develop from 2012 when Azerbaijan hosted Eurovision Song Contest. After the year of 2012, Azerbaijan hosted many international events. A lot of volunteers from different regions of the country were and are participating in these events. Progress of the "volunteerism" flow drew the attention of the government. The year of 2017 was announced as the year of "Volunteers" ("Rəvanə Həşimova: 2020-ci ilin "Könüllülər ili" elan olunması tarixi könüllülük ənənələrimizə verilən ən yüksək qiymətdir", 2020). Volunteerism torrent has also been changing and society started to take volunteerism seriously. Due to my observations, currently adults and children are volunteering in many organizations. The view on volunteerism was biased several years ago and people did not perceive the volunteerism as serious activity. Children's volunteerism and interest in participation is also becoming more relevant. This creates a beneficial background for the development of children and child policy. The years of 2009 and 2017 were extremely crucial for the development of child policy and their activism.

New phase of children's activism, which is more modern and westernized, at the same time, local inspired me to choose this topic. Personal reflections on my childhood and my inner interest on children's rights; implementation of global rights of children has drawn my attention. Establishment of the new institution by authorities to stimulate children's rights is the revolutionary step in the implementation of children's rights. Newly founded and launched institution which is the continuation of "Children's Parliament" seemed like innovative modification of the previous institution. Authorities are claiming that, new form of previous institution is more modern, comprehensive and integrated.

Moreover, being the first student from Azerbaijan in this program stimulated me to have my master thesis project done about the children of my country. My personal background as a volunteer in NGOs and governmental organizations would help me to navigate the research. Also, as a child participant of my country who has participated in the child policy of the government and has tried to erudite other children about their own rights, viewing the implementation of CRC as a master student and researcher is stimulating. As a result, I have ended up formulating and choosing this topic to provide some information about the child policy and implementation of children's rights in Azerbaijan within the frames of "Child Ambassadors Council" institution.

1.5 Thesis Chapters Overview

Introduction chapter – chapter 1 gives information about the general overview of the chosen topic and master thesis. The chapter provides crucial information about the socio-political geography of Azerbaijan, gives an outline about the promotion and implementation of children's rights within the frames of Azerbaijan Republic. Elaborative information on the "Child Ambassadors Council" institution is also provided in the introduction chapter. The chapter covers the aim of the topic, research questions and gaps of the chosen topic. As I have mentioned above, the specific years that can be explained as the revolutionary, reformism have been explored in the context of child policy. Chapter 2 – background chapter provides larger information about Azerbaijan, the government's policy on children's rights. Implementation of CRC in Azerbaijan – National Law on Children's Rights have been explored.

Moreover, children's participations in different institutions such as – NGOs, educational, family, and governmental organizations have been presented. Implementation of CRC and national law was demonstrated. Some mutual elements on child policy with different countries have also been investigated.

Chapter 3 – Theory chapter contains a presentation and discussion of the crucial points about children's political activism and their citizenships. Furthermore, chapter 3 also presents the key perspectives of childhood studies and my master project. the discussions of childhood studies have also been explained and linked to the investigated topic. Power issues, the importance of time and space within the discussions of childhood studies have been concluded. Chapter 4 covers the information about research methodology and methods, sampling procedures, research design and ethics of the chosen topic. It also explores the researcher role and the importance of chosen methods. The ethical challenges and difficulties have also been mentioned in the methodology chapter.

Last three chapters are presenting the outcome of the data collection. These chapters are providing the encompassed information about children's and governors' perspectives on the implementation of children's rights and the participation of children. Reflections of informants during the data collection process within the frames of "Child Ambassadors Council" institution are presented. These chapters include the answers to the chosen questions of the master thesis. 5th and 6th chapters are exploring child and adult informants' views and reflections about "Child Ambassadors Council" institution. 7th chapter is the discussion of the analyses which is linked to the theoretical torrents that are chosen for the master thesis.

CHAPTER II

2.0 Background of the study

This chapter is giving information about the child policy, institutional organizations, implementation of CRC, National Law on Children's Rights of the Republic of Azerbaijan, and children's participation in Azerbaijan. Furthermore, the government policy and regulations on children's rights in neighbouring countries are also presented. Specific issues on children's rights policy such as international and local frameworks have been explained and seen. For understanding the country its geographical position, ethnic diversity and differences, history and many more elements should be explored. This chapter gives an overview about Azerbaijan, its social mental values and historical development of human and children's rights. The presentation of country is important to have a general idea about the lifestyle of the inhabitants. At the same time chapter widely supplies information about children's rights and its promotion within the frames of the Republic of Azerbaijan. The role of different institutions – educational, NGOs and governmental, have also been demonstrated. The concept of Children's parliament in promotion of children's rights and provision of CRC Article 12 has been viewed as well. Reshaped and adjusted version of "Children's Parliament" – "Child Ambassadors Council" institution which is established by The State Committee for Family, Women and Children Affairs of the Republic of Azerbaijan investigated.

2.1 Overview about the country

Azerbaijan is a newly developing country which is trying to integrate to Western society. Country has gone through different historical phases and gained independency after fall of Soviet Union (Azerbaijan marks 28th anniversary of independence, 2020). But the country is also known for being first democratic republic in Islamic East which was established on 28th of May 1918 (Azerbaijan Democratic Republic: The first democratic, parliamentary, and secular republic in the Islamic East - New Eastern Europe - A bimonthly news magazine dedicated to Central and Eastern European affairs, 2020).

It is geographically found in the 40 parallel. Location of the country, historical background, climate plays an essential role in the establishment of the characteristics of nationality. As a nation Azerbaijanis are called "mountainous people" or "people from the mountains" as the country is in the range of Caucasian Mountains along with Georgia Armenia and South part of Russia – Dagestan. After being independent from Soviet Union Azerbaijan, faced a lot of conflicts: inner and international. Unstable government policy, threats of civil war, and Nagorno Karabakh conflict between Armenia and Azerbaijan resulted the decrease of the population. People lost their hopes for the future development and integrity until Heydar Aliyev came to the office (Ümummilli Lider Heydər Əliyevin xalqımızın milli-mənəvi dəyərlərinin qorunub saxlanmasında tarixi xidmətləri əvəzsizdir, 2021). After that, Azerbaijan's economic power started to grow by the help of oil and gas mines. Country started to progress by the help of oil export capital. The human policy started to develop, and children became one of the central policies of government.

On 19 May 1998 National Law on Children's Rights of the Republic of Azerbaijan was set up ("499-IQ - Uşaq hüquqları haqqında", 2020). By the establishment of National Law on Children's Rights, child policy of state started to be one of the main focuses of the government policy. As the human rights are considered as an umbrella term which covers children's rights, Azerbaijan started to launch revolutionary innovative programs for the development of its

human rights policy. Death penalty was abolished, being a LGBT individual was not a crime anymore since 2000 (LGBT Rights in Azerbaijan | Equaldex, 2020). According to these revolutionary changes Azerbaijan could progress its human policy intensively and be integrated to the developed countries.

However, child policy or else human policy was not the main target of the government. Economic power and army building remained as a central target of the state policy. Government's budget was also focused on building of mining, discovery of natural resources, agriculture etc. Still, government also invested in human policy – the rate of human development index in Azerbaijan grew from 0.612 to 0.754 within the period of 25 years (| Human Development Reports, 2020). Additionally, government's anti-corruption policy stimulated the growth and development of the human policy. It should also be emphasized once again that, human policy is an umbrella term and "child policy" is lied under this umbrella, especially within the frames of Azerbaijan Republic.



Picture 1. Geographical location of Azerbaijan Republic (2020).

Government's policy focused on the promotion of the country after the year of 2012. Globalization processes and westernization resulted for hosting global events in the country. Azerbaijan was extremely proud to host big international events such as Eurovision, World Chess Championship, First European Games, Islamic Solidarity Games, and many other events. Along with these cultural evets, Azerbaijan has also hosted many politically notable events such as SDG meetings (Baku hosts conference Sustainable Development Goals on women and development, 2020) and World Leaders' Forum. All these events perfected the integrity of the country to Global standards of human policy and assisted the development of the child policy. These events have also opened Azerbaijan to outer world. People started to take part in different exchange programs such as student exchange within the project of Erasmus, etc., which played and is playing a significant role in the integration of society to global values. Integrity, however, is the central goal of human policy in Azerbaijan. These events are aiming to develop country's own model of human policy. The use several beneficial components of world practices, adjustment to the local community prospers the human policy of the state.

Further, as I have mentioned about war and government policy, after first Karabakh War, there were more than 1 million inner refugees (Refugees, 2020) from Karabakh region and half of them were children. This ended up with refugee crisis in the years of 1991-1995. However, government has always taken care of refugees, especially children who were categorized as "children who were forced to leave their houses" - "refugee children", in Azerbaijani language it would be called "məcburi köçkün uşaqları". After the outbreak of 2nd Karabakh war which has started on 27th of September 2020, the term has started to be abolished due to the victory of Azerbaijan and restoration of territorial integrity. The peace agreement with neighbouring Republic of Armenia has been concluded on 10th of November 2020 (Armenia, Azerbaijan, and Russia sign Nagorno-Karabakh peace deal, 2020). Post-war situation will also play essential role in human policy of the country. Yet, the further goals of the child and human policy in post-war situation is not set for refugee children.

2.1.2 Societal values – mentality of Azerbaijani people

Azerbaijan is a country where East meets West, where different nationalities have lived and are living together. Throughout years, culture has been shaped and society has developed its cultural and societal values – "unwritten laws". Further, the religion has also impacted on formulation of these laws. Azerbaijan is the country with Muslim majority population; however, the largest Jewish community is in Azerbaijan among Muslim majority countries. As the country is polyethnic, people must respect everyone despite the religious and cultural practises of others. Society should take care of elderly people and respect women. Even in the buses and metro the announcement recommends the passengers to respect children, elderly people, pregnant and disabled people. These values are constructed socially and historically. Furthermore, the respect to national symbols, environment, historically preserved landmarks should be kept in mind. Azerbaijanis are also taking care of inner migrants and the families of martyrs. Azerbaijan has lost a lot of people due to Karabakh wars and a lot of people were forced to leave their lands as a result of occupation. Moreover, it is important to treat their guests well and welcome them anytime. Azerbaijanis are proud to have guests from abroad and show them national values. It is not accepted to treat guests inappropriate. Additionally, family institution in Azerbaijan is extremely important. Families are the main institutions where children grow up and it is not common to see divorced people. Families try to upbringing their children properly as the proverb is saying "Uşaq evin güzgüsüdür" which is translated as "The child is the reflection of the family". Divorce is the last option for Azerbaijani people. The regulations on the constitution, educational law and several human policy papers are promoting the respect and tolerance towards different nationalities, ethnic groups etc.

2.2 National Law on Children's Rights

Azerbaijan has set up "National Law on Children's Rights" on 19th of May 1998 ("499-IQ - Uşaq hüquqları haqqında", 2020) as it was emphasized before. Therefore, the government of Azerbaijan adjusted national law for children referring to the main principles of CRC. National law was revised 12 times since it was established (in the years of 2001, 2002, 2004, 2007, 2008, 2009, 2010, 2013, 2015, 2016, 2018 and 2019). The changes have done by following the general comments by the UN to stimulate the national law and adjust to world practises. National Law on Children's Rights is the legal framework of the government policy on children. Law contains 5 chapters, 45 articles. Chapters are – general principles, child and family, child and society, the protection of children who faced unfavourable conditions and conclusion. 44 articles provide information about children's rights in several places and conditions.

In the national law, it is written that government shall take the responsibility of detecting creative and talented children and provide their sufficient education – article 23; children have the right to get social aid – article 29; migrant, foster children and orphans shall be protected by government; caretakers of children with special needs will have privileges etc ("499-IQ - Uşaq hüquqları haqqında", 2020). Moreover, societal values of Azerbaijani people are preserved while law was accepted. The societal values are proudly well-maintained in small countries and it applies to Azerbaijan as well. "Mentality" is often the ruling power of society. Societal values of Azerbaijani people and "unwritten laws" of the society has been elaborated in the previous paragraph. Moreover, as I have presented before, the exceptional care for refugee children and their protection and integrity is delicately and positively constructed.

The crucial difference of the modified national version of the law is presented in the article 16. Mentioned article demonstrates responsibilities of children and emphasizes the importance of integrity. ("499-IQ - Uşaq hüquqları haqqında", 2020). Responsibility for Azerbaijani children is described as – to integrate to the world society, to be a respectful citizen in the interaction with anyone, tolerate the ethnicity of the people, show the respect to their own and other citizens with different nationalities, their traditions, and national symbols, preserve historical venues and environment and be an educated citizen:

"Observing the rules of behaviour in society, getting acquainted with the state symbols of the Republic of Azerbaijan, acquiring knowledge, preparing for useful activities, respecting the rights and interests of parents, other citizens, traditions and cultural values of their people and other peoples, preserving historical and cultural monuments, environment are the responsibilities of children. It is the child's duty to protect and perform other duties provided for by the legislation of the Republic of Azerbaijan."

Awareness and fulfillment of these responsibilities by the child is achieved through explanations and advocacy among children by parents, relevant authorities and educational institutions. "

National Law on the Right of the Child of the Republic of Azerbaijan, Article 16.

Logical conclusion of the article 16 is to ensure the integrity of children by to educating and formulating the future citizen not only for the Republic of Azerbaijan, but also for the rest of the world. Truthfulness is the focus of the children's responsibility, as Azerbaijan is home for different religions and ethnic groups where everyone can practise their traditions freely. African Charter on the Rights and Welfare of the Child is the adjusted form of UNCRC to African countries. It has been published in the year of 1999 and includes 48 articles for the protection of Children's Rights in Africa continent. Yet, to describe briefly, African charter is designed for the communities in African countries and undertake the general practices of African people. ACRWC also determines the responsibilities of children which creates a similarity between National Law on Children's Rights of the Republic of Azerbaijan and ACRWC. However, ACRWC has shown responsibilities of children as fetching water, helping household etc.

National law on children's rights is stimulating NGOs, governmental organizations, trade unions, municipalities to take part in provision and protection of children's rights. These institutions should also handle children's participation rights – it is presented in the article 4

("499-IQ - Uşaq hüquqları haqqında", 2020). It means that these mentioned institutions should take the responsibility of aiding state in the regulation of children's rights. The document also provides the government with a clear outline of the responsibility on children's rights. All accepted decisions about children must bring "no harm" to children and practices of children's involvement and this is indicated in the article 5 of the National Law of the Republic of Azerbaijan on Children's Rights. Government should cooperate with institutions for implementation of these rights. Violation of children's rights can end up in court. Violation of children's rights in household, educational institutions, public places and etc must be reported either to social workers or to the government administrations and government should take the responsibility of investigation of the case ("499-IQ - Uşaq hüquqları haqqında", 2020). Therefore, parents, NGOs, educational institutions handle the implementation of children's rights. That means that government organizations and all mentioned institutions should cooperate with each other to fulfil the national regulation.

National Law on Children's Rights is established on the core of CRC. It is revised and advanced legal framework for the children and people of Azerbaijan, as well as for the state. Government's efforts on implementation of these rights are observed in several ways – launched projects and institutions for children, cooperation with different national and international organizations and so on. But once again as a result of lack availability in rural areas of the country the violation of children's rights can be observed (UNICEF, 2019). Trainings and education of people in the whole country would be beneficial for the further development of implementation of children's rights (UNICEF, 2009).

2.3 How protection, provision and participation is organised in Azerbaijan? - The general overview in the region

Organization of ensuring key principles of CRC is the central goal of child policy in Azerbaijan. However, we can come across with the violations of obeying these laws by educational institutions and families. In this case government tries to balance and mitigate the violation by the social and juridical aid if it is necessary. Family institution plays a vital role in the formation of childhoods in Azerbaijan. It is also important for children to know their rights. Researchers show that, children who learn their rights are being more responsible in their behaviour towards others and environment (Ersoy, Balbağ and Gürdoğan Bayır, 2017). Additionally, mobilization of the people in protection of children is not well-developed in the context of Azerbaijan. The "mentality" – societal values are sometimes being challenge for the monitoring of children's rights. For instance, it is hard to come across with a child who would report the abuse. Children would be afraid of being "outsiders" of society in case of reporting the violation. Yet, with the use of internet, exploration of world practices people's views on reporting violation is changing. Positive changes in society encouraging members of society to be aware of their rights and national regulations.

As I have mentioned above, according to the National Law of the Republic of Azerbaijan, parents should take care of basic needs of children and formulate their responsibilities. This is stated in the articles 8, 9, 11 etc. But along with family institution, many other organizations, and institutions such as municipalities, NGOs, unions, trade organizations and etc should take an active part in the monitoring of children's rights ("499-IQ - Uşaq hüquqları haqqında", 2020).

"The state controls the implementation. Relevant executive authority for protection of children's rights in the Republic of Azerbaijan are judicial and prosecutor's offices, municipalities, as well as public associations, trade unions organizations. Children in the activities of these bodies, associations and organizations should be based on the principle of superior protection of their rights."

National Law on the Right of the Child of the Republic of Azerbaijan, Article 4.

Therefore, government organizations, educational institutions should have a plan for promoting children's rights and educating children about their rights ("499-IQ - Uşaq hüquqları haqqında", 2020).

2.3.1 Educational institutions

In Azerbaijan educational institutions are mostly focused on teaching essential life skills. 9 years of schooling is mandatory. The curriculum provides outline about children's rights. Moreover, in the primary schools the subject "Life Sciences" are determining some principles of human and children's rights. Also, learning The Constitution of the Republic of Azerbaijan is mandatory in high school. Constitution provides a legal framework of the rights and obligations of Azerbaijani citizens. Unfortunately, most of the time, this subject is being underestimated by pupils. But, in some university majors the subject is revised and taught. Furthermore, the previous curriculum contained the subject of "Human and Society" which was similar to the subject "Social Sciences". Nevertheless, now the principles of human and children's rights are presented in the subjects such as "Geography", "Constitution of the Republic of Azerbaijan". The quantity of engagement of pupils to these subjects are not calculated. Once again, I would like to mention the importance of the improvement of the training of teachers which is also recommended by the UNICEF's country report (UNICEF, 2009).

Educators are mostly seen as social models for pupils. School children are usually respecting their tutors and having good relations with them (Müəllim-şagird münasibətləri. Müəllimin pedoqoji fəaliyyəti, qabiliyyəti və ona verilən tələblər, 2018). Teachers are also focusing on building good relations with pupils. In the context of Asia, student-teacher relations are negotiable, and some students even mitigate the relationship between students and teachers as mediators (Wan Har Chong et al., 2010). This practice is applied in Azerbaijan as well. The assistant of the class teacher is usually chosen by election. That representative is being responsible for the organizing class meetings and monitor the efficiency of students. Reporting problems of students, building the cooperation with school managers are the duties of representatives. This practise is common in post-Soviet states. Also, in educational institutions, social workers and psychologists are functioning. But what is the efficiency of these staff members? In 2017, government tested the quality of work of school psychologist and social workers (Bakı məktəblərində psixoloqların işi yoxlanılır - son xəbərlər, 2020). This was a monitoring for the quality check of social workers and school consultants. Unfortunately, during the monitoring, some schools were detected that have passed incorrect information to the government about the hired personnel about social workers and psychologists (Bakı məktəblərində psixoloqların işi yoxlanılır - son xəbərlər, 2020). As an outcome, on 30th of April 2020, the new framework for the school consultants and social workers have been accepted by the policymakers (2020). This can lead to the progress of

implementation of CRC, detection of violation of children's rights and the progress of child policy of government.

Furthermore, The National Law on Education provides clear view on integrity (article 3.0.10), promotion of human rights (article 4.0.1) in education policy (Mekteb, 2020). Articles 19.9 and 19.17 says that, primary and middle school education should be based on learning life skills, human rights and progress of society and development (Mekteb, 2020). This is a legal frame for the school managers and policymakers in the educational institutions. Further, the National Law on Education should also be considered while organization of school curriculum. The curriculum must contain the legacy about CRC, and National Law on the Rights of the Child. This would be crucial for preventing child abuse, violation of children's rights and would also assist children for knowing their legal benefits and rights. CRC Article 29 says that state parties must ensure the mental and physical development of children, respect the freedom of expression and principles of CRC, solve the gender parity problem while organizing education. Fortunately, the gender parity problem is not often observed in the context of education in Azerbaijan, although the sex-selective abortion is seen (UNICEF, 2019). Azerbaijani people are trying to involve their children to all steps of education. Social media platforms are also assisting to detect the violation of children's education rights and solve the problems by the assistance of legal frameworks.

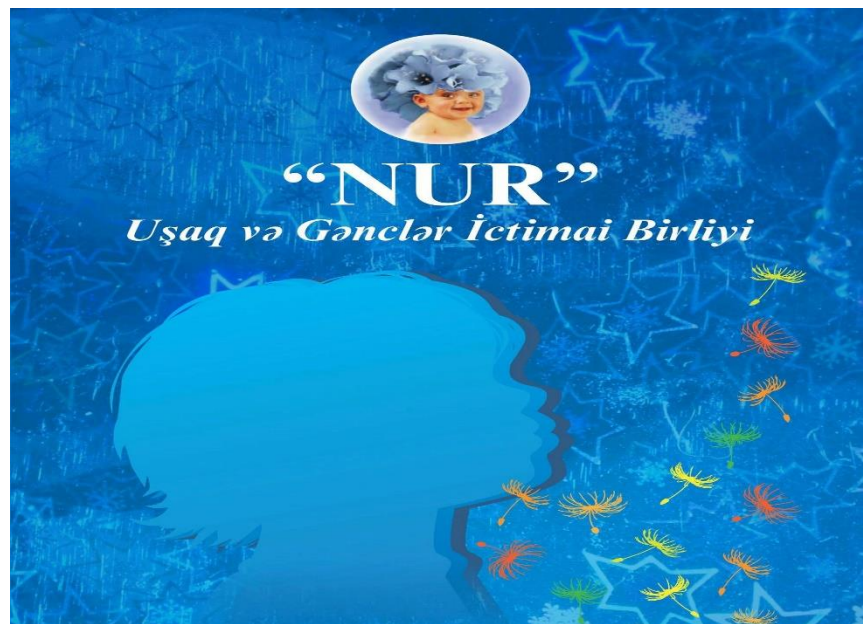
The curriculum should not only be based on human rights, but it should also contain the knowledge about humans' and children's rights (Nayir and Kepenekchi, 2011). Applying this statement in the practice would be extremely beneficial for the acknowledgement and promotion of CRC in the world practices. Municipalities, liberal institutions, NGOs can raise questions and request for the change of curriculum and promote children's rights in educational institutions. Promotion and implementation of CRC in these institutions develop children. Knowing their own rights, being acknowledged about CRC can save children from violation and abuse.

2.3.2 NGOs

NGOs are playing undeniably essential role in children's participation and raising their voices. NGOs should be liberal, open to new ideas, and determine their work structure properly. NGOs are often adjusted to the societal values of the countries. These values come from traditions and experiences of the society.

Development of youth agency has started in the beginning of 20th century with the establishment of the "Muslim youth organization" in Azerbaijan (muselman genclik teskilati - Azadliq.az, 2020). Establishment of the organization was the first ever example of youth mobility and agency in the country (Mamedova, 2010). This organization was aiming to promote values of Islam, integrity, and modernity. Educating youth and prompting them for development was another aim of the organization. Moreover, during the years of 1991-1993 the youth movement started to develop after the fall of Soviet Union. This development was linked to the internal and external wars (Mamedova, 2010). It is obviously observed that the agency of youth and young children has started due to resistance and social crisis, at least in Azerbaijan. The unstable political regime, internal and external conflicts led young people and children to unite. Cooperation and mobilization of youth and children is an example of the development of the term "organization". Unfortunately, due to the lack of soldiers, in the period of 1st Karabakh War, children have attended in the armed conflicts. Corrupt and non-

developed government of newly re-established independent country led to violation of children's rights until the state has changed. However, losing the battles has weakened the strength of cooperation and further development of mobilization by the help of several organizations. However, government's investments on human policy has developed the concept of NGOs. Regrettably, children were the passive participants of the war in 2nd Karabakh battle, as some cities were targeted and bombarded. Many innocent people, including children were victims of bombardments and some of them were orphaned because of this violent act against the Republic of Azerbaijan. But with the liberation of occupied lands and victory of country, people including young citizens have actively started to join to NGOs and focus on self-development, education of their rights and obligations.



