Building Partnerships with Academia to Further Child Rights in Higher Education in South Asia

SAVE THE CHILDREN SWEDEN

The emergence of a rights-based approach to development in recent years has brought a massive change in the perspective and work of organizations in the development sector. The convergence of 'rights' - mostly used by human rights practitioners - and 'participation' - mainly used by development organizations to empower people - has given legitimacy to both players. The human rights actors increasingly understand the relevance of 'participation' to further and safeguard the rights of the marginalized in particular and society in general. The development practitioners, too, are increasingly adopting human rights instruments in furthering and giving legitimacy to their work. This partnership has created numerous gateways for thinking, creating new policies and programs and developing innovative approaches. However, for some the 'rights-based approach' is confusing and requires demystification.

The Emerging Trend: Rights-based Approach and Child Rights

The language of the rights-based approach to development is the language of claim, entitlement and legitimacy. When applied to children, it challenges our traditional and comfortable conceptualization of young people and their roles in society and national development. The resulting changes in development paradigms, change ways in which we perceive children. The rights-based approach advances children's rights, but brings in new challenges. The Global Movement for Children and the United Nations (UN) Special Session on Children highlighted some of these advances and gaps, while giving impetus to the movement for children's rights. Many international development agencies, including the UN, recognize the importance of the rights-based approach and aim to integrate it into their work. In addition, this change has created a new meaning of the word 'development'.

Simultaneously, it has led to a shift in the perception of children 'becoming' human beings to 'active social beings'. Children's views and concerns about their own rights have increasingly come to the forefront of the development community.

In 1989, UN adopted the Convention on

the Rights of the Child (CRC), which has been ratified by almost all the countries, except USA and Somalia.[1]

The CRC highlights the need for safeguarding and promoting the rights of the child. It clearly spells out, the roles of different duty bearers to reach the goals it has set out. It calls on the different duty bearers to recognize and integrate child rights in their work.

Rationale: The Role of Academia

Acceptance of any subject in the realm of people's life and its importance depends a lot on how the important social institutions accept and internalize it in their functioning. Academia is one such social institution, which needs to be brought into the loop to make child rights a reality. Academia not only helps in setting a course but also in developing a discourse, that generates dialogue in the society. Save the Children Sweden, which has experience of over eight and half decades in working for the development of children (established in 1919), recognizes Academia as an important duty bearer to promote and protect the rights of children. It perceives academia as an important player in addressing the emerging issues in the children's rights sector. Moreover, academia is the vital link between theory and practice of child rights. It plays a central role, in preparing a new generation of professionals with a clear understanding of child rights and its application.

However, despite a paradigm shift in approaches to children and childhood, child rights is yet to emerge as a discourse in the academic arena in South Asia. Issues relating to child rights have not been adequately integrated in various disciplines.

Therefore, there is a need to bring academia and the practitioners on one platform, for a long-term partnership towards actualization of child rights.

Save the Children Sweden is working to advance Child Rights Programming (CRP) in South and Central Asia, which involves building a constituency in and strategic partnerships with the academic institutions in South Asia. In this endeavor, the organizations realize the importance of the strategic link between academia and practitioners, to increase professional capacity and expertise in the implementation of CRP. Lessons from the larger development movement and from the women's movement, in particular, clearly demonstrate that a partnership between academia and activism can result in a wider success, both in terms of civil society participation and acceptance in academic discourse.

Save the Children Sweden, Regional Office for South and Central Asia aims to build such a partnership between the academia of South Asia and practitioners. However, in the region, there are presently very few universities or academic institutions that offer a comprehensive course in child rights. Moreover, many academics with degrees from western universities have been investing in South Asia for research and/or practical experience in the course of their studies, but unfortunately, majority of them return to the west once they have completed assignments here. Few of them partner with South Asian universities to further child rights as an academic discourse mainly as there are limited universities offering child rights courses in the region.

Recognizing the importance of linking academia with the child rights movement, Save the Children Sweden, Regional Office for South and Central Asia, in 2004 started a process of consultation and building partnership with the academic institutions of the region (Bangladesh, India and Nepal). This was done with a view to develop child rights as a subject of academic discourse.

Reflections and Limitations

It is important to mention that Save the Children Sweden sees itself only as a facilitating organization in this process. We are still learning and we do not claim that this work is

conclusive. We must admit that we have only taken few steps. We do not intend to make claims but do endorse the need to work more closely with academia on child rights, to create a long-term human resource capacitated in child rights in the region.

