

# Childrens Rights And Human Development A Multidisciplinary Reader Maastricht Series In Human Rights

Equity and Justice in Development Science: Implications for Diverse Young People, Families, and Communities, a two volume set, focuses on the implications of equity and justice (and other relevant concepts) for a myriad of developmental contexts/domains relevant to the lives of young people and families (e.g. education, juvenile justice), also including recommendations for ensuring those contexts serve the needs of all young people and families. Both volumes bring together a growing body of developmental scholarship that addresses how issues relevant to equity and justice (or their opposites) affect development and developmental outcomes, as well as scholarship focused on mitigating the developmental consequences of inequity, inequality, and injustice for young people, families, and communities. Contains a wide array of topics on equity and justice which are discussed in detail Focuses on mitigating the developmental consequences of inequity, inequality, and injustice for young people, families, and communities Includes chapters that highlight some of the most recent research in the area Serves as an invaluable resource for developmental or educational psychology researchers, scholars, and students Presents a controversial history of violence which argues that today's world is the most peaceful time in human existence, drawing on psychological insights into intrinsic values that are causing people to condemn violence as an acceptable measure.

Synthesizing insights from psychology and philosophy with his own wide-ranging experiences around the world, Dr. James Garbarino takes readers on a personalized journey into the dark side of human experience as it is lived by children. In these highly readable pages, he intertwines a discussion of children's material and spiritual needs with a detailed examination of the clinical knowledge and experiential wisdom required to understand and meet complex developmental needs. Fusing anecdotal observations, empirical evidence, and an ecological perspective, this book is for anyone who takes an interest in the well-being and future of the world's children.

"The basic structure of the Guide is geared towards supporting a systematic and comprehensive translation of universal human rights standards into indicators that are contextually relevant. This approach favours using objective information which is easily available, or can be collected, for monitoring the national implementation of human rights. This requires the reader to: [1] Understand the conceptual approach so as to identify indicators, after developing a preliminary understanding of the human rights normative framework; [2] Explore the alternative data-generating methods to populate the selected indicators; and [3] Apply and interpret the numbers that go with an indicator so as to build an

assessment on the state of human rights."--P. 8.

Written by psychologists, historians, and lawyers, this handbook demonstrates the central role psychological science plays in addressing some of the world's most pressing problems. Over 100 experts from around the world work together to supply an integrated history of human rights and psychological science using a rights and strengths-based perspective. It highlights what psychologists have done to promote human rights and what continues to be done at the United Nations. With emerging visions for the future uses of psychological theory, education, evidence-based research, and best practices, the chapters offer advice on how to advance the 2030 Global Agenda on Sustainable Development. Challenging the view that human rights are best understood through a political lens, this scholarly collection of essays shows how psychological science may hold the key to nurturing humanitarian values and respect for human dignity. 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.

"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 development. 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 development."

This chapter provides a brief overview of the book highlighting the modest progress from child welfare to child well-being reflected in these chapters, and the parallel movement in Kahn's career and research, as his scholarship developed over the years. It then moves to explore the relationship between two overarching themes, child and family policy stressing a universal approach to children and social protection stressing a more targeted approach to disadvantaged and vulnerable individuals including children and the complementarity of these strategies. Introduction To a large extent Alfred J. Kahn was at the forefront of the developments in the field of child welfare services (protective services, foster care, adoption, and family preservation and support). Over time his scholarship moved to a focus on the broader policy domain of child and family policy and the outcomes for child wellbeing. His work, as is true for this volume, progressed from a focus on poor, disadvantaged and vulnerable children to a focus on all children. He was convinced that children, by definition, are a vulnerable population group and that targeting all children, implementing a universal policy as a strategy would do more for poor children than a narrowly focused

policy targeted on poor children alone, As we first argued more than three decades ago (Not for the Poor Alone; “Universalism and Income Testing in Family Policy”), one could target the most disadvantaged within a universal framework, and this would lead to more successful results than targeting only the poor.

