

## Young Peoples Human Rights And The Politics Of Voting Age

Presents a collection of fifty profiles of individuals, both famous and unsung, who are struggling to make a difference in the world, including Nelson Mandela, the Dalai Lama, Helen Prejean, Desmond Tutu, and Elie Wiesel.

While indigenous peoples make up around 370 million of the world's population - some 5 per cent - they constitute around one-third of the world's 900 million extremely poor rural people. Every day, indigenous communities all over the world face issues of violence and brutality. Indigenous peoples are stewards of some of the most biologically diverse areas of the globe, and their biological and cultural wealth has allowed indigenous peoples to gather a wealth of traditional knowledge which is of immense value to all humankind. The publication discusses many of the issues addressed by the Declaration on the Rights of Indigenous Peoples and is a cooperative effort of independent experts working with the Secretariat of the Permanent Forum on Indigenous Issues. It covers poverty and well-being, culture, environment, contemporary education, health, human rights, and includes a chapter on emerging issues.

The book was published by SALTO-Youth Participation, a Resource Centre of the European Commission. It looks into the relationship between youth work (non-formal learning) and entrepreneurship. The book explores the theoretical developments in the field, the ethical dilemmas and tensions, and proposes practice-oriented information: illustrative examples, strategies for action and methods of non-formal education. Structured in 24 chapters, the book is an opportunity to open up debates and questions linking the professional communities working with young people or on their behalf.

The New York Times best-selling book exploring the counterproductive reactions white people have when their assumptions about race are challenged, and how these reactions maintain racial inequality. In this “vital, necessary, and beautiful book” (Michael Eric Dyson), antiracist educator Robin DiAngelo deftly illuminates the phenomenon of white fragility and “allows us to understand racism as a practice not restricted to ‘bad people’ (Claudia Rankine). Referring to the defensive moves that white people make when challenged racially, white fragility is characterized by emotions such as anger, fear, and guilt, and by behaviors including argumentation and silence. These behaviors, in turn, function to reinstate white racial equilibrium and prevent any meaningful cross-racial dialogue. In this in-depth exploration, DiAngelo examines how white fragility develops, how it protects racial inequality, and what we can do to engage more constructively.

On 13 September 2007, the United Nations General Assembly adopted the United Nations Declaration on the Rights of Indigenous Peoples. It marked the culmination of decades of struggle among indigenous peoples for a universal framework establishing minimum standards to ensure the survival, dignity and well-being of the indigenous peoples of the world. This publication looks back at ten-plus years of the Declaration’s existence—more than ten years both of implementation and progress and of unfulfilled expectations.

Human rights cannot be defended by legal measures alone. They need to be protected and safeguarded by everyone, including young people. Human rights are best respected and appreciated when we know them, stand up for them and apply them in our lives. COMPASS provides youth leaders, teachers and facilitators of human rights education activities, whether professional or volunteers, with concrete ideas and practical activities to engage, involve and motivate young people in living, learning and acting for human rights. It promotes a comprehensive perspective on human rights education and sees young people as actors for a culture of universal human rights. COMPASS was originally published in 2002 and is now available in more than 30 languages. A version specifically designed for human rights education

with children - COMPASITO - enjoys a similar success. This fully revised and updated edition includes new activities and information about human rights issues such as disability and disablism, migration, religion, remembrance, war and terrorism. COMPASS is a practical tool and resource for citizenship and human rights education. It is an essential companion for all those who are curious and interested in making the right to human rights education a reality for everyone.

"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.

2020 American Indian Youth Literature Young Adult Honor Book 2020 Notable Social Studies Trade Books for Young People, selected by National Council for the Social Studies (NCSS) and the Children's Book Council 2019 Best-Of Lists: Best YA Nonfiction of 2019 (Kirkus Reviews) · Best Nonfiction of 2019 (School Library Journal) · Best Books for Teens (New York Public Library) · Best Informational Books for Older Readers (Chicago Public Library) Spanning more than 400 years, this classic bottom-up history examines the legacy of Indigenous peoples' resistance, resilience, and steadfast fight against imperialism. Going beyond the story of America as a country "discovered" by a few brave men in the "New World," Indigenous human rights advocate Roxanne Dunbar-Ortiz reveals the roles that settler colonialism and policies of American Indian genocide played in forming our national identity. The original academic text is fully adapted by renowned curriculum experts Debbie Reese and Jean Mendoza, for middle-grade and young adult readers to include discussion topics, archival images, original maps, recommendations for further reading, and other materials to encourage students, teachers, and general readers to think critically about their own place in history.

