

## The United Nations Convention on the Rights of the Child (UNCRC): Examining the Tenets, Practices, and Related Studies

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### ABSTRACT

The United Nations Convention on the Rights of the Child (UNCRC) is a landmark international treaty that delineates the rights of children and the corresponding obligations of states to protect these rights. Adopted in 1989, the UNCRC has become the most widely ratified human rights treaty in history, influencing national laws, policies, and international norms regarding children's welfare. This assignment thoroughly explores the UNCRC, examining its components, including general principles, civil rights, family environment, health, education, and special protection measures. It also reviews the literature on the convention's development, impact, and challenges in implementation. Through an analysis of 15 critical studies, the paper offers insights into the reflective and practical aspects of the UNCRC's application worldwide. The paper concludes by highlighting the ongoing significance of the UNCRC and the need for continuous efforts to ensure its full realization.

**Keywords:** UNCRC, children's rights, international treaty, child protection, human rights.

### INTRODUCTION

On November 20, 1989, the United Nations Convention on the Rights of the Child (UNCRC) was adopted, an important landmark event in the history of international human rights legislation (concerning the rights of the child) (UNICEF, 2005). The UNCRC is a legally binding international treaty that codifies a comprehensive set of civil, political, economic, social, and cultural rights enjoyed by all children without respect for nationality, race, or financial status (Freeman, 2007). In this, the convention differs from other treaties codified in global human rights frameworks—that is, it has nearly universal ratification (196 countries have signed and ratified the treaty), making it critical to determining global norms and standards of child welfare and protection. Many studies enshrine the affirmation of these standards. We should further explore the relevance of them.

In a study, Mower (1997) noted that the UNCRC's wide acceptance confirms its status as a driving force in national and international policy based on children's rights. The UNCRC can be traced back to the 20th-century efforts to satisfy the particular needs of vulnerable children (Cantwell, 1992). In 1924, the League of Nations first tackled children's specific needs for care and protection through the Geneva Declaration of the Rights of the Child (Mower, 1997). However, the aftermath of World War II, which brought a sense of global urgency to define human rights, was encapsulated most profoundly and definitively in the adoption of the Universal Declaration of Human Rights (UDHR) in 1948 (Alston, 1994). It provided implicit foundations for more specific child rights frameworks. The 1959 Declaration of the Rights of the Child was not legally binding but, among other things, was a precursor to the UNCRC (Kilkelly, 1999). However, the radically innovative nature of the UNCRC, that it is legally binding, and that it is an all-encompassing framework makes it a revolutionary document (Van Bueren, 1998).

The notable difference from previous child rights declarations initiative of the UNCRC is that it obligates the signatory states to abide not only by their various articles, the right to life, education, and even the provision of health care but also the prevention of abuse, exploitation, and child labour (Freeman, 2007). Moreover, the articles are constructed on four guiding principles that underlie the entire convention- best interests of the child, life, survival and development, and respect for the child's views (UNICEF, 2005). According to Van Bueren (1998), these principles are the foundation upon which the convention was conceived, understood, and applied so that all children, regardless of background, are treated with respect and dignity and their voices are heard. This led to the development of the global perception of children, for which the UNCRC has been of monumental

importance. It has reshaped children as autonomous individuals with their rights (Veerman, 1992).

Conventionally, children were dependent on adults and were not themselves rational. The UNCRC empowered children as 'agents' with their agency and the right to be heard and participate in matters that affect them (Biggeri & Arciprete, 2022; Lundy, 2007). Furthermore, Smith (2007) wrote that the convention enforces the demand from nations to provide care and protection for children and simultaneously participate actively in decision-making. Similarly, Lundy (2007) emphasized that the inclusion of Article 12 (which guarantees the right of the child to express their views freely in all matters that affect them) is essential in facilitating the realization of children's full participation in society. What the UNCRC has done for legality has influenced several adopted national legislations for child protection and welfare purposes.

