

## ■別添資料

1. 第 1 回ワークショップ 「オリエンテーション～受益者の権利配慮・総論～」
2. 第 2 回ワークショップ 「子どもの声を聴く～子どもの権利に配慮した事業形成のあり方～」
3. 第 3 回ワークショップ 「対立する両当事者の声を聴く」
4. 第 4 回ワークショップ 「受益者への説明責任確保について」
5. 公開シンポジウム 「受益者の権利に配慮した援助活動のあり方」

## 第1回ワークショップ

### 「オリエンテーション～受益者の権利配慮・総論～」

#### ＜パワーポイント資料＞

#### オリエンテーションの目的

- 受益者の権利配慮に関する動向を整理・共有する。
- これまでの事業実施における実践・課題を紹介し、今年度実施する研究会の全体像を概観する。



外務省NGO研究会「受益者の権利に配慮した援助活動のあり方」

#### 第1回：オリエンテーション ～受益者の権利配慮・総論～



外務省NGO研究会  
「受益者の権利に配慮した援助活動のあり方」事務局  
特定非営利活動法人 難民支援協会

#### 国際的に確立している条約・基準

- 国際人権法／すべての人の尊厳を確保する  
✓ 世界人権宣言、主要人権条約（子どもの権利条約等）
- 国際人道法／武力紛争時の法
- 国際難民法／難民を迫害の待ち受ける出身国へ送り返さない

#### プロテクションとは？

- 受益者の権利が国際的に確立されている条約及び基準にのっとって保護されるよう確保する活動【2つのコンセプト】
  1. Rights Based Approach
  2. GBV(性に基づく暴力)の防止

#### これまでのプロテクションに関する取り組み 【コンセプト】 2. GBV

- Gender Based Violenceの略  
✓ 身体的、精神的、又は性的危害もしくは苦痛を加える行為、かかる行為の威嚇、強制、及び、その他の自由の剥奪を含む。(女性差別撤廃委員会)
- GBVの例
  - ✓ Sexual violence
  - ✓ Physical violence
  - ✓ Emotional and psychological violence
  - ✓ Harmful traditional practices (FGMを含む)
  - ✓ Socio-economic violence

#### これまでのプロテクションに関する取り組み 【コンセプト】 1. Rights Based Approach

- 90年代後半より主に開発の文脈で多く語られてきた
- 国連による定義「人権に基づく開発に対するアプローチとは、規範的に国際人権基準に基づき、実践面で人権と保護につながる人間開発の過程のための概念的枠組み」(OHCHR2006:15)
- 特徴
  - ✓ ニーズから権利へ
  - ✓ 包括(inclusion)一普遍性、不可譲、非差別、平等
  - ✓ 権利保有者と債務履行者
  - ✓ 参加と説明責任

(川村曉雄、「人権基盤型アプローチの射程」より)

## これまでのプロテクションに関する取り組み 【ガイドライン】 プロテクション

- Sphere Standard【→改定についての動きを報告】
- プロテクション ガイドライン(2006年度)
- プロテクション フィールドガイド(2007年度)

## これまでのプロテクションに関する取り組み 【実施スキーム】 クラスタアプローチ

- 2005年12月より実施。  
人道・緊急支援、およびそこからより持続可能な開発援助へのトランジションのフェーズにおける各機関の役割をクラスター(セクター)ごとに明確化することで、アカウンタビリティと透明性を高めてより効果的な支援を目指そうとするアプローチ
  - ✓ Child Protection (UNICEF)
  - ✓ Gender-Based Violence (UNFPA/UNICEF)
  - ✓ Housing, Land and Property (UN-Habitat)
  - ✓ Mine Action (UNMAS)
  - ✓ Rule of Law and Justice (UNDP/OHCHR)
  - ✓ Working Group on Protection in Natural Disasters

(Global Protection Cluster Working Group ウェブサイトより)

## 日本における取り組み

外務省NGO研究会として

- 2006年度「人道支援におけるプロテクション」:プロテクションの総論を議論、とりわけ「支援の中で周辺化されやすい弱者」の認識
- 2007年度「人間の安全保障におけるプロテクション」:各セクター/クラスターにおけるプロテクションの実践について議論



## これまでのプロテクションに関する取り組み 【ガイドライン】 GBV

- Guidelines on Gender-Based Violence Interventions in Humanitarian Settings (IASC)
- Receiving and investigating allegations of abuse and exploitation by humanitarian workers (ICVA)

