



Webinar Child to Child & Child Rights Connect

The movement continues....

Tuesday 24th of November 2020

Summary of the webinar

Organized by Child to Child in collaboration with Child Rights Connect, this webinar broadcasted powerful examples of Child to Child participatory approaches in practice and revealed key insights into how they have unlocked children's potential in a range of contexts and settings.

Child to Child, which has been at the forefront of developing the methodologies to facilitate children's participation for the last 40 years shared their lesson learned with the Child Rights Connect Network. This webinar explored how children can still be changemakers - within their own homes, communities and schools.

Finally, Child to Child shared its current and future plans and discussed how to create synergies with the work on child participation of Child Rights Connect and its members.

Participants learned how to facilitate and ensure meaningful participation of children in their day-to-day lives' realities, through the interventions of panellists coming from different part of the world.

- **Patricia Young**, a Child to Child trustee, who will introduce Child to Child (*see intervention p.2*).
- **Girly** and **Abdiwali**, two young people from the Philippines and UK who took part in Child to Child programmes reflecting on how they benefitted, how participation affected them and how it influenced their future choices (*see interventions p.3-4*).
- **Ambreena Ahmed**, Teacher Resource Centre and **Madeeha Ansari**, Cities for Children about the role that children can play as peer educators and how this can contribute to the empowerment of girls in rural and urban Pakistan (*see interventions p.4-5*).
- **Dr. Arturo Quizhpe**, ReAct Latinoamérica about using Child to Child to support indigenous children to promote environmental awareness and conservation in Ecuador (*see intervention p.5-6*).
- **Abdulai Swaray**, Pikin-to-Pikin Movement, and **Bella Tristram** Child to Child consultant who will reflect on ensuring meaningful child participation during the Ebola crisis in Sierra Leone (*see interventions p.7-8*).
- **Susan Durston** (Child to Child board member and former Global Chief of Education for UNICEF) about Child to Child's current COVID19 response work, future plans to return to its roots as a global network and how you can get involved (*see intervention p.8-9*).

Constanza - World Vision:

This event is one in a series within the Child Participation Working Group. In this Webinar, we will share experience of Child to Child to learn how to do child participation in a meaningful and empowering way.

Session 1: Introduction to Child to Child

Intervention from - Patricia Young, Child to Child trustee:

Overview of Child to Child:

- Child to Child is a pioneer of children's participation and was probably the first organisation to create structured, sustainable participatory methodologies for children
- Child to Child's approach is inclusive and non-discriminatory and has proven particularly effective at engaging the most marginalised children, examples of which we will hear about shortly.
- All children, even – perhaps especially the most marginalised – can with the right support, be changemakers.
- Currently, big focus on children as advocates, particularly on the global stage, but it is also critically important for children to play an active role in their own homes, communities and schools.
- Child participation is a fundamental human right.
- Not just about older teenagers either. Younger children can also make a profound contribution to their communities.

History and background of Child to Child:

- Child to Child was developed by David Morley, Professor of Paediatrics at the Institute of Child Health & Hugh Hawes, an educationist at the Institute of Education, to commemorate the upcoming International Year of the Child in 1978.
- They organised a first meeting with a range of stakeholders to develop the first copyright-free, open source, activity sheets and story books, which laid the seeds for the burgeoning international Child to Child movement.
- Since then, for the last 40 years, Child to Child has partnered with and trained the world's leading agencies to equip children with the skills to stay safe, stay healthy and achieve their potential, no matter what challenges they face in their lives.
- Partners have included all the large INGOs; Terre des hommes; Save the Children, Plan International, WorldVision, but also UN agencies, UNICEF & UNESCO, as well as multiple national and regional NGOs.
- Child to Child programmes have been implemented in at least 80 countries. As many as 60 million children may have benefited from participating in Child to Child programmes.

What is the Child to Child approach?

Child to Child is fundamentally a fun active learning methodology which equips children with knowledge and skills of a particular issue and creates structured and fun opportunities for them to identify how they wish to tackle it and what they want to do.

Trained adult facilitators – at least in the first instance – support children to implement these actions, reflect on the impact they’ve achieved, before beginning the cycle all over again.