Picture 2. Official logo of NUR CYPY (Nur UGİB, 2020)

Some NGOs are focusing on the promotion of Children's Rights such as NUR CYPY (Children and Youth Public Union). The main framework of the NGO is to promote children's rights and give children opportunity to develop and express their opinions. As I have also taken part in NUR CYPY, the organization had a great impact on me. I have learnt and promoted children's rights in several trainings; was given an opportunity to participate in international projects and have been acknowledged about UNICEF and its policy. The events were organized on special occasions such as children's protection day, labour day etc. The organization has been nominated several times for their contribution to children's rights policy by local and international organizations (modern.az, 2020). NUR CYPY can be called one of the leading NGOs on promotion of children's rights. NGO tries to promote world values on children's rights and educate young people about their rights. NGO also organizes children's mobilization and provides children with the right of participation. Encouraging children to express their opinions about different topics such as government policy on children's rights, daily household concerns etc is the significance of the NGO.

Today more than 120 NGOs are officially cooperating with the NAYORA (National Assembly of Youth Organizations of the Republic of Azerbaijan) and the general framework of NAYORA is to develop "3Y"s – developing youth organizations, policy, and cooperation (SALTO-YOUTH -

Otlas - National Assembly of Youth Organizations of the Republic of Azerbaijan, 2020). General policy of NAYORA is to develop NGOs with the assistance of children and youth. Development of NGOs is a stimulating process for the children to develop their ability of expression, promote and get knowledge about their rights and cooperate with stakeholders. NAYORA is the assembly for all NGOs. By joining the assembly, NGOs should follow the principles as well as "3Y" strategy. The strategy aims to develop the work of organizations, the participation of youth and children, mobilization of mentioned categories under the organizations.

The strategy and documents on regulations of NGOs based on children's development and designed with the frameworks of international standards. However, the disadvantage of the NGO institution in Azerbaijan is, to be focused on children who live in populated and urban areas of the country such as Baku and Gandja. Children in rural areas are in need of being educated about their own rights and also to have an accessibility to participation. Violation of children's rights is mostly observed in rural areas and the major reason for high numbers of abuse lies on the accessibility as well as lack of education on children's rights. Municipal management needs to be improved for educating people in the regions about children's rights. Training of the managers of NGOs needs to be focused on development (UNICEF, 2019).

2.3.3 Government policy

Azerbaijani government is focusing on providing children with full range of rights. Launching new projects, cooperating with international organizations, integration to Global North has improved the government policy on children's rights. Government of Azerbaijan is taking advice of UNICEF seriously for improving its child policy. Within the years of 1991-2019, Azerbaijan has made huge steps for implementation of CRC. Monitoring of CRC is being proceeded in several ways – Ombudsman of the Republic of Azerbaijan, The State Committee for Family, Women and Children Affairs of the Republic of Azerbaijan, child police - well trained inspectors (social workers and psychologists are involved). All these emphasized organizations and launched programs assists government to monitor and explore child policy. Additionally, reforms in healthcare and education system, as well as juvenile justice, social justice have had positive effects and benefits for the implementation of children's rights (UNICEF, 2019). Reforms on inclusive education, building new schools, establishment of parent-teacher-student associations, newly adopted framework for social services, full immunization (UNICEF, 2019) are progressive examples of the government policy on children's rights.

However, social workers and youth workers are still being missed although universities provide programs on social studies. Well-trained professionals are needed for the monitoring and the implementation of the accepted government policies on children. Another gap of the promotion of children's rights is based on the lack facilities in rural schools and kindergartens. All in all, low quality and lack quantity of educational facilities and personal, sex-selective abortion, child marriages (UNICEF, 2019) are still observed Further policy should be focused on the progress of mentioned concerns (UNICEF, 2019). Government should take care of children's upbringing along with the municipalities and governmental organization; these institutions should assist state to monitor, promote, and provide each child with their legal rights ("499-IQ - Uşaq hüquqları haqqında", 2020) and this is indicated in the National Law on Children's Rights of the Republic of Azerbaijan.

Currently, government is fighting against corruption, and Mr. Ilham Aliyev the President of The Republic of Azerbaijan has admitted that fact (Ilham Aliyev was interviewed by the U.S. Fox News TV channel, 2020). However, recent reforms and operations by government authorities against corruption boosts the government policy on human rights. The core of these reforms is to give more opportunities to younger generations for the state management. Azerbaijan is trying to keep the balance of western integrity and local societal normative.

2.3.4 Family institution

Family institution is the environment where children are being raised. This is an important institution which formulates children, their approaches to different life events, shapes young people's characters. In Azerbaijan, the importance of family institution is emphasized culturally, and family is counted as a "small government". Establishment of the family is seen as an important step in the life of adults. Likewise, it is not accustomed to have children before the official wedding ceremony is organized. Each family has their backgrounds, upbringing styles and socio-economic position in society. The development of children differs in family institutions. Cultural and religious backgrounds, schooling level, qualification of parents in family institutions of Azerbaijan is full of contrasts. Separating children from families is the worst case in terms of violation of children's rights. Some researchers claim that, taking children away from their families can be considered as a violation of children's rights which may cause psychological pressure and harm children emotionally (Forsbeg and Vagli, 2006). Government tries to assist families with different social programs. Also, families have right to ask for social and legal help in raising children ("499-IQ - Uşaq hüquqları haqqında", 2020). Government provides parents with assistance if that is a necessity according to the national law. Municipalities should also create spaces for organizing children's leisure time activities to support families. However, the main gap of cooperation between families and government is observed in rural areas. Inhabitants of rural villages are usually lacking the legal assistance of lawyers, social workers. The accessibility of rural children to legal assistance and legal documents is still a big problem.

The absence of legal assistance for parents can be considered as the problematic issue in Azerbaijan. Main reason is the society's lack knowledge on legal frameworks and not knowing their own rights. Although more than 70% of the population are internet users (Azerbaijan Internet Usage and Telecommunications Reports, 2020). Society still faces the challenge to utilize internet for the educational purposes. The absence of legal assistance for parents in Russia (Schmidt and Shchurko, 2014) is frequently observed as well. Additionally, according to National Law of Russian Federation and Family Code, expect parents, pedagogists, psychologists and social workers must cooperate with families to bring up children's voices (Алиева and Абдулаева, 2017). This assumption is also determined in the National Law on Children's Rights of the Republic of Azerbaijan. Article 11 and 16 regulates the obligations of families/legal guardians on children; article 14 gives a clear view on children's freedom of speech in every institution including family ("499-IQ - Uşaq hüquqları haqqında", 2020). CRC article 18 states that parents are legal caretakers of children and responsible for the upbringing of children. Family Code of The Russian Federation is limiting parents, the court is controlled by government, so the liberty of child policy is under control of government in Russia (Schmidt and Shchurko, 2014); however, the situation on juvenile justice system is more liberal in Azerbaijan. Government has improved its system of justice, desks for free counselling for children are organized (UNICEF, 2019).

The participation right in decision-making process in Azerbaijani families and in the country has been progressing. As Azerbaijan is listed as one of the first countries in the world to give women right to vote in 1918 (The first Muslim women granted the right to vote, 2020), gender parity is not often observed in many families. Nevertheless, it is also not a secret that, boys have more freedom in households rather than girls. Meanwhile, recent studies in Turkey demonstrate that, the proportion of participation rights in families for girls is equalled to 9,7% while boys have 13,5% of influence on decision-making (Erbay, 2013). In Southern part of Azerbaijan, government tries to educate people on early marriages. This part of the country is known for the high rate of early marriages. Children's rights are not a static phenomenon and it can be misinterpreted (Roose, and De Bie, 2008). Yet, it is fact that, children have rights, and these rights must be respected by everyone. Industrialization and development of high technologies ease the integrity of Azerbaijani families. Obviously, in modern family institutions of Azerbaijan, girls have equal rights with boys.

Nevertheless, societal paradox on western integrity can be easily observed. Critics on Western societies are mostly based on limiting parents' role in upbringing and child-rearing policy with juvenile justice (Алиева and Абдулаева, 2017). In Azerbaijan, society's views on upbringing is quite biased. Traditionalist parents usually think that they have right to interfere the lives of their children even if they are mature enough. They are stating that "No matter how old they are, still a child for us". On the other hand, integrated families do not interfere the lives of their children. Liberal, democratic and at the same time, authoritative types of families are observed in Azerbaijan. Most of families are combining mentioned three types of upbringing in the education of children. Families also try to focus on the development of their children by joining them to several activity clubs. Family institution has changed since 1990s and early 2000s. Now, children have more chances to express their thoughts on several topic, join to family discussions, make their own democratic decisions about their lives. Management of family institution in Azerbaijan varies, however, it progresses, and children are becoming seen as capable parts of the families. So, they are given chance to express themselves, their wishes and join to the family discussions.

2.4 Children's Parliaments

The first ever children's parliament in Azerbaijan was founded in 2006 and functioned for more than 8 years (CHILDREN'S PARLIAMENT SET UP IN AZERBAIJAN, 2007). As it was emphasized by authorities, the joint project with the cooperation of UNICEF (modern.az, 2020) aimed to provide children with participation rights. The goal of the parliament was to provide children with expression of speech, cooperation of children with authorities, notifying the authorities the violation of children's rights, broader implementation of children's rights etc. One of the main goals of the project was to educate children and society about the rights of the children. Many hearings were organised by the State Committee for Family, Women and Children Affairs of the Republic of Azerbaijan (Parliamentary Hearing: Children's problems in Azerbaijan, 2014). These meetings, hearings and gatherings aimed to hear children's concerns about safety, further cooperation, and development of children's agencies. In Azerbaijan, some schools have also organized the "Children's Parliament Council" institution. In some of the schools of the Republic of Azerbaijan, this practice is still preserved. Besides, the strategy aims to progress the school management by working in committees of school parliaments. The significance of these school parliaments is the autonomy of decision-making by deputy school children. Children are liberally making decisions about daily school tasks, organizing events,

charity campaigns and fairs. The members of school parliaments are usually being chosen by anonymous elections. Parents, caretakers, family members of children, teachers and students can vote in the elections. It is usually children who control and organize the elections, school managers are assisting children for the development of election. Every child can take part in elections and be a candidate. Candidates are usually being encouraged to demonstrate the work plan in case if they are going to be a member of the parliament. They must inform their voters about their campaign. Azerbaijani model of school parliaments aims to create safe space for concurrency among different schools and develop the personal life skills, leadership of pupils (Nesimi adina orta mekteb- Mekteb Parlamenti, 2021). As well, Azerbaijani model of child parliaments are usually based on the raising future leaders, developing integrity of pupils, and involving them into decision-making process. Local model of Child Parliaments and School Parliaments are mostly focused on integrity, mutual respect and development of life skills as it is the main objective of the National Law on Children's Rights ("499-IQ - Uşaq hüquqları haqqında", 2020).

Children's Parliaments in Azerbaijan that were designed by the state committee were aiming to provide the CRC article 12 – right to participate and 16 – right to build agency, mobilization of children which is conducted by United Nations. Promotion of children's rights is a necessity. If children are acknowledged about their rights and if they actively take part in promotion of their own rights the child policy of the government can be eased and fulfilled. Perception of children and adults are different, and adults might understand the definition of children's participation in a different way (Skelton and Valetine, 2003). To avoid misunderstanding and misinterpretation, mentors and social workers can be involved to the process. All in all, children's participation within the frames of institutions such as child parliaments, assemblies and councils are creating basis for reflecting on children's views and opinions. These institutions assist provision of implementing and promoting of children's rights.

2.5 Child Ambassadors Council – Chance for promotion of Children's Rights and bringing up children's voices.

Children's agencies in the provision of participation rights are important. It is the right of each child to attend in the decision-making process (Lind, 2017). Providing children with participation at the early ages can benefit their well-being and be useful for their adulthood (VAN BUEREN, 2011). Resistance is often observed in children who are not given rights to participate in decision-making process. The form of the resistance differs and is often observed in the inter-generational relations (Franck and Nilsen, 2015). Cooperation of societal groups would be beneficial for the progress (Curry, Mullins and Whitehouse, 2019) of implementation of children's rights. Moreover, the spatial opportunities are counted as one of the essential elements in raising children's voices. The balance and further progress can be obtained by developing participation skills within the peer culture, near friends (Corsaro and Eder, 1990), as well as in social, educational institutions and family institutions.

Child Ambassadors Council provides unique opportunity for building the agency of children. Listening to young people's voices, learning about children's problems, and letting them to participate in decision-making process, treating them as future citizens and leaders is a guarantee of liberal and adequate society. As the national law takes the principle of integrity as one of the main objectives ("499-IQ - Uşaq hüquqları haqqında", 2020), provision of participation of children in decision-making and bringing up their problems to the office would

assist the integration of children to society. Moreover, it would assist government to construct democratic values for children and progress the leadership skills of the children.

Child Ambassadors Council institution is a new implementation of The State Committee for Family, Women and Children Affairs of the Republic of Azerbaijan. The council was launched in January 2020 (Report.az, 2020). Child Ambassadors Council members were chosen through internet and were invited to interviews. As it was mentioned several times, the council is a logical outcome of the "Children's Parliament" institution which started in the year of 2006 (CHILDREN`S PARLIAMENT SET UP IN AZERBAIJAN, 2007).

15 child ambassadors from 9 different districts of Azerbaijan take part in the institution. Age category of these children is between 14-17. Regulations of the assembly were decided by the state committee. Document for regulation is supplying clear outline about the purpose of the project and duties of ambassadors. The document consists of 7 main articles. These articles show the most important regulations not only for children, but also for the authorities. The document was introduced to me and I could investigate key principles of the project. I was highly satisfied while investigating the regulations of the project as it was following the internationally ratified documents. The regulation statements are based on National Law on Children's Rights of Azerbaijan Republic and CRC. Institution aims to set up the following habits: develop leadership skills; ensure expression of speech of children; provision of participation rights (National Law Article 14, CRC Article 12); upbringing socially active citizen; to prevent the violation of children's rights. Likewise, the institution regulations outline the responsibilities of the council members. Common determined rules for the members of the council are to treat one another in respectful way; to attend board meetings; complete tasks; while decision making to follow "the best interest of the child" and focus on the development of projects. It is prohibited to prejudice, bully, use hate speech and cyberbullying towards any child or adult. Board members have more responsibilities. Members should participate in monthly meetings, work on projects, schedule meetings, check the attendance and activity of ambassadors, report the activities to state committee. Events are being organized by board members, chairman and managers who are responsible for the institution. Thus, the content and purpose of these meetings and tasks will be encompassed in data collection and will be presented in analyses chapters – 5 and 6. The opportunities of children according to the legacy are listed as to have active interaction with authorities; NGO leader; to raise children's voices to authorities; take part in decision-making process; develop leadership and communication skills; entitle their knowledge on human and child policy of the country. The responsibilities of the state committee are also listed in the regulations of the "Child Ambassador Council" institution.

The Council members have met and held discussions on several topics since June 2020. The disadvantage of the project is the global pandemics which is limiting the physical meetings and activities for the council members. However, child ambassadors and State Committee for Family, Women and Children Affairs of the Republic of Azerbaijan is cooperating with one another. The first meeting has been organized on the 1st of June – Children's Protection Day. Online conference was in cooperation of children and authorities (State Committee for Family, Women and Children Affairs of Azerbaijan Republic - The Chairperson of the State Committee for Family, Women and Children Affairs congratulated children on the International Children's Protection Day., 2020). Children have expressed their opinions on being responsible for bringing up children's voices to authorities. Further, chairman of the committee has

encouraged children to report the violation of the children's rights to the administration. The open request of the chairman can be interpreted as a progressive cooperation between children and authorities. Therefore, this could also burden children with more moral responsibilities on their work as ambassadors. These meeting and hearings are being organized often. The aim of the Child Ambassadors Council project's is to follow "the best interest of the child" and promote children's rights.

CHAPTER III

3.0 Theory Chapter

The aim of this chapter is to present theoretical reflections and findings that are closely connected to the investigated topic. Viewing implementation of CRC and main arguments of my master thesis, I have tried to mention about the importance of several issues. Power relations, issues of time and space, children's citizenship concept has an impact on the implementation of CRC and provision of children with participation rights. The concept of children's competencies has also been debated in the chapter. Discussed concepts are closely connected with the topic of master thesis.

3.1 CRC as an exclusive tool for Children

Some of SDGs are focused on the development of child policies around the globe. SDGs are also undertaking the articles of CRC as main goals for succeeding implementation by countries. States are trying to progress children's rights as they take the responsibility of ratifying these documents. CRC also demands the state parties to take "the best interest of the child" as a paramount focus in the decision-making process and ask children's opinions while framing new law policy (Erbay, 2013). State parties should provide children with basic needs, ensure their participation and protection. Additionally, children's participation and bringing up their voices is one the central principles of CRC (Refugees, 1989). CRC aims to prevent children from harmful practises.

Children's rights principles of Global North have a long progressive background. Even half century ago, children, women and other groups of society were oppressed in the context of Global North (Archard, 1993) within the frames of social locality. Women and children were viewed as incompetent. They were mentioned as incapable in the production of knowledge as well. CRC is internationally ratified document which outlines the core and main principles of rights that children are provided with. Article 3 points that all social, private, and public organizations/institutions must deliberate "the best principle of the child" as a main consideration. Governments, responsible authorities, caretakers, and other institutions should not forget the best interest of the child applies "to all actions concerning children". Cultural values are also needed to be undertaken while defining "the best interest of the child" principle (Alston, 1994).

The question is "How do the children acknowledge the existence of CRC?". Children, especially, in Global South do not simply discover the CRC on their daily basis q. Children's discoveries of their own rights are being concluded as a result of oppression. However, the government policy on promotion of children's rights in Azerbaijan is being proceeded by the assistance of school syllabus, NGOs, and legislative bodies.

Article 3 paragraph 1 guarantees that the primary consideration for the interaction with children should be "the best interest of the child". This is one of the essential principles of the convention (Committee on the Rights of the Children, 2013). If the convention is investigated deeply, the primary consideration as a best interest of the child could be observed in many other articles. Article 3 put the responsibilities to State Parties to ensure the best interest of the children in all spheres of the society – private, public, judicial, administrative etc (Committee on the Rights of the Children, 2013). The decisions that are made for children, regardless to the context, must warrant that children will benefit physically and mentally. This

also means that undertaken decisions should not harm children. One of the explicit contributions of CRC is to accept children as competent (Alderson and Goodwin, 1993) and having the capability of making personal choices. CRC is giving an outline about perceiving young people as right holders (Committee on the Rights of the Children, 2013).

Therefore, CRC ensures States to create and choose the important elements to affect children's lives positively. However, these issues should not limit the rights of the child (Committee on the Right of the Child, 2013). Although Convention on Right of the Child is designed for the protection of children's rights, some researchers argue that the document burdens children with a range of responsibilities (Archard, 1993). Moreover, some institutions that undertake to monitor and provide children's rights, mistreat children, and do not justify the legal guidance (Alderson, 1994; Archard, 1993 and etc). The article 6 burdens state parties in maximization of efforts for the development of the child. Hereby, countries that have ratified the convention undertake the responsibility of implicating CRC to a higher extend (Woodhead, 2005).

3.1.1 Dilemmas of CRC: "the best interest of the child and participation principles"

Designing a universal tool which applies to each geography is tough and time-consuming process. The attempts on creating children's universal rights have historic importance and path. The differences between societies, socio-economic power of countries and families as well as individuals, cultural differences should be considered while framing the international document. The creation history of CRC is short but complicated.

The basis of CRC is to ensure children's freedoms, protections, and basic needs. Additionally, CRC burdens states parties to view them as competent. However, it is also paradox that children are not given full range of rights as adults (Archard, 1993), for instance, they do not have the right to elect and work. Providing children with full range of rights mean that they are free to have sexual practices, use alcohol and drugs, smoking cigarettes when they want to, even at the age of 1 (Archard, 1993). To some extent, children would never want to practice the listed issues. Still, we must also consider the parenting styles and not forget about that children's psychological structure is based on wanting "everything" that they see. However, this does not literally mean that they would be attached into sexual practices or the use of harmful practices directly. Once more, the main argument here, that I would like to mention is the level of education of children. Training children about the meaning of CRC is important. CRC aims to be a "universal" framework for the authorities while undertaking the legacies towards children. The implementation policies of CRC in western societies are more comprehensive and developed. The immediate reaction towards implementation of ratified international framework is the sign of high development (Alston, 1994).

Yet, there are dilemmas and some articles in the CRC that can be misapplied by some state parties. Some scholars argue that children must be provided with full range of rights that apply to adults regardless their ages (Farson, 1974). This assumption is underlined to avoid the oppression against children and abandon the age critique towards young lives (Archard, 1993).

Mostly in the scale of Global South, some state parties think children's political activism is not relevant as they are viewed incompetent (Lind, 2016). CRC can also be called as less powerful tool in terms of children's participations as it is implemented and practised by adults (Wall, 2011). Despite the fact, in some country's children are allowed to take the advantage of

expressing their opinions in the creation of legal frameworks. Not hearing children's opinions while law-making process can be mentioned as the violation of CRC and deprivation of children from their expression of speech rights (Wall, 2010). Mentioning the dilemmas of CRC, it is obvious that there is no ideal and universal definition of "the best interest of the child" (Kjorholt, 2008) and the practice is interdependent with the culture and geography of the implicated state. Countries' approaches to the CRC, the proudness of being able to implement children's rights encourage the initiations for public dialogue on the behalf of children's lives (Arnold, 2004).

3.1.2 Translating and understanding CRC

The creation of universal tool that could cover all the initial issues about children and their protection was time-consuming (Lind, 2016). Understanding and implementing the CRC; translating the convention by saving essence is important. CRC's main emphasis is to defend children and protect them from harmful practices (Woodhead, 2005). The National Law on the Protection of Children's Rights of the Republic of Azerbaijan has preserved the core principles of CRC. The legal national framework can be called as the translation of CRC within the cultural frames of Azerbaijani people. Culture plays an essential role while creation of legal frameworks. Azerbaijan's National Law as I have emphasized several times defines the responsibilities of young citizens. The article 16 of the national law ("499-IQ – Uşaq hüquqları haqqında", 2020) determines the responsibilities of children within the frames of national socio-cultural values.

The best interest of the child in decision-making process should not only be considered in terms of household, but also legislation. Children's thoughts and reflections must be considered as paramount element that can affect the decision-making process in the legal framework (Hanson and Nieuwenhuys, 2013). Background chapter gives description about the misunderstand of the right to participate of children within the frames of Turkey. Erbay argues that participation right of the children is viewed as obligation in some manners. Children are being forced to attend in some events without asking them if they want to take part in or not (Erbay, 2013). However, CRC does not clarify the right to participation as obligation. It should be fulfilled in terms of volunteer principle. Children's rights cannot be limited or mistranslated. Translation of CRC should be appropriate for implementation of the legal frameworks. Children should be given opportunities for the practices of their own rights (Hanson and Nieuwenhuys, 2013). Liberal institutions can assist children to practice CRC.

Translation of the convention is as crucial as the implementation. The appropriate translation of CRC itself can assist the community for promotion of children's rights. Translation of CRC and the availability of the convention within the frames of ratified countries can benefit children. The correct implementation of the convention can be succeeded after the appropriate translation. For instance, if the children have information about the right to education, they can stop the deprivation from schooling (Hanson and Nieuwenhuys, 2013). Training children on children's rights and explaining them CRC are important steps for the implementation of children's rights. It would also be beneficial to translate the CRC into child language (Hanson and Nieuwenhuys, 2013) for the implementation of children's rights. Children's understandings and knowledge on the main principles of CRC, such as "the best interest of the child" is crucial in terms of reducing the number of violations (Sandberg, 2004). Not every child of the planet speaks global languages as English. Also, not every child has the practice of understanding "adult" language. Proper translation of CRC into local and especially child

language can benefit the authority for the implementation of CRC. These recommendation and suggestions by several researchers (Sanberg, 2004; Hanson and Nieuwenhuys, 2013 etc.) are justified with the practices and studies.

3.2 Power relations

Power relations and negotiations between the impowered and empowered structures and individuals is one of the key elements in the development of implementation of CRC. Moreover, the mitigation of power issue, balancing the power relations could open a new path for the development of the implementation of children's rights. The concept of power within the frames of childhood studies mentions the significance of balancing power relations for the development of the children. The power relations differ according to the geography or rurality (PUNCH, 2002) such as: the capacity of power (could be in micro and macro scale), power between generations (Wilhemsen and Nilsen, 2005), power between genders in some locations, socio-economic power between countries etc. In the context of Azerbaijan, and Azerbaijani childhoods, power imbalance between adult-child interaction can be observed (Mamedova, 2014). The power over children is observed in many institutions such as educational, family etc. In the 2nd chapter I have briefly discussed how parents are viewing children in Azerbaijan. Parents think that they have the right to decide instead of their married children as well. However, government balances the power over children by National Law. According to the law, children have the right to make decisions. The law also ensures that, abuse towards children will be punished. Nevertheless, the economic power of adults, triggers children to be depended on their caretakers and be unwilling reporting abuse to authorities.

