



**SUPPLEMENTARY REPORT BY
CHILDREN OF CÔTE D'IVOIRE ON
MONITORING THE IMPLEMENTATION OF
THE AFRICAN CHARTER ON THE RIGHTS
AND WELFARE OF THE CHILD**

CADBE 2026



Note on the drawing

To protect our identities and the privacy of our peers who participated in the consultations, the original photographs have been replaced with drawings.

This decision is intended to protect our identities while faithfully depicting the moments of exchange, dialogue, and participation that shaped the process of drafting our supplementary report.



Acknowledgments

We would like to thank everyone who made the preparation of this report possible.

First, we thank all our peers who agreed to share their experiences, challenges, and suggestions during the consultations. Thanks to their testimonies, this report reflects the realities we face in Côte d'Ivoire

We thank our peers who served as rapporteurs, facilitating discussions, administering questionnaires, and helping to analyse the results.

We express our gratitude:

- All member organizations¹ of the National Platform of Children's Organizations and Associations of Côte d'Ivoire (PNOAE-CI);
- The Association of Children and Youth Workers of Côte d'Ivoire (AEJT-CI)
- The San Pedro Children's Coalition (COAE-SP),
- The Yamoussoukro Children's Pool,
- The Korhogo Children's Climate Champions,
- The Aboisso Children's Coalition,
- The Grand-Bassam branch of AEJT,
- All supervisors and facilitators.

We would also like to thank the technical and financial partners who supported this process while ensuring that our voices remained at the heart of the report.

Finally, we thank all the adults who believe that children have ideas, solutions, and the right to be heard when decisions are made on issues that affect them.



Foreword

We are girls and boys from Korhogo, Abidjan, Grand-Bassam, Aboisso, San Pedro, Adiaké, Ouangolodougou, Divo, Bouaké, Abengourou, Grand-Lahou, Noé, Man, Bondoukou, Bingerville, Bonoua, and Guiembé. We come from different backgrounds: some of us live in cities, others in rural areas; some of us go to school, others work; some of us live with a disability or in vulnerable situations. Despite our differences, we share the same rights and the same hope of growing up in an environment where every child is respected, protected, and listened to.

As part of monitoring the implementation of the African Charter on the Rights and Welfare of the Child (ACRWC), we wanted to make our voices heard. Through this report, we share our daily experiences, the challenges faced by some of our peers, and the solutions we propose to improve the situation of children in Côte d'Ivoire.

To compile this report, we organized 3 focus groups and collected questionnaires completed by 286 of our peers from several cities in Côte d'Ivoire. These consultations allowed us to speak freely on five topics that directly concern us:

- 1) My life, my identity, and my voice;
- 2) My safety, my health, and my family;
- 3) My school, my leisure time, and vulnerable children;
- 4) My responsibilities and my duties;
- 5) My environment and my future.

During our discussions, we identified several shared concerns. We noted that some children still do not have birth certificates, many of our peers are victims of violence, discrimination, or exclusion, access to quality education and health care remains difficult for some, children living with disabilities still face numerous obstacles, and the effects of climate change are already impacting our daily lives.

Beyond these observations, we have made concrete recommendations to the Government, local authorities, families, communities, civil society organizations, and partners so that all children can fully exercise their rights.

We hope that this report help strengthening the implementation of the African Charter on the Rights and Welfare of the Child in Côte d'Ivoire and help our proposals to be taken into account in decisions that affect our present and our future.

Because we are not just the citizens of tomorrow. We are also the citizens of today.

Sarah, Coordonnatrice Nationale de la PNOAE-CI



Acknowledgement of the government's efforts to uphold our rights and the purpose of our contribution

Before sharing our findings and recommendations, we would like to emphasize that this report was prepared following an analysis of the State of Côte d'Ivoire's report on the implementation of the African Charter on the Rights and Welfare of the Child.

We would like to commend the Ivorian government for the significant efforts it has made to promote, protect, and realize our rights. The progress made in several areas confirms the commitment of the authorities and the various stakeholders involved in this mission.

