



**Master of Advanced Studies in  
Children's Rights (2011 – 2012)**

**INSTITUT UNIVERSITAIRE KURT BOSCH – UNIVERSITY OF FRIBOURG**

# **MCR STUDENT HANDBOOK**



## Preface

The Master of Advanced Studies in Children's Rights (MCR) is a part-time international and interdisciplinary postgraduate programme on children's rights, which takes place over a two-year period. Methodologies used include residential teaching modules and distance learning exercises, the elaboration of an individual training programme, an (optional) internship and the preparation of a research paper (master's thesis). We believe that the combination of relevant content with an appealing format explains the programme's success as measured by the numbers and the high quality of the students enrolled in the course.

The quality of the programme has been validated by an independent group of experts acting on behalf of the Centre for Accreditation and Quality Assurance of the Swiss Universities (OAQ). This evaluation led to the unconditional accreditation of the MCR Programme by the Swiss university conference in December 2006 for the maximum period of 7 years.

We are very happy to present the fifth cycle of the programme to a new generation of students, professionals who work in children's rights and come from a variety of backgrounds with different professional experiences. We are proud to have such a prominent group of dedicated students who are willing to invest a substantial amount of their time, intellectual and critical capacities and finances to make this programme a success.

The present *MCR Student Handbook* gives students a general and practical introduction to the study programme. It is designed to get rapidly acquainted with the overall outlook of the programme as well as with the many practicalities involved.

Sion and Fribourg, 7 March 2011

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# 1. Aims and objectives

The overall objectives of the MCR are:

- To acquire extended and specialised knowledge on children's rights in their theoretical as well as in their practical dimensions through the introduction of different concepts and approaches;
- To understand the role of international instruments in children's rights with a particular focus on the UN Convention on the Rights of the Child, for the implementation and monitoring of children's rights;
- To encourage both an international and an interdisciplinary approach to the study of children's rights;
- To promote reflection on how concepts and principles underlying the Convention on the Rights of the Child can be effectively applied in practice.

These overall objectives are complemented by **specific knowledge and skills** that should be achieved at the end of the programme; upon graduation, students will have:

- Obtained a thorough knowledge of legal, sociological, psychological, cultural and economic theories and concepts of children's rights and childhood, including a recognition of the varied childhoods pertaining to gender and cultural diversity;
- Acquired a critical understanding of the origins, nature, limits and implementation of children's rights, from an international and interdisciplinary perspective;
- Increased their capacities in collaborative and independent learning via the resolution of intellectually challenging tasks allowing them to improve their problem-solving and critical skills;
- Learned relevant theoretical, methodological and analytical skills to identify issues and problems relating to the realization of children's rights, and their ability to contribute to the resolution of these issues and problems;
- Practised presentation and advocacy skills via the production of seminar presentations, discussion papers, essays and project work dealing with particular issues in children's rights;
- Developed the necessary tools to use human rights standards and mechanisms at the international and national levels.

## 2. Organization

The Master of Advanced Studies in Children's Rights is jointly organised by:

- The Institut Universitaire Kurt Bösch (IUKB), in association with the International Institute for the Rights of the Child (IDE), and
- The University of Fribourg, Switzerland, represented by its Law Faculty and the Institute for Family Research and Counselling.

The basic decision-making responsibilities, competencies and processes are determined in the agreement between the IUKB and the University of Fribourg and further elaborated in the MCR course regulations, which are available on the programme website. The partners are equally responsible for the conceptualisation of the programme and collaborate in the organization of the modules that take place in Sion and in Fribourg. The IUKB assumes the administration and funding of the programme while the University of Fribourg and the IUKB both put their libraries, computers and classrooms at the disposal of participants in the MCR.

Two decision-making bodies ensure the realisation of the programme, the Scientific Committee and the Executive Committee. The Scientific Committee supervises the academic content and organization of the programme; the Executive Committee is responsible for its effective implementation. The study programme, design of the modules, group work and follow-up of the programme are elaborated by MCR staff members and discussed in the Executive Committee.

All decisions of the Executive Committee can be appealed to the Scientific Committee 30 days after the receipt of the decision at the latest. The written appeal must contain an explicit statement of the reasons for the appeal and must be sent to the programme secretariat of the IUKB. In the event that the Programme Director has been involved in the decision of the Executive Committee, s/he will abstain from taking part in the decision-making of the Scientific Committee.

The decision-making structures for the course are currently composed as follows:

#### **MCR Executive Committee**

Prof. Dr. Christiana Fountoulakis, University of Fribourg  
Prof. Dr. Karl Hanson, IUKB  
Prof. Dr. Bettina Hürlimann-Kaup, University of Fribourg  
Dr. Frédéric Darbellay, IUKB  
Ms. Gisela Kilde, University of Fribourg  
Ms. Paola Riva Gapany, IDE, Sion

#### **MCR Scientific Committee**

Dr. h.c. Mr Jean Zermatten, Representative IDE and IUKB (Chairperson)  
Prof. Dr. Karl Hanson, IUKB, Sion (advisory status)  
Prof. Dr. Bettina Hürlimann-Kaup, University of Fribourg  
Prof. Dr. Philip Jaffé, IUKB  
Prof. Dr. Pascal Pichonnaz, University of Fribourg (advisory status)  
Prof. Dr. Alexandra Rumo-Jungo, University of Fribourg  
Dr. Marie-Bernadette Schönenberger, University of Fribourg

#### **MCR Secretariat**

Institut Universitaire Kurt Bösch (IUKB)  
Master of Advanced Studies in Children's Rights  
Sarah Bruchez, Programme Secretary  
P.O. Box 4176 – CH- 1950 Sion 4  
Tel. +41 (27) 205 73 00 – Fax +41 (27) 205 73 01  
E-mail: [mcr@iukb.ch](mailto:mcr@iukb.ch)

### 3. Plan of Studies

The **Plan of studies** for the Master of Advanced Studies in Children's Rights (MCR) consists of highly diverse and contrasting teaching modes and learning experiences, including residential modules and distance learning exercises, group works and individual learning sequences, as well as content based lectures and practical trainings. These learning experiences are linked to each other and accumulate in the elaboration of the MCR Thesis.

The programme is held over a period of two years and consists of 1,500 training hours, which counts for 60 ECTS credits (European Credit Transfer System). 25 to 30 hours of student work-load count for 1 ECTS Credit.

To structure these activities, the Plan of Studies is organised into three different interrelated parts. Each part counts for approximately one third of the workload for students. The teaching modes and learning experiences are divided in individual or group based sequences.

#### 3.1. Residential modules

- a. Planning of Modules
- b. Project work

#### 3.2. Work related to the modules

- a. Preparation for the modules
- b. Reading

#### 3.3. Individual training programme

- a. Participation at external seminars and/or conferences
- b. Master's Thesis
- c. Internship (optional)

**Three basic features** run as a thread throughout the programme: the interdisciplinary character, the interplay between theory and practice and the international scope. Each of these features will be explored via both general and specialised working methods; these basic features will also be continuously evaluated during the regular student evaluations of the programme.

#### **Interdisciplinary character**

The programme explicitly develops an interdisciplinary approach to the study of children's rights. The comprehensive nature of children's rights studies makes it an interdisciplinary field of studies par excellence. Throughout the programme, lecturers from several scientific disciplines will exchange ideas and offer insights on a variety of issues pertaining to children's rights, including human rights, educational sciences, socio-legal studies, sociology, psychology, medicine, anthropology, political sciences, development studies and social work. The dialogue between these disciplines seeks to offer contrasting and complementary viewpoints. Specific activities are scheduled to sensitise

students to the programme's interdisciplinary character. When small groups of students are formed, particular attention is paid to ensure that they comprise students with different disciplinary backgrounds.

### **Interplay between theory and practice**

Throughout the programme there is space to reflect on the interplay between academic theories and international practice in the field of children's rights. Several working methods will be used to consider the linkage between theory and practice, including case studies, group discussions and project work.

### **International scope**

The programme approaches the study of children's rights from an international perspective, building on international legal instruments such as the UN Convention on the Rights of the Child and other human rights treaties and standard-setting instruments. The participation of lecturers and students from different regions of the world assures that a diversity of regional and cultural viewpoints on children's rights issues will be discussed. The programme will also take advantage of its geographical location and academic context, for example by including field trips to Geneva-based international organizations and through the active participation of scholars and experts based in Switzerland and neighbouring European countries as lecturers or tutors.

## ***3.1. Residential modules***

The programme is composed of seven compulsory week-long residential modules, i.e. three and four modules per year. The first three modules provide a theoretical framework on the interdisciplinary field of children's rights studies, whereas module four to seven address particular themes. The modules are held either at the IUKB in Sion or at the University of Fribourg. The language of instruction is English. Students are invited to play an active role during the modules, which make use of different working methods including lectures, group discussions, documentary films, field visits, poster sessions and round table discussions. During the modules 4 to 6, students also have time to meet with their tutor.