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This newly designed edition to mark the 60th anniversary of the Universal Declaration of Human Rights contains the complete text of the Declaration. It includes all thirty articles as envisaged by the creators who formulated the Declaration forging standards and principles - the inherent right of all mankind.

The Universal Declaration of Human Rights was signed on 10th December 1948. It was compiled after World War Two to declare and protect

the rights of all people from all countries. This beautiful collection, published 60 years on, celebrates each declaration with an illustration by an internationally-renowned artist or illustrator and is the perfect gift for children and adults alike. Published in association with Amnesty International, with a foreword by David Tennant and John Boyne. Includes art work contributions from Axel Scheffler, Peter Sis, Satoshi Kitamura, Alan Lee, Polly Dunbar, Jackie Morris, Debi Gliori, Chris Riddell, Catherine and Laurence Anholt and many more!

This book explores the rights held by young people in the citizenship education classroom in the divided societies of Northern Ireland and Israel. Against the backdrop of a long history of protracted conflict and division, the author analyses how international rights obligations are reflected in the contested citizenship education curriculum in secondary schools. Drawing upon extensive qualitative data as well as policy and curriculum documents, the author reveals that understandings of education rights can be oriented around three themes – minority group representation in the curriculum, dealing with difference through pedagogy, and preparing young people for life in a (divided) society. This can be mapped onto the 42-A rights framework where education should be ‘acceptable’ and ‘adaptable’. However, the variety of interpretations held by participants raises questions regarding the ‘universality’ of international frameworks for education rights, and the workability of such frameworks in the national and divided contexts. While the contexts of Northern Ireland and Israel have much in common, they are rarely compared: this book will show that their comparison is as relevant as ever, as issues of identity continue to affect everyday school life. This book will be of interest to citizenship and history education scholars, as well as those who are concerned with the application of international human rights law.

Young People’s Human Rights and The Politics of Voting Age explores the broader societal implications of voting age eligibility requirements and the legislative bar against youth voting in North America and in Commonwealth countries (where ‘youth’ is defined as persons 16 and over but under age 18). The issue is raised as to whether the denial of the youth vote undermines democratic principles and values and ultimately the human dignity of youth. This is the first book to address the topic of the youth vote in-depth as a fundamental human rights concern relating to the entitlement in a democracy to societal participation and inclusion in influencing policy and law which profoundly affects one’s life. Also examined are international perspectives on the issue of voting age eligibility. The book would be extremely valuable for instructional purposes as one of the primary texts in undergraduate or graduate courses on children’s human rights, political psychology, political science, sociology of law or society and as a supplementary text for courses on human rights or constitutional law and would be of interest also to members of the general public concerned with children’s human rights issues.

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.

In 2012 around 1,200 unaccompanied migrant children sought asylum in the UK, and around 2,150 unaccompanied migrant children were being cared for by local authorities. The Committee heard evidence of the range of issues that unaccompanied migrant children face during their time in the country. Children who had often faced traumatic journeys, many of whom are fleeing violence or who have been subject to abuse and exploitation, faced intensive interviews on arrival for which there were too rarely interpreting facilities available. There was also evidence of children being placed in

inappropriate accommodation facilities without suitably trained staff to provide support, which was a point of particular anxiety where children were victims of trafficking. Concerns were also expressed about the educational services provided, with delays in enrolment due to documentation and too little development as language skills improved. These concerns built upon those expressed in a recent inquiry by Members of both Houses regarding destitution and inadequate support. The Committee concludes that, despite the rights to protection and support owed to those children by the UK under the UN Convention on the Rights of the Child, immigration concerns are too often given priority. The report calls for a change in emphasis to put the best interests of such children at the heart of the often complex and stressful asylum and immigration processes affecting them.

Discusses the relationship between human rights and education. Education as a human right and education for human rights are topics of considerable debate worldwide. In addition to their traditional role of transmitting knowledge and values, education systems are pressed to respond to a range of aspirations and to a wide variety of economic, political, social and cultural developments whose roots lie outside the education system. Human rights education is much wider than just teaching about human rights; it leads to an understanding of, and sympathy for, the concepts of democracy, justice, equality, freedom, solidarity, peace, dignity, rights and responsibilities. Young people are guaranteed their right to education, and education systems should equip them with the knowledge, skills and attitudes they will need if they are to take an active part in the operation of democratic institutions.

