

Review

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Introduction



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Review

Stumbling Block of Children's Rights in Education and Incentives Strengthen Children's Education in Low Income Country

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Abstract: The Latin word "infans," which means "the one who does not talk," is where the word "child" originates. As a fundamental tool for achieving other human rights, education is acknowledged as both a fundamental human right in and of itself, "improving all rights and freedoms. Because children often require specialized care and protection that adults do not, global leaders determined in 1989 that children required their own convention. Families of children have a duty to defend children's rights and to assist youngsters in learning how to exercise their rights. The likelihood of school failure and dropout is increased by the features of impoverished areas, such as low rates of public assistance, low educational attainment, and low socioeconomic position. Neighborhood poverty itself is a risk factor that can thwart healthy development. The biggest challenges that bright children had in secondary or preparatory schools that led them to drop out of school were the sexual misconduct questions that their teachers addressed for them. All children who are school-age must now complete a minimum level of education, per government regulations. It must be of high quality and accessible to all children, regardless of their socioeconomic situation. Support anti-genital mutilation and child marriage campaigns, or volunteer to teach young girls about their rights.

Keywords: children's; education; incentives; rights; stumbling block

Introduction

The Latin word "infans," which means "the one who does not talk," is where the word "child" originates [1]. Children are a gift from God, and because of their intrinsic dignity and highly valued human rights, they are safeguarded and cherished as the most important asset [2]. In order for students to actively develop their potential for religious and spiritual power, self-control, personality, intelligence, noble character, and skills needed by themselves and society, education is described as an intentional and organized endeavor to establish an atmosphere of learning [3]. "Education is the continuously passing down of socially meaningful experiences from the previous generations to the following generations, which is a socially ordered and regulated process. The primary method of receiving an education is by enrolling in a training program inside the system of educational institutions. This definition of education says that it is a process of giving and receiving information [4]. As a fundamental tool for achieving other human rights, education is acknowledged as both a fundamental human right in and of itself, "improving all rights and freedoms when it is provided and threatening them all when it is infringed" [5]. Children, especially in their early years when they are most dependent, require the care, protection, and direction that are frequently provided by parents or other caregivers [6]. Protecting and raising children while introducing them to culturally appropriate behaviors, attitudes, and ways of thinking are the major responsibilities of parents and communities [7].

Children's Educational Rights

Because children often require specialized care and protection that adults do not, global leaders determined in 1989 that children required their own convention. These rights are outlined in 54 articles and two optional protocols of the Convention. It outlines the fundamental human rights that each and every child should have, including the right to life, the right to development, the right to protection from abuse and exploitation, and the right to full participation in family, cultural, and social life [8]. Children's rights are frequently described in ways that conceptions of needs, welfare, and best interests may just as well encompass them, leaving out the power of rights.

- 1) All children have these rights, regardless of who they are, where they live, what their parents' do, what language they speak, what religion they follow, whether they are a boy or a girl, what culture they come from, whether they are rich or poor. No child should be treated unfairly on any basis. Children have the right to acquire education equally irrespective of gender, where they live, religion, language they speak, family economic status, whether from rural or urban areas, color, and ethnicity.
- 2) The government is obligated to see that children's rights are upheld. They must work with the family of the child to uphold the child's rights and foster an atmosphere in which the child may develop and realize his or her full potential. Children who grow up in harsh environments are psychologically affected by the horrific experiences they had as teenagers, and they may be unable to understand what their teachers are teaching in class. They may also find it difficult to form friendships with other children, which make them more vulnerable to loneliness. No matter the children's ethnicity, place of residence, color, social level, language, or other characteristics, or how the children were raised by their parents. The government should be required to ensure those children's rights to an equitable education.
- 3) The family of the child has a duty to defend the child's rights and to assist the youngster in learning how to exercise those rights. Parents must be accountable for supporting their children in exercise at home by employing audiovisual or images since youngsters may simply and permanently record what they see. Children need aid with their schoolwork or other exercises from their parents to develop their educational potential.
- 4) Children have the right to live with their parents (guardians) unless doing so is detrimental to their well-being. Children are entitled to live with a family that will take good care of them. Children have the right to live with their parents and receive all of the necessities from them, including food, clothing, educational materials, and other items for fun. If their parents abandon them, neglected children suffer mental degeneration because they worry about their family. Children also have the right to live with caregivers such as grandparents, parents, siblings, or others if their parents abuse them.
- 5) Children should be safeguarded against kidnapping. The prevention and reduction of kidnapping of children must be a priority for the government or other entities in charge of protecting children's rights. Kidnapping is the main reason children leave school early; it puts them in danger when they go to or from school. As a result, many children choose to skip class rather than risk being taken away by someone they don't know or care about.
- 6) Children have the right to voice their opinions, and adults have a responsibility to listen carefully to them. Because family responses help children's minds grow, parents must be accountable for providing the children with accurate knowledge about nature or other subjects when they ask for it. Children should give their parents ideas about what they are prepared to do for them and listen to them when they have advice about school, life, or other topics.
- 7) Children have the freedom to learn new things and express their ideas to others by talking, drawing, writing, or any other means—as long as it doesn't hurt or insult others. Children should have the freedom to express their ideas in whatever way they choose, provided that doing so does not infringe upon the rights or beliefs of others. They should also have the freedom to learn new things and generate innovative new ideas.