It is recommended that, the power relations between adults and children – including the institutions, educational centres etc that adults take the advantage of to be negotiated in terms of participation (Gallagher, 2008). Children's participations in the implementation of CRC ensures the power balance and at the same time helps to protect children's rights. In the legal framework of the "Child Ambassadors Council" institution it is indicated: the institution is giving children liberty and child ambassadors are able to bring the problems of children of the country, children are seen as competent and having an ability of implementing and promoting children's rights. However, the discussions on mentioned issue will be presented broader in the 7th chapter.

The power relation in the adult-child interaction is often observed. Adults are considered as key figures in socialization and adult figure creates dominant view for children (Wilhelmsen and Nilsen, 2015). The reason of mentioning the socialization elements is to reference the challenges in creation of children's empowerment. Healthy socialization can lead to stabilize the power over children. Power is often viewed as a "property" by adults (Archard 1993), however, power cannot be acknowledged or theorised as property. It is important that power is disciplined, and the outcome of power relations should be productive (Foulcault, 1980). As a result of power over children and not perceiving young people as citizens, adults claim ownership over children (Archard, 1993). This hardens to view children as right-holders, decision-makers.

From my personal observation, modern Azerbaijani families, especially residents of big cities are applying the democracy principle in decision-making processes with children. Modern Azerbaijani children are having more possibilities to make decisions on their life-major concerns. Nevertheless, the power imbalance problem can still be detected in rural Azerbaijan

and southern part of the country where even child marriages are observed (UNICEF,2019). Government invests on the detection of violation of children's rights. Furthermore, state tries to proceed non-discrimination principle fulfilled. By the suggestion of children, The Parliament of the Republic of Azerbaijan has accepted the new regulations and raised the official age for marriage (Zorla ərə verilmə, erkən nikah: Qanun nə deyir? - TƏHLİL, 2021). This is the progressive model of power balance in policymaking. Progressive change of the society towards children's rights can be done in the frames of power and empowerment (Punch, Bell, Costello and Panelli 2007). Giving children opportunities for decision-making, seeing them competent, empowering them can be concluded by the assistance of legislative bodies of the governments in Global South. Still, it is time-consuming process to shape and form the power relations of the society. Especially in terms of children's empowerment.

3.3 Children's citizenships – transitions as citizens; importance of liberties

The modern age, modern childhood and new approaches to children have been debated and developed in the context of childhood studies and children's everyday life experiences. New approaches to childhood studies demands viewing children as competent and having the ability to resolve their life-major decisions. Viewing children competent and capable eases the implementation of democratic values for children. These assumptions create a new term: children's citizenships. How the concept of citizenship applies and what are the main characteristics of children's citizenships? Hereby I would like to present the concept of children's citizenships in the following passage and mention the importance of "Children's Ambassadors Council" institution as a place where children are accepting as right-holders. The concept of children's citizenship issues is strongly connected to my master thesis. As the child ambassadors are viewed as monitoring and assisting council for the implementation of CRC and National Law on Children's Rights, it is important to view the children's transitions concept. It is also important to glimpse to the concept of children's liberties. Children's liberties can ensure the implementation of CRC and legal frameworks in the countries.

3.3.1 Concept of children's citizenships

What is the significance of viewing children as citizens? Does the term "children's citizenships" determine that children have the same rights as adults do? Why is it important to view children as citizens and which models can be applied for viewing children as citizens? Children's citizenship issue has been debated several times by many scholars. These debates were on justifying the term of children's citizenships and unfolding the elements of children's citizenships. Glimpsing to the CRC, caretakers/legal guardians must take care of children's basic needs. This assumption is biasing the view towards children's autonomy in decision-making processes. CRC also outlines the importance of giving children liberty in decision-making process about life major decisions. So how independent children are? What are the principles of children's citizenships? CRC, Article 12 says:

"States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child"

Hereby, the article burdens states to affirm the liberty in children's decision-making process. Capable determines the children who have enough life experience and are able to choose what is "good/bad" – needed for themselves and their well-being. Nevertheless, CRC does not discuss the concerns about children's full liberties or access to full citizenship rights. Children's

citizenship rights are shown in the frames of social and public citizenships (Kjorholt, 2008). The participation rights of the children are used as a frame to determine children as “citizens or co-citizens” (Kjorholt, 2008, p.16). Viewing children as co-citizens/citizens is important for the progress of children’s rights and their participation rights. The view also mitigates the process of implementation of CRC. Voices of children needs to be heard and they must be viewed as competent. After fulfilment of these requirements children can achieve the liberty in their communities and be accepted by their social vicinities.

One of the approaches to children’s citizenships is to establish citizenship that is adjusted only for children: determination of children’s rights, responsibilities, national identity, and participation (Jans, 2004) – this model is called “child-sized” citizenship. This suggestion is enabling children to understand their importance and it is an educative approach towards children’s further integrity (Kjorholt, 2008). “Child-sized” citizenship approach can be beneficial for the implementation of CRC. Children’s active participations in social life can decrease the number of child abuse and violations towards children’s rights. Children were viewed as “passive” citizens when the CRC was designed. Today, children’s passive citizenships are being changed into active participations. Active participation of children can be succeeded by the help of governments in Global South. If the governments create child-friendly spaces for expression of speech, give power children and confirm their competency on life-major decisions, communities might also change their views on children’s citizenships. Nevertheless, the best model of children’s citizenships that can be implemented at least in the context of Azerbaijan and neighbouring states would be Jans’s (2004) model.

From the viewpoint of legal documents in Azerbaijan, children’s participations and citizenship issues is recommended to be regulated by the help of international and national papers (“499-IQ – Uşaq hüquqları haqqında”, 2020). According to the National Law on Children’s Rights, children’s citizenship can be viewed in the frames of participation rights, rights to education and growing up as a future citizen which overlaps with the “child-sized” citizenship model.

3.3.2 Transition as citizens

Children are social actors, and their agencies vary in different situations and circumstances (Tisdall and Punch, 2012). Children’s agencies are important in terms of implementation of CRC. Taking children’s agencies and mobilities seriously, allowing them to participate in decision-making process and other issues that are concerned to their lives. This can be a motivation to view and accept children as citizens. CRC’s emphasis on children’s participation can assist to progress the models of children’s citizenship concerns. CRC article 12 and 13 focus to emphasize the crucial significance of children’s participations and free expression of thoughts. Article 12 says that children must be given right to express their opinions freely, yet their maturity and age can also be considered while undertaking the freedom of expression. Moreover, article 13 emphasizes the importance of civil and political range of rights that children are provided with.

The transition of children as citizens in the context of Azerbaijan is determined by National Law on Children’s Rights. Young people hold right to participate in many social and political events, children have the right to mobilize under social institutions, every child is given right to progress and develop, etc. (“499-IQ - Uşaq hüquqları haqqında”, 2020). One of the important emphasis of child policy of the Republic of Azerbaijan is to grow future citizens (“499-IQ - Uşaq hüquqları haqqında”, 2020). Governmental organizations, as well as NGOs,

private institutions and municipalities are undertaking the responsibility of the preparation children as future citizens ("499-IQ - Uşaq hüquqları haqqında", 2020). Transition model of Azerbaijani children as full right holders after the age of 18, is based on development according to the National Law on Children's Rights.

Child parliaments and institutions that are formed by the help of children assist to progress children's liberties and create a successful base for the children's full citizenships (Van Bueren, 2010). However, in the international practices young lives usually have the full range of rights after stepping into adulthood period – after the age of 18. As I have mentioned before, Azerbaijani model of child policy is based on the existence of children's parliaments and councils which actively function from the year of 2007. This try of the government might be called as the big step in terms of transitioning children as right-holders – citizens.

"Development is fundamental concept for early childhood policy and practices; it is also central principle for realizing children's rights" (Vogler, Crivello and Woodhead, 2008, p.5). The concept of development is broad and varies – children's emotional, biological development models, as well as, the development of states, policies. But in terms of children's transitions as citizens the development of child unions is crucial. The world practice demonstrates that the creation of these unions and institutions are often being implemented by the guidance and assistance of national governmental institutions and civil societies (Van Bueren, 2010). Affirming that children are mature and able to decide "what is best" for them can benefit both: policies and societies – ideologies for children's citizenships (Van Beuren, 2010). Accepting children as competent and as decision makers over their own lives assist to develop the smooth transition of children as citizens. Some governments are worried to grant children with full citizenships in terms of losing the authority in power policy. Occasionally, the assumption of children's political agencies in terms of decision-making is often being misunderstood. As an example, The President of Russian Federation, Mr. Vladimir Putin criticized Greta Thunberg by claiming that "no one explained her the real face of the world" (Putin on Greta: 'I don't share the enthusiasm', 2021). This criticism was mentioned as the absence of implementation of children's rights by some oppositions. Nevertheless, children's political agency does not mean the ownership of political power (Hart, 2008). The concept hereby presents to inform children's citizenship rights and build beneficial ground for the future transitions of young lives as citizens.

Transition of children as citizens can be supported by the help of educating strategies (Council of Europe, 2010). To some extent, the future of children's citizenships regulations is interlinked with the volume of participation rights and intensity of implementation of CRC. Educating strategies and appropriate promotion of children's rights towards the citizenship of young lives would benefit the balancing power equilibrium between generations as well (Wall, 2011). Generational gaps also important in terms of children's transitions as citizens. Transition as future citizens, being able to decide life-major issues, making mistakes – as all human beings do, is acceptable and it is the right of every citizen. One of the Azerbaijani proverb stresses "Səhvsiz insan olmaz" – "There is no one without mistake". The meaning of proverb is to mention that, every human can make mistakes and these mistakes should not be a point of prejudice till the end of the mistaken person.

3.3.3 Importance of children's liberties

Children's liberties are one of the key principles of ensuring the implementation of CRC and providing their safe participation. Children's liberties mean that, children are taking active part in political life of the society and governments which generates the environment for "absorbing" children's voices in the law-making processes (Wall, 2011). The importance of legal basis in children's liberties should also be mentioned. There are some examples where governments are in cooperation with children in decision-making process. In these examples, young people's implementation on child policy is a significant element of children's liberties and liberal decisions.

The key element in the concept of children's liberties is considered as the obtainment of participation rights. The forms of participation rights vary from countries to countries. For instance, some countries provide children to participate in urban planning (Hart, 1992). Urban planning is an example of variations in children's participations. While provision of participation rights the elements of children's mental and physical progress should be considered.

The forms provision of participation right is different regarding to the age category of participants (Şahin and Polat, 2012). The categorisation of age groups can be and usually are organized by several institutions. Children's rights can be implemented by the support of governmental institutions and legal frameworks. State Parties should ensure the participation of every child, provide them with basic needs and protect them from any kind of threat. It is a great challenge for the post-Soviet countries, especially for Russian Federation to respect the rights of children (Schmidt and Shchurko, 2014). Development of the child policy can only be processed after the reconstruction of governments' ideologies (Schmidt and Shchurko, 2014). Unfortunately, children are usually seen as incompetent in Global South countries including post-Soviet states. Satisfyingly, Azerbaijan tries to reconceptualize the modern ideology with the help of tolerance, integrity, and loyalty to societal norms. Nevertheless, Azerbaijanian model of child policy aims to hear the voices of children while law-making. Also, members of "Child Ambassadors Council" institution try to build international network (Ailə, Qadın və Uşaq Problemləri üzrə Dövlət Komitəsi - Uşaq Hüquqları haqqında Konvensiyanın 31-ci ildönümü münasibətilə beynəlxalq konfrans keçirilib, 2021) for discussing the citizenship issues and exchanging the practices of different states. Speaking about the liberty in decision-making, we must also mention the life-based dilemmas of children. According to CRC children shall have a right to make life essential decisions about themselves – Article 3, 12 etc mention young people's freedom of decision-making (Committee on the Rights of the Children, 2013). While emphasizing the liberty of children, it is also important to mention the "spatial" liberty of modern childhood.

CRC should not only be a legal framework or cultural investment (Lansdown, 1995) for state parties. It needs to be improved and adjusted for the different geographies in unique way by following "the best interest of the child" with the help of children (Lansdown, 1995, Lind, 2016). Children's liberties within the frames of "best interest of the child" can also be harmful in the context of cultural differences (Alston, 1994). Adults are often assuming that; children are more likely to make mistakes while decision-making. However, adults forget that they also make mistakes when it comes to their life essential decisions. Children's mistakes are acceptable and normal (Archard, 1993) in their lives. I would like to reflect on the case of Azerbaijan again. When people are mistaken in the life-major decisions, elderly people usually

use us the quote - "People learn from their mistakes" for encouraging young people not to be afraid of making mistakes.

Likewise, CRC articles should not only be considered as a legal framework which is focusing on individual rights, but also it is a general outline which determines the obligations of states (Roose, R. and De Bie, M, 2008). Governments that have ratified the convention and have taken the responsibility of implementation of CRC must think on the way of appliance of these laws. Monitoring of implementation would also be an important attempt for implementation. By monitoring the implementation of children's rights, governments can succeed to decrease the number of violations towards children's rights. Children are enthusiastically tangled in the construction of their individual lives, the lives of themselves and their societies (James and Prout, 2010). The adult power, less life experience, threats from outer world etc, harden to pass the transitional period of childhood to adulthood with less emotional traumas. Children's liberties in Azerbaijan within the frames of "Child Ambassadors Council" institution will be discussed in 7th chapter.

3.4 Children are competent

The competency of children has also been mentioned in the CRC. Children are being oppressed in terms of competency in many countries of the world. This problematic issue is often observed in Global South. In the western societies, views on children's competency have been progressed and developed. For instance, children are leading campaigns building their own networks and developing on their own. In the year of 2019, Greta Thunberg a Swedish teenager has raised an issue on ecological threats of future world (Greta Thunberg Is TIME's 2019 Person of the Year, 2021). Swedish teenager, Greta expressed her concerns about the future of the planet freely. This speech can be interpreted as a sign of viewing children as competent and the importance of providing children with freedom of speech. The delivered speech by Greta was seriously taken into consideration. Greta Thunberg is an example of the theory "children are social actors".

Viewing children as the "property" is problematic issue which reinforces to view them as competent and self-determined (Archard, 1993). Being a "property" and not viewed as competent burdens the implementation of children's rights properly and ensure giving children right to participate. For instance, seeing children incompetent encourages adults not to listen to young people and decide instead of them. Orthodox views towards children's competency is a burden for implementation of children's rights. It increases the numbers of violations about children's rights and limits children's voices. Limiting children's participation is the violation of Convention on the Rights of a Child.

According to the legal framework – CRC, child has a right to choose the caretaker to ensure their right (Archard,1993). This concern is mentioned in the National Law on Children's Rights of the Republic of Azerbaijan as well in terms of guardianship. Yet, it is still open for a debate. The dilemma of the given advice and ratified document is based on the following open question: If children can choose the adult for decision-making instead of them, then are not they able to make their own decisions freely about their own lives? I am not going to investigate and find an answer for the given question.

Competency of children means to view them as citizens and right-holders. Viewing children as right-holder or citizens also mean that they must be guaranteed with the right to elect. Giving right to participate in the election for children is not debatable even in the context of Global

North. Key argument in provision of children with full citizenship is that children are not competent enough to choose a good representative. Does the wisdom come with an age or experience? Some scholars claim that age should not be a main argument for viewing children as competent (Farson, 1974; Holt, 1974). For example, there are some people in all societies with a need of special assistance who are viewed as competent according to the legal framework. They are given right to vote only because of being above 18. The concept of age is strongly linked with views towards competency concept.

Viewing children and categorizing them as a group of people who need special assistance opposes the concept of children's competencies. According to my personal reflections and experiences, in Azerbaijan, adults are assuming that children are dependent on them. Adults have the right to decide in all life essential issues instead of children and children's experiences are not enough to choose what is good for them. The assistance of feminism torrent had a positive impact on the development of children's right (Archard, 1993). According to historical anecdotes, women, proletariat were oppressed along with children in society (Archard, 1993), even in family institutions. The oppression of children's voices was mainly caused by the view of seeing them as incompetent. Seeing children as incompetent can deprive them from being a right holder and decision-makers over their own lives.

However, Azerbaijani proverb says: "*Wisdom does not come with age*". This proverb is a national and cultural heritage and recommendation for adults to view children as capable and competent. Nonetheless, it is not necessarily proper to assume that children often gain experience from the practices of adults (Archard, 1993) but also their own life experiences. The experiences of children can be gained in several institutions such as educational, NGOs, family etc. These variables are quite dependent on the location of childhoods and their social vicinity.

It is also discussed that, children's competency develops because of good socialization (Parsons, 1942). The consequence of the good socialization is the properly adopted child to micro and macro societies (Parsons, 1989). The modern sociology of childhood might neglect the given assumption. In the modern world, children are being viewed as competent and capable. Children are being viewed as active social actor and agents (Alanen, 2012; Proud 2002). Functioning institutions such as "Children's Parliaments" as well as "Child Ambassadors Council" create new path for viewing children as competent by governments and authorities. Governments' child policies also affect the communities' views towards children.

3.5 The importance of Time and Space

The concept of time and space has a significant importance in childhood studies. This concept can be interpreted from different perspectives: micro-scale – individual approach – person's life changes during the lifetime and macro-scale such as whole society's practices. Concept of time within the frames of childhood studies emphasizes how the children and childhoods shape throughout the years and historical phases. Geography of childhood has a strong influence on the form of young people. The national and community practices, traditions, and experiences effect on the children's daily lives (Ní Laoire et. al., 2010). As I have mentioned, the practices that communities do have an impact on macro-society. Belonging to some empires, being colonized, and having limited experience of liberal governance can also be emphasized as the historical period. These issues can also be emphasized as the challenges in the context of space – as geographical phenomena, as well as, cultural. However, the concept

of time and space is relevant to mention about, when it comes to the children's rights, especially within the frames of Azerbaijan. As the world is being digitalized, I will present an outline about the importance of the use of digital space as well.

3.5.1 Time – historical changes, progressive or regressive?

The importance of time in childhood studies, especially in the study of implementation of CRC is crucial to mention about. The historical path of implementation and ratification of CRC has short but challenging background. I would like to glimpse to the historical change to the view of childhoods and also imply my own experiences about the historical phase of implementation of CRC in Azerbaijan. Glimpsing to the history of definition of children in Global North, children were viewed as angels. Viewing children as angels – innocent had an impact on the development of pedagogic approaches towards children. For instance, John Locke was viewing new-borns as innocent and his "Tabula rasa" (Locke, 2015) theory is an example on viewing children as white list. This theory assumes that children learn life and gain experience while growing up. Locke denies the importance of other – genetic, biological factors in the characteristics of the child. On the other hand, childhood also includes cases where children were viewed as "evil" creatures, for instance the children as murderers (Holland, 2004) – in some criminal cases children were the assassins. Nevertheless, the historical investigation of children can be controversial, and the ancient views on childhood are often investigated by the help of anecdotes, novels, and pictures. Naming children as "angels" or "devils" can be linked to the different accidents and historical events. However, these views on children has enriched the approaches towards children and complicated the childhood studies discipline.

The historical path in Azerbaijan in terms of implementation of CRC started in 1992 with ratification of the convention (Wayback Machine, 2021). After the ratification process, Azerbaijan has tried to elaborate and create its own legal framework for the improvement of child policy of the country. As a result, on 19th of May 1998 ("499-IQ - Uşaq hüquqları haqqında", 2020), Azerbaijan's former President Mr. Heydar Aliyev affirmed new legal framework for the progress of children's rights. This document is called "The Law of the Republic of Azerbaijan on Children's rights" – which is considered as the "National Law on Children's Rights". In the 2nd chapter I have given broader information about the National Law. The ratification of new legal framework along with CRC assisted children to protect their own rights in a broader scale. This new legacy can also be mentioned as the translation of the CRC. Since then, Azerbaijan tries to develop its child policy and adjusted (UNICEF, 2019) several laws for the progress of integrity. Fortunately, the process of globalization is giving the positive outlines about the implementation and progress of children's rights. The globalization is the interdependency and exchange of cultural, economic and populational values (Azizi and Nourizi, 2011). This process also includes the progress of availability on several issues such as exchange of information, culture etc. Globalization process is relevant to the modern age and as I have argued before, has an impact on children's rights. For instance, the global efforts on balancing the gender parity problem in education, stopping selective abortions etc.

3.5.2 Space – how important to determine spaces for children? Digital platforms

The geographical location of childhood determines children's social and cultural practices. Geography also assists to determine the information about the differences and similarities of children's practices (Ansell, 2008) across the globe. People – society who share the same geographical location often have same cultural practices. From my own experiences, while

travelling to neighbouring Turkey and Georgia, I have witnessed a lot of cultural similarities such as respect to elderly people, the hospitality of locals etc.

Starting from the 19th century, childhoods' spatial availability has been limited with the special institutions (Aries, Baldick and Philips, 1996) such as schools, kindergartens etc. I would also assume that the reason of the spatial limitations can be determined with the increasing rate of crime. Children's plays in the streets are being limited. Currently, children are being deprived from socialization because of developing technologies, inactive lifestyle and many more. In modern days, children's spatial opportunities are being progressed by the assistance of NGOs, governments, and several institutions (PUNCH, 2002). Additionally, their spatial opportunities in the digital platforms are being encompassed. The paradox of children's spatial opportunities is based on the real and digital opportunities. On one hand, children's real – environmental spatial surroundings are being limited, on the other hand, the digital spatial opportunities are being entitled. Perhaps, the digital opportunities can aid children to connect with other children from all around the world. Nevertheless, not all children have the occasion of utilizing the modern technologies.

Starting from 19th century, the digitalization age keeps developing. The use of computers, high techs, as well as all electronical equipment are common and gains popularity. The approval of these devices across the globe has become more relevant and widespread especially after the breakout of the global pandemics. Digital devices, especially internet consumption can be beneficial for the personal development. It can also assist individuals for gaining knowledge, accessing to the important information as there are several digital platforms that offer education for everyone across the world. Also, it is not a secret that, we have converted to online education after the COVID19 pandemics.

However, the dangers of modern technologies are implicit. The violent behaviour, becoming antisocial, easily accessed pornographic materials are major concerns of both – caretakers and researchers (Buckingham, 2007; Poyntz and Hoechsmann, 2011) in use of internet. Using the protective tools such as "cyber nanny" can aid adults (Buckingham, 2007) to control the internet consumption of children. Still, utilization of these control panels is not widespread. Children have less experience in resisting the propagandas of digital platforms and media tools (Buckingham and Tingstad, 2017). Young people are more likely to get influenced by the threats of the digital web and devices. These mentioned concerns are possible dangers of the consumption of high-tech devices.

3.5.3 Spatial opportunities of several countries in promotion and implementation of CRC – Children's Parliaments

There were several attempts by states to bring up children's voices and provide them with their rights of participation. One of the most successful practises is "Children's Parliaments" institutions. There are more than 30 child parliaments in the world (Percy-Smith and Thomas, 2010; Children's United Parliament of the World, 2009). Provision of children with the rights of participation and expression (Percy-Smith and Thomas, 2010) are considered as major considerations of these parliaments. Establishment of child parliaments assists governments to provide children with democratic citizenship (Van Bueren, 2011) rights. Moreover, these councils and assemblies create a safe space for children to express their feelings about child policy of the governments, to declare their concerns and their worries, as well as serenity. Their ideas, thoughts, offers can change the approach of adults on the implementation, as

well, the promotion of children's rights. As the childhood is never-ending period (Qvortrup, 2009) and is inherited from generation to generation, adults can be named as experienced children. The age group that defines childhood has changed (Christensen and James, 2017); it is always being changed. The establishment of the child parliaments by several states and municipalities as well as schools, is a good attempt for the provision of children with participation rights. It develops the view of the society on children's rights. Participating in this institution, children are developing physically and mentally (McGinley and Grieve, 2010).

"Children's Parliaments" (Van Bueren, 2010) and such institutions as "Child Ambassadors Council" can be named as the important space for raising children's voices and asking their viewpoints in decision – and law-making processes. Term "space" is being digitalized and the erudition of children for the use of digital platforms are important. The experience of Finland on Children's Parliament is an example of successful use of digital and physical space. The practices of Finland demonstrate that, Children's Parliament is focused at 9 to 13 years old children. The aim of the parliament is to provide children to bring up their voices and if that is needed to make decisions related to their everyday lives. (Tuukkanen, Kankaanranta and Wilska, 2012). Board members are usually chosen by teachers, headteachers and introduced to municipalities and to board committees. Municipalities provide chosen members with mandates (Tuukkanen, Kankaanranta and Wilska, 2012).

