



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

REFLECTIONS AND LESSONS LEARNED SO FAR FROM
EXPERIENCE IN BANGLADESH, INDIA AND NEPAL



Save the Children

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

REFLECTIONS AND LESSONS LEARNED SO FAR FROM
EXPERIENCE IN BANGLADESH, INDIA AND NEPAL

Save the Children fights for children's rights.
We deliver immediate and lasting improvements to children's lives worldwide.

Save the Children works for:

- a world which respects and values each child
- a world which listens to children and learns
- a world where all children have hope and opportunity

ISBN 99946-2-151-3

© 2006 Save the Children Sweden - South and Central Asia Region

This publication is protected by copyright. It may be reproduced by any method without fee or prior permission for teaching purposes, but not for resale. For use in any other circumstances, prior written permission must be obtained from the publisher.

Concept	Ravi Karkara
Report by:	Akmal Shareef and Ravi Karkara
Production Management:	Neha Bhandari, Savita Malla and Prajwol Malekoo
Copy edit:	Sandhya Rao
Images:	Save the Children Canada, Asia Regional Office; Save the Children Sweden, Regional Office for South and Central Asia; Save the Children Sweden-Denmark, Bangladesh; Save the Children, Tsunami Rehabilitation Programme, India
Design and Film Separations:	Digiscan Pre-Press, Kathmandu
Printing:	Format Printing Press, Kathmandu

First Publication 2006

Published by:

Save the Children Sweden
Regional Office for South and Central Asia
Sanepa Road, Kupundole, Lalitpur
GPO 5850, Kathmandu, Nepal
Tel: +977-1-5531928/9
Fax: +977-1-5527266
info@savethechildren.org.np
nehab@sca.savethechildren.se
www.rb.se

CONTENTS

PREFACE	v
ACKNOWLEDGEMENTS	vii
ACRONYMS AND ABBREVIATIONS	ix
1. INTRODUCTION	1
The Emerging Trend: Rights-based Approach and Child Rights	1
Rationale: The Role of Academia	2
Reflection and limitation	3
2. PROCESS FOLLOWED-FOUR DIMENSIONS	5
1. Consultation with NGOs	5
2. Assessment Study of Key Institutes	6
3. Consultation with University Grant Commission	8
4. Convergence and Capacity Building	8
3. MILESTONES	11
4. WAY AHEAD- FUTURE PLAN	15
ANNEXURES	17
Annexure I: Syllabus for Diploma in Child Rights, Department of Social Work, Jamia Millia Islamia, New Delhi	17
Annexure II: Paper on Child Rights, Department of Anthropology Jahangirnagar University, Bangladesh	23
Annexure III: Paper on Child Rights, Masters in Social Work, Xavier's College, Nepal	24
Annexure IV: References	26

PREFACE

To be a truly rights based organisation, it is important that the capacity of local partners and duty bearers are strengthened. Save the Children Sweden strongly believes in this approach and has ventured into different partnerships, which are innovative as well as have long lasting affect on the lives of children. Building partnerships with academia in South Asia is one such initiative taken by Save the Children Sweden. To realise child rights, it is important that we have enough capacity to address the complex issues of child rights. South Asia which, at present is the caldron of conflict, experiencing natural disasters and political unrest, has made the job of professionals working in child rights and other human rights issues more challenging and gigantic.

The need of the hour is to develop professionals who have sufficient knowledge and skills to deal with the complex social and cultural problem of the region. Children constitute more than 40 per cent of the South Asian population, and are living under acute poverty, facing malnutrition, experiencing physical and psychological abuse and exploitation, trafficking and many other inhuman treatments. This has made the work of international and national organisations, government, UN and other important duty bearers very challenging. Save the Children Sweden strongly advocates and believes that academia can contribute immensely in solving the issues of children. It can build 'courses' and 'discourses' and create pool of professionals conversant in the language of child rights. In 2004, Save the Children Sweden initiated partnership with key academic institutes of Bangladesh, India and Nepal to further child rights in higher education. I am privileged and pleased to inform you that since then, we have covered a long distance. The partnership has resulted into the launch of the first Post Graduate Diploma in Child Rights Programme in the South and Central Asia region by Department of Social Work, Jamia Millia Islamia, New Delhi. In Bangladesh, Department of Anthropology, Jahangirnagar University has integrated child rights in their Masters Programme. The response from Nepal is also very encouraging where Xavier's College and Kadambari College have integrated Child Rights in the Bachelors Programme.

