



**CHILDREN'S PARLIAMENT
DEVELOPING INNOVATIVE RESEARCH WITH CHILDREN AND YOUNG
PEOPLE**

www.childrensparliament.org.uk

@creative_voices

THE BEGINNING: CHILDREN'S ECOCITY PROJECT



CHILDREN'S PARLIAMENT EARLY DAYS

A thematic approach

1. Who we are
2. Where we live
3. Health and happiness
4. Freedom
5. Feeling safe and being cared for
6. Having our say



CHILDREN'S PARLIAMENT

- We work with children from their early years through middle childhood to early adolescence.
- Children's human rights (to be **healthy, happy and safe**) and **the idea of human dignity** are at the heart of everything we do. Our interest is in children's voices and effective participation at **home**, in **school**, and in the **community**.
- We use creative and participatory approaches. Our work recognises the effort we need to make to engage all children and to learn from their insight. **"The Committee is concerned that children's views are not systematically heard in policymaking on issues that affect them"**. (UNCRC Concluding Observation 30a)
- We model how we want others to be with children; we provide training and support.
- **We love and value children. It's all about relationships.**
- The UK should: **"Establish structures for the active and meaningful participation of children and give due weight to their views in designing laws, policies, programmes and services at the local and national levels, including in relation to discrimination, violence, sexual exploitation and abuse, harmful practices, alternative care, sexual and reproductive education, leisure and play. Particular attention should be paid to involving younger children and children in vulnerable situations, such as children with disabilities"** (Concluding Observation 31a)

CHILDRENS RIGHTS ARE HUMAN RIGHTS

Children's human rights are:

- Universal
- Inalienable
- Indivisible
- Shared

Rights are shared ~~these~~ universal/out do
adults understand? That's controversial!
our rights are
Us kids ~~we're~~ invisible/~~so~~ don't
treat us like we're invisible
our rights are inalienable, so don't try to
take them away because you'll fail

