B.A. Social Policy and Development (SPD) Programme

Faculty of Social Administration

Thammasat University

Bangkok

Semester 1: Academic Year 2018-2019

(August to December 2018)

**SPD 444: Globalization and Child Rights**

**(UPDATED: 7 November 2018)**

**1.Course Coordinator:** Dr. Victor P. Karunan

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**2. Course Timings:** Wednesdays, 13.00 to 16.00 hrs

**3. Lecture Room:** tbc, Faculty of Social Administration, Thammasat University, Tan Prachan campus, Bangkok, Thailand

**4. Guest Lecturers:** - Dr. Mark Capaldi, Human Rights and Peace Studies Programme, Mahidol University, Salaya

- Ms. Beena Kuttiparambil, Chief, HIV/AIDS and Adolescent Development, UNICEF Thailand

- Mr. Aki Fushimi, Regional Advisor, Education, UNICEF East Asia and Pacific Regional Office, Bangkok

- Khun Sanphasit Koompraphant, Advisor, National Human Rights Commission of Thailand.

**5. Course Description:**

The course provides an overview of children’s rights using a human rights approach in the context of globalisation and the child, family, community and societal context in Asia. Starting with an understanding of current knowledge and research in childhood and child development, the course seeks to provide a comprehensive understanding of the historical evolution of the rights of children, discuss the main principles and provisions of the United Nations Convention on the Rights of the Children (UN-CRC) – including monitoring and reporting; discusses current issues and challenges faced in countries in Asia in relation to child rights (social policy, social protection, education, child protection) and the key child rights institutions and movements that have developed in the region over the past years.

**6. Teaching Methods:**

Each class will include lectures, learning exercises, etc. that will provide the overarching context of the session’s topic. Lectures are designed to explain and complement the reading materials. Assigned material must be read prior to class. Every student in the class is expected to actively engage and contribute to the exchange of knowledge, ideas and discussions in the class and during the entire course.

**7. Learning Objectives:**

The key learning objectives of this course include the following:

1. To understand childhood in its historical context and children’s rights as human rights in order to enhance our knowledge and perceptions of children in a globalising world.
2. To develop understanding of the overall purpose, provisions and principles of the UN Convention on the Rights of the Child and its implications for policies and programmes that address the needs and rights of children in the Asian context.
3. To critically examine key child rights issues in the Asia region, to understand the drivers, manifestations and challenges that Governments and stakeholders face in addressing the well-being and development of children – with special focus on the family, community and societal context.
4. To examine and enhance understanding of the child rights institutions and movements that have developed in the countries in Asia over the past decades and assess their potentials and capacities to enhance and promote the rights of children.

**8. Assessment Plan:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No. of Activities** | **Assessments** | **Assessment Methods** | **Assessment weeks** | **Proportion of assessment score** |
| 1 | Class attendance  & weekly class participation and assignment | Scores allocated to prompt attendance and signing of attendance sheet in timely manner. Late attendance will result in mark deduction.  For some weeks, students are asked to complete assigned tasks. Also, students are expected to demonstrate active participation during class discussions. | All sessions | 20 % |
| 2 | Midterm exam | Students are required to complete the midterm exam, which assesses what have been taught in the first part of the course. | 8 | 25 % |
| 3 | Policy brief presentation | Students are asked to present a policy brief on the issue of their choice. | 13 - 15 | 25 % |
| 4 | Written policy brief | Students are asked to write a policy brief on the issue of their choice. | Final week | 30% |

**9. Assessment Details**

* ***Weekly assignment***: For some weeks, students will be assigned weekly tasks. For example, students will be asked to pick a news article related to children and child rights to critically review and share with the class, or, interview children on a selected topic, etc.
* ***Mid-Term Exam:*** A Mid-Term Exam will be held on Wed 3 October 2018 to assess the learnings of the students half way through this course.
* ***Written Policy Brief*:** Each student will prepare a Policy Brief on a topic of interest, as agreed with the lecturer. The paper itself should be submitted via email to [spd.tu.vk@gmail.com](mailto:spd.tu.vk@gmail.com) by Wed 15 November 2018. The policy brief should be around 2,000 words in length (not including footnotes and references). A guidance note on how to prepare the Policy Brief will be circulated separately.
* ***Policy Brief Presentation:***Each student will be asked to give a final presentation (approximately 20 minutes – 15 minutes for presenting and 5 minutes for Q&A) on the policy brief. These presentations will be held in three sessions on: Wed 5, Wed 12 and Wed 19 December 2018 (TBC). The presentation will help students prepare for their policy brief by gauging the feedback from their peers and from the lecturers.

