

Children As Partners: Annotated Bibliography

*Prepared for
The Canadian International Development Agency (CIDA)
Child Protection Unit*

March 22, 2004



IICRD
International Institute for
Child Rights and Development

Child Participation Resources

Adams, Eileen and Sue Inghan. *Changing Places: Children's Participation in Environmental Planning*. London: The Children's Society, 1998.

This publication examines the roles of young people and investigates how to involve them in the planning process. The book describes in the context of young people's involvement in planning for environmental change; reports on a variety of initiatives where young people have been involved in making proposals for change; and offers a framework for education for participation. It explains strategies that professionals can employ to help young people observe and analyze their environment, develop critical skills and communicate their ideas to others.

Available for purchase:

<http://www.amazon.co.uk/exec/obidos/ASIN/1899783008/202-1715897-9002209>

Advocacy for Alaska's Youth. *The Power of an Untapped Resource: Exploring Youth Representation on Your Board or Committee*. Association of Alaska School Boards, 2001.

This handbook was created by Alaskan youth for boards or committees interested in including young people. It lists basic criteria for creating an effective board that includes youth representation, including: how to prepare boards for youth involvement; create a position; choose representatives; address legal issues; recruit youth; and educate youth members. This handbook also includes an organizational checklist for adults and youth.

Available for download:

http://www.aasb.org/PDFs/HansB_bklt.pdf

African Movement of Working Children and Youth (AMWCY). *A World Fit For and By Children: Our Point of View as African Working Children*. Ouagadougou: AMWCY, March 2001.

The regional commission of the African Movement of Working Children and Youth met in March, 2001 in Ouagadougou to review the message of the Global Movement for children. This report offers the debate and proposal of participation of the AMWCY to the United Nations Special Session on Children; commentaries from AMWCY on the 10 points of the Global Movement in favor of children; and an amended version of the Revised draft outcome document of the 3 prepcom of the Special Session of the United Nations.

Available for download:

<http://www.crin.org/docs/resources/publications/A-African-Working-Children.pdf>

Aggleton, Peter and Cathy Campbell. "Working with Young People - Towards an Agenda for Sexual Health." *Sexual and Relationship Therapy* Vol. 15 (3): 283-297, 2000.

This paper outlines key elements of a human rights-based framework for sexual health promotion that takes account of young people's needs and interests. The paper points to ways in which such a framework might inform the provision of appropriate information about positive sexual health, and of more accessible and integrated sexual health services. The paper also highlights the need for measures to improve young people's confidence and aspirations, and to increase youth participation in decision making in matters relating not only to their sexual health, but also to the wider social and community environments within which young people's sexuality is negotiated.

Child Participation Resources

Available for purchase:

<http://pipppo.ingentaselect.com/vl=4062537/cl=55/ini=psyarena/nw=1/rpsv/catchword/carfax/14681994/v15n3/s6/p283>

Auriat, Nadia, Per Miljeteig and Louise Chawla. "Children's Participation - Evaluating Effectiveness." *PLA Notes*. London: International Institute for Environment and Development. (42), 2001.

This issue of looks at what happens when children participate in community development and what young people's own beliefs and attitudes are about their participation. It also examines how organizations may determine that the outcomes of the participatory processes are in fact in the best interests of children and the setting of which they are a part. The issue concludes by questioning how governments and organizations can effectively support the most beneficial forms of participation.

Available for download:

http://www.iied.org/sarl/planotes/pla_backissues/detail_41_50.html#42

Article 12: CR2000 Team. *RESPECT: A Report into how well Article 12 of the UN Convention on the Rights of the Child is put into practice across the UK*. London: Article 12. 1-54, 1999.

This report offers a description of the activities undertaken by the CR2000 project team. The CR2000 project team focused on children's rights to express and have their views taken into account. The project assessed government documents and evaluated whether they supported the rights of children.

Available for download:

<http://www.crin.org/docs/resources/treaties/crc.31/respect.pdf>

Ausyouth. *Good Practice in Youth Development*. Adelaide: Ausyouth, August 2001.

This 'good practice guide' presents a framework of principles for good practice in youth development in Australia. The authors focus on the value of a strengths-based approach for the support and engagement of young people in their own development and in the development of their own communities. It is intended for the consideration and use of policy makers, organizations and communities currently involved in youth development or with an interest in becoming involved in youth development.

Available for download:

http://www.thesource.gov.au/ausyouth/pdf/good_practice.pdf

Baro, Daniela. *A Tool for Change: Reporting to the UN Committee on the Rights of the Child*. London: Save the Children UK, 2003.

Drawing from Save the Children's experience, as well as practical experience and research from various parts of the world, this paper reviews the effectiveness of state reporting to the UN Committee on the Rights of the Child (UNCRC). It examines Save the Children's involvement in the UNCRC reporting process. The review outlines potential benefits of the reporting process and concludes with suggestions to increase the impact and effectiveness of the reporting process.

Available for download:

<http://www.savethechildren.org.uk/scuk/jsp/resources/details.jsp?id=1826&group=resources§ion=policy&subsection=details>

Child Participation Resources

Bartlett, Sheridan. *Children's Rights and the Physical Environment*. Stockholm: Save the Children Sweden, 2002.

Drawing on research in a number of fields and on practical experience from various parts of the world, this paper reviews current knowledge and understandings of the relationship between children and their physical environment. The UN Convention on the Rights of the Child serves here as an organizing framework in reviewing the relationship between children and their environments.

Bartlett, Sheridan, Roger Hart, David Satterthwaite, Ximena de la Barra and Alfredo Missair. *Cities for Children: Children's Rights, Poverty and Urban Management*. London: Earthscan Publications Ltd, 1999.

'Cities for Children' looks at how responsible authorities and organizations are responsible for basic services to children. Part one presents the concepts and histories of children's rights. Part two discusses key issues including, the environment, housing, health, community, child care, school, working children, street-based children and juvenile justice. Part three looks at governance for children's rights on the local level. The book is intended for local authorities to help them take action on children's rights.

Available for purchase:

<http://www.earthscan.co.uk/asp/bookdetails.asp?key=1597>

Beenash, Jafri. *Fire It Up!: A Toolkit for Youth Action*. Toronto: Youth Action Network, 2002.

