

The Convention on the Rights of the Child and quality education

[1]

Concept paper

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AVAILABILITY

- Paper in pdf [2]

Description:

This concept paper, aims to de-mystify the relationship between child rights and quality education, showing how Convention on the Rights of the Child (CRC) articles link to education and thus revealing rights-based and holistic dimensions of quality education, based on the right to education, in education and through education.

The paper is intended to provide a framework for developing quality education programmes "translating" the CRC into policies and practices that are inclusive of and responsive to diversity and is meant as a source of stimulation and discussion and has as its intended audience policy makers and practitioners & including teacher educators & as well as national and international organizations.

It is written in the belief that education goals and policies need to be based on equal rights and opportunities, implying that public education must be made accessible and beneficial for all learners. It underscores a joint responsibility to reach out to all school-age children that have been traditionally marginalized and excluded & including in situations of conflict, post-conflict and natural disaster.

Governments, having ratified the CRC and (international) organisations taking their mandate from the CRC need to focus more seriously on what such commitments imply for educational planning, implementation, monitoring and evaluation. The near universal ratification of the CRC should have clear and concrete implications for education policy and practice development.

This concept paper was developed in consultation and collaboration with Save the Children colleagues in South Asia (Afghanistan, Bangladesh, India, Nepal, Pakistan and Sri Lanka).

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