

# 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.

# Children and Young People Scotland Bill, Section 2

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)

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?*

by Uwem Obong



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 to  
so always listen to each other.  
Kid should be treated with respect  
and one question they should be ask is  
what do U think is the best thin  
to do and what do U think about  
childrens 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

**5 point  
likert for  
each  
statement**

**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.....**

**5 point  
likert for  
each  
statement**

- 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

# References

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