- 8) Children can acquire information that is crucial to their wellbeing through radio, newspapers, books, computers, and other media. Adults should help children find and understand the information they need while also ensuring that the information they are receiving is not harmful. Scientists came to the conclusion that because children's brains are like blank sheets of paper, they don't forget what they hear or see over the course of their existence. As a result, it is crucial to provide children with correct information while exercising caution and avoiding unpleasant news sources like radio and television.
- 9) Children have the right to be safe from physical and psychological abuse. Because children are more likely than adults to experience injury to either their physical or mental health throughout the course of their lifetime. They should always be treated with respect, and items that might do so should be kept to a minimum. When mistreating children, parents should use discretion since some families negatively punish youngsters and deliberately harm their bodies and brains.
- 10) Children who are unable to live with their parents are entitled to special care and assistance. Children are not just miniature adults, which imply that they are vulnerable to injury and require special attention. The government or other responsible entity should work to lessen the suffering that children experience when they are away from their parents' homes.
- 11) If a child is disabled, he or she has the right to special education and care. Children with disabilities must receive an education on par with children in good health, receive care in the classroom or wherever else they reside. With their parents or others, and they must also receive what others receive regardless of their handicap.
- 12) Children have a right to the best medical treatment, a clean and safe environment, decent food, and information to support their continued good health. Children who have a decent, well-balanced diet, get enough exercise, and live in a clean environment are more likely to be stress-free and ready to learn. Parents should thus take preventative measures for their children to lessen stress during childhood and enhance their memory of things like what they learn in school, from their parents, their friends, or social media.
- 13) Children have the right to have their living arrangements reviewed on a regular basis to see if they are the most suitable, whether they are in foster care or other conditions away from their homes. Children who reside in other locations, such as another person's house or institution, must be afforded equal access to school, healthcare, and other services.
- 14) Children have the right to government assistance if they are struggling or in need. Particularly orphaned and vulnerable children have the right to get help from the government, including free education, free food, free clothing, and everything else they need, particularly educational materials, regardless of their religion, ethnicity, language, or face, among other things.
- 15) Children should have access to a high-quality education. They ought to be inspired to pursue their education to the fullest extent possible. Children have the right to get a decent education from an experienced teacher as they go from kindergarten to the next grade.
- 16) Children's education should encourage them to use their skills and abilities. Additionally, it needs to teach children how to respect others, preserve the environment, and live in peace. Children have the power to develop new things based on the education they acquire. Education is a means of knowledge transfer and reception as well as one means of invention.
- 17) Children have the right to be protected from hazardous labor that is harmful to their health and detrimental to their education. They have a right to safety and just compensation if they lose their jobs. Children who perform daily labor, regardless of their age, have the right to be paid according to their effort and are also shielded against conditions that harm their body and mental health.
- 18) Children have a right to sexual abuse-free environments. Children have the right to be free from sexual abuse, whether it involves physical contact or not, by others or their parents. Sexual abuse is one of the main factors preventing children from receiving a high-quality education.
- 19) Children may not be abducted or sold. Children must have the freedom to pursue their education without fear of kidnapping or being bought and sold as slaves.

- 20) No one is permitted to discipline children negatively or harshly. Parents or other adults should use restraint when disciplining children in a harsh way since it may have a negative impact on the child's physical or mental health and force them to stop attending school or drop out altogether.
- 21) If a child has been harmed, neglected, or mistreated, they have the right to assistance. Children who have been mistreated or abandoned by their families have a right to help from the government or another institution in charge of their development and an equal opportunity to receive an education.

