CHILD PROTECTION CURRICULUM
2015–2016
The François-Xavier Bagnoud Center (Harvard FXB) at the Harvard T.H. Chan School of Public Health has partnered with UNICEF to develop one of the first interdisciplinary graduate programs in child protection. The curriculum aims to expand the cadre of qualified child protection policymakers and field workers, enhance the capacity of current and future child protection professionals, and further promote the professionalization of the child protection sector.

The curriculum comprises a robust set of courses on normative, historical, policy, and operational issues relating to populations in emergency and post-crisis contexts. It is designed for professionals from around the world whose daily responsibilities require an understanding of these issues.

Now in its second year, the curriculum reflects current research and practice grounded in field-based realities, taking into account the expertise of UNICEF and external child protection experts. The courses incorporate a range of disciplinary approaches to practical and theoretical aspects of child protection.

**IMPORTANCE AND ANTICIPATED OUTCOMES**

With more comprehensive graduate-level training, child protection professionals will be better equipped to build a strong evidence base in the sector by engaging in rigorous research, monitoring, evaluation, and use of data. This program will also further the professionalization of child protection as a sector, giving it greater priority on global policy and development agendas, and raising the profile of the sector overall.
GHP 553: HUMAN RIGHTS DILEMMAS IN CHILD PROTECTION    FALL 2

The perspective of this introductory course is twofold. One aspect will be the genesis and impact of child protection concerns. The other is on the human rights strategies and considerations (at both the individual and societal level) relevant to those charged with preventing and responding to rights violations affecting children. Integrating legal approaches with those developed in the health and social sciences, the course will begin with a brief review of the theory and literature relating to child protection and international human rights. It will proceed with an in-depth discussion of case studies covering critical areas of child protection – child labor, child trafficking, and the use of children in armed forces.

GHP 511: INTERNATIONAL PERSPECTIVES ON JUSTICE FOR CHILDREN    WINTER

This course seeks to resolve some of the crucial challenges that arise when children interact with the legal system as victims, witnesses, or alleged offenders. By studying country-specific, formal, and informal systems for protecting, punishing, and rehabilitating children, the course will also examine thematic concepts related to discrimination, especially based on gender, disability, and sexual orientation. Students will learn to rely on data from justice systems, clinical medicine, social science, and public health to inform the evidence base for discussions, and to merge these scientific approaches with legal precepts and human rights frameworks. Using case law within and outside the formal justice system, this course will lay a foundation for further study in the discipline and bolster the repertoire of professionals using the law in advocacy work.

ID 205: SOCIETAL RESPONSE TO DISASTER AND WAR    SPRING 1

This course will probe the causes and consequences of emergencies affecting the world’s children. Students will explore how child protection work is carried out, including in emergencies, where human and material resources are scarce and where state structures are unstable or nonresponsive. Armed conflict, natural disasters, and refugee/internally displaced person (IDP) camps are among the scenarios that will be examined to communicate standards and best practices in crisis response. The course will equip practitioners to apply human rights, international law, and appropriate norms to all aspects of child protection, with special attention to children’s needs beyond survival.

SHH246: ISSUES IN MATERNAL AND CHILD HEALTH PROGRAMS AND POLICIES    SPRING 1

The legal and normative human rights framework for sexual and reproductive health (SRH) work will form the foundation for this course. Students will explore conditions and obstacles for the provision of SRH information and services to children worldwide. Students will learn to address sexual violence, family planning, sexually transmitted infections, sexual minorities, and sexuality education. By examining the impact of cultures, religions, and traditions, such as child marriage and genital mutilation/cutting, on SRH practices, students will learn a rights-based approach to the design and implementation of child friendly, contextually appropriate policies and programs. The programs under study will highlight the prevention of harm through community education and dialogue as well as through formal and regulatory systems.

*Recipients of the child protection certificate must have completed 3 out of the 4 courses listed.*
CÉCILE APTEL is the UN High Commissioner for Human Rights’ senior legal policy adviser, an associate professor at Tufts University’s Fletcher School of Law and Diplomacy, and Extraordinary Professor at Pretoria University’s Centre for Human Rights. An international criminal law, transitional justice, and child rights specialist, Aptel has directed the program on children and justice at the International Center for Transitional Justice and has advised UNICEF on related issues.

JACQUELINE BHABHA, JD, MSC, is director of research at Harvard FXB Center, Professor of the Practice of Health and Human Rights at Harvard School of Public Health, Jeremiah Smith Jr. Lecturer in Law at Harvard Law School, and adjunct lecturer in public policy at Harvard Kennedy School. Bhabha practiced human rights law for many years in the U.K. Her research interests include transnational child migration, refugee protection and asylum law, children’s rights, and citizenship.

SUSAN BISSELL, PHD, is UNICEF’s global chief of child protection. She first served UNICEF in the former Division of Information and Public Affairs before focusing on children in especially difficult circumstances in Sri Lanka. She continued this work in Bangladesh before becoming chief of child protection in India. Bissell holds a doctorate in public health and medical anthropology; a master’s in law, economics and international relations; and an honorary professorship at Columbia University.

JENNIFER LEANING, MD, SMH, is director of Harvard FXB Center and FXB Professor of the Practice of Health and Human Rights at Harvard T. H. Chan School. For many years a practicing physician, she has conducted human rights investigations around the world. Her research interests include medical ethics, early warning in response to war and disaster, violations of human rights and international humanitarian law in crisis, and human security amidst forced migration and conflict.

MARIE MCCORMICK, MD, SCD, is program director of Harvard Chan’s Maternal and Child Health/Children, Youth and Families interdepartmental concentration. Her research involves epidemiologic and health services investigations in areas related to infant mortality and outcomes of high-risk neonates. She has been awarded many honors, including the David Rall Medal from the Institute of Medicine.

MANELI AGHAKHAN, PHD, is a child protection specialist and head of the Child Protection Unit at UNICEF Iran. In recent years her work has focused on prevention of violence against children, justice for children, and partnership building with government, civil society, and academic institutions to address juvenile justice, child labor, alternative care for children without caregivers, and child protection in emergencies. She has worked in development and emergency contexts and has contributed to development of the “National Standards for Child Protection in Emergencies” in Iran (2010). Agakhan holds a doctorate in medical laboratory sciences.

KETEVAN MELIKADZE, MA, MD, is a social welfare officer at UNICEF Georgia. Her work mainly centers on supporting the government to develop systems and services to protect the most vulnerable children, namely, those with disabilities, child victims of violence, children under state care, and children living and working on the streets. Melikadze has worked as a policy analyst and consultant in education, health, and other social fields; managed an NGO working with children with disabilities; and lectured and tutored students and professionals in public policy and policy analysis.