Fire It Up! is a manual for youth organizers dedicated to working for a just and sustainable society. It begins with a discussion of principles of anti-oppressive organizing including colonialism, feminism, anti-racism, homophobia, ableism, and class. It then presents tools and strategies for group organizing (facilitation, consensus decision-making, conflict mediation, networking), event and project planning (fund-raising, media relations, website design, communications), and popular education (icebreakers, energizers, reflection, evaluation). The manual is illustrated and accessible, and includes profiles of successful projects and lists of youth active organisations, resources, and websites.

Available for download:

<http://www.youthactionnetwork.org/rac/Fireitup/FireItUp.pdf>

Benson, Peter. *All Kids are our Kids: What Communities Must Do to Raise Caring and Responsible Children and Adolescents*. San Francisco: Jossey-Bass, 1997.

This book demonstrates that the building of certain developmental assets can turn the tide in helping our children to be healthy, skillful, and competent adults. The book offers an in-depth exploration of the developmental assets that all kids need and outlines a vision for creating healthy communities.

Available for purchase:

<http://www.amazon.com/exec/obidos/ASIN/0787910686/kamurj0b/103-1805736-5551863>

Child Participation Resources

Burton, Sheryl. *Infodem: Computer Communications as a Tool for Extending Young People's Involvement in Local Democracy*. London: National Children's Bureau 2000.

'Infodem' is a project that has gathered and analyzed information about national and international examples of the use of information technology (IT) as a tool to further citizenship and democracy. This report is intended to increase young people's involvement in local democracy and to provide opportunities for them to learn about and to influence services and policy formation.

Available for download:

<http://www.ncb.org.uk/resources/infodem.pdf>

Butler, Benjamin and Donnal Wharton-Fields. "Finding Common Agendas: How Young People are Being Engaged in Community Change Efforts." *The Community and Youth Development Series* Vol. 4. Maryland: Forum for Youth Investment & The Ford Foundation. 96 Pages, October 1999.

This volume introduces a set of framing questions for gauging levels of youth involvement in community development and uses this framework to summarize the findings from the Community Development Associates survey. Part I is a reflection on the range of responses from youth found among organizations that have community change as their primary mission. It outlines the challenge and rationale for community development organizations as youth developers and introduce ten critical questions to help community development organizations describe and reflect on what they do with and for their younger residents. Part II consists of findings from a national survey of community development organizations conducted. Accompanying this report are six case studies of selected community development organizations.

Available for download:

<http://www.forumforyouthinvestment.org/cydseriesfindcommonagendas.pdf>

Calvert, Matthew, Amy Weisenbach, and Shepherd Zeldin. *Youth Involvement for Community, Organizational and Youth Development: Direction for Research, Evaluation and Practice*. Madison: University of Wisconsin-Madison and Innovation Center for Community and Youth Development/Tides Center, 2002.

This paper examines the impact of involving young people in decision-making on adults and organizations. In reviewing the recommendations from focus group and interview participants, the paper presents six key questions that concentrate on understanding and measuring the impacts; youth development and diversity; implications for practice; and social and policy contexts. The paper is written primarily for researchers, policy analysts and reflective practitioners.

Available for download:

<http://www.atthetable.org/handout.asp?ID=142&PublishType=1&Referer=search&Page=1>

Caouette, Therese M. *Small Dreams Beyond Reach: The Lives of Migrant Children and Youth Along the Borders of China, Myanmar and Thailand*. London: Save the Children UK, 2001.

'Small Dreams Beyond Reach' examines the lives of migrant children and youth in the Mekong Sub-region. Through participatory research process used in this study, the author begins by identifying the political, economic and social dimensions of migration. This is followed by an

Child Participation Resources

investigation into the living and working conditions, health, education, drugs, and particular vulnerabilities of migrant children and youth. Finally, a list of recommendations is offered that identify the most effective strategies in empowering migrant children and youth in this region, such as, life skills training and literacy education, strengthening protection efforts, securing channels for safe return and providing support for reintegration to home countries. In this final section, the author identifies vulnerable children and youth populations as needing further outreach and intervention, and recommends adapting the participatory research methods of this study to other regions in Southeast Asia.

Available for download:

http://www.savethechildren.org.uk/temp/scuk/cache/cmsattach/412_smalldreams.pdf

Carnegie Young People Initiative. *Taking the Initiative: Promoting Young People's Involvement in Public Decision Making: International Reports*. London: Carnegie Young People Initiative. (11): 1-112, 2000.

Research is a critical part of developing policy and programmes for young people. This report provides insights into the policy and administrative infrastructure that makes it possible for governments to conceptualize and implement programmes for young people. The main focus of the report is on the innovative research approaches in the youth development field – the research driven youth development model. This report underscores the importance of youth participation in informing policy and programming for young people. Countries featured in the report are Barbados, Uganda, Lithuania, Portugal, Denmark, South Africa and Germany.

Available for download:

http://www.carnegieuktrust.org.uk/cypi/publications/international_reports

Chambers, Stanley. *We're in Print: The Whole Story by Kids For Kids*. New York: GRAPES, 1996.

'We're in Print' is a book compiled by the Global Reporters Artists Producers Editors (GRAPES); a group of young writers and artists who made their voice heard through print media. Through their experiences, they provide suggestions, advise, and samples of ideas and tools for other young people to draw upon.

Chau-Kin Cheung and Ngan-pun Nagi. "Service Role Commitment Among Participants in Centers for Children and Youth." *Childhood* 7 (1): 27-43, 2000.

This paper presents the findings of a study that examined youths' commitment to a service role and the psychological and political significance of this type of involvement. The study analyzed data from 1068 participants in children and youth centers, drawn from a representative sample of high school students in Hong Kong. The authors hypothesize that youths' commitment to the service role, in terms of serving the community and collaborating with the staff of the children and youth center, is the desired outcome and that participation in activities offered by the children and youth center would enhance youth' service role commitment through the social learning process and the social integration process. The authors offer a theoretical framework, a detailed description of the study, and discussion of the results and areas for further research.

Chawla, Louise. *Growing up in an Urbanizing World*. London: Earthscan Publications Ltd, 2002.

Child Participation Resources

'Growing up in an Urbanizing World' is a collection of eight case studies, from the United Kingdom, United States, Argentina, Australia, South Africa, India, Norway and Poland, which demonstrate participatory methods for genuinely giving children and youth a voice. It is intended for development, practitioner and academic communities.

