

Children's Rights

in and through Education

Learning to Live Together

Annotated Syllabus with Activities

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Tempus



Development of International Model for Curricular Reform
in Multicultural Education and Cultural Diversity Training

The syllabus was developed as one of the academic courses in the **TEMPUS IV** Fifth Call European Commission Programme, *Development of an International Model for Curriculum Reform in Multicultural Education and Diversity in Teacher Training* (DOIT). The academic team that developed this course is:

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Authors' Introduction

This pamphlet presents a course, *Children's Rights in and Through Education: Learning to Live Together*, that was designed, developed and implemented in higher educational institutions (HEI) participating in the TEMPUS IV Fifth Call selected programme; Development of an International Model for Curriculum Reform in Multicultural Education and Diversity in Teacher–Training (DOIT).

TEMPUS projects are part of the European Commission's programmes aimed at supporting the modernization of higher education in the European Union's partner countries of Eastern Europe, Central Asia, the Western Balkans and the Mediterranean region through international collaboration that promotes reforms contributing to defined regional priorities.

(<http://eacea.ec.europa.eu/tempus/>).

DOIT is a TEMPUS joint curriculum reform programme aimed to promote multiculturalism, diversity and children's rights in Israel and in Georgia. The programme was officially launched on October 15, 2012 and ends on August 15, 2015. The DOIT consortium unites 21 institutions from seven countries. Around 100 professionals and students participated in different aspects of the programme. It is a multi-dimensional programme that promotes diversity and children's rights through designing, piloting and integrating into the curriculum of participating HEIs in Israel and Georgia new innovative courses that have been developed by the consortium on these topics as well as out of the classroom activities that are developed by the students.

The DOIT Consortium includes:

Gordon Academic College of Education (GCE)

Sakhnin Academic College (SAK)

Kaye Academic College (KC)

Interdisciplinary Center of Herzliya (IDC)

Sapir Academic College (SAP)

Ben–Gurion University of the Negev (BGU)

Student Union of the Interdisciplinary Center of Herzliya (SUIDC)

Ilia State University (ISU)

Ivane Javakhishvili Tbilisi State University (TBU)

Sokhumi State University (SSU)
Iakob Gogebashvili Telavi State University (TEASU)
Samtskhe–Javakheti State University (SJSU)
University of Koblanz–Laundau (UKL)
Birbeck University of London
Institute of Education, University of London (IoE)
Civic Development Institute (CDI)
Centre for Civil Integration and Inter Ethnic Relations (CCIR)
University of Education of Upper Austria (PHOO)
Han University of Applied Sciences (HAN)
Jaan Tonisson Institute (JTI)
Samtskhe–Javakheti State University (SJSU)
University of Koblanz–Laundau (UKL)
Birbeck University of London
Institute of Education, University of London (IoE)
Civic Development Institute (CDI)
Centre for Civil Integration and Inter Ethnic Relations (CCIR)
University of Education of Upper Austria (PHOO)
Han University of Applied Sciences (HAN)
Jaan Tonisson Institute (JTI)

Interfaith Encounters Association (IEA)

DOIT STUDENT TEAMS:

Israel: Students of Gordon Academic College of Education (GCE), students of Sakhnin Academic College (SAK) and the Student Union of the Interdisciplinary Center of Herzliya (SUIDC).

Georgia: Students of Ilia State University (ISU), Students of Telavi State University (TEASU) and Students Samtskhe–Javakheti State University (SJSU).

Details about DOIT and its programmes can be accessed through our website at:
<http://tempus–doit.sapir.ac.il>.

Children's Rights in and Through Education: Learning to Live Together is one of DOIT's central courses piloted in DOIT's HEIs in Israel and in Georgia. There have been 25 pilots of this course in ten of DOIT's HEIs in Israel and in Georgia. In addition, the course was also piloted in Austria and Germany. The authors of this pamphlet have been involved in teaching the course and two were involved in its design and development. The experiences of teaching this course are reflected in the presentation and development of this pamphlet. Our belief in the importance in the course *Children's Rights in and Through Education: Learning to Live Together* is closely tied to the responsibility and accountability that we believe we have as faculty in HEIs in general and as teacher-trainers specifically, towards promoting Human Rights.

