INDEX

Adult(s) abusive, 126 culture, 63-64, 65-66 miners, 156, 157, 160 'Against human rights!', 61 Agency concept of, 6, 142 as reflexivity, 137–139 Agrarian reform settlements, 85-89 Alternative learning system (ALS), 176 Anthropology, classical contributions, 134 'Anti-Child Abuse Law of 1992', 156 Argentina, 17-20 Argentine Laws on Early Childhood and Education, 19 Argumentative discursive capacity, 12 ARV drugs, 51 Aspiraciónes, 174 Autonomy, 12

Bearers of rights, 72 Bilingualism, 25 Biopolitics, 74–75 Black Movement, 70 Boxing ring, 111 Boys Training Centre (BTC), 42–46 Brazilian agribusiness, 61 Brazilian childhood studies childhood and human rights, 59-62children's right in, 73–75 form 2000s, 71–73 form 1970s and 1990s, 67–71 sociology of, 62–67 Brazilian Children's Rights, 73–75 Brazilian people, 67 Brazilian social inequality, 68 Brazilian Sociology of Childhood, 62-63, 65-66, 73-74 British society and social mobility, 199 - 200Cadernos de Pesquisa, 71 Capitalism, 75 Caribbean Secondary Education Certificate (CSEC) Exam, 52 - 53Caribbean SIDS, 38 child and national poverty levels in. 47 education & health indicators (children) in, 50 indicators on status of children in, 44 secondary exit programme, 51-52 socio-economic indicators for, 43 Carlos Chagas Foundation Research Department, 67-68 Center for Legal Resources (2014), 106 Child abuse and neglect in family, 101 - 102immunization, 49 'in danger', 72 labor, 152 mining, 152 at risk, 72 safety, 49 as social agents, 134 socialization, 13-14 Child Care Board (CCB), 42

Child Care Centers, 29 Child Care Institutions (CCIs), 7-8analysis and interpretation, 226 - 230association with, 227 children in need of care and protection, 223-224 financial problems, 232 government support, 231 human rights violations and abuse, 223 intake capacity of, 228 in Kerala, 224-226 in Malappuram, 232 methodology, 226 recommendations, 232-233 registration process, awareness, 230 religious affiliation of, 227 religious obligation, 230-232 respondents, demographic profile of, 227 respondents differences, 231 source of income of, 228 See also Juvenile Justice Act 2015 Child Development Agency (CDA), 42 Child Development Centers, 29 Childhood, 13-15, 183 care and development, 16 and human/children rights, 59-60 in mass media, 13-14 Childhood Education institution, 84, 86-87 Childhood Studies agency as reflexivity, face-to-face interaction and decisionmaking, 137-139 agency's approach, 142 body dimension, 139 children in poverty situation as social agents, 143–147 contributions and limits, 137 game dimension, 139-140 generational affiliation, 141-142 recapping, 142-143

social practice, 140 sociology, 134-137 structural inequalities, 139 time/space dimension, 140 Child laborers in Camarines Norte, 154 Child Law 272. 104 Child miners (CM) aspirations in life, 169 day-to-day activities, 168 educational background, 161 ethical considerations and, 156 - 158existence, 154-155 families and, 168-169 how they become, 163 income, 165 income utilization, 166-167, 168 life experiences of, 161-169 living conditions, 161–162 methodology, 155-158 net income per day or per week, 166, 167 Paracale small-scale gold mining system, 158-161 possibilities and evocations. 172 - 176reasons for working as, 163 social development framework, 169-172 socio-demographic background, 161 their difficulties, 168 their work. 163-164 working hours, 165 See also Small-scale gold mining system (SSGMS) Child-oriented pedagogy, 30 Child Protection and Family Services Agency (CPFSA), 42 Child Protection Directorates, 115 Children in Conflict with Law (CCL), 223 - 224Children in need of care and protection, 223-224

