The International Society for Prevention of Child Abuse and Neglect (ISPCAN)

SPECIAL REPORT

Joint ISPCAN & Save the Children Publication

Issue N. 1 - 2007

Child Participation and Child Protection

Participation - influence on one's own life conditions – is essential to being fully human -- to being a rights bearing person. What do I know? What do I think? What do I feel? What do I need and desire? What can I contribute? All these are questions that require opportunities for expression and consideration if a child – a person – is to be protected and respected now. They are essential to support growth toward being someone desired and prized as a friend, colleague, neighbor, partner – and for achieving socially responsible autonomy, Piaget's superordinate goal for education.

The ISPCAN's leadership, in a series of meetings, have recently expressed strong interest in planning and working to infuse a child rights approach in all child protection programs and work. This developing ethos rests soundly on (a) the moral-ethical base of the universal principles and standards of the UN Convention on the Rights of the Child, (b) the evolving knowledge base for child and human development, and (c) enlightened orientations to child protection incorporating emphasis on problem prevention and health promotion. Support for child participation in child protection work exists within each of these foundations or pillars supporting a child rights approach.

Article 12 of the UN Convention on the Rights of the Child is pivotal to establishing children as rights bearing citizens capable of existential thought and choice, persons and not property. The first article of its text follows:

> States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

Human needs theory and research, including a special focus on resiliency, have shown social connectedness and competence to be essential to full and healthy development and to life satisfaction, and to be associated with progressive achievement of self-esteem and autonomy. Participation is a theme of central importance to each of these needs – these human conditions – and it is a facilitating and connecting link for their relationships.

Child protection professionals are given/assume the heavy responsibility of representing society in protecting children from dangers to their wellbeing. They are responsible for creating, implementing, and overseeing interventions to eliminate/reduce occurrence of mistreatment and its negative developmental impact. To fulfill this responsibility they must have the knowledge, attitudes, and competencies necessary to gather information, perspectives, and cooperation from children, directly and indirectly, in ways that assure children they are respected and likely to benefit.

One of the last programs of the ISPCAN International Congress (York - 2006) dealt with the important topic of strengthening child participation. An audience of quite varied backgrounds discussed the need for and challenges associated with attempts to incorporate child participation in programs at conferences and in social practices of communities and societies. Great frustration and disenchantment were expressed by several professionals with prior unsatisfactory youth participation experiences. The general consensus expressed was that most programs of child participation have quite an artificial and superficial one-off nature, particularly programs in which a group of young persons, often near or over 18, are quickly gathered and put to work to give the appearance of participation. Some genuine support was given to the position that this kind of practice must end. Instead, it was suggested and strongly supported that child participation must be approached developmentally and become fully integrated and sustained in the infrastructure and systems of child protection.

Arguably, ISPCAN should become a proponent and model for a high quality of child participation. In an action respectful of such a goal, a 'Virtual Issues Discussion' (VID; Internet based international exchange) on the topic was recently sponsored by ISPCAN. The questions raised and responses given were strongly supportive of giving serious and sustaining attention to this topic. In the spirit of this revolution toward genuine rights respecting child participation, herein, experts present perspectives on relevant issues, models, and practices, including highlights from the ISPCAN VID.

Stuart N. Hart, Ph.D.
Deputy Director
Child Rights Institute, Victoria, British Columbia, Canada

This Special Report is a joint ISPCAN/Save the Children publication covering several important aspects of how children can and should participate in their own lives. The report starts with a general overview on "Involving Children in Advocacy" (Rasa Sekulovic, Serbia), then looks at "Strengthening Child Participation on a Community Level" (Ravi Karkara, Nepal), addresses child participation on a national level through the Children's Ombudsman (Gaby Taub, France), as well as on the international level through "Child Participation in the UN Study on Violence" (Clare Feinstein, Lena Karlsson). Finally, the report concludes with a thought-provoking piece on "Youth Participation in Research" (Desmond Runyan, USA) and reflections on the "Challenges Child Participation poses for Child Protection Workers" (Joan van Niekerk, South Africa). We hope that you will find the articles both inspirational and practical, and that they will inform your own important work with children."

Jenny Gray, UK, Special Report Editor

Involving Children in Advocacy - What Does It Mean?

What is Advocacy?

Advocacy is a dynamic, long term process, which reflects our values and beliefs, that changes power relationships by analysing systems and institutions and taking action

Advocacy on children's rights is a strategic means to "speak up for children and their rights" and generate changes in policies, practices and attitudes that will make a positive and lasting difference to the lives of children (*Save the Children Alliance advocacy definition)*

Child rights advocacy activities are informed by the core values of the CRC: best interests of the child, the right to survival and development, non-discrimination, child participation and accountability.

Advocacy is about influencing duty bearers i.e. all those actors who can influence the fulfillment of children's rights and thereby either facilitate or obstruct good changes for children.

Characteristics of Advocacy:

- *Advocacy is a positive action offering credible alternatives:* An advocacy action is not only against something but must also offer positive alternatives.
- *Advocacy is about policy and change for children:* Advocacy is directed at groups with power to influence the situation for children. The goal is institutional change.
- *Clear positions are the basis for successful advocacy:* Sounds simple but this can be the difficult part.
- *Clear and measurable goals:* An advocacy campaign must have clear and measurable goals. Some goals are too broad for advocacy.
- *Advocacy is a process:* Advocacy is never a one-off event. It is a long term process involving a number of processes aiming at concrete goals in the short term and wider goals in the long term.
- *Advocacy is not an end in itself:* Advocacy is a means to reach an end: good change for children. It is not enough to get an issue "on the agenda". It is important to follow it through.
- *Advocacy must be framed:* Child rights issues must be framed in the political language.
- *Advocacy starts from the field:* It is voices and priorities from the target group that informs advocacy.

Who is the target for advocacy?

Duty bearers are the targets for advocacy because they represent institutionalized power and authority to make positive changes for children.

The state is the primary duty bearer according to the Convention on the Rights of the Child (CRC), other duty bearers are community leaders, family members, the media, etc. A thorough mapping of duty bearers and other stakeholders will identify targets for advocacy.

Involving children in advocacy – preconditions for children's meaningful involvement in advocacy and action:

Girls and boys in many different situations and contexts around the world have organised themselves to take collective actions and to promote and support their rights. They have succeeded in making their parents, local communities, media, local and national governments and the international community aware of their concerns, priorities and recommendations.

Child-led advocacy does not mean that children and young people are left by themselves. As adults, we do not want to overburden children and young people or put them into harmful situations. In order to involve and support children and young people as advocates we need to provide them with relevant information, including knowledge on polices and laws. We also need to provide this information in a child- and diversity-friendly format (taking into consideration their ages, languages, abilities, etc).

We can also learn from children themselves on what the best way is to support them. How do children prefer to advocate? What can we learn from experiences by child advocates? How do they get together and advocate? Some children may choose art, theatre or any other medium for their advocacy. Others may be involved in campaigns.

