

Children And The Right To Education

[#child education rights](#) [#right to education for children](#) [#universal education access](#) [#children's learning opportunities](#) [#importance of basic education](#)

Every child possesses the fundamental right to education, which is paramount for their development, empowerment, and future opportunities. Ensuring universal education access for all children, regardless of circumstance, is not just a moral imperative but a cornerstone for building more equitable and prosperous societies. This commitment to child education opens doors to lifelong learning and better living standards globally.

Readers can access thousands of original articles written by verified authors.

We appreciate your visit to our website.

The document Ensuring Child Education Access is available for download right away. There are no fees, as we want to share it freely.

Authenticity is our top priority.

Every document is reviewed to ensure it is original.

This guarantees that you receive trusted resources.

We hope this document supports your work or study.

We look forward to welcoming you back again.

Thank you for using our service.

This document remains one of the most requested materials in digital libraries online.

By reaching us, you have gained a rare advantage.

The full version of Ensuring Child Education Access is available here, free of charge.

The Child's Right to Education

Providing perspectives, insights and recommendations, this is a comprehensive overview of the current state of children's rights and education around the world. Written by experts in their fields, the book includes chapters on: national accountability how international standards can be implemented the rights of children with special needs respecting children's views in education education and democracy how the United Nations Convention on the Rights of the Child can be implemented. This authoritative and thought-provoking volume will be essential reading for anyone involved in, or concerned about, the rights of children in education around the world.

Children's Rights in Education

This book critically examines contemporary educational practices with a children's rights lens. Through investigating the factors that contribute to (or hinder) the realisation of children's rights in and through education in different contexts, it discusses how using a rights framework for education furthers the agenda for achieving international educational aims and goals. Using diverse international examples, the book provides a snapshot of the complexity of children's rights and education. It draws on the expertise of international research teams from Australia, England, Finland, Italy, Mexico, Poland, Portugal, Scotland, Spain, Sweden, Switzerland, and the United States, and highlights wide-ranging interpretations of the same mandate across different national contexts. Beginning with a critical overview of the broader context of children's rights in education, the book explores obligations for States and their representatives, tensions and convergences in implementation, and implications for teaching and learning. Using underutilised educational and theoretical concepts, it contributes to broadening understandings of children's rights, education and associated theoretical frameworks. Despite a human rights framework emphasising the indivisibility, interrelatedness and interconnectedness of all rights, the 'right to education' (Article 28) dominates discussions about children's rights and education. As such, equally important rights including the 'aims of education' (Article 29) are often less considered

or absent from the conversation. Recognising that children's education rights involve more than just access and provision, this book advocates for a much broader understanding of the nuances underpinning children's education related rights. Chapter 10 is available open access under a Creative Commons Attribution 4.0 International License via link.springer.com.

Children's Rights from International Educational Perspectives

Noting that in both developing and developed nations schools may be found that do not reflect the vision of the United Nations Convention on Rights of the Child, this report examines the articles of the Convention dealing with education and discusses their implications for the development of educational policy. The report describes articles in the Convention dealing specifically with education: (1) Article 28 defines education as a right and recommends steps for this right to be achieved progressively and on the basis of equal opportunity; and (2) Article 29 addresses the purpose of school education. Articles delineating general principles of the Convention are also described, relating to nondiscrimination; best interests of the child; rights to life, survival, and development; and view of the child. The report maintains that the general principles outline a direction for progressive educational reform and analyzes eight areas of potential reform: (1) universal access to basic education; (2) equal opportunities; (3) the appropriate content of education; (4) cultural roots and global values; (5) new methods of learning; (6) mutual respect; (7) pupil participation; and (8) the role of teachers, parents, and the community. The report further examines differences in implementation of educational changes in developing nations, discusses the problems of inadequate resources, and notes that development has to start from the local community. The report concludes by asserting that although the global long-term trend is to give education more priority, it is not certain that the movement will be toward schooling in the spirit of the Convention. However, the Convention has the potential to make a unique contribution in every country. (Contains 19 reference notes.) (KB)

