Child and Youth Participation Resource Guide

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Acknowledgements

Foreword

The participation of children in schools, community action, organizations, media, programmes, policy advocacy and governance has gained growing support over the past 15 years. This interest in children's active involvement is being stimulated by an increased understanding of children's development, abilities and contributions, and a greater recognition of children's citizenship and their rights to expression, decision making, information and association.

The spread of children's participation has produced a large amount of materials on a wide range of aspects of child and youth participation. As this resource guide shows, documents are available on children's participation in education, HIV prevention, health, hygiene and sanitation promotion, environmental protection, urban planning, emergency response and preparedness, and the protection of children and adolescents from exploitation, violence and abuse, to name only a few. Children's participation has moved far beyond the exclusive domain of child rights organizations and is well on its way to becoming a mainstream concern. As this compilation shows, children's participation means different things in different sectors and is more developed in some programme areas than in others.

Much of the information on child and youth participation is not easily accessible in one place. Materials on children's participation in a specific sector can be difficult to find. Moreover, it is often difficult to identify the most useful resources for a specific purpose. This resource guide has been compiled in response to a growing need expressed by practitioners to organize the large and diverse literature on children's participation. The guide provides a user-friendly directory of key resources through an extensive annotated bibliography with links to websites, where available. The guide also includes a searchable CD-ROM, which provides easy access to full-text documents.

It is hoped that this annotated resource guide will further stimulate the promotion of children's involvement in decisions and actions that affect and concern them.

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Contents

Introduction

This guide presents resources on child and youth participation from Asia, Europe, North America, Latin America, Africa, Australia and the Pacific. Most of the materials are available in electronic form and have been included in the CD-ROM that is part of this guide. The main audiences for this resource guide are practitioners and managers involved in promoting child and youth participation in government, community-based organizations, child-led organizations, NGOs and UN and donor agencies.

This annotated bibliography is selective rather than exhaustive. It provides an overview of existing resources and assists readers in seeking further information through the listed websites and organizational links. The guide focuses on materials in English that have broad relevance and applicability and are available electronically. The bibliography concentrates largely on the participation of under-18-year-olds. It does not attempt to systematically include the considerable literature on the participation of young adults. Users are referred to the *Guide to the Global Youth Movement* (http://www.youthmovements.org/guide/globalguide.htm), which offers an excellent resource directory on youth issues.

Many of the materials included here are available for free downloading from the Internet. Every effort has been made to check and double check that web addresses are correct. However, websites change frequently and there is no guarantee that the listed web addresses will be working in the future. In case of difficulties accessing documents on the web, users should check the home page of the organization that published the document. The contact information for the organization, author, publisher or distributor is provided for documents not available online. Most websites and Internet portals are updated regularly with new information. Periodic visits will help readers keep up with new publications.

The list of **key websites on children's participation** provides a summary of some of the most important portals, networks, listservs, and organizations for child and youth participation. These websites provide a rich source of information and are good starting points for a search of resources for children's participation. Beyond this group of websites, there is a growing number of NGOs, UN agencies and research institutions that support child and youth participation without necessarily using the term 'children's participation'. A broader web search using terms, such as 'child-centred', 'child-friendly', 'child rights', 'youth involvement' or 'youth citizenship' may uncover additional useful materials on children's participation.

Documents listed in this guide are organized into four broad categories and 27 thematic areas. The thematic areas demonstrate the wide range of activities in which children and young people are involved. This is a reference document, and most users will read specific chapters rather than the whole guide from cover to cover. Accordingly, many resources have been cited more than once in the bibliography since topics overlap and some resources cover more than one issue related to children's participation. The descriptions of the resources are often based on the notes presented on the websites.

Part One: Introduction to child and youth participation: This section includes information on concepts and approaches to the participation of children and young people. It includes materials on frameworks, ethical issues, capacity building and resource mobilization for child and youth participation. Many resources are available on the concepts of child and youth participation. Much less has been written on standards, indicators or policy frameworks for children's participation.

Part Two: Children involved in research, analysis, planning, implementation and evaluation: A large body of literature is available on conducting research with children. This section includes materials on evaluating children's participation and assessing the factors that contribute to the success or failure of participation initiatives. Children's participation in the project cycle is also listed in this section, covering various phases from planning to implementation.

Part Three: Children's participation in programme areas: This part presents resources on children's participation in a wide range of programme areas and settings. This section shows that child and youth participation is becoming a mainstream issue (e.g. in HIV and AIDS programming) and has moved beyond the traditional realm of child rights organizations. The nature, purpose and focus of children's participation differ significantly between programme areas and issues. In health, water, sanitation and emergency relief programmes, children's involvement focuses largely on children's contributions to research and programme implementation. In education, the emphasis is more on child development. HIV and AIDS initiatives promote children's rights to information and their active involvement in prevention activities. Children's participation is a key element of self-protection. Some of the most political forms of children's participation have been developed by child workers.

Part Four: Children involved in political decision making: This section includes resources on children's participation in policy analysis (in NPAs, CRC reporting, MDGs, PRSPs, youth policy) and examples of children and youth in governance and public decision-making processes. This section also includes chapters on children and youth in adult organizations, children in conferences and consultations, and youth involvement in the media. The section on children's organizations, networks and movements gives an overview of existing initiatives that range from strengthening child-led organizations to promoting guiding principles for children's organizations.

The **CD-ROM** accompanying this guide contains full-text electronic versions of many of the resources included in the annotated bibliography. Most documents are in PDF format; some are MS-Word files. An electronic version of the resource guide is included on the CD. Instructions for accessing and searching files are printed on the CD cover.

Key Websites on Children's Participation

Web Portals, Networks and Listservs

Advocates for Youth
www.advocatesforyouth.com

Advocates for Youth network contains more than 10,000 youth working together to fight for accurate sexual health information and services.

At the Table
www.atthetable.org

At the Table provides resources and information on how to involve young people in decision making. The website has documents for downloading and links to agencies promoting youth participation in adult organizations.

ChildParticipationInSouthAsia
http://groups.yahoo.com/group/ChildParticipationInSouthAsia/

This listserv has more than 1,000 subscribers from around the world and is a useful forum for disseminating materials, posting messages and questions, and for organizing discussions on children's participation.

Children as Partners
www.iicrd.org/cap/

CAP is a website designed by children and adults to promote meaningful partnerships. It contains publications, tools and research reports on children's participation.

Children's House
www.child-abuse.com/childhouse

This interactive resource centre has many sections on various child-related issues, such as child rights, research, early childhood development, education and so on. Each section has some relevant resources on children's participation.

Children's Rights Alliance for England
www.crae.org.uk

CRAE is an alliance of over 320 organizations committed to children's rights. The website has a section called Ready Steady Change, which includes resources, publications and training tools on children's participation.

Children's and Young People's Participation Learning Network
www.uwe.ac.uk/solar/ChildParticipationNetwork/Home.htm

This network seeks to stimulate thinking, policy and practice concerning children's and young people's participation. The website offers sections on a range of aspects and links to other websites and to network members working on children's participation in the UK.

Child Rights Information Network (CRIN)
www.crin.org

CRIN is a global network that disseminates information about children's rights and participation. CRIN publishes a newsletter on children's rights and presents extensive information about children's rights and participation according to different themes. It also features previous issues of the newsletter on children's participation.

Childwatch International
www.childwatch.unio.no

Childwatch is an international network of childhood researchers and research institutes. The website includes information on projects, research proposals and links to electronic newsletters and resources.

Child Workers in Asia Foundation

www.cwa.tnet.co.th/cwa-network.html

CWA is a network of nearly 100 NGOs working on child labour issues in Asia. The website has information on its Task Forces on Children's Participation in South and Southeast Asia.

Eldis Resource Guide on Children and Young People

www.eldis.org/children/index.htm

This online resource guide offers access to key documents, organizations, research and other resources on children and youth. The website is categorized by themes and has a resource section on child and youth participation that is updated regularly.

Institute of Development Studies

www.ids.ac.uk/ids/particip/index.html

The home page of the Participation Group at the Institute of Development Studies is one of the leading sources of information on the research and practice of citizen participation and on participatory approaches to development.

Latin-American Youth Directory

www.infoyouth.org/LAYD/ingles/5Inao/INAO_00.htm

This website has an extensive database of youth organizations in Latin America. Organizations are classified according to categories for easy reference.

Media Activities and Good Ideas by, with and for Children (MAGIC)

www.unicef.org/magic/

The MAGIC website is for media initiatives aimed at involving young people. This site offers many resources for parents, children, teachers and others who involve children in media work. It has a useful resource section with downloads and links to other relevant sites.

NSW New Commission for Children and Young People

www.kids.nsw.gov.au

This Australian website has a resources and publications section that has many useful and practical references on children's participation.

Participation.net

www.pnet.ids.ac.uk/about.htm

Participation.net is a global, online space for sharing ideas about the participation of people in development, citizenship, governance and rights.

Participation Works

www.participationworks.org.uk

This web portal hosts comprehensive information on children's participation, with access to policy, practice, networks and information from across the UK.

Resource Centres for Participatory Learning and Action

www.rcpla.org/index.html

RCPLA is an international network of organizations that promote the empowerment of disadvantaged people through participation in their own development. The website allows members to share resources and experiences about Participatory Learning and Action (PLA) approaches.

Save the Children Alliance

www.savethechildren.net/alliance/index.html

The International Save the Children Alliance has 27 members and works in over 100 countries to protect the rights of children. The website contains links to member organizations and includes resources on children's participation, education, conflict, HIV/AIDS, emergencies, child abuse and exploitation. Among the members, Save the Children Canada, Denmark, Norway, Sweden and UK have extensive databases and resources on children's participation. Many materials are available online or for purchase.

Save the Children Sweden, Southeast, East Asia and Pacific Region

www.scswedenseap.org/

This website contains many useful resources specific to the region, especially on children's participation, child labour, the UN Study on Violence Against Children, and the physical and emotional punishment of children.

UNEP

www.unep.org/Tunza/

United Nations Environment Programme's website for children and youth includes useful information on their active involvement in preserving the planet.

UNESCO Youth portal for Latin America

http://portal.unesco.org/en/ev.phpURL_ID=30216&URL_DO=DO_TOPIC&URL_SECTION=201.html

UNICEF

www.unicef.org

This site includes information on UNICEF's initiatives for children and adolescents. The publications link provides information by region, topic and publication date.

Voices of Youth

www.unicef.org/voy

This site provides a global electronic discussion forum for youth on children's rights.

Youth HIV

www.youthhiv.org

A website that is created by and for HIV-positive youth and peer educators. It is a project created by Advocates for Youth and offers useful information and recommendations on support services.

Organizations, Institutes and Journals

Article 12

www.article12.org

Article 12 is a children's rights organization run by children younger than 18 for under-18-year-olds.

Barnardo's

www.barnardos.org

Barnardo's works with vulnerable children and young people in the UK. The resources section on the website lists information on children's participation and citizenship.

Bernard van Leer Foundation

www.bernardvanleer.org

The Bernard van Leer Foundation works to improve opportunities for children between the ages 0 and 8 who live in circumstances of social and economic disadvantage. The website provides information on early childhood projects, publications and links to many organizations and resources. The publications section includes newsletters and working papers on the participation of younger children.

Canadian International Development Agency

www.acdi-cida.gc.ca

CIDA's website includes many publications related to children's participation under the Child Protection section.

Carnegie Young People Initiative

www.carnegieuktrust.org.uk/cypi/home

CYPI is an initiative of the Carnegie United Kingdom Trust, set up to increase the involvement of children and young people in decisions that affect them. The website includes many useful resources on children's participation.

Child Friendly Cities

www.childfriendlycities.org

UNICEF's Child Friendly Cities initiative promotes cities where the voices, needs, priorities and rights of children are an integral part of public policies, programmes and decisions. The website includes information on child-friendly city frameworks, toolkits and directories of partner organizations and a bibliography.

Children's Environment Research Group

http://web.gc.cuny.edu/che/cerg/about_cerg/index.htm

The CERG research group focuses on participatory research with children on environmental issues. The website offers information on participatory environmental projects with children and research publications.

Children's Research Centre

http://childrens-research-centre.open.ac.uk/

The main objective of the Children's Research Centre is to empower children as active researchers. The website includes examples of research conducted by children and other useful resources and links.

Children, Youth and Environments

www.colorado.edu/journals/cye/

CYE is an international, interdisciplinary journal available online for free. The website includes peer-reviewed research articles, field reports, book reviews, a database of individuals and organizations worldwide, a calendar of upcoming events, an extensive searchable bibliography and video links.

Concerned for Working Children

www.workingchild.org

CWC is a south India-based NGO advocating for the rights of working children. The website includes information on CWC's publications and projects, including Dhruva, CWC's training unit on children's participation.

ECPAT International

www.ecpat.net

ECPAT works to end the commercial sexual exploitation of children. The website presents ECPAT's initiatives and resources on child and youth participation under International Projects.

ENDA

http://eja.enda.sn/page%20anglais/indexanglais.htm

ENDA is an international NGO based in Dakar, Senegal. One of ENDA's focus areas is to support working children and youth in Africa. The website provides information about the African Movement of Working Children and Youth and an extensive list of links to organizations working for the rights of child labourers around the world.

Every Child Matters

www.everychildmatters.gov.uk

This site contains useful information on children's health, healthy schools, mental health and the participation of children and young people.

Freechild Project

www.freechild.org

This site includes a database of resources on youth action. It makes social change action, education and resources accessible for young people from around the world. The www.freechild.org/SIYI/index.htm site hosts information on children and youth participation in philanthropy, schools, politics, local governance, libraries, non-profit organizations, media, international activism and advocacy.

Global Movement for Children

www.gmfc.org

GMC is a worldwide movement of organizations and people to build a world fit for children. The website offers information on the work of the ten leading organizations of the movement.

Global Youth Action Network

www.youthlink.org

GYAN is a youth-led network that facilitates youth participation. The website features resources on the Millennium Development Goals and youth and links to related websites on youth action and initiatives globally.

Growing Up in Cities

www.unesco.org/most/growing.htm

UNESCO's Growing Up in Cities project aims to create child-friendly urban environments for children. The website has a useful publications section and links to country activities.

HIV/AIDS Impact on Education Clearinghouse

http://hivaidsclearinghouse.unesco.org/

This clearinghouse has many resources on HIV and AIDS and children.

Innocenti Research Centre

www.unicef-icdc.org

UNICEF's research institute conducts research on a wide range of children's issues. The website includes publications and research reports on children's rights and participation.

Innovation Center for Community and Youth Development

www.theinnovationcenter.org/

The Innovation Center works with youth and adults, communities and organizations to enhance youth participation in creating a just and equitable society. The website presents resources on youth–adult partnership, community development, youth in citizenship and decision making.

International Institute for Child Rights and Development

http://web.uvic.ca/iicrd/index.html

IICRD works at local and international levels to promote children's rights. The website includes information on projects and publications, including a Children as Partners bibliography on children's participation.

National Children's Bureau

www.ncb.org.uk

The NCB undertakes research, evaluations and development projects to provide evidence for influencing policies and to develop best practices on participation and youth citizenship.

National Youth Agency

www.nya.org.uk

The NYA promotes young people's voice, influence and place in society. The website provides details of conferences, events, publications, training materials and other resources on youth participation. It has links to many partner sites, including Hear by Right, an online learning site on youth participation.

Plan International

www.plan-international.org/action/participation/

This section gives an overview of children's involvement in Plan's programmes and provides a list of relevant publications. Many country-level examples of children's participation are listed under child-centred community development, education, water and sanitation, and specific country programmes.

PRO NATS

www.tu-berlin.de/fak1/gsw/pronats/pn_selbst_eng.html

This site includes information and resources on working children's movements.

Refugee Studies Centre

www.rsc.ox.ac.uk

The RSC focuses on research on forced migration and refugee issues. The website contains useful publications on children's participation in conflict situations.

Save the Children, Canada

www.savethechildren.ca

The resource section on this website has many useful reports and publications on children's rights and participation.

Save the Children, Sweden

www.rb.se/eng

This site includes information and resource materials on children's rights issues, including children's participation. It also hosts an extensive library of SCS's resources.

Save the Children, UK

www.savethechildren.org.uk

The section on resources includes many publications and materials on child rights, child protection and children's participation.

World Bank

www.worldbank.org/participation

This is a site on participation and civic engagement with direct links to sources on participatory tools and methods.

World Vision International

www.worldvision.org/

The publication section in this website offers magazines, reports and books on child rights and children's participation and links to World Vision's country programmes.

Youth at the United Nations

www.un.org/youth

This website has useful information on youth, including the World Youth Report 2005. It covers issues related to youth participation, youth and MDGs, and others.

Part One | **Introduction to Child and Youth Participation**

1. Concepts of Children's Participation

Black, Maggie, *Opening Minds, Opening Opportunities: Children's participation in action for working children*, **Save the Children, London, 2003.**

This case study research was commissioned by the Save the Children Alliance Task Group on Children and Work to review the impact and lessons learned from working children's participation in Bangladesh, Brazil, Guatemala, Honduras, India and Senegal. It illustrates a range of existing participatory initiatives with working children, analyses the impact of participation on their lives and provides recommendations for improving inclusive interventions with working children.

Available for download: www.redbarnet.dk/Files/Filer/Rapporter/Opening_Minds.pdf

Commonwealth Secretariat, London, 2005.
One: Participation in the Second Decade of Life: What and Why?
Two: Adolescent and Youth Participation: Adults Get Ready!

Developed in collaboration with UNICEF's Adolescent Development and Participation Unit, New York, these booklets are part of a set of four how-to guides on promoting meaningful adolescent participation in decision making. Together the booklets provide a comprehensive framework for participation that can be adapted for various social and cultural environments. The first booklet helps explain what participation is and why it is important to involve young people in decision-making processes. The second booklet addresses the roles adults can play in creating an environment, which enables meaningful youth participation.

Available for download: cyp@commonwealth.int, website: www.thecommonwealth.org

Cussianovich, Alejandro and Maria A. Marquez, *Towards a Protagonist Participation of Boys, Girls and Teenagers*, **Save the Children Regional Office Sweden, Lima, 2002.**

This book is written by one of the leading children's participation activists in Latin America and deals with prevailing visions and notions of working children's participation among adults, institutions and children. It examines the existing practices and discusses opportunities for creating new avenues for constructive protagonist participation of boys and girls.

Available for download: www.scslat.org/search/publieng.php?_cod_7_lang_e

Flekkøy G. Malfrid and Natalie H. Kaufman, *The Participation Rights of the Child: Rights and responsibilities in family and society*. **Children in Charge Series 4, Jessica Kingsley Publishers ISBN 1-8 5302-490-2 pb, 1997.**

This fourth volume in the Children in Charge Series analyses the participation rights of children in a comprehensive and accessible way. It considers different cultural contexts for children's participation and takes the evolving capacities of the child into account in the participation discourse.

Francisco, Carolina, *Standing Up for Ourselves! A study on the concepts and practices of young people's rights to participation*, **ECPAT International, Manila, 1999.**

This book discusses the capacity of and spaces for children to participate in projects and programmes, drawing on the principles of the CRC. It focuses particularly on children's participation in efforts against the commercial sexual exploitation of children and youth.

Available for download:
www.ecpat.net/eng/Ecpat_inter/Publication/Other/English/Pdf_page/ecpat_standing_up.pdf

Franklin, Bob (ed.), *The New Handbook of Children's Rights*, **Routledge, ISBN 04152 50358, London, 2005.**

This handbook covers the debate concerning children's rights and development over the past 20 years. It also discusses the impact of recent British legislation on children in the areas of health, education and protection.

Hart, Roger A., *Children's Participation: From tokenism to citizenship*, UNICEF International Child Development Centre (now Innocenti Research Centre), Florence, 1992.

This booklets introduces the 'Ladder of Participation'. The ladder explains a model of participation through eight levels, starting from manipulation and non-participation and moving up towards equal participation of adults and children.

Available for download: http://web.gc.cuny.du/che/cerg/documents/childrens_participation.pdf

Hart, Roger A., *Children's Participation: The theory and practice of involving young citizens in community development and environmental care*, Earthscan, ISBN 1853833223, London, 1997.

This manual focuses on conceptual issues, processes and methods of involving children in community development projects. It includes case studies from diverse cultures and social classes to demonstrate a range of useful and effective techniques to facilitate children's participation in projects.

Available for purchase: http://web.gc.cuny.edu/che/cerg/publications/books/books_titles_index.htm

Hodgkin, Rachel and Peter Newell, *Implementation Handbook for the Convention on the Rights of the Child: Fully revised edition*, UNICEF, ISBN 92-806-3782-2, New York, 2002.

A practical tool for those involved in promoting children's rights. The handbook provides detailed information and guidance on every article of the CRC. This book is an essential tool for operationalizing children's participation rights.

Available for download: www.unicef.org/publications/index_5598.html

Johnson, Victoria, Edda Ivan-Smith, Gill Gordon, et al. (eds.), *Stepping Forward: Children and young people's participation in the development process*, Intermediate Technology Publications, London, 1998.

This publication is based on an international workshop on children's participation in 1997. Drawing on case studies from various countries, it covers issues, such as the ethical dilemmas in addressing children's participation, the process and methods of participatory research and planning with children, culture and children's participation, institutional considerations and capacity building for children's participation.

Lansdown, Gerison, *Promoting Children's Participation in Democratic Decision Making*, UNICEF International Child Development Centre (now Innocenti Research Centre), ISBN 88-854-0173-2, Florence, 2001.

This publication builds on research and experiences on children's participation and makes the case for increased commitment to respecting children's rights. It highlights the need to consolidate and learn from existing practices. It also provides practical guidance on working with children as partners and a checklist for children's participation in international conferences.

Available for download: www.unicef-icdc.org/publications/pdf/insight6.pdf

Miljeteig, Per, *Creating Partnerships with Working Children and Youth*, World Bank, Washington D.C., 2000.

From a child-rights perspective, this paper investigates the characteristics and impacts of working children and youth organizing themselves, evaluates the principles of creating partnerships and overcoming barriers to working children's participation in decision making.

Available for download: http://wbln0018.worldbank.org/HDNet/HDdocs.nsf/2d5135ecbf351de6852566a90069b8b6/4714e9db6fbf38db8525695100587e71/$FILE/0021.pdf

Miller, Judy, *Never Too Young: How young people can take responsibility and make decisions*, Save the Children, UK, ISBN 184 187 077, London, 2003.

This handbook focuses on younger children and describes how they can take responsibility and make decisions.

Available from: www.savethechildren.org.uk/scuk/jsp/contactus/form-online.jsp?group=contactus&section=onlineform

The National Youth Agency, *Involving Children and Young People: An introduction*, **The National Youth Agency, Leicester, 2005.**

This document gives a concise overview of children's participation and analyses the strengths and weaknesses of various approaches of involving young people.

Available for download: www.nya.org.uk/hearbyright/design/filelibrary/
9.%20involving%20cyp%20an%20introduction%202005.pdf

NSW Commission for Children and Young People, 'Research and resources on children's participation', in *Taking Participation Seriously*, **New South Wales Commission for Children and Young People, Australia.**

The Research and Resources on Participation toolkit analyses selected models of participation from Roger Hart's Ladder of Participation to Harry Shier's Pathways to Participation. It also includes useful research and resources on children's participation in general. This is part of a six-part resource toolkit called Taking Participation Seriously, a resource for organizations that want practical advice about how to involve children and young people in activities, events and decision making about issues that affect their lives. Children and young people helped develop the kits.

Available for download: www.kids.nsw.gov.au/files/tpsresources.pdf

Petren, Alfhild and James Himes (eds.), *Children's Rights: Turning principles into practice*, **Save the Children Sweden and UNICEF ROSA, Kathmandu, 2000.**

This book is a collection of essays on the UN Convention on the Rights of the Child and how its principles and provisions can be turned into effective programmes. Various case studies and practical experiences are included.

Rajani, Rakesh, *The Participation Rights of Adolescents: A strategic approach*, **UNICEF, New York, 2001.**

This is a resource for policy makers, programmers, advocates and activists interested in promoting the meaningful participation of young people at the global, country and community levels. The author argues that a development approach that emphasizes investing in young people's assets and protective factors is more effective than focusing only on fixing young people's problems.

Available for download:
www.unicef.org/adolescence/files/Participation_Rights_of_Adolescents_Rajani_2001.pdf

Rajani, Rakesh (ed.), *The Political Participation of Children*, **Harvard Center for Population and Development Studies, Cambridge, MA, 2000.**

This is a collection of articles on the foundations, experiences and challenges of children's political participation.

Available from: cpds@hsph.harvard.edu

Reddy, Nandana and Kavita Ratna, *A Journey in Children's Participation*, **Concerned for Working Children (CWC), Bangalore, India, 2002.**

This document covers more than 20 years of CWC's experience with children's participation and turns these into principles and tools that help further the knowledge and practice of children's participation.

Available for download: www.workingchild.org

Shier, Harry, 'Pathways to Participation: Openings, opportunities and obligations', in *Children and Society*, **Volume 15, Number 2, 2001, pp 107-117.**

This paper offers a model of five levels of participation where children are listened to, children are supported in expressing their views, children's views are taken into account, children are involved in decision-making processes and children share power and responsibility for decision making. The model identifies three stages of commitments at each level: openings, opportunities and obligations. This benchmarking tool is useful for planning and assessing children's participation.

