

CHILD-FOCUSED DEVELOPMENT WORKSHOPS
(1996-1997)
Bangkok, Thailand

Objectives and outputs of workshop:

- Concept
 - Approaches (planning)
 - Indicators (evaluation)
 - Tools for analysis and programming
 - Exchange experience
 - Action planning
-
- Use workshop to help participants think through implications of CFD for their own work

As proposed:

DAY 1: WEDNESDAY, 2 JULY 1997 - THEORY:

Definition of concept of child focus:

- Experience and ideas of participants
- Theoretical presentation (facilitator)
- Discussion
- Conclusion: common definition

DAY 2: THURSDAY, 3 JULY 1997 - PRACTICE:

Production of tools (in groups and by sector):

- Analysis of existing projects
- Development of programming tools (planning, implementation, monitoring)
- Development of evaluation indicators (impact)

Action plans:

- Individual action plans to introduce child focus into his/her work

Evaluation of workshop

CHILD-FOCUSED DEVELOPMENT WORKSHOP

- History of child focus debate in SCF (and beyond)
- Labels and what/who is behind them
- What do you understand by child-focused development?

1. WHAT IS A CHILD

- Definition
- Breakdown of childhood into different age categories (each group could look at a different age group). Unpack "child":
 - Not all children are the same, in fact they are a very diverse group.
 - Which children are supposed to benefit from your projects, which children benefit more, which less?
- What are the interests, concerns, abilities and needs of children at different ages?

Practical versus strategic needs

- Children's practical needs: satisfying children's practical needs does not challenge or change children's existing position or status in the family or society.
- Strategic needs go beyond practical needs: addressing children's strategic needs means to challenge the existing situation of children in the family, community and society. This can be done, for example, by involving children in project and research work, by lobbying for changes in laws and policies, or by raising awareness of parents, educators and project staff about the impact of their actions on children.

In your projects, what are some of the *strategic needs* of children?

2. ISSUES OF DIFFERENCE

- Gender, age, ability, ethnicity, wealth, education...
- What are the *issues of difference* related to children which your address/not address specifically in your project? How do you address them?
- What are the implications of these differences for your work?

Area of work	Age	Gender	Ability	Ethnicity	Education	Wealth

3. NEW CONCEPT OF CHILDHOOD AND ITS IMPLICATIONS

- What are the differences between adults and children?
- Old and new concepts
- Assumptions
- Implications for development work: components/factors most relevant for our work:
 - What are the implications of such a concept of childhood for our work?

4. DATA AND RESEARCH ON CHILDREN

- Why do we need data on children?
- What information do we need about children?
- How can we get this information?
- How can children be involved in this research...?

The need to get other organisations to collect information about children and to measure the impact of their work on children:

- What kind of information should other organisations collect?
- What could we do to help other organisations to do this?

Lessons on research:

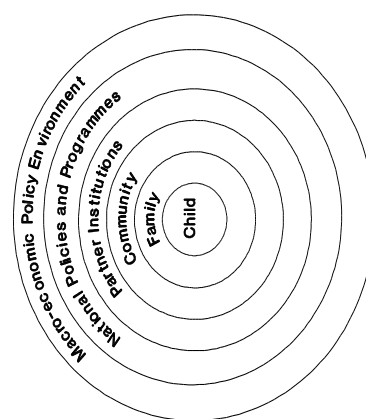
The starting point is the new concept of childhood, especially to see children as social actors in their own right. This has four implications for research:

- we need new data on children as social actors
- we need to disaggregate data on children according to gender, age and other issues of difference...
- we need to obtain data from children themselves, not just about children
- We need to involve children in research (children as researchers involved in developing research plan, designing tools, collecting data, analysing data, presenting results of research, follow-up on research results)
- Research children in the context of family and community, not in isolation
- Do experimental research - open research to find the unexpected
- Research should be relevant to SCF's work
- Don't only link research too narrowly with existing programme and advocacy work
- Tailor/design tools depending on topic of research
- Establish links between research on children and other, country-level research/data (national statistics)

5. CHILDREN IN CONTEXT

The context: children - family, community, society, policies, macro-economic environment

- At which levels does your project operate?
- What is the impact on children?
- What is the purpose of creating links [to address structural/root causes]
- How could you create stronger links - either up or down?



Levels of work	Education	ECD	Health	Water	Credit	Agriculture
Macro-economic policies						

National policies and programmes	
Partner institutions	
Community	
Family	
Child	

6. CHILD RIGHTS

"The egg should not be wiser than the duck" (Vietnamese proverb)

- Child rights in local languages
- Key elements of CRC

Key elements of CRC:

- Provision: survival and development
- Protection
- Participation
- Under 18
- Non-discrimination
- Best interest of the child
- Our involvement in the convention

How can we use the CRC as a basis for our project work?

Some ways to use the CRC in programme work:

- Raise awareness about children's rights by training partners, government officials and communities in the CRC;
- Using the CRC to advocate for changes in certain policies;
- Monitor the implementation of the CRC at the country level;
- Use the CRC to form alliances and coalitions of organisations concerned about children's rights.
- Use CRC as a filter, a screen for programme work
- CRC as a guideline for project and advocacy work
- CRC as a global measuring stick for children's rights

7. CHILD PARTICIPATION

- What project, research, training and advocacy activities could children be involved in - which children?
- How could they be involved in these activities?
- Why should they be involved (objectives for children's participation)?

- What difficulties might arise when children are involved?
- How could these difficulties be overcome?

Participation as tool to reach a certain aim or participation as an end in itself to empower people?

- Participation of children and youth in all aspects of the project cycle: who are your target groups, participants, beneficiaries (age, sex...)?

Brainstorm - on cards:

- How do you currently involve people in your project work?
- Why do you do this?

