



Ghent University



International Institute for  
Child Rights and Development

## The International Interdisciplinary Course on Children's Rights

*FROM TEXT TO CONTEXT: Bringing child rights to reality through the social practices of those working with and for children*

Programme

Ghent, Belgium

27 November – 2 December 2006

Organized by:  
Children's Rights Centre  
Ghent University  
Henri Dunantlaan 2 - B-9000 Ghent - Belgium

The International Institute for Child Rights and Development  
University of Victoria (IICRD)  
PO Box STN 1700 CSC Victoria BC, Canada V8W 2Y2



Child Rights Education for  
Professionals (CRED-PRO)  
*An Initiative of IICRD*



Children's Rights Centre  
Ghent University

## BACKGROUND

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The United Nations Convention on the Rights of the Child was adopted in 1989 by the UN General Assembly without dissent. Nearly all nations of the world have formally committed to implement the Convention. It is an international treaty and the pre-eminent framework of children's rights principles and standards. It expresses the evolving universal positive ideology of the child, moving toward valuing the child as a unique person in addition to the benefits the child brings to society and other persons.

The existence, commitment to, and implementation of the Convention are surrounded by ethical, moral, political, policy, scientific, and practical implementation debates. This environment of fundamental and far reaching social debate is both encouraging and strongly challenging to the achievement of progress toward more and more civilized ways of respecting the inherent dignity of persons. The Convention is regarded as a powerful international regulatory instrument, comprehensive and binding, and is used as a legal framework for efforts worldwide to improve the position of children. However, its spirit and the intentions of the legal framework supporting it are far from being realized.

The importance of securing human rights for children, the last group for whom rights have been addressed, cannot be overestimated. The progress of civilization can be judged by the manner and degree to which societies respect those least able to independently assure their own needs and rights. It is imperative that the spirit, status, and future of children's rights should be continuously subjected to inquiry, evaluation, debate, education, and strategic planning. The International Interdisciplinary Course on Children's Rights primary aim is to contribute to intensive study leading to the advancement of children's rights.

## INTERNATIONAL INTERDISCIPLINARY COURSE ON CHILDREN'S RIGHTS

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The UN Convention on the Rights of the Child can be regarded as a historic milestone. On the one hand, it is the culmination of a difficult struggle over decades, aimed at improving the quality of children's lives. On the other hand, it is the beginning of a new way of dealing with children, enshrined in hard law by the international community. Law and practice regarding children for most of recent history have conceived of and treated children as 'not yet' human beings. The Convention, and the enlightened views that enabled its construction and appreciation, challenge the world to take a much more complex and true view of children. Children, like all other human beings, must be understood to exist simultaneously at each and every point in their development in both 'being' and 'becoming' states. Respect must be given to their existing needs, vulnerabilities, strengths, and capacities, and to their shared and unique potentials as rights bearing persons.

Gradually and with increasing insistence it is being proclaimed that each and every child is first and foremost a human being. Each child brings his/her own special added value to life, there are no exceptions. The Convention is focused on the rights of 'the child' not to be limited to or satisfied by the conditions of children in the aggregate.

Human rights have now been formally recognized for children. These rights have been enshrined in positive law at the international level and progressively at national levels, supported by processes within States Parties to the Convention. These transformations of law embody a commitment to reconcile and set straight the societal conditions relevant to the human rights of children.

Commitments to children's rights through law have become clearer and more extensive. While further progress in children's rights law can and should be made, it is important to recognize that the commitments that have been made are far from being fulfilled. Children throughout the world continue to experience abuse,

neglect and exploitation as well as impediments to their development and denial of opportunities to exercise their rights. Laws, words and good intentions must be translated into actions that will ensure intended improvements in the quality of the development and lives of children and, thereby, the very future of humanity.

The International Interdisciplinary Course on Children's Rights recognizes and will be formulated to address the evolving state of knowledge in children's rights and to prepare leadership throughout the world to apply it constructively. In this spirit, the 2006 Course will give particular attention to the opportunities, preparation, and strategies for professionals and social practices to advance children's rights. This has been recognized by the UN Committee on the Rights of the Child and other expert bodies and persons as essential to transforming commitments and intentions into constructive practices serving the best interests of children, their families and communities.