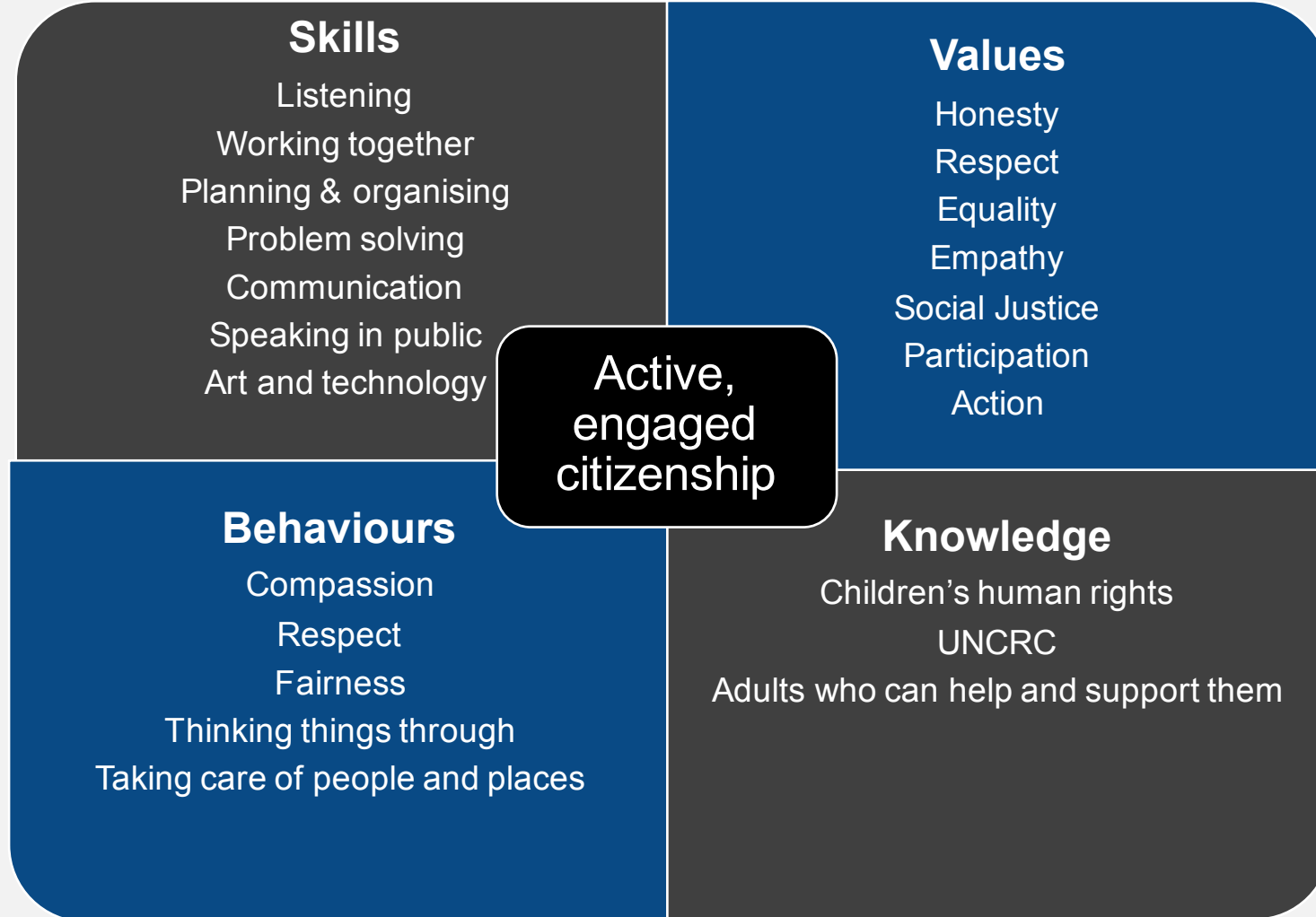
By
T-J

Children's Parliament: Connections with Nurturing Approaches

- Create a safe space/place to be.
- Eat together and share news.
- Take time.
- Play together.
- Encourage listening.
- Encourage everyone to verbalise how they feel.
- Understand that all behaviour is communication.
- Understand and pay attention to points of transition and change.
- Adults model the behaviour we seek from children: adults are caring, respectful and they listen.
- Ensure a good ratio of adult to child participation.



Through our community programmes, projects and consultations children learn:



How do we do this in practice? **IMAGINING ABERDEEN**

Children's Parliament has been working with Aberdeen City in support of their efforts to engage meaningfully with children's views.

- The work has been located in the city's 4 Attainment Challenge schools.
- Started with whole class and small group workshops over a 3 month period – involving 300 children aged 8 to 11 years old.
- Community reports captured the child's lived experience.
- 20 children then became Imagineers and represented the work of their peers in a mural and film.
- Senior officials and elected members have engaged throughout.
- The Imagineers now share their work, asking adults: **What can you do to help deliver the Lighthouse messages?**
- The work is central to development of the Children's Services Plan, supporting the Local Authority to meet legislative requirements to consult with children and report on wellbeing.



How do we do this in practice? **IMAGINING ABERDEEN**

Imagining Aberdeen blog:

<https://bit.ly/ImaginingAberdeen>

Bramble Brae school/community
report: <http://bit.ly/1WBaTlb>

Manor Park school/community
report: <http://bit.ly/1TWYrhw>

Riverbank school/community
report: <http://bit.ly/1TdFD0G>

Tullos school/community
report: <http://bit.ly/1sICgsq>

Imagining Aberdeen film:

<https://blogs.glowscotland.org.uk/glowblogs/imaginingaberdeen/imagining-aberdeen-film/>



If the UK needs to “intensify its efforts to tackle bullying and violence” (CRC/C/GBR/CO/5: PARA: 49A) what would a children’s rights approach look like?



