Index

Abuse, 5
Academia.edu, 86–87
Adoption, 145
Adoption Act, 14–15
Afghani Children and Educational Rights, 94
Afghani Code of Civil Law, 93–94
Afghanistan, 86
  child misuse, 93–94
  children exposed to hard work in early years, 93
  literature review, 86–90
  methods and methodology, 90–93
  rationale, 86–93
  recruitment of child soldiers, 94–95
Afghanistan Child Protection Services (ACP), 92
Ages, 36–37
AKUT Association, 153
Animal Protection Associations, 151
Arab Revolt, 102–103
Arab Uprisings, 103–104
Art, 204
  educators, 204
  teachers and teacher candidates, 204
Attention deficit hyperactivity disorder (ADHD), 143
Augmented reality technology (AR technology), 197–198
  dashboard, 198
‘Axis Rule in Occupied Europe’, 78
Baby Boomers, 22
Biological Oxygen Demand (BOD), 221–222
Biotechnology Industry Research Assistance Council (BIRAC), 232
Bolsa Familia Programme (BFP), 169–170
Bono de Desarrollo Humano (BDH), 170–171
Cambodian Genocide, 80
Canadian Council of Children and Youth Advocates, 179
Capitalism, 4–5
Care, 142
Carnuntum, 205–206
Case study approach, 107–108
CEPAL study, 168–169
CEVKO (Environmental Protection Foundation), 152–153
Child, 35–36, 125, 134, 150, 159, 210
  dimension in Syrian refugee crisis, 108–111
  labourer risks, 72
  misuse, 93–94
  pornography, 8
  poverty, 12, 134–136
  psychology, 4–5
  recruitment of child soldiers, 94–95
  rescue age, 120–121
  rights indices, 13–14
  trafficking, 8
  work, 58
Child Development Index, 13–14
Child labour, 4, 7–8, 46, 58, 67–68, 72, 120, 135, 159
  causes for, 69–70
  children working on street, 49–50
  chronology of global regulations on, 70–72
  exploitation, 67–68
  at home and outside home, 48–49
  in market economy, 46–47
  practices in world, 68
in street economy, 52–53
in Turkey, 50–52
working child and, 47–48
worst forms, 59
Child Protection Act, 14–15
Child worker
in agriculture, 61–62
in industry, 62–63
Childhood, 4, 35–36, 57–58, 78, 125, 134, 210
in early years, 36–37
emotion development, 38
historical and cultural dimensions, 210
historical development, 36–37
in Middle Ages, 37
in modern period, 38
sociology, 4–5
today’s, 38–39
Children, 4, 6, 12, 35–36, 57–58, 86, 118, 183–184, 186, 193–194, 204
challenges, 12
as cheap labour in agriculture and industry, 59–60
in employment, 67–68
evidence based on statistics, 12–13
exposed to hard work in early years, 93
of genocide, 79–81
Norway, 13–15
practices in local governments, 187
impact of war and displacement on, 104–107
working on street, 49–50
‘Children are our future’, 188
Children’s day, 187
Children’s literature, 211, 214
20th century to present, 214
Children’s Ombudsman, 176–177
examples, 177–179
Children’s Ombudsman Advisory Group, 178
Children’s Ombudsman Institution, 177
Children’s rights, 79–80, 118–119, 176, 188
applicability, 130
concept, scope and historical process, 125–126
development, 120–121
to food, 128–130
to housing, 126–128
international recognition of children’s rights, 121–122
violations, 8
Children’s Rights Day, 39
Children’s summit and environmental actions, 151–152
CIRI Human Rights Index, 13–14
Cities, 136
City life, 136
City safety, 136–137
Civil war, 86
Cold War Period Children, 22
Communication, 184
Conditional cash transfer programmes (CCT programmes), 168–171
Continuity, 236
Continuity Management (CM), 229–231
Convention on the Rights of the Child (CRC), 122, 127–130, 137, 142
Cost, 67–68
COVID-19 pandemic, 53, 118
Creative Children Association, 154
Crime of genocide, 79
Cultural communication, 185–186
Cultural diplomacy, 183–184, 186
children’s practices in local governments, 187
examples, 187–188
importance of children in development of, 186–187
intercultural communication, 184
National Sovereignty and Day of the Child, 187
Culture, 184, 186, 213, 221–222
Danish Parliament Ombudsman Office for Children, 178