## COURSE CONVENORS

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A partnership has been formed between the Ghent University Children's Rights Centre and the International Institute for Child Rights and Development (IICRD) to prepare and present the International Interdisciplinary Course on Children's Rights in 2006 and on an annual basis in the foreseeable future. A central purpose of this partnership is to provide child rights education for professionals, agencies, organizations, and communities working with and for children. Child Rights Education for Professionals (CRED-PRO), an international initiative of IICRD, will be a primary instrument and system applied to achieve this purpose. It is envisioned that each year from this point forward the Course will be presented in a different region of the world, thereby allowing high levels of involvement from that region. The Course will continue to be designed to bring information critical to understanding and advancing children's rights to governmental and non-governmental leadership throughout the world. The evolving state of knowledge and vision regarding child rights theory, law, policy, research, education and social practices will be the basis for the Course.

### **Children's Rights Centre, Ghent University**

*The Children's Rights Centre* was set up in 1978 and is linked to the Department of Social Welfare Studies at Ghent University. The Centre considers it to be its academic responsibility to contribute to the theoretical foundation of a human rights and a children's rights concept. In order to achieve this, it is the primary aim of the Centre to carry out scientific research into children's rights and to draw attention to this theme as a valuable scientific research field. Convinced that the law can play a pro-active role in the emancipation of social groups, the Centre aims to make an active contribution to the proliferation and promotion of the *International Convention on the Rights of the Child* as well as the human rights concept, in order to provide an impetus for the social debate on children's rights. Its publications and training activities therefore constitute a considerable part of the Centre's activities. The Centre also uses its expertise for service provision and advises or supports governmental and non-governmental organisations that are working on children's rights.

**International Institute for Child Rights and Development,  
University of Victoria**

Since 1994 *The International Institute for Child Rights and Development (IICRD)* has been working on the front lines to create a culture of children's rights throughout the world. The mission of IICRD is to enhance the capacity of individuals, organizations and governments to effectively use the UN Convention on the Rights of the Child to create peace and dignity for children and their communities. *IICRD* brings children's rights to life in the context of development using innovative research, education and capacity building that draws on the strengths of children, their families, their communities and culture. The Institute develops creative solutions to complex problems, shaping a world in which children's rights become a lived reality for the children who need them most.

## PROGRAMME

### **General**

The International Interdisciplinary Course on Children's Rights deals specifically with the growing knowledge base for children's rights, including extant and evolving theory, research, policy, education, and practice. The Course approaches this knowledge base from scientific, academic, and pragmatic orientations to provide targeted information, perspective, and discourse that will support civil societies in understanding and advancing children's rights. The UN Convention on the Rights of the Child and its implementation are central and pervading in Course considerations.

The Course uses a heuristic structure, allowing participants to create order and meaning from the information and experiences of the Course. This is done in ways that can be extended in application to the larger and expanding base of child rights knowledge available beyond the Course's scope and time. The framework of thought for the Course enables a founded route of action.

### **Working Methods**

During the Course several operational modes will be used including lectures, discussion groups, workshops, participant generated interest groups and incidental discourse during free periods. Well known and respected experts presenting lectures and leading and facilitating discussion and workshop groups will be primary resources for the Course. It is expected that additional resource support will be provided by the course participants.

### **Recognition for Course Completion**

Child Rights Education for Professionals (CRED-PRO) continuing educational development credit will be conferred on Course participants in the form of a certificate at the end of the Course.

