

Children's Rights And Human Development: A Multidisciplinary Reader (Maastricht Series In Human Rights)

Since the adoption of the UN Convention on the Rights of the Child (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.

Considers how to implement children’s rights in the twenty-first century through a child rights-based approach to sustainable development.

A timely look at children’s rights, the young activists who fought for them, and how readers can do the same by Amnesty International, Angelina Jolie, and Geraldine Van Bueren

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.

Towards a Theory of Change

A Manual of Good Practice

The EU as a Children’s Rights Actor

Essays from the International Journal of Children’s Rights

Children’s Rights from International Educational Perspectives

Critical Perspectives

Honouring the Work of Manfred Liebel

This comprehensive and exhaustive reference work on the subject of education from the primary grades through higher education combines educational theory with practice, making it a unique contribution to the educational reference market. Issues related to human development and learning are examined by individuals whose specializations are in diverse areas including education, psychology, sociology, philosophy, law, and medicine. The book focuses on important themes in education and human development. Authors consider each entry from the perspective of its social and political conditions as well as historical underpinnings. The book also explores the people whose contributions have played a seminal role in the shaping of educational ideas, institutions, and organizations, and includes entries on these institutions and organizations. This work integrates numerous theoretical frameworks with field based applications from many areas in educational research.

The articles in this volume shed light on some of the major tensions in the field of childrens rights (such as the ways in which childrens best interests and respect for their autonomy can be reconciled), challenges (such as how the CRC can be made a reality in the lives of children in the face of ignorance, apathy or outright opposition) and critiques (whether childrens rights are a Western imposition or a successful global consensus). Along the way, the writing covers a myriad of issues, encompassing the opposition to the CRC in the US; gay parenting; Dr Seuss’s take on childrens autonomy; the voice of neonates on their health care; the role of NGO in supporting child labourers in India, and young people in detention and more.

In recent years human rights have assumed a central position in the discourse surrounding international development, while human rights agencies have begun to more systematically address economic and social rights. This edited volume brings together distinguished scholars to explore the merging of human rights and development agendas at local, national and international levels. They examine how this merging affects organisational change, operational change and the role of relevant actors in bringing about change. With a focus on practice and policy rather than pure theory, the volume also addresses broader questions such as what human rights and development can learn from one another, and whether the connections between the two fields are increasing or declining. The book is structured in three sections: Part I looks at approaches that combine human rights and development, including chapters on drivers of change; indicators; donor; and legal empowerment of the poor. Part II focuses on organisational contexts and includes chapters on the UN at the country level; EU development cooperation; PLAN’s children’s rights-based approach; and ActionAid’s human rights-based approach. Part III examines country contexts, including chapters on the ILO in various settings; the Congo; Ethiopia; and South Africa. Human Rights and Development in the new Millennium: Towards a Theory of Change will be of strong interest to students and scholars of human rights, development studies, political science and economics.

"It is never too early to become involved but it can easily be too late."Armed with such alarming statistics as 125 million primary-school age children are not in school; another 150 million children drop out of primary school before they complete four years of education; and almost one-half of the children in the least developed countries of the world do not have access to primary education; the World Bank convened a global conference in April 2000, to address the benefits and challenges of investing in early childhood development. Scientific studies now show how critical the first few years of a child’s life are in terms of later physical and mental health, behavior, and capacity to learn.The Millennium Development Goals endorsed by 189 member countries of the United Nations and the World Bank are targets for reducing global poverty. The goals specifically address the need for universal primary education as a means for breaking the cycle of poverty in individual families and in countries. With the publication of this volume, which contains the conference proceedings, the World Bank hopes to encourage a broader investment by countries, companies, organizations and private sector institutions in early child developmentArmed with such alarming statistics as 125 million primary-school age children are not in school; another 150 million children drop out of primary school before they complete four years of education; and almost one-half of the children in the least developed countries of the world do not have access to primary education; the World Bank convened a global conference in April 2000, to address the benefits and challenges of investing in early childhood development. Scientific studies now show how critical the first few years of a child’s life are in terms of later physical and mental health, behavior, and capacity to learn.The Millennium Development Goals endorsed by 189 member countries of the United Nations and the World Bank are targets for reducing global poverty. The goals specifically address the need for universal primary education as a means for breaking the cycle of poverty in individual families and in countries. With the publication of this volume, which contains the conference proceedings, the World Bank hopes to encourage a broader investment by countries, companies, organizations and private sector institutions in early child development."