The most Significant Impediment to Child Education

1. **Poverty:** The condition of having little or no money, possessions, or means of support is referred to as "poverty. According to the government, there are two forms of poverty: **a) Absolute poverty:** Absolute poverty refers to those with earnings that are below a threshold set by a particular nation. People are unable to satisfy their basic needs for food, water, and shelter below this line [10]. **b)Relative poverty:** Relative poverty is defined as having a combined income that is less than a certain amount, usually 50% of the national median income. The boundary for relative poverty is subject to shifting because of changes in the median income brought on by economic development. Poverty comes in a variety of forms: **1a) Social poverty** encompasses marginalized groups of people, those with few or no rights, and those whose voices are not heard. **2b) Health Poverty:** Not having good physical and mental health for being able to work, play, and form enduring relationships. **3c) Environmental Poverty:** Our physical surroundings, including the climate, water availability, housing stock, and land use, have an impact on human well-being. Extreme environmental risk is a factor in situations of extreme poverty. The environment in which the poor live has a depressing effect on their morale, hopes, and health, from insect and water-borne diseases to extreme weather events like drought and flooding. **4d) Economic Poverty:** Nearly half of the world's population makes less than \$2.50 per day at home. Slavery is comparable to this level of poverty [9]. The likelihood of school failure and dropout is increased by the features of impoverished areas, such as low rates of public assistance, low educational attainment, and low socioeconomic position. Neighborhood poverty itself is a risk factor that can thwart healthy development.
2. **Parents who lack education:** Uneducated people lack formal education and have little to no evidence of it. Children from uneducated families may suffer. A serious issue is struggling by not attending school [11]. In contrast to children of educated parents, who often receive significant financial assistance, children of illiterate parents typically receive less of it. Children find it challenging to learn more on their own since their parents are unable to assist them with their schoolwork or homework. The expression "the apple doesn't fall far from the tree" is often used. According to the quotation, the "apple" is the fruit of the tree, and when it falls next to the tree, it becomes a new tree that looks exactly like its parent. Children raised by uninformed parents are typically themselves uneducated [12]. Parents with less education may have an adverse impact on a child's personality development. All facets of a child's life, including his or her physical health, are impacted by a lack of education mixed with a poor income. A youngster imitates her parents' behavior [13]. According to a saying, "the person you see will be the person you will be." A child whose family is a farmer is most likely a youngster who acts on what they see when they are toddlers and unintentionally does what their parents do. The children are also given guidance and instruction by the parents over their work, and they begin to complete it together. The children then adapt to the work and decide to go on with them in the future. Uneducated parents used the proverb "boys must be built into their parents' home, not permitted to depart from their home." Then they would allow him as long as he got married and lived by himself.
3. **Some teachers:** Teachers are crucial in helping children learn to control their emotions and form positive relationships with their classmates. Due to sophisticated strategies used by some countries, like Ethiopia, there are not enough trained teachers to teach students in grades one

through four. As a result, students only advance from class to class without acquiring the necessary knowledge, and after starting the next grade, they interrupt or repeat the class because it is challenging for them [14]. Due to the myth that "solely adolescent children have virgins," some teachers of secondary and preparatory schools consciously try to have sex with the majority of female students. At this stage, female students start using cosmetics and become consummately beautiful. They have the ability to attract others physically. Due to this, virgins seek some teachers' needs for female adolescent students and how to get them. The biggest challenges that bright children had in secondary or preparatory schools that led them to drop out of school were the sexual misconduct questions that their teachers addressed for them.

