

## COURSE SYLLABUS

**TSOC 6432**  
**ÉTUDES THÉMATIQUES DIRIGÉES**  
**« THE RIGHTS OF THE CHILD »**  
**Summer 2022**  
**From June 19 to June 24 2022**

Theme : The largest minority in the world: Special focus on the rights of children and young people with disabilities or with special needs in the light of article 23 of the International Convention on the Rights of the Child

This course will be facilitated by H el ene Albert. She will be available for consultation by appointment for the duration of the summer course, until the submission of the last assignment. To contact her, please call (506)858-4000, ext. 4204, e-mail [helene.albert@umoncton.ca](mailto:helene.albert@umoncton.ca) or go to MTA 378.

### Course Description

This is a five-day, bilingual (English and French) course on the rights of the child and on youth well-being and healthy development around the world. This multidisciplinary course will be offered on the Moncton campus of the Universit e de Moncton. It will bring together participants from various areas of study with an interest in childhood and adolescence as well as researchers, employees of non-governmental organizations, members of professional associations working with children and youth, and work teams from institutions mandated to uphold children's rights worldwide.

The course aims to educate participants about the rights of the child. We will review the historical and philosophical foundations of child rights, explore the content of the *Convention on the Rights of the Child* and study the workings and implementation mechanisms of the Convention. The course will also assist the participants in reflecting on the rights of children from minority groups, including Aboriginal children and youth; using their knowledge about child psychology and the factors associated with healthy childhood development to more effectively grasp the importance of these rights and the work that remains to be done in this area; considering the right of children to be educated about democratic citizenship in a culture of peace; analyzing the multiple implications of the *Convention on the Rights of the Child* for professional practice; and identifying specific courses of action and approaches for ensuring greater respect for these rights.

While highlighting the theme of the rights of the child, the course content each year focuses on one or more articles of the *Convention on the Rights of the Child*. In the summer of 2022, particular attention will be given to Article 23, which concerns the rights of children with disabilities or special needs.

# 1 OBJECTIVES:

## 1.1 General

Using an analytical and reflective approach, assist students in acquiring knowledge concerning the *Convention on the Rights of the Child* and, specifically, Article 23 of the Convention addressing the rights of children with disabilities or special needs.

## 1.2 Specific

At the end of the course, students will be able to:

- 1.2.1 Analyze the historical and philosophical foundations of development of human rights and, subsequently, children's rights.
- 1.2.2 Become familiar with the *Convention on the Rights of the Child* and the main instruments and mechanisms used to achieve its implementation in the signatory countries.
- 1.2.3 Understand the scope of Article 23 of the *Convention on the Rights of the Child* at the international, regional and national levels.
- 1.2.4 Understand the right to education of indigenous children, and more specifically the right to learn their language.
- 1.2.5 Appreciate the importance of the issues related to the full inclusion in society of children with disabilities or special needs.
- 1.2.6 Explain how the inclusion of children with disabilities or special needs in all spheres of society is a tool to fight against discrimination and social exclusion.
- 1.2.7 Recognize the right of children to protection against all forms of violence.
- 1.2.8 Reflect on the importance of protecting and promoting child rights at the local, national and international levels.
- 1.2.9 Grasp the collective responsibility for the inclusion of children and young people with disabilities and special needs in order to contribute to a culture of peace and democratic citizenship.
- 1.2.10 Analyze the multiple implications of the Convention on the Rights of the Child for professional practice and identify specific courses of action and approaches for ensuring greater respect of these rights.

## 2 COURSE CONTENT

The course content is organized around the central theme : *The largest minority in the world: Special focus on the rights of children and young people with disabilities or special needs* in the light of article 23 of the *International Convention on children's rights*. In addition to certain, more general, content on the Convention on the Rights of the Child, certain themes will frame the discussions and lectures. These more specific themes and the days devoted to them, as well as the names of the lecturers will be specified once the program for the week has been finalized. The revised course syllabus will take this into account.

For additional information, please consult the summer course program at <http://www.umoncton.ca/rightsofthechild/>.