Sort answers according to participation as *tool* or as *empowerment*

Criteria for Children's participation:

- Who initiates
- Who decides
- Who controls
- Who implements
- Who benefits
- Dependence on adults
- Type of projects
- Level of schooling
- Consultation between adults and children
- Children's involvement over the life of the project
- Results and real action
- Children are informed of the process - have big/overall picture
- Children understand the consequences and implications
- Importance/cost of activity
- Children feel ownership
- Children's self-identity/self-confidence

Factors specific to children: age, geography, stages of development, capacity...

Ethical issues of child participation:

- Isolation
- Sensitivity
- Consent
- Confidentiality
- Exploitation
- Respect
- Trust
- Expectation
- Responsibility (who should be in the firing line in the case of advocacy)

8. PUTTING IT ALL TOGETHER

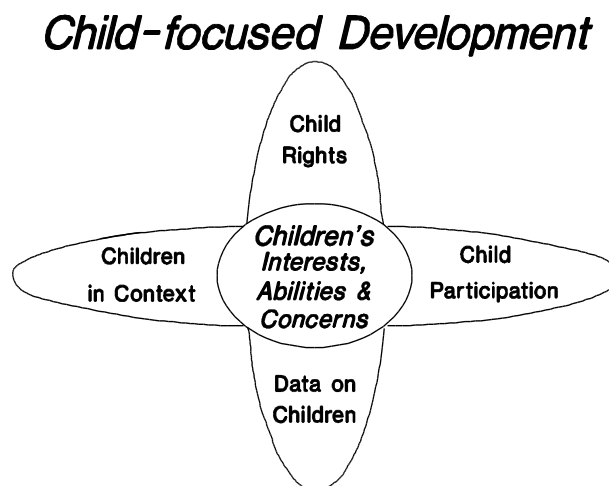
- Links between different components
- Examples of how they work together
- Plot levels where you work
- Why is it important to work at different levels?

9. IMPLICATIONS FOR YOUR EXISTING PROGRAMMES

- What are the implications of a child-focused approach to development for SCF's existing programme?
- What do we need to do to make SCF's programme more child focused?

Notes:

- Need summary and conclusions from the facilitator for each session to point out what is relevant and what is not



CHILD-FOCUSED DEVELOPMENT

Joachim Theis

1. Children and Development Work

The predominant model of childhood perceives childhood as a transitory phase and children as unfinished adults. Socialisation theory focuses on the process by which children become adults. It is based on this perspective and has dominated our thinking about children for generations. As a result of conceptualising childhood in this way, children are largely viewed as passive, immature, ignorant and vulnerable. Children's and adults' interests are essentially seen as identical. Children need education and guidance from adults in order to become mature and responsible members of their communities. In consequence, in post parts of adult life children are invisible.

In the field of international development this concept of childhood has led to three main types of programming approaches towards children:

- a) Social work which largely concentrates on specific groups of children (street children, disabled children, orphans...), thereby excluding other groups of children and adults. This approach tends to ignore the wider social, economic, political and cultural conditions which create and reproduce the circumstances in which the children live.
- b) Health and education projects, while also largely oriented towards children, do not target specific groups of children the way social work projects do. They tend to take a broader approach which sees children within the context of their communities.
- c) Agriculture, forestry, water, credit and infrastructure projects almost always ignore children completely. Children are assumed to benefit from the positive effects of the projects as the overall situation of their community and family improves. This approach believes that benefits "trickle down" automatically from adults to children. It also believes that the family knows what is best for children and that parents do what is best for their children. In such projects children are simply non-existent, they are invisible.

All three project approaches rely on adults for all aspects of assessment, design, implementation, monitoring and evaluation. Adults (project staff, partners, communities, authorities) do not see the need to involve children or even just to talk to them. While some projects (especially social, health and education) look more closely at children's interests and needs, they rarely involve children themselves in the project work. In all three approaches children are largely treated as passive beneficiaries rather than as active participants. And this can be justified on the basis of the dominant model of childhood.

2. A New Perspective on Children

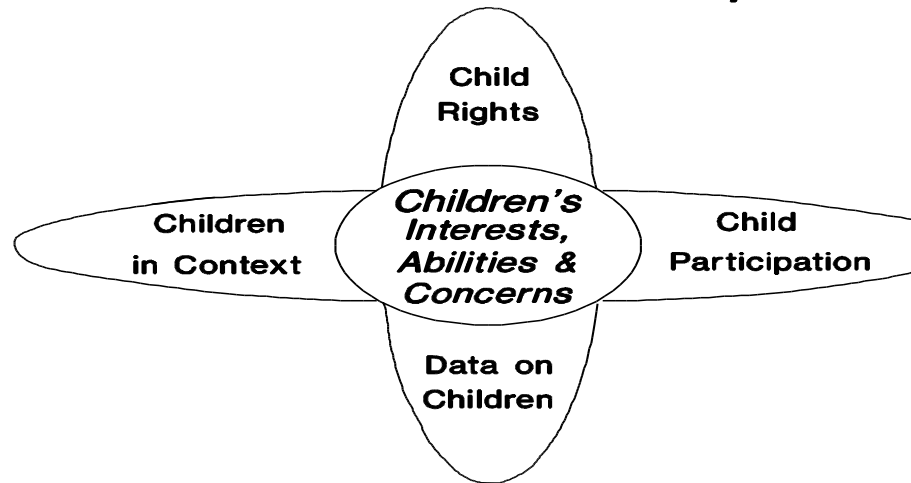
Sociological and anthropological research carried out during the past ten to twenty years is beginning to challenge this model of childhood that has dominated sociological theory and development programming for so long. This new research has unmasked socialisation theory as an adult perspective which has largely neglected children's own views. This new research has begun to explore a new perspective on children and tries to see the world through children's eyes. It treats children not as unfinished adults but as social actors in their own right. According to this new theory, children take an active part in creating and organising their environment, they make decisions, they have their own views, interests, they have skills and abilities. They do not just have needs that have to be satisfied by paternalistic adults. There are many parallels between this debate and the gender debate and the feminist movement which have made women *visible* and have drawn attention to women's viewpoints and perspectives.

