



LEARN ABOUT YOUR RIGHTS!

The UN Convention on the Rights of the Child



22

If you have come to a new country because your home country was unsafe, you have the right to protection and support. You have the same rights as children born in that country.

33

The Government should provide ways of protecting you from using, producing or distributing dangerous drugs.

23

If you have any kind of disability, you should have special care, support and education so that you can lead a full and independent life and participate in the community to the best of your ability.

34

You should be protected from sexual exploitation and abuse, including prostitution and involvement in pornography.

24

You have the right to good quality healthcare (e.g. medicines, hospitals, health professionals). You have the right to clean water, nutritious food, a clean environment and basic education so that you stay healthy. Rich countries should help poor countries achieve this.

35

The Government should take steps to make sure that you are not exploited, or taken to other countries for the exploitation.

25

If you are looked after by local authorities or institutions instead of by your parents, you should have your situation reviewed regularly to make sure you have good care and treatment.

36

You should be protected from any activities that could harm your development and well-being.

26

The society in which you live should provide you with benefits of social security that help you develop and live in good conditions (e.g. education, culture, nutrition, health, social welfare). The Government should provide extra money for the children of families in need.

37

If you break the law, you should not be treated unfairly. You should not be sent to prison unless you should be able to stay in your community. The same penalty should be available for persons who are not allowed for children.



28

You should live in good conditions that help you develop physically, mentally, spiritually, emotionally and socially. The Government should help families who cannot afford to provide this.

27

You have the right to education. Primary education should be free and required. Secondary education should be accessible to everyone. Higher education should be available to everyone on the basis of capacity. School discipline should respect your rights and dignity.

38

If you are under 18, governments should not allow you to join the army or take any direct part in war. Children in war zones should receive special protection.

30

You have a right to learn and use the traditions, religion and language of your family, whether or not these are shared by most people in your country.

39

You should receive special care if you are segregated or discriminated against because of exploitation or violence, or your gender.

29

Education should develop your personality, talents, mental and physical abilities. It should prepare you for active participation in a free society, and encourage you to respect your own culture and other people's culture.

40

If you are accused of breaking the law, you should be treated in a way that respects your rights, and your accused innocence. Justice and order for children in conflict situations are most important.

31

You have the right to meet, have leisure, play and participate in cultural and artistic activities.

41

If there are laws in your country and better than children than the standards of the Convention, then those laws should be followed.

32

The Government should protect you from risks that threaten your health or development, such as violence, drugs, education or that might lead people to take advantage of you.

42

The Government should make the Convention known to all governments, institutions and children.

2014 Regional Convention Not For Kids

Samira Atallah

2014 Regional Convention Not For Kids:

Child Trafficking in the Indo- Myanmar Region Shukhdeba Sharma Hanjabam, Sapam Dilipkumar, Ningthoujam Rameshchandra, 2020-01-01 Human trafficking is one of the fastest growing illegal trades in the world which affects both developed and developing countries alike. This book has come to see the light of the day at this crucial juncture when the issue of human trafficking is rising all over the country. The north east region of the country particularly Manipur has been a fertile ground for child trafficking having source transit and destination. With rich material sources and insightful analysis it primarily focuses on the issues and challenges in combating child trafficking in the North East India particularly in the state of Manipur which shares a long and porous international boundary with Myanmar. [Encyclopedia of the Anthropocene](#), 2017-11-27 Encyclopedia of the Anthropocene Five Volume Set presents a currency based global synthesis cataloguing the impact of humanity's global ecological footprint. Covering a multitude of aspects related to Climate Change, Biodiversity, Contaminants, Geological Energy and Ethics, leading scientists provide foundational essays that enable researchers to define and scrutinize information, ideas, relationships, meanings and ideas within the Anthropocene concept. Questions widely debated among scientists, humanists, conservationists, politicians and others are included, providing discussion on when the Anthropocene began, what to call it, whether it should be considered an official geological epoch, whether it can be contained in time and how it will affect future generations. Although the idea that humanity has driven the planet into a new geological epoch has been around since the dawn of the 20th century, the term Anthropocene was only first used by ecologist Eugene Stoermer in the 1980s and hence popularized in its current meaning by atmospheric chemist Paul Crutzen in 2000. Presents comprehensive and systematic coverage of topics related to the Anthropocene with a focus on the Geosciences and Environmental science. Includes point counterpoint articles debating key aspects of the Anthropocene, giving users an even handed navigation of this complex area. Provides historic seminal papers and essays from leading scientists and philosophers who demonstrate changes in the Anthropocene concept over time.

Evidence-based Approaches to Sexuality

Education James J. Ponzetti, Jr., 2015-09-16 This is the first book to provide a multidisciplinary and global overview of evidence based sexuality education SE programs and practices. Readers are introduced to the fundamentals of creating effective programs to prepare them to design new or implement existing programs that promote healthy sexual attitudes and relationships. Noted contributors from various disciplines critically evaluate evidence based programs from around the globe and through the lifespan. Examples and discussion questions encourage application of the material. Guidance for those who wish to design, implement and evaluate SE programs in various social contexts is provided. Each chapter follows a consistent structure so readers can easily compare programs. Learning Goals, Introduction, Conclusion, Key Points, Discussion Questions and Additional Resources. The editor taught human sexuality and family life education courses for years. This book reviews the key information that his students needed to become competent professionals. Highlights of the book's coverage include:

