

Child Rights MA Program as a Reference Point for Launching Interaction Among Disciplines

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Abstract

To ensure the fulfillment of the obligations of the UN CRC, it is crucial to bridge the gap between the real and the ideal world. This effort must go beyond legislative frameworks to avoid the “technicalization” and “decontextualization” of children’s rights (Reynaert et al., 2009). Promoting children's rights at all levels of practice requires more than a basic understanding of the rights themselves—it demands a comprehensive grasp of social structures, power dynamics, and identity formation, informed by the theory of intersectionality. Additionally, it requires knowledge of family, education, health, and justice systems grounded in systems theory. An understanding of how social norms evolve, based on the theory of change, as well as specialized expertise in leading change processes, is also critical. This endeavor necessitates interdisciplinary knowledge and action.

This paper outlines the rationale for establishing a new MA program in Children's Rights at TSU and envisions a collaborative relationship with the newly established Center for Children’s Rights. It will present the curriculum for the new program, developed in response to a labor market study that, among other findings, highlighted the need for effective interdisciplinary collaboration and expanded knowledge on the ethics of working with children. Furthermore, the paper will explore the importance of socio-culturally sensitive research in the field of children's rights. Such an approach enhances the identification of local strengths and gaps, which, in turn, informs the development of locally grounded evidence. Keeping educators and policymakers informed about both international and local evidence has the potential to drive meaningful change in practice for the benefit of children. Timely mitigation of flawed practices, attitudes, and approaches—as well as the promotion of effective ones—can significantly accelerate the realization of a child rights-based society.

Key words: child rights, evidence-based practice, MA program, curricula.

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Short CVs (max 70 words)

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