Old and New Concepts of Childhood

Traditional Concept	New Concept
Children are passive, vulnerable and helpless	Children are active members of society
Uniform model of childhood - Western middle class model of childhood	Diverse models of childhood - local models
Children's needs	Children's rights
Passive recipients	Active participants
Children's needs	Children's capacities, interests, concerns and needs
Trickle down theory: children benefit automatically from benefits that reach their families	We cannot assume that children benefit automatically if the overall situation of their family and community improves
Adults know what is best for children. Adults are right, children and adults have the same interests. Children have nothing of importance to say	Children's views, experiences and perspectives differ from those of adults
Children are unfinished adults	Children are individuals in their own right with their own ideas and perspectives

The *traditional* concept of childhood is not necessarily wrong, but it is certainly incomplete.

Child-focused Development



With such a new perspective on children we need to reassess our assumptions and rethink our approaches to development work, be they in the area of social work, health and education, or in agriculture, credit or infrastructure. This process of reorienting and rethinking of development work from a *child-focused* perspective has to begin with children's interests, their concerns, capacities and needs. In addition, there are four other overlapping issues which affect

a child-focused development programme and which need to be explored. These are: data and research on children; children's participation in research, project work, advocacy and training; children in context of family and community, and in the broader economic and policy context; and child rights.

Children's interests, concerns, abilities and needs are at the heart of the whole child-focus debate. Children constitute a very diverse group and there is much we need to learn about children. Infants have different needs from teenagers and boys and girls may have different interests and perspectives. There are further differences between children in urban and rural areas, children at school and out of school, minority and majority children, rich and poor children, and children with different abilities. There is no mystique about children, we simply have to start looking at them and treating them the way we treat adults, learn from them and make them *visible*.

Data and research on children. As we are trying to make sense of this new perspective on children we need new information about them. This can take three different forms:

- Collect new data on children as *social actors*: carry out research on children, analyse impact of socioeconomic changes on children, gather information about children during project assessments, and evaluate and monitor the impact of project work on children;
- Gather information from children themselves, not just about children - listen to what children have to say, especially to what is different from the views and information gathered from adults;
- Involve children in research: children develop research plan, design tools, collect data, analyse data, present research results, follow-up on research results.

Data on children needs to be disaggregated by age and sex, since children (from 0 to 18) form a very diverse group. Over time, other organisations (NGOs, donors, government departments, statistics department...) should be influenced to routinely gather information about children, even if their programmes are not explicitly child-focused.

Children's participation. If we are committed to participatory development approaches, it would be only logical that children should participate in project work, research, advocacy and training activities. How children can be involved and which children should participate needs to be worked out experimentally. Much is being written about participation, but there is no short-cut to doing it in practice and to pushing the boundaries of participation further. There is no need to start from

scratch, since there is much that can be learned and applied from the general experience and debate on participation.

Children in the broader development context. Children are not just individuals who exist in isolation, they are members of families, communities and societies. They are affected by policies and economic changes. Development projects need to be aware of these factors and take social, political, economic and cultural root causes into account, rather than dealing with children in isolation from the surrounding reality. Some of the relevant questions include: what is the distribution of benefits, responsibilities and authority in the household along age and gender lines? What are the effects of socioeconomic changes and of policies on children? Projects addressing issues of *context* typically end up lobbying for changes at the policy level.

Child rights have received a tremendous amount of attention in recent years, largely due to the UN Convention on the Rights of the Child (CRC). The Convention is a powerful advocacy tool and it has generated a great deal of creative ideas for realising children's rights. It has moved our attention beyond children's needs and forms the basis for demanding children's rights to development, survival, protection and participation. Here are only some of the ways the CRC can be used in programme work:

- Raise awareness about children's rights by training partners, government officials and communities in the CRC;
- Using the CRC to advocate for changes in certain policies;
- Monitor the implementation of the CRC at the country level;
- Use the CRC to form alliances and coalitions of organisations concerned about children's rights.

3. How can existing Development Programmes be made more Child-focused?

Many people are confused by all the new ideas and the new jargon created by the child focus and child rights debates. This is unfortunate, probably unavoidable, but also unnecessary. The best way is to begin with some practical steps rather than to debate the concept endlessly. Where to begin depends on personal experiences and preferences and on the type of project concerned. Here are some examples:

From credit to child focus. To reorient its credit project and make it more child focused, SCF in Vietnam began by evaluating the impact of the credit project on children. This showed that children had more food, better clothing and more money for education, but also more work as a result of the credit project. The next step was to find out from children about their interests, concerns, needs and aspirations. This information was collected for infants, pre-schoolers and school-age children, and formed the basis for developing new project activities which addressed the children's own interests. The first such activity consisted of training women who were borrowing from the credit scheme in the messages contained in the Unicef *Facts for Life* booklet. The women discuss the messages during their monthly borrower group meetings. This example shows how a regular development project can be made more child focused without having to implement specific activities with children - although this might be done in future.

Beyond social work. In Ho Chi Minh City SCF has been supporting a number of care locations for street children. After several years the project is being reoriented. It no longer concentrates only on street children in isolation but looks more broadly at the situation of working children within their communities and families. Children's participation in research and project work is an important

component of the new approach. As the project takes off there will be the potential for influencing social policies affecting the lives of street and working children.

These two examples show that child-focused development does not have to be difficult or burdensome. They also demonstrate that making existing projects more child focused does not mean that effective development work has to be stopped. Child-focused development should be seen as an exciting new opportunity and challenge that improves the quality and enhances the effectiveness of development work. As a minimum requirement, we should know what effect our work is having on children, whether it is a food relief project, work with street and working children, an essential drugs project or HIV/Aids education programme. With new information our understanding of children's lives will improve and this will in turn influence our programming work.

