



International Canadian Child Rights Partnership

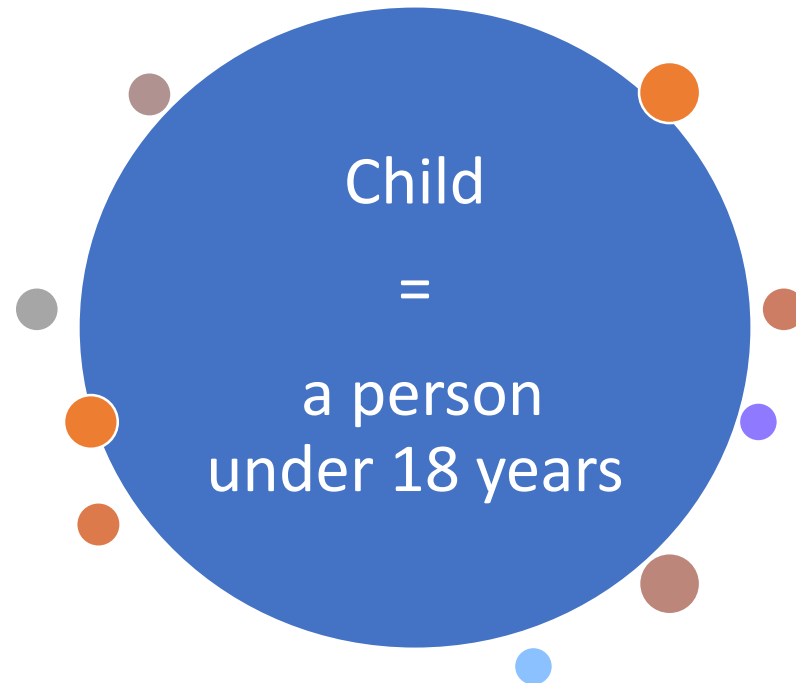


Social Sciences and Humanities
Research Council of Canada

Conseil de recherches en
sciences humaines du Canada

Canada

International and Canadian Child Rights Partnership



Children around the world are protected by
the Convention on the Rights of the Child