We believe that human rights can be promoted and achieved through education. Human and children's rights serve as a unifying force and foundation in multicultural societies and in our increasingly globalized world. In the diversified, multiethnic, and multi-religious societies of today, in which migration and mobility are the new norms, the experience of national identity and cultural belonging are redefined and the significance of national borders blurred. Human and children's rights education offers a means to work towards acceptance, justice, cultural pluralism, and the bridging of inequalities in multicultural societies by transcending the diversity of communities. Educators are key social agents in promoting these rights and in the creation of tolerant and just societies. The role of the educator requires an understanding of universal human and children's rights as well as the acquisition of tools for upholding these rights. Human and children's rights can be achieved in and through education, by fostering the necessary awareness and understanding to strive to live together in multicultural societies and in an increasingly globalized world.

The course described in this pamphlet aims to:

- provide both a cognitive and an experiential approach to human and children's rights education;
- provide a venue for discussion of children's rights so that these issues become relevant components of the everyday lives, consciousness's, and goals of professional educators and students of education;
- raise students' awareness of their roles and of their responsibilities as promoters and protectors of children's rights;
- raise students' awareness of the links between multiculturalism and universal human and children's rights;

- address the content of human and children’s rights by promoting critical thinking and social involvement; and,
- promote critical thinking and social involvement regarding human and children’s rights.

The course is teacher empowered, and the structure presented here offers a multitude of possibilities for instructors to meet the varied needs of their student bodies and institutions. It utilizes an interactive pedagogy and holistic approach. It can be seen as the integration of models for children and human rights education which include: 1. Knowledge and background; 2. Responsibility and accountability; 3. Action and activism

The teaching methods detailed below combining:

1. Lectures;
2. Dialogue, group discussion;
3. Checklists, questionnaires;
4. Group work—summarizing, brainstorming;
5. Case studies;
6. Narratives;
7. Debate;
8. Analysis;
9. Action-oriented teaching;
10. Project-oriented teaching; and,
11. Role play

We consider this pamphlet as a starting point which supports teachers and faculty in this important mission of promoting children’s rights through their teaching. It is our hope that this pamphlet acts as a guide which offers a whole range of possibilities in implementing the different and important topics of Children’s Rights. We encourage the readers of this pamphlet to be empowered to take this further, offer additional approaches, methods and tools. Indeed, the responsibility of promoting the rights of children is a task that is continuous and requires dynamic approaches and work. If you have any comments or suggestions, please contact one of our authors:

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Annotated Syllabus

Children's Rights in and Through Education: Learning to Live Together

Teaching Methods: Varied– including lectures, student experiential activities and interactive pedagogy

Week 1

Introduction to Human and Children's Rights

Rationale and Objectives

The aim of this unit is to provide an introduction to the structure and topic content of the entire course. After the initial introductory lectures, the course will be organized around four broad fields: 1. the right to survive, 2. the right to be safe, 3. the right to belong, 4. the right to develop.¹ In addition, this unit aims to begin the process of consciousness-raising as to the role of educators in human and children's rights education. Specifically, course participants will be introduced to the theory of human and children's rights as well as to the framework for understanding, learning, and teaching children's rights.

Learning Outcomes

- Outline the history and development of human and children's rights.
- Differentiate the various structural constructs of human and children's rights.

Activities

Activity 1:

1. Divide into groups and give each group the mission of creating a convention for Children's Rights.
2. Have each group present their list and compare with each other what is similar and different.
3. Present the convention and compare similarities and differences between the class and the UN Convention
4. Present clip http://www.youtube.com/watch?v=LN_70HXxd5Y

Activity 2:

List the rights that they know and then divide them into the four main rights. Distribute the CRC and have students individually select the 9 "most important" rights
Then do The Diamond–Sorting Game Activity (ranking of importance the rights).

Listen to the UNICEF anthem to generate discussion about UNICEF goals and role in promoting children's rights.

□ Save the Children. Retrieved from: <http://www.savethechildren.org.uk>
http://www.youtube.com/watch?v=LN_70HXxd5Y

Compulsory Literature

1. Banks, J. A. (2009). Human rights, diversity and citizenship education. *The Educational Forum*, 73 (2), 100–110.
2. Osler, A. (2002) Education for Human Rights and Citizenship in a Multicultural Society: making a difference, *Citizenship, Social and Economics Education*, 5(1), 5–16.
3. Tibbits, F. (1996). On human dignity: The need for human rights education. *Social Education*, 60 (7), 428–431.