While our report focuses primarily on the challenges we still face and the changes we hope to see, this is a deliberate choice. We wanted to devote as much space as possible to expressing our realities, our concerns, and our recommendations. This choice does not call into question the achievements presented in the State's report, but aims to provide additional insight based on our lived experiences.

We hope that our observations and proposals will enrich the dialogue with the African Committee of Experts on the Rights and Welfare of the Child and help strengthening the actions already underway on behalf of all children in Côte d'Ivoire.



Objective

We want to help monitoring the implementation of the African Charter on the Rights and Welfare of the Child by sharing our day-to-day experiences, our concerns, and the changes we hope to see for all children in Côte d'Ivoire..



Introduction

We are children from different regions of Côte d'Ivoire.

We participated in a consultation process to share our experiences, concerns, and proposals on how our rights are respected in our country.

Before the consultations, we were briefed on the ACRWC, the role of the African Committee of Experts on the Rights and Welfare of the Child (ACERWC), and the process of drafting an alternative report.

We then identified the issues we felt were most important by reviewing the State report. We formed a committee consisting of 2 boys, 3 girls, 1 woman, and 1 man. This committee was tasked with leading the rest of the process.

Through focus groups and online surveys, we gathered the perspectives of 609 children living in various cities across Côte d'Ivoire.

Our discussions focused on our identity, our safety, our health, our families, our schools, our participation, and our environment.

Through this report, we hope to make our voices heard.

We want to share what we experience on a daily basis, the difficulties faced by some of our peers, and the solutions we propose.

We hope this second report will help improving the implementation of our rights and encourage all decision-makers to take our recommendations into account.



Methodology

How did we prepare this report?

This report is the result of a participatory process led by children and for children, with technical support from AEJT-CI. Our initiative unfolded in several stages from May to July 2026.

Step 1: We have strengthened our knowledge

We participated in a training and information session on children's rights, the African Charter on the Rights and Welfare of the Child, and the process of submitting a supplementary report to the Committee of Experts. This session was facilitated by AEJT-CI and Save the Children.

This session helped us to better understand our rights and the importance of our participation in the process

Step 2: We have prepared the consultations

Together, we identified the topics we felt were most important.

We also developed a discussion guide for the focus groups and an online questionnaire.



The consultations were organized into five sections:

- ➔ My life, my identity, and my Voice
- ➔ My safety, my health, and my family
- ➔ My school, my leisure activities, and vulnerable children
- ➔ My responsibilities and duties
- ➔ My environment and my future

Step 3: We consulted with our peers

We gathered the opinions of children living in several cities in Côte d'Ivoire using two complementary methods:

- 34 focus groups organized in different localities ;
- 286 online questionnaires completed by children.

The consultations allowed us to gather the perspectives of 609 children including 326 girls and 283 boys of various ages such as children with disabilities, child labourers, out-of-school children, and children in other vulnerable situations.

Step 4: We analysed the result

After the consultations, the editorial committee (2 boys, 3 girls, 1 woman, and 1 man) compiled the information received, identified the most frequently recurring ideas, and grouped the proposals made by our peers.