Available from: www.ingentaconnect.com/content/jws/chi/2001/00000015/00000002/art00617

Theis, Joachim, *Promoting Rights-Based Approaches: Experiences and ideas from Asia and the Pacific*, Save the Children Sweden, ISBN 974-91891-3-2, Bangkok, 2004.

This books draws largely on Save the Children's experiences with rights-based approaches in East and South-East Asia. It provides an introduction to the concepts and approaches of rights-based programming and discusses tools for analysis, planning, monitoring and evaluation. It also demonstrates the fundamental importance of participation in the context of human rights. The book lists organizations and web-based resources on child rights programming and participation.

Available for download: www.scswedenseap.org/

Theis, Joachim, 'Defining Child and Youth Participation', UNICEF EAPRO, Bangkok, 2005.

This paper provides an analysis of children's participation and includes sections on child protection, civil and political rights, and on the economic and political participation of children. It also looks at the various spaces for children's participation and discusses common misconceptions regarding children's participation.

Available from: eapro@unicef.org

Treseder, Phil, *Empowering Children and Young People. Training Manual: Promoting involvement in decision making*, Children's Rights Office and Save the Children, London, 1997.

This manual contains checklists and exercises for promoting conceptual clarity on children's participation among professionals involved in training young people to be active in decision-making processes by building their confidence and skills.

UNICEF, *State of the World's Children 2003*, Issue on Participation, UNICEF, New York, 2002.

This report builds on children's experiences at the UN Special Session on Children, focuses on the importance of children's participation and argues that participation is the right of every child at every age. The report presents examples from around the world on the benefits of children's participation.

Available for download: www.unicef.org/sowc03/

Zhu, Zeng, Yang Haiyu, Andy West (eds.), *Child Participation in Action: Concepts and practice from East and West – proceedings, papers and plans from the International Seminar on Child Participation in Action*, Save the Children UK, China Programme and All China Women's Federation Child Work Department, Beijing, 2004.

This report provides an overview of children's participation in China. It includes conceptual chapters by international specialists, practical experiences with children's participation and the background and outcome documents from the seminar.

Available from: beijingoffice@scuk.org.cn

2. Ethics and Standards of Children's Participation

Alderson, Priscilla and Virginia Morrow, *Ethics, Social Research and Consulting with Children and Young People*, Barnardo's, ISBN 1904659071, Barkingside, UK, 2004.

This report examines the ethical implications of involving children in social research, from planning a study, to interview questions and methods, to reporting and disseminating the findings.

Available from: jo.barnes@barnardos.org

Association of Social Anthropologists of the UK and Commonwealth, *Ethical Guidelines for Good Research Practice*, UK, 1999.

These guidelines are designed to alert researchers to ethical issues and situations that might arise during the research process. Five sections provide recommendations for researchers and their relations with and responsibilities to: research participants, sponsors, donors and employers, colleagues, governments and the wider society.

Available for download: www.theasa.org/ethics/ethics_guidelines.htm

Ausyouth, *Good Practice in Youth Development: A framework of principles*, a discussion document, Ausyouth, Adelaide, 2001.

This discussion document presents a framework of principles for youth development in Australia. It includes underlying principles and indicators for the applications of the framework in the three youth development areas of policy, organizations and programmes.

Available for download: www.thesource.gov.au/ausyouth/publications.htm

Boyden, Jo, 'Conducting Research with War-Affected and Displaced Children' in *Rethinking Childhood: Perspectives on children's rights*, Special issue of *Cultural Survival Quarterly*, Issue 24.2, Cambridge, MA, 2000.

Research in situations of conflict can be sensitive and may affect the privacy, well-being and security of subjects. This paper explores some of the ethical and moral obligations that should be met while conducting research with children. It also addresses the ethical dilemmas that are involved in the process.

Available for download: http://209.200.101.189/publications/csq/index.cfm?id=24.2

Children and Young People's Unit, *Learning to Listen: Core principles for the involvement of children and young people*, Department of Education and Skills, Children and Young People's Unit, UK, 2003.

This document presents the core principles of children's participation in government departments. It provides a framework for planning and for involving children and young people in policy, service design and delivery.

Available for download:
www.dfes.gov.uk/Liseningtolearn/downloads/Learningtolisten-CorePrinciples.pdf

Cutler, David, *Standard! Organizational standards and young people's participation in public decision making*, Carnegie Young People Initiative, London, 2003.

This report raises the question of how standards can be applied to young people's involvement in the decisions that shape their lives. It reviews the use of standards by young people's organizations and other agencies.

Available for download: www.carnegieuktrust.org.uk/cypi/publications/standard_2003

Morrow, Virginia, 'The Ethics of Social Research with Children', Paper presented at CRED, University of Western England, UK, 2003.

This paper examines the literature and critical issues related to ethics and social research with children. The 'Ten Topics in Ethical Research' in the conclusion is a useful summary of important ethical considerations for any researcher considering research with children.

Available for download: http://edu.uwe.ac.uk/cred/bibliographic/pdf/morrow.pdf

National Association of Social Workers, *NASW Standards for the Practice of Social Work with Adolescents,* **NASW, Washington D.C, 2003.**

These standards are designed to guide social workers in a variety of settings as they help young people become competent and healthy adults. This is a good reference guide for all professionals working with adolescents.

Available for download: www.naswdc.org/practice/standards/NSAWAdolescentsStandards.pdf

O'Kane, Claire, 'Responding to Key Challenges and Ethical Issues' in *Children and Young People as Citizens: Partners for social change,* **Book 2, Learning From Experience, Save the Children Alliance, South and Central Asia Region, Kathmandu, 2004, pp. 22-36.**

This chapter addresses the popular concerns in relation to adult power and children's participation. It deals with issues of raising expectations, payments for children's involvement, informed consent and fair representation and other ethical issues in children's participation.

Available for download: www.savethechildren.net/nepal/citizens.html or www.savethechildren.net/alliance/resources/child_part/child_citizens_2.pdf

Save the Children, *Children and Participation: Research, monitoring and evaluation with children and young people,* **Save the Children UK, London, 2002.**

This annotated bibliography includes information on ethical issues in facilitating children's participation.

Available for download:
www.savethechildren.org.uk/scuk_cache/scuk/cache/cmsattach/489_childpart.pdf

Save the Children, *Practice Standards in Children's Participation,* **Save the Children Alliance, London, 2005.**

This briefing document outlines Save the Children's practice standards in children's participation and discusses how to meet those standards. It is based on the principles derived from the UN Convention on the Rights of the Child. In summary, the practice standards are: an ethical approach: transparency, honesty and accountability; children's participation is relevant and voluntary; a child-friendly, enabling environment; equality of opportunity; staff are effective and confident; participation promotes the safety and protection of children; ensuring follow-up and evaluation.

Available for download: www.violencestudy.org/europe-ca/Word/Practice%20Standards%20in%20Child%20Participation.doc

Schenk, Katie and Jan Williamson, *Ethical Approaches to Gathering Information from Children and Adolescents in International Settings: Guidelines and resources,* **Population Council, New York, USA, 2005.**

This publication provides practical guidance on collecting information from and about young people to help researchers and programme managers to understand and uphold ethical standards while planning and conducting research with children. It also provides guidance on planning and implementing the research and concludes with some recommendations.

Available for download: www.popcouncil.org/pdfs/horizons/childrenethics.pdf

UNICEF, *Children Participating in Research, Monitoring and Evaluation: Ethics and your responsibilities as a manager,* **Evaluation Technical Notes, UNICEF, New York, 2002.**

This paper offers advice and checklists on ethical issues when involving children in research, monitoring and evaluation.

Available for download: www.unicef.org/evaluation/files/Technote1_Ethics.pdf

Wade, Harry and Bill, Badham, *Hear by Right: Standards for the active involvement of children and young people*, The National Youth Agency, UK, 2003.

This publication offers tried and tested standards for organizations to assess and improve practice and policy on the active involvement of children and young people. The standards cover seven areas: shared values, strategy, structure, systems, staff and elected members and trustees, skills and knowledge, and style of leadership. It includes checklists and examples for adaptation by other agencies.

Available for download: http://hearbyright.live.poptech.coop/hearbyright/page.asp?cid=183

3. Capacity Building in Children's Participation

Bartlett, Sheridan, Joanna, Hill, Arnold Caroline, *Conversations with Families to Prepare for Early Childhood Programming: Participatory research handbook*, Save the Children (Norway, US and UK) and UNICEF, ISBN 92-806-3699, Kathmandu, 2001.

While focusing on early childhood programming, this handbook is a useful guide for all researchers. It describes the step-by-step process of participatory research design, data collection and analysis with community members.

Beenash, Jafri, *Fire It Up! A toolkit for young action*, Youth Action Network, Toronto, 2002.

This manual for youth organizations focuses on strengthening fair societies. It starts with a discussion of principles of anti-oppressive organizing, including colonialism, feminism, anti-racism, homophobia, and class. It provides tools and strategies for group organizing, event and project planning and meeting tools. It also includes profiles of successful projects and lists of youth organizations, resources and websites.

Available for download: www.youthactionnetwork.org/rac/FireItUp.pdf

van Beers, Henk, *Children's Participation: Experiences in capacity building and training*, Save the Children Sweden, ISBN 91-89366-96-4, Stockholm, 2002.

This book is based on experiences with street and working children. It deals with developing understanding and skills for children's participation among professional staff and within organizations. It includes information on the various aspects of training on children's participation, including measuring the outcomes of such trainings.

Available from: library@rb.se or info@rb.se

van Beers, Henk and Casper Trimmer, *Adults First! An organizational training on children's participation*, Child Rights Foundation Cambodia and Save the Children Sweden, SEAP, Bangkok, 2006.

Any organization working for children's rights needs to train its staff on children's participation, not just people who are in daily contact with children but also managers, personnel officers and communicators. All agency staff need to understand the concepts and practices of children's participation. *Adults First!* describes a typical organizational training on children's participation run by SCS for a Cambodian NGO. It describes and explains the training activities used in the workshop. *Adults First!* is aimed at staff and managers of child-focused organizations and is a rich source of ideas and exercises to use with adults and young people.

Available for download: www.scswedenseap.org

van Beers, Henk, Vo Phi Chau, Judith Ennew, Pham Quoc Khan, Tran Thap Long, Brian Milne, Trieu Thi Anh Nguyet, Vu Thi Son, *Creating an Enabling Environment. Capacity building in children's participation, Save the Children Sweden, Viet Nam, 2000-2004*, Save the Children Sweden, SEAP, Bangkok, 2006.

This report is an assessment of efforts to build capacities for children's participation in Viet Nam, South-East Asia and elsewhere. It provides an overview of past experiences, describes successes and failures of the programme and builds the basis for planning future programmes to promote children's participation. The assessment combined three simultaneous research processes carried out by three research teams. They include assessments of the Children-Friendly District in Ho Chi Minh City, national forums for children in Viet Nam and an assessment of the impact of the capacity-building programme in the South-East Asia and Pacific region and globally.

Available for download: www.scswedenseap.org/

Commonwealth Secretariat, London, 2005.
One: Participation in the Second Decade of Life: What and Why?
Two: Adolescent and Youth Participation: Adults Get Ready!
Three: Adolescent Participation and the Project Cycle
Four: Tools for Adolescent and Youth Participation

Developed in collaboration with UNICEF's Adolescent Development and Participation Unit, New York, these booklets are a set of four how-to guides on promoting meaningful adolescent participation in decision making. Together, the booklets provide a comprehensive framework for participation that can be adapted for various social and cultural environments. The first booklet explains what participation is and why it is important to involve young people in decision-making processes. The second booklet addresses the roles adults can play in creating an environment, which enables meaningful youth participation. The third booklet features the process and methodology of involving children in the project cycle. The fourth booklet offers tools and tips on involving youth in programmes and decision-making processes.

 Available for download: www.thecommonwealth.org/Templates/Internal.asp?NodeID=143804

Dynamix Ltd, *Participation – Spice It Up! Practical tools for engaging children and young people in planning and consultation*, **Save the Children UK, London, 2003.**

This publication provides ideas and values that underlie youth participation approaches. It includes tried and tested examples of over 40 activities. The topics cover everything from getting started and gathering information to long-term planning and evaluation.

Available from: dynamix@seriousfun.demon.co.uk

Ennew, Judith and Dominique Plateau, *How to Research the Physical and Emotional Punishment of Children*, **Save the Children Sweden, ISBN 974-92438-6-6, Bangkok, 2004.**

This book includes guidance and tools for programme managers and researchers for conducting scientific and ethical research with children. In clear language, it describes a 12-step process for planning, data collection, analysis and writing up research findings. Despite its title, this book also applies to more general research with children.

Available for download: www.scswedenseap.org/

Gibbs, Sara, Gillian Mann, Nicola Mathers, *Child-to-Child: A practical guide. Empowering children as active citizens*, **Health Action Zone, Groundwork Southwark, London, 2002.**

This guide 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 practitioners. It also contains sections on group work, choosing issues, conducting research, taking action and evaluation. It includes a list of recommended reading, additional resources and sample lesson plans.

Available for download: www.child-to-child.org/guide/index.html

Hodgkin, Rachel and Peter Newell, *Implementation Handbook for the Convention on the Rights of the Child, Fully Revised Edition*, **UNICEF, ISBN 92-806-3782-2, New York, 2002.**

This handbook is a practical tool for those involved in implementing principles and provisions of the CRC and realizing the human rights of children. Under each article of the Convention, the handbook records and analyses interpretations by the Committee on the Rights of the Child, the internationally elected body of independent experts established to monitor progress for children's rights worldwide.

Available for download: www.unicef.org/publications/index_5598.html

Kilgour, Kylie, Circus Skills: *A training, support and development needs survey of participation workers*, **Carnegie Young People Initiative, London, UK, 2002.**

This survey looks at training, support and developmental needs of participation workers. Its main recommendation is the need for a network of participation workers.

Available for download: www.carnegieuktrust.org.uk/files/CircusSkillsReport_000_0.pdf

Kirby, Perpetua, Claire Lanyon, Kathleen Cronin and Ruth Sinclair, *Building a Culture of Participation: Involving children and young people in policy, service planning, delivery and evaluation*, **Handbook, National Children's Bureau, Department for Education and Skills, Nottingham and P.K. Research Consultancy, 2003.**

This handbook draws on the findings of a research study that explored the experiences of 29 organizations in seeking to listen to young people and to take action on what they said. It moves beyond the acceptance of children's involvement in organizations and looks at how commitments can be translated into practice by bringing about changes to actively involve children and young people in services and policy making.

Available for download:
www.everychildmatters.gov.uk/_files/93044411E35345F240C66D411CA0270D.pdf

Marx, Maxwell, William Finger, Hally Mahler (eds.), *Youth Participation Guide: Assessment, planning and implementation*, **YouthNet and Family Health International in collaboration with Advocates for Youth, ISBN 0 939704 93 5, Arlington, VA, USA, 2005.**

The Youth Participation Guide seeks to increase the level of meaningful youth participation in reproductive health and HIV/AIDS programming at an institutional and programmatic level. The target audience includes senior and middle management, programme managers, staff involved in implementing activities and youth who may be engaged at all levels of an organization's work.

Available for download: www.fhi.org/en/Youth/YouthNet/rhtrainmat/ypguide.htm

NSW Commission for Children and Young People, *TAKING PARTicipation Seriously*. **New South Wales Commission for Children and Young People, Australia.**

Booklet One: Sharing the Stage
Booklet Two: All aBoard!
Booklet Three: Count Me In!
Booklet Four: Conferences and Events
Booklet Five: Meeting Together–Deciding Together
Booklet Six: Research and Resources about Participation

Taking participation seriously consists of six booklets that provide comprehensive information and practical tools for involving youth in decision-making processes. **Sharing the Stage** explores the idea of youth participation and looks at five key elements that are necessary for effective participation in decision making. It includes practical ideas and examples of what has worked for other organizations. **All aBoard** looks at why and how organizations can involve children and young people on agency boards and committees. It provides information on recruitment, roles and responsibilities, induction, supporting young people before and after meetings, making meetings fun and much more. **Count Me In!** looks at how organizations can involve children and young people in research. **Checking the Scoreboard** is a resource guide that helps to get feedback from staff and children and young people involved with organizations about what has worked and where participation activities could be improved. **Conferences and Events** provides ideas and activities for helping children play meaningful roles before, during and after events so that everyone benefits from their participation. It includes stories about young people's participation in conferences. **Meeting Together–Deciding Together** helps young people to prepare for a meeting, participate during the meeting and debrief afterwards. It includes child-friendly templates for invitations, agendas and minutes. **Research and Resources about Participation** offers a guide on where to access information on youth participation and analyses some leading models of children's participation.

Available for download: www.kids.nsw.gov.au/publications/tps_sections.html

PLAN Philippines, *Facilitators' Guide for the Promotion of Children's Rights and Responsibilities and Their Participation in Social Development*, **PLAN International Philippines, ISBN 1 902280 12 1, 2001.**

This practical manual includes child-friendly models and tools on basic strategies and approaches in promoting children's rights and responsibilities and their participation in development. The guide contains seven modules: perspective development, values, transformation, organizing children for empowerment, organizational management and strengthening, capacity building, networking and advocacy, and phase-out.

Pretty, Jules, Irene Gujit, John Thompson and Ian Scoones, *Participatory Learning and Action: A trainer's guide*, International Institute for Environment and Development, London, 1995.

This is a guide for training in the use of Participatory Learning and Action (PLA) techniques. These appraisal instruments can be used in urban and rural settings and can be adapted for use with young people.

Available from: www.iied.org

Regional Working Group on Child Labour, *Learning to Work Together: A handbook for managers on facilitating children's participation in actions to address child labour*, Regional Working Group on Child Labour, ISBN 074-90 865-3-8, Bangkok, 2003.

This book combines lessons learned by working children and adults who have participated in child labour programmes, with insights from the growing literature on this subject. It targets programme managers for promoting children's participation in programmes to combat child labour. Key themes include: implementation, monitoring and evaluation, child-to-child, and communication about child labour.

Available for download: www.scswedenseap.org/

Save the Children, *So You Want to Consult with Children? A toolkit of good practice*, Save the Children Alliance, ISBN 82-7481-099-6, London, 2003.

This toolkit is based on the experience of Save the Children in helping to facilitate children's meaningful participation in the process leading up to, and including, the 2002 UN General Assembly Special Session on Children. The toolkit lists everything that needs to be done to make sure that children participate in consultations in meaningful ways.

Available for download: savethechildren.net/alliance/resources/childconsult_toolkit_final.pdf

Theis, Joachim (ed.), *Handbook for Action-Oriented Research on the Worst Forms of Child Labour Including Trafficking in Children*, Regional Working Group on Child Labour in Asia, ISBN 974-90865-2-X, Bangkok, 2003.

This handbook brings together essential information about conducting effective, action-oriented research on the worst forms of child labour using a children-centred approach. It includes information on a step-by-step research process with sample materials in a user-friendly manner.

Available for download: www.scswedenseap.org/

World Bank, *Participation Sourcebook*, World Bank, Washington, D.C., 1996.

This is a good resource on participatory planning and implementation in general. It contains case studies and chapters on how to conduct participatory planning and decision making, tools to enable people who are poor to participate and an overview of participatory methods and tools.

Available for download: www.worldbank.org/wbi/sourcebook/sbhome.html

Youth Peer Education Electronic Resource, *Peer Education Training of Trainers Manual*, UN Interagency Group on Young People's Health Development and Protection in Europe and Central Asia, Sub-Committee on Peer Education, 2003.

This manual focuses on the training of trainers of peer educators and provides an example of a training programme. Themes include sexual and reproductive health, prevention of HIV and sexually transmitted infections, and substance use. Special considerations are given to gender and cultural sensitivity in conducting health education.

Available for download: www.youthpeer.org/upload/resources/155_ResFile_Manual.pdf

4. Frameworks for Mainstreaming Children's Participation

Council for the Welfare of Children and UNICEF, *The National Framework for Children's Participation: A guide in promoting and upholding children's participation in the Philippines,* **Manila, Philippines, 2005.**

This is an introduction for policy makers and programme managers for strengthening work with children in diverse situations. The framework was drawn from the experiences of children and young people and includes a list of indicators for implementing and monitoring progress for children's participation.

Available from: cwc@cwc.gov.ph, manila@unicef.org

Cutler, David and Alice Taylor, *Expanding and Sustaining Involvement: A snapshot of participation infrastructure for young people living in England,* **Carnegie Young People Initiative and the Department for Education and Skills, UK, 2003.**

This report looks at the existing research on organizational participation infrastructure (both public and private institutions) in the UK. Infrastructure is defined as the systems and procedures, structures and resources that an organization uses to involve young people in public decision making. The document analyses the essential frameworks that need to be in place within organizations for good practice on children's participation.

Available for download: www.carnegieuktrust.org.uk/node/view/197

Government of Ireland, *The National Children's Strategy, Our children – their lives,* **The Stationary Office, Dublin, Ireland, 2000.**

The National Children's Strategy is an innovative social policy initiative to advance Ireland's implementation of the CRC. Based on six principles, this forms the basis for all future work on meeting the needs of children and their families. The framework highlights the three national goals: children will have a voice, children's lives will be better understood and children will benefit from quality services, supports and new structural arrangements to ensure implementation.

Available for download: www.childfriendlycities.org/pdf/natchildrenexecutivesummary.pdf

Kirby, Perpetua, Claire Lanyon, Kathleen Cronin and Ruth Sinclair, *Building a Culture of Participation: Involving children and young people in policy, service planning, delivery and evaluation,* **Handbook. Department for Education and Skills, ISBN 0-9546695-1-7, Nottingham, UK, 2003.**

This handbook draws on the findings of a research study that explored the experiences of 29 organizations in seeking to listen to young people and to take action on what they said. It moves beyond the acceptance of children's involvement in organizations and looks at how commitments can be translated into practice by bringing about changes to actively involve children and young people in services and policy making.

Available for download:
www.everychildmatters.gov.uk/_files/93044411E35345F240C66D411CA0270D.pdf

Kirby, Perpetua, Claire Lanyon, Kathleen Cronin and Ruth Sinclair, *Building a Culture of Participation: Involving children and young people in policy, service planning, delivery and evaluation,* **Research Report, Department for Education and Skills, ISBN 0-9546695-0-9, Nottingham, UK, 2003.**

This report examines the practice and outcomes of children's participation in 29 organizations. Because most of the organizations did not formally document the outcomes of children's participation, the researchers relied on the perceptions of those involved.

Available for download: www.cypu.gov.uk/corporate/participation

Krauskopf Dina and Ginet Vargas, *Building Participation with Adolescents: Conceptual systematisation and strategic guidelines*, **UNICEF TACRO, Panama City, 2003.**

Building on the results of the Regional Workshop on Experiences in Adolescent Participation, this document provides the strategic plan for UNICEF's work with adolescents in Latin America and the Caribbean. It discusses the concept of participation for this age group and examines existing structural risks and opportunities. It proposes recommendations on developing the individual capabilities of adolescents and on finding appropriate ways for adolescents to contribute and participate in the family, school, community and society.

Available from: tacro@unicef.org

Lansdown, Gerison, *Programming Strategy with and for Adolescents in East Asia and the Pacific*, **UNICEF EAPRO, Bangkok, 2004.**

Adolescent participation is a cross-cutting issue that cannot be restricted to any one programme area. This document emphasizes the need to take a holistic approach towards building adolescent participation across all of UNICEF's work and affirms the cross-sector approach in dealing with other UN agencies and partners.

Available from: eapro@unicef.org

Norwegian Ministry of Foreign Affairs, *Three Billion Reasons: Norway's development strategy for children and young people in the South*, **Oslo, 2005.**

This strategy paper upholds the CRC principles by adopting a holistic approach to children and young people's development. It focuses on creating opportunities for active participation of children and young people in claiming their rights to health, education and protection. It also includes a checklist for monitoring compliance and progress in implementing this strategy.

Available for download: http://odin.dep.no/ud/english/doc/plans/032181-220018/dok-bn.html

O'Kane, Claire, 'Mainstreaming Child Participation in Programming' *Children and Young People as Citizens: Partners for social change*, **Book 2, Learning from Experience, Save the Children Alliance, South and Central Asia Region, Kathmandu, 2004, pp. 22-65.**

This chapter emphasizes that children's participation is a cross-cutting issue. It needs to be integrated in all stages and areas of work with children. The chapter provides recommendations for organizations moving towards a vision of children's participation.

Available for download: www.savethechildren.net/nepal/citizens.html or www.savethechildren.net/alliance/resources/child_part/child_citizens_2.pdf

Rajani, Rakesh, *The Participation Rights of Adolescents: A strategic approach*, **UNICEF, New York, 2001.**

This is a resource for policy makers, programmers, advocates and activists interested in promoting the meaningful participation of young people at the global, country and community levels. The author argues that a development approach that emphasizes investing in young people's assets and protective factors is more effective than focusing only on fixing young people's problems.