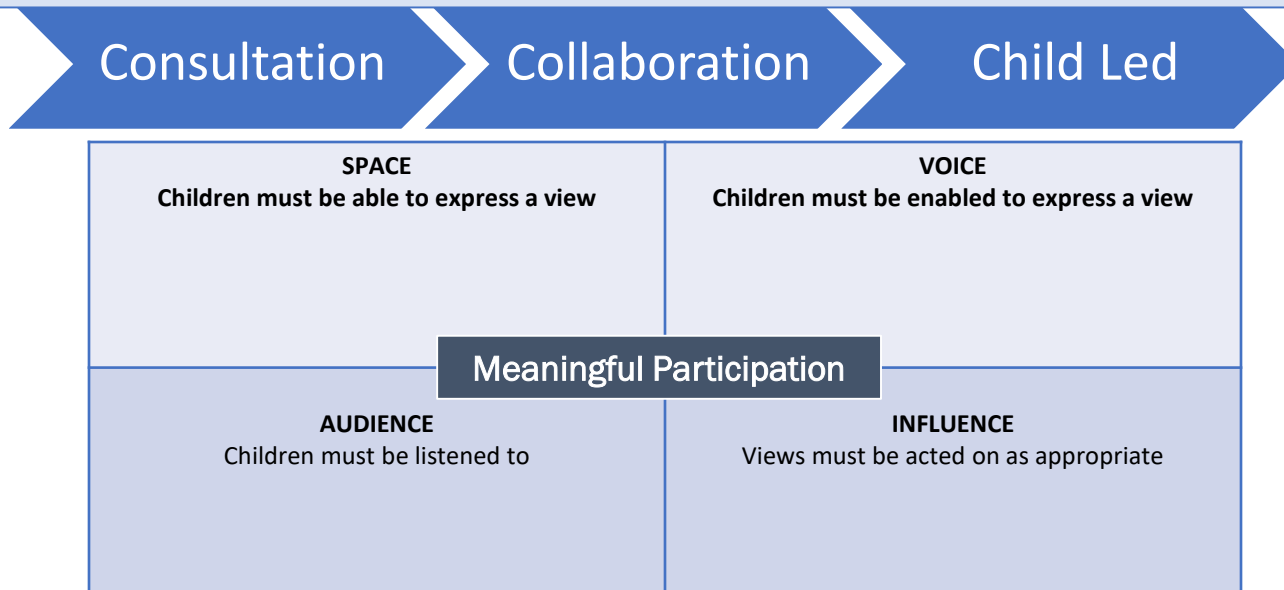


Children have the human right to protection from violence, abuse, neglect, and exploitation, and more generally to support from all sectors in realizing all of their rights and freedoms.



| CHILD PARTICIPATION

Child participation is defined as “ongoing processes, which include information-sharing and dialogue between children and adults based on mutual respect, and in which children can learn how their views and those of adults are taken into account and shape the outcome of such processes” (UN Committee on the Rights of the Child, 2009, p. 5).



(Lundy, 2007)



1. Identify current conceptualizations of monitoring participation in international child protection;
2. Understand the realities, challenges, and successes of monitoring participation in child protection;
3. Analyze the connections between children's participation and child protection outcomes.

Research TOPIC: Monitoring
child and youth participation
in child protection

We want to know about
children's participation
in child protection
services, like Isibindi,
around the world.

How do we monitor
participation?

What is working well?

What needs to change?

International and Canadian Child Rights Partnership



- Arose out of a conference at Ryerson University in 2015 (<https://icpnc.org/publications-and-resources/child-participation-child-protection/>)
- 7 academic institutions, 10 international and national non-governmental organisations
- Child & Youth Advisory Committee (CYAC):
 - Local & International
 - Brazil, Canada, China, and South Africa



5 Countries are involved....



Brazil

Canada



Bonjour
!



China

nǐ hǎo
你好



South Africa



United Kingdom



Planning & Monitoring Activities: Dotmocracy & Footsteps



Questions?



AGENDA & Acknowledgements

1. Participatory Methodologies
2. Child and Youth Advisory Committees (CYAC)
3. Some Preliminary Findings
4. Discussion

Acknowledgements: Valuable contributions from ICCRP team members for this presentation including: Dr. K. Tisdall, Dr. J. Narang & L. Wright (Univ. of Edinburgh), Dr. Irene Rizzini, (CIESPI, Pontifical Catholic University of Rio de Janeiro), Dr. M. Ruiz-Casares (McGill Univ.), A. Mayhew, & H. Shin (Ryerson Univ.), and CYAC members included in our videos.



1. Participatory Methodologies (PM)

- Engaging children in research by using a practical and creative activity that generates, or help generate data
- Use of multiple methods or techniques (bag of tools/toolkit)



Participatory Methods:

Examples (cont.)

- Ice-breakers & energisers
- Other creative, play based techniques (e.g. Ranking activities, Community mapping, Dance, Role Plays, Stickers)
- Being creative with venues & locations (children and young people friendly locations)
- Good meal & refreshments 😊
- Engaging children & young people in research design (including methodology) & dissemination of findings (e.g. including writing papers, participation in conferences)



2. What is a Child and Youth Advisory Committee (CYAC)?

A group of children and youth who represent the interests/perspectives of young people [or other stakeholders that may be impacted by a research project or findings.]

- Input/sounding board
- Connections to young people (needs, resources, questions)
- Feasibility & cultural appropriateness of research design
- Guidance on participant burden



Dynamics & Processes to Enhance Participation

- Time to get to know each other
 - Personal bios & photos exchanged
- Logistics: Scheduling weeks or a month in advance; & computer & internet access where needed
- Opportunities at every meeting for knowledge exchange and plans to support skills development
- **Now, some of the CYAC members today will share their perspectives!