Children are already learning at birth, and they develop and learn at a rapid pace in their early years. This provides a critical foundation for lifelong progress, and the adults who provide for the care and the education of young children bear a great responsibility for their health, development, and learning. Despite the fact that they share the same objective - to nurture young children and secure their future success - the various practitioners who contribute to the care and the education of children from birth through age 8 are not acknowledged as a workforce unified by the common knowledge and competencies needed to do their jobs well. Transforming the Workforce for Children Birth Through Age 8 explores the science of child development, particularly looking at implications for the professionals who work with children. This report examines the current capacities and practices of the workforce, the settings in which they work, the policies and infrastructure that set qualifications and provide professional learning, and the government agencies and other funders who support and oversee these systems. This book then makes recommendations to improve the quality of professional practice and the practice environment for care and education professionals. These detailed recommendations create a blueprint for action that builds on a unifying foundation of child development and early learning, shared knowledge and competencies for care and education professionals, and principles for effective professional learning. Young children thrive and learn best when they have secure, positive relationships with adults who are knowledgeable about how to support their development and learning and are responsive to their individual progress. Transforming the Workforce for Children Birth Through Age 8 offers guidance on system changes to improve the quality of professional practice, specific actions to improve professional learning systems and workforce development, and research to continue to build the knowledge base in ways that will directly advance and inform future actions. The recommendations of this book provide an opportunity to improve the quality of the care and the education that children receive, and ultimately improve outcomes for children.

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 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. The book provides an introduction for students and development professionals to mainstreaming children in international development and policy, focusing on children's 'voices' and childhood poverty, policy and practice.

While the subject of play may seem trivial for behavioral science, E.O. Wilson noted that understanding the significance of play is an important challenge facing scholars in these fields. Play is observed among juveniles across a number of animal species and is especially prevalent in young mammals, yet it is difficult to define or to attribute functional significance to it. In this book, Pellegrini argues that play is an excellent example of the ways in which biology and culture influence each other, especially during childhood. Specifically, the innovative

## Read Book Childrens Rights And Human Development A Multidisciplinary Reader Maastricht Series In Human Rights

possibilities associated with different forms of play behavior during the juvenile period can influence individuals' skill acquisition, and possibly influence the development of the species. In order to understand play in this broad sense, it is necessary to understand its phylogenetic development (across monkeys, great apes, and humans), its place within human development, and its function(s) and antecedents. Such an understanding of the role of play in childhood has implications for a deeper understanding of the role of development in the human experience. This book is unique among its competitors in that it takes an explicitly theoretical orientation as it is applied to human play, in an evolutionary context. This will be the only volume to provide a coherent theoretical framework addressing the role of play in development. In his concluding chapter, Pellegrini will synthesize his arguments and theory, and speculate about directions for future research in the area. Because of these two aspects, this book has the potential to be a highly influential book for scholars in developmental psychology, educational psychology, evolutionary biology, and play theorists in anthropology.

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

How does developmental psychology connect with the developing world? What do cultural representations tell us about the contemporary politics of childhood? What is the political economy of childhood? This companion volume to Burman's *Deconstructing Developmental Psychology* helps us to explain why questions around children and childhood - their safety, their sexuality, their interests and abilities, their violence - have so preoccupied the late twentieth and twenty-first centuries. In this increasingly post-industrial, post-colonial and multicultural world, this book identifies analytical and practical strategies for improving how we think about and work with children. Drawing in particular on feminist and postdevelopment literatures, the book illustrates how and why reconceptualising our notions of individual and human development, including those informing models of children's rights and interests, will foster more just and equitable forms of professional practice with children and their families. The book brings together completely new, previously unpublished material alongside revised and updated papers to present a cutting-edge and integrated perspective to the field. Burman offers a key contribution to a set of urgent debates engaging theory and method, policy and practice across all the disciplines that work with, or lay claim to, children's interests. *Developments* presents a coherent and persuasive set of arguments about childhood, culture and professional practice so that the sustained focus across a range of disciplinary arenas (psychology, education, cultural studies, child rights, gender studies, development policy and practice, social policy) strengthens the overall argument of each chapter. It will be invaluable to teachers and students in psychology, childhood studies and education as well as researchers in gender studies. It will also be a must-read for professionals working with children and adolescents.