Process Followed

CRP has taught us to work to build a larger constituency of child rights advocates and practitioners. Further, we think it is imperative to have a partnership with the academia. We plan to work with the media, corporates and religious leaders in the near future to harness similar and interlinked partnerships. Save the Children Sweden's work on capacity building in application of Child Rights Programming and development of a programming tool of CRP, over the last four to five years led to a very conscious learning. This is that Save the Children Sweden cannot go on for the next few years running capacity building workshops at the regional and country level. We were compelled to think beyond the conventional way of running training programs. Many country level experts mentioned the need for a more strategic and a long-term plan. In September 2002, when many Save the Children colleagues came together to prepare a regional strategy on CRP the need to strengthen alliance with the academia was mentioned. The first discussion to work on this began in January 2003, but it did not find much support.

Later, in 2004, a regional mapping was undertaken with an objective to explore academic interest on child rights in the region. This was received with much enthusiasm and support from eminent academicians in the region and beyond. The rest is history…

It is not the first time that efforts to link with academia and child rights have been made. We do not make any claims to be the pioneer as we feel that Save the Children Sweden is a catalyst and a galvanizing force to work with like-minded organizations to bring forward a child rights discourse in the region.

I. Consultation with NGOs

Prior to embarking on the work with academia, Save the Children Sweden invested in consultation with development organizations in the region. The objective was to understand the need of the organizations in terms of human resource capacity and the supply chain of professionals, who wish to work on child rights issues. During these consultations, it came out very clearly that most of the professionals build their perspective during their professional work, as their academic background does not provide sufficient insights on child rights as required by the sector.

II. Assessment Study of Key Institutes

Save the Children Sweden, Regional Office for South and Central Asia began a three month-long consultation process in 2004 with key academic institutions in the region.[2] Before starting the consultation, a concept paper was developed and sent to all the key academicians to get their feedback. In order to get first hand reactions, meetings were organized with the representatives and heads of departments of these institutions and the relevance of the issue was explained. In addition, they were oriented as to how Save the Children views this new partnership. From the beginning, Save the Children Sweden made its stand clear to the academic fraternity that the initiative is not funding driven, rather it looks at academia as an important duty bearer in strengthening child rights movement in South Asia. The entire consultation process lasted for two and half months. During the period, various meetings were held and the researcher personally went to meet them. The curriculum of the various courses and programs offered at Masters and Bachelors degree levels were reviewed to understand the present positioning of child rights. The

concerned faculty members were interviewed as to ways the papers are approached and dealt with in the classroom.

The discussion with the academicians mainly revolved around following key issues:

- The emergence of a child rights based approach and the role and response of the academic sector.
- The need to talk about child rights, its importance in academia and how the academic sector perceives it.
- Challenges before academia with regard to child rights.
- Possibilities of incorporating child rights at various levels of courses and programs.
- Market response to such courses and programs.

Response from Bangladesh

The response of the academic sector was very encouraging from all three countries, but at the same time, they were different.

In Bangladesh, the possibility of starting a separate program was very remote as most of the academicians felt that they have to take prior approval of the University Grant Commission. This is due to the fact that initiating a program has both financial and human resource implications. Another concern expressed by the academicians is the emergence of private universities in the country that are now offering more market-oriented courses and programs like MBA, engineering etc. In such a scenario, who will be the takers of a program such as child rights? At the same time, they expressed the need of integrating child rights in higher education and making it a discourse.

Academicians from anthropology and sociology, in particular, expressed the need for understanding the concept of 'childhood' from a South Asian context.

They voiced their regret at not being able to offer a comprehensive understanding of childhood by any South Asian researcher.

In terms of contribution, the academic fraternity has a lot to offer. However, they felt that the possibilities of launching a separate program at the moment are very slim but child rights could be offered as a subject (and can be elective paper) at Bachelors and Masters level.

Response from India

Consultations in India took place mainly with Social Work Departments who are already conversant with the development language. Therefore, the responses from all the institutes and academicians were encouraging. Social Work and Development Studies are established professions in the country and faculty members of these departments are aware of recent changes taking place in the development sector. During discussions with faculty members of Social Work colleges, various opportunities were explored. Some of the viable options to integrate and/or introduce child rights suggested by the various departments were as follows:

- Integrate child rights in the existing curriculum at Bachelors and Masters level
- Launch a certificate program of three six-months on child rights
- Launch a post graduate diploma in child rights.

Discussions were held on who will be the students for such courses. The opinions varied, but one common thread was that everyone felt the need to understand development from a child-rights-based approach in the curriculum. In recent years, the Government of India has encouraged the universities to start self-financing programs, provided the courses and programs meet the requirements set by the University Grant Commission of India.