THE GAME

THE FILM

- <http://www.childrensparliament.org.uk/our-work/cpinvestigatesbullying/>

THE BLOG

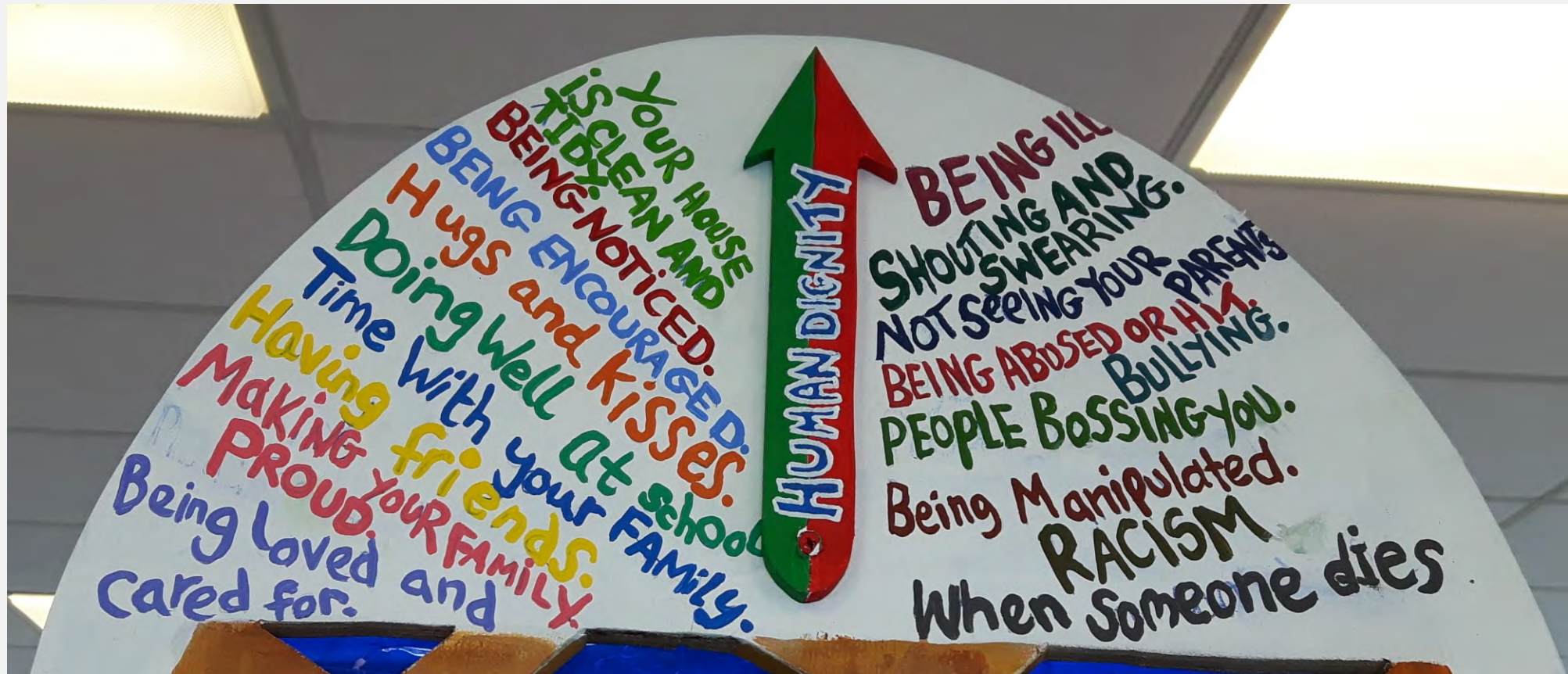
- <https://blogs.glowscotland.org.uk/glowblogs/cpinvestigates/>

HUMAN DIGNITY – THE ‘DIGNOMETER’

- Every human being is important and special. We call this human dignity.
- Respect for human dignity means that we should be friendly and kind to others and it is wrong to hurt other people or make them feel bad about themselves.
- No matter how others treat you, they never have the right to take away your human dignity.
- When you learn what human dignity means to you, you are less likely to accept when other people hurt, discriminate or put someone down.