4. **Distance from home to school:** Longer commute times are linked to better math test scores, but the findings also imply that other variables, such as school satisfaction, may also be at play. Children's refusal to enroll in or drop out of primary school can be significantly influenced by a child's distance from the nearest school. Long commutes to and from school can raise the opportunity cost of education and provide safety and security risks, particularly for female students [15]. If the school is distant from the student's home, there are two things that prevent them from attending school: **1a) kidnapping:** One of the main factors preventing women from pursuing an education in a low-income country is kidnapping. A person decided to kidnap her while she was on her way to school and then wait with his friends on the road to take her to his home. As a result of these issues, some female students made the decision to remain at home without an education while they awaited their parents' future plans. **1b) Rape:** The term "rape" refers to forced sexual contact with a female or male. When attending a school that is far from their home, children, especially adolescent female students, are more likely to be sexually assaulted on the street by an unknown person because they may have to travel through a forest to get there. This unknown person may have planned to rape the student cruelly and force her to fall into a pitfall that would cause her to lose her physical appearance or even die. Thus, kidnapping and rape are the main causes of female students' leaving school, especially if it is far away.
5. **Orphans and street children:** The death of a parent usually leaves an orphan vulnerable and predisposed to physical and psychological dangers, which can have significant cumulative and frequently negative impacts. When it became apparent that their parents were ill, the majority of children lost hope and felt sad and powerless. Some people may acquire posttraumatic stress disorder (PTSD) after experiencing a startling, terrifying, or deadly incident. Fear is a normal emotion both during and after a distressing event [16]. Some orphans whose parents have passed away are placed in the care of elderly grandparents or their elderly siblings. However, this arrangement can have a detrimental impact on the afflicted child's academic standing. Orphans face financial difficulties that further disadvantage them since they are unable to pay for the cost of educational supplies. Some street youngsters in this country suffer from PTSD as a result of losing their cherished parents to unanticipated accidents, demise, and war in particular. If police brutally killed a children's parents in front of the child, the youngster would suffer from PTSD for the rest of their life and would give up on living, going to school, and even trying living.
6. **Stress:** Children who experience stress in the classroom are more likely to have learning difficulties (difficulties with attention, task persistence, and flexibility), externalizing difficulties (frequent arguments, fights, interruptions of ongoing activities, and impulsive behavior), difficulties interacting with peers (difficulties in forming relationships, dealing with other children, expressing feelings, and showing sensitivity), or internalizing difficulties (presence of anxiety, loneliness, low self-esteem, and sadness in the child). Stress may result in anxiety and sadness, which can hinder learning, cause behavioral issues, and result in subpar academic performance in children. Physically, an increase in stress hormones can wear out the body, increase fat storage, and cause nausea, diarrhea, and a rapid heartbeat. It can also impair the immune system, which can lead to sickness [17].
7. **Mental illnesses:** Issues with mental health raise the possibility of repeating a grade, skipping class, or dropping out of school. Children who struggle with mental health issues find it

challenging to make good decisions that will have an influence on the rest of their lives, achieve high academic standing, and form friendships. Regular mental health issues show themselves in school challenges, including subpar academic performance [18]. The children with mental health issues are usually separated from the healthy children and have to go alone from home to school and from school to home because the healthy children make fun of them, strike them with rocks or sticks, and make jokes about them as they're walking down the street.

8. **Unemployment:** Children who have parents who are unemployed have trouble sleeping, experiencing more stress and anxiety, doing worse in school, exhibiting more maladaptive behaviors, and experiencing more child abuse. Lower self-esteem and wellbeing, greater rates of school dropouts, lower academic aspirations, lower educational performance, and worse health among children have all been linked to parental unemployment. Children academic performance, conduct in school, and desires for higher education are all negatively impacted by job loss [19]. Because of the graduated students who stay at home and perform daily labor, the others who work with those who didn't learn after graduating from university, and especially the adolescent students who decided to drop out of school and begin other work such as drivers (especially for males), merchants, bars and restaurants (especially for females). Unemployment is currently thought of as a significant barrier to children's willingness to pursue an education. After their first female or male child graduated from university but wasn't working, the parents also made the decision to stop providing for them after they returned home and resumed surviving with them.
9. **Sexual abuse and child abandonment:** Once neglected children enroll in school, indicators of academic problems appear soon. Children who had been neglected also had bad work habits and had trouble working on their own. Through puberty, the tendency for subpar academic performance among these deprived children persisted [20]. Once abandoned children start attending school, early indicators of academic problems appear. Preschoolers that are neglected do much worse on verbal comprehension and expressiveness tests. Children who were neglected and mistreated attended fewer years of school and reported greater academic issues, such as absenteeism, repeating a grade, and expulsion or suspension. In low-income nations, parents often send their children out to live with their relatives because they are unable to support them financially or because they can't provide all they want. According to their parents, the majority of children's relatives neglected to take care of them, treated them like slaves, and forced them to perform burdensome tasks that put them in danger of being disabled. As a result, they lost interest in education and began to lose hope for the future. Children of all ages are victims of child sexual abuse. Preschoolers are the most at-risk among these children. Child sexual abuse requires sexual acts on children in an abusive situation. **1a) Activities** meant to stimulate the sex of a child are considered sexual activities. There are two types of sexual abuse: direct physical touch and indirect physical contact. **Contact sexual abuse** refers to touching a children genitalia or anus, touching pubescent girls' breasts, or having a youngster touch the genitalia or anus of a partner. The two types of contact sexual abuse are penetration and non-penetration. Penile, digital, or object penetration of the vagina, mouth, or anus are examples of penetration, whereas fondling, sexual kissing, or the child touching a partner's private areas of the body are examples of non-penetration. Exhibitionism, voyeurism, and the engagement of the child in the creation of pornography are common forms of non-contact sexual abuse. **2b) Abusive situations** arise when a children partners are in positions of power, when they have a significant age or maturational advantage over the child, when they are in a caring relationship with the child, or when they commit acts of violence or deceit against the child.
10. **Gender inequality:** Due to the lower average quality of human capital, gender disparity in schooling has a direct effect on economic growth. Children's attendance and retention in school are frequently influenced by their gender, and girls are more likely than boys to miss school and to live in poverty globally. As a result of gender discrimination in education [21], women are underrepresented in several fields globally, including politics, the aviation and health industries. Parents in several low-income countries did not allow their daughters to attend school due to