## JARでの実践における具体例と課題

- パキスタン地震における対応
  - ✓ キャンプ内、帰還におけるプロテクション → 支援から周辺化される人の認識共有
  - ✓ GBVへの対応 → キャンプ内でのReporting Lineの確認



## JARでの実践における具体例と課題

- スワジランド干ばつ支援におけるプロテクション
  - ✓ NCP建設におけるアセスメント → 教育システムの課題・施設へのアクセスの課題・子どもの声を聴くことの難しさ



## 今年度の計画

～受益者の声を聴く～をサブテーマに、プロテクションを実施する上での中心となる受益者への配慮を学ぶ。

WS2(10月2日):子どもの声を聴く

WS3(12月上旬):対立する両当事者の声を聴く

WS4(2月):受益者の声を聞く～Good Enough Guide, HAPの紹介を中心に～

## JARでの実践における具体例と課題

### ■ 国内の事業を通じて

- ✓子ども・女性が周辺化されている。→ ニーズが見えにくい。アクセスの課題(場所+夫の通訳なしに話せない)。エンパワメントの必要性。
- ✓コミュニティの中で対立がある場合への支援 → 支援をする上で対立を深化させない必要性。

## 第2回ワークショップ 「対立する両当事者の声を聴く」

### ＜パワーポイント資料＞

#### Listening to Children

Save the Children  
2nd October 2009

Guy Cave



Aim: to introduce the concept, principles, practice standards, and examples of listening to children (child participation)

#### Introductions & Expectations

- Please introduce yourself, giving:
  - your name;
  - your organisation;
  - your role/position;
  - and your particular interest in today/1 thing you want to get from this workshop



#### Learning Outcomes:



Learners will be able to:

- Define the concept of listening to children/child participation
- Identify practice standards on children's participation
- Understand the rights context for participation
- Outline 2 models of participation
- Outline benefits and challenges of child participation
- Identify some ways to involve children and young people in their work



#### When you were a child...

- In pairs, discuss things from your childhood: e.g. things you liked to do, where you lived, things you experienced etc.
- Find something (anything) that the two of you have in common
- Now join with another pair, so there are 4 of you, and discuss again, finding something that all four of you have in common.
- (Now join with another four, and find something that all 8 of you have in common from your childhood.)



#### Setting the context for listening to children

- In your group of 4, choose one or two of the statements – discuss them, arguing both for and against
- We will ask you to share 2 reflections from your discussion, e.g. think about:
  - How does your discussion impact on the work of your organisation?
  - What are the challenges for listening to children given the view points discussed?
  - What could be done in response to some of the concerns discussed?

Plenary: What are your reflections on this?





## Some reflections

- It is not just about listening to children, they need information, their views need to change things
- Need to provide meaningful opportunities for young people to participate.
- Need to plan participation for children carefully, safely and ethically.
- Need to provide support and training for young people.
- The attitudes of adults are often barriers to participation.
- Sometimes it is not appropriate for children to participate.
- Not all children are ready to participate in all opportunities.



## Some more reflections

- Historically children and young people have been seen largely as beneficiaries of Save the Children's work.
- Participation is not just a nice to do thing, it is a right of children as outlined in the United Nations Convention on the Rights of the Child.
- Children can be manipulated and used in a tokenistic way and we must avoid this.
- Save the Children aims for children and young people to actively participate in the programme cycle, decision making and governance.



## Save the Children's definition

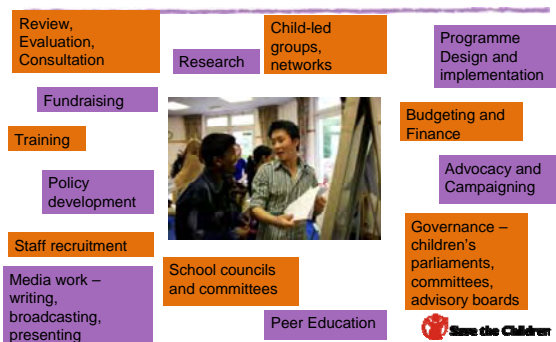
### Child Participation...

