## Course Specifications

Valid as from the academic year 2019-2020

### Course size

<table>
<thead>
<tr>
<th>Credits</th>
<th>Study time</th>
<th>Contact hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.0</td>
<td>150 h</td>
<td>45.0 h</td>
</tr>
</tbody>
</table>

### Course offerings and teaching methods in academic year 2019-2020

A (semester 2)  
Dutch  
- group work: 3.75 h
- self-reliant study activities: 3.75 h
- lecture: 23.75 h
- microteaching: 8.75 h
- guided self-study: 5.0 h

### Lecturers in academic year 2019-2020

De Bondt, Wendy  
RE23  
Lecturer-in-charge

### Offered in the following programmes in 2019-2020

<table>
<thead>
<tr>
<th>Bachelor of Science in Criminological Sciences</th>
<th>crdts</th>
<th>offering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Science in Teaching in Social Sciences (main subject Criminological Sciences)</td>
<td>5</td>
<td>A</td>
</tr>
<tr>
<td>Master of Science in Teaching in Social Sciences (main subject Laws)</td>
<td>4</td>
<td>A</td>
</tr>
<tr>
<td>Master of Science in Criminological Sciences</td>
<td>4</td>
<td>A</td>
</tr>
<tr>
<td>Master of Laws in Laws</td>
<td>4</td>
<td>A</td>
</tr>
</tbody>
</table>

### Teaching languages

Dutch

### Keywords


### Position of the course

The course focuses on (the backgrounds of and reasons for) international and national developments and strategies regarding (the improvement of) the social and legal status of the child.

For the criminological sciences programme, the course builds upon the courses 'EU and International Home Affairs, Justice and Security Policy', 'Substantive Criminal Law' and 'Youth Criminology and Youth Law'. For the law programme, the course builds upon the courses 'International and European Law', 'Criminal law' and 'Human Rights'.

### Contents

The attention for children’s rights, as it has grown in the past few years, will be situated and explained on the basis of a number of topical courses looking into labour, asylum & migration, crime & incivilities, armed conflict, health, child trafficking, childfriendly justice, education, sexuality and sports & leisure.

### PART 1 - GENERAL FRAMEWORK

The first two lectures aim at providing a general overview of the children’s rights legal framework, focusing amongst others on the tension between children’s rights and human rights, the changing societal and legal position of children, the different strategies to advocate children’s rights, the interaction between different policy levels

(Approved)
(United Nations, Council of Europe, European Union, Belgium and Flanders), the national and regional legal and institutional framework, including an overview of the principal Children’s Rights actors, and the work and functioning of the Children’s Rights Commissioner.

PART 2 - THEMATIC IN-DEPTH ANALYSIS

- **Children & Migration** (a.o. provisions of the ICRC, complemented with the general comments of the Children’s Rights Committee, EU regulation (on qualification, care and return), the Belgian regulations (with a specific focus on guardianship), implications of either or not applying for asylum, and starting the procedure ‘victim trafficking in human beings’, different shelter possibilities and the interaction between the responsibilities of the Federal government and the responsibilities of the Communities)

- **Children & Family** (a.o. provisions of the ICRC, complemented with the general comments of the Children’s Rights Committee, analysis of the existing empirical data, the cooperation instruments regarding parental authority (The Hague Treaty, Luxembourg Treaty, Brussels II bis), implications of the interaction with criminal law in light of ensuring decisions being taken ‘in the best interest of the child’ (offences, opportunity principle, sentencing, sentence execution, extradition), analysis of existing scientific research to support judges in their decision making, interaction with other rights, such as maintaining contact with parents, right to be heard, life standards), instruments regarding the sale of children (a.o. provisions of the ICRC, complemented with the protocol, the general comments of the Children’s Rights Committee, the link with provisions of the UN Treaty on Transnational Organised Crime, analysis of pending legislative initiatives on sale of children and the link with criminalisation of (commercial) surrogacy)

- **Children & Labour** (a.o. provisions of the ICRC, complemented with the general comments of the Children’s Rights Committee, provisions of the Treaties of the International Labour Organisation, the European Social Charter, the International Convention on Economic, Social and Cultural Rights, implications for the hiring of children, working conditions, discussion on the difference between problematic and non-problematic forms of child labour, discussion on the links with other rights such as freedom of expression, of association, on information)

- **Children & Armed Conflicts** (a.o. provisions of the ICRC, definition of an armed conflict, analysis of relevant International Humanitarian Law provisions, protection principles from the Geneva Conventions, discussions on the effects of participation of children in an armed conflict (right to participate, prosecution of enlisting and recruiting child soldiers, prosecution of participation), case study on Uganda and Syria)

- **Child friendly justice** (a.o. provisions on ICRC, complemented with the treaty on civil and political rights, Beijing Rules, Council of Europe Recommendations, EU Charter on Fundamental Rights, EU Agenda on the Rights of the Child, Commission Strategy on the Rights of the Child, EU Directive on Child Friendly Justice, Belgian national regulation and analysis of the concrete implications for the right to information, legal assistance, procedure, privacy and the training of relevant actors)

PART 3 - MICROTEACHING

- Presentation-sessions held by students to present their analysis

- Topics of the microteaching sessions are determined by the experiences of the assistants and specific questions from the field.