Week 2

International Declarations and Historical Perspectives Rationale and Objectives

Since educators have a role in promoting and reinforcing human and children's rights, it is fundamental that they acquire a basic knowledge and understanding of these provisions. The aim of this unit is to provide educators with information and principles of human and children's rights education through presenting and discussing the Universal Declaration of Human Rights (UDHR) and the UN Convention on the Rights of the Child (CRC).

Learning Outcomes

- Outline the major tenets of the UDHR.
- Outline the major tenets of the Rights of the Child (CRC).
- Examine the history of the emergence of children's and human rights.
- Recognize the structural differences between human rights and democracy.
- Recognize the challenges of rights enforcement.

Activities

Activity 1:

1. Break the class into 4 groups.
2. Have each group read the whole convention.
3. Delegate one main topic for each group to be responsible for (e.g. The Right of Children to Survive, The Rights of Children to be Safe), etc. and see if they feel they should add anything to their category.

Activity 2:

1. Prepare a list of key names and events that mark the development of the international declaration and history of the development of children's rights.
2. Break the class into groups that will then create a quiz show contest.
3. Have one representative of each team compete using their team as "helpers".

Activity 3:

Fun History Quiz:

1. By relating to the materials provided in this section (articles, clips and power point presentation), have each student create 3 questions relating to this topic.
2. Divide the class into groups.
3. Have a fun quiz with a symbolic prize awarded at the end (that can be easily shared with the whole class).

Activity 4:

1. View video clip: History of Human Rights – What are human rights?
<https://www.youtube.com/watch?v=oh3BbLk5UIQ>
2. Discuss gaps between history development and reality.
3. Present Eleanor Roosevelt's quote on Human Rights as everyday close to home acts (discussed in film).
4. Ask students how to operationalize that on a day to day level.

Compulsory Literature

1. Mama, R. S. (2010). Needs, rights, and the human family: The practicality of the Convention on the Rights of the Child. *Child Welfare*, 89 (5), 177–189.
2. Melton, G. B. (1991). Preserving the dignity of children around the world: The U.N. Convention on the Rights of the Child. *Child Abuse & Neglect*, 15 (4), 343–350.

Supporting Literature

1. Freeman, M. D. A. (1998). The sociology of childhood and children's rights. *The International journal of Children's Rights* 6, 433–444.
2. Melton, G. B., & Limber, S. (1992). What children's rights mean to children: Children's own views. In M. Freeman & P. Veerman (Eds.), *The ideologies of children's rights* (pp. 167–187). Dordrecht: Kluwer Academic Publishers.

Week 3

The Right to Survive Rationale and Objectives

One of the cornerstones of human and children's rights is the protection and assurance of basic survival. The aim of the lectures in this segment is to provide educators with knowledge of some of the ways in which children's rights to survival are endangered.

Learning Outcomes

- Recognize the endangerment of the child's right to survive caused by poverty, armed conflict and exploitation.

Activities

Activity 1: Do an activity with Maslow

<https://www.wisc-online.com/learn/social-science/psychology-/i2p401/maslows-hierarchy-of-needs-exercise>

http://www.ehow.com/info_12099017_group-activities-maslows-hierarchy-needs.html

Poor Kids BBC Part 1 2011

<https://www.youtube.com/watch?v=8BN7ml6b-e4>

Activity 2: Listen to Song "Another day in Paradise"

<https://www.youtube.com/watch?v=Qt2mbGP6vFI>

Discuss the challenge to individuals who have a need to "look away" and the psychological concept of gaze aversion as it effects protection of children's rights.

Have students express how viewing the film in the context of children's rights makes them feel.

End of activity: Stand by me <https://www.youtube.com/watch?v=Us-TVg40ExM>

Compulsory Literature

1. Panter-Brick, C. (2002). Street children, human rights, and public health: A critique and future directions. *Annual Review of Anthropology*, 31, 147-171.

Supporting Literature

1. Grodem, A.S. (2008). Household poverty and deprivation among children: How strong are the links? *Childhood*, 15 (11), 107-125.