Some of the ways we can support children and young people are:

- Promote and ensure a safe environment for advocacy. Create supportive networks and atmospheres. Establishing and nurturing partnerships with child-focused organisations who will continuously support child-led activities/initiatives/projects.
- Make adults aware of child participation.
- Ensure that child protection standards are met.
- Empowering children and young people to take action/build children's capacity on the issues and in the techniques of advocacy.
- Consult children and young people on how they would like to be involved and supported.
- Perceive children as partners and agents of change – speaking for themselves!
- Believe in children's capacity and potential - Children's agenda should drive the process.
- Supporting peer involvements, child-led organizations and initiatives
- Promote active, meaningful and ethical participation in advocacy

Save the Children Child Participation Practice Standards:

1. An Ethical Approach based on transparency, honesty and accountability
2. Children's Participation is Appropriate and Relevant
3. A Child Friendly, Enabling and Safe Environment
4. Equality of Opportunity
5. Staff are Effective and Confident
6. Participation Promotes the Safety and Protection of Children
7. Ensuring Follow-up and Evaluation

Benefits of child led advocacy:

- It will bring ideas from children's reality and adults will be able to see the problem and the solutions from children's perspectives
- Children and young people will have ownership of the solutions
- Children will be visible and an acceptance of children as social actors and active citizens will be created.
- Children will learn new skills and it is likely to strengthen their self-confidence
- When children act it often generates more commitments from adults.

Examples of good practice in child-led advocacy/ actions to stop violence against children globally:

- Yemen: Children's Parliaments
- Sri Lanka: peer mediation programmes (650 model schools)
- Romania: involvement in campaign to ban violence against

children
- Pakistan: Theatre for Development
- Canada: Children influencing Canadian policy makers to increase support and understanding of child participation
- Cambodia: Village children's councils and TV and Radio quiz (right to protection)
- Serbia: Child-led advocacy introducing Children's Ombudsman
- Zambia: Child rights clubs and school debates

For more examples see:

- "Children's Actions to end Violence Against Girls and Boys – A Contribution to the United Nations Study on Violence against Children, Save the Children, 2005.
- ACTION "Children's Action to end Violence against Children. A film by Save the Children for the UN Study on Violence against Children. www.rb.se/eng

Rasa Sekulovic
Child Protection Programme Manager
Save the Children UK - South East Europe Programme
Serbia Country Programme

Strengthening Children's Participation in Community-based Child Protection Structures and Mechanisms

Save the Children has identified children's participation as a priority area for support and further development. Children's participation is recognised as a crosscutting programming framework for both thematic areas (education, child protection, health, emergencies), as well as crosscutting areas (child rights programming, Logical Framework Analysis (LFA), organisational development). Participation is one of the core principles of the Convention on the Rights of the Child (CRC) and children's participation rights in CRC (namely Article 5, 12, 13, 14, 15, 17, 28, 31, etc.) are interpreted as a means for children and young people to claim their other rights. Children as right-holders lies at the heart of the Child Rights Programming – children have the right to information, expression and association, the right to identity and nationality. All of these are about participation, which is one of the four fundamental principles of the CRC (1).

Child participation is an ongoing process of children's active involvement in decisions that affect their lives. It requires information sharing and dialogue between children and adults, as well as amongst children themselves, based on mutual respect and power sharing. Genuine participation gives children the power to shape both the process and outcome. There are many examples of working with children and young people as partners that have resulted in positive outcomes in South Asia. All these examples point to key learning for empowering both children and adults who are working together for realisation of child rights.

There are many examples of children's active participation in creating safe space and processes for both girls and boys. Below are some examples where children have come together to fight violence through active community and civil society support (2).

Interface of Children with MLAs (Members of Legislative Assembly) on Physical and Degrading/ Humiliating Punishments in Schools, Institutions and Homes: Orissa, India

Save the Children in collaboration with the Government of Orissa and leading child rights NGOs, namely, South Orissa Voluntary Action (SOVA), Open Learning Systems, Aaina, AKSSUS and Members of Legislative Assembly of the Government of Orissa facilitated a meeting of MLAs to discuss the dire consequences of physical and degrading/humiliating punishment on children. This is the first time in India that such an interface of children with people's representative took place on this issue. 35 MLAs from ruling and opposition parties and 22 children (10 boys and 12 girls), representing urban and tribal areas attended the meeting.

This forum was a culmination of numerous consultations and dialogues among children, village education committees and district officials. In all these discussions children demanded a platform to share their opinions and views on the current education system. This interface aimed to fill that void. The purpose of the meeting was also to discuss recommendations and actions for banning physical and degrading/humiliating punishments and to introduce positive discipline in schools and institutions.

The immediate result of the interface was a government order banning Corporal Punishment in the state of Orissa in August 2004 (3).

Girls' Participation in Creating Safe Spaces, Nepal (4)

In 1999, Save the Children UK researched the problems of girls in Ramghat Village Development Committee in Surkhet (5). The girls discussed the low value of women in the society and the difficulties they faced: heavy workloads, restricted mobility, early marriage and fears for their personal safety. During the discussions, a core group of 18 girls (members of nine different child clubs, each from a different ward) decided to work together to effect positive change.

Save the Children began supporting the girls to undertake a project to show their capacity and potential to create safe spaces for girls. Both school going and non-school going girls were involved in the project. The group met regularly to carry out information gathering and analysis of unsafe and safe spaces and activities for girls in their localities. The following were found to be unsafe: travelling to school, collecting wood or water, going to markets, festivals, or relatives' houses on foot or by bus. At these times boys, neighbours, police or teachers could threaten them. This analysis, their new knowledge and understanding of gender, and the increased self-esteem they gained through participating in the project led the girls to negotiate for change.

They met with community members and authorities to raise awareness and call for action to bring about the changes in behaviour, attitudes and service delivery required to transform unsafe spaces to safe ones, to improve girls' mobility, and provide access to public services and opportunities. The girls have continued to protest against any incident of harassment or abuse. The girls' group has developed strong links with village and district level child club networks, the district child welfare committee, the local police, teachers, and women's groups, as well as the local decision-making body - the VDC. All of these actors now recognise the group as a crucial agent for improving the lives of girls in the community. The girls' initiative has resulted in positive behaviour and attitude changes among teachers, boys, parents and community members towards girls. Furthermore, the girls have become more confident, articulate and able to negotiate for necessary changes in their families and communities.

(Continued on page 4)

Following are some positive outcomes that have resulted from Save the Children's work with children and young people.