This report takes a broad view of the link between work and human development. Work is a critical tool for economic growth and security, poverty reduction and gender equality. It enables full participation in society while affording people a sense of dignity and worth. Humans working together not only increase their material well-being, they also accumulate a wide body of knowledge that serves as the basis for cultures and civilizations. The report finds that work enhances human development when policies are taken to expand productive, remunerative and satisfying work opportunities. Workers' skills and potentials are enhanced, their well-being in terms of rights, safety and benefits are ensured with targeted interventions, and an agenda incorporating decent work, a new Social Contract and a Global Deal is pursued.

**The Child's Right to Development** Cambridge University Press

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.

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.

How can adults keep children safe and healthy online now and in the future?

How can we thrive alongside technology? This highly accessible book unpacks the latest psychological research, attachment theory and neurobiology to offer parents and professionals insight into how technology impacts children's development, and how to navigate our lives online. Cath Knibbs shares her extensive experience to reveal what we know about human behaviour in cyberspace, and particularly that of children using devices, consoles and social media platforms. She offers deeper understanding of how and why children engage online and shows parents and professionals how, rather than being overwhelmed by the dangers and pathologies of cyberspace, we can learn to support children in using technology healthily. She covers key topics including social media use and abuse, impact of screen time, issues around gaming, and extreme behaviours online. By the end of this book you will be able to understand your child better, and have an understanding of what is happening in their minds, brains and bodies in relation to the technological and digital world. *Children, Technology and Healthy Development* is for all parents, and professionals in psychology, education, social care and the police who are concerned with understanding how we support children in an online world. It will also be valuable reading for those in tech design interested in the impact of technology on the developing human.

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.

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.

This book provides a comprehensive account of how child development and the right to development of children have been understood in international children's rights law. It argues that any conceptions of childhood focussed either on children's future as adults, or on children's lives in the present, overlook the hybridity of children's lived experiences. The book therefore suggests a new conception of childhood - namely, 'hybrid childhood' - which accommodates respect for children's agency and human dignity in the present, in the process of growth, and in the outcomes of this process when the child becomes an adult. Consequently, and building on the capability approach's idea of human development, the book presents a radical new interpretation of the child's right to development under the UN Convention on the Rights of the Child. It offers a comprehensive interpretation of the right to development, which is one of the four guiding principles of the Convention.

This year marks the 30th anniversary of the United Nations Convention on the Rights of the Child. This report celebrates the achievements of the past three decades and highlights the critical work that remains. It presents data on several key issues where progress is stalling or reversing: child mortality, immunization, climate change, education participation, child marriage, and urbanization. The report also advocates for all stakeholders to recommit to the Convention, stepping up their efforts to fulfil its promise in the next 30 years.

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.

Following the implementation of the Human Rights Act 1998, awareness has increased that we live in a rights-based culture and that children constitute an important group of rights holders. Now in its third edition, Children's Rights and the Developing Law explores the way developing law and policies in England and Wales are simultaneously promoting and undermining the rights of children. It reflects on how far these developments take account of children's interests, using

current research on children's needs as a template against which to assess their effectiveness and considering a broad range of topics, including medical law, education and youth justice. A critical approach is maintained throughout, particularly when assessing the extent to which the concept of children's rights is being acknowledged by the courts and policy makers and the degree to which the UK fulfils its obligations under, for example, the UN Convention on the Rights of the Child.