Lectures are given by the programme staff and by internationally known experts in the field of children's rights from the academic world, inter-governmental bodies and non-governmental organizations. The participation of these prominent academics and highly skilled field experts with various types of expertise and from different countries ensures that a diversity of disciplinary and cultural viewpoints on children's rights issues is presented.

The programme details for each module, including timing, abstracts of the lectures and a brief biography of the lecturers, are distributed to the students approximately one month prior to the start of each module.

Each module starts on Monday and runs until Friday evening. Students who cannot attend a particular module should address a request explaining the reasons for their absence to the Executive Committee. The Executive Committee can only in very

exceptional circumstances accept an absence for more than one module during the programme. In the event that the absence is justified, the student will be required to perform a piece of work of a similar weighting to the module that was missed on the same topic as the module. The precise content of the substitute work is decided in agreement between the MCR Staff and the student.

## **a. Planning of Modules**

The programme strives to cover all of the major concepts and methods in the interdisciplinary field of children's rights studies. However, the programme does not claim to exhaustively deal with every topic as it is not always possible to pay equal attention to all of the themes related to the large number of subject fields that are of importance from a children's rights perspective. The organization of the programme in thematic modules makes it possible to adapt its content in line with the dynamics of the field of study, which also explains variations between the different programme cycles.

The modules are ordered going from the general to the specific. During the first year, the programme takes a comprehensive, theoretical approach to children's rights studies and thereby aims to develop a critical understanding of the fundamental debates in children's rights, both from an international and an interdisciplinary perspective. During the second year, this theoretical understanding is then applied to several important and illustrative children's rights themes, including juvenile justice and child protection; child labour and education, migration and family; and implementation and monitoring strategies.

### ***First year of studies – Theoretical approach***

<b>Module 1</b>	<b>Children's rights in context</b>	<i>7 – 11 March 2011</i>	<i>IUKB Sion</i>
<b>Module 2</b>	<b>Childhood studies</b>	<i>23 - 27 May 2011</i>	<i>University of Fribourg</i>
<b>Module 3</b>	<b>Children's rights and international law</b>	<i>3 – 7 October 2011</i>	<i>IUKB Sion</i>

### ***Second year of studies –Thematic approach***

<b>Module 4</b>	<b>Juvenile justice and child protection</b>	<i>16 – 20 January 2012</i>	<i>IUKB Sion</i>
<b>Module 5</b>	<b>Child labour and education</b>	<i>12 – 16 March 2012</i>	<i>University of Fribourg</i>
<b>Module 6</b>	<b>Migration and family</b>	<i>7 – 11 May 2012</i>	<i>University of Fribourg</i>
<b>Module 7</b>	<b>Implementation and monitoring strategies</b>	<i>5 – 9 November 2012</i>	<i>IUKB Sion</i>

## **b. Project work**

During the programme students will have to carry out a project work assignment in small groups. This project work has been designed taking into account the evaluations of previous MCR students, who expressed their preference for a creative project with some technical aspects and with the potential to make a 'real life impact'.

We ask each group to develop their ideal international children's rights organization: What would be the mission statement, the goals, geographical reach, priority themes, budget and staff of a children's rights organization which could stand out as a model for the 'ultimate' children's rights organization?

The project work is to be undertaken in small groups between May 2011 and March 2012 (covering the modules 2, 3, 4 and 5). Details of the project work will be provided during module 2. The results of the projects will be presented during module 5 and will be taken into consideration for the evaluation of the second year of study.

## **3.2. Work related to the Modules**

The work related to the modules makes up one third of the work-load for students. It is composed of Preparation for the modules (Homework) and Reading.

### **a. Preparation for the modules**

At the end of each module, students receive a "**Preparatory Memo**" containing an overview of the readings and explaining the different assignments to be undertaken prior to the next module.

To prepare for each module, students have to read the texts in Part A – Preparatory Readings of the relevant *MCR Reader* which will be distributed at the end of the previous module (see below). Alongside the reading material 'practical homework' is assigned at the end of each module, which will be used as a basis for discussions during the following module. Examples of preparatory homework include: search of case studies with judicial and social relevance to the CRC; search of national data on various themes; preparation of good practices of child rights NGOs or of children's participation projects.

### **b. Reading**

The programme endeavours to encourage critical reading and analysis of scientific and professional literature on children's rights. The reading also serves as the basis for the consolidation of knowledge acquired during the modules, and as preparation of the following modules.

#### ***MCR Readers***

During the course of the programme, a comprehensive series of *MCR Readers* (photocopies of articles and book excerpts) are distributed. *MCR Readers* contain

articles published by the lecturers as well as other relevant material. The *MCR Readers* will also serve as a basis for the examinations on each module. Each Reader is numbered following the module numbers and contains three parts:

### **MCR Reader No X**

#### *Part A – Preparatory Readings*

Contains preparatory readings related to the topics that will be discussed during the upcoming module. This part will be distributed at the end of the previous module.

#### *Part B – Consolidated readings*

Contains articles and book excerpts directly related to the topics discussed during the current module. Part B is distributed at the start of each module.

#### *Part C – Additional Readings*

Part C contains optional readings; for instance articles that are of general interest, that expand upon the topics developed in the lectures or that are available in a language other than English. Part C is posted on the programme's internet platform at the start of each module

Part A and B of each MCR Reader contain mandatory reading material for the preparation of the examinations (see below).

### **Books**

During the first year of the programme, students are required to read two books which will be made available free of charge by the MCR:

Verhellen, E. (2000). *Convention on the Rights of the Child. Background, motivation, strategies, main themes* (3rd ed.). Leuven, Belgium: Garant.

Archard, D. (2004). *Children: Rights and Childhood* (2nd ed.). London/NewYork: Routledge.

The reading of both books forms an integral part of the study programme and is compulsory. They form part of the material to be reflected upon in the paper which has to be written on the content of the first three modules (see further details below)

### **3.3. Individual Training Programme (ITP)**

The Individual Training Programme (ITP) consists of two obligatory and one optional task: 1. Participation at one external seminar or conference and the presentation of an analytical report on this (obligatory); 2. The MCR Thesis, a piece of original research work on a particular topic in children's rights (obligatory) which is supervised by a tutor. 3. The completion of a 2 week internship and the submission of a report detailing the insights gained from the internship (optional);

## a. Participation at an external seminar or conference

Prior to 1 July 2012, each student is required to participate at one external seminar or conference related to the content of the MCR programme. To find a list of upcoming events, students can refer to the listings on the website of the International Institute for the Rights of the Child ([www.childsrights.org](http://www.childsrights.org)) or on the CRIN website ([www.crin.org](http://www.crin.org)).

### Conference / Seminar

<b>Rationale</b>	The programme wishes to encourage students to attend external child rights conferences or events. Therefore, during the two years of study, each student is required to participate at one external seminar or conference related to the content of the MCR programme. The student will submit an analytical report related to the seminar or conference attended.
<b>Outcome</b>	A written report of 3 pages (approx. 1500 words) in English, French or German. The report must contain: <ul style="list-style-type: none"><li>- a cover page, indicating submission date, name of the student, name of the tutor, name and date of the event;</li><li>- a short description of the event, and the relevance for children's rights in general and for the student's ITP project;</li><li>- a critical comment and analysis of the event;</li></ul>
<b>Deadline for submission</b>	The student has to send the report to the MCR secretariat before <b>1 July 2012</b> .
<b>Assessment</b>	A member of the MCR Staff marks the paper (A, B, C, D or E) and provides a brief comment which will be transmitted to the student

## **b. Thesis**

### ***Introduction***

During the MCR, students have to carry out an individual research project on a particular subject related to the programme that takes an international and interdisciplinary approach. The work has to be undertaken *individually* and must lead to the submission of an *original* research paper (MCR Thesis). The final subject and title of the thesis are decided upon in mutual agreement between student and tutor, who in principle acts as the thesis supervisor.

The following general guidelines for the MCR Thesis aim to assist MCR students in structuring their MCR Thesis (as well as other written assignments), and impose some basic requirements regarding timeframe, structure, style and citation rules. The guidelines are also directed at familiarising students with the particular imperatives of academic research and writing as well as to guarantee a minimum level of uniformity in the various manuscripts.

### ***Thesis project, planning and timeframe***

The dead-line for submission of the final version of the thesis is **30 September 2012**. Please make sure that 5 paper copies of your MCR Thesis arrive at the MCR secretariat before this date.