Recognition of Children as Social Actors

- Parents and community members have more respect for children's views and children's rights thereby increasing the status of children and their voices
- Children are recognised as social actors and as positive contributors to local communities and society
- Discrimination in the family, school and community is challenged by children which brings about attitude changes amongst the adults

Children as Rights Holders

- Children are empowered to address violation of rights and to claim their rights
- Improvement in their educational performance
- Increase in their self –esteem, confidence and resilience
- Enthusiasm to address issues for the benefit of their peers and community
- Increase in communication, negotiation and team work skills
- Increase in tolerance and values of inclusion
- Children's values, skills and knowledge of democratic functioning are enhanced
- Girls and boys are empowered with knowledge of their rights and recognise the value of their participation

Working with Children in Programme Development

- Opportunities are created for children to participate in planning/decision making /reporting /law amendments of the Governments (at varied levels)
- Children are able to express their own perspectives (understanding of issues, problems, analysis, solutions and priorities), which are often different from those of adults

Programme Outcomes

- Reduction in discrimination against girls, children of lower caste, children with disabilities, working children, tribal children etc.
- School enrolment and attendance increased (of girls, boys, former working children, children with disabilities, tribal children etc.)
- Monitoring teacher attendance and the quality of teaching (and taking action with the concerned education authorities when necessary)
- Persuading local authorities to repair bridges and roads used by children to enable their access to school
- Children protection themselves and their peers from child abuse and prevention of child marriage and trafficking

Attitudes and Support of Adults

- Adults are accepting children's representation and views at local and district level
- Social changes in adult's attitudes and mindset, enabling them fulfil their obligations
- Adults are being held more accountable to address child right violations and to provide accessible, quality services to all children
- Increased commitment amongst adults to work with and for children

Conclusions:

In scaling up work on children's participation the adoption of key principles for good practice is proving to be more useful and relevant than the application of 'good models' or 'blue-prints' for practice. A commitment to the process, a belief in children's personhood and democracy, willingness for adults to work in partnership with children and young people, and a value for diversity are essential. Girls, boys and young people must be empowered to develop their own participatory (and partnership) initiatives, which suit their own cultural, socio-economic, political and geographical contexts. Furthermore, adults must be prepared and enabled to support children and young people's participation and to develop mechanisms, which recognize and involve girls and boys as key partners in the development process.

Ravi Karkara
Save the Children Sweden's Regional Programme Manager for South and Central Asia.

References:

1. The other three being survival and development, best interests and non-discrimination.
2. VOICES - An analysis of the voices of Children in South and Central Asia on Violence against Children; In perspective of the UN Study on Violence against Children, Written by Neha Bhandari and Manoj Karki. www.violencestudy.org/europe-ca/PDF/voices_5thfeb.pdf
3. Neha Bhandari, Working against Physical and Degrading/ Humiliating Punishments of girls and boys, Experience from Andhra Pradesh and Orissa, Save the Children UK, South Zone, 2004
4. Claire O'Kane, Children and Young People as Citizens: Partners for Social Change Highlighting Positive Impact, International Save the Children Alliance, 2004 (www.savethechildren.net/alliance/ resources/publications.html)
5. Irada Gautam, The Difficulties Girls Face in Families, in Ramghat and Ghusra Villages of Surkhet District, Mid-western, Nepal, Save the Children UK 1999. (www.savethechildren.net/nepal/ background_information/reportonthedifficulites.pdf)

Youth Participation and the Children's Ombudsman of France

Since March 2000, considerable progress has been made in France with respect to advocating children's rights. At that time, the French parliament followed the lead of over ten other European countries and created the Children's Ombudsman of France, an independent authority with the purpose of defending and promoting children's rights.

The institution of the Children's Ombudsman was invested with three principal missions: to receive individual requests, to identify basic issues with regard to children's rights, and to develop proposals for change. Children, parents, and NGOs were invited to contact the Children's Ombudsman directly in cases pertaining to children's rights.

The Ombudsman's sphere of influence extends not only to litigation opposing a citizen and a government institution but also to conflicts in the private sphere, making it possible to address a wide spectrum of unmet needs.

The Youth Advisory Board

The Children's Ombudsman of France represents 15 million children and adolescents. In order to remain as responsive as possible to their needs, the Ombudsman regularly consults a Youth Advisory Board comprised of 21 young people, boys and girls, 14 to 17 years old, from a wide spectrum of geographic, social, academic horizons

that reflect the diversity of adolescents in France today. When members of the Youth Advisory Board reach the age of 18 or complete their secondary studies, they become honorary members and new members replace them on the Board.

The Youth Advisory Board meets for two week-ends each year, once in the Fall and once in the Spring. At these meetings, the young people meet with the Children's Ombudsman and the Ombudsman's team to discuss issues concerning their daily lives and their recommendations for the future. Numerous issues are raised including young people's expectations, their views on pedagogical methods employed in their schools, their opportunities to influence the functioning of the school system, their needs with respect to health and medicine, and suitable leisure time activities. The serious problems that children encounter – violence, poverty, exploitation - and the shortage of adequate support systems are also discussed. Members of the Board insisted on the necessity that institutions dealing with children and adolescents retain a human and personal character.

In the year 2004, the Board worked with the French Minister of the Environment on an environmental charter and with the delegate of the French Minister of the Family to prepare a National Family Conference on the theme of adolescence. Subsequently, a meeting was organized with the director of Adolescent Health at the National Institute of Health. Drug and alcohol abuse, the hazards of smoking, safe sex, depression and suicide were amongst the issues discussed.

In 2005, the Board was taken on a visit of the French Senate. In addition to providing the opportunity to exchange views with a senator, this visit inadvertently helped to raise awareness about the need to provide wheelchair access in public places, including those places where decisions affecting the entire nation are made. In order to visit the Senate, one of the Board members, a young woman in a wheelchair, had to take the service elevator and then be carried to the Senate floor!

The Board also met with the director of one of the most prominent charitable organizations in France. Amongst the subjects discussed were poverty in France, unemployment, and the right to live in dignity. Case studies were presented and the young people learned that poverty is not just a question of financial resources, but also a question of social organization.

The Spring meeting focused on sports. Many of the young people deplore the fact that they are unable to reconcile practicing a sport on a regular basis with their studies. This is largely due to the fact that academic institutions in France do not recognize the value of athletic activities. Those young people who practice a sport at a competitive level complain about intense training programs that begin earlier and earlier in life at the instigation of coaches and parents.

A visit was also organized to the House of Adolescents in Paris. This highly specialized drop-in service is open to all adolescents with physical and/or psychological problems. It aims to help young people reflect on their strengths and to identify their potential for development and well-being. The field visit enabled Board members to learn about available resources and to ask questions concerning children's rights to health services.

In 2006, the current Board met with several "retired" Board members who had reached the age of 18. The meeting lasted for two days and focused on verbal expression. Views exchanged by members of the Youth Advisory Board on the internet forum indicated that the young people were concerned with their status in society and the respect accorded their opinions by society and, in particular, by the media. Board members' personal experiences in school or in youth groups as well as their personal observations of current political and societal events (such as the riots in French suburbs in October 2005) led them to conclude that the opinions of youth are not highly valued in French society. How, they wondered, could they make their voices heard, without resorting to violence, in a society where most forums organized for the purpose of allowing young people to express their opinions wind up being exploited for political ends?