A School for Children with Rights

'Children's Rights, Educational Research, and the UNCRC' provides international perspectives on contemporary issues pertaining to children's rights in education. The global context, relevance and implications of children's rights, educational research and the United Nations Convention on the Rights of the Child (UNCRC) are explored from multiple perspectives. Since the development of the UNCRC over 25 years ago, significant changes have occurred in the way that children's rights are considered, conceptualised and enacted. Even so, there remains a continued debate surrounding the extent to which the children's rights agenda is embraced within education, as researchers, teachers and other educational professionals continue to consider the degree to which the UNCRC informs practice. This book provides critical and focused discussion on the challenges of enacting children's rights in educational research contexts and alerts readers to the ways in which children's rights provide a provocation to think and practise differently. Chapter contributions from scholars in Australia, Finland, Portugal, Sweden and the United Kingdom provide diverse contexts from which subsequent educational and research practice can be derived. Each chapter problematises different aspects of children's rights within the context of educational research with both broad and specific wide-ranging implications and provides examples of different ways that these aspects are considered in practice.

Children's Rights, Educational Research and the UNCRC

This book provides different perspectives on the concept of children's rights, including policy, educational, and children's perspectives. It examines how the crucial ideas of the Convention on the Rights of the Child are respected and implemented in 14 countries in five regions of the world. It looks at early childhood education, children's participatory rights, and at how these rights are promoted and guaranteed in different countries. It explores the professional practice of education and its complexities, challenges and dilemmas, as well as the role of play, and of listening and participation. The book advocates children's rights today, arguing for its vital importance, in the best interests of the children. In doing so, it furthers the understanding of children's rights and spreads knowledge about the Convention, as a means of celebrating its 30th anniversary. The UN Convention on the Rights of the Child (UNCRC) comprises the potential to change the lives of children to the very best. It may exalt children from the position of marginalized citizens to the centre of policies all over the world. Even though the concept of children's rights is omnipresent, the respect for children's rights must be discussed. While the Convention brings the new perspective of children as citizens to the world, there are still challenges in its application. The book interrogates challenges in understanding and

applying children rights and offers possible answers to these challenges. The ratification process itself, does not guarantee that children's rights are respected. While all adults should take responsibility for implementing the UNCRC in everyday life, Early Childhood Education should give opportunities for children to learn and live their rights.

Young Children in the World and Their Rights

This volume constitutes a commentary on Article 28 of the United Nations Convention on the Rights of the Child. It is part of the series, A Commentary on the United Nations Convention on the Rights of the Child, which provides an article by article analysis of all substantive, organizational and procedural provisions of the CRC and its two Optional Protocols. For every article, a comparison with related human rights provisions is made, followed by an in-depth exploration of the nature and scope of State obligations deriving from that article. The series constitutes an essential tool for actors in the field of children's rights, including academics, students, judges, grassroots workers, governmental, non-governmental and international officers. The series is sponsored by the Belgian Federal Science Policy Office.

A Commentary on the United Nations Convention on the Rights of the Child, Article 28: The Right to Education

12. Parental educational rights

The Human Right to Education

Part 1. Definitions and developments. 1. The United Nations Convention on the Rights of the Child and some implications for education ; 2. Defining children's rights education ; 3. Implementing children's rights education -- Part 2. Ideology and interpretations. 4. Children's rights education, ideology and the teacher as change agent ; 5. Transformational education and pedagogy as politics ; 6. Experiential education through democracy and cooperation -- Part 3. Pedagogy and practice. 7. The rights respecting classroom ; 8. Developing a children's rights culture in the school ; 9. Children as citizens ; 10. Conclusion: Towards a pedagogy for children's rights education.

Children's Rights Education in Diverse Classrooms

This volume constitutes a commentary on Article 28 of the United Nations Convention on the Rights of the Child. It is part of the series, "A Commentary on the United Nations Convention on the Rights of the Child," which provides an article by article analysis of all substantive, organizational and procedural provisions of the CRC and its two Optional Protocols. For every article, a comparison with related human rights provisions is made, followed by an in-depth exploration of the nature and scope of State obligations deriving from that article. The series constitutes an essential tool for actors in the field of children's rights, including academics, students, judges, grassroots workers, governmental, non-governmental and international officers. The series is sponsored by the "Belgian Federal Science Policy Office,"

Article 28

The aims of child rights education are to make children and their primary duty-bearers aware of child rights so that they both can be empowered to together advocate for and apply them at their family, school and community levels. This sourcebook focuses on child rights education for primary prevention with reference to participation and development. The introductory chapter covers child rights values of peace, dignity, tolerance, freedom, equality and justice and child rights principles of dignity of the child, primary consideration to the best interests of the child, universality and non-discrimination, and state and societal accountability. Child rights to participation focuses on child rights for playing a decisive and responsible role in their own life and a participatory role in the family, schools, associations, community and with the state as citizens. Child rights to development includes child rights to free, compulsory, comprehensive and quality education, free of discrimination and violence; child rights to play, recreational, cultural, and artistic activities and media literacy; child rights to health with reference to physical health and hygiene, healthy and hygienic food and nutrition, sexual health and prevention of substance abuse; and child rights to environmental education with reference to child rights to environmental harmony and hygiene and child rights to sustainable environment. This is a must-read

for researchers, trainers, and other professionals working on child rights issues across the world, and especially in developing countries.