The student must send a complete draft of the thesis to the tutor for discussion before **26 August 2012**. Between the two deadlines, tutor and student discuss the draft version of the thesis. The tutor indicates to the student the work that needs to be done before the final submission.

Furthermore the students are asked to provide a Thesis project before **6 January 2012**. The Thesis project is part of the planning of the elaboration of the MCR Thesis, which aims to help students to elaborate the MCR Thesis successfully and to give a frame for efficient tutoring.

The Thesis project must contain the following elements:

- Introduction
- Problem statement
- Research questions and hypothesis
- Demonstration (by argumentation) of the interdisciplinary dimension
- Presentation of the theoretical frame and the methodological choice
- Short reference list
- Planning

The Thesis project has to be not longer than 5 pages, short reference list (main literature) included. For more details about writing, style, references (APA) etc. see the following pages.

The following table synthesises the milestones and planning schedule of the MCR Thesis. A temporal overlook is provided at the end of the Study Programme.

<b>MCR Thesis</b>			
<i>Agenda</i>	<i>Residential modules and tutors</i>	<i>Student tasks</i>	<i>Deadlines</i>
Module 1 - 3	<i>Introduction to academic research provided by the MCR Programme</i> Introduction to various disciplines Introduction to interdisciplinarity Introduction to various research methods and tools		
Before Module 3		Identification of a possible research theme	
Between Module 3 and 4		<i>Thesis Project:</i> <i>Identification and choice</i> of a research theme, a particular problem or a theoretical, methodological or practical question with an interdisciplinary dimension in the field of children's rights studies  <i>Exploration</i> of the context and the state of knowledge of the research theme  <i>Literature search</i> on the topic and elaboration of a short <i>reference list</i>	6 Jan. 2012
	Matching student-tutor		
Module 4	<i>First meeting with tutor</i> Discussion of Thesis Project		
Module 5	<i>Second meeting with tutor</i>		
Between Module 5 and 6		<i>Finalization</i> of literature search and reference list <i>Preparation of data research</i>	
Module 6	<i>Third meeting with tutor</i> Last clarifications to allow student to write the MCR Thesis		
Between Module 6 and 7	<i>Continuous tutoring</i>	<i>Draft version</i> <i>Final version</i>	26 Aug. 2012 30 Sept. 2012
Module 7	Presentation Evaluation and valorisation		
Post Module 7	Publication		

## **Structure**

The MCR Thesis has to contain at least 60 but not more than 80 pages (app. between 30,000 and 40,000 words) and has to be written in English, French or German. The MCR Thesis is to be structured as follows:

### Title page

The title page must contain the name of the programme and mention both partner institutions, the full thesis title and the sub-title, if any, the name of the student, the name of the tutor and the date of submission.

### Table of contents

A detailed table of contents lists the chapter and section headings with their corresponding page numbers (please refer to your word processor manual to learn how to automatically generate a table of contents with the corresponding pages). The table of contents is placed at the beginning of the thesis, directly after the title page. In order to present the subject matter clearly and to show the relative weight of the different topics, it is essential to adopt a consistent system of headings. Please ensure that headings/divisions in the table of contents correspond to those used in the text.

### Acknowledgements

If you wish to acknowledge the contributions and help of particular persons, you can make a separate page with the acknowledgements.

### List of figures and tables

List the figures and table numbers, together with captions and their corresponding page numbers.

### List of abbreviations

The list of abbreviations provides a list of acronyms used in the text. Abbreviations are to be listed in alphabetical order without the use of full stops.

### Main text

The main text is built up from chapters, sections and subsections. We recommend including at least the following parts:

*Introduction and problem statement*, introducing the research, listing the motivation and the objectives and providing an overview of the work;

*Methodology and interdisciplinary aspects*, describing the methodology adopted as well as the interdisciplinary and international character of the work (see in particular the methodology sessions which will be organised during the modules);

*Main findings*, subdivided into several distinct chapters, presenting the main findings of the research;

*Conclusions*, including statements about the main findings of the research and how this makes a contribution to the area of study

### (English) Summary

Each thesis must contain a 5 page English summary of the research questions, methodology and main findings.

### Reference list

A detailed alphabetical reference list containing all citation references, making use of the APA style system as a uniform style for references and citations (see below).

### Appendices

Significant legislation, policy documents, tables, questionnaires, statistics etc. that inform the work, but do not contribute directly to the main text can be compiled in the Appendices.

## ***Language, style and lay-out***

It is important to keep in mind that a thesis, just as any other written text, is addressing *readers*. Elementary principles of composition and style apply for thesis writing: use correct spelling; use short sentences; make appropriate use of punctuation; make the paragraph the unit of composition (one paragraph to each topic); use the active voice; put statements in positive form; omit unnecessary words; avoid a succession of loose sentences; express co-ordinate ideas in similar form, etc. We advise, especially if the language used is not your mother tongue, that you ask a native speaker for help in correcting grammar, spelling and style. You can also make use of the numerous writing-related resources available via the Internet.<sup>1</sup>

The presentation of the text and lay-out plays an important part in facilitating the understanding of the content. We ask that lay-out be consistent and devoid of frivolity. We suggest using a font size that is not too small (e.g. 12-point Times New Roman or 11-point Arial); chapter and section titles should be clearly distinguished from the text (e.g. by using a bigger font in bold and/or italic).

## ***Plagiarism***

Plagiarism is an act of intellectual fraud. According to the Compact Oxford English Dictionary Online, the act of plagiarism is to “take (the work or idea of someone else) and pass it off as one’s own”. All of the following acts may be considered to be plagiarism:

- Copying words or ideas without acknowledging the source;
- Failing to indicate a quotation or incorrectly attributing a citation;
- Using the ideas and sentence structure from a particular source without crediting these, even if the actual words used have been changed;
- Copying so many ideas from a particular source that the work can no longer be considered to be original

Corresponding to the rules applicable at the University of Fribourg, where cases of plagiarism may be sanctioned with failure or, in particularly serious cases, with exclusion from the university, any suspected case of plagiarism will be investigated by the MCR Executive Committee. In the event that plagiarism is demonstrated, the Executive Committee can decide upon a sanction ranging from a formal warning; a request that the assignment be repeated; failure; or, in particularly serious cases, with exclusion from the MCR Programme.

The easiest way to avoid plagiarism is to properly cite all sources used. Citations should be made whenever quotes or paraphrasing are used, whenever reference is being made to an idea that has already been expressed or to a specific author and whenever a particular piece of work has been influential in developing your own ideas.

Aside from avoiding allegations of plagiarism, reasons for citing references accurately include: to give credit to other authors' concepts and ideas; to provide the reader with

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<sup>1</sup> See for instance The Online Writing Lab at Purdue University. Available from <http://owl.english.purdue.edu/owl> (consulted 25 February 2011) or Online Resources for Writers at Amherst College. Available from <https://www.amherst.edu/academiclife/support/writingcenter/resourcesforwriters> (Consulted 25 February 2011)

evidence of the breadth and depth of your reading and to enable the readers of your work to easily locate the references cited.

## ***References and citation rules***

### **1. General remarks**

The references may be from work presented in journal articles, books or specific chapters of books, reports from international organizations, governments or NGOs, material from the Internet etc. As a general rule, it is always best, if possible, to use original rather than secondary sources.

Generally, there are two basic referencing systems, the author-date system and the numbered system (notes and bibliography). The concise author-date system, which is commonly used in the social sciences, briefly cites sources in the text, usually by author's last name and date of publication accompanied with a full bibliography in alphabetical order at the end. A widely used author-date system is the APA referencing system. The numbered system, which is most common in legal publications, presents bibliographic information in footnotes (or endnotes) accompanied with a bibliography at the end.

*We ask to use the APA (American Psychological Association) Style referencing system consistently throughout the MCR Thesis. For more information see online references below<sup>2</sup> and the Publication Manual of the American Psychological Association (APA, 2007).*

## **2. The APA Style system**

### ***2.1. Citations***

In the APA referencing system, references are cited in the body of written text, and an alphabetical reference list is given at the end of the manuscript. References to, or quotations from, sources may be cited in the text in different ways depending on the nature of the sentence/paragraph that you are writing.

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<sup>2</sup> [www.apastyle.org](http://www.apastyle.org) (Consulted 25 February 2011); <http://www.wright.edu/academics/writingctr/apa2.pdf> (Consulted 25 February 2011)

- One work by one author

If the name of the author appears as part of the narratives, as in the first example below, cite only the year of publication in parentheses. Otherwise, place both the name and the year, separated by a comma, in parentheses (as in the second example below).

Liefgaard (2008) appears to be saying that...