18.00 - 20.00

**Opening Sessions**

- Welcome Address  
*G. De Soete, Dean of the Faculty of Psychology and Pedagogical Sciences, Ghent University – Belgium*
  
- Introduction  
*R. Roose, Ghent University - Belgium*
  
- Keynote  
*J. E. Doek, United Nations Committee on the Rights of the Child - Switzerland (The Netherlands)*

**The Opportunity and Necessity of Bridging the Gap  
Between Principles and Practice**

- P. Cook, IICRD/University of Victoria – Canada*
- S. Hart, Child Rights Education for Professionals (CRED-PRO)/IICRD – Canada (USA)*
- G. Lansdown, Child Rights Education for Professionals (CRED-PRO)/IICRD – Canada (United Kingdom)*

20.00

**Welcome Dinner**

\*Denotes Attendance Not Yet Confirmed

\*\*Country of residence for each Faculty Member is identified in parentheses if it differs from the country of the organizational base



## TUESDAY 28 NOVEMBER

### SETTING THE CONTEXT FOR CHILD RIGHTS BASED SOCIAL PRACTICES

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- 9.00 - 10.30**      **Historical Perspective** *[Plenary Session]*  
*Chair: To be determined*
- Origins, Principles, and Law  
*E. Verhellen, Former Director, Children's Rights Centre, Ghent University – Belgium*
  - Needs and Prospects – Beyond Law  
*E. Gibbons, UNICEF New York - USA*
- 10.30 - 11.00**      **Break**
- 11.00 - 12.30**      **Children's Rights in the Societal Context of Human Rights** *[Plenary Session]*  
*Chair: E. Verhellen, Former Director, Children's Rights Centre, Ghent University – Belgium*
- Government Infrastructure  
*F. Muñoz Porras, Ministry of Health – Chile\**
  - Convention on the Rights of the Child and national curricula for young children  
*J. Bennett, Organization of Economic Cooperation & Development – France (Ireland)*
  - In Crisis and Transition  
*G. El-Khoury, UNICEF – Lebanon*
- 12.30 - 14.00**      **Lunch**
- 14.00 - 16.00**      **Foundations for Human Rights Respecting Social Practices Applied to Children – I** *[Plenary Session]*
- The Cultural-Social Context  
*P. Cook, IICRD/University of Victoria – Canada*  
*V. Pupavac, University of Nottingham – United Kingdom*
  - The Pedagogical-Psychological Context  
*R. Roose, Ghent University – Belgium*
  - The Ethical-Spiritual Context  
*A. Ucko, Arigatou Foundation – Switzerland*

- The Play/Leisure Context  
*J. Van Gils, Research and Development Centre Childhood and Society – Belgium*

**16.00 - 16.30**

**Break**

**16.30 - 17.30**

**Breakout Discussion Groups:  
Foundations for Human Rights Respecting Social Practices Applied to  
Children – II** [*Participants select group to join to set limit*]

- The Cultural/Social Context  
*P. Cook, IICRD/University of Victoria – Canada*  
*V. Pupavac, University of Nottingham – United Kingdom*
- The Pedagogical-Psychological Context  
*R. Roose, Ghent University – Belgium*
- The Ethical-Spiritual Context  
*A. Ucko, Arigatou Foundation – Switzerland*
- The Play/Leisure Context  
*J. Van Gils, Research and Development Centre Childhood and Society – Belgium*

**18.00 - 19.00**

**Interest Groups Selected by Participants**

- 9.00 - 10.00**      **Child Rights Education for Professionals – Need, Nature, Implications, and Prospects** *[Plenary Session]*
- The Need and Potential as Viewed by the UN Committee on the Rights of the Child  
*To be determined*
  - The CRED-PRO Vision and Progress Achieved  
*S. Hart, Child Rights Education for Professionals (CRED-PRO)/IICRD – Canada (USA)*  
*G. Lansdown, Child Rights Education for Professionals (CRED-PRO)/IICRD – Canada (United Kingdom)*
- 10.00 - 10.30**      **Break**
- 11.30 - 12.30**      **Key Components of Child Rights Education – I** *[Plenary Session]*
- General Principles of CRC  
*To be determined*
  - Child Participation  
*G. Lansdown, Child Rights Education for Professionals (CRED-PRO)/IICRD – Canada (United Kingdom)*
  - Cultural Grounding  
*P. Cook, IICRD/University of Victoria – Canada*
- 12.30 - 14.00**      **Lunch**
- 14.00 - 15.30**      **Key Components of Child Rights Education – II** *[Plenary Session]*
- Development and Evolving Capacities Orientations  
*D. Mannaerts, Ghent University – Belgium*
  - Assets Approach  
*D. Peterson, IICRD/University of Victoria – Canada (USA)*  
*G. Robinson, Child Rights Education for Professionals (CRED-PRO)/IICRD – Canada (USA)*
- 15.30 - 16.00**      **Break**
- 16.00 - 17.30**      **Child Rights Education for Professionals – Three Interacting Mutually Supportive Domains – I** *[Plenary Session]*