Available for purchase:

<http://www.earthscan.co.uk/asp/bookdetails.asp?key=3572>

Child Rights Information Network. *CRIN Newsletter: Children and Young People's Participation*. United Kingdom: CRIN, 2002.

Evidence collected during the last 30 years proves that projects and programs have greater impact if they enable the full participation of all stakeholders, including children and young people. This issue of the CRIN Newsletter reviews how far children and young people's participation has progressed, through a series of regional overviews and thematic case studies. The overviews present the state of the art in each region, examine key barriers to effective participation and suggest specific recommendations, based on experience, to improve future practice. The thematic case studies describe examples of children's participation in a variety of contexts.

Available for download:

<http://www.crin.org/docs/resources/publications/crinvol16e.pdf>

Cockburn, Gail. *Meaningful Youth Participation in International Conferences: A Case Study of the International Conference*. Ottawa: Canadian International Development Agency, 2001.

'Meaningful Youth Participation in International Conferences' is a report that focuses on how to meaningfully include youth delegates in international conferences. It draws primarily on the experience of organizers and youth delegates to the International Conference on War-Affected Children that took place in Winnipeg in September 2000. The report begins with a discussion of approaches to youth participation at conferences and a description of what was done in Winnipeg. Testimonials from youth in Winnipeg highlight some of the challenges and risks inherent in the inclusion of youth delegates. It concludes with a series of guidelines to consider when undertaking youth participation at international conferences. This report will be of interest to anyone attempting to involve youth in events and decision-making processes.

Available for download:

<http://www.acdi-cida.gc.ca/publications-e.htm>

Cutler, David. *Taking the Initiative: Promoting Young People's Involvement in Public Decision Making in the US*. London: Carnegie Young People Initiative. (11): 1-74, 2001.

This report looks at what Americans are doing to reinvent their democracy to make it relevant for a new century and a new generation. In particular, this report points to evidence that most young people want to make a difference and to improve their communities and the nation - if they are given the chance.

Available for download:

<http://www.carnegieuktrust.org.uk/files/USAReport-Full.pdf>

Child Participation Resources

Cutler, David and Roger Frost. *Taking the Initiative: Promoting Young People's Involvement in Public Decision Making in The UK*. London: Carnegie Young People Initiative (16): 1-95, 2002.

This report is the culmination of the mapping stage of the 'Taking the Initiative' series. It examines what is already happening in the UK and recommends what more needs to be done. A series of consultations was held with young people around the UK to gather their views on the issue. Their opinions are quoted throughout the report. The themes selected are national policy and mechanisms, local government, health and education.

Available for download:

<http://www.carnegieuktrust.org.uk/files/UKReportFull.pdf>

Davie, Ron. *The Voice of Children: A Hand Book for Professionals*. London: Falmer Press, 1996.

This handbook is intended to speak to professionals on issues of the equity and efficacy of hearing the voice of the child and successfully incorporating it into professional practice.

Dorrian, Anne-Marie, Kay Tisdall, and Douglas Hamilton. *Taking the Initiative: Promoting Young People's Involvement in Public Decision Making Scotland Report*. London: Carnegie Young People Initiative. (11): 1-58, 2000.

This report presents the findings from a study conducted in Scotland under the 'Taking the Initiative' series. Working in collaboration with 'Children in Scotland', this report maps a national picture in relation to youth participation in decision-making in Scotland, and offers a database of organizations in Scotland involved in such work.

Available or download:

http://www.carnegieuktrust.org.uk/files/ScotlandReport_0.pdf

Driskell, David. *Creating Better Cities with Children and Youth: A Manual For Participation*. London: Earthscan Publications, 2002.

'Creating Better Cities with Children and Youth' is a practical manual on how to conceptualize, structure and facilitate the participation of young people in community development. It is intended for use by urban planners, municipal officials, community development staff, non-governmental organizations, educators, youth-serving agencies, youth advocates, and others involved in community development. This manual provides a framework for planning participatory projects and building institutional and political support for implementation. It outlines the necessary steps for organizing a participatory project, and shows how young people can be engaged in analyzing and prioritizing their needs and implementing appropriate responses.

Available for purchase:

<http://www.earthscan.co.uk/asp/bookdetails.asp?key=3702>

Fajerman, Lina, Michael Jarrett, and Sutton Faye. *Children as Partners in Planning*. London: Save The Children, 2001.

'Children as Partners in Planning' is a training manual aimed at childcare workers and professionals associated with Early Years Development and Childcare Partnerships. This publication is based on the series of training workshops that were piloted with Early Years

Child Participation Resources

Development and Childcare Partnerships. The sections in this publication include: an explanation of what consulting children involves; a choice of three training programmes with resources and handouts; case studies from a range of settings; activities to use with children; and information on the United Nations Convention on the Rights of the Child.

Available for purchase:

<http://www.savethechildren.org.uk/scuk/jsp/resources/details.jsp?id=495&group=resources§ion=publication&subsection=details>

Francisco, Carolina. *Standing Up for Ourselves: A Study on the Concepts and Practices of Young People's Rights to Participation*. Bangkok: ECPAT International, International Young People's Action Against Sexual Exploitation of Children, 1999.

This report documents and discusses the capacity of children to participate in projects. It explores different forms of children's participation, methods used in gaining the participation of children, and aids and hindrances to participation. It also includes a guide for planning and implementing projects that draw on the Convention on the Rights of the Child. *Standing Up for Ourselves* will be of interest to youth workers and community development practitioners.

Available for download:

http://www.ecpat.net/eng/Ecpat_inter/Publication/Other/English/Pdf_page/ecpat_standing_up.pdf

Freeman, Claire. *Planning with Children for Better Communities: The Challenge to Professionals*. Bristol: The Policy Press, 1999.

Written primarily for a UK audience, this book clarifies why children's participation should be prioritized, using case studies from a variety of professions and disciplines to explain different methods to support participation. The book analyses children's and young people's contemporary place in local communities; locates debates about children's and young people's participation in local communities within government social and economic policy; and captures children's and young people's views and experiences of community life. *Planning with Children for Better Communities* is important reading for local authority planners and policy makers, project workers, community development workers, children's rights officers, youth workers, play workers and students of social and community work and politics. It should also be read by those people in the voluntary and community sector concerned with children's issues relating to planning and community development.