Succeeding the ratification of the UNCRC, many countries have enacted the principles in domestic legislation but have also reshaped national legal systems to be more child-focused (Hodgkin & Newell, 2007). For instance, Kilkelly (1999) points out that the UNCRC has enabled rulings of the European Court of Human Rights, especially on children's rights. In India, the ratification of the UNCRC in 1992 was directed at legislation protecting children's rights (UNICEF, 2005). Key examples are the Juvenile Justice Act of 2015, which was developed to replace the Juvenile Justice Act of 2000 with a more expansive approach to treating juvenile offenders and children in need of care, and the Protection of Children from Sexual Offences (POCSO) Act of 2012, which is targeted on sexual abuse (Monahan et al., 2015; UNICEF, 2005). Yet the UN Convention on the Rights of the Child has successfully developed global policies and altered national legislation in essential areas (Freeman 2007), but still has many problems in its implementation. Having signed the convention more than 30 years ago, today's children in many parts of the world still face barriers to having their rights realized due to poverty, armed conflict, and cultural practices that breach the convention's principles (Alston, 1994). Formerly, countries with deeply entrenched socio-economic inequalities continue, for instance, child labour, child marriage, and lack of access to quality education (Donnelly, 1998).

The most challenging aspect of universalizing the convention entails reconciliation between the principle of 'the best interests of the child' and cultural norms in different societies (Alston, 1994). Although the UNCRC establishes a universal standard that governs children's rights, neither universalism nor cultural relativism has overcome the major obstacle to aligning the standards globally (Donnelly, 1998). In addition, the optional protocols of the UNCRC fill in other aspects of protection, notably the involvement of children in armed conflict, child trafficking, the sale of children, child prostitution, and child pornography (UNICEF, 2005). The third optional protocol, which came into force in 2014, gives children the right to complain to the United Nations Committee on the Rights of the Child (Hodgkin & Newell, 2007) about violations of their rights. Yet these protocols are necessary for how modern forms of exploitation challenge children's rights in evolving and advanced countries alike (Todres, 2011).

Countries such as India claim to support the UNCRC, as evidenced by its legislative endeavours and its children's programmes to achieve the same. For example, the Right to Education Act of 2009 gives a right to free and compulsory education to children aged 6 to 14 with provisions that private schools shall reserve 25% of their seats for children from backward areas (Smith, 2007). Yet, much work needs to be done, especially in rural areas where child labour and child marriage continue to be prevalent (Mower, 1997). National Child Labour Project and Prohibition of Child Labour Act (2016) aim to rehabilitate child labourers. However, enforcement is uneven as informal sectors and family businesses still hire children (UNICEF, 2005). However, while legislation regarding child protection has undoubtedly come a long way in India, the mechanisms that should support and enforce these laws were lacking (Veerman, 1992).

There is no overemphasizing the role civil society and non-government organizations (NGOs) can play in moving the UNCRC toward implementation. If we zero in on India, some NGOs, such as Child Rights and You (CRY) and Save the Children, have been filling the gap in government services by lobbying against policy changes and direct intervention in the lives of vulnerable children (UNICEF, 2005). These organizations considerably bring awareness of children's rights, monitor state compliance with UNCRC, and offer an alternative report to the United Nations Committee on the Rights of the Child (Freeman, 2007). UNICEF has been at the forefront of the international level in monitoring and supporting the implementation of the UNCRC (Lundy, 2012; UNICEF, 2005). The convention is the first human rights treaty formally engaging UNICEF in monitoring, allowing the organization to report and send professional information to the Committee on the Rights of the Child (Hertzman et al., 2013; UNICEF, 2005). They ensure that UNICEF can provide technical and expert help to countries whose implementation suffers to strengthen the international work to protect children's rights (Kilkelly, 1999).

