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Understanding children as citizens:
a model for service development

International Forum for Child Welfare
Cardiff, September 2008

UCLAN
University of Central Lancashire
Faculty of Health

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?

Cohen 2005, Moosa Mitha 2005, Stasiulis 2002

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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

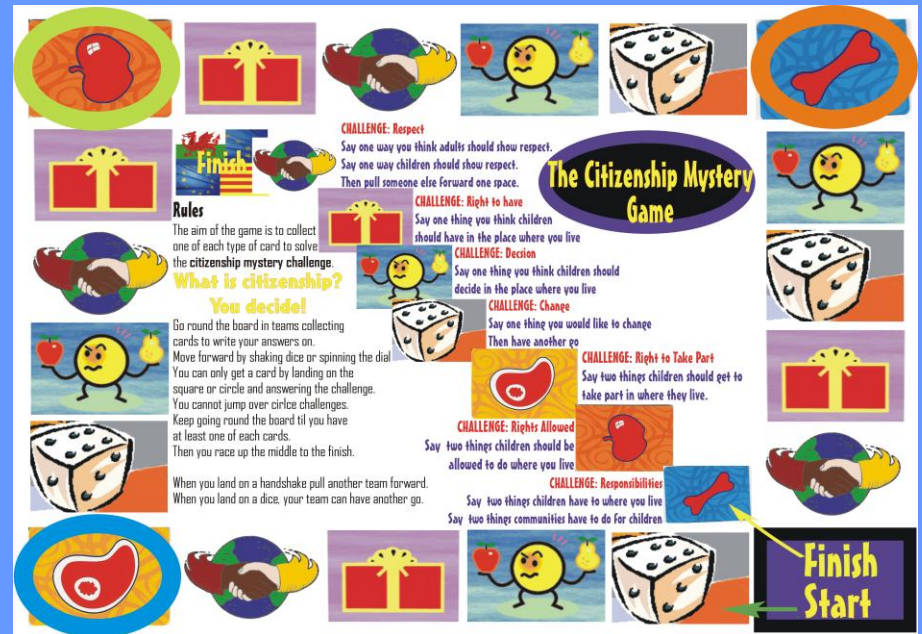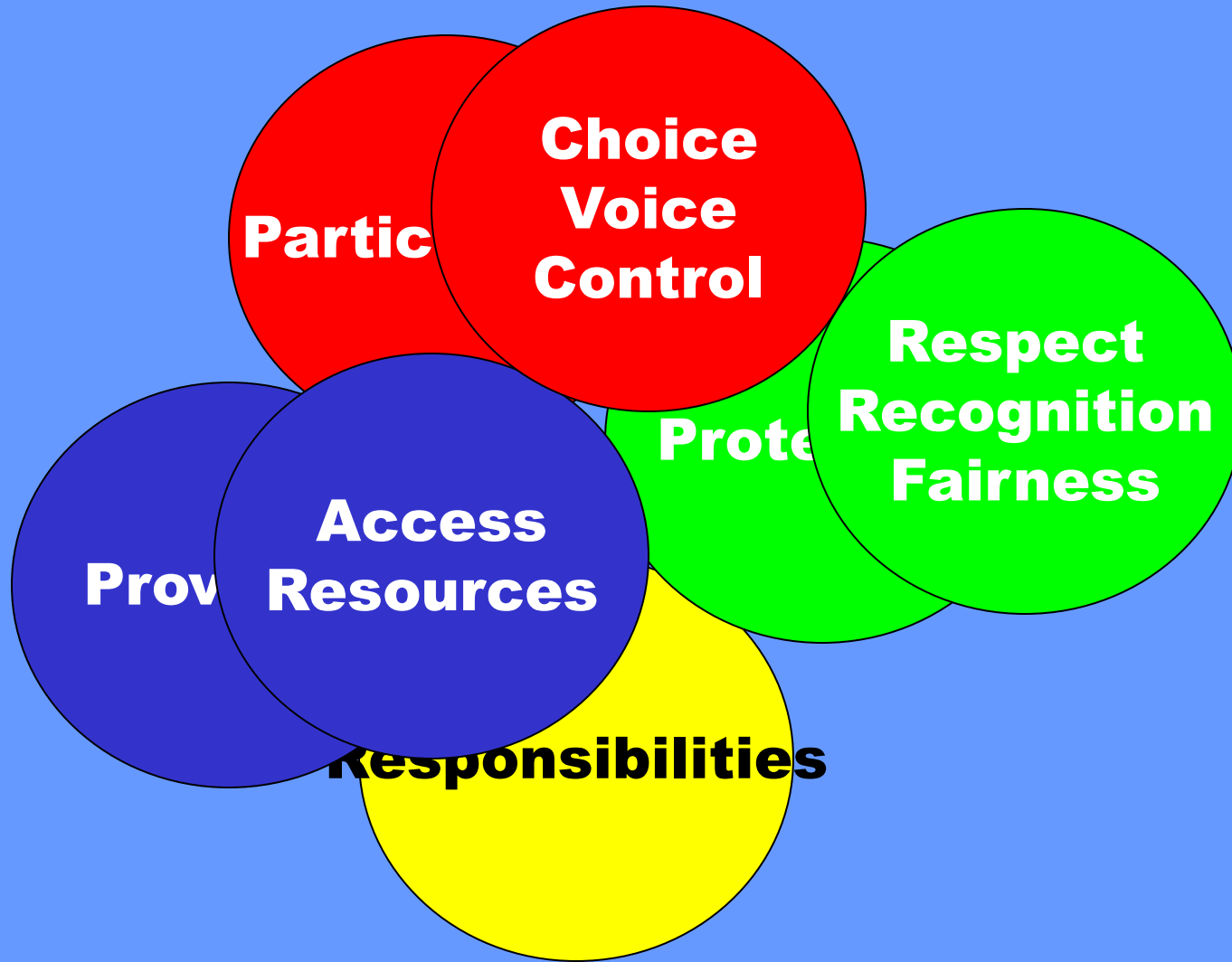Lister 2007