HISTORY

- 1989 CRC
SCF/UK mission statement
- 1995 Children's Agenda
- 1996 Global Programme Strategy
- 1997 Child-focused Development workshops

LABELS

- Children's agenda
- Child focus
- Mainstreaming child rights
- Child rights
- Children's participation
- Child indicators
- Child development
- Think children
- Child rights-linked work
- Child centred
- Child focused

SOURCES AND TRADITIONS

- Human rights and child rights work
- Gender movement
- Participatory approaches
- Social activism
- Social work
- Sociology
- Development work
- Child psychology
- Theories of child development

CHILDREN'S AGENDA (SCF/UK)

Participation:

- Children are actors, not just passive recipients or beneficiaries
- Children's participation

Practice:

- Children's and adults' interests are not always the same
- Society must give every child an equal start in life (children = investment in the future of society)
- Society must support families in child care and development
- Recognise differences in children of different ages and gender

Research:

- Need to collect specific data and information on children
- Recognise and respect different traditions/concepts of childhood without endorsing exploitation
- Holistic approach towards children's needs

Influencing:

- Policy and practice must have a positive impact on children

WHY CHILD FOCUS?

- To guarantee that development work is serving the needs and concerns of children for their own development
- To assess the effects and impact of our work on children to make our work more effective
- To make children *visible*
- To involve children as *active participants* for their own well-being and best interests
- To make a reality of children's rights
- To ensure that children are considered in policy and practice of major development actors

STANDARD MODEL OF 'CHILDHOOD'

- 'Childhood' is seen as a natural and universal feature of human development and is described in a standard way which codifies a series of steps in the passage towards adulthood, and a standard set of outcomes for child-rearing practices.
- This single and universal phenomenon of childhood is seen as independent of class, gender, culture, geography or ethnicity despite research which shows that meanings attached to "child" and "childhood" differ widely across time and space.
- Children are seen as immature, irrational, incompetent, asocial and acultural as against adults who are mature, social and autonomous. The key concept of childhood is "development" towards adult rationality and control.
- A belief that adults direct children towards adulthood, turning the asocial child into the social adult.
- The *value* of children as children is not appreciated. Children are merely seen as 'adults on probation'.
- This model fails to recognise the importance of children's perspectives on their worlds and experiences.

MAIN PROBLEMS OF UNIVERSAL MODEL OF 'CHILDHOOD'

- It marginalises the importance of childhood in its own right by focusing attention on the way in which children evolve into "complete" human beings.
- This has led to a lack of interest in the reality of children's lives and the under-valuing of their activities and contributions.
- It fails to recognise that there is no rigid barrier between "childhood" and "adulthood" - only a lifelong path through economic and social change in which people require special protection and support at an early and late stage in their development.
- Because it claims to present a standard, universal model, true for all places and times, it makes the collection and analysis of real information about the actual state of children seem unnecessary.

DATA AND RESEARCH ON CHILDREN

The starting point is the a new concept of childhood, especially to see children as social actors in their own right. This has four implications for research:

- we need new data on children as social actors
- we need to disaggregate data on children according to gender, age and other issues of difference...
- we need to obtain data from children themselves, not just about children
- we need to involve children in research (children as researchers involved in developing research plan, designing tools, collecting data, analysing data, presenting results of research, follow-up on research results)

Guidelines for research:

- Research children in the context of family and community, not in isolation
- Research should be relevant to your work
- Do experimental, open research to find the unexpected
- Don't only link research narrowly with existing programme and advocacy work
- Tailor/design tools depending on the topic of research and depending on the abilities of children to facilitate their participation
- Establish links between research on children and other, country-level research/data (eg, national statistics)

Key questions:

- What information do we need about children?
- How can we get this information?
- How can children be involved in this research?

Data on children:

The need to get other organisations (eg, Oxfam, UNDP, government departments, World Bank, statistics department) to collect information about children and to measure the impact of their work on children:

- What kind of information should other organisations collect?
- What could we do to help other organisations to do this?

MEASURING IMPACT ON CHILDREN

Indicators for measuring impact of credit programme on children:

- Child health and nutrition
- School: enrolment, drop-out, achievement
- Child labour
- Distribution of benefits in the household
- Allocation of duties and work load in the household
- Child care practices
- Women's and children's workloads
- Type of food eaten (rice, sweet potatoes...) - consumption of sweet potatoes (rather than rice)
- Environmental hazards (proximity of animals to living space, pesticides...)
- Children's own opinions and feelings about their situation and about credit