This debate was followed by a group discussion on the role and the permanence of the three founding texts of monotheism led by the curator of an exhibit at the French National Library entitled, "Books of the Word: the Old Testament, the New Testament, and the Koran."

Finally, a round-table discussion with a member of Reporters without Borders, the director of programming on France Inter (a major French national radio station), and a specialist in education on France Inter confronted the views of reporters on the relations between young people and the media with those of the Youth Advisory Board.

Numerous Board members who actively participate in their school publications described their personal experiences and the difficulties they encounter in motivating their schoolmates.

The professional reporters insisted on the importance of distinguishing between real information and information for the purpose of entertainment and encouraged the young people to reach out to the media to make their voices heard.

Another way in which many members of the Youth Advisory Board make their voices heard is by interviewing people who work in the field of education, justice, law enforcement, child protection, medicine, politics, etc. and contributing to the Children's Ombudsman's annual report.

Young Ambassadors

In 2007, in an effort to further engage youth in service and leadership development activities, the Children's Ombudsman of France will be launching a corps of "young ambassadors of the Children's Ombudsman" from diverse ethnic, socio-economic, racial, religious, and educational backgrounds. Ranging in age from 18 to 25 years, the ambassadors will be recruited within the framework of a volunteer civil service program in partnership with the association Unis-cité (French equivalent programs like City Year). Their mission will be to promote active citizenship by meeting with children in elementary schools, middle schools, and neighborhoods for the purpose of talking about children's rights.

Conclusion

Every year, thousands of children are victims of child abuse, physical violence, sexual abuse, and psychological abuse. Cases of separation and divorce, while commonplace, can nevertheless be the cause of untold suffering for children who find themselves the victims of their parents' conflicts. Public administrations often inflict hardships upon the very children they are intended to protect. In these cases, the abuses are institutional and, as such, often go overlooked. Certain policy measures taken "for the good of children" or "in the national interest" can have adverse effects.

In our experience, youth participation serves a dual purpose. It provides young people with information and resources concerning social problems and children's rights. It also offers an opportunity for young people to provide feedback to the Children's Ombudsman on their own personal experiences with a wide array of social problems and to draw the attention of the Ombudsman to areas in which children's rights are not respected.

Youth participation encourages young people to play a leadership role in promoting children's rights.

Gaby Taub, MSW
Territorial Correspondent for Paris
Children's Ombudsman of France
ISPCAN Executive Councillor

UN Study on Violence and Child Participation

The points made below are based on Save the Children's work over many years in the field of children's participation and the widely acknowledged role and expertise of Save the Children and its partner organisations in supporting girls and boys from various backgrounds to play an active role in obtaining respect for their rights such as the right to survival, protection, development and participation. It specifically looks at the UN Study on Violence against Children as an example of children's participation and its importance in addressing child abuse.

The starting point – the purpose of and approach to children and young people's participation

To recognise and support children as social actors and partners by providing them with the space and the support to express their views, be involved in decision making and take action aimed at changing the position and condition of girls and boys in society.

This has never meant transferring full responsibility for addressing the problem of violence against children onto children themselves. Save the Children's ethical approach to children's participation emphasises that the ultimate responsibility for this lies with governments and the adult community in general. It does however recognise that in our work to provide better protection to children against violations of children's rights in their daily lives, opportunities should be actively found, promoted and supported to include them.

Save the Children's child participation practice is guided by the following principles – based on Save the Children's Practice Standards in Children's Participation (Save the Children, 2005)(1):

- an ethical approach and commitment to transparency, honesty and accountability
- a safe approach in which children's protection rights are properly safeguarded
- a non-discriminatory approach that ensures that all girls and boys have an equal opportunity to be involved
- a child friendly approach which enables children to contribute to the best of their abilities

This means, among other actions, that

- Clear guidelines (practice standards) are developed for children's participation. These are based on Save the Children's Practice Standards in Children's Participation (as above). These practice standards were adapted, further developed, piloted and implemented by South East Asia and Pacific region during its engagement with the UN Study on Violence against Children (UNVAC). They have also been adopted for international level consultations related to the Study as well as to other similar processes such as the Convention on the Rights of the Child Day of General Discussion 2006 and the Junior G8 2006.
- Key resources are developed early in any process. For example, for the UNVAC, Save the Children developed a toolkit 'So you want to consult with children?' and 'So you want to involve children in research?'(2) These were translated into French and Spanish, made available online and in printed copies and widely distributed.
- The production of child and diversity friendly materials, tools and information is supported. During the UNVAC Save the Children supported the production of, for example, a child friendly concept paper, a child friendly Questions and Answers, a child friendly version of the Secretary-General's report (3). In addition, child friendly material from national and regional processes was produced as well as some global age-specific and diversity-sensitive material. These include a global film 'ACTION Children's Actions to end Violence against Children' and a book for younger children (7-12 years) 'Safe you and Safe me: Violence is not OK' as contributions to the UN Study (4).
- With the production and dissemination of the above resources – and others (5)- Save the Children explicitly recognises that the need to build the capacity of adults as well as to provide children with child friendly materials is crucial to promoting children's participation. Training and orientation sessions should also be provided both to key external actors and internal staff members.
- During the UNVAC process, Save the Children has recognised that children are actively addressing issues of violence in many different ways, at different levels and in different situations and contexts around the world. Our goal has therefore been to support these advocacy efforts and to work together with them and facilitate spaces and opportunities where they have been able to bring out their key issues, their key recommendations and their key actions to prevent and address violence (6).
- Save the Children has supported the active involvement of children and young people in the UN study not as the 'victims' of violence - to share their own painful experiences - but as resourceful participants for consultation and partners for future planning.

Mechanisms to support the approach

Based on the model first piloted by the Task Group on Participation at the UNGASS, during the UNVAC, Save the Children's child participation work has been supported by a global network of national and regional focal points, including child participation focal points in each region. Based on our experience from past processes, we understood that mobilization needed to commence at the national level and then link and feed into regional and international processes. Such mobilization efforts will contribute to the sustainability of a supportive environment for and additional support to local level initiatives. It also meant that Save the Children's vast and vital experience of supporting children's participation at the field level could be captured and integrated into the UN Study process.

National and Regional

At national and regional levels, Save the Children has worked in partnership with local partners, Plan, UNICEF and other organisations (sometimes within the structure of an Inter-Agency Group) to support children's participation. In most regions Save the Children has led or convened child participation regional steering committees / working groups. Where these have been established at country level, Save the Children has also played a leading role in these groups in initiating and supporting national processes and activities involving children.

This work has facilitated a process whereby children at the local and national levels have been able to bring forward the issues and recommendations important to them rather than just agreeing or responding to issues adults feel are important for children. They have also been able to highlight their very specific actions to end violence against them, to further their planning and collaboration and link all this to the wider global process. As above, these local/national processes, issues and actions have been captured and documented in the range of materials Save the Children has produced for the UN study as presented in the footnotes and brought together in the attached Publications List.