Children in Need of Care and Protection (CNCP), 223 - 224Children in poverty situation as social agents, 143-147 Children Rural Education, legal recognition, 84-85 Children's bicultural identity, 25 Children's citizenship, 140 Children's culture, 63, 65 Children's folklore, 63 Children's rights, 16, 55, 59 Children's Rights Convention (CRC), 100.103 Children's socialization, 63-64, 66 Child's play childhood, slum and children's bodies, 183-186 Elementary School, 182 essentiality of childhood, 182 expression, 190 open area of the slum, 186-189 practices in school, 186-189 recriminatory attitudes, 182 students during playtime, 182 See also Slum Churning, 206 'Ciclo Jardín de Infantes'. 26 'Ciclo Jardín Maternal', 26 Civil Procedures Code (134/2010), 104 Class prejudice, 62-63 Colonialism, 75 Conception of power, 143 Conflicts, 169-171 Convention on the Rights of the Children (CRC), 3, 5-6, 15.41 Caribbean context, 41–46 conceptual framework, 37 International Development Agenda and children, 38 - 41legislation and policies, 45 legislative and policy attention, 42 methodology, 37-38

policy recommendations, 55-56 right to a good quality of life, 46-49 right to education, 51-53right to health, 49-51 right to protection at all times, 53 - 54'Cradles' for children, 103-104 Criminal justice system, 199 Cultural and social marginalization, 69 Cultural categories, 154 Cultural constitution, 64-65 Cultural deprivation, 69 Cultural heritage, 65 Cultural inspiration, 136 Curricular design for Maternal Garden, 16 Customer service worker, 205 Dangerous child, 72 Debt forgiveness, 56 Decision-making, 12, 137-139 Democracy, 15 and citizenship, 14 Democratic societies, 14-15 Department of Agriculture (DA), 175-176 Department of Education (DepEd), 175 Department of Labor and Employment (DOLE), 175 Department of Science and Technology (DOST), 175-176 Department of Trade and Industry (DTI), 175-176 Dependent care networks, 17 Depression and anger, 209 Developmental perspective, 154–155 Discrimination and violence, 15 Disparities, 4 Distributive justice, 205 Division of Human Services and Family Affairs, 42-46

Domestication, 140 social space of, 7 Durkheim's Division of Labor and Solidarity, 154

Early Child Development (ECD), 72 Early Childhood Care and Education (ECCE), 3, 20-21 attendance compulsory, 22 care, 16-17 investment in, 16-17 legal entitlement, 22 structural indicators for, 21 Early Childhood Education in Agrarian reform settlements, 85 - 89attendance, 86 Childhood Education institution, right of access, 84 Children Rural Education, legal recognition, 84-85 educational service, 81, 82 ethico-social horizon, 88 institutionalization, 80 local indicators, 86 pluridocent teaching unit, 87 quality indicators in, 91-92 right to an education with quality, 90-91 right to quality, 90 rural, institutionality of, 89 - 92social negotiation of, 80 unidocent teaching unit, 87 Early Education (EE), 3, 12 Institutions in Sweden, 24 interprovincial fragmentation of access to, 27 methodology, 12-13 National Political Initiatives, 23 primary sources, 13 Economic and social marginalization, 68 Economic arrangements, 154 Economic marginality, 196-197

Educare, 3, 13, 29–31 child care, 30 holistic approach, 30 play, 30 preschools' primary task, 31 process of care, 30 quality and quantity, 30 shared sustainable thinking, 30-31 teaching, 30-31 Education Act of 2010, 24 Educational Financing, 19-20 Educational panorama in Argentina, 25 Educational process, 3, 13 Educational service, 81, 82 Education, employment and training (EET), 194 Educative contexts, 15 Educators and older residents, exploitation, 116-118 Elementary School (EF), 86-87 Eloquence, 12 Emergent needs, 169-171 Emotional abuse, 115-116 Emotional neglect, 102-103 Emotional patterns, 154 Emotional support, 122 Employability, 196 Equality and inequality, 199 Ethico-social horizon, 88 Ethnic and racial discrimination, 70 Ethnicity and race, 64-65 Europe and capitalism, 75 human rights, 20-25 European Commission, 21 Ex-industrial rural areas, 203-204 Exploitation, 118 Explotación, 173 Extensive ethnographic observations, 12 - 13