Available for purchase:

<http://www.bris.ac.uk/Publications/TPP/pages/rd016.html>

Fronczek, Valerie. *Making Your Community More Child and Youth Friendly: Planning for Action*. Vancouver: The Society for Children and Youth of British Columbia, 2001.

The purpose of this booklet is to provide tools to assist community groups in applying a child and youth friendly lens to their communities and developing strategies for improving child and youth friendliness. This booklet provides steps and worksheets to help community groups move from ideas to action. This booklet is written primarily for the person or persons who will be organizing a child and youth friendly community project.

Gibbs, Sara, Gillian Mann, and Nicola Mathers. *Child-to-Child: A Practical Guide Empowering Children as Active Citizens*. London, England: Child-to-Child Initiative 1-93, 2002.

Child Participation Resources

Based on the popular education methodologies of Child-to-Child initiatives in London, this manual outlines a process for working with children ages 9-15 on projects that are child-initiated and child-led. It is an illustrated, easy-to-read resource for parents and practitioners in schools and community groups. *Child-to-Child: A Practical Guide Empowering Children as Active Citizens* includes sections on group work, choosing issues, researching, taking action, and evaluation. Each section includes games and experiential learning activities. The manual also includes a list of readings, additional resources, and sample lesson plans.

Available or download:

<http://www.child-to-child.org/guide/index.html>

Golombek, Silvia. *What Works in Youth Participation: Case Studies from Around the World*. Washington: International Youth Foundation 2002.

'What Works in Youth Participation' presents some of the best practices in youth participation. The case descriptions are divided into personal reflections on youth participation; youth participation in programs and organizations and in the political arena; and mainstreaming participation. This report offers examples of positive approaches to youth development and emphasizes programs and strategies that promote youth participation in schools, communities, and places of work. Focusing on youth ages 15-24, this report asks the following questions: What does youth participation mean in different cultures? What inhibits or encourages youth participation? What attitudes do young people and adults hold when it comes to ensuring young people a greater voice in decision making? How does lack of access to technology hinder youth's ability to participate on a national or global scale? What lessons have we learned from existing youth participation programs worldwide? Nine cases from Brazil, the Philippines, Thailand, India, Argentina, the Balkans, and the US are highlighted.

Available for purchase:

<http://www.iyfn.net.org/section.cfm/31>

Green, Rodney. *Taking the Initiative: Promoting Young People's Involvement in Public Decision Making: Northern Ireland Report*. London: Carnegie Young People Initiative. (11): 1-59, 2000.

This report is part of a UK and Ireland wide initiative by the Carnegie Young People Initiative to assess the extent children and young people, between the ages of 10 and 25 years, are involved in public decision making in Scotland, Wales, Northern Ireland and the Republic of Ireland. Save the Children and the Youth Council for Northern Ireland facilitated the Northern Ireland dimension, conducting a survey to provide a general picture of current activity. The central aim of the study was to provide an overview of current activity, documenting the extent and impact of involving children and young people in decision making and providing examples of current practice. The research focuses on public or collective decision making under the themes of Health, Education, Government and Voluntary/Community Involvement. The analysis of the research findings has revealed a number of emerging lessons and indicated implications for future developments

Available for download:

http://www.carnegieuktrust.org.uk/files/IrelandFullreport_000.pdf

Guy, Kathleen A. *Our Promise to Children*. Ottawa: Canadian Institute of Child Health, 1997.

Child Participation Resources

'Our Promise to Children' is about how Canadians can help all children achieve their potential and why doing this is essential. This book is the result of a nationwide collaborative effort involving scores of individuals including researchers, community workers, child development experts, heads of non-governmental organizations, writers and government officials. It evolved as a direct result of the drafting of national goals in Canada on healthy child and youth development. 'Our Promise to Children' is organized around what children need from their social environment to develop fully. It focuses on specific things we can do to help our children achieve their potential.

Available for purchase:

<http://www.cich.ca/Publications.html>

Haid, Phillip, Elder C. Marques and Jon Brown. *Re-focusing the Lens: Assessing the Challenge of Youth Involvement in Public Policy*. Ottawa: OSSSA & IOG, 1999.

'Re-focusing the Lens' is a summary of a study conducted looking at youth influence in Canadian public policy. This summary reflects the main findings of the study, including the reasons for youth involvement in policy-making and the overall lessons learned. It is intended to be an informative report for policy-makers.

Available for download:

http://www.atthetable.org/images/Details/Handouts_rad5B657.pdf

Hanbury, Claire. *Mine Risk Education*. London: Child-to-Child Trust. 1-86, 2002.

This activity booklet provides ideas on helping children be alert to the dangers in mined areas, how to avoid these dangers and how to encourage others to do the same. This activity booklet is for those planning mine risk education projects for children and for those who are involved in mine awareness programs as teachers or trainers. The booklet is intended for planners and teachers.

Available for download:

<http://www.child-to-child.org/minerisk/booklet.pdf>

Hart, Roger A. *Children's Participation: The Theory and Practice of Involving Young Citizens in Community Development and Environmental Care*. London: Earthscan Publications Ltd, 1997.

This book is a manual to facilitate participatory projects with children. It concentrates on the conceptual issues processes and methods for involving young people. Case studies from a diversity of cultures and social classes are presented to demonstrate a range of useful and effective techniques. This publication is intended for use by governmental and non-governmental organizations, educators and community leader involved in environment and development work.

Available for purchase:

<http://www.earthscan.co.uk/asp/bookdetails.asp?key=1596>

Hoiskar, Astri Halsan. "Underage and Under Fire: An Inquiry into the Use of Child Soldiers." *Childhood* 8 (3): 340-361, 2001.

This article offers an investigation into the participation of children in armed conflicts around the world. Factors affecting child participation in armed conflicts, the need of reducing child soldiering, and prevention on the recruitment of children as soldiers, are some of the issues tackled in this article.

Child Participation Resources

Horgan, Goretti and Paul Rodgers. "Young People's Participation in a New Northern Ireland Society." *Youth & Society* 32 (1): 107-138, 2000.