At this moment, we are in the crucial juncture of programming. Pakistan and Sri Lanka have also come on board. We are looking forward to bringing child rights into the higher education policy of the governments of respective countries. We are working with the University Grant Commission of the respective countries to make policy changes.

This document is the outcome of our efforts. It covers our experiences and processes followed in the last two and half years. It highlights our achievements and future plan of action.

Lisa Lundgren

Regional Representative
Save the Children Sweden
Regional Office for South and Central Asia

ACKNOWLEDGEMENTS

It is extremely gratifying for us that the initiative taken by Save the Children Sweden is slowly taking root and giving very encouraging results. In this journey, various people across the region as well as around the globe have supported us in various capacities.

To begin with, we sincerely express our gratitude to Lena Karlsson for her support in initiating this work. Her contribution in this is immense as her able leadership in the region. We also express our thanks to Claire O'Kane and Shyamol Chouduary for their endless support and encouragement.

We express our deep appreciation to our colleagues, Alfhild Petré, Archana Tamang, Bill Bell, Clare Feinstein, Deepika Nair, Eva Geidenmark, Gersion Landsdown, Guy Crave, Herluf G Madsen, Jay Wisecaver, Joachim Theis, Karuna Bishnoi, Meenakshi Batra, Michael Etherton, Neelam Singh, Per Tamm, Peter Dixon, Philip Cook, Rita Panicker, Roger Hart, Saghir Bukhari, Shivani Bharadwaj, Stuart Hart and Victor Karunan.

We acknowledge that this work would not have been possible without the warm support of the academic fraternity in the region. In Bangladesh, we must express our deep appreciation to Prof Nurul Alam, Prof Shah Jalal, Dr Zahir Ahmad and other faculty members in the Department of Anthropology, Jahangirnagar University, Savar Dhaka for helping us from the beginning of this work. Their deep commitment to this issue has resulted in the integration of child rights in the courses at the Department of Anthropology. We express our sincere thanks to Suchita Sharmin, faculty in the Department of Development Studies for helping us carry out the study. We express our deep gratitude to other faculty members in Faculty of Law, Department of Peace and Conflict and Department of Population Science in Dhaka University, for enlightening us with their perspective on this work. We acknowledge and appreciate their valuable contribution. It would be extremely unfair if we failed to acknowledge the very important contribution of Prof Mahbubullah, Member University Grant Commission (UGC), Bangladesh for his support, encouragement and guidance. We express our thanks to Prof Munirul Haq, former member UGC, for his support in realising this work in Bangladesh.

We express our deep gratitude to Prof Hajira Kumar, Prof A S Kohli, Dr Zubair Meenai and other faculty members in Department of Social Work, Jamia Millia Islamia University, Delhi, who have not only shouldered the responsibility of promoting child rights but have given time to guide and help us to mainstream the issue in the other institutes. Being students from the same faculty we felt that we have been welcomed back with warmth and encouragement. We express our deep appreciation to Prof Rajshekhar Pillia, former Vice Chairperson, University Grant Commission India, for all his support and encouragement.

We express our gratitude to Prof Aruna Bhardwaj for supporting us in the assessment study. We express our deep gratitude to Prof Parsuraman, Director, Tata Institute of

Social Science (TISS), Asha Bajpai for giving us the time and moral support to carry this work forward. We would also like to express our thanks to Manish Kumar Jha, our friend and a faculty member in TISS for carrying forward this agenda in his institute. His continuous support has helped us to explore a partnership with TISS.

Our work in Nepal would not have reached this stage without the support of Fr Augustine, Principal, Xavier's College, Kathmandu. We express our deep gratitude to him for his extremely valuable contribution and for shouldering the responsibility of integrating child rights in the Department of Social Work. We are also grateful to Joyson Jose whose contribution is immense in carrying forward this work in Nepal. He is one of those who has been a champion to the cause of children and felt the need of integrating child rights in academia. We are also grateful to Bala Raju Nikku for integrating child rights in Kadambari College, Nepal.