- is about having the opportunity to express a view, influencing decision-making and achieving change.
- is the informed and willing involvement of all children, including the most marginalised and those of different ages and abilities, in any matter concerning them
- is a way of working and an essential principle that cuts across all arenas – from homes to government, from local to international levels



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## Examples of participation



## Benefits and Barriers to Child Participation

- What came up at first workshop about reasons for listening to beneficiaries?
- In 4 groups, try to float the hot air balloon with the benefits and barriers to listening to children/child participation



## What are the benefits?

- Leads to better decision-making and outcomes
- Embodiment of values and accountability
- Organisational learning from children and young people – staff enhance their skills
- Better informed responses to issues facing children
- Increased credibility and accountability



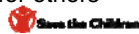
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### What are the benefits to children?



- Contributes to young people's personal development
- Opportunities to bring about positive change
- Increased motivation
- Serves to protect children – greater awareness of rights
- Promotes children's capacities for civic engagement, tolerance and respect for others

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### What are the challenges?

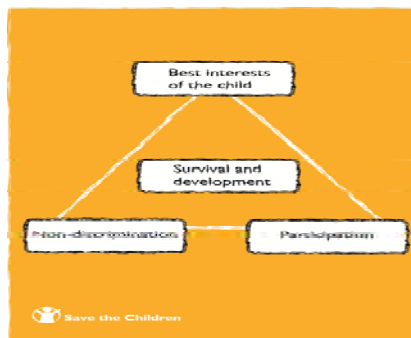


- Adults not wanting to share decision-making power with children
- Adults lack the skills, attitude and knowledge to work in a participatory way with children
- Adults view children as beneficiaries, not as equal stakeholders
- Not wanting to burden children with complex and daunting issues
- Non child-friendly environment

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### Core principles of the UNCRC



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### What are the participation rights of children?

- Activity sheet in pairs



### Participation in the UNCRC



Article 12 of the UN Convention of the Rights of the Child relates specifically to participation:

***'State parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with age and maturity of the child.'***

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### Non Participation Rights...

- **Article 37** – all children should be protected from torture and cruelty and inhumane or degrading treatment
- **Article 35** - all children should be protected from being sold, abducted and from trafficking
- **Protection rights, not participation rights**

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## Save the Children's Practice Standards

- **Standard 1:** An ethical approach: transparency, honesty and accountability
- **Standard 2:** Child participation is relevant and voluntary
- **Standard 3:** A child-friendly, enabling environment
- **Standard 4:** Equality of opportunity
- **Standard 5:** Staff are effective and confident
- **Standard 6:** Participation promotes the safety and protection of children
- **Standard 7:** Ensuring follow-up and evaluation



## Safe and Ethical Participation

- Child Safeguarding Policy and Procedures
- Safe Child Participation
  - Ethical
  - Risk Assessment
  - Consent
  - Child Protection



## Degrees of Involvement

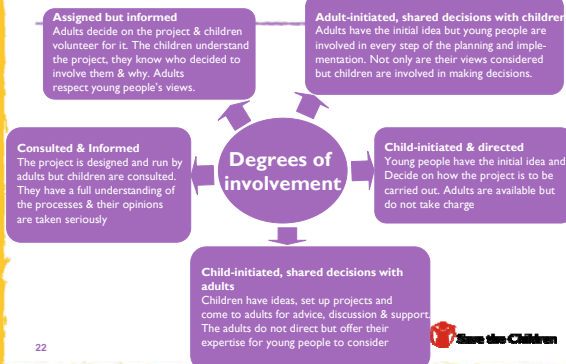


### Hart's Ladder of Participation

- Rung 8 - Child initiated, shared decisions with adults
- Rung 7 - Child initiated and directed
- Rung 6 - Adult initiated, shared decision-making with young people
- Rung 5 - Young people consulted and informed
- Rung 4 - Young people assigned and informed
- Rung 3 - Tokenism
- Rung 2 - Decoration
- Rung 1 - Manipulation



## Degrees of Involvement



## Meaningful Participation



### Participation is made meaningful when....

- Children and their ideas are treated with respect
- The aims and outcomes of involvement are explained to children
- Children volunteer to participate – or decide not to!
- The process and experience builds confidence and self-esteem and is empowering
- Child friendly (depending on age) methods are used – make it fun, interesting and engaging
- Providing an opportunity that suits the development needs of the child, and is in line with what children chose
- Factoring time into project planning – it takes time to do participation well! It shouldn't be a one off event