Available for download: www.unicef.org/adolescence/files/Participation_Rights_of_Adolescents_Rajani_2001.pdf

Theis, Joachim, *Child and Adolescent Participation Strategy, East Asia and Pacific Region*, **UNICEF EAPRO, Bangkok, 2005.**

This strategy paper aims to promote the participation of children and adolescents in the East Asia and Pacific region. It provides a comprehensive analysis of children's participation and proposes a systematic approach to promoting children's participation rights to information, expression, decision making and association.

Available from: eapro@unicef.org

UNICEF, *Adolescents in Latin America and the Caribbean: Policy Guidelines*, **Regional Office for Latin America and the Caribbean, UNICEF TACRO, Bogota, 2001.**

This policy document presents proposals and guidelines for developing policies and programmes for adolescents based on the principles of the CRC. It recognizes the particular needs of adolescents and includes sections on education, health, families and communities.

Available for download: www.uniceftacro.org

UNICEF, 'Guidance note on promoting participation of children and young people', *Programme Policy and Procedures Manual*, **Section 13, UNICEF, New York, 2005.**

This guidance note reflects UNICEF's transition to an approach to programme cooperation for children and women based on human rights principles. Section 13 provides a guide on promoting the participation of children and young people.

Available for download: www.intranet.unicef.org (only accessible by UNICEF staff)

World Bank, *Children and Youth: A framework for action*, **Section on Participation and Partnership, World Bank, Washington, D.C., 2005.**

This document outlines the World Bank's programming framework for children and youth. It includes references to and guidance for promoting the participation and citizenship of children and young people.

Available for download: http://siteresources.worldbank.org/INTCY/Publications/20476402/WB-C&Yframeworkcompletewithcovers.pdf

5. Mobilizing Resources for Children's Participation

This section provides some materials on mobilizing resources for child and youth participation. It lists general websites on resource mobilization and some bilateral funding agencies that are supporting children's participation. Many international NGOs listed in the key websites section fund children's participation initiatives and work in partnership with national organizations. There are many examples of local resource mobilization by NGOs and children's organizations, but few of these experiences have been documented.

Ashoka's Citizen Base Initiative

www.citizenbase.org/

Ashoka's Citizen Base Initiative aims to change the way non-profit agencies mobilize resources. It promotes a shift from reliance on a small group of international and government donors to a diversified base of local support. The section on creative resourcing contains information on local fundraising and other useful tools for generating and sustaining local resource mobilization.

Canadian International Development Agency

www.acdi-cida.gc.ca

CIDA's mandate is to support sustainable development in developing countries to reduce poverty and contribute to a more secure, equitable and prosperous world. The website has a section on child protection that includes descriptions of programmes and a list of publications. The site includes CIDA's Action Plan on Child Protection and information on youth participation pilot projects.

European Foundation Centre

www.efc.be/projects/orpheus/library.htm

The EFC library collection contains some 1,500 books and more than 2,000 documents on foundations and corporate donors active in Europe. Lists of funding directories and books on fundraising are available at this site.

Foundation Center

www.fdncenter.org

This site provides comprehensive and well-organized information on funding organizations in the US. It offers directories on thematic areas and an online newsletter. http://fdncenter.org/learn/topical/youth.html#grantmaker features information and resources on supporting youth in philanthropy and volunteerism.

Foundations

www.foundations.org

This site provides a directory of charitable grant makers in the US. It includes information on US-based foundations, their funding priorities and applications requirements.

Freechild Project

http://freechild.org/SIYI/funders.htm

The Freechild Project website features information on youth involved in grant-making foundations and philanthropy, with many links to other related organizations.

Funders Online

www.fundersonline.org

This site offers access to the websites of more than 750 foundations and corporate donors based in Europe.

International Youth Foundation

www.iyfnet.org

IYF works in 70 countries and territories to improve the conditions and prospects of young people. IYF grants are disbursed through national partner organizations. The website provides information on grants and partnerships.

Norwegian Agency for Development Cooperation

www.norad.no

NORAD's main objective is to contribute to international cooperation to fight poverty. NORAD promotes children's rights and children's participation. The website includes information on NORAD's support to civil society organizations.

Resource Alliance

www.resource-alliance.org

Resource Alliance is an international network working to build the capacity of not-for-profit organizations to mobilize funds and local resources for their causes. This is achieved through training, knowledge-sharing and networking activities worldwide. The website contains information on resource mobilization techniques, news, case studies, contacts and links.

Swedish International Development Cooperation Agency

www.sida.gov.se

SIDA's goal is to contribute to poverty reduction, peace and security in the world. The website contains information on SIDA's priorities, ways of working and a section on grant applications. SIDA supports programmes to promote children's human rights.

Synergos Institute: Global Philanthropy and Foundation Building

www.synergos.org/globalphilanthropy/knowledge/

The Global Philanthropy and Foundation Building website focuses on strengthening the institutional and financial capacity of grant-making foundations and other private social investment organizations to support local efforts to reduce poverty, increase equity and advance social justice. The section on knowledge base provides information on foundation formation, resource mobilization and endowments. The site has separate sections on Internet resources with links to other grant-making organizations and alliances and directories of resource organizations by region. Its South-East Asia directory includes Indonesia, Thailand and Philippines and provides details on grant-giving local organizations and their priorities.

Part Two | **Children Involved in Research, Analysis, Planning, Implementation and Evaluation**

6. Research, Assessment and Analysis with Children and Young People

Bartlett, Sheridan, Joanna Hill, Caroline Arnold, *Conversations with Families to Prepare for Early Childhood Programming: Participatory Research Handbook*, Save the Children Norway, US and UK with UNICEF ROSA, ISBN 92-806-3699, Kathmandu, 2001.

This handbook focuses on developing early childhood programming through a research initiative in rural Nepal. This is a practical guide for all researchers looking for guidance on how to plan, design and implement community research projects. It describes the step-by-step process in planning for data collection, analysis and implementation phases with community members, based on local needs and preferences.

Boyden, Jo, 'Conducting Research with War-Affected and Displaced Children' in *Rethinking Childhood: Perspectives on children's rights*, Special issue of *Cultural Survival Quarterly*, Issue 24.2, Cambridge, MA, 2000.

Research in situations of conflict can be sensitive and may affect the privacy, well-being and security of subjects. This paper explores some of the ethical and moral obligations that should be met while conducting research with children. It also addresses the ethical dilemmas that are involved in the process.

Available for purchase: http://209.200.101.189/publications/csq/index.cfm?id=24.2

Boyden, Jo and Judith Ennew (eds.) *Children in Focus: A manual for participatory research with children*, Save the Children Sweden, Stockholm, 1997.

This manual gives practical and ethical guidance on conducting research with children. It includes chapters on participation, child-centred and conventional research methods and child-focused research tools. It also contains examples of visual tools, including mapping, matrices, visual aids, transects, Venn diagrams and time lines.

Available for download: www.childrightsbookshop.org

Child-to-Child Trust, *Listening to Children: Children as partners in research*, Child-to-Child Trust, London, 2005.

This publication focuses on improving communication with children, learning to listen to what they have to say and helping them communicate their ideas. Drawing on Participatory Rural Appraisal and Participatory Learning and Action approaches, this book demonstrates many innovative tools to use with children in planning, designing and conducting research.

Available for download: www.healthlink.org

Christensen, Pia and Alison James (eds.), *Research with Children: Perspectives and practices*, Falmer Press, London, 2000.

This is a collection of papers written by authors from different academic disciplines exploring the methodological, practical and ethical dimensions of research with children. The chapters cover experiences working with children as researchers or spokespeople in studies on different aspects of their lives, including education, health care and social welfare programmes.

Ennew, Judith and Dominique Plateau, *How to Research the Physical and Emotional Punishment of Children*, Save the Children Sweden, ISBN 974-92438-6-6, Bangkok, 2004.

This book includes guidance and tools for programme managers and researchers for conducting scientific and ethical research with children. In clear language, it describes a 12-step process for planning, data collection, analysis and writing up research findings. Despite its title, this book also applies to more general research with children.

Available for download: www.scswedenseap.org/

Ennew, Judith and Dominique Plateau, *Research Protocol on How to Research the Physical and Emotional Punishment of Children*, Save the Children Sweden, Bangkok, 2004.

This protocol for research on violence against children is a useful guide for those planning and designing research with children.

Available from: alongkorn.parivudhiphongs@seap.savethechildren.se or check www.scswedenseap.org/

Holmes, Robyn M., *Fieldwork with Children*, Sage Publications, ISBN 0761907556, Thousand Oaks, California, 1998.

This is one of the few qualitative research guides focusing specifically on fieldwork with children. It also includes an overview of the study of children and discusses basic methodologies. The book concludes with a discussion of how a researcher's personal attributes, such as gender and ethnicity, affect research with children.

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

This is an early example of participatory research with working children in rural Nepal. The prime objective of the research was to understand children's roles within households in the context of changing environments around them. The research used Participatory Rural Appraisal methods with children, which are described in detail in this report.

Available from: www.actionaid.org

Johnson, Victoria, Edda Ivan-Smith, Gill Gordon, et al. (eds.), *Stepping Forward: Children and young people's participation in the development process*, Intermediate Technology Publications, London, 1998.

This publication is based on an international workshop on children's participation in 1997. Drawing on case studies from various countries, it covers issues, such as the ethical dilemmas in addressing children's participation, the process and methods of participatory research and planning with children, culture and children's participation, institutional considerations and capacity building for children's participation.

Kirby, Perpetua, *Involving Young Researchers: How to enable young people to design and conduct research*, Save the Children UK and Joseph Rowntree Foundation, ISBN 1 902633 45 8, London, 1999.

Drawing on Save the Children's experiences, this guide focuses on involving children as researchers rather than conducting research on children. It addresses many fundamental issues, looks at various levels of children's participation, discusses ethical research issues and provides guidance on research planning, design, data collection, analysis, report writing and dissemination of research findings.

Available for download: www.savethechildren.org.uk/functions/indx_pubs.html

Laws, Sophie and Gillian Mann, *So You Want to Involve Children in Research?* International Save the Children Alliance, London, 2004.

A toolkit supporting children's meaningful and ethical participation in research relating to violence against children. It promotes research that sees children as active agents in their own lives rather than passive victims or research 'subjects'. The booklet presents research techniques and pointers for involving children in secondary and primary research.

Available for download: www.scswedenseap.org/

Mann, Gillian and David Tolfree, *Children's Participation in Research: Reflections from the care and protection of separated children in emergencies project*, Save the Children Sweden, 2003.

This paper presents experiences from involving children in research on separated children in emergencies. It looks at the roles and responsibilities of children during the study and illustrates how research can be an empowering experience for children. It highlights ethical issues to be considered in research with children.

Available for download: http://se-web-01.rb.se/Shop/Archive/Documents/3017%20Rapport.pdf

Nair, Deepika, *Child-Centred Participatory Research: Integrated education for the visually impaired, some insights*, Save the Children UK, London, 1996.

A useful example of research with a group of visually impaired children. It includes descriptions of participatory methodologies and discusses ethical dilemmas in working with physically challenged children.

Save the Children, *Toolkits: A practical guide to assessment, monitoring, review and evaluation,* **Development Manual 5, Save the Children UK, London, 1995.**

A practical guide that provides information about tools for conducting research with and about children.

Available for purchase: www.savethechilden.org.uk/functions/indx_pubs.html

Save the Children, *Children and Participation: Research, monitoring and evaluation with children and young people,* **Save the Children UK, London, 2002.**

This is an annotated bibliography and guide to resources on participatory research and evaluation with children.

Available for download:
www.savethechildren.org.uk/scuk_cache/scuk/cache/cmsattach/489_childpart.pdf

Theis, Joachim (ed.), *Handbook for Action-Oriented Research on the Worst Forms of Child Labour Including Trafficking in Children,* **Regional Working Group on Child Labour in Asia, ISBN 974-90865-2-X, Bangkok, 2003.**

This handbook brings together essential information about conducting effective, action-oriented research on the worst forms of child labour using a children-centred approach. It includes information on a step-by-step research process with sample materials in a user-friendly manner.

Available for download: www.scswedenseap.org/

UNICEF, *Children Caught in Conflict: Assessing the impact of conflict on children in East Asia and the Pacific,* **Research Methods, UNICEF, no date.**

Practical guide on how to develop a protocol for conducting research with conflict-affected children.

Available from: eapro@unicef.org

UNICEF, *Speaking Out! Voices of children and adolescents in East Asia and the Pacific,* **UNICEF EAPRO, Bangkok, 2001.**

This report presents the findings of a regional opinion poll conducted in 17 countries in East Asia and the Pacific. Topics cover children's relationships with parents and teachers, community safety, important values and children's knowledge about their rights and about HIV and AIDS.

Available for download: www.unicef.org/polls/eapro/

UNICEF, *Young Voices: Opinion survey of children and young people in Europe and Central Asia,* **UNICEF, Geneva, 2001.**

This report presents the findings of the Young Voices Poll, which was carried out in 35 countries in Europe and Central Asia. The purpose of the survey was to gather the opinions of young people on their rights to protection, provision and participation.

Available for download: www.unicef.org/polls/cee/index.html

Ward, Linda, *Seen and Heard: Involving disabled children and young people in research and development projects.* **Joseph Rowntree Foundation, ISBN 1 899987 48 7, London, 1997.**

With a good introduction to the key issues related to working with disabled children, this booklet includes a useful list of ethical guidelines and recommendations.

Available for purchase: www.jrf.org.uk/bookshop

Worrall, Steve, *Young People as Researchers: A learning and resource pack,* **Save the Children UK and Joseph Rowntree Foundation, London, 2000.**

This publication is full of useful training exercises. It contains handouts on planning, designing and conducting research, tips on analysis and report writing, and information on the ethical issues that need to be considered while working with young people.

Available for purchase: www.jrf.org.uk/bookshop

7. Planning, Design and Implementation

CIDA, *RBM and Children's Participation: A guide to incorporating child participation results into CIDA Programmes*, **Child Protection Unit, Canadian International Development Agency, Ottawa, 2003.**

This guide was developed to help CIDA staff and development partners to integrate children's participation into project and programme plans. It focuses on planning for children's participation rather than on providing methodologies and tools. It includes a reading list on various aspects of children's participation.

Available for download: www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUImages/Childprotection/$file/ChildParticipationGuide.pdf

Commonwealth Secretariat, *Three: Adolescent Participation and the Project Cycle*, **London, 2005.**

Developed in collaboration with UNICEF's Adolescent Development and Participation Unit, New York, this booklet is part of a set of four how-to guides for promoting meaningful adolescent participation in decision making. The booklet describes youth participation in different stages of the project cycle: situation analysis, planning, implementation, monitoring, evaluation and review.

Available for download: www.thecommonwealth.org/Templates/Internal.asp?NodeID=143804

Cook, Philip, Natasha Blanchet-Cohen, Stuart Hart, *Children as Partners: child participation promoting social change*, **Canadian International Development Agency and The International Institute for Child Rights and Development, ISBN 1-55058-286-0, Canada, 2005.**

This report was commissioned by CIDA to examine current literature and examples of good practice in programmes supporting the meaningful participation of children and adolescents in the context of children's rights. The report is aimed at development agencies wishing to support children's participation in designing, implementing and evaluating programmes.

Available for download: www.nationalsave.org/PDF/CAPCIDARepot.pdf

Driskell, David, *Creating Better Cities with Children and Youth: A manual for participation*, **Earthscan, UNESCO in collaboration with members of the Growing Up in Cities Project, London, 2002.**

This is a practical manual on how to conceptualize, structure and facilitate the participation of young people in the community development process. The methods and contents of this manual have been field-tested. The case studies help to demonstrate the methods in action and show how they can be customized.

Available for purchase: Earthscan Publications

Dynamix Ltd, *Participation Spice It Up! Practical tools for engaging children and young people in planning and consultation*, **Save the Children UK, London, 2003.**

This publication provides ideas and values that underlie youth participation approaches. It includes tried and tested examples of over 40 activities. The topics cover everything from getting started and gathering information to long-term planning and evaluation.

Available from: dynamix@seriousfun.demon.co.uk

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

This training manual is aimed at building the capacity of professionals working with younger children in consulting and facilitating their participation. It explains what consulting with children involves and provides three training programmes with resources and handouts. Includes many case studies.

Available for download: www.savethechildren.org.uk/fuctions/wedo/pubsbookshop_under12.html

Family Health International, 'Youth Participation Institutional Planning Tool', Marx, Maxwell, William Finger, Hally Mahler (eds.), in *Youth Participation Guide: Assessment, planning and implementation*, YouthNet and Family Health International in collaboration with Advocates for Youth, ISBN 0 939704 93 5, Arlington, VA, USA, 2005.

The youth participation institutional planning tool provides guidance to organizations to assess their current practice on child and youth participation. It helps them plan for improved structures and mechanisms for children's meaningful participation.

Available for download: www.fhi.org/NR/rdonlyres/ebwrgdgtodgonwvl6zchixdocpre5rgtqm2 eagb5br34iioadwlmilr35hymvwzdc6hspysbva2cfh/SectionIII.pdf

Hart, Roger A., *Children's Participation: The theory and practice of involving young citizens in community development and environmental care*, Earthscan, ISBN 1853833223, London, 1997.

This manual focuses on conceptual issues, processes and methods of involving children in community development projects. It includes case studies from diverse cultures and social classes to demonstrate a range of useful and effective techniques to facilitate children's participation in projects.

Available for purchase: http://web.gc.cuny.edu/che/cerg/publications/books/books_titles_index.htm

Irby, Merita, Thaddeus Ferber and Kren Pittman, 'Youth Action: Youth contributing to communities', in *Community and Youth Development Series*, Vol. 6, Forum for Youth Investment, Maryland, USA, 2002.

This publication discusses youth action and how it can be supported. It explores the converging trends in youth development, civic and community development, and identifies common themes and differences between different kinds of youth action. It introduces the concept of creating action pathways for youth and offers recommendations for planning and policy.

Available for download:
www.forumfyi.org/_docdisp_page.cfm?LID=334AC7DE-7BB1-45A1-ABE144586F66A5EE

Kirby, Perpetua, Claire Lanyon, Kathleen Cronin and Ruth Sinclair, *Building a Culture of Participation: Involving children and young people in policy, service planning, delivery and evaluation*, Handbook, National Children's Bureau, Department for Education and Skills, Nottingham and P.K. Research Consultancy, ISBN 0-9546695-1-7, 2003.

This handbook draws on the findings of a research study that explored the experiences of 29 organizations in seeking to listen to young people and to take action on what they said. It moves beyond the acceptance of children's involvement in organizations and looks at how commitments can be translated into practice by bringing about changes within organizations to actively involve children and young people in services and policy making.

Available for download:
www.everychildmatters.gov.uk/_files/93044411E35345F240C66D411CA0270D.pdf

Krauskopf, Dina and Ginet Vargas, *Adolescent Participation Projects in Latin America and the Caribbean: Systematisation of Projects*, UNICEF TACRO, Panama City, 2003.

This document is the result of a questionnaire and a regional workshop on experiences with adolescent participation. The paper maps out programmes with adolescents and analyses concepts, types and levels of participation in each sector. It examines factors that contribute to the success and failure of interventions involving adolescents.

Available from: tacro@unicef.org

Marx, Maxwell, William Finger and Hally Mahler (eds.), *Youth Participation Guide: Assessment, planning and implementation*, YouthNet and Family Health International in collaboration with Advocates for Youth, ISBN 0 939704 93 5, Arlington, VA, USA, 2005.

The *Youth Participation Guide* seeks to increase the level of meaningful youth participation in reproductive health and HIV/AIDS programming at an institutional and programmatic level. The target audience includes senior and middle management, programme managers, staff involved in implementing activities and youth who may be engaged at all levels of an organization's work.

Available for download: www.fhi.org/en/Youth/YouthNet/rhtrainmat/ypguide.htm

Miller, Judy, *A Journey of Discovery: Children's creative participation in planning*, Save the Children UK, London, 1999.

This handbook describes how younger children can take responsibility and make decisions.

Available from: www.savethechildren.org.uk

Munier, Asif, Lena Karlsson, Ravi Karkara and Alam Shamsul, *Strengthening Girls and Boys Participation Through a Child-Rights Programming Approach*, Save the Children Sweden/ Denmark, Regional Office for South and Central Asia, Dhaka, Bangladesh, 2004.

These workshop proceedings contain information on promoting children's participation in programming from a child-rights perspective.

Available from: www.savethechildren.net

Regional Working Group on Child Labour, *Learning to Work Together: A handbook for managers on facilitating children's participation in actions to address child labour*, Regional Working Group on Child Labour, ISBN 074-90 865-3-8, Bangkok, 2003.

This book combines lessons learned by working children and adults who have participated in child labour programmes, with insights from the growing literature on this subject. It targets programme managers for promoting children's participation in programmes to combat child labour. Key themes include: implementation, monitoring and evaluation, child-to-child, and communication about child labour.

Available for download: www.scswedenseap.org/

UNICEF, *Working For and With Adolescents: Some UNICEF examples*, UNICEF, New York, 2002.

This report presents experiences from 22 UNICEF offices in working with and for young people.

Available for download: www.unicef.org/adolescence/files/working_with_and_for_adolescents.pdf

UNICEF, *Creating a Culture of Participation: Voices of Mongolian adolescents telling the UN story*, Government of Mongolia, UNESCO, UNFPA, WHO, UNICEF, Ulaanbaatar, 2004.

This document is the result of comprehensive consultations with adolescents who are members of students councils, adolescent consultative boards, youth clubs and health cabinets. The adolescents were involved in initiatives implemented with support from UNESCO, UNFPA, WHO, UNICEF and the Government of Mongolia. It describes various activities and analyses their impact.

Available from: www.unicef.org/mongolia/

8. Monitoring and Evaluating Children's Participation

Ackermann, Lisanne, Thomas Feeny, Jason Hart and Jesse Norman, *Understanding and Evaluating Children's Participation: A review of contemporary literature*, **Plan UK, 2003.**

This document examines current approaches to the evaluation of children's participation in development. It focuses on children's participation in local-level activities. Section one examines concepts and processes of children's participation and assesses the factors that contribute to the success and failure of participatory programmes. Section two considers four realms where children's participation is having an impact: the individual, familial, communal and institutional. The document lists ethical concerns relating to the evaluation of children's participation and reviews some approaches to evaluating children's participation.

Available for download: www.plan-uk.org/pdfs/literaturereview.pdf

Ackermann, Lisanne, Jason Hart and Jesse Norman, *Children Changing Their World: Understanding and evaluating children's participation in development*, **PLAN International, ISBN 1 84187 0641, Woking, UK, 2004.**

This report examines the positive and the negative impacts of children's participation on children's lives at personal, familial, communal and institutional levels.

Available for download: www.plan-uk.org/newsroom/publications/childrenchangingtheirworld/

Ambatchew, D. Michael, *Global Meeting on Children's Participation: Proceedings*, **Save the Children Alliance, Addis Ababa, Ethiopia, 2003.**

This report outlines the strategic direction for the work of Save the Children on children's participation. It includes experiences and examples of good practices on children's participation, a comparison of good-practice modules from the field and discussions on how children's participation can be mainstreamed throughout Save the Children's work.

van Beers, Henk, Vo Phi Chau, Judith Ennew, Pham Quoc Khan, Tran Thap Long, Brian Milne, Trieu Thi Anh Nguyet and Vu Thi Son, *Creating an Enabling Environment. Capacity building in children's participation, Save the Children Sweden, Viet Nam, 2000-2004*, **Save the Children Sweden, SEAP, Bangkok, 2006.**

This report is an assessment of efforts to build capacities for children's participation in Viet Nam, South-East Asia and elsewhere. It provides an overview of past experiences, describes successes and failures of the programme and builds the basis for planning future programmes to promote children's participation. The assessment combined three simultaneous research processes carried out by three research teams. They include assessments of the Children-Friendly District in Ho Chi Minh City, national forums for children in Viet Nam and an assessment of the impact of the capacity-building programme in the South-East Asia and Pacific region and globally.

Available for download: www.scswedenseap.org/

Black, Maggie, *Opening Minds, Opening Opportunities: Children's participation in action for working children*, **Save the Children, London, 2003.**

This case study research was commissioned by the Save the Children Alliance Task Group on Children and Work to review the impact and lessons learned from working children's participation in Bangladesh, Brazil, Guatemala, Honduras, India and Senegal. It illustrates a range of existing participatory initiatives with working children, analyses the impact of participation on their lives and provides recommendations for improving inclusive interventions with working children.

Available for download: www.redbarnet.dk/Files/Filer/Rapporter/Opening_Minds.pdf

Checkoway, Barry and Katie Richards-Schuster, *Youth Participation in Community Evaluation Research*, **Center for Community Change, School for Social Work, ISSN 1098-2140, University of Michigan, 2002.**

The paper provides a rationale for youth participation, a typology of evaluation roles of youth and adults, an illustrative example and some questions for future work.