2. Luthar, S.S. (1999). *Poverty and children's adjustment* (Vol. 41). Thousand Oaks, CA: Sage Publications, Inc.

Week 4

The Right to Survive: Children Affected by Violence and Armed Conflict

Activities

Activity 1: Listen to the song: Heal the World:

<https://www.youtube.com/watch?v=BWf-eARnf6U>

Then let the students express how they feel after listening to this song. How can they, as teachers, deal with such a situation? (What is their role, as teachers, when dealing with children who are affected by conflict?)

Activity 2: Conflict Minerals, Rebels and Child Soldiers in Congo

<https://www.youtube.com/watch?v=kYqrflGpTRE>

Have the students break into groups and give each group a country or region to investigate the use of children as soldiers or auxiliary support for soldiers.

Compulsory Literature

1. The Machel Report and Its Fallout: An Introduction to Children and Armed Conflict. (2010). In S. Dillion, (Ed) *International Children's Rights*. Carolina Academic Press (pp.693–708).

Supporting Literature

1. Amnesty International. (2000). Child Soldiers: Criminals or Victims? In Dillon, S. (2010)(Ed) *International Children's Rights*. Carolina Academic Press. 731–748.

Week 5

The Right to Survive: The Exploitation of Children

Child Labor, Child Sex Trafficking

Activities

Activity Type: Group collaboration and discussion: These can be projects that the students worked on all semester and presented to the class on the last two sessions of the course

Step 1: Lecturer will explain the essence of the child's right to survive.

Assignment 1: Analysis of Media

Students will select from a variety of media, including for example films and texts, and analyze them in light of the UDHR and CRC. Specifically, they will highlight both the protections and perceived violations of children's rights. (Students will be provided with a list of potential options and will also be allowed the option of bringing their own selected resource). This assignment will be presented in written format: a review, a power-point presentation, or an essay.

Examples:

■ *The Central Park Five*

<https://www.youtube.com/watch?v=qowZumRyu7g>

Have students write a letter to the "members" of the Central Park Five as to how the film is related to their lives as educators or students of education

Crips and Bloods: Made in America

<https://www.youtube.com/watch?v=vdv08c0aiTE>

The Freedom Writers Diary – by Erin Gruwell

<https://www.youtube.com/watch?v=uG5bHltpaAQ>

Reports about Children's Rights

- UNICEF
- Save the Child
- Human Development Reports – United Nations Development
- Reports (UNDP) Documents– by Nation
- UNESCO

■ *The Help* <https://www.youtube.com/watch?v=C1sKGZzhaUQ>

Current media cases of children's rights protections and violations

Compulsory Literature

1. Hanson, K and Vandaele, A. (2003). Working Children and International Labour Law: A Critical Analysis. *International Journal of Children's Rights*, 73
2. Children in the Sex Industry. (2010). In S. Dillon (Ed.). *International Children's Rights* (pp.273–302). Durham, NC: Carolina Academic Press. Durham. North Carolina.

Supporting Literature

1. Myers, W. (2001). The Right Rights? Child Labor in a Globalizing World. 575 *Annals of the American Academy of Political and Social Science*, 38.

Week 6

The Right to Be Safe: Child Abuse and Maltreatment

Forms of Child Abuse: Physical; Mental/Emotional; Sexual; Neglect; Poly victimization; Witness to IPV

Rationale and Objectives

Children and youth are vulnerable to becoming victims of violence of multiple types and in varied contexts. Educators are in a position to protect and assure children's right to be safe from maltreatment, violence, abuse, and neglect. The topics in this segment aim to educate course participants on child abuse and neglect in the family as well as peer violence. Moreover, the goal is to raise awareness and to stimulate discussion of students' current and potential roles as protectors of children's right to be safe. Finally, these lectures aim to provide practical tools for students of education and teachers to aid in active prevention as well as intervention for children whose safety is at risk.

Learning Outcomes

- Describe the multiple forms of child maltreatment.
- Recognize the educator's responsibility to prevent abuse and to intervene on behalf children and youth whose right to be safe is at risk.
- Outline the different forms of peer violence and its implications for children's safety and well-being.
- Utilize practical tools for the prevention of children's rights violations and necessary interventions, focusing on family and peer violence.
- Recognize the gaps between incidence, prevalence, and disclosure of abuse. Identify the dilemmas related to the mandatory reporting of the abuse.