Dark ages, 21
Dark generation, 18–19
Dark/Silent generation, 19
Declaration of Geneva (1924), 79–80
Delinquent children, 136–137
Delta generation, 26
Design Thinking (DT), 246
Dies, 18
Digital art, 204
in children’s education, 204–205
impact of digital art movements on children, 205–206
Digital natives, 193–194
Digital objects, 195
Digital technologies, 194, 204
3D printers and printing pens, 194–195
AR technology, 197–198
hologram, 198–199
robots, 194
virtual reality, 196–197
Discovery World project, 154
Disruptive behaviour disorder (DBD), 143
Do It Yourself packs (DIY packs), 228
Domestic work, 49
Dutch Children’s Ombudsman Office, 178

Early Years Foundation Stage (EYFS), 204
Ecological projects, 150–151
Economic conditions, 72
Economic growth, 222–223
Economy, 222
Education, 157–158, 204
access and attendance issues to, 159–161
of children, 150
COVID-19 effect, 160–161
girls’ education, 160
periods and children, 161–164
purpose, 158–159
refugee and migrant children and children in countries, 160
share of budget for education systems and basic education, 159–160
statistics, 161
Educational robots, 194
EIU Democracy Index, 13–14
Emotional development, 204
Empirical credibility, reliability and validity, 91
Enigma Generation, 21
Enlightenment, 4
Entertainment, 154–155
Environment (Protection) Act of 1986, 223
Environment, 225
‘Environmental Engineering’ industry, 223
Environmental organisations, 150–151
Europe’s Push-Back Policy, 104
European Union (EU), 102
Exploitation, 5
Extreme poverty, 168
Fables, 211
Family-based models, 144–145
Female labourers, 46–47
Financial inclusion, 227–228
Financials, 229
Finnish Ombudsman for Children, 177
Firefly Association, 151
Flowercyclers, 225–226
Flowercycling technology, 225–227
Food, children’s right to, 128–130
Formal education, 158
Foster care, 144–145
Free market economy, 47
Gender Gap Index, 13–14
Gender-related discrimination, 159
68 Generation, 22
Geneva Declaration of Child Rights, 121
Genocide, 77–79
children of, 79–81
crime of, 79
Genocide Convention, 79
Gift boxes, 228
GJP Rule of Law Index, 13–14
Globalisation, 4–5
changing playing patterns and, 5–7
child labour and, 7–8
consequences, 5
Golden Age, 104
Google Scholar, 86–87, 103
‘Green School’ project, 151
Gross domestic product (GDP), 69

‘HelpUsGreen’, 223
High School Tema, 152
History of children and childhood, 35–36
HIV/AIDS, 142
Hologram, 198–199
Housing, children’s right to, 126–128
Human Development Index (HDI), 13–14

Icelandic Children’s Ombudsman Office, 178
IFPRI study, 170
Immigration, 103
Impregnable generation/pre androids, 24
Incense cones, 228
Incense sticks, 228
Indian Angel Network (IAN), 230
Indian Institute of Technology (IIT), 230
Individual-social development, 204
Industrial Revolution, 4, 120
Industrial robots, 194
Industrialisation processes, 4
Inequality, 142
Informal education, 158
Institutional care, 143–144
Institutionalisation of children, 144
Interactive education, 153
Intercultural communication, 183–186
International child poverty with focus on Turkey, 134–136
International Children’s Year, 39
International Criminal Court (ICC), 79
International Labour Organization (ILO), 7, 47, 58, 68, 135
International recognition of children’s rights, 121–122
International Year of Children in 1979, 178

Juvenile pushed to crime, 80
Kanpur Flower Cycling Private Limited (KFPL), 227, 235
Kids Rights Index, 13–14
Kinship care, 144
Kitezh project, 151
Labour Law, 63
Landowning, 47
Lateral Thinking (LT), 246
Latin America and the Caribbean (LAC), 168
Learning, 194, 204
Legal rights, 119
Literature, 210
Little Tema (preschool environmental education programme), 152
Local markets, 6
Love for nature for children, importance of, 150
Machine-to-Human connectivity (M2H connectivity), 26
Major depressive disorder (MDD), 143
Manual Scavengers Act, 227
Manual scavenging, 227
Mental fatigue, 150
MIFAPRO, 170
Millennials, 23
Millennium Development Goals (MDGs), 15
Moral rights, 119
Mosquito repellent, 228
Municipalities, 187
Museums, 205