Interdisciplinary comprehensive summary of evidence based SE programs in one volume Prepares readers for professional practice as a Certified Family Life Educator CFLE or sex educator by highlighting the fundamentals of developing and implementing SE programs Exposes readers to evidence based SE programs from various social contexts including families schools communities and religious institutions Considers the developmental context of SE across the lifespan along with programs for LGBT individuals and persons with disabilities Critically reviews SE programs from around the world including the US Europe Asia Africa Latin America and other developing countries The book opens with an historical overview Part I focus on general frameworks of sexuality education including UNESCO's International Technical Guidelines How to develop deliver and implement evidence based SE programs including ethical concerns are explored in Part II Part III exposes readers to evidence based programs in various social contexts families schools communities and religious institutions Part IV considers the developmental context of SE from early childhood through adolescence and adulthood along with programs for LGBT individuals and persons with disabilities Part V examines diverse global contexts from the US Latin America Europe Asia Africa and other developing countries The book concludes with future trends and directions Ideal for graduate or advanced undergraduate courses in sex education sexual health human sexuality sex or marriage counseling intimate relationships family life education or home school and community services taught in human development and family studies psychology social work health education nursing education and religion and in seminaries and family clinics the book also serves as a resource for practitioners counselors researchers clergy members and policy makers interested in evidence based SE programs or those seeking to become CFLEs or sexuality educators

Child Marriage, Rights and Choice Hoko Horii, 2021-11-18 This book addresses the issue of agency in relation to child marriage In international campaigns against child marriage there is a puzzle of agency While international human rights institutions celebrate girls exercise of their agency not to marry they do not recognize their agency to marry Child marriage usually defined as any formal marriage or informal union where one or both of the parties are under 18 years of age is normally considered as forced which is to say that it is assumed that are not capable of consenting to marriage This book however re-examines this assumption through a detailed socio legal examination of child marriage in Indonesia Eliciting the multiple competing frameworks according to which child marriage takes place the book considers the complex reasons why children marry Structural explanations such as lack of opportunities and oppressive social structures are important but not exhaustive explanations Exploring the subjective reasons by listening to children's perspectives their stories show that many of them decide to marry for love desire to belong to the community and for new opportunities and hopes The book then demonstrates how the child marriage framework and indeed the human rights framework in general is constructed on too narrow a vision of human agency One that cannot but fail to respect and promote the agency of all regardless of gender race religion and age This book will be of interest to scholars students and practitioners in the areas of children's rights legal anthropology and socio legal studies

Child Marriage in Humanitarian Settings in the Arab Region Samira Atallah,2016-11-15 This study tackles the issue of female child marriage in the Arab region particularly in conflict and humanitarian settings It explores the causes of this problem with a distinction between such structural determinants as family and community relations and gender roles that have long been present in many Arab countries and such contextual determinants as instability displacement and extreme poverty It also investigates the economic and health effects of child marriage for young brides their children and their communities especially in post conflict contexts The study also provides an overview of national obligations with regard to preventing child marriage as stipulated by international instruments and humanitarian laws It concludes with policy recommendations to address the multifaceted dimensions of child marriage and its implications for the rights of the girl child

Routledge Handbook of Childhood Studies and Global Development Tatek Abebe,Anandini Dar,Karen Wells,2024-08-28 The Routledge Handbook of Childhood Studies and Global Development explores how global development agendas and processes of economic development influence children s lives It demonstrates that children are not only the frequent targets or objects of development but that they also shape and influence processes of economic political and sociocultural development The handbook makes the case for the importance of placing children at the heart of development debates and demonstrates how researchers policymakers and practitioners can engage children in development Through reports on field research as well as a critical engagement with theories in development studies and childhood studies contributors contest normative assumptions about childhood and global development They tease out and tease apart the complex social historical cultural economic epidemiological ecological geopolitical and institutional processes transforming what it means to be young in the world today Showcasing research from both established scholars and early career researchers and with particular prominence given to the work of authors from the global south this book will be an essential reference for policymakers practitioners and for researchers and students across childhood studies education geography sociology and global development

Childhoods in India T. S. Saraswathi,Shailaja Menon,Ankur Madan,2017-08-31 This book highlights the significance of an interdisciplinary approach to understanding children and childhoods in the Indian context While it is recognised that multiple kinds of childhoods exist in India policy and practice approaches to working with children are still based on a singular model of the ideal child rooted in certain Western traditions The book challenges readers to go beyond the acknowledgement of differences to evolving alternate models to this conception of children and childhoods Bringing together well known scholars from history politics sociology child development paediatrics and education the volume represents four major themes the history and politics of childhoods deconstructing childhoods by analysing their representations in art mythology and culture in India selected facets of childhoods as constructed through education and schooling and understanding issues related to law policy and practice as they pertain to children and childhoods This important book will be useful to scholars and researchers of education especially those working in the domains of child

development sociology of education educational psychology public policy and South Asian studies **Annual Report of the Special Representative of the Secretary-General for Children and Armed Conflict** United Nations. General Assembly,2013 **Border Security, 2015** United States. Congress. Senate. Committee on Homeland Security and Governmental Affairs,2016 *Annual Report of the Special Representative of the Secretary-General on Violence Against Children* United Nations. General Assembly,2014 **Adopted Texts** Council of Europe. Parliamentary Assembly,2013

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