In a recent study about the deprivation of liberty of children (Liefgaard, 2008)

Within a paragraph, you need not include the year in subsequent references to a study as long as the study cannot be confused with other studies cited in the article.

In a recent study about the deprivation of liberty of children, Liefgaard (2008) describes... Liefgaard also found

- One work by multiple authors

When a work has *two* authors, always cite both names every time the reference occurs in text.

When a work has *three, four or five authors*, cite all the authors the first time the reference occurs. In subsequent citations, include only the surname of the first author followed by “et al.” and the year if it is the first citation of the reference within a paragraph.

According to Bellamy, Zermatten, Kirchschräger and Kirchschräger (2007) ...  
(use as first citation in text.)

Bellemy et al. (2003) stress....  
(use as subsequent first citation per paragraph there after.)

Bellamy et al. found  
(omit year from subsequent citations after first citation within a paragraph.)

When a work has *six or more authors*, cite only the surname of the first author followed by “et al.” and the year for the first and subsequent citations. If two references with six or more authors shorten to the same form, cite the surnames of the first authors and of as many of the subsequent authors as necessary to distinguish the two references, followed by a comma and “et al.”

Cattrijsse, Delens-Ravier, Hanson, et al. (2002)

Join the names in a multiple-author citation in running text by the word “and”. In parenthetical material, tables and captions, and in the reference list, join the names by an ampersand (&):

as Evans and Spicer (2008) demonstrated  
as has been shown (Evans & Spicer, 2003)

- Groups as authors

The names of groups that serve as authors (e.g., corporations, associations, government agency and study groups) are usually spelled out each time they appear in a text citation. The names of some group authors (e.g., associations, government agencies) are spelled out in the first citation and abbreviated thereafter. In deciding whether to abbreviate the name of a group author, use the general rule that you need to give enough information in the text citation for the reader to locate the entry in the reference list without difficulty. If the name is long and cumbersome and if the abbreviation is familiar or readily understandable, you may abbreviate the name in the second and subsequent citations. If the name is short or if the abbreviation would not be readily understandable, write out the name each time it occurs.

The Office of the High Commissioner for Human Rights. (2007).  
(entry in reference list.)

(The Office of the High Commissioner for Human Rights [OHCHR], 2007)  
(first text citation.)

(OHCHR, 2007)  
(subsequent text citations.)

But:

University of Fribourg. (2009).  
(entry in reference list.)

(University of Fribourg, 2009)  
(all text citations.)

For citations of works with no author (including legal materials) or with an anonymous author or authors with the same surname, citations with two or more works within the same parentheses, citation of classical works, personal communications or specific parts of a Source, please check the APA Style references.

- Citing a specific part of a work

According to Gallacher and Gallagher (2008, p. 501)

As has been shown (Gallacher & Gallagher, 2008, p. 501)

For further information we recommend to check the APA manual or the various APA Style summaries available on the internet.

## 2.2. Quotations

Short quotations:

Quotations of fewer than 40 words should be incorporated into the text and enclosed by double quotations marks (“”).

Long quotations:

Quotations of 40 or more words should be displayed in a double-spaced block of typewritten lines with no quotation marks. Indent five to seven spaces from the left margin without the usual opening paragraph indent. If the quotation is more than one paragraph, indent the first line of second and additional paragraphs five to seven spaces from the new margin.

Quoted material within quotations:

Enclose direct quotations within a block quotation in double quotation marks. In a quotation in running text that is already enclosed in double quotation marks, use single quotation marks to enclose quoted material.

### 2.3. Reference list

Abbreviations:

chap. (chapter), ed. (edition), Rev. ed. (revised edition), 2nd ed. (second edition), Ed. (Eds.) (Editor(s)), Trans. (Translator(s)), n.d. (no date), p. (pp.) (page(s)), Vol. (volume, as in Vol.4), vols. (volumes, as in 4 vols.), No. (number), Pt. (part), Tech. Rep. (Technical Report), Suppl. (Supplement)

Publishers' locations:

Give the location (city and state for U.S. publisher; city or province if applicable, and country for publisher outside of the United States) of the publishers of books, reports, brochures, and other separate, nonperiodical publications. If the publisher is a university and the name of the state (or province) is included in the name of the university, do not repeat the name in the publisher location. For abbreviations of the Names of U.S. states and territories, please check the APA style guidelines.

The following locations can be listed without a state abbreviation or country:

Baltimore, Boston, Chicago, Los Angeles, New York, Philadelphia, San Francisco, Amsterdam, Jerusalem, London, Milan, Moscow, Paris, Rome, Stockholm, Tokyo, Vienna.

A. Nonperiodicals (include items published separately: books, reports, brochures, certain monographs, manuals, and audiovisual media)

Author, A.A. (year). *Title of work*. Location: Publisher.

Author, A.A., & Author, B.B. (year). *Title of work*. Location: Publisher.

Examples:

Verhellen, E. (2000). *Convention on the Rights of the Child. Background, motivation, strategies, main themes* (3rd ed). Leuven, Belgium: Garant.

James, A., Jenks, C. & Prout, A. (1998). *Theorizing childhood*. Cambridge, England: Polity.

For more than six authors:

Cattrijsse, L., Delens-Ravier, I., Hanson, K., Moreau, T., Vandaele, A., Vanthuyne, T. et al. (2002). *From standard setting to implementation...and vice versa? Towards a*

*coherent analytical framework for the interdisciplinary research study 'Human rights of children. Implementation and monitoring through participation'*. Brussels, Belgium: Belgian Federal Office for Scientific, Technical and Cultural Affairs.

#### B. Part of a nonperiodical (e.g., book chapter)

Author, A.A. (year). Title of chapter. In A. Editor (Ed.), *Title of book* (p./pp. xxx–xxx). Location: Publisher.

Author, A.A. (year). Title of chapter. In A. Editor, B. Editor, & C. Editor (Eds.), *Title of book* (p./pp. xxx–xxx). Location: Publisher.

Example:

Freeman, M. (1997). The moral status of children. In M. Freeman (Ed.), *The moral status of children. Essays on the rights of the child* (pp. 1–17). The Hague, The Netherlands: Martinus Nijhoff.

#### C. Periodicals (include items published on a regular basis: journals, magazines, scholarly newsletters, etc.)

Author, A.A. (year). Title of article. *Title of Periodical*, xx(issue, when appropriate), xxx–xxx.

Author, A.A., & Author, B.B. (year). Title of article. *Title of Periodical*, xx(issue when appropriate), xxx–xxx.

Examples:

George, S., Van Oudenhoven N. & Wazir, E. (2003). Foster care beyond the crossroads: Lessons from an international comparative analysis. *Childhood*, 10(3), 343–361.

Heesterman, W. (2005). An assessment of the impact of youth submissions to the United Nations Committee on the Rights of the Child. *The International Journal of Children's Rights*, 13(3), 351–378.

Landgren, K. (2005). The protective environment: Development support for child protection. *Human Rights Quarterly*, 27(1), 214–248.

Rodham, H. (1973). Children under the law. *Harvard Educational Review*, 43(4), 487–514.

#### D. Online periodicals

Author, A.A., Author, B.B., & Author, C.C. (year). Title of article. *Title of Periodical*, xx(Issue, when appropriate), xxx–xxx. Retrieved month day, year, from source.

Example: ..... Retrieved May 5, 2009, from <http://www.....>

## E. Online document

Author, A.A. (year). *Title of work*. Retrieved month day, year, from source.

## Special applications, not APA-Style System:

### F. UN documents<sup>83</sup>

#### *Concluding Observations*

CRC Committee, *Concluding Observations: United Kingdom* (UN Doc. CRC/C/Add. 24, 1999), para. 10.

#### *General Comments*

CRC Committee, *General Comment No. 5: General Measures of Implementation of the Convention on the Rights of the Child* (UN Doc. CRC/GC/2003/5, 2003), para. 5.

#### *Reporting guidelines*

CRC Committee, *General Guidelines regarding the form and the contents of the periodic reports* (UN Doc. CRC/C/58, 1996), para. 111.

#### *Day of General Discussion*

CRC Committee, *Day of General Discussion on the Rights of Indigenous Children* (UN Doc. CRC/C/133, 2003), paras. 608-624.

#### *Travaux Préparatoires*

*Travaux Préparatoires* (UN Doc. E/CN.4/1989/48, 1989), para. 459; reproduced in S. Detrick (ed.), *A Guide to the 'Travaux préparatoires'* (Dordrecht, Boston, London, Martinus Nijhoff Publishers, 1992), p. 391.

## G. Cases

The name of the jurisdictions, date of the judgment and the name of the review or law report in which the case is published should be included. Party names should be in italics. The abbreviation 'v.' (for *versus*) should be in roman typeface. For example:

ECtHR, *Kokkinakis v. Greece*, 25 May 1993, *Publications of the Court*, Series A, 260-A, para. 31.