- **Now, some of the CYAC members today will share their perspectives!

[Click to watch video](#)



Phase 1:

- Establish Child and Youth Advisory Committee;
- Conduct 19 expert interviews;
- Literature reviews (global in English, Latin America, and South Africa)

Phase 2: Monitoring in context – 4 examples from:

- Brazil, Canada (2 diff. projects in New Brunswick/Ontario), China and South Africa

Phase 3: Analysis, dissemination, knowledge exchange & next steps

3. Methodologies for Phase I & II

PHASE I: INTERNATIONAL LEVEL

PHASE II: NATIONAL CASES IN BRAZIL, CANADA, SOUTH AFRICA & CHINA

International CYAC established

Literature review

Key Informant Interviews

In addition to int'l CYAC,
research process guided by
local CYACs

Focus groups with young
people under 18 years

Key informant interviews (KIIs)
with adult professionals

Participatory meetings
involving young people under
18, CYAC members and adults
e.g. World café



Phase I: Our findings From the Literature

- Children's participation is widely accepted in relation to improving:
 - Services;
 - Interventions; &
 - Decisions affecting their lives(e.g. Sammon et al., 2015; Sanders & Mace, 2006; Streuli et al., 2009).
- Monitoring of children's participation is not:
 - Not fully appreciated; or
 - Practiced in child protection efforts.