The role of children and young people

Children and young people have taken on many roles throughout the UN Study process, including as: advisors, documentalists, advocates, respondents, researchers, facilitators and participants during consultations. We have been able to consult with children on how they wish to be involved in the process and to respond to and support their wish to lead and facilitate their own consultation processes.

Some children and young people have gained enormous experience from participating in a process over a period of years. Some children and young people who participated in initial national and regional activities in 2004-2005 also participated in the international launch of the UN Study in October 2006. Some young people who previously participated as under 18s have 'graduated' to take on the role of young (over 18) facilitators. Three young facilitators together with adult facilitators facilitated children and young people's meeting prior to the International launch of the UN Study.

At a national level, children have met and collaborated and have learnt about the UN Study process and the opportunities it provides to support and further their work and advocacy efforts at the local level. In every region around the world, young people from national processes have sent their representatives to regional consultations where they have been able to continue to advance their efforts and speak directly to key decision makers about their activities and recommendations.

Due to the nature of the Study and its hoped-for global impact, key international opportunities for promoting and supporting children's participation have also presented themselves. Save the Children has played a key role in facilitating children's involvement in global events and activities – including the International Launch of the Study's report in October 2006 –, and has ensured that children, who were engaged at the national and regional level, could seize these opportunities and use them as arenas to further their own objectives.

Children and young people had the opportunity to make a statement to the 3rd Committee of the 61st session of the General Assembly during the recent international launch of the UN Study in New York on 11th October 2006. This statement was presented by a representative of the children and young people after a democratic and fair peer selection and election process. The children and young people also played a major role in a round table discussion with representatives from UN agencies, governments and NGOs on 12th October. During their Preparatory Forum prior to the Launch, children and young people had the time to prepare questions to be answered by these adult representatives. Children and young people also led the launch of the Child Friendly Materials – also on 12th October. The launch was inaugurated by Kofi Annan, with many other agency and government representatives present. Children's participation was seen as a highlight of the Launch activities as well as being highly praised and acknowledged during the entire UNVAC process (7).

In all the consultation processes at the various different levels children have been able to meet beforehand in their own space to prepare themselves and discuss and prioritize their own issues. Work has also gone into preparing and sensitising adults for children's involvement in such consultations.

Some highlights and challenges of the process

- Previous processes such as the UNGASS had established a precedent for involving children. In the UNVAC, child participation was established early as a key and essential feature of the process by Save the Children, other organisations and also the independent expert, Professor Pinheiro, in his initial concept note for the Study. The focus on 'ethical and meaningful' has meant that much effort has been made to continually raise the quality of children's participation based on recognised and agreed standards and principles with information, training and a certain amount of resources available to support it.
- Many adults have changed their attitudes to children's participation. Pinheiro acknowledges that he is, in his own words, "a fairly recent 'convert' "(8)
- Children's recommendations were clearly included in the outcome documents from the nine regional consultations in 2005 and have now also been reflected in the Secretary-General's report
- The Secretary-General's report not only recognises the imperative of involving children in decisions that affect them but also has recommendations for involving children in the Study's follow up mechanisms and action plans
- The Save the Children global pool of child participation practitioners has been a key strength, bringing together contributions from SC member's international, regional and national focal persons on child participation. SC member's partners on child participation, including networks of children's organisations, have also been a key to the level of success achieved
- Children's own processes, at the community and national levels, have benefited in many ways from their engagement in this process. These are documented in greater detail in publications such as 'Children's Actions to End Violence Against Girls and Boys'. Children in different countries around the world - from Nicaragua to Bangladesh, from Yemen to West Africa, from Romania to Hong Kong – have organised themselves into a collective force to combat various kinds of violence – sexual abuse, early and child marriage, violence against children in conflict with the law and so on. They have made decision makers and care givers accountable. They have formed child led organisations to take collective action to stop violence. They have committed themselves to the cause of putting an end to violence against children.

Some key challenges include:

- From 2007 on, a key challenge will be keeping the momentum and following up with children who have been involved, especially at the national level, based on their priorities and recommendations.
- The importance of integrating the learning from this process into programs.
- The issue of representation of children and young people has presented a challenge, particularly when children have been participating in or selected from different processes. However, to a greater extent perhaps than in some previous processes, considerable effort has been invested in involving children based on their involvement in existing processes and on the work they have done or are doing in addressing the issues of violence against girls and boys
- The importance of reaching out to and involving younger children in these processes has been recognised as well as the challenge involved in achieving this.

Clare Feinstein
Global Advisor on Child Participation, Save the Children

Lena Karlsson
Chair of Save the Children's Task Group on Violence Against Children

(Continued on page 8)

Continued from: **UN Study on Violence and Child Participation**

References

1. Available at www.savethechildren.net
2. Available at www.savethechildren.net or www.rb.se/eng
3. Our Right to be Protected from Violence; United Nations Secretary-General's Study on Violence Against Children: Adapted for Children and Young People, 2006, UN Study on Violence Against Children
4. Safe Me and Safe You – Violence is Not OK, 2006, Save the Children, will be available at www.rb.se/eng
5. See complete publications list at: www.rb.se/eng
6. Children's Actions to End Violence Against Girls and Boys, 2006, Save the Children. Available at www.rb.se/eng
7. For more information, visit the CRIN website www.crin.org
8. Children's Actions to End Violence against Girls and Boys, 2006, Save the Children. Available at www.rb.se/eng

Youth Participation in Research

While child maltreatment is widely recognized as a significant social problem that has serious long-term health and economic consequences; there are professionals and public officials who remain unconvinced and feel that maltreatment only happens elsewhere. There is a need to increase awareness of the actual occurrence rates in many countries. Even where occurrence rates have been reported, there is a need to understand risk and protective factors. Cross-country comparisons can be a particularly powerful means to reveal issues that need the attention of local officials, child advocates, and child health professionals. Data from other countries may not be sufficiently compelling to ensure that a problem hidden in shame within families and communities is recognized. Data from all countries where the problem has been studied suggest that child maltreatment is epidemic. Even the limited data available to date suggests that lesser developed countries, without the infrastructure and educated professionals to recognize abuse or neglect and intervene, may have a more serious problem than the developed countries with already documented epidemics. Local data are needed to drive education, policy, and service development.

Children's knowledge and perspectives are infrequently attended to in research on family violence. Developmental status or limitations in intelligence may limit children's ability to tell us what they have experienced. However, where children can be asked, their perspective can be helpful in understanding the full extent of the problem. Frequently, child abuse is a private event with only two people having direct knowledge; where the perpetrator won't tell what happened, the child may be the best source of data. A child's rights perspective supports efforts to understand what children have experienced from their own perspective.