Face-to-face interaction, 137–139 Fag, 64 Fagot, 64 Index

Family Court, 42–46 Family foster care, 118 Federal Constitution, 70 Female vendors, 152 Feminism and anti-colonial movements, 135 Focus group discussions (FGDs), 155–156 Folklore, 65 Fragmented territories, 3, 13 *Framework for Action to Meet Basic Learning Needs*, 16 Fully productive adult, 72 Fundamental Human Rights, 12 Future human capital, 72

Gender distinction, 188 equality, 40 Generational affiliation, 141 Geneva Declaration of the Rights of the Child of 1924, 70 Geography, 63–64 Global Goals, 40 Global Violence Reports, 5–6 Gold products, 165, 167 Gross Domestic Product (GDP), 20 Guardians and Wards Act, 1980, 225 Gyppo, 115

Health Centers and Population Commission, 175 Heteronormativity, 64 Hide-and-seek game, 188 Homans' exchange cum rational choice theory, 154 Human capital, 72 Human development, 15 Humanism, 75 Human rights childhood, 13–15 for children and youth, 1, 2 political-theoretical position, 2 Educare, 29–31 Europe, 20–25 inequality and 'fragmented territories', 25–29 Latin America, 17–20 national laws, early education in, 15–17 violations and abuse, 223 Human Rights for Children, 60 Hurricanes Irma and Maria, 53 Ideals, 154 In chrysalis, 65–66 In-depth interviews, 155–156

India's National Family Health Survey -3(2005 - 2006), 223 Individual and social consciousness, 169 - 171Inequalities, 68-69 and 'fragmented territories', 25-29 Infancias, 13–14 Infantile centres, 29 Infantile education, 13-14 Infantile practices, 140 Infant mortality rates, 50 Informal education, 66 Initial Education. 18 Institutional abuse, 101–102 concept of, 101-102 Institutional care, consequences, 119-121 Institutionalised cultural patterns, 202 Institutionality, 89–92 Institutionalization, 17, 80, 107-108 Institutionalized formative dynamics, 186 Institutional Review Board, 157–158 Institutional violence in Romania, 103 - 106Intelligent resistance, 14 Inter-American Development Bank, 16 - 17Interest theory, 154-155 Intergenerational category, childhood, 141 International adoptions, 104

International Convention on the Rights of the Child (CIDN), 136, 148 International Development Agenda and children, 38-41 International Labour Organization (ILO), 152-153 International Monetary Fund (IMF), 37 - 38Jamaica Survey of Living Conditions (JSLC), 38, 47-49 indicators on disparities between poor and non-poor children, 48 Job density rate, 204 Justice-oriented approach, 199-200 Juvenile Justice Act 2000, 222–223 Juvenile Justice Act 2015, 222 awareness, 229 children in need of care and protection, 223-224 district authority for implementation, 228 registration in India, requisite, 223

Kargador (baggage boys), 152 Kerala Child Care Institutions (CCIs) in, 224–226 Key Concepts in Childhood Studies (2008), 137 Key informants (KIs), 155–156