Child Rights Education for Participation and Development

Children's Rights explores the relevance of children's participatory rights in education, particularly at a time when there are competing demands in meeting the rigid curriculum frameworks whilst taking into account children's entitlement to participate in matters affecting their lives. It engages with theoretical and practical models of participation with an aim to support reflective practice. The chapters are informed by wider academic debates and examples from research and everyday practice in early year settings, making it an accessible read for students, practitioners as well as researchers.

Children's Rights 0-8

The aims of child rights education are to make children and their primary duty-bearers aware of child rights so that they both can be empowered to together advocate for and apply them at their family, school and community levels. This sourcebook focuses on child rights education for primary prevention related to inclusion and protection. Child rights education for exclusion, non-discrimination and inclusion is discussed in the context of family and society with reference to girls, children with disability, and Dalit and tribal children, and child rights to cultural and financial inclusion. Child rights education for protection comprises prevention of violence against children with reference to physical abuse/ corporal punishment and bullying, commercial exploitation of children with reference to child labour and trafficking and sale of children, sexual abuse and exploitation of children, problems in adolescent sexual relationships such as violence, teenage pregnancy, abortion and unwed motherhood, and sexually transmitted infections and HIV, child marriage, and conflict with law. This is a necessary read for social workers, lawyers, researchers, trainers and teachers working on child rights across the world, and especially in developing countries.

Child Rights Education for Inclusion and Protection

Children should know what rights they have, but they should also learn how to appreciate and to use them. To achieve this, schools must allow for a wide range of learning experiences in children's rights education. Children understand and appreciate their rights by using them, both in school and in everyday life. To encourage children to do so, the challenge for the teacher is to create a setting that is governed by the spirit of democracy and human rights. This manual has been designed for teachers who are looking for tools to teach children's rights to students at primary schools. The features of this manual include: nine small projects of four lessons each, for students in their first nine years of school; detailed lesson instructions that can be followed by beginners or used in teacher training; a lesson plan including the key questions and key tasks in each at the beginning of each project description; an approach of task-based learning, focusing on problem solving and learning by example, which supports the pupils in conceptual learning, skills training and the development of values and attitudes.

Exploring Children's Rights

This book critically examines contemporary educational practices with a children's rights lens. Through investigating the factors that contribute to (or hinder) the realisation of children's rights in and through education in different contexts, it discusses how using a rights framework for education furthers the agenda for achieving international educational aims and goals. Using diverse international examples, the book provides a snapshot of the complexity of children's rights and education. It draws on the expertise of international research teams from Australia, England, Finland, Italy, Mexico, Poland, Portugal, Scotland, Spain, Sweden, Switzerland, and the United States, and highlights wide-ranging interpretations of the same mandate across different national contexts. Beginning with a critical overview of the broader context of children's rights in education, the book explores obligations for States and their representatives, tensions and convergences in implementation, and implications for teaching and learning. Using underutilised educational and theoretical concepts, it contributes to broadening understandings of children's rights, education and associated theoretical frameworks. Despite a human rights framework emphasising the indivisibility, interrelatedness and interconnectedness of all rights, the 'right to education' (Article 28) dominates discussions about children's rights and education. As such, equally important rights including the 'aims of education' (Article 29) are often less considered or absent from the conversation. Recognising that children's education rights involve more than

just access and provision, this book advocates for a much broader understanding of the nuances underpinning children's education related rights.

Children's Rights from International Educational Perspectives

This book compares ways in which children's rights in, to, and through education, formal and informal, are viewed and implemented in a variety of social and political contexts, aiming to shed light on how policies and practices can improve equal access to high quality education in an environment which is respectful of children's rights. Chapters focus on understanding the opportunities for and challenges of addressing children's rights to participation and to inclusion. Authors draw from a variety of disciplines, including critical and cultural studies of childhood, and bring internationally comparative policy perspectives to share nuanced and contrasting examples of ways in which a rights-based approach to education might empower children and youth. The book deepens and complicates research on children's education rights, and will contribute to courses in comparative education, childhood studies, education policy, and children's rights.