Activities

Type: Debate

Activity 1:

Links to Youtube short movies and songs for in-class activities:

■ UNICEF movies

<http://www.youtube.com/watch?v=Mmy9MpwYKnQ>

<http://www.youtube.com/watch?v=V1BFLitBkco>

<http://www.youtube.com/watch?v=pjAa3IGnZMM>

Songs

http://www.youtube.com/watch?v=LN_70HXxd5Y

<http://www.youtube.com/watch?v=XE1nku6fVrE>

Activity 2: Present narrative research on insiders perspectives of child abuse. For example refer to Laura I. Sigad, Guy Beker, Rachel Lev-Wiesel, Zvi Eisikovits 2015, *Living on the Edges: Between Victims and Survivors, the Voices of Abused Adolescent Girls* Journal of Family Violence.

Have students discuss and analyze their views on the victims' experience and narratives

Activity 3 :Ask students to discuss in pairs a time they were witness to an act of abuse of any type against a child. Ask them to describe if they were to go back in time how they would do things differently.

Compulsory Literature

1. Fontes, L. A. (2005). Multicultural orientation to child maltreatment work. In L. A. Fontes, *Child Abuse and Culture: Working with Diverse Families* (pp.1-29). New York, NY: Guilford Press.
2. Miller-Perrin, C. L., & Perrin, R. D. (2007). Chapter 4. In C. L. Miller-Perrin & R. D. Perrin, *Child maltreatment: An introduction* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Supporting literature

1. Svevo-Cianci, K. A., Herczog, M., Krappmann, L., & Cook, P. (2011). The new UN CRC General Comment 13: "The right of the child to freedom from all forms of violence" –changing how the world conceptualizes child protection. *Child Abuse & Neglect*, 35 (12), 979–989.
2. Thomlison, B. (2004). Child maltreatment: A risk and protective factor perspective. In M.W. Fraser (Ed.), *Risk and resilience in childhood: An ecological perspective* (2nd ed., pp.89–132). Washington, DC: NASW Press.

Week 7

The Right to be Safe: Peer Violence – Bullying and Youth Gang Violence

Activities

Activity 1:

Have students form small groups of 4–5 people. Have them ask the questions: Have you ever witnessed anyone being bullied? What did you do? How did you feel?

Have you ever bullied anyone? Who and why?

Have you ever been a victim of any kind of bullying? Who bullied you? Do you know why? How did you feel?

Activity 2:

Watch Hunter: <https://www.youtube.com/watch?v=XzlxIYR-I0c>

The Ant Bully, <https://www.youtube.com/watch?v=dF-7GLaRdcU>

Scenario on Cyberbullying

<https://www.youtube.com/watch?v=FVvE4tr2BI>

Anti-Bullying Video on a Cartoon Network with Positive, Educational Cartoons

<https://www.youtube.com/watch?v=O93zgGinqpc>

Activity Option 3

Activity Type: Case Study—Cyber-Bullying

Activity Option 4 :

Activity Type: Role Playing

Bullying- Bystander's Role

Literature

1. Mishna et. al (2012). Risk factors for involvement in cyber bullying: Victims, bullies and bully victims. *Children and Youth Services Review*. 34, 63–70.

Supporting Literature

1. Kirman, J. M. (2004). Using the theme of bullying to teach about human rights in the social studies curriculum. *McGill Journal of Education*, 39 (3), 327–341.

2. Welbourne, P. (2002). Culture, children's rights and child protection. *Child Abuse Review*, 11, 345–358.

Week 8

The Right to be Safe: The Role of Educators in Prevention of and Intervention in Child Maltreatment

Activities

Scenarios: https://www.youtube.com/watch?v=li6L_Aux9RU

Provide different situations that teachers may encounter and discuss strategies and approaches to dealing with the situation. Below are resources for scenarios:

<http://www.education.vic.gov.au/Documents/about/programmes/bullystoppers/teacherguideprimarybully.pdf>

http://www.sharemylesson.com/article.aspx?storyCode=50006902&-cid=SML_bullyprevent&utm_source=aff&utm_medium=prom&utm_campaign=bullying

Compulsory Literature

1. Kenny, M. (2001). Child abuse reporting: Teachers' perceived deterrents. *Child Abuse & Neglect*, 25 (1), 81-92.

Supporting Literature

1. Ashton, V. (2004). The effect of personal characteristics on reporting child maltreatment. *Child Abuse & Neglect*, 28, 985-997. 2.
2. Webster, S.W., O'Toole, R., O'Toole, A.W., & Lucal, B. (2005). *Overreporting and underreporting of child abuse: Teachers' use of professional discretion*. *Child Abuse & Neglect*, 29 (11), 1281-1296.