## 3 TEACHING METHODS

This course will favour a multidisciplinary approach combining theory and practice and bringing the participants together with lecturers and recognized experts within a rigorous educational framework but also in a spirit of convivial exchange. A variety of instructional methods, including coursework, practical examples, group workshops, video presentations, debates and field visits as well as cultural activities, will be used to stimulate communication, interaction and exchange between the participants and lecturers.

It is to be noted that the course content will be delivered by the various lecturers whose names and areas of specialization are listed in the Summer Course on the Rights of the Child program. The course program is available online at: <http://www.umoncton.ca/rightsofthechild/>

Please note that the student's active and engaged participation is essential for achieving the objectives of this course.

## 4 ATTENDANCE

The university regulations applicable to graduate studies specify with respect to attendance that "an excessive number of absences may, following written notice from the professor, require a student to withdraw from a course. The final decision concerning mandatory withdrawal is made by the dean." [TRANSLATION]

Moreover, students enrolled in this course are expected to take part in all scheduled lectures and presentations as well as in the five scheduled periods (**to be negotiated**) reserved for students in this credit course.

## 5 SUBMISSION DEADLINES AND MARKING SCHEME

### 5.1 Submissions and examination: Must be submitted by August 17, 2022.

Logbook of reflections on course content Submission deadline to be discussed	30 points
Analysis and reflections on the rights of the child Submission deadline to be discussed	40 points
Take-home exam Submission deadline to be discussed	30 points

Please note that additional information concerning these assessments and their detailed content will be distributed to students at the appropriate time. In general, given the interdisciplinarity associated with this course by both the people who will give lectures and those who participate in them, the evaluations make room for the discipline related to the student's study program. In addition, the second evaluation can essentially focus on a subject chosen by the student, as long as the work submitted integrates the rights of the child. Nevertheless, it is understood that students are expected to submit university-level work in terms of both content (thoughtfulness and depth of analysis, etc.) and form (presentation, use of relevant and appropriately presented bibliographic references, quality of English, etc.). Plagiarism in any form will not be tolerated. Late submissions will be penalized by 5% per day.

## 5.2 Grading scale

### Grading scale<sup>1</sup>

Excellent	A+	4.3	90-100%
	A	4.0	87-89,9%
	A-	3.7	84-86,9%
Very Good	B+	3.3	81-83,9%
	B	3.0	78-80,9%
	B-	2.7	75-77,9%
Good	C+	2.3	72-74,9%
	C	2.0	69-71,9%
Fail	E	0.0	Less than 69%

Note: The quality of English will be judged in accordance with the marking scheme of the School of Social Work in this regard (Max. 10%).

## 6 TEXTBOOKS AND REFERENCE WORKS (tentative list)

### SUGGESTED READING:

#### **Texts and works on children and young people with disabilities or with special needs**

Centelles, L. (2020). Et si l'accès aux loisirs des enfants en situation de handicap enclenchait un cercle vertueux ? Oui assurément, mais sous conditions. *Empan*, 117, 87-93. <https://doi.org/10.3917/empan.117.0087>

Runswick-Cole, K., & Hodge, N. (2009). Needs or rights? A challenge to the discourse of special education. *British Journal of Special Education*, 36(4), 198-203.

Toubon, J., & Avenard, G. (2017). Handicap et protection de l'enfance: des droits pour des enfants invisibles. In *Jeunes enfants en situation de handicap* (pp. 81-98). Érès.

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<sup>1</sup> Under proposed new marking system, Faculty of Arts and Social Sciences, May 6, 2016.

### **Texts and works on early childhood education and the right to education:**

Cantin, G.; Bouchard, C. et Bigras, N. (2012). Les facteurs prédisposant à la réussite éducative dès la petite enfance, *Revue des sciences de l'éducation*, 38(3), p. 469-482.

Ferrer, C.; Gamble, J. et LeBlanc-Rainville, S. (1997). *Guide pédagogique : L'éducation aux droits de la personne*. Fondation d'éducation des Provinces Atlantiques, Halifax.