Children's Rights and Education

Living among other people, in their families and communities, children become aware from a very early age of questions related to justice, and they search for the meaning of the world. By fostering an understanding of human rights, shaping opinion and developing attitudes, human rights education strongly supports this natural interest and learning process. This is what human rights education is about and this is what 'Compasito manual on human rights education for children' is for. 'Compasito' is a starting point for educators, teachers and trainers who are ready to deal with human rights education with children of 7-13 years. The book covers the key concepts of human rights and children's rights, and provides substantial theoretical background to 13 key human rights issues, such as democracy, citizenship, gender equality, environment, media, poverty, and violence. The 42 practical activities serve to engage and motivate children to recognise human rights issues in their own environment. They help children to develop critical thinking, responsibility and a sense of justice, and help them learn how to take action to contribute to the betterment of their school or community. The manual also gives practical tips on how it can be used in various formal and non-formal educational settings.

Compasito

Approved by the General Assembly of the United Nations in 1989, the United Nations Convention on the Rights of the Child affirms that children in all countries have fundamental rights, including rights to education. To date, 192 states are signatories to or have in some form ratified the accord. Children are still imperilled in many countries, however, and are often not made aware of their guaranteed rights. In *Empowering Children*, R. Brian Howe and Katherine Covell assert that educating children about their basic rights is a necessary means not only of fulfilling a country's legal obligations, but also of advancing education about democratic principles and the practice of citizenship. The authors contend that children's rights education empowers children as persons and as rights-respecting citizens in democratic societies. Such education has a 'contagion effect' that brings about a general social knowledge on human rights and social responsibility. Although there remain obstacles to the implementation of children's rights in many countries, Howe and Covell argue that reforming schools and enhancing teacher education are absolutely essential to the creation of a new culture of respect toward children as citizens. Their thorough and passionate work marks a significant advance in the field.

Empowering Children

The United Nations Convention on the Rights of the Child was incorporated into international law in 1989. Since its adoption, it has been ratified by nearly all member nations. An outline of the basic rights of all persons under the age of 18, the Convention has various implications and its importance cannot be contested. This collection focuses on children's rights as defined by the U.N. Convention, and their relevance in both national and international contexts. The contributors discuss the Convention from different disciplinary perspectives, but are united in the belief that it is a tool to be utilized and contextualized by individuals, institutions, and communities. If there is a single conviction to be found throughout *Children's Rights* it is that the rights of the child are far too important to be left to states alone to provide and protect. To paint a detailed picture of the subject as a whole, the volume looks at situations in which the basic rights of children are often denied such as violent social conflict,

parental abandonment, and social inequality. Consisting of thirteen essays by prominent scholars, it is an in-depth and interdisciplinary exploration of the significance of children's rights, and a tremendous resource for those working with children and youth in institutional and educational settings.

Children's Rights

Rethinking Children's Rights explores attitudes towards and experiences of children's rights. Phil Jones and Sue Welch draw on a wide range of thought, research and practice from different fields and countries to debate, challenge and re-appraise long held beliefs, attitudes and ways of working and living with children. This second edition contains updated references to legislation and research underpinning children's rights, reflecting on recent scholarship and on the current world context. New research and examples are discussed around: - online protection and privacy - evaluating UK progress and the children's rights review by the United Nations - recent insights on the implementation of the United Nations Convention on the Rights of the Child (UNCRC) - new debates about the construction and development of children's rights - new debates about the relationships between social exclusion and children's rights Recent developments in the definition of rights are considered from a variety of perspectives and in relation to different arenas of children's lives. This second edition brings an increased focus on exploring the notion of disjunction between the rhetoric of policy and legislation and the enacted and perceived experiences of children's rights. Themes discussed include power relations between adults and children, the child's voice, intercultural perspectives, social justice, gender and disability. Examples of research, activities, interviews with researchers and guidance on further reading make this an essential text for those studying childhood.