This article examines the extent young people are given the opportunity to contribute to the rebuilding of Northern Irish society in the post conflict situation. It recounts the conflict's effects on the lives of children and young people and evidence that suggests that young people have not felt part of the political process. The article then examines arguments about citizenship for children and young people using a children's rights perspective. The article concludes by identifying lessons from international models of participation that help young people demonstrate their potential for responsible citizenship, and look at the potential for increased participation by youth in the political structures emerging in the wake of the Belfast Good Friday Agreement of 1998.

Howland, Lydia and Matthew Bethell. *Logged Off? How ICT can Connect Young People and Politics*. London: Demos, 2002.

Can information and communication technology (ICT) reduce the democratic deficit? This report, based on an in-depth analysis of youth projects that use ICTs, identifies characteristics of new and emerging technologies that may enable young people to engage more effectively with political issues, processes of public decision-making and civil society. This report concludes that digital technology has an important part to play - but only if young people are offered power over decisions that affect them.

International Young People's Action Against Sexual Exploitation of Children. *Standing Up for Ourselves: A Study on the Concepts and Practices of the Young People's Rights to Participation*. Manila: ECPAT International, 1999.

This report documents the participation of children and young people in programmes and activities for themselves. It provides a guide for planning and implementing projects that involve children and young people's participation to address the issue of commercial sexual exploitation.

Available for download:

http://www.ecpat.net/eng/Ecpat_inter/Publication/Other/English/Pdf_page/ecpat_standing_up.pdf

Irby, Merita, Thaddeus Ferber, and Karen Pittman. "Youth Action: Youth Contributing to Communities, Communities Supporting Youth." *The Community and Youth Development Series*. Vol. 6 Maryland: Forum for Youth Investment, 2002.

This publication provides the fullest treatment of the question, "What is youth action and how can it be supported?" This volume explores the converging trends in youth development, civic engagement and community development, identifies common themes and important differences between the strands of youth action, introduces the concept of creating action pathways for youth, and offers recommendations for planning and policy.

Available for download:

<http://www.forumforyouthinvestment.org/cydseryouthaction.pdf>

Child Participation Resources

John W. Gardner Center for Youth and Their Communities. *Youth Engaged in Leadership and Learning: A Handbook for Supporting Community Youth Researchers*. Stanford: John W. Gardner Center for Youth and Their Communities, 2001.

'Youth Engaged in Leadership and Learning' is a handbook designed to help those training youth to become active contributors to their community. The lessons in the handbook introduce youth to different research methods, analytical tools and presentation skills that include: lesson plans and worksheets to copy.

Available for download:

<http://www.whatkidscando.org/studentresearch/images/GardnerCtrYELLHandbook.pdf>

Johnson, Victoria, Evan Ivan-Smith, Gill Gordon, Pridmore Pat, and Scott Patta. *Stepping Forward: Children and Young People's Participation in the Development Process*. London: Intermediate Technology Publications 1998.

This book presents the key issues and challenges facing those facilitating children's and young people's participation. It draws on a paper presented at an international workshop on children's participation held in 1997. The main issues discussed and analyzed include: the ethical dilemmas that face professionals in addressing children's participation; the process and methods used in participatory research and planning with children; the inter-relationship between culture and children's participation; considerations for institutions; and the key qualities of a participation program for child and young people's participation. Drawing on case studies from various countries, the book provides an overview of the main issues and concepts, expands on the particular themes, and opportunities for the future.

Available for purchase:

<http://www.amazon.com/exec/obidos/ASIN/1853394483/developmentresou/103-1805736-5551863>

Johnson, Victoria, Joanna Hill and Ivan-Smith Edda. *Listening to Smaller Voices: Children in an Environment of Change*. London: ActionAid, 1995.

'Listening to Smaller Voices' is a report based on participatory research with working children in Nepal. The prime objective of the research was to provide detailed primary data to understand children's roles in the household. Differences of age, gender, wealth and ethnic status are explored. Recommended for people interested in doing research with working children.

Available for purchase:

<http://www.allbookstores.com/book/1872502296>

Kaufman, Natalie Hevener and Irene Rizzini. *Globalization and Children: Exploring Potentials for Enhancing Opportunities in the Lives of Children and Youth*. New York: Kluwer Academic/Plenum Publishers, 2002.

'Globalization and Children' is intended as a resource for practitioners and policy makers who are concerned with children and child-related issues. The aim of 'Globalization and Children' is to present an interdisciplinary analysis of global changes and their effects on the everyday lives of children. The book offers guidelines which will enable researchers, policy makers and other child advocates to increase their understanding of how global change is affecting children and which interventions would be useful in understanding and developing policies that would advance the well-being of children. The book explores and explains how children have been excluded from

Child Participation Resources

our conceptualization of the world and our research about globalization. It presents a variety of perspectives from different disciplines.

Available for purchase:

<http://www.wkap.nl>

Kirby, Perpetua and Sara Bryson. *Measuring the Magic: Evaluating and Researching Young People's Participation in Public Decision Making*. London: Carnegie Young People Initiative, 2002.

This report provides the evidence for what works in youth participation. It examines both the impacts of involving young people and the processes involved. This report identifies what issues need to be examined further and examines future challenges for evaluation and research in this field.

Available for purchase:

http://www.carnegieuktrust.org.uk/files/2643_MeasuretheMagic_001.pdf

Kilgour, Kylie. *Circus Skills: A Training, Support and Development Needs Survey of Participation Workers*. London: Carnegie Young People Initiative, 2002.

This report is an account of research into the training, support and development needs of Participation Workers. It presents the findings of a survey conducted across England and Wales. The results of the research show that **there is a growing number of people employed to facilitate young people's participation in public decision making**. This report supports the development of a Network of Participation Workers that would provide specialist advice, support training and networking opportunities.

Available for download:

http://www.carnegieuktrust.org.uk/files/CircusSkillsReport_000_0.pdf

Knutsson, Karl Eric. *Children: Noble Causes or Worthy Citizens*. Vermont: United Nations Children Fund, 1997.

This book is part of ongoing efforts aimed at changing the discourse on children and strengthening the theoretical, ethical and political arguments for taking children seriously. It asks fundamental questions about the perceptions we have of children and childhood and about ways these perceptions emerge to influence and shape our assumptions, preferences and choices concerning children. The book is divided into two parts. The first part examines cultural and social variations in perceptions concerning children, and the second part draws on conclusions from the analysis. Finally, the author proposes practical lessons that may be learned from the debate about children.