Children mentor and support each other through these processes and, learn teamwork, problem solving, risk assessment and a raft of other critically important life skills

The issues addressed by children have ranged from:

- promoting inclusion of children with disabilities in the classroom
- child abuse so that children can better protect themselves
- substance misuse
- teenage pregnancy
- environmental awareness

Session 2: Impact of Child to Child – former participants of Child to Child programmes

Intervention from Girly Bagus, the Phillipines

Girly Bagus is a former street connected child, who is a public-school teacher now. She is a former Junior Educator (JE) of Bahay Tuluyan (BT) an institution that helps street children and children that needs special protection, using a child-to-child approach.

Girly became a JE when I was 9 years old, which entailed attending trainings on child rights, lesson planning, syllabus making.

JE provide trainings in basic Numeracy and Literacy and Children’s Rights in different areas: Center Base, Community Base and Street Base.

In Center Base, JEs teach the children who are residents of Bahay Tuluyan, most of them are already in a formal school. Thus, the JEs role is to tutor them and follow up their studies.

In Community Base, the JEs go in the urban poor communities near Bahay Tuluyan in a regular basis. The JEs go there to teach basic numeracy and literacy and children’s rights. Some of the children in these communities are victims of different abuse and exploitation. The JEs are there to teach the kids how to protect themselves. Since the JEs are their peers, and most of them open up easily to their friends, abuses were being prevented. A lot of children from these communities got inspired and chose to stay in BT instead of the streets and soon they themselves became JE.

In the Street Base, JEs look for a better place on the streets to conduct lessons on basic numeracy and literacy and Children’s Rights. Since they are friends, it is easier for the JEs to talk to these children and advocate children’s rights and empowerment. A lot of street kids get inspired by the Junior Educators and see the importance of education. Once they know that they have rights and responsibilities, they started to dream and reflect and think of things for them to have a better life.

I chose to become a teacher because of the trainings and learnings I gained from BT and I pass this on to my kids because I love them to become good citizens of this country, with heart and fear of the Almighty.

Intervention from Abdiwali Abdulahi, UK (supported by Carolyn Conway, the manager of Child to Child's Hearing All Voices project)

Abdiwali is studying Petroleum Engineering at Aberdeen University, having come to the UK from Somalia as a refugee in 2015.

In 2016, himself and his classmates of his English class in London, took part in Child to Child's "[Hearing All Voices project](#)". They wanted to help children who were less fortunate and decided to organize a fundraising event for an orphanage in Sierra Leone for children who lost their parents due to the Ebola pandemic. Money raised was enough to send all the children to school for one year with equipment.

Participating in this project changed my thinking; I was that I could help others. It also improved my communication skills, my confidence and relationship with my classmates.

It was an amazing project. I want to apply the same kind of project in Somalia, to help children in my own country.

Intervention from Carolyn Conway

Penny Boreham – who worked with Child to Child in Sierra Leone was so impressed with what the group had done for the orphanage, she continued to fundraise through her son's school. Since 2016 they have raised thousands of pounds – enough to build a well, a canteen, provide food and school uniforms.

Session 3: Early childhood development in Pakistan.

Intervention from Ambreena Ahmed, Director of Teachers' Resource Centre (TRC)

Madeeha Ansari from Cities for Children and myself will be sharing how the model reaped impacts in our urban and rural contexts especially for girls and created ripple effects of positive and empowering change not just in schools but also in their homes and communities.

Pakistan's education system is rife with disparities – gender inequality, learning poverty, acute lack of focus for sustainable human development and deep-rooted socioeconomic issues. Luckily, there is also a whole new spectrum of possibilities and opportunities (64% are under 29 years of age, increased focus on education in policy discourses, a thriving community of EdTech startups and wider consensus on galvanizing all-inclusive support for education development and reducing gender gaps).

This [video clips](#) "Pathways to School Success" capture the true spirit of the project which was implemented in a rural remote area in Sindh province of Pakistan. The project is a living testimony to how the Child to Child approach created a space for girls to flourish as Young Mentors for younger learners and how they transformed into passionate, committed, high skilled future teachers of the communities.

In Sehwan, the three-year pilot project not just resulted in increased enrolment, setting up of ECE classes for previously unregistered younger children coming to schools, trained teachers in active and play based learning but also impacted the homes and communities of the school children.

A Community Advisory Board, comprising of parents, teachers and community members, was established to oversee the continuity of best project practices beyond the project timeline to ensure children continue to benefit from the interventions and contextual, low cost solutions which laid the foundations for empowering, culturally relevant and children led spaces for learning and growth in the areas.