Rethinking Children's Rights

This new edition of Education, Law and Diversity provides extensive updated analysis, from a legal perspective, of how the education system responds to social diversity and how the relevant social and cultural rights of individuals and groups are affected. It spans wide-ranging areas of school provision, including: types of school (including faith schools), the school curriculum, choice of school, out-of-school settings, and duties towards children with special needs and disabilities. It gives extensive coverage to children's rights in the context of education and includes considerable new material on issues including relationships and sex education, exclusion from school, home education, equal access, counter-extremism and academisation. The new edition also retains and updates areas of debate in the book, such as those concerned with multiculturalism and the position of religion in schools. It continues to focus on England but also makes reference to other jurisdictions within the UK and internationally. It is essential reading for anyone interested in the legal and related policy issues surrounding children's education today.

Education, Law and Diversity

This book identifies the definition of a child within the law, the rights of children, and discusses the extent to which primarily English law gives adequate recognition to and protection of these rights. To what extent does English law give adequate recognition to and protection of the rights of children? Historically the idea of and protection of rights has focused on parental rights rather than the rights of the child. The rights of children have remained far less recognised and certain until recently. Using case studies from the United Kingdom and beyond, this book takes a thematic approach to children's rights and considers topics including: underlying concepts such as the welfare of the child and safeguarding, the right to education and to medical treatment, the right to freedom from abuse and/or sexual and commercial exploitation, including contemporary challenges from forced marriage, FGM, modern slavery and trafficking, the role of the State in relation to children in need of care and protection, children's rights in the criminal justice system, the right to contract and employment. In addition, the book provides an introduction to key aspects of domestic and international law, including the Children Act 1989, the UN Convention on the Rights of the Child, the European Convention on Human Rights and the Human Rights Act 1998. The book will be of great interest to law and social science students in the areas of Child Development and Protection, Human Rights Law, Family Law, Child Law, and Child Studies, as well as to social workers, police officers, magistrates, probation officers and other related professions.

Children's Rights and the Law

Children and young people have a fundamental right to be heard and taken seriously about matters affecting them. They have the same general human rights as adults, but also possess specific rights that recognise their special needs and potential. This book explains how these rights are set out in the United Nations Convention on the Rights of the Child – the most widely ratified human rights treaty in history. It also examines the state of children's rights in Australia, where there have been some positive developments, but also a number of critical issues and mixed results. The latest progress reports recommend that Australia improves its treatment of vulnerable children in certain areas, including reducing youth detention, raising the age of criminal responsibility, supporting youth mental health, advancing outcomes for Aboriginal and Torres Strait Islander children, caring for asylum seeker and refugee children, addressing child abuse and neglect, and eliminating youth poverty. What are the rights of parents in relation to raising their children, and why is it still legal for adults to hit children as punishment? A gap remains between the rights Australia has promised vulnerable children and how those rights are implemented. Are the human rights of our children and young people at risk?

Children's Rights

Originally published in 1981, this book provides a detailed account of the emergence of the children's rights movement, and analyses the concept of a right. It considers the justifications which may be sought when rights are claimed. Particular attention is given to the problem which arises when different rights are seen to be in conflict with each other or with other kinds of moral consideration. These arguments are then examined with regard to such special features of children as their incomplete but developing rationality and their material dependence on adults.

Rights of Children and Young People

In this book, Joel Spring offers a powerful and closely reasoned justification and definition for the universal right to education--applicable to all cultures--as provided for in Article 26 of the United Nation's Universal Declaration of Human Rights. One sixth of the world's population, nearly 855 million people, are functionally illiterate, and 130 million children in developing countries are without access to basic education. Spring argues that in our crowded global economy, educational deprivation has dire consequences for human welfare. Such deprivation diminishes political power. Education is essential for providing citizens with the tools for resisting totalitarian and repressive governments and economic exploitation. What is to be done? The historically grounded, highly original analysis and proposals Spring sets forth in this book go a long way toward answering this urgent question. Spring first looks at the debates leading up to the Universal Declaration of Human Rights in 1948, to see how the various writers dealt with the issue of cultural differences. These discussions provide a framework for examining the problem of reconciling cultural differences with universal concepts. He next expands on the issue of education and cultural differences by proposing a justification for education that is applicable to indigenous peoples and minority cultures and languages. This justification is then applied to all people within the current global economy. Acknowledging that the right to an education is inseparable from children's rights, he uses the concept of a universal right to education to justify children's rights, and, in turn, applies his definition of children's liberty rights to the concept of education. His synthesis of cultural, language, and children's rights provides the basis for a universal justification and definition for the right to education -- which, in the concluding chapters, Spring uses to propose universal guidelines for human rights education, and instruction in literacy, numeracy, cultural centeredness, and moral economy.

