Cath Larkins

Understanding children as citizens:
a model for service development

International Forum for Child Welfare
Cardiff, September 2008

The Centre
for children and young people’s participation and empowerment
Welcome

- Background
- What we did in this project
- Children’s Definition
- Spot the Difference
- Tools for change
- What next?
Background

How do we think of children?

- Objects - owned
- Subjects - ruled
- Citizens?
What is citizenship?

Having the Status or Experience of:

- Rights
- Responsibilities
- Participation
- Identity

Delanty 2000
Are children citizens?

Yes! because they:
participate and
have rights, responsibilities and an identity

No! The law says:
Because they are not 18 they can’t make their own decisions about everything

James and James 2004
Willow, Marchant, Kirkby and Neale 2004
Jans 2004
Invernizzi and Williams 2008
Good things about citizenship
Children citizens are listened to, taken seriously in all decisions
Art 12 UNCRC

Bad things about citizenship
Excludes people – ignores difference
Prioritises responsibilities over rights
Nyers 2004, Basok and Ilcan 2006
Osler and Starkey 2006, Roche 1999, Shier 2008

Do we need citizenship to be:
Child sized? Differentiated? For all?
What we did in this project

May – July 2008
Participatory Research (5 meetings)

Three groups
- Gypsy Travellers
- Young Carers
- Disabled Children

25 children aged 8-13
16 girls and 9 boys
What we looked at

The Building Blocks of citizenship:
- Rights
- Responsibilities
- Equal status/ Respect / Recognition
- Membership

Lister 2007
How?
Played a game
Maps
Drawings
Video interviewing
Photos

See video
Spot the difference

Responsibilities

- Provision
- Protection
- Participation
- Access
- Resources

Choice
Voice
Control

Respect
Recognition
Fairness

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How to apply this model

- Rudi Roose and Maria De Bie (2008)

- Children’s rights programming tools
  - Access, Control, **Respect** Tool
  - Duty Bearer Analysis Tool- inc **Children**

Adapted to this definition

Children Rights Situation Analysis
SC Sweden 2008
http://www.crin.org/docs/Child_Rights_Situation_Analysis_Final[1].pdf

- Anne Crowley’s workshop tomorrow
<table>
<thead>
<tr>
<th>ARC Tool</th>
<th>Access</th>
<th>Respect</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Accessible + Resourced</td>
<td>Respected + Recognised + Fair</td>
<td>Voice + Choice + Action + Effect</td>
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<tr>
<td>List the rights children want</td>
<td>Looked after Children</td>
<td>Young Carers</td>
<td>Gypsy travellers</td>
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<td>Help at home when they need it</td>
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<td>Somewhere decent to live</td>
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<tr>
<td>Play and activities</td>
<td>Accessible</td>
<td>Resources</td>
<td>Respected</td>
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<tr>
<td>Respect</td>
<td>A = Accessible R = Resources</td>
<td>Res = respect Rec = recognized F = Fair</td>
<td>V = voice C = choice A = action E = effect</td>
</tr>
</tbody>
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### Tool 5.1 Identification and Selection of Duty Bearers

<table>
<thead>
<tr>
<th>Duty-bearer/stakeholder (focus on influential) As defined in relation to the issue at hand and local situation</th>
<th>Role analysis</th>
<th>Capacity analysis</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immediate caregiver, e.g., parents</td>
<td>Responsibilities and roles of each actor</td>
<td>Motivation/willingness Does the duty-bearer/stakeholder accept their responsibility? If not, why not?</td>
<td>Authority Does the duty-bearer/stakeholder have the authority to carry out their role? If not, why not?</td>
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<td>Community, e.g., village leader</td>
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<td>Private sector, e.g., multinational company</td>
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<td>Civil society</td>
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<td>Local government, e.g., teachers, health workers</td>
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<td>National government, e.g., Ministry of Education, Ministry of Finance</td>
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<tr>
<td>International community, e.g., UN and bilateral agencies</td>
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</tbody>
</table>

7 From pages 30-31, Getting it Right for Children: A practitioner’s guide to child rights programming, Save the Children, 2007
Next Steps

What other models of citizenship will children produce?

What research do these children think should happen next?

Will the EU make proposals on children’s rights fulfill its responsibilities to meet children’s aspirations for their citizenship?

In the services that we’re involved with, who is responsible and willing to make changes to better meet children’s citizenship aspirations?