

Study guide

Implementing the UN Convention on the Rights of the Child

First cycle, 15 credits, Full time studies

Course code: UB113F

Spring semester, 2016

January 18 – March 20

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Welcome!

Hello everyone and a big welcome to the course Implementing the UN Convention on the Rights of the Child. In this study guide you will find all the information about the course, including a breakdown of the schedule, literature lists, grading criteria, information about course assessment along with other details of a practical nature.

All courses at the Child and Youth Studies department have their own course website, where you will find all the information you need regarding the course; as e.g. the course syllabus, schedule, course literature and study guide. You can find the course web site at: www.buv.su.se/UB113F

The students that you will meet in the course come from our partner universities around the world, Swedish and international students, who have signed up for this course individually as so-called Free Movers, as well as students at Stockholm University.

This course will also be using **Mondo as a means of collective communication**. On registering onto the course, you will be able to log onto the Mondo course site (<http://mondo.su.se>) with your university username and password, browsing for the course code. It could take up to 24 hours after the web registration for MONDO to become accessible.

The international office at Stockholm University arranges a special orientation programme the week between January 22–26, read more here <http://www.su.se/english/study/student-services/2.324>

The Orientation Programme for international students is designed to provide you with practical advice on a wide range of subjects, such as e-mail accounts, opening a bank account, student health care, Swedish language courses as well as the Student union activities. It also aims to provide you with the opportunity to meet new people and settle into your life here. For more info, please visit <http://www.su.se/english/study/student-services/2.324>

<http://www.su.se/english/study/admitted-students/a-smooth-start-1.157668>

The course starts on Monday, January 18, **9-12, in room 107**, at the Department of Child and Youth Studies. **Address:** Frescati Hagväg 24.

The course you are taking is **an integrated full-time course for ten weeks of study**. The course is taught by a team of lecturers: Ingrid Engdahl, Kim Ringmar Sylwander and Sandra Karlsson.

Registration for the course

For domestic students only, once accepted to the course, it is possible to register online for the course. In order to register online you will need to have a university account. You can activate your account by following this link: <https://aktivera.su.se/>

The web registration is open for domestic students from January 7 – January 12. Please note: if you do not register in time you will lose your place. If you have any trouble with the registration you need to contact the course administrator (see contact information below), before the end of the registration period – or else you risk giving up your place. Please follow the instructions below:

- Go to www.mitt.su.se
- Select “My studies”.
- On the left hand side of the page, go to “Course registration”.
- Tick the box next to the designated course (identifiable by the course code UB113F and click on select.
- Click on the “Register” button to confirm. You are now registered

For international students, to register for the course you are required to attend the first scheduled session for the course. If for whatever reason you are unable to attend the first session of the course, please contact the administrator by email to state that you still intend to participate.

Attendance

Students are expected to be present in class during lectures and seminars. Seminars that introduce themes, literature seminars and group presentations are mandatory. Absences must be compensated, and students who miss a class shall contact the lecturer in charge for a make-up assignment.

The course literature for each session is noted in the present study guide. Most of the literature is available on-line at Stockholm University Library. Some of these references are also made directly available via the Mondo course site. Optional and additional literature may be chosen by students and teachers in collaboration.

The reference system recommended in the course follows the American Psychological Association APA, including page numbers, and there is a manual available in Engdahl & Sandqvist, (2012), *Writing a Thesis*.

Additional information

Other important information about being a student at Stockholm can be found at the following web site: <http://www.su.se/english>

We advise you to take some time to **read the International Handbook**, especially pages 17-28, about rules, regulations and services available to you as a student at Stockholm University:

<http://www.su.se/english/study/student-services/handbook-for-international-and-exchange-students-1.1627>

Extra-curricular activity: International Café

Exchange students and local students at the different departments involved in Teacher Education are most welcome to a series of international cafés. The cafés are informal seminars where you listen to a presentation and then get the opportunity to reflect and discuss together with other local and international students. At the cafés there will also be some tea/coffee and a light snack. More information regarding the content of each international café will be posted on your study platform MONDO.