Week 9

The Right to Belong—The Meaning of Belonging: Inclusion

The Meaning of Belonging, Structural Marginalization, Marginalized Communities, and the Processes of Inclusion

Rationale and Objectives

All individuals have the need and right to belong. Enabling membership in communities, groups, and institutions that provide individuals with the means to actively participate as productive and contributing citizens is basic to human and children's rights. Actualizing inclusion is key for people to become active participating citizens. Educators can foster students' basic rights by ensuring that school systems, as well as individual classrooms, are inclusive. The lectures on the topic "The Right to Belong" aim to provide course participants with an understanding of the meaning of belonging and its opposite: the structural dynamics and processes of marginalization of individuals and groups. In addition, topics in this segment will focus on the process of inclusion and achievement of the child's right to belong.

Learning Outcomes

- Identify the relationship between exclusion on different levels and children's right to belong.
- Identify the educator's role in processes of inclusion of marginalized communities.
- Describe the implications of marginalization on children's well being and right to belong.
- Analyze the role of culture and identity in the meaning of belonging.

Activities

Activity 1:

Each person lists 10 groups they belong to.

Then they need to remove 5 groups that they will leave and explain why.

They should explain why they would not leave the 5 groups that remain.

Categorize the different types of groups and lead a discussion on the importance of belonging and individual identity.

Activity 2:

Listen to: Don't Laugh at Me:

<http://www.youtube.com/watch?v=FVjbo8dW9c8>

<https://www.youtube.com/watch?v=f7Dej4Gfkmc>

Ask questions about the song. Did it remind you of yourself or anyone you knew when you were younger?

Compulsory Literature

1. Kune, N. (2011). *The Need to belong: rediscovering Maslow's hierarchy of needs*. Paul H. Brookes Publishers.

Supporting Literature:

1. Lejeune, J and G. Mackie (2008). *Social Dynamics of Abandonment of Harmful Practices: A new look at theory*. UNICEF Innocenti Research Center, Florence.
2. Sobsey, D. (2002). *Exceptionality, Education, and Maltreatment*. *Exceptionality*, vol. 10., no.1 2002, pp. 29-46.

Week 10

The Right to Belong: Marginalization

Structural Marginalization, Marginalized Communities, and the Processes of Inclusion

Activities

Which groups would you like to belong to but can't? Watch and discuss "The Sneetches?" <https://www.youtube.com/watch?v=PdLPe7XjdKc>
Role playing.

For home-work, let them take the Hidden Bias Test:

<https://implicit.harvard.edu/implicit/user/agg/blindspot/tablet.htm>

And discuss the results in a Blog.

Compulsory Literature

1. Pantazidou, M. (2013). De-Constructing Marginality with Displaced People: Learning Rights from an Actor-Oriented Perspective. *Journal of Human Rights Practice* 5: 267–290.
2. Killen, M. Mulvey, K. and Hitti, A. (2012). Social Exclusion in Childhood: A developmental Intergroup Perspective. *Child Development*. 84, 3, 772–790.

Supporting Literature

1. Ogbu, J., & Simmons, H. (1998). Voluntary and involuntary minorities: A cultural ecological theory of school performance with some implications for education. *Anthropology and Educational Quarterly*, 29 (2), 155–188..

Week 11

The Right to Belong: The Politics of Belonging – Cultural Identity, Power and Violence

Activities

Minority/ targeted groups VS dominant groups
Watch and discuss the movie: A Class Divided

<https://www.youtube.com/watch?v=zYx647SyloE>

Compulsory Literature

English

1. Sen, A. (2006). The Violence of illusion and making sense of identity. Identity and Violence: *The Illusion of Destiny*. Great Britain: Allen Lane. pp. 1–39.