Namami Gange Project, 232
National Curriculum Framework (NCF), 246
National Ganga River Basin Authority (NGRBA), 223
National Green Tribunal (NGT), 232
National Sovereignty and Day of the Child, 187
Natural areas, 154
Natural disasters, 159
Nature, 150
Nature camps, 153
Nature-friendly art competition, 154
Neuralink, 26
Non-governmental organisations, 150
Norway, 13–15
Norwegian Ombudsman for Children, 178
Nutrition, 126, 128

Obesity, 150
Old Rifle Digitalists, 23
Ombudsman, 175
Ombudsman for Children Act, 177–178
Ombudsman for Children Law, 178
Online Education Programmes, 152
Open door policy, 103
Oral works, 211
Organic products, 228
Organisation for Economic Co-operation and Development (OECD), 160
Orphanages, 143–144
Out-of-home care, 143–145
Paid labour relations, 46–47
Parental care, 141–142
lacking reasons, 142
Parental death, 142
Parental dysfunction, 142–143
Parental loss, 141–142
Parents, 141
Participation in management, 27
Particulate Matter 2. 5 (PM2. 5), 221–222
Peddler child, 48–49
PHOOL, 220–222
financial and social inclusion, 227–228
financials, 229
flowercycling technology, 225–227
future plans, 232
laws and regulation formed for water preservation and management, 224
organic products, 228
polluted cities, 221
product portfolio and sales strategy, 228–229
sustainable business model, 223–225
teaching notes, 235–236
teaching plan and timing, 239–242
theoretical linkage, 229–231
water pollution and economic growth, 222–223
Physical-motor development, 204
Play, 5
Political uncertainty, 159
Post-traumatic stress disorder (PTSD), 87–88, 102
Poverty, 134, 136, 142, 159, 168
Pre-Anglophone Generation, 25
Pre–energy generation, 26
Preschool/early childhood education, 161
Primary education, 161–162
Prisoners of war (POW), 89
Product portfolio and sales strategy, 228–229
‘Programa de Protecci ´on Social’ strategy, 170–171
Project, 150
Prospera programme, 169
Protection of children, 144
PsycINFO, 86–87, 103
Public diplomacy, sub-branch of, 184, 186
PubMed, 86–87, 103
Readmission Agreement, 104
Recyclable waste projects, 152–153
Red de Protección Social (RPS), 170
Refill packs, 228
Reformation, 4
Regulations, 70–72
Rehabilitation programmes, 154–155
Religious moral sentiments, 212
Renaissance, 4
ResearchGate, 86–87, 103
Resilience, 90
Respect for children’s, 188
Right, 118–119
Right to adequate food, 128
Right to food, 128–129
Risk, 89–90
  advantages of maintaining risk register, 247–253
criteria, 249–251
Risk Management (RM), 229, 231, 246
Rivers, 222
Robots, 194
dashboard, 195
Romanticism, 4
Rwandan Genocide, 77–78, 80
Save the Children Fund, 121
Schooling, 4
Secondary education, 162–164
Secondary School Tema, 152
Separation, 142
Sexual violence, 81
Sheltering, 129
Silent Generation, 21–22
Slave-owning class, 47
Small and medium-sized enterprises (SMEs), 68
Social digitalisation, 206
Social division of labour, 125
Social enterprise, 232
Social entrepreneur, 244
Social entrepreneurship, 245
in India, 245
Social inclusion, 227–228
Social programmes, 67–68
Social protection strategies, 168–169
Society, 125, 223–225
Sociological, Technological,
  Economical, Environmental
  and Political scenarios
  (STEEP scenarios), 236
Solheimar Icelandic eco-village project, 151
Street economy, 51–52
Street vendor child, 48–49
Street worker child, 51–52
Sustainability, 229–230
Sustainable business model, 223–225
Sustainable Development Goals (SDGs), 11–12
Sustainable spirituality, 225
Swedish Ombudsman for Children Office, 177
Syrian children, 102
Syrian Civil War, 103–104
Syrian internal war, 103
  findings and observations, 108–111