- Direct Practices Level  
*S. Williams, IICRD/University of Victoria – Canada*  
*A. Morlachetti, Pan American Health Organization – Argentina*
- Community Practices Level  
*J. Goldhagen, Department of Pediatrics, University of Florida – USA*
- Societal Practices Level  
*To be determined*

**18.00 - 19.00**

**Interest Groups Selected by Participants**

9.00 - 10.30

**Frameworks and Supports for Child Rights Education – I****Working With and Through Professional Societies** [Plenary Session]

- Health Professionals  
*J. Goldhagen, Department of Pediatrics, University of Florida – USA*  
*R. Mercer, FLACSO – Argentina*
- Child Protection  
*K. De Backer, A support platform for private youth care organisations in Flanders – Belgium*  
*K. Svevo, Int’l Society for the Prevention of Child Abuse and Neglect – USA*
- Law Professions  
*S. Williams, IICRD/University of Victoria – Canada*  
*A. Morlachetti, Pan American Health Organization – Argentina*
- Education – UN Human Rights Based Approach  
*J. Roche, Open University – United Kingdom*
- Early Childhood  
*M. Vandebroek, Ghent University – Belgium*  
*M. Woodhead, Open University – United Kingdom*

10.30 - 11.00

**Break**

11.00 - 12.30

**Breakout Discussion Groups:****Frameworks and Supports for Child Rights Education – II****Working With and Through Professional Societies** [Participants select group to join to set limit]

- Health Professionals  
*Chair: J. Goldhagen, Department of Pediatrics, University of Florida – USA*  
*Resource: R. Mercer, FLACSO – Argentina*
- Child Protection  
*Chair: K. De Backer, A support platform for private youth care organisations in Flanders – Belgium*  
*Resource Persons: K. Svevo, Int’l Society for the Prevention of Child Abuse and Neglect – USA; P. Cook, IICRD/University of Victoria – Canada*
- Law Professions  
*Chair: S. Williams, IICRD/University of Victoria – Canada*  
*Resource: A. Morlachetti, Pan American Health Organization – Argentina*

- Education – UN Human Rights Based Approach  
*Chair: D. Reynaert, Ghent University - Belgium*  
*Resource Persons: J. Roche, Open University – United Kingdom; Education International Representative – Belgium; G. Lansdown, Child Rights Education for Professionals (CRED-PRO)/IICRD – Canada (United Kingdom)*
- Early Childhood  
*Chair: M. Vandenbroeck, Ghent University – Belgium*  
*Resource: M. Woodhead, Open University – United Kingdom*

**12.30 - 14.00**

**Lunch**

**14.00 - 15.30**

**Workshops:**

**Child Rights Education in Place – Existing and Developing Programs and Initiatives** *[Participants select group to join to set limit]*

Workshop 1: WHO and PAHO Curriculum and Programs

*M. Stahlhofer, World Health Organization – Switzerland*

Workshop 2: AAP/CRED-PRO Child Health Services Curriculum and Programs

*J. Goldhagen, Department of Pediatrics, University of Florida – USA*

*G. Lansdown, Child Rights Education for Professionals (CRED-PRO)/IICRD – United Kingdom*

Workshop 3: Communicating Child Rights Principles to Professionals, NGOs, and Governments in Practice (Including Child Rights Curricula for Police)

*M. Wernham, CREATE: Child Rights Evaluation, Advice & Training Exchange - United Kingdom*

Workshop 4: Child Protection Curriculum

*C. Bedard, Cornell University – USA*

Workshop 5: Human Rights Education

*F. Elbers, Human Rights Education Associates – The Netherlands*

Workshop 6: International Child's Rights Expert Projects: An Illustration from Romania, Turkey, Lithuania, India, and Nigeria