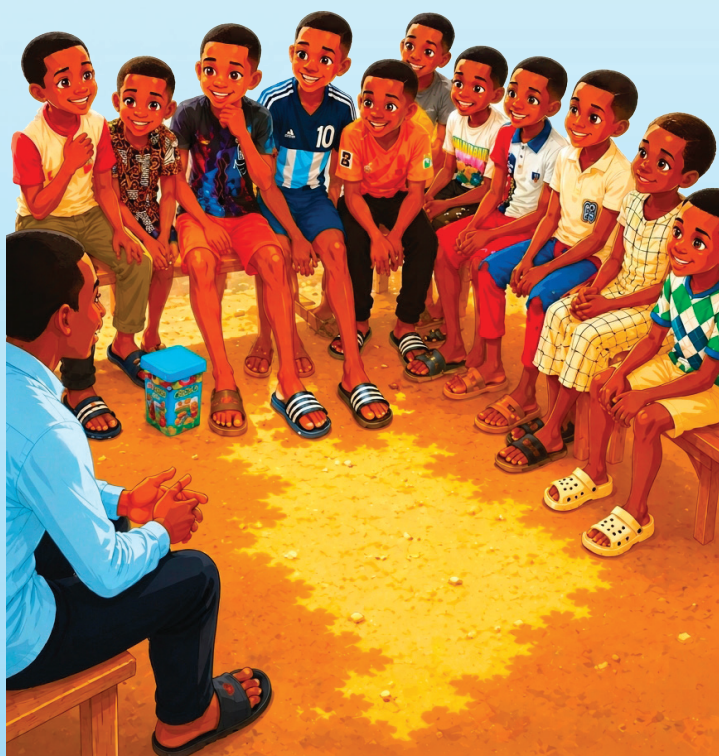
We also selected testimonials from children so that our report would accurately reflect our voices



Step 5: We drafted our report

The committee organized the findings around the five consultation themes. In each section, we present: 1) What we have observed; 2) What concerns us; 3) What we are calling for; 4) Our voices.

This structure accurately conveys what we expressed during the consultations and highlights the solutions we propose.



Step 6: We have approved our report

A validation workshop was organized with our peers who participated in the process, during which we reviewed the report drafted by the Editorial Committee and added additional information where necessary. We approved the recommendations and key messages we wished to convey to the African Committee of Experts on the Rights and Welfare of the Child.

This step ensured that the report truly reflects our voices.

SECTION 1 : MY LIFE, MY IDENTITY, AND MY VOICE

***Our message:** We talked about our identity, our right to exist, to be heard, and to participate in decisions that affect our lives. We want every child to be recognized, respected, and treated with dignity.*

1. Every child has the right to an identity

► What we have observed

Some of our peers still do not have a birth certificate.

The main reasons are:

- Negligence;
- Lack of information;
- Poverty;
- Absence of parents.



➤ What concerns us

We believe that when a child does not have a birth certificate, he/she may face several difficulties:

- ➔ Being unable to take the CEPE exam;
- ➔ Being ineligible for Universal Health Coverage (CMU);
- ➔ Being unable to obtain certain administrative documents (national ID card, passport)
- ➔ Lack of information about oneself;
- ➔ Being the target of ridicule;
- ➔ Facing difficulties when traveling

➤ What we are calling for

We hope that the government will:

- ➔ Bring civil registry offices closer to the communities;
- ➔ Eliminate the three-month grace period that was granted when our parents were unable to register our peers promptly;
- ➔ Raise parents' awareness of the importance of birth registration;
- ➔ Facilitate birth registration for all children



2. All children deserve respect

➤ What we have observed

Some of our peers are victims of discrimination, abuse, and exclusion.

The children most affected are often:

Orphans;

- ➔ Children in the care of guardians;
- ➔ Children with disabilities;
- ➔ Children not attending school;
- ➔ Children living on the streets.

➤ What concerns us

We believe that these situations:

- ➔ Isolate some children;
- ➔ Expose them to greater risks of violence (physical and humiliating punishment, neglect, sexual abuse, and sexual and economic exploitation);
- ➔ Increase the risks of delinquency, drug or alcohol use, child labour, and other forms of exploitation



➤ What we are calling for

We hope that the government will:

- ➔ Create more shelters or foster homes for vulnerable children;
- ➔ Launch integration programs to provide vocational training;
- ➔ Develop income-generating activities for heads of households or children of working age;

3. ***Our view matters***

➤ What we have observed

Most adults (government officials and parents) do not ask for our input on decisions that affect us:

- ➔ In decision-making bodies
- ➔ At home;
- ➔ At school;
- ➔ In the community.

➤ What concerns us

When our opinions are not taken into account:

- ➔ We feel like we are not listened to;
- ➔ The decisions made do not truly reflect our needs;
- ➔ We have little say in decisions that affect our lives;
- ➔ Our right to participate is not fully respected.

