

Network Objectives

The UN Convention on the Rights of the Child (CRC) provides a particularly important incitement to investigate and explore children's rights in diverse educational contexts, not least because this constitutes a set of morally and legally binding conditions. This network is therefore concerned with exploring the ethical, methodological, legal and pedagogical issues that emerge at the intersection of children's rights and educational contexts. A particular focus is the ways in which children's rights provide a provocation to think and practice differently.

The general objective for the network is to be an arena for continuous, critical and focused discussion and elaboration on research issues with a bearing on children's rights in educational contexts. We aim to encourage theoretical and conceptual development in the field of research in children's rights in education. The research field relevant for the network contains several possible themes with a common agenda to explore and identify education as a significant and challenging context for children's rights.

Examples of research areas:

- CRC as such and its historical and present meaning as a political, legal and ideological document;
- the child as a right-holder and children as citizens;
- educational practices and politics as contexts for implementing and interpreting children's right;
- children's rights and children's value;
- children's rights, parents and other adults;
- international, intercultural and intersectional perspectives on children's rights to, in and through education.

The focus of interest for Network 25 implies a broad, interdisciplinary field of research. For work to be included in the network sessions it is important that **your paper makes explicit the significance of children's rights in the research**. The network seeks a range of international perspectives from both within and outside of Europe.

Network 25 has collaborated with a number of other ECER networks and this includes joint sessions with: Inclusive education (network 4), Social justice and intercultural education (network 7), Teacher education research (network 10) and Histories of education (network 17). This engagement acknowledges the range of interests that intersect with those of network 25, whilst also recognising that our primary focus is the children's rights question.