The universities in India have the authority to introduce any program, as they do not require any prior permission from UGC if government finance is not involved. This new flexibility in functioning helped in the discussions and almost all the colleges and universities showed their willingness to join the endeavor.

Response from Nepal

Although Nepal is the hub of many of international non-governmental organizations) (NGOs) and UN agencies, 'development' as a subject of academic discourse does not have any recognition here. In recent years, one of the leading colleges[3] of the country has started a Bachelors Programme in Social Work Education. Therefore, the college became the first choice for pursuing this agenda. The response of the college was very encouraging, but the affiliating University did not show much interest on the issue. However, to begin with, the concerned Department in Xavier's College agreed to integrate child rights in the existing curriculum of Bachelors in Social Work Program. In addition, the Department agreed to initiate a Child Rights Resource Centre for the use of students, researchers and practitioners.
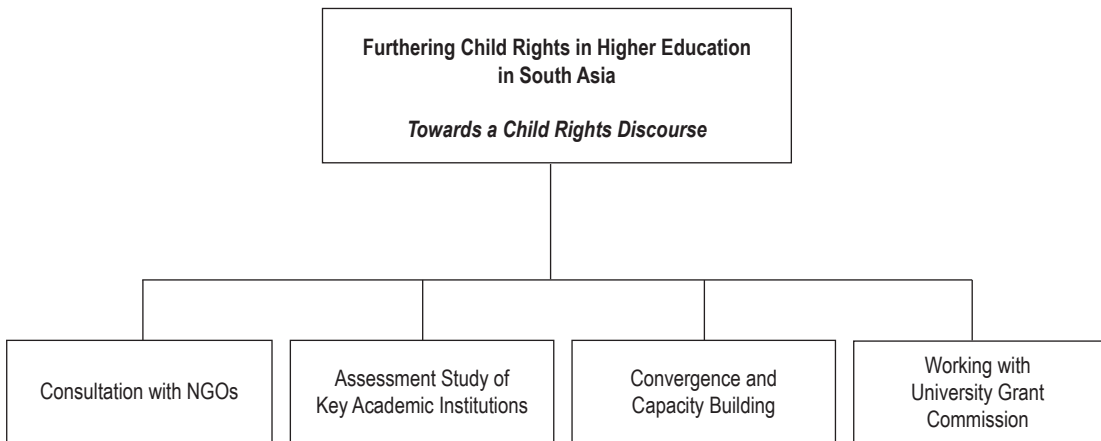
III. Consultation with University Grant Commission

In South Asian countries[4] the universities and colleges are managed and controlled by the University Grant Commission (UGC), which is created by the respective governments under the aegis of Ministry of Education. The role of UGC is to regulate funding, monitor the functioning of the universities, set guidelines, frame mechanisms and provide affiliation and accreditation to the various courses and programs. In countries where the consultations took place, higher education is subsidized and the government, through the UGC, gives financial support to the universities and colleges. The UGC provides guidelines and frames policies for the effective implementation of the government's education policies. In addition, it recommends to the governments to introduce new courses and programs to meet the growing and changing requirements of the academic sector. In view of its strategic importance in furthering child rights in higher education, meetings were organized with the members and others senior officials of UGC. The agenda of the meeting

was to orient them of the need for child rights courses in higher education and to explore ways in which the government can come on board to further this work. The purpose of such meetings was also to garner the support of UGC and prepare a long-term strategy to lobby with the government of respective countries to introduce various courses and programs in child rights. Since child rights is a very new stream in the academic arena of South Asia, its acceptance by the academia is going to be difficult. Save the Children Sweden, in the entire process of its work, recognized that dialogue with all the stakeholders is necessary for its acceptance. The entire approach of Save the Children Sweden is to look at academia as a duty bearer. Therefore, it became very crucial to sensitize and mobilize the policy makers to accept child rights as a subject of academic discourse by bringing it into the national curriculum.

IV. Convergence and Capacity Building

Another important approach Save the Children Sweden adopted is to bring likeminded academicians on to one platform, where they can meet practitioners and develop synergy of approach, ideas, perspective and methods. Save the Children Sweden recognizes this synergy as an important link to bridge the gap and demystify some of the myths associated with this new convergence and to dispel some of the confusions and fears both stakeholders expressed during the consultations. The convergence was important from a regional perspective as it provided an opportunity for academicians of the region to come together and share their thoughts and learn from each other's experiences. From Save the Children Sweden's perspective, this was an opportunity to orient them on Child Rights Programming Approach and to discuss in detail the perspective of Save the Children Sweden on linking child rights with academia of the region.