ECmHR, No 8160/78, *X v. United Kingdom*, 12 March 1981, *D.R.* 22, para. 3.

## Presentation, assessment, publication and distribution

Students have to present the findings of their thesis research before a jury composed of at least two members. In principle, the members of the jury are chosen from among IUKB and Fribourg University staff. External experts may also be appointed as members of the jury. The format of these presentations will be communicated to the students in the course of the Programme's second year of study.

The Jury will assess the manuscripts according to the following evaluation criteria:

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<sup>3</sup> The rules and examples for citing UN Documents and cases are taken from the Author Guidelines for the CRC Commentary series: Alen, A., Vande Lanotte, J., Verhellen, E., Ang, F., Berghmans, E., and Verheyde, M. eds., 2005. *Commentary on the United Nations Convention on the Rights of the Child*. Leiden, The Netherlands: Martinus Nijhoff Publishers.

- importance and originality of the study for the field of international children's rights;
- methodology used for the analysis of the subject, including the interdisciplinary character of the study;
- overall presentation, coherence and structure of the work;
- merit of the general conclusions;
- interdisciplinary and international scope and relevance of the bibliography;
- quality of the presentation and discussion before the jury.

The Jury will determine the mark that each student obtains for his or her thesis. Students who pass receive a mention 'excellent' (A), 'very good' (B), 'good' (C) or 'sufficient' (D); students who fail (E) are invited to make corrections and/or perform additional work for their thesis.

All theses that have been accepted are catalogued and inserted in the collections in the libraries of both the IUKB in Sion and of the Law Faculty of the University of Fribourg. Students are also strongly encouraged to submit their research in the form of an article for a scientific or professional journal. Please acknowledge the MCR Programme when publishing your thesis, e.g.: "The research on which this publication is based was performed in the framework of the Master of Advanced Studies in Children's Rights 2010-2011, University Institute Kurt Bösch and University of Fribourg, Switzerland".

## Tutor

In order to define and organise his or her thesis work and to help with its development, the participant will be supervised by a tutor. The tutor provides guidance and assistance in the different tasks related to the thesis.

Students are asked to submit their choice of topic for the MCR Thesis before the end of module 3, together with a draft title as well as the language that the thesis will be written in (languages accepted include English, French and German). Based on the preferences expressed by the student, the Executive Committee will match each student with a tutor who will supervise the thesis. In principle, tutors are chosen from among the academic staff, taking into account the participant's preferred language(s) and, as far as possible, the theme of his or her research. External experts may also be appointed as tutors for specific topics.

Students will be paired with a tutor between the third and fourth module. After an initial meeting between the student and tutor which will in principle take place during the fourth module in January 2012, students may submit a request for a change of tutor to the Executive Committee. This letter must contain a statement of the reasons underlying the request for a change of tutor.

From the fourth module onwards, meetings with tutors are scheduled during the modules. In between the modules tutors and students are free to agree upon on how they wish to contact each other (by email, telephone, personal meetings etc.). To organise these meetings, a special session is held during each module. In the event that student-tutor meetings cannot take place at the allocated time, these meetings may be scheduled for another moment during the modules (e.g. during lunch or in the

evening after classes). If there is no alternative, meetings can also take place on any other date, on the condition that regular meetings can be scheduled at a convenient place by mutual agreement between the student and the tutor.

The MCR Executive Committee is responsible for the overall supervision of the thesis work and can be contacted for all matters related to the thesis and to student-tutor relations in particular. The MCR Staff and the Executive Committee may be contacted by students and tutors for clarification concerning the procedure and substance of the work, deadlines and extensions, changes of circumstances and difficulties associated with the student-tutor relationship.

### c. Internship (optional)

Students can carry out during the MCR an internship related to MCR programme of at least 15 days. The assignment to organise an internship and to write an internship report is **optional**. As a consequence, students can choose one of the possibilities listed below. They have to inform the MCR secretariat of their choice.

*A. Not to carry out the internship*

*B. To carry out an optional internship according to the following guidelines for internships*

If the student chooses to carry out an internship, including the writing of an internship report which will be evaluated, his or her work can be validated in two ways:

1. The student may complete all written examinations on the modules and leave out the lowest grade; or
2. The student may complete all written examinations on the modules without invalidating the lowest grade; in this case, the extra credits for successfully performing the internship (4 ECTS Credits) will be mentioned on the Diploma Supplement, which is an official document attached to the final MCR Diploma that provides details concerning the content of the studies.

### Internship report

<b>Rationale</b>	During the programme, the student is encouraged to organise an internship of at least 15 days in an organization that works with children's rights issues, in a different occupation than his or her usual one. As a rule, the internship has to be carried out in a country different from his or her country of residence. However, if this requirement cannot be met, and in agreement with the MCR Staff, an alternative option may be chosen.
<b>Outcome</b>	Written paper of 5 to 10 pages with an analysis of the internship in English, French or German. The paper must contain: <ul style="list-style-type: none"> <li>- Cover page, indicating the submission date, the name of the student, the name of the organization and the period during which the internship has been carried out;</li> <li>- Introduction with a short statement on the aims of the</li> </ul>

	internship; - Clearly structured description and analysis of the internship; - Conclusion. The student transmits his or her internship paper for assessment to the MCR secretariat.
<b>Deadline for submission</b>	<b>2 September 2011</b>
<b>Assessment</b>	A member of the MCR Staff marks the paper (A, B, C, D or E) and provides a brief comment which will be transmitted to the student.

## 4. Certification and assessment

### 4.1. Credits and certification

The programme is held over a period of two years and consists of 1,500 training hours, which counts for 60 ECTS credits (European Credit Transfer System). These are divided as follows:

<i><b>First year of studies</b></i>		<i>Credits</i>
<b>Module 1</b>	<b>Children's rights in context</b>	<b>4</b>
<b>Module 2</b>	<b>Childhood studies</b>	<b>4</b>
<b>Module 3</b>	<b>Children's rights and international law</b>	<b>4</b>
<b>Paper</b>	<b>Children's rights and minimum ages</b>	<b>6</b>
<i><b>Second year of studies</b></i>		
<b>Module 4</b>	<b>Juvenile justice and child protection</b>	<b>4</b>
<b>Module 5</b>	<b>Child labour and education</b>	<b>4</b>
<b>Module 6</b>	<b>Migration and family</b>	<b>4</b>
<b>Module 7</b>	<b>Implementation and monitoring strategies</b>	<b>4</b>
<b>Project work</b>	<b>Children's rights organization</b>	<b>4</b>
<i><b>Individual Training programme (ITP)</b></i>		
<b>Conference</b>	<b>Analytical report</b>	<b>2</b>
<b>Thesis</b>	<b>Research paper</b>	<b>20</b>
<b>Internship</b>	<b>Internship report (optional)</b>	<b>(4)</b>
<b>Total number of ECTS Credits</b>		<b>60 ECTS</b>

At the end of the training programme, participants who have successfully met the evaluation requirements of the academic programme receive a degree delivered jointly by the Law Faculty of the University of Fribourg and the IUKB, entitled **Master of Advanced Studies in Children's Rights**.

Students who leave the programme or who do not pass the first year of studies receive a certificate of attendance for the modules in which they have participated.

## 4.2. Assessment

Students are assessed throughout the programme based on several criteria, including results obtained in the examinations on each module, papers and thesis. The continuous assessment of students' performances, through the use of examinations and the submission of various tasks are in line with the educational objectives and the teaching content of the programme. The variety of assessment techniques makes it possible to monitor the students' performances as the programme progresses.

### a. Assessment methods

#### **Written examinations**

The presentations and discussions during each module as well as Part A and B of each *MCR Reader* (Preparatory Readings and Consolidated Readings) serve as the basis for the written examinations on the modules.

During the first year of studies, covering the modules 1, 2 and 3, each module will be the subject of a separate written examination which will be organised during the first day of the next module (i.e. the examination on module 1 takes place on the first day of module 2; the examination on module 2 takes place on the first day of module 3; and the examination on module 3 will take place on the first day of module 4). For these examinations, no reading material can be used (closed book).

During the second year of studies, the modules 4, 5 and 6 will be the subject of a separate written distance examination. Each distance examination will take place over three days approximately 3 to 5 weeks after each module (for the precise dates of these examinations, see the overview in the examination time table). Students have 72 hours to send in the answers to the examinations, for which they can make use of the reading material (open book). They contain several questions on the content of the past module asking to comment on a specific statement, to give a reasoned opinion on a particular question or to resolve a particular case study. Students commit themselves to working on the examination questions individually, and declare that they will not consult with fellow students on the examination questions during the examination time slots.