Preliminary schedule:

International Café 1 -Tuesday February 16 16.30–18.30

International Café 2 – Tuesday March 29 16.30–18.30

International Café 3 – Tuesday April 26 16.30–18.30

Sign up

To participate you will need to sign up since the places are limited - an invitation where you can sign up will be posted on the study platform MONDO or sent to you by email by your international coordinator. The invite will be sent to you 2-3 weeks prior to the event.

Questions

Please contact international coordinator Malin Håkansson at international@buv.su.se

Intended Learning Outcomes

After having completed the course, a student is expected to be able to

- critically describe and discuss concepts, terms, definitions and debates concerning childhoods and issues related to the living conditions of children and young people in a wider geographical, historic and cultural context,
- critically discuss children's possibilities to participate in everyday life and within society and
- critically describe and discuss the UN Convention on the Rights of the Child.

Teaching and Learning Activities

The teaching and learning in the course are theme based. There are two themes in the course and for each theme there will be lectures, seminars, individual readings, group assignments and oral and written presentations. The course literature is first assigned to different themes, but will then be used throughout the course. More articles and other texts may be added.

Most lectures and seminars are scheduled on Monday afternoons and Thursday mornings, but there are classes scheduled also during some other weekdays. Please look at the Schedule for time and place. Group assignments and individual reading are often scheduled Wednesdays, but also on other days.

The two themes are:

Part 1:1 The UNCRC, introduction and critical analysis

Part 1:2 Children, Society and Education, in relation to the UNCRC

Students will work actively during the course in the following ways:

Group activities

- interview each other and present each other in the class,
- discuss course literature before literature seminars, taking turns and making sure that everyone has the opportunity to start a strand of discussion,
- perform short investigations in Sweden or on the Internet about questions linked to children, culture, and the UN CRC, that have originated from the readings and the seminars.

Course literature

- read specified articles and chapters, and while reading students are expected to make notes of things that are 1) interesting, 2) difficult and 3) questionable, with comments on why these parts are noted,
- meet with other students and discuss the 1-3 notes and comments,
- bring notes, comments and group discussions to literature seminars and actively engage in the discussions.

Lectures and seminars

- read the appointed literature in advance,
- participate and contribute to the seminars by raising your thoughts and questions related to topics relevant to the session and literature,
- present the result from the theme-based assignments in seminars for all students, preferably in various ways, using different methods.

Writing

- hand in reviews of certain texts or articles,
- present the result from the theme-based assignments as written group or individual reports,
- write an individual paper as an individual examination of the course.

Schedule

There is an up-dated schedule on the course web site: www.buv.su.se/UB113F

Content:

Week 3

Session 1. Welcome Lecture: Ingrid Engdahl and Malin Håkansson

An informal introduction to the course, where students will be given an opportunity to be introduced to each other and to the lecturers as well as become familiarized with being a student at Stockholm University.

Literature:

The Study guide.

Task for session 2:

Welcome to Sweden. What is different? What is amazing? What is global?

Theme One: The UNCRC, introduction and critical analysis

Session 2. Introduction Lecture about the UNCRC, Ingrid Engdahl

Find the literature for Session 2 and browse through it before the seminar.

Literature:

UNICEF. (2015). *25 years of the convention on the rights of the child: Is this world a better place for children?* New York: UNICEF, UN. (Available on-line)

United Nations. (1989). *The UN convention on the rights of the child*. New York: United Nations. (Available online)

Stockholm University Library www.sub.su.se

After session 2, students are advised to take the on-line course about the Stockholm University Library, which is available through this link:

<http://www.sub.su.se/courses/self-study-courses.aspx>

After taking the on-line course, students shall visit the library and make sure you know how to borrow literature and find relevant articles.