*M. Verheyde, European Union Phare Programme (Ghent University – Belgium) - Romania*

*A. Arkadas, Bilkent University - Turkey*

*J. Valiukeviciut, Childline - Lithuania*  
*P. Panda, National Council of Educational Resource and Training,  
New Delhi – India*  
*E. Ajayi, Action Health Incorporated - Nigeria*

**15.30 - 16.00**

**Break**

**16.00 - 17.30**

**Workshops:**

**Child Rights Education in Place – Existing and Developing Programs and Initiatives** *[Participants select group to join to set limit]*

Workshop 1: WHO and PAHO Curriculum and Programs

*M. Stahlhofer, World Health Organization – Switzerland*

Workshop 2: AAP/CRED-PRO Child Health Services Curriculum and Programs

*G. Lansdown, Child Rights Education for Professionals (CRED-PRO)/IICRD – United Kingdom*

*J. Goldhagen, Department of Pediatrics, University of Florida – USA*

Workshop 3: Communicating Child Rights Principles to Professionals, NGOs, and Governments in Practice

*M. Wernham, CREATE: Child Rights Evaluation, Advice & Training Exchange - United Kingdom*

Workshop 4: Child Protection Curriculum

*C. Bedard, Cornell University – USA*

Workshop 5: HREA (Human Rights Education Association)

*F. Elbers, Human Rights Education Associations – The Netherlands*

Workshop 6: International Child's Rights Expert Projects: An Illustration from Romania, Turkey, Lithuania, India, and Nigeria

*M. Verheyde, European Union Phare Programme (Ghent University – Belgium) - Romania*

*A. Arkadas, Bilkent University - Turkey*

*J. Valiukeviciut, Childline - Lithuania*

*P. Panda, National Council of Educational Resource and Training, New Delhi – India*

*E. Ajayi, Action Health Incorporated - Nigeria*

**18.00 - 19.00**

**Interest Groups Selected by Participants**

## FRIDAY 1 DECEMBER

### FRAMEWORKS & SUPPORTS FOR CHILD RIGHTS SOCIAL PRACTICES

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9.00 - 10.30

#### **Round Table Discussion:**

#### **Working With and Through University Programs - Instructive Models and Experiences**

*Chairperson and Facilitator: P. Cook, IICRD/University of Victoria – Canada*

*Panel members:*

*S. Koller, Federal University of Rio Grande Do Sul – Brazil*

*A. Camacho, University of Philippines – Philippines*

*H. Gallimore, University of West-Indies – Jamaica*

*V. Mitrofanenko, University of Sevastopol – Russia*

*K. Hanson, Institut Universitaire Kurt Bösch (IUKB) – Switzerland*

10.30 - 11.00

#### **Break**

11.00 - 12.30

#### **Panel Discussion:**

#### **Governmental Support and Human Rights Mechanisms**

- CRC encouragement for States Parties

*To be determined*

- Ombudsoffices and children's commissions & ENOC

*A. Vandekerckhove, Children's Rights Commissioner – Belgium*

- Parliamentary bodies and other oversight mechanisms

*M. Schuurmans, EURONET Brussels - Belgium*

12.30 - 14.00

#### **Lunch**

14.00 - 15.30

#### **Workshops:**

**Education for Child Rights and Strategies and Tools** [*Participants select group to join to set limit; see abstracts or comments below to guide your selection.*]

#### **Workshop 1: Triple A Community Empowerment**

*P. Cook, IICRD/University of Victoria – Canada*

#### **Workshop 2: Assets Promotion**

Beginning with an overview of the research of strength based work, participants will practice specific methods of inquiry that bring forth the strengths of a culture, a community, a family, and an individual. They will learn how to use their findings to build support for systematic efforts to improve the health and well-being of children.