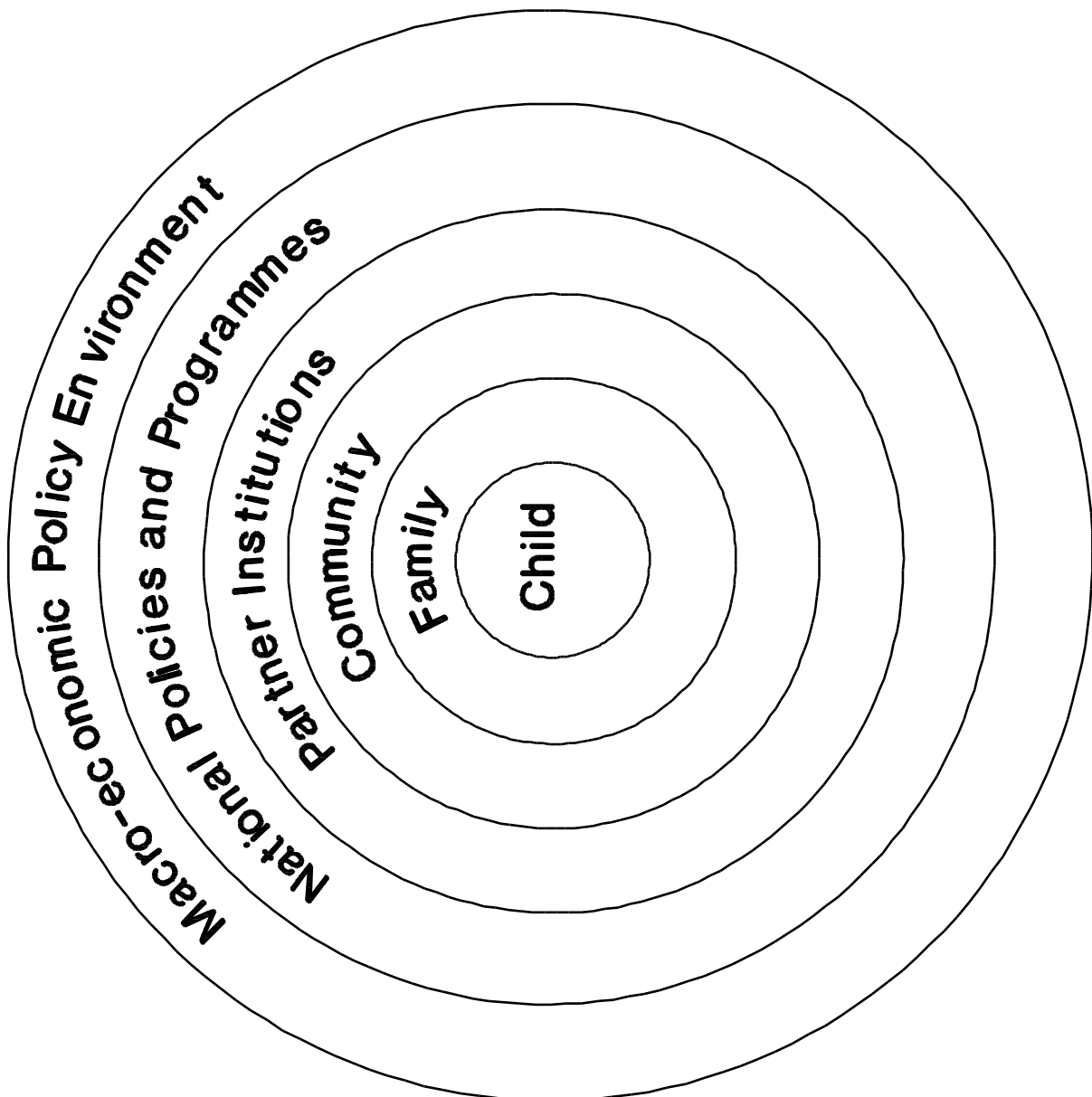
Principles for collecting data and using indicators:

- Disaggregate data by age and gender. Children of different age and gender have different interests, needs and abilities.
- Develop indicators for measuring impact on children and identify sources of information and methods of obtaining data on these indicators.
- No single piece of information (indicator) is without problems, but by triangulating several indicators we can get a pretty accurate picture of general trends. Responses need to be cross-checked to make sure that the responses are reliable. Cross-check data provided by local authorities (nutrition, health, education...).
- Don't just concentrate on the positive impact. Seek out those who failed with their investments, those who did not get a loan because they were too poor, those who succeeded but don't want any follow-on loan, etc.

CHILDREN IN THE BROADER DEVELOPMENT CONTEXT

The context: children - family, community, society, policies, macro-economic environment

- At which levels does your project operate?
- What is the impact on children?
- How could you create stronger links - either up or down?



CHILD-FOCUSED DEVELOPMENT MUST ADDRESS ROOT CAUSES AND STRUCTURAL ISSUES:

- by addressing the social conditions in which children, their families and communities live
- by analysing the causes and effects of problems faced by children
- by linking issues and problems with structural conditions and issues in society
- by being multi-sectoral or cross-sectoral in scope and strategy of development work
- by identifying common issues that cut across specific problems and sectoral issues/areas of work

CHILD RIGHTS

Overarching principles in the UN Convention on the Rights of the Child:

- A child is **anyone under 18 years of age**
- All rights apply to all children without exception (**non-discrimination**)
- All actions must be done in the **best interest of the child**

It is easier to understand (and remember) the CRC if the rights are grouped together:
Survival rights: cover the right to life and the right to the highest standard of health and medical care attainable

Protection rights: include protection from discrimination, from abuse and neglect, protection for children without families and protection for refugee children

Development rights: include all kinds of education (formal and non-formal) and the right to a standard of living which is adequate for the child's physical, mental, spiritual, moral and social development

Participation rights: cover the right of a child to express her/his views in all matters affecting that child

It is important to stress that these categories are not mutually exclusive and that some rights fit into more than one category. It is also important to note that rights can be in conflict. For example, the right of the child to freedom of thought and expression may be in conflict with the parent's understanding of the right to protect the child from outside "harmful" influences.

Human rights law has always recognised that there is a distinction between rights that should be implemented immediately and those that can be implemented progressively. The reason for this is that it would be unrealistic to expect a country lacking resources to implement the second category overnight.

Immediate rights: cover civil and political rights. They include such things as discrimination, punishment, right to a fair hearing of criminal cases and a separate system for juvenile justice, right to life, right to nationality, right to re-unification with family and some of the protection rights.

Progressive rights: cover economic, social and cultural rights. They include health and education and the rights that are not covered by the first category. They are recognised in the CRC under Article 4 which states: *With regard to economic, social and cultural rights, State Parties shall undertake such measures to the maximum extent of their available resources and, where needed, within the framework of international cooperation.*

There are differences of opinion among human rights activists over which of these categories certain rights fall under. For example, activists disagree over child labour.

Is the right of a child not to have to work in a match factory for 14 hours a day a civil

right that should be implemented *immediately* or is it *progressive* according to the economic situation of the country?