Available for download: www.ssw.umich.edu/youthandcommunity/pubs/AJE_Paper.pdf

Ennew, Judith and Yuli Hastadewi, *Seen and Heard: Participation of children and young people in Southeast, East Asia and Pacific in events and forums leading to and following up on the United Nations General Assembly Special Session on Children, May 2002***, Save the Children, Bangkok, 2004.**

This evaluation report looks at some specific experiences of Save the Children and its partners in South-East and East Asia and the Pacific related to the UN Special Session on Children. It recognizes successes and failings of that regional process and identifies a number of ways the outcomes could be better achieved.

Available for download: www.scswedenseap.org/

Estrella, Marisol and John Gaventa, 'Who Counts Reality? Participatory monitoring and evaluation: A literature review', IDS Working Paper 70, Institute of Development Studies, Brighton, 1997.

This is a literature review of experiences in participatory monitoring and evaluation. The paper introduces the key principles of participatory monitoring and evaluation and its applications for different purposes. It presents a number of participatory tools and methods, raises key challenges emerging from the literature and outlines potential areas for future research.

Available from: www.ids.ac.uk

Feinstein, Clare and Claire O'Kane, *Strengthening Support to Child-Led Organisations and Initiatives, The Spider Tool: A self assessment and planning tool for child-led initiatives and organisations***, Set of 3 publications: Lessons Learnt, The Spider Tool and The Facilitator's Guide, Child Participation Working Group, Save the Children Alliance, UK, 2006.**

This set of publications describes practical tools for assessing the strengths and weaknesses of child-led organizations. The publication includes a facilitator's guide and a lessons-learned publication that describes processes and outcomes of piloting the spider tool in seven countries in Asia, Europe, Latin America and Africa.

Available from: ravikarkara@savethechildren.org.np or info@savethechildren.org.np

Friedman, Sara Ann, *Bridging the Gap between Rhetoric and Reality***, UNICEF, New York, 2001.**

This report reviews the lessons learned from UNICEF-assisted programmes and projects seeking community participation.

Available from: www.unicef.org/publications/index_order.html

Golombek, Silvia, *What Works in Youth Participation: Case studies from around the world***, International Youth Foundation, 'What Works' Series, 2002.**

This document consists of nine case studies from around the world that include personal reflections on children's participation, the nature of children's participation in programmes and organizations, and the challenges of mainstreaming children's participation. The paper looks at the diverse understandings of children's participation in different cultures, processes and mechanisms of involving children in decision making and linkages between technology and children's participation.

Available for download: www.iyfnet.org/uploads/what_works_in_youth_par.pdf

Hart, Roger A., *Children's Participation: From tokenism to citizenship***, UNICEF International Child Development Centre (now Innocenti Research Centre), Florence, 1992.**

This booklet introduces the 'Ladder of Participation.' The ladder explains a model of participation through eight levels, starting from manipulation and non-participation and moving up towards equal participation of adults and children. This is one of the first models to analyse the levels and quality of children's participation.

Available for download: http://web.gc.cuny.edu/che/cerg/documents/Childrens_participation.pdf

IIED, *Children's Participation – Evaluating Effectiveness*. PLA Notes 42, International Institute for Environment and Development, London, 2001.

This issue of PLA Notes examines children's participation in community settings. The articles look at children's perceptions on their participation, figuring out the best interest of the child in the participation process and ways governments and organizations can effectively support the most beneficial forms of participation.

Available for purchase: www.iied.org/pubs/

Kirby, Perpetua and Sara Bryson, *Measuring the Magic? Evaluating and researching young people's participation in public decision-making*, Carnegie Young People Initiative, London, 2002.

This evaluative research examines the evidence about young people's participation in decision making, identifies gaps in the existing literature and recommends key issues and questions for further analysis.

Available for download: www.carnegieuktrust.org.uk/cypi/publications/measuring_the_magic

Kirby, Perpetua, Claire Lanyon, Kathleen Cronin and Ruth Sinclair, *Building a Culture of Participation: Involving children and young people in policy, service planning, delivery and evaluation, Research Report*, Department for Education and Skills, ISBN 0-9546695-0-9, Nottingham, UK, 2003.

This report examines the practices and outcomes of children's participation in 29 organizations. Because most of the organizations did not formally document the outcomes of children's participation, the researchers relied on the perceptions of those involved.

Available for download: www.cypu.gov.uk/corporate/participation

Krauskopf, Dina and Ginet Vargas, *Adolescent Participation Projects in Latin America and the Caribbean: Systematisation of Projects*, UNICEF TACRO, Panama City, 2003.

This document is the result of a questionnaire and a regional workshop on experiences with adolescent participation. The paper maps out programmes with adolescents and analyses concepts, types and levels of participation in each sector. It provides a basis for discussions on the factors that contribute to the success and failure of interventions involving adolescents.

Available from: tacro@unicef.org

Lansdown, Gerison, *Regional Synthesis of Developments in Children and Young People's Participation in South Asia: Implications for policy and practice*, UNICEF ROSA, Kathmandu, 2003.

This report provides an analysis of the current state of development in children's participation in South Asia. It draws out lessons learned and areas for future support.

Available for download: www.intranet.unicef.org (only accessible by UNICEF staff)

Lansdown, Gerison, *Wheel of Change: Children and young people's participation in South Asia*, UNICEF ROSA, Kathmandu, 2004.

This report reviews the experiences and processes of children's participation in South Asia and makes recommendations for strengthening these processes to make them more participatory, accountable and integrated.

Available from: rosa@unicef.org

Rajbhandary, Jasmine, Roger A. Hart and Chandrika Khatiwada, *The Children's Clubs of Nepal: An assessment of a national experiment in children's democratic development*, Save the Children Norway and US, Kathmandu, 2002.

This report reviews the growing popularity of children's clubs in Nepal. It explains the use of participatory methods of monitoring and evaluation that were developed by children.

Available from: post@2savechildren-norway.org.np

Regional Working Group on Child Labour, *Working Children's Participation in Actions Against the Worst Forms of Child Labour in Asia: Report on rapid assessment conducted April–June 2000*, **RWG-CL, Bangkok, 2001.**

This report shares the findings of a rapid assessment conducted to explore working children's participation in services and interventions. The assessment provides baseline data and an overview of working children's participation in the Asia-Pacific region.

Available for download: www.scswedenseap.org/

Sabo, Kim, 'A Vygotskian Perspective on Youth Participatory Evaluation' in *Youth Participatory Evaluation: A field in the making*, **New Directions for Evaluation, Vol. 98, Jossey-Bass, 2003.**

Through five case studies, this chapter presents youth participatory evaluation as both a developmental and performance-based issue.

Sabo, Kim (ed.), *Youth Participatory Evaluation: A field in the making*, **New Directions for Evaluation, No. 98, Jossey-Bass, 2003.**

Youth participatory evaluation combines a commitment to stakeholder empowerment with positive youth development, which emphasizes young people as community resources rather than as a source of social problems. This volume shares the field experience of researchers and evaluators who are working with this new orientation. In producing this collection, the authors hope to inform and inspire others with perspectives on how, when and why to include young people in research and evaluation, and to make suggestions about how this work can advance the broader field of participatory evaluation.

Available for purchase: http://as.wiley.com/WileyCDA/WileyTitle/productCd-0787970743.html

Sabo, Kim, Roger Hart and Selim Iltus, *Participatory Approaches to Programme and Project Evaluation with Children*, **Children's Environment Research Group, New York, 1995.**

Available for purchase: http://web.gc.cuny.edu/che/cerg/publications/papers_and_monographs/papersmono_children_participation_index.htm

Save the Children, *Toolkits: A practical guide to assessment, monitoring, review and evaluation*, **Development Manual 5, Save the Children UK, London, 1995.**

A practical guide that provides information about tools for conducting research with and about children.

Available for purchase: www.savethechilden.org.uk/functions/indx_pubs.html

Starling, Simon, Marta Foresti and Helen Banos Smith, *Global Impact Monitoring: Save the Children UK's Experience of Impact Assessment*, **Save the Children, UK, 2004.**

In 2001, Save the Children UK began developing a new approach to assess the impact of its work within a rights-based framework. The aim was to improve the organization's accountability and learn from its work to maximize impact. This paper documents some of SC UK's experiences in developing the framework and compares it with other agencies (UNICEF, Oxfam, Plan and CARE) that have also adopted rights-based approaches.

Available for download:
www.savethechildren.org.uk/scuk_cache/scuk/cache/cmsattach/1509_GIMGuidelinesFinal.pdf

Theis, Joachim, 'Evaluating Children's Participation' in *Promoting Rights-Based Approaches, Experiences and ideas from Asia and the Pacific*, **Save the Children Sweden, ISBN 974-91891-3-2, Bangkok, 2004.**

This chapter provides an overview of evaluating children's participation. It defines children's participation, explains the various purposes of evaluating children's participation, discusses ways to measure the impact of children's participation and to assess the quality and levels of the participation process. It includes a number of examples that illustrate what has worked in different contexts.

Available for download: www.scswedenseap.org/

Tolman, Joel and Karen Pittman, *Youth Acts, Community Impacts: Stories of youth engagement with real results*, **Community and Youth Development Series, Vol. 7, The Forum for Youth Investment, International Youth Foundation, MD, 2001.**

This publication addresses some of the fundamental questions on youth engagement and the relationship between youth action and meaningful community change. It also explores why it is so difficult in some countries and communities for young people to find the space needed for community change. Through a series of case studies on successful youth participation, it draws out lessons learned and identifies how and why some youth actions yield positive community impacts.

Available for download: www.iicrd.org/cap/files/cydseriesyouthacts_0.pdf

UNICEF, *Adolescents: Profiles in Empowerment*, **UNICEF, UNFPA, WHO, 2003.**

'Meeting the Development and Participation Rights of Adolescent Girls' is a global pilot initiative to realize the rights of adolescent girls and boys. This publication includes experiences that demonstrate the project's impact in 12 countries.

Available for download:
www.unfpa.org/upload/lib_pub_file/457_filename_adolescent_profiles_eng.pdf

UNICEF, *Young People's Participation in the CEE/CIS and the Baltics Region: A formative evaluation*, **UNICEF, Geneva, 2005.**

This report reviews the understanding and practice of young people's participation in Eastern Europe. Recommendations from the report are useful for UN agencies, NGOs and governments interested in fostering governance processes that include young people.

Available for download: www.unicef.org/ceecis/EvalYPCEECIS2005.pdf

9. Indicators for Assessing Children's Participation

Council for the Welfare of Children and UNICEF, *The National Framework for Children's Participation: A guide in promoting and upholding children's participation in the Philippines*, Manila, Philippines, 2005.

Chapter 5 of this booklet lists quantitative and qualitative indicators for monitoring and assessing children's participation.

Available from: cwc@cwc.gov.ph or manila@unicef.org

Hart, Roger A., 'Indicators of the Civic Participation of Youth', PowerPoint presentation, Graduate School of the City University of New York, 2005.

This is a useful list of indicators on the civil and political participation of youth. It includes indicators on young people's access to information, freedom to associate and participation in school governance, in national politics, in local government decision-making bodies and community activities.

Available for download: www.un.org/esa/socdev/unyin/documents/ydiRogerHartparticipation.pdf

Nomura, Blanca, *The Exercise of Shared Power*, Escuela Para El Desarrollo and Save the Children, Peru, forthcoming.

This research was commissioned to develop a conceptual framework to understand children's participation, with a special focus on power relations, to build a typology of the different forms of children's participation and to design indicators for children's participation. Children contributed actively to the research process.

Available from: library@rb.se or info@rb.se

Poudyal, Udhav, 'Child Participation' in *Impact Indicator Setting*, South and Central Asia, Children No. 8 pg. 42-44, Save the Children UK, Kathmandu, 1997.

This report provides an example of setting programme indicators with children. School children were asked to identify the indicators before and after the implementation of a hygiene project. Children set indicators to measure differences in practices and attitudes towards hygiene.

Available from: www.savethechildren.net

Rajani, Rakesh, *The Participation Rights of Adolescents: A strategic approach*, UNICEF, New York, 2001.

This document includes several sections on indicators for child and adolescent participation. They include: Effective Entry Points for Adolescent Participation and Criteria for Their Selection; Setting and Monitoring Goals for Adolescents; Annex 1: A tool for assessing/promoting effective adolescent participation; Annex 2: A tool for assessing/promoting effective adolescent participation in schools; Annex 3: A tool for defining goals and indicators for adolescent participation in schools; and Annex 4: Real adolescent participation checklist.

Available for download:
www.unicef.org/adolescence/files/Participation_Rights_of_Adolescents_Rajani_2001.pdf

Theis, Joachim, *Child and Adolescent Participation Strategy, East Asia and Pacific Region*, UNICEF EAPRO, Bangkok, 2005.

This strategy paper aims to promote the participation of children and adolescents in the East Asia and Pacific region. It provides a comprehensive analysis of children's participation and proposes a systematic approach to promoting children's participation rights to information, expression, decision making and association. It also discusses ways to evaluate and assess the impact of participation initiatives.

Available from: eapro@unicef.org

UNICEF, *The World Fit For Children Indicator Guide* (Draft), UNICEF, 2005.

This indicator guide was developed by UNICEF within its mandate to prepare and disseminate information on the progress made with the Declaration and Plan of Action of a World Fit For Children. It reflects the agency's commitment to the 2015 Millennium Declaration and the MDGs, the 2010 WFFC and the participation rights of children and adolescents.

Available from: www.unicef.intranet.org (only accessible by UNICEF staff)

Part Three | **Children's Participation in Programme Areas**

10. Early Childhood Development and the Participation of Young Children

Alderson, Priscilla, *Young Children's Rights: Exploring beliefs, attitudes, principles and practice*, Jessica Kingsley Publishers and Save the Children, ISBN-10: 1-8530 2-880-0, London, 2000.

This publication links younger children's rights to the principles of the Convention on the Rights of the Child and examines how the CRC applies to children from birth to 8 years of age. It discusses ways to find a balance between young children's rights to protection, provision and to participation. It considers the difficulties adults may be facing in communicating with children and offers practical suggestions on how these can be overcome.

Available for purchase: www.jkp.com/catalogue/book.php/isbn/1-85302-880-0

Arnold, Caroline, Sheridan Bartlett, Joanna Hill, Chandrika Khatiwada, et al., *Bringing Up Children in a Changing World: Who's right? Whose rights? Conversations with families in Nepal*, Save the Children Norway, UK and US, Kathmandu, 2000.

This book is based on a study on early childhood development in four villages in Nepal. Based on conversations with families, it starts from what families already know about raising children and suggests a combination of preserving local and traditional practices and introducing new knowledge and behaviours to help families and children adapt to their changing environment. The document calls for more comprehensive and synergistic approaches to early child care and development, including health, nutrition, cognitive and psychological development within a rights framework.

Available from: himalfo@savechildren.org.np

Bernard van Leer Foundation, 'Young Children's Participation: Rhetoric or growing reality?' in *Early Childhood Matters 103*, ISSN: 1387-9553, The Hague, 2004.

This issue of the newsletter looks at the participation of younger children and how it can be practised and measured. It gives guidelines for creating an environment where children will be taken seriously. It includes an overview of current thinking at an international level on how young children can play an effective role in programming and in decisions that affect their lives.

Available for download: www.bernardvanleer.org/publication_store/ publication_store_publications/Young_childrens_participation_Rhetoric_or_growing_reality/file

Clark, Alison, Anne Trine Kjørholt and Peter Moss, *Beyond Listening: Children's perspectives on early childhood services*, Policy Press, ISBN 186 134 6123, Bristol, UK, 2005.

This book takes a critical look at how listening to younger children in early childhood services is understood and practised. It is based on examples of work in six countries by researchers and practitioners who study younger children's participation.

Available for purchase:
www.policypress.org.uk/images/upload/posters/beyond_listening_flyer_0_84.pdf

Clark, Alison and Peter Moss, *Listening to Young Children: The Mosaic Approach*, National Children's Bureau, ISBN 1 900990 62 8, UK, 2001.

Developed with 3- to 4-year-old children in an early childhood institution, this book outlines the Mosaic Approach to listening to young children's perspectives on their daily lives. Using many case studies and examples, it argues for practical services that are responsive to children's voices and their competencies. This book can be a useful tool for working with older children and for children with communication difficulties.

Available for purchase: www.ncb-books.org.uk

Dickens, M., *Starting with Choice: Inclusive strategies for consulting young children*, Save the Children UK, ISBN 1-8-84187-085-4 9, 2004.

This manual provides clear, practical guidance on consulting young children and includes a range of techniques to help them express their views and make choices. It also looks at when consultation can be effective and how to train and support staff to gain the skills they need.

Available from: www.savethechildren.org.uk

Lansdown, Gerison, *Can You Hear Me? The right of young children to participate in decisions affecting them*, Bernard van Leer Foundation, The Hague, 2005.

This paper argues that there is an urgent need to explore the active participation of children younger than 8 in decisions that affect them. It offers suggestions on how this can be achieved.

Available for download: www.bernardvanleer.org/publication_store/publication_store_publications/ Can_you_hear_me_The_right_of_young_children_to_participate_in_decisions_affecting_them/file

Lansdown, Gerison, *The Evolving Capacities of the Child*, Save the Children and UNICEF Innocenti Research Centre, Florence, 2005.

This report draws on Article 5 of the Convention on the Rights of the Child, which states that children should receive guidance 'in a manner consistent with the evolving capacities of the child'. The report examines the practical and programmatic implications of this principle and what it means for parenting and cultural traditions.

Available for download: www.unicef-icdc.org/cgi-bin/unicef/Lunga.sql?ProductID=384

Miller, Judy, *Never Too Young: How young people can take responsibility and make decisions*, Save the Children UK, ISBN 184 187 077, London, 2003.

This handbook focuses on younger children and describes how they can take responsibilities and make decisions.

Available for purchase:
www.savethechildren.org.uk/scuk/jsp/resources/home.jsp?section=publication

Treseder, Phil and Anne Crowley, *Taking the Initiative: Promoting young people's participation in decision-making in Wales*, Save the Children UK, London, 2001.

This practical handbook shows how children younger than 8 can participate, make decisions and take responsibility for their actions. It provides practitioners with information on why participation works and includes tried and tested techniques for involving children in the decisions that affect them.

Available from: www.savethechildren.org.uk

11. Education

Berg, M.J. and D. C. Owens, *Empowered Voices: A participatory action research curriculum for girls*, Institute for Community Research, Hartford, CT, 2000.

This toolkit looks at achieving gender balance in schools by engaging girl students as researchers. It focuses on girls' development, self-esteem, strengthening relationships and helping build critical thinking and problem solving skills in schools.

Available for purchase: www.incommunityresearch.org/publications/empoweredvoices.htm

Borden, Rebecca, *Taking School Design to Students*, National Clearinghouse for Educational Facilities, Washington, D.C., 2004.

This document contains information on why and how children should be involved in designing their schools. It shows that, given a chance, students can become active and efficient partners in the decision-making process by expressing excitement, ownership and pride in sharing their ideas.

Available for download: www.edfacilities.org/pubs/schooldesign.pdf

Clay, Di, *Key Stage One: Participation and school councils toolkit*, School Councils UK.

This is a toolkit on establishing and running school councils. The website contains other resources on school councils.

Available for download: www.schoolcouncils.org

Fletcher, Adam, *Meaningful Student Involvement Resource Guide*, The Freechild Project, Washington, USA, 2003.

This resource guide was developed to support the movement for Meaningful Student Involvement. This movement is calling for deliberate empowerment of the experiences, ideas and knowledge of students throughout education. This approach challenges educators to be truly democratic by engaging students in critical reflection for school change. The resources presented in this guide promote students as researchers, planners, teachers, evaluators, decision makers and advocates throughout education.

Available for download: www.soundout.org/MSIResources.pdf

Fletcher, Adam, *Meaningful Student Involvement: Guide to students as partners in school change*, SoundOut.org and Human Links Foundation, 2005.

This guide is the first publication in a series that supports meaningful student involvement in school change. It includes information on the elements of meaningful student involvement, its benefits and various ways that students can get involved, and it explores students' roles at various grade levels.

Available for download: www.soundout.org/MSIIdeaGuide.pdf

Freire, Paulo, *Pedagogy of the Oppressed*, Penguin Books, Hammondsworth, UK, 1970.

This publication by one of the most influential thinkers in education of the 20th century is required reading for anyone who links education to social change.

John W. Gardner Center for Youth and Their Communities, *A Handbook for Supporting Community Youth Researchers*, Youth Engaged in Leadership and Learning (Y.E.L.L.) Curriculum, Stanford, CA, 2001.

This manual is intended for teachers to help train students to become active contributors in decision-making processes in their school. It contains lessons on different research methods, analytical tools and presentation skills that can be adapted by teachers in various contexts.

Available for download: http://gardnercenter.stanford.edu/resources/handbook/index.shtml

Johnson, Kaye, *Children's Voices: Pupil leadership in primary schools*, National College for School Leadership, South Australia, 2004.

This research report focuses on understanding pupil participation, how it is enacted in schools and what abilities, attitudes and dispositions enable pupil participation. It also looks at what factors impede the creation of a culture of working in partnership with children in schools.

Available for download: www.ncsl.org.uk/media/F7B/9A/randd-pupil-lship-johnson.pdf

Marques, Elder C., *Youth Involvement in Policy-Making: Lessons from Ontario school boards*, Institute on Governance, Ottawa, 1999.

This document addresses the importance of involving students in school governance. It lists resources on student participation and provides a critical analysis of Canadian laws and the progress towards supporting active student involvement in school management. It contains practical suggestions for strengthening student participation in decision-making processes.

Available for download: www.iog.ca/publications/policybrief5.pdf

Midttun, K. Eldrid, *Make Learning Relevant, Say Young People*, Norwegian Refugee Council, 2005.

As thousands of Rwandans were killed or fled to neighbouring countries in 1994, the international community provided primary school education in exile camps and local communities. Surveys by the Norwegian Refugee Council found that young people wanted to learn but felt that education was not available and that subjects taught were not relevant. This report presents the children's point of view on education, especially among displaced and refugee children.

Available for download: www.id21.org/insights/insights-ed04/insights-issed04-art06.html

Piran, Parviz, *School Mayors of Iran: World's youngest mayors learning social participation*, Allameh Tabatabaie University and School of Architecture and Urban Planning, Shahid Beheshti University, Tehran, Iran, no date.

School Mayors of Iran, a project involving over 1,000 middle school girls and boys, was designed, experimentally executed and researched by the author and sponsored by Tehran municipality. The paper gives details of the development and implementation of a project encouraging children's active involvement in school management.

Available for download: www.araburban.org/childcity/Papers/English/Parviz%20Piran.pdf

Rajani, Rakesh, *The Participation Rights of Adolescents: A strategic approach*, UNICEF, New York, 2001.

This is a resource for policy makers, programmers, advocates and activists interested in promoting the meaningful participation of young people at the global, country and community levels. The author argues that a development approach that emphasizes investing in young people's assets and protective factors is more effective than focusing only on fixing young people's problems. Section 5 of the report examines effective entry points for adolescent participation in schools and how it can be encouraged.

Available for download:
www.unicef.org/adolescence/files/Participation_Rights_of_Adolescents_Rajani_2001.pdf

Save the Children, *Having a Say: A young person's guide to exclusion*, Save the Children and Advisory Centre for Education, London, 2005.

This guide aims to help young pupils make informed choices after permanent exclusion from school. This refers to those whose voice often goes unheard at meetings with school governors, in appeal hearings and when decisions are made about a child's future.

Available for download:
www.savethechildren.org.uk/scuk_cache/scuk/cache/cmsattach/3520_Having_a_Say.pdf

UNICEF, *A Guideline for Assessing Child-Friendly Schools: Why, How, Processes and Outcomes*, UNICEF, EAPRO, Bangkok, 2006.

These guidelines promote the understanding of the Child-Friendly Schools approach to creating child-friendly learning environments. The assessment tools make repeated reference to children's participation and their civil rights in schools and in classrooms.

Available from: eapro@unicef.org

Webb, Z., *National Assessment of Student Involvement in School Policy-Making: Meeting Kentucky's educational needs: proficiency, achievement gaps, and the potential of student involvement*, Kentucky Education Department, Lexington, KY, 2002.

This research report studies student involvement in state-level education decision making in the US. It provides a comprehensive, state-by-state summary of student roles in school governance. It highlights the lack of capacities and knowledge in many schools to accommodate students' inputs and concerns.

Available for download: www.soundout.org/webbreport.htm

12. HIV/AIDS and Reproductive Health

Barker, Gary, *Engaging Young Men in Gender-Based Violence Prevention and Sexual and Reproductive Health Promotion*, Instituto PROMUNDO, Brazil, 2002.

This report shares experiences in working with young men in violence prevention and in promoting reproductive and sexual health. It emphasizes the need to focus more on young men to redress gender inequalities. It also gives recommendations for active involvement of young men in these programmes.

Available from: www.oxfam.org.uk/what_we_do/issues/gender/gem/downloads/Promcase.pdf or www.promundo.org.br

Dunn, Alison, 'HIV/AIDS: What about Very Young Children?' in *Early Childhood Development*, Young Children and HIV/AIDS Sub-Series, Working Paper 35, Bernard van Leer Foundation, The Hague, 2005.

Young children affected by HIV and AIDS are often invisible in the wider HIV/AIDS field. This paper looks at what can be done to include very young children in programming and policy responses in HIV/AIDS-affected communities.