Initial competences

- Elementary knowledge of the international, European and national institutional context of the reaction to deviance and crime, including criminal policy and the administration of criminal policy
- Knowledge of the relevant sources and their means of disclosure

Final competences

1. Having profound knowledge of the general international, European, national and local developments and strategies regarding (the improvement of) the social and legal status of the child
2. Knowing the important legal and policy documents and to be able to correctly use the jargon linked to it
3. Having insight in and knowledge of the historical, political, economical and sociological context of the problem of children's rights as a relevant specialism for criminology and (criminal) law sciences
4. Being aware of the societal role criminologists and lawyers (could) have regarding (the improvement of) the social and legal status of the child
5. Being able to reflect in a critical-scientific manner (a.o. through being able to draft a relevant research question and through offering a scientifically researched analysis and logical legal reasoning)
6. Being able to discuss topics with co-students and work together as a team to draft a group paper

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7. Provide constructive feedback to other students regarding the results of their group paper, based on a predetermined and discussed set of evaluation criteria.

8. Being able to communicate in writing in a structured way on legal and policy developments (a.o. through the drafting of the group paper and the opinion to the essay question regarding the guided self-study on the written exam).

9. Being able to orally communicate in a structured way on legal and policy developments (a.o. through presenting and defending the results of own research and through participating in a debate).


Conditions for credit contract
Access to this course unit via a credit contract is determined after successful competences assessment.

Conditions for exam contract
This course unit cannot be taken via an exam contract.

Teaching methods
Guided self-study, group work, lecture, microteaching, self-reliant study activities.

Extra information on the teaching methods

**Lectures:** The material is taught in the form of hearing- and responding lectures. The lectures aim at familiarising students with the principles of the rights of the child. Also, the lectures are aimed at offering students insights into the historical, political, economical and sociological dimension of the rights of the child as developed today. Through the lectures, students will be offered a multidisciplinary perspective on the rights of the child. The self-exploring character is activated by the technique of hearing- and responding-lectures. By asking questions and provoking reactions, active participation and critical thinking is spurred.

**Guided self-study:** Students independently prepare a number of aspects regarding the topics discussed in part two of the lecture series for the written and oral exam, based on the directions provided for and skills picked up during the contact moments.

**Group work:** Students - divided in small study groups - are to formulate a research question, relevant for the course. On the basis of that question, they are to write a critical paper. In this paper, they are to defend a creative viewpoint regarding a relevant question by offering a scientifically researched analysis and logical legal reasoning.

**Microteaching:** During the third part of the lecture series, papers are orally defended, students ask each other critical questions on their papers and/or presentations and engage in a debate on the topic.

**Independent work / Peer-assessment:** Students assess papers of their peers and provide constructive feedback on their written work based on a number of predefined and discussed evaluation criteria.

**Lifelong learning:** Students are informed about relevant scientific activities such as workshops and seminars relevant for the course.

Learning materials and price
- Text book with relevant regulation composed by the lecturer (may be used during the exam) (estimated price €30)
- Comprehensive reader with literature composed by the lecturer (may not be used during the exam) (estimated price €15)
- Slides lecturer distributed via Minerva complemented with students' own lecture notes
- Student papers complemented with the comments made during the discussion in class

References
Included in learning material

Course content-related study coaching
- Continuous feedback/coaching possible;
- Interactive support via Minerva;
- Consultation during office hours.

Evaluation methods
End-of-term evaluation and continuous assessment

Examination methods in case of periodic evaluation during the first examination period
Written examination, oral examination

(Approved)
Examination methods in case of periodic evaluation during the second examination period
Written examination, oral examination

Examination methods in case of permanent evaluation
Oral examination, participation, assignment, peer assessment

Possibilities of retake in case of permanent evaluation
examination during the second examination period is possible in modified form

Extra information on the examination methods

**NON-PERIODIC EVALUATION**
**Assignment:** Students prepare a course related paper as elaborated on above.
**Oral examination:** Students prepare an oral presentation at which occasion students demonstrate their capacity to orally defend their position and respond to critical questions addressed to them by their co-students.
**Peer-evaluation:** Additionally, students are evaluated on their ability to evaluate the written work of their co-students by means of providing constructive feedback.
**Participation:** Finally, students are evaluated on their ability to (prepare and) formulate critical and relevant questions and their ability to participate ad hoc in the debates organised in the third part of the lecture series (microteaching).

**PERIODIC EVALUATION**
The exam will be written followed by an oral examination.
The exam tests the knowledge, insights and scientific thinking abilities and written and oral communication skills of the examinandus. The questions aim at testing if the student has gained insights and knowledge relating to the terminology, the relevant structures, the system, and the principles of the course area. Finally, the questions aim at testing if the student can apply the gained knowledge by formulating an opinion regarding a complex legal issue.

Calculation of the examination mark

**NON-PERIODIC EVALUATION**
60% comprised of 30% course related paper as described above; 10% oral presentation of the paper, during which the student must show the ability to orally defend alegally sound and well-argued viewpoint; 20% evaluation and providing feedback to co-students, formulate critical questions and participate in the debate.

**PERIODIC EVALUATION**
40% entailing open and short questions spread over both a written as well as an oral exam. The oral exam is a crucial addition to the written exam. It aims at verifying/consolidating (re-evaluating, where necessary going into more detail into the understanding and insight and/or associations and links). The result of the periodic evaluation in its entirety (8 out of 20) is only final after having conducted both the written and oral part. The oral part can correct the provisional mark obtained with the written part. As a guideline the maximum variation will be 2 points.

The students are required to participate in all evaluations (the periodic as well as the non-periodic evaluation). Students who do not participate in all evaluations achieve maximum 7/20 for this course.

Facilities for Working Students
Working students are allowed to hand in their course paper solely in an electronic format. In light of the non-periodic evaluation, it is however essential to be able to be present in (at least) two classes after the Easter Holidays.

Addendum
Human Rights, Child, Minor, Children's rights, ICRC, United Nations, European Union, Council of Europe, Belgium, Flanders, Legal status, Protection, Participation