Week 4

Session 3. Lecture - **Human rights and the UNCRC**: Kim Ringmar Sylwander

Literature:

Fass, P. (2011). A historical context for the United Nations convention on the rights of the child. *The ANNALS of the American Academy of Political and Social Science*, 633(1), 17-29. (Available on-line)

Freeman, M. (2010). The human rights of children. *Current Legal Problems*, 63(1), 1-44. (Available on-line)

United Nations. (1989). *The UN convention on the rights of the child*. New York: United Nations. (Available online)

Session 4. Lecture - **UNCRC in an international perspective** Kim Ringmar Sylwander

Literature:

*The African Charter on the Rights and Welfare of the Child.** (Mondo)

Wyn, J., & Cahill, H. (Eds.). (2015). *Handbook of children and youth studies*. Singapore: Springer. (Available e-brary) (Chapter 4, pp. 49-62, Chapter 5, pp. 63-78).

Introducing Group assignment EX01: Oral group report, 3.5 cr: UNCRC, to be presented during session 9

- The students in each group focus on a contemporary issue related to children and youth.
- Choose one of the four main principles of the UNCRC, as well as interrelated articles, to analyse the issue chosen.
- Identify two countries in which the issue is prevalent and look at how the issue has been described both in the latest State's party report to the Committee on the Rights of the Child, and how the issue is addressed in the Committee's concluding observations.
- Compare the findings from the two countries through the lens of the UNCRC principle that you have chosen.

You will find these documents here:

<http://www.ohchr.org/EN/HRBodies/CRC/Pages/CRCIndex.aspx>

- Each member of the group shall be prepared to actively take part in the group presentation. The group presentation shall be a maximum of 20 minutes long.
- Each group shall also hand in a written group report about the findings about the chosen country and of the study process (3-5 pages) (Please see further instructions for the written report under session 9).

Week 5

Session 5. Literature Seminar. Kim Ringmar Sylwander

Literature:

The texts already introduced during theme 1

Session 6. Lecture - Children's wellbeing. (Kim Ringmar Sylwander)

Literature:

UN Committee on the rights of the child (CRC). (2013). *General comment no. 14 on Article 3*. Geneva: UN. (Available on-line)

Wyn, J., & Cahill, H. (Eds.). (2015). *Handbook of children and youth studies*. Singapore: Springer. (Available e-brary) (Chapter 7, pp. 95-115)

Week 6

Session 7. Lecture on children, youth and participation, Johanna Lindholm, PhD

Literature:

Hart, R. A. (1992). *Children's participation: From tokenism to citizenship*. (Innocenti essays 4). Florence: UNICEF. (Available on-line)

Session 8. Literature Seminar. Ingrid Engdahl

The CRC in Geneva.

Group assignment 2. Introducing Study visits, three days during week 8.

Students will visit Swedish preschools, schools and/or organisations. The aims of the study visits are to get a general overview of the preschool/school/organisation and to explore how the UNCRC is implemented.

Literature:

See session 6 and 7 plus

An Optional General comment from the UN Committee on the Rights of the Child.

Week 7

Session 9. Presentation of Group assignment 1 (EX01). Kim Ringmar Sylwander

- Each member of the group shall be prepared to present the assignment, first across the study groups, then also in the whole class.
- Each group shall also hand in a written group report on the first group assignment- following the instructions for the assignment (3-5 pages). The written report shall include: an introduction; a comparative analysis between the countries chosen with regards to one of the main principles of the UNCRC and other relevant articles; a conclusion; the report shall conform to the APA reference system (please see the APA guide) and include a bibliography.

Theme Two: Children, Society and Education

Session 10. Lecture - Children and Education: Introduction lecture. (Ingrid Engdahl)

Introducing Group assignment 2: Written group report from study visits, 4 cr, (EX02) to be presented during session 15.

- The aims of the study visits are to get a general overview of the preschool/school/organisation and to explore how the UNCRC is implemented.
- Students will individually or in pairs visit Swedish preschools, schools and/or organisations during three days (scheduled week 8).
- Students shall
 - participate to get an overview of the pre/school/organization
 - adapt a child oriented perspective: How could it be to be a child here?
 - discuss with teachers/representatives about the UNCRC and how it is implemented in the pre/school/organization
 - discuss the UNCRC with children
- Students in each group shall discuss their experiences from the study visits and present their findings and reflections during session 15, followed by discussions in class.
- Each group shall summarize their study visits, especially about how the UNCRC is implemented, and their reflections in a short report (5-10 pages) to be handed in during session 15.