Available for download: www.bernardvanleer.org/publications/downloadFile?uid=921fe4066b13047d22eaa8bc27d2ad4d

FHI-YouthNet, *Youth Participation in Reproductive Health and HIV/AIDS Programs*, YouthNet, 2003.

This working paper reviews published and unpublished work on youth participation in reproductive health promotion and HIV prevention. It gives examples of successful programmes and interventions and also discusses the challenges of this approach.

Available from: www.fhi.org/en/Youth/YouthNet/index.htm

Marx, Maxwell, William Finger and Hally Mahler (eds.), *Youth Participation Guide: Assessment, planning and implementation*, YouthNet and Family Health International in collaboration with Advocates for Youth, ISBN 0 939704 93 5, Arlington, VA, USA, 2005.

The *Youth Participation Guide* seeks to increase the level of meaningful youth participation in reproductive health and HIV/AIDS programming at an institutional and programmatic level. The target audience includes senior and middle management, programme managers, staff involved in implementing activities and young people.

Available for download: www.fhi.org/en/Youth/YouthNet/rhtrainmat/ypguide.htm

PATH, *Games for Adolescent Reproductive Health: An international handbook*, PATH, 2002.

This manual includes games, ice breakers and other activities on reproductive health, that can be adapted to different cultures and contexts. Games engage learners and allow them to work through subjects in a relaxed yet challenging way.

Available for download: www.path.org/files/gamesbook.pdf

Peace Corps, *Life Skills Manual*, Peace Corps, 2000.

This manual consists of over 50 lesson ideas that can be used with children and young people. In addition to the lesson plans, it includes some lessons learned regarding peer education, sample schedules and facilitation guidelines.

Available from: www.peacecorps.gov

Save the Children, *Effective Peer Education: Working with children and young people on sexual and reproductive health and HIV/AIDS*, Save the Children UK, London, 2004, ISBN 1-841-87-088-9.

This manual helps programme managers to improve the quality and sustainability of peer education programmes and link them to other child-friendly services. It contains overviews of: key questions for consideration, participatory activities, lessons learned, case studies and guides to 18 possible programming options.

Available for purchase: www.savethechildren.org.uk/scuk/jsp/resources/details.jsp?id=1990

Shah, Meera Kaul, Rose Zambezi and Mary Simasiku, *Listening to Young Voices: Facilitating participatory appraisals on reproductive health with adolescents*, **CARE International and Focus on Young Adults, Zambia, 1999.**

This guide for fieldworkers provides practical information on methods and skills needed to conduct participatory appraisals with adolescents on sexual and reproductive health.

Available for download: www.pathfind.org/pf/pubs/focus/RPPS-Papers/pla1.pdf

UNAIDS, *HIV/AIDS and Human Rights: Young people in action*, **UNESCO, Paris and UNAIDS, Geneva, 2002.**

This kit presents ideas for youth action on human rights and HIV/AIDS. It was prepared in consultation with young people from various youth organizations. It offers the basics for getting started, education, communication, awareness campaigns and peer education, advocacy and care and support.

Available for download: http://unesdoc.unesco.org/igages/001264/126403e.pdf

UNAIDS, *Seen but not heard…Very young adolescents aged 10–14 years*, **UNAIDS, WHO, UNFPA, 2004.**

This publication stresses that youth programmes and school curricula need to address the needs of young people at this critical age. This is the best chance to make the connections that keep young people safe and prevent them from involvement in harmful activities.

UNESCO, *HIV/AIDS Teaching/Learning Materials in Asia and the Pacific, UNESCO and UNFPA,* **2002.**

This is an annotated bibliography on HIV/AIDS teaching and learning materials in Asia and the Pacific. Documents are listed according to subject, such as programme development, life skills, education, information and communication, adolescent reproductive and sexual health.

Available from: http://unesdoc.unesco.org/images/0012/001293/129389e.pdf

UNFPA, Margaret Sanger Center, *Programming, Planning Materials and Training Resources: A compendium*, **Safe Youth Worldwide, UNFPA and Margaret Sanger Center International, 2004.**

This is an annotated directory of resources for youth-focused HIV-prevention programming. It includes checklists, guidelines and standards, handbooks, reports, toolkits, training manuals, curricula, and methodologies. Most documents are in English, a few are in Spanish, French or Nepali.

Available for download: www.unfpa.org/upload/lib_pub_file/367_filename_compendium.pdf

UNICEF, *Behaviour Development and Change/Lifeskills-Based HIV/AIDS and Substance Abuse Prevention Education Materials in the East Asia and Pacific Region*, **UNICEF, EAPRO, no date.**

This is a list of useful educational materials, with information on target groups, language of the training materials and where the training was conducted.

UNICEF, *Young People and HIV/AIDS: Opportunity in Crisis*, **UNICEF, New York, WHO, UNAIDS, Geneva, 2002.**

This report contains data about why young people are key to defeating the global HIV epidemic. It includes results from more than 60 national surveys. It reaffirms that we must give top priority to making investments in the well-being of young people and to engage them in the fight against the spread of HIV. Produced by UNICEF, UNAIDS and WHO, the report is the first comprehensive look at the knowledge and behaviour of people aged 15 to 24 relating to HIV/AIDS.

Available for download: www.unicef.org/publications/files/pub_youngpeople_hivaids_en.pdf

West, Andrew and Hui Zhang, *A Strange Illness: Issues and research by children affected by HIV/AIDS in central China*, **Save the Children UK, Beijing, 2005.**

Large numbers of children are affected by HIV and AIDS in central China due to unsafe practices in the sale of blood. This has left many children orphaned, HIV-infected and discriminated against. This child-led research looks at how the affected children view their situation and at their hopes for the future.

Available for download: www.savethechildren.org.uk/scuk/jsp/resources/
details.jsp?id=3040&group=resources&section=publication&subsection=details

Youth Peer Education Electronic Resource, *Peer Education Training of Trainers Manual,* **UN Interagency Group on Young People's Health Development and Protection in Europe and Central Asia, Sub-Committee on Peer Education, 2003.**

This manual focuses on the training of trainers of peer educators and provides an example of a training programme. Themes include sexual and reproductive health, prevention of HIV and sexually transmitted infections, and substance use. Special considerations are given to gender and cultural sensitivity in conducting health education.

Available for download: www.youthpeer.org/upload/resources/155_ResFile_Manual.pdf

13. Health and Nutrition

Bhuyan, Khanindra Kumar, 'Health Promotion Through Self-Care and Community Participation: Elements of a proposed programme in the developing countries', BMC Public Health, BioMed, 2004.

This paper proposes a broad outline for designing health promotion programmes in developing countries, based on the Ottawa Charter for health promotion and principles of self-care and community participation.

Available for download: www.biomedcentral.com/content/pdf/1471-2458-4-11.pdf

Child-to-Child Trust, *Early Years Children Promote Health: Case studies on child-to-child and early childhood development*, Child-to-Child Trust, London, 2004.

This publication contains many examples and resources on a child-to-child approach to child health and development with children aged 0–5 years. It includes activity sheets on different health topics: playing with young children, understanding children's feelings, a place to play, feeding young children, among others.

Available for download: www.child-to-child.org/publications/index.html

Gibbs, Sara, Gillian Mann and Nicola Mathers, *Child-to-Child: A practical guide. Empowering children as active citizens*, Health Action Zone, Groundwork Southwark, London, 2002.

This guide outlines a process for working with children aged 9–15 on projects that are child-initiated and child-led. It is an illustrated, easy-to-read resource for practitioners. It also contains sections on group work, choosing issues, conducting research, taking action and evaluation. It includes a list of readings, additional resources and sample lesson plans.

Available for download: www.child-to-child.org/guide/guide.pdf

Hawes, Hugh and Christine Scotchmer, *Children for Health: Children as communicators of facts for life*, 1993.

This manual is a response to the commitment made by world leaders in 1990 at the World Summit for Children to improve children's health and to promote optimal growth and development during childhood. It provides suggestions for teachers and youth workers on effective ways to teach health messages and on ways that children may act on and disseminate these messages as individuals or in groups. Objectives for children's understanding and action are included for child growth, child development, safe motherhood, safety and nutrition.

Available for download: www.unicef.org/publications/index_4359.html

Laws, Sophie et al. *Time to Listen: Young people's experience of mental health*, Save the Children and Mental Health Foundation, College of Health, ISBN 1899120890, London, 1999.

This publication is based on a peer-led research project in Bolton, UK. It was planned in response to the concerns raised by young people about the quality of mental health services. The research was planned and carried out by young people and focuses on their own experiences in accessing medical services, hospital treatment and community support.

Available for purchase: www.loanspage.co.uk/book/1899120890

McNeish, Diana, 'Promoting Participation for Children and Young People: Some key questions for health and social welfare organisations' in *Journal of Social Work Practice*, Volume 13, Number 2 / November 1, 1999.

This document analyses different meanings of participation and identifies different processes that ensure effective children's participation in health-related activities. It challenges the reader to be clear about the nature and purpose of attempts to involve children before embarking on any programmes with children and young people. It concludes by discussing the benefits of including children in health programmes.

Available from: http://taylorandfrancis.metapress.com/(dc5cov45nb3cmszeagag5c3u)/app/home/contribution.asp?referrer=parent&backto=issue,7,11;journal,15,16;linkingpublicationresults,1:102223,1

Pridmore, Pat, *New Directions for Child-to-Child: Ideas and experiences from a consultation meeting held in Cambridge, England in March 2002*, Child-to-Child Trust, London, 2003.

The publication brings together experiences from around the world to show how children have been able to promote health using the Child-to-Child approach. These experiences have been analysed to identify the lessons learned for developing good-quality, action-oriented health education with children.

Available for download: www.child-to-child.org/publications/c2creport2002.pdf

Respecting Children's Rights in Pediatric Practice, Module 3

This PowerPoint presentation identifies the rights of children in relation to paediatric care. It discusses children's participation and potential conflicts between the rights of children and the rights of their parents.

Available for download:
http://aap.org/commpeds/resources/ChildrensRightsCurriculumModule3final.ppt

UNICEF, *Facts for Life*, UNICEF, WHO, UNESCO, UNFPA, UNDP, UNAIDS, WFP and World Bank, ISBN 92-806-3664-2, New York, 2002.

Facts for Life has helped to save the lives of millions of children by putting life-saving knowledge about children's health into the hands of those who need it most: parents, caregivers, health workers, government officials, journalists and teachers. This new edition has updated information on safe motherhood, early childhood development, nutrition, HIV/AIDS and other major causes of childhood illness and death. The information represents the best current understanding of science, policy and practice. In simple language, practical, effective, low-cost ways of protecting children's lives and promoting their development are emphasized.

Available for download: www.unicef.org/publications/index_4387.html

14. Water and Sanitation

Bartlett, Sheridan, *Water, Sanitation and Children: The need to go beyond 'improved' provision*, Children's Environment Research Group, New York, 2005.

Available from: http://web.gc.cuny.edu/che/cerg/about_cerg/index.htm

Goodman, Donna, *Every Body Counts, Every Drop Matters: United Nations classroom resource guide on water*, United Nations Department of Public Information, ISBN 9211009316, 2003.

This classroom resource guide is designed to inform students about the world's water resources and get them involved in preserving them. It takes an interdisciplinary and multicultural approach to explaining issues and concepts, such as water cycle, hydroelectricity and dams, water and health, and water and culture. Each chapter contains fun and educational activities, such as testing rainwater or distilling seawater.

Available for purchase: www.un.org/Pubs/whatsnew/e04026.html

Goodman, Donna, *Water, Sanitation and Hygiene Education… Children and Adolescents Leading the Way in Lao People's Democratic Republic*, UNICEF, New York and Vientiane, 2005.

This study highlights young people's involvement in the implementation of a rural water supply and sanitation strategy in Lao PDR. Children and adolescents were engaged in activities, such as district-wide radio and television production and broadcasting, rural community theatre and school-based campaigns focusing on safe water, sanitation and hygiene education.

Available from: dgoodman@unicef.org

Goodman, Donna, Henk van Norden, Marielle Snell and Kathlen Shordt, *Water Sanitation and Hygiene Education for Schools Roundtable Meeting*, Roundtable Proceedings and Framework for Action, IRC and UNICEF, 2005.

This publication is a report of the Water, Sanitation and Hygiene for Schools Roundtable meeting, which took place in Oxford, UK, 24–26 January 2005. It sets out actions that must be taken to ensure that by 2015 all schools receive a basic quality package of water, sanitation and hygiene education. The meeting involved young people who identified the actions children and youth can take to promote water, sanitation and hygiene in schools.

Available for download: www.irc.nl/page/25321

Goodman, Donna, UNICEF, *Water, Sanitation and Hygiene Education… Children and Adolescents Leading the Way in Tajikistan*, UNICEF, New York and Dushanbe, 2005.

This publication presents the involvement of children and youth in the planning and implementation of water, sanitation, hygiene education and advocacy in Tajikistan. Participatory activities included community water testing, health monitoring, Internet learning centres, vocational photography, community sanitation and cultural shows.

Available from: dgoodman@unicef.org

Khamal S., et al., *The Joy of Learning: Participatory lesson plans on hygiene, sanitation, water, health and the environment*, IRC, ISBN 90-6687-053-2, 2005.

This guide is for teachers and others who want to design participatory learning activities on hygiene and sanitation. It includes a theory section and lesson plans. The lesson plans are organized into three sections: hygiene, sanitation and water.

Available for download: www.irc.nl/page/27171

Postma, Leonie, Renate Getkate and Christine van Wijk, *Life Skills-Based Hygiene Education*, IRC, ISBN 90-6687-045-1, 2004.

This document contains materials for life skills-based sanitation and hygiene education programmes. It focuses on children in primary schools.

Available for download: www.irc.nl/page/10453

Snel Mariëlle, Kathleen Shordt and Annemarieke Mooijman, *School Sanitation and Hygiene Education: Symposium proceedings and framework for action,* **IRC, 2005.**

These proceedings are for people who are interested in school sanitation and hygiene education (SSHE). They can be used to learn about the knowledge base for SSHE, to examine specific gaps and challenges and to learn about current project experiences in three continents.

Available for download: www.irc.nl/page/16710

UNICEF, *Towards Better Programming: A manual on school sanitation and hygiene,* **Water, Sanitation and Hygiene Technical Guidelines Series No. 5, UNICEF, Water and Environmental Sanitation Section, New York, and IRC, Delft, 1998.**

This manual provides guidance on participatory needs assessments, planning and implementation of school sanitation and hygiene programmes with children, teachers, local and national government authorities.

Available for download: www.unicef.org/wes/files/Sch_e.pdf

Voices of Youth, *Water Alert!* **UNICEF, New York, 2005.**

Water Alert! is an interactive educational game on water, the environment and sanitation where young people are engaged in an adventure of strategy and survival. The game is available online and on CD-ROM in English, French and Spanish.

Available for download: www.unicef.org/voy/explore/wes/explore_1818.html

Zomerplaag, Jaap and Annemarieke Moojiman, *Child-Friendly Hygiene and Sanitation Facilities in Schools: Indispensable to effective hygiene education,* **IRC, Delft and UNICEF, New York, 2005.**

This booklet provides guidelines for the design, operation and maintenance of child-friendly hygiene and sanitation facilities in schools. It stresses the importance of active involvement of children, teachers, parents and the community during stages so that they are able to find solutions to their problems and needs.

Available for download: www.irc.nl/page/9587

15. Children and the Environment

Adams, Eileen and Sue Ingham, *Changing Places: Children's participation in environmental planning*, **The Children Society, London, 1998.**

This book shows how children of all ages can participate in the process of change in the world around them. It encourages planners, architects, youth and community workers, teachers and others to consider: what community participation means, how children learn about planning processes and how children's opinions and views may best be elicited and incorporated into a planning process.

Available for purchase: http://cnb-host4.clickandbuild.com/cnb/shop/tcs?productID=19&op=catalogue-product_info-null&prodCategoryID=9

Bartlett, Sheridan, *Cities for Children: Children's rights, poverty and urban management*, **Earthscan and UNICEF, ISBN 1-85383-470-X, 1999.**

This publication is intended to help urban authorities and organizations understand and respond to the rights, needs and concerns of children and adolescents. It looks at the responsibilities that authorities carry and discusses practical measures for meeting these. Written by specialists in the field, this volume is essential reading for all involved in planning for the protection of children in urban environments.

Available for purchase: http://shop.earthscan.co.uk/ProductDetails/mcs/productID/61

Bartlett, Sheridan, 'Building Better Cities with Children and Youth' in *Environment and Urbanization*, **14 (2) 3-10, IIED, London, 2002.**

This brief focuses on older children and youth who face barriers and limited opportunities for constructive engagement in their own communities. Recognizing young people as experts in their own environments, this paper shows how to include children's needs into practices of local governments.

Available for download: www.childfriendlycities.org/pdf/eubrief6.pdf

Bartlett, Sheridan and Roger Hart, *Children's Environmental Rights*, **Save the Children Sweden, ISBN 91-7321-050-1, Stockholm, 2002.**

This document highlights the environmental challenges that affect children in housing, schools and other institutions. It examines the characteristics of homes and neighbourhoods that best support children's rights.

Available for download:
http://se-web-01.rb.se/Shop/Archive/Documents/2815%20Childrens%20environment%20050111.pdf

Chawla, Louise (ed.), *Growing Up in an Urbanized World*, **UNESCO, Paris, 2002.**

Written by an interdisciplinary team of child-environment specialists, this publication emphasizes the active role of children and youth in the planning, design and implementation of urban improvements. The book summarizes the results of an eight-nation UNESCO project in low-income neighbourhoods. It explores the impact of urbanization on the lives of young people, children's perceptions of a good city and the factors that encourage the active participation of children in making their urban environments child-friendly.

Available for download: http://publishing.unesco.org/details.aspx?Code_Livre=3685

Chawla, Louise, 'Insight, Creativity and Thoughts on the Environment: Integrating children and youth into human development' in *Environment and Urbanization*, **Vol. 14, IIED, London, 2002.**

This paper discusses the benefits of involving children in planning and managing human settlements as they learn the formal skills of democracy and of creating opportunities for young people to contribute their knowledge, energies and perceptions about local environments. It includes suggestions for creating formal channels to include children in schools and community-based programmes.

Available for download: www.ucl.ac.uk/dpu-projects/drivers_urb_change/urb_society/pdf_health_educIIED_chawla_children.pdf

Driskell, David, *Creating Better Cities with Children and Youth: A manual for participation*, Earthscan, UNESCO in collaboration with members of the Growing Up in Cities Project, London, 2002.

This is a useful, practical manual on how to conceptualize, structure and facilitate the participation of young people in the community development process. The methods and contents of this manual have been field-tested. The case studies help to demonstrate the methods in action and show how they can be customized.

Available for purchase: www.unesco.org/most/guic/guiccbccy.htm

Hart, Roger A., *Children's Participation: The theory and practice of involving young citizens in community development and environmental care*, Earthscan, ISBN 1853833223, London, 1997.

This manual focuses on conceptual issues, processes and methods of involving children in community development projects. It includes case studies from diverse cultures and social classes to demonstrate a range of useful and effective techniques to facilitate children's participation in projects.

Available for purchase: http://web.gc.cuny.edu/che/cerg/publications/books/books_titles_index.htm

Hart, Roger A., *The Children's Community Participation Handbook: Methods for involving citizens aged four to fourteen in sustainable development of the environment*, UNICEF, New York, forthcoming.

Knowles-Yánez, Kimberly, 'Children's Participation in Planning Processes' in *Journal of Planning Literature*, 20: 3-14, Sage Publications, 2005.

This article reviews different approaches to involving children in local land–use planning processes. Based on this analysis, the paper develops a new approach using components from the studied approaches.

Available for purchase: http://jpl.sagepub.com/cgi/content/refs/20/1/3

Swart–Kruger, Jill (ed.), *Growing up in Canaansland: Children's recommendations on improving a squatter camp environment*, A site report in the international UNESCO-MOST project "Growing Up in Cities", UNESCO, ISBN 0-7969-1907-0, 2000.

This research report is part of the "Growing up in Cities" project that studies children's perceptions of resources and risks in their urban environments through participatory research and planning. The report covers participatory research conducted by children to evaluate the living conditions in Canaansland, one of the largest squatter camps in Johannesburg. It illustrates the process and methods of conducting research with children and involving them in advocacy and planning with urban decision makers.

Available for purchase: www.unesco.org/most/guic/guicguic.htm

The National Youth Agency, *The Active Involvement of Young People in Developing Safer Communities*, The National Youth Agency and the Crime Reduction and Social Inclusion Unit of the Government Office of the West Midlands, UK, 2002.

This comprehensive guide sets out the principles and processes required to meaningfully involve young people in the development of safer communities. It highlights a wide range of examples of how youth services and other agencies have involved young people in crime-reduction programmes, to the benefit of young people and their communities.

Available for download: www.active-citizen.org.uk/files/downloads/research/yp.pdf

UNICEF, *Building Child Friendly Cities, A framework for action*, UNICEF Innocenti Research Centre, Florence, 2004.

This document provides a framework for defining and developing a child-friendly city. It identifies the steps to build a local system of governance committed to fulfilling children's rights. The framework is intended to facilitate children's participation in creating living environments that support their healthy development.

Available for download: www.childfriendlycities.org/pdf/cfc_booklet_eng.pdf

Varney, Darcy and Willem van Vliet, 'Local Environmental Initiatives Oriented to Children and Youth: A review of UN-Habitat best practices,' in *Children, Youth and Environments*, 15 (2), Colorado, 2005.

This article presents the results of a study of child- and youth-oriented environmental initiatives from around the world. It reviews how local communities and municipalities are working to create environments that support the rights and priorities of children.

Available for download: www.colorado.edu/journals/cye/15_2/15_2_03_ReviewBestPractices.pdf

Wurtele, Susan and Jill Ritchie, 'Healthy Travel, Healthy Environments: Integrating youth and child perspectives into local municipal transportation planning,' in *Children, Youth and Environments*, 15 (2), Colorado, 2005.

This article presents the experiences of Active and Safe Routes to School, a national programme to increase active and safe travel by children on the home-to-school journey and thereby to improve health, traffic safety, air quality and community connections. The research project described here involved transportation studies carried out at 10 schools by geography students in cooperation with parents and schools.

Available for download: www.colorado.edu/journals/cye/15_2/15_2_21_HealthyTravel.pdf

16. Child Protection from Abuse, Violence and Exploitation

Ancheta-Templa Mae Fe, et al., *Understanding Children in Conflict with the Law: Contradictions on victimization, survivor behaviour and the Philippines justice system. A study of the situation of children in conflict with the law in Davao,* **Save the Children UK, Manila, 2005.**

This study examines the situation and context of children in conflict with the law in Davao City and their experiences with the juvenile justice system. The study involved all stakeholder groups, including children with personal experience of the justice system. It provides insights into many gaps in the fulfilment of the civil rights of children in contact with the law, such as lack of standard procedures in case handlings, violation of protocols in the handling of children, absence of policies and guidelines in the law enforcement systems and unclear roles and functions of court social workers.

Available for download: www.crin.org/docs/resources/publications/violence/davao.pdf

Barker, Gary, *Engaging Young Men in Gender-Based Violence Prevention and Sexual and Reproductive Health Promotion,* **Instituto PROMUNDO, Brazil, 2002.**

This report shares experiences in working with young men in violence prevention and in promoting reproductive and sexual health. It emphasizes the need to focus more on young men to redress gender inequalities. It also gives recommendations for the active involvement of young men in these programmes.

Available from: www.oxfam.org.uk/what_we_do/issues/gender/gem/downloads/Promcase.pdf or www.promundo.org.br

Brown, Nicole A., Promoting Adolescent Livelihoods, A discussion paper prepared for the Commonwealth Youth Programme and UNICEF, 2001.

This paper examines young people's economic contributions and livelihoods. It looks at adolescents and their motivations for economic participation and examines issues of gender, education, enterprise and sustainable livelihoods, conflict situations and HIV/AIDS. It makes recommendations for improving livelihood opportunities for adolescents.

Available from: tacro@unicef.org

Caouette, Therese M., *Small Dreams Beyond Reach: The lives of migrant children and youth along the borders of China, Myanmar and Thailand,* **A participatory action research project, Save the Children UK, Bangkok, 2001.**

This participatory action research was undertaken by Save the Children to fill the gap in knowledge in regard to the growing numbers of children and youth migrating across the borders of China, Myanmar and Thailand. Migrant children and youth were involved in every step of the research process.

Available for download:
www.savethechildren.org.uk/temp/scuk/cache/cmsattach/412_smalldreams.pdf

de Castro, Elizabeth Protacio, Faye A. G. Balanon, Agnes Zenaida V. Camacho, et al., *Integrating Child Centred Approaches in Children's Work.* **Programme on Psychosocial Trauma and Human Rights, Center for Integrative and Development Studies, University of the Philippines, Save the Children (UK) Philippines and UP CIDS PST, ISBN 971-742-079-3, 2002.**

This is a report of a workshop conducted by UP CIDS PST with partner NGOs under the programme for abused and exploited children. It presents experiences of academics and child-rights practitioners on children and childhood, paradigms of children's work, resiliency, child participation and innovative ways of helping children.