Lansdown, Gerison. *Promoting Children's Participation in Democratic Decision-Making*. Florence: UNICEF, 2002.

'Promoting Children's Participation in Democratic Decision-Making' makes the case for a commitment to respecting children's rights to be heard and the need to consolidate and learn from existing practice. It draws on much of the already published research and thinking in the field and on a wide range of international initiatives. In so doing, it seeks to provide practical guidance on the lessons learned to date in working with children as partners. It is a contribution to the development of tools for those who see children's rights to be heard as a means of promoting and protecting their other rights.

Child Participation Resources

Available for download:

<http://www.asylumsupport.info/publications/unicef/democratic.pdf>

Lao Youth Union and Save the Children Fund (UK). *Listening to the Voice of Young People*. London: Save the Children Fund, 1998.

"The Listening to the Voice of Young People" project provides a snapshot view of the lives and activities of young people. This report was produced from the project, which identifies the problems of young people and offers recommendations to develop appropriate responses to meet the needs and hopes of each group of young people in the Vientiane Municipality, Lao. The report contributes to planning and encourages young people to participate effectively in implementing the task of change step-by-step.

Available for download:

<http://www.unescobkk.org/ips/arh-web/arhnews/pdf/listening.pdf>

Laws, Sophie and Gillian Mann. *So You Want to Involve Children in Research: Supporting children's meaningful and ethical participation in work around violence against children*. Stockholm: Save the Children Sweden, 2003.

'So You Want to Involve Children in Research' is one part of a series of toolkits produced by the International Save the Children Alliance. This part of the toolkit encourages meaningful and ethical participation by children in research related to violence against children. The toolkit contains two main subjects; involving children in primary and secondary research. These subjects address ways in which children can be more actively involved in research. This kit offers guidance on ways of approaching this work, on ethical issues to be considered and on techniques that can be used. It also includes case studies from around the world that draw on a rich field of participatory research with children.

Available for download:

<http://www.childcentre.baltinfo.org/research>

Le Lievre, Belinda. *Global Voice Report*. Canterbury: Christchurch City Council, 1999

This report is a record of responses from participants at the Global Voice conference, which was a day where young people's voices were heard, valued and celebrated. The day recognized the United Nations Convention on the Rights of the Child (UNCROC) and allowed young people to provide feedback on how the convention has impacted their lives.

Available for download:

<http://www.ccc.govt.nz/Reports/1999/globalvoice/GlobalVoice.pdf>

McIvor, Chris. *The Earth in our Hands: Children and Environment Change in the Caribbean*. London: Save the Children, 1999.

It is children, mainly those in the poorer countries of the south, who will inherit today's environmental problems. Yet, in discussions about how to protect the global environment in the wake of the 1992 Rio Earth Summit, the voices of adults from Northern, industrialized countries have dominated the debate. This book offers a major contribution to the environment movement by focusing on the views of children in the Caribbean. Based on testimony from children, it provides new insight into: the important role children can play in helping to solve environmental problems; the environmental priorities of children from the South; how to involve

Child Participation Resources

children in environmental projects in a way that fosters their self-growth and avoids tokenism; and the ingredients of successful educational programs on environmental issues.

Available for purchase:

<http://www.savethechildren.org.uk/scuk/jsp/resources/details.jsp?id=538&group=resources§ion=publication&subsection=details>

Miljeteig, Per. "Creating Partnerships with Working Children and Youth." *Social Protection Discussion Paper Series*. World Bank. No. 0021, August 2000.

This paper reviews how organizations assisting working children and youth can include working children and youth in efforts to reduce the adverse effects of child labour. Drawing on a child rights perspective, it investigates the characteristics and impacts of working children and youth organizing themselves; evaluates the principles for creating partnerships; and potential obstacles. The paper concludes with suggestions for further steps to elaborate the understanding of working children and youth as partners and stakeholders, and to develop ways to include them – whenever appropriate – in programming, planning, policies, advocacy and research concerning child labor.

Available for download:

<http://wbln0018.worldbank.org/HDNet/HDdocs.nsf/0/4714E9DB6FBF38DB8525695100587E71?OpenDocument>

Mohamed, Inca A. and Wendy Wheeler. *Broadening the Bounds of Youth Development: Youth as Engaged Citizens*. New York: The Ford Foundation, 2001.

This publication concentrates principally on civic activism. It provides an overview of youth development theory, including an examination of positive youth development, and examines the current disconnection between youth development and civic engagement, some of the challenges faced by each field, and potential links between them.

Available for download:

http://www.theinnovationcenter.org/images/products/01240215092930_YLDI-BroadeningtheBoundsofYouthDevelopment.pdf

Mullahey Ramona, Susskind Yve, and Checkoway Barry. *Youth Participation in Community Planning*. Chicago: American Planning Association, Planning Advisory Service, 1999.

'Youth Participation in Community Planning' explores how communities have involved children in planning. It is an informative guide that provides practical tools for planners. Drawing on several case studies in the U.S. and Canada, the authors explain how to support youth and effectively involve them in community land-use planning. The case studies are organized into three categories: youth in community land-use planning, youth-based initiatives for social change, and youth in policy making.

Available for purchase:

<http://www.planning.org/bookservice/description.htm?BCODE=P486>

O'Shaughnessy, Tim and Karl Dorning. *Creating Space For Children's Participation: Planning with Street Children in Yangon, Myanmar*. Melbourne: World Vision Australia's Program Support Unit, Development and Relief Services, 2001.

Child Participation Resources

World Vision Australia (WVA) and World Vision Myanmar (WVM) conducted a two-week 'empowerment' evaluation of their Street Children & Working Children (SWC) Program. The process allowed the children to be the primary evaluators. This report provides the details of what was done, including preparation and implementation; recommendations from the evaluation team; and lessons learned.

Available for download:

http://www.myworldvision.com.au/resources/files/Creating_Space_for_Childrens_Participation.pdf

Peace Child International. *Stand Up For Your Rights*. Buntingford: Peace Child International, 1998.