Garnier, P. (2009). Préscolarisation ou scolarisation? L'évolution institutionnelle et curriculaire de l'école maternelle, *Revue française de pédagogie*, 169, p. 5-15.

Gillain Maufette, A. (2009). Le jeu, une espèce en voie d'extinction », Dossier Jouer, un art de vivre, *Revue préscolaire*, volume 47, numéro 1, janvier 2009.

Hammarberg, T. (2011). Le principe de l'intérêt supérieur de l'enfant : ce qu'il signifie et ce qu'il implique pour les adultes, *Journal du droit des jeunes*, 303, p. 10-16.

Melton, G.P. (2011). Young children's rights. *Encyclopedia on Early Childhood Development – Centre on Excellence for Early Childhood Development*, Clemson University, USA. (published on line).

Montessori, M. (1993). *La formation de l'homme*, Paris : Desclée de Brouwer.

Montessori, M. (1996). *Pédagogie scientifique*, Paris : Desclée de Brouwer.

Rayna, S. (2010). Quoi de neuf du côté de l'éducation préscolaire? Qualité, équité et diversité dans le préscolaire, *Revue internationale d'éducation de Sèvres*, 53, p. 23-30.

Woodward, M. (2005). Early childhood development: A question of rights. *International Journal of Early Childhood*, November 2005.

### **Texts and works on social work and child protection:**

Blackstock, C. & Trocmé, N. (2005). Community-based child welfare for aboriginal children: Supporting resilience through structural change, *Social Policy Journal of New Zealand*, 24.

Brisset, C. (2009). *Les enfants et la loi de la jungle*, Paris : Odile Jacob.

Brisset, C. (1985). *Un monde qui dévore ses enfants*, Paris : Éditions Liana Lévi.

Commission de vérité et réconciliation du Canada : Appels à l'action (2015) . En ligne : [http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls\\_to\\_Action\\_French.pdf](http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_French.pdf)

Richard, B. (2010) *Main dans la main : Le bien-être à l'enfance des Premières nations du Nouveau-Brunswick*. Bureau de l'Ombudsman et du Défenseur des enfants et de la jeunesse du Nouveau-Brunswick, Province du Nouveau-Brunswick, février 2010.

Sinclair, R. (2007). Identity lost and found : Lessons from the sixties scoop, *First Peoples Child & Family Review*, 3(1), 65-82.

United Nations (1991). *Convention on the Rights of the Child*, Department of Supply and Services Canada, Ottawa.

**Texts and works on the rights of the child:**

Bunker, B., Alban, B. et Alban, B. T. (2006). *The Handbook of Large Group Methods: Creating Systemic Change in Organizations and Communities, with case examples from leading practitioners in the field*, San Francisco : Jossey-Bass.

[http://books.google.ca/books?id=T\\_NznY1HTyMC&printsec=frontcover&source=gbs\\_ge\\_summ&redir\\_esc=y#v=onepage&q&f=false](http://books.google.ca/books?id=T_NznY1HTyMC&printsec=frontcover&source=gbs_ge_summ&redir_esc=y#v=onepage&q&f=false)

Blanchet-Cohen, N. (Dr.), Hart, S. (Dr.) et Cook, P. (Dr.), *Child Rights in Practice: Measuring and Improving our Impact: A Model of Accountability to Children—A DRAFT Paper for discussion* (Victoria, B.C.: International Institute for Child Rights and Development, May 2009)

[http://api.ning.com/files/6-IVG8\\*tKg1CEYOm1BIEU\\*AYxV84kzi-kG8IIC5ELkxhmd\\*kJCmlUwy-aYYLMa2VohnPpJJhco09Dc0DJmhemDoUe6EAtmfw/AModelofAccountabilitytoChildrenFinal.pdf](http://api.ning.com/files/6-IVG8*tKg1CEYOm1BIEU*AYxV84kzi-kG8IIC5ELkxhmd*kJCmlUwy-aYYLMa2VohnPpJJhco09Dc0DJmhemDoUe6EAtmfw/AModelofAccountabilitytoChildrenFinal.pdf)

Child Rights Information Network (CRIN) *Guide to Human Rights-Based Programming:*

<http://crin.org/hrbap/index.asp?action=theme.guide>

*Children: The Silenced Citizens: Effective Implementation of Canada's International Obligations With Respect to the Rights of Children*, Final Report of the Standing Senate Committee on Human Rights, 2007.