Available from: pstcids@edsamail.com.ph

Department for Constitutional Affairs, *Involving Children and Young People: Action plan 2004–05,* **DCA, London, 2004.**

This UK Government document provides a strategic framework for children's participation in the justice system. It explains the rationale for actively involving children and young people, shares the progress made in recent years and highlights key areas for future work. It also includes case study examples.

Available for download: www.dca.gov.uk/family/cap/cyp0405.pdf

Feinstein, Clare, Ravi Karkara and Sophie Laws, *A Workshop Report on Child Participation in the UN Study on Violence Against Children***, Save the Children Alliance, London, 2004.**

This report is based on a workshop organized by Save the Children on children's participation in the UN Study on Violence Against Children. It explores how children can be involved in the study in meaningful and ethical ways.

Available for download: www.scswedenseap.org/

Francisco, Carolina, *Standing Up for Ourselves! A study on the concepts and practices of young people's rights to participation***, ECPAT International, Manila, 1999.**

This book discusses the capacity of and spaces for children to participate in projects and programmes and provides practical guidance for planning and implementation, drawing on the principles of the CRC. It focuses particularly on children's participation in efforts against the commercial sexual exploitation of children and youth.

Available for download:
www.ecpat.net/eng/Ecpat_inter/Publication/Other/English/Pdf_page/ecpat_standing_up.pdf

Goulet, Lisa E., *Out From the Shadows: Good practices in working with sexually exploited youth in the Americas***, International Institute for Child Rig ts and Development, ISBN 55058-221-6, University of Victoria, 2001.**

The publication is divided into five main sections. The introductory section discusses the extent of the problem facing sexually-exploited children and youth, defines the term 'good practices' and the purpose of the project. Part 1 looks at the problem in a global context and describes international instruments for the fight against the exploitation of children. Part 2 discusses the economic, social, and cultural aspects of the sexual exploitation of youth and looks at the situation in light of children's rights. Part 3 presents a series of case studies that demonstrate elements of good practices in the field. Part 4 concludes with an overview of the key components of good practices during each phase of the exploitation cycle.

Available for download: http://web.uvic.ca/iicrd/graphics/Out%20from%20the%20shadows.pdf

Gray, Lawrence, *Children at Risk: Practical approaches to addressing child protection issues in Cambodia, Indonesia, the Philippines***, Sri Lanka and Vietnam, World Vision International, 2003**.

This report provides practical examples on addressing child protection issues in various countries. It includes examples of children's participation in their own protection.

Available for download: www.wvi.org/wvi/publications/publications.htm

Halford, Stuart, Anthea Lawson, Nicola Sharp and Simon Heap, *I'm a Teenager: What happened to my rights?***, Plan International and Childreach, UK, 2004.**

This report argues that the Convention on the Rights of the Child has not been implemented successfully and that many children have not benefited from its commitments and know nothing about the rights they are entitled to. The report states that there are many threats to children's rights that the CRC has failed to eliminate. It examines 15 of the biggest issues children face in their teenage years and looks at ways that teenagers, with support from their communities and organizations, are working to realize their rights.

Available for download: www.plan-uk.org/newsroom/publications/whathappenedtomyrights/

Hood, R. and K. Disbury, *Growing Strong: A training manual, Using the UN Convention on the Rights of the Child to support indigenous children***, IICRD, Canada and UNICEF, Mexico, 2004.**

This manual is designed to facilitate the implementation of the CRC in indigenous communities and contains practical activities and case studies from around the world. It provides a toolkit for community workers and anyone involved in health care, education, social services or child and youth care.

Available for purchase: http://web.uvic.ca/iicrd/pub_train_manual.html

Jackson, Elanor and Marie Wernham, *Child Protection Policies and Procedures Toolkit,* **ChildHope and Consortium for Street Children, London, UK, 2005.**

This is a practical learning tool and set of resources for non-government organizations, particularly in developing countries, working with children. It outlines the key principles relevant to child protection and the stages needed to develop, implement and evaluate child protection policies.

Available for download: www.childhope.org.uk/toolkit.php

Karlsson, Lena and Ravi Karkara, *Working with Men and Boys to Promote Gender Equality and to End Violence Against Boys and Girls,* **Workshop Report, Save the Children Sweden-Denmark, Regional Programme for South and Central Asia, Nepal, 2004.**

This workshop was organized to share experiences, approaches and tools to promote better understanding of the concepts of 'masculinity' and 'femininity' to address gender discrimination. It includes examples of working with men and boys on gender socialization.

Available for download: www.crin.org/docs/resources/publications/SC-Masculinities.doc

Landgren, Karin, 'The Protective Environment: Development support for child protection' in *Human Rights Quarterly,* **Vol. 27, 2005.**

This article proposes a conceptual framework for programming to develop effective mechanisms and systems to protect children. One of the eight elements of the protective environment framework is children's knowledge, life skills and participation in their own protection.

Available for download: www.crin.org/docs/resources/publications/child_protection.pdf

Lansdown, Gerison, *The Evolving Capacities of the Child,* **Save the Children and UNICEF Innocenti Research Centre, Florence, 2005.**

This report draws on Article 5 of the Convention on the Rights of the Child, which states that children should receive guidance 'in a manner consistent with the evolving capacities of the child'. Section 3.3 discusses the issue of balancing protective and participation rights and how children can be effectively involved in their own protection.

Available for download: www.unicef-icdc.org/cgi-bin/unicef/Lunga.sql?ProductID=384

Martin, Florence and John Parry-Williams, *The Right Not to Lose Hope: Children in conflict with the law – a policy analysis and examples of good practice,* **Save the Children UK, London, 2005.**

This report addresses the issues and concerns facing children who are in conflict with the law. Part I analyses the experiences and situations of these marginalized children in the broader context of their lives. It looks at the failure of care and protection systems and the criminalization of children's coping strategies. Part II presents eight community-based projects that involve and support children in conflict with the law in Honduras, Lao PDR, Philippines, Kenya, Ethiopia, China, Uganda and Bosnia and Herzegovina.

Available for download: www.crin.org/docs/The_Right_not_to_LR.pdf

Newman, Jesse, *Voices Out of Conflict: Young people affected by forced migration and political crisis, Post-conference report,* **Refugee Studies Centre, Oxford, 2004.**

This conference report provides a critical discussion of child and youth participation as a form of protection in situations of conflict.

Available for download:
www.rsc.ox.ac.uk/PDFs/Voices%20Out%20of%20Conflict%20-%20Final%20Report.pdf

Newman, Jesse, *Protection Through Participation: Young people affected by forced migration and political crisis,* **RSC Working Paper No. 20, Refugee Studies Centre, Oxford, 2005.**

This paper explores the importance, possibilities, challenges and limitations of young people's participation as a way to protect themselves in situations of conflict. It was written before the conference on 'Voices Out of Conflict'.

Available for download: www.rsc.ox.ac.uk/PDFs/RSCworkingpaper20.pdf

Save the Children, *Participatory Consultation with Separated Children in Europe, Guidance Pack for Managers*, Produced by Save the Children for the NGO Network of the Separated Children in Europe Programme, 2003.

This guidance pack is designed to work with separated children aged 12–18, from a variety of national, cultural and linguistic backgrounds. It is a tool for managers to commission and supervise effective capacity-building activities with children.

Save the Children, *10 Essential Learning Points: Listen and speak out against sexual abuse of girls and boys*, Global Submission by the International Save the Children Alliance, UN Study on Violence Against Children, Save the Children Alliance, 2004.

This publication presents the findings of a participatory research study on the sexual abuse of children in 13 countries. It highlights the importance of children's participation in efforts to protect children from sexual abuse.

Available for download: www.redbarnet.dk/Files/Filer/Rapporter/UNStudyOnViolence_Report.pdf

Tolfree, David, *Whose Children? Separated children's protection and participation in emergencies*, Save the Children Sweden, 2003.

This book analyses fostering, group care and other types of care arrangements for children and adolescents separated in situations of large-scale emergencies.

Available for purchase: http://se-web-01.rb.se/Shop/Products/Product.aspx?ItemId=352

UNICEF, *Combating Child Trafficking*, Handbook for Parliamentarians, No. 9, UNICEF, New York and Inter-Parliamentary Union, Geneva, 2005.

This publication provides parliamentarians with recommendations to help prevent child trafficking, assist child victims of trafficking and hold traffickers and people who assist them accountable for their crimes. It includes examples of children's participation in anti-trafficking programmes.

Available for download: www.unicef.es/contenidos/287/child_trafficking_handbook%20to%20parliamentarians%20April05.pdf

UNICEF, et al., *Protecting the Rights of Children in Conflict with the Law*, Inter-Agency Coordination Panel on Juvenile Justice, 2005.

This report presents examples of innovative practices in legal support, alternative sanctions, capacity building, public awareness and advocacy.

Available for download: www.crin.org/docs/resources/publications/violence/MEP-English-v5-FINALVERSION-bat.pdf

World Vision, *Strongim pikinini, strongim laef b'long famili, Enabling children to reach their full potential*, World Vision, 2005.

Children can be agents of change in their communities. This research started with the premise that there are traditional and modern attitudes and actions in all communities that can empower and protect children. It seeks to learn from communities, families and children in the Pacific (in PNG, Solomon Islands and Vanuatu). It also feeds into the UN Study on Violence Against Children.

Available for download: www.wvi.org/wvi/publications/publications.htm

17. Participation of Working and Street Children

Amorim, Anita, et al., *Gender Equality and Child Labour: A participatory tool for facilitators*,
ILO-IPEC, Geneva, 2004.

This is a training tool for facilitators working with young people to examine child labour from a gender perspective. It looks at the impact of gender on the options that girls and boys have with respect to opportunities and resources. The main purpose of this training tool is to promote young people's active involvement in raising awareness about issues of social justice and exerting influence in their communities to bring about change.

Available for download:
www.ilo.org/public/english/standards/ipec/publ/download/2004_gender_toolkit_en.pdf

Asian Development Bank, *Working with Street Children, Exploring ways for ADB assistance*,
ADB, Manila, 2003.

This publication includes various approaches to working with street and working children and makes recommendations on mainstreaming the concerns of street and working children into ADB operations.

Available for download: www.adb.org/Documents/Books/Street_Children/working_Streetchildren/
working_with_streetkids.pdf

van Beers, Henk, *Children's Participation: Experiences in capacity building and training*, **Save the Children Sweden, ISBN 91-89366-96-4, Stockholm, 2002**.

This book is based on experiences working with street and working children. It deals with developing understanding and skills for children's participation among professional staff and within organizations. It includes information on the various aspects of training on children's participation, including measuring the outcomes of such trainings.

Available for purchase: http://se-web-01.rb.se/Shop/Products/Product.aspx?ItemId=403

Black, Maggie, *Opening Minds, Opening Opportunities: Children's participation in action for working children*, **Save the Children, London, 2003**.

This case study research was commissioned by the Save the Children Alliance Task Group on Children and Work to review the impact and lessons learned from working children's participation in Bangladesh, Brazil, Guatemala, Honduras, India and Senegal. It illustrates a range of existing participatory initiatives with working children, analyses the impact of participation in their lives and provides recommendations on improving inclusive interventions with working children.

Available for download: www.redbarnet.dk/Files/Filer/Rapporter/Opening_Minds.pdf

Boyden, Jo, Birgitta Ling and William Myers, *What Works for Working Children*, **Rädda Barnen and UNICEF, 1998**.

This book addresses basic questions on child labour, such as: What is the effect of work on children? When is it positive, and when is it negative? What kinds of work help children develop valuable skills and attitudes, and which kinds violate their rights? It approaches these questions from a child-centred perspective in relation to education, health and development, child protection laws, market economy and other related issues.

Available for purchase: http://se-web-01.rb.se/Shop/Products/Product.aspx?ItemId=279

Cussianovich, Alejandro and Maria A. Marquez, *Towards a Protagonist Participation of Boys, Girls and Teenagers*, **Save the Children Regional Office Sweden, Lima, 2002**.

This book was written by one of the leading children's participation activists in Latin America and deals with prevailing visions and notions of working children's participation among adults, institutions and children. It examines existing practices and discusses ways to create new opportunities for the protagonist participation of boys and girls.

Available for download: www.scslat.org/search/publieng.php?_cod_7_lang_e

Dorning, Karl and Tim O'Shaughnessy, *Creating Space for Children's Participation: Planning with street children in Yangon, Myanmar*, **World Vision Australia, 2001.**

This is a participatory evaluation of a project with street children in Yangon. The research aimed at being a learning and empowering process for children and adults. It includes details of the preparation, planning, design and im2plementation phases of the project.

Available for download:
www.myworldvision.com.au/resources/files/Creating_Space_for_Childrens_Participation.pdf

Ennew, Judith, *Street and Working Children: A guide to planning*, **Save the Children UK, ISBN 1 84187 032 3, London, 2000 (first published 1994).**

This guide is based on practical experiences from around the world. It provides essential information and guidance for professionals dealing with working and street children.

Available for purchase: www.savethechildren.org.uk

Groves, Leslie, *Desk–Based Research on Children's Participation in Save the Children Child Work Programmes*, **Report for the Save the Children Task Group on Children and Work, Save the Children, 2003.**

This desk review provides examples of good practices in children's participation in programming on child work. It examines the 'added value' and impacts of the participation process on children, programmes and organizations.

Available from: www.savethechildren.org.net

International Labour Organization and Save the Children UK, *Making History: People, process and participation, Mekong Children's Forum*, **ILO and Save the Children, UK, ISBN 974-92944-4-0, Bangkok, 2005.**

This report on the Mekong Children's Forum on Human Trafficking is divided into three parts: The first part looks at ethical and practical considerations of children's participation; the second part covers the forum proceedings and the third includes recommendations for moving forward.

Available for download: www.childtrafficking.net

Lieten, Kristoffel G., Anup K. Karan and Anop K. Satpathy, *Children, School and Work, Glimpses from India*, **IREWOC Foundation and the Institute for Human Development, ISBN 81-88315-12-5, India, 2005.**

This book is based on an in-depth survey of 45 children from different rural and urban areas of India. It provides insights into their daily lives and presents their perceptions and interpretations of their daily routine, which includes studying, doing household chores, learning new skills, working, playing and socializing. It analyses the concepts of participation and child rights and emphasizes the need to focus on the role of children as active agents of change.

Available for purchase: www.childlabour.net/publications_irewoc.html

Miljeteig, Per, *Creating Partnerships with Working Children and Youth*, **World Bank, Washington, D.C., 2000.**

From a child-rights perspective, this paper investigates the characteristics and impacts of working children and youth organizing themselves, evaluates the principles of creating partnerships and overcoming barriers to working children's participation in decision making.

Available for download: http://wbln0018.worldbank.org/HDNet/HDdocs.nsf/
2d5135ecbf351de6852566a90069b8b6/4714e9db6fbf38db8525695100587e71/$FILE/0021.pdf

O'Kane, Claire, 'Street and Working Children's Participation in Programming for their Rights: Conflicts arising from diverse perspectives and directions for convergence' in *Children, Youth and Environments* **13(1), Spring 2003.**

Drawing on the experiences of the Butterflies Programme of Street and Working Children in Delhi, India, this paper highlights conceptual and practical lessons learned. By empowering street and working children to reflect on their experiences, articulate their views, plan effective programmes and advocate for their own rights, working children are challenging the status quo regarding children's place and power in society. The insights gained are relevant to current academic discourse on the social construction of childhoods and to debates concerning good development practice with marginalized children.

Available for download: www.colorado.edu/journals/ cye/13_1

Reddy, Nandana and Kavita Ratna, *A Journey in Children's Participation*, **Concerned for Working Children (CWC), Bangalore, India, 2002.**

This document covers more than 20 years of CWC's experience with children's participation and turns these into principles and tools that help further the knowledge and practice of children's participation.

Available for download: www.workingchild.org

Regional Working Group on Child Labour, *Working Children's Participation in Actions Against the Worst Forms of Child Labour in Asia: Report on rapid assessment conducted April–June 2000*, **RWG-CL, Bangkok, 2001.**

This report shares the findings of a rapid assessment conducted to explore working children's participation in services and interventions. The assessment provides baseline data and an overview of working children's participation in the Asia-Pacific region.

Available for download: www.scswedenseap.org/

Regional Working Group on Child Labour, *Learning to Work Together: A handbook for managers on facilitating children's participation in actions to address child labour*, **Regional Working Group on Child Labour, ISBN 074-90 865-3-8, Bangkok, 2003.**

This book combines lessons learned by working children and adults who have participated in child labour programmes, with insights from the growing literature on this subject. It targets programme managers for promoting children's participation in programmes to combat child labour. Key themes include: implementation, monitoring and evaluation, child-to-child, and communication about child labour.

Available for download: www.scswedenseap.org/

Save the Children, *Save the Children's Position on Children and Work*, **International Save the Children Alliance, London, 2003.**

This paper includes sections on how children define work, their views on the reasons why they work and children's views on the effects of work in their lives.

Available for download: www.savethechildren.net/alliance/resources/child_wk.pdf

Southon, Jeremy and Pralhad Dhakal, *A Life Without Basic Service: "Street children say"*, **Save the Children UK, Nepal, 2003.**

This participatory study tries to gain an understanding of street children's perspectives of their own situation and to encourage more specialized interventions from organizations working with them. The report emphasizes that street children should not be viewed as mere victims in need of aid but should be recognized for their many capacities and coping skills that should be harnessed and supported by organizations through participatory interventions.

Available for download: www.savethechildren.net/nepal/key_work/street_children.html

Wernham, Marie, *An Outside Chance: Street children and juvenile justice, an international perspective*, Consortium of Street Children, London, 2004.

This report is based on a two-year research and advocacy project by the Consortium for Street Children with partners in Kenya, Nicaragua, Nigeria, Pakistan, Philippines and Romania. The report includes children's accounts of the treatment they received at various stages of the justice system and gives recommendations for reform. It advocates for children's participation in all decisions affecting them.

Available for download:
www.streetchildren.org.uk/resources/details/?type=publication&publication=18

West, Andrew, *At the Margins: Street children in Asia and the Pacific*, ADB, Manila, 2003.

This report gives an overview of the situation of street children in the Asia-Pacific region and provides recommendations for strategic interventions to the ADB. It discusses the factors that make children live and work in the street and outlines frameworks and principles for good practices, including methods of implementation. The report includes practical examples of the participation of street children.

Available for download: www.adb.org/Documents/Papers/Street_children_Asia_Pacific/default.asp

WHO, *Working with Street Children: Implementing a street children project: A training package on substance use, sexual and reproductive health including HIV/AIDS and STDs*, Module 10, World Health Organization, Geneva, 2000.

This practical guide includes steps that should be followed when implementing a street children project. It outlines a strategic plan and steps needed for situation analysis, project design, implementation, monitoring and evaluation.

Available for download: http://whqlibdoc.who.int/hq/2000/WHO_MSD_MDP_00.14_module10.pdf

WHO, *Working with Street Children: Responsibilities of street educators: A training package on substance use, sexual and reproductive health including HIV/AIDS and STDs*, Module 2, World Health Organization, Geneva, 2000.

This training module provides guidelines on the responsibilities and essential characteristics, attitudes, knowledge and basic skills that street educators should possess in order to work effectively with street children. It gives pointers on establishing trust, communication skills, effective speaking and feedback skills, documentation and record-keeping skills and maintaining confidentiality.

Available for download: http://whqlibdoc.who.int/hq/2000/WHO_MSD_MDP_00.14_Module2.pdf

Woodhead, Martin, *Children's Perspectives on Their Working Lives: A participatory study in Bangladesh, Ethiopia, the Philippines, Guatemala, El Salvador and Nicaragua*, Rädda Barnen, 1998.

This book argues that children's participation is crucial in the process of combating child labour. Their participation helps to ensure that interventions designed to eliminate exploitative and hazardous child labour are appropriate to the children's context, locally sustainable and child-centred. It includes a protocol for gathering children's perspectives.

Available from: library@rb.se or info@rb.se

18. Children with Disabilities, Orphans and Refugees

Franklin, Anita and Patricia Sloper, *Participation of Disabled Children and Young People in Decision-Making Within Social Services Departments*, Quality Protects Research Initiative, The University of York, 2004.

This report gives a comprehensive overview of approaches in children's participation and explains how a culture of participation is fundamental to achieving the overall aims of Quality Protects projects. This research report investigates the processes of disabled children's participation and the impact of disabled children's views on service development and provision.

Available for download: www.york.ac.uk/inst/spru/research/pdf/qualityprotects.pdf

Halldorsen, L., *Children Enabling Change: Education, advocacy and action plan for children with disabilities and their families in multi-cultural communities*, International Institute for Child Rights and Development, University of Victoria, Canada, 1997.

This guide includes a nine-step education, advocacy and action plan for supporting families who have children with disabilities.

Available for purchase: http://web.uvic.ca/iicrd/pub_train_manual.html

Hyder, T., J. Rutter, et al., *In Safe Hands: A resource and training pack to support work with young refugee children*, Refugee Council and Save the Children UK, London, 2001.

This training pack offers help and guidance to primary teachers and early-years practitioners who work with refugee children. It includes guidance on how to provide emotional support to children who have experienced violent conflict, activities to support training sessions on how schools can support refugee children, case studies and guidance on the use of anti-racist practices as a means of raising the self-esteem of refugee children. It also includes a 30-minute video.

Available from: orders@nbinternational.com

International HIV/AIDS Alliance, *A Parrot on Your Shoulder: A guide for people starting to work with orphans and vulnerable children*, International HIV/AIDS Alliance, 2004.

This guide is aimed at facilitators and trainers working with children affected by HIV/AIDS. Drawing on practical experiences, it contains 30 activities for engaging children in group work: ice-breakers and energizers, observation, active listening and analytical skills, drama and role-play, painting and drawing.

Available for download: www.aidsalliance.org/sw7467.asp

Jones, Hazel, *Including Disabled People in Everyday Life: A practical approach*, Save the Children UK, London, 1999.

This guidebook and accompanying video are based on Save the Children's 'care in the community', work in Viet Nam. It offers a series of materials designed to help facilitate the participation of disabled children in the community. Sections include a general introduction to disability as a social participation issue and disabled children's participation in daily life.

Available for purchase: www.savethechildren.org.uk

Joseph Rowntree Foundation, *Consulting with Disabled Children and Young People: Research findings*, No. 741, JRF, UK, 2001.

This publication presents the views of children and young people with disabilities on how they are treated, the services they are receiving, their education, health and leisure. It shows that they want to be respected and be given an opportunity to have a say in things that affect them.

Available for download: www.jrf.org.uk/knowledge/findings/socialcare/741.asp

Save the Children Sweden, *Disabled Children's Rights: A practical guide,* **International Save the Children Alliance, Book and CD-ROM, 2001.**

This book examines the major issues affecting children with disabilities. Based on examples from over 70 countries, it provides suggestions for good practices and ideas to take action to promote disabled children's rights. An accompanying CD-ROM contains a database with data collected during the project.

Available for purchase: www.childrightsbookshop.org

Ward, Linda, *Seen and Heard: Involving disabled children and young people in research and development projects,* **Joseph Rowntree Foundation, ISBN 1 899987 48 7, London, 1997.**

This provides a good introduction to the key issues related to working with disabled children. It includes a useful list of ethical guidelines and recommendations.

Available for purchase: www.jrf.org.uk/bookshop/details.asp?pubID=43

Whittles, Sue, *Can You Hear Us? Including views of disabled children and young people in decision making,* **Save the Children UK, London, 1998.**

This survey report has sections on the views of children with disabilities and their families. It reviews barriers to disabled children's participation and the structures and skills required to include young disabled people in decisions.

Available from: orders@nbinternational.com

19. Emergencies and Natural Disasters

Chen, Jennifer and Guy Thompstone, *Children and Young People Responding to the Tsunami, Report of the forum and fair 'Child and Youth Participation in Tsunami Response'*, UNICEF EAPRO, Bangkok, 2006.

This report presents the highlights of a workshop where 20 children from tsunami-affected countries and 80 adults shared and discussed experiences with children's participation in emergency response. The report contains workshop session summaries on children's roles in relief, reconstruction, rehabilitation and emergency preparedness.

Available from: eapro@unicef.org

Delap Emily, Fred Kasozi and Denis Onoise, *Protecting Children During Emergencies in Nigeria: A toolkit for trainers*, Save the Children, Kaduna, Nigeria, 2005.

This participatory training toolkit includes sections on participatory learning methods, tools and exercises, child protection in emergencies and caring for separated children.

Available for download:
www.crin.org/docs/resources/publications/SCUK_Child_protection_emergencies_toolkit.doc

Jabry, Amer, *After the Cameras Have Gone: Children in disasters*, Plan International, Woking, UK, 2005.

During disasters, the physical survival needs of children are given top priority. Other rights, such as children's protection from abuse and harm, education, rest, privacy and the right to participate are often overlooked. The report recommends to make greater efforts to address children's protection, participation and psychological recovery during disaster responses.

Available for download: www.plan-uk.org/pdfs/Children.pdf

McIvor, Chris and Karen Myllenen, *Children's Feedback Committees in Zimbabwe: An experiment in humanitarian accountability*, Save the Children UK, Harare, 2005.