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│  Furthering Child Rights in Higher       │
│          Education in South Asia         │
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│     Towards a Child Rights Discourse     │
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Consultation with NGOs	Assessment Study of Key Academic Institutions	Convergence and Capacity Building	Working with University Grant Commission

Four Dimensions Approach

Save the Children Sweden recognizes the need for building the capacity of the academia on child rights issues. Child rights is a growing sector in the region and there is not one definition or approach for working on this issue. Hence, it became very important for Save the Children to build their capacities on the approaches and framework that it uses. Some of the important issues on which the academia was capacitated are:

- Childhood - definition, concept and childhood in South Asia
- Right based approach to development
- International human rights instruments, with a special focus on CRC
- CRC principles, structure and reporting mechanisms
- Child Rights Programming, survival and development, best interest of the child, participation, non-discrimination and accountability
- Tools for application of child rights in programs
- Role of academia, challenges, areas to work further, and

- Integrating child rights in thematic sectors namely education, child protection, emergencies, etc.

This long endeavor resulted in some very important partnerships with academicians of the region. The outcomes are enumerated below:

Bangladesh

Integration of child rights in present curriculum

The Department of Anthropology at Jahangirnagar University, Savar has taken the initiative of undertaking research on the subject at M.Phil and PhD levels. In addition, it has introduced a paper at the Masters level on child rights. National Open University, Dhaka, which runs programs in correspondence courses, has integrated child rights in the Masters Programme in the Department of Sociology.

Establishment of Child Rights Resource Centre

The Department of Anthropology has established a Child Rights Resource Centre in the University.

National Seminar on Furthering Child Rights

The Department of Anthropology, Jahangirnagar in collaboration with Save the Children Sweden organized a two-day seminar on child rights and allied themes. University faculty from various departments and universities across Bangladesh, practitioners and activists participated in the seminar. More than eight papers were presented on various themes related to child rights.

India

Post Graduate Diploma in Child Rights: Department of Social Work, Jamia Millia Islamia, New Delhi

The Department of Social Work, Jamia Millia Islamia, a central university located in New Delhi, has launched the first Post Graduate Child Rights Diploma in the region, which is presently offered as a part time course for one year. The course has received immense recognition within the sector and people from diverse backgrounds have shown their willingness to be part of it. The course has received a very encouraging response and applicants from various backgrounds have applied for admission.

The profiles of the present batch of students are extremely diverse. Medical practitioners, lawyers, research scholars, trained and professional social workers and journalists have got admission in the program.

South Asia Regional Seminar on Furthering Child Rights in Higher Education: Opportunities and Challenges

Save the Children Sweden, Regional Office for South and Central Asia, along with Department of Social Work, Jamia Millia Islamia, New Delhi; Save the Children Canada, Asia Regional Office and University Grant Commission, India organised the first South Asia Regional Seminar on *Furthering Child Rights in Higher Education – Opportunities and Challenges* during 28-29 March 2006 in Delhi.

Nepal

Establishment of a Child Rights Resource Center

Xavier's College in Nepal in collaboration with Save the Children Sweden has also established a Child Rights Resource Center. The Center is now used by students, researchers and practitioners. The Center is the first of its kind in the country.

Integration of Child Rights in the present Curriculum

In Nepal, Xavier's College and Kadambari College have included Child Rights[5] as a paper at Bachelors and Masters level.

Challenges and Learnings

Continuous dialogue is pivotal for accepting new concepts. It also helps in bridging the gap and dispelling mistrust. It helps to bring people on one platform and promotes crossfertilization of ideas.

Working with the academia in the region is challenging, as the way the academia is perceived in the region is very different from other parts of the world. Academia has its own understanding, explanation and perspective about child rights that may not match with the approach of the field-based organizations. Bridging this gap is always challenging.

Making the curriculum relevant and in tune with the demand of the sector is very crucial. An analysis of the courses being offered is very necessary. At the same time, the regional and national perspectives must be reflected in the curriculum.

In the development of curriculum it is important that discussions take place between the academicians and practitioners. There is a need to facilitate a closer interaction between academia and NGOs working to promote child rights.

Understanding the administrative proce-

dure of the universities is crucial in furthering child rights. The universities and colleges are regulated by the University Grant Commission (UGC) in the countries, and convincing the UGC for such a program is difficult. Understanding bureaucratic procedure of the education department is important for the success of such initiatives.

Building the capacity of the academic sector is very challenging. It is very important to develop methodology that is non-threatening and factors in the understanding of the academia. The key is to build on the existing knowledge base of academia and explore ways to create more knowledge from practice. In short, knowledge creates practice and practice creates knowledge.