<http://www.parl.gc.ca/Content/SEN/Committee/391/huma/rep/rep10apr07-e.pdf>

Concluding Observations from the UN Committee on the Rights of the Child on country compliance with the Convention, and State Party reports to the Committee, can be searched on the following database:

<http://tb.ohchr.org/default.aspx>

Concluding Observations of the Committee on the Rights of the Child regarding Canada's Second Report under article 44 of the Convention on the Rights of the Child (2003).

[http://www.unhchr.ch/tbs/doc.nsf/\(Symbol\)/995a15056ca61d16c1256df000310995?Opendocument](http://www.unhchr.ch/tbs/doc.nsf/(Symbol)/995a15056ca61d16c1256df000310995?Opendocument)

*United Nations Convention on the Rights of the Child*, adopted by the United Nations General Assembly on November 20, 1989. [On line]. URL: <http://www2.ohchr.org/french/law/crc.htm>.

Convention on the Rights of the Child, Third and Fourth Reports of Canada Covering the period January 1998 – December 2007.

<http://www.pch.gc.ca/pgm/pdp-hrp/docs/pdf/canada3-4-crc-reports-nov2009-eng.pdf>

Fondation pour l'enfance. (2009). *Les droits de l'enfant, une affaire d'adultes !*, guide pratique, Fondation pour l'enfance, Paris.

*General Comments* (on specific articles or concepts in the Convention)

<http://www2.ohchr.org/english/bodies/crc/comments.htm>

Government response to the Standing Senate Committee on Human Rights Report: “*The Silenced Citizens: Effective Implementation of Canada’s International Obligations With Respect to the Rights of Children*, 2007”

<http://pch.gc.ca/ddp-hrd/docs/crc-rpt3-4/109-eng.cfm>

Hodgkin, R. et Newell, P. (2007). *Implementation Handbook for the Convention on the Rights of the Child* [in English]. UNICEF.

<http://www.unicef.org/french/crc/files/Implementation%20Handbook%203rd%20ed.pdf>

*Implementation Handbook for the Convention on the Rights of the Child* (under each article of the Convention, the Handbook provides analysis and interpretation)

[http://www.unicef.org/publications/index\\_43110.html](http://www.unicef.org/publications/index_43110.html)

International Save the Children Alliance, *Child Rights Programming Handbook. How to Apply Rights-Based Approaches to Programming*, 2nd ed. (Stockholm: Save the Children Sweden, 2006)

<http://images.savethechildren.it/f/download/Policies/ch/child-rights-handbook.pdf>

International Save the Children Alliance, *So You Want to Consult with Children? A Toolkit of Good Practice* (November 2003)

<http://resourcecentre.savethechildren.se/content/library/documents/so-you-want-consult-children-toolkit-good-practice>

Jonsson, U. (2004). *A Human Rights-Based Approach to Programming (HRBAP)*,”book chapter.

<http://www.docstoc.com/docs/35007391/Book-Chapter>

Kaime, T. (2010) «’Vernacularising’ the Convention on the Rights of the Child: Rights and Culture as Analytic Tools». *The International Journal of Children’s Rights*, Volume 18, Number 4, pp. 637-653.

Korczak, J. (2009). *Le droit de l'enfant au respect*, Paris : Éditions Fabert.

Les états généraux pour l'enfance (2012) *Plaidoyer pour la cause des enfants*, ÉRÈS, Toulouse.

Maurás, M. (2011). Public Policies and Child Rights: Entering the Third Decade of the Convention on the Rights of the Child, *The ANNALS of the American Academy of Political and Social Science*, 633:52.