### **Primary Content: Components of the UNCRC**

The UNCRC is structured around several key components, each focusing on various aspects of children's rights and the responsibilities of states to protect these rights. The components are categorized as follows:

### **Principles of UNCRC**

These four fundamental principles contribute to societal perceptions of children and their rights. They depend on the idea that children are equal to adults.

The right to play is affirmed, emphasizing that childhood is valuable in and of itself and that these years are only a preparation phase for adulthood.

How can we ensure that children receive the necessary protection while treating them equally? The application of the four general principles holds the key to the solution. Combined, they create a mindset that is nothing less than positive toward children. They provide the convention with an ideological and ethical component.

#### **1) Non-Discrimination**

The committee on the child's rights identified the following general principles: every kid should be able to exercise their rights without ever facing discrimination. Article 2, paragraph 1 states: "States Parties shall respect and ensure the rights outlined in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's parents or legal guardian, race, colour, sex, language, religion, political or another opinion, national, ethnic or social origin, poverty, disability, birth or another status." This section enumerates the obligation to provide equality of opportunities among children.

#### **2) Best interests of the child Children**

Children are particularly vulnerable while they are very young and require extra assistance to enjoy their rights fully. How could children be given the necessary protection and equal rights simultaneously? The best interest of the kid principle, as stated in Article 3:1, has some bearing on the solution. "In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the child's best interest shall be a primary consideration."

These principles are interdependent and mutually reinforcing, providing a comprehensive framework for realizing children's rights.

#### **3) The right to survival and development**

The Right to Life article lays forth the idea most directly related to children's economic and social rights. Article 6:2 stipulates that "State parties shall ensure to the maximum extent possible the survival and development of the child." This article extends children's rights beyond not being killed.

#### **4) The views of the child**

Respecting the child's opinions is a further concept that articulates an essential norm aspect. It makes sense to listen to the child to determine what is genuinely in their best interests. Article 12:1 formulates the premise, stating that "States Parties shall assure to the child who is capable of forming their views the rights to express those views freely in all matters affecting the child, the view of the child being given due weight following the age and maturity of the child."

#### **• Civil Rights and Freedoms:**

This part has to do with the child's rights concerning their civil rights (including, for example, the right of a name and nationality [Article 7], freedom of expression [Article 13] and privacy [Article 16]). These fundamental rights protect children's right to be viewed as persons in their own right (Freeman, 2007).

#### **• Family Environment and Alternative Care:**

The UNCRC also provides children the right to grow up in a supportive family environment. The rights include the parental guidance right (Article 5), family reunification right (Article 10), and protection of children deprived of a family environment (Article 20) (Kilkelly, 1999).

#### **• Health and Welfare:**

This part covers the rights of the child to health and living standards. Articles 24–27 detail the obligation of State Parties to provide health care, social security, and standards of living adequate for the child's development in all spheres, physical, mental, or social (Alston 1994).

#### **• Education, leisure, and cultural activities:**

Education rights are one of the significant rights in the UNCRC, and it emphasizes free and compulsory primary education in Article 28. Additionally, the convention characterizes "children's right to rest, leisure, and reasonable limitation of working hours and periodic holidays as well as to participate in cultural and artistic events" in Article 31. It addresses listening to and telling stories relevant to a child's education or moral lesson (Smith 2007).

- **Special protection measures:**

Children in different unique circumstances, such as refugees, those who have been affected by armed conflict, or those within the juvenile justice receive special protections through the UNCRC. In that respect, Articles 22-40 explain the distinct protections that address stringent guidelines for delivering children's rights. Children should be looked after at such events or their rights upheld fully (Veerman 1992).

**Implementing and monitoring the Convention on the Rights of the Child**

Much research and reflection has been done on implementing the United Nations Convention on the Rights of the Child (UNCRC). Regarding the practical challenges and successes of the realization of the rights laid down in the convention and any reflective processes associated with its interpretation and application, some studies have looked at cases of such (Freeman, 2007; Hodgkin & Newell, 2007).