Another challenge was to decide at the scale at which the program should be developed and spread. Expectations are very high and fulfilling such expectation is difficult at times.

Working closely with children's organizations and bringing them as resource persons will be crucial to students' learning. There is a need to promote children as social actors and citizens who are taking action to bring social change.

Partnership with Save the Children Canada, Asia Regional Office in India, Save the Children Sweden-Denmark in Bangladesh, Save the Children Norway in Nepal has been important to get support from other Save the Children Alliance members to forward child rights knowledge base in the region. We are hoping that Save the Children in Sri Lanka will join the work in their new Country Strategic Plan Period starting 2007.

Finally, the biggest challenge is to ensure that this does not become a funding driven process, rather that the academia takes on more responsibility to self- finance or cofinance this initiative. They key is to make it accessible and affordable for more and more professionals from various walks of life.

Given our experience and learning in this work, Save the Children Sweden foresees the next steps as follows:

A high level of commitment in the higher education policy is essential

The need to influence government's higher education policy to promote child rights as a discourse is the key for the long-term sustainability of this initiative. Efforts will be made to work with SAARC (South Asian Association for Regional Cooperation) on regional academic meetings on child rights with education ministers and UGC heads.

A regional steering group complimented by a county steering group on child rights discourse

The need to create a sustainable regional structure and the country's self-governed structure will be crucial. This needs to be led by academia, child rights organizations and children's bodies.

Promotion of child rights research - towards a discourse

More South Asia research on child rights through M.Phil and Ph.D programs will contribute to the creation of a child rights discourse. This needs to be encouraged in all professions that affect a child, namely, medicine, law, education, sociology, psychology, business, army, media, social work, sociology, etc.

Child Rights Study Centers

The Department of Social Work, Jamia Millia Islamia, is exploring the establishment of a Child Rights Study Centre. The purpose of the center will be to build a center that undertakes research, develops paradigms and discourses, advocates for policy change, and does budget analysis. Similar initiative has been planned for Dhaka in Jahangirnagar University.

Way Ahead - Future Plan

Emerging partnership with Tata Institute of Social Science and National Law School, India

Tata Institute of Social Science (TISS), a deemed University based in Mumbai, in collaboration with National Law School, Bangalore is in the process of starting a program on child rights. Save the Children Sweden is expected to provide technical support to run this program, including the capacity building of the faculty members.

Furthering child rights in higher education in Sri Lanka, India, Pakistan and Afghanistan

Recently, Sri Lanka has also come on board. National Institute for Social Development in Colombo, the only Social Work institute in the country that gives an academic degree in Social Work, has asked for technical support to include child rights in the course offered by them.

Including children and young people as resource person

The next phase is to include children and young people as resource persons in these institutes, so that students undergoing the child rights program can have first hand experience of the issues and experiences of children.

Creating close ties with Child Rights Education for Professionals (CRED-PRO)[6]

The need to link with International Child Rights Education Professional Network will be important to bring a new dimension and more so for building a global child rights discourse.

Linkages with other Save the Children Sweden regional initiatives on work with academia

The need to link with the Latin American network and the European network on child rights and academia will be the key for enabling cross fertilization.

Linkage with corporate sector and other institutions

It is crucial to find allies in the corporate sector. The link could be through Corporate Social Responsibility (CSR) initiatives in the region. The need to mainstream child rights discourse in media studies will be significant in the future. There is already an interest from the regional studies centers to spread knowledge and training on child rights.

Distance Education Program

There has been a mammoth interest from colleagues in the field to enrol in a distance program on child rights, which adds to their qualification and knowledge. Interest from other regions of the world, in distance education has come from East Asia, Middle East, Europe and Africa.

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Endnotes

[1] See the list of countries that have signed and ratified the CRC in the website of the Office of the United Nations High Commissioner for Human Rights (OHCHR), http://www2.ohchr.org/english/bodies/ratification/11.htm (accessed 12 May 2008).

[2] **Bangladesh**: Department of Development Studies, Department of Peace and Conflict, Faculty of Law, University of Dhaka; Department of Anthropology, Jahangirnagar University, Savar, Dhaka; University Grant Commission, Bangladesh

India: Department of Social Work, Jamia Millia Islamia, New Delhi; Department of Social Work, University of Delhi; Tata Institute of Social Science, Mumbai; Nirmala Niketan College of Social Work, Mumbai; Xavier's Institute of Social Science, Ranchi; University Grant Commission, India

Nepal: Xavier's College Kathmandu, Kathmandu University.