*G. Robinson, Child Rights Education for Professionals (CRED-PRO)/IICRD – Canada (USA)*

*D. Peterson, IICRD/University of Victoria – Canada (USA)*

**Workshop 3: Restorative Justice and Family Group Conferencing**

*L. Bradt, Ghent University – Belgium*

*C. Kiro, Commissioner for Children's Rights – New Zealand*

**Workshop 4: Good Practices in Applying the CRC to Health Development and Programming**

*M. Stahlhofer, World Health Organization – Switzerland*

**Workshop 5: Advanced Studies in Children's Rights**

University programs for preparation of concentrations and degrees in children's rights

*K. Hanson, Institut Universitaire Kurt Bösch (IUKB) – Switzerland*

*Others to be determined*

**15.30 - 16.00**

**Break**

**16.00 - 17.30**

**Workshops:**

**Education for Child Rights and Strategies and Tools** [*Participants select group to join to set limit; see abstracts or comments below to guide your selection.*]

**Workshop 1: Triple A Community Empowerment**

*P. Cook, IICRD/University of Victoria – Canada*

**Workshop 2: Assets Promotion**

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*D. Peterson, IICRD/University of Victoria – Canada (USA)*

*G. Robinson, Child Rights Education for Professionals (CRED-PRO)/IICRD – Canada (USA)*

**Workshop 3: Restorative Justice and Family Group Conferencing**

*C. Kiro, Commissioner for Children's Rights – New Zealand*

*L. Bradt, Ghent University – Belgium*

**Workshop 4: Good Practices in Applying the CRC to Health Development and Programming**

*M. Stahlhofer, World Health Organization – Switzerland*

Workshop 5: Advanced Studies in Children's Rights

University programs for preparation of concentrations and degrees in children's rights

*K. Hanson, Institut Universitaire Kurt Bösch (IUKB) – Switzerland*

*Others to be determined*

**19.00 - 22.00**

**Dinner and Celebration**

- 9.00 - 11.00**            **Conversation among Child Rights Experts** *[Plenary Session]*
- Child Rights in Social Practices – Its Place and Promotion  
*E. Verhellen, Former Director, Children’s Rights Centre, Ghent University – Belgium*  
*P. Cook, IICRD/University of Victoria – Canada*  
*C. Kiro, Commissioner for Children’s Rights – New Zealand*
- 11.00 - 11.30**            **Break**
- 11.30 - 13.00**            **Course Conclusion – Closing Session**
- Rapporteur Report-Summary  
*Rapporteurs: G. Robinson, M. Wernham*
  - Closing Session and Provision of Certificates
- Closing Comments:  
*UNESCO and UNICEF Representatives*
- Course Closing:  
*P. Cook, IICRD/University of Victoria – Canada*  
*R. Roose, Ghent University – Belgium*
- 13.00 - 15.00**            **Farewell Reception**

## PRACTICAL INFORMATION

### Organisation

### Scientific Committee

#### **Children's Rights Centre**

Ghent University  
Prof. Dr. M. De Bie, Dr. R. Roose, D. Reynaert, and K. Vlieghe

#### **International Institute for Child Rights and Development**

University of Victoria  
Dr. Philip Cook and Dr. Stuart Hart

### Overall Coordination and Secretariat

#### **Children's Rights Centre**

Kathy Vlieghe  
I.I.C.  
Henri Dunantlaan 2  
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Belgium  
Tel: +/32/9/264.62.85  
Fax: +/32/9/264.64.93  
Kathleen.Vlieghe@UGent.be

The Course Team:  
Charlotte Herman  
Riet Steel  
Dr. Arabella Weyts

### Period

Monday 27 November – Saturday 2 December 2006

### Venue

Hotel Novotel  
Ghent Centre Belgium  
Gouden Leeuwplein 5  
B-9000 Ghent  
Tel: +/32/9/224.22.30  
Fax: +/32/9/224.32.95

### Language

The working language of the Course will be English.  
*No translation is provided.*

## Accreditation

The participants will receive a certificate at the end of the Course which will recognize that this Child Rights Education for Professionals (CRED-PRO) program has been successfully completed.

### **The International Interdisciplinary Course was made possible thanks to the financial support of:**

The Flemish Minister for Education  
The Flemish Authorities  
The Ministry of Foreign Affairs  
VLIR University Development Co-operation  
UNESCO and the Flemish Government of Belgium  
UNICEF Geneva Regional Office for Europe  
Belgian Committee for UNICEF  
ING Belgium  
Academia Press – Scientific Publishers