Finnish style of children's provision of participation rights based on democratic and modern values. Children are also free to express their opinions on everyday life experiences as well as law-making policies. It is stated that, in the year of 2010, about 400 children were chosen as representatives from all over Finland and they functioned in different committees as health, leisure activities, environment and etc (Tuukkanen, Kankaanranta and Wilska, 2012). Even authorities in Finland created the web platform for building conversation with parliament members. This is the unique way of children's participation in Finland. Moreover, every 2 years, new members for the Children's Parliament selected. However, the age group under 9 and above 13 were not attending in the discussions. Determination of participation of children under the of 9 and above the age of 13 is not stated. The mentioned age group children are usually being members of local school clubs (Tuukkanen, Kankaanranta and Wilska, 2012). Finland's model of children's parliament can be also called as an aid for the government to implement CRC. Children's active participations on implementation of CRC is crucial.

The Ethiopian perspective of Children's Parliament in the district of Konso is a presentation of government's open call for integration to western societies. Ethiopia has established its first Children's Parliament in the year of 2006. Ethiopia has also ratified CRC and follows it as a manual for monitoring of children's rights in the country (Lemessa and Kjørholt, 2013). The attempt for provision and promotion of children's rights, as well as expressing their viewpoints on the decision-making process is encompassing the skills of child individuals. Konso Children's Parliament Members were 96 and aged from 12 to 16 (Lemessa and Kjørholt, 2013).

Providing safe ground for hearing children's voices is a successful implementation of globally ratified document. Africa has its own implementation of CRC and it is called The African Charter on the Rights and Welfare of children. ACRWC differs from CRC as it contains the responsibilities of children in the article of 31 (AFRICAN CHARTER ON THE RIGHTS AND WELFARE OF THE CHILD, 2020).

CHAPTER IV

4.0 METHODOLOGY

This chapter covers the methodology and methods that will be utilized during the data collection process. Methodology and used methods assist the researcher for the progress of the research. Conducting master thesis in Azerbaijan, exploring the implementation of children's rights stresses the importance of properly set methods and methodological perspectives. All initial processes and data collection should be well-planned and set. Theoretical approaches toward methods and methodologies are also presented in the chapter 4. Therefore, I have also explored how the research tools and methodologies will be used for the collection of data. Data collection, processing data and the ethical reflections and important acknowledgements on methods and methodology have been described in this chapter.

"Translating child rights principles into practice requires action and leadership by governments" (Implementing and monitoring the Convention on the Rights of the Child, 2020). Implementation of children's rights convention is a "must" by the states that have ratified CRC. This also means that, the implementation of CRC in different geographies varies and some countries conduct a new framework for children's rights policy. As an example, I want to emphasize once again, Azerbaijan's National Law on Children's Rights. It is the implementation of CRC and legal framework for children of Azerbaijan. For examination of the implementation of CRC within the institution of "Child Ambassadors Council", I have planned to use qualitative methods: interviews and diaries. Understanding the experiences of researched phenomena, qualitative methods play essential role. Qualitative methods assist researcher to view informants as experts and recognise their experiences (Kvale and Brinkmann, 2014). Viewing research informants as experts (PUNCH, 2002) aids the researcher for the reliability of the researched project.

4.1 The importance of qualitative research – key perspectives

Qualitative research is an interpretative methodology, which endeavours to pick up understanding into the implications and practices experienced in a specific social phenomenon through the subjective experiences of the informants (Palmer and Bolderston, 2020). Participation and interaction are key principles of qualitative data collection during the conduction of research. Children's participation in various stages of data collection, such as formulation of research process, sampling and drafting is relevant recent years (Coad and Evans, 2007). This is also beneficial for obtaining and collecting reliable information. Qualitative research can be conducted regardless to the places and circumstances (Geertz, 2009). Another important key principle of the qualitative methods is to allow the researcher viewing child informants as competent and being responsible for taking the account of their own lives (Tickle, 2017; James, 2001).

While choosing the methods, geography – the location of the research should be considered (Harden, Scott, Backett-Milburn and Jackson, 2000). Researchers often collect data in numerous geographies all across the globe. Sometimes, they are having lack knowledge about researched culture and geography. This can be challenging but with the assistance of qualitative research methods, these difficulties might lift the boundaries for researchers. There are several variations of qualitative research methods, such as – observation, diaries, interviews, mapping etc. Knowing advantages and disadvantages of the chosen methods

(PUNCH, 2002), being able to choose the right and the best research role is important in qualitative methods. Critical reflection on suggested assumptions and the right choice of methods (Davis, 1998) should be considered strictly. Consideration of emphasized key points can assist the researcher to have smooth data collection period. This can also evade the ethical challenges.

"Children have the right to be properly researched" (Beazley, Bessel, Ennew and Watson, 2009; p.370). Ethical frameworks assist to fulfil the quality requirement of the research. Another assumption in conducting research is the control of gate keepers. Gate keepers are the key figures for accessing to the field (HAMMERSLEY, 2019). Gatekeepers sometimes, try to stabilize the power balance and they are usually having control over the informants. To avoid this, researchers can take several steps. Unforeseen problems and challenges can be observed while entering to the field. However, it is also possible to mitigate the challenges during the data collection process and once again, detailed plan can assist the academic to ease the burden of data collection process.

4.2 Research in Childhood Studies, important assumptions, and dilemmas

The differences between the child and adult informants while conducting the research has been debated by several scholars such as Mandell, Christensen and James etc. Critical issue is the view towards children according to their competency (PUNCH, 2002). Researcher should not differentiate child informants from adults. Seeing children as mature and competent is the responsibility of adult researcher (Alderson, 1995). Recent findings on researching children within the frames of sociology of childhood strongly argues children to be subjects of the research rather than objects (Greene and Hogan, 2012), the same applies to adult informants (Lloyd-Smith, Tarr, Lewis, and Lindsay, 2000). Exploring children's lives, researcher can take an advantage of viewing children as informants of the data collection process (Alderson and Morrow, 2011). Viewing child informants as participants can aid researcher to develop investigated area. Furthermore, CRC emphasizes to view children as competent. "No harm" principle referring to the CRC article 36 should also be strictly followed and taken into action. Likewise, the core principle of human's rights strongly advises to perceive every human as equal. This is also stated in the CRC article, and children should also be treated the same way as adults.

The choice of methods should be critically reflected by the researcher (Barker and Weller, 2003; Sanders and Munford, 2005; PUNCH, 2002). Reflection is key perspective for the development of the research (Kjorholt, 2012) and assists researcher to proceed chosen methods creatively. Moreover, the research with children has responsibilities and outlines. Researchers should be considering following issues: children's participation is voluntary (Hill, 2006), they are provided with child-centred methods (Clark and Moss, 2011), they are provided with feedback (Gallagher, Tisdall and Davis, 2008) etc. These issues can be generalized for adult informant as well. Following these considerations, the data collection process can be concluded smoothly and the possible dilemma for the researcher can be minimized. It is a complex assumption to debate on the need of conducting child-friendly methods. Researchers' views on childhoods and children implicates the conduction of the research (Kellett, Robinson and Burr, 2004a).

CRC is also a framework for the researcher to justify research with children in respectful and flexible ways (Alderson, 2008). Children have a right to be thoroughly researched and these

rights have also been presented by CRC (Ennew and Plateu, 2004); with the help of these guidelines' researchers need to choose the specific methods where children can express their thoughts and feelings, experiences, opinions freely and easily (Beazley, Bessel, Ennew and Watson, 2009). Informants of my master thesis project are the child participants – ambassadors of the institution “Children Ambassadors Council”. As the state actors are also taking a huge responsibility of complying “international children’s rights standards”, I have also included authorities that are responsible for the institution of “Child Ambassadors Council” as informants of the data collection process. The mitigating point of the data collection process is the shared language and cultural background of the research informants and me. Sharing same values with research informants smooth the research process (Beazley, Bessel, Ennew and Watson, 2009). It is also important to know the age group, cultural, socio-economic background of the research informants (Christensen and James, 2017). All these mentioned key points will be playing a guideline role for me, in the process of data collection.

4.3 Challenges of the research process

Conducting a research has several challenges and difficulties. I have reflected on some of the challenges and the possible solutions that could occur during the data collection process. Children in many societies around the world, are not used to be treated as mature and competent, however, they are aware of the adult power over them (PUNCH, 2002). While data collection with children, it is important to ensure that, the obtained data is relevant and reliable. Building trust relations between informants and researcher can avoid the lies and strength the reliability of data collection (Ennew, 1994), this applies for both adult and child informants. The tries of children in “pleasing” adults have been shaped throughout years (PUNCH, 2002). The term “pleasing adults” hereby affirm that in some of the countries of developing states, children reflect on fulfilling the expectations of adults. For instance, children might perceive the data collection process as the process of education and think of answering to tasks or questions “correct”. However, it is important to explain children that the information that they are going to provide researcher with, is their opinion and reflection. There is no “right or wrong” answer or approach in data collection process. Giving children time for understanding and adjusting the research atmosphere would assist the researcher to collect the relevant data.

Research with children demands the cooperation with gatekeepers. Researchers must build the cooperation with different range of gatekeepers (Cree, Kay and Tisdall, 2002). The challenges with gatekeeper ranges depending on the situation (Fargas-Malet, McSherry, Larkin and Robinson, 2010). In my research possible gatekeepers can be adult managers of the institution. Also, the child managers of the “Child Ambassadors Council” institution can be mentioned as gatekeepers. I am planning to use the techniques of the researchers – researcher roles to ease the data collection process if it is going to be needed. Adults usually forget and abandon the culture of childhood while growing up (PUNCH, 2002). As I have emphasized in the 2nd chapter, Azerbaijan is a country where the elements of societal values are still kept, and the society is adult dominated. Perceiving children as mature and competent can be challenging for adults. While exploring different countries we can see several variations of childhoods. Even within the borders of the same country, practices of families and children differ.

Having or creating child-friendly space is important for expression of the opinions of children freely (PUNCH, 2002), however, the institution “Child Ambassadors Council” is designed for

young people to declare their thoughts freely. In this mission, Abebe's (2009) friendly role will strongly assist me for building the trust relationship between me and my child informants. Researchers must also bear in mind that, during the data collection process children are given the full opportunity for expression and "their child spaces are not invaded" (PUNCH, 2002, p.328). The interviewing process with adults – authorities would not be a challenge as they have declared their interest and full support for my master project when I have described my project them.

Building rapport with children is not an effortless process for adult researchers. Other challenge of the data collection process may occur in terms of ensuring privacy and confidentiality (Mauthner, 1997; Barker and Weller, 2003) with young children. Children – the informants of the project should be given informed consent. Researcher can also make the oral presentation of the project (PUNCH, 2002). This session could assist the researcher and the informants for getting a clear outline of the project. Conducting a research in some institutions such as schools is usually more challenging than it is planned. Children sometimes, can feel that they are obliged to join to the data collection process (Erbay, 2003; Morrow, 2001). Mostly, children can think about providing the researcher with "right" answer (PUNCH, 2002), or else children might choose the answers that they think adults want to hear from them (Backett-Milburn and McKie, 1999) as I have mentioned previously. My previous experiences while conduction of bachelor thesis have shown me even during the psychological research within the educational institutions, children tried to provide me with "correct answers." However, earlier experiences have taught me how to cope with challenges and create a fertile data collection environment. Additionally, during the data collection process, researcher can observe that some participants are not willing to continue while others are extremely dedicated (Fargas-Malet and McSherry, 2010). In that case, researchers can stop the data collection process in a kind and respectful manner (Alderson and Morrow, 2004) with unwilling informants. Stopping the data collection process in the right time can help to follow the ethical considerations and ensure the validity of collected data by following the volunteerism principle.

4.4 Chosen methods for data collection process: Interviews and Diaries

Qualitative research methods are being utilized for the data collection. Chosen methods will aid me to broad my views on the launched institution. Additionally, diaries and interviews will assist me to explore the research questions in-depth. Collected data provides researcher with an overview about the explored topic. It encompasses the knowledge and assumptions on specifically chosen topic – "Children's rights in Azerbaijan: Child Ambassadors Council". Moreover, I have chosen interviews and diaries for data collection of my master's thesis. Children will be asked to join to interviews and diaries. Their participation will be affirmed with the written consent. As well, authorities will be asked to be interviewed. Unfortunately, due to pandemics I had to limit the numbers of methods that I was going to use. I was planning to include the mapping method as well. However, chosen methods will navigate the progress of the research and will give me a reflective overview about the explored topic.

4.4.1 Interviews

Interviews are daily part of our lives. Interviews can also be interpreted as daily conversations, due to my personal experiences. The method explores informants' viewpoints

on explored topic, using the interviews for collecting data demands a clear structure and purpose (Brinkmann and Kvale, 2018).

Formulating the guide for interviews is essential, interview guide is the controller for researcher and assists to guide the topic that is investigated. Further, while writing questions, researchers should bear in mind that, simplicity and briefness of the questions have been followed (Brinkmann and Kvale, 2018). If the researcher includes and covers the sensitive topic, the first questions should not be difficult (Charlesworth and Rodwell, 1997) it should create a space for opening the conversation. The introduction questions can discuss certain situations (Brinkmann and Kvale, 2018). While writing interview guide, I have tried to elaborate the significant points, still, started with regular questions. The first questions aim to find out the elements from daily lives of informants. Yet, the interview guide with adults have been designed differently.

If the question is misinterpreted or misunderstood by the researcher or research informant, it is important to clarify the question to avoid misinterpretation. The determination of misunderstanding can be detected during the answers of informants. Avoiding general questions and formulating wh-questions for the interviews is another crucial assumption (Waterman, Blades and Spencer, 2001) which assists researcher to explore the investigated area deeper. General questions (which are also known as “yes or no” questions) are minimizing the scale of research. These – general questions are also narrowing down the possibility of comprehensive data collection. Researchers should also avoid asking too many questions (Cameron 2005; Fargas-Malet and McSherry, 2010) and the questions should be formulated in appropriate language (PUNCH, 2002). However, I have also translated the questions into Azerbaijani. I have generated main questions and additional questions to clarify the investigated area. I will be using additional questions if they are needed. Mentioned significant issues are the key principles for assisting the researcher while interviewing process.

Although interviewing is tempting and seems to be easy, it has several difficulties and challenges. It is also important for researchers to follow the verbal and non-verbal prompts during interviews to demonstrate the interest of the researcher. However, additional comments about assessment of the interviews should be avoided (Cameron, 2005). Interviewing process, occasionally, can be boring for informants, in this case, researchers can organize either additional activities or take a pause (Fargas-Malet and McSherry, 2010). After the conclusion of the interviewing process, researcher and informants can have some debriefing (Clark, 2005). Debriefing can assist the researcher to reflect on the key points of the informants’ answers. Moreover, it can also assist to support informants where they felt overwhelming (Kay, Cree, Tisdall and Wallace, 2003) or extremely sensitive.

The chosen method is very relevant for the investigation of children’s rights issues in Azerbaijan, especially in the context of “Child Ambassadors Council” institution. People and young citizens in Azerbaijan are often open to talk about their experiences. Azerbaijani people are also known for being talkative and they like giving detailed information about spoken topic. Glimpsing to these facts and referring to my previous research experience, I am sure that interviews will assist me to get information in-depth. The method is going to be utilized for both children and authorities. For two different target groups I have formulated different interview guides. The interview guide delimited the key questions regarding to the researched area as I have emphasized previously. Due to global pandemics the interviews will be done

online, and informants' answers will be voice recorded. Of course, the anonymity of the research informants is strictly followed.

4.4.2 Diaries

Diaries are methods of qualitative data collection. While choosing the method, I have also reflected on the opportunity that diaries would provide me. The main opportunity of this method is to have a detailed information about participants' feelings and thoughts, especially in thought-provoking situations (Bedwell, McGowan and Lavender, 2012). As the data collection method, diaries have gained popularity among social and healthcare research (Jones, 2000). Diaries can assist researcher to go deeper about the daily lives of informants in social studies. However, in healthcare system, diaries are used for the investigation of the illness and capturing the development of the ill people (Richardson, 1994). Diaries are also viewed as an insightful and "useful" source of data collection (Cassel and Symon, 2004) for social research. The method itself assists researcher to encompass the practises of research informants in details. As thesis is exploring the implementation of children's rights and the elements of participation, the use of diaries can assist me for accessing the reflections of child informants about the institution that they are engaged with. Also, while choosing the method, I aim to explore the daily lives of child ambassadors.

Diaries are considered as the stimulation method for the investigation of interviews (Kajander, Lätti, Hatakka and Korpela, 2007). Interviews assists child informants to reflect on diaries. Subsequently, interviews give an introduction for children to choose the information that they are going to reflect on. Diaries can also be seen as a tool which helps the informants to write about any issue, even their reflections on "unnecessary" issues (Kajander, Lätti, Hatakka and Korpela, 2007). However, these small details can be useful and utilized for the development of the research. Sometimes "unnecessary" issues can create reflections for the development of the research.

Yet, there are also some potential difficulties while the use of chosen method. The chosen method is time-consuming (Kajander, Lätti, Hatakka and Korpela, 2007) and analyses of the diaries are also challenging. Therefore, there are several ways of data collection with the assistance of diaries – electronic, written, with the help of dictaphone etc (Bedwell, McGowan and Lavender, 2012). Due to global pandemics, I am planning to use the electronic forms of diaries. Some children can have difficulties with the use of technology devices and some of them can have difficulty for the access to electronic devices. Moreover, some children can interpret the use of diary as a usual school task, while others can describe a detailed information about their lives (Fargas-Malet and McSherry, 2010).

As I have mentioned, the interviews can be also challenging for children in terms of expressing themselves. Hereby, diaries might help children who cannot express their opinions in interviews. Some informants find it useful to express their thoughts in a written form. The use of diaries can also expand the knowledge of researcher on children's everyday practices. Still, the level of lexical resources of child participants can be a possible difficulty of this method (PUNCH, 2002). But also, as I am conversant that child informants are between the ages of 14-17, I do not think that there will be significant difficulty with their expression of speech.

Diaries are chosen for capturing thoughts of children about the institution on a daily basis. They assist to investigate personal reflections and emotions of child participants about the

investigated institution. As the data collection is planned to be conducted online due to global pandemics, it can consume more time than planned schedule. Writing diaries and forwarding them to me would be a challenge of chosen method. I have planned to use the written form of diaries. Participants of the master thesis project will be asked to scan the written diaries and forward them to me. Child ambassadors are usually functioning online, so the possible hardship about the use of electronic devices can be just an assumption.

4.5 The role of researcher – choosing proper approach

Conducting a proper research in Azerbaijan is challenging. From my personal observation, social sciences scholars did not conduct a research in Azerbaijan. However, my previous experiences will guide me for the formulation of proper research role. Also, there are some literatures about research design in neighbouring countries, but these are not enough. The perspective of Azerbaijan on children's rights can be different from the neighbouring states, although Azerbaijan shares a lot in common with neighbouring states and nationalities. I have explored some researcher roles that would assist me during the data collection. The power imbalance in the research is one of the main problems while data collection. The problem can be solved with the assistance of suggested researcher roles. Choosing the proper researcher role can also aid the researcher to certain the validity of collected data. Some of the researchers also suggest using the participatory methods (Christensen and James, 2008) during data collection.

Researcher can take the responsibility of creating "space for dialogue", nevertheless, it is also important to avoid the questions that can revive traumatic memories of children during the dialogues (Kjorholt, 2012). Avoiding "harm" to children, researcher can observe the researched institution(s) or individual(s) before the conduction of participatory methods. Another suggestion for researchers to avoid harming children and making them feel comfortable during data collection is to become familiar with child informants (Mayall, 2008). The method would be beneficial with the physical attendance of the researcher and informants in the field. Though, it is very challenging to introduce yourself as a researcher to informants online.

"Atypical or incompetent" adult role is also another suggestion (Corsaro, 2003). But it is also important to explore the term "typical adult" within the researched geography (Beazley, Bessel, Ennew and Watson, 2009). Determination of the term would assist researcher to regulate the data collection process properly. The suggestion of the "atypical adult" role is to leave the role of researcher/adult and represent some elements of the childhoods, for instance talking during silent times, making funny faces when teacher is writing something on the board etc. However, sometimes, researchers are acting from the role of adults, but researcher should not forget that, they must consider the generational issues while data collection with children (Mayall, 2000). This can be considered as a wrong approach of the researcher towards child informants (Alderson, 1995), additionally, being over-critical as a researcher (Conolly, 2002) might cause the relevant problem. Moreover, research with children is also different according to their life experiences. For instance, the experience of 3 years old child is different from 12 years old. Child development models cannot be considered as universal. These models are culturally and socially different and specific (Woodhead, 1998). Researcher is also responsible for the "creating" ability of entering to the worlds of informants with different age groups.

Using least adult role (Mandell, 1991) can also benefit the researcher to keep the balance with child informants during research. Least adult role is aiming to minimize the power during the interaction with children. However, including adults to research is also challenging. Another assumption is to include children as co-researchers and invite them to participate actively in research process. But this cooperation should not harm or misdirect the flow of the research and might be unreal in terms of online data collection process. Friendly role (Abebe, 2009) is aiming to minimize the power and build the trust with child informants. The role perfectly fits the researched topic and geography. Children's trust to researchers and approaching them as friends can be a guarantee of getting valid and proper information, children's real viewpoints about the researched subject. Nevertheless, the difficulty of the mentioned researcher role can be determined as the deep emotional connection with informants.

Children are also needed to be viewed as an important part of the research (Kjorholt, 2012). Building trust, spending time with children can help the researcher for the further progress of data collection, however, the relationship between researcher and informants varies due to social cultural context and the topic of investigation (Kjorholt, 2012). Fortunately, the knowledge and previous experience in the geography of Azerbaijan has positively impacted on my balancing strategy for the research. Yet, the power imbalance, I assume, is the culturally set, children of Azerbaijan are used to respect elderly people and view them as powerful. I would say the reason is not that, children are afraid of adults, but it is deeply connected with cultural values especially with the element of respect.

Overall, the conduction of data, researching needs to be organized with the help of reflexivity and at the same-time self-criticism. Researchers need to improve their visions on researching children and they need to question themselves for further practices as researchers (Beazley, Bessel, Ennew and Watson, 2009). These issues are duties of researchers for the development of their research strategy.

4.6 Ethical considerations

Ethical considerations are going to be followed during data collection process. The declaration of Helsinki, which was established in 1947, strongly recommends to ensure the safety of research participants in different fields of studies (WMA - The World Medical Association-WMA Declaration of Helsinki – Ethical Principles for Medical Research Involving Human Subjects, 2020). Exploring the Azerbaijan's experiences of CRC's implementation, it is necessary to give opportunities to the active participants of the government institution "Child Ambassadors Council" for hearing their reflections on children's rights. The use of consent form and detailed plan of ethical considerations are going to be implemented for the anonymity of research informants. Conducting a research in a different and new geographical site – Azerbaijan is challenging for many researchers. Nevertheless, my previous experiences in Azerbaijan, will assist me to adjust international frameworks of ethical guidelines. "Whereas more than 50% of the researchers in the Global North report that national ethical guidelines have a major impact on ethics they follow when doing research with children, this is not the case for researchers in the Global South" (Powell et al 2011, in Kjorholt 2012, p 37). Still, the local – Azerbaijani ethical guidelines are parallel with the international guidelines, and I do not think that researching in Azerbaijan will be difficult in terms of ethical considerations.

Ethics play a role of guidance to ensure the safety of research informants and aids researchers to conduct and report investigation without harming the informants. The practice of ethical

guidelines during conduction of the research is essential for the validity of established report. In developed countries, the training of research ethics is mandatory, however, in developing countries it is quite different. The situation in developing countries the ethics of research is not strictly being followed. Some of the reasons can be the low quality of trainings, the national regulations about research ethics and etc (Swedan, Khabour, Alzoubi and Aljabali, 2020). As a developing country Azerbaijan has also problems on ethical guidance on social research areas (UNICEF, 2019). Local researchers often forget about the existence of the ethical guidelines, although it is very crucial to follow the ethical guidelines.

Participation in data collection is voluntarily. The requirements and recommendations of NSD are going to be followed. Moreover, before starting each part of data collection process, children are going to be informed about upcoming steps. The informative talks or else notifications can benefit the cooperation among researcher and research informants. Authorities are also going to be the part of the research process. Engaging responsible people for the institution can be beneficial for encompassing information about the researched institution as the institution is newly established and there is little information about the launched institution. Knowing the perspectives of managers of the institution can open new reflections. This can also be beneficial to investigate how the institution functions.