There has been a marked change in perspective about youth participation in research around the world; probably more so in other countries than in the Unites States. Personal conversations with investigators in the US have generated confusion about even the concept of youth participation. US surveys of parents about confidential surveys of youth reveal that most parents think that parental permission should always be required, particularly about sensitive subjects such as sex and violence (1). The 1989 Convention on the Rights of the Child calls for the participation of youth in decision-making (2). Youth have been suggested as participants, as researchers, and as persons who can help disseminate and validate research. Concern has been expressed about giving youth a real role although participation in research may result in a youth being exposed to knowledge about the worst of human behavior that they might not otherwise be aware of, and which may cause harm to these participants. Other issues relate to concerns that research be conducted by trained researchers. The Nuremburg code specifically addressed the potential increased risk to participants if investigators don't have careful training to ensure that valid research is being done and that the investigators are trained in the ethical requirements for research: *"The experiment should be conducted only by scientifically qualified persons. The highest degree of skill and care should be required through all stages of the experiment of those who conduct or engage in the experiment."(*3)

Reporting laws in some countries may complicate child participation as well. Laws may require that suspicions about possible abuse or neglect of children must be reported to legal or social service authorities. However, these reports themselves may lead to criminal prosecution of a child's parents or removal of the child from his or her home. **Careful consideration must be given to respecting the gift of information from research participants and permitting informed consent.** Involving children in research in which the children provide information that may result in risk for others requires careful thought. Do the child participants have the capacity to understand informed consent?

It is important to note that many research projects have been conducted in an ethical manner while asking children about exposure to family or school violence. Typically these have involved anonymous completion of questionnaires. However, without standardized instruments, it has been difficult to compare or contrast children's reports across studies or across cultures. The development of an instrument that can be used across cultures and facilitate research asking children about maltreatment in a safe and ethical manner will improve the knowledge base about the occurrence of violence against children.

ICAST Questionnaires

The International Society for Prevention of Abuse and Neglect (ISPCAN) and United Nations Children's Fund (UNICEF) have been working together to improve knowledge about the occurrence of violence against children in all parts of the world. To do this, we have developed three questionnaires (one for adults with children-the ICAST-P; one for young adults, the ICAST-R; and one for children, the ICAST-C) to examine types of victimizations of childhood around the world. The intent is to provide an instrument that has been developed by an international group of scholars from all portions of the globe that will be made available to investigators seeking to find appropriate instruments for studies examining the occurrence of violence against children.

More than 130 experts from 43 countries have participated in the development and review process. The process for the development of all three ICAST instruments has been coordinated by ISPCAN leadership and researchers from Queensland University of Technology, Australia and the University of North Carolina at Chapel Hill, USA.

How is violence or abuse defined in this instrument?

People in different cultures have differing views on what constitutes violent or abusive behavior. In the survey questionnaire, children will not be asked about broad terms such as "violence" or "abuse." Instead, the questionnaire asks about the occurrence of specific behaviors. Interpretation of the results will be in the context of local community norms for acceptable

behavior as well as using more standardized definitions for the purpose of cross-country comparison.

Human subjects protection

The subject matter for this instrument is sensitive and potential harm to health and life may be identified or even precipitated through survey questions. The safety and well-being of the research participants is paramount. Because child abuse reporting laws, and even the existence of agencies able to intervene, varies by country, this instrument for children must not be used in countries or in research studies in which the child's autonomy and confidentiality cannot be assured. Wherever this instrument is used, the investigators need to carefully develop their protocol with respect to recruitment, participation, consent, incentives, and provision of child protection within the context of the legal, social, and medical systems where the study is performed.

All pilot projects must be reviewed by a committee on human subjects protection (institutional review board). If an investigator adopting this instrument does not have a local institutional review board, the study may be reviewed by the ISPCAN Committee on Human Subjects or by a review panel at a cooperating university. No pilot study data should be collected without approval of an organized review committee that considers the needs and provisions for the protection of research participants. Individual research participants (both children and adults) must be able to secure assistance to prevent further violence when they make this request.

Because of the complex competing demands posed by the ethical principles of non-malfeasance ("Do No Harm"), beneficence, and the autonomy or respect for the will of the participants, research staff need to be well prepared to address ethical issues. All staff should have basic training in research ethics. If a local university does not provide such training, there are training modules available on the world wide web. ISPCAN is currently making arrangements to join a network of universities providing web-based education on research ethics that will provide certification of having been taught the basic principles of human research.

Instrument Translation

International Instruments such as all of the ICAST instruments are intended to be used in multiple languages and ask similar questions in a variety of cultures. Translation should be accompanied by an independent back translation to English by a different person than accomplished the original translation. Every effort should be made to preserve the numbering of the questions so that all data entry for the instrument, in any language, will be similar. This will permit the data from the different countries to be compared even if the person using the data is not familiar with the language that the instrument was administered to the participants.

Sampling Plan

At this stage, we hope that these newly developed instruments will be of use to investigators in many countries and in multiple languages. Our solution to some of the ethical issues has been to suggest anonymous group administration with careful instructions that what is shared on the instruments will not be linked to individuals. This means that investigators will need to make clear that what has been shared cannot be traced back to provide help. The investigators choosing group administration will need to make sure that they invite children individually to contact them to get help.

Group Administration

- A group of children is asked to complete questionnaires at the same time with submission into a box or briefcase in such a manner that children's answers will be anonymous. Classrooms and social organizations provide the most common opportunities for group administration.
- Permission from leaders of the school or youth group must be obtained. Some organizations may require that permission be obtained from participants' parents. This issue will need to be reviewed for each country and by the local committee reviewing the work for the purpose of protecting human subjects.
- Children completing the instrument in group settings must not talk with the other children about how they answered questions or from seeing how other children answer specific questions. This means that talking must be limited during administration and that participants must be far enough from each other to provide privacy.
- Children must be able to return the questionnaire to the investigators without having other children see their answers.
- Questionnaire responses must be kept confidential and no child's name should appear on the instrument.

Refusal to participate

Children must have the right to choose not to participate without any consequences. There must be no adverse consequences of choosing not to participate.

Debriefing

While having a child become distressed about the questions in maltreatment research is rare in our experience, the ICAST instrument does ask about experiences that may have been painful or disturbing for a child.

1) A standard statement should be read to the class in advance that says that the questionnaire may cover topics that are upsetting or disturbing and that any student having questions may talk to the person bringing the instrument into the classroom.
2) A participant child may want to talk about or get help related to some experience that is included in the questions in the instrument. The investigators must be prepared to offer a general introduction/orientation to the topic before the survey is begun; and a general debriefing or advice to all subjects about how they can get help or have someone to talk to about issues that the questionnaire covers.
3) The investigator may also chose to provide information about other resources, such as children's rights organizations or community agencies, that can provide help.

Ethical and Safety Issues

1) Guarantees of safety to participants
   a. care with how subject matter of survey is introduced and described in school or to other persons in the community
   b. confidentiality of responses (information retrieval systems must safeguard data)
   c. safeguard privacy—make sure children's responses are not observed by other children
   d. remember that participants have the right to refuse to answer and the right to stop
   e. provide a debriefing offering participants a chance to get support and help if they report distress
   g. ensure access to crisis intervention- have a plan to address crises
   h. service referral- prepare a resource list and distribute at the end of the interview

Children responding to research questionnaires is one form of child participation. This level of participation clearly addresses, in a limited way, the mandate to hear children's voices expressed in The Convention on the Rights of the Child. Other forms of participation, including asking children to help collect data in communities or from other subjects needs to be sensitive to the

(Continued on page 10)

needs of the other participants and attentive to international standards for research ethics. However, children as part of advisory boards, helping with interpretation, or in dissemination of results are respectful and legitimate roles for children. Some children are prepared to be trained and are mature enough to participate in the design and conduct of the research project. This level of participation could dramatically enhance some work in our field.