Children’s Rights in Africa

Development and Progress on the Rights of the Child

Children’s Rights and Social Work

Challenges in Human Rights

The United Nations Convention on the Rights of the Child

From Early Child Development to Human Development

A Legal Perspective

Subjective human rights of children are reasonably fathomed cooperatively by practice, activism and research. Approaches in interdisciplinary learning and teaching in childhood and children’s rights are demonstrated as possibilities for social change through acquiring competencies to think and act children’s rights. This book is dedicated to Manfred Liebel and focuses on his life’s work. He has, throughout his life and work, combined social scientific childhood theories and children’s rights discourses with practical, topical examples of protagonism and agency of children and young people in different national and international contexts.

This open access book critically explores what child protection policy and professional practice would mean if practice was grounded in human rights standards. This book inspires a new direction in child protection research – one that critically assesses child protection policy and professional practice with regard to human rights in general, and the rights of the child in particular. Each chapter author seeks to approach the rights of the child from their own academic field of interest and through a comparative lens, making the research relevant across nation-state practices. The book is split into five parts to focus on the most important aspects of child protection. The first part explains the origins, aim, and scope of the book; the second part explores aspects of professionalism and organization through law and policy; and the third part discusses several key issues in child protection and professional practice in depth. The fourth part discusses selected areas of importance to child protection practices (low-impact in-house measures, public care in residential care and foster care respectively) and the fifth part provides an analytical summary of the book. Overall, it contributes to the present need for a more comprehensive academic debate regarding the rights of the child, and the supranational perspective this brings to child protection policy and practice across and within nation-states. .

This volume addresses the conditions allowing the transformation of specific children’s rights into capabilities in settings as different as children’s parliaments, organized leisure activities, contexts of vulnerability, children in care. It addresses theoretical questions linked to children’s agency and reflexivity, education, the life cycle perspective, child participation, evolving capabilities and citizenship. The volume highlights important issues that have to be taken into account for the implementation of human rights and the development of peoples’ capabilities. The focus on children’s capabilities along a rights-based approach is an inspiring perspective that researchers and practitioners in the field of human rights would like to deepen.

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.

Investing in Our Children's Future

The Critical Role of Parenting in Human Development

Children's Rights

Handbook of Children's Rights

Children's Rights and Sustainable Development

Know Your Rights and Claim Them

Taking Stock after 25 Years and Looking Ahead

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.

Foreword, By Thomas Hammarberg.

The International Journal of Children ’ s Rights has been a major player in all this. Its impact is worldwide. It has established itself as the leading journal in the field. The journal is now in its 19th year, and is flourishing. This volume has been compiled not only to commemorate the journal ’ s work, but also the 20th anniversary of the Convention coming into operation, and of the first World Summit on Children. An anthology of the best articles published in these formative years, this volume offers a representative sample of what the journal has achieved. Some of the articles are ones which are frequently cited, whilst others are less well known; some deal with theory, others with practice. The case for children ’ s rights is to be found throughout this collection, as is the history of children ’ s rights.

With international human rights under challenge, this book represents a comprehensive critique that adds a social policy perspective to recent political and legalistic analysis. Expert contributors draw on local and global examples to review constructs of universal rights and their impact on social policy and human welfare. With thorough analysis of their strengths, weaknesses and enforcement, it sets out their role in domestic and geopolitical affairs. For those with an interest in social policy, ethics, politics and international relations, this is an honest appraisal of both the concepts of international human rights and their realities.