4.6.1 Informed consent and participation

Gatekeepers can sometimes burden researcher for asking the consent from child informants of the research (PUNCH, 2002). They are asking the child informants about the plot of the questions (Fargas-Mallet and McSherry, 2010) which can stress the child (Masson, 2006) and at the same time researcher (Bushin, 2007). Informed consent must provide a clear outline for the informants about the main idea of the research. Also, it is important that the language of the consent should be set for the age group of informants. I am planning to collect data with children aged 14-17 and adults. The additional and crucial issues about the research must be briefly discussed and mentioned in the informed consent (Beazley, Bessel, Ennew and Watson, 2009) such as the significance of the thesis, aim and outcome. Informants need to be aware of volunteer participation of the data collection process. Additionally, they should acknowledge the right of withdraw from the research any time (Ennew and Plateau, 2004). To some extends giving the consent for the children can be challenging as the participants could be uneducated or unenthusiastic due to legal framework (Abebe, Enew and Kjorholt, 2009). I am planning to ask for the consent of child informants above the age of 16. Parents or legal guardians of child informants aged below 16, will be asked to affirm the participation of child.

Participation of adults in research has a long historical practice and these experiences are often applied in the research with children (Boyden and Ennew, 1997). However, these practices are being progressed and adjusted to relevant date, as well, to the age group of child informants (Beazley, Bessel, Ennew and Watson, 2009). Additionally, it is proper to notify the informants about the limitations of the provided confidentiality (Williamson, Goodenough, Kent, and Ashcroft, 2005). This is an important principle for assisting informants with the legacy. This also aids to balance ethical dilemmas.

The use of consent form and asking for consent of participation is not widely used in Azerbaijan, nevertheless, the institutions and government are progressing on this issue (UNICEF, 2019). Parents/legal guardians will be given information and the informants from authorities – adult informants will be asked for a consent. Consent forms and information

letter are organized in both languages: English and Azerbaijani. The informants of the data collection process will be children and managers of the institution "Child Ambassadors Council" as I have emphasized before.

As the participants are school children and authorities hold minimum BA degree, there will be no problem with writing and reading while obtaining the consent. The consent form will be presented to research informants. After the presentation of consent form, conversations on the given form can be organized. Discussions can assist researcher and the participants to enlighten the questions and concern that they are having. These discussions can also be organized with parents.

4.6.2 Anonymity of participants

It is very important to keep to confidentiality of research informants. Hence, it is also very hard to avoid adults' pressures and ensure the reliability of the given information (Beazley, Bessel, Ennew and Watson, 2009). These assumptions vary in accordance to different geographical context. For instance, families in Global South are usually having more power on children and their lives. I have given some examples in 2nd and 3rd chapters – children's participation rights and decision-making in life essential topics in different countries such as Turkey, Russia, Norway, Finland, Azerbaijan etc. Children can sometimes, disclose the private information about third people and it can be concluded with negative consequences (Beazley, Bessel, Ennew and Watson, 2009). Consequently, the responsibility of the researcher is to give a proper information about the importance of the privacy. Also, researcher should explain the negative consequence of sharing data with third people.

Participants will be ensured that their anonymity is my priority. They will also be informed that they can withdraw from the study anytime and that would not bring any harm to them further. Their choices will be anonymous and not shared with anyone. Additionally, the notes that are going to be made during data collection process are going to be transferred to computer and later kept in hard drive.

No face photos, no video recordings will be taken. I am planning to record children's voices at the same time adult informants' voices. Voice recordings will be kept in the private hard drive. During the voice record of the participants, they will not be identifying themselves or giving the information that can reveal their privacy and give personal information. I am planning to ask child informants to send me the diaries via email and these emails will not be identifying the names or any personal information of the informants.

CHAPTER V

5.0 “Child Ambassadors Council” institution

This chapter indicates the important nuances during the interviewing processes with moderators of the launched institution. Adult informants of my master thesis have clarified the raised issues about the essence of the “Child Ambassadors Council” institution. The chapter also demonstrates how the managers ended up with launching council. Adult informants – managers also explain the principles, significance, advantages of the project. Nevertheless, the state committee is also working to reshape and entitle the availability of launched institution. The moderators of the institution, perhaps, had difficulties and challenges while forming the collective. The interesting emphasis has been made about further plans for the working principles of “Child Ambassadors Council” institution. 3 adult moderators joined to the data collection process.

5.1 The significance of “Child Ambassadors Council” institution

Child Ambassadors Council is being counted as the new innovative institution for promotion and protection of children’s rights. Children’s activism and their citizenship issues are being undertaken by the government committee. The significance of the launched institution is described by the moderators of the council:

“The main aim of the Child Ambassadors Council is to ensure the further social activism and integrity of children, moreover, this institution is aimed to minimize the law violations against children”.

Institution aims to give children opportunity in decision-making process, which is considered as the right of each child (Lind, 2017). The legal framework of “Child Ambassadors Council” institution is based on CRC and National Right on Children’s Rights of the Republic of Azerbaijan. The adult informants claim that, the framework was created by taking the CRC and National Law articles as paramount principles. In 2020, the President of the Republic of Azerbaijan has declared a law about “Child Strategy of the Government in the years of 2020-2030” (Azərbaycan Prezidentinin Rəsmi internet sahifəsi - SƏNƏDLƏR » Sərəncamlar, 2021) where the priority is given to train and educate each and every child about their own rights.

The creation of “Child Ambassadors Council” was planned in the year of “Volunteers” – 2017 by The State Committee for Family, Women and Children Affairs of the Republic of Azerbaijan. The institution first, planned a pilot project for implementation of CRC and National Law. As the expectations grew, the project encompassed, and the status of project was shifted to institution. Main 4 aims are considered as: to formulate freedom of speech; to enrich the ability of leadership; to provide the rights of participation and to formulate the patriotic youth for the further development of the state which is closely linked with child-sized citizenship model (Jans, 2004). Also, the aim of the “Child Ambassadors Council” institution is to demonstrate and erudite children’s right to children by the help of child ambassadors. Although in the context of Global South, children are mostly viewed as incompetent and having lack freedom to declare their thoughts freely (Lind, 2017), the government’s efforts on children’s participation are valuable.

This institution also assists to follow the National Law and ratified convention. Child Ambassadors Council is almost functioning for a year and the statistics of violation of

children's rights are visibly dropping as adult informants mention. The role of ambassadors is to act as a monitoring institution for protection of children's rights. CRC's article 12 on participation and National Law's article 26 on mobilizing in social organizations are taken as paramount. Every 2 years, the state committee organizes the child forums where more than 500 children participate. Although the state committee is responsible for planning the forum, children are usually being the organizers. I would like to mention the national law's article 26 broader:

"Children have the right to establish and unite in public associations and public amateur bodies in accordance with the legislation of the Republic of Azerbaijan in places of education or residence."

These forums are being organized under the national law, which gives an opportunity for children to declare their thoughts freely. The idea of "Child Ambassadors Council" institution has developed while organizing these forums. The offers from children during these forums have also been undertaken while setting the frameworks for council. As children's agencies vary in different circumstances (Tisdall and Punch, 2012), the local model of children's assembly which is supported by government is "Child Ambassadors Council" institution. I would like to emphasize the 13th article of CRC which is determining the political and civic rights that children must be provided with. These forums are being generated for assisting the government to hear children's concerns about their rights and child policy.

The committee is playing a role of "mediator" which is building bridges between the government bodies and children. According to the informants they are constantly listening children and trying to hear their opinions about different issues. After hearing children, they organize meetings with different ministries, for instance, The Ministry of Education, The Ministry of Youth and Sport etc. These meetings are shaping the ability of demonstration of free speech as it is indicated in the articles 12,13 – CRC and articles 12,14 in national law. "Child Ambassadors Council" institution might assist the committee to reshape the national law if that is needed. Nevertheless, the orthodox views on seeing children as "property" (Archard, 1993) is being outdated by the assistance of launched institution.

5.2 National Law of The Republic of Azerbaijan on Children's Rights – implementation of CRC

The State Committee for Family, Women and Children Affairs of the Republic of Azerbaijan is the executive structure of the government which ensures the human policy. I have also mentioned that child policy is being viewed within the umbrella term of human policy. The committee has a department of "child problems" which is focused to implement CRC and National Law, also solve the problems of children on a daily basis. According to the managers of the "Child Ambassadors Council" institution, the state committee is listening carefully to the contributed ideas of the children and translate these ideas into official language and offer the change in law if that is necessary.

Mostly violations of National Law of Republic of Azerbaijan on Children's Rights are observed in gender parity, early marriages, child labour and exploitation of children (UNICEF, 2019). The State Committee is trying to educate ambassadors about their own rights and recommending them to inform the initial authorities whenever they face or witness the violation of children's rights. Children and the committee are training the society by the help of different organizations such as posters, meetings, hearing etc. "Child Ambassadors Council"

institution is considered as the main institution in country which monitors the implementation of children's rights policy.

5.2.1 How children were chosen?

There were several criteria for being chosen as a child ambassador. The main rule for being an ambassador was children's willingness and desire. Age of child ambassadors were set between 14-17. Children had to be willing to social activism and participation and their academic records had to be higher. The child ambassadors were interviewed by officials of The State Committee for Family, Women and Children Affairs of the Republic of Azerbaijan. Open call for being participant was announced on TV, radio, and social networks. However, most of the willing children and child ambassadors were chosen among the participants of the child forums who applied for being an ambassador.

Therefore, children had to shoot a video about their social activism and projects that they previously were attending. They had to explain the reason why the committee had to choose them for being an ambassador. Moreover, they were interviewed after passing the first stage of enrolment process. One of the moderators said:

"Children are the role models for their peers, their knowledge on children's rights should be comprehensive, so they can promote children's rights and train their peers".

Adult informants also accentuate the necessity of child ambassadors as participants of the council. They think that children's participation can encourage other children to get information about children's rights and descend the number of violations. I was also wondering why highly qualified children are chosen as ambassadors and one of the informants clarified:

"It was important to admit children with higher academic qualifications to join to the council. This aims to motivate other children to study hard and effective. We are even planning to arrange some educative competitions. Also, we might include children as ambassador by the reference from their teachers."

I would like to mention the model of Finland, where child deputies were introduced to children's parliaments by teachers (Tuukkanen, Kankaanranta and Wilska, 2012). In Ethiopian model, children were encouraged (Lemessa and Kjørholt, 2013) to promote children's rights. The Azerbaijani model of children's activism and implementation of children's rights are based on "child-to-child" principle where children are being the trainees. This principle aims to train children about their rights. Trained children shall train other children on children's rights. Moreover, committee is planning to engage families to this project for the development of children's rights. "Child-to-child" principle or else as the committee calls "project" shall ensure the implementation of children's rights and decrease the number of violations towards children in Azerbaijan. Educating and training children by the help of child language (Hanson and Nieuwenhuys, 2013) will encourage other children to train their peers and vicinity about children's rights. This will benefit the government for reducing the numbers of child abuse and assist to fulfil the implementation of National Law and CRC.

5.3 How does the "Child Ambassadors Council" institution function?

Despite the practices of neighbouring Russia – where families are usually taking the responsibility of promotion and implementation of children's rights (Schmidt and Shchurko,

2014) and Turkey – where municipalities are taking advantage of promotion and implementation of children's rights (Degirmencioglu, 2010), in Azerbaijan government is interested in children's further development and implementation of their rights. Government is also trying to upbringing children as future citizens. The Azerbaijani model of children's agencies is connected to the government's child policy. I was informed that children are bringing up new ideas. However, the moderator says:

"Children are full of new ideas. They think in a broader scale and child ambassadors' ideas can be applied only when the society is fully westernized. However, we try to reformulate their opinions and apply for local communities. Mentality and social values should be protected while consideration of given offers."

I was also informed that State Committee tries to alter the international legacy to local community. As I described in chapter 2, the national law outlines the importance of patriotic values along with respect. One of the adult informants utters:

"The importance of national-cultural values, dress code, gender balance, improvement of public speaking is progressed for child ambassadors after joining to the council. Likewise, they meet well-known writers, scientists who impact on their lives. Their offer to present books to children who fight against COVID19 motivated sick children. We as a committee are following the national and international frameworks for the progress of children's rights. Launched institution is based on the clarity principle. Children are being grown as future leaders and citizens. Educating children about their rights and encouraging them to train their vicinity will result in the statistics of decreased child abuse. Children are being taught about the protocol rights – how to dress properly in official events, how to speak in government meetings. They are also encouraged to tolerate world heritage and save the environment. Azerbaijani children should be humble, patriotic, respectful and integrated."

Giving away books to sick children, meeting with eminent people and showing respect to environment are the main characteristics of "Child Ambassadors Council" institution. It is also crucial to listen to children carefully. Their new ideas are being undertaken seriously by government committee and government authorities try to change or reshape the law if there is any necessity. For instance, state committee has elaborated children proposes on the age of marriage for girls. As a result, the marriage age for girls risen from 16 to 18. This was just an example of importance of children's proposals. The provision of liberal decision-making even in the context of families in neighbouring states are limited (Erbay, 2013; Degirmenchioglu, 2010). Nevertheless, the authorial bodies of the Republic of Azerbaijan are encouraging children to bring up the ideas and the problems of modern childhoods.

I have also been informed that; children are almost raising the issues about the violation of children's rights in every meeting. Child ambassadors usually ring the moderators of state committee if the situation is critical, or they discuss through the social network platforms. Raised problems are usually being discussed by the members of council. Children and moderators usually discuss the concerns and try to give the possible way outs to the problem. One of the moderators is telling:

"We are trying to approach to the problem from the viewpoints of children which assist us to solve the problem with no harm principle. Actually, the main aim of the institution is to approach to the concerns from children's opinions. Children can see the things that adults cannot. Especially they are young, and we have generational differences, their approaches can

be more beneficial with less harm. Convention on the Rights of a Child is also taking the best interest of a child as paramount. Best principle of the child means that all considerations about children must be child friendly. It ensures the psychological and physical development of every child and Azerbaijani National Law has these elements. The problem is not every child is informed about their own rights. It is important to know the rights to stop the violation, at least to reduce the number of abuses."

The moderators say that main task of child ambassadors is to conclude the given task by the deadline. Tasks usually include to organize meetings, create posters, share updates on social networks etc. Child Ambassadors Council institution's moderators also clarified the expectations from child ambassadors:

"Our expectation from child ambassadors is to learn their rights and train other children about their own rights. This can assist government to execute the CRC and National Law on Children's Rights. We also expect child ambassadors to report the child abuse immediately. Our main task as moderators to teach them their rights and obligation for upbringing tomorrow's citizens."

5.4 "It is not always easy to work together, however, we could succeed!"

According to the legal framework of the "Children's Ambassadors Council" institution, child ambassadors learn and practise CRC and National Law. Children can also reflect on the legal documents and bring new ideas for the progress of the National Law on Children's Rights with clear ideas. Children, by the assistance of the institution are meeting with authorities and parliamentary members of the government. In these meetings children are raising issues about their concerns in child policy. Afterwards, children are officially address authorities about their reflections in the law. Government, herewith, optimize and discuss with children the suggestion again. After optimization and adjustment of the law, the bid is being sent to Parliament of Azerbaijan Republic for ratification. As an example, the change to the marriage age, as I have emphasized before. This is the cooperation between child ambassadors and moderators of the institution.

I would also like to mention my personal experiences and analyse the comparison of childhood within the years of 2004-2021. I used to attend in many social events. The activism of children and child groups have started to be relevant from the years of 2005-2006. At the beginning of child activism movement, we were provided with some outlines of child policy. Also, organizations ensured us that we can erudite our peers and make our voices to be heard. The legal actions and responses to our concerns were slower.

Modern institutions are more immediate in terms of reacting to the concerns of children. Of course, not everything is constructed ideal. However, modern childhood is actively taking part in the volunteerism and activism torrents. Young people are having more democracy in families, educational and governmental institutions as well as NGOs. This is strongly linked with the viewing children as competent and listening to them carefully. The concept of age (Farson, 1974) is not relevant anymore in terms of competency. Children's intelligent freedom (Morrow and Mayall, 2009) is being secured and encouraged by the assistance of these institutions.

The institution has impacted on ambassadors positively, this is an outcome of interviews which were taken from both children and moderators. One of the adult informants of my

project has even told me that they are receiving various letters from other children for being one of the ambassadors:

“Child Ambassadors Council” institution reveals the talents of children and boosts their investigation skills about their own rights. We are receiving a lot of letters by children for joining our team. Perhaps, we are going to enlarge our community. Institution impacts on children positively, as their leadership, public-speaking and many more skills are being developed.”

As Van Bueren (2010) argues, these kinds of institutions and organizations are playing essential role in life of children. Moreover, I was interested in hearing the challenges that moderators were facing:

“The toughest moment was to gather children as one family under one institution. Their psychological differences and similarities had to be viewed for shaping the collective. However, children and we – staff could cooperate with one another. Children are full of new ideas and we try to listen them. Children have created strong friendship bonds. We are like family. Once again, it was not easy to collaborate together at the beginning, however we could succeed.”

Another adult informant mentions:

“The toughest moment is relevant time for me. We are trying to replace the grownup ambassadors with new ones. We have been working together and it is hard to say “goodbye” to some of our ambassadors.”

5.4.1 Global Pandemics

“Child Ambassadors Council” institution has started to function in June 2020. As a result of global pandemics, 99% of the meetings are being held online. Moderators and children are hopeful for the near end of the pandemics. They are waiting to meet and collaborate by the assistance of physically held meetings. COVID19 is currently limiting the physical meetings and postponing the plans not only for “Child Ambassadors Council” institution but for everyone. Due to the outbreak, currently, all essential events with physical attendance have been replaced with digital attendance. The concept of space is now determined as digital.

Child ambassadors usually share the updates through social media. They are being especially active on important dates such as “International Day of Protection of Children’s Rights”, “Family Day” etc. One of the moderators has told me that it is more efficient and effective for child ambassadors to educate their peers and other children as they speak common “child” language. Despite the power imbalance in some families of the country (Mamedova, 2014), the opportunity that children are provided with assist children to be more conscious about their own rights.

Applied digital space model assists institution to continue prearranged schedule. The model of Finland’s Child Parliament also included the use of digital platforms for listening to children’s opinions (Tuukkanen, Kankaanranta and Wilska, 2012). The outbreak of COVID19 could not stop the council to organize planned events. Nevertheless, moderators say that it is very challenging to organize online meetings. Children’s reflections on the COVID19 pandemics has been elaborated in the following chapter 6.

5.4.2 “Children’s Parliaments” or “Child Ambassadors Council”?

In 2nd chapter I have explored the Azerbaijani model of Children’s Parliaments that mostly was observed in educational institutions. 3rd chapter demonstrated examples of different states policy Children’s Parliaments, to be more précised implementation of legal framework. I was interested why “Children’s Parliament” institution was needed to be reshaped and called as “Child Ambassadors Council”. The question has been addressed to the moderators of the council. I could succeed to find the main differences between mentioned 2 institutions.

The main difference between “Children’s Parliaments” and “Child Ambassadors Council” is determined by the legal framework of the launched institutions. Moderators say:

“Children’s Parliaments were weaker than Child Ambassadors Council institution. The legacy – legal framework, structure was not fully set for “Children’s Parliament” institution. We have revised the framework and build completely new structure for “Child Ambassadors Council” institution. The new legacy contains liberal views of children. Yes, the previous project also aimed to provide children with expression of speech, thoughts etc, however, the new institution aims to have intense meetings. The National Law and CRC is strongly being followed within the frames of launched institution. In many schools, Children’s Parliaments are still functioning, nevertheless, the “Child Ambassador Council” institution’s contributions to children’s rights and implementation of these rights are more comprehensive. Child ambassadors are closely interacting with us – authorities.”

As I have emphasized the state committee plays the role of mediator which assists children to benefit from their legal assistance. Child ambassadors are having more advantages in terms of implementation of National Law and CRC.

The State Committee for Family, Women and Children Affairs of the Republic of Azerbaijan is currently taking the advantage of new technologies for socialization of child participants of the “Child Ambassadors Council” institution. The latest meeting with the British education worker has been online and the discussions were on the topic of “online education” (Ailə, Qadın və Uşaq Problemləri üzrə Dövlət Komitəsi - “Uşaq Səfirlər Məclisi”nin üzvləri Britaniyalı təhsil işçisi ilə görüşüb, 2021), This is an example for the use of digital platforms in creation of children’s spatial opportunities and building global networks.

5.5 Further plans – opportunities and limitations, global cooperation

I was interested whether this institution is going to function in the future or not. The number of attached child ambassadors are limited, and the age category does not cover all children of the country. Obviously, the pandemics and most of the child ambassadors’ residing area was Baku although 9 districts were mentioned. Mentioned concern has made me to reflect on spatial limitations. However, I was informed that, further plans include to open new branches of “Child Ambassadors Council” institution in the regions. Currently the State Committee is planning to enlarge the accessibility of institution for other children. One of the moderators say:

“We are planning to open new branches of “Child Ambassadors Council”. Institution’s new branches in regions will encompass the regional cooperation. Also, international cooperation will be encompassed. For instance, we have already had some meetings with the children from Turkey; attended in the international events which are about children’s rights. We are trying

to build international cooperation for the further implementation of children's rights and global exchange of practices."

In terms of the numbers of child ambassadors, adult informants emphasize: *"Before the number of children who were engaged to the "Child Ambassadors Council" institution was 15"* says the manager of the committee, but also adds *"however, we are currently planning to enlarge the number of participants."*

Then another moderator adds:

"Government is interested in hearing children's voices; we try to formulate the right of expression. Additionally, we try to encourage children to defend their own rights freely. Discussed topics usually vary and children's reflections on different topics such as education, implementation of children's rights, promotion of CRC are taken seriously by the committee. Maybe, you could observe in buses, children have created the posters to promote the significance of gender equality and reduce the number of sex-selective abortions."

As I was informed, the state committee is planning to organize a project "From-child-to-child" which is going to assist other children to be trained about their own rights. In this project child ambassadors will be holding meetings with children of Azerbaijan Republic. Child ambassadors train younger children about their rights, but the necessity of having younger children in council is important according to the moderators of council.

Speaking about giving children voices, one of the moderators mentions:

"We try to implement children's ideas. As an example, they wanted to formulate the institution for the promotion of children's rights. Currently the committee is working to establish this institution. Moreover, children several times have reported the child abuse cases and we as a committee investigated the case and supported children with legal assistance. Once, children in child forums have offered to change the marriage age. We have addressed the request to Parliament and the new law was ratified by deputies. Of course, their ideas are global, still, before writing a new legal framework and addressing it to parliament, we are discussing it with child ambassadors again and adjusting it to the national mentality. Children must be ensured that their thoughts are important for the government committee. They are capable, assisting the government committee to establish, re-write, revise the legal framework. This is one of the main objectives of "Child Ambassadors Council" institution."

Although the age of child ambassadors is between 14-17 the committee has decided to lower the age group. Further plan of the institution includes to lower the age group of participants, open new branches of institutions in regions, encompass the number of participants, entitle schools to the institution.

CHAPTER VI

6.0 “Child Ambassadors Council” institution

This chapter explores the reflections of child ambassadors on launched institution. Their daily lives, the reaction of their peers, friends and families are being discussed in the following passages. Moreover, the significance of CRC and National Law on Children’s Rights are going to be discovered from the viewpoints of children. Children oversee their responsibilities, and their views are being undertaken seriously by authorities. It is also important to view them competent. The advantage of being viewed as competent assist them to progress the implementation of CRC and National Law freely. Children’s reflections on launched institution “Child Ambassadors Council” are described with the assistance of chosen methods – interviews and diaries. 8 children agreed to take part in the data collection process. 4 of them were boys and 4 were girls. Age of children were between 14-17.

6.1 Daily lives of Ambassadors

As I have indicated, the method diaries are chosen for knowing the daily activities (Kajander, Lätti, Hatakka and Korpela, 2007) of child ambassadors. The method could open new reflections for me. However, 5 out of 8 informants agreed on participating in diaries.

Child ambassadors’ daily lives are usually focused on the preparation for graduation exam and attending online classes. Additionally, they try to inform their vicinity about children’s rights. Ambassadors also mention that they usually attend in additional activities such as theatre and music school, charity events etc.

“Before pandemics, my life was different, I used to go in for sports, do music and spend time with friends. But now mostly, I spend time at home. My day is already planned by myself, I am 10th grade student, so I need to study hard. However, I try to do music, and attend in theatre club online.” – says one of the ambassadors.

Children are also, trying to educate their peers and acquaintances about the children’s rights daily. Ambassadors are meeting their ambassador colleagues frequently. This is mentioned as important part of their weekly lives. They usually discuss the problems of modern childhood in Azerbaijan during these meetings.

