



# Schooling And The Rights Of Children

**Jane Fortin**



## **Schooling And The Rights Of Children:**

**Schooling and the Rights of Children** Vernon F. Haubrich, Michael W. Apple, 1975      **Children's Rights in Education** Martha Farrell Erickson, Cynthia Price Cohen, Stuart Hart, Malfrid Grude Flekkoy, 2001-06-15 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      *A School for Children with Rights* Thomas Hammarberg, 1998 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      **Children's Rights from International Educational Perspectives** Jenna Gillett-Swan, Nina Thelander, 2021-12-01 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](http://link.springer.com) Children's Human Rights and Public Schooling in the United States Julia Hall, 2013-02-11 Promotion Text for Children's Human Rights and Public Schooling in the United States Julia Hall The United States tends to portray itself as a human rights leader However human rights concerns are confronted everyday by people in this democracy including children The purpose of this volume is to bring attention to the fact that against the backdrop of neoliberal expansion serious human rights violations are taking place among children everywhere including in the US The daily struggles among groups of school children in the US are specifically considered here such as children who are sorted by race homeless children transient children child refugees children as targeted by human traffickers and or child migrant workers As the economy continues to constrict more and more young people find themselves struggling to grow up on these razor thin margins of survival Given current economic arrangements such margins are widening The definition of children's human rights as understood in this analysis is taken directly from the UN Convention on the Rights of the Child CRC Here emphasis is placed on ways in which the CRC could be used to serve more effectively the needs of the most vulnerable populations of school age children in the US and elsewhere Public schools could be the very place where children come to understand they have rights Unfortunately many children do not get this information Instead the protections stated in the CRC and the realities of the lives of so many children are often worlds apart This volume sets out to be a part of changing this *Exploring Children's Rights* Rolf Gollob, Peter Krapf, 2007-01-01 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

**Religious Schools v. Children's Rights** James G. Dwyer, 2018-08-06 Despair over the reported inadequacies of public education leads many people to consider religious schools as an alternative James G Dwyer demonstrates however that religious schooling is almost completely unregulated and that common pedagogical practices in fundamentalist Christian and Catholic schools may be damaging to children He presents evidence of excessive restriction of children s basic liberties stifling of intellectual development the instilling of dogmatic and intolerant attitudes as well as the infliction of psychological and emotional harms including excessive guilt and repression and especially among girls diminished self esteem Courts legal and political theorists and the public typically argue that families and religious communities are entitled to raise their children as they see fit and that the state must remain neutral on religious matters Dwyer proposes an alternative framework for state policy regarding religious schooling and other child rearing practices urging that the focus always be on what is best from a secular perspective for the affected children He argues that the children who attend religious schools have a right to adequate state regulation and oversight of their education States are obligated to ensure that such schools do not engage in harmful practices and that they provide their students with the training necessary for pursuit of a broad range of careers and for full citizenship in a pluralistic democratic society

**Children's Rights Education in Diverse Classrooms** Lee Jerome, Hugh Starkey, 2021-04-08 With PISA tables accountability and performance management pulling educators in one direction and the understanding that education is a social process embedded in cultural contexts tailored to meet the needs and challenges of individuals and communities in another it is easy to end up in seeing teachers as positioned as opponents to the system Jerome and Starkey argue that the United Nations Convention on the Rights of the Child UNCRC 1989 can provide a pragmatic starting point for educators to challenge some of these unsettling trends in a way which does not set up unnecessary opposition with policy makers They review the evidence from international evaluations surveys and case studies about practice in human rights and child right education before exploring the key principles of transformative and experiential education to offer a robust theoretical framework that can guide the development of child rights education They also draw out practical implications and outline a series of teaching and learning approaches that are values informed aligned with children s rights and focused on quality learning

**Non-violent Education as a Children's Right - A Human Rights-based Response to Child Sexual Abuse in Educational Institutions** Franz M. Wittmann, As stipulated in the 1989 UN Convention on the Rights of the Child protecting children from violence requires an approach looking beyond physical force in order to address all forms of violence or abuse including sexual abuse Through its reporting mechanism the 1989 CRC generates an unknown level of transparency and accountability in international relations Accordingly the role of

the Holy See as a State party to the Convention has been traced over decades of early enthusiasm for implementing children's rights faithfully to aggressively rebuking the CRC Committee's authority eventually

