Child and Youth Participation Resource Guide
Acknowledgements

The production of this guide has benefited greatly from the contributions of many people who believe in the wisdom and vitality of children. Thank you for sharing your ideas, suggestions and resources.

I would like to thank Alana Kapell, Claire O’Kane, Clare Feinstein, Chongkolnee Tientrarat, Clifford Meyers, Dale Rutstein, Elizabeth Protacio de Castro, Gauri Pradhan, Gregory Carl, Guy Thompstone, Henk van Beers, Helen Veitch, Heike Roschanski, Jason Hart, Jay Wisecarver, Judith Ennew, Kim Sabo, Manuel Finelli, Mattias Bryneson, Mark Thomas, Ming Viado, Mie Takaki, Natthinee Rodraksa, Neelam Singh, Olof Sandkull, Perpetua Kirby, Ravi Karkara, Reiko Nishijima, Serap Maktav, Shikha Ghildyal, Sanjay Upadhyay, Selim Iltus, Teresa Stuart, Victor Karunan, Vimala Crispin and Vijay Rajkumar.

A final note of appreciation goes to Joachim Theis, the project supervisor, for his guidance and intense enthusiasm and expertise on this subject.
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.

Joachim Theis
Project Officer Youth and Partnership
UNICEF East Asia and Pacific Region
Bangkok
Contents

Acknowledgements 3
Foreword 4
Introduction 6
Key Websites on Children’s Participation 8

Part One Introduction to Child and Youth Participation 15
1. Concepts of Children’s Participation 16
2. Ethics and Standards of Children’s Participation 20
3. Capacity Building in Children’s Participation 23
4. Frameworks for Mainstreaming Children’s Participation 27
5. Mobilizing Resources for Children’s Participation 30

Part Two Children Involved in Research, Analysis, Planning, Implementation and Evaluation 33
6. Research, Assessment and Analysis with Children and Young People 34
7. Planning, Design and Implementation 37
8. Monitoring and Evaluating Children’s Participation 40
9. Indicators for Assessing Children’s Participation 45

Part Three Children’s Participation in Programme Areas 47
10. Early Childhood Development and the Participation of Young Children 48
11. Education 50
12. HIV/AIDS and Reproductive Health 53
13. Health and Nutrition 56
14. Water and Sanitation 58
15. Children and the Environment 60
17. Participation of Working and Street Children 67
18. Children with Disabilities, Orphans and Refugees 71
19. Emergencies and Natural Disasters 73
20. Conflict Situations and Peace Building 75

Part Four Children Involved in Political Decision Making 79
21. Children’s Involvement in National Planning and Reporting for Children’s Rights 80
22. Children’s Involvement in Policy Advocacy and Budget Analysis 81
23. Conferences and Consultations 83
24. Child-Led Organizations, Networks and Movements 86
25. Child and Youth Participation in Adult Organizations 89
26. Child and Youth Participation in Governance and Politics 91
27. Children’s Participation in the Media 95
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.
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.

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.

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.

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

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.

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

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

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

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

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.
1. Concepts of Children’s Participation


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](http://www.redbarnet.dk/Files/Filer/Rapporter/Opening_Minds.pdf)


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](http://www.thecommonwealth.org)


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](http://www.scslat.org/search/publieng.php?_cod_7_lang_e)


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.


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


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.

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 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](http://web.gc.cuny.edu/che/cerg/publications/books/books_titles_index.htm)


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.


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.


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.


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.


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


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](http://www.nya.org.uk/hearbyright/design/filelibrary/9.%20involving%20cyp%20an%20introduction%202005.pdf)


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.


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.


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.


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

Available from: cpds@hsph.harvard.edu


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](http://www.workingchild.org)


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](http://www.ingentaconnect.com/content/jws/chi/2001/00000015/00000002/art00617)

This book 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/](http://www.scswedenseap.org/)


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](mailto:eapro@unicef.org)


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.


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/](http://www.unicef.org/sowc03/)


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](mailto:beijingoffice@scuk.org.cn)
2. Ethics and Standards of Children’s Participation


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


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


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.


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.


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


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.


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.


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.


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.


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


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](http://www.violencestudy.org/europe-ca/Word/Practice%20Standards%20in%20Child%20Participation.doc)


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](http://www.popcouncil.org/pdfs/horizons/childrenethics.pdf)


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](http://www.unicef.org/evaluation/files/Technote1_Ethics.pdf)

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.

3. Capacity Building in Children’s Participation


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.


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.


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


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](http://www.scswedenseap.org)


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/](http://www.scswedenseap.org/)
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.


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


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/


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


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


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

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.


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.


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.


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.

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


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/


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


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/


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.


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.

4. Frameworks for Mainstreaming Children’s Participation


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


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


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


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


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

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


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


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.


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.


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.


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

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


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)


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.
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
wwwFOUNDATIONS.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


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.


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.


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](http://www.childrightsbookshop.org)


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](http://www.healthlink.org)


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.


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/](http://www.scswedenseap.org/)


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/](http://www.scswedenseap.org/)

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.