A Junior Library Guild Selection 2017 Amazon Top Twenty Children's Book of the Year 2017 Amazon Best Book of the month December 2017 Chicago Public Library Best Book of 2017 Texas Maverick Graphic Novel 2017 Northern California Indie Bookseller Association Long-List Title Priyanka Das has so many unanswered questions: Why did her mother abandon her home in India years ago? What was it like there? And most importantly, who is her father, and why did her mom leave him behind? But Pri's mom avoids these questions—the topic of India is permanently closed. For Pri, her mother's homeland can only exist in her imagination. That is, until she finds a mysterious pashmina tucked away in a forgotten suitcase. When she wraps herself in it, she is transported to a place more vivid and colorful than any guidebook or Bollywood film. But is this the real India? And what is that shadow lurking in the background? To learn the truth, Pri must travel farther than she's ever dared and find the family she never knew. In this heartwarming graphic novel debut, Nidhi Chanani weaves a tale about the hardship and self-discovery that is born from juggling two cultures and two worlds. This title has Common Core connections.

"This book is a guide for every young person who believes in a better world for all"—Malala Yousafzai Adults are aware of their universal human rights of freedom and equality, but children often are ignorant of the rights they possess before

reaching the age of majority. Enter *Know Your Rights*, written in partnership with Amnesty International, Angelina Jolie, and Geraldine Van Bueren. *Know Your Rights* details the rights promised in the United Nations Convention on the Rights of the Child, starting with the history of child rights, and providing a clear description of the types of child rights, the young activists from around the world who fought to defend them, and how readers can stand up for their own rights. "This is the perfect book for young people who care about the world and want to make a difference"—Greta Thunberg

Now part of the HBO docuseries "Exterminate All the Brutes," written and directed by Raoul Peck 2015 Recipient of the American Book Award

The first history of the United States told from the perspective of indigenous peoples

Today in the United States, there are more than five hundred federally recognized Indigenous nations comprising nearly three million people, descendants of the fifteen million Native people who once inhabited this land. The centuries-long genocidal program of the US settler-colonial regimen has largely been omitted from history. Now, for the first time, acclaimed historian and activist Roxanne Dunbar-Ortiz offers a history of the United States told from the perspective of Indigenous peoples and reveals how Native Americans, for centuries, actively resisted expansion of the US empire. With growing support for movements such as the campaign to abolish Columbus Day and replace it with Indigenous Peoples' Day and the Dakota Access Pipeline protest led by the Standing Rock Sioux Tribe, *An Indigenous Peoples' History of the United States* is an essential resource providing historical threads that are crucial for understanding the present. In *An Indigenous Peoples' History of the United States*, Dunbar-Ortiz adroitly challenges the founding myth of the United States and shows how policy against the Indigenous peoples was colonialist and designed to seize the territories of the original inhabitants, displacing or eliminating them. And as Dunbar-Ortiz reveals, this policy was praised in popular culture, through writers like James Fenimore Cooper and Walt Whitman, and in the highest offices of government and the military. Shockingly, as the genocidal policy reached its zenith under President Andrew Jackson, its ruthlessness was best articulated by US Army general Thomas S. Jesup, who, in 1836, wrote of the Seminoles: "The country can be rid of them only by exterminating them." Spanning more than four hundred years, this classic bottom-up peoples' history radically reframes US history and explodes the silences that have haunted our national narrative. *An Indigenous Peoples' History of the United States* is a 2015 PEN Oakland-Josephine Miles Award for Excellence in Literature.

This report highlights how youth social entrepreneurship can support young people's employment and development while helping to accelerate the implementation of the SDGs. It presents social entrepreneurship and anchors it in the context of the 2030 Agenda. It examines how social entrepreneurship of young people can offer not only employment opportunities, but also support other elements of youth development such as their participation. It assesses challenges to young people's social entrepreneurship and examines the synergies between technologies and youth social entrepreneurship.

Policy guidance is offered to enable ecosystems for young social entrepreneurs.

Living among other people, in their families and communities, children become aware from a very early age of questions related to justice, and they search for the meaning of the world. By fostering an understanding of human rights, shaping opinion and developing attitudes, human rights education strongly supports this natural interest and learning process.