Children's Rights

This book, based on papers from the conference '25 Years CRC' held by the Department of Child Law at Leiden University, draws together a rich collection of research and insight by academics, practitioners, NGOs and other specialists to reflect on the lessons of the past 25 years, take stock of how international rights find their way into children's lives at the local level, and explore the frontiers of children's rights for the 25 years ahead.

The Universal Right to Education

Domestic Violence, Family Law and School discusses the ways in which family law disputes in cases of domestic violence can impact on children's lives at pre-school and school. In drawing on new research, the book establishes a new framework for understanding how welfare systems tackle domestic violence.

The United Nations Convention on the Rights of the Child

Using examples from a Reggio-inspired school with children from ages 6 weeks to 6 years, the authors emphasize the importance of children's rights and our responsibility as adults to hear their voices. Seen and Heard summarizes research and theory pertaining to young children's rights in the United States, and offers strategies educators can use to ensure the inclusion of children's perspectives in everyday decisions. Real-life classroom vignettes illustrate how young children perceive the idea of rights through observation and discussion. The authors' work is based on these essential ideas: (1) the "one hundred languages" children use for exploring, discovering, constructing, representing, and conveying their ideas; (2) the pedagogy of listening, in which children and adults carefully attend to the world and to one another; (3) the notion that all children have the right to participate in the communities in which they reside.

Domestic Violence, Family Law and School

This accessible and authoritative book provides the first systematic overview of the global children's rights movement. It introduces both beginners and experts to child and youth rights in all their theoretical, historical, cultural, political, and practical complexity. In the process, the book examines key controversies about globalization, cultural relativism, social justice, power, economics, politics, freedom, ageism, and more. Combining vivid examples with cutting-edge scholarship, Children's Rights: Today's Global Challenge lifts up the rights of the youngest third of humanity as the major human rights challenge of the twenty-first century.

Seen and Heard

"Updated content will continue to be published as 'Living Reference Works'"--Publisher.

Children's Rights

How can children grow to realize their inherent human rights and respect the rights of others? This book explores this question through children's literature from 'Peter Rabbit' to 'Horton Hears a Who!' to Harry Potter. The authors investigate children's rights under international law - identity and family rights, the right to be heard, the right to be free from discrimination, and other civil, political, economic, social and cultural rights - and consider the way in which those rights are embedded in children's literature.

International Human Rights of Children

Written to commemorate 30 years since the United Nations Convention on the Rights of the Child (UNCRC), The Routledge International Handbook of Young Children's Rights reflects upon the status of children aged 0–8 years around the world, whether they are respected or neglected, and how we may move forward. With contributions from international experts and emerging authorities on children's rights, Murray, Blue Swadener and Smith have produced this highly significant textbook on young children's rights globally. Containing sections on policy, along with rights to protection, provision and participation for young children, this book combines discussions of children's rights and early childhood development, and investigates the crucial yet frequently overlooked link between the two. The authors examine how policy, practice and research could be utilised to address the barriers to universal respect for children, to create a safer and more enriching world for them to live and flourish in. The Routledge International Handbook of Young Children's Rights is an essential resource for students and academics in early childhood education, social work and paediatrics, as well as for researchers, policymakers, leaders and practitioners involved in the provision of children's services and paediatric healthcare, and international organisations with an interest in or ability to influence national or global policies on children's rights.

Human Rights in Children's Literature

This book focuses on all issues related to the human right of child primary education. It addresses issues of access to education, the benefits of schooling, primary education and human rights law, the role of states and NGOs towards improving enrolment rates, as well as policy recommendations.

The Routledge International Handbook of Young Children's Rights

Considering the rights of the child is now central to all fields involving children and to good multi-agency working. This book offers an explanation of the theoretical issues and the key policy developments that are crucial to all professions, and helps the reader to understand children's rights in relation to their role in working with children and young people. Looking at education, health, social care and welfare, it bridges the gap between policy and practice for children from Birth to 19 years. Chapters cover: - the child's right to play - youth justice and children's rights - the voice of the child - ethical dilemmas in different contexts - involvement, participation and decision making - safeguarding and child protection - social justice and exclusion This book helps the reader understand what constitutes good practice, whilst considering the advantages and tensions involved in working across disciplines to implement children's rights against a complex legislative and social policy backdrop. Essential reading for undergraduate and graduate students on Early Years, Early Childhood Studies, Childhood and Youth, Education, Law, Social Work, Play and Psychology courses, it is relevant to professionals working across education, health and social work.