Week 12

The Right to Develop: Education and Children's Rights

Educational Models, Education for Cosmopolitan Citizenship

Rationale and Objectives

Education is key to the development of children's social, cognitive, economic, and civic competencies that enable them as adults to participate as active citizens in their society. This topic presents the importance of access to education as a critical component in children's development and aims to examine the ways that different educational structures affect the child's right to develop.

Learning Outcomes

- Delineate the significance of education as a central component in the child's right to develop.
- Examine the ways that different educational structures affect the child's right to develop.
- Recognize the relationship between different educational models and the child's right to develop.
- Recognize cosmopolitan citizenship and its role in the global community.

Activity: Panel Discussion

Compulsory Literature

1. Osler, A., & Starkey, H. (2010). Human rights and democracy in schools. In A. Osler & H. Starkey, *Teachers and Human Rights Education* (pp. 144–163). Stoke-on-Trent: Trentham Books Ltd.

Supporting Literature

1. Carter, C., & Osler, A. (2000). Human rights, identities and conflict management: A study of school culture as experienced through classroom relationships. *Cambridge Journal of Education*, 30 (3), 336–356.
 2. Starkey, H., & Osler, A. (2006). Education for democratic citizenship: A review of research, policy and practice 1995-2005. *Research Papers in Education*, 21 (4), 433–466.
- for citizen education. *Cambridge Journal of Education*, 42 (1), 21–35.

Week 13

Children's Rights in a Globalized World: Looking Forward

Compulsory Literature

1. Starkey, H. (2012). Human Rights, cosmopolitanism and utopias: Implications

Supporting Literature

1. Gaudelli, W., & Fernekes, W. R. (2004). Teaching about global human rights for global citizenship. *The Social Studies*, 95 (1), 16–26.
2. Osler, A., & Starkey, H. (2002). Education for citizenship: Mainstreaming the fight against racism? *European Journal of Education*, 37 (2), 143–159.

Week 14 +15

Project Presentations and Course Summary

See annex 1 for examples

Appendix 1

Example of a Project for the Course (that can be presented during the last two sessions)

Children's Rights Project **Final Assessment (100% of final grade)**

Description

Students will focus on one type of children's rights-related institution or organization, or related children's rights phenomena/ social issue, conducting exploratory research. They will identify, visit, and gather information related to their chosen establishments or examine children's rights phenomena/ social issue.

Possible sites for the research projects include local community agencies, educational institutions, or social service agencies that serve children and that deal with issues related to children's human rights. One example of such a project could be the development of an organizational profile about the agency mission and services.

Methods

Student project selection will be coordinated with the instructor, who will provide assistance and guidance.

Assessment of final project: Student assessment will be two-fold and based both upon group oral presentations in class of specific project areas and upon individually written brief reports describing the research process and detailing information regarding the organization or children's rights phenomena/ social issue. Assessment of the final project will include both assessments of the process as well final products.

Guidelines for project in class presentation and written report:

1. Purpose of the organization/ description of phenomena: Why was it founded and what are its mission goals? (10 points)
2. History of the Organization: When was it founded and how did it develop? What are the type of cases that it has dealt with over the years? OR to provide historical perspective of the social phenomena. (5 points)
3. Structure of the organization: What positions and different roles are there in the organization.? (5points)

4. Organizational activities: Detailed description of the activities that the organization conducts. (5 points) If social phenomena- what activities are conducted in general in this area?
5. Describe one case-study which the organization has dealt with. In the case studies describe: (5 points)
 - a. How the case came to their attention.
 - b. How they defined the problem.
 - c. The actions that they took.
 - d. How the case was resolved.
 - e. Lessons to be learned from the case.
6. In what ways does this organization/ social phenomena relate to the Convention of Children's Rights? (20)
7. How does the organization view and define Children's rights in light of their work. (If social phenomena - how do you view this in light of the Convention of Children's Rights and the fight for children's rights. (20)
8. What are the agency's (social phenomena) greatest challenges that it faces? (10 points)
9. What are the agency's plans for the future? / What do you believe should be the future plans to cope with the social phenomena you have researched? (10 points)
10. Reflection: (10 points)
 - a. What did you learn from this project?
 - b. What was the most unexpected thing you discovered?
 - c. What did you like best about doing this project?
 - d. How do you feel this organization may be relevant to your future work experience?

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