## How to do child participation

- In groups, draw a person's body on a piece of flipchart paper – draw it as big as possible
- Now make it into the ideal facilitator for child participation!
- For example, what will they have in their head, what size should their ears be, etc. (10 minutes)
- Discuss
- Experience shows it helps girls and boys to talk about their ideas if they are given practical activities to do and participate in





## Tools for child participation (from C. O'Kane)

	Example 1	Example 2	Example 3
<b>Identify</b>	Risk mapping	Body mapping	Puppets
<b>Prioritise</b>	Matrix ranking	Dot voting	Diamond Ranking
<b>Analyse</b>	Why?why?why? causal analysis	Venn diagram (analyse which people most influence, access)	Tree analysis (root causes and impact)
<b>Action Planning</b>	Rocks and carts	How?how? how?	Visioning (ideal cf. actual, steps to reach)
<b>Monitor</b>	'H' assessment	Time-line (achievements and challenges)	Body Mapping (before and after)

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## Tools for child participation – body map

Encourage the child to design the child highlighting good and bad things that they experience, see, hear about – record these issues inside or outside the body shape through images or words:

- e.g. when drawing the *head* ask children what they think about that makes them happy/sad/worried; as well as how adults think about children that makes them happy/sad
- the *eyes* ask children what do they see in their homes/ schools/ communities that makes them happy/ sad/ worried; as well as how adults see them which makes them happy/sad/worried;
- the *ears* what do they *hear* that makes them happy/sad/worried; as well as how adults listen to them;
- the *mouth*: what do they speak/ not dare speak about what they like/dislike/worry about; how do adults speak to them that makes them happy/sad;
- the *heart*: what do they feel that makes them happy/sad/worried; what do adults feel about children that makes them happy/sad;
- the *hands and arms* what do they touch/ play with that makes them happy/sad/ worried; how do adults use their hands and arms with children that makes them happy/sad/worried;
- the *stomachs* what do they eat / drink that makes them happy/sad/ worried;
- the *feet and legs* where do they go that makes them happy/sad/ worried;

Encourage girls and boys of all different age-groups to express their views. Enable discussion on the issues raised.

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## Tools for child participation - diamond

- Enable children to develop a list of 9 priorities of issues that affect them.
- Draw or write each of the priorities on a piece of card (or post-it)
- Make the shape of the diamond ranking and ask the girls and boys to place the cards according to their highest and lowest priority of which issue they want to address. Ensure that all the children get to express their view and that all play a role in determining the final agreement of the placement of cards.
- Discuss the layout of the cards and the reasons for the priorities.



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## Indicators for Child Participation

- Measure the scope or level of the participation (e.g. against the degrees of involvement)
- Measure the quality of the participation (e.g. against indicators based on the practice standards)
- Measure the impact of the participation – on children themselves, on parents, on staff, on institutions, on community, on the realisation of children's rights (from G. Lansdown – 'Measuring Child Participation')

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## Examples of Child Participation 1

- 1) 'Mirrors of ourselves' - Child Clubs in Nepal

### In groups.....

- Using the Degrees of involvement model, which degree of participation do you believe the case study to be?
- What type of questions would you ask to ensure that the project was meaningful and in the best interests of the child? You may like to use the practice standards and the set of criteria for each standard
- Finish the sentence.... "For meaningful and effective participation, it is important that ...."

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## Examples of Child Participation 2

- 2) 'Young voices, big impressions' – Children's evaluation of an emergency response

### In groups.....

- Using the Degrees of involvement model, which degree of participation do you believe the case study to be?
- What type of questions would you ask to ensure that the project was meaningful and in the best interests of the child? You may like to use the practice standards and the set of criteria for each standard
- Finish the sentence.... "For meaningful and effective participation, it is important that ...."

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### Examples of Child Participation 3

3) 'Children know so many things even we didn't know' – children's views on their lives

#### In groups.....

- Using the Degrees of involvement model, which degree of participation do you believe the case study to be?
- What type of questions would you ask to ensure that the project was meaningful and in the best interests of the child? You may like to use the practice standards and the set of criteria for each standard
- Finish the sentence.... "For meaningful and effective participation, it is important that ...."



### What can you do on child participation?

Take one colour sheet based on the following information:

- Red - I would find it difficult to incorporate child participation in my work
- Yellow – I need to think carefully about how the participation of children and young people would benefit the work that I do, but I think its possible
- Green – Participation of children can definitely help the work I do. I will need to discuss with my team or managers about how to progress.