We learnt that the model is applicable to all educational settings in both urban and rural contexts, the approach is versatile and can mobilize the adolescents and younger children to take charge of their own learning, allows them to bring in innovation and creativity and can be sustained if the school, parents and community members are closely involved right from the very onset.

Intervention from Madeeha Ansari, Founder of Cities for Children

We provided an emergency response to COVID-19 and implemented in 8 open-air, community-based partner schools spread across the capital city, Islamabad. A lot of the children we work with are pushed into choosing between work and school fairly very early on. Depending on the culture of their urban microcosm, girls may find themselves in street situations, working as domestic help or, in the more conservative communities, face a high risk of drop out before Grade 5.

When schools closed were shut indefinitely due to COVID, our partners the Pehli Kiran Schools, were really concerned about the increased risk of dropout posed by imminent learning losses, and there was concern about rising protection issues. Our rapid response was the translation and adaptation of the revised Getting Ready to School (GRS) package.

The approach followed a child to child approach and the purpose was to mitigate learning losses, give children some structured time in which they could interact with peers in a protective orb and ease the transition back to school.

It was not a donor funded programme, we were using our own resources.

Weekly feedback forms shown great impact on children mindset and skills (creativity, confidence, leadership, problem-solving, group management, empathy). But the programme also positively impacted their parents and caregivers. They brought their learnings home and their mothers and older sisters wanting to learn too, so they would seat in in the sessions. Admissions rose organically.

It is a model we wish to keep, and we are still looking at the impact, but we would love to collaborate on this. Do not hesitate to contact us.

Session 4: Environmental awareness, Ecuador

Intervention from Dr. Arturo Quizhpe, Executive Director ReAct Latinoamérica, Founder of Child to Child, Ecuador

This example shows how a Child to Child approach has been a means of supporting indigenous children to contribute towards the conservation of their environment.

30 years ago, in 30 minutes, a life project was born in favor of the little ones, to rescue hope, recreate the present, and propel ourselves towards the dawns of freedom. It all started, on the last day of my stay at the University of London. Grazyna Bonatti, Child to Child officer, shared the idea and presented the Child to Child guides and factsheets.

Then came the moment of knowing, internalizing, learning Child to Child Approach Translating, sharing, and spreading the message, the strategy and the methodology.

We believe that when children work together, they can change their world. We soon learned that tenderness and intelligence are found everywhere, in all parts, in all boys and girls. We just had to make it visible.

A Child to Child center for training, study, and diffusion was formed in Cuenca, Ecuador. Our first call was to analyze problems that affect children, their concerns and hopes. The answer was that together, educators, health workers, community organizers, writers, artists, communicators can spread hope and multiply projects.

Educating the eyes to seek and discover beauty, stimulating sensibilities to recover tenderness, researching to transform and build up health and joy.

We believe that Child to Child, Hand in Hand, Solidarity, Unity, Mutuality, Complementarity, are Keys for growth and development.

We spread health, joy and well-being in families, schools, communities, at the local, national, global levels.

We strongly believe that children are active citizens.

Child to Child organized a global forum for Children in 2005.

Declaration of Children: *“That the Air is not polluted. That the Water is kept clean and safe for all. That there are Cloaks and Shelter for all boys and girls, That Art is considered a right and an essential part in the emotional and spiritual development of boys and girls. That governments and society promote an atmosphere of freedom and affection for all boys and girls to grow healthy.”*

We developed “Educational Knapsack” with Sumak Kawsay, School Health and the Microbial World with several purposes,

- Knowing, feeling, understanding the Health of Mother Earth
- Making the invisible visible, discovering the interrelationships between the different forms of life.
- One Health: human beings, animals, plants, and the environment.
- Preserve the integrity of the fabric of life.
- Knowing our Big House, learning to take care of our Home.
- Promoting “Buen Vivir” (Good Living) for all visible and invisible beings.
- Preserving the effectiveness of antibiotics for present and future generations.

There are several components of the Knapsack, such as Child to Child activity guides, audiovisual material, etc.

We implemented the Knapsack in indigenous communities to promote meaningful learning, linked to reality, to their worldview. To promote science, art, language, education, and health walking together

A final note for Child to Child...

Child to Child

We will see each other again,

we will embrace each other with our hearts.

We will continue to weave a multicolored web.