**10. Course Policy**

* Punctual attendance is a requirement for all classes. Students must provide an excused absence from the lecturer for any class that they missed. An attendance sheet will be circulated when the class begins.
* All assignments must be handed in at the designated due dates. Late assignments will only be accepted if lateness is due to ill health or other emergencies that are documented. Any papers that are more than 3 days late will not be accepted.
* This course encourages free exchanges of ideas. Given that many social problems are controversial, students will be voicing different opinions that they may find disagreeable. In this classroom, it is expected that students respect each other’s opinions and support mutual dialogues.
* In order to promote a productive classroom environment, any behavior that distracts or disrupts other students and faculty is not acceptable. Such behavior includes cell phone use, surfing the internet, checking email, text messaging, listening to music, leaving early without permission, and discourteous remarks. Students who want to use a computer in class, can only do so to take notes from the lectures and discussion – not for any other purpose mentioned above. There will be no tolerance for violation of these principles. Instead, students are expected to act with mutual respect and common courtesy towards other students and lecturers.
* Any student caught committing an act of plagiarism or other forms of academic dishonesty will be given a fail grade for the entire course. Plagiarism is the act of stating or implying that another person's work is your own. Plagiarism can range from submitting a paper you did not write to omitting key citations. Any action in which you misleadingly claim an idea as your own when it is not could constitute plagiarism. Other forms of academic dishonesty include cheating, fabrication, denying others access to information or material, and facilitating violations of academic integrity.
* Students are asked to attend 60% of lectures for the sessions **before and after** the Midterm exam. Students who fail to attend 60% of the lectures will not be allowed to sit in and undertake the Midterm and/or Final exam(s).