Dr. Desmond Runyan, MD
University of North California

References

1. Pasternak R, Geller G, Parrish C, Cheng T. Adolescent and Parent Perceptions on Youth Participation in Risk Behavior Research Arch Pediatr Adolesc Med. 2006;160:1159-1166
2. Lansdown G. Promoting Children's Participation in Democratic Decision Making. New York: UNICEF, 2001
3. Trials of War Criminals before the Nuremberg Military Tribunals under Control Council Law No. 10, Vol. 2, pp. 181-182.. Washington, D.C.: U.S. Government Printing Office, 1949

ISPCAN ICAST Research Tools available at: www.ispcan.org/questionnaires.htm

Child Participation – The Challenges for Child Protection Workers

In his contribution to the Virtual Internet Discussion on child participation Tufail Muhammad (Pakistan) notes that "most of us pay only lip service to child participation. One of the main reasons is that it is a poorly understood concept" (Tufail Muhammad, VID contribution, 30th October 2006). Whilst it may well be true that the concept and process of child participation in child protection services is poorly understood, the need to afford children the opportunity to realise this right as envisaged in the United Nations Convention on the Rights of the Child, also presents professionals working in the child protection field with challenges more fundamental and difficult to address than simply an absence of knowledge.

Traditional practice in the child protection field has been – and to some extent remains - focussed around the concerns of adults, who, even though they may be trained professionals in the fields of work with children and child protection, child abuse and child neglect, approach much of their work from adult perceptions of children's needs. In some ways the arguments around, and the challenges of integrating child participation into child protection practice, are similar to those encountered on the issue of discipline and the justification of corporal punishment: "adults know best what is good for children and young people."

Although child protection workers listen to children in therapy and in education and prevention programmes, and although we are amused and touched by children's entertainment at conferences and other events, giving children and young people the space and opportunity to participate meaningfully at these events, and then to listen and take seriously their concerns remains a challenge for many child protection professionals. Why do child protection workers find this so difficult?

1. Threat to authority and a professional sense of competence

Professionals traditionally work from a position of authority that is based on hard-earned years of experience and training. Sometimes our qualifications give us an exaggerated sense of expertise and competence that prevents our being able to acknowledge that the best experts on childhood and youth might at times be children and young people themselves and that their participation does not necessarily diminish our expertise and competence but expands and complements it.

2. Children and youth are not always seen as authorities on childhood

The need to retain an objective and "scientific" view in the helping professions may be over-valued in work with children – and possibly also in work with adults. Objectivity is valued in therapeutic, educational and research activity in the child protection field and indeed it is essential that one's vision of and subsequent actions in response to child protection issues are not obscured by emotion and subjectivity. Children are often wrongly assumed to be unable to view their worlds and experiences objectively and thus contribute to the pool of knowledge and expertise in child protection.

However children and youth, by sharing both their subjective view of themselves, their experiences and their world, as well as their opinions and ideas as to how systems should respond to their needs, can help adults working with children and families in the child protection field respond more appropriately and effectively.

3. The "Generation Gap" added to the "Professional Gap"

Apart from the "professional training gap" adults who work in the child protection field also have to jump the "generation gap". Many child protection worker who work with children would like to believe that this does not exist for them – after all they are trained and experienced in working with children! However one has to acknowledge that the knowledge, experiences, language, and music, etc., that many child protection workers grew up with are quite different to that of the children and youth with whom they work.

Added to these differences, professionals in the child protection field speak their own "professional language/jargon which at times not only creates an understanding gap between themselves and other adults – but also between themselves and children. Child participation is a circular process – it does not involve listening only to children but actually engaging them in debates around mutual concerns and thus child protection workers must use language that children and with which young people can understand and engage without "talking down". Child Protection Workers need to consider whether their use of language in the child protection field facilitates or impedes child participation that is real and meaningful.

4. The selection of the children and youth and the topics for child participation processes

Many child participation processes are managed by adults who engage with selected groups and indeed certain children within groups; in many instances adults may also impose certain topics around which they are prepared to engage in debates with children. The challenge to child protection workers is to facilitate child participation processes in which any child or young person may participate and in which children and young people are able to define their own concerns. Child protection workers need to ensure that they do not sift out those issues that do not fit their frame of reference but really listen and engage in debate with children.

5. Children responsibilities that are not appropriate for their age and stage of development

Certainly child participation processes should take cognisance of the age and developmental phases of the children and young people who participate in them. Children do have a right to childhood. Balancing the right to childhood with the right to participate may prove a daunting challenge to workers in the child protection field, especially when working with children who have already been the victims of other forms of victimisation and abuse.

7. Concerns about confidentiality and protecting children from inappropriate exposure

Some child protection workers have expressed concern that the participation of children involved in child protection processes may expose them to others as having experienced abuse and/or neglect, thus laying open the possibility of violating the ethic of confidentiality. Where child participation processes become public and media are involved or invited, it may indeed be appropriate to lay down some ground rules to protect the children involved. However this concern should not exclude certain children who require protection from being publicly identified as having experienced abuse and/or neglect from child participation processes – rather these processes should be structured to ensure that vulnerable children do not become more vulnerable as a result of exposure to participatory processes.

8. Concerns about resources that facilitate and enable child participation processes

Many child protection workers may be reluctant to facilitate child participation processes because they are perceived to be costly, especially in settings where resources are limited and even basic service delivery remains an ongoing challenge. It is essential that when programmes for children are developed, budgets include child participation processes as an integral element of holistic work with children. Donors and subsidy providers in government may need to be targeted and educated on the right of children to participate so that they see the inclusion of child participation processes in child protection work as a norm and integral part of the programmes that they support financially.

Sometimes the concerns expressed by professionals about child participation reflect our own reluctance to shift our perspectives on children as the passive recipients of our interventions and services, to a view of children as active participants and partners in the development and implementation of services.

The meaningful and appropriate participation of children in debating matters of concern relating to their own best interests has the potential to enhance the self esteem, sense of empowerment and coping skills of the children involved in such process and may thus even contribute to the healing of children harmed by abuse and neglect. It is therefore of critical importance that child protection workers examine their own concerns and reluctances to include children in child participation processes that focus on various aspects of child protection service provision. This will require that child protection workers educate themselves on ethical and effective child participation practice and ensure that in their work with children, they implement this knowledge and skill and thus protect and promote the child's right to participate in processes affecting their lives.