The Ecology of Human Development

A Multidisciplinary Reader

Cities for Children

Primary Prevention

Children ’ s Rights: Progress and Perspectives

The state of the world’s children. 1998

Law, Policy and Structural Dimensions

Urban authorities and organizations are responsible for providing the basic services that affect the lives of urban children. Cities for Children is intended to help them understand and respond to the rights and requirements of children and adolescents. It looks at the responsibilities that authorities face, and discusses practical measures for meeting their obligations. While the book emphasizes the challenges faced by local government, it also contains information that would be useful to any groups working to make urban areas better places for children. Cities for Children begins by introducing the concept, history and content of children’s rights and the obligations they create for local authorities. The volume then goes on to look at community participation, working children, community health, education and juvenile justice. The final section of the book discusses the challenge of establishing systems of governance that can promote the economic security, social justice and environmental care essential for the realization of children’s rights. It follows through the practical implications for the state. The top experts in the field of children’s issues, and including a resource section which lists publications and organizations that can provide further information and support, this volume is a must for all involved in planning for, and the protection of, children within the urban environment.

This handbook examines the meanings, implications, and transformative potential of a child-rights approach for school psychology. It focuses on the school community, in which psychology is committed to promoting well-being, learning, and development of all children. The handbook begins with an overview of the 1989 United Nations Committee on the Rights of the Child, protection, development, participation, and nondiscrimination. Chapters provide guidance in promoting and protecting child rights when dealing with critical issues relevant to the school community, including well-being, freedom from violence, and access to high quality education. In addition, chapters analyze and offer recommendations for child rights applications within the school community. The handbook concludes with future directions for achieving a child-rights approach for school psychology. Topics featured in this handbook include: The current status of child rights in the international community. Accountability for child rights by school psychology. Collaborative home, school, and community practices aimed at promoting family support. Protecting children’s rights through school-based intervention programming. Promoting child rights through school leadership. Applying child rights-respecting research to the study of psychological well-being. The International Handbook on Child Rights and School Psychology is a must-have resource for researchers, scientist-practitioners, clinicians, and graduate students in child and school psychology.

These essays address crucial aspects of the humans rights and development interface, including the economics of social rights land rights and women’s empowerment; child labour and access to education; reform of legal and judicial systems; the human rights role of the private sector and building human rights into development planning.

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 to look forward. It offers a critical and invaluable guide to the challenges and dilemmas currently facing children’s 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.

The Child's Right to Development
Children's Rights and the Capability Approach
Routledge International Handbook of Children's Rights Studies
Implementing the Convention on the Rights of the Child
Children's Rights and Human Development
Resource Mobilization in Low-Income Countries
Wicked Problems for Children's Education Rights

By using human rights as a guidepost, social workers can help create social welfare policies that better serve societal needs. However, in applying human rights to contemporary situations, social workers often encounter challenges that require thinking outside the box. Bringing together provocative essays from a diverse range of authors, Elisabeth Reichert demonstrates how approaching social work from a human rights perspective can profoundly affect legislation, resource management, and enforcement of policies. Topics include the reconciliation of cultural relativism with universal human rights; the debate over whether human rights truly promote economic and social development or simply allow economically developed societies to exploit underdeveloped countries; the role of gender in the practice of human rights; the tendency to promote political and civil rights over economic and social rights; and the surprising connection between the social work and legal professions.

The Convention on the Rights of the Child (CRC), which was adopted unanimously by the United Nations General Assembly in 1989, marked a turning point in the perception of children in international law and policy. Although it was hoped that the Convention would have a significant and positive impact on the lives of all children, this has not happened in many parts of the world. This edited volume, based on empirical research and Non-Governmental Organisation project data, explores the progress of the Convention on the Rights of the Child, and to a lesser extent, the African Charter on the Rights and Welfare of the Child, in nine African countries in the 25 years since it was adopted by the UN General Assembly. The book considers the implementation of the Convention both in terms of policy and practice, and its impact on the lived experiences of children in societies across the continent, focusing on specific themes such as HIV/AIDS, education and disability, child labour, witchcraft stigmatisation, street children, parent-child relationships and child participation. The book breaks new ground in blending legal and social perspectives of the experiences of children, and identifies concrete ways forward for the better implementation of the CRC treaty in the various political contexts that exist in Africa.