Child ambassadors are not only mentioning of the significance of being social activists, but they emphasize the importance of the activities that they are physically entitled to. Some of them play football, volleyball, do jogging as a daily part of their lives. Some of them are also engaged to charity events such as feeding and rescuing homeless animals, giving away books to their peers, finding out the poor family and trying to support them by notifying the authorities and foundations etc. Some ambassadors mention that reading books on a daily basis is on their daily schedule.

One of the informants indicates that, ambassadors, at least 3 times a week, examine the CRC and National Law on the Rights of the Child of the Republic of Azerbaijan in-depths. Afterwards, they meet with other ambassadors and discuss the legal papers.

I also wanted to clarify their thoughts on whether if it is needed to revise the National Law on Children’s Rights or not. Child ambassadors declared that it is important to secure the implementation rather than changing or revising the law. One of the ambassadors mentioned:

"We – ambassadors are aiming to promote the children's rights. It is very important. Almost every day we are promoting and trying to succeed implementation of children's rights by the assistance of government committee. We learn CRC and National Law and try to understand these documents, afterwards we try to implement what we have learnt."

Another one adds:

"National Law is based on CRC. Of course, we have some national elements in our law, however, I have not come across with the article that needs to be changed. If there will be an urgent need on revising the National Law, we can discuss it with ambassadors and report our concerns to state committee."

Child ambassadors also mentioned the spent time with their families on their daily basis. Informants are spending time to socialize with their parents and friends, discuss with them global topics and try to contribute by giving personal reflections about the changes and events across the globe and country. Ambassadors also remark that, their lives have become more digital because of the COVID19 outbreak.

While reading the diaries I could see the note *"My life became boring because of pandemics"*. Child ambassadors mentioned the impact of COVID19 on their daily lives in the diaries.

6.1.1 Children's schedule within the frames of "Child Ambassadors Council"

I was also interested if there were any crucial changes in children's daily routines after joining to the "Child Ambassadors Council" institution. Children said that, plans only change when the conferences are scheduled. One of the ambassadors adds:

"Our social activism, yes, perhaps I can also say that my colleagues would agree with me, is the part of our daily lives. We are used to be socially active, and the institution does not disrupt us from our daily schedule, on the contrary, we – personally, I assume that the activism in the institution is as crucial as our education."

Likewise, I could ask if the council's tasks are disrupting ambassadors from lessons and they answered as one "no", additionally, they supposed that it is their social activity which is as important as their lessons:

"The activism within the frames of "Child Ambassadors Council" institution is as important as our lessons. I think social activism and being an ambassador cannot interrupt me from my lessons."

The average hours for the spent time on institution weekly was indicated as 4 hours. One of the ambassadors mentions:

"We usually meet every week online. Our meetings are usually 1-2 hours long and we share the ideas about upcoming events. But if we are working on specific projects, then we spend more time."

Another ambassador emphasizes:

"It is time-consuming when we have to plan the upcoming year's event calendar, but usually, attending at meetings is not capturing our time fully. Sometimes I ask permission from my

teachers not to join to classes because of conferences, however, later on I try to catch up with my school schedule, and it usually works well."

Some of the ambassadors mention that their productivity depends on their moods:

"..... my productivity depends on my mood. I can be extremely energetic to work and produce something, and sometimes I can be lazy."

6.2 ""Child Ambassadors Council" institution helps to learn more about children's rights" – children's views on CRC and National Law – expectations of ambassadors

One of the research questions was based on investigation of children's reflections on CRC and National Law. I was interested in hearing thoughts of child ambassador about legal papers. They, however, emphasized that the importance of legal framework assists them to prevent children from abuse and decrease the number of violations towards children's rights. The significance of CRC and National Law on Children's Rights are extremely valuable according to ambassadors. One of the ambassadors mentioned:

"By knowing my rights, I can prevent myself and my friends who are considered as child by law from any kind of abuse. Children's rights mean a lot for me. I always knew my rights, but now I try to enlarge my knowledge on CRC and National Law to erudite my peers and children around me. Council institution assists me to encompass my knowledge on children's rights."

The other ambassador mentions:

"The CRC and National Law are the documents which every child should know about. By knowing these documents each child can demand their rights. Personally, me, I think that having legal refence for protection of my own rights helps me to feel safe. CRC is international convention; however, the National Law is the document which is signed in the year of 1998 for the protection of my rights in Azerbaijan. Having these rights secures me from harm legally. To me, children's rights must be implemented by everyone, because we are children. Being a child does not mean that we have no rights, on the contrary we have range of rights which is supported by international documents and government of Azerbaijan Republic."

Children acknowledge the importance of having legal framework for the development of child policy. They have told me that, the significant papers on the protection of children's rights create a safe space for their further development and citizenship issues. They also informed me that, these institutions are helping them to be well-adapted citizens in the future (Van Bueren, 2010). Still, they mention that it is important for other children to realise the importance of legal documents too. Realizing the significance of children's rights can assist not only government organizations but also children's lives in terms of preventing them any kind of violation and reduce the number of abuses.

I was also attracted to clarify the expectations of the child ambassadors from launched institution. One of the ambassadors says:

""Child Ambassadors Council" institution is a unique project which helps children to determine their real problems and solve them. We work in different departments and each department's focus is promotion of children's rights. We must learn children's rights, concentrate on promotion. Council helps us to learn children's rights before promoting them. The expectation

from this institution is based on helping other children to develop. I also want them to know that children have rights."

The other ambassador emphasizes:

"I would like to make something for the progress of children's rights, we are first ambassadors, and first impressions are important. My biggest expectation to succeed the promotion of children's rights as I am one of the first child ambassadors."

The youngest ambassadors of the data collection process have told that, their expectations are based on the exchange of knowledge, contribute to the society by helping children. Expectations of ambassadors are usually based on promotion of children's rights. They would also like to join to the world cooperation and exchange the knowledge with other children of the globe.

6.3 "First meeting is the most challenging" – children's challenges and responsibilities as ambassadors

Child ambassadors obviously faced challenges throughout the establishment of the institution. Most of them mentioned that the hardest moment was the first meeting. Because they say they were unexperienced and did not know one another. Meeting with authorities was additional responsibility. I was informed the biggest challenge for most of them was the first meeting with authorities:

"It was very challenging to get ready for the first meeting with authorities. I was nervous and excited at the same time. Although, I have met a lot of government officials previously, this meeting was different from others. As ambassadors we were going to start our paths. This was a huge responsibility."

Another ambassador adds:

"For me most challenging part was to formulate the trust bonds between our peers and other children. I had to conform them that our job is to protect their rights. Currently, the children who know us, trust us, and this is stimulating our job as ambassadors."

While another ambassador stresses:

"The hardest moment was to meet education expert from abroad, I had to deliver speech, but I forgot to get ready, and in the last minute I realized that today is the time to meet education expert. However, I could succeed to present the issue that I was supposed to do."

While mentioning children's responsibilities I must utter that children are well-informed about the institution and set goals of the council. Children mention that they are scheduling their annual event calendar. Sometimes it is also stressing for them to plan the event calendar. They emphasize that they make it ready and present to the committee and discuss the format of upcoming event. Children say that, it is important for children to function in this institution. They say that, if the adults were main power or decision-makers the institution would not be so comprehensive, because their views cannot always represent the best interest of the child. Children also mention: *"The Convention on The Rights of a Child, article 3 (if I am not mistaken) represents that, all made decisions should be in favour of children's rights."*

Ambassadors mention that the crucial significance of their job as ambassadors is to present children's perspectives and interests. Nonetheless, one of the ambassadors adds:

"It is important when children themselves learn and promote their rights. We ambassadors are being recognised by our peers and other children easily because they trust us. We try to promote our institution and ambassadors."

Child ambassadors also understand the responsibility of representing the "voices of children" in state committee. *"We should pay the responsibility of being an ambassador"* says one of the ambassadors and adds *"we should promote the rights of children for everyone and for the development of child policy."*

"Responsibility is colossal – being an ambassador does not mean that we are chosen by chance, no, they – government and children trust us. We must affirm their trusts and work hard on the development of children's rights." – adds another ambassador.

6.4 Reaction of family members and friends, impact of institution

As I have mentioned in the 2nd chapter the importance of family institution in Azerbaijan has its significance. Socialization is also important for the well-being of Azerbaijani people. From my personal experiences, I attended at several clubs and communicated with different people from these clubs. Child ambassadors are "chosen" children who are responsible for the monitoring of implementation and promotion of children's rights among other children.

The reaction of family and close friends was completely supportive according to ambassadors. Still, some of them informed that their friends started to approach them differently – as adults. But then ambassadors explained them the strategy of institution, also mentioned that *"we are equal"*. Ambassadors also talk about that their families did not underestimate the "Child Ambassadors Council" institution.

The impact of institution on children is based on several issues. First, I would like to comment about task division in the institution. Task division is organized by ambassadors. The council consists of several departments which are responsible for various directions – management of social media, hr etc. This is controlled by board members of "Child Ambassadors Council" institution. The council also assists child ambassadors to get encompassed information about CRC and national law. They also emphasize the significance of articles about children's rights such as 3 – best interest of the child, 4 – importance of implementation of CRC, 5 – parental guardianship, 6 – protection, 12 – respect for the views of the child, 13 – freedom of expression etc.

Child ambassadors also mention that, the institution has comprehensively their formal speaking skills. One of the ambassadors mentions:

"Before I was not speaking about serious topics such as violation of rights, but now I can freely speak about it. Speaking about these issues are important in terms of reducing the numbers. Government organization encourages us – ambassadors to bring up major concerns on infringement of children's rights. This helps me to improve my formal speaking skill."

Another ambassador also adds:

"I have learnt how to express my opinion concrete and short – it is important to have that ability in the meeting with authorities, because their time is always limited. Knowing the topic,

speaking about concrete concern, and delivering speech in a short period of time is important. In these meetings, speeches should be too long, we have to focus on the content of our speech."

They also mention that their writing skills have been improved. They are meeting a lot of politicians and well-known people. These experiences are developing their knowledge on children's rights as well.

One of the ambassadors mentions that, their skills on task management and organization of events have been progressed throughout the time phase that they have been chosen as ambassadors. Child ambassadors also understand the responsibility of being an ambassador:

"We have to be careful about our behaviour, we need to investigate more about children's rights. Being an ambassador mean that we are capable to decide and represent the children of the Azerbaijan Republic. So, we must do something that can benefit not only us but other children too."

Most vital thing is they realize that they are still children and being activist children is responsibility. They mentioned several times that *"We are children who are trying to educate adults and children about the rights of the children."*

6.5 Child Ambassadors' Contributions

Child ambassadors are willing to learn new information about their own rights, they try to develop themselves as well. I was delighted to hear that child ambassadors build empathy with children who live in poor families and rural areas. Some of them mentioned the significance of revealing hidden talents in rural areas by citing the article in the National Law.

The main limitation of the project can be considered as the matter of availability for children in rural areas. Although the spatial opportunities of children have been limited globally (Aries, Baldick and Philips, 1996) both children and adult managers of the council are full of enthusiasm to reach most children of the country. One of the ambassadors have created a campaign at school to stop bullying against children. Another ambassador informed that, they organized seminars and webinars on children's rights for promotion of children's rights:

"I am running the campaign against bullying. Bullying can be considered as a major problem of modern schools. Children are being bullied and this creates traumas in children's lives which can affect their further lives. My campaign is supported by school managers and other pupils."

Children have declared their concerns officially on 5th of June – "Children against aggression", 12th of June – "Children against child labour", in October when Azerbaijani cities were bombarded and children were victims of war, etc. These are the opportunities of child ambassadors in terms of freedom of expression and mobilization. Believing in children, accepting them as competent allows them to work efficiently. On the contrary, viewing children as property (Archard, 1993) challenges the competency issues and burdens children's mobilization which is considered as the violation of children's rights.

Child ambassadors claim that now, society accepts them, and children trust them. Building trust assists ambassadors to decrease the number of violations towards children. This can also

be mentioned as the Azerbaijani model of children's agencies. As I have mentioned before the structure and shapes of agencies vary in different places (Tisdall and Punch, 2012).

Child ambassadors are giving their suggestions after each event and one of the main strategies of Child Ambassadors Council is to promote children's rights. Viewing children as "co-citizens" (Kjorholt, 2008), can assist to affluence the implementation of children's rights. Individually child ambassadors are trying to explain the rights of the child to their friends, families, and children who they often contact with. They say that it is important to meet children offline in rural areas. Nevertheless, organization of online meetings with children in rural areas can be challenging as they might have availability and connection problems.

Children are trying to contribute for the implementation of children's rights and getting additional aid from government organization as well. So, the question occurs: "Why are there still violation of children's rights observed?" One of the ambassadors has answered to this question:

"The biggest problem is that children do not know their own rights and adults can easily violate their rights. As council ambassadors we try to detect and solve the problem. Another crucial nuance is that adults do not acknowledge the responsibility of violating children's rights. If adults are informed that they can be legally punished for abusing children, they would never mistreat children."

The problem that child ambassadors mostly spoke about were on the use of children's labour and the early marriages. One of them says:

"It is very sad to speak about child labour, but we must say about it. To solve this problem, personally me, I tried to tell children who are forced to labour and explain them their rights," also adds the problems about adult power *"I told them, if you face some adult pressure or abuse, you can contact Child Ambassadors Council or police, your appeal will be anonymous, but as a result you will defend your rights."*

"We have organized some offline events for development of children's rights; however, the biggest changes and projects will be organized after the end of pandemics. I would not say that online projects are less effective than offline, but if we become as one, we can stop the violation totally. The unity is the power!" - adds another ambassador.

6.6 "Explanation is the key to implementation" – importance of promotion

I was interested to get the information about child ambassadors' reflections on implementation of children's rights. The institution is currently planning its strategy on promotion. Wider plans of Child Ambassadors will be shown in 6.7. Children are trying to promote their activities with the assistance of social media platforms, and they try to get more attention for encompassing the spatial opportunities. Child ambassadors' promotion strategy is based on organization of social experiments, aids to children and families in need, promotion in public transportation and the use of mass-media. They believe that the implementation of children's rights is only possible when the rights will clearly be explained to both – adults and children.

The violation of children's rights is observed in Azerbaijan, not only the moderators but also child ambassadors admit that fact. Ambassador mentions:

"Azerbaijan is considered as developing country, violation of children's rights is spread, but as an ambassador I try to do my best for descending the number of violations and abuse. Educating both adults and children about children's rights is an important step in promotion of children's rights. As an ambassador that is my duty, and I am a child, I must know my rights to protect myself. Also, everything is online currently, and we try to reach a lot of people by social media."

Promotion of children's rights is mentioned slightly poor, because as ambassadors mention, the institution is newly formed. Additionally, before the establishment of this institution there was not such project which promoted children's rights in-depths. Children are considered as future in Azerbaijan – the future of the country, republic, and government. Child ambassadors also admit that *"Children must learn how to defend their rights; it is important for their future"* as children are considered as future of the country.

Child ambassadors emphasize the significance of promotion as their paramount activity within the frames of institution. One of the child ambassadors mentions:

"Promotion is the main point of our activity as ambassadors; yet my personal priority is to show children the opportunities of CRC and National Law for progressive development. It is indicated that, state parties and organizations are responsible to ensure the physical and psychological development of children. By knowing the rights, children can demand. This can boost the cooperation of institutions."

Another ambassador adds:

"I am planning to be a health worker; however, it does not stop me to promote and contribute to the implementation of children's rights. In my future workplace, I would like to train sick children about their rights. Children must read the national law and CRC; this must be compulsory and we – ambassadors should try to enlarge our availability for other children".

Child ambassadors have indicated the importance of explanation in the process or promotion of children's rights. They say that the society's biggest problem is misunderstanding. The significance of explanation is born as a result of misinterpretation and incorrect perception of several issues. *"Children have rights, and these rights should be preserved, promoted and provided by the help of explanation"* they say.

6.7 Further plans of child ambassadors

I have explored in previous paragraphs how children understand CRC and National Law on Children's Rights. They are planning to develop a strategy to train children and as well as adults for the implementation of children's rights. Children think that the main feature of implementation of children's rights is based on promotion of these rights. Promoting children's rights, according to child ambassadors will reduce the number of child abuse. They are ambitious to provide people with knowledge about children's rights.

Children also revealed secret about their further plans. One of the ambassadors says:

"One of our projects include to create children's court in cooperation with Ministry of Justice. This will assist us to reduce the number of abuse and violation by half. Children's court will aid government's justice system, additionally, will reduce the number of maltreatments. Also, we are aiming to create "Children's rights institution" which will aid to protect and promote

children's rights. The aim of this institution is to progress children's mobilities. Mobilization is our right and the government support on assembly is a motivation for children – us."

Another ambassador tells:

"One of the further plans of the ambassadors is to give toys to children who are in need. As ambassadors we try to contribute to charity events as well along with promotion of children's rights. My friends and I, for example, are feeding street animals every weekend. We also try to look for poor families and report them to government organizations for helping their lives. We will also be taking special care of the children of martyrs and veterans – in the 2nd Karabakh War. They are our heroes, and their children are our brothers and sisters. We should take care of them."

However, I got informed that in some educational institutions, pupils are training their peers about children's rights:

"I was trained at school by high school pupils about children's rights. This year I have trained younger pupil about their own rights. This chain is significant for the promotion of children's rights. And trainers as trainee principle will be applied in other schools too. My offer has been welcomed by state committee."

Child ambassadors mention that, the committee plays an essential role for the detection of child abuse. Ambassadors can solve the problems by reporting them to committee. One of the ambassadors also mentions:

"The state committee is assisting us to educate adults about children's rights. Our further plans include to have informative talks with families not only in Baku, but also in rural areas. We can see the maltreatments in rural Azerbaijan. Unfortunately, during COVID19, it is challenging to reach to rural areas, however, we have strategy and plans for the training sessions with families from rural territories."

Also, their further plans include to create TV program on promotion of children's rights, planning summer camp, holding training sessions with parents etc. Child ambassadors affirmed the fact that, they are trying to encompass the scale of the institution by creating new branches. "Child Ambassadors Council Regions" institution will be organized very soon for the progress of children's rights in rural areas.

CHAPTER VII

7.0 DISCUSSION

Following chapter present the discussion of the analysis chapters. I have analysed the diaries and interviews. The components that formulate the implementation of children's rights in Azerbaijan are usually mentioned as the participation of children, monitoring of the government. Moreover, the government policy also affirms that country has built its child policy on the promotion of children's right by children themselves. How do these children complete the promotion? What are the similarities and differences between presented models in the theory chapter? What are the main principles of the implementation of children's rights? These questions will be answered in the discussion chapter. I have tried to elaborate the answers to my thesis questions in this chapter and fulfil the set goal of my master thesis project.

7.1 Implementation of CRC and National Law

Implementation of CRC within the frames of National Law of The Republic of Azerbaijan is monitored by the The State Committee for Family, Women and Children Affairs of the Republic of Azerbaijan. The framework of "Child Ambassadors Council" institution does not contain the promotion of children's rights outside of the institution, however, the state committee is enlarging its spatial opportunities. The implementation of ratified conventions such as CRC is considered as the sign of development and democracy (Alston, 1994). The government's efforts on the progress of implementation of children's rights started to be more comprehensive after the establishment of the institution. 4 main principles of the CRC are followed strictly for the progress of implementation. Articles of CRC and National Law aims to ensure the fulfilment of children's rights policy. Provision of children's rights (Archard, 1993) is the responsibility of the government. However, the cooperation of children and governors is the sign of progressive democracy model towards children's opinions.

Children are holding the right to establish the peaceful mobilization and unity in organizations (Lind, 2017; Archard, 1993; "499-IQ – Uşaq hüquqları haqqında", 2020 etc). The council institution is designed to fulfil the requirement of the international as well as local framework. Although, the government has the control over the launched institution, the utilization of this power directs to the detection of violations towards children's rights. Recent changes in the child policy of the country demonstrate the efforts of the government in implementing CRC (UNICEF, 2019). I have mentioned the changes in the law, however, would like to reflect on those law policies again: free desks for the children; the change of the marriage age; training education psychologists at schools etc. Emphasized changes are seen as important steps towards the implementation of children's rights. By the establishment of this institution government also follow the articles of CRC and National Law by giving children voice while decision-making. It is important to follow "the best interest of the child principle" while framing ne child policy (Erbay, 2013), and the institution assist the government to hear children's opinions about the given policy.

Further, while implementing the CRC it is mentioned that states must preserve the cultural values (Alston, 1994). The implementation of CRC can be seen in the National Law of The Republic of Azerbaijan on Children's Rights. I have indicated several times that the article 16 is the main difference of national framework. Cultural values are being preserved by the determination of responsibilities of children. Azerbaijan is the country where war has been

ongoing for 30 years. The government set the "patriotism principle" as the responsibility of the children. Other reflections on 16th article of the national law will be presented in the following paragraphs. Children must be viewed as competent (Alderson and Goodwin, 2013) and children are competent according to the launched institution. "Child Ambassadors Council" institution's main limitation is based on the age of chosen ambassadors. The age of children should not be a main problem in the achievement of being viewed as right-holder (Farson, 1974) and the state committee's further plan contains to less the age of attendees. Currently ambassadors' ages are between 14-17, however, as the moderators mentioned, the further institution will include children from lower age groups as well.

One of the interesting points of the mentioned interviews was the sincere talk of moderators. Their views towards children's opinions in task-management demonstrate the importance of children's voices in the decision-making process. As the moderators mentioned, children are some generations younger than the adult moderators, and children's approach to certain problems can be interpreted as innovative. Children can the points that adults do not see or emphasize. This is the element of perceiving children as right holders (Committee on the Rights of the Children, 2013). Implementation of children's rights policy within the frames of ratified CRC and National Law is not focused to burden the responsibilities of children. Still, the wrong implementation of the document can burden children (Archard, 1993). Implementation of ratified CRC is the responsibility of the state parties (Woodhead, 2005). Since, some institutions mistreat the implementation policy of national and international frameworks (Alderson, 1994; Archard, 1993; Lind 2017 etc), I would also add the significance of monitoring. Monitoring can detect the abuse towards children and assist the implementation process. As I have shown, the government of Azerbaijan, organized the monitoring of school psychologists and later on after the detecting the incorrect provision of data, government changed its policy towards school managers. As a result, school psychologists and social workers should take a national test for being qualified and having the right to work at schools.

"Child Ambassadors Council" institution is the significant institution which is relevant to the modern implementation of CRC and National Law of The Republic of Azerbaijan on Children's Rights. The implementation model of council is interlinked with the participation of children. Child ambassadors are specifically chosen by the authorities and their qualifications had to be higher. Cultural value of Azerbaijani people is also based on the comparison. Studying harder and learning children's rights would be a motivation of the children in joining to the child ambassadors' team.

7.2 Promotion of children's rights

Promoting children's rights is important for achieving the implementation. Child ambassadors of the council acknowledge the significance of their work. As they claim, the promotion of children's rights by themselves in child language (Hanson and Nieuwenhuys, 2013) can assist government to implement the convention and national law in a broader scale. The issue of child the use of child language has been mentioned by the moderators and child ambassadors as well. Child ambassadors mentioned the efficiency of educating other children. One of the ambassadors told me that if the child is the trainee, children accept them. This is linked to the power concept. Children are used to be viewed as property (Archard, 1993) by adults. Nevertheless, when the trainees are their peers or other children, they perceive young people easier. The authorities mention about the importance of children's participation in this

institution. However, the scale of participation is limited with digital devices due to pandemics. Digitalisation process is being progressed fast, especially after the COVID19. The use of new technologies creates new spatial opportunities for promotion of children's rights. The government tries to implement modern technology in promotion of children's rights.

Childhood is mentioned as the life span which never ends, however, changes the shape and form (Qvortrup, 2009). The implementation of modern techs in terms of promotion of children's rights is the demand of current time. The promotion of children's rights can be also succeeded by the use of mass media. While being in Baku, I could observe the posters in public transports which were created by ambassadors and committee to raise an awareness on children's rights. "Child Ambassadors Council" institution is the investment of the government on the promotion of children's rights. The accessibility is the main problem in Azerbaijan. Not everyone has the opportunity to investigate the children's rights convention and national framework. Modern childhoods' spatial availability is limited (Aries, Baldick and Philips, 1996), however the NGOs, governments, special institutions (PUNCH, 2002) can take the responsibility of creation child-friendly spaces. Council can be considered as the innovation of state committee on creation of child-friendly space. Another importance in promotion of children's rights is the moral support of the vicinity. Child ambassadors claimed that their social vicinity support them and further join to their promotion of children's rights.