➤ What we are calling for

The government should:

- ➔ Strengthen mechanisms for children's participation in schools, communities, and at national level;
- ➔ Further raise awareness among adults about the importance of listening to children..

Our Stories

« "After my mother died, I was abused by my stepmother, who has my father's support. I asked to go on vacation to my senior sister's house, but they refused for no reason. » — Pharell, age 15

« "One of my friends is usually called an idiot by some of us when we hang out in the neighbourhood. » - Alvine, age 12.



SECTION 2: MY SAFETY, MY HEALTH, AND MY FAMILY

Our Message: We talked about our safety, our health, and the essential role of the family. We want to grow up in an environment where we are protected, cared for, and surrounded by adults who look after us

1. Growing up free from all forms of violence

➤ What we have observed

We have observed that some of our peers are victims of various forms of violence :

- ➔ Physical violence;
- ➔ Verbal abuse;
- ➔ Assaults;
- ➔ Harassment;
- ➔ Abductions;
- ➔ Humiliation;
- ➔ Child labour;
- ➔ Neglect.



We have also observed that, in most cases, the perpetrators of this violence are adults..

➤ What concerns us

We are concerned because many children who are victims of violence:

- ➔ Stay silent;
- ➔ Are afraid of being beaten;
- ➔ Fear being rejected or threatened;
- ➔ Think that no one will listen to them.



We also believe that this violence :

- Affects our mental health;
- Undermines our self-esteem;
- Erodes our trust in adults;
- Jeopardize our academic success;
- Put our future at risk.

► What we are calling for

We hope that the government will :

- Strengthen mechanisms to combat all forms of violence against children;
- Enforce strict penalties against perpetrators of violence;
- Create more shelters for children who are victims of violence and abuse;
- Raise awareness among adults about the importance of listening to children.

2. *Health is a right*

► What we have observed

We have observed that not all children have equal access to health care.

The challenges are related to:

- The cost of care;
- The high cost of vaccines after age 1;
- The lack of appropriate equipment;
- Insufficient healthcare staff;
- Negligence on the part of healthcare staff;
- The distance to health centres in some communities.



We have also observed that :

- Some parents cannot afford the CMU premiums ;
- Some of our parents buy medications on the street or self-medicate due to the high cost of care, which is very dangerous for us.

➤ What concerns us

We believe that these situations can:

- Delay the care of children;
- Endanger our health;
- Lead to the death of some of our peers.

➤ What we are calling for

We hope that the government will:

- Suspend CMU premiums for all children under 18;
- Increase equipment and staffing at health centres;
- Train healthcare workers on how to properly treat children;
- • Ensure the availability of free medications and care for children.



3. All children need a supportive family

➤ What we have observed

We have found that:

- Some children live with parents or guardians where they are sometimes subjected to abuse;
- Some live on the streets;
- Some are left to fend for themselves due to poverty, parental neglect, or abandonment.

➤ What concerns us

We believe that these children are at greater risk of:

- ➔ Living on the streets;
- ➔ Sexual or economic exploitation;
- ➔ Drug and alcohol use;
- ➔ Violence;
- ➔ Insecurity.

➤ What we are calling for

We call on the government to:

- ➔ Raise parents' awareness on their responsibilities;
- ➔ Better protect children deprived of family care;
- ➔ Develop more care facilities for vulnerable children.



Our Stories

« My peer, who lives with her guardians, is being abused. Her guardians' children make up lies about her, which leads her guardians to hit her, claiming she isn't their own child. » — Samira, age 15

« Our parents have a hard time taking us to the health centre in our neighbourhood because they think the costs of doctor visits and medicine are too high. When we get sick, they go straight to the pharmacy or buy medicine from the street vendors in the neighbourhood. » — Dominique, age 14

SECTION 3 : MY SCHOOL, MY LEISURE ACTIVITIES, AND VULNERABLE CHILDREN

Our message: For us, going to school, learning, playing, and being protected are rights. Yet many of our peers still face challenges that prevent them from fully enjoying their childhood. In this section, we share what we've observed and the changes we'd like to see.