Joan van Niekerk
Childline South Africa, ISPCAN Executive Councillor

UNICEF Principles & Guidelines for Ethical Media Reporting on Children

UNICEF has developed principles to assist journalists as they report on issues affecting children. They are offered as guidelines that UNICEF believes will help media to cover children in an age-appropriate and sensitive manner, while respecting their rights under the Convention on the Rights of the Child. The guidelines are meant to support the best intentions of ethical reporters: serving the public interest without compromising the rights of children.

Principles

1. The dignity and rights of every child are to be respected in every circumstance.
2. In interviewing and reporting on children, special attention is to be paid to each child's right to privacy and confidentiality, to have their opinions heard, to participate in decisions affecting them and to be protected from the actuality or possibility of harm and retribution.
3. The best interests of each child are to be protected over any other consideration, including over advocacy for children's issues and the promotion of child rights.
4. When trying to determine the best interests of a child, the child's right to have their views taken into account are to be given due weight in accordance with their age and maturity.
5. Those closest to the child's situation and best able to assess it must be consulted about the political, social and cultural ramifications of any reporting.
6. Do not publish a story or an image that might put the child, siblings or peers at risk even when identities are changed, obscured or not used.

Guidelines for interviewing children

1. Do no harm to any child; avoid questions, attitudes or comments that are judgmental, that are insensitive to cultural values, that place a child in danger or expose a child to humiliation, or that reactivate a child's pain and grief from traumatic events.
2. Do not discriminate in choosing children to interview because of sex, race, age, religion, status, educational background or physical abilities.
3. No staging – do not ask children to tell a story or take an action that is not part of their own history.
4. Ensure that the child or guardian knows they are talking with a reporter. Explain the purpose of the interview and its intended use.
5. Obtain permission from the child and his or her guardian for all interviews, videotaping and, when possible, for documentary photographs. When possible and appropriate, this permission should be in writing. Permission must be obtained in circumstances that ensure the child and guardian are not coerced in any way and that they understand that they are part of a story that might be disseminated locally and globally. This is usually only ensured if the permission is obtained in the child's language and if the decision is made in consultation with an adult the child trusts.
6. Pay attention to where and how the child is interviewed. Limit the number of interviewers and photographers. Try to make certain that children are comfortable and able to tell their story without outside pressure, including from the interviewer.

In film, video and radio interviews, consider what the choice of visual or audio background might imply about the child and her or his life and story. Ensure that the child would not be endangered or adversely affected by showing his or her home, community or general whereabouts.

State of the World's Children 2006
http://www.unicef.org/sowc06/

Benefits of ISPCAN Membership:

- Monthly subscription to the prestigious Child Abuse & Neglect: The International Journal
- Daily Interactive Members Listserv and online Virtual Issues Discussions
- Informative membership newsletter and other publications
- Reduced rates at the biennial International Congresses and select events worldwide
- Networking opportunities and member information exchange
- Online Member directory / web services & CAN Resources

Celebrating 30 Years in 2007-08!

MEMBERSHIP APPLICATION FORM–2007

ISPCAN MEMBERSHIP DUES (check all that apply)

☐ Regular Membership ____$ 130 1 year, ____$ 240 2 years
☐ *Developing Country Membership (Per World Bank Reports) ____$ 50 1 year, ____$ 95 2 years
☐ Associate Membership (No Journals) ____$ 20 1 year
☐ Extended on-line journal access back to 1977 ____$ 15 1 year
☐ Publication: World Perspectives on Child Abuse 2006 ____$ 35 (includes S&H)
☐ Donations $_____

*If you are from a developing country and can afford to pay regular membership, please reflect the difference in donations. Member Donors of $35 and more will also be recognized as "Friends of ISPCAN" **TOTAL** $_____

PAYMENT INFORMATION *NOTE: ISPCAN membership must be paid in US dollars.*

If you do not wish to draw your check or money order through a USA bank, please add an additional US$25 or simply pay by credit card.

☐ Enclosed is a check or money order to ISPCAN - check or money order #_____
☐ Charge to credit card (check one): ☐ American Express ☐ Mastercard ☐ VISA
Card # _____ Expiration date _____
Name as it appears on card: _____
Signature _____Today's date _____ / _____ / _____

MEMBER INFORMATION Gender: Male/Female
Name_____ Title / Position _____
Telephone_____ Fax_____
E-mail address_____ Web page _____
Please circle your preferred mailing address as provided below: Home or Office
Organization _____
Street Address_____ City_____
State / Province _____ Country_____ Zip / Postal Code_____
Do you authorize ISPCAN to publish the above contact information in the online and printed Membership Directory? Yes ☐ No ☐

Please send all payments to: ISPCAN, P.O. Box 809343, Chicago IL 60680-9343, USA
Credit card payments may be remitted via fax to 1.630.876.6917. E-mail: membership@ispcan.org

2007 - 2008 ISPCAN Executive Council Officers

President
Danya Glaser, MB
Great Ormond St. Hosp., UK
President-Elect
Sanphasit Koompraphant
Ctr for Protection-Children's Rights, Thailand
Secretary
Gaby Taub, MSW
Children's Ombudsman, France
Treasurer
R. Kim Oates, MD, DSc. FRACP
Univ. of Sydney, Australia
Past President
Barbara Bonner, PhD
Univ. of Oklahoma, USA

ISPCAN Hosts VID on Child/Youth Participation

Initiated in 2002, VIDs offer ISPCAN Members from around the world the opportunity to participate in on-line discussions on a current child abuse and neglect issue.

In November 2006, participants from 29 countries, including several ISPCAN National Partners, have joined the discussion on Youth Participation, with 98 posts in total.

Some of the topics covered during the discussion included: Child participation in the UN Study on Violence Against Children; youth participation in research and decision-making; and child-led advocacy.

ISPCAN thanks the VID Facilitator Stuart Hart (USA) and the panelists, Gillian Calvert (Australia), Clare Feinstein (Sweden), Ravi Karkara (Nepal), Lena Karlsson (Sweden), Shehriyar Khan (Pakistan), Des Runyan (USA), Rasa Sekulovic (Serbia), Robin Sullivan (Australia), Gaby Taub (France), and Joan van Niekerk (South Africa) for sharing their experience and insight during the discussion.

ISPCAN also thanks Save the Children for their support of this Special Report.

Alexander Poleshchuk
Membership Services Manager

Mission: To support individuals and organizations working to protect children from abuse and neglect worldwide.

This Special Report is published by the International Society for Prevention of Child Abuse and Neglect (ISPCAN)

Editor
Jenny Gray, DipSW, Dip Fam. Therapy

Executive Director
Kimberly Svevo, MA, CAE

Membership Services Manager & Production
Alexander Poleshchuk

For information, contact:
ISPCAN
245 W. Roosevelt Rd., Bld. 6, Ste. 39
West Chicago, IL 60185, U.S.A.
Tel: 1 (630) 876.6913 ● Fax: 1 (630) 876.6917
Email: ispcan@ispcan.org
Web site: www.ispcan.org