La Argentina Fragmentada, 25 Landless Rural Workers Movement, 4–5, 80, 84–85 settlements, 80–81 Lasdok (bag), 164 Latin America, human rights, 17–20 Argentina, 17–20 Law 26 206, 18 Legality and legitimacy, 183–184 Life-long learning. See Educare Life's crises, 169–171 Literacy rate, 226 Little house play, 187–188 Maldistribution. 200 injustices of, 204-208 Maltreatment against children, 100 - 101Marginalization, 68 Maternity Gardens, 28 Mental health issues, institutional care. 119-121 Merrymaking, 65 Merton's Modes of Adaptation, 154 Millennium Development Goals (MDGs), 36-37, 41 deficiencies, 39-40 goals, 39 Mini-adults, 59-60 'Misfit' boys, 64 'Misfit' girl, 64 Misrecognition, injustices of, 208-210 Misrepresentation, injustices of, 210 - 214Misunderstood and devalued, 208 - 210'Modern Practice Theory', 174 Monopolization, 14 Moral autonomy, 15 Moral compensation, 123 Moral equality, 15 Municipal Centers of Early Childhood Education, 86-87 Municipal 'day-care centres', 29 Municipal Education Center, 86-87 Municipality of Paracale, 156 Municipal Schools of Early Childhood Education and Elementary Education (EMEIEF). 86-87 Museum of Art of São Paulo (MASP), 74

National and Local Government Unit's (LGU), 175–176 of Paracle, 175

National Association of Education Research (ANPED), 67 National Curriculum Guidelines for Early Childhood Education, 91 National Irrigation Authority (NIA), 175 - 176National laws, early education in, 15 - 17National School Canteens Programme (PNCS), 46 National Statistics Office (NSO), 152 Negative emotionality, 120 Neighbourhood and spatial contiguity, 63-64 Neocolonialism, 61 New Sociology of Childhood, 135, 136, 137 NOMIS (2018a) data reports, 204 Non-formal institutions of Child Care. 29 Non-government agencies (NGAs), 175 - 176Non-hegemonic identities, 14 Normality, 13–14 Norms, 154, 171 'Not in education, employment or training' (NEET), 194 Nursing Care Centers, 29 Office of the Children's Registry (OCR), 42 Organizational schemes, 154 Orphanage, 223, 224-225, 231-232 Ortner's Practice Theory (1984), 154, 161, 163, 164 Out-of-care young adults, 106–107 Out of opportunities, 204–208 Out-of-school youth (OSY), 157 Out-of-school youths or children (OSY/C), 176 Overlooked, 208-210

Pagbibitâ, 160, 166, 173 Pagkocompressor, 160, 164, 167, 173

The Palgrave Handbook of Childhood Studies (2009), 138 PAREDOS, 42 Parent Education for Development in Barbados (PAREDOS), 42 - 46Pedagogy course, 67-68 Peer culture, 138–139 Penal Code (135/2010), 104 People out of care and victims of abuse, 121-124 Permanent Household Survey, 26 Personal histories and violence against children, 107-108 Personality, traumatic development, 120 - 121Physical abuse, 110–115 Physical and/or sexual abuse, 102 - 103Physical violence, 110, 111 Playful activities, 64 Pluridocent teaching unit, 87 Political equality, 15 Political injustice, 201-202 Poly-victimization of children, 100 Pontifical Catholic University, 67-68 Post-compulsory education (PCE), 198 Poverty, 40 and breakdown of social systems, 154 eradication, 47, 55-56 parameters, 25-26 reduction. 56 Power relations, 64–65 Pre-school enrolment, 36 Principal investigator (PI), 156 'Professional' foster care personnel, 111 Program abuse, 101–102 Programme of Advancement through Health and Education (PATH), 42 'Protected childhood', 134 Province of Buenos Aires, 28 Psychological counseling, 122–123

RA 7658, 156 Race relationships in childhood, 62-63 Racial attitudes. 62 Racism, 75 Recognition, 200 Recreation Centers, 29 Redistribution. 200–202 Reflective practice, 139 Reformatory Schools Act, 1897, 223 - 224Religion, 64-65 Reluctance, 225, 226, 232 Republic Act (RA) 7610, 156 Rights of the Child, 15 Right to an education with quality, 90 - 91Right to education, 82, 92, 183-184 legal markers of, 81 social inequality in, 81 Right to quality, 90 Romanian children protection, 103 - 106