  literature review, 103–107
  methodology, 107–108
  rationale, 102–103
Tata Institute of Social Sciences (TISS), 223
TEMA, 152–154
Terrorism, 102
Theory of Change, 231
Theory of Sustainable Change (TosC), 229–231
3D model, 205–206
Three-dimensional printers (3D printers), 194–195
dashboard, 196
Three-dimensional printing pens, 194–195
Toxic water bodies, 223
Transformation, 18
Transhumanism, 26
Turkey
<table>
<thead>
<tr>
<th>Term</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>best practices in, 186–187</td>
<td></td>
</tr>
<tr>
<td>child labour in, 50–52</td>
<td></td>
</tr>
<tr>
<td>international child poverty with focus on, 134–136</td>
<td></td>
</tr>
<tr>
<td>legal situation for working children in, 63</td>
<td></td>
</tr>
<tr>
<td>Turkish Grand National Assembly, 104</td>
<td></td>
</tr>
<tr>
<td>Turkish open door policy, 104</td>
<td></td>
</tr>
<tr>
<td>Turkish–Syrian relations, 104</td>
<td></td>
</tr>
<tr>
<td>UN convention on prevention and punishment of the crime of genocide, 79</td>
<td></td>
</tr>
<tr>
<td>United Nations (UN), 39, 57–58, 78–79, 134</td>
<td></td>
</tr>
<tr>
<td>United Nations High Commissioner for Refugees (UNHCR), 109–110</td>
<td></td>
</tr>
<tr>
<td>United Nations Youth Summit, 151–152</td>
<td></td>
</tr>
<tr>
<td>Universal Children’s Day, 39</td>
<td></td>
</tr>
<tr>
<td>Universal Declaration of the Rights of the Child, 39</td>
<td></td>
</tr>
<tr>
<td>Unplanned urbanisation, 136</td>
<td></td>
</tr>
<tr>
<td>Urban poverty, 136</td>
<td></td>
</tr>
<tr>
<td>Urban Rights, 137</td>
<td></td>
</tr>
<tr>
<td>Urbanisation, 136</td>
<td></td>
</tr>
<tr>
<td>Violence, 5</td>
<td></td>
</tr>
<tr>
<td>Virtual reality (VR), 196–197</td>
<td></td>
</tr>
<tr>
<td>dashboard, 197</td>
<td></td>
</tr>
<tr>
<td>Visa Exemption Road Map, 104</td>
<td></td>
</tr>
<tr>
<td>Visual, auditory and kinesthetic styles of learning (VAK styles of learning), 194</td>
<td></td>
</tr>
<tr>
<td>Wage labourers, 46–47</td>
<td></td>
</tr>
<tr>
<td>Wars, 159</td>
<td></td>
</tr>
<tr>
<td>Waste management, 235</td>
<td></td>
</tr>
<tr>
<td>Wastewater treatment plants, 223</td>
<td></td>
</tr>
<tr>
<td>Water pollution, 222–223</td>
<td></td>
</tr>
<tr>
<td>Wellness packs, 228</td>
<td></td>
</tr>
<tr>
<td>Western children’s literature, 211</td>
<td></td>
</tr>
<tr>
<td>Wild Classroom, 153–154</td>
<td></td>
</tr>
<tr>
<td>Women empowerment, 235</td>
<td></td>
</tr>
<tr>
<td>Working child(ren), 47–48, 58</td>
<td></td>
</tr>
<tr>
<td>general impact and results, 60–61</td>
<td></td>
</tr>
<tr>
<td>legal situation for working children in Turkey, 63</td>
<td></td>
</tr>
<tr>
<td>situation in turkey, 60</td>
<td></td>
</tr>
<tr>
<td>World, 39</td>
<td></td>
</tr>
<tr>
<td>World Day Against Child Labor, 39</td>
<td></td>
</tr>
<tr>
<td>World Health Organization (WHO), 221–222</td>
<td></td>
</tr>
<tr>
<td>World Wildlife Fund (WWF), 153–154</td>
<td></td>
</tr>
<tr>
<td>X-Y-Z-Alpha-Beta-Gamma generations, 18–19, 22–26</td>
<td></td>
</tr>
<tr>
<td>Baby Boomers, 22</td>
<td></td>
</tr>
<tr>
<td>delta generation, 26</td>
<td></td>
</tr>
<tr>
<td>general assessment on types and levels of participation, 26–27</td>
<td></td>
</tr>
<tr>
<td>Silent Generation, 21–22</td>
<td></td>
</tr>
<tr>
<td>types and tendencies of participation by generations, 27–29</td>
<td></td>
</tr>
<tr>
<td>Yavru Tema, 152</td>
<td></td>
</tr>
<tr>
<td>Youth Council. See Children’s Ombudsman Advisory Group</td>
<td></td>
</tr>
<tr>
<td>Youth for Climate Action movement, 151–152</td>
<td></td>
</tr>
<tr>
<td>Z generation, 19–20, 24</td>
<td></td>
</tr>
</tbody>
</table>