How we raise young children is one of today's most highly personalized and sharply politicized issues, in part because each of us can claim some level of "expertise." The debate has intensified as discoveries about our development-in the womb and in the first months and years-have reached the popular media. How can we use our burgeoning knowledge to assure the well-being of all young children, for their own sake as well as for the sake of our nation? Drawing from new findings, this book presents important conclusions about nature-versus-nurture, the impact of being born into a working family, the effect of politics on programs for children, the costs and benefits of intervention, and other issues. The committee issues a series of challenges to decision makers regarding the quality of child care, issues of racial and ethnic diversity, the integration of children's cognitive and emotional development, and more. Authoritative yet accessible, *From Neurons to Neighborhoods* presents the evidence about "brain wiring" and how kids learn to speak, think, and regulate their behavior. It examines the effect of the climate-family, child care, community-within which the child grows.

Decades of research have demonstrated that the parent-child dyad and the environment of the family—which includes all primary caregivers—are at the foundation of children's well-being and healthy development. From birth, children are learning and rely on parents and the other caregivers in their lives to protect and care for them. The impact of parents may never be greater than during the earliest years of life, when a child's brain is rapidly developing and when nearly all of her or his experiences are created and shaped by parents and the family environment. Parents help children build and refine their knowledge and skills, charting a trajectory for their health and well-being during childhood and beyond. The experience of parenting also impacts parents themselves. For instance, parenting can enrich and give focus to parents' lives; generate stress or calm; and create any number of emotions, including feelings of happiness, sadness, fulfillment, and anger. Parenting of young children today takes place in the context of significant ongoing developments. These include: a rapidly growing body of science on early childhood, increases in funding for programs and services for families, changing demographics of the U.S. population, and greater diversity of family structure. Additionally, parenting is increasingly being shaped by technology and increased access to information about parenting. *Parenting Matters* identifies parenting knowledge, attitudes, and practices associated with positive developmental outcomes in children ages 0-8; universal/preventive and

targeted strategies used in a variety of settings that have been effective with parents of young children and that support the identified knowledge, attitudes, and practices; and barriers to and facilitators for parents' use of practices that lead to healthy child outcomes as well as their participation in effective programs and services. This report makes recommendations directed at an array of stakeholders, for promoting the wide-scale adoption of effective programs and services for parents and on areas that warrant further research to inform policy and practice. It is meant to serve as a roadmap for the future of parenting policy, research, and practice in the United States.

This abridged version of the Secretary-General's report to the United Nations General Assembly's Special Session on Children details the achievements of the 1990 World Summit for Children. Nearly 150 countries provided national progress reports of their implementation of goals set forth in the Summit and the 1989 Convention on the Rights of the Child. The first part of the report, *First Call for Children*, provides an overview of successes throughout the 1990s and areas of continued concern. The Secretary-General acknowledges net progress for children, despite unfinished business and new challenges. Some areas of disappointment are the growth of HIV/AIDS and the enlarged gap in per capita income between industrialized and developing countries. Failure to achieve many goals of the Summit can be attributed to insufficient financial commitment from developing countries and donors. The second and largest part of the report details progress in implementing the World Summit declaration. This part has three subsections: (1) Health, Nutrition, Water and Sanitation; (2) Education and Literacy; and (3) Children's Protection and Civil Rights. Health topics include women's health, HIV/AIDS, policy strategies, and future actions. Education includes not only primary, secondary, and vocational education but also child labor, adult literacy and life skills. The section on children's protection consists of Role of the Family, Civil Rights and Freedoms, and Special Protection Measures, including child labor, children in armed conflict, and sexual abuse and exploitation. The reports final part deals with perspectives for the future. This part explains lessons learned from the past decade, such as the need for broad human rights, accountable government, and empowerment of all people in order to improve the lives of children. The report concludes with a reminder that the international community has the resources, understanding, and experience to build a world fit for children and the irrefutable obligation to do so. (KK)