Introduction of *Individual paper*, 7,5 cr (EX03), see page X in this Guide.

Literature:

UNICEF. (2014). *The state of the world's children: Every child counts: Revealing disparities, advancing children's rights*. New York: UNICEF, UN. (Available on-line) (112 pp.)

Week 8

Session 11. Lecture -Preschools and Schools in Sweden Lecture with Sandra Karlsson)

Checking about the Study visits.

Literature:

Swedish National Agency for Education: A presentation
<http://www.skolverket.se/publikationer?id=2492>

Additional literature:

Swedish National Agency for Education.:

National curriculum for the preschool. (2011). <http://www.skolverket.se/publikationer?id=2704>

National curriculum for the compulsory class, preschool class and recreation centre 2011 (2011). <http://www.skolverket.se/publikationer?id=2687>

National curriculum for the upper secondary school. (2013).
<http://www.skolverket.se/publikationer?id=2975>

Wednesday – Friday Study visits

Week 9

Session 12. Lecture - The right to education – quality – inequality? Sandra Karlsson

Following up on the study visits.

Literature:

Bunar, N. (2010). Choosing for quality or inequality: Current perspectives on the implementation of school choice policy in Sweden. *Journal of Education Policy*, 25(1), 1-18. (19 pp.)

Mohme, G. (2014). Imagined adulthood under transition: Somali-Swedish girls' life-planning in a late modernity context. *Gender and Education*, 26, 432-447.

Nilsson, J., & Axelsson, M. (2013). Welcome to Sweden: Newly arrived students' experiences of pedagogical and social provision in introductory and regular classes. *International Electronic Journal of Elementary Education*, 6(1), 137-164.

United Nations. (1989). *The UN convention on the rights of the child*. New York: United Nations. (Available online)

Additional literature:

Brems, E. (2006). Above children's heads: The headscarf controversy in European schools from the perspective of children's rights. *The International Journal of Children's Rights*, 14, 119-136.

Session 13. Literature Seminar Sandra Karlsson

Literature: See sessions 12 plus

Week 10

Session 14. Seminar - Education and Citizenship Sandra Karlsson

International comparisons. Students choose one country individually (could be their own) and prepare to give information on the following aspects:

- centralisation - decentralisation
- public – private
- child/student participation
- role of teachers
- role of parents

Literature:

Wyn, J., & Cahill, H. (Eds.). (2015). *Handbook of children and youth studies*. Singapore: Springer. (Available e-brary) (Chapter 25 and 26, pp. 355-390).

Session 15 Discussion Forum - Comparative analysis of school curricula and UNCRC (EX02).

Sandra Karlsson

Presentation and discussions about group assignment 2 (EX02).

Week 11

Session 16. Literature Seminar on key concepts during the course. Ingrid Engdahl

Q & A about the individual assignment (EX03), see next section.

Writing the Individual exam paper (EX03)

The course will also be examined by an individual paper. Students may discuss their drafts with each other during the week, thus supporting the learning process and the writing. However, the course paper is an individual assignment.

Please note, the department follows the APA reference system (see *Writing a Thesis* link on the course web page), and in this assignment, all references shall include page numbers.

Deadline for the course paper is Monday, March 21, at 9 am, to be uploaded in Mondo.

Please, read also the information about Examination on page 9.

Literature:

The texts for Themes 1-2.

Examination

Attendance

Seminars that introduce themes, literature seminars, and group presentations are mandatory. Absences must be compensated, and students who miss a class shall contact the lecturer in charge for a make-up assignment.

Plagiarism and regulations for disciplinary matters

As a student you have to be conscientious about clearly accounting for the material used in the texts that are submitted for examination. To use other people's expressions or ideas without stating where they are from is plagiarism. To translate and/or change some words in someone else's text and present them as one's own is obviously also a form of plagiarism.