incorrect cultural beliefs that women could not study on par with men. Proverbs like "a female is perhaps physically long but has no intelligent mind," "a female is solely served in the kitchen whenever/in whatever circumstances," and others have been widely used in our nation for the past 60 years to prevent females from attending school and are still in use in some urban and rural areas.

11. **HIV/AIDS:** As a result of HIV/AIDS, traditional family structures are changing in areas that are afflicted, leaving children who are particularly vulnerable to do so by adjusting to non-traditional families and poverty. As orphanhood is linked to HIV/AIDS, many HIV/AIDS victims face prejudice when trying to receive treatment and education. The AIDS epidemic has had a wide range of effects on children in sub-Saharan Africa, including parental loss, HIV infection, increasing poverty, and marginalization. Children with HIV/AIDS face discrimination from other healthy children, so they opt to stop attending school, go back home, and start other jobs in order to survive.

Promoting Children's Rights in Education

1. **Create and execute policies and programs that promote quick and sustained economic growth in order to strategically remove poverty and build sustainable development** [22]. Five years ahead of schedule, in 2010, the millennium development target to lower the poverty rate in half by 2015 was accomplished. While there has been progress, forecasts of global growth indicate that more work is still required to meet the goal of eradicating poverty worldwide by 2030. Developing and implementing policies and programs for rapid and sustained economic growth in areas such as health, education, nutrition, and sanitation; allowing the poor to participate and contribute to growth; improving the management of water and other natural resources; investing in and implementing agricultural programs; gradually establishing social protection systems to assist individuals who are unable to sustain themselves; empowering people who are marginalized.
2. **Educating and training parents in ways that they may make sure that their children obtain the educational chances that they never had as children** [23]: Empowering uneducated parents to advocate for their children's education. Teachers must help illiterate parents by giving them the literacy resources they need to inspire a love of reading and writing in their children. In order to effectively connect with parents, teachers must be sensitive, understanding, and attentive to both the needs of the parents and the children. By providing all the learning facilities for their children, you can show parents the value of education when they send their kids to school.
3. **Enhance professional development for instructors and penalize those who pester female pupils to have sex with them:** Professional development can help both new and experienced teachers develop the skills needed to feel comfortable in the classroom [24]. National economic development may be improved by making investments in high-quality education where there are enough instructors and educational resources for children. They punish the teachers who harass female students who are in their adolescent years as they engage in sexual activity with them and disqualify their test scores because they refuse to engage in such activity. The impact teenage female students' face, particularly during their secondary school years, as well as their high school dropout rate as a result of intrusive sexual activity questions posed to them by their teachers, should be addressed by the education bureau and the responsible authority for female rights. The responsible body should be required to penalize the teachers who did this terrible thing to the female students and provide female students with advice when they reveal such poor behaviors that bothered female students.
4. **Building new schools:** The easiest approach to shortening school travel distances is to build more schools [25]. In order to increase children's interest in education and parents' desire to send their children to school, the government, in particular, should have built schools for children living in metropolitan areas. The main method for raising enrolment and lowering school dropout rates

due to kidnapping or rape is to build additional schools for those children who attend a school that is far from where they live.