**11. Course Outline**

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| --- | --- | --- | --- | --- |
| Session | Date | Topic/Abstract | Lecturer | Key Readings |
| 1 | Wed 15 August 2018 | **Introduction: Concept of Childhood and Child Rights**  *This lecture will discuss the concept of childhood using a historical and contextual framework – to locate the child in the context of family, community and society. It seeks to enhance knowledge and understanding – based on research and evidence – of our perception of the child and childhood.* | Dr. Victor Karunan | * The Children’s Agenda and Ethics : Making a Reality of Child Rights in Asia - Dr. Victor P. Karunan, (March 1997) * What is Childhood? – (Eds) Jo Boyden & Judith Ennew in “Children in Focus – A Manual for Participatory Research with Children”, Radda Barnen, 1997, pp.59-66. * Childhood and Child Development – Prof. Nittaya Kotchabhakdi in “Child-Centred Policies and Programmes for Working Children – International Save the Children Alliance Workshop Report, September 1999, Bangkok, pp. 36-46. * Policy Framework on Children’s Rights – Martha Santos Pais, UNICEF, New York, 1998 * Child-Focused Development : An Introduction : Joachim Thies (SEAPRO Documentation Series, Briefing Paper No.2, Bangkok, May 1996) |
| 2 | Wed 22 August | ***The United Nations Convention on the Rights of the Child (UN-CRC)***  *The class will look at the history, achievements and challenges of the most widely ratified treaty in the world – the Convention on the Rights of the Child (CRC). It will examine why children need to be looked after differently to adults and how they have special rights. Students will understand the different key provisions within the Convention – and it’s three Optional Protocols – and how governments should to work towards achieving all the necessary standards. Other supporting mechanisms such as the role of the Committee on the Rights of the Child will also be discussed.*  *How the Convention has transformed the way children are viewed and treated will be debated in the class. We will discuss how it has influenced international and national legislation, policy, programmes, communities, families and individuals. However, In spite of the many overall gains, we will also recognize that there are still children who have fallen behind. Old challenges are combining with new problems to deprive many children of their rights and some examples will be highlighted. The class – which will be interactive so students should be prepared to share their ideas - will end with a snapshot look at the CRC within ASEAN.* | Dr. Mark Capaldi, Human Rights and Peace Studies Programme, Mahidol University, Salaya | * The Rights of the Child (Fact Sheet No.10 – Rev.1. OHCHR) available at: <http://www.ohchr.org/Documents/Publications/FactSheet10rev.1en.pdf> * A summary of the rights under the Convention on the Rights of the Child (Fact sheet, UNICEF) available at: <https://www.unicef.org/crc/files/Rights_overview.pdf> * The Optional Protocol on the sale of children, child prostitution and child pornography (Legal Fact sheet, ECPAT International), available at: <http://www.ecpat.org/wp-content/uploads/2016/04/Legal-Factsheet-CRC-OPSC.pdf> * Guide to the Optional Protocol on the involvement of children in armed conflict (UNICEF,2003), available at: <https://www.unicef.org/publications/files/option_protocol_conflict.pdf> * Information Pack about the Optional Protocol to the Convention on the Rights of the Child on a Communication Procedure (ChildRightsConnect, 2014), available at: <http://ratifyop3crc.org/wp-content/uploads/2014/06/CRC_OP3_info_pack_web.pdf> |
| 3 | Wed 29 August | **Children’s Rights as Human Rights**  *This lecture will discuss the evolution of the concept of “rights” of children against the backdrop of international human rights. It seeks to distinguish between “needs” and “rights” and the relationship between child rights and other human rights treaties/instruments. It will also provide an introduction to the “human rights-based approach” to programming.* | Dr. Victor Karunan | * The Convention in the wider Human Rights Context (Factsheet No.3.5, International Save the Children Alliance CRC Training Kit, London, 1998) * A Brief History of Children’s Rights (Factsheet No.2.1, International Save the Children Alliance CRC Training Kit, London, 1998). * Making a Reality of the Rights of the Child : Thomas Hammarberg (December 1995) * Chapter 10: Children’s Human Rights – Handbook – Human Rights in Southeast Asia, Mahidol University, 2015. * The Convention in the wider human rights context – Factsheet 3.5., International Save the Children Alliance CRC Training Kit, London, 1998 |
| 4 | Wed 5 September | **Key Principles of UN-CRC:**  *This lecture will discuss more in detail the concept, relevance and importance of three key principles of the UN-CRC – viz, the “best interests of the child”, “evolving capacities” and “child participation”.* | Dr. Victor Karunan | * Participation of Children in Programming – Henk van Beers, Discussion Paper for Radda Barnen, August 1995 * The Developing Capacities of children to participate – Roger Hart in “Stepping Forward – Children and Young People’s Participation in the development process”, (Eds) Johnson V, Ivan-Smith E, Gordon G, Pridmore P & Scott, P, U.K, 1998 * Participation – (Eds) Jo Boyden & Judith Ennew in “Children in Focus – A Manual for Participatory Research with Children”, Radda Barnen, 1997 * Participation - Majid Rahnema, in The Development Dictionary, (Ed) Wofgang Sachs, Zed Books, 1996, pp.116-131 * The Evolving Capacities of the Child – Gerison Lansdown, Innocenti Insight, UNICEF and Save the Children, 2005. |
| 5 | Wed 12 September | **UN-CRC: Monitoring and Reporting** – Role of NGOs and Civil Society  *This lecture will provide an overview of the monitoring and reporting mechanism established for the UN-CRC and critically examine the role of NGOs and civil society in M&E and in advocating and promoting child rights in the Asia region.* | Dr. Victor Karunan | * The Committee on the Rights of the Child (Factsheet No.4.1. International Save the Children Alliance CRC Training Kit, London, 1998) * Reporting on the Convention on the Rights of the Child (Factsheet No.4.2.: International Save the Children Alliance CRC Training Kit, London, 1998) * The role of NGOs in reporting, monitoring and followup (International Save the Children Alliance CRC Training Kit, London, 1998) * A guide to Non-Governmental Organisations Reporting to the Committee on the Rights of the Child (The NGO Group for the Convention on the Rights of the Child, Geneva, 1994) * Monitoring the Convention on the Rights of the Child at the National Level - Experiences of some National Coalitions (ISCA Working Group on the CRC, Geneva) |