### What will you do on child participation?

- Discuss in pairs – give each other ideas on how participation may be made better.
- By yourself, write on your coloured sheet 3 things that you will do in order to improve child participation in your work
- Write one action you will take on Monday to progress your plans on child participation.



THANK YOU !! 

## Participation ~~related~~ Rights Activity Sheet

Tick which articles of the United Nations Convention on the Rights of the Child (UNCRC) relate to the right to participate....



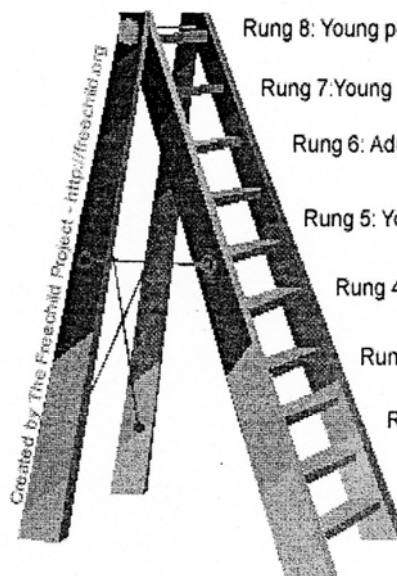
- ☐ **Article 12** – the child's opinion – the child has the right to express his or her opinion freely in all matters and procedures affecting the child. The child's views will be given due weight in accordance with the age and maturity of the child
- ☐ **Article 13** – freedom of expression. The child has the right to express his or her views in any media of the children's choice. Children also have freedom to seek, receive and impart information and ideas of all kinds
- ☐ **Article 14** – children have the right to freedom of thought, conscience and religion.
- ☐ **Article 15** – freedom of association. Children have the right to meet with others and join or form associations
- ☐ **Article 16** – respect for the right to privacy and confidentiality which enables children to express their views safely without fear of retribution
- ☐ **Article 17** – access to information. The state shall ensure that children have access to information and material from diverse sources and it shall encourage the mass media to disseminate information which enhances the child's social, physical, spiritual and moral well-being
- ☐ **Article 23** – special support for children with disabilities. A child with learning or physical disabilities should enjoy a full and decent life in conditions which ensure dignity, promote self reliance and facilitate the child's active participation in the community
- ☐ **Article 29** – education for responsible life. Education shall aim at developing the child personality, talents and mental and physical abilities to the fullest potential. Education shall prepare the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, non-discrimination and friendship. Respect for the child's parents, his or her own cultural identity, language, values, environment will also be encouraged
- ☐ **Article 31** – right to play. The child had the right to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts
- ☐ **Article 35** - all children should be protected from being sold, abducted and from trafficking.
- ☐ **Article 37** – all children should be protected from torture and cruelty and inhumane or degrading treatment

## Models of Child Participation

### Hart's Participation Ladder<sup>4</sup>

1. Hart's Ladder displays different sequential levels of non-participation and participation ranging from 'manipulation' at the bottom to 'child-initiated, shared decision-making with adults' at the top.
2. It suggests that the highest level of participation is best, but in practice the level workers aim for depends on where they and the young people are to begin with. It is up to the individual worker to judge what level is appropriate for that time and place.

### Roger Hart's Ladder of Young People's Participation



Note: Hart explains that the last three rungs are non-participation

Adapted from Hart, R. (1992). *Children's Participation from Tokenism to Citizenship*. Florence: UNICEF Innocenti Research Centre.

#### Rung 1: Manipulation

Young people are manipulated. Adults have complete control and often do not work in the best interests of the child. Adults might tell children what to say and have no opportunity to develop or have their own say on matters, and decision making power. Adults may pretend that they are the ideas of the young people.

#### Rung 2: Young people are decoration

Young people are used to look good or bolster a campaign or programme. Children on a float may be seen as a form of decoration.

#### Rung 3: Tokenism

Tokenism is when participation is not made meaningful for children. It may appear that a child is given a voice yet they may have little say on the topic or not much say in the way their views are communicated. A young person asked to speak for all children at an adult event can be seen as tokenistic.

<sup>4</sup> *Children and Young People as Citizens: Partners in Social Change. Exploring Concepts. Part 1.* Save the Children. 2003.

**Rung 4: Young People assigned and informed**

Young people are assigned to a particular role such as a youth board. The role and topic for discussion is adult generated. The young person must be aware of the purpose of the activity, and volunteer freely after it is made clear to them. They should also know why it is important that they participate and what impact it might make to make it meaningful.