<http://ann.sagepub.com/content/633/1/52>



*Not There Yet: Canada's Implementation of the General Measures of the Convention on the Rights of the Child*, A joint publication of the UNICEF Innocenti Research Centre and UNICEF Canada, 2009.

<http://rightsofchildren.ca/wp-content/uploads/Not-There-Yet-Canadas-implementation-of-CRC-general-measures-UNICEF.pdf>

Office of the United Nations High Commissioner for Human Rights, *Frequently Asked Questions on a Human Rights-Based Approach to Development Cooperation* (New York and Geneva: United Nations, 2006).

<http://ohchr.org/Documents/Publications/FAQen.pdf>

Organisation des nations unies (1989) *La Convention relative aux droits de l'enfant* (Texte intégral).

Reporting Guidelines for countries/States Parties to report on their implementation of the Convention

<http://www2.ohchr.org/english/bodies/crc/docs/CRC.C.58.Rev.2.doc>

Save the Children Sweden, *Monitoring and Evaluation of Children's Participation in Development Projects* (by Gina Arnillas Traverso and Nelly Pauczar Meza, Lima, 2007)

<http://resourcecentre.savethechildren.se/content/library/documents/monitoring-and-evaluation-children%C2%B4s-participation-development-projects>

Theis, J. (2004) *Promoting Rights-Based Approaches: Experiences and Ideas from Asia and the Pacific* (Stockholm: Save the Children Sweden, 2004)

<http://www.hrbatoolkit.org/wp-content/uploads/2011/03/promoting-rba-in-asia-pacif.pdf>

United Nations International Human Rights Instruments, *Report on Indicators for Promoting and Monitoring the Implementation of Human Rights* (HRI/MC/2008/3), 6 June 2008

<http://www2.ohchr.org/english/bodies/icm-mc/docs/HRI.MC.2008.3EN.pdf>

UN Special Rapporteur, *Report of the UN Special Rapporteur on the Right to Health* (2003)

<http://ifhhro.org/information-centre/documents-un-special-rapporteur>

**UNICEF Fact Sheets** on the Convention

[www.unicef.org/crc/index\\_30228.html](http://www.unicef.org/crc/index_30228.html)

Vallès, J. (1997) *L'enfant*. Folio Classique, Paris.

**Pertinent websites:**

**INTERNATIONAL**

- Child Rights Information Network (CRIN)  
<http://crin.org/>
- Human Rights Education Associates  
<http://hrea.org/>
- HURIDOCS / HURISEARCH  
[www.huridocs.org](http://www.huridocs.org)
- International Council on Human Rights Policy  
[www.ichrp.org](http://www.ichrp.org) (web archive of work, as Council closed down in 2012)
- Save the Children Resource Centre on Child Protection and Children's Rights  
<http://resourcecentre.savethechildren.se/>
- UN General Comments to Treaty Bodies  
<http://www2.ohchr.org/english/bodies/treaty/comments.htm>
- UN Human Rights Council  
[www.ohchr.org/english/bodies/hrcouncil/](http://www.ohchr.org/english/bodies/hrcouncil/)
- UN Office of the High Commissioner for Human Rights  
[www.ohchr.org/english/](http://www.ohchr.org/english/)
- UN Practitioners' Portal on HRBA Programming  
[www.hrbaportal.org](http://www.hrbaportal.org)
- UNICEF: The United Nations Children's Fund  
[www.unicef.org](http://www.unicef.org)
- University of Minnesota Human Rights Library  
[www.umn.edu/humanrts/index.html](http://www.umn.edu/humanrts/index.html)
- WHO Health and Human Rights Web site  
[www.who.int/hhr/en](http://www.who.int/hhr/en)

## **CANADIEN**

- Department of Canadian Heritage (Human Rights Program)  
[www.pch.gc.ca/pgm/pdp-hrp/docs/index-eng.cfm](http://www.pch.gc.ca/pgm/pdp-hrp/docs/index-eng.cfm)
- Human Rights Internet  
<http://hri.ca/>
- UNICEF Canada  
[www.unicef.ca](http://www.unicef.ca)

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