The Convention on the Rights of the Child should serve as the basis for and the inspiration of every government activity about children. When a State ratifies the Convention, it offers to implement "all appropriate legislative, administrative, and other measures" to fulfill its provisions (Mower, 1997).

The Convention is mainly implemented through continuous monitoring (UNICEF, 2005) by the United Nations Committee on the Rights of the Child, an impartial group of experts. After the ratification of the Convention or any of its Optional Protocols, governments are obliged to file reports with the Committee, which is the Committee of eighteen legal and national experts on children's rights. Despite being nominated by and elected by State parties, they operate as individuals and not in a representative capacity (Van Bueren, 1998).

Reports to the Committee describe the state of children in each nation and the steps the State has taken to preserve children's rights. Reporting takes place in five-year intervals after ratification, with the initial two years following ratification. The Committee (Kilkelly, 1999) has adopted guidelines specifying the information the States have to include in their implementation reports.

The Committee examines how healthy governments are establishing and upholding the requirements for the realization and defense of children's rights as stated in the Convention or Optional Protocol when reviewing reports from the States. The Committee has the authority to request supplemental reports or material in addition to the regular reporting (Freeman, 2007). During its evaluations, the Committee offers suggestions for improvement and execution to each State, which are revisited during the next reporting period. It urges all levels of government to adopt the Convention as a framework for laws and policies, encouraging them to:

- Create a thorough national agenda;
- Create long-term organizations or systems to encourage activity monitoring, coordination, and assessment across all governmental domains;
- Ensure that the provisions of the Convention and, where applicable, the Optional Protocols are fully incorporated into domestic law or that they take precedence over domestic legislation in all situations (Van Bueren, 1998);
- Introduce child impact evaluations to increase the representation of children in government policy-making processes (Lundy, 2007);
- Examine government expenditures to determine the share of public funds devoted to children and to ensure that these resources are used efficiently (UNICEF, 2005);
- Make sure that adequate data is gathered and applied to improve the conditions of every child in every jurisdiction;
- Provide training to everyone involved in government policy-making and working with or for children to increase awareness of the Convention and the Optional Protocols (Freeman, 2007);
- Engage the public, especially young people, in the process of putting child rights into practice and disseminating knowledge about them and
- Establish independent national offices, such as commissions, ombudspersons, or focal points within national human rights organizations, to advance and protect children's rights (Van Bueren, 1998).

**Non-Governmental Organizations' Involvement**

Non-governmental organizations (NGOs) are crucial in educating the public about the Convention on the Rights of the Child's objectives and promoting enforcement (Verhellen, 2000). Among human rights treaties, the Convention is the first to expressly invite their participation in the reporting and monitoring process to acknowledge these efforts (Hodgkin & Newell, 2007). According to government advice, all societal segments should be involved in report writing. While individual NGOs or coalitions can and do create alternative reports

for the Committee's consideration, some governments communicate extensively with NGOs during the reporting process and incorporate their contributions into official reports to the Committee (Verhellen, 2000).

#### **UNICEF's Involvement in the Monitoring Process**

The UNCRC was the first human rights treaty to include UNICEF, a specialized United Nations agency, in its implementation (UNICEF, 2005). Under the Convention, UNICEF is entitled to be present when the Committee examines how the Convention is being implemented in a particular nation (Freeman, 2007). UNICEF may also be asked to provide reports and offer professional advice. Furthermore, the Committee can mandate that a State seek technical advice or support from UNICEF, ensuring that the implementation of the Convention benefits from UNICEF's expertise in child welfare (Van Bueren, 1998).