|  | **Wed 12 Sep 2018, 6 pm** | **DEADLINE: Submission of Policy Brief Topics** |  |  |
| 6 | **Wed 3 Oct 2018** | **MID-TERM EXAM** |  |  |
| 7 | Wed 17 October | **Adolescent Development**  *This lecture will discuss the concept of adolescence and the approaches and frameworks developed to address the rights of adolescents. It will also provide an overview of the key issues and challenges facing policy-makes and stakeholders in addressing adolescent health, education and social well-being in the countries of Asia Pacific.* | Dr. Victor Karunan &  Ms. Beena Kuttiparambil, Chief, HIV/AIDS and Adolescent Development, UNICEF Thailand | * Committee on the Rights of the Child General comment No. 20 (2016) on the implementation of the rights of the child during adolescence * FactSheet: Adolescents in Thailand, UNICEF Thailand * The Participation Rights of Adolescents – A Strategic Approach – Rakesh Rajani, UNICEF Working Paper Series, August 2001 * A Situation Analysis of Adolescents in Thailand: 2015-2016, UNICEF Thailand. |
| 8 | Wed 24 October | **Child Rights and Social Policy/Social Protection**  *This lecture will discuss the social policy context of children including child poverty, social protection and public finance for children – and how they impact on children, families and communities.* | Dr. Victor Karunan |  |
| 9 | Wed 31 October | ***Child Rights to Education***  *This lecture will examine a broad range of issues around the child’s right to education, from the perspective of United Nations Children’s Fund (UNICEF). It will start by reviewing key global commitments, including the Convention on the Rights of the Child (especially the Articles 28 and 29) as well as the Sustainable Development Goal (SDG) 4, the Education 2030 Agenda, with its ambitious and inspiring vision, targets, indicator framework etc. It will also explore key challenges faced by the countries as well as opportunities to tackle these challenges, with some examples of initiatives, strategies and emerging lessons, with a focus on the Asia and Pacific region.* | Mr. Aki Fushimi, Regional Advisor, Education, UNICEF East Asia and Pacific Regional Office, Bangkok | * Convention on the Rights of the Child (1989), Articles 28 and 29   <http://www.dignityinschools.org/content/convention-rights-child-crc-articles-28-and-29>   * UNICEF (2016). *The State of the World’s Children Report: A fair chance for every child (Chapter 2 Education: Levelling the playing field, pp. 40-67)*   <https://www.unicef.org/publications/files/UNICEF_SOWC_2016.pdf>   * UNICEF (2015). *The Investment Case for Education and Equity (Executive Summary)*   <https://www.unicef.org/publications/files/Investment_Case_for_Education_Summary.pdf>   * UNESCO and UIS (2017). *Reducing Global Poverty through Universal Primary and Secondary Education*   <http://unesdoc.unesco.org/images/0025/002503/250392e.pdf>   * UIS and UNICEF (2015). *Fixing the Broken Promise of Education for All: Findings from the Global Initiative on Out-of-School Children (Executive Summary)*   <http://allinschool.org/wp-content/uploads/2015/01/OOSC-EXECUTIVE-Summary-report-EN.pdf>   * Video – What does education mean to you? <https://www.youtube.com/watch?v=Un5msddQl6U> * Video – Why UNICEF?   <https://www.youtube.com/watch?v=W5NkgxpZlyc> |
| 10 | **Fri 9 Nov 2018, 1 to 4 pm** | **Children with Disabilities** | Dr. Victor P. Karunan |  |
|  | **Tue 15 Nov 2018, 6 pm** | **DEADLINE: Submission of Final Policy Briefs** |  |  |
| 11 | Wed 21 November | **Child Protection – Overview**  **-Case Study: Thailand**  *This lecture will address a major challenging area in child rights – viz, child protection for children with special needs. It will include discussion on child labor, child trafficking, child marriage, children and justice, refugees/migrants, children with disabilities, violence against children, etc.*  *A case study on current child protection issues in Thailand will also be included in this lecture.* | Khun Sanphasit Koompraphant, Advisor, National Human Rights Commission of Thailand. | * Child Labor in Asia – A Review – Edelweiss Silan, FOCUS, Vol.25, Sep. 2001   [**http://www.hurights.or.jp/archives/focus/section2/1996/09/asian-summit-on-child-rights-and-the-media.html**](http://www.hurights.or.jp/archives/focus/section2/1996/09/asian-summit-on-child-rights-and-the-media.html) |
| 12 | Fri 23 November | **Child Rights Institutions and Movements in Asia:**  *This lecture will provide an overview of the key regional and national child rights institutions and movements in the Asia region to highlight the vision, programmes and challenges faced in protecting and promoting child rights in the region. Special focus on children’s organisations and movements through which children express and advocate for their right to participation and citizenship.* | Dr. Victor Karunan | * National Human Rights Institutions in Asia Pacific Region, FORUM Asia’   https://www.forum-asia.org/?issues=national-human-rights-institutions-nhri   * First Southeast Asia Children’s Conference Declaration: “Towards One Caring and Sharing Community for Children, 2006, <https://www.unicef.org/malaysia/First_SEACC_Declaration_Draft.pdf> * Child Rights in Northeast Asia – Yanghee Lee, FOCUS, Vol.42, Dec. 2005 – <http://www.hurights.or.jp/archives/focus/section2/2005/12/childrens-rights-in-northeast-asia-1.html> * United Nations Children’s Fund, East Asia and Pacific Region, Bangkok   <https://blogs.unicef.org/east-asia-pacific/about/>   * United Nations, Committee on the Rights of the Child, Geneva   <http://www.ohchr.org/EN/HRBodies/CRC/Pages/CRCIndex.aspx>  International Movement of Working Children, <http://childrensparticipation.blogspot.com/2007/10/movements-of-organised-working-children.html>   * ASEAN Commission on the Promotion and Protection of the Rights of Women and Children   <http://asean.org/asean-commission-on-the-promotion-and-protection-of-the-rights-of-women-and-children-acwc-concludes-successful-visit-to-the-eu/>   * Asian Summit on Child Rights and Media, FOCUS, Vol.5, Sep. 1996 http://www.hurights.or.jp/archives/focus/section2/1996/09/asian-summit-on-child-rights-and-the-media.html |
| 13/14 | Fri 7 December  9.00 to 12.00  1.00 to 4.00 | **Student Presentations: Policy Briefs: Session 1 & Session 2** |  |  |
| 15 | Wed 12 December  1 to 4 pm | **Student Presentations: Policy Briefs: Session 3 + Evaluation of Course.** |  |  |