Our hearts will continue to beat with different rhythms, intensity and tones and in different places.

Session 5: Working in a pandemic, Sierra Leone

Intervention from Abdulai Deadehwai, PIkin to Pikin Movement and Bella Tristram, former CtC Advisor

Please watch this [video](#) “The Power of Participation” which presents PIkin to Pikin Tok, the educational Child-Centred Radio during the West African Ebola Epidemic.

Context:

This project was implemented in Sierra Leone. Sierra Leone is now peaceful but went through 11 years of civil war. We implemented this project in Kailahun District, which is very vulnerable. It is where Ebola started in the country, as a border district, there is also a lot of cross-borders and criminal activities.

Ebola came to Sierra Leone through the eastern region, with devastating consequences for children. There is poor public infrastructures and schools were closed. 400% increase in teenage pregnancy. Our project was a community-based GRS programme, so we had to think about what we could do next? With our partners PIkin to Pikin in Sierra Leone and with the children we were engaged with, we had to think about how we could try to engage children meaningfully when the school are shut. We thought about educational radio. We recruited international radio producers and local radio journalists.

We involved various kinds of participation:

- Consultative (adult-led): some pertinent stories, social themes selected and recorded by adults in a child-friendly way
- Child-led: Children suggesting stories and volunteering themes/testimonies of social challenges
- Collaborative: 36 young journalists were trained and co-created content, call-in section of the broad case

We organized listening groups. Trying to stay true to our original project where we focused in improving literacy and numeracy, we organized younger children meet-ups and they would listen to stories about numbers, in English and a local language. We also had a series called “Under the mango tree” which was tackling different social issues. Gender was mainstreamed throughout; we interviewed women role models, women working with the social welfare department, younger girls, but we also interviewed a great spectrum of individuals nationally and internationally.

Challenges:

We encounter some challenges, because Kailahun District is one of the most remote of Sierra Leone. One big challenge was communication as Kailahun is far away from the capital city. Difficulties to have internet access. Another challenge was to transition from the previous project. It was difficult but, in the end, we were able to adjust. Travelling is very difficult in the district; the roads and the infrastructures are not good.

Successes

There are recognition successes:

- Finalist for the 2017 Bond Innovation Award
- UNGEI initiative as a good model

- Feature in the World Service Documentary

But the key success is the legacy of the project; it was broadcasted to over 50'000 people and 10'000 children were directly involved in this project. The true ethos of Child to Child is enable children to feel hope that they can make difference in their lives, their family lives and their community lives.

Lessons learnt

- Children are happy when participating in decision-making
- Even when implementing programmes in the same schools and communities, thanks to the set of skills they learned through the project, today they are doing very well in school.
- The schools that participated in the project are doing very well.
- Thanks to their active participation, some of them want to be journalist.
- Child participation can be part of any activities or projects you wish to undertake.

Session 6: The way forward

Intervention from Susan Durston

LAUNCH OF COVID RESOURCE AND THE FUTURE of CHILD to CHILD-DRAFT

We convened an international group of Child to Child practitioners and technical specialists and did a review of existing and planned material for children on COVID. Given the urgency of the issue, we reached out to some partners on 3 continents who use the CtC approach with children to ask them what they would find useful. They responded with a need for print material as their children had little access to the internet or even mobile phones in many cases.

The results of this is the **CHILD to CHILD COVID-19 RESOURCE FOR ACTIVE CHILD PARTICIPATION** developed by technical experts and CtC practitioners, giving their time unpaid and freely. There are 10 leaflets for children, a whole Resource for children to help others, and a Facilitator' resource for adults or youth to train and support the Young facilitators. We recognize that many children do have access to technology, so there is also a list of resources which can be used or downloaded online, both for children and those working with them.

There are 10 messages spanning information about COVID-19, prevention, stigma, feelings, child safety, learning –in all of which children can play an active role in their families, communities and with their peers. We also have an updated GETTING READY FOR SCHOOL RESOURCE, very useful in this pandemic.

The CtC trustees are taking forward the work and transmit the legacy on a voluntary basis, until it will be possible to raise funds to employ permanent staff again.

Our **CALL TO ACTION** for any organisations, funders and institutions, to help practitioners in the field, especially those working in and with disadvantaged communities, to **download and use these resources**. It is important to embrace and support local NGOs, CSOs and community workers to bring the benefits of a Child to Child approach to remote and disadvantaged communities, especially in this time of the COVID-19 pandemic.

