

# *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.

## *Child Participation Resources*

Available for purchase:

<http://pippo.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:



## *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.**

## *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,

## *Child Participation Resources*

## *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



## *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&secto\(s\)3.1\(37230.041 6](http://www.savethechildren.org.uk/scuk/jsp/resources/details.jsp?id=495&group=resources&secto(s)3.1(37230.041 6)

## *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

## *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](http://www.atthetable.org/images/Details/Handouts_rad5B657.pdf)

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



*Child Participation Resources*

## *Child Participation Resources*

## ***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 the 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&section=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](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](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 .1(tsl169 TD2(h)Streeng C)3.9(h)4(e Con)-6.e Con oirc Con wor1(/)1 i 9 636.72481.084ana

## ***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](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***

## *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>

## ***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](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