[3] Department of Social Work, Xavier's College, Kathmandu.

[4] Bangladesh, India and Nepal.

[5] See Annex C.

[6] Child Rights Education for Professionals (CRED-PRO) is an international initiative, endorsed by the United Nations Committee on the Rights of the Child, to develop educational programs on the human rights of children for professionals working with and for children. The goal is to provide the tools through which professionals can better understand, appreciate, apply and respect the principles and standards of the CRC in their day-to-day practice, as well as policy and research, in order to improve the development and quality of life of children. See www.uvic.ca/iicrd for more details.

ANNEX A

Syllabus for Diploma in Child Rights,
Department of Social Work,
Jamia Millia Islamia, New Delhi

Paper: I
Children and Society

This paper will forward core concepts of child rights that stem from understanding the diversity of childhoods, child development and life stages of girls and boys from an 'evolving capacity' approach. In addition, it will establish the need to understand the impact of socialization though social institutions on the lives of girls and boys including society per se.

Unit I:
a. Child and childhood: concept and definition
b. Stages of Child Development: infancy, childhood, preadolescence, adolescence, young adulthood
c. Developmental Needs of Children: the Life Cycle Approach: physical, social, emotional and cognitive
d. Socialization: concept, development of self, internalisation of social norms

Unit II:
a. Adolescence and Young Adulthood: early and late adolescence
b. Needs of Adolescents: physical, emotional, cognitive and social
c. Problems in growing up: tension between self and society, developing a mature value system, making career and life style choices, developing mature gender roles
d. Life Skills, Adjustment and Maladjustment

Unit III:
a. Role of family, school, peer group, mass media in socialization

b. Social Stratification and differentiation (religion, caste, gender, etc.)

c. Power and Society: meaning of power, power and prestige, authority, power as balancing factor, patriarchy and hegemonic forms of masculinities

d. Key ethical issues concerning children

Paper: II
Situational analysis of children in South Asia

This paper will bring forth the realities of girls and boys living in India in particular and South Asia in general. The need for improved and diversity-friendly data and analysis will be emphasized in this paper. Key principles of child rights such as accountability, non-discrimination and participation will be introduced. Important policies, laws and acts related to children will be introduced as well.

Unit I:

a. Demographic Profile: rural, urban, gender and age disaggregated

b. Profile of children in difficult circumstances, vulnerable children, children requiring care and protection: child labor, street children, disability, juvenile justice, substance abuse, child abuse, HIV/AIDS

c. Communal conflicts, natural disasters, internal and external displacement, indigenous groups

d. Children- physical environment, education, health, etc.

Unit II:

a. Constitutional provisions and major national policies in India: child welfare policy, health, education, labor policies, etc.

b. Devadasi Act, Indecent Representation of Women Act, Indian Penal Code (IPC), Immoral Trafficking Prevention Act (ITPA), Juvenile Justice Act (JJA), Young Persons Harmful Publications Act

c. Child Labour Act, Factories Act, Mines Act, Shops and Establishment Act, Apprentices Act, Plantation Labour Act, Children's Act 1974

d. Governance issues, accountability, transparency

Unit III:

a. Issues of vulnerability, protection, survival and development

b. Core principles regarding children: accountability, child participation, equality and inclusion

c. Process of policy formulation: steps and stages

d. Influencing policy and reform-role of civil society

Paper: III
Rights-based approach and human rights instruments in South Asia

This paper will introduce students to the core concepts of a human-rights-based approach to development with special focus on child rights. The most crucial element of the application of child rights from a child-rights-based approach will be elaborated. The students will learn about key human rights instruments that affect the lives of girls and boys.

Unit I:

a. Historical evolution of the concept of rights, from welfare to entitlement

b. Freedom struggles and national movements - India, South Asia

c. Development of the Rights Based Approach

d. Principles of Human Rights: universality and inalienability, indivisibility, interdependence and inter-relatedness, equality and non-discrimination, participation and inclusion, accountability and rule of law.

Unit II:

a. International Declarations and Conven-

tions:

International Convention on the Elimination of All Forms of Racial Discrimination (ICERD), International Covenant on Economic, Social and Cultural Rights (IC-ESCR), International Covenant on Civil and Political Rights (ICCPR), Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), Convention Against Torture and other Cruel, Inhuman or Degrading Treatment or Punishment (CAT), Convention on the Rights of Persons with Disabilities (not yet in force)

b. Convention on the Rights of the Child (CRC)
c. The Millennium Development Goals
d. Role of international and non-state duty-bearers

Unit III:
a. The Rights Based Approach (RBA) : civil and political rights and economic, social and cultural rights
b. Components of the Rights Based Approach: linkage to rights, accountability, empowerment, participation, non-discrimination and attention to vulnerable groups
c. Legislative basis of the RBA
d. Apparatus for rights

Paper: IV
Methods of working with children and participatory working skills

This paper will provide an in-Department understanding of skills, tools, techniques and methods for working with girls and boys in various settings. The paper will discuss the concepts of case management, group formation and community organization. The working methods for both adults and children will be compared.