This report describes experiences in setting up children's committees to monitor emergency food distributions in Zimbabwe. Children's committees identified cases of abuse and of exclusion of marginalized groups and individuals in the communities. The report discusses strategies to protect the young monitors from reprisals by setting up community feedback mechanisms and ensuring full support from community leaders.

Available for download:
www.sarpn.org.za/documents/d0001151/P1270-Children_Feedback__Zimbabwe_Jan2005.pdf

O'Kane, Claire, *Responding to Children as Social Actors in Emergency Relief Response*, Save the Children Alliance, 2001.

This paper analyses the responses that children have received in complex emergencies and proposes recommendations on engaging children as social actors, using their insights and skills for positive response efforts. It proposes that humanitarian agencies emphasize resilience and participatory non-medical approaches to respond to the psychosocial needs of children.

Available from: claireokane2002@yahoo.co.uk

O'Kane, Claire, 'Child Participation in Emergencies' in *Children and Young People as Citizens: Partners for social change*, Save the Children, South and Central Asia, 2003.

This section looks at children's participation in emergencies. It includes discussions of the impact of complex emergencies on children, the various roles children can play in responding to the situation and to help in their own recovery and reintegration. It includes many examples of children's involvement in responding to emergencies.

Available for download: www.savethechildren.net/Nepal/citizens.html

Plan International, *Children and the Tsunami*, **Plan International Asia Regional Office, Bangkok, 2005.**

This publication presents experiences with children's participation in the response to the December 2004 tsunami. It reports that governments and aid agencies failed to effectively involve children in tsunami relief efforts. The report advocates for children's involvement in every relief effort. This requires a fundamental shift in attitudes and approaches by governments, agencies and communities involved in relief efforts.

Available for download: www.plan-international.org/pdfs/childrenandthetsunami.pdf

Save the Children Sweden, *Children's Rights to a Good Physical Environment in Emergency Situations*, **Save the Children Sweden, Stockholm, 2004.**

This publication reviews key international agreements and practical tools from the perspective of children's rights to a good physical environment in emergencies. It discusses policies, strategies and programme experiences of Save the Children offices and includes a section on methods for involving children.

Available for download:
http://se-web-01.rb.se/Shop/Archive/Documents/3175children_in_emergencies.pdf

Tolfree, David, *Whose Children? Separated Children's Protection and Participation in Emergencies*, **Save the Children Sweden, 2003.**

This book analyses fostering, group care and other types of care arrangements for children and adolescents separated in situations of large-scale emergencies.

Available for purchase: http://se-web-01.rb.se/Shop/Products/Product.aspx?ItemId=352

UNICEF, *Voices of Hope: Adolescents and the Tsunami*, **UNICEF, New York, 2005.**

After the December 2004 tsunami, young people all over the affected region took action, helping with relief distributions, assisting with clean-up and rebuilding efforts, looking after younger children and using their creativity to let others know about the devastation. Responses from children living in other parts of the world were equally inspiring. The report compiles messages received at UNICEF's interactive Voices of Youth website where young people from around the world expressed their shock, solidarity and offers to help.

Available for download: www.unicef.org/publications/index_28137.html

20. Conflict Situations and Peace Building

Academy for Educational Development, *Youth as a Catalyst for Peace: Helping youth develop the vision, skills, and behaviors to promote peace,* **Center for Civil Society and Governance, AED, Washington, D.C., 2005.**

Based on AED's experiences with youth development, this document shows that youth are much more likely to choose peaceful resolutions to conflicts if they have strong self-esteem and strong connections to their own community, a sense of empowerment to make decisions, opportunities to get to know youth who are different from them and have access to job training and employment.

Available for download: www.aed.org/ToolsandPublications/upload/Youth_Catalyst_Peace.pdf

Bainvel, Bertrand, 'The Thin Red Line: Youth participation in times of human-made crises', UNICEF, no date.

This short paper highlights the dangers of involving children in conflict situations.

Available from: www.intranet.unicef.org (only accessible by UNICEF staff)

Boyden, Jo, 'Conducting Research with War-Affected and Displaced Children' in *Rethinking Childhood: Perspectives on children's rights,* **Special issue of** *Cultural Survival Quarterly,* **Issue 24.2, Cambridge, MA, 2000.**

Research in situations of conflict can be sensitive and may affect the privacy, well-being and security of subjects. This paper explores some of the ethical and moral obligations that should be met while conducting research with children. It addresses the ethical dilemmas that are involved in the process.

Available for download: http://209.200.101.189/publications/csq/index.cfm?id=24.2

Boyden, Jo, 'Children Under Fire: Challenging assumptions about children's resilience' in *Children, Youth and Environments,* **Vol. 13, No. 1, ISSN 1546-2250, 2003.**

This article examines perceptions of childhood, child development and theories of human responses to adversity. It calls for a paradigm shift in thinking about children as agents of their own development, even in situations of conflict.

Available for download: www.colorado.edu/journals/cye/13_1/Vol13_1Articles/ CYE_CurrentIssue_Article_ChildrenUnderFire_Boyden.htm

Boyden, Jo and Gillian Mann, *Children's Risk, Resilience and Coping in Extreme Situations,* **Background paper to the Consultation on Children in Adversity, Oxford, 2000.**

This paper, produced by the Refugee Studies Centre, reviews existing evidence on childhood adversity and provides background information for a consultation on children in adversity.

Available for download: www.eldis.org/static/DOC16835.htm

Cameron, Sara, *Out of War: True stories from the frontlines,* **Scholastic in collaboration with UNICEF, ISBN 0-439-29721-4, 2001.**

This is a first-person account of the struggle for peace by 10 young people from Colombia's Children's Peace Movement.

Available for purchase: www.unicef.org/publications/index_4422.html

Carlson, Lisa, Megan Mackeson-Sandbach and Tim Allen (eds.), *Children in Extreme Situations: Proceedings from the 1998 Alistair Berkley Memorial Lecture,* **Development Studies Institute, LSE, London, UK, 2000.**

This is a collection of presentations on children in conflict situation. It presents differing views and debates on children's rights and protection in extreme situations.

Available for download: www.lse.ac.uk/collections/DESTIN/pdf/WP05.PDF

CIDA, *A Kind of Friendship: Working for and with war-affected children and youth, A resource manual for programmers,* **Children as Peace Builders Project (CAP), DCI-Canada and the CIDA, Gatineau, Quebec, 2003.**

This manual is based on field experiences in conflict and post-conflict situations. It focuses on the impact of war from children's perspectives and discusses programming issues.

Available for download:
www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUImages/Childprotection/$file/E04.pdf

CIDA, *Support to Former Child Soldiers: Programming and proposal,* **CIDA, 2005.**

This guide provides practical tools on how to help child soldiers. It includes checklists, a risk-analysis matrix, a grid for evaluating proposals and designing programmes.

Available for download: www.CIDASupportChild-Soldiers.pdf

Delap, Emily, Fighting Back: *Child and community-led strategies to avoid children's recruitment into armed forces and groups in West Africa,* **Save the Children UK, London, 2005.**

This report is based on interviews and discussions with around 200 children and 300 parents and caregivers in Ivory Coast, Liberia and Sierra Leone. It presents a number of preventive strategies used by children, families and communities.

Available for download:
www.savethechildren.org.uk/scuk_cache/scuk/cache/cmsattach/3487_Fighting%20Back.pdf

Elliott, Heather (ed.), *Children and Peacebuilding: Experiences and perspectives.* **World Vision, ISBN 1-875140-49-2, Melbourne, Australia and Milton Keynes, UK, 2001.**

This publication brings together a collection of examples of children's roles in peace building from Africa, Europe, Asia, Latin America and Australia.

Available for download: www.wvi.org/wvi/publications/publications.htm

Hart, Jason, *Children's Participation in Humanitarian Crises: Learning from zones of armed conflict: Synthesis report prepared for the Canadian International Development Agency,* **Refugee Studies Centre, Oxford, UK, 2004.**

This document considers the benefits and challenges of supporting children's participation in humanitarian action. It is based on the study of projects in eastern Sri Lanka, the Occupied Palestinian Territories and Nepal (see separate reports for each area).

Available for download: www.rsc.ox.ac.uk/PDFs/Childrens Participation Synthesis Feb 2004.pdf

Kemper, Yvonne, *Youth in War-to-Peace Transitions: Approaches of international organizations,* **Berghof Research Center for Constructive Conflict Management, ISSN 0949-6858, Berlin, 2005.**

This study focuses on youth in war-to-peace transitions. It examines the approaches international organizations have taken and their impact. The paper highlights two case studies of good practices in peace building and examines the practical aspect of involving youth in post-conflict peace building.

Available for download: www.berghof-center.org/publications/reports/complete/BR10e.pdf

Lowicki, Jane, *Untapped Potential: Adolescents affected by armed conflict: A review of programs and policies,* **Women's Commission for Refugee Women and Children, New York, 2000.**

This report draws attention to the special needs of adolescents affected by armed conflict and analyses the cost of leaving them to fend for themselves. It discusses the special needs and potential of this group of children and proposes interventions that can be implemented to tap their potential and strengthen their capacities to promote well-being and the stability of their families and societies.

Available for download: www.womenscommission.org/pdf/adol2.pdf

Lowicki, Jane, *Youth Speak Out: New voices on the protection and participation of young people affected by armed conflict*, Women's Commission for Refugee Women and Children, New York, 2005.

Drawing on research conducted by more than 150 adolescents in Kosovo, northern Uganda and Sierra Leone, *Youth Speak Out* provides an overview of the problems and challenges young people face during and after armed conflict. It offers youth-driven solutions for addressing these problems.

Available for download: www.womenscommission.org/pdf/cap_ysofinal_rev.pdf

Newman, Jesse, *Voices Out of Conflict: Young people affected by forced migration and political crisis, Post-conference report*, Refugee Studies Centre, Oxford, 2004.

This conference report provides a critical discussion of child and youth participation as a form of protection in situations of conflict.

Available for download:
www.rsc.ox.ac.uk/PDFs/Voices%20Out%20of%20Conflict%20-%20Final%20Report.pdf

Newman, Jesse, *Protection Through Participation: Young people affected by forced migration and political crisis*, RSC Working Paper No. 20, Refugee Studies Centre, Oxford, 2005.

This paper explores the importance, possibilities, challenges and limitations of young people's participation as a way to protect themselves in situations of conflict. It was written before the conference on 'Voices Out of Conflict'.

Available for download: www.rsc.ox.ac.uk/PDFs/RSCworkingpaper20.pdf

Save the Children, *Building Peace Out of War. Children and Young People as Agents of Peace: The young generation's challenge*, Save the Children, Norway, Oslo, 2005.

In July 2005, youth from Afghanistan, Guatemala, Kosovo, Nepal, Norway, Somalia, Sri Lanka and Uganda gathered to provide inputs to the Childhoods 2005 conference. They exchanged experiences and learned methods for peace building.

Available for download: www.reddbarna.no/default.asp?HMFILE=42817

Save the Children, *Reaching All: Core principles for working with children associated with armed groups and forces*, Save the Children UK, London, 2005.

This position paper outlines critical issues for working with children involved with armed groups.

Available for download: www.savethechildren.org.uk/scuk_cache/scuk/cache/cmsattach/2746_Reaching%20All%20-%20March%202005.pdf

Save the Children, *Listen To Us! Children's rights in peace processes and peace agreement*, Save the Children, ISBN 82-7481-141-0, Norway, 2006.

This report is based on a seminar organized by Save the Children Norway on children and young people affected by armed conflict. It discusses approaches to children's involvement in peace-building initiatives.

Available for download: www.reddbarna.no/default.asp?V_ITEM_ID=9558

UNICEF, *Adult Wars, Child Soldiers: Voices of children involved in armed conflict in the East Asia and Pacific Region*, UNICEF, EAPRO, ISBN 974-685-015-6, Bangkok, 2002.

This collection of the voices of former child soldiers is a resource for policy makers and programme planners. By documenting the experiences of children abducted or recruited by armed groups and forces, it provides powerful evidence that children should never be forced or permitted to participate in armed conflict.

Available for download: www.unicef.org/publications/index_4269.html

UNICEF, *Caught in the Crossfire No More: A framework for commitment to war–affected children, Final Report of the Experts meeting at the International Conference on War–Affected Children*, **UNICEF and Government of Canada, Winnipeg, 2002.**

The International Conference on War-Affected Children in Winnipeg, Canada from 10–17 September 2002 was the largest-ever gathering of governments, experts, academics, NGOs and young people to discuss issues facing children affected by war. The goal of the conference was to move the international community from words to action.

Available for download: www.unicef.org/children_conflict/experts_final_report.pdf

UNICEF, *Adolescent Programming in Conflict and Post–Conflict Situations:* **Case Studies, UNICEF, New York, 2003.**

This collection of case studies demonstrates how adolescents can contribute to creating better and more peaceful societies.

Available for download: www.unicef.org/publications/files/Adolescents_conflict_lores.pdf

Youth Statement for the Ministerial Meeting at the International Conference on War-Affected Children, Winnipeg, Canada, 2002.

This statement summarizes the main concerns of young participants at the largest international conference on war-affected children.

Available for download: www.unicef.org/children_conflict/youthstatement-minmeeting.pdf

Part Four | **Children Involved in Political Decision Making**

21. Children's Involvement in National Planning and Reporting for Children's Rights

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

This report looks at the effectiveness of government reporting to the UN Committee on the Rights of the Child and at the value of NGO involvement in this process. It reviews Save the Children's experiences participating in the CRC reporting process in eight countries and suggests how the reporting process can be made more effective. It examines some critical questions, such as: Does reporting to the CRC Committee bring any benefits? Does children's participation in the reporting process make any positive impacts on their lives?

Available for download: www.savethechildren.net/alliance/resources/child_part/ToolforChange.pdf

Kabir, Rachal, *Consultations with Children on Implementation of the National Plan of Action Against the Sexual Abuse and Exploitation of Children including Trafficking,* **Ministry of Women and Children Affairs, UNICEF Bangladesh and Save the Children Alliance, Dhaka, 2002.**

Available from: dhaka@unicef.org

National Movement of Working Children, India, *The Alternate Report, Submitted to the Committee on the Rights of the Child,* **2003.**

This report on the situation of children's rights was prepared by working children in India and submitted to the Committee on the Rights of the Child. It criticizes the official report submitted by the Government of India, which records the country's achievements in fulfilling children's rights.

Available for download: www.crin.org/docs/resources/treaties/crc.35/India_NMWC_ngo_report.pdf

Save the Children, *Shaping a Country's Future with Children and Young People: National plans of action for children, Involving children and young people in their development,* **Save the Children, 2002.**

This report explains why and how children can be involved in the process of developing a national plan of action for children's rights. The section on involving children and young people is based on the findings from a consultation with over 4,000 children in 14 countries.

Available for download: www.savethechildren.net/alliance/resources/nat_plan_act_sum.pdf

Save the Children, *Shaping a Country's Future with Children and Young People: National plans of action for children, Involving children and young people in their development, A summary guide for civil society,* **Save the Children, 2002.**

This paper provides guidance for civil society organizations on supporting children and young people in the formulation of national plans of action.

Available for download: www.savethechildren.net/alliance/resources/nat_plan_child_civil.pdf

Save the Children, *Shaping a Country's Future with Children and Young People: National plans of action for children, Involving children and young people in their development, A summary guide for governments,* **Save the Children, 2002.**

This document presents a summary of suggestions and ideas from children and young people about ways in which they can be involved in developing their country's national plans.

Available for download: www.savethechildren.net/alliance/resources/nat_plan_child_gov.pdf

Working Team for Child Rights and Children's Issues, *Children's Report on Child Rights and Children's Issues,* **UNICEF, Bangkok, Thailand, 2003.**

This booklet is a collection of stories, opinions and drawings by children on the situation of children's rights in Thailand. The document was submitted to the CRC Committee.

Available from: thailandao@unicef.org

22. Children's Involvement in Policy Advocacy and Budget Analysis

Ad Hoc Working Group for Youth and the MDGs, *Youth and the Millennium Development Goals: Challenges and opportunities for implementation*, **2005.**

This paper discusses the implications of MDG implementation for young people. It provides an overview and examples of youth participation in MDG review and implementation.

Available for download: www.mdgyouthpaper.org/mdgyouthpaper.pdf

Guerra, Eliana, 'Citizenship Knows No Age: Children's participation in the governance and municipal budget of Barra Mansa, Brazil' in *Children, Youth and Environments*, **15(2), 2002.**

This paper describes the development of a children's participatory budget council in the city of Barra Mansa in Brazil. It provides information on the process and its impact and describes how children learned to represent their peers, prioritize resources and develop projects in the city's democratic structures.

Available for download: www.colorado.edu/journals/cye/15_2/15_2_09_CitizenshipKnowsNoAge.pdf

Haid, Phillip, Elder C. Marques and Jon Brown, *Re-focusing the Lens: Assessing the challenge of youth involvement in public policy*, **OSSSA and IOG, Ottawa, 1999.**

Addressed at policy makers, this is the summary of a study of youth influence in Canadian public policy. It presents the reasons for youth involvement in policy making and lessons learned.

Available for download: www.iog.ca/publications/lens.pdf

Millennium Campaign, *Only With Your Voice: Millennium Development Goals youth action guide*, **Millennium Campaign, Taking It Global and Global Youth Action Network, New York, 2005.**

This guide was created by young people to support youth in organizing activities or campaigns in support of the MDGs.

Available for download: http://tig.phpwebhosting.com/themes/mdg/action_guide_en.pdf

O'Malley, Kate, *Children and Young People Participating in PRSP Processes: Lessons from Save the Children's experiences*, **Save the Children UK, London, 2004.**

This paper summarizes Save the Children UK's experience in facilitating children's participation in PRSP processes in Viet Nam, Honduras, Lesotho, Bosnia and Herzegovina. It discusses the effectiveness of different approaches, outlines the learning points and raises questions about the impact and the cost benefits of children and youth participation in PRSPs.

Poudyal Ranjan and Sardar Samina, *Change Makers for South Asia: Building New Partnerships: Lessons learnt from the consultations with children, corporate leaders and governments of South Asia*, **Save the Children (OSCAR), Nepal, 2002.**

The Change Makers initiative aims at providing opportunities for children and young people to engage corporate leaders and government representatives in meaningful discussions. This text provides detailed information on the Change Makers initiative and its activities with children.

Available from: www.crin.org/docs/resources/publications/brochurefinal1.pdfoffice@scfoscar.org.np

Rizzini, Irene and Steven J. Klees, 'Children's Involvement in the Making of a New Constitution in Brazil' in *Rethinking Childhood: Perspectives on children's rights, Cultural Survival Quarterly*, **Issue 24.2, Cambridge, MA, 2000.**

This paper outlines the evolution of the child rights movement in Brazil, with special attention to children's participation in that process. Brazil's strong child protection legislation marks a significant change in the place of children and adolescents in Brazilian society. The article traces the move from a focus on the correction and control of juvenile delinquency to the provision of social assistance to needy children, to an emphasis on the rights of children and on special protection to safeguard those rights.

Available for download: http://209.200.101.189/publications/csq/csq-article.cfm?id=289

Save the Children, *Re:action Consultation Toolkit: A practical toolkit for consulting with children and young people on policy issues*, **Save the Children, UK, 2001.**

This toolkit was written for professionals working with children, policy makers, children and youth who want to engage in dialogues on policies concerning them. It aims to encourage children's participation in policy debates by illustrating consultative approaches on policy issues.

Available for download:
www.savethechildren.org.uk/temp/scuk/cache/cmsattach/960_reactiontoolkit.pdf

UN Department of Economic and Social Affairs, *Making Commitments Matter: A toolkit for young people to evaluate national youth policy*, **DESA, New York, 2004.**

This kit supports youth organizations to assess national youth policies and community-level achievements for young people.

Available for download: www.un.org/esa/socdev/unyin/untoolkit.htm

Williams, Emma, *Children's Participation and Policy Change in South Asia*, **Childhood Poverty Research and Policy Centre (CHIP), Working Paper 6, CHIP, London, 2004.**

This report examines children's participation in policy processes by exploring ways in which children may successfully influence policy relating to childhood poverty. It compares five case studies in South Asia: an HIV/AIDS conference in Nepal, a children's parliament in Sri Lanka, two Indian working children's unions, and a street children's movement in Bangladesh. Based on these experiences, it analyses which channels of influence have proven most successful for children attempting to engage with decision makers.

Available for download:
www.childhoodpoverty.org/index.php/action=documentfeed/doctype=pdf/id=86/

23. Conferences and Consultations

Cockburn, Gail, *Meaningful Youth Participation in International Conferences: A case study of the international conference on war-affected children*, **CIDA, Winnipeg, 2000.**

This paper includes sections on the definition and justification of children's participation and on the processes of youth participation at an international event. It includes principles for youth participation and concrete guidelines based on experiences of adults and youth at the conference.

Available for download: www.acdi-cida.gc.ca/cida_ind.nsf/AllDocIds/ 29D734B7C1D0666585256F90005323AF?OpenDocument

Dynamix Ltd, *Participation – Spice it Up! Practical tools for engaging children and young people in planning and consultation*, **Save the Children UK, London, 2003.**

This publication provides ideas and values that underlie youth participation approaches. It includes tried and tested examples of over 40 activities. The topics cover everything from getting started and gathering information to long-term planning and evaluation.

Available from: dynamix@seriousfun.demon.co.uk

Ennew, Judith and Yuli Hastadewi, *Seen and Heard: Participation of children and young people in Southeast, East Asia and Pacific in events and forums leading to and following up on the United Nations General Assembly Special Session on Children, May 2002*, **Save the Children, Bangkok, 2004.**

This evaluation report looks at some specific experiences of Save the Children and its partners in South-East Asia, East Asia and the Pacific. It recognizes successes and failings of that regional process and identifies a number of ways the outcomes could be better achieved.

Available for download: www.scsweden.seap.org

Etherton, Michael, *Creating a Process Fit For Children: Children and young people's participation in the preparations for the UN Special Session on Children*, **Save the Children, 2002.**

This report evaluates Save the Children's support for children and young people's participation in the national, regional and international preparations for the UN General Assembly Special Session on Children.

Available for download: www.savethechildren.net/alliance/resources/child_part/ssoc_preparation.doc

Lansdown, Gerison, *Promoting Children's Participation in Democratic Decision Making*, **UNICEF Innocenti Research Centre, Florence, 2001.**

Refer to the section on facilitating children's participation in international conferences.

Available for download: www.unicef-icdc.org/publications/pdf/insight6.pdf

North American Regional Consultations, *Focus Group 101: Guide for Facilitators*, **United Nations Secretary–General's Study on Violence Against Children, 2003.**

This guidebook was developed for young people to use when facilitating focus group discussions with other young people, especially for the North American Regional Contributions to the UN Global Study on Violence. It is a useful resource for adults who want to facilitate focus group discussions.

Available for download: www.unicef.ca/mission/childProtection/violencestudy.php

NSW Commission for Children and Young People, *Taking Participation Seriously*. New South Wales Commission for Children and Young People, Australia.

Booklet Four: Conferences and Events
Booklet Five: Meeting Together – Deciding Together

Taking Participation Seriously consists of six booklets that provide comprehensive information and practical tools for involving youth in decision-making processes. **Conferences and Events** provides ideas and activities for helping children play meaningful roles before, during and after events so that everyone benefits from their participation. It includes stories about young people's participation in conferences. **Meeting Together – Deciding Together** helps young people to prepare for a meeting, participate during the meeting and debrief afterwards. It includes 'child-friendly' templates for invitations, agendas and minutes.

Available for download: www.kids.nsw.gov.au/publications/tps_sections.html

Save the Children, *So You Want to Consult with Children? A toolkit of good practice*, **Save the Children Alliance, ISBN 82-7481-099-6, London, 2003.**

This toolkit is based on the experience of Save the Children in helping to facilitate children's meaningful participation in the process leading up to, and including, the 2002 UN General Assembly Special Session on Children. The toolkit lists everything that needs to be done to make sure that children participate in consultations in meaningful ways.

Available for download: www.savethechildren.net/alliance/resources/childconsult_toolkit_final.pd

Save the Children, *12 Lessons Learned from Children's Participation in the UN General Assembly Special Session on Children*, **International Save the Children Alliance, London, 2004.**

This booklet provides guidance on key principles and processes that have to be considered when involving children in conferences. It includes sections on creating an enabling environment, adult attitudes and behaviours, child protection, planning and budgeting.

Available for download: www.savethechildren.net/alliance/resources/publications.html

Trimmer, Caspar, *Guidelines for Organizing 'Human Trafficking–Voices of Children' National Forums*, **Save the Children UK and the ILO-IPEC East Asia Sub regional Office, Bangkok, 2003.**

These guidelines were prepared for national forums on child trafficking. They cover the main ethical and practical issues that should be considered when organizing consultations with children.

Available from: www.childtrafficking.net

UNICEF, C8 *Protocol Pack*, **UNICEF, London, 2004.**

UNICEF facilitated the participation of children and young people at the G8 for the first time in July 2005 to debate, discuss and put forward their agendas to the leaders of the G8. The protocol pack consists of forms and guidelines, such as evaluation forms, guidelines for chaperones and translators, media consent forms and travel checklists.