Plagiarism is considered to be cheating and if discovered in an exam or paper, the exam or paper will immediately be failed and disciplinary measures may be taken. Any student who is caught cheating or disrupting academic activities can be suspended from lectures and exams for a period of up to six months. The Vice-Chancellor or the Disciplinary Council decides whether the student is to be subject to any disciplinary measures.

Formative assessment

The lecturers will give feedback on the oral and written work.

Oral presentation

- Being able to present the project in a clear way / where all participants contribute
- Being able to refer to course literature and to answer questions
- Participating in discussions about advantages/disadvantages of the project

Written individual assignment

The text will be commented on the following aspects:

- Presentation of the topic and coherence between the different parts,
- Connection to previous research, lectures, seminars and to course literature,
- Language, references.

Summative assessment

The course will be examined by two different tasks that will be graded with Pass (G) or Fail (U) (EX01, EX02) and with three tasks that will be graded with an A-F scale (EX03).

EX01 Oral group report, 3.5 cr

Students will work in groups with Group assignment 1. Instructions will be given during session 4. The assignments are to be presented and discussed during session 9. A written documentation (3-5 pages) shall be handed in at the same time.

EX02 Written group report from study visits, 4 cr

Students will visit Swedish preschools, schools and/or organisations and do a comparison between the curricula from different countries and the UNCRC. The assignment is introduced during session 11 and the comparisons shall be presented and discussed during session 15.

Each group shall summarize their study visits, especially about how the UNCRC is implemented, and their reflections in a short report (5-10 pages) to be handed in during session 15.

EX03 Individual paper, 7.5 cr

Your learning will be assessed through an individual final course paper. Instructions will be given during session 10. Students will choose between three given topics.

The paper should have a clear structure, e.g. using the following headings:

- Introduction of the topic
- Analyses of the topic
 - a) using relevant course concepts and course literature
 - b) relating to relevant articles in UNCRC
- Discussion (and conclusion)
- Reference list

The paper should be max. 10 A4 pages long, including a front page and a complete reference list. In assessing the final course paper, great importance will be given to correct reference use, and that citations are short and followed by page reference. **Plagiarism is not accepted in any form.**

Use type face Times New Roman, size 12, 1.5 spacing. The paper should be uploaded on Mondo not later than **Monday, March 21, 9 am.**

Final course grade

To get a grade for the whole course, all examinations must be finished with at least the grades G or E and all tasks presented in this Study guide as well as all make-up assignments must be fulfilled. The grade for the whole course is based on the grade of EX03.

Re-examination and Fail

A student who has received a grade of E or higher may not take a re-examination for a higher grade. In addition, a registered passing grade may not be altered to Fail.

A student who receives the grade Fx **once** has the possibility of complementing the exam within two weeks after receiving the grade. If improvements are not done in the time allotted, the student is required to retake the examination.

A student who has received the grade of F, Fx or U twice on a given examination and by the same examiner may apply and be granted a new examiner. The application should be addressed to the director of studies.

There are two exam opportunities offered for all examinations during the relevant semester. The next opportunity will take place in May 2016. Students who want to re-take the examination shall contact the course administrator before April 30, 2016.

Assessment criteria

EX01 Group work

G. Pass: The student presents group work for discussion during seminars and hands in group documentation. The work should be well aligned with the course content with references to literature. All group members shall participate as active partners in the group.

U. Fail: The student has not finished or presented the group work adequately.

EX02 Written group report from study visits

G. Pass: The student presents their experiences from study visits to pre/schools/organisations and curricula for discussion during a seminar and hands in a short paper (around 5-10 pages). The work should be well aligned with the course content, especially to the UNCRC, with references to literature. All group members shall participate as active partners in the group.

U. Fail: The student has not handed in or presented the comparison adequately.

EX03 Individual paper

A. Excellent. The area of knowledge linked to the chosen topic is systematically described and with a critical analysis. The course literature and the UNCRC are used in a structured way in a critical analysis that exposes issues, problems and possible solutions. The essay is well written and coherent with a consequent use of a reference system.