The adoption of the Convention on the Rights of People with Disabilities (CPRD) by the United Nations in 2006 is the first comprehensive and binding treaty on the rights of people with disabilities. It establishes the right of people with disabilities to equality, dignity, autonomy, full participation, as well as the right to live in the community, and the right to supported decision-making and inclusive education. Prior to the CRPD, international law had provided only limited protections to people with disabilities. This book analyses the development of disability rights as an international human rights movement. Focusing on the United States and

countries in Asia, Africa, the Middle East the book examines the status of people with disabilities under international law prior to the adoption of the CPRD, and follows the development of human rights protections through the convention's drafting process. Arlene Kanter argues that by including both new applications and entirely new approaches to human rights treaty enforcement, the CRPD is significant not only to people with disabilities but also to the general development of international human rights, by offering new human rights protections for all people. Taking a comparative perspective, the book explores how the success of the CRPD in achieving protections depends on the extent to which individual countries enforce domestic laws and policies, and the changing public attitudes towards people with disabilities. This book will be of excellent use and interest to researchers and students of human rights law, discrimination, and disability studies.

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. The eleventh edition in the series, *Human Development Report 2000: Human Development and Human Rights* provides a thought provoking analysis of these two interrelated and intertwined issues. Human rights and human development are mutually reinforcing and culminate in enlarged human freedom. The Report traces the history of struggle for human rights as a common human experience and outlines the new frontier of the rights agenda for the 21st Century. HDR 2000 demonstrates the ways in which human rights enrich human development goals: adding moral force and ideas of claims, duties and obligations. Human development, in turn, brings a dynamic long-term perspective to human rights and adds more concrete analysis, quantification, and must consider the human

rights impacts of policy choices. The Report analyses how human rights must be respected, protected and promoted in the development process. To that end, it addresses the accountability of governments to fulfill their duties, and provides a timely analysis of the duties and obligations of newer actors in the fields of human rights and human development such as corporations, NGOs, individuals, the international community and markets. Of particular importance is consideration of how the current global economic rules and institutions address human rights issues. The Report proposes strategies for promoting development that also protect and further human rights, with significant implications for a pro-human rights approach to development. HDR 2000 includes and updates the widely respected Human Development Indicators that compare the relative levels of human development in most countries of the world, and presents data tables on all aspects of human development.

This volume describes the impact of aggregate shocks on human development, and the subtle and intricate settings and pathways through which individuals can be affected. Depending on the timing, duration, transmission mechanisms, and context, the consequences for children's physical, cognitive, and socio-emotional development may be costly and irreversible. Fortunately, although children suffer in adversity, they can also benefit positively when exposed to enriching environments. We need to develop and implement effective interventions to prevent the worst consequences of exposure to shocks, and to assist families and young people to recover. This volume explores what we know about protecting young people from lasting harm and promoting healthy development through a crisis

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

Over 15 million children live in families subsisting below the federal poverty level, and there are nearly 4 million more children living in poverty today than in the turn of the 21st century. When compared to their more affluent counterparts, children living in fragile circumstances-including homeless children, children in foster care, and children living in families affected by chronic physical or mental health problems-are more likely to have low academic achievement, to drop out of school, and to have health and behavioral problems. The Oxford Handbook of Poverty and Child Development provides a comprehensive analysis of the mechanisms through which socioeconomic, cultural, familial, and community-level factors impact the early and long-term cognitive, neurobiological, socio-emotional, and physical development of children living in poverty. Leading contributors from various disciplines review basic and applied multidisciplinary research and propose questions and answers regarding the short and long-term impact of poverty, contexts and policies on child developmental trajectories. In addition, the book features analyses involving diverse children of all ages, particularly those from understudied groups (e.g. Pacific Islanders, Native Americans, immigrants) and those from understudied geographic areas (e.g., the

rural U.S; international humanitarian settings). Each of the 7 sections begins with an overview of basic biological and behavioral research on child development and poverty, followed by applied analyses of contemporary issues that are currently at the heart of public debates on child health and well-being, and concluded with suggestions for policy reform. Through collaborative, interdisciplinary research, this book identifies the most pressing scientific issues involving poverty and child development, and offers new ideas and research questions that could lead us to develop a new science of research that is multidisciplinary, longitudinal, and that embraces an ecological approach to the study of child development.

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

[Copyright: 2413f58fa8e3bb7e04d4866c407dcb7f](https://doi.org/10.1007/978-94-007-2413-5)