For example, health workers visiting families could bring Child to Child COVID-19 and other materials to them, and educators can support the GETTING READY FOR SCHOOL approach, which is implemented through older children.

There are **WAYS YOU CAN ALSO GET INVOLVED:**

- Use and improve **our resources and methods**, free of charge. [Child to Child Resource Centre](#)
- **Join the Forum** ([Email info@childtochild.org.uk](mailto:info@childtochild.org.uk)) and share **your own materials and experiences** on [LinkedIn \[IN2\]](#)
- Use and improve our **COVID-19 material**, and share with others [Covid response resources](#)
- Use and disseminate our new version of **GETTING READY FOR SCHOOL** to give children a fair start, especially the disadvantaged. [Getting Ready for School](#)
- Contribute to the development of **new resources** with a focus on child participation
- Talk to us about **online training** at info@childtochild.org.uk
- Support us with your skills. We need IT, fundraising and more
- **Help us fundraise** for specific pieces of work. Commit to planned giving, join Amazon Smile at no cost to yourself and nominate Child to Child. **Every little helps!**

CHILD to CHILD has been going for over 42 years! We are convinced that now, as much as ever, it is needed. Globally, the time is ripe for child participation and we want to work with our partners such as you all on this webinar (including WV and CHILD Rights Connect) to make it happen!

Questions & Answers

Ilaria – Child Rights Connect

Thank you to all the panelist. We will take a few questions now, if we do not have time to answer them all, please feel free to write us an email or to the panelists. It is a pleasure for Child Rights Connect to host this webinar, we hope we can support the exchanging of learning – and there are many - from the Child to Child experiences, today and beyond. We should all try to keep this legacy alive. There is room to adapt to the evolving context and situation.

Emma – Child Rights Connect

Many thanks to all the speakers and panelists. From Child Rights Connect, I am wondering with the increasing backlash on child rights worldwide, how can we strengthen the Child to Child approach? Are there some key lessons perhaps from the experiences that we heard from today and that we can further reflect on? I have been thinking about the reality of State obligation for child participation. And from Child to Child, how could we collectively push States to take forward a Child to Child approach?

Debapriya Bhattacharyya – India

Thank you to all the inspiring presentations. We focus a lot on child participation. We are currently conducting a child-led research with street connected children. How do you involve children who cannot read or write in the process of informing their friends or peers? We are facing this challenge currently.

Allen Nakalo – Uganda

I work with UNICEF and work in child governance. We have been working on child participation during the past three years. My experience has been that in communities in countries like ours, where culture has an impact on the involvement in children decision-making. When you talk about child rights and child participation, there is a lot of resistance from the families and communities. Is this something that you've experienced in your work and if so, how were you able to overcome these barriers?

Grazyna Bonati:

I worked with children in 30 years and almost all the Francophone countries – as I see there is quite a lot of questions in the chat regarding resources in French. The Child to Child approach worked everywhere. There is quite a lot of materials in French. The question of getting children involved, I think you need to work a little bit with them first and once they are ready to come out, they start talking to their communities and families. Usually, the families are very impressed. Usually it goes very smoothly in practice.

Back to the panelist**Abdiwali Abdulahi:**

When we started Child to Child programme in Sierra Leone, we had the same challenges regarding culture, tradition – children cannot talk in public. We were able to overcome this challenge, because when you are implemented the project, you need to involve the entire community. We must give them a lot of training, capacity building, skills training. With all the trainings given to the children and their parents, it will give them the confidence. When the children were talking on the radio, that gave them a lot of attention given to them and people realized how much they were able to say.

Madeeha Ansari:

For working with children who cannot read very well, I just wanted to say that pictures work very well and so do, stories, oral traditions, drama.

Susan Durston:

If people can see that children can have an impact, people will start to listen to them.

Marcus Solomon – Children Resources Cap Town

Our aim is to build a social movement of children, as different from a youth movement. It is not only about health, but it is about a range of other things. In a time of global warming, the participation of children is essential for their survivals. And when there are disasters, it is mainly the children who are impacted. If they are lacking the skills and solidarity and the collaboration and the means to do that, they cannot act. We want to build across the continent and other continents. People can take a look at our website and hopefully we will be able to collaborate on such issues.