Developing child rights indicators; how children can contribute to measuring impact in their lives

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Overview

• Why should we have children’s rights-based indicators and outcomes?

• What does it mean for indicators and outcomes to be rights-based?

• How can children be engaged actively in developing and measuring outcomes?
The legal imperative

- The UK is a signatory to the UNCRC and has agreed in international law to be bound by its provisions.

- The Committee on the Rights of the Child requires states to collect ‘sufficient and reliable data on children, disaggregated to enable identification of discrimination and/or disparities in the realization of rights’ (UN, GC5).

- It is essential not merely to establish effective systems for data collection, but also to ensure that the data collected are evaluated and used to assess progress in implementation.
As soon as practicable after the end of each 3 year period, an authority to which this section applies must publish (in such manner as the authority considers appropriate) a report of what steps it has taken in that period to secure better or further effect within its areas of responsibility of the UNCRC requirements.
What are human rights-based indicators?

Specific information on the state of an event, activity or an outcome that can be related to human rights norms and standards;

that address and reflect human rights concerns and principles;

and that are used to assess and monitor promotion and protection of human rights’

(UN 2006, para 7).
The distinctive features of child rights-based indicators

Child rights-focused - the indicators measure:

- Implementation of the standards in the UNCRC
- State activity and child outcomes
- Inequalities
- Change over time

Child rights-respecting - the process is:

- Ethical
- Participatory
- Robust
- Empowering

The overall aim is: State accountability

(Lundy, 2013, Child Well-Being and the UNCRC)
The process of developing and implementing indicators must be rights-respecting

- This applies to both the development of the indicators themselves as well as the collection of the data which is identified as providing evidence for them.

- For the process to be CRC-compliant, it must be: (a) ethical; (b) scientifically robust, (c) participatory and (d) empowering.
State Level Indicators

- Developed from CRC standards in core areas such as education, child protection and health

- Process, **Outcome** and Structural Indicators.

- For example, one outcome indicator is the extent of absolute child poverty — defined as: Children with (equivalised) income of less than 10/5/2€ (or monetary equivalent) per day disaggregated by ethnic origin.

*European Fundamental Rights Agency: Children’s Rights Indicators (2010)*
Service level indicators: Individual Education Plans for children with ASD

- The IEP team includes the child, the parents/caregivers (with advocate if required), the classroom teacher and other teachers and special needs assistants working with the child, other relevant professionals.
- Children are given the opportunity to express their views in relation to their IEP, if they so wish.
- Children are facilitated to express their views and make choices in relation to their IEP.
- The views of children must be listened to.
- The views of children are considered, as appropriate, when writing the IEP.
- Appropriate training materials are developed to enable children with ASD to participate in the IEP process.
- All IEP team members receive a copy of the IEP.

Prunty (2010)
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Children’s Rights-Based Participation

- Article 12 UNCRC
  - Child’s right to be assisted in forming and expressing views
  - Child’s right to have their views taken seriously

- Children engaged in development of outcomes and in subsequent service design
  - Context of ‘Ready to Learn’ programme (Barnardos, NI)

- Children engaged in the development of an outcomes measures
  - Measure of outcomes in relation to children’s rights
  - One sub-domain: extent to which children’s participation rights are respected in school and community
Children developing outcomes
(‘Ready to Learn’, Barnardos NI)
Children developing outcomes
(‘Ready to Learn’, Barnardos)

We asked 1000 children about their peer-relations:

Who got on best with their classmates?

Children from areas of high deprivation (‘poorer areas’) or children from areas of low deprivation (‘richer areas’) or both the same?

Children’s prediction:
‘poorer areas’

Justification:
‘Richer kids are competitive and try to outdo each other’
Children involved in service design
(‘Ready to Learn’, Barnardos NI)
Developing a measure of children’s participation rights: process

- Established a Children’s Research Advisory Group (CRAG): 6 children aged 10 years old

- Capacity building: familiarisation with CRC using sorting activities to identify participation rights

- Developing statements for the measure: What would a child say about a school really respected children’s participation rights?
My school listen to me about what I have to say and they always show us what is right. Schools should always respect the children and the children should respect the school too. So always listen to each other. A kid should be treated with respect and the question they should be ask is what do you think is the best thing to do and what do you think about children's rights.
Developing a measure of children’s participation rights: process

- Developing statements for the measure: *Design a community that respects children’s participation rights*

- Statements from all children in the CRAG collated and draft measure produced

- Measure refined in consultation with CRAG
We want to find out what children think about their right to have a say about things that affect them

My school listens to what I have to say about……….

- What we do in class
- What I have to say about school rules
- How to make our school better

In my school………

- I can give my opinions freely
- The adults make it easy for me to give my views
- The adults take my views seriously
- The adults talk to me about how decisions are made
- The adults make sure I can easily get the information I need about what is going on in the school
Now we want to know if you think the adults in your community take your views seriously. When we say ‘community’ we mean your neighbourhood or your area. It includes things like the leisure centres or activity centres you go to, libraries, churches, shops, health centres and parks etc.

In my community...............

- The adults ask me for my views
- The adults take my views seriously
- I can easily find out about activities (like youth clubs, church clubs, sports activities) for children my age
- I can easily find out about what’s going on for children in places like libraries, museums, and parks
- I am asked for my views on how happy I am with the activities in my community
- The adults make it easy for me to give my views on the activities going on in my community

What do you think could be done (in your school or in your community) to make sure that children’s views are taken seriously? (open response)
Properties of the measure

- Reliability (Cronbach’s alpha): 0.89

- Factor analysis identifies two clear factors:
  - CRQSchool (8 items)
  - CRQCommunity (6 items)

- In survey conducted with 3773 children, 85% of children responded to the open ended question