IMAGINING ABERDEEN 'DIGNOMETER'



A CHILDREN'S RIGHTS APPROACH

- HUMAN DIGNITY

<http://www.childrensparliament.org.uk/childrens-parliament-investigates-human-dignity/>

- KINDNESS

<http://www.childrensparliament.org.uk/childrens-parliament-investigates-kindness/>

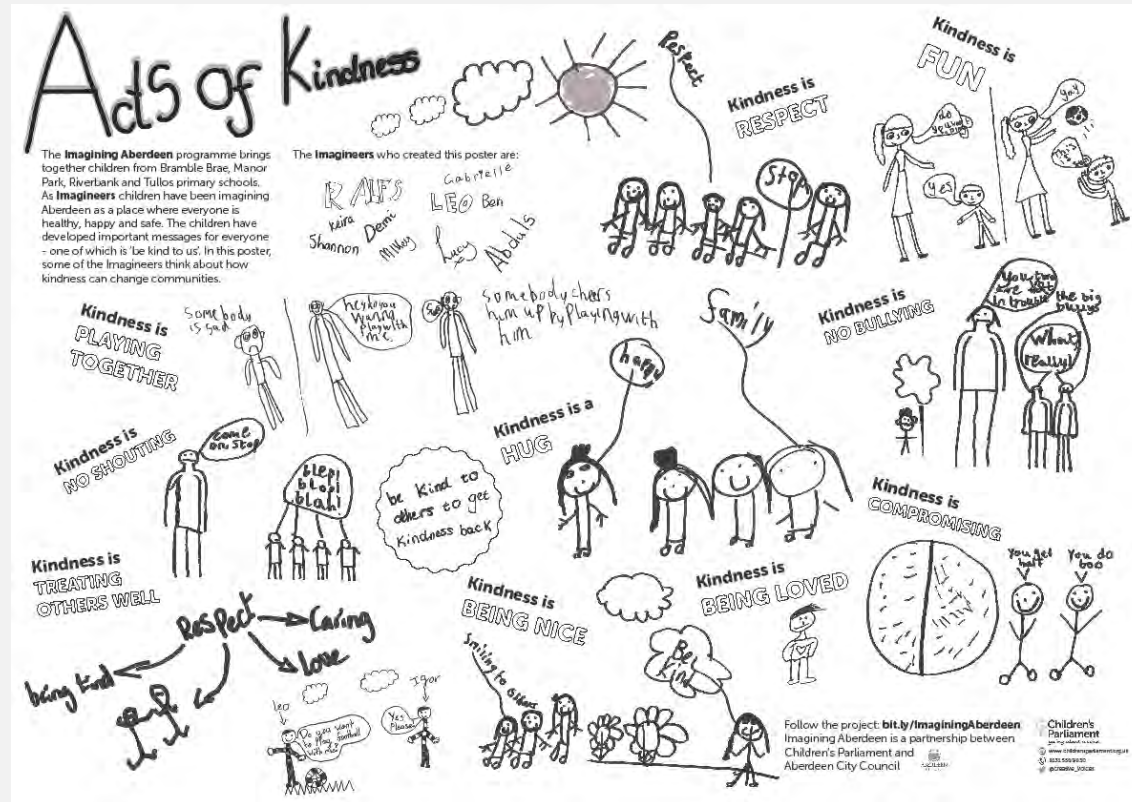
- EMPATHY

<http://www.childrensparliament.org.uk/childrens-parliament-investigates-empathy/>

- TRUST

<http://www.childrensparliament.org.uk/childrens-parliament-investigates-trust/>

- Its all about relationships.



The Unfearties

Children's Parliament is 21 this year. To mark this special birthday, we are creating an inspiring and brave band of *Unfearties* - individuals who are not feart, are making a difference in children's lives, and who are willing to speak up for, and stand alongside, children.

An Unfeartie...

- Listens to children.
- Views children as capable and an asset to their communities.
- Strives to ensure children's voices are heard.
- Challenges infringements of children's human dignity.
- Helps children learn the values of honesty, empathy, respect and social justice.
- Promotes greater awareness + understanding of children's rights.
- Speaks up about their Unfeartie role and spreads the message about how to sign up.



Help us create homes, schools and communities in Scotland where children are seen and heard as a matter of course.

**To join our band of Unfearties visit:
childrensparliament.org.uk/unfearties**

- **“Where, after all, do universal human rights begin? In small places, close to home - so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighbourhood he lives in; the school or college he attends; the factory, farm, or office where he works... Unless these rights have meaning there, they have little meaning anywhere.” Eleanor Roosevelt**

Dr Colin Morrison

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