Available from: youthvoice@unicef.org.uk

United Nations Association in Canada, *Navigating International Meetings, A pocketbook guide to effective youth participation*, **UNAC, Ottawa, 2002.**

This booklet gives concise information about the structure and process of United Nations meetings, looks at different avenues available to youth for participating and offers practical information for surviving such meetings. The guide also addresses important questions regarding the impact of these meetings on the local, national and international levels that every participant should consider.

Available for download: www.unac.org/en/pocketbook/index.asp

UNODC, *Equal Partners: Organizing "for youth by youth" events*, **UNODC, Vienna, 2001.**

Available for download: www.unodc.org/youthnet/pdf/equal_partners_english.pdf

Veitch, Helen, *Protocol on Children's Participation at the Regional Consultation for the UN Study on Violence Against Children*, Interagency Regional Steering Committee for the UN Study on Violence Against Children, Bangkok, 2005.

This protocol pack on facilitating children's participation at consultations includes principles, standards, guidelines and forms for organizing children's participation at consultations. It was developed through a participatory process.

Available from: Henk.van.Beers@seap.savethechildren.se

24. Child-Led Organizations, Networks and Movements

African Movement of Working Children and Youth, *A World Fit For and By Children: Our point of view as African working children*, **AMWCY, Ouagadougou, Burkina Faso, 2001.**

This report presents working children's views on the debates and practices of working children's participation and movements in Africa. The report was prepared for submission at the UN Special Session on Children and includes commentaries on the ten points of the Global Movement for Children.

Available for download: www.crin.org/docs/resources/publications/AWC.pdf

Child Workers in Asia, *Mapping of Children's Organizations in Asia*, **CWA, Bangkok, 2002.**

This is a list of children's organizations in South Asia and South-East Asia, with details on their history, programme activities, management and contact information.

Available for download: www.cwa.tnet.co.th/Resources/childrens-organisations_sa.html

Concerned for Working Children, *Bhima Sangha and the Makkala Panchayats: Chroniclers of our own histories*, **Bhima Sangha and the Makkala Panchayats together with CWC, Bangalore, India, 2003.**

This document was jointly written by children of Bhima Sangha (a union of child workers) and the Makkala Panchayats (a parallel government by, of and for children) through a comprehensive environmental scan of the processes, structures and power of children as perceived and recorded by children in Karnataka, India.

Available for download: http://web.uvic.ca/iicrd/graphics/CWC%20final%20report2.pdf

CRF, *Directory of Children and Youth-Led Organizations in Cambodia*, **Child Rights Foundation, Children and Young People's Movement for Child Rights and Save the Children Sweden, Phnom Penh, Cambodia, 2005.**

This is a directory of nearly 100 organizations and associations led by children and young people in Cambodia. This list is limited to organizations with a clear structure, continuous programmes and contact addresses.

Available from: crf2002@online.com.kh

Feinstein, Clare and Claire O'Kane, *Strengthening Support to Child–Led Organisations and Initiatives, The Spider Tool: A self assessment and planning tool for child led initiatives and organisations*, **Set of 3 publications: Lessons Learnt, The Spider Tool, and The Facilitator's Guide, Child Participation Working Group, Save the Children Alliance, UK, 2006.**

This set of publications describes practical tools for assessing the strengths and weaknesses of child-led organizations. The publication includes a facilitator's guide and a lessons-learned publication that describes processes and outcomes of piloting the spider tool in seven countries in Asia, Europe, Latin America and Africa.

Available from: ravikarkara@savethechildren.org.np or info@savethechildren.org.np

Karkara, Ravi, et al., *CD Resource Book on Facilitating Children's Organization and Children's Citizenship and Governance,* **International Save the Children Alliance, South and Central Asia, Kathmandu, 2002.**

This resource book presents a series of practical tools on child rights, children's participation and citizenship, power, developing children's organizations, facilitation and life skills that strengthen children's organizations.

Available from: www.savethechildren.net

Ketel, Herman, *Proud to Work and Happy to be Organized: Working children in West Africa and their participation in their own movement*, **Save the Children Sweden Regional Office, West Africa, 2003.**

This is a report on the working children's movement in West Africa. It presents the views of working children, their roles, aspirations and activities within the movement.

Available from: library@rb.se

Panicker, Rita and Claire O'Kane, *What Accounts for Success in Developing Children's Organizations: Our experiences and reflections from Butterflies Programme of street and working children*, **Butterflies, New Delhi, 2000.**

This document presents the experiences of the Butterflies Programme of Street and Working Children in Delhi. Butterflies works to empower children to develop their own organizations to assert their rights.

Available from: claireokane2002@yahoo.co.uk

Rajbhandary, Jasmine, Roger A. Hart, and Chandrika Khatiwada, *The Children's Clubs of Nepal: An assessment of a national experiment in children's democratic development*, **Save the Children Norway and US, Kathmandu, 2002.**

This report reviews the growing popularity of children's clubs in Nepal. It explains the use of participatory methods of monitoring and evaluation that were developed by children.

Available from: post@2savechildren-norway.org.np

Save the Children, *Guiding Principles for Facilitating Children's Organizations*, **Save the Children South and Central Regional Office, Kathmandu, Nepal, 2002.**

These guiding principles for facilitating children's organizations are included in Book 1, Annex 4 of Claire O'Kane's, *Children and Young People as Citizens*.

Available for download: www.savethechildren.net/nepal/citizens.html

Sloth-Neilson, Julia, *Realizing the Rights of Children Growing Up in Child-Headed Households: A guide to laws, policies and social advocacy*. **Community Law Centre, University of the Western Cape, South Africa, 2004.**

This publication presents some of the main legal and policy issues that concern child-headed households. The publication is aimed at a broad readership and goes beyond those working with AIDS orphans.

Available for download: www.eldis.org/static/DOC16897.htm

Strengthening Child-Led Organizations, **United Nations Special Session on Children, Save the Children and Girl Guides, New York, 2002.**

This is a report of a meeting during the UN Special Session on Children in New York in May 2002. It highlights how child-led organizations and children's movements have been able to promote participation, self advocacy and representation.

Available for download: www.savethechildren.net/alliance/resources/child_part/strength_eng.pdf

Swift, Anthony, *Working Children Get Organised: An introduction to working children's organizations*, **Save the Children, London, 1999.**

This report presents five organizations and movements of child workers. It examines their history, objectives, activities and political orientations. It focuses on the voices and experiences of child workers to illustrate what participation means to them.

Available for download: www.crin.org/resources/infoDetail.asp?ID=849&flag=report

UNICEF, 'Children and Youth Parliaments', Unpublished Paper, Adolescent Development and Participation Unit, UNICEF, New York, 2001.

This is a summary of experiences with children and youth parliaments in more than 70 countries. The document is based on reports by UNICEF country offices and by the CRC Committee.

Available from: www.intranet.unicef.org (only accessible by UNICEF staff)

White, Sarah C., *Child Brigade: An organization of street working children in Bangladesh*, **Save the Children Sweden, Dhaka and University of Bath, UK, 2001.**

This report presents the story of the Child Brigade, a street children's organization in Dhaka, Bangladesh. It describes how this child-led initiative started and how children overcame many challenges to establish an agency of street children. This case study raises issues that have general relevance for the promotion of children's rights.

Available for download: www.rb.se/NR/rdonlyres/C86B2C44-1DC2-4537-885B-36D85C84077E/0/ ChildbrigadestreetworkingchildreninBangladesh.pdf

Wittkamper, Jonah (ed.), *Guide to the Global Youth Movement*, **Global Youth Action Network, New York, 2002.**

This is a comprehensive directory of youth organizations and movements from around the world.

Available for download: www.youthlink.org/globalguide.pdf

An updated version of the guide is available from gyan@youthlink.org

25. Child and Youth Participation in Adult Organizations

Bernard, Hans, *The Power of an Untapped Resource: Exploring youth representation on your board or committee*, Association of Alaska School Boards, Juneau, USA, 2001.

This handbook is based on youth experiences and suggestions and provides a list of basic criteria for creating an effective board that includes youth representation. It addresses topics such as how to prepare boards for youth involvement, choose representatives, address legal issues, recruit youth, and educate youth members. It also includes a checklist for adults and youth.

Available for download: www.atthetable.org/images/Details/ 03130215570525_The%20Power%20of%20an%20Untapped%20Resource.pdf

Checkoway, Barry, *Adults as Allies*, School of Social Work, University of Michigan, no date.

This workbook focuses on sensitizing adults on the benefits and necessity of youth participation in community action. It provides information on assessing the assets of youth, essential elements of youth development and checklists for adults and children to respect each other and work together.

Available for download: www.wkkf.org/pubs/YouthED/Pub564.pdf

Lansdown, Gerison, *Involvement of Children and Young People in Shaping the Work of Save the Children, A Report to the SC-UK Board*, Save the Children UK, London, 2003.

This report reviews Save the Children's experience in involving children in its work and identifies gaps in children's participation in the organization's governance. It gives an overview of where and how children are involved, analyses the impact of their participation, raises questions regarding accountability and proposes recommendations to strengthen Save the Children's commitment to children's participation.

Available from: supporter.care@savethechildren.org.uk

Michel, Emma and Di Hart, *Involving Young People in the Recruitment of Staff, Volunteers and Mentors*, National Children's Bureau, London, 2002.

This is a practical resource pack for organizations wishing to involve young people in the recruitment of staff, volunteers and mentors. It is particularly useful for agencies providing social care services to children and young people, such as residential child care and mentoring for care leavers. It can also be adapted for use by schools and health care providers who want to develop children's participation.

Available for purchase: www.ncb.org.uk/resources/res_detail.asp?id=369

NSW Commission for Children and Young People, *Taking Participation Seriously*, New South Wales Commission for Children and Young People, Australia.

Booklet One: Sharing the Stage

Booklet Two: All aBoard!

Taking Participation Seriously consists of six booklets that provide comprehensive information and practical tools for involving youth in decision-making processes. 'Sharing the Stage' explores the idea of youth participation and looks at five key elements that are necessary for effective participation in decision making. It includes practical ideas and examples of what has worked for other organizations. 'All aBoard' looks at why and how organizations can involve children and young people on agency boards and committees. It provides information on the recruitment, roles and responsibilities, induction, supporting young people before and after meetings and on making meetings fun.

Available for download: www.kids.nsw.gov.au/publications/tps_sections.html

Office of the Children's Rights Commissioner for London, *Advisory Board Handbook*, **OCRC, London, 2001.**

The Office of the Children's Rights Commissioner for London was a fixed-term voluntary project that promoted the full implementation of the CRC and making London a child-friendly city. This handbook was compiled based on the work of 24 children and young people in an advisory board. The advisory board members were recruited and trained to work in partnership with paid adult staff members, help make decisions, contribute their expertise and make sure that a project remained child-focused.

Available from: www.childfriendlycities.org/cgi-bin/cfc/
main.sql?file=search_simple_result.sql&lunga=Yes&ProductID=504

Save the Children, *The Recruitment Pack,* **Save the Children UK and the Scottish Alliance for Children's Rights, UK.**

This pack was designed to support organizations wishing to involve children and young people in the recruitment and selection of staff. It is based on practical experiences from organizations and young people from across Scotland.

Available for purchase: fiona.robertson@sacr.org.uk

Shepherd, Zeldin, *At the Table: Making the case for youth in decision making, Research highlights from a study on the impacts of youth on adults and organizations*, **Innovation Center for Community and Youth Development and National 4-H Council, Tahoma Park, MD, USA, 2001.**

This research report presents the findings of a study involving 15 organizations that involved youth in decision-making processes. It describes the nature of participation and its impact on the organizations and on children. The study concludes that in addition to promoting adolescent development, young people's participation often has powerful and positive effects on adults and organizations.

Available for download: www.theinnovationcenter.org/pdfs/Youth_in_Decision_Making_Report.pdf

Youth on Board, *14 Points: Successfully Involving Youth in Decision Making*, **Youth on Board, Somerville, MA, USA, no date.**

This 220-page guide to youth involvement is a starting point for preparing young people to take ownership of their communities. It includes guidelines, worksheets, a resource directory and stories from the street. The guide is designed to help young people and adults work together to improve their communities.

Available for purchase: www.youthonboard.org/publications.htm

Available for download (6-page summary):
www.nww.org/contentcallsdocs/14%20Points%20Overview.pdf

26. Child and Youth Participation in Governance and Politics

Bartlett, Sheridan, 'Special Focus: Children and Governance' in *Children, Youth and Environments*, (15) 2, 2005.

This issue of the journal focuses on children and governance and includes contributions from many leading international experts on various aspects of citizenship and governance. Each article, review or essay can be downloaded separately.

Available for download: www.colorado.edu/journals/cye/15_2/index.htm

Butler, Benjamin and Donna Wharton-Fields, *Finding Common Agendas: How young people are being engaged in community change efforts*, Community and Youth Development Series, Vol. 4, Forum for Youth Investment, International Youth Foundation, ISBN 1-931902-04-6, Baltimore, MD, USA, 2001.

This publication analyses the role of young people in community development and change efforts.

Available for download: www.forumfyi.org/Files/FindingCommonAgendas.pdf

Cabannes, Yves, 'Children and Young People Build Participatory Democracy in Latin American Cities' in *Children, Youth and Environments*, Vol. 15, No. 2, 2005.

This paper draws on case studies from cities in Ecuador, Brazil and Venezuela where children and young people were involved in local governance.

Available for download: www.colorado.edu/journals/cye/15_2/

Children's Rights Alliance for England, *The Real Democratic Deficit: Why 16 and 17 year-olds should be allowed to vote*, CRAE, London, 2000.

This booklet calls for government action for lowering the voting age to 16 and shows that the continuing exclusion of 16- and 17-year-olds from representative democracy is both unjust and illogical.

Available for download: www.crae.org.uk/cms/index.php?option=com_phpshop&page=shop. product_details&flypage=shop.flypage&product_id=33&Itemid=167

Coleman, Stephen and Chris Rowe, *Remixing Citizenship: Democracy and young people's use of the Internet*, Carnegie Young People's Initiative, UK, 2005.

This research report is based on findings from face-to-face interviews and online communications with pre-voting citizens between the ages of 13 and 18. It questions the claims that young people are disconnected from formal political processes, examines young people's access to political information and considers the implications of digital remixing for citizenship.

Available for download: www.carnegieuktrust.org.uk/cypi/home

Concerned for Working Children, *Bhima Sangha and the Makkala Panchayats: Chroniclers of our own histories*, Bhima Sangha and the Makkala Panchayats together with CWC, Bangalore, India, 2003.

This document was jointly written by children of Bhima Sangha (a union of child workers) and the Makkala Panchayats (a parallel government by, of and for children) through a comprehensive environmental scan of the processes, structures and power of children as perceived and recorded by children in Karnataka, India.

Available for download: http://web.uvic.ca/iicrd/graphics/CWC%20final%20report2.pdf

Cutler, David, *Taking the Initiative: Promoting young people's involvement in public decision making in the USA*, Carnegie Young People Initiative, UK, 2002.

This document reviews the process of strengthening democracy and political participation among young people. It reports that young people want to make a difference and improve their communities if given a chance.

Available for download: www.carnegieuktrust.org.uk/files/USAReport-Full.pdf

Ennew, Judith, 'How can we define citizenship in childhood?' in Working Paper Series, Vol.10 No.12, Harvard Center for Population and Development Studies, School of Public Health, Harvard University, MA, 2000.

This paper examines some of the dilemmas of implementing children's civil rights and freedoms. It argues that in modern representative democracies, there is little difference in practice between the citizenship rights of adults and children.

Available for download: www.hsph.harvard.edu/hcpds/wpweb/Ennew%20wp1012.pdf

Franklin, Bob (ed.), 'Children's Political Rights' in *The Rights of Children*, Basil Blackwell, Oxford, 1986.

The author argues that the denial of political rights to children violates fundamental democratic principles and that a division between citizens and non-citizens based on age is not justified. He makes his case by addressing four main objections against children's rights to vote and makes suggestions for institutional structures to facilitate the political participation of children.

Available for download: www.childliberation.org/english/vote.htm

Guerra, Eliana, 'Citizenship Knows No Age: Children's participation in the governance and municipal budget of Barra Mansa, Brazil' in *Children, Youth and Environments*, 15(2), 2002.

This paper describes the development of a children's participatory budget council in the city of Barra Mansa in Brazil. It provides information on the process and its impact and describes how children learned to represent their peers, prioritize resources and develop projects in the city's democratic structures.

Available for download: www.colorado.edu/journals/cye/15_2/15_2_09_CitizenshipKnowsNoAge.pdf

Howland, Lydia and Matthew Bethnell, *Logged Off? How ICT can connect young people and politics*, Demos, London, 2002.

Interest among young people in politics is on the decline. Can information and communication technology (ICT) reduce the democratic deficit? This report, based on an in-depth analysis of youth projects that use ICT, concludes that digital technology has an important part to play, but only if young people are offered real power over decisions that affect them.

Available for download: www.demos.co.uk/catalogue/loggedoff_page163.aspx

Mohamed A. Inca and Wendy Wheeler, *Broadening the Bounds of Youth Development: Youth as engaged citizens*, Innovation Center for Community and Youth Development and the Ford Foundation, MD, 2001.

This publication explores various aspects of youth development and civic engagement. It illustrates how effective youth development has the ability to build relationships and provide meaningful engagement in community and civic life. The first part of the document provides an overview of youth development theory. Part II is based on experiences with youth engagement and explains the process of establishing a Youth Leadership for Development Initiative.

Available for download: www.theinnovationcenter.org/r_ydev_civeng.asp

Molloy, Donna, Clarissa White and Nicola Hosfield, *Understanding Youth Participation in Local Government: A qualitative study*, DTLR and the National Centre for Social Research, 2002.

This report presents findings from a qualitative study investigating the views and behaviours of young people aged 16 to 25 in relation to local government and politics. It explores the reasons for non-participation of young people in local government and considers what could be done to increase their participation.

Available for download: www.local.odpm.gov.uk/research/data/final.pdf

O'Kane, Claire, *Children and Young People as Citizens: Partners for social change*, Save the Children Alliance, South and Central Asia, Kathmandu, 2003.

This is a set of four booklets on efforts to promote children's citizenship and civil rights in South and Central Asia. The publication provides a wealth of information and examples of children's participation in families, communities, schools, work places, local government bodies and other settings. These experiences are enriched with analysis, reflections and lessons learned that are important for all organizations working to promote children's participation and rights.

Available from: www.savethechildren.net/nepal/citizens.html

Rajani, Rakesh (ed.), *The Political Participation of Children*, Harvard Center for Population and Development Studies, Cambridge, MA, 2000.

This is a collection of articles on the foundations, experiences and challenges of children's political participation.

Available from: cpds@hsph.harvard.edu

Riepl, Barbara and Helmut Wintersberger (eds.), *Political Participation of Youth Below Voting Age: Examples of European practice*, Eurosocial Report No. 66, European Center, Vienna, 1999.

This report summarizes the findings of an international research project to study the relevance of political participation of youth younger than the voting age in five European countries. It studies the current political practices of young people in reference to the CRC, highlights the lack of information on this topic and develops a typology to systematize experiences in order to provide a firmer basis for future research.

Available for purchase: www.euro.centre.org/detail.php?xml_id=304

Rollin, Julika (ed.), *Youth Between Political Participation, Exclusion and Instrumentalisation*, Conference Proceedings Report, GTZ, Eschborn, Germany, 2000.

This conference report highlights the important roles youth need to play in development cooperation. It discusses theoretical and practical approaches and gaps in the active involvement of youth in social and political participation. It includes regional overviews on youth participation in policy and politics and provides suggestions for improving local cooperation.

Available for download: www.ifsa.net/files/political-participation.pdf

UNICEF, *Children's Rights and Good Governance: International meeting report*, International Secretariat for Child Friendly Cities, Florence, 2003.

This report presents the proceedings of an international meeting on effective strategies and approaches to make cities better places for children and youth. It draws attention to the vital issues of democratic development and real participation of the young generation in the government of their city.

Available for download: www.childfriendlycities.org/pdf/conference_february_report.pdf

Vermeer, Susan, *Voting Age*, Issue Brief, Education Commission of the States, Denver, USA, 2004.

This document explores legislation and initiatives in 10 states in the USA aimed at lowering the voting age.

Available for download: www.ecs.org/clearinghouse/51/42/5142.doc

Williams, Emma, *Children's Participation and Policy Change in South Asia*, Childhood Poverty Research and Policy Centre (CHIP), Working Paper 6, CHIP, London, 2004.

This report examines children's participation in policy processes by exploring ways in which children may successfully influence policy relating to childhood poverty. It compares five case studies in South Asia: an HIV/AIDS conference in Nepal, a children's parliament in Sri Lanka, two Indian working children's unions and a street children's movement in Bangladesh. Based on these experiences, it analyses which channels of influence have proven most successful for children attempting to engage with decision makers.

Available for download:
www.childhoodpoverty.org/index.php/action=documentfeed/doctype=pdf/id=86/

Willow, Carolyne, *Hear! Hear! Promoting Children and Young People's Democratic Participation in Local Government*, Local Government Information Unit and National Children's Bureau, ISBN 189795 725 4, London, 1997.

Available from: www.ncb-books.org.uk/

Wyness, Michael, 'Children, Childhood and Political Participation: Case studies of young people's councils' in *The International Journal of Children's Rights*, 9, Kluwer Law International, 2001.

Recent years have seen a steady growth in structures supporting the involvement of children and young people in political decision making. This paper examines young people's political inclusion at the local level by drawing on four case studies of children and young people's involvement in political structures in India and England.

Available for download: www.childfriendlycities.org/pdf/youngcouncils.pdf

27. Children's Participation in the Media

Chambers, Stanley, et al., *We're in Print: The whole story by kids for kids*, GRAPEs, New York, 1996.

This book was compiled by the Global Reports Artists Producers Editors (GRAPEs), a group of young writers and artists who made their voices heard through print media. Through their experiences, they provide suggestions, advice, ideas and tools for other young people.

Available from: http://web.gc.cuny.edu/che/cerg/publications/books/books_we_are_print_index.htm

von Feilitzen, Cecilia and Catharina Bucht, *Outlooks on Children and Media*, Yearbook 2001, Nordicom, ISBN 91-88471-09-1, Sweden, 2001.

This yearbook gives an outline of children and media in the world focusing on current trends in media literacy. It presents the existing knowledge of children and media and efforts made to realize children's rights in the media. It provides resources on children and media, including information on relevant conferences, declarations, organizations and websites.

Available for purchase:
www.nordicom.gu.se/clearinghouse.php?portal=publ&main=info_publ2.php&ex=86

von Feilitzen, Cecilia and Ulla Carlsson (eds.), *Promote or Protect? Perspectives on media literacy and media regulations*, Yearbook 2003, ISBN 91-89471-23-7, Nordicom, Sweden, 2003.

This yearbook contributes reflections on measures to promote the media competence of children, young people and adults, and to protect them from potentially harmful media contents. Discussed issues include parental responsibility, awareness of children's rights among media professionals, effectiveness of media regulations and children's participation in media. It concludes that a variety of approaches is needed to maximize children and young people's participation in the media and to minimize potential risks.

Available for purchase:
www.nordicom.gu.se/clearinghouse.php?portal=publ&main=info_publ2.php&ex=92

Gigli, Susan, *Children, Youth and Media Around the World: An overview of trends and issues*, InterMedia and UNICEF, 2004.

This report, presented at the World Summit on Media for Children and Adolescents, provides an overview of trends and issues concerning young people and the media. It is based on a review of existing print and electronic sources, interviews with child media experts from different regions worldwide and InterMedia's surveys.

Available for download: www.unicef.org/magic/resources/InterMedia2004_textversion.pdf

Save the Children, *Participation of Latin American Child and Adolescent Communicators, In preparation for the Fourth World Summit on Media for Children and Adolescents*, Save the Children Sweden, Regional Programme for Latin America and the Caribbean, 2004.

This report outlines the learning processes and recommendations of child communicators from Brazil, El Salvador, Nicaragua, Paraguay and Peru during the World Summit on Media for Children and Adolescents in 2004 in Rio de Janeiro. This forum provided an opportunity for over 150 young people to convene and express their opinions on the media and influence the final outcome of the summit.

Available from: www.scslat.org/search/indexeng.php

Shuey, Elissa, *Young People in the Media: A review of young people's participation in the media in UNICEF projects for the East Asia and Pacific region*, UNICEF EAPRO, Bangkok, 2004.

This report provides an overview of projects involving children and young people in the media. It includes an analysis of the issues and challenges for genuine and effective participation of young people in the media.

Available for download:
www.unicef.org/magic/media/documents/youth_media_in_south_east_asia.pdf

UNICEF, *The Media and Children's Rights: A resource for journalists by journalists*, UNICEF and MediaWise, UK, 2005.

This resource provides information about children's rights for journalists. It was compiled by MediaWise for UNICEF based on practical experiences of the journalists.

Available for download:
www.mediawise.org.uk/files/uploaded/The%20Media%20and%20Children%20Rights%202005.pdf