Human Rights and Universal Child Primary Education

'We can stand up for our rights once we understand them. This book is a guide for every child and young person who believes in liberty, equality and a better world for all' Malala Yousafzai Jointly written by Angelina Jolie and Amnesty International with Geraldine Van Bueren QC. If you are aged under 18 you have your own set of human rights. Child rights are unique freedoms and protections designed for you. Governments should uphold them but all across the world they are violated. Know Your Rights and Claim Them gives you the knowledge and tools to claim your rights. It introduces them and explains why they matter in the real world. From gender and racial equality, to the rights to free expression, health, a clean climate and a sustainable environment, they are yours to claim. Know Your Rights and Claim Them celebrates the difference young activists have made in every corner of the world, and shows you how to challenge injustice wherever you may find it. It presents expert advice on peaceful protest, raising awareness at school and in your community, starting your own campaign and getting those in power to listen, plus vital guidance on protecting your safety, digital security and mental health. These are your rights. It is your right to know and claim them. 'Children are the future. This is the perfect book for young people who care about the world and want to make a difference' Greta Thunberg

COMPASITO

And main recommendations. -- Methods. -- Background: HIV/AIDS and access to education - Surveys of AIDS-affected children's school performance - Human rights - Note on Kenya, South Africa, and Uganda. -- Findings from Kenya, South Africa, and Uganda: Children as caregivers in the home - Children left on their own - Emotional burdens and AIDS-related stigma - Schools ill-equipped - Abuse and discrimination within extended and foster families - Girls' exposure to sexual violence and exploitation - Abuses against parents and guardians that in turn harm children - Child-headed households - Orphaned and living with HIV/AIDS - Lack of support to community-based organizations. -- National and international responses. -- Conclusion. -- Detailed recommendations: To national, provincial, and local governments in Kenya, South Africa, and Uganda - To international agencies and donors to HIV/AIDS programs operating in Kenya, South Africa, and Uganda, including the World Bank, the Global Fund to Fight AIDS, Tuberculosis and Malaria, the United Nations, and bilateral donors - To the above mentioned governments and donors. -- Acknowledgements. -- Appendix: Human Rights Watch's work on HIV/AIDS and children's rights.

Children's Rights in Practice

This open access book presents a discussion on human rights-based attributes for each article pertinent to the substantive rights of children, as defined in the United Nations Convention on the Rights of the Child (UNCRC). It provides the reader with a unique and clear overview of the scope and core content of the articles, together with an analysis of the latest jurisprudence of the UN Committee on the Rights of the Child. For each article of the UNCRC, the authors explore the nature and scope of corresponding State obligations, and identify the main features that need to be taken into consideration

when assessing a State's progressive implementation of the UNCRC. This analysis considers which aspects of a given right are most important to track, in order to monitor States' implementation of any given right, and whether there is any resultant change in the lives of children. This approach transforms the narrative of legal international standards concerning a given right into a set of characteristics that ensure no aspect of said right is overlooked. The book develops a clear and comprehensive understanding of the UNCRC that can be used as an introduction to the rights and principles it contains, and to identify directions for future policy and strategy development in compliance with the UNCRC. As such, it offers an invaluable reference guide for researchers and students in the field of childhood and children's rights studies, as well as a wide range of professionals and organisations concerned with the subject.

Know Your Rights

"The Covid-19 pandemic disrupted the education of an estimated 90 percent of the world's school-aged children. [This report] is based on over 470 interviews with students, parents, and teachers in 60 countries between April 2020 and April 2021. It documents how Covid-related school closures did not affect all children equally, as governments failed to provide all children with the opportunity, tools, or access needed to keep learning during the pandemic. Students from groups already facing discrimination and exclusion from education even before the pandemic were disproportionately adversely affected. Governments' long-term failures to remedy discrimination and inequalities in their education systems, and often to ensure basic government services, such as affordable, reliable electricity in homes, or facilitate affordable internet access, meant schools entered the pandemic ill-prepared to deliver remote education to all students equally. Children from low-income families were more likely to be excluded from online learning because they did not have reliable electricity or sufficient access to the internet or devices. Historically under-resourced schools particularly struggled to reach their students."--Page 4 of cover.

Letting Them Fail

Monitoring State Compliance with the UN Convention on the Rights of the Child