We are thankful to our Save the Children Sweden-Denmark colleagues in Bangladesh. In particular, we are grateful to Olof Risberg who agreed to carry forward this work in Bangladesh. We thank Shaila Luna Parveen in helping us to fix appointments with the faculty members in Dhaka to carry out the research. Our deep appreciation to Kristine Jeppesen for her continuous support. One man, who has immensely contributed in this work, is our friend, Tayyab Rana. He has not only shouldered the responsibility to carry forward this work but has given his heart to it. His deep commitment towards this issue is reflected in the amount of progress we have made in Bangladesh.

Our thanks to K Vaidyanathan, Asia Director, Save the Children Canada, who joined us in this journey. His vision on knowledge excellence is inspirational.

Our sincere thanks to Lisa Lundgren for always encouraging us to take this work forward in the region. We greatly appreciate her valuable support and guidance. We are thankful to all our colleagues in the regional office for their dedication and support to forward child rights in the region.

We would also like to thank Neha Bhandari and Prajwol Malekoo for managing production of this publication.

Ravi Karkara

Regional Programme Manager
Save the Children Sweden
Regional Office for South and Central Asia

Akmal Shareef

Regional Programme Coordinator, CRP
Save the Children Sweden
Regional Office for South and Central Asia

ACRONYMS AND ABBREVIATIONS

CRP	Child Rights Programming
SAARC	South Asian Association for Regional Cooperation
UGC	University Grants Commission
UNCRC	United Nations Convention on the Rights of the Child



Introduction

The emergence of a rights-based approach to development in recent years has brought a massive change in the perspective and work of organisations in the development sector. The convergence of 'rights' - mostly used by human rights practitioners - and 'participation' - mainly used by development organisations to empower people - has given legitimacy to both the players. The human rights actors increasingly understand the relevance of 'participation' to further and safeguard rights of the marginalised 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 programmes 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 conceptualisation 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 does advance children's rights, but brings in new challenges. The Global Movement for Children and the 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, recognise 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, United Nations adopted the United Nations Convention on the Rights of the Child (UNCRC), which has been ratified by all the countries, except USA. This Convention 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 set out in the Convention. The Convention calls the different duty bearers to recognise 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 internalise 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), recognises 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 actualisation 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 endeavour, the organisations realise 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.

Recognising 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 organisation 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- Four Dimensions

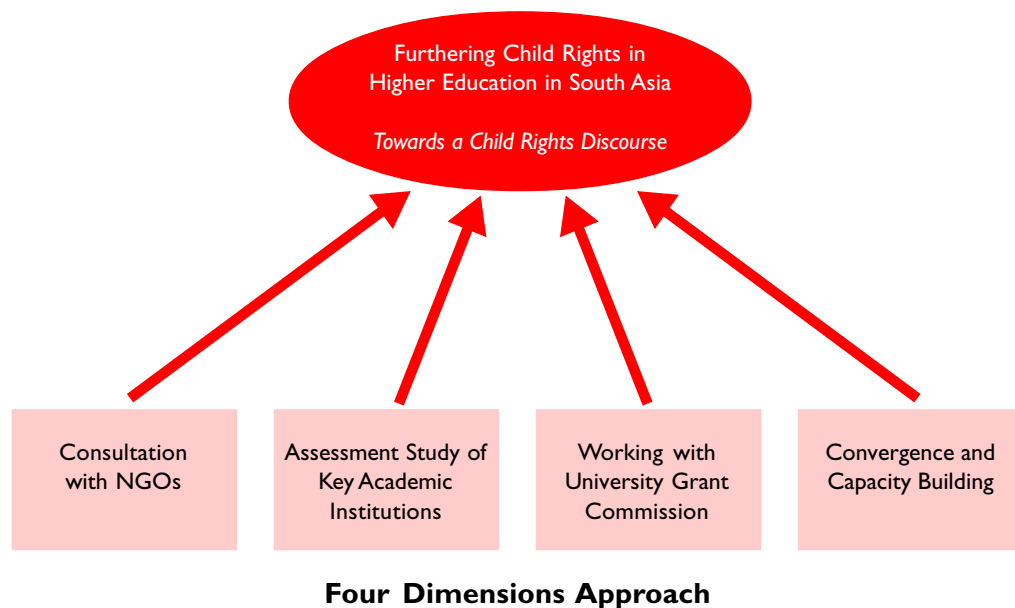
Child Rights Programming has taught us to work to build a larger constituency of child rights advocates and practitioners. Further, we think it is imperative to have a partnership with the academia. We plan to work with the media, corporates and religious leaders in the near future to harness similar 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 programmes. 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 Child Rights Programming - 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 galvanising force to work with like-minded organisations 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 organisations in the region. The objective was to understand the need of the organisations in terms of human resource capacity and the supply chain of professionals, who wish to work on child right 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.¹ 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 organised 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

¹ **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

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 programmes 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 issues:

Key issues discussed in the meetings

- 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 programmes.
- Market response of such courses and programmes.