**Handbook of Children's Rights** Martin D. Ruck, Michele Peterson-Badali, Michael Freeman, 2016-12-08 While the notion of young people as individuals worthy or capable of having rights is of relatively recent origin over the past several decades there has been a substantial increase in both social and political commitment to children's rights as well as a tendency to grant young people some of the rights that were typically accorded only to adults In addition there has been a noticeable shift in orientation from a focus on children's protection and provision to an emphasis on children's participation and self-determination With contributions from a wide range of international scholars the Handbook of Children's Rights brings together research theory and practice from diverse perspectives on children's rights This volume constitutes a comprehensive treatment of critical perspectives concerning children's rights in their various forms Its contributions address some of the major scholarly tensions and policy debates comprising the current discourse on children's rights including the best interests of the child evolving capacities of the child states rights versus children's rights rights of children versus parental or family rights children as citizens children's rights versus children's responsibilities and balancing protection and participation In addition to its multidisciplinary focus the handbook includes perspectives from social science domains in which children's rights scholarship has evolved largely independently due to distinct and seemingly competing assumptions and disciplinary approaches e.g. childhood studies developmental psychology sociology of childhood anthropology and political science The handbook also brings together diverse methodological approaches to the study of children's rights including both quantitative and qualitative perspectives and policy analysis This comprehensive cosmopolitan and timely volume serves as an important reference for both scholarly and policy-driven interest in the voices and perspectives of children and youth

**The Future of Children's Rights** Michael Freeman, 2015-01-08 This volume is in part intended to celebrate the 25th anniversary of the United Nations Convention on the Rights of the Child We are now a generation on from its formulation and as this varied collection of articles by leading thinkers in the field reflects children's rights have come a long way Yet the aim of this volume is not to look back but to take stock and look forward It explores subjects as diverse as socio-economic rights corporal punishment language and scientific progress as they relate to children and their rights and offers new insights and new ideas Edited by one of the most respected and leading scholars in the field The Future of Children's Rights constitutes a stimulating and useful resource for academics and practitioners alike

**Children's Rights and the Developing Law** Jane Fortin, 2009-08-13 This book examines how developing law and policies in England and Wales simultaneously promote and undermine children's rights

**Children's Rights** John T. Pardeck, 2006 This book covers the children's rights movement and the rights of parents It examines the implications of children's rights for policy and practice with particular reference to children with disabilities and children in the care of protective services

**The Oxford Handbook of Children's Rights**

**Law** Jonathan Todres, Shani M. King, 2020 This book is a foundational interdisciplinary volume on children's rights that is relevant to scholars, practitioners and students with an interest in children's rights, human rights, family law and related topics. With contributions from leading experts in the field of children's rights, this book provides both in-depth analysis of children's rights as a discipline and maps the critical issues for advancing children's rights today and in the future.

Fortin's Children's Rights and the Developing Law Rachel E. Taylor, 2024-02-29 The notion that children constitute an important group of rights holders has gained increasing acceptance both domestically and internationally. Nevertheless, this rhetorical commitment to children's rights is not necessarily realised in practice. Now in its fourth edition, *Fortin's Children's Rights and the Developing Law* explores the extent to which law and policy in England promotes or undermines the rights of children. Fully revised and updated, this textbook uses current research on child development and welfare to reflect on the extent to which the law fulfils children's rights in a wide range of areas including medical law, education and child poverty. These developments are measured against the domestic law and the UK's international obligations under, for example, the United Nations Convention on the Rights of the Child.

