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Given that the *Convention's* declaration in the preamble that it is motivated to improve the living conditions of children "in particular in the developing countries," I propose to examine the cultural burden of the *Convention* in postcolonial societies. Ultimately, I hope that this will lead to a discussion of "cultural values" that apply to minority traditions (Article 30) by means of global case studies and interactive reference positions found in studies such as the United Nations report on *The State of the World's Children 2006*.

In particular, I aim to associatively appraise the term 'childhood' against the term 'children,' which the Convention defines as those below 18 years of age. I believe that a discussion (especially in a classroom setting) of the discrepancy between the two terms in the so-called developing world could work as a valuable introduction to Childhood Studies.

Ten-minute class activity: Exploring the (cultural) implications of the term "children."

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Draw a chalk line across the floor of the classroom (or use easily removable painter's tape) to demarcate the class area into two sections; label one section "Child," label the other section "Non-child." As each question is read, the members of the class should move to the labeled section they feel more correctly defines or describes them.

- Are you a child?
- Were you a child?
- Do you feel like a child?
- Are you a child based on age? (Are you younger or older than eighteen?)
- Are you a child based on the way to relate to your parents/elders in your educational/religious community?
- When did you stop being a child?
- When will you stop being a child?
- Are you dependent on anyone?
- Are you dependent on any institutions?

Typically there will be a fair amount of crossing and re-traversing of borders from one question to the next. For instance a student who seems or sees themselves as independent may still be a child in terms of chronological age. Another student of majority age may feel that they are still dependent on the munificence of parents and/or collegial and academic boundaries.

From this position of uncertainty regarding self-definitions as child/non-child, I believe it would be easier to conduct a discussion regarding who should be classified as a child in terms of age/agency/relationship and what are the prerequisites of childhood.