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](http://www.actionaid.org)


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.


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/index_pubs.html](http://www.savethechildren.org.uk/functions/index_pubs.html)


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/](http://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.


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.

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

Available for purchase: [www.savethechildren.org.uk/functions/indx_pubs.html](http://www.savethechildren.org.uk/functions/indx_pubs.html)


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


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/](http://www.scswedenseap.org/)


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

Available from: [eapro@unicef.org](mailto:eapro@unicef.org)


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/](http://www.unicef.org/polls/eapro/)


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.


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](http://www.jrf.org.uk/bookshop)


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](http://www.jrf.org.uk/bookshop)
7. Planning, Design and Implementation


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.


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.


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


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


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


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

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/ebwrgdgtodgonwvl6zchixdopre5rgtqm2eagb5br34iioadwlmlr35hymvwzd6hspsysbva2cfi/SectionIII.pdf


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


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.


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


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


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

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

Available from: www.savethechildren.org.uk


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

Available from: www.savethechildren.net


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/


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


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


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](http://www.plan-uk.org/pdfs/literaturereview.pdf)


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


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.


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/](http://www.scswedenseap.org/)


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](http://www.redbarnet.dk/Files/Filer/Rapporter/Opening_Minds.pdf)


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.


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/](http://www.scswedenseap.org/)


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](http://www.ids.ac.uk)


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


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

Available from: [www.unicef.org/publications/index_order.html](http://www.unicef.org/publications/index_order.html)


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.


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.

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


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/


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


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


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


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)


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


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

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/


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


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.


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

Available for purchase: www.savethechildren.org.uk/functions/index_pubs.html


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.


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/

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](http://www.iicrd.org/cap/files/cydseriesyouthacts_0.pdf)


‘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.


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.

9. Indicators for Assessing Children’s Participation


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


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.


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


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


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.


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

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](http://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


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.


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


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


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


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


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

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


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


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


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


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](http://www.incommunityresearch.org/publications/empoweredvoices.htm)


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.


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](http://www.schoolcouncils.org)


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](http://www.soundout.org/MSIResources.pdf)


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.


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.


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.


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.


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](http://www.iog.ca/publications/policybrief5.pdf)


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.


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](http://www.araburban.org/childcity/Papers/English/Parviz%20Piran.pdf)


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.


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](http://www.savethechildren.org.uk/scuk_cache/scuk/cache/cmsattach/3520_Having_a_Say.pdf)

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


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


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


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.


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


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


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.


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


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](http://unesdoc.unesco.org/igages/001264/126403e.pdf)


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.


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.


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.


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


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.


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](http://www.savethechildren.org.uk/scuk/jsp/resources/details.jsp?id=3040&group=resources&section=publication&subsection=details)

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.

13. Health and Nutrition


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


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


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.


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


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


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/(dc5cov45nb3cmszeagag5c3uj)/app/home/contribution.asp?referrer=parent&backto=issue,7,11;journal,15,16/linkingpublicationresults,1:102223,1

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.


**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.


*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.

14. Water and Sanitation


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


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


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


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


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


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


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

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](http://www.irc.nl/page/16710)


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](http://www.unicef.org/wes/files/Sch_e.pdf)


*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](http://www.unicef.org/voy/explore/wes/explore_1818.html)


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](http://www.irc.nl/page/9587)
15. Children and the Environment


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.


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](http://shop.earthscan.co.uk/ProductDetails/mcs/productId/61)


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.


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](http://se-web-01.rb.se/Shop/Archive/Documents/2815%20Childrens%20environment%20050111.pdf)


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.


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.


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/guicbbccy.htm](http://www.unesco.org/most/guic/guicbbccy.htm)


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](http://web.gc.cuny.edu/che/cerg/publications/books/books_titles_index.htm)


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](http://jpl.sagepub.com/cgi/content/refs/20/1/3)


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 squatting 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](http://www.unesco.org/most/guic/guicguic.htm)


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.


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.


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](http://www.colorado.edu/journals/cye/15_2/15_2_03_ReviewBestPractices.pdf)


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](http://www.colorado.edu/journals/cye/15_2/15_2_21_HealthyTravel.pdf)


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.


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


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.


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


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

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/](http://www.scswedenseap.org/)


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


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](http://web.uvic.ca/iicrd/graphics/Out%20from%20the%20shadows.pdf)


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](http://www.wvi.org/wvi/publications/publications.htm)


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/](http://www.plan-uk.org/newsroom/publications/whathappenedtomyrights/)


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.


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.


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.


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.


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.


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](http://www.crin.org/docs/The_Right_not_to_LR.pdf)


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](http://www.rsc.ox.ac.uk/PDFs/Voices%20Out%20of%20Conflict%20-%20Final%20Report.pdf)


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](http://www.rsc.ox.ac.uk/PDFs/RSCworkingpaper20.pdf)

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.