**11. Grading Scale**

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| --- | --- | --- | --- |
| Letter Grade | Percentage | GPA | Remark |
| A | 90 – 100 | 4.0 | Distinctive work which exhibits originality, thinking, and real contribution |
| B+ | 85 - 89 | 3.5 | Great effort, meeting all requirements but which can still improve in originality and contribution |
| B | 80 - 84 | 3.0 | Good effort meeting average requirement |
| C+ | 75 -79 | 2.5 | Passing work that does not meet all requirement but has sign of possible improvement |
| C | 70 - 74 | 2.0 | Passing work that does not meet all requirement |
| D+ | 65 - 69 | 1.5 | Poor quality which need extra effort in organization / English composition |
| D | 60 -64 | 1.0 | Poor quality work |
| F | 0 - 59 | 0.0 | Unacceptable work |

**12. Useful Websites and Databases**

* The Office of the High Commissioner on Human Rights: [www.ohchr.org](http://www.ohchr.org).
* The CRC Committee: [www.ohchr.org/EN/HRBodies/CRC/Pages/CRCIndex.aspx](http://www.ohchr.org/EN/HRBodies/CRC/Pages/CRCIndex.aspx).
* Child Rights International Network: [www.crin.org](http://www.crin.org).
* Child Rights Connect (formerly the NGO group for the Convention on the rights of the Child): www.childrightsconnect.org
* The Special Representative of the UN Secretary General on Violence against children: [www.srsg.violenceagainstchildren.org](http://www.srsg.violenceagainstchildren.org).
* The Special Rapporteur on the Sale of children, child prostitution and child pornography:
* www.ohchr.org/EN/Issues/Children/Pages/Childrenindex.aspx
* The International Criminal Police Organisation: [www.interpol.int](http://www.interpol.int). and with regard to sexual exploitation of children: [www.interpol.int/crime-areas/crime-against-children](http://www.interpol.int/crime-areas/crime-against-children).
* End Child Prostitution, Child Pornography and Trafficking of Children for Sexual Purposes: [www.ecpat.int](http://www.ecpat.int)
* ILO International Programme for the Elimination of Child labour; [www.ilo/ipec/lang-en/index.htm](http://www.ilo/ipec/lang-en/index.htm).

**13. Child Rights Courses in Universities**

* Department of Childhood Studies, Camden College of Arts and Science, Rutgers University, USA, <http://childhood.camden.rutgers.edu/>
* MSc in Child Development, University College London, UK,
* Master of Advance Studies in Children’s Rights, Universite de Fribourg, Switzerland
* Centre for the Child and the Law, National Law School of India University, Bangalore, <https://www.nls.ac.in/ccl/>
* European Master in Childhood Studies and Child Rights, Freie Universitat, Berlin, Germany, <http://www.ewi-psy.fu-berlin.de/einrichtungen/weitere/enmcr/>
* Summer School, Frontiers of Children’s Rights, Leiden University, Holland, <http://summerschool.universiteitleiden.nl/uploads/files/GC_Draft_Programme_Frontiers_of_Childrens_Rights_2017.pdf>

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