**Rung 5: Young people consulted and informed**

Young people are provided with information about what issues they are consulted on and their opinions are given consideration. Young people may be asked for their input on the design of programmes for example, i.e. how to best provide services to young victims of crime and street gangs. Adults still run the programmes however.

**Rung 6: Adult initiated, shared decision making with young people**

Adults initiate programmes or initiatives; however children are given decision making power as to how they may look, what is included and what outcomes might be achieved. This decision making is shared with adults. Participatory research projects may represent this stage where young people make decisions about the research approach, developing the methodologies, involved in analysing the data etc

**Rung 7: Child initiated and directed**

Children make decisions as to the direction and topic of their own activities, including deciding how to spend resources. An example may be activism led by young people about issues they have decided to work on. Adults may provide a supportive role only.

**Rung 8: Child initiated, shared decisions with adults**

At this rung, children initiate projects, and lead but with shared decision making powers. Adults and children might be decided collaboratively what the role of adults might be.



## Meaningful Participation

The way children are involved or participate varies significantly. Tokenistic participation for example might not be considered 'meaningful' participation. The right conditions and opportunities need to exist.

Let's look at what meaningfully involving children might mean:

- Treating young people with respect, valuing their ideas and contribution
- Ensuring that participation is voluntary and on a level that the child is comfortable with.
- Thinking about then adults should take a leading role, a supportive role or allow children to take the lead.
- Providing an opportunity that suits the development needs of the child, i.e. at the right level for their stage of development and in line with their own wishes.
- Involving children in all stages and processes of the programme cycle from the inception to evaluation stages
- Using processes which encourage children who are marginalised or excluded to actively engage and be represented.
- Using interpreters, intermediaries and sign language interpreters if required - at all meetings
- Seek advice or work in partnership with specialist staff if you are unsure about how to support children who have differing needs (disability, alternative communication)
- Taking time and effort – prepare young people for meetings, explaining aims, what will happen, support young people to be involved as an equal stakeholder
- Factoring time into project planning – it takes time to do participation well!
- Ensure children are well informed and where necessary trained to participate – they want to feel informed and confident too!
- Building self-esteem and confidence of young people - providing opportunities, learning events, team building activities, congratulating and celebrating
- Considering ethics - Promote the best interests of the child and ensure that no other rights are violated
- Provide opportunities for children to inform the debrief and evaluation assessing their progress and how they would like to proceed, action planning

- Use child friendly (depending on age) methods where possible – make it fun, interesting and engaging
- Not expecting children to act like “mini” adults... ensure that (for example) the meeting set up and ambience is child friendly so that children feel comfortable to participate.
- Feeding back the outcomes of children’s involvement - reports and decisions
- Expecting children and young people to be passionate and serious about issues – don’t underestimate children
- Being open to learn from children – they have a unique perspective.
- Always asking, is there another way...

### **Glossary of participation words**

- Consultation
- Meaningful – see handout ‘meaningful participation’
- Involvement
- Research
- Tokenism
- Advocacy
- Campaigning
- Citizenship
- Article 12 – from the United Nations Convention on the Rights of the Child
- Empowerment

#### **Consultation**

Consultation is one form of participation. In short it means to ‘ask’ a child’s opinion and this can differ in form, depending on the level of participation and to that affect, the level of decision – making. A consultation workshop on children’s experience of a service might be an isolated or on-going process, or involving children in an advisory board or panel might be another form of consultation. Consulting or asking children can occur at all levels – from the local level, right up to international level.<sup>6</sup>

#### **Involvement**

It is another word to describe participation. It can be used interchangeably and normally refers to involvement in decision making – just like Save the Children’s

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<sup>6</sup> *So you want to consult with children? A toolkit of good practice* (2003). Save the Children UK.

definition of participation. Involvement can be seen as degrees or levels of decision making. Please see Degrees of Involvement or the Participation ladder.

## **Research**

Traditionally, children have been 'researched', rather than being involved in the planning, implementation, analysis and reporting stages of research. Ideally children should be seen as partners in research. As outlined in *Children and Participation: Research, monitoring and evaluation with children and young people*, involving children in research and evaluation leads to...