1. School: A right that is not yet a reality for everyone

► What we have observed

We have observed that some of our peers drop out of school or never attend school at all because of:

- Their families' poverty;
- The cost of tuition and other school-related expenses;
- The lack of a birth certificate;
- Early marriages;
- Pregnancies during the school year;
- Domestic or farm work;
- Repeated grade retention;
- Discouragement.
- A school environment that is not adapted to the needs of our classmates with disabilities



We have also observed that:

- Corporal punishment still exists in some schools;
- Middle and high schools are far from our homes;
- Bullying is becoming increasingly common;
- Some schools lack teachers;
- School supply kits are not distributed early enough;
- Not all schools have school canteens;
- Some teachers do not explain lessons clearly enough;
- Many schools do not have enough classrooms, desks and chairs, laboratories, or teaching materials.

➤ What concerns us

We believe that when a child does not attend school, he or she is at greater risk of:

- ➔ Becoming a victim of child labour;
- ➔ Becoming a victim of early marriage;
- ➔ Being exposed to delinquency or other forms of exploitation.



➤ What we are calling for

We call on the government to:

- ➔ Establish more school canteens;
- ➔ Distribute school supply kits at the start of the school year;
- ➔ Establish more school-based shelters;
- ➔ Recruit more teachers to ensure that all schools are fully staffed;
- ➔ Build more neighbourhood schools and provide educational facilities and materials;
- ➔ Enforce the ban on the sale of workbooks in schools and other related fees.

2. *Children with disabilities*

➤ What we have observed

We have observed that many of our classmates living with disabilities:

- ➔ Face difficulties accessing school;
- ➔ Are teased;
- ➔ Are sometimes rejected;
- ➔ Drop out of school after experiencing repeated humiliation;
- ➔ Are sometimes never enrolled at all.

We have also observed that many schools are not adapted to their needs.

- Not all schools have ramps;
- Few schools are inclusive;
- Few teachers are trained in sign language or in supporting students with disabilities.



➤ What concerns us

Discrimination and teasing:

- Undermines children's self-confidence;
- Leads to dropping out of school;
- Prevents true inclusion.

➤ What we are calling for

We hope that the government will:

- Train more teachers in sign language;
- Build more accessible schools in every department;
- Install ramps and other infrastructure that is accessible to children with disabilities;
- Provide better access to healthcare for children living with disabilities;
- Facilitate an educational program for children with disabilities.

3. The most vulnerable children

► What we have observed

We have observed that many of our peers :

- Live on the streets;
- Run small street vendors;
- Live in refugee camps;
- Sont orphelins ;
- Are orphans;
- Are migrants.

Many work just to survive and are exposed to:

- Violence;
- Exploitation;
- Insecurity.

► What concerns us

They are more vulnerable to:

- Hunger;
- Disease;
- Abuse;
- Traffickings;
- All forms of violence.

We fear that their future is at risk.

► What we are calling for

We call on the government to:

- Encourage street children to return to school or learn a trade;
- Facilitate their access to education;
- Create more vocational training centres;
- Better protect all children in vulnerable situations.



4. *Playing is also a right*

➤ What we have observed

We have observed that:

- ➔ There are not enough playgrounds, and some require a fee;
- ➔ The equipment is often in poor condition;
- ➔ Some neighbourhoods have no recreational spaces at all;
- ➔ Several spaces are not accessible to children with disabilities.

➤ What concerns us

We are concerned because the lack of playgrounds:

- ➔ Hinders our development;
- ➔ Reduces our well-being;
- ➔ Deprives us of important opportunities to learn, relax, and spend time together.

➤ What we are calling for

We hope the government will:

- ➔ Create more free playgrounds in communities;
- ➔ Provide equipment suitable for all children;
- ➔ Create safe, accessible, and well-maintained recreational spaces to support our well-being.