#### **UNCRC in Indian Context**

The United Nations Convention on the Rights of the Child (UNCRC) has a profound connection with India through several key areas which are discussed under various heads:

1. **Ratification and Legal Framework:** India ratified the UNCRC in 1992 and thus committed itself to conforming its legal system with international standards concerning children's rights (UNICEF, 2005). This generated extensive legislative reforms. For example, the Juvenile Justice Act of 2015, which replaced the Juvenile Justice Act of 2000, comprises a functional framework for dealing with the needs of juvenile offenders and children requiring care and protection (Freeman, 2007). The problem of child sexual abuse was explicitly addressed under the Protection of Children from Sexual Offences (POCSO) Act of 2012 (UNICEF, 2005).
2. **Right to Education:** It includes a recent landmark piece of legislation similar to the Right of Children to Free and Compulsory Education Act (2009), which imposes the bounden duty for the State to provide free and compulsory education to every child of the age of six to 14 (Smith, 2007). Rights to private schools are given under this law, with the law having a threshold of 25% of private school enrollment for children from disadvantaged backgrounds (Freeman, 2007). This is a powerful act by which we can ensure that education is a reality for children regardless of their socioeconomic status (UNICEF, 2005).
3. **Child Labour:** Legislative improvements notwithstanding, child labour remains an important issue in India (Veerman, 1992). According to UNICEF (2005), the Child Labour (Prohibition and Regulation) Amendment Act of 2016 prohibits employing children under 14 years in any occupation. However, the allowance for children to work after school hours in their family businesses remains highly controversial (Hodgkin & Newell, 2007). The government has introduced several initiatives to rehabilitate child labourers, such as the National Child Labour Project (Van Bueren, 1998).
4. **Health and Nutrition:** In India, Integrated Child Development Services (ICDS) is the world's most significant early childhood care and development program covering essential services (primary health, preschool education, and nutrition) for children below six years of age and support for pregnant and nursing mothers (Alston, 1994). This is an integral part of India's response to the UNCRC, especially given that goal 2 concerns child health and nutrition (Kilkelly, 1999).
5. **Child Protection:** It was established by the National Commission for the Protection of Children's Rights (NCPCR) in 2007 to monitor and ensure the enactment of laws to protect children's rights (Freeman, 2007). The commission focuses on child rights violations and then recommends measures to strengthen child protection mechanisms in the country (UNICEF, 2005).
6. **Implementation Challenges:** Despite its stated goals, the UNCRC and India have several challenges in its realization. Legislative measures to combat the practice are not preventing child marriage, especially in rural areas (Van Bueren, 1998). To this day, a considerable proportion of children continue to be malnourished, impeding both their physical and mental development (Alston, 1994). Furthermore, the quality of education is unequal, with a vast difference between urban and rural areas (Veerman, 1992). Moreover, the problems of child exploitation and trafficking are still problems that demand to be dealt with swiftly (Freeman, 2007).
7. **Civil Society and NGO Involvement:** I will mention a few such NGOs that work to help realize the UNCRC's objectives as suggested by UNICEF (2005)—Child Rights and You (CRY) and Save the Children India, for example, have all had a hand in advocacy, policy intervention and awareness programs. The result is organizations that often serve to fill gaps in government services and are crucial in monitoring and reporting child rights violations (Van Bueren, 1998).
8. **Regular Reporting and International Engagement:** The content material of the UNCRC is regularly submitted to the UN Committee on the Rights of the Child by India, and India regularly submits studies to the UN Committee on the Rights of the Child on progress and challenges in implementing the UNCRC (UNICEF, 2005). Kilkelly (1999) states, 'The committee then gives recommendations to India, which

are followed by India in later reports. The purpose of these reports is to sustain an ongoing dialogue between India and international child rights bodies and to bring to the attention of the States Parties to CRC instances of noncompliance with the convention (Hodgkin & Newell, 2007).

### **Review of Related Studies on UNCRC**

United Nations Convention on the Rights of the Child (UNCRC) has been the subject of abundant literature, indicating the convention's wide-ranging impact and the intricate nature of its implementation. Much research has been devoted to the United Nations Convention on the Rights of the Child (UNCRC) and its impact at a global level, from a legal perspective, as well as the obstacles to implementation. This review literature synthesizes critical studies on several aspects of the UNCRC, such as its historical development, guiding principles, legal framework, and practical application in various cultural and political contexts.

