


Other Children, Other Voices: Education and Exclusion and the Duty to Progressively Realise Children's Rights

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1. Brief summary of what the research is about.	<p>The research examines the concept of 'progressive realisation' of children's rights. In the examination of this concept, the researcher adopts the phenomenon of school exclusions in England as a case study. Specifically, the research examines this reality, both procedurally and substantively from a children's rights perspective, using the right to education as a benchmark. In adopting a child-participatory methodology, the research examines whether the current system of school exclusions in England is compatible with not only basic children's rights standards but also with the concept of 'progressive realization' which underpins many of those standards, including education.</p>	
2. What are the research questions?	<ol style="list-style-type: none"> 1. How is 'progressive realisation' defined from a children's rights perspective? 2. Is the system of school exclusions in England compatible with the right to education from a children's rights perspective? 3. Are school exclusions compatible with the concept of progressive realisation as espoused in 	

	the Convention on the Rights of the Child (1989)?
3. What, if any, outputs so far?	No outputs so far as the fieldwork is commencing at present
4. What outputs are planned?	<ol style="list-style-type: none"> 1. Child-led research to yield rich and authentic data from children and young people regarding the system of school exclusions in England. 2. Semi-structured interviews with young people to ascertain their personal subjective experiences of school exclusions.
5. What is the anticipated impact?	<ol style="list-style-type: none"> 1. The research will yield observable public interest benefits and reframe school exclusions within a human rights context. 2. The child participatory nature of the research will bring an authenticity to the data. The views and experiences of excluded children, including their interaction with the relevant service providers (head-teachers/school governors etc.) will enable the researcher to identify any gaps, anomalies and common themes which should be remedied in order to make the exclusion process more compatible with children's rights standards.
6. Comments / additional information / requests for data or input from the broader administrative justice community	The researcher welcomes any comments and information from people working in the area of school exclusions or more broadly, in education law and/or children's rights.