Theoretical and conceptual framework on the role of university education in child rights education & promotion

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Abstract

This paper depicts a comprehensive theoretical and conceptual framework that enables higher education as a strategic platform for the protection of child rights. Grounded in a multidisciplinary approach, the framework draws on imperative theories including the Human Rights-Based Approach, Critical Pedagogy, Constructivist Learning Theory, and the Social Ecological Model to examine the transformative potential of higher education in promoting children's rights. It explores how universities and educational institutes, through their core functions such as education, research, and community engagement can contribute significantly to the realization and dissemination of child rights as enshrined in the United Nations Convention on the Rights of the Child (UNCRC) and related international organizations.

The framework is organized into three core pillars:

(1) Curriculum and Pedagogical approaches: This advocates for the assimilation of child rights principles across disciplines through participatory, rights-based, and inclusive teaching methods.

(2) Research and Knowledge Creation: This highlights the university's role in generating evidence, shaping discourse, and informing policy while ensuring ethical engagement with children.

(3) Community Engagement and Policy Influence: This focuses on institutional partnerships, advocacy, and public awareness to bridge academic work with real-world impact. By engaging students, faculty, and communities, academic institutions can foster a generation of professionals equipped with the knowledge, values, and skills essential to promote and protect child rights across sectors.

The paper contributes to the currently available literature on human rights education by offering a strategic model for embedding child rights within education systems. It also provides actionable insights for curriculum developers, academicians, and policy-makers seeking to institutionalize child rights education in higher learning environments. Ultimately, the study apparently depicts that academia has both the responsibility and the capacity to serve as a catalyst for advancing children's rights, social justice, and inclusive development for every child.

Presentation language: English ✔

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Short CV

Lipi Chhaya is a seasoned academician and researcher with 17 years of experience in education, electronics, and smart grid technology. She integrates interdisciplinary knowledge into teaching and research. Her work emphasizes digital learning, and academic quality enhancement, reflecting a deep commitment to educational innovation and student success. She has published extensively in reputed journals. She has also led various administrative and community outreach initiatives. Her work reflects a commitment to innovation, sustainability, and ethical education.