'Stand Up For Your Rights' is written, illustrated and edited by young people of the world. It is a chronicle on human rights for the end of the 20th Century and a practical handbook with details of organizations to join and ways to shape a better future. It includes ten tips for human-rights action from Amnesty International, as well as reference materials, such as a jargon buster of key terms, an index, and a complete easy-to-read text of the Universal Declaration of Human Rights and the Convention on the Rights of the Child.

Available for purchase:

<http://www.amazon.co.uk/exec/obidos/ASIN/1854345737/wwwlink-software-21/202-4415988-4944608>

Poudyal, Ranjan and Samina Sardar. *Change Makers For South Asia: Building New Partnerships*. Kathmandu: Save the Children, 2001.

The Change Makers initiatives aims at providing opportunity for children and young people to address the corporate leaders and government where there is space for corporate leaders and government from the South Asia region listen to children and young people and engage in meaningful discussion with them. This text documents the 3-day Special Session of the General Assembly (UNGASS) in September 2001 and is a compilation of lessons learnt from consultations with children, corporate leaders and governments of South Asia.

Available for download:

<http://www.crin.org/docs/resources/publications/brochurefinal1.pdf>

Rajani, Rakesh R. *Promoting Strategic Adolescent Participation*. UNICEF, 1999.

This paper aims to stimulate further discussion and serve as a resource for promoting strategic adolescent participation in UNICEF at global and country levels. It is divided into 2 main parts. The first part of the paper provides the theoretical and conceptual basis for effective adolescent participation, while the latter part focuses on the programmatic and strategic aspects of promoting effective adolescent development. The underlying conceptual basis for this paper is that a developmental approach that emphasizes investing in young people's assets and protective factors is far more effective than focusing on how to deal with their myriad problems.

Available for download:

http://www.unicef.org/programme/youth_day/assets/participation.pdf

Rajbhandary, Jasmine, Hart Roger, and Khatiwada Chandrika. *The Children's Clubs Of Nepal: A Democratic Experiment*. Save the Children Norway and U.S., 1999.

Child Participation Resources

Children's clubs in Nepal "appear to be both an expression of, and a promise for the advancement of democracy and children's rights." This report is a summary and recommendations of 300 children's clubs who provided information about their clubs in surveys and workshops. The authors describe the development and current state of functioning of those clubs and discuss the different ways that children can be involved in the management of their own organization.

Available for download:

http://www.childwatch.uio.no/download/Child_Clubs.PDF

Reddy, Nandana and Kavita Ratna. *Protagonism: A Journey in Children's Participation*. Vimanapura: The Concerned for Working Children, 2002.

This document has brought together some of the experiences and perceptions related to children's participation that have been gathered over the years. It attempts to convert these into principles and tools that would further the pedagogy and praxis of children's participation.

Available for download:

<http://www.workingchild.org/htm/prota9.htm>

Rodgers, Paula. *Getting it Right: Young People's Summary*. Belfast: Children's Law Centre and Save the Children, 2002.

Getting it Right is an evaluation of the Government's implementation of the UNCRC and reflects the state of children's rights in Northern Ireland at the end of the 20th century. The Report points to examples where the Government is upholding the rights of young people, and where they are not. The report was used to inform the United Nations Committee on the Rights of the Child on the state of children's rights in Northern Ireland.

Available for download:

<http://www.belfastdec.org/globalissues/gettingitright.htm>

Save the Children. *Listen to Them: Voice of Disadvantaged Children in Vietnam*. London: Save the Children, 1998.

This document seeks to emphasize the importance of children's right to participate. In their own words, children, supported by adult partners, describe their own situations, disappointment, hopes and aspirations. The topics of research include: child labor; children living and working on the streets; children with disabilities; children in remote areas, in particular ethnic minority children; children in conflict with the law; child prostitution; and 'ordinary children'. Throughout these studies, the voices of children are recorded, analyzed and have formed the bases for plans of action.

Save the Children. *Children and Participation: Research, Monitoring and Evaluation with Children and Young People*. London: Save the Children, 2000.

This publication is about participatory information gathering in the process of research, monitoring and evaluation with children and young people. It outlines good practice and ethics in young people's participation, and methods and tools to involve young people effectively.

Available for download:

<http://www.crin.org/resources/infoDetail.asp?ID=1141&flag=report>

Child Participation Resources

Save the Children. *Participation - Spice it Up!: Practical Tools for Engaging Children and Young People in Planning and Consultations*. London: :Save the Children UK, 2003.

'Spice it Up!' provides ideas and values that underlie youth participation approaches. It also includes tips on the practicalities and pitfalls of planning and running collaborative and creative sessions. The main course of the book consists of over 40 tried and tested activities. These cover everything from getting started, gathering information, long-term planning, evaluation and keeping everyone awake.

Available for purchase:

<http://www.crin.org/resources/infoDetail.asp?ID=2821&flag=report>

Smith, Anne B. "Interpreting and Supporting Participation Rights: Contributions from Sociocultural Theory." *The International Journal of Children's Rights* 73-89, 2002.

This paper looks at how socio-cultural theories of development can contribute to understanding and developing effective ways to enhance children's participation rights. Through an investigation of traditional psychological concepts, the author finds alternative theories to child development argued to be more appropriate for child advocacy work.

Snow, Kim and Judy Finlay. *Voices From Within, Youth Speak Out: Youth in Care in Ontario*. Ontario: Queen's Printer for Ontario, 1998.

The Office of Child and Family Service Advocacy, with support from the Laidlaw Foundation and the Children's Aid Foundation worked with a number of young people to interview youth in care in Ontario; including child welfare, young offender and mental health program / service recipients. This report expresses the views and experiences of the youth interviewed, and offers a number of recommendations.

Tolman, Joel and Karen Pittman. "Youth Acts, Community Impacts: Stories of Youth Engagement with Real Results". *The Community and Youth Development Series Vol. 7* Maryland: Forum for Youth Investment, 2001.

'Youth Acts, Community Impacts' forces the question of whether or not we have powerful examples of community impacts that are the result of youth acts. In response to this challenge, Youth Acts, Community Impacts offers eight case studies — and a number of short profiles — documenting efforts in the United States and around the world, all connecting the dots between youth action and meaningful community change. The publication begins with reflections on why it is often so hard, especially in the U.S., for young people to find the space needed to make a difference in their communities. And it offers detailed and abbreviated case studies of successful efforts — in the United States and abroad — in order to understand better how and why some youth acts do yield positive community impacts.