Unit I: Working with children (one-to-one)
a. Case work, counseling and psychotherapy
b. Working with children in need of care and

protection - victims of abuse, trafficking, disasters
c. Rational Emotive Therapy, Family Therapy
d. Behavior modification, crisis intervention

Unit II: Working with Groups
a. Stages of group development
b. Group dynamics, types of groups (concepts of children's organizations and child-led initiatives)
c. Techniques: group discussion, group therapy
d. Gestalt Therapy, Transactional Analysis

Unit III: Participatory Community Work
a. Community work, concept and principles
b. Strategies of community work, neighborhood development, systems
c. Concept of participation, the RRA-PRA-PLA[1] continuum
d. Tools of working with children: child-to-child, consulting with children, children and creative media

Paper: V
Research Methods, Monitoring and Evaluation

This paper will teach the students core concepts of research methodology. It will acquaint students on ethical guidelines and practices for working with children on research. Some creative examples on participatory research will be covered as well.

Unit I:
a. Research: process and types: exploratory and experimental
b. Research with children, ethical issues, gaps, priorities
c. Child participation in research, issues and areas of involvement
d. Conventional and participatory research
e. Analyzing children's voices and action

Unit II:

a. Hypothesis: importance and types, and types of research design
b. Determining objectives and sampling, types
c. Tools of data collection: observation, interview schedule, Focus Group Discussion (FGD), peer research
d. Data processing, analysis and report writing

Unit III:

a. Monitoring and Evaluation (M&E): concept
b. Process and impact monitoring, outcome mapping, global impact monitoring
c. Process and summative evaluation
d. Designing a participatory M&E framework with tools of self monitoring, participatory impact monitoring

Paper: VI
Program Management

This paper will pull the learning from other papers into practical ways of working in programs and projects for furthering child rights. The students will be introduced to the very practical tools such as checklists, guidelines, tools kits in Child Rights Programming.

Unit I:

a. Child Rights Programming: concept and definition
b. Principles of Child Rights Programming
c. Child Rights Programming Tools and their application
d. Rights Based organizational development, organizational management and institutional development
e. Program model approach: goal, purpose, input and output.

Unit II:

a. Rights Based Project Cycle, steps

b. Situational Analysis: steps, sources of information, problems and objective tree
c. Causality Analysis: Immediate and root causes; gender and power analysis
d. Duty-bearers Analysis : need and process

Unit III:

a. Child-rights-based project proposal (checklist on writing, reviewing, etc.)
b. Project appraisal : social, technical and financial
c. Means and costs
d. Time Line and Gantt Chart
e. Role of project manager in project management.

Paper: VII
Networking and Advocacy

This paper will emphasize the need for networking and use of advocacy for realizing child rights. Children's involvement and participation in these advocacy processes is essential to ensure that they are recognized, empowered and strengthened as rights-holders and appropriate child-friendly measures are taken. Children need to be recognized as partners in the decision-making and follow-up process.

Unit I:

a. Networks and networking: purpose of networking
b. Power of networks for realizing child rights
c. Models of networks: Fishing Net, Spiders Web, Pyramid, and Cluster, Web-based networking
d. Challenges and sustainability of networks and networking

Unit II:

a. Advocacy: strategic planning for advocacy and community-centered advocacy
b. Issue Life Cycle characteristics and advocacy actions
c. Designing outreach strategies and advocacy

coalitions, partnerships and networking
d. Media advocacy and lobbying

Unit III:
a. Promoting children's participation and or-ganizations-guiding principles (child-led advocacy)
b. Key movements for Child Rights: Bandhua Mukti Morcha, Bal Panchayats, Bal Brigades
c. Other innovations and experiments - Child Line
d. Knowledge management: relevance of net-working and advocacy

Paper: VIII
Analytical Field Study

The analytical field study shall be conducted during Semester II. Students shall select one of the Field Projects in Advocacy and Rights Based Movements with children as active partners to conduct the in-depth analytical study. The key focus of this study will be to:
• Conduct a situational analysis of the issue
• Examine critically the existing interventions of the movement
• Identify rights-based intervention in the area and delineate suggestions for project and policy interventions.