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](http://se-web-01.rb.se/Shop/Products/Product.aspx?ItemId=352)


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](http://www.unicef.es/contenidos/287/child_trafficking_handbook%20to%20parliamentarians%20April05.pdf)


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


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](http://www.wvi.org/wvi/publications/publications.htm)
17. Participation of Working and Street Children


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.


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](http://www.adb.org/Documents/Books/Street_Children/working_Streetchildren/working_with_streetkids.pdf)


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](http://se-web-01.rb.se/Shop/Products/Product.aspx?ItemId=403)


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](http://www.redbarnet.dk/Files/Filer/Rapporter/Opening_Minds.pdf)


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](http://se-web-01.rb.se/Shop/Products/Product.aspx?ItemId=279)


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](http://www.scslat.org/search/publieng.php?_cod_7_lang_e)

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 implementation phases of the project.


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](http://www.savethechildren.org.uk)


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](http://www.savethechildren.org.net)


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](http://www.childtrafficking.net)


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](http://www.childlabour.net/publications_irewoc.html)


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.

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


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


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/


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/


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


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

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


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.


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.


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


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


This guide includes a nine-step education, advocacy and action plan for supporting families who have children with disabilities.


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


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


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


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 given an opportunity to have a say in things that affect them.

Available for download: www.jrf.org.uk/knowledge/findings/socialcare/741.asp

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](http://www.childrightsbookshop.org)


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.


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](mailto:orders@nbinternational.com)
19. Emergencies and Natural Disasters


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


This participatory training toolkit includes sections on participatory learning methods, tools and exercises, child protection in emergencies and caring for separated children.


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


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.


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

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


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.


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


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

Part Three  Children’s Participation in Programme Areas
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.


This short paper highlights the dangers of involving children in conflict situations.

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


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.


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


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


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


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

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.


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


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.


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


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


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

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.


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](http://www.rsc.ox.ac.uk/PDFs/Voices%20Out%20of%20Conflict%20-%20Final%20Report.pdf)


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](http://www.rsc.ox.ac.uk/PDFs/RSCworkingpaper20.pdf)


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](http://www.reddbarna.no/default.asp?HMFILE=42817)


This position paper outlines critical issues for working with children involved with armed groups.


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.


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](http://www.unicef.org/publications/index_4269.html)

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.


This collection of case studies demonstrates how adolescents can contribute to creating better and more peaceful societies.


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.

Part Four  Children Involved in Political Decision Making
21. Children’s Involvement in National Planning and Reporting for Children’s Rights


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](http://www.savethechildren.net/alliance/resources/child_part/ToolforChange.pdf)


Available from: dhaka@unicef.org


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_NMWCngo_report.pdf](http://www.crin.org/docs/resources/treaties/crc.35/India_NMWCngo_report.pdf)


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](http://www.savethechildren.net/alliance/resources/nat_plan_act_sum.pdf)


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](http://www.savethechildren.net/alliance/resources/nat_plan_child_civil.pdf)


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.


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


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


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


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


This guide was created by young people to support youth in organizing activities or campaigns in support of the MDGs.


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.


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.


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, an emphasis on the rights of children and on special protection to safeguard those rights.


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.


This kit supports youth organizations to assess national youth policies and community-level achievements for young people.


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


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/29D734B7C1D0668585256F90005323AF?OpenDocument]


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](mailto:dynamix@seriousfun.demon.co.uk)


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](http://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.


Refer to the section on facilitating children’s participation in international conferences.


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.


**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.


**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.pdf

**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 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.


**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


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


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


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.


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


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


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


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

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


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


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


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


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


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.


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)

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.


This is a comprehensive directory of youth organizations and movements from around the world.

Available for download: [www.youthlink.org/globalguide.pdf](http://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


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.


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](http://www.wkkf.org/pubs/YouthED/Pub564.pdf)


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](mailto:supporter.care@savethechildren.org.uk)


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.


**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.


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.


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.


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](http://www.youthonboard.org/publications.htm)

26. Child and Youth Participation in Governance and Politics


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](http://www.colorado.edu/journals/cye/15_2/index.htm)


This publication analyses the role of young people in community development and change efforts.

Available for download: [www.forumfyi.org/Files/FindingCommonAgendas.pdf](http://www.forumfyi.org/Files/FindingCommonAgendas.pdf)


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/](http://www.colorado.edu/journals/cye/15_2/)


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.


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](http://www.carnegieuktrust.org.uk/cypi/home)


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.


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.


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


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


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


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


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

Available from: cpds@hsph.harvard.edu


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.


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


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.


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


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/

Available from: [www.ncb-books.org.uk/](http://www.ncb-books.org.uk/)


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.

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/cegr/publications/books/books_we_are_print_index.htm](http://web.gc.cuny.edu/che/cegr/publications/books/books_we_are_print_index.htm)


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.


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.


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.


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](http://www.scslat.org/search/indexeng.php)


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.


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:
Danger!! Mines!!

UNICEF East Asia and Pacific Regional Office
19 Phra Atit Road
Bangkok 10200, Thailand
Tel: (66 2) 356-9499
Fax: (66 2) 280-3563
www.unicef.org