Children's rights law is a relatively young but rapidly developing discipline. The U.N. Convention on the Rights of the Child, the field's core legal instrument, is the most widely ratified human rights treaty in history. Yet, like children themselves, children's rights are often relegated to the margins in mainstream legal, political, and other discourses, despite their application to approximately one-third of the world's population and every human being's first stages of life. Now thirty years old, the Convention on the Rights of the Child (CRC) signalled a definitive shift in the way that children are viewed and understood--from passive objects subsumed within the family to full human beings with a distinct set of rights. Although the CRC and other children's rights law have spurred positive changes in law, policies, and attitudes toward children in numerous countries, implementation remains a work in progress. We have reached a state in the evolution of children's rights in which we need more critical evaluation and assessment of the CRC and the large body of children's rights law and policy that this treaty has inspired. We have moved from conceptualizing and adopting legislation to focusing on implementation and making the content of children's rights meaningful in the lives of all children. This book provides a critical evaluation and assessment of children's rights law, including the CRC. With contributions from leading scholars and practitioners from around the world, it aims to elucidate the content of children's rights law, explore the complexities of implementation, and identify critical challenges and opportunities for children's rights law.

In the global instruments, the rights of the child are so important because of its relevance to children life. The present paper attempts to determine the development and progress of the human rights instruments in international law regarding the rights of the child, as well as processes and standards existing in the instruments of international law to protect children. These processes seen as international framework for development of the human rights instruments related to children's rights which provided the analysis of the rights of the child and its properties. In the present study, the development of the global human rights instruments on the rights of the child are made between different instruments in international law because these instruments can be adapted to cultural and social situations in all States, increasing its ease of implementation. The result reflects an exhaustive and efficient way to explore the status of the children's rights and the enormous improvements in the rights of the child in global human rights instruments.

The Future of Children ' s Rights
Interpreting the UNCRC for Future Generations
Children ' s Lives in an Era of Children ' s Rights
Childhood and Children ' s Rights between Research and Activism
Children's Rights, Poverty and Urban Management
Encyclopedia of Education and Human Development
A Guide for Youth

This Commentary is a fully up-to-date, solid legal work on children ' s rights. It offers a contemporary legal perspective on the inherently interdisciplinary field of children ' s rights. It responds to the scarcity of legal commentaries in a landscape where several handbooks covering different disciplines have been published in recent years. It is succinct and seeks to capture the essence, yet offers a sophisticated analysis of children ' s rights law and branches out into other disciplines where relevant in light of the recent legal and social developments.

This book provides a conceptual framework for children's rights as well as specific strategies and opportunities for social workers to apply in their work. It guides social work professionals and students through the history of children's rights. It also includes a call for a paradigm shift from a focus on the right to nurturance to the right to self-determination, as well as a contrasting look at children's rights in the West versus the rest of the world.

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.

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.

Towards Mutual Reinforcement
Child Rights Education for Participation and Development
Global Human Rights Instruments
Human Rights and Development in the new Millennium
The Oxford Handbook of Children's Rights Law
Human Rights in Child Protection

Where to Raise Happy and Skilled Children: How Environment Shapes Human Development and Education