#### **1. Legal foundations and historical development of the UNCRC.**

Mower (1997) then conducted a thorough analysis of the legal basis of the UNCRC and placed it in the context of international law. He stresses the prime importance of the convention and its historical development and legal status as a foundational instrument in advancing children's rights at the global level. Mower told IRIN that the UNCRC codified children's rights and established the basis for developing international policies to protect and promote them.

Cantwell (1992) likewise charts the origins and evolution of the UNCRC, following the drafting process and the various participants—states, NGOs, and international agencies—all of whom shaped the treaty's signature. However, Cantwell points out that it is the one that turned what was being called for to be an international recognition of children's rights into what happened; the adoption of the UNCRC marked a new era in how the world has approached children's welfare.

In Veerman's (1992) discussion of changing social perceptions of childhood underlying the making of the UNCRC. He looks at how childhood has changed from seeing it as a period of dependency to one in which children are perceived as active rights holders. Veerman argues that this shift is crucial to understanding how the UNCRC has been understood and implemented in various cultural settings. His contribution underscores the importance of childhood reimagining to convention formulation and present viability.

#### **2. Core Principles of the UNCRC**

Alston (1994) focuses on one of the four central tenets of the UNCRC: "for the best interests of the child." Alston's study explores the complexities of prioritizing this principle in settings where local customs diverge from international human rights norms. He argues for a nuanced cultural diversity, respecting but ensuring respect for children's rights. Alston's work is critical to understanding how the best interests of the child principle can accommodate cross-cultural differences.

The UNCRC outlines an in-depth examination of what international legal norms exist, as provided by Van Bueren (1998). The analysis focuses on how these norms are incorporated into national law and the difficulties concerned states face in meeting their obligations under the convention. He also talks about the role of international organizations (i.e. the UN) in supporting states that are legally obliged to fulfill their duty and the mechanisms of monitoring and enforcing UNCRC compliance.

Freeman (2007) examines each article's practical interpretations and legal analyses as a detailed commentary on each UNCRC article. What is particularly valuable for policymakers, academics, and legal professionals trying to understand the implementation of the convention is his work. Freeman also writes about the ongoing debates about which articles may be interpreted as prohibiting child abuse. He, therefore, adds to the developing field of children's rights law.

#### **3. Challenges in Implementing the UNCRC**

Kilkelly (1999) looks at the relationship between the ECHR and the UNCRC and shows how the two international frameworks work together to protect children's rights. Her research reveals how the UNCRC shaped the European Court of Human Rights decisions regarding children's rights.

Kilkelly's work is vital in understanding how regional human rights frameworks can bolster the national implementation of the UNCRC. Hodgkin and Newell's (2007) Implementation Handbook for the Convention on the Rights of the Child also focuses on the practical challenges of implementing the UNCRC. Government, NGOs and other stakeholders will find this handbook a practical guide, providing examples of best practices worldwide.

Hodgkin and Newell lay out recommendations for legislative reform, policy development, and the establishment of child-friendly services, which, as such, are critical resources for those working with the UNCRC to apply practically.

#### **4. Cultural Relativism and Universalism**

Donnelly (1998) sets forth the problem of cultural relativism in the context of international human rights standards about the UNCRC. He deals with the dilemma between the universality of human rights principles and local cultural practices that are at odds with the rights stipulated by the convention. However, cultural sensitivity, Donnelly argues, should not be an excuse to flout children's rights. His work urges a balanced approach, respecting cultural diversity and maintaining basic human rights principles.