#### **Oral examination**

Module 7 will be the subject of an oral examination which will be scheduled in the course of the module.

## Paper

Besides the written examinations, students also have to complete a paper related to the Readers and the books distributed during the first year of studies.

<b>Rationale</b>	In order to encourage a critical understanding of the interdisciplinary field of children's rights studies, students have to write a paper reflecting upon the reading materials provided during the first year of studies.
<b>Format</b>	A written paper of 9 pages (app. 4500 words) in English, French or German
<b>Content</b>	<p>The paper should be based on the Readers 1, 2 and 3 (A + B) as well as on the books <i>Convention on the Rights of the Child. Background, motivation, strategies, main themes</i> (Eugeen Verhellen) and <i>Children: Rights and Childhood</i> (David Archard). The paper should reflect upon the use of minimum age in the field of children's rights, taking an interdisciplinary perspective. The paper should apply the discussion on minimum age to a particular child rights topic (e.g. juvenile justice; political rights; labour, etc).</p> <p>The paper should contain the following structure:</p> <ul style="list-style-type: none"><li>- Cover page, indicating submission date, name of the student, name of the MCR Programme;</li><li>- Introduction and problem statement: Situate the discussion on minimum age in the field of children's rights studies;</li><li>- Application of the discussion on minimum age to a particular child rights topic</li><li>- Conclusion</li></ul>
<b>Deadline for submission</b>	The paper has to be sent by email to the MCR secretariat before <b>27 November 2011</b> .
<b>Assessment</b>	The paper will be marked (A, B, C, D or E) by the MCR Executive Committee; this mark will be taken into account for the evaluation of the first year of study.

## Reports

Written reports concerning the participation in external conferences or seminars (obligatory) and on the internship (optional), will be marked by the MCR Staff, who will also give an oral feedback of the results obtained. They make up a portion of the assessment of the second year of studies. For each report, details are provided concerning rationale, format, content, deadline and assessment criteria (see above).

## Thesis

The MCR Thesis will be assessed according to the criteria explained in the section on the Thesis.

## Project work presentation

The results of the project work will be presented during module 5 and will be taken into consideration for the evaluation of the second year of study. The project work will be either accepted or refused (no mark).

## b. Marking scale and weighting

The Executive Committee makes use of a uniform marking scale for all examinations, papers, reports, etc. The marking scale distributes the results as follows, E being insufficient:

<b>Mark</b>	<b>Points (on a total of 20)</b>	<b>Mention</b>
A	19-20	Excellent
B	16-18	Very good
C	13-15	Good
D	10-12	Sufficient
E	0-9	Insufficient

The results obtained for each assessment are weighted, taking into account the distribution of the ECTS credits. The sum of all assessment exercises over the two year-period of the studies amounts to 100% (see distribution of ECTS credits above).

## c. Feedback

The students are informed individually (by email) of the results obtained for written examinations and other assessments. They are also informed of the average of the results obtained. The MCR Staff is at the disposal of the students to give individual feedback on the results obtained. In case a student is not making real progress s/he will be invited to discuss the problems being encountered with a member of the academic staff.

## d. First year of studies

At the end of the first year of the programme, participants are assessed by the Executive Committee on the basis of the results obtained in the examinations on modules 1, 2 and 3 as well as on the mark obtained for the paper. The sum of the results obtained determines whether a student has passed the first year of studies.

<b>First year of studies</b>			
<i>Content</i>	<i>Date</i>	<i>Format</i>	<i>Credits</i>
Module 1	23 May 2011	Examination in class	4
Module 2	3 October 2011	Examination in class	4
Module 3	16 January 2012	Examination in class	4
Paper	Before 27 November 2011	Paper	6

The Executive Committee may ask students, in the event of insufficient results, to fulfil an additional task prior to their acceptance for the second year of study, for example in the form of a paper or an extra written examination. Only students that pass the evaluation without conditions or who successfully complete the extra assignment will be accepted for the second year of the programme. The Scientific Committee is informed of the names of the candidates for the second year of the programme.

#### e. Second year of studies

The second year of the programme is subject to a final assessment by the Executive Committee on the basis of the results obtained for the examinations on the modules 4, 5, 6 and 7, on the acceptance of the project work, on the results obtained for the MCR Thesis and on the marks provided by the MCR Staff for the conference and internship reports.

<b>Second year of studies</b>			
<i>Content</i>	<i>Date</i>	<i>Format</i>	<i>Credits</i>
Module 4	18 – 19 February 2012	Written examination (distance)	4
Module 5	14 – 15 April 2012	Written examination (distance)	4
Module 6	16 – 17 June 2012	Written examination (distance)	4
Module 7	5 – 9 November 2012	Oral examination	4
Project Work	16 March 2010	Presentation of project work	4
Conference	Before 1 July 2012	Conference report	2
Thesis	Before 30 September 2012	Thesis	20
<i>Internship (ITP)</i>	<i>Before 2 September 2012</i>	<i>Internship report (optional)</i>	<i>4</i>

The Executive Committee may ask students, in the event of insufficient results, to fulfil an additional task prior to their final admission for the degree, for example in the form of a paper or an extra written examination or ask that corrections be made to the thesis. Only students who pass the evaluation without conditions or who successfully complete the extra assignment will obtain the degree. The Executive Committee determines which students are eligible for the degree. The Scientific Committee will be informed of the students' results.

#### 4.3. In the event of insufficient results

At the end of the first year of the programme, participants are assessed by the Executive Committee on the basis of the results achieved. Only students who successfully meet the evaluation criteria of the first year of studies (pertaining to the modules 1, 2 and 3 and the paper) will be accepted to participate in the second year of the programme. For this purpose, each student will be informed by 1 February 2012 by the Executive Committee of his or her results obtained during the first year of studies. Students who do not meet the evaluation requirements are either required to review the missing element(s) according to conditions defined by the Executive Committee, or are informed that they cannot continue with the programme. Students who do not pass the first year of studies receive a certificate of attendance for the modules in which they have participated. In this case, the portion of the tuition fees accruing to the second year of the programme is reimbursed.

At the end of the second year, the Executive Committee can ask students to fulfil an additional task prior to their final admission for the degree, for example in the form of a paper or an additional written examination or asking that corrections be made to the thesis. Only students who pass the evaluation without conditions or who successfully complete the extra assignment will be admitted for the degree. For this purpose, each

student will be informed by 9 November 2012 by the Executive Committee of the results obtained during the second year of studies. Students who do not meet the evaluation requirements either have to review the missing element(s) according to the conditions defined by the Executive Committee, or are informed that they did not pass the second year of studies. Students who do not pass the second year of studies receive a certificate of attendance for the modules in which they have participated.

## 5. Programme evaluation

The continual evaluation of the programme, both by students and by external experts, are part of a broader set of quality measures that contribute to the timely adjustment and update of the programme's content and format.

### ***Student evaluations***

We encourage students to participate in the evaluation of the MCR Programme. This evaluation is executed via a series of student evaluation surveys as well as via particular evaluation sessions at the end of each module. During each module, we invite students to anonymously fill out the evaluation surveys, which contain questions on all aspects of the programme. We also distribute a general evaluation survey at the end of the first year of studies and at the end of the programme. The student's evaluations are discussed by both the Executive Committee and by the Scientific Committee, and serve as a basis for adjustments in the conception and development of the programme. Students may also be questioned about the impact of the programme after graduation, in order to also measure the long term impact of the programme and to be able to make adjustments following this evaluation.

### ***External evaluations***

The MCR Programme has been evaluated by an independent group of experts in the framework of the accreditation procedure of the Centre of Accreditation and Quality Assurance of the Swiss Universities (OAQ) in 2005. The expert's recommendations have been taken into account in further elaborating the subsequent Programme cycles. Their evaluation report, which can be consulted at OAQ's website (see: [www.oaq.ch](http://www.oaq.ch)), has also led to the unconditional accreditation, until 2014, of the MCR Programme by the Swiss university conference.

In addition, the Programme constantly seeks feed-back from academics and experts in the field of children's rights who are invited to assist in developing the future quality of the programme as well as to help identify new developments in the field.

### ***Participation in networks***

MCR staff members participate in the building of networks of institutions offering academic programmes in children's rights. We see these networking activities as a fruitful long-term investment for regular and invigorating reflection on how to constantly revise the MCR Programme's quality.

In this respect, the MCR is member of the ENMCR Network, which brings together academics, researchers, NGOs, public agencies and students and aims at fostering cooperation, producing innovative knowledge and promoting learning between advanced programmes on children's rights across European Universities (see: [www.enmcr.net](http://www.enmcr.net)).