This is what human rights education is about and this is what 'Compasito manual on human rights education for children' is for.'Compasito' is a starting point for educators, teachers and trainers who are ready to deal with human rights education with children of 7-13 years. The book covers the key concepts of human rights and children's rights, and provides substantial theoretical background to 13 key human rights issues, such as democracy, citizenship, gender equality, environment, media, poverty, and violence. The 42 practical activities serve to engage and motivate children to recognise human rights issues in their own environment. They help children to develop critical thinking, responsibility and a sense of justice, and help them learn how to take action to contribute to the betterment of their school or community. The manual also gives practical tips on how it can be used in various formal and non-formal educational settings.

The World Youth Report: Youth and the 2030 Agenda for Sustainable Development, a biennial flagship report prepared by the United Nations Department of Economic and Social Affairs, examines the mutually supportive roles of the new agenda and youth development efforts. This Report provides insight into the role of young people in sustainable development in the context of the implementation of the 2030 Agenda and related frameworks, including the World Programme of Action for Youth (WPAY) and considers the role the 2030 Agenda can play in enhancing youth development efforts including how evidence-based youth policies can help accelerate youth-related objectives. The Report includes an annex with youth-related data at global and regional levels for SDG indicators as well as WPAY indicators.

To young Christians of the world, Pope Francis has a message for you: "Christ is alive, and he wants you to be alive!" In his fourth apostolic exhortation, *Christus Vivit*, Pope Francis encapsulates the work of the 2018 synod of bishops on "Young People, The Faith, and Vocational Discernment." Pope Francis has always had a special relationship with young people, and in his fatherly love for you he shows that: You can relate to young people in Scripture who made a difference You identify with the Christ who is always young You face difficult issues in the world today You yearn for the truth of the Gospel You are capable of amazing things when you respond to the Gospel You learn and grow with help from the faithful of all generations You need bold and creative youth ministry You can discover who God made you to be You are urged to pray for discernment *Christus Vivit* is written for and to young people, but Pope Francis also wrote it for the entire Church, because, as he says, reflecting on our young people inspires us all. "May the Holy Spirit urge you on as you run this race. The Church needs your momentum, your intuitions, your faith. We need them! And when you arrive where we have not yet reached, have the patience to wait for us."

After-school programs, scout groups, community service activities, religious youth groups, and other community-based activities have long been thought to play a key role in the lives of adolescents. But what do we know about the role of such programs for today's adolescents? How can we ensure that programs are designed to successfully meet young people's developmental needs and help them become healthy, happy, and productive adults? *Community Programs to Promote Youth Development* explores these questions, focusing on essential elements of adolescent well-being and healthy development. It offers recommendations for policy, practice, and research to ensure that

programs are well designed to meet young people's developmental needs. The book also discusses the features of programs that can contribute to a successful transition from adolescence to adulthood. It examines what we know about the current landscape of youth development programs for America's youth, as well as how these programs are meeting their diverse needs. Recognizing the importance of adolescence as a period of transition to adulthood, *Community Programs to Promote Youth Development* offers authoritative guidance to policy makers, practitioners, researchers, and other key stakeholders on the role of youth development programs to promote the healthy development and well-being of the nation's youth.

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.

"The Handbook aims to be a practical tool for implementation, explaining and illustrating the implications of each article of the Convention on the Rights of the Child and of the two Optional Protocols adopted in 2000 as well as their interconnections."--P. xvii.

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In this Second Edition of this radical social history of America from Columbus to the present, Howard Zinn includes substantial coverage of the Carter, Reagan and Bush years and an Afterword on the Clinton presidency. Its commitment and vigorous style mean it will be compelling reading for under-graduate and post-graduate students and scholars in American social history and American studies, as well as the general reader.