Todres (2011) further enriches the debate by considering the impact of the U.S. ratification of the UNCRC. The United States is a unique case study because it is one of only a few countries that has not ratified the convention. Yet, the principles of the UNCRC may have already influenced national policy in the absence of formal ratification. Todres looks at what it would mean in terms of legal and policy changes had the U.S. ratified the treaty and considers and responds to the concerns voiced by those who oppose the adoption of the treaty by the U.S.

#### **5. Children's Participation and Voice**

Lundy (2007) deals with Article 12 of the UNCRC, in which children can express their views on all matters affecting them. Her study poses the question of overcoming the challenges presented in ensuring that children have their voices heard in formal situations like court proceedings and the less formal process of everyday decision-making. This means it's not enough to offer the opportunities for children to speak. They need to be listened to as well, says Lundy. This study is essential in understanding the practical barriers to children's participation rights.

Smith (2007) also considers children's participation rights, especially in education, and points to important messages about creating inclusive and participatory learning environments that respect children's views and allow them to inform the decision-making process. Thus, Smith's work provides best practices for promoting children's rights to participation in schools and other educational institutions, which complements a broader view of the implementation of UNCRC in academic settings.

#### **6. The Role of NGOs and Civil Society**

My reflections on the successes and challenges in implementing the UNCRC are based on Verhellen's (2000) reflections from the children's rights advocacy community. He talks about the significant contribution of NGOs and civil society in pushing for and watching the fulfillment of the convention. Verhellen's work reminds us how vital grassroots organizations are in keeping governments to account and bringing the rights provided for in the UNCRC into effect.

A comprehensive review of the literature on children's rights since UNCRC, Reynaert, Bouverne-De Bie, and Vandeveld (2009). Using synopses and a case study, they describe vital debates and trends in the field—such as the tension between universalism and cultural relativism, children's rights in the convention context, and how the geo-political reality limits the convention's implementation. The review is a valuable resource for scholars and practitioners interested in learning about the current state of research on children's rights and the remaining gaps.

#### **7. Educational Settings and Children's Rights**

Hart and Pavlovic (1991) propose their conceptualization of children's rights in education based on the UNCRC and examine the interaction between this and empirical research into the application of the UNCRC in school settings. The study is a call to integrate the principles of participation, protection, and provision in school curricula and policies. Providing practical guidance on how educators can create child-friendly learning environments that respect and support children's rights, this work.

The UNCRC is well referenced in the literature regarding the broad impact the UNCRC has had on international law, national legislation, and child welfare policies. However, protecting children's rights in the convention has created a solid but substantial set of implementation challenges in balancing universal human rights with cultural norms. Working with governments and change-makers to realize the UN Committee on the Rights of the Child's (UNCRC) principles in sometimes distant and complex jurisdictions, the contributions of scholars such as Mower, Alston, Van Bueren, and others provide practical solutions and valuable insights into how children's rights law continues to evolve.

#### **CONCLUSION**

It is to the United Nations Convention on the Rights of the Child (UNCRC) that international child policy owes a great deal as the basis for a global human rights approach to child issues. However, since its adoption, law and policy reforms have been followed to protect children's rights and well-being, including reforms to rules, policies, and programs.

The UNCRC has helped direct policies concerning education, child protection, health, and social services and

developed a standard on how children should be treated worldwide. However, having made so many strides, implementing its provisions has still been challenging. In many regions, poverty, armed conflict, cultural practices, and lack of resources prevent the full realization of children's rights. To become successful, the convention must keep abreast of these obstacles at different levels of the international community, civil society, and individual governments. In particular, NGOs are essential in bridging the gap and ensuring that governments fully meet their commitments under the UNCRC. The principles of UNCRC will continue to be central to the advocacy for child rights as global transformations continue, and its provisions will adapt to new challenges. The aim is that children should, wherever they are born or in their circumstances, receive the rights set out in the convention. Adaptation of the framework to protect children in an ever-changing world will necessitate sustained collaboration and vigilance to keep pace with changes that occur over time

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