## 6. Information resources

The Programme approaches children's rights studies from several scientific disciplines, including psychology, sociology, international law, anthropology and socio-legal studies. Furthermore, a growing number of issues relate to children's rights, such as children's participation, health care, child labour, education, children in armed conflicts, child welfare, children and HIV, refugee children, the child's right to play and to rest, etc. The expansion in both the theory and practice of child rights has resulted in an increase in the amount of information available. Consequently, looking for high quality resources on a specific child rights topic from a particular perspective or discipline can quickly turn into a rather confusing undertaking.

It is important to keep in mind the academic context of the MCR Programme as well as the specific aims of your search. As a general rule, we insist on making use of scientific literature as the most important source, as it provides more in-depth, more comprehensive and more authoritative information compared to, e.g., NGO reports, government papers or newspaper articles. In addition, properly edited and published sources, be it on paper or electronically, are to be preferred over unreviewed internet sources or oral information.

Of particular importance for the children's rights field are international legal sources. In order to facilitate access, we have composed a sourcebook with a selection of international legal documents on children's rights, which will be distributed at the start of the programme:

- Belser, E.M., Hanson, K. & Hirt, A. (2009). *Sourcebook on international children's rights*. Berne, Switzerland: Stämpfli.

In addition, you will find in the present section some general suggestions as to where to start looking for information in the field of children's rights. After a presentation of significant books and journals on children's rights, it gives an overview of essential internet sources and also presents the academic libraries at the Institut Universitaire Kurt Bösch and the University of Fribourg.

### 6.1. Significant books and journals on children's rights

#### a. Books

The following list, which is deliberately limited to 20 titles, gives an overview of significant books on children's rights and forms part of the basic resources for the MCR Programme:

- Alen, A., Vande Lanotte, J., Verhellen, E., Ang, F., Berghmans, E. & Verheyde, M. (2006). *A Commentary on the United Nations Convention on the Rights of the Child*. The Hague, the Netherlands: Martinus Nijhoff.
- Alston, P. (1994). *The best interests of the child: Reconciling culture and human rights*. Oxford: Oxford University Press.

- Archard, D. (2004). *Children, rights and childhood* (2<sup>nd</sup> ed). London: Routledge.
- Cunningham, H. (2005). *Children & childhood in Western society since 1500* (2<sup>nd</sup> ed). London: Longman.
- Detrick, S. (1999). *A commentary on the United Nations Convention on the Rights of the Child*. The Hague, the Netherlands: Martinus Nijhoff.
- Feria Tinta, M. (2008). *The landmark rulings of the Inter-American Court of Human Rights on the rights of the child. Protecting the most vulnerable at the edge*. Leiden, The Netherlands: Martinus Nijhoff.
- Franklin, B. (2002). *The new handbook of children's rights, Comparative policy and practice* (2<sup>nd</sup> ed). London: Routledge.
- Freeman, M. (1997). *The moral status of children: Essays on the rights of the child*. Dordrecht, the Netherlands: Martinus Nijhoff.
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## b. Journals

Scientific journals on human rights, sociology, developmental psychology, social work and development studies frequently publish significant articles on a wide range of children's rights issues and are amongst the most valuable resources for studying the interdisciplinary children's rights field. Besides general academic journals, the following selection of scientific journals exclusively deals with interdisciplinary study in the field of children's rights and childhood studies:

- **The International Journal of Children's Rights**

The focus of The International Journal of Children's Rights is directed both to critical scholarship and practical policy development. Articles are published from the perspectives of the widest range of those disciplines that contribute to a greater understanding of children's rights and the impact of these on the concept and development of childhood. The aim of the journal is on furthering children's rights in all parts of the world deploying the insights and methodologies of all relevant disciplines, including law, legal and political theory, psychology, psychiatry, educational theory, sociology, social administration and social work, health, social anthropology, economics, theology and history.

*Martinus Nijhoff Publishers – Brill Academic Publishers ([www.brill.nl](http://www.brill.nl))*

- **Childhood**

The journal offers an interdisciplinary forum for child research that spans divisions between geographical regions, disciplines, social and cultural contexts, and applied and basic research. It focuses on a broad range of research relating to children in contemporary global society.

*Sage Publications ([www.sagepub.com](http://www.sagepub.com))*

- **Children & Society**

The journal is published every two months. It is an interdisciplinary journal publishing high quality research and debate on all aspects of childhood and policies and services for children and young people. Based in the United Kingdom, the journal has an international range and scope. Children & Society embraces academic research, policy and practice in relation to the health, education and welfare of children from infancy through to adulthood. The journal informs all those who work with and for children, young people and their families by publishing innovative papers on research and practice across a broad spectrum of topics, including: theories of childhood; children's everyday lives at home, school and in the community; children's culture, rights and participation; children's health and well-being; child protection, early prevention and intervention.

*Wiley-Blackwell ([www.wiley.com](http://www.wiley.com))*

- **Children's Geographies**

*Children's Geographies* is a peer-reviewed journal that provides an international forum to discuss issues that impact upon the geographical worlds of children and young people under the age of 25 and of their families. Study of the geographies of this kind, whilst emphasising the importance of place, space and spatiality, inevitably cuts across inter- and intra-disciplinary boundaries. The journal provides a forum for academics and practitioners with an interest in these multi-faceted geographies, enabling new insights into the diverse and multiple realities of young people's lives.

*Taylor & Francis ([www.tandf.co.uk](http://www.tandf.co.uk))*

- **Childhoods Today**

Childhoods Today is an open access journal, and no subscription is required to access the articles, which are published in .pdf format. The aim of the journal is to publish high quality empirical and theoretical work by up-and-coming researchers in the field of childhood studies and to provide a reference for others working in this and related fields.

*Centre for the Study of Childhood and Youth at the University of Sheffield, UK ([www.childhoodstoday.org](http://www.childhoodstoday.org))*

- **Children, Youth and Environments**

*Children, Youth and Environments* (CYE) is a peer-reviewed online journal which seeks to connect the worlds of research, policy and practice, reflecting its concern with interdisciplinary collaboration and application. Although CYE's scope is not restricted to a particular disciplinary or professional paradigm, its organizing focus is the physical environment. CYE takes a special interest in papers that focus on children and youth in environments of disadvantage and those with special needs as well as in papers that recognize the capacity of children and young people for meaningful participation in the processes that shape their lives. Access to CYE is free of charge.

*University of Colorado ([www.colorado.edu/journals/cye/](http://www.colorado.edu/journals/cye/))*

## 6.2. Internet resources

Only a few years ago a student asked if he could change the subject of his thesis, stating that he could not find any information on his topic, “not even on the internet”. At present, where information available via the internet is increasing exponentially, such an explanation would be hard to accept. On the contrary, given the enormous amount of available information on almost every subject, a successful search strategy should be directed at selecting and arranging what is relevant, and what is not, rather than at merely locating resources.

The following websites specifically deal with children’s rights and international human rights, and can serve as useful starting points for your search:

- **Child Rights Information Network (CRIN) – [www.crin.org](http://www.crin.org)**  
*Website:* Contains references to hundreds of reports, recent news and upcoming events, as well as details of organizations working worldwide for children’s rights. The site also includes NGO reports submitted to the UN Committee on the Rights of the Child.  
*Email list service:* Distributed twice a week in English, French and Spanish, CRINMAIL provides regular news bulletins about child rights issues, new publications and upcoming events. *We strongly recommend MCR students to subscribe to the CRINMAIL during the period of the studies.* ([www.crin.org/email/subscribe.asp](http://www.crin.org/email/subscribe.asp))
- **Office of the United Nations High Commissioner for Human Rights (OHCHR) – [www.ohchr.org](http://www.ohchr.org)**  
Contains an important international law section, the Treaty Body database (which includes the full text of the periodical CRC country reports) as well as the home page of the Committee on the Rights of the Child. ([www2.ohchr.org/english/bodies/crc/index.htm](http://www2.ohchr.org/english/bodies/crc/index.htm))
- **Childwatch International – [www.childwatch.uio.no](http://www.childwatch.uio.no)**  
Childwatch International research Network is a non-profit, non-governmental network of institutions engaged in research for children. The Network seeks to strengthen child-centred research to contribute towards real improvement in children's well-being. See in particular the “Child Research” section on their website.
- **UNICEF Innocenti Research Centre – [www.unicef-icdc.org](http://www.unicef-icdc.org)**  
UNICEF Innocenti Research Centre (IRC) works to strengthen the capacity of UNICEF and its cooperating institutions to respond to the evolving needs of children and to develop a new global ethic for children. It promotes the effective implementation of the Convention on the Rights of the Child, in both developing and industrialized countries. See in particular the publications catalogue of the UNICEF Innocenti Research Centre, where you can order publications and books. Many of them are immediately available via the Internet in Acrobat (pdf) format and free.