CRC AS A GRIT

	CATEGORIES OF RIGHTS		
<i>Cross-cutting issues/principles</i>	Provision	Protection	Participation
<i>Article 2: Non-discrimination</i>			
<i>Article 3: Best interest of the child</i>			
...			

Comments from Inger:

- CRC is a grit, matrix, filter
- Participation in CRC is very limited
- Article 4 sets framework for economy: (a) laws should follow the CRC; (b) use resources towards CRC; (c) international cooperation on CRC

Rädda Barnen and CRC:

- Dissemination and training: general population and focused on key personnel and institutions
- Research on specific aspects related to CRC: use as lobby and advocacy tool (together with practical programming)
- Lobbying and advocacy
- Child friendly society: environment, economy, infrastructure...

Need to interpret and develop CRC as a tool, otherwise it will atrophy. Need to unpack and challenge the CRC

Alliance members should play complementary roles and address children's issues from different angles

FROM NEEDS TO RIGHTS:

Needs: Basic needs of children for survival have long been recognised, but they remain unfulfilled due to lack of political will of governments, or, wrong choices have been made

Claims: Basic needs and essential requirements for child growth and development recognised as a duty to fulfil by heads of states at the World Summit on Children

Rights: The UNCRC elevated *claims* to the status of *rights*, whereby children's rights are backed by laws and citizens are entitled to redress under the law for rights infringements and violations.

NGOs and people's organisations have a role to play in monitoring and implementing the CRC

How can we use the CRC as a basis for our project work?

- The CRC is one tool for focusing our attention on children
- Although there are many debates about the universality of the concept of children's rights, the CRC is the most widely accepted document in history
- Raise awareness about children's rights by training partners, government officials and communities in the CRC;
- Using the CRC to advocate for changes in certain policies;
- Monitor the implementation of the CRC at the country level;
- Use the CRC to form alliances and coalitions of organisations concerned about children's rights.
- Use CRC as a filter, a screen for programme work
- CRC as a guideline for project and advocacy work
- CRC as a global measuring stick for children's rights

Potential weaknesses of child rights work:

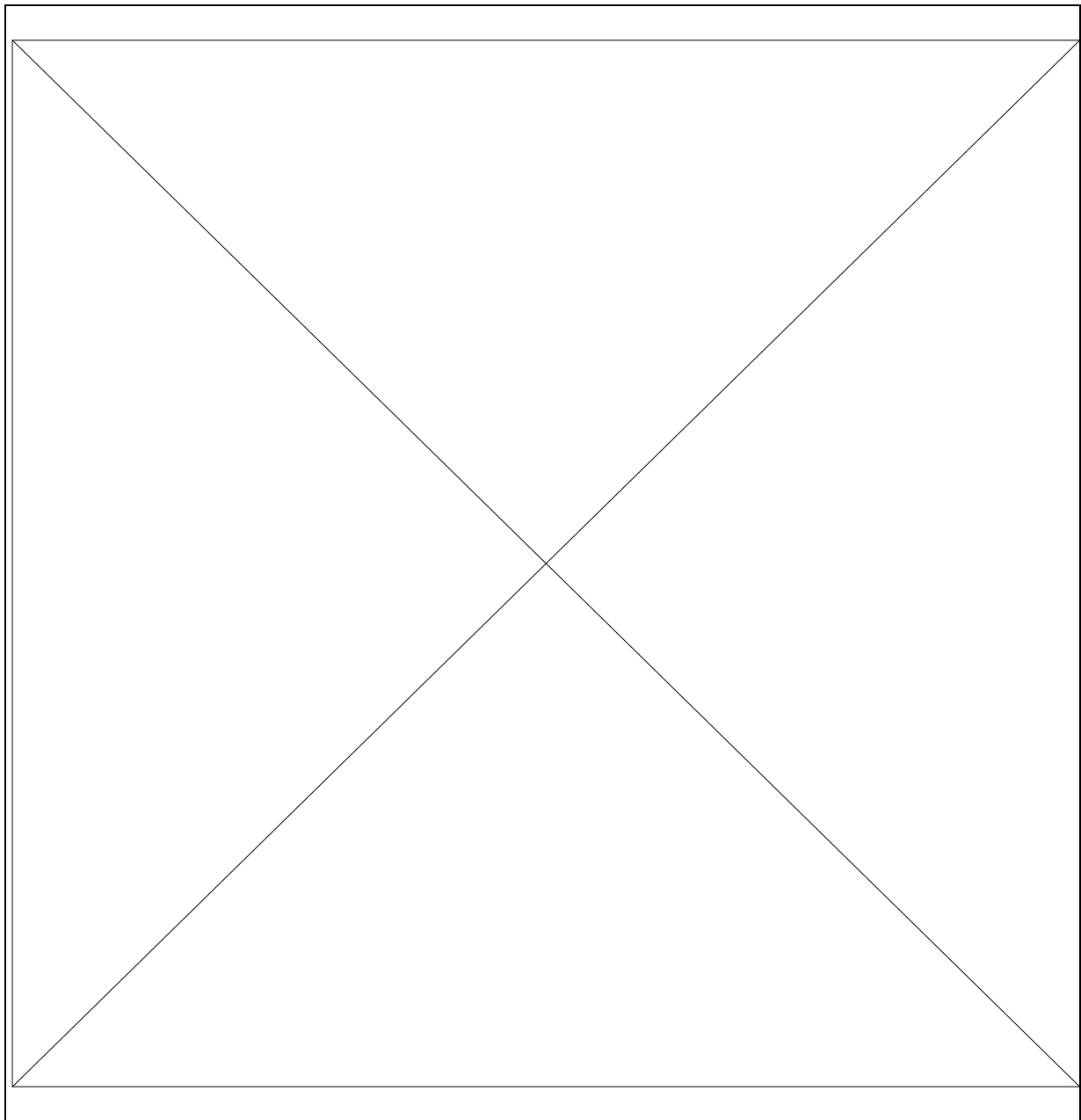
- Children may be viewed in isolation, not in the broader social and economic context. Working for children's rights may be at the expense of other groups (eg, women).
- Danger of unwittingly playing into the hands of other interest groups as a result of a lack of understanding of macro-economic forces. Example: working on child labour issues could serve the interests of "protectionist" politicians and unions in the USA. It could also facilitate the entry of a country to the World Trade Organisation - but what will be the impact of WTO on children in the country concerned?
- CRC has a tendency to embrace a universal model of childhood. This concept applies - if at all - to rich, middle class families and is not relevant to the lives of most children around the world. CRC-based work may therefore lack understanding of the critique of this model and ignores the alternative concept which accepts multiple models of childhood and sees children as social actors. The CRC does not provide a critique of socialisation theory.
- There is a need to address power issues and to analyse how the dominant concept of childhood plays a significant part in the reproduction of power relations between adults and children. In this order children are powerless, without economic value, are weak and vulnerable. They need protection. This construction of childhood makes children to passive victims rather than emphasising their active role and rather than developing and fostering their capacity and ability to resist and stand up for their own interests and rights.
- Child rights advocacy uses moral arguments by basing advocacy on the CRC. Sometimes moral arguments are used as a substitute for an independent, critical and in-depth analysis of the issues.
- Debate and action on child rights tend to be largely driven by rich, northern countries and organisations (Scandinavia, UK, US) rather than by organisations from poorer countries in the south. Conferences relating to child rights are being held in Stockholm, Copenhagen and Oslo rather than in Rio, Cairo, Istanbul or Beijing.
- Work based on the CRC tends to attract social workers, human rights activists and lawyers rather than economists, sociologists or anthropologists. This has an impact on analysis and action. CRC originates from child welfare and legal professionals, focuses on individual and on individual solutions rather than on structural solutions (root causes...) no sociological perspective. The big shift is from needs to rights, but both are part of the same focus on the individual rather than on the society.
- Participatory approaches which come out of child rights work tend not to fully draw on the rich tradition which has developed in development as a result of the work of Paulo Freire and PRA approaches, among others.
- Essentially this is an adult debate.