How?

**Played a game
Maps
Drawings
Video interviewing
Photos**

See video

Spot the difference

Partic

Choice
Voice
Control

Respect
Recognition
Fairness

Prote

Prov

Access
Resources

Responsibilities

Spot the difference

Choice
Voice
Action
Effect

Access
Resources

Respect
Recognition
Fairness

Access
Resources

Respect
Recognition
Fairness

Control

Responsibilities

Responsibilities
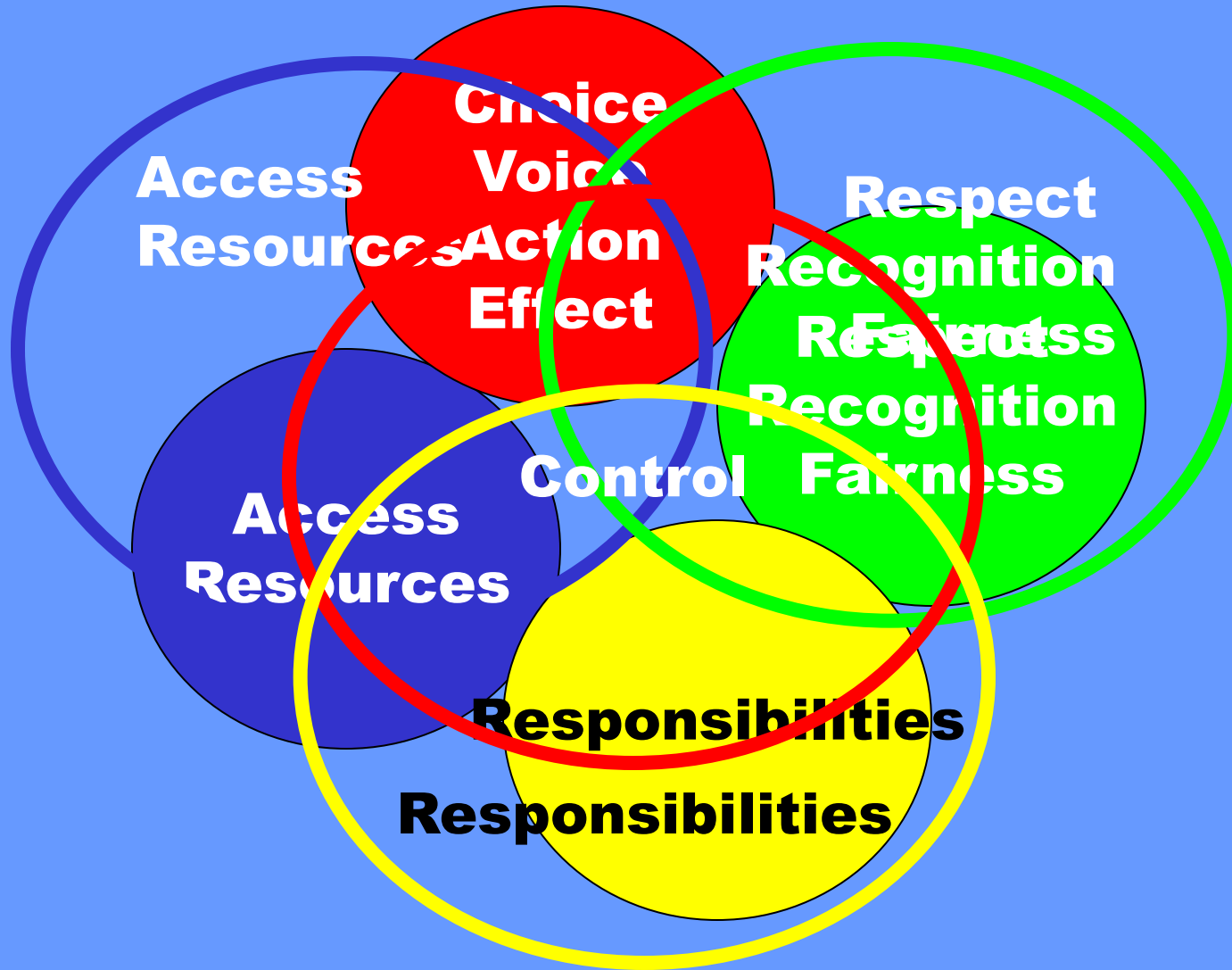
How to apply this model

➢Ruth Lister (2007, 2008)
➢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**

ARC Tool

List the rights children want	Access — Accessible + Resourced				Respect — Respected + Recognised + Fair				Control — Voice + Choice + Action + Effect			
	Looked after Children	Young Carers	Gypsy travellers	Disabled children	Looked after Children	Young Carers	Gypsy travellers	Disabled children	Looked after Children	Young Carers	Gypsy travellers	Disabled children
Help at home when they need it												
Somewhere decent to live												
Play and activities				a r				RES rec				v C A E
Respect												

A= Accessible R= Resources   Res=respect Rec=recognized F=Fair   V=voice C= choice A=action E=effect

CAPITAL LETTER =GOOD ENOUGH   small letters = not good enough   no letter = non existent

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Tool 5.1 Identification and Selection of Duty Bearers[7]

Duty-bearer/stakeholder (focus on influential) As defined in relation to the issue at hand and local situation	Role analysis Responsibilities and roles of each actor	Capacity analysis		
		Motivation/willingness Does the duty-bearer/ stakeholder accept their responsibility? If not, why not?	Authority Does the duty-bearer/ stakeholder have the authority to carry out their role? If not, why not?	Resources Does the duty-bearer have the knowledge, skills, organisational, human and material resources? If not, what's missing?
Immediate caregiver, e.g., parents				
Community, e.g., village leader				
Private sector, e.g., multinational company				
Civil society				
Local government, e.g., teachers, health workers				
National government, e.g., Ministry of Education, Ministry of Finance				
International community e.g., UN agency				

Access

Recognition

Resources

Children

Voice

[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?