Teenage pregnancy and Education

Girls’ right to education and how it is affected by pregnancy
before the age of eighteen

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By Despoina Georgiadou
Supervised by Dc. Sylvie Langlaude

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Abstract

The aim of this thesis is to shed light on the ways the right to education of teenage mothers is affected in the cases of Greece and Northern Ireland. For the assessment of this right are used the 4As scheme for evaluating whether education is accessible, available, acceptable and adaptable and states’ obligations of respect, protection and fulfilment. Despite the fact that the right to education is protected by various international, national and domestic legal documents in the two referred countries, reality differs from theory. Teenage mothers face lack of policies and insufficient monitoring of the existing ones with regard to their education. They are unaware of their rights in order to claim them and when this is not the case, bureaucracy hardens the realisation of their rights. Schools neither adjust to the needs of school age mothers, nor prepare them for the job market and most of the times schools’ personnel defines their educational future. Lack of benefits and tutors for their due date, uniform changes and difficulties in transportation towards their school, child’s nursery and home enhance the disengagement of teenage mothers from education. This thesis presents the weaknesses between theory and practice, but on the other hand by the analysis of these cases, the author highlights the situation within Europe and specifically in Greece and in Northern Ireland.
Acknowledgements

Looking back at this dissertation, I realise that its successful completion was a multi-factor result. First and foremost, I would like to express my gratitude to E.MA for my overall experience and the chance that I was granted to enter Human Rights field and to make a dream come true. Many thanks to my supervisor with whom we managed to combine two different sciences into a piece of work and to shield a gold cooperation. Sincere thanks to the participants of my research and the organisations that helped with the realisation of the conducted interviews.

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Last but not least, I devote this dissertation to my friends who believed in me, encouraged me a lot and they wanted to finish my dissertation successfully more than anyone. “Guys, we did it!”
## Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>AED</td>
<td>Additional Educational Needs</td>
</tr>
<tr>
<td>CEDAW</td>
<td>Convention on the Elimination of All Forms of Discrimination Against Women</td>
</tr>
<tr>
<td>CRC</td>
<td>Convention on the Rights of the Child</td>
</tr>
<tr>
<td>DENI</td>
<td>Department of Education Northern Ireland</td>
</tr>
<tr>
<td>DHSSPS</td>
<td>Department of Health, Social Services and Public Safety</td>
</tr>
<tr>
<td>ECHR</td>
<td>European Convention on Human Rights</td>
</tr>
<tr>
<td>ECOSOC Rights</td>
<td>Economic, Social and Cultural Rights</td>
</tr>
<tr>
<td>ELB</td>
<td>Education and Library Board</td>
</tr>
<tr>
<td>GCSC</td>
<td>General Certificate of Education</td>
</tr>
<tr>
<td>ICCPR</td>
<td>International Covenant on Civil and Political Rights</td>
</tr>
<tr>
<td>ICESCR</td>
<td>International Covenant on Economic, Social and Cultural Rights</td>
</tr>
<tr>
<td>NI</td>
<td>Northern Ireland</td>
</tr>
<tr>
<td>OAED</td>
<td>Manpower Employment Organisation</td>
</tr>
<tr>
<td>OEK</td>
<td>Worker’s Housing Organisation</td>
</tr>
<tr>
<td>SAM</td>
<td>School-Age Mother</td>
</tr>
<tr>
<td>SEU</td>
<td>Social Exclusion Unit</td>
</tr>
<tr>
<td>TPS</td>
<td>Teenage Pregnancy Strategy</td>
</tr>
<tr>
<td>TPU</td>
<td>Teenage Pregnancy Unit</td>
</tr>
<tr>
<td>UDHR</td>
<td>Universal Declaration of Human Rights</td>
</tr>
<tr>
<td>UK</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations International Children’s Emergency Fund</td>
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Georgiadou, Despoina

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