- Child rights work may address specific articles rather than the underlying structural causes.

CHILDREN'S PARTICIPATION

Principles and practice of children's participation in the development process (example training session)

Time	Session
	<p>Brainstorm/buzz session: participants form pairs and discuss the following question (3 minutes):</p> <ul style="list-style-type: none"> • Which of your activities would you want to involve children in? <p>Joachim arranges answers according to the project cycle and explains the project cycle (12 minutes)</p>
	<p>Brainstorm/buzz session: participants form pairs and discuss the following question (3 minutes):</p> <ul style="list-style-type: none"> • Why do you want to involve children in these activities? <p>ask one participant to give an example</p> <p>Joachim arranges answers according to: participation as a tool (greater effectiveness and efficiency of development work), as an end in itself (empowerment, awareness raising, influencing opinions and attitudes about children) or as children's right? Joachim explains the differences and talks about the implications for the two approaches to participation (12 minutes)</p>
	<p>Group work: in country groups (20 minutes):</p> <ul style="list-style-type: none"> • How (methods) could you involve children in these activities? • Which children would you involve (age, sex, experiences...)? <p>Reporting to plenary: put flipcharts on the walls, participants read and discuss (25 minutes)</p>
	<p>Plenary discussion: Questions and answers:</p> <ul style="list-style-type: none"> • Clarify participants' questions • Problems, impediments and limitations of children's participation • Synthesis of main points: participation as process; continuum of participation (ladder) (Joachim)



Basic questions for involving children (and adults) in development work:

WHAT? What kind of activities should children participate in?

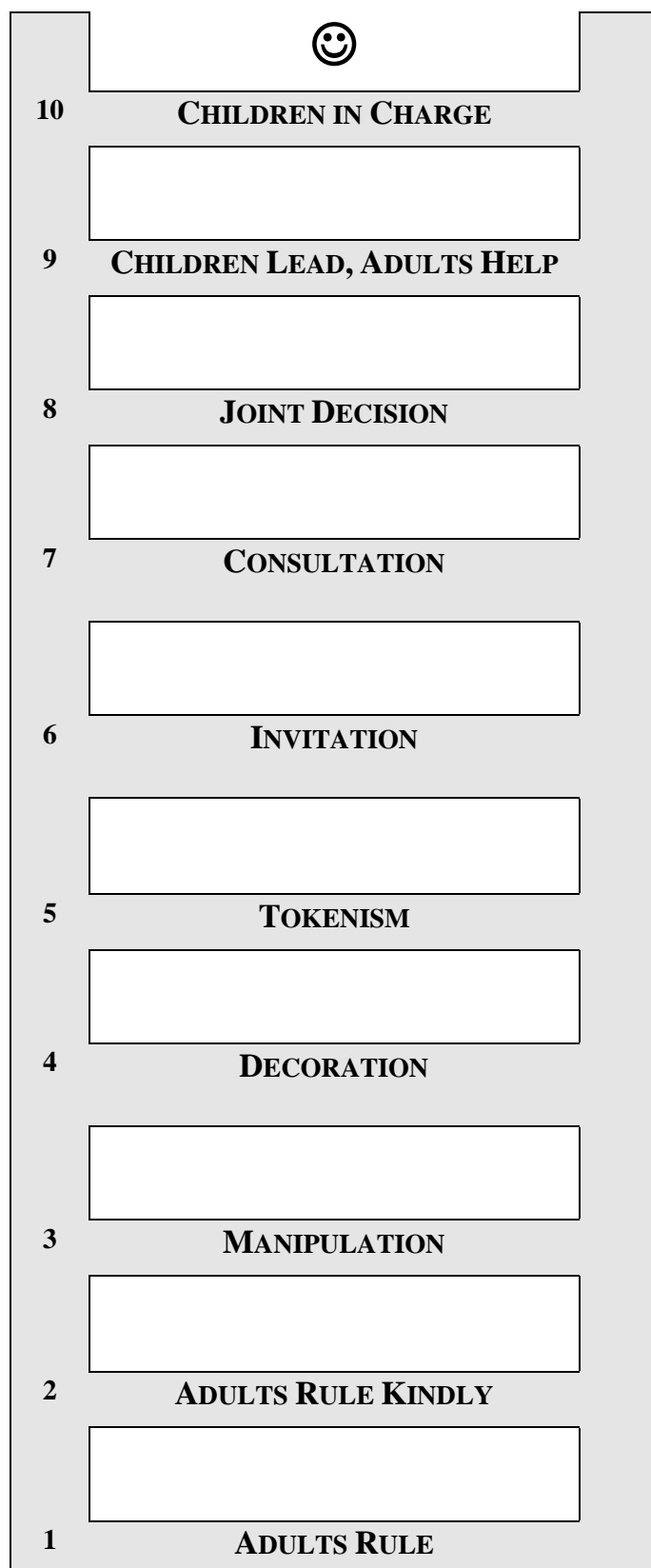
WHO? Which children should participate (age, sex, experience...)