**Children's Rights** Jean A. Pardeck, 2012-11-12 Get up-to-date information on children's and parents' rights. Children have a basic human right to be free of abuse and maltreatment. The late Dr John Pardeck's *Children's Rights: Policy and Practice*, Second Edition, comprehensively explores the latest legal, psychological, sociological, policy and child advocacy issues dealing with children's rights. Essential issues are clearly discussed, involving children at home, in school, in foster care and in residential facilities. This new edition of *The Haworth Social Work Practice Press* classic examines the practical and ethical issues inherent in balancing a child's right to self-determination against the same child's need to be protected. *Children's Rights: Policy and Practice*, Second Edition, delves deep into the causes of abuse and neglect and offers help for families at risk. Techniques are presented for case and cause advocacy as well as venues for family and individual therapy. Other discussions address the role and function of child protective services and the juvenile justice system; a review of effective social policy to protect and care for children; family health and children's rights issues; and children's rights in schools and day care facilities. This essential exploration includes extensive references and notes, a list of Web sites and a comprehensive glossary of influential legal rulings focusing on children's rights. *Children's Rights: Policy and Practice*, Second Edition, includes over 100 pages of new and updated material on new rulings of the Americans with Disabilities Act (ADA) that have implications for children's rights; legal case studies; an overview and analysis of the Leave No Child Behind Act; children's rights and school violence; an expanded discussion on practice interventions focusing on various approaches for helping children adjust to substitute care; an expanded examination on advocacy and children's rights with emphasis on legal case studies as a tool for enhancing the rights of children; Balancing theoretical considerations, solid information and practical advice. *Children's Rights: Policy and Practice*, Second Edition, is an essential resource for child welfare workers, attorneys, educators, students, parents and social workers. Education in the

Best Interests of the Child R. Brian Howe, Katherine Covell, 2013-02-07 A large body of research in disciplines from sociology and policy studies to neuroscience and educational psychology has confirmed that socioeconomic status remains the most powerful influence on children's educational outcomes. Socially disadvantaged children around the world disproportionately suffer from lower levels of educational achievement which in turn leads to unfavourable long term outcomes in employment and health. Education in the Best Interests of the Child addresses this persistent problem which violates not only the principle of equal educational opportunity but also the broader principle of the best interests of the child as called for in the UN Convention on the Rights of the Child. Building on the children's rights work accomplished in their previous book Empowering Children, Brian Howe and Katherine Covell identify three types of reform that can significantly close the educational achievement gap. Their findings make an important argument for stronger and more comprehensive action to equalize educational opportunities for disadvantaged children.

### **Child Rights and International Discrimination Law**

Marit Skivenes, Karl Søvig, 2019-02-22 Societies and states are at a crossroad in how children are treated and how their rights are respected and protected. Children's new position and their strong rights create tensions and challenge the traditional relationships between family and the state. The United Nations Convention on the Rights of the Child was adopted unanimously by the General Assembly of the United Nations in 1989 and came into force in 1990. Article 2 places states under an obligation to accord primacy to the best interests of the child in all actions concerning children and to ensure and regulate child protection. This book offers a comparative and critical analysis of the implementation of Article 2 of the United Nations Convention on the Rights of the Child. In order to examine how Article 2 is being implemented it is essential to have a sound understanding of the obligations it imposes. The opening chapters will explore the precise content of these obligations in terms of the legislative history of the text, its underlying philosophy, its amplification by the United Nations Committee on the Rights of the Child and subsequent authoritative interpretations of it by courts around the world. The book will then drill down into the conceptual and theoretical challenges posed by the very nature of the obligations and will offer in depth exploration of the long running rights v welfare debate that has always presented something of a challenge in giving effect to children's rights. Contributors are leading academics in the children's rights field drawn from a wide range of countries and jurisdictions worldwide including those with common law, civilian and mixed traditions. Disciplines represented in the book include law, psychology, political science, childhood studies, social work and anthropology. By drawing together the various facets of Article 2 and analysing it from a range of perspectives, the volume provides a coherent and comprehensive interdisciplinary analysis on discrimination and the rights of the child.

Routledge International Handbook of Children's Rights Studies Wouter Vandenhoe, Ellen Desmet, Didier Reynaert, Sara Lembrechts, 2015-03-24 Since the adoption of the UN Convention on the Rights of the Child in 1989, children's rights have assumed a central position in a wide variety of disciplines and policies. This handbook offers an engaging overview of the contemporary research landscape for those people in the



theory and practice of children's rights The volume offers a multidisciplinary approach to children's rights as well as key thematic issues in children's rights at the intersection of global and local concerns The main approaches and topics within the volume are Law social work and the sociology of childhood and anthropology Geography childhood studies gender studies and citizenship studies Participation education and health Juvenile justice and alternative care Violence against children and female genital mutilation Child labour working children and child poverty Migration indigenous children and resource exploitation The specially commissioned chapters have been written by renowned scholars and researchers and come together to provide a critical and invaluable guide to the challenges and dilemmas currently facing children's rights

**Child Rights Education for Participation and Development** Murli Desai, Sheetal Goel, 2018-08-27 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

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