Available for download:

<http://www.forumforyouthinvestment.org/cydseriesyouthacts.pdf>

UNAIDS. *HIV/AIDS and Human Rights: Young People in Action*. Switzerland: UNAIDS, 2002.

This kit presents ideas for youth action on human rights and HIV/AIDS. It has been prepared in close consultation with young people from various youth organizations. It offers the basics to getting started; education and communication, such as awareness campaigns and peer

Child Participation Resources

education; advocacy; and care and support. The authors recognize that each community is different, and therefore not all suggestions will be suitable for every country or situation.

Available for download:

<http://unesdoc.unesco.org/images/0012/001264/126403e.pdf>

Wandhwani, Zenia and Chung Tang. *Young Voices: Ontario Coalition for Children & Youth*. Toronto: Ontario Coalition for Children and Youth, 1994.

This report is based on consultations held between September and December of 1993, with children and youth of diverse backgrounds in Ontario. To ensure that the voices of Ontario children and youth are heard, adults partnered with young people to assemble this report and its recommendations. Participants discussed issues surrounding education, employment, racism and peer pressure; possible resolutions for those issues; and the way in which they felt they could be a meaningful part of the decision-making processes on issues that affected them.

Werner, Emmy E. and Ruth S. Smith. *Overcoming the Odds: High Risk Children from Birth to Adulthood*. Ithaca and London: Cornell University Press, 1992.

'Overcoming the Odds' was written for anyone concerned with the future of children, including clinical and developmental psychologists, psychiatrists, pediatricians, social workers, social anthropologists and policy makers. 'Overcoming the Odds' looks at the lives of an ethnically diverse group of men and women in Hawaii who have been monitored from the prenatal period through early adulthood by psychologists, pediatricians, public health professionals and social workers.

Werner and Smith trace the impact of a variety of biological and psycho-social risk factors and stressful events on the development of these individuals. Incorporating vivid case study accounts with statistical analysis, the book focuses on both the vulnerability and the resilience of those who overcame great odds to grow into competent and caring adults. The book offers concrete suggestions for effective intervention policies.

Willow, Carolyne. *It's Not Fair - Young People's Reflections on Children's Rights*. The Children's Society, 2001.

Based on a consultation with 109 children and young people across England and Wales, this report looks at how well children and young people understand their rights, particularly under the UNCRC and whether these rights are reflected in their lives. The report also contains information on the consultation methods used and a statistical survey of the children and young people who took part, worksheets and a summary of the UN Convention on the Rights of the Child.

W.K. Kellogg Foundation. *Weaving in a Future Tense: Insights from the Field*.

This report demonstrates that by weaving together the principles of youth, civic, and community development, organizations can provide the opportunities to engage young people as resources in efforts to improve the quality of life in communities.

Available for download:

<http://www.wkkf.org/pubs/PhilVol/Pub555.pdf>

World Vision. *Child Participation: Challenges of Empowerment*. London: Policy and Research Department of World Vision UK. (9): 1-28, 2002.

Child Participation Resources

The purpose of this discussion paper is to stimulate debate about how child focused organizations can best facilitate the involvement of children in a meaningful way. It combines articles which examine the issues from a legal as well as a practical perspective. The first paper examines how countries have chosen to interpret the right to freedom of expression within the framework of the Convention on the Rights of the Child. The second paper looks at the wider implications of child participation from a variety of perspectives. A review of national case laws and international law is addressed here. The final discussion paper includes contributions from children in Europe, Philippines, Cambodia and Tanzania.

Available for download:

<http://www.worldvision.org.uk/resources/childparticipation.pdf>

Youth on Board and BoardSource. *Youth on Board: Why and How to Involve Young People in Organizational Decision-Making*. Somerville, MA: Youth on Board, 2004.

Produced in collaboration with BoardSource (formerly the National Center for Nonprofit Boards), this booklet is perfect for the busy staff person or board chair who wants to find out about involving young people in decision-making. It features an overview of Youth on Board's 14-point system for successfully involving youth in decision-making, and addresses why organizations would want to include young people in their decision-making process. The booklet is also great for providing introductory information to boards and committees to help decide if this is the right route for them.

Available for download:

<http://www.youthonboard.org/publications.htm>

Zeldin, Shepherd, Annette Kusgen McDaniel, and Dimitri Topitzes. *Youth In Decision-Making: A Study on The Impacts of Youth on Adults and Organizations*. Wisconsin: Innovation Center/Tides Center University of Wisconsin Extension, 2000.

'Youth in Decision-Making' discusses the impacts young people have on adults and organisations when they are involved in significant decision-making roles. It explores the following questions: Does youth participation lead to changes that improve conditions for young people not directly involved in the decision-making process? Does involving youth in decision-making have positive influences on adults? Does it help adults become stronger allies with youth? Does youth participation contribute to organizational effectiveness, creating organisations that are better able to meet the developmental needs and concerns of adolescents? *Youth in Decision-Making* will be of interest to policy makers and practitioners. It concludes by commenting on the conditions that are needed to allow organisations to include more youth in their decision-making processes.

Available for download:

<http://www.atthetable.org/handout.asp?ID=18>

Additional Lists of Resources on Child and Youth Participation:

Freechild.org

Freechild is a group of young people and youth advocates dedicated to making social change resources more accessible for young people around the world, especially those who have been historically denied participation. Their website includes lists of resources on youth participation and building successful youth-adult partnerships.

Website address: http://freechild.org/allies_of_youth.htm and <http://freechild.org/SIYI/bibliography.htm>

Child Participation Resources

Infed.org

Infed is a UK-based organisation that aims to provide a space for people to explore the theory and practice of informal education and lifelong learning. They encourage educators to develop ways of working and being that foster association, conversation and relationship. Their website includes a list of studies and texts on youth participation.

Website address: <http://www.infed.org/youthwork/b-ywpart.htm>

Children's Rights Alliance for England (CRAE)

CRAE is an alliance of over 180 organisations committed to children's rights. They work to improve the lives and status of all children in England through the fullest implementation of the UN Convention on the Rights of the Child. CRAE's website includes a list of resources on child participation.

Website address: <http://www.crights.org.uk/participation/resources.html>