Why? Why should they participate in these activities?

How? How could children be involved in these activities?

Involve children in choosing methods which make it easy for them to participate. Let them design their own methods and tools.

THE LADDER OF CHILDREN'S PARTICIPATION



Participation

Children decide what to do. Adults get involved only if children ask for help.

Children take the lead in deciding, with help from adults.

Adults and children decide together on a basis of equality.

Adults consult children and consider their opinions carefully; then adults decide taking all opinions into account.

Adults invite children's ideas, but make the decisions themselves on their own terms.

Pre-Participation

Adults decide what to do. Afterwards, children are allowed to decide some minor aspects.

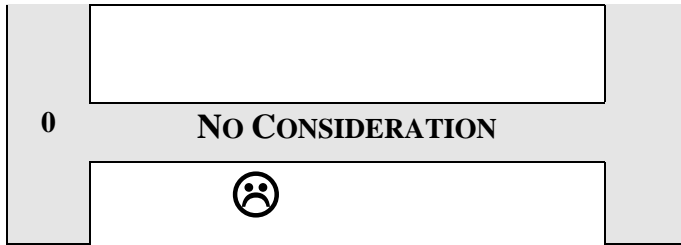
Adults decide what to do. Children take part by singing, dancing or performing ceremonial functions.

Adults decide what to do and ask children if they agree (children must agree).

Non Participation

Adults make all decisions. Children are told what to do and are given reasons and explanations.

Adults make all the decisions. Children are told nothing except what they must do.



Children are not given any help or consideration at all. They are ignored.

Criteria for Children's participation:

- Who initiates
- Who decides
- Who controls
- Who implements
- Who benefits
- Dependence on adults
- Type of projects
- Level of schooling
- Consultation between adults and children
- Children's involvement over the life of the project
- Results and real action
- Children are informed of the process - have big/overall picture
- Children understand the consequences and implications
- Importance/cost of activity
- Children feel ownership
- Children's self-identity/self-confidence

Factors specific to children: age, geography, stages of development, capacity...

Ethical issues of child participation:

- Isolation
- Sensitivity
- Consent
- Confidentiality
- Exploitation
- Respect
- Trust
- Expectation
- Responsibility (who should be in the firing line in the case of advocacy)

Some methods for involving children in development work:

- PRA/PLA for: research, assessment, design and planning, monitoring and evaluation
- Photo appraisal for research, assessment, monitoring and evaluation, and for advocacy

- Child-to-child, peer-to-peer for implementation of projects, advocacy, education and training
- Drama and role play
- Participatory video

OVERVIEW OF PARTICIPATORY RESEARCH

Main Features of Participatory Research:

- Triangulation and cross-checking
 - multidisciplinary team
 - variety of sources of information
 - mix of techniques and tools
- Flexibility and informality
- By and with the community, including children
- Offsetting biases and being self-critical
- On-the-spot analysis
- Seek out diversity (gender, age, wealth, ability, ethnicity...)

Participatory Research Requires the Following Attitudes:

- Challenge your own biases and be self-critical
- Show interest and respect for community members' opinions, knowledge and skills
- Let them do it themselves
- Be patient, don't rush, and don't interrupt
- Listen and don't lecture
- Be flexible and creative
- Be humble
- Use methods which empower community members to express, share, enhance, and analyse their knowledge

Participatory Research Methods:

- Observation
- Diagrams, models and maps
- Drawings and photographs
- Role plays
- Ranking
- Semi-structured interviews and informal discussions
- Group discussions
- Secondary sources (reports, statistics...)

PRINCIPLES OF DOING RESEARCH WITH CHILDREN

(Source: Ennew, Judith and Jo Boyden. *Child-centred Participatory Research Manual*.)

Do:

- Introduce yourself
- Create trust
- Use simple language
- Be patient
- Make sure you have adequate privacy
- Be sensitive to a child's emotions
- Ask the child for permission
- Keep children's views and answers confidential
- Listen and respect children's views
- Record exactly what children say
- Lower yourself to the level of children, sit on the floor
- Be self-critical
- Show interest and respect for children's opinions, knowledge and skills
- Let them do it themselves
- Be flexible and creative
- Be humble
- Use methods which allow children to express their views, knowledge and skills

Don't:

- Don't lecture
- Don't rush
- Don't interrupt
- Don't dominate
- Don't overwhelm a child with several adult researchers
- Don't embarrass children
- Don't reinterpret what children say
- Don't talk down to children
- Don't stand or sit higher while children stand or sit lower
- Don't make disparaging comments about children
- Don't criticise children
- Don't praise some children and not others
- Don't compare children unfavourably with others