Anthropology 504: Child Rights
Children constitute the most ignored and least understood segment of many developing societies. In this course, an attempt is made to problematize child rights as discourse within the broad context of human rights and develop-ment. Emergence of child rights as a discourse, importance of child rights, its relation with de-velopment as well as rules and regulation, that are in force both nationally and internationally will be addressed. This course has been designed as a general course to give the students a good grasp of the various issues related to child rights. This will help them become sensitive to child rights issues.

Contents
a. **Child Rights from Historical Perspectives:** Emergence of child rights as a development discourse; locating child rights in a historical perspective; child rights as part of human development; cross-cultural perspectives of child rights.
b. **Different Facets of Child Rights:** Child rights and human rights; universality and inalienability; equality and non-discrimina-tion; participation and inclusion; account-ability and rule of law; children as rights holders and social actors; the adult-child interface; cultural dimensions.
c. **The Context of Development of Child-hood:** The context of development of child-hood in different societies; different models socio-cultural construction of childhood; politics of childhood.
d. **Laws and Regulations on Child Rights:** Convention on the Rights of the Child; different conventions and laws; a review of these laws and regulations.
e. **Violation of Child Rights:** Types of viola-tion; violence against children; different forms of child exploitation: sexual abuse, child labor both domestic and industrial; child trafficking and its implication; ex-amples of violation: Bangladesh, India and Nepal.
f. **State of Children:** Situational analysis of children in South Asia.

ANNEX B

Paper on Child Rights
Department of Anthropology
Jahangirnagar University, Bangladesh

Total length of the sessions: 30 Hours
Number of sessions: 15 of 2 hours each

Unit 1:
Concept of Childhood (2 hrs)
- Childhood: 45 minutes
- Childhood and the principle paradigms of childhood: 45 minutes
- The paradigm shift in childhood: 30 minutes.

Unit II:
Human Rights and Child Rights:
(2 Hrs + 2 Hrs)
a. Evolution of Rights
- Rights and needs
- The Universal Declaration of Human Rights: 45 minutes
- Evolution and linkages with other rights: 45 minutes
- The need for a separate convention for children: 30 minutes.

b. International conventions on children
- CRC: the history and processes: 30 minutes
- Structure of CRC: 20 minutes
- The principles of CRC: 45 minutes
- The reporting mechanism: 25 minutes.

Unit III:
Child Participation
(2hrs + 2hrs + 2hrs = 6 hrs)
a.
- Understanding children as social actor: 30 minutes
- Understanding children's views: 60 minutes
- Hegemonic domination, embodiment and symbolic power: 30 minutes.

b.
- Concept of children's participation: 30 minutes
- Definition of children's participation and relevance to CRC: 60 minutes
- Meaningful participation of children: 30 minutes

c.
- The practice standard, ethical obligation (non-discrimination and accountability): 120 minutes

ANNEX C

Paper on Chid Rights
Masters in Social Work, Xavier's College, Nepal

Unit IV:
The principle of non-discrimination (4 hrs)
Discrimination - its forms and modalities in the society: 30 minutes
- Socialization of discrimination and its inter-generational perpetuation: 25 minutes
- The concept of non-discrimination and CRC: 25 minutes
- Combating discrimination: 40 minutes

Unit V:
Principles of Accountability (4 hrs)
- Meaning of accountability: 20 minutes
- CRC and accountability: 15 minutes
- Reasons and factors of non-accountable structure: 25 minutes
- Ways and means to strengthen the account-ability structure: 60 minutes

Unit VI:
Child Protection (2 hrs)
- Issues, forms and magnitude of rights viola-tion: 30 minutes
- Definition and scope of child protection: 30 minutes
- Strengthening structure and mechanism for protecting children from rights violation: 60 minutes

Unit VII:
Child Rights in Nepal (4 hrs)
- Children and education
- Children and health
- Children and violence
- Children and environment
- Children and community development

Unit VIII:
Applying the Principles of Child Rights

(6 hrs)
- Child Rights Programming (CRP) ap-proach: 60 minutes
- The concept and definition
- Principles of CRP and its application: 35 minutes
- Means and ways to apply CRP: 60 min-utes
- Addressing the immediate and underlying causes:
- Setting rights-based goal, Setting priority
- Addressing then power structure
- Multi-sectoral and coordinated approach

Endnotes
1 RRA - Rapid Rural Appraisal; PRA - Participatory Rural Appraisal; PLA - Participatory Learning and Action.