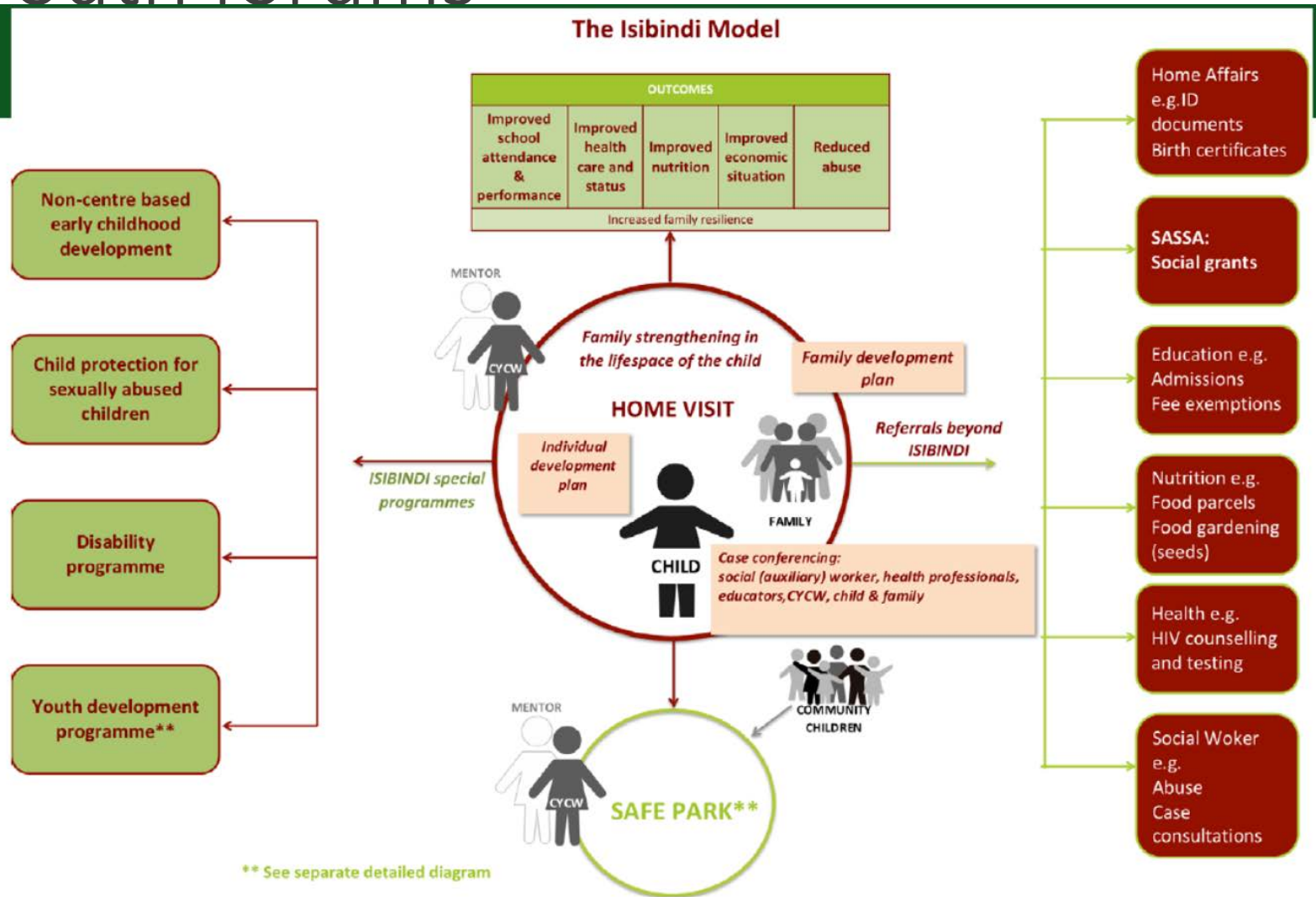
Phase I: Contributions from the KIIs

- Describe distinctions in practices of child protection;
- Highlight the role of:
 - Monitoring child protection;
 - Child participation in strengthening accountability to children and youth
- Child participation requires not simply consultation or subjective considerations in research. It demands “due weight” in the process.

Phase 2: Preliminary Findings from Country Cases

- China
- South Africa
- Canada: New Brunswick & Ontario
- Brazil

South Africa case study - Isibindi youth forums





Isibindi youth forum goals

Voice in
the
program



Active
citizenship

partners
in the
network

Monitoring - process



CYAC advised on research methodology

Research activities to describe and reflect on monitoring processes:

Review of literature in Southern Africa

Key informant interviews, focus group discussion (adults)

Participatory meeting one – reflection on phase I international findings (10 children and 10 adults)

Fieldwork – workshops 10 sites (150 children)

Participatory meeting two – reflection on phase II RSA findings and recommendations (scheduled October)

Presentation by CYAC members at the NACCW Biennial Youth Conference

**Challenges



“Deep rural” isolated communities
Multiple violations of (children’s) rights
High unemployment
Extreme poverty
Failing education system

****Challenges involving young people in the international CYAC**

**“keep in touch
between meetings”**



Participatory meeting: World café



Participatory meeting: World café

How does your country compare with the Phase I findings from the literature review and key informant interviews?




The following statements were made by experts or written in the articles we read. Youth were asked if they agree or disagree with them.

World café: feedback from youth

Participation

“Participation is incredibly weak to non-existent & children are rarely heard. Systems have great difficulty to take those views into account. When heard, views are typically not included in substantial ways & given due weight that should be accorded from a rights perspective.”

SA Youth: Children’s views are not taken into account, this is because for example, in our culture (Xhosa culture), adults expect us to only listen to them and not have a say in whatever they plan to do. They find it disrespectful.

				HOW COULD WE MAKE IT BETTER?
Evaluation				
Rights				
Objectives				
Footsteps				
Pots and Stones				



Adapting the programme from international tools



(Lansdown
& O’Kane,
2014).