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 programme 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 programme 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 programmes like MBA, engineering etc. In such a scenario, who will be the takers of a programme 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 programme 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 programme 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 opinion 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 programmes, provided the courses and programmes meet the requirements set by the University Grant Commission of India. The universities in India have the authority to introduce any programme, 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 endeavour.

Response from Nepal

Although, Nepal is the hub of many of international NGOs and UN agencies, 'development' as a subject of academic discourse does not have any recognition here. In recent years, one of the leading colleges² 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 in 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 programme. 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 countries³ 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 programmes. In countries where the consultations took place, higher education is subsidised 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 programmes 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 organised 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

² Department of Social Work, Xavier's College, Kathmandu

³ Bangladesh, India and Nepal

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 programmes 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, recognised 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 sensitise and mobilise 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 like-minded academicians on to one platform, where they can meet practitioners and develop synergy of approach, ideas, perspective and methods. Save the Children

Sweden recognises 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.

Save the Children Sweden recognises 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 UNCRC,
- UNCRC principles, structure and reporting mechanisms,
- Child Rights Programming, survival and development, best interest of the child, participation, non-discrimination and accountability,
- Addressing root causes of child rights violations,
- Tools for application of child rights in programmes,
- Role of academia, challenges, areas to work further, and
- Integrating child rights in thematic sectors namely education, child protection, emergencies, etc.





Milestones

This long endeavour 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 programmes 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 organised 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

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

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 journalist have got admission in the programme.

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 Centre

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

Integration Child Rights in the present Curriculum

In Nepal, Xavier's College and Kadambari College have included Child Rights⁴ 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 cross-fertilisation 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 their own understanding, explanation and perspective about child rights that may not match with the approach of the field based organisations. 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 perspective 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 procedure 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 programme is difficult. Understanding bureaucratic procedure of the education

⁴ See Annexure 3

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 exiting knowledge base of academia and explore ways to create more knowledge from practice. In short, knowledge crates practice and practice creates knowledge.
- Another challenge was to decide at the scale at which the programme should be developed and spread. Expectations are very high and fulfilling such expectation is difficult at times.
- Working closely with children's organisations 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 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 co-finance this initiative. The key is to make it accessible and affordable for more and more professionals from various walks of life.





Way Ahead- Future Plan

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 and the country's self-governed structure will be crucial. This needs to be lead by academia, child rights organisations 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 programmes will contribute to 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 Centres

Department of Social Work, Jamia Millia Islamia, is exploring the establishment of a Child Rights Study Centre. The purpose of the centre will be to build a centre 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.

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 programme on child rights. Save the Children together with other eminent organisations is expected to provide technical support to run this programme.

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 programme can have first hand experience of the issues and experiences of children.

Creating close ties with Child Rights Education for Professionals (CRED-PRO)⁵

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 fertilisation.

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 centres to spread knowledge and training on child rights.

Distance Education Programme

There has been a mammoth interest from colleagues in the field to enrol in a distance programme 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.

5 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 programmes 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 UNCRC 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.

ANNEXURE I



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 understating 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 socialisation through social institutions on 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. Socialisation: 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 socialisation
- 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 emphasised 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 labour, 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, labour 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 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 Conventions:
 - International Convention on the Elimination of All Forms of Racial Discrimination (CERD)
 - International Covenant on Economic, Social and Cultural Rights (CESCR)
 - International Covenant on Civil and Political Rights (CCPR)
 - 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)
 - UN Convention on Disabilities (under discussion)
- b. United Nation Convention on the Rights of the Child (UNCRC)
- 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 organisation. The working methods for both adults and children will be compared.