Our stories

*« All children go to school, but others don't because they can't afford it. »
— Mohamed, age 12*

« Children with disabilities can't easily go to school. They're mocked and rejected by society. » — Bérénice, age 15

« Create schools adapted for children with disabilities and distribute school supplies. » — Daouda, age 14

« Accept all children as they are and don't make fun of children with disabilities. » — Masséni, age 13



SECTION 4 : MY RESPONSIBILITIES AND DUTIES

***Our message:** We know that we have rights, but we also have responsibilities. We want to be respectful, supportive, and engaged children. We also hope that adults will trust us and give us more opportunities to participate in decisions that affect us.*

1. Knowing our rights and duties

➤ What we have observed

We have found that:

- ➔ Most of our peers have already heard about their rights and duties at school, at home, or in their groups and organizations;
- ➔ Some NGOs organize activities to promote our rights ;
- ➔ Some schools do not provide children with sufficient opportunities to learn about their rights and duties.

We believe that knowing our rights goes hand in hand with knowing our duties.

➤ What concerns us

We have observed that many of our peers, especially in villages and disadvantaged neighbourhoods:

- ➔ Still have little understanding of their rights;
- ➔ Still perform dangerous work that is unsuitable for them;
- ➔ Have little understanding of their duties.

We believe that this lack of awareness:

- ➔ Contributes to violence;
- ➔ Contributes to discrimination;
- ➔ Often makes them sick due to the heavy burdens they carry;
- ➔ Prevents some children from asking for help when they are victims of abuse.



➤ What we are calling for

We aim to:

- ➔ Strengthen children's rights clubs in schools;
- ➔ Create more student councils and opportunities for participation;
- ➔ Raise awareness among our friends about respecting the rights of others;
- ➔ Organize more awareness-raising activities on children's rights and responsibilities in our communities.

2. *Being responsible children*

➤ What we have observed

We have noticed that many of our classmates strive every day to:

- ➔ Respect their parents;
- ➔ Respect their teachers;
- ➔ Respect their classmates;
- ➔ Help with household chores;
- ➔ Work hard at school;
- ➔ Help clean their school or neighbourhood;
- ➔ Behave responsibly.



We also know that respect, honesty, solidarity, discipline, and punctuality are important values for living together harmoniously.

➤ What concerns us

We believe that when these values are not promoted:

- ➔ Conflicts increase;
- ➔ Violence escalates;
- ➔ Discrimination persists;
- ➔ It becomes more difficult for people to live together.

➤ What we are calling for

We hope that the government will:

- ➔ Further promote the values of civic responsibility, solidarity, peace, and respect;
- ➔ Support community activities in which children participate.

3. *Our voice must be heard*

➤ What we have observed

We have observed that:

- ➔ Opportunities to participate in decisions affecting our school or community remain limited;
- ➔ Our participation is not structured;
- ➔ Adults do not always take our opinions into account.



➤ What concerns us

We believe that this situation:

- ➔ Limits our right to participate;
- ➔ Prevents us from contributing more to the development of our communities and our country.

➤ What we are calling for

We call on the government to:

- ➔ Make the Children's Parliament of Côte d'Ivoire more effective;
- ➔ Provide financial support to children's organizations and associations;
- ➔ Organize or better structure our participation in all matters that concern us;
- ➔ Encourage adults to listen more to children;
- ➔ Involve children in decisions regarding their well-being, education, protection, and the development of their communities.

Our stories

« One day, I wanted to go and play with my friends instead of doing my homework. But then I remembered that a student's duty is to do their homework and do well in school. So I did my assignments and got a good grade, which made me very proud. » — Salomon, age 16



SECTION 5 : MY ENVIRONMENT AND MY FUTURE

Our message: We are already experiencing the effects of climate change and pollution. We want to grow up in a clean, healthy, and safe environment. We are ready to take action to protect our planet, but we also need the commitment and support of adults.

1. Climate change is already part of our daily lives

➤ What we have observed

We have observed:

- ➔ Increasingly frequent flooding;
- ➔ A decline in agricultural productivity;
- ➔ Prolonged periods of extreme heat.