- **The International Institute of the Rights of the Child (IDE) – [www.childsrights.org](http://www.childsrights.org)**  
Besides information on its own activities and publications, IDE's interactive website also contains general information on children's rights, including training, documentation (with a legislative database) and links to the UN and NGOs.
- **University of Minnesota Human Rights Library – [www1.umn.edu/humanrts](http://www1.umn.edu/humanrts)**  
The University of Minnesota Human Rights Library houses one of the largest collections of more than eighty-five thousand core human rights documents, including several hundred human rights treaties and other primary international human rights instruments. The site also provides access to more than four thousands links and a unique search device for multiple human rights sites. Documents are available in nine languages - Arabic, Chinese, English, French, Japanese, Korean, Russian, Spanish, and Swedish.
- **Universal Human Rights Index – [www.universalhumanrightsindex.org](http://www.universalhumanrightsindex.org)**  
This web database provides instant access for all countries to human rights information from the United Nations system. Accessible in English, French and Spanish, the index is based on the observations and recommendations of the following international expert bodies:
  - the seven Treaty Bodies monitoring the implementation of the core international human rights treaties (since 2000)
  - the Special Procedures of the Human Rights Council (since 2006)
 You can access the information by country, by rights and by body.
- **Human Rights tools – [www.humanrightstools.org](http://www.humanrightstools.org)**  
Site primarily aimed at human rights activists with an up to date collection of human rights tools and resources, comprising a resource centre (country analysis, E-library and bookshop), a career centre (Human rights jobs and Education and training) and fresh news and commentary.

### 6.3. IUKB and Fribourg University Libraries

Besides the university libraries presented below, academic literature on children's rights can also be consulted via public and academic libraries. Taking up postgraduate studies in children's rights does imply a lot of reading and we advise you to make the most of the resources available in any libraries you have access to.

#### a. The children's rights section at IUKB Documentation Centre

The academic Documentation Centre at IUKB has a specialised section on children's rights with more than 1,400 registered books and documents, as well as a smaller section containing grey literature.

The children's rights section originated from the merging of the MCR library, the documentation centre of the International Institute of the Rights of the Child and the research library on street children which was donated to IUKB by Professor Ricardo Lucchini, emeritus Professor in sociology at the University of Fribourg. The actual

section on children's rights includes documents on the following topics: the Convention on the Rights of the Child, human rights, (childhood) sociology, philosophy/psychology, working children, juvenile delinquency, poverty, street children, violence, social policy, gender, social exclusion, health, town planning and leisure.

To borrow documents from the IUKB Documentation Centre, students have to register using the Registration Form which will be distributed during the first module or can be downloaded via the IUKB website ([www.iukb.ch/centredoc](http://www.iukb.ch/centredoc)). Registered users will receive a Reader's Card which has to be shown at each transaction. Most documents are available for loan free of charge for registered readers upon presentation of their Reader's Card. The loan period for IUKB students in principle follows the dates of the modules. A reader can borrow up to 10 documents at a time. A document can also be sent by post to IUKB students; this service will be charged. You will be fined for overdue items (see the IUKB Library Rules for details concerning the use of the Documentation Centre) ([http://www.iukb.ch/fileadmin/biblio\\_regl.pdf](http://www.iukb.ch/fileadmin/biblio_regl.pdf)).

The IUKB Documentation Centre is part of a Swiss library network, called RERO (which stand for "Réseau des bibliothèques de Suisse occidentale") and which brings together some 200 scientific libraries. IUKB students can benefit at a small charge from inter-library loans amongst RERO member libraries.

*Opening hours:*

**Monday – Thursday 9h00 – 13h00 and 15h00 – 19h00  
(Closed on Friday, Saturday and Sunday)**

You will be informed of additional opening hours during the modules that take place in Sion.

Contact: [biblio@iukb.ch](mailto:biblio@iukb.ch) – Tel +41 27 / 205 73 13

## b. Fribourg University Libraries

The University of Fribourg libraries are grouped together under the auspices of the libraries in the Canton of Fribourg (BCU – Bibliothèque Cantonal et universitaire) and also form part of the RERO network mentioned above. The different faculties at the University (law, psychology, education, economics etc.) each have their own library. The various collections held in Fribourg are accessible via an online catalogue which provides users with the details concerning the location of different items. Reference books and journals are available for free consultation, however, the majority of resources may not be borrowed.

Most items of relevance to MCR students are to be found in the law library ([www.unifr.ch/bfd/](http://www.unifr.ch/bfd/)) or in the library at the Interdisciplinary Institute for Ethics and Human Rights (IIEDH). General information concerning the opening hours of the different libraries as well as access to the online OPAC and RERO catalogues is available at [www.fr.ch/bcuf](http://www.fr.ch/bcuf) (in French and German only).

## 7. MCR Alumni

The Programme wishes to keep track of former students of the programme, to provide, via an MCR-alumni network, for regular contact between staff and former students, and to associate former MCR students with particular aspects of the programme, such as lecturing or in providing assistance for the elaboration of practical exercises or group work.

An important tool for keeping contacts alive between the Programme and former generations of students are the MCR Alumni Master Classes, which are organised every two year at the end of a Programme cycle and which are open only for former and current MCR students.

### Overview of the Modules

<b>Module 1</b>	<b>Children's rights in context</b>	<i>7 – 11 March 2011</i>	<i>IUKB Sion</i>
<b>Module 2</b>	<b>Childhood studies</b>	<i>23 - 27 May 2011</i>	<i>University of Fribourg</i>
<b>Module 3</b>	<b>Children's rights and international law</b>	<i>3 – 7 October 2011</i>	<i>IUKB Sion</i>
<b>Module 4</b>	<b>Juvenile Justice and protection</b>	<i>16 – 20 January 2012</i>	<i>IUKB Sion</i>
<b>Module 5</b>	<b>Child labour and education</b>	<i>12 – 16 March 2012</i>	<i>University of Fribourg</i>
<b>Module 6</b>	<b>Migration and family</b>	<i>7 – 11 May 2012</i>	<i>University of Fribourg</i>
<b>Module 7</b>	<b>Implementation and monitoring strategies</b>	<i>5 – 9 November 2012</i>	<i>IUKB Sion</i>

## Overview of key dates

Key Dates	Event
<b>7 – 11 March 2011</b>	<b>Module 1: Children’s rights in context</b>
23 May 2011	Examination in class on module 1
<b>23 – 27 May 2011</b>	<b>Module 2: Childhood studies</b>
3 October 2011	Examination in class on module 2
3 - 7 October 2011	Start Project Work
<b>3 – 7 October 2011</b>	<b>Module 3: Children’s rights and internat. law</b>
27 November 2011	Paper
6 January 2012	Thesis Project
<b>16 – 20 January 2012</b>	<b>Module 4: Juvenile Justice and protection</b>
16 January 2012	Examination in class on module 3
1 February 2012	Results of the first year of studies
18 - 19 February 2012	Written Examination on module 4
<b>12 – 16 March 2012</b>	<b>Module 5: Child labour and education</b>
16 March 2012	Presentation Project work
14 – 15 April 2012	Written examination on module 5
<b>7 – 11 May 2012</b>	<b>Module 6: Migration and family</b>
16 – 17 June 2012	Written Examination on module 6
1 July 2012	Conference report
26 August 2012	Thesis draft version
2 September 2012	Internship report
30 September 2012	Thesis final version and summary
5 – 9 November 2012	Presentation Thesis
<b>5 – 9 November 2012</b>	<b>Module 7: Implementation &amp; monitoring strat.</b>
5 - 9 November 2012	MCR Alumni Master Class
9 November 2012	Results of the second year of studies Graduation ceremony





## Master of Advanced Studies in Children's Rights (2011 – 2012)

**INSTITUT UNIVERSITAIRE KURT BOSCH – UNIVERSITY OF FRIBOURG**

The *Master of Advanced Studies in Children's Rights* (MCR) is a part-time international and interdisciplinary postgraduate programme on children's rights, which takes place over a two-year period. The Programme is organised conjointly by the University of Fribourg and the University Institute Kurt Bösch (IUKB), both in Switzerland, and is designed for professionals who work with children's rights issues, including lawyers, psychologists, sociologists, judges, social workers, government officials, staff of non-governmental organizations, academics and journalists. The *Master of Advanced Studies in Children's Rights* has been accredited by the Swiss university conference at the request of the Centre for Accreditation and Quality Assurance of the Swiss Universities (OAQ).

### **Contact and further information:**

See further details on the programme's website [www.iukb.ch/mcr](http://www.iukb.ch/mcr),  
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