Unit I: Working with children (one to one)

- a. Case work, counselling and psychotherapy
- b. Working with children in need of care and protection-victims of abuse, trafficking, disasters
- c. Rational Emotive Therapy, Family Therapy
- d. Behaviour modification, crisis intervention

Unit II: Working with Groups

- a. Stages of group development
- b. Group dynamics, types of groups (concepts of children's organisations 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, neighbourhood development, systems
- c. Concept of participation, the RRA-PRA-PLA 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. Analysing 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

Programme Management

This paper will pull the learning from other papers into practical ways of working in programmes 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 organisational development, organisational management and institutional development
- e. Programme 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 emphasise the need of networking and use of advocacy for realising child rights. Children's involvement and participation in these advocacy processes is essential to ensure that they are recognised, empowered and strengthened as rights holders and appropriate child-friendly measures are taken. Children need to be recognised as partners in the decision-making and follow-up process.

Unit I:

- a. Networks and networking; purpose of networking
- b. Power of networks for realising 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 centred 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 organisations-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 networking 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 would 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.

ANNEXURE II

Paper on Child Rights, Department
of Anthropology Jahangirnagar
University, Bangladesh

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 problematise child rights as discourse within the broad context of human rights and development. Emergence of child rights as a discourse, importance of child rights, its relation with development 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-discrimination; participation and inclusion; accountability and rule of law; children as rights holders and social actors; the adult-child interface; cultural dimensions.
- c. The Context of Development of Childhood:** The context of development of childhood in different societies; different models socio-cultural construction of childhood; politics of childhood.
- d. Laws and Regulations on Child Rights:** UN Convention of the Rights of the Child; different conventions and laws; a review of these laws and regulations.
- e. Violation of Child Rights:** Types of violation; violence against children; different forms of child exploitation: sexual abuse, child labour both domestic and industrial; child trafficking and its implication; examples of violation: Bangladesh, India and Nepal.
- f. State of Children:** Situational analysis of children in South Asia.

ANNEXURE III



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

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

Unit I:

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 of a separate convention for children: 30 minutes.

b. International conventions on children

- UNCRC: the history and processes: 30 minutes
- Structure of UNCRC: 20 minutes
- The principles of UNCRC: 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 UNCRC: 60 minutes
- Meaningful participation of children: 30 minutes

c.

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

Unit IV:

The principle of non-discrimination (4 hrs)

- Discrimination - its forms and modalities in the society: 30 minutes
- Socialisation of discrimination and its intergenerational perpetuation: 25 minutes
- The concept of non-discrimination and UNCRC: 25 minutes
- Combating discrimination: 40 minutes

Unit V:

Principles of Accountability (4 hrs)

- Meaning of accountability: 20 minutes
- UNCRC and accountability: 15 minutes
- Reasons and factors of non-accountable structure: 25 minutes
- Ways and means to strengthen the accountability structure: 60 minutes

Unit VI:

Child Protection (2 hrs)

- Issues, forms and magnitude of rights violation: 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) approach: 60 minutes
- The concept and definition
- Principles of CRP and its application: 35 minutes
- Means and ways to apply CRP: 60 minutes
- Addressing the immediate and underlying causes:
- Setting rights based goal, Setting priority
- Addressing then power structure,
- Multi-sectoral and coordinated approach

ANNEXURE IV



References

Anne Trine Kjørholt (2005) *Child Research Towards 2015: A global scenario*, Child Watch International, Key Institutions Assembly, Norwegian Centre for Child Research, Norwegian University of Science and Technology, Norway

Celestine Nyamu-Musembi and Andrea Cornwall (November 2004) *What is the "rights-based approach" all about? Perspectives from International Development Agencies*, IDS Working Paper 234

Claire O Kane (2003) *Children and Young people as Citizens: Partners for social change*, Save the Children, South and Central Asia

Joachim Theis (2004) *Promoting Right Based Approaches, Experience and Ideas from Asia and Pacific*, Save the Children Sweden

Save the Children (2002) *Child Rights Programming: How to apply rights based approach in programming*, Save the Children

Vijendra Rao and Michael (ed) (2004) *Culture and Public Action* (ed) Walton Stanford Social Sciences, an imprint of Stanford University Press, Stanford, California

Save the Children fights for children's rights.
We deliver immediate and lasting improvements to children's lives worldwide.

Save the Children works for:

- a world which respects and values each child
- a world which listens to children and learns
- a world where all children have hope and opportunity

For further information contact:

Save the Children Sweden

Regional Office for South and Central Asia

Sanepa Road, Kupundole, Lalitpur

GPO 5850, Kathmandu, Nepal

Tel: +977-1-5531928/9

Fax: +977-1-5527266

info@savethechildren.org.np

nehab@sca.savethechildren.se

www.rb.se



Save the Children