(e.g. IICRD,
2012)



Translating materials into accessible language – pots and stones

Requirement	Translation
1.Transparent and informative	Clear and understandable/ Ngokucacile, Ivakale
2. Voluntary	Doing it because you want to/Ukuzonyula
3. Respectful	Everyone is equal/Intlonipho
4. Relevant	Suitable/Ikulungele
5. Child-friendly	Show a smile, connection with children, pictures, visuals/Ububele
6. Inclusive	Involvement, participation, include/Nzaxheba
7. Supported by training	Give advice, support and assistance/Ncediswa
8. Safe and sensitive to risk	Respect cultures, don't judge, be safe and wise/Ukukheseleka, Nobulumko
9. Accountable	Responsible, answer for problems, explain/Phendula



78%

of Grade 4 children in South Africa can not read for meaning in any language.

PIRLS Literacy 2016 (Howie et al., 2017)



Reading speed...

Many years ago Leopard was a creature with no spots.
One day, he was relaxing in the shade of a thorn
tree when Zebra walked past.

Recommended
rate at Gr5

Many years ago Leopard was a creature with no spots.
One day, he was relaxing in the shade of a thorn
tree when Zebra walked past.

40% of SA rural
Gr5 learners
(<40 WCPM)
WCPM

Draper, K., and Spaul, S. (2015). Examining oral reading fluency among grade 5 rural English Second Language (ESL) learners in South Africa: Analysis of NEEDU 2013. South African Journal of Childhood Education 5(2) pp.44-77.

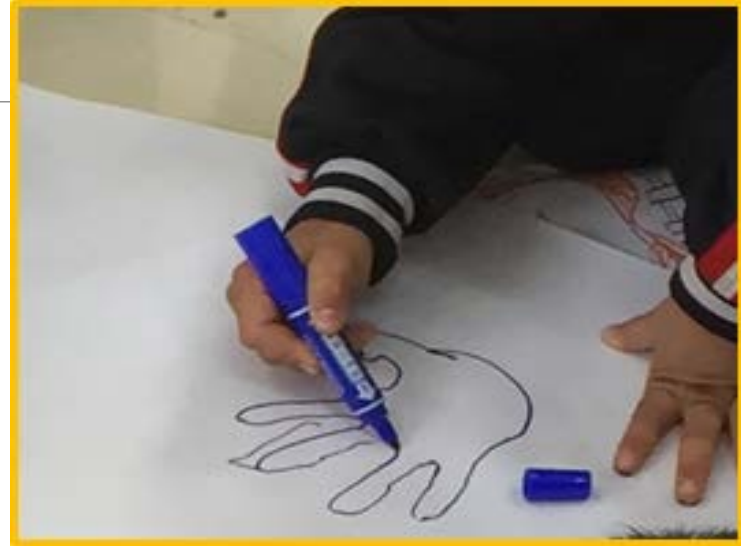
Translating materials into accessible language



[Click to watch video](#)



Measuring Children's Participation in Protection through Play in China –Right To Play China







Overview of Preliminary Findings from China:

- Children are an integral part of the communal understanding of Chinese society & don't typically play individual roles.
- Traditional power structures noted between adult and child relationships.
- Intentions and efforts of professionals in Chinese social services who strive to promote child participation in their protection.
- Themes identified throughout the data:
 1. "Children Don't Speak for Themselves" ;
 2. "I Will Study Harder";
 3. "Do Not Go Out Alone";
 4. "Child Protection and Participation are Complimentary"



Preliminary findings from Canada: New Brunswick & Ontario

Focus groups addressed:

- Identifying protective factors and risks for child protection
- Learning about the experience of young people in participation and protection (aka “looking backwards”)
- Identifying & examining key issues in monitoring participation in protection
- Advancing monitoring for progress with children’s rights
- Generating recommendations to support improved participation in protection (aka “looking forward”)

Preliminary findings from Canada: New Brunswick & Ontario

Participatory meetings focused on:

- Discussing the key themes in their province and how they relate (or not) to the Phase I results
- sharing the initial findings from Phase II & how they can be meaningfully measured in the provincial context
- Examining, analyzing, and discussing the findings from the research
- Young people and adults co-created 'next steps' on how to effectively monitor child participation in protection.