"Better knowledge of their views and priorities: Research is a way of finding out about the lives of young people, their priorities and perspectives, as well as finding out how policies and programmes affect them. Involving children and young people more centrally helps illuminate key issues and concerns. Thus it can lead to better information" (p.5)

## **Tokenism**

Generally when children aren't meaningfully involved in decision-making, this might be considered tokenism. Harts ladder of participation, mentions that tokenism is when it may appear that a child is given a voice, in fact they may have little say in what is said, on what topic or how it might be communicated. A young person being asked to speak for all children at an adult event can be seen as tokenistic, especially if the child is not informed about the topic (see Participation Model handout).

## **Advocacy**

Save the Children Alliance has defined advocacy as:

"a set of organised activities designed to influence the policies and actions of others to achieve positive changes for children's lives based on the experience and knowledge of working directly with children, their families and communities"<sup>7</sup>

Advocacy is a longer term plan or programme that aims to change policies and legislation. It is not a one off campaign. Children can participate as effective advocates and play key roles in planning and implementing advocacy strategies. Advocacy also plays a monitoring role to ensure that policies that will have positive benefits for children are implemented.

Save the Children defines two forms of advocacy: Child – centred advocacy and Child- led Advocacy

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<sup>7</sup> Advocacy Matters: Helping children change their world. An International Save the Children Alliance guide to advocacy. Participants Manual

- Child centred advocacy – children are involved in adult – led advocacy. Save the Children ensures that children’s interests are central and their voices are heard.
- Child – led advocacy – Children carry out advocacy on issues they select. Save the Children and adults provide support enabling children to advocate.

## **Campaigning**

Campaigning involves children participating with others to claim children’s rights. There are many ways that children can voice their concern about a particular topic with the intention to create change. Campaigning with Save the Children might involve informing the state of children’s rights to the Prime Minister or signing up to a particular campaign on line. Campaigning highlights issues to the right people to influence change.

For example see the Campaigning for Change website at Save the Children  
<http://www.savethechildren.org.uk/en/34.htm>

## **Citizenship**

Save the Children’s definition of citizenship: ‘Citizenship implies that children develop values, skills and understanding which enable them to become responsible adults – but it is not just about becoming responsible adults. It recognises that children now have civil and political rights to participate and represent themselves in political, educational, social and economic processes and systems. It is also about their entitlement to be empowered to participate in society effectively as active, informal, critical and responsive adults’<sup>8</sup>

Citizenship means that children are seen as active citizens in their own and their families’ lives, but also in civil society (political, social, economic). In this way children are participating in civil society.

When adults are asked about what citizenship is, they said,

☛ *“Citizenship gives pupils the knowledge, skills and understanding to play an effective role in society at local, national and international levels.”*

When young people were asked as part of a youth led research residential, they said,  
 ☛ *“To be a global citizen means to be aware of everyone’s rights and uphold them by taking informed, responsible action in the local and global community.”*

The United Nations Convention on the Rights of the Child (UNCRC) is the first human rights treaty to expressly acknowledge children to have civil rights.

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<sup>8</sup> Participation: Spice it up, (2002) Save the Children

Children campaigning for particular education rights for instance might be considered part of citizenship.

### **Article 12 – United Nations Convention on the Rights of the Child**

Article 12 of the United Nations Convention on the Rights of the Child (UNCRC) says that 'the child has the right to express his or her opinion freely and to have that opinion taken into account in any matter or procedure affecting the child'. The UNCRC is a universal treaty that underpins the concept of participation. It means that it is a right of children that they are involved in decisions that affect them. There are other participation rights in the UNCRC, but this one is most often quoted as central to participation.

### **Empowerment**

Children can be empowered as a result from involvement or participation in decision making processes - if managed and supported very well. Empowerment can be seen as being equipped with skills, confidence and ability and an ability to take ones life in their own hands. Some participation projects can disempower children, especially if adults do not provide meaningful and ethical participatory opportunities.

### For further information...

<http://www.participationworks.org.uk> - Participation Works

<https://www.savethechildren.net/xtranet> - log in and follow links to the Practice Exchange Network for Child Participation (PEN-CHP)

**Participation – Spice it Up!** Practical tools for engaging children and young people in planning and consultations. Save the Children 2003

**'DIY Toolkit: Improving your community – getting children and young people involved'**

**'Turning up the Sound: The feasibility of establishing a consortium to support the involvement of children and young people in decision-making processes'**

**'We Want Our Say: Children as active participants in their education'**