Saint Lucia Family Court Act, 42–46 SASCA project, 101 (Garbage) scavengers, 152 School attendance rates, 22 School centrism, 63–64 Scientific production of universities, 60 Scottish Index of Multiple Deprivation (SIMD), 202-203 Self-determination, 15 Self-incrimination, 156 Sexes and gender formation, 64 Sexual abuse, 49-50, 108-110 Sexuality and gender, 64-65 Sexual normativity, 64 Sissv. 64 Slum child's play, 183-186 child's play, open area of, 186-189 dweller. 185 See also Child's play

Small Island Developing States (SIDs), 3, 46, 53 Small-scale gold mining system (SSGMS) cost and income, 160-161 livelihood and as a family tradition. 158-159 risks, 159-160 types, 159-160 See also Child miners (CM) Social Action Center (SAC) of the Diocese, 175 Social Action Center of the Diocese and partner institutions, 175 - 176Social backwardness, 74 'Social being' concept, 66 Social class, 64-65 and youth transitions, 196–197 Social discursive construction, 60 Social disposition, 147 Social exclusion, 194, 206-207 Social identity, 136 Social inequality, 68, 69, 81 Social values, 154 Socialization, 134-135 Socialization processes, 63-64 Social justice maldistribution, injustices of, 204 - 208misrecognition, injustices of, 208 - 210misrepresentation, injustices of, 210 - 214study, 202-204 typology of, 200-202 young people and, 199–200 youth transitions and social class, 196-197 youth transitions in rural context, 197 - 199Social Justice Department, 228 Social media messenger service, 203 Social policy makers and leaders, 175 - 176Social psychology, 62-63

Index

Social realm, 64 Social relations, 154 Social rights, 83 Social struggles, 2 movement, 83-84 Social threats, 72 Societal level development, 171 Socio-economic development program (SEDP), 175–176 Socioeconomic status (SES), 17, 194 - 195Socio-educational indicators, 25 Sociological Studies of Children and Youth (SSCY), 1 Sociology of childhood, 62-67, 71 Sociology of childhood: Research with children, 71 Strain theory, 154–155 Structural inequality, 133–134 The Sun in the Head, 185 Sustainable Development Goals (SDGS), 36, 41 goals, 40 Sweden, 24-25 Swedish Educare model, 29–30 Symbolic violence, 185–186 System abuse, 101–102

Taga-akaw (sifter), 164 Tagapatnaw (crusher), 164 Teacher – student relations, 51 Teaching, 25, 30–31 Technical Education and Skills Development Authority (TESDA), 175 Three Observations on the Sociology of Childhood, 66 Tomboy, 64 Topophilia, 185 Transitional justice, 102–103 Transitions, 169–171, 194–195, 196 Trocinhas do Bom Retiro, 62

UN2030, 3, 36 Underemployed, 204–208 Undifferentiated care, 102-103 Unemployed, 204-208 Unemployment and disengagement, 194 UN Guidelines for the Alternative Care of Children, 102 Unidocent teaching unit, 87 United Nations (UN), 60 United Nations in the Sustainable Development Goals, 15 Unprecedented legal status, 15 'Unrecoverable' children. 125 - 126Urban fringe area, 195, 203 Urban hunter, 146 Values, 154 Violence against children, 99 data collection, methodology, 106 - 107educators and older residents, exploitation. 116–118 emotional abuse, 115-116 food, personal goods and gifts, deprived of, 118-119 institutional abuse, concept of, 101 - 102institutional care, consequences, 119-121 institutional violence in Romania, 103-106 people out of care and victims of abuse. 121-124 personal histories, 107-108 physical abuse and other methods of punishment, 110–115

sexual abuse, 108–110 transitional justice, 102–103 Voiceless and disconnected, misrepresentation, 210–214 Vulnerability, 4, 202, 214

Weber's idea of rationality, 154 Western imperialism, 61 Witnessing the suffering, 110 Working-class job, 205 Working-class youth, 194 Working women, 69 World Bank (WB), 16–17, 37–38, 72 World Health Organization (WHO), 37–38 Yatheemkhanas (orphanage), 231–232 Young people and social justice, 199–200 Youth transitions in rural context, 197–199 and social class, 196–197