*The Politics of Wellbeing in Transition* examines the factors that can either help or hinder of young people's health and well-being through the lens of migration and migration control. It draws on data from a three-year-long study that examined former unaccompanied migrant children and young people with varying immigration statuses as they made the transition to adulthood. The accounts of the lives of young people from Afghanistan, Albania, and Eritrea presented in this book reveal the complexity realities that lie behind the concept of wellbeing within contexts of fluctuation and uncertainty; and how the ability to secure subjective well-being is governed by factors including country of origin, ethnicity, class,

caste, and gender. By situating this work within an interdisciplinary analysis of wellbeing and how it has been conceptualized to date, this book highlights the limitations of existing understandings and how they might better capture the realities of what wellbeing means for lives in transition. At the same time Chase demonstrates the inherently political nature of wellbeing as a theory and a domain of policy and practice--to understand the promotion of well-being in the context of youth migration means critically engaging with issues of power, social justice, inequity, and discrimination. Globally, nationally and locally men's violence against women is an endemic social problem and an enduring human rights issue. While men are more likely to be victims of stranger assaults and violence, official data shows that women are most likely to be attacked, beaten, raped and killed by men known to them - either partners or family members. Through challenging the perception that young people are too young to 'know' about violence or to offer opinions on it, Nancy Lombard demonstrates the ways to talk to younger people about men's violence. By confronting preconceptions of younger people's existing knowledge, capabilities and understanding, the book demonstrates that this is a subject which young people can discuss confidently.

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.

Young People's Human Rights and the Politics of Voting Age Springer Science & Business Media

Promotion Text for Children's Human Rights and Public Schooling in the United States Julia Hall The United States tends to portray itself as a human rights leader. However, human rights concerns are confronted everyday by people in this democracy, including children. The purpose of this volume is to bring attention to the fact that against the backdrop of neoliberal expansion, serious human rights violations are taking place among children everywhere, including in the US. The daily struggles among groups of school children in the US are specifically considered here, such as children who are sorted by race, homeless children, transient children, child refugees, children as targeted by human traffickers, and/or child migrant workers. As the economy continues to constrict, more and more young people find themselves struggling to grow up on these razor thin margins of survival. Given current economic arrangements, such margins are widening. The definition of "children's human rights" as understood in this analysis is taken directly from the UN Convention on the Rights of the Child [CRC]. Here emphasis is placed on ways in which the CRC could be used to serve more effectively the needs of the most vulnerable populations of school-age children in the US and elsewhere. Public schools could be



the very place where children come to understand they have rights. Unfortunately, many children do not get this information. Instead the protections stated in the CRC and the realities of the lives of so many children are often worlds apart. This volume sets out to be a part of changing this.

On the seventy-fifth anniversary of the United Nations, the world has faced its biggest shared test since the Second World War in the coronavirus disease (COVID-19) pandemic. Yet while our welfare, and indeed the permanence of human life, depend on us working together, international cooperation has never been harder to achieve. This report answers a call from UN Member States to provide recommendations to advance our common agenda and to respond to current and future challenges. Its proposals are grounded in a renewal of the social contract, adapted to the challenges of this century, taking into account younger and future generations, complemented by a new global deal to better protect the global commons and deliver global public goods. Through a deepening of solidarity—at the national level, between generations, and in the multilateral system—Our Common Agenda provides a path forward to a greener, safer and better future.

Analysing how Indigenous Peoples come to be identifiable as bearers of human rights, this book considers how individuals and communities claim the right of free, prior and informed consent (FPIC) as Indigenous peoples. The basic notion of FPIC is that states should seek Indigenous peoples' consent before taking actions that will have an impact on them, their territories or their livelihoods. FPIC is an important development for Indigenous peoples, their advocates and supporters because one might assume that, where states recognize it, Indigenous peoples will have the ability to control how non-Indigenous laws and actions will affect them. But who exactly are the Indigenous peoples that are the subjects of this discourse? This book argues that the subject status of Indigenous peoples emerged out of international law in the late 1970s and early 1980s. Then, through a series of case studies, it considers how self-identifying Indigenous peoples, scholars, UN institutions and non-government organizations (NGOs) dispersed that subject-status and associated rights discourse through international and national legal contexts. It shows that those who claim international human rights as Indigenous peoples performatively become identifiable subjects of international law – but further demonstrates that this does not, however, provide them with control over, or emancipation from, a state-based legal system. Maintaining that the discourse on Indigenous peoples and international law itself needs to be theoretically and critically re-appraised, this book problematises the subject-status of those who claim Indigenous peoples' rights and the role of scholars, institutions, NGOs and others in producing that subject-status. Squarely addressing the limitations of international human rights law, it nevertheless goes on to provide a conceptual framework for rethinking the promise and power of Indigenous peoples' rights. Original and sophisticated, the book will appeal to scholars, activists and lawyers involved with

indigenous rights, as well as those with more general interests in the operation of international law.

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