These phenomena affect:

- ➔ Our health;
- ➔ Our ability to get around;
- ➔ Our school attendance;
- ➔ Our daily activities.



We have also noticed that some families live in areas vulnerable to:

- ➔ Flooding;
- ➔ Landslides;
- ➔ Rock falls;
- ➔ The risk of electrocution.

➤ What concerns us

These disasters:

- ➔ Put our lives at risk;
- ➔ Disrupt our access to school;
- ➔ Exacerbate the hardships faced by the most vulnerable children.

➤ What we are calling for

We hope that the government will:

- ➔ Strengthen measures to protect children from environmental disasters;
- ➔ Adapt infrastructure to make it resilient to natural disasters;
- ➔ Raise awareness about climate change in communities and schools;
- ➔ Better take into account children's needs in climate-related policies.

2. *We want a clean environment*

➤ What we have observed

We have observed that:

- ➔ Gutters are often clogged;
- ➔ There is widespread destruction of trees;
- ➔ Trash is piling up in several neighbourhoods and villages;
- ➔ Wastewater is stagnating;
- ➔ Some factories discharge wastewater into lagoons and rivers;
- ➔ Factories and vehicles pollute the environment with the smoke they emit.

➤ What concerns us

This pollution is dangerous because it:

- ➔ Contributes to the spread of disease;
- ➔ Attracts mosquitoes;
- ➔ Degrades our living environment;
- ➔ Threatens our health and well-being.



➤ What we are calling for

We call on the government to :

- ➔ Increase efforts to combat air, water, and soil pollution;
- ➔ Improve waste management;
- ➔ Install more public trash cans;
- ➔ Encourage companies to invest in children's rights and environmental protection, since they are the ones causing the most environmental pollution;
- ➔ Regularly maintain gutters to prevent flooding.

3. *Children are also agents of change*

➤ What we have observed

Many of us are already participating in activities such as:

- ➔ Clean-up days;
- ➔ Cleaning schools;
- ➔ Sweeping the streets;
- ➔ Awareness campaigns;
- ➔ Activities organized by groups and associations.

➤ What concerns us

We believe that our efforts will not be enough unless everyone also commits to protecting the environment.

We are also concerned about the lack of:

- ➔ Green spaces;
- ➔ Playgrounds;
- ➔ Sanitation infrastructure.



► What we are calling for

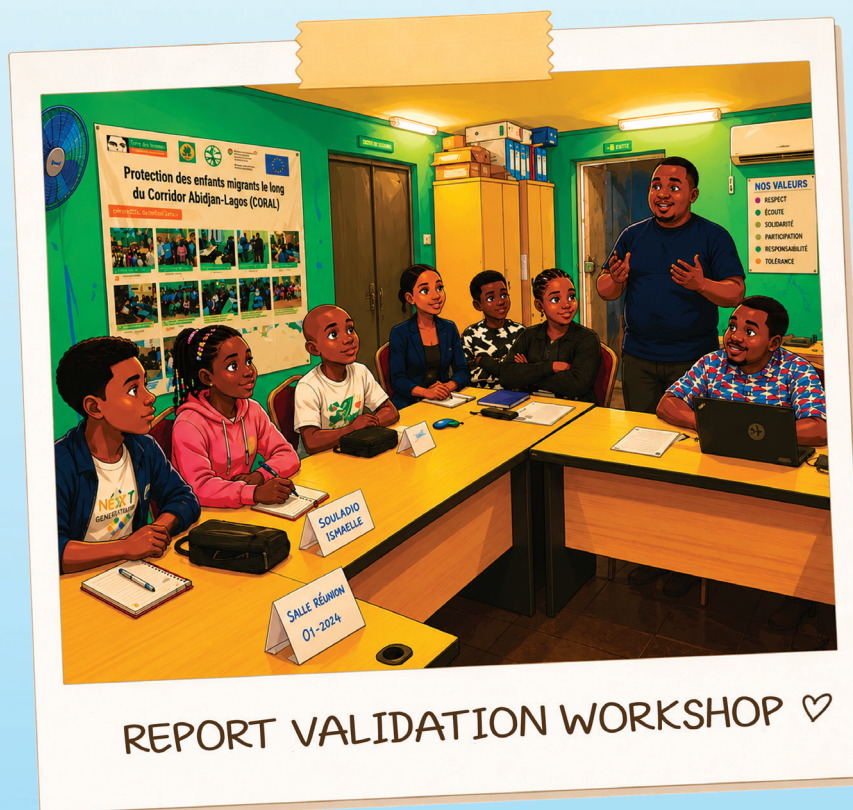
We call on the government to:

- Create more green spaces and safe playgrounds;
- Organize regular awareness campaigns on environmental protection;
- Support environmental initiatives led by children;
- Involve children in decisions regarding the environment and climate;
- • Organize environmental protection days, such as « Zero Vehicle » ou « Smoke-Free Vehicle » days.

Our stories

« During the rainy season, my father won't let me leave the house to go to school because once, two students were swept away by flash floods. »
— Stan, age 16

« I'm asking the government to organize 'Zero Vehicle' days and promote electric vehicles.» — Ruth, age 16



Our priorities

- ☛ Establish more civil registry offices for birth registration in communities ;
- ☛ Strengthen mechanisms for children's participation in school, in the community, and at the state level;
- ☛ Raise awareness among adults about listening to and taking children's voices into account;
- ☛ Suspend CMU premiums for all children (under 18 years of age);
- ☛ Strengthen equipment and healthcare staff in health centres;
- ☛ Expand free access to medications and healthcare for children by ensuring their availability;
- ☛ Establish schools adapted for children with disabilities in every department;
- ☛ Establish more school boarding facilities (boarding schools) in the regions;
- ☛ Establish vocational training centres for street children and children who are out of school or not enrolled in school;
- ☛ Make the Children's Parliament of Côte d'Ivoire more effective
- ☛ Provide financial support for the activities of children's groups and associations in Côte d'Ivoire
- ☛ Ensure that children are involved in decisions concerning their well-being, education, protection, and the development of their communities;
- ☛ Build and regularly maintain gutter to prevent clogging and flooding;
- ☛ Organize awareness campaigns on environmental protection, sanitation, and the effects of climate change;
- ☛ Organize environmental protection days ("Zero Vehicles," "Smoke-Free Vehicles");

Our Commitments

As children of Côte d'Ivoire, we pledge to:

- 👉 Respect the rights of other children;
- 👉 Protect our environment;
- 👉 Fight against discrimination;
- 👉 Encourage our peers to learn about their rights and responsibilities;
- 👉 Actively participate in the life of our schools and communities;
- 👉 Continue to make children's voices heard in a responsible manner;
- 👉 Promote peace, dialogue, and solidarity.



Conclusion

This report reflects the voices of hundreds of children from different regions of Côte d'Ivoire.

Our realities may differ, but our aspirations are the same.

- 1) We want to live in safety.
- 2) We want to learn.
- 3) We want to be healthy.
- 4) We want to be respected.
- 5) We want to be heard.
- 6) We want to grow up in a healthy environment.

We are convinced that when we are involved in decisions that affect us, the solutions are fairer, more sustainable, and better suited to our needs.

We hope that this report will help strengthen the implementation of the African Charter on the Rights and Welfare of the Child in Côte d'Ivoire and encourage all stakeholders to continue their efforts to ensure that no child is left behind



Closing Remarks

« We have shared our reality with sincerity. Now, we hope that our voice will inspire concrete action. Because every child matters, every word matters, and every commitment matters. Together, let's build a Côte d'Ivoire where all children grow up protected, listened to, and respected. »



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List of organizations that supported the process

- ◆ Save The Children International ;
- ◆ Association of Child and Youth Workers of Côte d'Ivoire (AEJT-CI);
- ◆ Forum of NGOs Assisting Children in Need;
- ◆ FEREADD ;
- ◆ CHARITÉ VIE ;
- ◆ Renaissance Santé Bouaké (RSB).