While interviewing process, the answer of the ambassador about the promotion of children's rights drew my attention. Ambassador said that they have been holding training sessions at schools for the promotion of children's rights. Trained children later on educate other children. Each time the number of educated children is growing. As children mentioned the "Explanation is the key to implementation". Children are also conscious about the opportunities of the globalization process (Azizi and Nourizi, 2011) and integrity. I would assume modern childhood of Azerbaijan is luckier than older generations. Although children are having less resistance against the propagandas and harmful information which are spread on the internet or digital platforms (Buckingham and Tingstad, 2017), "Child Ambassadors Council" institution is assisting children to learn the beneficial use of internet resources. The opportunities of globalization processes are visible in terms of promotion. They say that they are trained to avoid the harmful practices of the digital devices. So, they can utilize the technology especially internet for the promotion of children's rights. State organizations' role in the promotion of children's rights is important (VAN BUEREN, 2011). The council institution achieves to fulfil the mobilization right of the children by giving them the possibility of being heard.

7.3 Wisdom does not come with an age!

Participation of children in the implementation of children's rights has a great impact on the implementation of children's rights. Participation is the right of the very child which is indicated in CRC article 12 and National Law article 13. Viewing children as competent is important in terms of their participations (Archard, 1993). In some countries as I have indicated in 2nd and 3rd chapters, children's participation rights are being implemented differently. As an instance the practices of Turkey (Erbay, 2013) demonstrate that children's participation rights are being misunderstood by some organizations. Children's opinions are not being asked, however, in some organizations their participation rights are being undertaken seriously. The participation of children in Russia as well. The criticism of Russian President over Greta Thunberg's participation rights is the sign of non-developed model of

children's participation rights in Russia. In Sweden, the model is developed on the democratic principles. The model of Children's Parliaments in Finland (Tuukkanen, Kankaanranta and Wilska, 2012) is an example of the implementation of children's rights. However, I am not going to underestimate the model of Azerbaijani participation. The efforts of the government have been progressing since the year of 2006 by the establishment of Children's Parliaments. Later, organization of children's forums and the establishment of "Child Ambassador Council" institution are the elements of the Azerbaijani path towards progression of children's rights.

The culture hereby affirms that "Wisdom does not come with an age". Moderators of the institution have presented the significance of children's participations not only in terms of council but also in other social activities. The web of children in the provision of participation rights expands through the assistance of ambassadors. Viewing children as right-holders and tomorrow's citizens mitigates the power imbalance. Usually in many countries children's views are being underestimated. However, adults are willing to learn from children at the level of government. This is a positive impact on children's participation rights. The concept of age in children's participations and as right-holders (Holt 1974; Farson 1974) is outdated. The "Child Ambassadors Council – Regions" edition of the institution aims to have children from lower ages. Perceiving all children as competent can assist the progress of implementation. Children are being viewed as social actors (Alanen 2012) in terms of council. Council is the new innovative path to view children as right-holders and capable.

7.4 Children's citizenship model

The model of Azerbaijani children's citizenships within the frames of "Child Ambassadors Council" institution is similar to the "child-sized" citizenship model (Jans, 2004). The child-sized citizenship model determines the importance of culture – national identity. Children are responsible to have patriotic values which is indicated in the national law ("499-IQ – Uşaq hüquqları haqqında", 2020). Further, the determination of children's rights is balanced by the help of national framework. The translation of CRC is important in terms of implementation. Azerbaijan has translated the CRC and adjusted to it cultural values. Children's participations and expression of speech is provided and protected by state committee. According to the general principles of the "Child Ambassadors Council" institution, the institution is assisting to provide children's citizenships in the concept of social and moral citizenship. Glimpsing once again to the article 16 on national regulations would be beneficial. This article gives an overview about respecting everyone and integrating to world values.

Children's life experiences can be limited; however, it does not mean that children should be viewed as incompetent. CRC determines the public and social frames in terms of children's citizenship rights (Kjorholt, 2008). Young people's right to assembly, right to participation, right to expression of opinions are the elements of their citizenships. In Azerbaijan, the model of children's citizenship is viewed as the future citizens. Young people are perceived as the future of the country – as future leaders. This approach to children eases the implementation of children's rights as well gives opportunity to young people in terms of their liberties. Article 12 and 13 of CRC where the expression of speech and right to participation is declared is important in terms of children's liberties. Civil rights of children are the

Children are viewed as competent, however, they do not have the full range of rights as adults do. State committee warrants the political agency of children. They understand that their

political agency is not the sign of owning political power (Hart, 2008); nevertheless, it is the sign of shaping democratic values. Hearing children and shaping the law in terms of “the best interest of the child” is the important element of children’s citizenship model. Utilization of educative strategies (Council of Europe, 2010) in terms of children’s citizenships assists the committee for the progress of implementation of children’s rights. Perhaps, the age category of children determines the forms of participation (Şahin and Polat, 2012), however, the government committee plans to lower the age group of child ambassadors and plans to invent new methods and institutions to monitor the obtainment of participations of little-aged children. In the decision-making process absorption of children’s voices (Wall, 2011) is one of the main principles of children’s liberties. Not viewing the CRC as cultural investment (Lansdown, 1995); following the “no harm” principle (Lind, 2016); determination of government committee’s obligations (Roose, R. and De Bie, M, 2008) assist children to develop citizenship models.

7.5 Cooperation – the role of the state committee as a bridge

The State Committee for Family, Women and Children Affairs of the Republic of Azerbaijan takes the responsibility of cooperation of children with several state organizations and ministries. The power imbalance is one of the main elements of rural children in Azerbaijan. Unfortunately, parents have the power over children. The concept of power in bigger cities is developed completely different (PUNCH, 2002). In urban places, children have more rights and integrated families listen to their children’s opinions. As the child ambassadors mentioned in their diaries, their daily interaction includes the exchange of knowledge with their family members. I have addressed the question to clarify whether if children are taking the advantage of scheduling their daily lives. Children mostly indicated that their daily/weekly/monthly schedule is being set by themselves. However, I am pretty sure that, the situation in suburban areas would be different. From my personal observations and life experiences I came across the power of adults over their children in rural Azerbaijan. Yet, I still believe that the significance of training adults and young people about the CRC and National Law can change the view towards children’s rights.

The state committee tries to educate the adults and children about the rights of the child in rural areas. The council members are excited to go to rural Azerbaijan and demonstrate the knowledge for achieving children’s rights concluded successfully. In adult-child interactions power play an essential role in Azerbaijan (Mamedova, 2014). Child ambassadors and the moderators of the state committee emphasize the importance of cooperation in balancing the power issues. Participation is mentioned as the main element in power balance strategies (Gallagher, 2008). Giving children liberty in terms of participation rights is one of the principles of “Child Ambassadors Council” institution. As I have mentioned, the view towards children is complicated in terms of Azerbaijan. According to the legal framework children cannot be “owned”. Young people’s opinions should be heard. Moreover, adults often are viewed as dominant figure (Wilhelmsen and Nilsen, 2015). However, this dominancy should not be an excuse for the violation of children’s rights. The power relations can only be resulted productive after the fulfilment of discipline (Foulcault, 1980). While building the cooperation among children and adults, the elements of power and empowerment (Punch, Bell, Costello and Panelli 2007) should carefully be balanced. This balance can assist the implementation of children’s rights.

The state committee's launched institution "Child Ambassadors Council" builds the bridges not only among the institutions but also among generations. Children's contributions in implementation of children's rights are the significance of the institution. Young people mention that it is crucial to educate and explain the children's rights principles to adults. If adults know their responsibilities, they can assist young people in the implementation of children's rights. Moreover, the role of the state committee is to build cooperation among the NGOs, institutions, and ministries for the implementation of children's rights. Child ambassadors mention the meetings with government officials. They say in terms of their participations in "Child Ambassadors Council" institution they meet a lot of people from the government office. The meeting helps them to express their concerns about the implementation of children's rights. Young people also mention the importance of adult support. Cooperation between institutions assist the ambassadors to decrease the number of violations. National Law on Children's Rights admit that the institutions should cooperate to implement children's rights ("499-IQ – Uşaq hüquqları haqqında", 2020).

7.6 Concept of "Child Ambassadors Council" institution

The concept of "Child Ambassadors Council" institution also seems to encourage the ambassadors to get erudition about their citizenship rights and transitions. "Child Ambassadors Council" institution is designed as a safe spatial opportunity for children to bring up children's voices according to the legal framework of the launched institution. Institution aims to enrich its opportunities for the further progress of the implementation of children's rights. The further plans aim to bring new children from all over the country. The institution was successful. The term project has been replaced with the term of institution. Government support in the implementation of children's rights has crucial and beneficial impact on the decreased number of violation of children (UNICEF, 2019).

Institutions such as "Child Ambassadors Council" provides healthy environment for children's participations. These institutions are also ensuring the growth of future leaders and critical thinking citizens (VAN BUEREN, 2010). The participation of young people has another great impact. This is the principle of the institution. Children's participations are taken as paramount principle. The significance of stabilized and balanced power issues assists children to express their concerns on the daily lives of children freely. Limitations of institution is being detected and the state committee tries to solve the problems of children. The planned TV shows on the promotion of the children's rights is attempt of the government in educating children and adults about CRC and National Law. Yet, the moderators admit the facts of selective-abortion and early marriages in rural parts of the country. The official reports (UNICEF, 2019) also claim it. However, the educative steps towards the promotion and implementation of children's rights can benefit the well-being of children.

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Appendix I Interview guide: Interview guide for Child Ambassadors

Purpose: The purpose of the chosen method is to explore children's viewpoints about the launched project "Children Ambassadors Council" by state authorities. Open questions are chosen for the interview and these questions are entitling the research by creating new insights for master student.

- ❖ How is your daily plan scheduled?
 - Are you planning your day/week by yourself?
 - What kind of activities are you engaged to during the day?
- ❖ What are the expectations as an ambassador from the launched project?
 - Why do you think so?
 - Are there any changes in your life since you have been entitled to the project?
- ❖ How did the project impact on you?
 - What has been changed since you were selected as ambassadors?
 - If the relations towards you have changed, could you specify how?
- ❖ What did you learn so far as a Child Ambassador?
 - Is your knowledge on children's rights and international declarations encompassed?
 - If yes, how?
- ❖ What was the most challenging moment for you as an ambassador?
- ❖ Has your daily routine changed after being a member of the project?
- ❖ What do you think, can you or have you changed anything since you have become an ambassador?
 - What kind of responsibilities do you have as an ambassador?
 - What can you do for a change in the children's rights?
- ❖ How much time do you spend on this project weekly?
 - What do you do?
- ❖ How well do you manage being an ambassador and promoting the children's rights?
 - What are spatial limitations/opportunities?

Appendix II Interview guide: Interview guide for Child Ambassadors – translated

- ❖ Gündəlik həyatınızı necə planlaşdırırsınız?
 - Həftənizi və ya gününüzü özünüz planlaşdırırsınız?
 - Gün ərzində hansı fəaliyyətlərlə məşğul olursunuz?
- ❖ Bir səfir kimi “Uşaq Səfirlər Məclisi” -dən gözləntiləriniz nələrdir?
 - Nə üçün? (əsaslandırma bilirsiniz?)
 - Bu instituta seçildikdən sonra həyatınızda dəyişikliklər oldu mu?
 - Əgər sizə ətrafınızdakı insanların münasibəti dəyişdisə bunu təsvir edə bilərsinizmi?
- ❖ Uşaq Səfir kimi hansı bilik və ya bacarıqlara yiyələnmişiniz?
 - Sizin uşaq hüquqları və beynəlxalq konvensiyalar haqqında olan bilik və təcrübələriniz genişləndimi?
- ❖ Uşaq səfiri kimi ən çətin məqam hansı olub sizin üçün? (qərar vermə, dostlarla və ya ailə ilə olan münasibət, kollektivdə işin təşkili)
- ❖ Həftə ərzində bu proyektə nə qədər zaman ayırırsınız?
 - Ayırdığınız zaman ərzində nə işlə məşğul olursunuz?
- ❖ Bu proyektə iştirakınızdan sonra gündəlik planınızda dəyişiklik olubmu? Hansı?
- ❖ Səfir olduğunuzdan sonra, siz nəyə dəyişdirə bildinizmi (uşaq hüquqları sahəsində və ya uşaq hüquqlarının təbliğatı ilə bağlı)?
 - Uşaq səfir kimi hansı məsuliyyətləriniz və ya öhdəlikləriniz var?
 - Uşaq hüquqlarının dəyişilməsi və daha da geniş təbliğatı üçün siz şəxsən nə edə bilərsiniz?
- ❖ Uşaq hüquqlarının müdafiəsi və təbliğatı ilə bağlı hansı işlər görmüşünüz və ya planlaşdırırsınız?
 - Bu projektlərin sizin üçün əhatə dairəsi ilə bağlı olan imkanlar və ya limitləri varmı? Varsa hansıdır?

Appendix III Interview guide: “Child Ambassadors Council” institution’s moderators

Purpose: The purpose of the chosen method is to explore authorities’ viewpoints about the launched project “Children Ambassadors Council” by state authorities. Open questions are chosen for the interview and these questions are entitling the research by creating new insights for master student.

- ❖ What were the main principles of the institution and why they were included to the framework of the institution?
 - How CRC and National Law on Children’s Rights of Azerbaijan influenced while creating the rules and regulations for the institution?
 - What is the main purpose of the institution?
- ❖ How is Children’s Ambassadors Council planned?
 - What is the main difference of this institution from Children’s Parliaments?
 - What kind of activities are children engaged to usually?
 - What are the responsibilities of authorities in the launched institutions?
 - How well is this institution assisting children in the implementation of CRC?
- ❖ What are the expectations from ambassadors in the launched institution?
 - How well children can manage their tasks?
- ❖ How did the institution impact on children?
- ❖ How pandemics affected the work of institution?
 - What are the differences in the schedule of children?
- ❖ Were there any concerns by the ambassadors about violation of children’s rights?
 - If yes, what were they?
 - How the institution managed the violation of children’s rights?
- ❖ What is the most challenging issue as a manager and chairman in the launched project?
 - Why?
- ❖ What have changed since children joined to the institution?
- ❖ How children were chosen, were there any specific reason to choose them individually?
 - Could this institution progress the personal skills of ambassadors?
 - If yes , how?
 - If no, why?
 - What kind of responsibilities do children have?
 - How children can implement for a change in the children’s rights?
 - What have you changed in children’s rights policy?
 - Can children design a project ad launch themselves?
- ❖ How much time do children spend in this institution weekly?
 - What do they do?
 - How are the tasks divided?
 - How well does this institution provide a safe place for children for bringing up their voices?
- ❖ How well do children manage being an ambassador and promoting the children’s rights?

- What are spatial limitations/opportunities of these children?
- Do you think that, the project is beneficial for the development of children's rights in Azerbaijan?
- How well does this institution cover the whole republic?
 - What are the main problems in promotion of children's rights in rural areas if there are problems?

Appendix IV Interview guide: “Child Ambassadors Council” institution’s moderators – translated.

- ❖ Uşaq Səfirlər Məclisinin əsas məqsədləri hansılardır və bu məqsədlər nə üçün məclisin müddəalarına daxil edilib?
 - Beynəlxalq Uşaq Konvensiyası və Azərbaycan Respublikası Uşaq Hüquqları haqqında qanundan Məclisin məqsəd və vəzifələrinin təşkili zamanı istifadə edilmişdir? Konvensiyanın və Azərbaycan Respublikası Uşaq Hüquqları haqqında qanunun hansı müddəaları rəhbər tutulmuşdur?
 - Məclisin əsas məqsədi nədən ibarətdir?
- ❖ Uşaq Səfirlər Məclisi necə planlaşdırıldı və necə quruldu?
 - Uşaq Parlamentindən nə ilə fərqlənir?
 - Uşaqlar adətən hansı fəaliyyətlə məşğul olurlar?
 - Dövlət komitəsinin bu layihədəki rolu və məsuliyyəti nədən ibarətdir?
 - Uşaq Səfirlər Məclisi Uşaq Hüquqları Konvensiyasının icra olunması ilə bağlı nə dərəcədə yardımçı olur?
- ❖ Uşaqlardan Uşaq Səfirlər Məclisi institutu daxilində olan gözləntilər nələrdir?
 - Uşaqlar öz öhdəliklərini nə dərəcədə həyata keçirə bilirlər?
- ❖ Uşaq Səfirlər Məclisi uşaqlara necə təsir etdi?
- ❖ Pandemiya məclisin fəaliyyətinə necə təsir etdi?
 - Uşaqların həftəlik iş planında hansı dəyişikliklər oldu?
- ❖ Uşaqlar tərəfindən uşaq hüquqlarının pozulması ilə bağlı məsələlər qaldırılıbmı?
 - Əgər cavab “bəli”-dirsə hansı məsələlər qaldırıldı?
 - Məclis uşaq hüquqlarının pozulması ilə bağlı məsələləri necə idarə edir?
- ❖ Layihənin moderatoru kimi ən çətin məqam hansıdır?
 - Nə üçün?
- ❖ Uşaqlar, səfirlər məclisinə necə seçildilər? Hər hansısa şəxsi keyfiyyətlər uşaqların seçimi aparılan zaman nəzərə alındımı?
 - Uşaq Səfirlər Məclisi uşaqların şəxsi inkişafına dəstək ola bilirmi?
 - Əgər cavab “bəli” dirsə necə?
 - Əgər cavab “xeyir” dirsə nə üçün?
 - Uşaqların məsuliyyətləri nədən ibarətdir?
 - Uşaqlar uşaq hüquqları ilə bağlı məsələlərdə necə bir dəyişiklik edə bilirlər?
 - Məclis fəaliyyətə başladığından etibarən uşaq hüquqları və uşaq siyasəti ilə bağlı nələrə dəyişiklik və ya düzəliş edilib? Belə bir dəyişikliyə ehtiyac varmı?
 - Uşaqlar sərbəst şəkildə projekt yazıb həyata keçirə bilirlərmə?
- ❖ Uşaqlar məclisdə həftə ərzində nə qədər zaman fəaliyyət göstərirlər?
 - Hansı fəaliyyətlə məşğul olurlar?
 - Tapşırıqlar necə bölünür?
 - Səfirlər məclisi uşaqların fikirlərinin ifadə olunması üçün uşaqlara hansı imkanlar yaradır?

- ❖ Uşaqlar, uşaq hüquqlarının təbliğatı ilə bağlı məsələləri səfir olaraq hansı dərəcədə həyata keçirə bilirlər? (nə dərəcədə müvəffəq olurlar)
 - Uşaqların məkanla bağlı məhdudiyyət və fərsətləri nələrdir?
 - Səfirlər məclisi bütün ölkəni əhatə edə bilirmi?
 - Uşaq hüquqlarının ucqar bölgələrdəki təbliğatı ilə bağlı hər hansısa bir problemlər varmı, əgər var isə hansılardır?
 - Sizcə, Uşaq Səfirlər Məclisi, Azərbaycanda Uşaq Hüquqlarının inkişafı və qorunması üçün nə dərəcədə əhəmiyyət kəsb edir?

Appendix V NSD Form



NSD's assessment

Project title

Children's Rights in Azerbaijan: Child Ambassadors Council

Reference number

989050

Registered

05.01.2021 av Aydin Aghayev - aydina@stud.ntnu.no

Data controller (institution responsible for the project)

Norges teknisk-naturvitenskapelige universitet / Fakultet for arkitektur og design (AD) / Kunstakademiet i Trondheim

Project leader (academic employee/supervisor or PhD candidate) Anne Trine Kjørholt,
anne.trine.kjorholt@ntnu.no, tlf: 91897607 **Type of project** Student project, Master's thesis

Contact information, student

Aydin Aghayev, aydina.stud@ntnu.no, tlf: 96954473

Project period

01.02.2021 - 01.04.2021

Status

02.04.2021 - Closed

Assessment (1)

08.02.2021 - Assessed

Our assessment is that the processing of personal data in this project will comply with data protection legislation, so long as it is carried out in accordance with what is documented in the Notification Form and attachments, dated 8.2.2021, as well as in correspondence with

NSD. Everything is in place for the processing to begin.

NOTIFY CHANGES

If you intend to make changes to the processing of personal data in this project it may be necessary to notify NSD. This is done by updating the information registered in the Notification Form. On our website we explain which changes must be notified. Wait until you receive an answer from us before you carry out the changes.

TYPE OF DATA AND DURATION

The project will be processing general categories of personal data until 1.4.2021.

LEGAL BASIS

The project will gain consent from data subjects to process their personal data. We find that consent will meet the necessary requirements under art. 4 (11) and 7, in that it will be a freely given, specific, informed and unambiguous statement or action, which will be documented and can be withdrawn.

The legal basis for processing general categories of personal data is therefore consent given by the data subject, cf. the General Data Protection Regulation art. 6.1 a).

For children under 16 years, consent will be given by their

parents/legal guardians.

PRINCIPLES RELATING TO PROCESSING PERSONAL DATA

NSD finds that the planned processing of personal data will be in accordance with the principles under the General Data Protection Regulation regarding:

- lawfulness, fairness and transparency (art. 5.1 a), in that data subjects will receive sufficient information about the processing and will give their consent
- purpose limitation (art. 5.1 b), in that personal data will be collected for specified, explicit and legitimate purposes, and will not be processed for new, incompatible purposes
- data minimisation (art. 5.1 c), in that only personal data which are adequate, relevant and necessary for the purpose of the project will be processed
- storage limitation (art. 5.1 e), in that personal data will not be stored for longer than is necessary to fulfil the project's purpose

THE RIGHTS OF DATA SUBJECTS

NSD finds that the information that will be given to data subjects about the processing of their personal data will meet the legal requirements for form and content, cf. art. 12.1 and art. 13.

Data subjects will have the following rights in this project: access (art. 15), rectification (art. 16), erasure (art. 17), restriction of processing (art. 18), data portability (art. 20). These rights apply so long as the data subject can be identified in the collected data.

We remind you that if a data subject contacts you about their rights, the data controller has a duty to reply within a month.

FOLLOW YOUR INSTITUTION'S GUIDELINES

NSD presupposes that the project will meet the requirements of accuracy (art. 5.1 d), integrity and confidentiality (art. 5.1 f) and security (art. 32) when processing personal data.

To ensure that these requirements are met you must follow your institution's internal guidelines and/or consult with your institution (i.e. the institution responsible for the project).

FOLLOW-UP OF THE PROJECT

NSD will follow up the progress of the project at the planned end date in order to determine whether the processing of personal data has been concluded.

Good luck with the project!

Contact person at NSD: Håkon J. Tranvåg

Data Protection Services for Research: +47 55 58 21 17 (press 1)

Appendix VI Informed Consent for “Child Ambassadors Council” institution’s moderators

Do you want to participate in the research project?

Children’s Rights in Azerbaijan: “Child Ambassadors Council” institution.

This is a question for you to participate in a research project where the purpose is to explore the children’s participation and cooperation with authorities within the frames of the government institution “Child Ambassadors”. In this letter, we give you information about the goals of the project and what participation will mean for you.

Purpose

With this letter I ask for your participation and for your permission of the participation of you in the master thesis about children’s participation in Azerbaijan and children’s rights within the institution of “Child Ambassadors Council”. After reading this letter and giving your consent for your participation you are asked to seek the consent to join. After your permission, you should have the final say whether if you would like to join or not.

This research is conducted by Aydin Aghayev in the interest of his master research at NTNU (Norwegian University of Science and Technology). The goal of this research is to discover the implementation of CRC in Azerbaijan, find out the participation of children. The aim is to explore the everyday lives of children within the government institution and their cooperation with several institutions in terms of their rights.

Information about the supervisor and the researcher:

Supervisor: Prof. Anne Trine Kjørholt is a professor in Child and childhood research at the Norwegian University of science and Technology. NTNU.

Master student: Aydin Aghayev is a master student, from Azerbaijan, Baku and studying childhood studies at NTNU.

Why are you asked to participate?

You are asked to participate because your experiences are relevant to the study. The research aims to explore the children’s participation within the project of “Child Ambassadors Council” established by the state committee.

What is expected from you upon participation?

If you choose to participate, it means you will be invited to an interview with the master student Aydin Aghayev. The interview will take approximately 60 minutes. The purpose of the interview is gaining an understanding of the children’s participation in Azerbaijan. Before starting the interview, you will be asked your permission to record your voice or to take notes.

What is expected from your child upon participation?