B. Very Good. The area of knowledge linked to the chosen topic is systematically presented and critically analysed with relevant course concepts, especially with links to relevant articles in the CRC. The essay is well written and coherent with a consequent use of a reference system.

C. Good. The area of knowledge linked to the chosen topic is described, analysed and discussed with relevant course concepts, especially with links to relevant articles in the CRC. The essay is coherent with a consequent use of a reference system.

D. Satisfactory. The area of knowledge linked to the chosen topic is described and discussed with help of relevant course concepts. The essay is coherent, and follows a reference system.

E. Adequate. The area of knowledge linked to the chosen topic is described and discussed with help of course concepts. The essay is structured and follows a reference system.

Fx. Insufficient. The essay has one or several shortcomings, but the shortcomings are regarded possible to be attended to within two weeks. Shortcomings include: the area of knowledge, references to course literature, the paper does not show adequate command of the English language, and/or does not have a satisfactory reference system.

F. Fail. As Fx, but the shortcomings are regarded too extensive to be attended to. The student must hand in a new text.

Evaluation

Students are invited to participate in discussions about the course and are free to bring up suggestions for changes during the course. An on-line evaluation form will be distributed to all students at the end of the course.

Course Literature

Compulsory literature

- Bunar, N. (2010). Choosing for quality or inequality: Current perspectives on the implementation of school choice policy in Sweden. *Journal of Education Policy*, 25(1), 1-18. (19 pp.)
- Fass, P. (2011). A historical context for the United Nations convention on the rights of the child. *The ANNALS of the American Academy of Political and Social Science*, 633(1), 17-29. (Available on-line) (13 pp.)
- Freeman, M. (2010). The human rights of children. *Current Legal Problems*, 63(1), 1-44. (Available on-line) (44 pp.)
- Hart, R. A. (1992). *Children's participation: From tokenism to citizenship*. (Innocenti essays 4). Florence: UNICEF. (Available on-line) (39 pp.)
- Mohme, G. (2014). Imagined adulthood under transition: Somali-Swedish girls' life-planning in a late modernity context. *Gender and Education*, 26, 432-447. (16 pp.)
- Nilsson, J., & Axelsson, M. (2013). Welcome to Sweden: Newly arrived students' experiences of pedagogical and social provision in introductory and regular classes. *International Electronic Journal of Elementary Education*, 6(1), 137-164.
- UN Committee on the rights of the child (CRC). (2013). *General comment no. 14 on Article 3*. Geneva: UN. (Available on-line) (21 pp.)
- UNICEF. (2014). *The state of the world's children: Every child counts: Revealing disparities, advancing children's rights*. New York: UNICEF, UN. (Available on-line) (112 pp.)
- UNICEF. (2015). *25 years of the convention on the rights of the child: Is this world a better place for children?* New York: UNICEF, UN. (Available on-line) (124 pp.)
- United Nations. (1989). *The UN convention on the rights of the child*. New York: United Nations. (Available online)
- Wyn, J., & Cahill, H. (Eds.). (2015). *Handbook of children and youth studies*. Singapore: Springer. (Available e-brary) (Optional parts, 300 pp.)
- Additional 1-3 scientific articles (100 p.) will be presented in the study guide.

Additional references

- Engdahl, I., & Sandqvist, K. (2012). *Writing a thesis: A guide for scientific reports*. Stockholm: Stockholm University.
- National reports to the UNCRC in Geneva, with General recommendations from the Committee. (Optional country).
- Swedish National Agency for Education. (2011).
- *National curriculum for the preschool*. (Available on-line)
 - *National curriculum for the compulsory class, preschool class and recreation centre 2011*. (Available on-line)
 - *National curriculum for the upper secondary school*. (Available on-line)
- Swedish National Agency for Education. (2015). *An assessment of the situation in the Swedish school system 2015*. Stockholm: Skolverket. (Available on-line)
- The African Charter on the Rights and Welfare of the Child*. (Available on-line)