Children's rights and Human development is a new and uncharted domain in human rights and psychology research. This multidisciplinary Child Rights Reader is a first attempt to introduce this domain to students and researchers of children's rights, child development, child maltreatment, family and child studies and related fields. For many lawyers, children's rights are limited to their legal dimension: the norms and institutions of international human rights law, often with an exclusive focus on the Convention on the Rights of the Child and its monitoring treaty body, the Committee on the Rights of the Child. However, there are three other dimensions to children's rights. Children's rights share a moral and a political dimension with all human rights, which most non-international lawyers all too often overlook. And children's rights have a fourth dimension: the time dimension of child and human development. This time dimension is multidisciplinary in itself. Human development begins – at least – nine months before child birth. When we are four years old, our brain is ninety percent adult size. The infrastructure of our personality, health and resilience is formed in our first years of life– determined by the quality and sheer quantity of parent–child interaction, and based on the successful outcome of our first developmental task in life: secure attachment formation. Yet, more than one third of our children are not securely attached. According to research published in The Lancet in 2009, one in ten children in high income countries is maltreated. Violence against children is a worldwide plague. Socio-economic and socio-emotional deprivation are still transmitted from generation to generation in both rich and poor states. Investing in early childhood, positive parenting and child rights education makes sense – from both a human, a human development, a human rights, a child rights and an economic perspective. This Child Rights Reader brings together substantial and fascinating texts from many fields and disciplines which illustrate and elaborate this point. Arranged in ten chapters titled according to pertinent child rights principles and concepts, these texts offer a state-of-the-art view of the enormous progress made in the past decades and years in several fields of human knowledge. In between these texts several news and factual items inform the reader on the huge gap that still exists between what we know and what we do to make this world a better place for children, and thus to promote human development and better protect human rights. Child rights violations are still met with more rhetoric than leadership. But change is on its way. The texts in this book may be used both as background readings and as tasks for group discussion in problem based learning or other educational settings in child rights law and psychology courses. This book also aims at a broader academic and public audience interested in the many aspects and ramifications of Children's rights and Human development.

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.

This collection is anchored in an African conception of children's rights and the law, and reflects contemporary discourses taking place in the region of the children's rights sphere. The majority of contributors are African and adopt an individual approach to their topic which reflects their first-hand experience. The book focuses on child rights issues which have particular resonance on the continent and the chapters span themes which are both broad and narrow, containing subject matter which is both theoretical and illuminated by practice. The book profiles recent developments and experiences in furthering children's legal rights in the African context, and distils from these future trends the specific role that the law can play in the African children's rights environment.

Based on author's thesis (doctoral – University College London, 2012),

**Multidisciplinary Approaches to Participation and Protection
Reconceptualizing Children's Rights in International Development
Living Rights, Social Justice, Translations
Challenges and Prospects**

**Global and Multidisciplinary Perspectives
Children and the Capability Approach**

A Social Work Perspective

Exploring a wide variety of case studies and developmental issues from a capability perspective, this book is an original contribution to both development and children's studies that raises a strong case for placing children's issues at the core of human development.

This edited collection critiques, from an interdisciplinary perspective, the growing body of EU children's rights activities in the light of broader political, economic and legal processes. Specifically, it interrogates whether EU intervention effectively responds to what are perceived as violations of children's rights and the extent to which EU efforts to uphold children's rights complement and reinforce parallel national and international pursuits. Moreover, it scrutinises the compatibility of EU children's rights measures with the principles and provisions enshrined in the UN Convention on the Rights of the Child (CRC).

Scholars from a range of different disciplines explore how best to implement children's rights.

Children's Rights and Human DevelopmentA Multidisciplinary ReaderIntersentia Uitgevers N V
Human Rights and Development
Children's Rights in Education
The Progress of the Convention on the Rights of the Child in Africa
International Human Rights, Social Policy & Global
International Handbook on Child Rights and School Psychology

A Commentary on the Convention on the Rights of the Child and its Protocols

This thorough and multidisciplinary overview of childrearing illustrates and stands on two foundational principles: that the importance of parenting is immense, and that it is undervalued. The Critical Role of Parenting in Human Development surprises readers with the realization that the way we were parented in childhood impacts nearly every aspect of our lives. Based in part on cutting-edge research using MRI and fMRI technologies demonstrating that the brains of those traumatized in childhood are essentially different, the book explains that our brain development during our earliest years and in the womb is fundamental to the lives we lead. It covers attachment theory, the impact of corporal punishment on the brain, the effects of emotional abuse and neglect, and the widespread nature of Posttraumatic Stress Disorder, describing the process that leads to the transmission of parenting patterns through the generations and explaining how resulting personal issues recur throughout the lifespan. The Critical Role of Parenting in Human Development also examines laws and policies that impact parenting in our culture, making a case for their importance, and describes the effect of childrearing on various aspects of human life, including relationships, crime and violence, economics, mental and physical health, addiction, education, and career issues, among others. Interdisciplinary in nature, this book is a much-needed resource for professionals and students in the psychology, psychotherapy, social work, and related mental health and child welfare fields.