**Preliminary findings from Brazil

- **Concepts and terminology frequently used in the Latin American context:**

- ***Protagonismo*** - their place and role in society as proactive actors, having autonomy, a sense of agency;
 - “Meaningful” participation and “effective” participation according to the young council members in the municipality of Volta Redonda (Rio de Janeiro)
- The young people interviewed found the experience of participation as personally meaningful.





****Discussion Questions:**

1. How can you take some of today's learning and incorporate it to your field of practice within your community?
2. How is this research relevant to the field of Child and Youth Care?
3. What is happening in your region or country to help promote and actively support the rights to protection and participation of young people?
4. What population of young people are currently underserved and/or under-supported with respect to their rights to participation and protection?
5. As Child and Youth Care practitioners/Child Care Workers, what challenges do you face within the community in support children's rights?
6. What supports do you currently have in your region or agency that allow you to actively engage young people in their rights? How are their contributions recognized? How do you follow up on young people's contributions?

Conclusion: Next Steps

- Working on writing up and publishing our results (Including the CYAC. Under peer-review). We will continue to share them with practitioners, academics and young people. We anticipate context-specific recommendations for research, programs, and policies
- Looking forward to gathering more allies in this work and moving forward to expand the partnership and explorations of children's rights in the international, regional, and national contexts in the future.

References

- Alliance for research in Chicagoland communities. 2016. Guidance for forming/supporting on community advisory boards in research. Chicago: northwestern university center for community health
- IICRD (International Institute for Child Rights and Development) (2012). Child and Youth-Centred Accountability: A Guide for Involving Young People in Monitoring and Evaluating Child Protection Systems. Victoria: IICRD
[http://www.iicrd.org/sites/default/files/resources/IICRD CAPE Child and Youth Centred Accountability 0.pdf](http://www.iicrd.org/sites/default/files/resources/IICRD%20CAPE%20Child%20and%20Youth%20Centred%20Accountability%20.pdf)
- Lansdown, G. & O’Kane, C. (2014). A Toolkit for Monitoring and Evaluating Children’s Participation. London: Save the Children UK, <https://resourcecentre.savethechildren.net/document-collections/toolkit-monitoring-and-evaluating-childrens-participation>
- Sammon, E., Godwin, M., Rumble, L., Nolan, A., Matsika, A. B., & Mayanga, N. (2015). Make the promise true: A monitoring and evaluation framework for measuring quality in child protection service delivery in Zimbabwe. *Child Indicators Research*, 8(3), 623-640. doi: 10.1007/s12187-014-9267-1
- Sanders, R., & Mace, S. (2006). Agency policy and the participation of children and young people in the child protection process. *Child Abuse Review*, 15(2), 89-109. doi:10.1002/car.927
- Streuli, N., Woodhead, M., & Camfield, L. (2009). What's the use of 'well-being' in contexts of child poverty? Approaches to research, monitoring and children's participation. *The International Journal of Children's Rights*, 17(1), 65-109. doi:10.1163/157181808X357330



em convênio com PUC
RIO



McGill

RIGHT



Social Sciences and Humanities
Research Council of Canada

Conseil de recherches en
sciences humaines du Canada

Canada

Monitoring children's participation in child protection

DR. TARA COLLINS, CHILD & YOUTH CARE, RYERSON UNIVERSITY,
LUCY JAMIESON, CHILDREN'S INSTITUTE, UNIVERSITY OF CAPE TOWN
& SOME CHILD & YOUTH ADVISORY COMMITTEE MEMBERS (CYAC)

*NACCW 22nd Biennial & 4th CYC-Net World Conference
3 July, 2019*

This research was supported by the Social Sciences and Humanities Research Council of Canada.



Social Sciences and Humanities
Research Council of Canada

Conseil de recherches en
sciences humaines du Canada

Canada

International and Canadian Child Rights Partnership