5. **Provide as much financial and educational assistance to orphans as possible [26]:** The government has made basic education mandatory for all children of school age. It must be of high quality and accessible to all children, regardless of their socioeconomic situation. Supporting orphans must include key elements like food and nutrition. School feeding programs, by addressing hunger and the need to work in order to survive, can help children in general, and orphans in particular, gain access to education.
6. **Keep up a healthy diet and exercise routine, limit social media use, and connect with others to reduce stress [27].** Making time for play and solitude, practicing mindfulness, expressing oneself in writing, spending time with children, acknowledging their feelings, building trust, and teaching them that errors are opportunities to learn are just a few strategies for managing children's stress. Be encouraging and attentive to the child's worries; emote affection, warmth, and concern; clear expectations while remaining flexible. Don't overbook the youngster with activities; pay attention to what they desire.
7. **Promoting mental health and preventing mental illness:** Make certain that child care workers receive adequate training in order to encourage and support healthy social and emotional development. Include preventative tactics for mental health with other initiatives that benefit young children and their families. Implement mental health consultations in early childhood care and other approaches for promotion and prevention. The introduction of evidence-based school programs and adjustments to the school environment can reduce the likelihood of having an internalizing or externalizing mental health disorder. Being physically well, eating a balanced diet, exercising frequently, having time and flexibility to play both indoors and outdoors, and living in a home where everyone gets along most of the time can help avoid mental illness in children. The availability of healthy foods, social well-being, and education all play important roles in preventing and advancing mental illnesses.
8. **Minimizing youth unemployment:** Vocational training can provide young people more work options. A system of education that incorporates technical training for students is needed to enable them to get suitable jobs in relevant fields of employment. The development of health and education services will increase job prospects in addition to fostering the accumulation of human capital, which in turn encourages growth in production. More schools, hospitals, and health care facilities will boost employment in both rural and urban regions, both during construction and, more importantly, after they begin to deliver education and healthcare services. The organized manufacturing sector must also take on enough people to address the issue of unemployment in metropolitan areas. If adequate job opportunities are to be created in the rural and urban sectors of the economy, both the organized and unorganized sectors must embrace labor-intensive technologies [29].
9. **Child-focused sexual abuse prevention programs may be aimed at the general public, parents, educators, or a combination of these, but the vast majorities are aimed directly at children, often in a school setting [30].** The majority of prevention efforts have been devoted to sexual abuse education for children. Research on preventive initiatives aimed at teachers has shown that teachers believe that such programs have been insufficient in both number and quality. Teachers are undereducated in the field of child sexual abuse. These programs aim to provide children the tools they need to notice when adults are touching them inappropriately and to take action to report it [31]. They show children how to reject or fight advances. In an effort to increase preschoolers' understanding of the idea of sexual abuse, this may entail training them to say "no" and leave the situation. Some programs may even encourage children to yell or scream, or, less commonly, to physically oppose the offender. The civil rights of children to freedom of conscience, privacy, and protection against maltreatment, neglect, and cruel, inhuman, and degrading treatment, including physical punishment, should all be respected.
10. **Increase implementation of current laws against sexual harassment and gender-based employment discrimination to prevent gender inequity in young children.** Funding for rape

crisis centers and other assistance for women and girls who have experienced rape and/or sexual assault should be increased. By educating both girls and boys, the gender imbalance within the family can be eliminated. Girls should be loved equally. Parents ought to be supportive of their children, regardless of gender. Support anti-genital mutilation and child marriage campaigns, or volunteer to teach young girls about their rights [32].

11. **Educate children who are at risk for HIV/AIDS:** It is crucial to take steps to address educational obstacles since education provides children hope for the future and serves as a powerful defense against HIV, to which these children may be predisposed. HIV education can assist students in reducing stigma and prejudice towards those impacted by and living with HIV, as well as developing and maintaining safer behaviors. Support for psychological care, reducing families' economic vulnerability and enabling them to meet the basic requirements of the children in their care, improving family finances, and social protection are a few strategies to lower the number of HIV/AIDS-affected children.

Conclusion

Children are a gift from God, and because of their intrinsic dignity and highly valued human rights, they are guarded and preserved as the most important treasure. In order for students to actively develop their potential for religious and spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves and society. Education is defined as a conscious and planned effort to create an atmosphere of learning and the learning process. The children rights are outlined in 54 articles and two optional protocols of the convention. It outlines the fundamental human rights that every child, regardless of location, is entitled to, including the right to life; the right to development; the right to protection from harmful influences, abuse, and exploitation, and the right to full participation in family, cultural, and social life. In contrast to children of educated parents, who often receive significant financial assistance, children of illiterate parents typically receive less of it. Make sure the childcare providers are equipped to foster and facilitate the development of sound social and emotional skills. Include preventative tactics for mental health with other initiatives that benefit young children and their families. Implement mental health consultations in early childhood care and other approaches for promotion and prevention.

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