If you agree on the participation, Aydin Aghayev will have a dialogue with you on their rights and participation, involved projects which is established by the government institution of “Child Ambassadors Council”. The dialogue will take approximately 45 minutes. The aim of this initial dialogue is to build a sense of familiarity between the informants and the researcher and to ensure that the participants understand the aim of

participation and that it is voluntary, which can facilitate and encourage the informants to actively participate. The informants will be also asked to answer to the questions, write diaries or notes describing aspects related to their lives. The informants will be given some amount of time. You have the right to check the questions and the activities you will be a part of. After completing the activity, there will be a some more meetings with the child. The purpose of this meeting is to give the informants the opportunity to explain the task they completed. You will be asked your permission to record your voice.

It is voluntary to participate!

It is voluntary to participate in the project. If you choose to participate, you can withdraw your consent at any time without giving any reason. All the personal information about you will then be deleted. It will not have any negative consequences for you if you do not want to participate or later choose to withdraw.

Your privacy - how we store and use your information.

We will only use the information about you for the purposes we have described in this letter. We treat the information confidentially and in accordance with the privacy regulations. The recorded data will be processed only by the master student Aydin Aghayev and the supervisor Prof. Anne Trine Kjørholt and will be deleted immediately after the research is completed.

Your identities will not be identified, I will replace your name and contact information with a code that is stored on a separate name list separated from other data, and all the data you share will be deleted after the study is completed. The study is expected to be completed by August 2021. So long as you can be identified in the collected data, you have the right to access, correct or delete the personal data that is being processed about you. If you have complaints on the processing, you have the right to contact The Norwegian Data Protection Authority.

Where can you find out more?

If you have questions about the study, or want to exercise your rights, please contact:

Supervisor: Prof. Anne Trine Kjørholt.

By email anne.trine.kjorholt@ntnu.no or phone: +4791897607

Researcher: Aydin Aghayev.

email aydina.stud@ntnu.no phone: +4796954473

NSD - Norwegian Center for Research Data AS has assessed that the processing of personal data in this project is in accordance with the privacy regulations. If you have questions related to NSD's assessment of the project, you can contact:

- NSD - Norwegian Center for Research Data AS by email (personverntjenester@nsd.no) or by phone: 55 58 21 17.

With best regards

Aydin Aghayev.

Declaration of consent

I have received and understood information about the project [Children's Rights in Azerbaijan: "Child Ambassadors Council"] and have had the opportunity to ask questions. I understand that my participation is voluntary and that we are free to withdraw at any time, without giving a reason.

I understand that I will be given a copy of this consent form and that my signature indicates that I will participate. I voluntarily agree to take part in this study. I am aware that the data, including copies and records, from the interviews, diaries will be kept anonymous and confidential. They will be destroyed after having been used for the transcription for the study. I am however allowed to keep the originals of the drawings and maps I have created. I have been assured that the data will be presented in a way that will make it impossible to be traced back to me. I agree that my information will be processed until the project is completed.

Hereby I confirm that I agree to the following methods. Please click the ones you agree on!

- **Interviews**

Name of the participant: _____

Participant's signature: _____

Date: _____

Appendix VII Informed Consent for “Child Ambassadors Council” institution’s moderators – Translated.

Siz araşdırmanın bir hissəsi olmaq istəyirsinizmi?

Azərbaycanda Uşaq Hüquqları: “Uşaq Səfirlər Məclisi” institutu.

Sizə ünvanlanmış bu sualın əsas mahiyyəti tədqiqat layihəsindəki iştirakınızın təstiqi ilə bağlıdır. Tədqiqat “Uşaq Səfirlər Məclisi” institutu çərçivəsində uşaqların dövlət orqanları ilə birgə fəaliyyətini və uşaqların iştirak hüquqlarını araşdırır. Bu məktubda, tədqiqatın məqsədlərini, iştirakınızla bağlı yaranan sualları cavablamağa çalışacağıq.

Məqsəd:

Bu məktubla “Uşaq Səfirləri Məclisi” institutunun daxilində Azərbaycanda uşaqların iştirakı və uşaq hüquqları haqqında magistr tezisində iştirak etməyinizi təstiq etməyi xahiş edirəm. Bu məktubu oxuduqdan və iştirakınız üçün razılıq verdikdən sonra sizdən qoşulmaq üçün razılıq sənədini imzalamağınız xahiş olunur. İcazənizdən sonra qoşulmaq istəyib-istəmədiyinizə dair qərar verməlisiniz.

Bu araşdırma Aydın Ağayev – NTNU (Norveç Elm və Texnologiya Universiteti) -da magistr təhsili alan tələbə tərəfindən aparılır. Bu tədqiqatın məqsədi Azərbaycanda Beynəlxalq Uşaq Konvensiyasının tətbiqinin elementlərini araşdırmaq, uşaqların iştirak hüquqlarının öyrənilməsidir. Məqsəd, dövlət komitəsi tərəfindən yaradılan “Uşaq Səfirlər Məclisi” institutu daxilində uşaqların gündəlik həyatlarını və hüquqlarının araşdırılması baxımından digər qurumlarla əməkdaşlıqlarını araşdırmaqdır.

Elmi rəhbər və tələbə barəsində məlumat:

Elmi rəhbər: Prof. Anne Trine Kjørholt Norveç Texnologiya və Elm Universitetində uşaq araşdırmaları və uşaq elmləri ilə bağlı professordur.

Tələbə-magistrant: Aydın Ağayev Azərbaycanın Bakı şəhərindən olan və Norveç Texnologiya və Elm Universitetinin “Uşaq elmləri” ixtisasına yiyələnən magistrant tələbəsidir.

Nə üçün iştirakınız istənilir?

Sizin təcrübələriniz bizim tədqiqat ilə uyğunluq təşkil etdiyi üçün, Sizin iştirakınız olduqca əhəmiyyətilidir. Tədqiqat, Ailə, Qadın və Uşaq Problemləri üzrə Dövlət Komitəsinin “Uşaq Səfirlər Məclisi” institute çərçivəsində uşaqların iştirak hüquqlarının araşdırılması məqsədi daşıyır.

İştirak zamanı sizdən nə gözlənilir?

İştirak barədə razılığa gəlsəniz, Aydın Ağayev komitə tərəfindən təsis edilən sizinlə “Uşaq Səfirləri Məclisi” institutunun layihələri, uşaq hüquqları və uşaqların iştirakı barədə bir dialoq quracaqdır. Dialoq təxminən 45 dəqiqə davam edəcək. Bu ilkin dialoqun məqsədi məlumat verənlərlə tədqiqatçı arasında tanışlıq hissi yaratmaq və iştirakçıların iştirak məqsədini başa düşməsinə və könüllü olmasını təmin etməkdir. İştirakçılardan suallara cavab verməsi, həyatları ilə əlaqəli məqamları təsvir edən gündəliklər və ya qeydlər yazması da istənəcəkdir. İştirakçılara gündəliklərin yazılması ilə bağlı bir qədər vaxt veriləcək. Sualları və iştirak edəcəyiniz metodlar barədə məlumat almaq hüququnuz var. Məlumat yığma prosesi tamamladıqdan sonra uşaqlarla görüşlər olacaq. Bu görüşün məqsədi məlumat verənlərə yerinə yetirdikləri tapşırığı izah etmək imkanı verməkdir. Səsinizi yazmaq üçün sizdən icazə istənəcəkdir.

İştirakınız könüllüdür!

Tədqiqatda iştirakınız könüllüdür. İştirakınızı təstiq etdikdən sonra, iştirakdan istənilən anda heç bir səbəb göstərmədən imtina etmək hüququnuz var. Sizinlə bağlı bütün məlumatlar, iştirakdan imtina etdiyiniz halda, dərhal silinəcəkdir. İştirakdan imtina sizə heç bir zərər verməyəcək.

Məlumatınızın məxfiliyi – biz sizin məlumatlarınızı necə saxlayacağıq

Haqqınızdakı məlumatları yalnız bu məktubda təsvir etdiyimiz məqsədlər üçün istifadə olunacaqdır. Məlumatların toplanması prosesini məxfi və məxfilik qaydalarına uyğun şəkildə aparırıq. Qeydə alınan məlumatlar yalnız magistr tələbəsi Aydın Ağayev və elmi rəhbər Prof. Anne Trine Kjørholt tərəfindən işlənəcək və tədqiqat başa çatdıqdan dərhal sonra silinəcəkdir.

Şəxsiyyətləriniz müəyyənləşdirilməyəcək, adınızı və əlaqə məlumatlarınızı başqa məlumatlardan ayrılmış ayrı bir ad siyahısında saxlanılan bir kodla əvəz edəcəyəm. Bölüşdüyünüz bütün məlumatlar tədqiqat başa çatdıqdan sonra silinəcəkdir. Tədqiqatın 2021-ci ilin avqust ayına qədər tamamlanması gözlənilir. Toplanan məlumatlarda şəxsiyyətinizi müəyyənləşdirə bilən məlumatlara daxil olmaq, düzəltmək və ya silmək hüququnuz var. Məlumatların işlənməsi prosesi ilə bağlı şikayətiniz olarsa, Norveç Məlumat Qoruma İdarəsi ilə əlaqə qurma hüququnuz var.

Daha çox məlumatı haradan əldə edə bilərsiniz?

Öz hüquqlarınız və ya araşdırma barədə sual yaranarsa məlumat əldə etmək üçün aşağıdakı şəxslərlə əlaqə saxlaya bilərsiniz:

Elmi rəhbər: Prof. Anne Trine Kjørholt.

Email: anne.trine.kjorholt@ntnu.no Telefon: +4791897607

Magistrant-tələbə: Aydın Ağayev.

Email: aydina.stud@ntnu.no Telefon: +4796954473

NSD - Norveç Tədqiqat Məlumat Mərkəzi AS bu layihədəki fərdi məlumatların işlənməsinin məxfilik qaydalarına uyğun olduğunu qiymətləndirdi. NSD-nin layihəni qiymətləndirməsi ilə bağlı suallarınız varsa, aşağıdakılarla əlaqə yarada bilərsiniz.

- NSD - Norveç Tədqiqat Məlumat Mərkəzi AS elektron poçtla (personverntjenester@nsd.no) və ya telefonla: 55 58 21 17 əlaqə saxlayın.

Ən xoş arzularla,

Aydın Ağayev

İştirakla bağlı razılıq

Azərbaycandakı Uşaq Hüquqları: "Uşaq Səfirləri Məclisi" layihəsi haqqında məlumat aldım və başa düşdüm və sual vermək fürsəti tapdım. İştirakımın könüllü olduğunu və səbəb göstərmədən istənilən vaxt imtina etmək hüququmun olduğunu başa düşürəm.

Anlayıram ki, bu razılıq formasının bir nüsxəsi mənə veriləcək. Qeyd etdiyim imzam iştirak edəcəyimi təstiq edir. Könüllü olaraq bu işdə iştirak etməyə razıyam. Müsahibələrdən, gündəliklərdən alınan nüsxələr və qeydlər daxil olmaqla məlumatların anonim və məxfi saxlanılacağını başa düşdüm. Tədqiqatdan əldə olunan məlumatlar tədqiq etmək üçün istifadə edildikdən sonra məhv ediləcəklər. Bununla birlikdə, yaratdığım rəsmlərin və xəritələrin orijinallarını saxlamağıma icazə verilir. Layihə başa çatana qədər məlumatlarımdan istifadə olunmasına razıyam.

Göstərilən metodla işləməyə razıyam. Zəhmət olmasa sözün qarşısında "+" işarəsi qoyun.

-Müsahibə

İştirakçının adı və soyadı: _____

İştirakçının imzası: _____

Tarix: _____

Appendix VIII Informed Consent for Child Ambassadors

Do you want to participate in the research project?

Children's Rights in Azerbaijan: "Child Ambassadors Council" institution.

This is a question for you to participate in a research project where the purpose is to explore the children's participation and cooperation with authorities within the frames of the government institution "Child Ambassadors". In this letter, we give you information about the goals of the project and what participation will mean for you.

Purpose

With this letter I ask for your participation and for your permission of the participation of you in the master thesis about children's participation in Azerbaijan and children's rights within the institution of "Child Ambassadors Council". After reading this letter and giving your consent for your participation you are asked to seek the consent to join. After your permission, you should have the final say whether if you would like to join or not.

This research is conducted by Aydin Aghayev in the interest of his master research at NTNU (Norwegian University of Science and Technology). The goal of this research is to discover the implementation of CRC in Azerbaijan, find out the participation of children. The aim is to explore the everyday lives of children within the government institution and their cooperation with several institutions in terms of their rights.

Information about the supervisor and the researcher:

Supervisor: Prof. Anne Trine Kjørholt is a professor in Child and childhood research at the Norwegian University of science and Technology. NTNU.

Master student: Aydin Aghayev is a master student, from Azerbaijan, Baku and studying childhood studies at NTNU.

Why are you asked to participate?

You are asked to participate because your experiences are relevant to the study. The research aims to explore the children's participation within the project of "Child Ambassadors Council" established by the state committee.

What is expected from you upon participation?

If you choose to participate, it means you will be invited to an interview with the master student Aydin Aghayev. The interview will take approximately 60 minutes. The purpose of the interview is gaining an understanding of the children's participation in Azerbaijan. Before starting the interview, you will be asked your permission to record your voice or to take notes.

What is expected from your child upon participation?

If you agree on the participation, Aydin Aghayev will have a dialogue with you on their rights and participation, involved projects which is established by the government institution of "Child Ambassadors Council". The dialogue will take approximately 45 minutes. The aim of this initial dialogue is to build a sense of familiarity between the informants and the researcher and to ensure that the participants understand the aim of participation and that it is voluntary, which can facilitate and encourage the informants to actively participate. The

informants will be also asked to answer to the questions, write diaries or notes describing aspects related to their lives. The informants will be given some amount of time. You have the right to check the questions and the activities you will be a part of. After completing the activity, there will be a some more meetings with the child. The purpose of this meeting is to give the informants the opportunity to explain the task they completed. You will be asked your permission to record your voice.

It is voluntary to participate!

It is voluntary to participate in the project. If you choose to participate, you can withdraw your consent at any time without giving any reason. All the personal information about you will then be deleted. It will not have any negative consequences for you if you do not want to participate or later choose to withdraw.

Your privacy - how we store and use your information

We will only use the information about you for the purposes we have described in this letter. We treat the information confidentially and in accordance with the privacy regulations. The recorded data will be processed only by the master student Aydin Aghayev and the supervisor Prof. Anne Trine Kjørholt and will be deleted immediately after the research is completed.

Your identities will not be identified, I will replace your name and contact information with a code that is stored on a separate name list separated from other data, and all the data you share will be deleted after the study is completed. The study is expected to be completed by August 2021. So long as you can be identified in the collected data, you have the right to access, correct or delete the personal data that is being processed about you. If you have complaints on the processing, you have the right to contact The Norwegian Data Protection Authority.

Where can you find out more?

If you have questions about the study, or want to exercise your rights, please contact:

Supervisor: Prof. Anne Trine Kjørholt.

By email anne.trine.kjorholt@ntnu.no or phone: +4791897607

Researcher: Aydin Aghayev.

email aydina.stud@ntnu.no phone: +4796954473

NSD - Norwegian Center for Research Data AS has assessed that the processing of personal data in this project is in accordance with the privacy regulations. If you have questions related to NSD's assessment of the project, you can contact:

- NSD - Norwegian Center for Research Data AS by email (personverntjenester@nsd.no) or by phone: 55 58 21 17.

With best regards

Aydin Aghayev

Declaration of consent

I have received and understood information about the project [Children's Rights in Azerbaijan: "Child Ambassadors Council"] and have had the opportunity to ask questions. I understand that my participation is voluntary and that we are free to withdraw at any time, without giving a reason.

I understand that I will be given a copy of this consent form and that my signature indicates that I will participate. I voluntarily agree to take part in this study. I am aware that the data, including copies and records, from the interviews, diaries will be kept anonymous and confidential. They will be destroyed after having been used for the transcription for the study. I am however allowed to keep the originals of the drawings and maps I have created. I have been assured that the data will be presented in a way that will make it impossible to be traced back to me. I agree that my information will be processed until the project is completed.

Hereby I confirm that I agree to the following methods. Please click the ones you agree on!

- **Interviews**
- **Diaries**

Name of the participant: _____

Participant's signature: _____

Date: _____

Appendix IX Informed Consent for Child Ambassadors – Translated

Siz araşdırmanın bir hissəsi olmaq istəyirsinizmi?

Azərbaycanda Uşaq Hüquqları: “Uşaq Səfirlər Məclisi” institutu.

Sizə ünvanlanmış bu sualın əsas mahiyyəti tədqiqat layihəsindəki iştirakınızın təstiqi ilə bağlıdır. Tədqiqat “Uşaq Səfirlər Məclisi” institutu çərçivəsində uşaqların dövlət orqanları ilə birgə fəaliyyətini və uşaqların iştirak hüquqlarını araşdırır. Bu məktubda, tədqiqatın məqsədlərini, iştirakınızla bağlı yaranan sualları cavablamağa çalışacağıq.

Məqsəd:

Bu məktubla “Uşaq Səfirləri Məclisi” institutunun daxilində Azərbaycanda uşaqların iştirakı və uşaq hüquqları haqqında magistr tezisində iştirak etməyinizi təstiq etməyi xahiş edirəm. Bu məktubu oxuduqdan və iştirakınız üçün razılıq verdikdən sonra sizdən qoşulmaq üçün razılıq sənədini imzalamağınız xahiş olunur. İcazənizdən sonra qoşulmaq istəyib-istəmədiyinizə dair qərar verməlisiniz.

Bu araşdırma Aydın Ağayev – NTNU (Norveç Elm və Texnologiya Universiteti) -da magistr təhsili alan tələbə tərəfindən aparılır. Bu tədqiqatın məqsədi Azərbaycanda Beynəlxalq Uşaq Konvensiyasının tətbiqinin elementlərini araşdırmaq, uşaqların iştirak hüquqlarının öyrənilməsidir. Məqsəd, dövlət komitəsi tərəfindən yaradılan “Uşaq Səfirlər Məclisi” institutu daxilində uşaqların gündəlik həyatlarını və hüquqlarının araşdırılması baxımından digər qurumlarla əməkdaşlıqlarını araşdırmaqdır.

Elmi rəhbər və tələbə barəsində məlumat:

Elmi rəhbər: Prof. Anne Trine Kjørholt Norveç Texnologiya və Elm Universitetində uşaq araşdırmaları və uşaq elmləri ilə bağlı professordur.

Tələbə-magistrant: Aydın Ağayev Azərbaycanın Bakı şəhərindən olan və Norveç Texnologiya və Elm Universitetinin “Uşaq elmləri” ixtisasına yiyələnən magistrant tələbəsidir.

Nə üçün iştirakınız istənilir?

Sizin təcrübələriniz bizim tədqiqat ilə uyğunluq təşkil etdiyi üçün, Sizin iştirakınız olduqca əhəmiyyətlidir. Tədqiqat, Ailə, Qadın və Uşaq Problemləri üzrə Dövlət Komitəsinin “Uşaq Səfirlər Məclisi” institute çərçivəsində uşaqların iştirak hüquqlarının araşdırılması məqsədi daşıyır. **İştirak zamanı sizdən (övladınızdan) nə gözlənilir?**

İştirak barədə razılığa gəlsəniz, Aydın Ağayev sizinlə (övladınızla), komitə tərəfindən təsis edilən sizinlə “Uşaq Səfirləri Məclisi” institutunun layihələri, uşaq hüquqları və uşaqların iştirak hüquqları barədə bir dialoq quracaqdır. Dialoq təxminən 45 dəqiqə davam edəcək. Bu ilkin dialoqun məqsədi məlumat verənlərlə tədqiqatçı arasında tanışlıq hissi yaratmaq və iştirakçıların iştirak məqsədini başa düşməsinə və könüllü olmasını təmin etməkdir. İştirakçılardan suallara cavab verməsi, həyatları ilə əlaqəli məqamları təsvir edən gündəliklər və ya qeydlər yazması da istənəcəkdir. İştirakçılara gündəliklərin yazılması ilə bağlı bir qədər vaxt veriləcək. Sualları və iştirak edəcəyiniz metodlar barədə məlumat almaq hüququnuz var. Məlumat yığma prosesi tamamladıqdan sonra uşaqlarla görüşlər olacaq. Bu görüşün məqsədi məlumat verənlərə yerinə yetirdikləri tapşırığı izah etmək imkanı verməkdir. Səsinizi yazmaq üçün sizdən icazə istənəcəkdir.

İştirakınız könüllüdür!

Tədqiqatda iştirakınız könüllüdür. İştirakınızı təstiq etdikdən sonra, iştirakdan istənilən

anda heç bir səbəb göstərmədən imtina etmək hüququnuz var. Sizinlə bağlı bütün məlumatlar, iştirakdan imtina etdiyiniz halda, dərhal silinəcəkdir. İştirakdan imtina sizə heç bir zərər verməyəcək.

Məlumatınızın məxfiliyi – biz sizin məlumatlarınızı necə saxlayacağıq

Haqqınızdakı məlumatları yalnız bu məktubda təsvir etdiyimiz məqsədlər üçün istifadə olunacaqdır. Məlumatların toplanması prosesini məxfi və məxfilik qaydalarına uyğun şəkildə aparırıq. Qeydə alınan məlumatlar yalnız magistr tələbəsi Aydın Ağayev və elmi rəhbər Prof. Anne Trine Kjørholt tərəfindən işlənəcək və tədqiqat başa çatdıqdan dərhal sonra silinəcəkdir.

Şəxsiyyətləriniz müəyyənləşdirilməyəcək, adınızı və əlaqə məlumatlarınızı başqa məlumatlardan ayrılmış ayrı bir ad siyahısında saxlanılan bir kodla əvəz edəcəyəm. Bölüşdüyünüz bütün məlumatlar tədqiqat başa çatdıqdan sonra silinəcəkdir. Tədqiqatın 2021-ci ilin avqust ayına qədər tamamlanması gözlənilir. Toplanan məlumatlarda şəxsiyyətinizi müəyyənləşdirə bilən məlumatlara daxil olmaq, düzəltmək və ya silmək hüququnuz var. Məlumatların işlənməsi prosesi ilə bağlı şikayətiniz olarsa, Norveç Məlumat Qoruma İdarəsi ilə əlaqə qurma hüququnuz var.

Daha çox məlumatı haradan əldə edə bilərsiniz?

Öz hüquqlarınız və ya araşdırma barədə sual yaranarsa məlumat əldə etmək üçün aşağıdakı şəxslərlə əlaqə saxlaya bilərsiniz:

Elmi rəhbər: Prof. Anne Trine Kjørholt.

Email: anne.trine.kjorholt@ntnu.no Telefon: +4791897607

Magistrant-tələbə: Aydın Ağayev.

Email: aydina.stud@ntnu.no Telefon: +4796954473

NSD - Norveç Tədqiqat Məlumat Mərkəzi AS bu layihədəki fərdi məlumatların işlənməsinin məxfilik qaydalarına uyğun olduğunu qiymətləndirdi. NSD-nin layihəni qiymətləndirməsi ilə bağlı suallarınız varsa, aşağıdakılarla əlaqə yarada bilərsiniz.

- NSD - Norveç Tədqiqat Məlumat Mərkəzi AS elektron poçtla (personverntjenester@nsd.no) və ya telefonla: 55 58 21 17 əlaqə saxlayın.

Ən xoş arzularla,

Aydın Ağayev.

İştirakla bağlı razılıq

Azərbaycandakı Uşaq Hüquqları: "Uşaq Səfirləri Məclisi" layihəsi haqqında məlumat aldım, başa düşdüm və sual vermək fürsəti tapdım. İştirakımın könüllü olduğunu və səbəb göstərmədən istənilən vaxt imtina etmək hüququmun olduğunu başa düşürəm.

Anlayıram ki, bu razılıq formasının bir nüsxəsi mənə veriləcək. Qeyd etdiyim imzam iştirak edəcəyimi təstiq edir. Könüllü olaraq bu işdə iştirak etməyə razıyam. Müsahibələrdən, gündəliklərdən alınan nüsxələr və qeydlər daxil olmaqla məlumatların anonim və məxfi saxlanılacağını başa düşdüm. Tədqiqatdan əldə olunan məlumatlar tədqiq etmək üçün istifadə edildikdən sonra məhv ediləcəklər. Bununla birlikdə, yaratdığım rəsmlərin və xəritələrin orijinallarını saxlamağıma icazə verilir. Layihə başa çatana qədər məlumatlarımdan istifadə olunmasına razıyam.

Göstərilən metodla işləməyə razıyam. Zəhmət olmasa sözün qarşısında "+"

işarəsi qoyun.

-Müsahibə
-Gündəlik

İştirakçının (valideynin) adı və soyadı: _____

İştirakçının (valideyninin) imzası: _____

Tarix: _____

Qeyd: 16 yaşdan aşağı uşaq iştirakçıların iştirakını valideynlər təstiq etməlidir!